

COURSE OUTLINE

(1) GENERAL

LECTURER	Dr. Hara Kouki		
SEMESTER (fall/spring)	Fall		
SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	KAPK206	SEMESTER	
COURSE TITLE	Social Inequalities and Social Exclusion		
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>	Optional Compulsory Courses		
PREREQUISITE COURSES:			
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 course (in English)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=2520		

(2) LEARNING OUTCOMES

<p>Learning outcomes</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>Consult Appendix A</p> <ul style="list-style-type: none"> • 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
<p><u>Students are expected to:</u></p> <p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> ● Familiarize themselves with the term social exclusion and recognize its basic characteristics, but also how official/institutional discourses perceive its causes ● Be able to explain when the term social exclusion replaced the term poverty and why, and how we measure inequalities each time ● Understand the concept of social class, exploitation and subordination ● Perceive the concept of social gender and its decisive importance in relation to inequalities ● Perceive the concept of race and its decisive importance in relation to inequalities, as well as the concept of racism and its historical transformations ● Become familiar with the concept of space in the social sciences and the inequalities that arise in relation to it ● Realize that the processes of exclusion run through the social body and concern inequalities experienced by various social groups (such as immigrant populations, women, people with disabilities, groups with cultural peculiarities, the LGBTI community etc.), and to be able with the above tools to acknowledge and deal with wider social processes <p><i>Skills</i></p>

- Perceive social inequalities and social exclusion as dynamic, relational processes and established in space and time and not as "social accidents"
- Develop critical reflection in relation to the discourse on exclusion, especially when it comes from institutional bodies
- Develop a theoretical and empirical understanding of the social inequalities around them in Greece, but also in different places and other times
- Be able to perceive in which cases social policy fights exclusion and when it constructs it
- Be able to distinguish forms and reasons of racism in their daily life
- Distinguish the continuum of the process of inclusion and exclusion in society

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? Project planning and management

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

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

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Others

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- 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 and race

(3) SYLLABUS

"Social exclusion" is now the dominant "paradigm" for representing, understanding and dealing with social inequalities. To combat it, organizations are established, financial tools and research programs are announced, studies and articles are published, while the discourse against social exclusion runs through the political and public sphere. At the same time, global inequalities not only do not seem to be diminishing, on the contrary they seem to be increasing all over the planet, threatening 99% of the population.

What does social exclusion mean, what are its main characteristics and how do we 'measure' exclusion? Why used to talk about 'poverty' while now everyone talks about exclusion? Does this term help us to recognize the social inequalities around us, but also in different places and other times? To what extent does social policy combat exclusion and in what cases does it construct it? Can the study of exclusion contribute to combating it?

This course examines a number of issues related to 'social exclusion': at a time when conflicting theories try to define it and different models try to measure it, this concept is shaped on a daily basis by the experiences of inequalities that we all experience. The aim of this course, therefore, is to examine social exclusion at two levels, on the one hand at the conceptual-theoretical level, and on the other at the level of collective experience and community struggles across history against inequalities. The course over the 13 weeks unfolds in relation to these two units.

Indicative module structure:

Introductory Meeting

- Getting to know each other
- Introduction to the logic, topics and methodology of the course

Unit 1: From poverty to social exclusion

- Introduction to social exclusion and its characteristics
- Class theories and poverty. Measuring poverty
- Amartya Sen's Capabilities Theory
- The concept of exploitation

(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>	<ul style="list-style-type: none"> Projecting slides for the lectures Use of technological tools (videos, polls, jamboard, etc.) for participatory exercises during the lectures 	
	<ul style="list-style-type: none"> Support of the learning process through the electronic platform moodle (elearn) 	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	36
	Study and analysis of bibliography	26
	Independent optional study	23
	Critical Analysis of Audiovisual Material	20
	Interactive Teaching	10
STUDENT PERFORMANCE EVALUATION <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>	Course total 125	
	<p>The degree may depend in part on,</p> <ol style="list-style-type: none"> the final exam (100%), or the final exam (70%), and one paper (30%) <p>The written examination includes:</p> <ol style="list-style-type: none"> Multiple choice questions Short responses Open ended questions <p>Optional Assignment (30%) 1,500 words, 30% of the mark, provided that the final exam will be passable.</p> <p>The objective of the assignment is to summarize and develop a critical positioning in the study of issues discussed during the semester. Clarifications of the assignments, as well as the grading criteria, will be made known to students at the beginning of lectures and posted on the course website.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Jackson, C. (1999), Social exclusion and gender. Does one size fit all? The European Journal of Development Research 11(1), 125-146
- Levitas, R. (2000). What is social exclusion? In Breadline Europe (pp. 357-384). Policy Press
- Mike Davis (2004), Planet of Slums, New Left Review 26, March April 2004
- Mingione, E. (2004). Poverty and social exclusion in European cities: diversity and convergence at the local level. City, 8(3), 381-389.
- Mingione, E. (Ed.). (2008). Urban poverty and the underclass: a reader. John Wiley & sons.
- Paugam, S. (1998). Poverty and social exclusion: a sociological view. In The Future of European Welfare: A New Social Contract? (pp. 41-62). London: Palgrave Macmillan UK.
- Power, A., & Wilson, W. J. (2000). Social exclusion and the future of cities. LSE STICERD Research Paper No. CASE035.
- Silver, H. (2007). Social exclusion. The Blackwell encyclopedia of sociology
- Silver, H. (2015). The Contexts of Social Inclusion. USA: Department of Economics and Social Affairs
- Townsend, P. (2002). Poverty, social exclusion and social polarisation: the need to construct an international welfare state. In World poverty (pp. 3-24). Policy Press.
- Tyler, I. & Slater, T. (2018). Rethinking the sociology of stigma. The Sociological