



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΡΗΤΗΣ

ΤΜΗΜΑ ΠΟΛΙΤΙΚΗΣ ΕΠΙΣΤΗΜΗΣ

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First Semester

Modern European History

(1)GENERAL

SCHOOL	SOCIAL SCIENCES			
ACADEMIC UNIT	POLITICAL SCIENCE			
LEVEL OF STUDIES	UNDERGRADUATE			
COURSE CODE	SEMESTER	1st	EINP118	
COURSE TITLE	Modern European History			
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
Lectures		3		6.00
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>				
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background			
PREREQUISITE COURSES:	0			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES			
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1542			

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 	
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<p>After the completion of the course, the students are expected to be able to:</p> <ul style="list-style-type: none"> - Describe the most important social and political events and their evolution - Know the historical shifts and tendencies of modern European history and their genealogy - Interpret historical facts, their causes, their impacts and their importance in general 	
General Competences	
<p><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></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<p>After the completion of the course, the students are expected to be able to:</p> <ul style="list-style-type: none"> - analyse current political trends by correlating them with the historical construction of the European political system in the 19th and 20th century - know and use the modern and contemporary political terminology and its genealogy 	

(3)SYLLABUS

<p>The course examines Modern European History from the French Revolution until the end of the Cold War with a particular focus on the period of Europe's world domination, from colonialism until the end of World War II. The course explores the political evolutions, wars and revolutions in relation with the social and economic transformations of the continent and the prevailing ideologies (liberalism, radicalism, nationalism, socialism, communism, fascism).</p> <p>Sections</p> <ol style="list-style-type: none"> 1. Introduction to the course – Presentation of the examined period (1789-1989) and basic historical methodology. 2. The political and industrial revolutions that transformed modern Europe. The emergence of modern ideologies. 3. The expansion of capitalism and world conquest. German and Italian unification. Imperialism and the limits of European domination. 4. Imperial Europe and the persistence of the Old Regime. 5. The Great War and its consequences. The Versailles Treaty and the League of Nations. 6. The Russian Revolution and its impact in Europe (1917-1923). 7. Counter-revolution in Europe: the birth of fascism.
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8. The Twenties: From economic recovery to the Great Crisis.
9. Nazism in power.
10. Soviet Union, the antifascist movement and the Popular Fronts.
11. World War II and the beginning of the Cold War.
12. Postwar Europe. The European unification and the socialist bloc until the fall of the Soviet Union.
13. Recapitulation and historical interpretations.

(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>	PowerPoint Presentations in communication with the 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 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 10 Review Lessons 3 Course total
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>	The performance evaluation of this module is based on written examinations at the end of the semester (100%).

(5) ATTACHED BIBLIOGRAPHY

<p>Basic textbooks</p> <p>Blanning T. W. C. (ed.), <i>The Oxford History of Modern Europe</i>, Oxford University Press, 2000. James Joll, <i>Europe since 1870: an international history</i>, Middlesex, England, New York: Penguin. 1983.</p> <p>Further bibliography</p> <p>EJ Hobsbawm, <i>The Age of Revolution, 1789-1848</i>, New York, 1964. EJ Hobsbawm, <i>The Age of Capital, 1848-1875</i>, London, 1977. EJ Hobsbawm, <i>The Age of Empire, 1875-1914</i>, London, 1994. EJ Hobsbawm, <i>Age of Extremes: The Short Twentieth Century, 1914-1991</i>, London, 1994. Arno J. Mayer, <i>The Persistence of the Old Regime. Europe to the Great War</i>, Νέα Υόρκη, Pantheon Books, 1981. Mark Mazower, <i>Dark Continent, Europe's Twentieth Century</i>, Allen Lane, 1998.</p>

English for Political Scientists A'

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΑΓΠΠ010	SEMESTER	FIRST
COURSE TITLE	ENGLISH FOR POLITICAL SCIENTISTS A'		
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	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background.		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English and Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes,		

COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el/module/175/agglika-gia-politikoys-epistimonas-a%E2%80%99
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(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Working Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																		
<p>Students possess verified mastery and understanding of issues in their field. They have developed the knowledge acquisition skills required for them to go on to further studies with a considerable degree of autonomy.</p>																		
<p>General Competences</p> <p><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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<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>
<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>																	
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<i>Working in an interdisciplinary environment</i>	<i>.....</i>																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	<i>.....</i>																	
<p>Working in an international environment.</p>																		

(3) SYLLABUS

<p>Course Outline: This course develops reading skills and introduces students to the terminology of political theories. There are also two related aims: to improve the rate of vocabulary acquisition and to deduce the meaning of words without using a dictionary. To this effect, the course includes a sound background in Latin roots, prefixes and suffixes, and word derivation exercises.</p> <p>Subject Areas: A Definition of Politics – Theories and Methods in Political Science – Liberalism – Conservatism – Socialism – Marxism and Communism – Nationalism – Feminism – Fundamentalism – Ecologism</p>
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(4)TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
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	
	Course total	
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>	<p>Written examinations including translation from English into Greek (or other language, for Erasmus students), multiple choice questionnaire, short-answer questions, etc.</p> <p>Evaluation is based on the overall coherence of the translation plus appropriate translation of key terms, and the percentage of correct answers to the various exercises.</p> <p>There are assigned times for students who would like feedback on how to improve learning outcomes.</p>	

(5)ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> Hila, Marina (2002), <i>English for Political Scientists: Political Theories</i> , Athens: Typothito.
- <i>Related academic journals:</i> Non-applicable - English language course.

Political Theory I - City- state Theory

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	POTHP133	SEMESTER	A
COURSE TITLE	POLITICAL THEORY I – THEORY OF ANCIENT CITY		
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	6	

<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	COMPULSORY	
PREREQUISITE COURSES:	-	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 																		
<p>Introduction to the understanding and handling of conceptual tools, to the historicity of concepts, to the genesis and development of conceptual frameworks, to the relation between theory and praxis.</p>																		
<p>General Competences <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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<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>
<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>																	
<p>Production of new research ideas Criticism and self-criticism Production of free, creative and inductive thinking</p>																		

(3) SYLLABUS

<p>This compulsory course is taught to the students of first semester and functions as an introduction to conceptual analysis. Its main target is to teach students basic concepts of political theory as those developed in the classical period of ancient Greek city. It endeavors a global view of the historical and theoretical framework of this period through the presentation and analysis of concepts such as justice, virtue, property, city and politics. Understanding the above mentioned concepts is crucial both for the clarification of the period in question as well as for attending the way these concepts are transformed in modern political theory. Lectures begin with the realist approach of Thukydides while the main core of the course is devoted to the normative theories of Plato and Aristotle.</p> <p style="text-align: center;">Syllabus</p>
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1st week: Introductory remarks related both to the object of political theory in general and to the object of the course. Students' briefing with regard to the mode of teaching, the bibliography and their evaluation.

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2nd week: The scientific demarcation of the object of history by Thukydides. The historical conditions of politics and its essential contents.

3rd week: Justice and interest. Analyzing the speech of Cleon and Diodotos.

Main text

Thukydides, *History of the Peloponnesian War*.

—

4th week: The concept of justice as the main content of the platonic *Republic*.

5th week: Explaining the genesis of the city. Economic preconditions of the city. The issue of education.

6th week: The essential values of the city: virtues. Social stratification and stratification of the soul.

7th week: The philosopher as politician. The concept of the Good and the Cave myth

8th week: The degradation of thw Good city and the bad constitutions.

Main text

Plato, *The Republic*.

—

9th week: Metaphysical and psychological preconditions of politics

10th week: Aristotelian virtues – The centrality of justice

11th week: Oikos-City-Constitution Οίκος – Πόλη – Πολίτευμα. The problem of applying distributive justice and the theory of constitutions

12th week: The issue of maintaining and changing the constitution.

Main texts

Aristotle, *Metaphysics (excerpts)*.

Aristotle, *On the soul (excerpts)*.

Aristotle, *Nicomacheian Ethics (excerpts0)*.

Aristotle, *Politics (excerpts)*.

13th week: Review of the course.

(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>		
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</i>	Activity	Semester workload
	Lectures	

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		
	Course total	
<p align="center">STUDENT PERFORMANCE EVALUATION</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 Exams in Greek in the form of a) multiple choice and b) questions demanding short answers</p> <p>The grade of each question is made known to the students at the beginning of the written exam.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Apart from the main texts students are encouraged to study relevant books such as a) Janet Coleman, *History of political thought, vol.1*, b) Gustave Glotz *The Greek City*

- Related academic journals

Greek Politics

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EEΠ120	SEMESTER	1
COURSE TITLE	GREEK POLITICS		
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/mod/page/view.php?id=28371		

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>The course seeks to establish a cognitive environment that will enable for a critical approach and interpretation of the Greek politics in a comparative perspective. More specifically, the aim of the course is to underline the multiplicity of the factors that forms the interior politics, and also to analyze the continuities and discontinuities, and of the main characteristics and aspects of the Greek politics. The above aim served by an interdisciplinary analysis, and a critical examination of the main approaches that has been postulated for the analysis of the Greek politics. Finally, the main scope of the course is to avoid reductionist determinism, and simplified interpretations of the historical procedures.</p>	
<p>General Competences</p> <p><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></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p>.....</p> <p><i>Others...</i></p> <p>.....</p>
<ul style="list-style-type: none"> ✓ Search for, analysis and synthesis of data and information, with the use of the necessary technology. ✓ Adapting to new situations. ✓ Decision-making. ✓ Working independently. ✓ Working in an interdisciplinary environment. ✓ Production of new research ideas. 	<ul style="list-style-type: none"> ✓ Criticism and self-criticism. ✓ Production of free, creative and inductive thinking.

(3) SYLLABUS

The course aims to analyze the main parameters of the Greek politics in its historical development. The emphasis is given to the period of the Third Greek Republic (1974-today), and more precisely:

- ✓ To patterns of political practices that seek to influence the government and the process of decision making.
- ✓ To ideologies and political discourses that shape the public discussions and conflicts.
- ✓ To political institutions framework, and in their effects in political struggle.

The systematic examination of the main aspects of the Greek politics take place in a comparative perspective, and also with an interdisciplinary concern. In a nutshell, it will attempt to a) analyses

and interpreted the changes that occurs in the Greek politics since 1974 as well as its stable characteristics, b) to mapped factors that effecting to the interior politics, c) to highlighted the complex relationships between the social and political field, and d) to discuss the challenges that currently grow up for the Greek political system and for the Greek democracy in general.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>																																					
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																																					
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Basic books:

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- *Related academic journals:*

Political Science I - Conceptual Parameters

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	POEP100	SEMESTER	A
COURSE TITLE	POLITICAL SCIENCE I – CONCEPTUAL PARAMETERS		
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			

COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	COMPULSORY
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 																		
<p>The course aims to create the basic scientific background that is required in order to gradually establish in the students' intellect the tools and concepts related to the understanding of the political process. The main purpose is to define, empirically as well as theoretically, the basic conceptual toolkit that is needed in order to approach satisfactorily politics as both an actual societal process and a scientific discipline.</p> <p>The broader cognitive value of this course consists in clarifying the basic concepts used by political science (e.g., state, power, representation, ideology, participation) as well as in helping students to grasp the processes that bring about the integration of politics into social life (e.g., consensus, legitimization, elections, publicity).</p> <p>At this stage of the learning process the methodology is mainly analytical so as to assist the educational needs of the introductory stage.</p>																		
<p>General Competences <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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<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>
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<p>Advancement of analytical and critical abilities. Encouragement of self-reflexion. Promotion of methodical thinking and conceptual consistency Acquaintance with the context of policy making and the decision making process. Criticism and self-criticism Production of free, creative and inductive thinking</p>																		

(3) SYLLABUS

<p>This is a compulsory course for first-year students aiming to lay the foundations for coming to grips with the basic conceptual toolkit used in political science. Students will get familiar with those necessary concepts and theoretical approaches that are required in order to proceed to higher-level analyses and methods. Also, emphasis will be placed on familiarizing students with the specific content of political-science reasoning as well as on learning how to handle the foundational</p>
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categories underlying the political process at large. Therefore, students will develop an understanding of the foundational components pertaining to the emergence of the political process (state, power, sovereignty, etc.) but also acquainted themselves with those empirical structures that evolve out of such foundations (parties, elections, institutions, etc.).

