COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	637	SEMESTER	4th
COURSE TITLE	Sociology of Risk and Uncertainty		

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
	3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory Elective/General Background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (written essay in English)
COURSE WEBSITE (URL)	https://www.soc.aegean.gr/ext-files/pm/pps/2020-637-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*

By attending the course and studying the suggested bibliographical sources, it is expected that by the end of the semester students should be able to:
- understand the main concepts and theoretical approaches of the sociology of risk and certainty,
- get to know the transformations that take place from the modernization of the industrial society of early modernity to the reflexive modernization of the "other" modernity and the risk society,
- understand the characteristics of the contemporary global risk society,
- deepen their knowledge on the outline of risk society,
-get to know contemporary study and research fields of the sociology of risk and uncertainty,
- reflect on the way in which risk societies are shaped in the framework of globalization.

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	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

- Criticism and self-criticism.
- Demonstrate social, professional and ethical responsibility, as well as sensitivity regarding gender issues.
- Generation of new research ideas
- Promotion of free, creative and inductive thinking
- Respect for diversity and multiculturalism

(3) SYLLABUS

The course introduces students to sociology of risk and uncertainty. The starting point of the course is the tracing of the transformations that take place during the transition from the modernization of the industrial society of early modernity to the reflective modernization of the "other" modernity and the risk society, composing a sociological interpretation of contemporary reality in the context of globalization. In light of the above, the first part of the course has a theoretical orientation, aiming at an overall sociological interpretation of the characteristics of modern societies through Niklas Luhmann's analysis on the concept of risk in the light of the theory of social systems, Ulrich Beck's analysis on risk society, the contribution of Anthony Giddens and Scott Lash on the risks of reflexive modernity, as well as Zygmunt Bauman's on fluid modernity and life in the age of uncertainty. Combined with the above, Michel Foucault's thinking is utilized in relation to governmentality, particularly as it is produced in risk society conditions. Consequently, the conceptual clarification of the new uncertainties (risks/dangers) is attempted through a sociological interpretation. Furthermore, aspects, problems and risks of the future of societies are analyzed, highlighting empirical aspects of the "uncertain" and "fluid" "post-modern" world through a sociological point of view. The above forms the bridge for the thematics developed in the second part of the course, which focuses on the outline of the risk society. In particular, issues related to the individualization of social inequality (gender-class relations, education, work, etc.), the impact of technological and scientific developments, aspects of cosmopolitanism, etc., are approached, resulting in ongoing and future challenges of the global risk society undergoing (techno-scientific) 'transformation'. Special focus is given to the nature-science-technology-society relationship and to the contingent-probabilistic assessments of dealing with the risks (visible/invisible), insecurities and threats of the "other" modernity based on the quantified "acceptable limits". In the last lectures of the course, contemporary fields of study and research in the sociology of risk and uncertainty will be presented, which, thematically, focus on environmental/ecological issues, issues of nutrition, public health/pandemics, work, nuclear technology/energy, etc., composing the portrait of the global risk society. Furthermore, the course attempts to outline future risks and precarious life situations/biographical patterns as produced in the age of genetic engineering, artificial intelligence/algorithms, and robotics. Special focus is given to the critical social transformations taking place within the 4th industrial revolution, through which the boundaries between the physical, virtual/digital, biological and social worlds are becoming fluid and unpredictable.

Course Schedule – Curriculum:

Week 1: Brief introduction to the content of the course.
Presentation of main bibliography.
Explanation of teaching and assessment methods.
Introduction to Sociology of Risk and Uncertainty: The transition from early to reflexive modernity.

Part 1: Theoretical approaches to Sociology of Risk and Uncertainty.

Week 2: Sociological and conceptual clarification of uncertainty (risks/dangers).

Week 3: The risks and uncertainties of late modernity based on Niklas Luhmann's social systems theory.

Week 4: The outline of risk and uncertainty society in the thought of Ulrich Beck.

Week 5: The contribution of Anthony Giddens and Scott Lash's analyses of the risks of reflexive modernity.

Week 6: Aspects of the individualization of social inequality in advanced modernity: The "new" life situations and biographical patterns in the society of risk and uncertainty.

Week 7: Technoscientific development, politics/subpolitics and reflexive modernization in the risk society.

Part 2: Study and research fileds in Sociology of Risk and Uncertainty.

Week 8: Work in conditions of the 4th industrial revolution and risk society: Flexible and pluralistic underemployment, elasticity of labour relations and subpolitics of industrial automation/robotization.

Week 9: Nature, Science, Society and "reflexive modernization".

- Industrial modernization, environmental pollution, ecological disasters and climate change in risk societies: Villa Parisi (Brazil), "Cancer Villages" (China), Skouries - Halkidiki (Greece).

Viewing of audiovisual material and discussion.

Week 10: "Global risk" and multiplication of risks.

- Nuclear power, technological "progress" and "accidents": Three Mile Island, Chernobyl, Bobal.
- War, immigration and the multiple (food, energy, etc.) crises of societies of risk and uncertainties.
- Aspects of organized crime in global conditions and conditions of risk society: “Biopolitical cosmopolitan” and global organ/tissue trade.

Viewing of audiovisual material and discussion.

