

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	SOCIOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>POLK 265</b>	<b>SEMESTER</b>	<b>5</b>
<b>COURSE TITLE</b>	WELFARE STATE AND SOCILA POLICY		
<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>	
	3	5	
<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>	Special background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <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>
<ul style="list-style-type: none"> <li>• Students will acquire knowledge of the relevant literature on the welfare state as well as on recent developments in social policies areas.</li> <li>• They will be able to define and categorize social policies based on the knowledge they have acquired.</li> <li>• They will be able to assess the different approaches studied and evaluate their appropriateness to analyze social phenomena.</li> <li>• They will be in a position to utilize the knowledge they have acquired to assess and analyze social problems.</li> </ul>



**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>

- Applying theoretical tools to interpret social policies and social problems.
- Be able to combine knowledge and tools from different scientific fields to analyze social problems.
- The critical assessment of social policies.
- Awareness of social exclusion and respect to difference.

**(3) SYLLABUS**

The course will explore contemporary approaches on the rise of the welfare state, its role and prospects. The welfare state will be examined both in a historical and comparative perspective. The historical factors that led to distinctive models of welfare state organization will be examined with an emphasis on Esping Andersen’s typology. Special attention will be given to south European welfare states and particularly Greece. In addition the course will examine the recent developments and challenges faced by the welfare state due to changes in work organization, family structure and gender relations. Lastly, the prospects for the revitalization of the welfare state as well as the changes taking place within the European Union will be explored.

Modules:

- 1.Introduction : Main concepts and definitions

2. Historical development of the welfare state
3. Theoretical approaches explaining the rise of the welfare state
4. Comparative analysis of welfare state models
5. The welfare state and gender
6. The South European welfare state
7. The development of the welfare state in Greece
8. The transformation of the welfare state in Greece since 2010
9. The crisis of the welfare state
10. Social policy priorities in the EU
11. Recent challenges and prospects within the context of globalizing societies.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>		
<b>TEACHING METHODS</b> <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.  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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Study and analysis of bibliography	83
	Examination	3
	<b>Course total</b>	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  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  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		

#### (5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography*: Λαλιώτη Βαρβάρα, Όψεις Συγκριτικής Κοινωνικής Πολιτικής, Αθήνα, εκδ. Τόπος, 2018.

*Esping Andersen, Οι τρεις κόσμοι του καπιταλισμού της ευημερίας, Ελληνικά Γράμματα, 2006*

*Στρατηγάκη, Μ. Το φύλλο της Κοινωνικής Πολιτικής, Αθήνα: Μεταίχμιο, 2006*

*Σταθόπουλος Π. Κοινωνική Πρόνοια: Ιστορική Εξέλιξη-Νέες κατευθύνσεις, Αθήνα, 2007.*

*Βενιέρης και Χρ. Παπαθεοδώρου, Η Κοινωνική πολιτική στην Ελλάδα: προκλήσεις και προοπτικές, Αθήνα, Ελληνικά Γράμματα, 2003.*

*Μ. Ματσαγγάνης (επ.) Προοπτικές του Κοινωνικού Κράτους στη Νότιο Ευρώπη, Ελληνικά Γράμματα, 1999*

*Ματσαγγάνης Μ. Η κοινωνική πολιτική σε δύσκολους καιρούς: Οικονομική κρίση, δημοσιονομική λιτότητα και κοινωνική προστασία, Αθήνα, εκδ. Κριτική, 2011*

*Πετμεζίδου-Τσουλουβή, Π. «Κοινωνικές ανισότητες και κοινωνική πολιτική», Εξάντας, Αθήνα, 1992*

Petmezidou, M. "Social Protection in Southern Europe: Trends and Problems". *Journal of Area Studies*, 4(9) 95-125.

Σακελλαρόπουλος, Θ. *Ζητήματα Κοινωνικής Πολιτικής Αθήνα*, εκδ. Διόνικος, 2003.

Σακελλαρόπουλος Υπερεθνικές κοινωνικές πολιτικές την εποχή της παγκοσμιοποίησης, *Κριτική* 2001.