

## 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>ANAK279</b>	<b>SEMESTER</b>	<b>Fall</b>
<b>COURSE TITLE</b>	Social and Solidarity Economy		
<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>	Specialisation in a specific Area		
<b>PREREQUISITE COURSES:</b>	None		
<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 classroom in English		
<b>COURSE WEBSITE (URL)</b>	Webpage on UoC elearn		

### (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>Consult Appendix A</p> <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>
<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Familiarization with the concept of the commons</li> <li>• Familiarization with the concept of the social economy</li> <li>• Familiarization with the concept of the solidarity economy</li> </ul>
<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?*

<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>

- Decision-making
- Respect for the natural environment
- Respect for diversity and multiculturalism
- Practice of critique and self-critique

### (3)SYLLABUS

This course revolves around the concepts of **development, social and solidarity economy, and commons governance**, both in theory and in practice. Its aim is to familiarize students with the debates surrounding these issues, which—especially in recent years—have re-emerged strongly in social research and public discourse. The course complements other departmental offerings without duplicating them.

The course is structured in **two main parts**:

1. **Theoretical & Methodological Foundations** – covering critical perspectives on development, social and solidarity economy (SSE), and the commons.
2. **Case Studies** – ethnographic and historical examples illustrating these concepts in action.

Teaching combines lectures, Prezi/PowerPoint presentations, visual and audiovisual materials (photos, documentaries, films), and guest speakers involved in commons self-management or SSE projects. Students may volunteer to present selected readings for extra credit. Exam material includes lecture slides and the texts assigned by the instructor.

## **Sample Syllabus (12–13 Weeks)**

### **Course Title**

**Social and Solidarity Economy and the Commons**

### **Course Objectives**

- Critically examine dominant notions of development and explore post-development and degrowth perspectives.
- Understand theoretical frameworks and historical trajectories of the social and solidarity economy.
- Analyze key debates on commons governance and self-management.
- Gain methodological skills in political ethnography and social anthropology.
- Engage with real-world case studies from Latin America, Europe, and Greece.

### **Learning Outcomes**

By the end of the course students will be able to:

- Distinguish between mainstream development paradigms and alternative approaches.
- Describe forms, practices, and historical evolution of SSE.
- Evaluate governance models for commons and natural resources.
- Apply ethnographic methods to study SSE and commons initiatives.

### **Assessment**

- **Participation & Discussion:** 20%
- **Optional Student Presentations** (on readings): up to +10% bonus
- **Mid-term Short Essay (1,500 words):** 30%
- **Final Exam (essay questions):** 50%

### **Weekly Schedule**

#### **Week 1 – Development, Post-Development, and Degrowth**

Critiques of conventional development from post-development theorists (Escobar, Sachs) and degrowth advocates (Latouche). Introduction to Indigenous concepts such as *buen vivir*.

#### **Week 2 – Introduction to Social & Solidarity Economy (SSE)**

Definitions, key principles, and contemporary examples of collective and cooperative economic organization.

#### **Week 3 – Historical Trajectories of SSE**

From 17th-century piracy and self-organized communities of freed slaves to worker-recuperated enterprises and modern cooperatives.

#### **Week 4 – Theories of Alternative and Autonomous Spaces**

From Proudhon's federated cooperatives to John Holloway's "cracks in capitalism" and Hakim Bey's Temporary Autonomous Zones.

#### **Week 5 – The Commons and Their Governance**

The "tragedy of the commons," Elinor Ostrom's contributions, and critiques emphasizing self-management.

#### **Week 6 – Methodologies: Political Ethnography & Social Anthropology of the Commons**

Multi-sited ethnography, fieldwork techniques, and the instructor's research approach.

#### **Week 7 – Case Study: Zapatista Autonomy (Chiapas, Mexico)**

Organization, decision-making structures, and field research insights.

**Week 8 – Case Study: Worker-Recuperated Enterprises**

Comparative look at Argentina's post-2001 recovered factories and Greece's Vio.Me.

**Week 9 – Case Study: Marinaleda, Spain**

Collective governance and alternative development in an Andalusian village.

**Week 10 – Case Study: Cochabamba Water War (Bolivia)**

Grassroots mobilization against water privatization and collective water management.

**Week 11 – Greek & Cretan Context I**

Local environmental movements: opposition to large-scale wind farms (BAΠΕ) and debates on “green development.”

**Week 12 – Greek Context II**

Community-run health clinics during the economic crisis: self-organization vs. state withdrawal.

**Week 13 – Review & Synthesis**

Student presentations of final papers or projects; comprehensive discussion and exam preparation.

**Core Readings (selection)**

- Escobar, *Encountering Development* (1995)
- Latouche, *Farewell to Growth* (2008, Greek edition)
- Ostrom, *Governing the Commons* (2002, Greek edition)
- Holloway, *Change the World Without Taking Power* (2011)
- Rediker, *Villains of All Nations* (2004)
- Hancox, *The Village Against the World* (2013)
- Selected articles and instructor's fieldwork materials

**Teaching Methods**

- Illustrated lectures with Prezi/PowerPoint
- Documentaries and short films (e.g., *The Take* by Naomi Klein & Avi Lewis)
- Guest speakers from SSE and commons initiatives
- Optional student-led discussions on weekly readings

**Instructor**

The course is taught by a political ethnographer with extensive field experience in Latin America (Mexico, Bolivia, Ecuador) and Greece. The instructor also holds a Master's in International Development Studies from the University of Manchester and has previously taught and published on anthropology, colonialism, and ethnographic methods in the social sciences.

