

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	501	SEMESTER	2 nd
COURSE TITLE	Class Structure of Contemporary Societies		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.soc.aegean.gr/ext-files/pm/pps/2018-501-en.pdf		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
<ul style="list-style-type: none"> Introduce students to the different theoretical approaches of social stratification. Distinguish the differences between Marx's and Weber's definitions of social class and explain the reasons they are significant. To understand that: (i) the social relations of our time and place are unique, and (ii) be able to compare them with different social relations in other social formations both historically and cross-sectionally. Be able to explain the concept of social class and its relationship to the concept of social stratification. Be able to link the new trends of social analysis to the major approaches of sociological tradition. To understand the social mechanisms through which the material and symbolic assets (income, prestige, cultural capital, etc.) are distributed to the groups

<p>and the members of society.</p> <ul style="list-style-type: none"> • To understand the (political) way that a society organize the production and distribution of social wealth and, thus, the different ways of production and appropriation of the social surplus-product. • To interpret collective action in relation to the social available material and symbolic assets. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
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<ul style="list-style-type: none"> • Ability to analyze current social stratification by applying existing knowledge and acquired skills. • Search, analyze and synthesize data and information using the necessary technologies. • Teamwork. • Work in an interdisciplinary environment (sociology, history, political economy). • Design of social and political interventions. • Demonstrate social, professional, ethical responsibility and gender awareness. • Promote free, creative and inductive thinking. 																			

(3) SYLLABUS

This course examines the class structure of societies as a historical process. It is attempted to highlight the factors that determine the class structure and contribute to changes in the social stratification of modern societies. At the core of the course will be approaches that attempt to interpret the dynamics of social formations (social classes, social strata, socio-cultural backgrounds etc.) caused by the restructuring of production, the transformations of wage labour and social change. The marxist (and neo-marxist) interpretations of class structure and class relations and the weberian (and neo-weberian) approaches of social stratification with the corresponding methodological and analytical tools are examined at the first level of analysis of this course. A second level of analysis of the course attempts to combine theoretical models (examples) with historical reality, in order to allow for the intertemporal (historical) and cross-sectional examination of social constructs that are conditionally transformed into "collective bodies of action". Therefore, the theorization of class structure of traditional societies, as opposed to that of contemporary societies, will highlight the historicity and also the dynamics of class structure systems.

Organization of lectures

1st lecture

Social classes and social stratification: content and limitations.

2nd lecture

Foundations of class analysis and social stratification in sociological theory (K.Marx, M.Weber).

3rd lecture

The conceptual distinction between status group (Stände) and social classes.

4th lecture

The class structure of “traditional” societies.

5th lecture

Marx’s and neo-marxist (E.O.Wright, etc.) approaches to social structure and social mobility.

6th lecture

Weber’s and neo-weberian (J.Goldthrope, P.Bourdieu etc.) approaches to class structure and social mobility.

7th lecture

The social composition of wage labour in contemporary social formations.

8th lecture

Traditional petite bourgeoisie strata and new middle class.

9th lecture

The social status and the political role of intellectuals.

10th lecture

Social stratification and gender.

11th lecture

The class structure of post-industrial society: Moving from social class to identity strategies.

12th lecture

The class structure of society in Greece.

13 lecture

Summarization.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power Point Computer tools to explore and organise the literature	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	39 hours
	Studying	60 hours
	Exam preparation	60 hours
	Course total	159 hours
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to</i></p>	<ul style="list-style-type: none"> • Written exams. • Written exams and optionally written assignment of students' choice, under the instructor's guidance, to issues that are the subject of analysis of the seminar. The essays will be done in groups of 2 or 3 people depending on the number of students. Its extent will be approximately 7,000 words or 15 A4 pages, Calibri 11 font, 1,15 line spacing. Essays are delivered at the end of the semester (50% of final grade). 	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

a) Course Manuals:

