

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	660	SEMESTER	5
COURSE TITLE	GOVERNANCE AND DEVELOPMENT		
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
		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>	Special background		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK, ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://www.soc.aegean.gr/ext-files/pm/pps/2024-660-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>Consult Appendix A</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>With the successful completion of the course students are expected to:</p> <ul style="list-style-type: none"> – Acquire knowledge about the configuration, prospects, structural and operational rigidities and institutional deficiencies, as well as the economic and social diversity in Greece, having as a reference point the European reality and International experience. – Comprehend the characteristics of the transition to contemporary economic and social structures that characterize Greek society. – Comprehend the socioeconomic standpoint on issues of local-regional development and the mechanisms of supporting local economy by ensuring economic and social cohesion through the lens of European and International progression.

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>

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Decision-making

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Production of free, creative and inductive thinking

(3) SYLLABUS

The course analyzes the intertemporal evolution of crucial issues that have contributed decisively to the idiosyncratic character of the Greek economy focusing on structural rigidities and the formulation of social structures

-Critical questions related to the factors that have contributed to economic and social underdevelopment of Greece are analyzed

-One of the major scopes of the course is to impart knowledge to students regarding economic and social progress in Greece having as a starting point the study of contemporary economic theorizations and empirical research

-Apart from theoretical approaches, with the use of appropriate empirical methods the social and institutional dimensions of developmental policies are studied in addition to the deficiencies of confronting regional inequalities

-Research methodologies are critically deployed as analytical tools for the practical study of specific fields related to the economic and social sphere

-The sources of economic, social and institutional factors are examined in order to delve into themes that pertain to the broader spectrum of applied social research

-The course includes theory focusing at the same time empirical examples based on international scientific bibliography and findings of related research introducing students to major research questions

-The evolution of contemporary economic and social structures is examined exhaustively

-Distortions and rigidities in addition to their interlinkages with the wider economic and social problems of Greece are analyzed

-Based on the scientific treatment of the aforementioned problems, adopted policies are analyzed, which determine the prospects of economic and social development in Greece

-Essay presentations

-Essay presentations

-Essay presentations

-Summary

(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>	Use of ICT in teaching [support of the teaching process with the use of electronic platform (e-Class), use of new technologies (power point)], communication with students	
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
	Study and analysis of bibliography	121 hours
	Course total	160 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>	Greek Written work	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>a) Basic Textbooks Sakellaropoulos T. (2006), <i>Institutional transformation and economic development</i>, Dionicos Publications. Vavouras I., Tsiris P. (2011), <i>Governance and corruption</i>, Papazisis Publications.</p> <p>b) Additional References Amartya S. (2001), <i>Development as freedom</i>, Oxford University Press. Tsoukalas K. (1999), <i>Social development and state. The constitution of public space in Greece</i>, Themelio Publications.</p>
--

Ray D. (1998), *Development economics*, Princeton University Press.

- Related academic journals:

American Journal of Sociology

European Journal of Sociology

Journal of Development Economics

Journal of Social and Economic Development

Social Cohesion and Development

Statistical Review

World Development