

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences & School of Fine Arts, University of the Aegean – University of Western Macedonia		
ACADEMIC UNIT	Department of Sociology – Department of Visual and Applied Art		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	500	SEMESTER	2nd
COURSE TITLE	Social Exclusion and Social Inclusion		
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	
<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 and skills development		
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/mps/ekkt-500-en.pdf		

(2) LEARNING OUTCOMES

<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>
<ul style="list-style-type: none"> • The epistemological and methodological clarification of the concept of "social exclusion" and "social inclusion". • Highlighting the analytical ability of the concepts "social exclusion" and "social inclusion". • The understanding of the methodological differentiation between "social integration" and "systemic integration" (D. Lockwood & N. Mouzelis). • Understanding "social integration" in terms of "social discipline" ("systemic integration") and "biopolitics". • The importance of the concept of "social classes" and "social

inequalities" for understanding the functioning of modern societies.

- The methodological differentiation between vertical and horizontal forms of "social exclusion" (/economic/extra-economic).
- Highlighting the analytical ability of the concept of "social inequalities" in relation to living and working conditions.
- The understanding of the processes that lead to the disintegration of the social bond as inherent in the structure of modern societies (social differentiation/social integration).
- Familiarity with the literature of the individual thematic fields and familiarity with a critical and synthetic treatment of the relevant literature.

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

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

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

(3) SYLLABUS

The Social Exclusion and Social Inclusion course focuses on the inherent processes of social differentiation that characterize modern societies creating regimes of exclusion and social inclusion. After first defining the concept of social exclusion in relation to the respective epistemological paradigms that underpin it we will test their validity in examining the thematic areas of health, education, work, gender difference, crime, housing, cultural practices, disability, sexual discrimination, etc.

Emphasis will be placed on the de-, restructuring of the social bond, on the search for the mechanisms that create "places" of exclusion of the different, the "other", the "divergent" ("heterotopias") which are, however, at the same time "places" of integration of individuals and groups ("total institutions": workhouses, hospital, psychiatric hospital, prison, etc.). What is crucial is that social analysis transcends methodological dualisms and dialectically approaches the social bond with its contradictions, ruptures and discontinuities and its meanings, especially when the properties-functions of individuals and groups are not personal but social, embedded in the social division of labor (class positions, cultural capital, power relations, etc.). Precisely for this, "social integration" will be theorized through the methodological scheme of M. Foucault ("social discipline", "biopolitics") and the corresponding one of D. Lockwood & N. Mouzelis ("systemic integration"/"social integration") in order to understand the ambiguous character of "social integration" and to historicize the condition that dictates the form of integration each time.

It is particularly important to highlight the epistemological background of the concepts "social exclusion" and "social inclusion" in order to demonstrate their

analytical capacity as well as their finiteness, especially when these concepts are proposed as analytical tools for problems and situations with different causes (see unemployment, poverty, dependency, illness, etc.). In this sense we can talk about Example. To a large extent, the particular Paradigm ("social exclusion", "social inclusion", "social integration", "social entrenchment", etc.) appears when the universality of the welfare state is removed and the interest shifts to the specific social policies and to the "excluded groups". The consequence of this development was the methodological search for the causes of social phenomena at the micro level (individual, subject, intersubjectivity) or at the meso level (intersubjectivity, social capital, cultural capital, etc.), which favored, especially the first, in turn of therapeutic and clinical approaches of the "social".

The shift from the macro-, meso-, to the micro-level and difference (cultural, ethnic, gender, etc.) takes place while restructuring the sphere of production and changing the social structure (reduction of the industrial working class, expansion of the middle-class strata, etc.), changes that give the impression that social classes receded as socio-cultural entities. However, these developments are connected with the generalization of the wage contract, the expansion of the post-factory working class, the proletarianization of middle layers of wage labor (informal forms of wage labor, subcontracting, block workers, part-time, etc.) and with vertical structures of social inequality, which makes it reasonable to question why social analysis abandons tried and tested analysis tools with a solid theoretical structure such as social classes, social inequalities, etc. choosing analysis tools with a strong ideological sign, such as "social exclusion" etc.

TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face and Distance learning																							
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>																								
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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"> <thead> <tr> <th data-bbox="671 1296 1015 1328"><i>Activity</i></th> <th data-bbox="1019 1296 1361 1328"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="671 1335 1015 1366">Lectures</td> <td data-bbox="1019 1335 1361 1366">39</td> </tr> <tr> <td data-bbox="671 1373 1015 1404">Workshops</td> <td data-bbox="1019 1373 1361 1404">20</td> </tr> <tr> <td data-bbox="671 1411 1015 1442">Clinical Work</td> <td data-bbox="1019 1411 1361 1442">40</td> </tr> <tr> <td data-bbox="671 1449 1015 1480">Study</td> <td data-bbox="1019 1449 1361 1480">50</td> </tr> <tr> <td data-bbox="671 1487 1015 1518">Essay Writing</td> <td data-bbox="1019 1487 1361 1518">50</td> </tr> <tr> <td data-bbox="671 1525 1015 1592">Independent work/Art Projects</td> <td data-bbox="1019 1525 1361 1592">50</td> </tr> <tr> <td data-bbox="671 1599 1015 1630"></td> <td data-bbox="1019 1599 1361 1630"></td> </tr> <tr> <td data-bbox="671 1637 1015 1668"></td> <td data-bbox="1019 1637 1361 1668"></td> </tr> <tr> <td data-bbox="671 1675 1015 1706"></td> <td data-bbox="1019 1675 1361 1706"></td> </tr> <tr> <td data-bbox="671 1713 1015 1744">Course total</td> <td data-bbox="1019 1713 1361 1744">209</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Workshops	20	Clinical Work	40	Study	50	Essay Writing	50	Independent work/Art Projects	50							Course total	209	
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<p>STUDENT PERFORMANCE EVALUATION <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>-Written Work, Report, Oral examination (complementary) -Art work-interpretation -Other-others related works (combined)</p>																							

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(4) ATTACHED BIBLIOGRAPHY

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Related scientific journals

- Theory and Society
- Social Inclusion
- International Journal of Inclusive Education
- Criminology and Social Theory
- British Medical Journal
- Journal of Social Policy

