

## DEPARTMENT OF SOCIOLOGY

### WINTER SEMESTER COURSES 2017-18

#### Required Courses A' Semester (ΥΠΟ):

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| <b>ΕΙΣΚ100</b>   | <b>Introduction to Sociology I<br/>(Includes Lab)</b>        | Tzanakis E. /<br>Lab                  | 8 ECTS |
| <p>"Introduction to Sociology" is addressed to first-year students and aims to familiarize them with the basic concepts of sociological discipline. The course emphasizes the analysis of culture, the shaping of social structure, and the distribution of social inequalities. Students are introduced to the basic currents of sociological theory and key issues on the methodology of social sciences. The course also introduces students on basic fields of sociological research with particular emphasis on family institutions, education, the processes of socialization and of collective action.</p> <p>Class presentations:</p> <ol style="list-style-type: none"> <li>1. The science of sociology: an introduction to the constellation of sociological knowledge and research.</li> <li>2. The origins and the formation of the scientific field, the main theoretical streams in sociology, the rules and methodology of the empirical research.</li> <li>3. Civilization, culture, ethnocentrism and cultural relativism.</li> <li>4. Socialization process: the establishment of social self.</li> <li>5. The fundamental institutions of socialization: Family and educational institutions.</li> <li>6. Social structure, class stratification, social inequalities.</li> <li>7. Social groups, organizations, social roles.</li> <li>8. Social action and social institutions: structure and action.</li> <li>9. State, society and power: aspects of the political phenomenon.</li> <li>10. Social change and transformation: collective action and social movements.</li> <li>11. Globalization and modern social problems.</li> </ol> |  |                                       |        |
| <b>ΘΕΩΚ106</b>   | <b>Social Theory I (Classical Theory)<br/>(Includes Lab)</b> | Lavranu A./<br>Mouzakitis A. /<br>Lab | 8 ECTS |
| <p>The course is an introduction to classical social theory and aims at familiarizing the students with the basic insights, arguments and perspectives developed by the founders of sociology, viz. A. Comte, K. Marx, E. Durkheim and M. Weber. The lectures begin with an examination of the works that contributed to the establishment of the social sciences by and large, most notably with the works of T. Hobbes and A. Smith, while considering the wider social, philosophical and epistemic conditions that contributed to the emergence of sociology qua scientific discipline. Specific emphasis is placed on the introduction of key-themes and concepts, such as the notions of "class", division of labour, anomie, social change, synchrony and diachrony, rationalization, social action, structure, etc. At the same time, the lectures focus on those aspects in the writings of the aforementioned thinkers, which open up questions of social ontology, epistemology and methodology. The course is a combination of class lectures and workshops, the latter focusing mainly on the analysis and interpretation of original texts authored by these thinkers.</p>   |  |                                       |        |
| <b>ΙΣΤΚ120</b>   | <b>Social History<br/>(Includes Lab)</b>                     | Fournaraki E. /<br>Lab                | 8 ECTS |
| <p>Initiation to European History of Early Modern and Modern Times<br/>Initiation to Historical Method in general and to Approaches of Social History in particular (socio-cultural history, labour history, gender history, history of revolutions etc)<br/>Initiation in Using HiOverview in European History of Early Modern Period - Historical Analysis of the Age of Industrial Revolution.<br/>Overview in European History of Early Modern Period - Historical Analysis of the Age of Industrial Revolution:</p> <ul style="list-style-type: none"> <li>- Commercial Revolution – Commercial Capitalism (1450-1800)</li> <li>- The Rise of the Absolute Monarchy (1500-1700)</li> <li>- The Predecessors of Enlightenment (1600-1700)</li> <li>- The Enlightenment and Absolute Monarchy (18th c.) - Enlightenment and the rise of the Public Sphere and its multiple Institutions (Journals, Academies, Learned Societies, Masonic Lodges, Coffe Houses, Salons, Theatre etc)</li> <li>- The Industrial Revolution in England and Continental Europe – Consequences – The new urban societies in Europe (1780-1914)</li> <li>- The French Revolution and its Diffusion in Europe (1789-1815) - The rise of Nationalisms and the Nation-State</li> </ul>   |  |                                       |        |

