

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>YGAK 210</b>	<b>SEMESTER</b>	<b>6th and over</b>
<b>COURSE TITLE</b>	Special Topics in Sociology of the Body (seminar)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Skills development (seminar)		
<b>PREREQUISITE COURSES:</b>	YGAK 210		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	E-learn platform		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>										
<p>Promotion of free, creative and inductive thinking in relation to the content of the seminar:</p> <ul style="list-style-type: none"> <li>• Enhancing the body as a field of social surveys.</li> <li>• Analysis of relations between medicine and the body. Understanding the political dimension of the body and the importance of women's movement.</li> <li>• Understanding the relationship formation and relationship of the subject's body.</li> </ul>										
<p><b>General Competences</b></p> <p><i>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?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> </table>	<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>
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**Διεργασία 4. Εσωτερική Αξιολόγηση**  
**Αναμόρφωση του Προγράμματος Προπτυχιακών Σπουδών**  
**Υπόδειγμα Β5 ΑΔΙΠ**

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*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Production of free, creative and inductive thinking*  
*.....*  
*Others...*  
*.....*

- Historicity of the body.
- Death and life formatted as social phenomenon.
- The civilizing process of the body in Western societies.
- The power, the subject and the body.
- The issue of "biopolitics".

**(3) SYLLABUS**

- Historicity of the body.
- Techniques of the body.
- Death formatted as social phenomenon.
- The civilizing process in Western societies.
- The issue of the "historicity of nature."
- The power, the subject and the body.
- The issue of "biopolitics".
- The "clean" and "dirty" body.
- The diseased body and the social significations.
- The gendered body

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face.																							
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching and communication with students																							
<p><b>TEACHING METHODS</b> <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="638 555 979 591"><i>Activity</i></th> <th data-bbox="979 555 1315 591"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="638 591 979 627">Lectures</td> <td data-bbox="979 591 1315 627">39</td> </tr> <tr> <td data-bbox="638 627 979 663">Study</td> <td data-bbox="979 627 1315 663">60</td> </tr> <tr> <td data-bbox="638 663 979 730">Analysis of bibliography</td> <td data-bbox="979 663 1315 730">51</td> </tr> <tr> <td data-bbox="638 730 979 766"></td> <td data-bbox="979 730 1315 766"></td> </tr> <tr> <td data-bbox="638 766 979 801"></td> <td data-bbox="979 766 1315 801"></td> </tr> <tr> <td data-bbox="638 801 979 837"></td> <td data-bbox="979 801 1315 837"></td> </tr> <tr> <td data-bbox="638 837 979 873"></td> <td data-bbox="979 837 1315 873"></td> </tr> <tr> <td data-bbox="638 873 979 909"></td> <td data-bbox="979 873 1315 909"></td> </tr> <tr> <td data-bbox="638 909 979 945"></td> <td data-bbox="979 909 1315 945"></td> </tr> <tr> <td data-bbox="638 945 979 981">Course total</td> <td data-bbox="979 945 1315 981"><b>150</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Study	60	Analysis of bibliography	51													Course total	<b>150</b>
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<p><b>STUDENT PERFORMANCE EVALUATION</b> <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>	Written essay and presentation for both Greek and ERASMUS students																							

**(5) ATTACHED BIBLIOGRAPHY**

<p><i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>- Bell, C. (1811) Idea of a New Anatomy of the Brain-Philosophical Transactions of the Royal Society of London. The way in and the way out: Francois Magendie, Charles Bell, and the Roots of the Spinal Nerves. Ed. Paul F. Cranefield. New York: Futura</li> <li>- Featherstone, M., &amp; Burrows, R. (1995). Cultures of Technological Embodiment: An Introduction. <i>Body&amp;Society</i>, 1(3-4),1-19.</li> <li>- Frank, M.J., Samanta, J., Moustafa, A.A., Sherman, S.J. (2007). Hold your horses: impulsivity, deep brain stimulation, and medication in parkinsonism. <i>Science</i>. 318(5854):1309-12. Epub 2007 Oct 25. DOI:10.1126/science.1146157</li> <li>- Franks, D. (2010). <i>Neurosociology: The Nexus Between Neuroscience and Social Psychology</i>. Springer-Verlag New York. DOI 10.1007/978-1-4419-5531-9</li> <li>- Franks, D., Davis, J. (2012). Critique and Refinement of the Neurosociology of Mirror Neurons, in Kalkhoff W., Shane R., Thye, E., Lawler J.(ed.) <i>Biosociology and</i></li> </ul>
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Neurosociology (Advances in Group Processes, Volume 29, (pp.77 - 117)  
Emerald Group Publishing Limited

- Franks, D., Turner, J. (2013). Handbook of Neurosociology. Springer Netherlands. DOI 10.1007/978-94-007-4473-8
- Rabinow, P. (1996). Essays on Anthropology of Reason. Princeton, N.J.: Princeton University Press
- Rabinow, P., & Rose, N. (2006). Biopower today. Biosocieties 1 (2): 195-217.
- Rose, N. (2003). Neurochemical selves. Society. 41(1):46-59
- Rose, N., & Novas, C. (2000). Genetic risk and the birth of the somatic individual. Economy and Society, 29(4):485-513. ISSN 0308-5147 print/ISSN 1469-5766 online
- Makrinioti D. (Eds), The limits of the body, Nisos, Athens, 2004 (in Greek).
- Alexias G., Sociology of the body, Ellinika Grammata, Athens, 2006 (in Greek).
- Batler J., Body that matter, Ekkremes, Athens, 2008 (in Greek).
- Mauss M., Sociology and Anthropology, Ektoseis tou 21ou, Athens 2004 (in Greek).

*Related academic journals:*

- Sociology of Health and Illness
- Sociology of the Body
- Body and Social Theory