

## COURSE OUTLINE

### (1) GENERAL

<b>LECTURER</b>	Dr. Hara Kouki		
<b>SEMESTER</b> (fall/spring)	Fall		
<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	DIKK320	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	Society and Rights		
<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	6
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>	Specialization Seminars		
<b>PREREQUISITE COURSES:</b>	KAPK206 (Social Inequalities and Social Exclusion) and DIKK220 (Sociology of Rights)		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes, upon request and on the basis of preparing an essay and presenting it in the course (in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=4693">https://elearn.uoc.gr/course/view.php?id=4693</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

Students are expected to:

#### Learning outcomes

- Understand what it means to sociologically examine humanitarian/human rights action
- To know the historical and cultural conditions of the emergence and development of human rights action and the international organizations, non-governmental organizations and initiatives engaged in it
- To be able to sociologically examine the emergence and prevalence of volunteerism as part of the social condition today
- To be able to discuss the relationship between humanitarian action and politics
- To distinguish the ways in which rights violations are represented and the subjects who "deserve our care" are constructed by international organizations and the media
- To be able to distinguish the terms "war crime", "international humanitarian law", "humanitarian crisis", "humanitarian war", "humanitarian intervention" and the socio-political contexts in which they are used

#### Skills

- Be able to distinguish forms, practices and reasons for rights violations in their daily lives

and ways of addressing them through humanitarian/human rights action

- Recognize internal contradictions and external constraints of human rights campaigns
- Develop a theoretical and empirical understanding as well as critical reflection in relation to issues of humanitarian action and humanitarian interventions

### **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*

*Project planning and management*

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	γ	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... .....
<ul style="list-style-type: none"> <li>• Autonomous work - Group work</li> <li>• Exercise planning and management</li> <li>• Work in an interdisciplinary environment</li> <li>• Respect for diversity and multiculturalism</li> <li>• Promotion of free, creative and inductive thinking</li> <li>• Exercise criticism and self-criticism and develop critical thinking, especially in relation to what seems self-evident</li> <li>• Pursuit of social responsibility and empathy in matters of gender and race</li> </ul>		

### (3) SYLLABUS

What does it mean to sociologically examine rights in practice? The seminar complements the Sociology of Rights course to provide a sociological perspective on humanitarian/human rights action. Through key analytical concepts and theories, we will examine in what ways human rights culture has become an integral part of the contemporary social condition, while at the same time we will engage into critical approaches to human rights campaigns.

After examining the historical and cultural conditions for the emergence and development of humanitarian/human rights action, we will reflect on the following questions:

- Where does the desire and obligation to do "good" and "alleviate the pain of the distant stranger" come from?
- What does it mean to stand in solidarity with the pain of the other?
- In what ways is the "urgent" need for rights protection or humanitarian intervention documented?
- How are rights violations represented and how do NGOs construct those deserving care?
- What are the dilemmas faced by workers and volunteers in humanitarian organizations?

Indicative module structure:

#### **Introductory Meeting**

- Getting to know each other
- Introduction to the problems, topics and methodology of the seminar as well as the detailed presentation of the assignments that the students are required to submit and their evaluation criteria

#### **Part I: Theoretical Concepts**

- Genealogies of humanitarian action
- The concept and practice of the volunteer
- Humanitarian action and politics
- Regarding the pain of others
- Humanitarian crisis and intervention

#### **Part II: The practice of humanitarian action/human rights work**

- Guests from NGOs, international organizations, human rights initiatives (in relation to gender, disability, children, immigration, etc.)

#### **Part III: Essays presentation**

- Main essay: Constructing a human rights campaigns differently (using an academic poster)

#### **Final meeting**

- Summary / Evaluation of the proceedings of the seminar

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• Projecting slides for the lectures</li> <li>• Use of technological tools (videos, polls, jamboard, etc.) for participatory exercises during the lectures</li> <li>• Support of the learning process through the electronic platform moodle (elearn)</li> </ul>	
<p><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></p> <p><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></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	35
	Essays	61
	Essay presentation	29
	Tutorials	10
	Interactive Teaching	15

#### (5) ATTACHED BIBLIOGRAPHY