

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | Social Sciences | | |
| ACADEMIC UNIT | Sociology | | |
| LEVEL OF STUDIES | Postgraduate | | |
| COURSE CODE | 183-51-13 | SEMESTER | 1 st |
| COURSE TITLE | Comparative European 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 | 7,5 | |
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| <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/ special background skills development | | |
| PREREQUISITE COURSES: | None | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek, English | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes | | |
| COURSE WEBSITE (URL) | http://www.soc.aegean.gr/ext-files/pm/mps/ekeo-2017-183-51-13-en.pdf | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes <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>Advanced understand the mechanisms that shaped Modern Europe as opposed to other cultural centers and the USA. Particular importance is given to the comparative study of the political, economic, ideological, and military-diplomatic power networks that characterize</p> |
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the West as well as to the various intra-state strategic balances between competitive social groups for access to collective resources.

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?

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| <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,
 Working in an international environment,
 Working in an interdisciplinary environment,
 Production of new research ideas,
 Production of free, creative and inductive thinking.

(3) SYLLABUS

Aim

The aim of the module is to understand the mechanisms that shaped Modern Europe as opposed to other cultural centers and the USA. Particular importance is given to the comparative study of the political, economic, ideological, and military-diplomatic power networks that characterize the West as well as to the various intra-state strategic balances between competitive social groups for access to collective resources. Attention will be paid to two opposing forces: On the one hand osmosis and uniformity promoted by new technologies, economic policies at the open borders, Western defense geostrategic networks, cultural contact, and shrinking transport distances; on the other hand, diversity encouraged by economic, ideological, and political differences that divide states and social groups, creating deficits of power and identity crises.

Ways of Learning

The module takes place through seminars and small discussion groups to help the student to focus his/her attention on the social processes that lead to the shaping of the present Western social environment.

Every week, all students are asked to write and present small papers on the subject, while one student each time presents a complete 25-page work.

The objectives of the course are to understand the following key points:

- The social historical context that led to the formation of the Western character and the internal differences of the Anglo-Saxon and Continental model and sub-models (Latin, German, Eastern European) social development.
- The multi-faceted and non-linear nature of the development of European societies.
- The dynamics of Western individualism from the early medieval times to the shaping of modernity.
- The different trajectories that other cultural centers (India, China, Islam, South

America) are pursuing in the field of social development and underdevelopment.

- The differences between Western (Catholic and Protestant) and Eastern (Orthodox) cultural model of Europe.

- The EU developmental process as the tensions that were born out of this process.

What the student will learn:

By the end of this semester, students will have the ability to recognize:

- The social factors that shape the capacities of the Western World.

- The new social forces emerging with the use of the Internet and the liberalization of international commodity and money markets.

- The trends of social transformation of late European modernity, as well as the economically developed but politically authoritarian Far East, and the turbulent Arab world.

Student Assessment

The final evaluation takes into account the active presence and participation of students in the weekly seminars of the module.

Scoring

(1) Weekly Work - 30% of the final grade.

(2) Final Homework - 50% of the final grade.

(3) Presence and active attendance at the seminars - 20% of the final grade.

Indicative Seminar Questions:

- What evidence supports Huntington's view of clashing civilizations, and what about Dabashi's view of the convergence of all cultures in a global capitalist multiculturalism?

- Randall Collins considers civilizations as "prestigious zones". Explain.

- Grondona considers Economic Development as a product of culture. Where are his arguments based on?

- What is "social capital" according to Fukuyama?

- According to Fairbanks, how do you change the mindset of a nation?

- What does Pye mean by "Asian values"? How do they affect the development of this cultural area?

Weekly Seminars

1st Week

The Theoretical Foundations M. Μανν, Τομ. 1, κεφ. 1.

M. Μαραγκουδάκης, Εισαγωγή

2nd Week

The European Cognitive Models

Morris, κεφ. 4

Τέυλορ, κεφ.3

3rd Εβδομάδα

Cognitive Models Elsewhere

Tiryakian, κεφ. 8, 12

Μακνίλ κεφ. 11-12 (Ινδία, Κίνα, Ισλάμ)

4th Week

The European Revolutions

Τίλλυ, Οι Ευρωπαϊκές Επανάστασεις, κεφ. 1, 5

Άιζενσταντ, Οι Μεγάλες Επανάστασεις, κεφ.3, 6.

