

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ΠΟΣΚ 300	<b>SEMESTER</b>	6th-8th
<b>COURSE TITLE</b>	Depicting the Social Landscape: Visual Methodologies and Applications		
<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>
Seminar		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>	Specialised general knowledge, skills development seminar		
<b>PREREQUISITE COURSES:</b>	It is advised to have completed the module <b>ΠΟΣΚ 200: Introduction to Cultural Studies</b>		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	Please check out the module in the course catalogue of the division ( <a href="https://elearn.uoc.gr/?lang=en">https://elearn.uoc.gr/?lang=en</a> )		

(1)

### (2) LEARNING OUTCOMES

#### A. 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

<b>A.1. Knowledge and theoretical understanding</b>	
<i>After the completion of the module students are expected to:</i>	
<b>A.1.1.</b> Understand the theoretical foundations of visual social science and the role of images as data in the study of society and culture. <b>A.1.2.</b> Recognize the dual character of images as both objective records and subjective constructions, and their implications for social research. <b>A.1.3.</b> Reflect on the ethical and epistemological dilemmas inherent in producing and using visual evidence.	
<b>A.2. Cognitive competencies</b>	
<i>After the completion of the module students are expected to:</i>	
<b>A.2.1.</b> Critically analyze visual materials (photographs, films, digital images) as social and cultural data. <b>A.2.2.</b> Identify and interpret the multiple layers of meaning encoded in images, situating them in their social, political, and cultural contexts. <b>A.2.3.</b> Formulate research questions and hypotheses that employ visual data alongside conventional social science methods.	
<b>B. General Competences</b>	
<i>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 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... .....
<b>B.1. Practical and professional competencies</b>	
<i>After the completion of the module students are expected to:</i>	
<b>B.1.1.</b> Gain practical skills in producing, organizing, and analyzing visual materials for research purposes. <b>B.1.2.</b> Design and conduct small-scale research projects that integrate visual documentation with other empirical materials. <b>B.1.3.</b> Communicate research findings effectively by combining textual and visual evidence in academic presentations and reports.	
<b>B.2. Transferable skills</b>	
<i>After the completion of the module students are expected to:</i>	
<b>B.2.1.</b> Actively promote free, creative, and inductive thinking. <b>B.2.2.</b> Cultivate reflexivity and ethical responsibility in the use of visual material, respecting diversity and representation. <b>B.2.3.</b> Apply insights from visual analysis to broader academic, professional, and civic contexts, strengthening their ability to interpret the visual dimensions of contemporary social life.	

### (3) INDICATIVE CONTENT

The seminar explores visual methodologies as a research tool in sociological and cultural analysis, with a particular focus on the image as both a bearer of layered meanings and a document of social experience. Through lectures, students are introduced to the theoretical foundations of visual sociology, examining the potential and limitations of using visual material in social research. In the practical component, students will

be asked to identify and investigate social phenomena related to spatial dimensions (e.g., the gendered nature of public space, the exclusion of social groups from specific urban areas), to observe them, and to document them through photographic work. The visual material produced will form the basis of a portfolio, which in turn will be used for the final written assignment. This assignment aims not only at applying the methodology but also at encouraging reflection on the social and cultural dimensions of the chosen issue, as well as the formulation of proposals for interventions in public space. The seminar concludes with the presentation of the portfolios and written work, functioning as a workshop for the production and critical analysis of original empirical material (**A detailed syllabus is available in the course page on e-learn**).

(4)

#### (5) TEACHING AND LEARNING METHODS - EVALUATION

<b>DELIVERY</b> Face-to-face, Distance learning, etc.	Face-to-face		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>To successfully participate in the course, students are expected to possess adequate competencies in the use of media technologies in order to:</i>  <ul style="list-style-type: none"><li>- Communicate with the instructor</li><li>- Systematically interact with the course webpage</li><li>- Produce academic work in various electronic formats (text formatting according to specific guidelines, multi-media presentations etc.)</li></ul>		
<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	<i>Activity</i>	<i>Semester workload (in hours)</i>	
	Lectures	16	24
	Applications and group work	8	
	Homework besides final assessments (readings, applications)	20	
	Presentation preparation (homework)	12	
	Presentations in class	12	
	Final paper	48	
	<b>Course total</b>	<b>116</b>	
<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.	<i>Students will be evaluated on the basis of:</i>  <ul style="list-style-type: none"><li>- Class participation</li><li>- Preparation for class (assigned readings and applications)</li><li>- Presentation (content and presenting in class)*</li><li>- Final paper (content, structure, bibliography, form, and proper academic register).</li></ul>  * The presentation in class is mandatory. Not presenting on a student's own responsibility will result in a reduction of the grade.		

<b>COURSE BOOK</b>
Rose, G. (2001). <i>Visual Methodologies: An Introduction to the Interpretation of Visual Materials</i> . London: Sage
<b>Suggested bibliography:</b>
<p>Emmison, M., Mayall, M., &amp; Smith, P. (2012). <i>Researching the visual</i> (2nd ed.). London: SAGE.</p> <p>Harper, Douglas A. (2023). <i>Visual Sociology</i> (2nd ed.). Abingdon, Oxon: Routledge.</p> <p>Knowles, C., &amp; Sweetman, P. (2004). <i>Picturing the social landscape: visual methods and the sociological imagination</i>. New York: Routledge.</p>
<b>Related academic journals:</b>
<ul style="list-style-type: none"> <li>• <i>Cultural Studies</i></li> <li>• <i>Discourse</i></li> <li>• <i>Media, Culture &amp; Society</i></li> <li>• <i>Social Media &amp; Society</i></li> <li>• <i>Social Semiotics</i></li> </ul>

## (6) ATTACHED BIBLIOGRAPHY