The lectures are based on the following building blocks:

- The concept of force and the concept of power
- Pre-modern and pre-political forms of power with regard to their respective socio-economic systems (asiatic despotism, feudalism etc.)
- The specific historicity of different forms of power. The emergence of secular power (Lord Temporal) as a specific form of power in juxtaposition to pre-modern non-secular forms of power (Lord Spiritual).
- The dynamics of the distinction between “Lord Temporal” and “Lord Spiritual” and its ramifications.
- Power in its modern form. The state as a specific modern form of power. The state as a separate and “purified” form of power. The relation between the state and bourgeois society from the standpoint of the distinction between political power and economic might.
- The rights to life and property and the concept of sovereignty in early modernity.
- Sovereignty and the concept of “extra-economic coercion”.
- The autonomization of the political sphere: its meaning, terms of reference and content.
- Further development of the political process and its specific manifestations.
- Special manifestations of the political division of labour: parties, the state apparatus, elections, and the general deployment of the political system.
- Typologies of the above
- Political ideologies

(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>		
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 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	3 hrs p/w
	Recommended hours of home study	5 hrs p/w
	Library study – Bibliographical sources	4 hrs p/w
	Course total	12
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>		

<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 Exams in Greek. Multiple choice questionnaire.</p> <p>Manner of exam is known before hand, at the beginning each semester. The grade for each question is explained to the students at the beginning of the written exam.</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>Abendroth, W. & Lenk, K. (1985), <i>Εισαγωγή στην Πολιτική Επιστήμη</i> (2 τόμοι), Θεσσαλονίκη: Παρατηρητής.</p> <p>Crick, B. (1993), <i>In Defence of Politics</i>, Harmondsworth: Penguin.</p> <p>Dahl, R. (1979), <i>Σύγχρονη Πολιτική Ανάλυση</i>, Αθήνα: Παπαζήσης.</p> <p>Duverger, M. (1971), <i>Εισαγωγή στην Πολιτική</i>, Αθήνα: Παπαζήσης.</p> <p>Heywood, A. (1997), <i>Politics</i>, Basingstoke: MacMillan.</p> <p>Heywood, A. (1994), <i>Political Ideas and Concepts: An Introduction</i>, Basingstoke: MacMillan.</p> <p>Laski, H. (1975), <i>Εισαγωγή στην Πολιτική</i>, Αθήνα: Κάλβος.</p> <p>Leftwich, A. (ed) (1984), <i>What is Politics? The Activity and Its Study</i>, Oxford: Blackwell.</p> <p>Marsh, D. & Stoker, G. (eds) (1995), <i>Theory and Methods in Political Science</i>, Basingstoke: MacMillan.</p>
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Introduction to the Methodology of Political Science

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΜΕΠ138	SEMESTER	1
COURSE TITLE	Introduction to the Methodology of Political Science		
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	general background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://elearn.lib.uoc.gr, www.arisalexopoulos.gr		

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i> 	
<p>The aim is to introduce students to the main methodological and practical debates for the scope and focus of their discipline and the research methods used by political scientists.</p>	
<p>General Competences</p> <p><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></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p>.....</p> <p><i>Others...</i></p> <p>.....</p>
<ul style="list-style-type: none"> ● Search for, analysis and synthesis of data and information, with the use of the necessary technology. ● Adapting to new situations. ● Decision-making. ● Working independently. ● Working in an international environment ● Working in an interdisciplinary environment. ● Production of new research ideas. 	<ul style="list-style-type: none"> ● Criticism and self-criticism. ● Production of free, creative and inductive thinking. ● project planning and management

(3) SYLLABUS

<p>It covers the topics: The Boundaries of the Discipline, The Divergent Approaches of Political Science, Theory Definition and Methodological issues: The Normative, Positive, Critical, Relativist Debate, the Structure /Agency debate and Levels of Explanation, Descriptive and Causal Inference; Theory Building: Which are the Component Parts of a Theory, Inductive and Deductive approach; Types and Instruments of Research: Observations and Experiments, Qualitative and Quantitative Research: Case Studies and Statistical Analysis; Improving Research Design</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>face to face</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>use of ppt</p>
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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 style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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 examinations (in Greek language) at the end of the semester. The Erasmus students have to prepare a long assignment (up to 2500) words. All the relevant information is contained to the e-learn syllabus.</p>

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography: The reading load is expected to be around 30pp/week Additional to greek bibliography: Marsh & Stoker (1995), Theory and Methods in Political Science, Hampshire UK: Palgrave K. G. King, R. Keohane, S. Vebra (1994), Designing Social Inquiry, Princeton NJ: Princeton Univ. Press R.Yin (1994), Case Study Research, California US: Sage - Related academic journals:</p>
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Constitutional Law

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Political Science		
LEVEL OF STUDIES	Undergraduate (first cycle)		
COURSE CODE	SYTHP149	SEMESTER	First (fall semester)
COURSE TITLE	Constitutional Law		
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory – General background		
PREREQUISITE COURSES:	Knowledge of basic institutions of public law		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		

COURSE WEBSITE (URL)	
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(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*

The course aims to acquaint the students with the meaning and role of constitutional institutions and the understanding of the legal and political concept of the Constitution. The course aims to a critical presentation and evaluation of the contemporary constitutional institutions, as developed internationally and in Greece.

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?

<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>

Production of free, creative and inductive thinking
 Working in an interdisciplinary environment
 Adapting to new situations
 Respect for difference and multiculturalism
 Respect for the natural environment
 Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

In particular, the subject matter of the course includes: The state. The forms of government and checks and balances. The Constitution. The fundamental constitutional values. The organization and functioning of the state. The sources of law. Judicial review. The organization of public administration and the civil servants. The independent Authorities. The protection of fundamental rights.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching, bibliography and communication with students Assignment of autonomous optional written essays	
<p>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 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>	Activity	Semester workload
	Lectures	13 courses (X3 hours)
	Study and analysis of bibliography	
	Essay writing	
	Interactive teaching	
	Course total	13 courses (X3 hours=39 hours)
<p>STUDENT PERFORMANCE EVALUATION <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>The language of evaluation is Greek. The methods of evaluation include a compulsory oral examination and an optional written essay. The methods of evaluation are known beforehand, from the syllabus uploaded at the department's website.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Greek:</p> <ul style="list-style-type: none"> • Th. Antoniou (ed.), <i>General Principles of Public Law</i>, Athens: Nomiki Bibliothiki, 2014. • Th. Antoniou/G. Gerapetritis, <i>European Constitutional History</i>, Athens: Nomiki Bibliothiki, 2014. • P. Dagtoglou, <i>Constitutional Law. Civil Rights</i>, Athens – Thessaloniki: Sakkoulas Publications, 2012. • G. Ktistakis, <i>Religious Freedom and European Convention on Human Rights</i>, Athens – Komotini: Sakkoulas Publications, 2004. • Ar. Manesis, <i>Constitutional Law I</i>, Athens – Thessaloniki: Sakkoulas Publications, 2007. • A. Manitakis, <i>Constitutional Organisation of the State: including elements of Politology</i>, Athens – Thessaloniki: Sakkoulas Publications, 2007. • K. Mavrias, <i>Constitutional Law</i>, Athens: P. N. Sakkoulas, 2013. • I. Mavromoustakou, <i>Modern Forms of Administration</i>, Athens: Nomiki Bibliothiki, 2013. • A. Pantelis, <i>Constitutional Law Handbook</i>, Athens: Livanis, 2018.

- Ph. Spyropoulos, *Introduction to Constitutional Law*, Athens – Thessaloniki: Sakkoulas Publications, 2018.
- G. Sotirelis, *Constitution and Democracy in the Era of Globalisation*, Athens – Komotini: Ant. N. Sakkoulas Publications, 2000.
- G. Sotirelis, Ch. Tsaitouridis (eds.), “Aristovoulos Manesis Society”, *Social Rights and Crisis of the Welfare State*, Athens: A. & S. Sakkoulas Publishing, 2007.
- G. Tasopoulos, *Checks and Balances and the Amendment of the Constitution*, Athens – Thessaloniki: Sakkoulas Publications, 2007.
- M. Tsapogas, D. Christopoulos, *The Rights in Greece 1953-2003: from the end of the civil war to the end of the political transition*, Athens: Kastaniotis, 2004.
- D. Tsatsos, *Constitutional Law, Vol. C, Fundamental Rights*, Athens – Komotini: Sakkoulas Publications, 1988.
- D. Tsatsos, *Constitutional Law: Theoretical Foundation, Vol. A*, Athens – Komotini: Ant. N. Sakkoulas Publications, 1985.
- K. Chrisogonos, *Constitutional Law*, Athens: Nomiki Bibliothiki, 2014.
- K. Chrisogonos, *Civil and Social Rights*, Athens: Nomiki Bibliothiki, 2017.

Foreign:

P. Ardant, B. Mathieu, *Institutions politiques et droit constitutionnel*, Paris, L.G.D.J. Lextenso, coll. Manuel, 28ème éd., 2016-2017.

N. Bamforth and P. Leyland (eds.), *Public Law in a Multi-Layered Constitution*, Oxford, Hart Publishing, 2003.

N. W. Barber, *The Constitutional State*, Oxford, Oxford University Press, 2010.

O. Beaud, *La puissance de l'Etat*, Paris, PUF, coll. Léviathan, 1994.

Le même, « Constitution et droit constitutionnel », in D. Alland, S. Rials (dir.), *Dictionnaire de la culture juridique*, Paris, Lamy-PUF, coll. Quadrige. Dicos poche, 2003, pp. 258.

D. Baranger, *Écrire la Constitution non écrite. Une introduction au droit politique britannique*, Paris, PUF, coll. Léviathan, 2008.

V. M. Loughlin, ‘What is Constitutionalisation?’ in P. Dobner and M. Loughlin, *The Twilight of Constitutionalism?*, Oxford, Oxford University Press, 2010, pp. 55.

P. Ronsanvallon, *Le bon gouvernement*, Paris, Ed. du Seuil, coll. Les livres du nouveau monde, 2015.

M.-C. Ponthoreau, *Droit(s) constitutionnel(s) comparé(s)*, Paris, Economica, 2010.

A.-M. Le Pourhiet, « Définir la démocratie », *RFDC* 2011, pp. 464.