#### (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>	<b>-Projecting slides for the lectures</b> <b>-Use of technological tools (videos, polls, jamboard, etc.) for participatory exercises during the lectures</b> <b>-Support of the learning process through the electronic platform moodle (elearn)</b>		
<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>  <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>	<b>Activity</b>	<b>Semester workload</b>	
	Lectures	60	
	Autonomous Study	30	
	Study and Analysis of Literature	50	
	Interactive Exercises	10	
<b>STUDENT PERFORMANCE EVALUATION</b> <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>	<p>The degree may depend in part on,</p> <ol style="list-style-type: none"> <li>1. the final exam (100%), or</li> <li>2. the final exam (70%), and one paper (30%)</li> </ol> <p>The written examination includes:</p> <ol style="list-style-type: none"> <li>1. Multiple choice questions</li> <li>2. Short responses</li> <li>3. Open ended questions</li> </ol> <p>Optional Assignment (30%) 1,500 words, 30% of the mark, provided that the final exam will be passable. 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

In Greek:

Auyero, Javier. 2006. "Introductory Note to Politics under the Microscope: Special Issue on Political Ethnography I." *Qualitative Sociology* 29 (3): 257–59. doi:10.1007/s11133-006-9028-7.

Bookchin, Murray. 1994. "Οικολογική Κρίση, Σοσιαλισμός, Και η Ανάγκη Να Ξαναφτιάξουμε Την Κοινωνία." *Κοινωνία Και Φύση: Τετραμηνιαίο Περιοδικό Πολιτικής Οικολογίας*. 2 (3): 11–23.

- Collier, George A., and Jane F. Collier. 2005. "The Zapatista Rebellion in the Context of Globalization." *The Journal of Peasant Studies* 32 (3–4): 450–460.
- Collier, Ruth Berins, and David Collier. 1991. *Shaping the Political Arena : Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America*. Princeton University Press.
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- Eriksen Hylland, Thomas. 2007. *Μικροί Τόποι, Μεγάλα Ζητήματα*. Αθήνα: Εκδόσεις Κριτική.
- Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton Studies in Culture/power/history. Princeton, N.J.: Princeton University Press.
- . 2008. *Territories of Difference: Place, Movements, Life, Redes*. New Ecologies for the Twenty-First Century. Durham: Duke University Press.
- . 2010. "LATIN AMERICA AT A CROSSROADS: Alternative Modernizations, Post-Liberalism, or Post-Development?" *Cultural Studies* 24 (1): 1–65. doi:10.1080/09502380903424208.
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- Harvey, David. 2007. *Νεοφιλελευθερισμός. Ιστορία Και Παρόν*. Αθήνα: Εκδόσεις Καστανιώτη.
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- . 2011b. *ΡΩΓΜΕΣ ΣΤΟΝ ΚΑΠΙΤΑΛΙΣΜΟ*. Αθήνα: ΣΑΒΒΑΛΑΣ.
- Klein, Naomi. 2010. *Το δόγμα του Σοκ. Η άνοδος του Καπιταλισμού της Καταστροφής*. Αθήνα: Λιβάνης.
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- Marcos, Subcomandante. 1997. "The Seven Loose Pieces of the Global Jigsaw Puzzle." *Ya Basta!—Ten Years of the Zapatista Uprising*.
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- Touraine, Alain. 1999. *ΠΩΣ ΝΑ ΞΕΦΥΓΟΥΜΕ ΑΠΟ ΤΟΝ ΦΙΛΕΛΕΥΘΕΡΙΣΜΟ; Αθήνα: ΠΟΛΙΣ*. <https://www.politeianet.gr/books/9789607478955-touraine-alain-polis-pos-na-xefougoume-apo-ton-fileleutherismo-145862>.

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Παπαϊωάννου. 1998. “Κοινωνικός Μετασχηματισμός, Τοπική Κοινωνία, Και Εκπαίδευση.” In *Κοινωνικός Μετασχηματισμός, Εκπαίδευση, Και Τοπική Κοινωνία.*, edited by Σκεύος Παπαϊωάννου, Peter Alheit, and Henning Salling Olesen, 11–37. Ρέθυμνο: Πανεπιστήμιο Κρήτης.

Πολάνυι, Καρλ. 2007. *Ο ΜΕΓΑΛΟΣ ΜΕΤΑΣΧΗΜΑΤΙΣΜΟΣ. Οι Πολιτικές Και Κοινωνικές Απαρχές Του Καιρού Μας*. Αθήνα: Νησίδες.  
<https://www.politeianet.gr/books/9789608480834-polanyi-karl-nisides-o-megalos-metaschimatismos-204497>.

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- Συναφή επιστημονικά περιοδικά:

[International Journal of the Commons](#)

[World Development](#)

[Ecological Economics](#)