

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	623	SEMESTER	8 th
COURSE TITLE	Sociology o Family and Intimacy (Seminar)		
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	
<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>	<i>special background and skills development</i>		
PREREQUISITE COURSES:	The Class Structure of Temporary Societies (2th) & Biopolitics of Social Reproduction (5th)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://www.soc.aegean.gr/ext-files/pm/pps/2023-623-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"> • Highlighting the historicity of family forms, sexual practices and love relationships. The understanding of family and intimacy as a social relationship • Familiarity with family research methods (life stories, autobiographical method, etc.). • The "family novel" as a method of reflection and processing of the individual biography (Ernaux, Louis, Eribon, etc.)
<p>General Competences</p>

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...
.....

- Working independently,
- Team Work,
- Production of free, creative and inductive thinking,
- Criticism and self-criticism.

(3) SYLLABUS

Often the family is perceived as an institution, which has always existed in the same form and with the same functions. So the family has no time and appears ageless. This is exactly why the family is considered a natural state. On the other hand, the generalization of wage labor with the consequent consolidation of the "nuclear" family and the shifts in family and personal life contributed to the emotionalization of family relationships and also to a "democratization" of the family bond (liberation of sexuality from reproduction, etc. etc.). Therefore, the highlighting of the socio-historical framework that forms each time new forms of family in relation to socio-cultural factors that in turn shape different practices of intimacy (sexual practices, love, romance, etc.) in modern societies is a necessary condition for understanding of the lived world of the family.

If the historicization of the family allows us to objectify the family, i.e. to examine it as a social relationship, how is it subjectivized through experiential and psychological processes by identifying the individual histories of its members? How is the experience individualized to become a subjective experience defining life plans and paths (social advancement, social decline, social fixation, etc.)? How is the objective, the social history, the class position and the cultural environment of the family, connected to the subjective? "How does history become a body"? (P. Bourdieu). What socio-historical determinations produce the social and the collective which when combined with the mental-emotional in the field of family life shape unique biographies, individualities, which are brought to the subjective histories of individuals? In brief, how individuals as derivatives of a history can reflect on their lives, process the experiences and contradictions that permeate them and become subjects of their history

Structure and order of lectures

- 1.Theories on the Family
2. The emergence of the nuclear family
3. The family and the child as an object of social control (biopolitics)
4. The emergence of intimacy: sexuality, love and the family
- 5.The family of psychoanalysis: a family without time?

6. Dedifferentiation and proletarianization of parenthood
7. Family and cultural reproduction (Bourdieu, Bernstein, etc.)
8. The Greek family: from the extended family and the kin to the conjugal family
9. The working family and the bourgeois family
10. Social differentiation, lifestyles and new family forms (single-parent, homosexual, etc.)
11. The family in reproductive technologies (surrogacy, etc.)
12. Family and the autobiographical method
13. The family novel: linking individual, family and social history (Sartre, Ernaux, Louis, etc.)

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>			
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 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</i>	Activity	Semester workload	
	Lectures	39 hours	
	Study and analysis of the existing literature	61 hours	
	Progress report	10 hours	
	Essay Supervision	20 hours	
	Essay Write-up	40 hours	
	Essay Presentation	10 hours	
	Course total	180 hours	
STUDENT PERFORMANCE EVALUATION <i>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.</i>	<ul style="list-style-type: none"> • Active presence and participation in the Seminar based on the literature prescribed for the Seminar (20% of final grade). • Seminar assignment (undertook by groups of three students) in collaboration with the tutor. Presentation of the assignment during the Seminar after three meetings with the tutor (30% of final grade). • Seminar assignment submission in written form at the end of the semester (30% of final grade). The assignment is to be 7,000 words in length, that is 15 A4 pages, Calibri, 11-point font size, 1.15 line spacing. 		

--	--

(4) ATTACHED BIBLIOGRAPHY

A) Writings

- 1) A. Michel (2000), *Sociology of family and marriage*, Athens: Gutenberg
- 2) Decaux, J.-H. (2008), *The sociology of the family*, Athens:Polytropo.
- 3) Giddens, A. (2005), *The transformation of intimacy. Sexuality, love and eroticism in modern societies*, Athens:Polytropo.

B) Indicative Bibliography

- Ernaux, A. (2021), *The Chronicles*, Athens: Metaichmio.
- De Gaulejak, V. (c.x.), *The class neurosis*, Athens: Papazisis.
- Eribon, D. (2020), *Return to Rennes*, Athens: Nisos
- Louis, Ed. (2020), *Who Killed My Father*, Athens Antipodes
- Prunetti, A. (2021), *Asbestos. A labor history*, Athens: Ungoverned States
- Passerini. L. (1988), *Sparagmata of the 20th century. History as lived experience*, Athens: Alexandria.
- Haraway, D. (2014), *Anthropoids.Crabs and Women. The reinvention of nature*, Athens: Alexandria.
- Klein, D., White, J. (2015), *Family theories: An introduction*, Los Angeles-London-New Delhi.
- Bertaux, D., Thompson, P. (1993), *Between Generations, Family Models, Myths and Memories*, Oxford.
- Schorter, E. (2009), *Sexuality, love and family. Europe and North America 17th-20th century*, Athens.
- Aswad, B.-C. (1996), Bilge, B., *Family and Gender among American Muslims*, Philadelphia.
- Rodger, J.-J. (1996), *Family Life and Social Control*, London.
- Mike, M. (2019), *Tests. Aspects of the family network in the modern Greek novel*, Athens: Gutenberg

C) Related scientific journals

- International Journal of Sociology of the Family
- The British Journal of Sociology
- Families and Societies
- Journal of Family Social Work
- Community, Work & Famil