

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	657	SEMESTER	4 th
COURSE TITLE	Sociology of Social Differentiation		
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>	Mandatory / General background		
PREREQUISITE COURSES:	No		
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/2023-657-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>
<p>By the end of the semester, students are expected to know:</p> <ul style="list-style-type: none"> • The various forms and dimensions of differentiation. • How social differentiation happens (change of social status, redistribution of material and symbolic resources, hierarchies, inequalities, etc.) in contemporary society and the ways in which it differs from previous forms of social organization. • What social and institutional dynamics are triggered by social differentiation and which actors are involved. • How social integration is possible in the differentiated and individualised social orders of modernity.

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...

- Promote free, creative and inductive thinking.
- 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.

(3) SYLLABUS

Differentiation is approached as the main feature of an evolutionary process from simpler, traditional and undifferentiated societies and forms of cooperation to modern, complex and more differentiated ones. From an analytical point of view, we can distinguish at least three forms of this process: segmentary, stratificatory and functional differentiation. However, the social analysis and interpretation of these forms is not carried out exclusively from the point of view of values, productive structures, functions or even institutions and the ways in which they differentiate over time or determine the actions of individuals. It also moves in the opposite direction, from actors to values, institutions and productive relations. In addition, throughout the lectures, social differentiation will be linked to two central axes of sociological theory, namely the connection between macro and micro phenomena and the relationship between actors and the system, through classical (H. Spencer, E. Durkheim, K. Marx) and contemporary sociological approaches (T. Parsons, N. Luhman, J. Habermas, J. Alexander, S. Eisenstadt, E.O. Wright, N. Mouzelis).

Organization of Lectures

1. Sociological approaches to social differentiation: theoretical examples, historical and political origins of the concept.
2. Differentiation as a comparative tool for classifying societies on an evolutionary-developmental scale.
3. Social division of labour, forms of solidarity and differentiation.
4. Types and dimensions of social differentiation.
5. Systems of social action and social differentiation.
6. Modern society as a functionally differentiated system.
7. Forms of differentiation and European modernisation.
8. The neo-functionalist approach to social differentiation.
9. The theory of social fields as a theory of social differentiation.
10. Social and systemic integration.
11. Occupational differentiation and the rise of "new middle classes" in knowledge societies.
12. Global society as a social system.
13. 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 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>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39 hours
	Studying	60 hours
	Exam preparation	60 hours
	Course total	159 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>	The final grade is based on the following parameters: <ul style="list-style-type: none"> • Written exams 	

(5) ATTACHED BIBLIOGRAPHY

Course Manuals:

- Μουζέλης, Ν. (2010). Γέφυρες μεταξύ νεωτερικής και μετανεωτερικής κοινωνικής θεωρίας (Β. Καπετανγιάννης, Μετ.). Αθήνα: Θεμέλιο.
- Πάρσονς, Τ. (2022). Το κοινωνικό σύστημα (Β. Μαγκλάρας & Τ. Γιασαφάκη, Μετ.). Αθήνα: Σιδέρη.

General bibliography:

- Alexander, J.C. & Colomy, P. (1990). Differentiation theory and social change. New York: Columbia University Press.
- Luhmann, N. (1982). The Differentiation of Society (S. Holmes και C. Larmore, Μετ.). New York: Columbia University Press.
- Μαγκλάρας, Β. (2013). Θεωρίες κοινωνικών συστημάτων. Parsons, Luhmann, Habermas. Αθήνα: Σιδέρη.
- Πάρσονς, Τ. (2015). Η δομή της κοινωνικής δράσης. Μια μελέτη της κοινωνικής θεωρίας με ειδική αναφορά σε μια ομάδα πρόσφατων ευρωπαϊών συγγραφέων. Αθήνα: Παπαζήσης.

- Related academic journals:

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