

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ANAK145	<b>SEMESTER</b>	D
<b>COURSE TITLE</b>	Theories of Social Change and Development		
<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
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
<b>PREREQUISITE COURSES:</b>			
<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=1365">https://elearn.uoc.gr/course/view.php?id=1365</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b> <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> Consult Appendix A
<ul style="list-style-type: none"> <li>● Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>● Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>● Guidelines for writing Learning Outcomes</li> </ul>

- Upon completion of the course students will have gained an understanding of sociological theories on social change and development, which are essential for the continuation of their studies.
- They will have acquired an understanding of the different approaches and their relevance in social analysis.
- They will have gained sufficient knowledge and understanding to be able to evaluate existing theoretical approaches and use them to analyze social change.
- They will be able to critically assess theoretical approaches to social change.

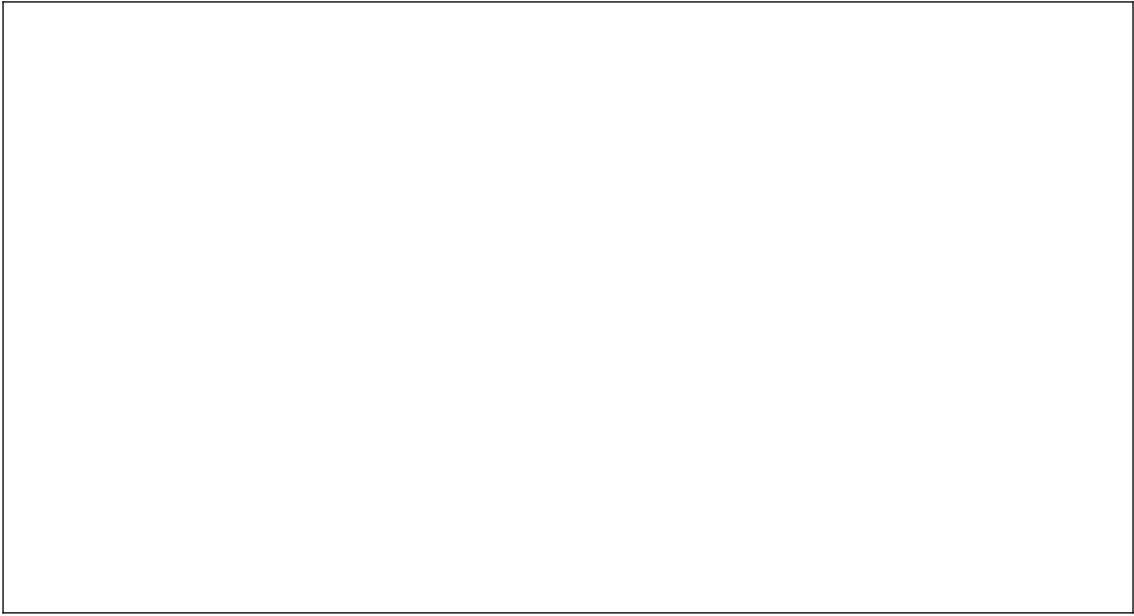
<b>General Competences</b>	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the 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... .....
<ol style="list-style-type: none"> <li>1. Be able to comprehend complex theoretical concepts.</li> <li>2. Learn how to use existing tools of analysis in a critical and creative way .</li> <li>3. Learn how to apply the knowledge and understanding they have acquired to analyze the consequences of social change at a global level.</li> <li>4. Be able to use existing information and knowledge in a creative and synthetic way.</li> </ol>	

### (3) SYLLABUS

This course examines the main theoretical approaches that focus on understanding and analysing social change and the processes of development and transformation of societies in the modern era. In the first part of the course we will focus on the concept of development and examine modernization, dependency and world system theories. In the second part, we will examine large scale social change that has taken place in capitalist economies during the past few decades and the main theoretical approaches trying to make sense of these transformations. Concepts such as post-modernity, post-industrialism, post fordism and globalization will be analyzed and critically evaluated.

Course modules:

- Introduction: what is social change?
- Classical sociological theory
- Modernization theory
- Dependency theory
- World Systems theory
- Regulation theory
- Theories of Post-fordism/ neofordism
- Theories of Post- industrial society
- Theories of information society, Network society
- Theories of post-modernity, late modernity
- Globalization theories



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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face																						
<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 and in communicating with students																						
<b>TEACHING METHODS</b> 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	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Independent study</td><td>83</td></tr> <tr> <td>Examination</td><td>3</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	39	Independent study	83	Examination	3													Course total	125
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<b>STUDENT PERFORMANCE EVALUATION</b> 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.	Students will be evaluated in a final exam with open-ended and multiple choice questions.																						

#### (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>S. Hall, D. Held &amp; A. McGrew, Η Νεωτερικότητα Σήμερα, εκδ. Σαββάλας, 2003.  Martinussen, J. Κοινωνία, Κράτος, Αγορά: Θεωρίες της Ανάπτυξης, εκδ. Σαββάλα, 2007.  Κύρτσος, Α. (επ.) Κοινωνιολογική Θεωρία της Ανάπτυξης, εκδ. Νήσος, 1999  Beck, U. (1999). Τι είναι παγκοσμιοποίηση: Λανθασμένες αντιλήψεις και απαντήσεις, Αθήνα Καστανιώτης.  Braverman, H. (2005) Εργασία και μονοπωλιακό κεφάλαιο. Η υποβάθμιση της εργασίας στον εικοστό αιώνα, Αθήνα, Λέσχη Κατασκόπων 21ου αιώνα  Giddens, A (2001), Οι συνέπειες της νεωτερικότητας, Αθήνα: εκδ. Κριτική.  Wallerstein I, Για να καταλάβουμε τον κόσμο μας: εισαγωγή στην ανάλυση των κοσμοσυτημάτων, εκδ. Θυράθεν, 2009.</p> <p>- Related academic journals:</p>
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*Επιθεώρηση Κοινωνικών Ερευνών*  
*Το Βήμα των Κοινωνικών Επιστημών*  
*Σύγχρονα Θέματα*  
*Development and Change*