

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	629	SEMESTER	6 th
COURSE TITLE	Social Solidarity Organisation Forms		
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
Lectures		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>	Compulsory Elective / Specialised General Knowledge		
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/2019-629-en.pdf		

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

- Students are familiarized with the theories and practices of Social and Solidarity Economy (SSE) as an alternative paradigm of the organization of production.
- Students should know the content, history and theoretical foundations of the concept of SSE and distinguish it from similar concepts.
- They should know the basic theoretical and epistemological assumptions as well as the central arguments of the contemporary approaches to the SSE.
- They should develop a theoretical and empirical understanding of the emergence, progress, and the recent development of the SSE organisations.
- They should distinguish between the multiple forms and types of organisations that operate under the SSE.
- They should know the multiple management models applied in SSE

organisations.

- They should understand how the work performed as part of the SSE is remunerated as well as the multiple types of transactions within its framework.
- They should be able to analyse the points of convergence and divergence of strategies adopted by SSE organisations as well as by social movements that aim to trigger social change.
- They should be able to analyse the mechanisms for creating consensus but also conflict within teams operating as part of SSE.
- They should cultivate their critical reflection on contemporary theories and approaches to commons.
- They should understand the opportunities and challenges arising from the emergence of new collaborative models of production of common goods.
- They should know the main theories about commons as a political project as well as the political principles and forms of governance that set commons as an alternative paradigm.

General Competences

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Search, analyze and synthesize data and information using the necessary technologies.
- Teamwork.
- Work in an interdisciplinary environment.
- Design of social and political interventions.
- Demonstrate social, professional, ethical responsibility and gender awareness.
- Promote free, creative and inductive thinking.

(3) SYLLABUS

In response to the dominant, alienating way of organizing work and the effects of the capitalist economic crisis, the desire to live in a fairer society has led to the development of alternative economic ventures. As part of this discussion and after a long period of testing and implementation of various practices aimed at strengthening social solidarity, cooperative or solidarity economy organizations have contributed to the establishment of new social relations where the supply and demand of services are co-constructed through mutuality and confidence arising from the interaction of the people involved. At the same time, they complement, substitute or even oppose state social policies, creating inclusion units, meeting far from satisfied social needs and strengthening social cohesion, especially in regions with large pockets of unemployment and poverty. Apart from meeting human needs and improving human well-being, the main goals of social and solidarity economy organizations are the promotion of

sustainable development, the transformation of capitalist productive relations, the creation of a balance to incorporate the different values and principles of the participants and the survival of traditions. The course intends to offer a reading of the organization of production that is different to that of the field of economics. It looks at the SSE as an alternative model of the capitalist mode of production. It highlights the initiatives of the SSE as the answer to social exclusion and the complementary role it can play within the welfare state. It explores the organizations and the cooperative movements of the SSE and analyses the forms of collective action and the types of social relations that characterize the SSE. Finally, the possibilities of establishing an alternative social model based on the SSE are critically examined.

Organization of Lectures

1st lecture

From the 19th century to the 21st century: historical background and transformations of the SSE.

2nd lecture

Conceptual content of terms relevant to the SSE.

3rd lecture

Forms of organisation and types of enterprises in the SSE.

4th lecture

Main institutions and actors of the SSE: part A.

5th lecture

Main institutions and actors of the SSE: part B.

6th lecture

Commons, the sharing economy and peer production as an alternative paradigm.

7th lecture

Real utopias: the SSE as a means of strengthening social power.

8th lecture

Social movements, the state and the SSE.

9th lecture

Spatial development, social innovation and the SSE.

10th lecture

Public policies and the institutional framework of the SSE.

11th lecture

Governance of social enterprises

12th lecture

The on-going debate on the boundaries of the social and solidarity economy: proposals for a revision of the SSE.

