

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	EDUCATION STUDIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	DEE201	<b>SEMESTER</b>	1 <sup>th</sup> (AUTUMN)
<b>COURSE TITLE</b>	INTRODUCTION TO SOCIOLOGY		
<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>
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=507">http://ecourse.uoi.gr/course/view.php?id=507</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>It is expected that after the successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. know that the subject of Sociology covers an extremely wide range from the analysis of a simple social interaction up to the investigation of the global social processes</li> <li>2. know how to think sociologically and have their imagination developed (sociological imagination)</li> <li>3. understand the usefulness of Sociology in our lives</li> <li>4. be familiar with the terminology, the concern and the subject of modern Sociology emphasizing on the main components of the social context and the interaction between them and lastly their influence in the development of social behavior, social action and culture.</li> </ol>

### 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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

The aim of the course is the first contact between students and sociology issues in a way to appreciate the interrelationship between social reality and social action (social and sociological theory) and see how the acts shape and reshape theory and backwards. More specifically:

- Demonstrate social, professional and ethical responsibility and sensitivity to social issues
- Adapting to new situations
- Respect the social environment
- Respect the natural environment
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

### (3) SYLLABUS

The topics of the course are organized around some main issues of Sociology seeking a first introduction to the science of social phenomena. The targets of the course do not focus on sociological theories but on theoretical approaches. The issues explored include: a) the relation of Sociology to everyday life in modern societies b) the character of Sociology as political speech (Panagiotis Kanellopoulos, Kornilios Kastoriadis) c) the use of the ratio (in living organisms and their subsequent mechanisms) as basic interpretative scheme in Sociology c) the dialectic society and sociological relation as a dynamic self-consciousness of a continuously degradable society d) socialization of the individuals and the socialization agencies e) the school as a social system and ideological state control mechanism.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the ICT in teaching, e-course, laboratory education and communication with students via e-mails	
<b>TEACHING METHODS</b> <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</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	(3x13)=39
	Study of bibliography	30
	Writing Project –	25

<p><i>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>	short essay writing – activities of comprehension	
	Independent Study	3
	Examination	3
	Course total	<b>100</b>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written Examination</p> <p>Presentation of the project and the units</p> <p>Short -answer questions</p>	

## (5) ATTACHED BIBLIOGRAPHY

<p><u>MAIN BIBLIOGRAPHY (From Eudoxus)</u></p> <p>Georg Ritzer(2012), Sigchroni Koinoniologiki Theoria, mtfr. G. Christidis, epist. Epim. I. Kaftantzoglou, Athina: Kritiki</p> <p>C. Jeffrey Alexander, Kenneth Thompson, D. Laura Edles, (2016), <i>Σύγχρονη Εισαγωγή στην Κοινωνιολογία</i>, επιστ επιμ. Δεμερτζής Νίκος, Αθήνα: Gutenberg</p> <p>Sousanna-Maria Nikolaou (2009), <i>Koinonikopoiisi sto scholeio</i>, Athina: Gutenberg</p> <p><u>SUGGESTED BIBLIOGRAPHY:</u></p> <p>G. Ritzer, (2018), <i>Introduction to Sociology</i>, 4<sup>th</sup> Edition, Thessaloniki: Tziola</p> <p>M. Hughes &amp; C. J. Kroehler (2007), <i>Koinoniologia. Oi vasikes ennoies</i>, mtfr. G. Christidis, eis. epim. Th. Iosifidis, Athina: Kritiki</p> <p>D. Daskalakis (2009), <i>Eisagogi sti Sigchroni Koinoniologia</i>, Athina: Papazisi</p> <p>Neil Postman (2002), <i>I piksida tou mellontos. Pos to parelthon borei na veltiosei to paron mas</i>, eis. epim. St. Papathasopoulos, mtfr. K. Metaxa, Athina: Kastanioti</p> <p>P.L. Berger (1985), <i>Prosklisi ston Koinologia. Mia Anthropostiki Prooptiki</i>, mtfr. E. Tselepolou, Athina: Boukoumani</p> <p>C. WrightMills (1985), <i>I koinoniologiki Fantasia</i>, mtfr. N. Makrinikola &amp; S. Tsaknias, epim. G. H. Charis, Athina: Papazisi</p> <p>G. Ritzer(2012), <i>Sighroni Koinoniologiki Theoria</i>, mtfr. G. Hristidis, epist. Epim. I. Kaftantzoglou, Athina: Kritiki</p>
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