M. Troper, *Le droit et la nécessité*, Paris, PUF, coll. Léviathan, 2011.

- Related academic journals:

To Syntagma (The Constitution)

Epitheorisi Dimosiou Dikaiou kai Dioikitikou Dikaiou (Public and Administrative Law Review)

Efimerida Dioikitikou Dikaiou (Administrative Law Bulletin)

Dikaiomata tou Anthropou (Human Rights)

Second Semester

Political Science II: Functional Parameters

(1) GENERAL

SCHOOL	SOCIAL SCIENCES			
ACADEMIC UNIT	POLITICAL SCIENCE			
LEVEL OF STUDIES	UNDERGRADUATE			
COURSE CODE	ΠΕΛΠ148	SEMESTER		
COURSE TITLE	Political Science II: Functional Parameters	1		
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	6
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background			
PREREQUISITE COURSES:				
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes			
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=751			

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i> <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 	
Upon completion of the course, the students are expected to have knowing the basic approaches in the study of politics, and their strength and weakness points. The familiarization with relevant concepts and theories, as well as with their historical	

<p>contexts of emergence, it provides the ability for a critical analysis of the several research objects in the field of political science. Students will be able to study in a comparative and historical perspective political systems, and also the complex issues that emergent in the contemporary circumstances at the global level.</p>	
<p>General Competences</p>	
<p><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></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<ul style="list-style-type: none"> ✓ Search for, analysis and synthesis of data and information, with the use of the necessary technology. ✓ Adapting to new situations. ✓ Decision-making. ✓ Working independently. ✓ Working in an interdisciplinary environment. ✓ Production of new research ideas. 	<ul style="list-style-type: none"> ✓ Respect for difference and multiculturalism. ✓ Showing social, professional and ethical responsibility and sensitivity to gender issues. ✓ Criticism and self-criticism. ✓ Production of free, creative and inductive thinking.

(3) SYLLABUS

The aim of the course is to introduce students in the main research fields and of the critical thinking of political science, and to underline the complex environment and the challenges that emergent in the systematic study of politics. The offered lectures have a twofold goal: First, they seek to cover the most important fields of research in the modern political science, and second, to offer a comprehensive review of the main tools and approaches that used in the study of politics (methods, concepts, theories, frames of analysis). The emphasis in this introduction to political science is given on functional aspects of political systems and nation-states. It examined in a comparative and historical perspective some of the main political inventions (nation, state, democracy), the various practices that exercised by several social agents and political groups (political parties, interest groups, social movements, etc), the basic institutions of the modern west democracies (governments, political and party systems, forms of political representation, electoral systems, etc), the ideological and cultural parameters that shape the activities of political agents (political ideologies, political culture, social and political identities, mass media systems, etc), as well as some of the crucial issues that emergent in contemporary circumstances (political participation, social cohesion, democracy, extremism, etc).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>																							
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																							
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>100%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td>100%</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	100%																	Course total	100%
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Lectures	100%																						
Course total	100%																						
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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 examinations at the end of the semester. The Erasmus students have the ability to working on an essay in a subject of their own choosing (up to 5.000 words). The evaluation procedure is analytically described at the syllabus of the course in the e-learn platform.</p>																						

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Basic books:</p> <ol style="list-style-type: none"> 1. Andrew Heywood, <i>Εισαγωγή στην πολιτική</i> (4η έκδ.), Αθήνα 2014. 2. Rod Hague, Martin Harrop, <i>Συγκριτική πολιτική και διακυβέρνηση</i> (2η έκδ. αναθεωρημένη), Αθήνα 2011, εκδ. Κριτική. <p>- <i>Related academic journals:</i></p>

Qualitative Methods in Social & Political Research

(1) GENERAL

SCHOOL	Faculty of Social Sciences		
ACADEMIC UNIT	Department Of Political Science		
LEVEL OF STUDIES	Undergraduate Studies		
COURSE CODE	ΠΜΚΠ137	SEMESTER	2
COURSE TITLE	Qualitative Research Methods in Social Sciences		
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	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General knowledge course		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes	
<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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>Upon completion of the course, students are expected to have come into contact with qualitative research methods and have understood their function and basic characteristics.</p> <p>It is also expected:</p> <ul style="list-style-type: none"> - to acquire a firm knowledge of the conditions for establishing the methodological strategy in qualitative research and the main techniques of producing quality data, in order to be able, in due course, to apply them to their own research, and at the same time to learn the basic techniques of data processing, analysis and interpretation, and to use, where appropriate, the empirically-based theory (mainly medium scale). - to develop basic research skills through contact with medium and large scale research and its critical reconstruction (in the context of their personal work and with the enhancement of additional relevant tutorial courses). 	

General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>

(3) SYLLABUS

1. Subject of the Seminar - Topics

The subject of this course is the qualitative methods of research in the social sciences (in general) and in political research and analysis (in particular).

A. Terms of reference and components of quality research methods in the social sciences: preliminary conceptual clarifications. Introduction to qualitative research and theory production (epistemological and methodological parameters). The relationship between qualitative and quantitative research methods. Concise taxonomy of basic qualitative methods-methodological strategies. Design of a qualitative research. Theoretical sampling and critical cases.

B. Qualitative research in practice (data collection techniques and tools, and particular application issues):

- ✓ The Grounded Theory and the dipole inductive/productive process for the formation of theory. The way that we apply in practice the constant comparative method and the back and forth nature of qualitative research. The role of the context and the different approaches.
- ✓ Ethnography (and critical ethnography).
- ✓ Participatory observation (and analysis of "mediated" data).
- ✓ Action Research.
- ✓ Case study.
- ✓ Interview types: structured and semi-structured interview. Group interviewing and the role of focus groups in qualitative research. The narrative interview-biographical analysis. Biography, society and politics.
- ✓ Discourse analysis and Content Analysis. Multimodality. Structuring qualitative archives. Research diary and the meaning of 'field notes'.

C. Coding techniques for analysing and interpreting research material. Interpretative issues and coding procedures (e.g. 3 coding stages in Grounded Theory). Thematic networks as a tool for analysis in qualitative research. Conceptual network builders. Introduction to the use of the N Vivo statistical package for the processing of quality data. From coding to interpretation and theory production (medium-scale theory - "implied" theory).

The problem of secondary data quality management. Ethics and politics in qualitative research. How we ensure the reliability and validity in qualitative research. Quality criteria.

D. Social sciences, political research and analysis, and qualitative methods: a critical reconstruction plan and cases of application to medium and large scale surveys. How we finally conduct and record a qualitative research in policy research and analysis (qualitative data analysis for applied policy research).

LECTURE SCHEDULE

(4) Qualitative research: When and why (prefatory remarks).

(5) Terms of reference and components of quality research methods in the social sciences (with emphasis on political research and analysis). Conceptual clarifications. Concise taxonomy of basic qualitative methods and methodological strategies.

(6) Qualitative research: specific epistemological and methodological parameters (with emphasis on political analysis). A concise typology of problems and stakes. Differences between qualitative and quantitative research. Quantitative and qualitative research interface issues.

(7) Broader research design issues: qualitative methods in complex methodological strategies. Triangulation and mixed methods. How we design and implement a methodological strategy for qualitative research (open theoretical framework and "methodological sensitivity" - according to Alheit -, research questions, sampling, selection of data collection techniques, building an empirically based theory, heuristic function and the issue of theoretical saturation).

(8) Qualitative research in practice I: Introduction to Grounded Theory. Theoretical sampling, critical cases. Introduction to the constant comparative method.

(9) Qualitative research in practice II: Introduction to a) Ethnography (and critical ethnography) and b) Participatory observation.

(10) Qualitative research in practice III: structured & semi-structured interview. Thematic directed interview (group interviewing). Focus groups in qualitative research.

(11) Qualitative research in practice IV: biographical analysis and narrative interview (bioscience, biographical trajectory, biographical structure of the action plans, narrative reconstruction of the life-record, the consequences of the progressive degradation of the fixed biographical structure - framework of standard biography, the typology of research subjects : biographical patchworker, networker and designer). Biography, Society and Politics.

(12) Qualitative research in practice V: a) discourse analysis - multimodality and b) action research.

☞ Research data coding techniques. "Systematic Interpretation" (the types of speech and action - according to Ricoeur-, the Heideggerian triangle and the construction of the meaningful circuit).

The process of coding in Grounded Theory (by Strauss & Corbin). Thematic networks as a tool for analysis in qualitative research. Conceptual network builders.

☞ The use of N * Vivo in the processing of quality data.

☞ From coding to interpretation and theory production (medium-scale theory - "implied" theory).

The problem of secondary quality data management. Ethics and politics in qualitative research.

How we ensure the reliability and validity in qualitative research (Quality criteria).

☞ Quality research in political research and analysis: critical reconstruction undertaking.

Workshop: presentation of students' work.

It should be noted that more than 13 additional relevant tutorial courses are conducted (with emphasis on students' work).

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face															
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching and in communicating with the students															
<p style="text-align: center;">TEACHING METHODS</p> <p><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 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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td><i>Lectures</i></td> <td style="text-align: center;">40%</td> </tr> <tr> <td><i>Study & analysis of bibliography</i></td> <td style="text-align: center;">20%</td> </tr> <tr> <td><i>Tutorial courses</i></td> <td style="text-align: center;">10%</td> </tr> <tr> <td><i>Interactive teaching (mainly in the framework of lectures by guest speakers)</i></td> <td style="text-align: center;">10%</td> </tr> <tr> <td><i>Essay writing</i></td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	<i>Lectures</i>	40%	<i>Study & analysis of bibliography</i>	20%	<i>Tutorial courses</i>	10%	<i>Interactive teaching (mainly in the framework of lectures by guest speakers)</i>	10%	<i>Essay writing</i>	20%	Course total	100%
<i>Activity</i>	<i>Semester workload</i>															
<i>Lectures</i>	40%															
<i>Study & analysis of bibliography</i>	20%															
<i>Tutorial courses</i>	10%															
<i>Interactive teaching (mainly in the framework of lectures by guest speakers)</i>	10%															
<i>Essay writing</i>	20%															
Course total	100%															
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>Optional assignment (20%)</p> <ul style="list-style-type: none"> ▪ <i>Individual assignment</i>, based on a critical review of a scientific article or book, which either refers to qualitative research methods (e.g. research models, data collection techniques, coding of quality data, assurance of reliability and validity of qualitative research) in social sciences more widely and in political research and analysis in particular, or utilises specific methods for investigating a particular research object, or ▪ <i>Collective assignment</i>, based on the critical presentation of a medium or large scale survey, based either on the qualitative example or on the synthesis of qualitative and quantitative methods. <p>Written Exams (allowing the students to choose between the topics): 80% for those who have undertaken assignment and 100% for those who have not undertaken assignment.</p>															

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Metaxas, A-I.D (Ed. -2016). Political Science. Volume IX: Political Methodology. Delimitations and Unlocking. Athens: I. Sideris.
2. Tsiolis, G. (2014). *Methods and techniques of analysis in qualitative social research*. Athens: Critici.
3. Robson, C. (2010). *Real World Research*. (2nd ed.). Athens: Gutenberg.

Descriptive and Inferential Statistics

(1) GENERAL

SCHOOL	FACULTY OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES		
COURSE CODE	ΠΕΡΠ140	SEMESTER	2
COURSE TITLE	DESCRIPTIVE AND INFERENTIAL STATISTICS		
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	general background		
PREREQUISITE COURSES:	no		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(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*

Upon completion of the course, the students are expected to have understood the basic concepts and procedures of DESCRIPTIVE and INFERENTIAL STATISTICS, and use statistical programs SPSS and STATA.

It is also expected to be able:

- to develop the capacity to analyze and interpret political data using SPSS.
- to develop the capacity to analyze and interpret political data using STATA.
- To apply sampling techniques for collecting political and social data.

- to design and conduct original investigations.
- to apply statistical methods using Greek data sets.
- to transfer a SPSS data set into STATA format.

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?

<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>Production of new research ideas</i>	<i>Others...</i>

(3) SYLLABUS

The subject of this course is the quantitative research methods for the social sciences (in general) and for political research and analysis (in particular).