13th lecture

Summarization

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power Point Computer tools to explore and organise the literature	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art</i>	Activity	Semester workload
	Lectures	39 hours
	Studying	60 hours
	Exam preparation	60 hours
	Course total	159 hours

<p><i>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>	
<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 students.</i></p>	<p>The final grade is based on the following parameters:</p> <ul style="list-style-type: none"> • Written exams or • Written exams and optionally written assignment of students' choice, under the instructor's guidance, to issues that are the subject of analysis of the course. The work 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

a) Course Manuals:

- Καβουλάκος Κ., Γριτζάς Γ., (2015). Εναλλακτικοί Οικονομικοί και Πολιτικοί χώροι, Αθήνα, Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών.
- Κλήμη-Καμινάρη, Ο., και Παπαγεωργίου, Κ., (2010). Κοινωνική Οικονομία: Μια πρώτη προσέγγιση, Αθήνα, Ελληνοεκδοτική.

b) General bibliography:

- Αδάμ Σ., Παπαθεοδώρου Χ., (2010). Κοινωνική οικονομία και κοινωνικός αποκλεισμός: Μια κριτική προσέγγιση, Ινστιτούτο Εργασίας ΓΣΕΕ, Μελέτες 8, Αθήνα, ΙΝΕ-ΓΣΕΕ.
- Holloway J., (2011). Ρωγμές στον καπιταλισμό, μτφρ, Χολογουεη Α., Αθήνα, Σαββάλας.
- Ζαννής Π., (2002), «Τρίτος τομέας και κοινωνία πρόνοιας», διδ.διατριβή, Πάντειο Πανεπιστήμιο.
- Ζαννής Π., (2013). Ο Τρίτος Τομέας: Μια γενική θεωρία. Δημοκρατία και κοινωνική πολιτική σε μετάβαση, Αθήνα, Παπαζήσης.
- Laville J-L., (dir.), (1994). L'économie solidaire: une perspective internationale, Paris, Desclée de Brouzer.
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- Laville J-L., Cattani Antonio David (dir.), (2008). Dictionnaire de l'autre économie, Paris, Gallimard-folio actuel.
- Λιερός Γ., (2012). Υπαρκτός καινούριος κόσμος: Κοινωνική, αλληλέγγυα και συνεργατική οικονομία, Αθήνα, Οι εκδόσεις των συναδέλφων.
- Lipietz, A. (2001). Pour le tiers secteur. L'économie sociale et solidaire: Pourquoi, comment, Paris, La Découverte.

- Λιονής Γ., (2011). «Για τις εξελίξεις στην “κοινωνική οικονομία”», ΚΟΜΕΠ, 5, σ.97-124.
- Moulaert F., and Ailenei, O. (2005). Social Economy, Third sector and Solidarity Relations: a conceptual synthesis from history to present, Urban Studies, 42(11), 2037-2053.
- Νικολόπουλος Τ., και Καπογιάννης Δ., (2012). Εισαγωγή στην κοινωνική και αλληλέγγυα οικονομία, Αθήνα, οι εκδόσεις των συναδέλφων.
- Παπαγεωργίου Κ., (2015). Βιώσιμη συνεταιριστική οικονομία: θεωρία και πρακτική, Αθήνα, Σταμούλη.
- Παπαδόπουλος Α., (2005). «Η σημασία της έννοιας του κοινωνικού κεφαλαίου για την θεώρηση της κοινωνικής οικονομίας», στο Η κοινωνική Οικονομία ανάμεσα στο τοπικό και το παγκόσμιο, Πρακτικά Δ' Επιστημονικού Συνεδρίου του τμήματος Στελεχών Συνεταιριστικών Οργανώσεων και Εκμεταλλεύσεων (ΣΣΟΕ), Αθήνα, Παπαζήσης, σ.202-226.
- Πολάνυι Κ., (2007). Ο Μεγάλος Μετασχηματισμός, Θεσσαλονίκη, Νησίδες.
- Σωτηρόπουλος Δ.Α., (επιμ.), (2004). Η άγνωστη κοινωνία πολιτών, Αθήνα, Ποταμός.
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- Ψημίτης Μ., (2018). «Κριτική της Μαρξιστικής Κριτικής στην Αλληλέγγυα Οικονομία, συμβολή στον συλλογικό τόμο: Σερντεδάκης Ν.& Τομπάζος Στ. (επιμ.), Όψεις της Ελληνικής Κρίσης, Αθήνα, Gutenberg, 521-547

- *Related academic journals:*

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