**Foreign Languages:**

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| <b>ΑΓΓΚ010</b>   | <b>English Level A'</b>                                 | Chavredaki E.  | 5 ECTS |
| <b>ΓΕΡΚ010</b>   | <b>German Level A</b>                                   | E.Pappa  | 5 ECTS |
| <b>Required Courses C' Semester (ΥΠΟ):</b>   |   |  |        |
| <b>ΘΕΩΚ108</b>   | <b>Social Theory III (Modern theory) (Includes Lab)</b> | Romanos V./<br>Mouzakitis A. /<br>Lab  | 8 ECTS |
| <p>This course presents a first but critical approach of the most basic currents of contemporary social theory. It thus seeks to offer an overview of modern thought in the field of social theory and in particular to introduce the students to the attempts of either synthesizing or overpassing the dualisms and dichotomic distinctions of classical social theory. It covers in particular, the following approaches and theorists: Parsons' synthetic attempt, Saussure's linguistics and Levi-Strauss' structuralism, Giddens' structuration theory, Bourdieu's categories of habitus, social field and Capital, the relationship between Freudian psychoanalysis and social theory, the Frankfurt School's critique of Modernity, Habermas' theory of communicative action, Castoriadis' culturalism, Foucault's post-structural constructivism, Lyotard's post-modernism. The tutorial works as a complementary course to the lectures, and it aims at working on the analysis of major texts of contemporary social thought.</p>   |   |  |        |
| <b>ΠΟΚΚ149</b>   | <b>Sociology of Culture (Includes a tutorial)</b>       | Aheimastos M./<br>Skoulariki A.  | 8 ECTS |
| <p>Drawing on classical and contemporary social and cultural theory, the course examines concepts and methods that illuminate the cultural texture of social life at both individual and collective level. It provides an overview of the sociological study of culture, focusing on issues of popular culture, civilization, identity, gender, race, feminism, structuralism, postmodernism, and the social construction of reality. The course analyses culture as a component of explanations of social phenomena and explains some discretely cultural phenomena as a product of social processes.</p>   |   |  |        |
| <b>ΣΤΑΚ130</b>   | <b>Social Statistics (Includes a Lab)</b>               | Kalogeraki St./<br>Papadaki M. Lab   | 8 ECTS |
| <p>Objectives of the course (preferably expressed in terms of learning outcomes and competences): The course introduces the basic concepts of social statistics combining theory and exercises in a statistical software. The lectures focus more on the interpretation of the statistical findings rather than the explanations of complicated mathematical formulas. It is expected that students will be able to run simple statistics (descriptive analysis) but also more advanced techniques (i.e. independence test <math>\chi^2</math>, correlation, linear regression) that are used in quantitative social research.<br/>Course contents: Introduction to social statistics, meaning of description and inference, variables and their measurement, tabular and graphical description of data, measures of central tendency (median, mode, mean), measures of variation (range, standard deviation), normal distribution, hypotheses testing and confidence intervals, <math>\chi^2</math> for a single sample, <math>\chi^2</math> for more than two samples, correlation (Pearson index, Spearman rho index), linear regression.</p> |   |  |        |
| <b>Foreign Languages:</b>  |   |  |        |
| <b>ΑΓΓΚ030</b>   | <b>English Level C'</b>                                 | Chavredaki I.  | 5 ECTS |
| <b>ΓΕΡΚ030</b>   | <b>German Level C'</b>                                  | E.Pappa  | 5 ECTS |
| <b>Required Core Courses (YEK):</b>  |   |  |        |
| <b>ΒΙΟΚ275</b>   | B+Δ   | <b>Industrial Sociology - Sociology of Work I</b><br>Karakioulafi<br>Christina | 5 ECTS |
| <p>The course focuses in particular aspects of the sociology of work. The aim is to familiarize students with contemporary issues examined by sociologists of work</p>   |   |  |        |
| <b>ΕΓΚΚ239</b>   | A+Δ   | <b>Introduction to Criminology</b><br>Petousi Vasiliki                         | 5 ECTS |

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|------------------------|-----|---|--------------------|--------|
|                        |     | Within the context of this course crime and criminality are examined as social phenomena. Definitions of crime and criminality and the way these relate to the distribution, understanding and treatment of the phenomena in various western-type societies and Greece in particular are critically examined. The extent and the characteristics of crime and criminality in Greece are further examined in relation to variables such as age, gender, ethnicity, race. Special attention is given to theories of crime and criminality. Finally, special forms of criminality such as violent and property crime, criminal organizations, organized crime, trafficking etc are addressed in descriptive and interpretative ways. |                    |        |
| <b>ΠΟΛΚ222<br/>NEO</b> | A+Γ | <b>Dominant Ideologies in the 20th Century</b>  | Alexakis Emmanouil | 5 ECTS |

### Required Elective Courses (ΥΕΠ):

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|------------------------|--|---|-----------------------------|--------|
| <b>ΑΓΡΚ291<br/>NEO</b> |  | <b>European Policies in the Agricultural Sector</b>   | Petropoulou<br>Evgenia      | 5 ECTS |
|                        |  | The objective of this course is to familiarise students with issues regarding European policies and how these are implemented into the agricultural sector. Initially the course will examine the question of why agricultural policies are of imperative importance to the economy of the agricultural sector. It examines the historical evolution of the European Union and specifically those powerful Associations that gave the initial shape of CAP. Specifically, this course analyses the way in which political, economic and social factors have contributed to the historical development of the Common Agricultural Policy (CAP) until today, while socio-economic and environmental issues are also recognised within the auspices of rural multi-functionality.<br>The concept of agricultural policy - social forces/movements, economic and political factors which defined and still define the evolution of agricultural policy. Historical development of the Common Agricultural Policy (CAP). Agricultural structures and structural characteristics of European and Greek agriculture. Measures of structural intervention, implementation and reform of the CAP. Socio-economic constraints regarding the integration of the environmental dimension into agricultural policy. The environmental dimension of the CAP: from the creation/establishment of CAP to the reforms of 1992 and 1999. The Interim reform of 2002-3. New perspectives for the European and Greek countryside within the auspices of rural development. Structures and functions of the new multifunctional role of agriculture. The future of European Agriculture after the 2013 reform. |                             |        |
| <b>ΕΚΠΚ249<br/>NEO</b> |  | <b>Education and Alterity</b>   | Konstantinidou<br>Christina | 5 ECTS |
|                        |  | The aim of the course is to study the issues relating education to the reproduction of social inequalities. These issues will be examined by two associated perspectives. Firstly, it will examine the reproduction of social inequality by the modern educational institutions, namely the paradoxical social phenomenon that involves massive academic failure among children from lower socio-economic strata (Bourdieu, Bernstein, Bowles, Gintis, S. & Blackledge, D. & Hunt, B. et al.). Secondly, we will examine the issues concerning the inclusion of students who are children of immigrants and minorities, i.e. students with a different mother tongue, national identity and/or religion, in Greek school (Cummins, Fragkoudaki, Skourtou, Androusou, Askouni, Dragona etc.)   |                             |        |
| <b>ΘΕΩΚ205<br/>NEO</b> |  | <b>Constitution and history of sociological theory</b>  | Foufoulas D.                | 5 ECTS |
|                        |  | Objectives: Be familiar with the historical and intellectual conditions that gave birth to sociological theory.<br>Syllabus: Since its constitution as a special discipline, sociological theory has a dual purpose: a) to criticize the phenomena of modern collective life and b) to erase the divisions they contain. Drawing "examples" from France and Germany, I will show that the industrial age sets the framework for the development of sociological theory that aspires to become a force of social change.   |                             |        |
| <b>ΠΛΗΚ253</b>         |  | <b>Sociology of the Information Society and Internet<br/>Sociology</b>  | Samatas M.                  | 5 ECTS |
|                        |  | Objectives of the course (preferably expressed in terms of learning outcomes and competences): Learning of Information Society theories and an introduction to the Internet Sociology or cyber-sociology and social informatics.<br>Course contents: Theoretical and empirical approaches of the Information Society, Introduction to Internet Sociology or cyber-sociology, Global, European and Greek Information Society.  |                             |        |
| <b>ΠΟΛΚ266</b>         |  | <b>Sociology of Privacy and Surveillance</b>  | Samatas M.                  | 5 ECTS |

Objectives of the course (preferably expressed in terms of learning outcomes and competences): Theoretical and Emperical Approach of Surveillance and Privacy in Information Capitalism  
 Course contents: Socio-historical , theoretical and emperical approaches of Surveillance Society. The 9/11/2001 impact; Surveillance and dataprotection in the cyber space and telecom. Biometrics and biogenetics.  
 Surveillance in various social places. Data protection and resistance. Surveillance in Greece, EU and other societies.