- Αλεξίου Θ., *Κοινωνικές τάξεις, κοινωνικές ανισότητες και συνθήκες ζωής*, Αθήνα, Παπαζήση, 2009.
- Μοσχονάς Α., *Τάξεις και στρώματα στις σύγχρονες κοινωνίες*, Αθήνα, Οδυσσέας, 2005.

b) General bibliography:

- Αλεξίου Θ., *Εργασία, εκπαίδευση και κοινωνικές τάξεις*, Αθήνα, Παπαζήση, 2002.
- Αρανίτου Β., *Η μεσαία τάξη στην Ελλάδα την εποχή των μνημονίων. Μεταξύ κατάρρευσης και ανθεκτικότητας*, Αθήνα, Θεμέλιο, 2018.
- Bourdieu P., *Η διάκριση. Κοινωνική κριτική της καλαισθητικής κρίσης*, Αθήνα, Πατάκης, 2009.
- Giddens A., *The class structure of the advanced societies*, London, Hutchinson, 1973.
- Goldthorpe J., *Social Mobility and class structure in modern Britain*, New York, Oxford University Press, New York, 1987.
- Λυμπεράκη Α και Μουρίκη Α., *Η αθόρυβη επανάσταση: Νέες μορφές οργάνωσης της παραγωγής και της εργασίας*, Αθήνα, Gutenberg, 1996.
- Λύτρας, Α., *Κοινωνία και Εργασία. Ο Ρόλος των Κοινωνικών Τάξεων*, Αθήνα, Παπαζήσης, 2000.
- Λύτρας Α., *Αναλύσεις περί κοινωνικής δομής: κοινωνική οργάνωση και πολιτική στον εικοστό πρώτο αιώνα*, Αθήνα, Παπαζήση, 2007.
- Μηλιός Γ., *Ο Ελληνικός Κοινωνικός Σχηματισμός: Από τον Επεκτατισμό στην Καπιταλιστική Ανάπτυξη*, Αθήνα, Κριτική, 2000.
- Μουζέλης Ν., *Νεοελληνική Κοινωνία: Όψεις Υπανάπτυξης*, Αθήνα, Εξάντας, 1978.
- Σακελλαρόπουλος Σ., *Κρίση και κοινωνική διαστρωμάτωση στην Ελλάδα του 21^{ου} αιώνα*, Αθήνα, Τόπος, 2014.
- Σακελλαρόπουλος Σ., *Νεπάλ: Εθνότητες, κάστες, τάξεις στην κορυφή του κόσμου, 1769-2008*, Αθήνα, Τόπος, 2005.
- Ste.Croix G.E.M.de., *Ο ταξικός αγώνας στον αρχαίο ελληνικό κόσμο. Από την αρχαϊκή εποχή ως την αραβική κατάκτηση*, Αθήνα, Ράππα, 1997.
- Τσουκαλάς Κ., *Κράτος, Κοινωνία, Εργασία στη μεταπολεμική Ελλάδα*, Αθήνα, Θεμέλιο, 1986.
- Weber, M., *Οικονομία και Κοινωνία. Κοινωνιολογικές έννοιες, τόμος Ι*, μτφρ., Θ.Γκιούρας, Αθήνα, Σαββάλας, 2005.
- Weber, M., *Οικονομία και Κοινωνία. Κοινωνιολογικές έννοιες, τόμος ΙΙ*, μτφρ., Θ.Γκιούρας, Αθήνα, Σαββάλας, 2007.
- Wright E.O., *Classes*, London, Verso, 1985.
- Wright E.O., *Class counts: Comparative studies in class analysis*, Cambridge, Cambridge University Press, 1997.

- *Related academic journals:*

- Annales. Histoire, Sciences Sociales
- Historical materialism
- Capital and Class
- Revue Européenne des Sciences Sociales
- American Sociological Review
- American Journal of Sociology
- Επιθεώρηση Κοινωνικών Ερευνών