A. Scales of measurement, interesting Population, Sample Size. Central Tendency Indices, Variability Indices, Distribution Indices, Homogeneity Indices. Elements of Probability Theory. Normal Distribution. Properties. Checking Normality. Kolmogorov-Smirnov, Shapiro-Wilk Criteria. Detrended Normal Q-Q Plots. Confidence Intervals. Testing Hypotheses. Forms of χ^2 : as test of Independency, as test of Homogeneity, and as goodness-of-fit test. Simulation Methods: Monte Carlo, Exact, Bootstrapping. Forms of t-test : two-independent sample t-test, one-sample t-test, paired t-test. Oneway ANOVA. Simple and multiple Regression. Nonparametric statistical Test: McNemar, Mann-Whitney test U, Moses extreme reactions, Wald-Wolfowitz runs, Kruskal-Wallis ANOVA, Wilcoxon test, Marginal Homogeneity test, Friedman test, One sample Kolmogorov-Smirnov test, Cochran's Q test]. Somer's d Index, RISK, Concordance Coefficient Cohen's Kappa, Median test, Jonckheere-Terpstra test, Binomial Test. Simple and Multiple Correlation Analysis. Partial Correlation Analysis. Research Methodology: Construction Research Questionnaire. Validity, Reliability, Face Validity, Construct Validity. Random Sampling for estimation population's mean. Random Sampling for estimation population's percentage. Kaplan- Meier Survival Analysis.

B. Laboratory as part of the above course

B1. Philosophy, training environment of SPSS, SPSS procedures, data transformations, select cases, compute, recode, random sampling, multiple response analysis, automatic recode, restructure data set, connection between SPSS and STATA programs). Running SPSS procedures. Exercises using SPSS.

B2. Philosophy, training environment of STATA, STATA procedures and facilities, data transformations, select cases, compute, recode, random sampling, multiple response analysis, automatic recode, restructuring data set, connection between STATA and SPSS programs. Running STATA procedures. Exercises using STATA.

B3. Other activities in the Laboratory of Social Statistics and Political Research

Interviewers' preparation, training. Sampling. Social surveys. Opinion Polls.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	The students' laboratory education, the laboratory exercises, training in STATA , training in SPSS , opinion polls, social surveys, all these procedures, are realized in the Lab of Social Statistics and Political Research. This Lab has available 22 computers, 14 telephone devices, a printer, and a projector.	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	50%
	Statistical Procedures using SPSS	10 %
	Statistical Procedures using STATA	10 %
	Sampling	30 %
	100 %	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>Testing Hypotheses, knowledge of assumptions of a statistical criterio, multiple choice questionnaires, problem solving, decision making, laboratory work, interpretation of statistical indices, interpretation outputs /results/tables/charts from SPSS and STATA.</p> <ul style="list-style-type: none"> ➤ Written exam at the end of semester (50%). ➤ Statistical procedures using SPSS (10%). ➤ Statistical procedures using STATA (10%). ➤ Sampling (30%). 	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. Δαφέρμος, Β. (2011). Κοινωνική Στατιστική και Μεθοδολογία Έρευνας με το SPSS. Εκδόσεις ΖΗΤΗ, Θεσσαλονίκη, σελίδες 835. 2. Δαφέρμος, Β. (2013). Παραγοντική Ανάλυση με τα SPSS, LISREL, AMOS, EQS, STATA. Εκδόσεις ΖΗΤΗ, Θεσσαλονίκη, σελίδες 727. 3. Δαφέρμος, Β. (in press 2020). Στατιστικές Μέθοδοι Πρόβλεψης στην Κοινωνική Έρευνα. Με τα SPSS και STATA. Εκδόσεις ΖΗΤΗ, Θεσσαλονίκη, σελίδες 500. 4. Δαφέρμος, Β. (in press,2020). Repeated Measures Models: Το μυστικό για μια αποτελεσματική Κοινωνική Έρευνα με μικρό δείγμα. Με το SPSS και το STATA. Εκδόσεις ΖΗΤΗ, Θεσσαλονίκη, σελίδες 500. 5. Stata Base Reference Manual Release 16 (2019). STATA PRESS, College Station, Texas University. 6. Tabachnick, B., Fidell, L. (2007). Using Multivariate Statistics. Pearson Publications, fifth edition. 7. Stevens, James (2002). Applied Multivariate Statistics for the Social Sciences, fourth edition, LEA. 8. Field Andy (2018). Discovering Statistics Using SPSS. fifth edition SAGE. 9. Howell, D. (2007). Statistical Methods for Psychology. THOMSON WADSWORTH.

10. Abu-Bader Soleman Xassan (2010). *Advanced & Multivariate Statistical Methods for Social Science Research*. LYCEUM BOOKS.

11. Tarling Roger (2009). *Statistical Modelling for Social Researchers*. ROYTLEDGE.

- Related academic journals:

- *The STATA news*
- *Statistical Science*
- *Journal of educational Statistics*
- *American Statistician*
- *Journal of the American Statistician Association*

Political Theory II - Modern Policies Philosophy - Natural Law - Liberalism - Democracy and Human Rights

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΠΟΘΠ134	SEMESTER	2
COURSE TITLE	Political Theory 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	
Credits for the whole course	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Erasmus student can write an essay in English)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
<i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i> 	
The main purpose of the course is to familiarize students with political concepts such as sovereignty, freedom and equality, in order to understand how they were structured during the creation of the modern state and by analyzing their evolutionary process and its importance for the modern state.	
General Competences	
<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>	

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Working independently Working in an interdisciplinary environment Analysis and synthesis	Respect for difference and multiculturalism Criticism and self-criticism Production of free, creative and inductive thinking Comprehension of the real meaning of theoretical ideas in practice

(3) SYLLABUS

The compulsory course Political Theory II analyzes the key issues of the modern political philosophy in which philosophers try to justify reality based on observation and scientific knowledge. The political philosophy of Niccolo Machiavelli, Thomas Hobbes, John Locke, Jean Jacques Rousseau and Immanuel Kant is studied in detail. In this context, we analyze concepts such as those of liberalism, security, property, equality and freedom, which are some of the basic characteristics-foundations of the modern state.

Course Structure:

1. Introduction to the modern political philosophy
2. The period of modernity and its importance for the construction of the modern state
3. The philosophy of Niccolo Machiavelli through the "Prince" and "The Discourses on Titus Libius".
4. Analysis of specific concepts through the "Prince" (virtus, fortuna, verita effectuale)
5. The philosophy of Thomas Hobbes through the analysis of "Leviathan"
6. Introduction to the concept of liberalism
7. The philosophy of John Locke through the "Second Treatise on Governance"
8. Analysis of the concepts of property, money, mercantilism, interest and wage labor, according to John Locke.
9. The political philosophy of Jean Jacques Rousseau through the "Social Contract".
10. The concepts of freedom and equality as developed by Jean Jacques Rousseau.
11. Introduction to the political philosophy of Immanuel Kant
12. Analysis of the Immanuel Kant's concepts of equality, equity and autonomy.
13. Review and feedback

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face										
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	ICT in teaching and communication with students										
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	60%	Study and analysis of bibliography	20%	Essay writing	20%	Course total	100%
Activity	Semester workload										
Lectures	60%										
Study and analysis of bibliography	20%										
Essay writing	20%										
Course total	100%										
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p>	Evaluation (1) Weekly attendance and participation (2) Optional written work (Essay)										

<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>(3) Final Written Examination Greek is the language of evaluation (Erasmus students are evaluated in English based on their written essay). Evaluation is based on the attendance and participation in the lectures, on the written essay and mainly on the final written exam. The examination is summative and the final exam is based on short-answer questions. The evaluation criteria are given from the first lecture to the students and are accessible via the course syllabus.</p>
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(6) ATTACHED BIBLIOGRAPHY

Cassirer, E. (1979), *The Philosophy of the Enlightenment*, Princeton, N.J.: Princeton University Press.

Groethuysen, B. (1995), *Philosophie et Histoire*, Paris: Albin Michel.

Hobbes T. (1996), *Leviathan*, Oxford; New York: Oxford University Press.

Horkheimer, M. (1993), *Between Philosophy and Social Science*, Cambridge, Mass.: MIT Press

Kant I. (2008), *Political Writings*, edited with an introduction and notes by Hans Reiss ; translated by H.B. Nisbet., Cambridge [England]; New York: Cambridge University Press.

Locke J. (1997), *Two Treatises on Governance*, Cambridge [Cambridgeshire]; New York: Cambridge University Press

Machiavelli N. (1980), *Discours sur le premiere decade de Tite-Live*, trad. T. Guiraudet, Berger-Levrault.

Machiavelli N. (2005), *The Prince*, Oxford; New York: Oxford University Press

Rousseau J.J. (1978), *The social contract: and, The first and second discourses*, edited and with an introduction by Susan Dunn; with essays by Gita May et al., New Haven: Yale University Press.

The Political System of the European Union

(1) GENERAL

SCHOOL		SOCIAL SCIENCES		
ACADEMIC UNIT		POLITICAL SCIENCE		
LEVEL OF STUDIES		UNDERGRADUATE		
COURSE CODE		SEMESTER	Spring	ΠΣΕΠ 139
COURSE TITLE		The Political System of the European Union		
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
Lectures			3	6.00
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>				
COURSE TYPE		General Background		

<i>general background, special background, specialised general knowledge, skills development</i>	
PREREQUISITE COURSES:	0
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el

(2) LEARNING OUTCOMES

Learning outcomes	
<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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>They have gained knowledge and information of European politics, based on their education, and participation, while backed up by advanced level scientific papers from Greek and foreign language literature related to European matters.</p> <p>They are able to use the knowledge and information they acquired in a way that shows a professional approach to their work or profession, and they have the skills that typically stand by developing and supporting arguments and solving problems in the political context of the European system.</p>	
General Competences	
<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>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p><i>.....</i></p> <p><i>Others...</i></p> <p><i>.....</i></p>
<p>They have the ability to compile and interpret relevant data to form judgments that include reflection on European politics.</p> <p>They are able to communicate information, ideas, problems and solutions to both qualified and non-specialized audiences in European matters.</p> <p>They have developed skills to acquire knowledge in a European</p>	

environment that they need to continue in further studies with a high degree of autonomy.	
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(3) SYLLABUS

The aim of this course is to help students to study the European Political System and its evolution. This compulsory course is designed to address the developments in Europe since the founding of the European Communities and up to the Lisbon Treaty. It examines the development of institutions in the European political system and presents the main theoretical approaches to the phenomenon of integration in Europe. Students develop a broad and specialist knowledge to relate these theoretical debates with the institutional developments, and at the end of this course, they are expected to be able to critically discuss issues of European integration in both theoretical and institutional terms.

Topics:

- The beginnings of European integration and the founding of the European Communities.
- The evolution of the EU and its enlargement.
- The phenomenon of regional integration and the theoretical approaches.
- From the Treaty of Paris to the Treaty of Lisbon. The development of the EU institutional framework, the instruments and procedures of the EU.
- Policy formulation and policies in the EU.

Policy and theory issues: The process of European integration, supranational institutions and the national state.

- The challenges of the future.

(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>	PowerPoint Presentations in communication with the 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 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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Review Lessons</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td> </td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	10	Review Lessons	3															Course total	
Activity	Semester workload																						
Lectures	10																						
Review Lessons	3																						
Course total																							
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>	The performance evaluation of this module is based on written examinations at the end of the semester (100%).																						

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(5) ATTACHED BIBLIOGRAPHY

Required reading: N. Nugent, *The government and politics of the European Union*, Duke University Press, 5th ed., (translated in Greek) Savalas publishers, Athens 2007.

Recommended reading: D. N. Chrysochoou et.al., *European Polity: The Art of Synarchy*, Savalas publishers, Athens 2010 (in Greek); N. Maravegias. and M. Tsinisizelis eds., *New European Union: Structure and Policies*, Themelio publishers, Athens 2007; J. Magone. *Contemporary European Politics. A Comparative Introduction*, Routledge, London 2010.

