

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	756	SEMESTER	Fifth (5)
COURSE TITLE	Sociology of Social Inequalities		
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>	Compulsory Elective / Specialised general knowledge 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/index.php/en-m-aggliki-glossa		

(2) LEARNING OUTCOMES

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> <i>Consult Appendix A</i> <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"> • Understanding the importance of the analytical category "social inequalities" in relation to its epistemological origins • The scientific and methodological distinction between the term and the concept of "social exclusion" • Understanding the importance of the analytical category "social inequalities" in relation to its epistemological origins • The scientific and methodological distinction between the term and the concept of "social exclusion"

- The methodological differentiation between vertical and horizontal forms of social inequality
- Highlighting the analytical ability of the concept of "social inequalities" in relation to living conditions
- 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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(3) SYLLABUS

The course introduces students to the sociology of social inequalities in modern societies (theory and forms). First, the theories on social inequalities will be examined (Marxism, functionalism, conflict theory, etc.). Emphasis will be placed on the unequal positions in the production system (class positions) that limit or expand the possibilities of access to resources (financial, cultural, organizational, etc.) but also on the distribution system of social wealth and social goods (health, education, housing, etc.) in order to demonstrate the mechanisms of creating social inequalities. Based on the theoretical and methodological framework for social inequalities, the analytical capacity of the concept "social inequalities" for the understanding of social contrasts and social divisions in modern societies will be determined, even more so when the changes in the social structure (reduction of the industrial working class, expansion of the middle urban strata, etc.) create the impression that modern societies are societies with social inequalities but without social classes (J. Pakulski, U. Beck, R. Kreckel, etc.).

Structure and sequence of lectures

1st. Social inequalities and social exclusions

2nd. Social inequalities and social reproduction (cultural practices, Habitus, sociolinguistic codes, etc.)

3rd. Social inequalities and "political divides" (Th. Piketty)

4th. Social inequalities, cultural capital and family

5th. Social inequalities and health (Navaro, Wilkinson, Marmot etc.)

6th. Social inequalities and social deviation

7th. Forms of work (autonomous-creative, executive) and social specialization

8th. Social inequalities and schooling ("Schooling")

9th. Social inequalities, housing conditions and spatial segregation (gentrification etc.)

10th-12th. Horizontal (cross-class) forms of social inequality (gender, race, disability, etc.)

13th. Social stratification and consumption (potlatches, "discretionary consumption", "discrimination practices" and aesthetic judgment)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY

Face-to-face, Distance learning, etc.

<div>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</div> <div>Use of ICT in teaching, laboratory education, communication with students</div>		
<div>TEACHING METHODS</div> <div>The manner and methods of teaching are described in detail.</div> <div>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.</div> <div>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</div>	Activity	Semester workload
	Lectures	39 hours
	Studying	91 hours
	Preparation for the Exams	50 hours
	(Course total (30 hours per ECTS)	180
<div>STUDENT PERFORMANCE EVALUATION</div> <div>Description of the evaluation procedure</div> <div>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</div> <div>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</div>	The final grade is formed based on the following criteria: a) written exams at the end of the semester, b) attendance and active participation in the lectures of the course, c) presentation of work subject to continuous attendance.	

(4) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Αλεξίου, Θ. (2016), *Κοινωνικές τάξεις, κοινωνικές ανισότητες και συνθήκες ζωής*, Αθήνα:Παπαζήσης.
2. Αλεξίου, Θ. (2023), *Από την βιοπολιτική στην πολιτική οικονομία της κοινωνικής αναπαραγωγή*, Αθήνα:Παπαζήσης

Bögenhold, D. (2001), "Social Inequality and the Sociology of Life Style: Material and Cultural Aspects of Social Stratification", *American Journal of Sociology*, 107, 847(https://www.researchgate.net/publication/227828571_Social_Inequality_and_the_Sociology_of_Life_Style_Material_and_Cultural_Aspects_of_Social_Stratification)

Navarro, V.(2001), *The Political Economy of Social Inequalities:Consequences for Health and Quality of Life*, New York:Routledge.

Εμμανουήλ,Δ., Λιβιεράτος, Κ. (2016), *Κοινωνικές τάξεις και κατανάλωση. Οικονομικές τάξεις, στρώματα status και πρότυπα πολιτισμού*, Αθήνα:Αλεξανδρεία.

Kreckel, R. (2008), *Politische Soziologie der sozialen Ungleichheit*, Frankfurt am Main/New York: Campus.

Bourdieu, P.(2002), *Η διάκριση. Κριτική της καλαισθητικής κρίσης*, Αθήνα:Πατάκης.

Willis, P. (2012), *Μαθαίνοντας το παιχνίδι. Πως τα παιδιά εργατικής προέλευσης επιλέγουν δουλειές της εργατικής τάξης*, Αθήνα:Gutenberg.

Mingione, E. (ed.) (1996), *Urban Poverty and the Underclass*, Oxford:Blackwell.

Garland D., Sparks R. (ed.) (2000), *Criminology and Social Theory*, Oxford: Oxford University Press.

Αλεξίου, Θ. (2023), *Από τη βιοπολιτική στην πολιτική οικονομία της κοινωνικής αναπαραγωγής*, Αθήνα:Παπαζήσης.

McLanahan, S., Percheski, Ch. (2008), "Family Structure and the Reproduction of Inequalities", *Annual Review of Sociology*, 34, 1-25. [extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.researchgate.net/profile/Christine-Percheski-2/publication/228173906_Family_Structure_and_the_Reproduction_of_Inequality/links/0a85e532ae9bbdfdb6000000/Family-Structure-and-the-Reproduction-of-Inequality.pdf](https://www.researchgate.net/profile/Christine-Percheski/publication/228173906_Family_Structure_and_the_Reproduction_of_Inequality/links/0a85e532ae9bbdfdb6000000/Family-Structure-and-the-Reproduction-of-Inequality.pdf)

Παπαθεοδώρου, Χ./κ.ά. (2008), *Οικονομική ανισότητα και φτώχεια στην Ελλάδα. Συγκριτική ανάλυση και διαχρονικά δεδομένα*, Αθήνα:Επίκεντρο. [extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ineobservatory.gr/wp-content/uploads/2008/12/report1.pdf](https://ineobservatory.gr/wp-content/uploads/2008/12/report1.pdf)

Oliver, M. (2009), *Αναπηρία και Πολιτική*, Θεσσαλονίκη:Επίκεντρο.

Bauman, Z. (2002), *Σπαταλημένες ζωές : οι απόβλητοι της νεωτερικότητας*, Αθήνα:Κατάρτι.

Alberto, A., Claeser, E. (2009), *Η καταπολέμηση της φτώχειας στις ΗΠΑ και την Ευρώπη:Δύο διαφορετικοί κόσμοι*, Αθήνα:Πόλις.

- *Related academic journals:*

Theory and Society

Capital and Class

Sociology of Education

American Journal of Sociology

Kölner Zeitschrift für Soziologie und Sozialpsychologie