

**COURSE OUTLINE**

**(1) GENERAL**

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	THEOK 311	SEMESTER	6th and above
COURSE TITLE	Seminar: Special Issues in Contemporary Social Theory		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
<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>			
	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>	SKILLS DEVELOPMENT (seminar)		
PREREQUISITE COURSES:	THEOK 106, THEOK 107, THEOK 108		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (ERASMUS students with insufficient knowledge of the Greek language can present a written paper in English or French.)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	TBA		

**(2) LEARNING OUTCOMES**

<p><b>Learning outcomes</b>  <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>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>Knowledges</b>  After the completion of the course students will be able to:</p> <p>(a) Demonstrate analytical engagement with primary texts, ideas, theoretical debates and practices related to the module's content (see above).</p> <p>(b) Demonstrate depth of knowledge and rigorous understanding in relation to theoretical perspectives, concepts and ideas, as well as become familiar with the works of important social and political theorists.</p>

(c) Have a specialized knowledge of the relation between Philosophy and Sociology

**Skills**

After the completion of the course students are expected to:

- (a) Possess specialized skills for addressing theoretical problems emerging from the possibility of a convergence between Philosophy and Sociology.
- (b) Develop the skills enabling them to perform comparative analyses of modern and contemporary social theories.
- (c) Develop the skills enabling them to critically understand modern and contemporary social theories.

**Abilities**

After the completion of the course students are expected to:

- (a) Be able to transfer their knowledge on the field of Social Theory at an interdisciplinary level and within the framework of multidisciplinary collaborations.
- (b) Develop the ability to analyse and critically evaluate social phenomena.

**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?*

<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>

- (a) Working independently
- (b) Team work
- (c) Respect for difference and multiculturalism
- (d) Showing social, professional and ethical responsibility and sensitivity to gender issues
- (e) Criticism and self-criticism
- (f) Production of free, creative and inductive thinking

**(3) SYLLABUS**

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 is still "an unfinished project" or it has been essentially completed as Western societies are supposed to have entered to the so-called "postmodern condition". The lectures are centred around the following issues: 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, Heidegger's understanding of "technological enframing", 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.

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

**Διεργασία 4. Εσωτερική Αξιολόγηση**  
**Αναμόρφωση του Προγράμματος Προπτυχιακών Σπουδών**  
**Υπόδειγμα Β5 ΑΔΙΠ**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																						
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students. Teaching is conducted with the use of ICT (e-learning platform) both at synchronous and asynchronous levels.																						
<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>  <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>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>40</td></tr> <tr> <td>Study</td><td>60</td></tr> <tr> <td>Analysis of bibliography</td><td>25</td></tr> <tr> <td>Essay writing</td><td>25</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course total</td><td><b>150</b></td></tr> </tbody> </table>	Activity	Semester workload	Lectures	40	Study	60	Analysis of bibliography	25	Essay writing	25											Course total	<b>150</b>
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The evaluation is carried out in the following manner and grounded on the following criteria:</p> <ol style="list-style-type: none"> <li>1. Participation at the seminar meetings ----- 10%</li> <li>2. Subject analysis and oral presentation ----- 20%</li> <li>3. Subject research and essay writing -----70%</li> </ol> <p>Language of evaluation: Greek (ERASMUS students with insufficient knowledge of the Greek language can present a written paper in either English or French).</p>																						

**(5) ATTACHED BIBLIOGRAPHY**

**- Suggested bibliography:**

- Kant, E., "What is Enlightenment?".
- Καντ, Ε., *Idea for a Universal History from a Cosmopolitan Point of View.*
- Löwith, K., *The Meaning of History.*
- Blumenberg, H., *The Legitimacy of the Modern Age.*
- Marx, K., *Economic and Philosophical Manuscripts.*
- Marx, K. and Engels, F., *The German Ideology*, vol. I.
- Weber, M., *The Protestant Ethic and the Spirit of Capitalism.*
- Taylor, C., *The Malaises of Modernity.*
- Taylor, C., *The Sources of the Self.*
- Heidegger, M., "The Question Concerning Technology".
- Marcuse, H., *One-Dimensional Man.*

- Marcuse, H., *Eros and Civilization*.
- Adorno, T., & Horkheimer, M., *Dialectic of Enlightenment*.
- Adorno, T., *The Culture Industry: selected essays on mass culture*.
- Habermas, J., *Legitimation Crisis*.
- Habermas, J., *The Philosophical Discourse of Modernity*.
- Wellmer, A., *Reason, Utopia and the Dialectic of Enlightenment*.
- Baudrillard, J., *Simulacra and Simulation*.
- Jameson, F., *Postmodernism or the Cultural Logic of Late Capitalism*.
- Lyotard, J-F., *The Postmodern Condition*.
- Bauman, Z., *Postmodernity and its discontents*.

**- Related academic journals:**

Frontiers in Sociology (Open Access-section Sociological theory)  
Social Imaginaries  
Thesis Eleven  
European Journal of Social Theory