A. Duff, *True Guide to the Treaty of Lisbon*, Brussels, Alliance of Liberals and Democrats for Europe, Brussels: 2008

A., Geddes, *Britain and the European Union*, Palgrave Macmillan, London: 2013

A., Moravcsik, *The Choice for Europe. Social Purpose and State Power from Messina to Maastricht*, Cornell University Press, Ithaca:1998

Ch. Hill, M. Smith (ed.), *International Relations and the European Union (second edition)*, Oxford University Press, Oxford: 2011

D. Chrussochoou, M. Tsinisizelis, S. Stavridis & K. Ifantis, *Theory and reform in th European Union*, 2nd edition, Manchester University Press, Manchester: 2003

D. Judge & D. Earnshaw, *The European Parliament*, Palgrave, London: 2009

D. K. Xenakis & P. J. Tsakonas, «Union pour la Méditerranée: Perspectives Nationales et Régionales/Union for the Mediterranean: National and Regional Perspectives», *Études Hellénique/Hellenic Studies*, 17(2), 2009.

D. K. Xenakis, *Greece in a Changing Euro-Mediterranean Setting: Guidelines for Future Action*, Euro-Med Research Monographs, No. 1, Hellenic Centre for European Studies, Athens:2009.

Dinan, N. Nugent (eds), *Developments in the European Union*, Macmillan, London: 1999

E. Gross, *The Europeanization of National Foreign Policy. Continuity and Change in the European Crisis Management*, Palgrave, London: 2011

F. Bindi, *The Foreign policy of the European union*, Brookings Institution Press, Washington DC: 2010

G. Edwards, A. Pijpers (eds), *The politics of the European Treaty reform*, Pinter, London: 1997

G. Edwards, D. Spence (eds), *The European Commission*, Longman, London: 1994

G. Edwards, G. Wiessala (eds) The European Union. Annual Review of the EU 2000/2001, Blackwell:2001

Galloway, The Treaty of Nice and beyond. Realities and illusions of power in the EU, Sheffield Academic Press, Sheffield:2001

J. Habermas, The Crisis of the European Union. A Response, Polity, London: 2012

English for Political Scientists B'

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΑΓΠΠ020	SEMESTER	SECOND
COURSE TITLE	ENGLISH FOR POLITICAL SCIENTISTS B'		
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background.		
PREREQUISITE COURSES:	None.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English and Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes.		
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el/module/249/agglika-gia-politikoy-epistimonon-v%E2%80%99		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
<p>Students possess verified mastery and understanding of issues in their field.</p> <p>They have developed the knowledge acquisition skills required for them to go on to further studies with a considerable degree of autonomy.</p>
General Competences

<p>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?</p>	
<p>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</p>	<p>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...</p>
<p>Working in an international environment.</p>	

(3) SYLLABUS

<p>Course Outline: This course develops reading skills, while covering the terminology of political systems, elections, group politics, political organization, etc. Exercises include aspects of English grammar particularly relevant to the reading of academic texts. Finally, the fine semantic nuances among similar words are taught in context.</p> <p>Subject Areas: Systems of Government – Parties and Party Systems – Elections and Electoral Systems – Organizations Below and Above the Nation-State – Constitutions, Laws and the Judiciary – The Executive – Assemblies – Group Politics – Bureaucracies – The Policy Process</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face.</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>		
<p>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 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>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	
	Course total	
<p>STUDENT PERFORMANCE EVALUATION <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 examinations including translation from English into Greek (or other language, for Erasmus students), multiple choice questionnaire, short-answer questions, etc.</p> <p>Evaluation is based on the overall coherence of the translation plus appropriate translation of key terms, and the percentage of correct answers to the various exercises.</p> <p>There are assigned times for students who would like feedback on how to improve learning outcomes.</p>	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
Hila, Marina (2002), *English for Political Scientists: Political Theories*, Athens: Typothito
- *Related academic journals:* Non-applicable – English language course.

Constitutional Law II

(1) GENERAL

SCHOOL	FACULTY OF SOCIAL SCIENCES			
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE			
LEVEL OF STUDIES				
COURSE CODE		SEMESTER	2 nd	
COURSE TITLE	Constitutional Law 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		6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>				
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND			
PREREQUISITE COURSES:				
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	INSTRUCTION: GREEK EXAMINATIONS: GREEK			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES			
COURSE WEBSITE (URL)				

(2) LEARNING OUTCOMES

Learning outcomes
<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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <p><i>Guidelines for writing Learning Outcomes</i></p>
<p><i>The course focuses on the theoretical elaboration of basic concepts of constitutional law, such as the form of government, parliamentary system and separation of powers. Furthermore, it examines the legal competences of state organs (Parliament, Government, President of the Republic).</i></p>

The aim of the course, apart from the abovementioned learning targets, is to help the students become familiar with the fundamental principles of parliamentarism. This specific knowledge is not only valuable in the academic field, but it also consolidates the students' democratic consciousness.

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?	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>

(3) SYLLABUS

In the context of the course, it is analyzed the legal formation and exercise of state power. Given that the will of the state is expressed by the state organs, the lectures focus on the specific competences of the electorate, the parliament, the government, the president of the republic, the courts and the independent authorities. Apart from that, the course deals with the way each state organ limits the power of others. In constitutional theory, this is called "system of checks and balances". The most important aspects of this system are a) the dependence of the government upon the confidence of the legislature and b) the judicial control of the constitutionality of laws.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY																			
<i>Face-to-face, Distance learning, etc.</i>																			
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY																			
<i>Use of ICT in teaching, laboratory education, communication with students</i>																			
TEACHING METHODS																			
<p>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.</p> <p>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</p>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">84</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	36	Study and analysis of bibliography	84												
Activity	Semester workload																		
Lectures	36																		
Study and analysis of bibliography	84																		

		Course total	120
STUDENT PERFORMANCE EVALUATION			
<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><i>Language of evaluation: Greek</i></p> <p><i>Method of evaluation: short-answer questions</i></p>		

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

Third Semester

Political Theory III - Kant, Hegel, Marx, Weber

(1) GENERAL

SCHOOL	SOCIAL SCIENCES				
ACADEMIC UNIT	POLITICAL SCIENCE				
LEVEL OF STUDIES	UNDERGRADUATE				
COURSE CODE	ΠΟΘΠ135	SEMESTER			
COURSE TITLE	POLITICAL THEORY III	3			
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>					
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND				
PREREQUISITE COURSES:	-				
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES				
COURSE WEBSITE (URL)	-				

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
The understanding of certain basic concepts of political theory; A first acquaintance with the 'logic' of theoretical foundation and of the argumentative sequence in political theory; Analysis of the concept of 'critique'; ability to study and comprehend complex theoretical arguments	
General Competences <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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i>	<i>Project planning and management</i> <i>Respect for difference and</i>

<i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others.....</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 Production of new research ideas	Criticism and self-criticism Production of free, creative and inductive thinking

(3) SYLLABUS

The course continues the introductory approach to classical political theories, which began with the lectures in the two previous semesters. Immanuel Kant's theory of politics is analyzed through the perspective of the critical philosophy of pure Reason, founded in the second half of the 18th century, as a precedent and response to the French Revolution. After a brief introduction to the edifice of critical philosophy and the Enlightenment program, emphasis is placed on the theory of bourgeois society and the state, the republican constitution, political and human rights, and publicity. The theory of G. W. Hegel on bourgeois society and the state is analyzed next. The lectures concentrate on the traditions of the Philosophy of Right, after a brief introduction to the formation of the Hegelian philosophy, emphasizing the concepts of bourgeois society and its elements, the state and its mediating moments. After Hegel's philosophy, Karl Marx's critical concept of politics is analyzed, both in the early work, which contains criticisms regarding the democratic demand in the context of bourgeois society, and in the later work where the political conditions are being referred to through the critique of the political economy. Finally, Max Weber's work is presented from the perspective of the 'sociology' of power. After describing the basic methodological aspects of the scientific project (ideal type, understanding of action, value-freedom), the types of power and legitimization are thoroughly commented upon, as well as the perception of possible individual attitudes towards the power of authority.

(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>		
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	100%

	Course total	100%
<p align="center">STUDENT PERFORMANCE EVALUATION</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>PARTICIPATION IN CLASS DURING THE LECTURE. WRITTEN EXAMINATION AT THE END OF THE SEMESTER</p>	

(5) ATTACHED BIBLIOGRAPHY

IMMANUEL KANT – *DIE METAPHYSIK DER SITTEN* (STAATSRECHT)
G. W. F. HEGEL – *PHILOSOPHIE DES RECHTS* (PAR. 182-360)
KARL MARX – *ZUR JUDENFRAGE* (1844)
KARL MARX – *DAS KAPITAL. KRITIK DER POLITISCHEN ÖKONOMIE. ERSTER BAND: DER PRODUKTIONSPROZESS DES KAPITALS.*
MAX WEBER – *WIRTSCHAFT UND GESELLSCHAFT* (DIE TYPEN DER HERRSCHAFT)

Interest Groups and Social Movements

(1) GENERAL INFORMATION

SCHOOL	School of Social Sciences		
DEPARTMENT	Department Of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΟΣΚΠ143	STUDIES SEMESTER	3 th
COURSE TITLE	Interest Groups and Social Movements		
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	
Lectures (L)	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE general background, special background, specialised general knowledge, skills development	General Background		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATION:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/index.php?categoryid=96		

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																
<p>Upon completion of the course, students will be able to: have a clear picture of the main theoretical concepts of two fundamental areas of Political Science: a) collective action and b) political organization. They should also be able to understand and interpret the structure and behavior of forms of collective expression such as: a) pressure groups and b) social movements.</p>																
<p>General Competences</p> <p><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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others</i></td> </tr> </table>	<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>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>															

Search for, analysis and synthesis of data and information with the use of the necessary technology Adapting to new situations Decision-making Working in an international environment Teamwork Working in an interdisciplinary environment Production of new research ideas	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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(3) COURSE DESCRIPTION

The course presents critically two fundamental and interrelated fields of political science: collective action and political organization. The starting point is that changes in political institutions and political systems of the 19th and 20th centuries cannot be understood with a simple and unambiguous reference to socio-economic change.

Particular emphasis is given to the ideologies of collective actors and how they format and transmit social dynamics into the political system, that is, that the political is grounded in the social. It will be explored how and under what conditions "ordinary citizens" participate in the political life of modern societies. These are the new forms of collective expression that have gradually developed - apart from political parties - in the context of modern social formations: pressure groups and social movements. The different types of pressure groups, their organization, their functioning and their impact on national, international and supranational politics will be examined. Particular emphasis is given to the role of the various forms of organized interests (labor, business, professional, agricultural students, etc.) in the political process and in their relationship with political institutions.

At the same time, the historical development and basic forms of social movements as a specific area of collective action will be discussed. Along with the historical-factual material referring to social movements, we will attempt to present the different theoretical examples that seek to explain and interpret the phenomenon.

Finally, the process of setting up modern forms of mediation is historically examined, as well as the perspectives of the relevant institutions in today's situation both in our country and within the EU. in the age of globalization.

