

COURSE OUTLINE

(1) GENERAL

SCHOOL	FACULTY OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	POLK-222	SEMESTER	5th/6th
COURSE TITLE	Dominant Ideologies in the 20ieth Century		
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
Lectures and video presentations		3	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>	Special background		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (independent study of the English literature and relevant essay)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1250		

(2) LEARNING OUTCOMES

<p>Learning outcomes</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"> <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> <p>During the 13 lectures of the term, we focus our interest on the definition of the “ideology” concept, and we also discuss the most important characteristics of the 20ieth century’s prominent ideologies, namely liberalism, conservatism and socialism. Last but not least, we try to determine the most important reasons why ideologies, in general, are in a state of crisis during the last years (an analytical time table of the lectures and their respective topics can be found in the course’s website). When students will have completed their study, they should have reached a position whereby:</p> <ol style="list-style-type: none"> They will be able to give the exact definition of the concept of “ideology”, they will have a good knowledge of its basic characteristics and also be able to discern it from other “truth systems”. They will have acquired a good knowledge of the most salient characteristics of the 20ieth century’s three most prominent ideologies, namely liberalism, conservatism and socialism.

3. Most important, they will be in a position to correlate concrete ideological traditions to certain socio-economic development stages, but also to social revolutions that took place in the name of respective ideas.

4. Last, good knowledge and acquaintance with the most important characteristics of the three most important ideological traditions, will facilitate them in their further study, both concerning other ideological currents but also discussing the crisis ideologies are facing nowadays.

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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1. Successful completion of the subject entails that students will be in a position to find, analyze and reconstruct data and information, being able to distinguish the important from the unimportant and go to the heart of the arguments.

2. Respect for difference and multiculturalism, as various schools of thought support and propagate different ideologies, methods and “weltanschauung”.

3. Enhancement of critical ability and self-criticism.

(3) SYLLABUS

1. General introduction, course and examination organization.

2. Introduction: understanding ideology.

3. Liberalism: origins and evolution/the supremacy of the individual – central issues.

4. Liberalism: liberalism, governance and democracy-classical liberalism-economic liberalism-social Darwinism.

5. Liberalism: modern liberalism-social liberalism/liberalism in the 21st century

6. Conservatism: origins and evolution/the wish to conserve – central issues.

7. Conservatism: authoritarian conservatism/paternalism/libertarian conservatism. The New Right/liberal new right-conservatism in the 21st century.

8. Socialism: origins and evolution/no man is an island – central issues.

9. Socialism: roads to socialism/Marxism.

10. Socialism: classical Marxism, orthodox communism.

11. Socialism: critical (neo) Marxism.

12. Socialism: social democracy/revisionist socialism – socialism in the 21st century.

13. Review of the main issues, preparation for the exams.

(4)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in class																						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Slides and video demonstrations, course notes and other educational material relevant to the course can be accessed through the E-learn online platform																						
TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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 aiming at activating students for course participation</td><td>70</td></tr> <tr> <td>Independent study of relevant literature</td><td>40</td></tr> <tr> <td>Project essay writing</td><td>15</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> </td><td> </td></tr> <tr> <td>Course total</td><td>125</td></tr> </tbody> </table>	Activity	Semester workload	Lectures aiming at activating students for course participation	70	Independent study of relevant literature	40	Project essay writing	15													Course total	125
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STUDENT PERFORMANCE EVALUATION <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>	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 \pm 10%). Their final grade will be 70% their grade in the final written examination and 30% their performance in the written essay.																						

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

1. Lampe, R. & Mazower, M. (eds) (2004), *Ideologies and national identities: the case of twentieth-century Southeastern Europe*, Budapest; New York: Central European University Press.
2. Ball, T. & Dagger, R. (1999), *Political ideologies and the democratic ideal*, New York: Longman.
3. Eatwell, R. & Wright, A. (eds) (1999), *Contemporary Political Ideologies*, London; New York: Pinter.
4. Vincent, A. (1995), *Modern Political Ideologies*, London; New York: Pinter.

- Related academic journals:

1. *Politics, Religion and Ideology*.
2. *Political Behaviour*.

<p><i>3. Comparative Politics.</i></p>
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