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| <b>ΠΟΑΚ267<br/>NEO</b>  | <b>Locality, Globalization and social change in times of crisis.</b> | Economakis L.                             | 5 ECTS |
| <p>Contents: This course evolves around "small places and big issues." It aspires to familiarize the students with the concepts, of locality and globalization under the scope of social transformation, as well as with the debates and conflicts around and between them. Beyond the theoretical dimension of the aforementioned issues, extended case-studies that empirically involve the issues under study will be presented.</p> <p>Contents:</p> <p>Lectures 1+2 From the local to the global and vice versa. An introduction.<br/>         Lecture 3 "The Glocal"- transformations and resistances: From the Great Transformation to the 21st century<br/>         Lecture 4 Locality and theories of social change : Revolutions, Elections, Autonomies..<br/>         Lecture 5 Collective action and alternative movements. Theories and Practices.<br/>         Lecture 6 Social anthropology and political ethnographyin the local, national, transnational, and the global.<br/>         Lecture 7 Case Study: The Alter-globalization movement from Seattle to Genova.<br/>         Lecture 8 Latin America: Neoliberalism and its discontents from below.<br/>         Lecture 9 Case Study: Local communities and autonomy. The case of the Zapatistas.<br/>         Lecture 10 Crises and "opportunities" from TINA to the Troika.<br/>         Lecture 11 Local communities, refugees and migrants.<br/>         Lecture 12 Resistance from the right.. Nationalisms and the radical right.<br/>         Lecture 13-Conclusion and summary.</p>   |  |   |        |
| <b>ΣΚΕΚ201<br/>NEO</b>  | <b>Production Restructuring and Labor Relations</b>                  | Karakioulafi<br>Christina,<br>Aranitou B. | 5 ECTS |
| <p>Abstract</p> <p>The course examines the changes in production models of the late 19th century to the present day, and the effects of these changes in work organization and labor relations. Through the presentation of the "great transformation" of modern society, the passage in the era of capital, of industrial capitalism and the market economy, attention will be given to changes in social relations and especially in the labor field. Finally, we will attempt to relate the so-called period of globalization to the phenomenon of flexibilisation of labor relations and to the expansion of the «flexicurity» concept.</p> <p>The course aims to highlight the eminently interdisciplinary nature of these issues through the presentation of analyzes and approaches derived from almost all social sciences disciplines (sociology, political science, political economy).</p> <p>Themes</p> <ul style="list-style-type: none"> <li>• Historical development and role of work.</li> <li>• Capitalism: a periodization</li> <li>• Early conceptions of work and labour</li> <li>• Early research on industrial relations</li> <li>• Taylorism and the implementation of the principles of scientific management at work</li> <li>• Fordism and the launch of mass production</li> <li>• The impact of changes in the production model and the organization of work (Taylorism-Fordism) workers and labor relations and critics that have been exercised.             <ul style="list-style-type: none"> <li>o Human Relations School (Elton Mayo ...)</li> <li>o Labour process theory (Braverman, Burawoy ...)</li> </ul> </li> <li>• The crisis of 1929: economic, social, political implications:             <ul style="list-style-type: none"> <li>- Economic consequences</li> <li>- Social impact: unemployment in the heart of sociological interest (Lazarsfeld, Jahoda ...)</li> <li>- political implications</li> </ul> </li> <li>• Mass production and mass consumption</li> <li>• Welfare state / a new arrangement</li> <li>• 1970s: Oil crisis and changes in the production model - Fordism, new technology and work</li> </ul> |  |   |        |

- Flexible production // The Third Italian model
  - Globalization, recent economic crisis and effects on work and industrial relations
- Globalization / contemporary economic crisis and its impact on work and labor relations