The topics of the course are:

1. Distribution of political power (who governs, how consensus is secured). The different interpretive shapes.
2. What is in the interest - How are teams defined. The theory of pressure groups, historical evidence.
3. System of political and social representation: Social movements-Pressure groups- Political parties
4. The concept of social movement: the dimensions of collective action
5. The concept of the social movement: the movement as a politician
6. 'Interest groups', 'organized interests' or 'pressure groups'. Theoretical and methodological approaches.
7. Articulation - mediation - representation of interests.
8. Pluralism, Corruption, Policy Networks.
9. Classifications and Typologies.
 - Institutional groups
 - Collaborative teams
 - A) Employers
 - B) Employees
10. Traditional and modern forms of collective action.
11. New Social Movements and Postmodernist Values. The Greek case.
12. Interest groups in the Greek political system.
13. Social change and kinematic action in modern Greece.
14. The history of the Greek trade union movement.
15. The Greek employers' organizations.
16. Social dialogue.

- Pressure groups, social movements and globalization
- The European political system and the representation of interests.
 - Interest groups and European integration.
 - Social movements: The challenge of globalization.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD <i>Face-to-face, distance learning, etc..</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using ICT in teaching. Support the learning process through the electronic platform e-class, Use of ICT in communication with students	
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	70%
	Study and analysis of bibliography	10%
	Essay writing	20%
	Course Total	100%
	Total (25 hours of work load per credit unit)	
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>	Language of evaluation: Greek Final examinations: 80% Essay/report: 20%	

(5) ATTACHED BIBLIOGRAPHY

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Political Science III - International Relations

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	SEMESTER	Winter	ΠΕΔΠ 142
COURSE TITLE	Political Science III: International Relations		
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
Lectures, Mid-term exam		3	6.00
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:	0		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el

(2) LEARNING OUTCOMES

Learning outcomes	
<p>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.</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>The aim of this course is to help students understand the theoretical approaches in International Relations and the complex nature of contemporary International Security. The course is designed to address some of the central problems in the intellectual content and practical applications of competing notions in the study of International Relations. Students will develop a broad and specialist knowledge to relate theoretical debates with the empirical analysis of International phenomena. At the end of this course, students are expected to be able to formulate views on the critical theories and participate in genuine dialogue with colleagues on related issues.</p>	
General Competences	
<p>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?</p>	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
<p>They have the ability to compile and interpret relevant data to form judgments that include reflection on International Relations.</p> <p>They are able to communicate information, ideas, problems and solutions to both qualified and non-specialized audiences in International Relations issues.</p> <p>They have developed skills to acquire knowledge in an international environment that they need to continue in further studies with a high degree of autonomy.</p>	

(3) SYLLABUS

This compulsory course aims to create the necessary theoretical and intellectual background for classifying, studying and understanding international phenomena. The cognitive value of the course is to understand the evolution of the science of International Relations through the presentation of the various theoretical and methodological approaches in a way that highlights the particular features of each and the multifaceted contemporary discussion in the field of theory and methodology. In particular, the "traditional agenda" of the theoretical approaches - and their specific expressions - of "Realism", "Liberalism" and "International Society", as well as the classical considerations of contemporary discussion of the more specific subject of " Political Economy ". Critical methodological issues such as the discussion between classical, positivist and post-positive approaches such as "critical theory", "postmodernism", "constructivism" and "theory of principles" are also presented. The lesson ends with the detailed discussion of a series of issues that occupy an ever-higher position on the agenda of international relations, such as the environment, the ever evolving and changing issue of sovereignty and the nature of states, and new security challenges.

1. Introduction to International Relations
2. Realism
3. Liberalism
4. International Society (English School)
5. International Political Economy: Classical theories and contemporary theoretical considerations
6. Methodological Controversies: Classical, Positive and Post-Transitionist Approaches
7. New Challenges for the Science of International Relations

(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>	PowerPoint Presentations in communication with the 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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Mid-term Exam</td> <td style="text-align: center;">1</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td> </td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	12	Mid-term Exam	1															Course total	
Activity	Semester workload																						
Lectures	12																						
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Course total																							
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>	The performance evaluation of this module is based on written examinations at the end of the semester (70%) and on a Mid-term exam during this course (30%).																						

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Required reading: R. H. Jackson & G. Sørensen, Introduction to International Relations: Theories and Approaches, Oxford University Press, (translated in Greek) Gutenberg publishers, Athens 2007.

Recommended reading: K. A. Lavdas, D. K. Xenakis and D. N. Chrysochoou eds., Directions in the Study of International Relations, in Greek, Sideris publishers, Athens 2010 (in Greek); T. Dunne, M. Kurki and St. Smith, eds. International Relations Theories: Discipline and Diversity, Cambridge, Cambridge University Press, 2007; D. Bourantonis, K. Ifantis and P. Tsakonas (eds.), Multilateralism and Security Institutions in an Era of Globalization, Routledge, London, 2008.

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English for Political Scientists C'

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΑΓΠ030	SEMESTER	THIRD
COURSE TITLE	ENGLISH FOR POLITICAL SCIENTISTS C'		
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	

<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background.	
PREREQUISITE COURSES:	None.	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English and Greek.	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes.	
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el/module/263/agglika-gia-politikoys-epistimones-g%E2%80%99	

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 																		
<p>Students possess verified mastery and understanding of issues in their field.</p> <p>They have developed the knowledge acquisition skills required for them to go on to further studies with a considerable degree of autonomy.</p> <p>They are also able to collect and interpret relevant data within their field in order to formulate judgements involving deliberation on relevant social or scientific issues.</p>																		
<p>General Competences</p> <p><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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<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>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
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<i>Working in an interdisciplinary environment</i>	<i>.....</i>																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	<i>.....</i>																	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology.</p> <p>Working in an international environment.</p> <p>Promotion of free, creative and inductive thinking.</p>																		

(3) SYLLABUS

<p>Course Outline: In terms of reading comprehension, this course rigorously tests the skills acquired in the previous two semesters. The terminology of texts is associated with world politics. Fine semantic nuances that differentiate similar words are taught in context. An important feature of the course is</p>
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that it provides students with basic research skills (finding their own topic, selecting and evaluating sources, acknowledging sources in accordance with the bibliographical conventions of political science, etc.). These skills are tested through a 1,500-word research paper.

Subject Areas: Globalization – Global Finance – International Organizations – Human Rights – War and Peace – Diplomacy – The European Union – Terrorism – Migrants and Refugees – The Mass Media and International Politics

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face, plus a research paper supervised face to face and by e-mail.</p>																							
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>																								
<p>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 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></p>	<table border="1"> <thead> <tr> <th data-bbox="699 754 1019 790">Activity</th> <th data-bbox="1027 754 1358 790">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 792 1019 824">Lectures</td> <td data-bbox="1027 792 1358 824"></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td data-bbox="699 1093 1019 1122">Course total</td> <td data-bbox="1027 1093 1358 1122"></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures																		Course total		
Activity	Semester workload																							
Lectures																								
Course total																								
<p>STUDENT PERFORMANCE EVALUATION <i>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></p>	<p>Written examinations including translation from English into Greek (or other language, for Erasmus students), multiple choice questionnaires, short-answer questions, etc.</p> <p>A research paper is also required, supervised by the course's instructor.</p> <p>Evaluation of the written examinations is based on the overall coherence of the translation plus appropriate translation of key terms, and the percentage of correct answers to the various exercises.</p> <p>Evaluation of the research paper is based on the extent of research conducted by the student, susceptibility to supervision, and the submission and revision of at least two drafts.</p> <p>There are assigned times for students who would like feedback on how to improve learning outcomes.</p>																							

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:* Hila, Marina (2002), *English for Political Scientists: World Politics*, Athens: Typothito.
- *Related academic journals:* Non-applicable – English language course

Fourth Semester

Political Theory IV - The 20th century and Contemporary Currents in Political Theory

(1) GENERAL

SCHOOL		Social Sciences			
ACADEMIC UNIT		Political Science			
LEVEL OF STUDIES		Undergraduate			
COURSE CODE	ΠΘΣΠ145	SEMESTER		Easter Semester (4)	
COURSE TITLE	Political Theory IV: the 20 th century and current trends				
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		6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>					
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general - compulsory				
PREREQUISITE COURSES:					
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No				
COURSE WEBSITE (URL)					

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>

Students must be able to comprehend and analyze recent developments in political theory. They should also be able to synthesize different aspects of political theory with other disciplines such as political science, psychology and social theory.

(3) SYLLABUS

The course is divided in the following areas (to each area correspond 2 lectures)

- The liberal critique of imperialism (J. Hobson)
- Carl Schmitt's political existentialism
- The Frankfurt's School critique of liberalism and totalitarianism
- French structuralism and the theory of the state: L. Althusser, N. Poulantzas
- M Foucault's theory of materialist power
- J. Rawls' *Theory of Justice*

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>																							
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																							
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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td></td> </tr> <tr> <td>Preparation for lectures and final exams</td> <td></td> </tr> <tr> <td>Exams</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures		Preparation for lectures and final exams		Exams														Course total	
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Lectures																							
Preparation for lectures and final exams																							
Exams																							
Course total																							
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>	Participation in class, exams																						

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Hobson, John A. [1902], *Ιμπεριαλισμός (Imperialism). Μια Μελέτη*. Θωμάς Νουτσόπουλος (μτφ., εισ.), Αθήνα, ΚΨΜ, 2013
- Schmitt, Carl [1932], *Η Έννοια του Πολιτικού (The Concept of the Political)*. Αλίκη Λαβράνου (μτφ., εισ.), Γιώργος Σταμάτης (επιμ.), Αθήνα, Κριτική, 1988.

-Marcuse, Herbert [1936], «Η πάλη ενάντια στον φιλελευθερισμό, στην ολοκληρωτική αντίληψη για το κράτος» (The struggle against liberalism and the totalitarian view of the state) στο Marcuse, Herbert, *Αρνήσεις* [1969], Ζήσης Σαρίκας (μτφ.), Αθήνα, Ύψιλον, 1983.

-Marcuse, Herbert [1964], *Ο Μονοδιάστατος Άνθρωπος (One Dimensional Man)*. Μπάμπης Λυκούδης (μτφ.), Αθήνα, Παπαζήσης, 1971.

-Πουλαντζάς, Νίκος [1978], *Το Κράτος, η Εξουσία, ο Σοσιαλισμός (State, Power, Socialism)*. Γιάννης Κρητικός (μτφ.) Αθήνα, Θεμέλιο, 2001.

-Foucault, Michel [1975], *Επιτήρηση και Τιμωρία (Discipline and Punish). Η Γέννηση της Φυλακής*. Τάσος Μπέτζελος (μτφ.), Αθήνα, Πλέθρον, 2011.

-Rawls, John [1971], *Θεωρία της Δικαιοσύνης (Theory of Justice)*. Φίλιππος Κ. Βασιλογιάννης, Βασίλης Βουτσάκης, κ.α. (μτφ.), Ανδρέας Χ. Τάκης (επιμ.). Αθήνα, Πόλις, 2010.

Comparative Political Analysis

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΣΠΑΠ129	SEMESTER	1
COURSE TITLE	Comparative Political Analysis		
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://elearn.lib.uoc.gr, www.arisalexopoulos.gr		

(2) LEARNING OUTCOMES

Learning outcomes
<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. Consult Appendix A</i>
<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
This course is designed to provide students a comprehensive introduction to Comparative Politics through the discussion of a broad range of thematic topics around the major institutional structures of advanced world democracies.
General Competences
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology. • Adapting to new situations. • Working in an international environment • Working in an interdisciplinary environment. • Production of new research ideas. 	<ul style="list-style-type: none"> • Criticism and self-criticism. • Production of free, creative and inductive thinking. • Respect for difference and multiculturalism

(3) SYLLABUS

The course is designed to provide students a comprehensive introduction to Comparative Politics through the discussion of a broad range of thematic topics around the major institutional structures of advanced world democracies: such as the role of the executive in policy making: presidentialism vs. parliamentarism, one or more parliaments: unicameralism vs. bicameralism, two vs. multiparty systems, plurality vs. proportional electoral systems, interest group structures and policymaking, the role of public administration in policymaking, the role of the judiciary in policymaking

(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 ppt
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>	
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>	Written examinations (in Greek language) at the end of the semester. The Erasmus students have to prepare a long assignment (up to 2500) words. All the relevant information is contained to the e-learn syllabus.

