

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCE		
ACADEMIC UNIT	SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
Lecturer	Dr. Leonidas Oikonomakis		
COURSE CODE ΕΙΣΚ101	ΕΙΣΚ101	SEMESTER	Spring
COURSE TITLE	Introduction to Sociology II		
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
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background Compulsory Courses		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, upon request and on the basis of preparing an essay and presenting it in the classroom (in English)		
COURSE WEBSITE (URL)	Course page at UoC-eLearn		

(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

By the end of the course, students will:

- Gain foundational knowledge of classical and contemporary sociological theories.
- Understand the formation and evolution of the sociological canon.
- Critically engage with global and decolonial perspectives in sociology.

- Analyze key social phenomena including social change, inequality, environmental challenges, and migration.

Skills:

- **Becoming aware of the historical evolution of sociology as a science**
- **Relating the concept of sociological imagination to global challenges**
- **Becoming conscious of the issues and the roots of study of modern sociology**
- **Critical awareness of the concepts of eurocentrism and racism in the history of sociological thought**

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...

.....

- Autonomous work - Group work
- Exercise planning and management
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Promotion of free, creative and inductive thinking
- Exercise criticism and self-criticism and develop critical thinking, especially in relation to what seems self-evident
- Pursuit of social responsibility and empathy in matters of gender, environment and race

(3)SYLLABUS

Course Description:

This course introduces first-year students to foundational concepts in the discipline of sociology. Emphasis is placed on:

- The historical emergence and institutionalization of sociology as a science;
- Core sociological concepts and classical theories;
- Key fields of contemporary sociological inquiry, including decolonial critiques, social transformation, environmental sociology, and migration studies.

Lectures combine theoretical frameworks with examples drawn from the instructor's fieldwork, aiming to cultivate students' sociological imagination and their capacity to critically analyze modern social issues

Course Structure & Weekly Topics:

1Why is it called a PhD? Sociological Imagination and the Modern University

2Social Physics, Functionalism, and the Sociological Imagination. Auguste Comte, Herbert Spencer, Emile Durkheim

3Marx, Weber, Conflict & Interaction Marxian and Weberian traditions; conflict vs. symbolic interaction

4Who Becomes "Classical"? Eurocentrism and the Sociological Canon Postcolonial critique of classical theory, and missing voices

5Social Transformation: Revolutions, Uprisings, Autonomies. Social change theories: Marx, Holloway, Petras; Latin American case studies

6Environmental Sociology: Extractivism and Sustainable Development Anthropocene, development discourse, extractivist models

7Sociology, Anthropology, and Cultural Evolutionism. Ethnocentrism, cultural relativism, colonial foundations of theory

8Biological Evolutionism and Scientific Racism. Race science, eugenics, anthropology's counter-critiques

9Sociology of Elites: Meritocracy and Class Reproduction. Power, privilege, reproduction of elites in institutions

10From the Third World to the Global South. Historical development of the

concepts; critical development theory

11Migration and Neo-racism. Migration in macro-history, cultural racism, global sociology of mobility

12Population and Demography: A Sociological Perspective. Malthusianism, urbanization, megacities, global slums

13Course Summary and Exam Preparation. Review of key concepts and exam guidance

Instructor:

Dr. Leonidas Oikonomakis

Political Ethnographer

PhD (EUI), MA in International Development Studies (University of Manchester)

Field Research Experience:

- Chiapas, Mexico (2 years)
- Chapare, Bolivia (5 months)
- Amazonia, Ecuador (24 months)
- Mining villages, Chalkidiki, Greece (9 months)

Dr. Oikonomakis has previously taught courses on **Anthropology, Colonialism, Racism, and Locality, Globalization, and Social Change in Times of Crisis**. He is an active contributor to the development of ethnographic methods in sociology and political science, organizing international conferences and workshops.

(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 and communication with students	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures	60
	Autonomous study	30
	Study and Analysis of Bibliography	50
	Interactive Exercises	10

creativity, etc.		
<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>		
	Course total	150
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek	
<i>Description of the evaluation procedure</i>	Method of evaluation: Final test with short answer questions (end of semester)	
<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>	The method and criteria of evaluation are included in the course syllabus and explained to students during the first lecture of the semester.	
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		

(5) ATTACHED BIBLIOGRAPHY

<p><i>Suggested bibliography:</i></p> <p>C. Bannister, Robert. 1991. <i>Sociology and Scientism: The American Quest for Objectivity, 1880-1940</i>. Connell, R. W. 1997. "Why Is Classical Theory Classical?" <i>American Journal of Sociology</i> 102 (6): 1511–57. https://doi.org/10.1086/231125.</p> <p>Bookchin, Murray. 1995. <i>From Urbanization to Cities: Towards a New Politics of Citizenship</i>. Revised edition. London: Cassell.</p> <p>———. 2014. "Thoughts on Libertarian Municipalism." <i>Institute for Social Ecology</i>. Accessed February 25. http://www.social-ecology.org/1999/08/thoughts-on-libertarian-municipalism/.</p> <p>Burawoy, Michael. 2021. <i>Public Sociology: Between Utopia and Anti-Utopia</i>. Polity press.</p> <p>Connell, Raewyn. 2007. <i>Southern Theory: The Global Dynamics of Knowledge in Social Science</i>. Cambridge: Polity.</p> <p>Davis, Mike. 2017. <i>Planet of Slums</i>. Paperback edition. London: Verso.</p> <p>Escobar, Arturo. 2008. <i>Territories of Difference: Place, Movements, Life, Redes</i>.</p>
--

- New Ecologies for
the Twenty-First Century. Durham: Duke University Press.
- Gudynas, Eduardo. 2010. "The New Extractivism of the 21st Century. Ten Urgent Theses about Extractivism in Relation to Current South American Progressivism." Americas Policy Program.
- King, Charles. 2019. *Gods of the Upper Air: How a Circle of Renegade Anthropologists Reinvented Race, Sex, and Gender in the Twentieth Century*. 1st Edition edition. New York: Doubleday
- Mann, Charles C. 2006. *1491: New Revelations of the Americas before Columbus*. 1st Vintage Books ed. New York: Vintage.
- . 2012. *1493: Uncovering the New World Columbus Created*. 1st Vintage Books ed. New York: Vintage Books.
- Mills, C. Wright. 2000. *The Sociological Imagination*. Oxford University Press.
- Oikonomakis, Leonidas. 2020. "We Protect the Forest Beings, and the Forest Beings Protect Us: Cultural Resistance in the Ecuadorian Amazonia." *Anthropological Notebooks* 26 (1): 129–46.
- Rahman Khan, Shamus. 2012. *Privilege*. Princeton University Press.
- Scott, J. 1985. *Weapons of the Weak*. Yale University Press.
- Scott, James C. 1992. *Domination and the Arts of Resistance: Hidden Transcripts*. Reprint edition. New Haven: Yale University Press.
- Stevens, Mitchell L. 2007. *Creating a Class*. Cambridge, Mass: Harvard University Press.
- Wallerstein, Immanuel Maurice. 2001. *Unthinking Social Science: The Limits of Nineteenth-Century Paradigms*. Philadelphia: Temple University Press.
- Webber, Jeffery R., and Todd Gordon. 2016. *Blood of Extraction: Canadian Imperialism in Latin America*. Fernwood Publishing.
- Wolf, Eric R. 2010. *Europe and the People without History*. Berkeley: Univ. of California Press.

- Related academic journals:

Sociology Compass

Antipode

Annual Review of Sociology