

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undgraduate		
COURSE CODE	666	SEMESTER	7
COURSE TITLE	Knowledge and Linguistic turn in Sociology		
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>	<i>General background , specialised general knowledge, skills development</i>		
PREREQUISITE COURSES:	Basic knowledge of sociological theory and elementary knowledge of qualitative research		
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/2024-666-en.pdf		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Students after the end of the semester are expected to be capable to understand</p> <ul style="list-style-type: none"> - the main theoretical tools and the analytical logic of sociology as a science of human phenomena. - the ideas of investigating specific areas of social reality and connect them with broader issues of sociological theory. -Connect the theoretical tradition of macro and especially microsociology with the empirical examination of “actual” everyday social reality in its various implications. -Implement specific qualitative methods and particular technical tools to study specific fields of social reality.
General Competences

- Working independently
- Team work
- Production of free, creative and inductive thinking
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Associate principles of dialogue to sociology of Knowledge underlying teacher's pedagogical & didactical practices
- Perceive these different dimensions and make connections between them in the everyday educational praxis phenomenon

(3) SYLLABUS

The course examines the relationship between science and epistemology, the view of the social construction of reality, and presents the aspects of an interpretive foundation of the social sciences. In this context, special reference is made to texts that support both a "strong" and a "weak" Sociology of knowledge program, as well as modern versions of a New Sociology of knowledge. Then and in the context of the courses, basic aspects of the linguistic-analytic turn in sociology are analyzed

- Introductory course
 - Modern sciences of knowledge. Theory of Science and Epistemology
 - The relationship of Science and Epistemology. Complementarity and conflict
 - Ideology and social knowledge. Historicistic turn in the philosophy of science
 - The social construction of reality. Paradigms. Scientific Revolutions and historicistic relativism
 - The common methodological Logic of Science. Methodological pluralism and methodological monism.
 - The unity of knowledge and the limits of the theory of Consilience
 - Presumption of validity of hypothetical research proposals of social science
 - The new Sociology of Knowledge. The ' strong ' and the ' weak ' program of Sociology of knowledge
 - The cognitive sciences and the meaning of the Action
 - The linguistic and pragmatic approach within the analytical school and the connection with the social sciences
 - The linguistic turn in Sociology
 - Linguistic games and social rules (L. Wittgenstein and P. Winch)
 - Genetic Grammar and Chomsky's views and the cognitive approaches of the language system

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p><i>Face-to-face, Interactive methods, Presentation of works</i></p>																	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p><i>Use of ICT in teaching, using of electronic platforms</i></p>																	
<p style="text-align: center;">TEACHING METHODS</p> <p><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></p> <p><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></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td><i>Lectures, interactive teaching</i></td> <td style="text-align: center;">20</td> </tr> <tr> <td><i>Workshops</i></td> <td style="text-align: center;">15</td> </tr> <tr> <td><i>Study and analysis of bibliography</i></td> <td style="text-align: center;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">60</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	<i>Lectures, interactive teaching</i>	20	<i>Workshops</i>	15	<i>Study and analysis of bibliography</i>	25							Course total	60
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><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> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Presentation of work Final written assignment Written answers to course questions Oral examination (where provided)</p> <p>The course is held with lectures, study and presentation of texts in Greek and English and with selected translations from German language. Courses are taught weekly. Students are encouraged to participate actively in the discussions</p> <p>Evaluation criteria include the presence and active participation of the students, the presentation of projects, the study and translation of texts and the written examinations at the end of the semester.</p> <p>Grades depend mainly on the exams at the end of the semester, but also on the students' participation to course discussions. For students wishing to improve their grades further there is the option of writing an essay combined with a short presentation</p> <p>Evaluation procedure is stated on the e-platform moodle (https://aegeanmoodle.aegean.gr/)</p>																	

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(5) ATTACHED BIBLIOGRAPHY

-Course Textbooks:

Ναγόπουλος Ν. (2015), Γνώση, μέθοδος και κοινωνική πράξη. Από τη Γνωσιοθεωρία στη Νέα Κοινωνιολογία της γνώσης, Καλλιρπος, Αθήνα

Schnell R, Hill P, Esser E. (2015), Methoden der empirischen Sozialforschung, Oldenbourg, έκδ. 9 (Μέθοδοι εμπειρικής κοινωνικής έρευνας, μετάφραση, επιστημονική επιμέλεια, εισαγωγικό κεφάλαιο, Ν. Ναγόπουλος), Propobos, σελ. 529.

- Suggested bibliography:

Μαραγκός Γ., «Γνωσιολογισμοί. Στο Μεταίχμιο της Φιλοσοφίας της Επιστήμης και της Γνωσιοεπιστήμης», Αθήνα, Οδυσσέας (1996)

Ναγόπουλος Ν., Γνωσιακές επιστήμες (επιμ. Αφιερώματος περιοδικού «Διαβάζω», τεύχ. 408)

Ναγόπουλος Ν. «Η ενότητα της γνώσης και τα όρια της θεωρίας της συνεξέλιξης. Μερικές παρατηρήσεις γύρω από ζητήματα κοινωνιολογίας της γνώσης», Βήμα κοινωνικών επιστημών, 2005

Searle, J.R., The Rediscovery of Mind, MIT Press (1992)

Sherson, D.N., Kosslyn, S.M. & Hollerbach, J.M. (επιμ.), An Invitation to Cognitive Science, τ.2 Visual Cognition and Action, MIT (1990)

Related academic journals :

American Journal of Sociology

British Journal of Sociology

Sociology