

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Geography		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>GEO 107</b>	<b>SEMESTER</b>	<b>B</b>
<b>COURSE TITLE</b>	Social Geography		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lecture		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Required		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://geography.aegean.gr/pps/index_en.php?content=0&amp;lesson=107">https://geography.aegean.gr/pps/index_en.php?content=0&amp;lesson=107</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The course explores contemporary social-geographical notions and concepts. In the theoretical part, it examines the respective literature unearthing the vibrant debates associated with the spatial dimension of human activities. Subsequently, particular themes are explored in more detail.</p> <p>In the seminars' part, students are asked to choose and develop a relevant to the course theme that is of interest to them. The presentation of these topics in the classroom intends to involve students in a lively dialogue, engaging them actively in the course.</p> <p>Upon completion of the course, students will be able to grasp the spatial dimension of contemporary social problems, including the ones of 'poverty', 'social exclusion', 'residential segregation', 'racism' and 'gender discrimination'. The emphasis placed on the social construction of 'otherness' and associated exclusionary processes provides avenues for deconstructing stereotypical perspectives related to 'ethnicity', 'race' and 'gender'.</p>

### 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*

*.....*

*Others...*

*.....*

1. Search for, analysis and synthesis of data and information, with the use of the necessary technology.
2. Working independently.
3. Respect for difference and multiculturalism.
4. Showing social, professional and ethical responsibility and sensitivity to gender issues.
5. Production of free, creative and inductive thinking.

### (3) SYLLABUS

Introduction.

- The relationship of the conceptual categories 'society' and 'geography'.

'Social classes' and land allocation processes.

Urbanization, social movements and the Mediterranean city.

Residential segregation.

- The examples of Athens and Thessaloniki
- The examples of Athens and Thessaloniki

Social exclusion and welfare state policies.

- Social rights and the welfare state in Greece

Feminist geographies: the social construction of gender identities.

- Gender, discrimination and tacit forms of social exclusion.

Race, ethnicity and residential segregation.

- From the Venetian ghetto to contemporary North-American cities.

Population homogenization and the new Greek state.

The geography of minorities in Greece - Minority spaces.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>		
<b>TEACHING METHODS</b> <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 workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lecture	39
	Project	39
	Non-supervised study	59
	Performance evaluation/Exams	3
	Course total	<b>140</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Tutor-guided coursework submitted at various stages during term-time. The course assessment is based on a final written exam.	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Knox, P. και Pinch, S. (2009) the social geography of cities. Αθήνα: Σαββάλας, Leontidou (2001) cities of silence. Athens: Ellinika Grammata.
2. Anderson, B. (2006) Imagined communities. London: Verso.
3. Hubbard, P. (2005) Social inequalities and spatial exclusions. In P. Daniels, M. Bradshaw, D. Shaw and J. Sidaway (Eds.) Human geography: Issues for the 21st century (pp. 246-264). Harlow: Pearson Education.
4. Leontidou, L. (1990) The Mediterranean City in Transition: Social Change and Urban Development. Cambridge: Cambridge University Press.
5. May, J. (2005) Exclusion. In P. Cloke, P. Crang, and M. Goodwin (Eds.) Introducing human geographies (pp. 411-421). London: Hodder Arnold.
6. Sibley, D. (1995) Geographies of exclusion: society and difference in the west. London: Routledge.
7. Storey, D. (2005) Territory, space and society. In P. Daniels, M. Bradshaw, D. Shaw and J. Sidaway (Eds.) Human geography: Issues for the 21st century (pp. 404-421). Harlow: Pearson Education.
8. Valentine, G. (2001) Social geographies: Space and society. Harlow: Pearson Education.
9. Wilson, W.J. (2003) From institutional to jobless ghettos. In R.T. LeGates and F. Stout (Eds.) The city reader (pp. 126-135) London: Routledge.