### Required Elective Seminars (ΥΕΣ):

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| <b>ΑΝΑΚ375</b>   | B     | <b>Special Topics in the Third World and Development</b>                        | Petropoulou Evgenia      | 7 ECTS |
| <p>The object of this seminar is to provide a systematic introduction to the study of developing societies. It will concentrate on societies rather than institutions as units of analysis, and be concerned with the question of why so many non-European societies have so far failed to 'develop' along the lines of the Western capitalist world. One of the central themes of the seminar is that underdevelopment, hunger, socio-economic deprivation and absence of human and civil rights - in many parts of the non-European World - has taken place even though these societies have evolved within the same historical process which established the present capitalist world economic system.</p> <p>This seminar is concerned with current debates about the future of non-European societies, the so-called New International Division of Labour and more specifically with the theoretical base (Modernisation, Dependency and Beyond) for considering the elimination of poverty and underdevelopment in non-European societies. The 'view from the periphery' approach will focus on issues central of any development process - hunger, agrarian transformation, migrant labour, the population explosion, gender inequalities and development, sociopolitical and civil rights etc. Finally the new Millennium Goals for social and economic viability will be discussed.</p> |       |   |                          |        |
| <b>ΕΡΓΚ371</b>   | B+Δ   | <b>Labor and Discrimination: Gender-Based and Other Forms of Discrimination</b> | Karakioulafi Christina   | 7 ECTS |
| <p>The seminar examines forms of discrimination at work.</p> <p>Syllabus:</p> <ul style="list-style-type: none"> <li>- Discrimination at work</li> <li>- Forms of discrimination at work</li> <li>- The legislative framework regarding equal opportunities and discrimination at work</li> <li>- Harassment as a particular form of discrimination at work</li> <li>- Economic crisis, austerity policies and discrimination at work</li> </ul>   |       |   |                          |        |
| <b>ΘΕΩΚ311</b>   | A     | <b>Special Topics in Modern Social Theory I</b>                                 | Romanos Vasilis          | 7 ECTS |
| <p>The seminar's aim is to introduce the students to the problematic and the critiques of Modernity. The course also questions whether the Enlightenment's humanism remains still "an unfinished project" or it has been essentially completed to the extent that Western societies have already entered to a new era, the so-called "postmodern condition". The lectures cover the following approaches: Kant's idea of the Enlightenment, the Blumenberg-Löwith debate on Modernity, Marx's critique of capitalist modernity, Weber's critique of modernization processes, Lukács' idea of "reification", Adorno's and Marcuse's critique of instrumental reason and cultural industry, Habermas' reconstruction of the Modernity project, Taylor's notion of Modernity's malaises, the Jameson-Baudrillard debate on postmodernism and the logic of late capitalism and the Habermas-Lyotard debate on the project of the Enlightenment and the postmodern condition.</p>   |       |   |                          |        |
| <b>ΘΕΩΚ317</b>   |       | <b>The Weberian Thesis on the Protestant Ethic and the Contemporary Debate</b>  | Koniordos S.             | 7 ECTS |
| <p>The purpose of the seminar is to delve in and analyze M. Weber's Protestant Work Ethic (PE), and to consider some of the variable discussions that have taken place in relation to it. In his more general approach Weber attempts to analyze the uniqueness of western capitalism and to explain its "deviation" from the norm. He does so comparatively and in this way, by contrast, emerges the situation of stasis of the remaining non-western world. Some of the themes explored in the seminar are the discussion-dispute between Weber and Marx, critiques launches in relation to the PE, the various "roads" to modern capitalism and the role that locally available non-western substitutes of the PE may play.</p>  |       |   |                          |        |
| <b>KΜΜΚ390</b>   | B+Γ+Δ | <b>Special Topics in the Sociology of Gender and the Media</b>                  | Konstantinidou Christina | 7 ECTS |
| <p>The purpose of this seminar is the analysis of the social representation of gender relations in contemporary mass media. To be more specific, the procedures for the construction of social reality are being examined, as well as the venture to consolidate social consensus by the mass media in direct connection to the formation and reproduction of major definitions and ideologies concerning gender. The theoretical background and methodology for the students' assignments are drawn from the feminist criticism and analysis of the media starting from the seventies nowadays, related to the wider range of developments in the field of sociology of the mass media and the sociology of gender.</p>   |       |   |                          |        |

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| <b>KOIK322</b>  |     | <b>Economic Sociology</b>   | Koniordos S.        | 7 ECTS  |
| <b>ΜΕΘΚ391</b>  | A+Δ | <b>Theory and Analysis of Discourse</b>   | Skoulariki Athina   | 7 ECTS  |
|                 |     | The concept of discourse is used in a broad theoretical and research field in the social sciences. Discourse is understood, not as reflecting a given and "objective" reality, but as producing sense, articulating the social structures and relations. At the level of texts, discourse – consciously or not – defines the ideological and social identity of the author, expresses an argument and alludes to a frame of reference, thus suggesting a particular understanding of the issue. The seminar will present the different approaches to the concept of discourse and the methods of discourse analysis, both qualitative and quantitative. Examples of texts will be used and the students will have to prepare research papers.   |                     |         |
| <b>ΠΟΛΚ324</b>  | Γ   | <b>Political Parties and Social Action in Post-War Greece</b>   | Alexakis E.         | 7 ECTS  |
|                 |     | Within the contest of this seminar we focus on Greece after the restoration of democracy in 1974 and study political parties and their relationship to the state on the one hand and civil society on the other.<br>To follow this seminar, students should be acquainted with political sociology issues, so they are expected to have already followed courses and/or seminars such as "Political Sociology", "Sociology of Political Parties", "Special Issues on Political Sociology" etc, and have at least scored C+.<br>Students' final grade is formed by 70% depending on their written essay (3.500 words ± 10%, on a subject of their choice), 10% on their presentation of their work in the class, 10% on their active participation in the presentation of other students' work and 10% on their overall presence and performance in the seminar. |                     |         |
| <b>ΠΟΛΚ343</b>  | A+Δ | <b>Special Topics in Culture and Ideology</b>   | Acheimastos Myron   | 7 ECTS  |
|                 |     | ...   |                     |         |
| <b>ΠΡΟΚ372</b>  | B+Γ | <b>Special Topics in Social Policy and the Welfare State</b>  | Zamparloukou Stella | 7 ECTS  |
|                 |     | ...   |                     |         |
| <b>PATK387</b>  | B+Δ | <b>Racism: Psychosocial approaches</b>  | Arapoglou Vasilis   | 7 ECTS  |
|                 |     | Highlight the intersections of sociological and psychoanalytic concerns about the formation of racism, trace the historical origins of colonialism and the emergence of racism, discuss the postcolonial transformations of racism and how political ideologies shape new forms of racism, understand how social conditions and political ideologies interact with psychological factors and unconscious processes to consolidate and spread racism.<br>Syllabus: Definitions of Racism: New and Old Racism(s), Sociology Racism and Modernity, Freud's Key texts, The Frankfurt School, Colonial Identity and Ethnic Hatred: Fanon, Lacan and Zizek, Melanie Klein's contribution, Projection, Projective Identification and Racism  |                     |         |
| <b>ΠΤΥΚ 400</b> |     | <b>Senior Thesis (optional)</b>   |                     | 17 ECTS |
| <b>ΠΡΑΚ 500</b> |     | <b>Internship</b>   |                     | 5 ECTS  |