5th Week

Reactionary Conservatism in the 19th Century

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| <p>Weiss, κεφ. 1-8</p> <p>6th Week</p> <p>Culture, Social Capital, and Economic Development</p> <p>Harrison και S. Huntington, κεφ. 2, 4-6, 8, 15</p> <p>7th Week</p> <p>The Vision of Rationalism</p> <p>Toulmin, κεφ. 2-4</p> <p>8th Week</p> <p>Greece as Oriental and as Occidental Country Ελληνισμός και Ελληνικότητα, όλο.</p> <p>9th Week</p> <p>Civilizations as Prestige Zones</p> <p>Collins (Tiryakian) – Κεφάλαιο 9</p> <p>10th Week</p> <p>Clash of Civilizations?</p> <p><i>Οι Πολιτισμοί – Μια Κοινωνιολογική Επανεκτίμηση (Dabashi 153-163). Η Σύγκρουση Ανατολής-Δύσης και η Πρόκληση Χάντινγκτον (29-115)</i></p> <p>11th – 13th Week</p> <p>Postwar: A History of Europe Since 1945, Tony Judt</p> |
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(4) TEACHING and LEARNING METHODS - EVALUATION

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| DELIVERY | Face-to-face and Distance Learning combined | |
| <i>Face-to-face, Distance learning, etc.</i> | | |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY | Use of ICT in teaching | |
| <i>Use of ICT in teaching, laboratory education, communication with students</i> | | |
| TEACHING METHODS | Activity | Semester workload |
| <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> | Seminars | 39 hours |
| | Study hours | 48 hours |
| | Essay writing | 88 hours |
| | Tutorial | 20 hours |
| | Seminars | 9 hours |
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| | <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> | Course total |
| STUDENT PERFORMANCE EVALUATION | Evaluation of analytic thinking and ability to synthesis of argumentation, grasping of issues at hand, reflexive thinking, debating, understanding of reading material, | |
| <i>Description of the evaluation</i> | | |

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| <p><i>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>and ability to comprehensively present a case in essay form.</p> |
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(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Textbooks

- Μακνίλ, Γ. (2004) *Η Άνοδος της Δύσης*, Εκδόσεις Παρασκήνιο, Αθήνα.
- Μανν, Μ. (2006, 2007) *Πηγές της Κοινωνικής Εξουσίας* (δύο τόμοι), Πόλις, Αθήνα.
- Μαραγκουδάκης, Μ. (2010) *Αμερικανικός Φονταμενταλισμός*. Αθήνα, Παπαζήσης.
- Harrison L. και Huntington S. (επιμ.), (2000, 2006) *Οι Πολιτισμικές Αξίες και η Σημασία τους στην Ανθρώπινη Πρόοδο*, Κυρομάνος, Θεσσαλονίκη.
- Τέυλορ, Τ. (2007) *Οι Πηγές του Εαυτού – Η γέννηση της νεωτερικής ταυτότητας*. Ίνδικτος, Αθήνα.
- Τιγακίαν Ε. (επιμ.) (2001, 2005) *Οι Πολιτισμοί – Μια Κοινωνιολογική Επανεκτίμηση*. Εκδόσεις Κυρομάνος, Θεσσαλονίκη.

References (in Greek)

- Hobsbawm, E. (1990) *Έθνη και Εθνικισμός*, Αθήνα, Καρδαμίτσα.
- Κατσούλης, Η., Μπλάνκα, Α., και Σ. Ιωαννίδης (επ.). (2003) *Παγκοσμιοποίηση – Οικονομικές, Πολιτικές, Πολιτισμικές Όψεις*. Αθήνα, Σιδέρης.
- Μίνκλερ, Χ. (2003) *Οι Νέοι Πόλεμοι – Νέοι εχθροί και νέες μορφές πολέμου*, Αθήνα, Καστανιώτης.
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- Χάντιγκτον, Σ., Γ. Μακνίλ, Κ. Ζουράρις, Γ. Καραμπέλιας, Χ. Γιανναράς. *Η Σύγκρουση Ανατολής-Δύσης και η Πρόκληση Χάντιγκτον* (συλλογικό). Αθήνα, Εναλλακτικές Εκδόσεις.

References (in English)

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- Bairoch, P., 1993, *Economics and World History: Myths and Paradoxes*. Chicago, IL: University of Chicago Press.
- Bobbitt, P. (2002) *The Shield of Achilles*, London: Penguin Press.
- Boli J. and G. Thomas, (eds.) (1999) *Constructing World Culture: International Nongovernmental Organizations Since 1875*. Standford, CA: Standford University Press.
- Boyer R., and Drache D. (1996) *States Against Markets - The Limits of Globalization*, London:

Routledge.

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- Chase-Dunn, C. and Hall, T. (1997) *Rise and Demise: Comparing World-Systems*. Boulder, CO: Westview.
- Chase-Dunn, C., Y. Kawano and B. Brewer, 'Trade Globalization Since 1795' *American Sociological Review*, 2000, Vol. 65, pp. 77-95.
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- Morris, C. (1987) *The Discovery of the Individual*, University of Toronto Press, Toronto.
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- Waltz, K. N. (1990) 'Realist Thought and Neo-Realist Theory' *Journal of International Affairs*, vol. 44, no. 1.
- *Related academic journals:*
- Comparative Sociology , The International Journal of Comparative Sociology , European Journal of Sociology, European Sociological Review