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

The reading load is expected to be around 50pp/week

R. Hague, M. Harrop (2011), Συγκριτική Πολιτική και Διακυβέρνηση, Αθήνα: Εκδόσεις Κριτική

Ball, A. & Peters, B. G. (2001), Σύγχρονη Πολιτική και Διακυβέρνηση, Αθήνα: Εκδόσεις Παπαζήση
 Meny, Y. (1995), Συγκριτική Πολιτική, τόμος Α', Β', Αθήνα: Εκδόσεις Παπαζήση
 Τσεμπελής, Γ. (2008), Παίκτες Αρνησικυρίας: Πως Λειτουργούν οι Πολιτικοί Θεσμοί, Αθήνα: Εκδόσεις Παπαζήση
 Additional to greek bibliography:
 Gallagher, M. et al. 2006. *Representative Government in Contemporary Europe*. New York: McGraw-Hill.
 Lijphart, A. (1999), *Patterns of Democracy*, New Haven US: Yale Univ. Press
 - *Related academic journals:*

State and State Policies

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	KRPP132	SEMESTER	D
COURSE TITLE	STATE AND PUBLIC POLICIES		
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	COMPULSORY		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=163		

(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*

The course aims to help students arrive at a theoretical as well as empirical understanding of state action in the modern context by bringing to the fore the structural and operational relations that emerge within the societal milieu that is called upon to host the various state policies.

The broader cognitive value of this course consists in its clarifying of the dual character of state as an external institutional phenomenon on the one hand and as an embodiment of the underlying social relationships upon which policies are ultimately founded.

Finally, the course places particular emphasis on familiarizing students with the paramount economic vehicle of public policy, i.e., the budget, so as to help them build those skills that are necessary in order to enable them to conduct empirical research and relate budgetary data to policy priorities.

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...

Advancement of analytical and critical abilities.
 Encouragement of self-reflexion.
 Promotion of methodical thinking and conceptual consistency
 Acquaintance with the context of policy making and the decision-making process.
 Familiarization with the tools of fiscal policy with special emphasis on the budgetary process.
 Production of free, creative and inductive thinking

(3) SYLLABUS

This is a compulsory course for the second year of the degree programme and students will be encouraged to reflect, both empirically and theoretically, on the connections between the state and the policies it generates. Questions of rationality will, of course, be central to the discussion of how these policies are initiated, formulated and implemented; of equal importance, is to approach critically the different ways through which the state can satisfy the needs of society in terms of public goods provision. Moreover, students will become familiar with the most important economic tool in the hands of the state, i.e., the budget, by learning how to handle and interpret the empirical data contained therein.

The course is deployed along the following thematic units:

- Forms of power. The historicity of these forms.
- Political power in its modern form. The state as a specific form of power. The relationship between state and social class.
- Review of state theories. The main issues.
- From the state to public policies. The question of rationality.
- Forms of rationality in public policy. Rationality as a relational context.
- The provision of society with public goods. The duality of provision: public and private goods.
- The fiscal aspects of public policy.
- The budget: the revenue side
- The budget: the expenditure side
- The budget: the public investment function

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	YES	
<p style="text-align: center;">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 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>	Activity	Semester workload
	Lectures	3 hrs p/w
	Recommended hours of home study	5 hrs p/w
	Library study – Bibliographical sources – Elearn material	4 hrs p/w
Course total	12	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <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 Exams in Greek. Multiple choice questionnaire.</p> <p>Manner of exam is known before hand, at the beginning each semester. The grade for each question is explained to the students at the beginning of the written exam.</p>	

(5) ATTACHED BIBLIOGRAPHY

Agnoli, J. (2013), *Ο Μετασχηματισμός της Δημοκρατίας και παρεμφερή κείμενα*, Μτφ., Επιμ. Θ. Γκιούρας, Αθήνα: ΚΨΜ.

Carnoy, M. (1990), *Κράτος και Πολιτική Θεωρία*, Αθήνα: Οδυσσέας.

Dunleavy, P. & O'Leary, B. (1987), *Theories of the State: The Politics of Liberal Democracy*, London: Macmillan

Γράβαρης, Δ. (1997), *Κρίση του Κοινωνικού Κράτους και Νεωτερικότητα*, Αθήνα: Ίδρυμα Σάκη Καράγιωργα.

Καράγιωργας, Δ.Π. (1979), *Οι Οικονομικές Λειτουργίες του Κράτους*, Αθήνα: Παπαζήσης.

Καράγιωργας, Δ.Π. (1981), *Οι Δημοσιονομικοί Θεσμοί*, Αθήνα: Παπαζήσης.

Καράγιωργας, Δ.Π. (1994) [1966], «Ο Ρόλος του Κράτους στην Οικονομική Ανάπτυξη», στο *Σάκης Καράγιωργας: Μελέτες, Άρθρα, Ομιλίες*, Τόμος Ι, σελ. 251-62, Αθήνα: Ίδρυμα Σάκη Καράγιωργα.

Marx, K., *Η 18^η Μπρυμαίρ του Λουδοβίκου Βοναπάρτη*, Αθήνα: Θεμέλιο (χ.χ.).

Miaille, M. (1983), *Το Κράτος του Δικαίου*, Θεσσαλονίκη: Παρατηρητής.

Myrdal, G., *Το Πολιτικό Στοιχείο στην Οικονομική Θεωρία*, Αθήνα: Παπαζήσης (χ.χ.).

O'Connor, J. (1977), *Η Οικονομική Κρίση του Κράτους*, Αθήνα: Παπαζήσης.

Πουλιαντζάς, Ν. (επιμ.), *Η Κρίση του Κράτους*, Αθήνα: Παπαζήσης.

Schmitt, C. (1988), *Η Έννοια του Πολιτικού*, Αθήνα: Κριτική.

Political Parties

(1) GENERAL

SCHOOL	Social Sciences			
ACADEMIC UNIT	Political Science			
LEVEL OF STUDIES	Bachelor			
COURSE CODE	ΠΚΟΠ126	SEMESTER	4 th	
COURSE TITLE	Political Parties			
INDEPENDENT TEACHING ACTIVITIES			WEEKLY TEACHING HOURS	CREDITS
<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>				
			3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>				
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory			
PREREQUISITE COURSES:	No			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes			
COURSE WEBSITE (URL)				

(2) LEARNING OUTCOMES

Learning outcomes	
<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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>The course is aimed at providing students with knowledge of the major topics related to political parties; the essence and the importance of political parties' institution.</p> <p>To understand the varying nature of parties and developing students' ability to study parties in their historical context.</p> <p>To understand political parties as immanent to contemporary political systems.</p> <p>To become acquainted with the main theories and the most important methodological approaches that attempted to theoretically and empirically analyze the party phenomenon.</p> <p>Ability to apply theory and methodology to study of examples.</p>	
General Competences	

<p><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></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology Critical ability Working independently Working in an international environment Working in an interdisciplinary environment</p>	<p>Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism</p>

(3) SYLLABUS

The course is an introduction in the theory and study of political parties and party systems. Through the critical presentation of the main thematic areas, the key importance of political parties in the creation and evolution of modern political institutions and socio-political systems will be highlighted. The most crucial topics will be studied.

The seven thematic units are:

The first section is about the conceptualization of the party phenomenon; highlighting the gaps and contradictions observed between the various definitions. Then the basic parameters of political parties will be discussed in order to understand their essence and dynamics. Specifically, the following will be presented: the historical-political conditions that helped the birth and rise of political parties, the genealogy of the party phenomenon and how modern political theory analyzes political parties. Finally, the most important theoretical and methodological approaches to party institution analysis are selected to be discussed.

The second section presents the classic typologies of parties; associating the emergence and consolidation of the dominant type with the socio-economic, political-institutional and cultural environment. Against this background, the main features of cadre party, the mass party, the militant party, the catch all party, people's party, the 'parti d'électeurs' and the electoral-professional party will be analyzed.

The third section presents the contemporary views and typologies of political parties. For the teaching needs, these approaches are categorized into three groups: a) the theories political parties' crisis and decline, b) the theories describing the processes embrace the party with the state (cartel party - dominant mass party etc), c) the theories of parties' transformation (network party, cyber party, connective party).

The fourth section examines the cleavages and ideological conflicts that create the party variety. Based on the main socio-political divisions, the most well-known political party classification and major party families will be analyzed. As the historical divisions are not established, a review examination of the classic analyzes will be and contemporary trends in theory and empirical research of cleavages will be investigated.

The fifth section presents the ever-changing relations between the political party, society and state. In particular, the party's relations with social classes and groups, its role in social evolution and transformation as well as gender representation will be considered. Moreover, party's historical relationship with political power, state and political institutions will also be examined. Given these, the most important functions of political parties and modern political systems will be mentioned.

The sixth section focuses on intra-parties structure. In particular: a) the party structure, b) the emergence and legitimization of leadership and leadership groups, c) the process for selection and emergence of political officials, d) the party processes that organize the intra-party differentiations, e) the way and motivation to join the political party. Finally, the three basic levels of party organization and action will be analyzed: party in public office, party in central office and party on the ground.

The seventh section critically approaches the concept, typologies and modern trends in party systems. Main conceptual tools such as the institutionalization of parties and the role of parties in the party system are presented (major and minor parties, power parties, government-leaning parties, blackmai parties, flash party). Then, the characteristics of the main types of party systems and their major variants are analyzed.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Classroom-based course																										
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use Power Point while teaching Post training materials in electronic form																										
<p style="text-align: center;">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 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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: center;">Course total</td> <td> </td> </tr> </tbody> </table>	Activity	Semester workload																							Course total	
Activity	Semester workload																										
Course total																											
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <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>Language of evaluation: Greek</p> <p>Methods of evaluation:</p> <p>Written exams with questions and answer in the form of a essay or oral exams.</p> <p>The possibility of writing a paper is offered (optional).</p> <p>The evaluation criteria are presented during the introductory course and are detailed in the syllabus of the course which is available on the Department's website.</p>																										

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- 4. Party systems

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- - Related academic journals:
- Party Politics
- West European Politics
- European Journal of Political Research
- Political Theory

Electoral Sociology

(1) GENERAL INFORMATION

SCHOOL	School of Social Sciences		
DEPARTMENT	Department Of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EKKΠ146	STUDIES SEMESTER	4 th
COURSE TITLE	Electoral Sociology		
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	
Lectures (L)	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE general background, special background, specialised general knowledge, skills development	General Background		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATION:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/index.php?categoryid=96		

(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

<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 	
The main objective of the course is to present to students the theoretical, methodological and empirical approaches of electoral behavior and the formation of voters electoral preferences.	
General Competences <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>	
<i>Search for, analysis and synthesis of data and information with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others</i>
Search for, analysis and synthesis of data and information with the use of the necessary technology Adapting to new situations Decision-making Working in an international environment Teamwork Working in an interdisciplinary environment Production of new research ideas	Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking

(3) COURSE DESCRIPTION

The main objective of the course is to present to students the theoretical, methodological and empirical approaches of electoral sociology. Emphasis is given to the theoretical and methodological issues of empirical electoral analysis. The course begins with a historical overview in the study of electoral behaviour by analyzing the contribution of the electoral geography school. After focusing on the main theoretical models for the analysis and interpretation of electoral behaviour, namely the micro-sociological approach of the Columbia school, the macro-sociological model of Lipset and Rokkan, the socio-psychological model of the school of Michigan. Cognitive interest then turns to newer, more synthetic approaches to electoral research that study the content and direction of changes in electoral behavior in late modernity. The course then focuses on the Greek case. There is a presentation of the electoral history of the postwar period and then the emphasis is placed on the relationship between elections and parties in the 3rd Hellenic Republic.