## DEPARTMENT OF SOCIOLOGY

### SPRING SEMESTER COURSES 2017-18

#### Required Courses B' Semester (ΥΠΟ):

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|---|--|-------------------------------------|--------|
| <b>ΘΕΩΚ107</b>  | <b>Social Theory II – (Classical Theory)<br/>(Includes a Lab)</b>                                  | Lavranou A. /<br>Koumpourlis I. Lab | 8 ECTS |
| <p>The course examines the classical social theories in the transition from the 19th to the 20th century and focuses then in the formation of American Sociology giving special emphasis on the social theory of T. Parsons.</p> <p>The course examines the central categories of Weberian Sociology (understanding, ideal type, causality) as well as Max Weber's typology of social action, Ferdinand Tönnies' distinction between 'community' and 'society', Georg Simmel's formalism, Georg Herbert Mead's theories of 'intersubjectivity', of 'interaction' and of 'the self', the idea of 'symbolic interaction' as developed by the Chicago School, Herbert Spencer's organic evolutionism, Wilfredo Pareto's idea of the social as an equilibrated system of violence, Talcott Parsons' theories of social action and of the social systems and Robert Merton's idea of social structure.</p>   |  |                                     |        |
| <b>ΜΕΘΚ132</b>  | <b>Methods and Techniques of Sociological Research II: Quantitative Methods<br/>(Includes Lab)</b> | Kalogeraki St./<br>Papadaki M. Lab  | 8 ECTS |
| <p>The main rationale of the course is to introduce students to the basic principles of quantitative methods and techniques in social science research. Initially, we develop the main philosophical orientations and methodological assumptions underlining different methodological approaches with respect to the research of social reality and its phenomena. The lectures focus on the quantitative approach and the procedures required to conduct quantitative social research. These procedures include the choice of the research problem, conducting literature review, formulating research hypotheses, designing, constructing and pre-testing instruments, the data collection techniques as well as the probabilistic and non-probabilistic sampling methods. The course's ultimate aim is students to acquire the necessary knowledge and skills in order to assess the merits and limitations of quantitative methods in the investigation of social reality and its phenomena. The lectures are combined with tutorials for learning SPSS statistical software.</p> <p>The content of the course includes issues associated with the ontological, epistemological and methodological characteristics of the quantitative paradigm. Moreover, it includes issues related to the design and implementation of quantitative social research. The specific section involves the main stages of conducting social research including theory/literature review, formulating research hypotheses, measurement (conceptualization, operationalization), questionnaire design (types of questions/scales), sampling procedures (non-probabilistic and probabilistic sampling, simple random sampling, systematic sampling, stratified sampling, multistage sampling in clusters sampled with probability proportional to size, non-proportional sampling and weighting), survey administering methods (self-administrated questionnaires, interviews, telephone surveys, mail surveys, online surveys). The section also includes issues associated with presenting/writing the results as well as ethical considerations in social research (e.g. voluntary participation, protection of participants, anonymity, codes of professional conduct).</p> |  |                                     |        |
| <b>ΠΟΛΚ140</b>  | <b>Introduction to Political Sociology<br/>(Includes Lab)</b>                                      | Samatas M./<br>Lab                  | 8 ECTS |
| <p>Objectives of the course: Learning of basic concepts and theories of Political Sociology and the understanding of the political socialization process.</p> <p>Course contents: Concepts, Theories and processes of Political Sociology. Aristotele, Machiavelli, Montesquieu.</p> <p>Sociology Of Marx. Gramsci. Sociology of Max Weber. Machiavelians. Pareto. Political socialization. Cyber -politics.</p>  |  |                                     |        |

#### Foreign Languages:

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| <b>ΑΓΓΚ020</b> | <b>English Level B'</b> | Chavredaki I. | 5 ECTS |
| <b>ΓΕΡΚ020</b> | <b>German Level B'</b>  | E.Pappa       | 5 ECTS |

#### Required Courses C' Semester (ΥΠΟ):

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| <b>ΑΝΑΚ145</b> | <b>Theories of Social Change and Development<br/>(Includes Lab)</b> | Zamparloukou S./<br>Lab | 8 ECTS |
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Objectives of the course (preferably expressed in terms of learning outcomes and competences): This course examines the main theoretical approaches to social change and development. First we will examine how classical sociological theories approach social change. Second, we will examine the main theories of development: modernization theory, dependency, world systems theory and regulation theory. Last we will focus and the restructuring of modern capitalist economies during the last decade with an emphasis on theories of post-industrial society, information society, post modernism etc.

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| <b>ΜΕΘΚ131</b>   | <b>Methods and Techniques of Sociological Research I: Qualitative Methods (Includes Lab)</b> | Skoulariki A./ Lab | 8 ECTS |
| The epistemological foundation of qualitative research, Design issues, Selecting samples, Fieldwork strategies, Qualitative data collection methods, Principles and practices of qualitative analysis, Generalizing from qualitative research, Ethical issues in qualitative research. |  |                    |        |

#### Foreign Languages:

|                |                         |               |        |
|----------------|-------------------------|---------------|--------|
| <b>ΑΓΓΚ040</b> | <b>English Level D'</b> | Chavredaki I. | 5 ECTS |
| <b>ΓΕΡΚ040</b> | <b>German Level D'</b>  | E.Pappa       | 5 ECTS |

