

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	FACULTY OF SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF SOCIOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	POLK-324	<b>SEMESTER</b>	6 <sup>th</sup> and over
<b>COURSE TITLE</b>	Political Parties and Social Action in post-1974 Greece (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>
Lectures and exercises		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>	Sociology of Political Parties Political Sociology		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=1249">https://elearn.uoc.gr/course/view.php?id=1249</a>		

### (2) LEARNING OUTCOMES

#### Learning outcomes

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.

Consult Appendix A

- 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

When students will have completed their participation in this seminar, they should have reached a position whereby:

1. They will have acquired a more complete picture of the characteristics both of the political system and of the relationship between civil society and the state in Greece.
2. They will have a deeper knowledge of the most important characteristics of Greek political parties and also their development in the post-1974 period (metapolitefsi), and at the same time they will get acquainted with NGOs' development and functioning, as well as the specific manner the latter's actions articulate with the state mechanism.
3. They will gain useful experience concerning the best ways of presenting their arguments in front of a live audience, and also concerning the use of special supervisory tools.
4. Last, they will be able to express their thoughts in writing in a succinct and thoughtful manner, not

only as regards the gist of their argument, but also concerning the typical characteristics of a scientific written essay.

#### **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*  
*.....*  
*Others...*  
*.....*

1. Search for, analysis and synthesis of data and information, with the use of the necessary technology
2. Students are asked to work independently, but they get also acquainted with team work.

### **(3) SYLLABUS**

Within the contest of this seminar we focus on Greece after the restoration of democracy in 1974 and study political parties and their relationship to the state on the one hand and civil society on the other. In the first five meetings, the lecturer presents in the classroom the most important issues dealt with in this seminar, as well as the proper methods followed while writing a short scientific essay. The students, either individually or in small teams, study a subject of their choice (after due consideration with the teacher), which they present orally in the classroom.

The first five presentations center around:

1. Writing a short scientific essay.
2. Political parties (I): meaning and characteristics.
3. Political parties (II): social change and political parties.
4. Civil society (I): meaning and characteristics.
5. Civil society (II): evolution of the civil society in post-1974 Greece.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in class																								
<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  Slides and video demonstrations, course notes and other educational material relevant to the course can be accessed through the E-learn online platform  Use of e-mail in communication with students																								
<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><i>Activity</i></th><th><i>Semester workload</i></th></tr> </thead> <tbody> <tr> <td>Lectures aiming at activating students for course participation</td><td>50</td></tr> <tr> <td>Literature review, study for independent and team work</td><td>25</td></tr> <tr> <td>Independent study of relevant literature for the final written essay</td><td>50</td></tr> <tr> <td>Short essay(s) 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> </td><td> </td></tr> <tr> <td>Course total</td><td><b>150</b></td></tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures aiming at activating students for course participation	50	Literature review, study for independent and team work	25	Independent study of relevant literature for the final written essay	50	Short essay(s) 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>	Students' final grade is formed by 70% depending on their written essay (3.500 words $\pm$ 10%, on a subject of their choice), 10% on their presentation of their work in the class, 10% on their active participation in the presentation of other students' work and 10% on their overall presence and performance in the seminar.																								

**(5) ATTACHED BIBLIOGRAPHY**

<p>- <i>Suggested bibliography (all in Greek):</i></p> <ol style="list-style-type: none"> <li>1. Pelagides, Th. (ed) (2005), <i>The Reform Jam in Greece</i>, Athens, Papazissis.</li> <li>2. Kontiadis, X. (2009), <i>Dysfunctional Democracy</i>, Athens, Sideris.</li> </ol> <p>- <i>Related academic journals (all in Greek):</i></p> <ol style="list-style-type: none"> <li>1. <i>Hellenic Political Science Review</i>.</li> <li>2. <i>Sociological Review</i>.</li> <li>3. <i>Science and Society</i>.</li> <li>4. <i>Social Research Review</i>.</li> <li>5. <i>Social Science Tribune</i>.</li> <li>6. <i>Views</i>.</li> </ol>
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7. *Liberal Emphasis.*

8. *Modern Issues.*

9. *Civil Society.*