

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Graduate		
COURSE CODE	YGAK 210	SEMESTER	5th and over
COURSE TITLE	Sociology of the Body		
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	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>	Specialized knowledge		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes.		
COURSE WEBSITE (URL)	Elearn platform		

(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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 									
<ul style="list-style-type: none"> - Promoting free, creative and inductive thinking, in relation to the content of the course. - Be able to carry out an overview of the most important sociological studies in the field of body sociology. - To recognize the body as a social and cultural entity. - To recognize the importance of modern medicine in the social and cultural production of self. 									
General Competences <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> <table> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td><td>Project planning and management</td></tr> <tr> <td>Adapting to new situations</td><td>Respect for difference and multiculturalism</td></tr> <tr> <td>Decision-making</td><td>Respect for the natural environment</td></tr> <tr> <td>Working independently</td><td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td></tr> </table>		Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision-making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management								
Adapting to new situations	Respect for difference and multiculturalism								
Decision-making	Respect for the natural environment								
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues								

Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

Enhancing the body as a field social surveys. Analysis of relations between medicine and the body. Understanding the political dimension of the body and the importance of women's movement. Understanding the relationship formation and relationship of the subject's body.

(3) SYLLABUS

Topics:

- 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

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	39
	Study	60
	Analysis of bibliography	26
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>	Course total	
	One final written exam, in Greek (100%).	

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- 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
- Featherstone, M., & Burrows, R. (1995). Cultures of Technological Embodiment: An Introduction. Body&Society, 1(3-4),1-19.
- Frank, M.J., Samanta, J., Moustafa, A.A., Sherman, S.J. (2007). Hold your horses: impulsivity, deep brain stimulation, and medication in parkinsonism. Science. 318(5854):1309-12. Epub 2007 Oct 25. DOI:10.1126/science.1146157
- Franks, D. (2010). Neurosociology: The Nexus Between Neuroscience and Social Psychology. Springer-Verlag New York. DOI 10.1007/978-1-4419-5531-9

- Franks, D., Davis, J. (2012). Critique and Refinement of the Neurosociology of Mirror Neurons, in Kalkhoff W., Shane R., Thye, E., Lawler J.(ed.) Biosociology and 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

Related academic journals:

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