

COURSE OUTLINE

(1) GENERAL

SCHOOL	OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ANAK375	SEMESTER	6th and over
COURSE TITLE	Special issues in Third World Countries and Development (SEMINAR)		
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
SEMINARS		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:	ANAK 145, ANAK275		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES, IN THE CASE OF EXCELLENT COMMAND IN SPOKEN AND WRITTEN ENGLISH		
COURSE WEBSITE (URL)	E-learn platform and when applicable studentsweb		

(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"> • 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
<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>General Competences</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> <p><i>Search for, analysis and synthesis of data and</i> <i>Project planning and management</i></p>

<i>information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information regarding underdevelopment in Third World Countries through the use of basic theoretical and methodological tools. • 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 • Team work 	

(3) SYLLABUS

<ul style="list-style-type: none"> • This seminar is concerned with current debates about the future of non-European societies, • 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 and poverty, • agrarian transformation, • environmental degradation, • migrant labour, • the population explosion, • gender inequalities and development, • socio-political and civil rights etc. • Finally the new Millenium Goals for social and economic viability will be discussed.

(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>	USE OF ICT IN TEACHING, COMMUNICATION WITH STUDENTS VIA EMAIL, e-learn platform or STUDENTSWEB.																						
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>	<table><tr><th><i>Activity</i></th><th><i>Semester workload</i></th></tr><tr><td>SEMINARS</td><td>36</td></tr><tr><td>INDIVIDUAL OR GROUP PRESENTATIONS</td><td>36</td></tr><tr><td>ESSAY WRITING</td><td>20</td></tr><tr><td>STUDY AND ANALYSIS OF BIBLIOGRAPHY</td><td>10</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>STUDENT'S STUDY HOURS FOR EACH LEARNING ACTIVITY</td><td>48</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>COURSE TOTAL</td><td>150</td></tr></table>	<i>Activity</i>	<i>Semester workload</i>	SEMINARS	36	INDIVIDUAL OR GROUP PRESENTATIONS	36	ESSAY WRITING	20	STUDY AND ANALYSIS OF BIBLIOGRAPHY	10					STUDENT'S STUDY HOURS FOR EACH LEARNING ACTIVITY	48					COURSE TOTAL	150
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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>	DESCRIPTION OF EVALUATION PROCEDURE IN GREEK, OR IN ENGLISH WHEN REQUESTED: PRESENTATION OF SEMINAR ESSAYS (50%) <ul style="list-style-type: none">TEAM/INDIVIDUAL ORAL PRESENTATIONS, STUDY AND ANALYSIS OF BIBLIOGRAPHY AND CASE-STUDIES, ATTENDANCES ARE COMPULSORY AS WELL AS CLASS PARTICIPATION. 2 WRITTEN ESSAYS (50%) [applicable for Erasmus students] <ul style="list-style-type: none">FIRST ESSAY, UP TO 1500 WORDS EXCLUDING BIBLIOGRAPHY, FOCUSES ON ESSAY WRITING WORK OR ON PROBLEM SOLVING TYPE ESSAYS.SECOND ESSAY, UP TO 2,500 WORDS EXCLUDING BIBLIOGRAPHY, FOCUSES ON ESSAY WRITING WORK OR ON PROBLEM SOLVING TYPE ESSAYS.																						

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Τσάλτας, Ι. Γ (2009) Αφρική και Ανάπτυξη – Η Τελευταία Παγκόσμια Πρόκληση, Ευκαιρία, εκδ. Ι. Σιδέρης, Αθήνα.
 Γ. Σπυρόπουλος, (2005) Ο Τρίτος Κόσμος στις Διεθνείς Σχέσεις: Μύθοι και Πραγματικότητες, Αθήνα: Παπαζήσης, Α.Ε.Β.Ε
 Δ. Σωτηρόπουλος, Α. Χουλιάρης, Σ. Ρούσσος, Π. Σκλιάς (2005) Ο Τρίτος Κόσμος: Πολιτική, Κοινωνία, Οικονομία, Διεθνείς Σχέσεις, Εκδόσεις Παπαζήσης.
 Magdoff, H. (2008) Αποικιοκρατία: Η Ευρωπαϊκή Επέκταση μετά το 1763, εκδ. Μελάνι, Αθήνα (μετάφραση Άννα Καρακατσούλη).

- Buch-Hansen, M. and Laurids S. Lauridsen (2012), The Past, Present and Future of Development Studies, Forum for Development Studies, 39:3, 293-300.
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- Δαουτόπουλος, Α.Γ (2004) Η Κοινωνιολογία της Ανάπτυξης, (επιμ.) Δαουτόπουλος, Α.Γ., εκδ. Ζυγός, Θεσσαλονίκη.
- Baker, K. and Jewitt, S. (2007) Evaluating 35 Years of Green Revolution Technology in Villages of Bulandshahr District, Western UP, North India, Journal of Development Studies, Vol. 43, No. 2, 312–339.
- Τσάλτας, Γρ., Ι. (2009), Το Δικαίωμα στην Τροφή: Παγκόσμια Επισιτιστική Κρίση και Περιβάλλον , (επιμ.-παρουσ.), εκδ. Καλοκάθη, Αθήνα.
- Kakota, T., D., Nyariki, D. Mkwambisi and Wambui Kogi-Makau (2011), Gender vulnerability to climate variability and household food insecurity, Climate and Development, 3:4, 298-309.
- Molnar, J.J. (2010) Climate Change and Societal Response: Livelihoods, Communities, and the Environment, Rural Sociology 75(1), 2010, pp. 1–16.
- Reuveny, R. (2007) Climate change-induced migration and violent conflict, Political Geography 26, pp. 656-673.
- Rono, J.K. (2002) The Impact of Structural Adjustment Programmes on Kenyan Society, Journal of Social Development in Africa, vol.17, no.1, pp. 81-98.
- Γεώργας, Κ. (2006) Παγκοσμιοποίηση και φτώχεια. Τα ιδεολογικά πλαίσια και οι πολιτικές των διεθνών οργανισμών για την καταπολέμηση της φτώχειας, εκδ. Μεταίχμιο, Αθήνα.
- Μαριόλης, Θ. (2000) Μεταφορά υπεραξίας και διεθνής καταμερισμός εργασίας, Ουτοπία, τ. 41, σσ. 137-145.
- Μελάς, Κ. Πολλάλης, Γ.Α. (2005) Παγκοσμιοποίηση και πολυεθνικές επιχειρήσεις, Παπαζήσης, Αθήνα.
- Χάλαρης, Γ., (2003) Από το 'νέο διεθνή καταμερισμό εργασίας' στο 'νέο παγκόσμιο καταμερισμό εργασίας' στο ΙΑΠΑΔ, Χώρος και Περιβάλλον. Παγκοσμιοποίηση, Διακυβέρνηση, Βιωσιμότητα, ΤΟΠΟΣ.
- Ogunlela, Y.I (2009) Gender Issues in Agriculture and Rural Development in Nigeria: The Role of Women, Humanity & Social Sciences Journal 4 (1): 19-30.

- *Related academic journals:*

Third World Development
Development in Practice
Journal of Peasant Studies