#### Required Core Courses (YEK):

|  |     |  |                          |        |
|--|-----|--|--------------------------|--------|
| <b>ΑΝΘΚ220</b>   |     | <b>Introduction to Social Anthropology</b> | Gounis K.                | 5 ECTS |
| <b>ΑΣΤΚ273</b>   | B+Δ | <b>Urban Sociology</b>                     | Arapoglou V.             | 5 ECTS |
| <p>Objectives: At the end of the course students should be able to a) distinguish between key urban theories and schools, the historical context of their shaping and their theoretical sources, as well as their contribution in shaping the research objectives and methods of urban sociology, b) to know basic processes of urban development, why and how cities grow c) to detect key forms of social inequalities in cities related to residential segregation, social polarization and exclusions and the policies to address them.</p> <p>Syllabus: Lectures cover the following topics: Definition, object and methods of urban sociology, The European tradition: Weber, Simmel and Tonnies, Marx και Engels, The Chicago school and its critics, The legacy of Lefebvre and Foucault, New urban sociology, Structuration and the socio-spatial dialectic, postmodernism and contemporary debates, Cities and uneven development, regulation theory and urban regimes, Urban inequalities: stratification and housing, Segregation, place stratification, ghettoization, globalization: social polarization and exclusions, urban social movements.</p> |     |  |                          |        |
| <b>ΕΛΕΚ215</b>   | B+Δ | <b>Sociology of Leisure</b>                | Zaimakis Ioannis         | 5 ECTS |
| <p>The course offers knowledge of basic sociological concepts of the sociology of leisure as well historical and theoretical approach, which asks questions about the changing nature of leisure and its varying role in social change.</p> <p>The course is based on two sections: The first examines historical evolution of leisure and modern approaches and conceptions of leisure studies. The second investigates issues of leisure works and activities informed by empirical research and fieldwork.</p>  |     |  |                          |        |
| <b>ΕΠΙΚ251</b>   | B+Δ | <b>Sociology of Communication</b>          | Konstantinidou Christina | 5 ECTS |
| <p>The purpose of this course is to discuss the nature, origin and purpose of Communication and especially of Mass Communication through an interdisciplinary approach (sociological, anthropological, cultural and semiotic). Then the models of Communication are examined. Special emphasis is given to the difference between transmission models and constructionist theory. Then, the semiotic methods and techniques used in contemporary text and visual analysis are presented. Students are required to practice and learn the text analysis methods in order to understand the process of social construction of reality through the media.</p>   |     |  |                          |        |
| <b>ΘΡΗΚ285</b>   | A+Δ | <b>Sociology of Religion</b>               | Acheimastos Myron        | 5 ECTS |

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| <b>ΙΔΕΚ247</b>  | A+Δ   | <b>Ideology and Culture</b>            | Acheimastos Myron  | 5 ECTS |
| <b>ΙΣΤΚ218</b>  | B+Γ+Δ | <b>Social History of Modern Greece</b> | Fournaraki Eleni   | 5 ECTS |
| <p>Initiation to Social History of 19th and 20th century Greece<br/> Initiation to Contemporary Greek Historiography<br/> Initiation to Historical Method<br/> Initiation to the use of Historical Sources: Discourse Analysis and Historical Reconstruction</p> <ul style="list-style-type: none"> <li>- The Making of the Modern Greek State (1830-1940): an overview</li> <li>- Greek Nationalism as Part of European Nationalisms - Nationalistic Myths and the Contemporary Interpretation of the Revolution of 1821 – the Ideological Construction of the 'Continuity' of the Greek Nation from Antiquity until Nowadays</li> <li>- From the Traditional Society of the Ottoman Period to the Modern Greek State: The Question of Modernization</li> <li>- The Agrarian Question (1821-1940) -The Industrialization in Greece (1875-1940)</li> <li>- Particular Themes of Social History: the History of the Cities and aspects of the bourgeois culture in late 19th and beginning of 20th century - the World of Paid Work (1900-1940) - Philanthropy - the History of Family and of Childhood - Gender Relations</li> <li>- Social Movements in the Interwar Years: The Labor Movement and The Feminist Movement.</li> </ul> |       |  |                    |        |
| <b>ΥΓΑΚ208</b>  | B+Δ   | <b>Sociology of Health and Illness</b> | Tzanakis Emmanouil | 5 ECTS |
| <p>Understanding the temporal evolution of the concepts of health and disease, highlighting the importance of social factors that affect the condition of the body. Analysis of formal and informal health care systems. Understanding chronic illness as lived experience.</p>   |       |  |                    |        |

#### Required Elective Courses (ΥΕΠ):

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|---|--|--|-------------------------------|--------|
| <b>ΑΝΑΚ278<br/>ΝΕΟ</b>  |  | <b>Perspectives of the commons: social and solidarity economy.</b>     | Economakis L.                 | 5 ECTS |
| <p>Lecture 1 Development, Post-development, and degrowth. Lecture 2 Introduction to social and solidarity economy. Lecture 3 Social and solidarity economy in historical perspective. From Piracy to workers' cooperatives. Lecture 4 Theories of alternative spaces, From Proudhon, to Holloway, and Hakim Bey.<br/> Lecture 5 The "tragedy of the commons"? Theories and proposals for the management of the commons. Lecture 6 Social anthropology and ethnography of the commons. Methods and perspectives. Lecture 7 Case study: La Autonomia Zapatista .Lecture 8 Case study: The recuperated factories in Argentina and the VioMe xperience in Greece. Lecture 9 Case study: "En Cochabamba el agua no se vende carrajo!"The Cochabamba water war and the experience of the Coordinating body for the defence of Water and Life. Lecture 10 Case study: The village of Marinaleda. Lecture 11 Cases from Greece and Crete during the crisis: The movement against VAPE. Lecture 12 The case of the social clinics in Greece. Lecture 3- Concluding remarks</p> |  |  |                               |        |
| <b>ΚΕΣΚ257</b>  |  | <b>Sociology of Labor Relations</b>                                    | Karakioulafi<br>Christina     | 5 ECTS |
| <p>The main objectives of this course are the following. First, the course aims at a definition of the field of industrial relations and the emergence of problems that characterize the theoretical approach and study this field (difficulties theorising, multidisciplinary approach, empiricism, etc.). Second, it focuses on the analysis of some of the main theoretical approaches to labor relations that have been proposed from the '50s until today (mainly Anglo-Saxon area), with emphasis on sociological approaches. Third, we examine theoretical approaches and concerns about recent changes and developments in this field (eg centralization, decentralization.) Emphasis is finally given on the analyzes of labor relations during crisis.</p>  |  |  |                               |        |
| <b>ΚΙΝΚ251</b>  |  | <b>Contemporary Theories of Collective Action and Social Movements</b> | Kanellopoulos<br>Konstantinos | 5 ECTS |

At the epicenter of this course is the social movement phenomenon. Social movements as forms of collective action are becoming more and more common in our times as vehicles of social and political claim-making and precursors of social and political change. Social movements as perceived by most of the relevant literature are a historical social phenomenon. They thus appeared as forms of collective action in a specific historical period and with some specific characteristics. This period coincided with the start of the industrial revolution in the late 18th century, and their features relate to a limited range of contentious performances and repertoires of action. They are products of intentional intervention and interactions in the public sphere, they fall into the field of politics and are in direct relation to the other political phenomena of modernity: political parties, pressure groups and, above all, the (capitalist) nation-state.