Week 11: Aspects of risk society in epidemic/pandemic conditions: the “mad cow disease” and Covid-19 cases.

Week 12: The "transgressions" and the "future" of risk society in the age of nano-biotechnology and the 4th industrial revolution: Genetic Engineering, Artificial Intelligence, Societies in Space, Metaverse.

- From the geneticization of society to “new immortalities”: GMOs and cryogenic technologies.
- Artificial Intelligence, algorithmic cultures, big data and societies of humanoid robots.
- Risking life in space: Planning the nuclear infrastructure and the colonies on Mars.
- Between social reality and virtual reality in the Metaverse.

Week 13: Summary of the course modules.
Reflection on the “other” modernity and the future of societies.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Use of ICT in teaching and communication with students</td></tr>
<tr><td>TEACHING METHODS
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 workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

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</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>39 hours</td></tr><tr><td>Study during semester</td><td>75 hours</td></tr><tr><td>Study for examination</td><td>33 hours</td></tr><tr><td>Examination</td><td>3 hours</td></tr><tr><td>Course total (25 hours per ECTS)</td><td>150 hours (6 ECTS)</td></tr></table></td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

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

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Language of evaluation: Greek and English (in the case of foreign exchange students).

Methods of evaluation: Written exams.

Evaluation criteria: Understanding the content of the course.</td></tr>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

a) Basic Textbooks

Beck, U. (2015). Κοινωνία της διακινδύνευσης. Καθ' οδόν προς μια άλλη νεωτερικότητα. Αθήνα: Πεδίο.

Λουλούδης, Λ., Γεωργιάδου, Β. & Σταυρακάκης, Γ. (επιμ.) (1999). Φύση, Κοινωνία, Επιστήμη στην Εποχή των 'Τρελών Αγελάδων'. Αθήνα: Νεφέλη.

b) Additional References

Atkinson, P., Glasner, P. & Lock, M. (eds.) (2009) Handbook of Genetics and Society: Mapping the New Genomic Era. London: Routledge.

Barnes, B., Bloor, D. & Henry, J. (1996). Scientific Knowledge: A Sociological Approach. Chicago: University of Chicago Press.

Bauman, Z. (2009). Ρευστοί Καιροί. Η Ζωή στην Εποχή της Αβεβαιότητας. Αθήνα: Μεταίχμιο.

Γασπαρινάτου, Μ. (2020). Επικινδυνότητα. Η Διαδρομή μια «Επικίνδυνης» Κατασκευής. Αθήνα: Τόπος.

Giddens, A. (2001). Οι Συνέπειες της Νεοτερικότητας, Αθήνα: Κριτική.

Hall, S., Held D. & McGrew A. (2003). Η Νεωτερικότητα Σήμερα. Αθήνα: Σαββάλας.

Καπόλα, Π., Κουζελης, Γ. & Κωνσταντάς, Ο. (επιμ.) (2020). Αποτυπώσεις σε στιγμές κίνδυνου, Εταιρεία Μελέτης των Επιστημών του Ανθρώπου. Αθήνα: Νήσος.

Κουρούτζας, Χ. (2018). Εγκληματολογία της γενετικής. Αθήνα: Πεδίο (Βιβλιοθήκη Παν. Αιγαίου, Παράρτημα Μυτιλήνης, Ταξιθετικός αριθμός: 364 ΚΟΥ).

Landecker, H. (2017). Η Καλλιέργεια της Ζωής στο Εργαστήριο: Πώς τα Κύτταρα Έγιναν Τεχνολογία. Αθήνα: Angelus Novus.

Latour, B. & Woolgar, S. (1986). Laboratory Life: The Construction of Scientific Facts. Princeton: Princeton University Press.

Luhmann, N. (1991). Soziologie des Risikos. Berlin: de Gruyter.

Markowitz, G. & Rosner, D. (2018). Monsanto, PCBs, and the creation of a “world-wide ecological problem, Journal of Public Health Policy, 39, pp. 463-540.
Merton, R., K. (1973). The Sociology of Science: Theoretical and Empirical Investigations. Chicago: University of Chicago Press.
Mythen, G. (ed.) (2020). “E-Special Issues: Ulrich Beck”, Theory, Culture and Society.
Rifkin, J. (1998). Ο Αιώνας της Βιοτεχνολογίας. Γενετικό Εμπόριο και η Αυγή του Θαυμαστού Καινούργιου Κόσμου. Αθήνα: Λιβάνη.
Σταυρακάκης, Γ. (επιμ.) (1998). Φύση, Κοινωνία και Πολιτική: Κείμενα. Αθήνα: Νήσος.
Χτούρης, Σ. & Ζήση, Α. (2020). «Η πανδημία Covid-19: Επιταχυντής των ανισοτήτων και εγκαταστάτης νέων μορφών ανισοτήτων», Επιθεώρηση Κοινωνικών Ερευνών, 154, σσ. 65-73.
-Συναφή επιστημονικά περιοδικά:
American Journal of Sociology
BioSocieties
European Journal of Sociology
Επιθεώρηση Κοινωνικών Ερευνών
Κρίση
Science, Technology and Human Values
Societies
Sociology
Trends in Biotechnology