

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	661	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	Special Topics in the Sociology of Emotions (Seminar)		
<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>
		3	6
<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>	Compulsory Elective / General Background		
<b>PREREQUISITE COURSES:</b>	Sociology of Emotions		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (written essay in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.soc.aegean.gr/ext-files/pm/pps/2023-661-en.pdf">https://www.soc.aegean.gr/ext-files/pm/pps/2023-661-en.pdf</a>		

### (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 the end of the semester, it is expected that students:

- 1) acquire a more in-depth knowledge of the sociological approach to emotions·

- 2) understand the dimension of social research in the study and production of knowledge in the field, with an emphasis on the relationship between emotion and language·
- 3) become familiar with the different sociological approaches in the field and be able to formulate basic concepts, theories and explanatory approaches and apply them to the study of emotional life, emotions in their range and diversity, and the complexity of the social world.

**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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Working independently
- Team work
- Production of new research ideas
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

**(3) SYLLABUS**

**COURSE OVERVIEW**

The seminar course focuses on the sociological approach to emotions. It examines international and domestic literature and focuses on the study and research of phenomena such as emotional interactions, changes in the processes of producing and performing emotions according to historical period and social structure, the processes of emotional socialisation, the production of subjectivity and the formation of individual and collective identities. In addition, the main research approaches and applications of data analysis will be examined, with an emphasis on the relationship between emotion and language. During the seminar course, students will be asked to design a research project in a collaborative group learning context, choosing from a range of specific topics.

**WEEKLY LECTURES**

1. Introduction to the course content. Presentation of learning objectives, lecture outline, recommended bibliography and assessment process.
2. Emotions between Structure and Action
3. Discussion of micro and macro levels in the sociological approach to emotions
4. Language and emotions
5. Methods of social research and emotional phenomena. Empirical studies in the sociology of emotions:
6. Structural Factors in the Socialisation of Emotions - Pride and Shame
7. The 'home' as an emotional refuge

- 8. Love and 'other' emotional bonds
- 9. The digital condition and emotions
- 10. Emotions and politics
- 11. Rules of Emotions and Contemporary Organisations
- 12. Emotional labour and emotional control
- 13. Summary of the thematic units of the course.

**(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>	Yes	
<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>
	Lectures	39 hours
	Studying	91 hours
	Essay Preparation	50 hours
	Course total	180 hours
<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>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation:</p> <p>The evaluation and grading of students results from the presentation, elaboration and submission of the group or individual essay.</p> <p>The performance of the students is evaluated based on the following:</p> <p><b>1. Written essay: 70%</b></p> <p>The essay (in groups of 2-3 students) should cover 7,000 words and include the following:</p> <p>a) Title of essay, authors' data, b) Summary (up to 250 words), c) Introduction (Description of the Purpose), d) Negotiation and elaboration of the object of the work, e) Discussion and conclusions, g) Bibliographic Sources, h) Annex (if necessary).</p>	

<p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Regarding the way of quoting bibliographic references and writing, the relevant auxiliary material will be given to the students.</p> <p><b>2. Oral presentation of the essay: 30%</b></p> <p>Submission of Essays in time within the Examination period.</p> <p>Evaluation criteria: Understanding the content of the course.</p> <p><b>Absences</b></p> <p>Every student is entitled to three absences. The fourth absence implies failure in the seminar.</p>
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## (5) ATTACHED BIBLIOGRAPHY

<p>- Course Textbooks:</p> <p>Giddens, A. (2005). <i>Η μεταμόρφωση της οικειότητας</i>. Α. Καλογιάννης (μτφρ), Μ. Νταβού (επιμ). Αθήνα: Πολύτροπον (Ταξιθετικός αριθμός Βιβλιοθήκης Πανεπιστημίου Αιγαίου: <b>306.7 GID</b>).</p> <p>Λυδάκη, Α. (2016). <i>Αναζητώντας το χαμένο παράδειγμα. Επιτόπια έρευνα, κατανόηση, ερμηνεία</i>. Αθήνα: Παπαζήσης.</p> <p>- Supplementary bibliography</p> <p>Barbalet, J., M. (2004). <i>Emotion, Social Theory, and Social Structure</i>. A microsociological Approach. Cambridge: Cambridge University Press.</p> <p>Hochschild, R. A. (1998). 'The Sociology of Emotion as a Way of Seeing'. In G. Bendelow and S.J. Williams (Eds.), <i>Emotions in Social Life: Critical Themes and Contemporary Issues</i>, (pp. 3–15). London: Routledge.</p> <p>Illouz, E. (2017). <i>Ψυχρή Τρυφερότητα: Η άνοδος του συναισθηματικού καπιταλισμού</i> (Μ. Στασινοπούλου, Μετ.). Αθήνα: Οροσπίτο.</p> <p>Stets, J. E., &amp; Turner, J. H. (2014). <i>Handbook of the Sociology of Emotions: Volume II</i>. Springer Netherlands. Πρόσβαση μέσω της διαδικτυακής πύλης του HEAL-Link: <a href="http://dx.doi.org/10.1007/978-94-017-9130-4">http://dx.doi.org/10.1007/978-94-017-9130-4</a></p> <p>Stets, J. E., &amp; Turner, J. H. (2006). <i>Handbook of the sociology of emotions</i>. New York: Springer (Ταξιθετικός αριθμός Βιβλιοθήκης Πανεπιστημίου Αιγαίου: <b>302.1 HAN</b>). Πρόσβαση μέσω της διαδικτυακής πύλης του HEAL-Link: <a href="http://dx.doi.org/10.1007/978-0-387-30715-2">http://dx.doi.org/10.1007/978-0-387-30715-2</a></p> <p>-Related scientific journals:</p> <p><i>American Journal of Sociology</i>  <i>Current Sociology</i>  <i>Journal of Sociology</i>  <i>Sociological Theory</i>  <i>Symbolic Interaction</i></p>
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