Since the mid-19th century, when the term "social movement" has appeared for the first time, so far there have been developed several different approaches to the concepts of both collective action and the social movement, which of course are not acceptable to all schools of thought and by all the theoretical and political trends. The dominant epistemological assumptions of each age, as well as the epistemological and political positions of each researcher, play an important role in the theory that is being formulated.

In this course, we will focus on the most recent theorizations: from the theory of resource mobilization and the theory of new social movements to the most recent analyzes of transnational collective action and social movement society as well as the dynamics of contention approach. Particular emphasis will be given to the study of some important concepts and methodological tools in the literature, such as: repertoires of action, political opportunities and threats, mobilization structures, value frames, protest circles, causal mechanisms and contentious episodes. Finally, a brief introduction will be made to contemporary research practices and in particular to the methods of protest event analysis, frame analysis, semi-structured interviewing (in social movements) and network analysis.

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|---|--|-------------------------------------|--------|
| <b>KOMK245</b>  | <b>Sociological of Political Parties</b>           | Alexakis<br>Emmanouil               | 5 ECTS |
| <p>During the 13 lectures of the term, we focus our interest on the definition of the "political party" concept, the origins, organization and administration of political parties, ideology and propaganda, age and the extent of party institutionalization, functions and party dimensions, but also the reasons why political parties are in a state of crisis during the last 20 or so years.</p> <p>Students who do not follow the lectures consistently will rely (for their grade) exclusively on their performance in the final written examination. Those who follow the lectures at a more regular basis may opt for an additional written essay (of approx. 2,500 words ± 10%). Their final grade will be 70% their grade in the final written examination and 30% their performance in the written essay.</p>  |  |                                     |        |
| <b>ΠΟΑΚ268</b>  | <b>Social change and Crisis</b>                    | Kanellopoulos<br>Konstantinos       | 5 ECTS |
| <p>Based on the analyses of C. Hay (1996, 1999) and the etymology of the term, we understand here the "crisis" as a moment of decisive intervention and not just as a moment of fragmentation, dislocation or destruction. This reformulation suggests the need to place much more emphasis on the substantive narrative of the crisis and on the relationship between the reasons for the crisis and the contradictions that are being narrated. The result is an analysis of the crisis as a moment of transformation - a moment in which it is recognized that a decisive intervention can, and indeed must be, made. During these moments of crisis a new trajectory is imposed upon a series of institutions, with the most important among them the modern state. At the epicenter of the course will be the different interpretations that have been developed in relation to the Greek economic crisis, the peaks, as moments of crisis, as they were developed in the respective periods of the signing of the three successive Memoranda (2010, 2012, 2015) and the changes these successive crises brought at the social, the economic, the political and the ideological level.</p> |  |                                     |        |
| <b>ΠΟΑΚ287</b>  | <b>Sociology of Migration</b>                      | Fouskas Theodoros                   | 5 ECTS |
| <b>ΣΚΕΚ202</b>  | <b>Propaganda</b>                                  | Skoulariki Athina<br>G. Karagiannis | 5 ECTS |
| ...   |  |                                     |        |
| <b>ΣΚΕΚ203</b>  | <b>Current Issues of Greek Economy and Politic</b> | Lapatsioras,<br>Papavlasopoulos     | 5 ECTS |

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|--|----------------------------|-----------|--------|
| <b>ΦΥΡΚ293</b>   | <b>Sociology of Gender</b> | Zavvou A. | 5 ECTS |
| <p>Objectives of the course (preferably expressed in terms of learning outcomes and competences): Introduction to key concepts in sociological gender theory. Familiarisation with different feminist approaches to gender inequality and oppression. Gender issues in social policy and in social research.</p> <p>Course contents/Syllabus:</p> <p>In this introductory course, we will explore key theoretical, methodological and political debates in the sociology of gender from a feminist perspective.</p> <p>Since the 1970s, the study of gender is linked to the development of feminist thought, which, together with other major theoretical currents of late modernity, challenges and renews the field of sociology. The study of gender draws on and follows closely the different, and often antagonistic, political and ideological issues raised by second and third wave feminism. This trajectory has foregrounded women's oppression, gendered relations of power and gendered subjectification as objects of analysis and struggle, tracing a path from liberal feminism in the early 20th century, to radical and marxist feminisms in the 1960s and 70s, to postmodern and postcolonial feminisms in the 1990s and beyond.</p> <p>We will discuss the main theoretical and methodological assumptions and debates connected to second and third wave feminism in three sections: first, we will explore conceptualisations of gender and analyses of gender inequality and oppression, as well as the issue of intersectionality. Next, we will look at key social institutions and policies linked to gender (in)equality in the welfare state, and, finally, we will consider the challenges and contributions of feminist thought to social science research and methodology.</p> |                            |           |        |

#### Required Elective Seminars (ΥΕΣ):

|  |     |   |                      |        |
|--|-----|---|----------------------|--------|
| <b>ΑΓΡΚ394<br/>NEO</b>   | B+Δ | <b>Special Issues in Rural Sociology: Agriculture, Food and the Environment-Development under the framework of Economy and Culture.</b> | Petropoulou Evgenia  | 7 ECTS |
| <p>The main objective of this seminar is to familiarize students with the new developmental strategy of rural and food policy within a European -wide context. The seminar will examine the emergence of new forms of dynamism in agricultural commodity markets. Cultural changes, priorities and food preferences that occurred among specific social groups predominantly living in urban centers illustrates a general transition in rural economies from productivist to post-productivist food regimes. These new developments will be seen/examined as one significant contribution to the current transitions in rural Europe concerning the crisis of conventional intensive and productivist agriculture and the public consumer pressure for a larger of distinctive 'quality' food products. variety of It will also study the negative impacts of the current agri-food system pragmatism based on state and fiscal interests and private influences etc. It focuses on new trends imposed on the international agricultural food production domain by the markets and the demands of society for food safety, environmental protection and 'quality' consumption in the context of sustainable development.</p> <p>The seminar with the utilisation of basic sociological concepts describes the impasse of the dominant agri-food system and its implication on the social, economic and environmental sphere. It addresses the need for a radical reorientation of the agri-food system in order to establish environmental, energy, health and consumer safety needs, and social solidarity criteria for rural development. In addition, this need for reorientating agricultural production is reinforced by a strong cultural trend that dictates change of the conventional dietary system, directing at the same time the conscious consumer to less in quantity but 'quality' healthy food that is produced following environmental, energy and social sustainable production patterns. This alternative view of food production can be conceived as a realistic-alternative outlet for the agricultural sector, that combined with other uses of the rural space such as recreation, agrotourism, ecotourism, decentralized enterprise networks may be compatible with the emerging ethics of a new type of relation between human life and nature.</p> |     |   |                      |        |
| <b>ΑΝΘΚ342<br/>NEO</b>   |     | <b>Anthropology, Colonialism, Racism</b>  | Gkounis Konstantinos | 7 ECTS |
| <b>ΚΑΠΚ307</b>   | Γ   | <b>Social Exclusion -Social Inclusion Policies in Urban Spaces</b>  | Arapoglou Vasileios  | 7 ECTS |

|                        |       |   |                          |         |
|------------------------|-------|---|--------------------------|---------|
|                        |       | <p>This course aims to familiarize students with the specific processes which give rise to urban poverty, social exclusion and marginality in large cities. We examine key concepts such as segregation, ghetto formation, urban underclass, urban deprivation. The course also aims to introduce students to key methods for planning urban &amp; community interventions to address related social problems.</p> <p>Students are encouraged to work in groups to integrate theoretical knowledge and research skills that they have obtained in taught courses and lectures. They chose a particular topic on social exclusion related for example to immigration, youth poverty, homelessness or racial conflict to study within a particular city or neighbourhood. Initially they read key theoretical texts related to their topic and then they are encouraged to undertake a small research exercise for their study.</p> |                          |         |
| <b>ΕΚΠΚ348<br/>ΝΕΟ</b> |       | <b>Special Topics in the Sociology of Education and Alterity</b>  | Konstantinidou Christina | 7 ECTS  |
|                        |       | The aim of this course is, through students' individual assignments, to study the phenomenon of reproduction of social inequality by educational institutions. Emphasis will be given to the Greek educational system and the integration of migrants and minorities in class.  |                          |         |
| <b>ΕΡΓΚ376</b>         | B+Γ+Δ | <b>Special issues in sociology of industrial relations and trade-unionism</b>   | Karakioulafi Christina   | 7 ECTS  |
|                        |       | The objective is to investigate a number of issues that are at the heart of industrial relations and trade union theories (early and modern)  |                          |         |
| <b>ΘΕΩΚ328<br/>ΝΕΟ</b> |       | <b>Special Issues in Social Theory</b>  | Lavranu Alik             | 7 ECTS  |
|                        |       | ...   |                          |         |
| <b>ΘΕΩΚ324</b>         | A+B+Δ | <b>Systems Theories</b>   | Mouzakitis Angelos       | 7 ECTS  |
|                        |       | To familiarize the students with the main currents of systems theory and with the writings of the major figures in this field, viz. Talcott Parsons and Niklas Luhmann. At the same time emphasis is placed on accounts that either inspired or criticised systems theories, like those of Habermas and Giddens.  |                          |         |
| <b>ΜΕΘΚ394</b>         | A     | <b>Seminar in Quantitative Methods</b>  | Kalogeraki Stefania      | 7 ECTS  |
|                        |       | The main objective of the seminar is to offer to the students the experience of participating to the different stages of a quantitative social research project. It is expected that students will become familiar with the required research processes acquiring valuable experience in the specific field.<br>Contents: Basic concepts of quantitative social research methods, theory of the research topic under study, literature review and research hypotheses, questionnaire construction, sampling procedures, pilot study, main study, data analysis, interpretation of results, writing and presenting the main results.   |                          |         |
| <b>ΠΟΛΚ341</b>         | Γ     | <b>Special Topics in Political Sociology</b>  | Alexakis Emmanouil       | 7 ECTS  |
|                        |       | Within the context of this seminar we focus on very specific topics of political sociology, such as political power and elites, bureaucracy, political development and underdevelopment, political parties, pressure groups and trade unions, the mass media, political ideologies, etc.<br>To follow this seminar, students should be well acquainted with broader political sociology issues, so they are expected to have already followed courses and/or seminars such as "Political Sociology", "Sociology of Political Parties" etc, and have at least scored C+.<br>Students' final grade is formed by 70% depending on their written essay (3.500 words ± 10%, on a subject of their choice), 10% on their presentation of their work in the class, 10% on their active participation in the presentation of other students' work, and 10% on their overall presence and performance in the seminar.                      |                          |         |
| <b>ΥΓΑΚ309</b>         | Δ     | <b>Sociology of Mental Health</b>   | Tzanakis Emmanouil       | 7 ECTS  |
|                        |       | Highlighting the importance of the epistemological distinction between psychological, social and biological and social shaping of mental illness. Analysis of the institution of asylum and their replacement by a community type care systems. Analysis of policy implications of the new treatment guidelines.  |                          |         |
| <b>ΠΤΥΚ401</b>         |       | <b>Senior Thesis (optional)</b>   |                          | 17 ECTS |
| <b>ΠΡΑΚ500</b>         |       | <b>Internship</b>   |                          | 5 ECTS  |

NOTE1: Required Core Courses (ΥΕΚ) can also be declared as Required Elective Courses (ΥΕΠ). Seminars and the Internship Course can be declared from the 3<sup>rd</sup> year of undergraduate studies and onwards. The Senior Thesis can be declared from the 4<sup>th</sup> year of undergraduate studies and onwards.

NOTE2: For students admitted from academic year 2002-2003 up to, and including, 2013-2014, the total number of courses required for the completion of their studies was 46, for a total of 240 ECTS. Distributed as follows: eleven (11) Mandatory Courses (ΥΠΟ), four (4) terms of English for Sociology (or another language), three (3) Required Core Courses (ΥΕΚ, of Directions 2, 3,

4), Sixteen (16) Required Elective Courses (ΥΕΠ), Six (6) Required Elective Seminars, up to Six (6) Inter-Departmental Elective courses (ΕΑΕ).