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD <i>Face-to-face, distance learning, etc..</i>	Face-to-face						
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using ICT in teaching. Support the learning process through the electronic platform e-class, Use of ICT in communication with students						
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</i>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>70%</td> </tr> <tr> <td>Essay/ Report</td> <td>20%</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	70%	Essay/ Report	20%
	Activity	Semester workload					
	Lectures	70%					
Essay/ Report	20%						

<i>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>	Study and analysis of bibliography	10%
	Course Total	100%
	Total (25 hours of work load per credit unit)	
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>	Language of evaluation: Greek Final examinations: 80% Essay/report: 20%	

(5) ATTACHED BIBLIOGRAPHY

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- Σπουρδαλάκης, Μ., «Πολιτικά κόμματα και συνδικάτα. Βίοι παράλληλοι», στο Γράβαρης, Δ. (επιμ.), Εργασία και πολιτική: Συνδικαλισμός και οργάνωση συμφερόντων στην Ελλάδα (1974-2004), Αθήνα, Ίδρυμα Σάκη Καράγιωργα, 2007.

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English for Political Scientists D'

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΑΓΠΠ040	SEMESTER	FOURTH
COURSE TITLE	ENGLISH FOR POLITICAL SCIENTISTS D'		
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	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background.		
PREREQUISITE COURSES:	None,		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English and Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes.		
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el/module/250/agglia-gia-politikoys-epistimonas-d%E2%80%99		

(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*

Students possess verified mastery and understanding of issues in their field.

They have developed the knowledge acquisition skills required for them to go on to further studies with a considerable degree of autonomy.

They are able to promulgate information, ideas, problems and solutions to both an expert audience and a lay one.

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?

- | | |
|---|---|
| <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> |

Working in an international environment.
 Respect for diversity and multiculturalism.
 Social, professional, and moral responsibility and sensitivity to issues of gender.
 Promoting free, creative and inductive thinking.

(3) SYLLABUS

Course Outline: This course focuses on advanced reading skills using a wide variety of texts: political speeches, election manifestos, archaic texts, media language etc. Issues discussed include rhetoric, linguistic and conceptual difficulties in reading archaic texts, the Orwellian use of language in modern politics (e.g. abuse of the term ‘terrorism’), common fallacies in political argumentation, formal and informal register, sexist or racist stereotypes in language, paraphrasing and summarizing.

Subject Areas: Political Speeches – Election Manifestos - Archaic Texts in Historical Context – Twentieth Century-Views on Politics and Society – Language and Politics – The Mass Media – Reading EU Law – Feminism and Political Correctness – Political Satire.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, plus two assignments involving advanced writing skills.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
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-</i>	Activity	Semester workload
	Lectures	
	Two assignments.	

directed study according to the principles of the ECTS		
	Course total	
<p align="center">STUDENT PERFORMANCE EVALUATION</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 examinations including translation from English into Greek (or other language, for Erasmus students), reading comprehension, and questions on the politically correct use of language (the disabled, minorities, genders etc.)</p> <p>Evaluation is based on the overall coherence of the translation plus appropriate translation of key terms, and performance in politically correct use of language exercises.</p> <p>Evaluation also includes two assignments of summarizing and paraphrasing.</p> <p>There are assigned times for students who would like feedback on how to improve learning outcomes.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Hila, Marina (2002), *English for Political Scientists: Texts and Subtexts*, Athens: Typothito.
- Related academic journals: Non-applicable – English language course

Political Science IV: Foreign Policy, Geoeconomy and Security

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΠΟΕΠ147	SEMESTER	Spring
COURSE TITLE	Political Science IV: Foreign Policy, Geo- Economy and Security		
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
Lectures, Mid-term exam			3
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		General Background	
PREREQUISITE COURSES:		0	

LANGUAGE OF INSTRUCTION and EXAMINATIONS:		GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS		YES
COURSE WEBSITE (URL)		http://political.soc.uoc.gr/el

(2) LEARNING OUTCOMES

Learning outcomes	
<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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>They have gained knowledge and understanding of subjects in the field of Foreign Policy, Geo-Economy and Security, which is based on their education and, supported by rich scientific books of advanced level, coming from Greek and foreign language literature, also includes views resulting from modern developments at its peak their field of knowledge.</p> <p>They are able to use the knowledge and understanding they have acquired in a way that shows a professional approach to their work or profession, and they have the skills they typically demonstrate by developing and supporting arguments and solving problems within their cognitive field.</p>	
General Competences	
<p><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></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<p>They have the ability to gather and interpret relevant data to shape judgments that include reflection on foreign policy issues.</p> <p>They are able to communicate information, ideas, problems and solutions to both qualified and non-specialized audiences in Geo-Economy and Security issues.</p> <p>They have developed those skills to acquire knowledge in an international environment that they need to continue in further studies with a high degree of autonomy.</p>	

(3) SYLLABUS

The cognitive value of the course is to create the necessary theoretical and intellectual background for classifying, studying and understanding international political phenomena. The aim of this course is twofold, both the theoretical orientation and the understanding of the determinants in the study of International Relations, as well as the emergence of the most important issues of Greek Foreign Policy. The main objective is to acquire basic knowledge of Greek-Turkish relations, which consistently identify the Greek foreign policy since the genesis of the modern Greek state, analyzing the most important problems in the bilateral relations and the problems of national security that arise, and developing concrete proposals to resolve them.

Lectures

- 1) Introduction to the basic concepts of International Policy
- 2) State and Domination in International Politics
- 3) The International Organization: Procedures, Statutes and Organizations.
- 4) Diplomacy
- 5) Safety
- 6) Geo-Politics & Geo-Economy
- 7) Foreign policy
- 8) Greek Foreign Policy I: US, EU, Russia
- 9) Greek Foreign Policy II: Turkey: Historical context
- 10) Greek Foreign Policy III: Turkey: Bilateral Issues
- 11) Greek Foreign Policy IV: Turkey: Modern Challenges
- 12) Greek Foreign Policy V: Balkans
- 13) Greek Foreign Policy VI: Mediterranean

(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>	PowerPoint Presentations in communication with the 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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Mid-term Exam</td> <td style="text-align: center;">1</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td> </td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	13	Mid-term Exam	1																	Course total	
Activity	Semester workload																								
Lectures	13																								
Mid-term Exam	1																								
Course total																									
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>	The performance evaluation of this module is based on written examinations at the end of the semester (70%) and on a Mid-term exam during this course (30%).																								

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(5) ATTACHED BIBLIOGRAPHY

Required reading:

Syrigos, Angelos, Greek-Turkish relations. Athens: Pataki Publications, 2016.

Heraclides Alexis, Land neighbors, Greece-Turkey: the conflict over the Aegean. Athens: Sideris Publications, 2007.

Baylis, J., S. Smith, P. Owens, P., The Globalization of International Policy, Athens: Epicenter Publishing, 2013.

Heywood, A., International relations and politics in modern times, Athens: Kritiki Publications, 2013.

Recommended reading:

Veremis, Th. - Kouloumbis, Greek Foreign Policy. Prospects and Concerns, Athens: I. Sideris, 1995.

Veremis Thanos: History of the Greek-Turkish Relations 1453-1998. Athens, Publishers Sideris I., 1998

Haritini - Rozakis Christos L.: The Law of the Sea and Its Implementation in Greece. Athens, Publishers Sideris I., 2004.

Ellis A., Ignatius M. Imia, the secret telegrams of the Americans. Livanis, 2009

Hephaestus P., Platia A., Greek Dissuasive Strategy. Athens, Papazisis Publishers, 1992.

Theodoropoulos, B. et al., Thoughts and Reflections on our Foreign Policy, Athens: I. Sideris. ELIAMEP, 1995

Theodoropoulos, B., Review. The Foreign Policy of Modern Greece, Athens: I. Sideris. ELIAMEP, 1996.

Karakostanoglou Is. Benjamin: The exclusive economic zone in the New Law of the Sea. Athens, Sakkoula Publications SA, 2001.

Karabelia Gerasimos: The Role of the Armed Forces in the Political Life of Turkey and Greece. Athens, Editions Greek Grammata, 2001.

Capsule C. The three days of March. Athens, Livanis Publications, 1990

Fifth to Eighth Semester

During the 3rd Year of their studies, the students have the ability to choose 3 Elective Courses and 1 Seminar per Semester, while during the 4th Year the students can accordingly choose 3 Elective Courses and 2 Seminars per Semester. They can choose from the pool of Elective Courses and Seminars, analytically presented below.

Elective courses

Immersion of the theory in empirical data

(1) GENERAL

SCHOOL	FACULTY OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES		
COURSE CODE	ΕΕΔΠ459	SEMESTER	3-8
COURSE TITLE	IMMERSION OF THE THEORY IN EMPIRICAL DATA		
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	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	general and special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(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

Upon completion of the course, the students are expected to have understood the basic concepts

and procedures of STRUCTURAL EQUATION MODELLING, using statistical programs SPSS/AMOS and STATA.

It is also expected to be able:

- to develop the capacity to track 'STRUCTURE' to data
- to develop the capacity to structure and interpret SEM models using SPSS /AMOS.
- to develop the capacity to structure and interpret SEM models using STATA.
- to design and conduct original investigations, involving SEMs.
- to apply SEM models in Greek data sets.

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?

<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>

(3) SYLLABUS

The subject of this course is to provide students with a nonmathematical introduction to concepts and procedures associated with structural equation modelling (SEM) and to illustrate basic applications of SEM using the STATA program.

1. What is Theory? What is a Model? Philosophy of Structural Equation Modelling. Basic concepts. SPSS/AMOS and STATA statistical environments. SEM's Terminology. Who is the better of the above programs in connection with Structural Equation Modeling?
2. Exploratory Factor Analysis (Assumptions, Rotation, Correlation Matrix, Covariance Matrix, Communalities, Anti-image Matrix, Eigenvalues, Scree Plot, KMO and Bartlett test of Sphericity, Method Principal Components). Interpretation by Examples in SPSS program.
3. Confirmatory Factor Analysis. [Path Diagrams, assumptions, Maximum Likelihood Method, Goodness-of-fit Indices (GFI, AGFI, CFI, AIC, CAIC, RMSEA, NNFI, SRMR, ECVI), Modification Indices].
4. Validity Analysis (Testing Equality of Factor Structures Model).
5. Equal and Parallel Regressions. Interpretation by Examples using both SPSS STATA programs.
6. Poor SEM Models. Causes and Remedy. Checking Multivariate Normality. Standardized Solution. Error term. Equality Constraints. Construct Validity.
7. Second- Order CFA Models.
8. MIMIC Factorial Designs by Examples
9. Seemingly Unrelated Regression (SUREG) using STATA.
10. *Activities in the Lab of Social Statistics and Political Research.* (Interviewers' preparation and training. Sampling. Greek Social Surveys. Greek Opinion Polls.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	The students' laboratory education, the laboratory exercises, training in STATA , training in SPSS , opinion polls,

<p>Use of ICT in teaching, laboratory education, communication with students</p>	<p>social surveys, all these procedures, are realized in the Lab of Social Statistics and Political Research. This Lab has available 22 computers, 14 telephone devices, a printer, and a projector.</p>																							
<p>TEACHING METHODS 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</p>	<table border="1"> <thead> <tr> <th data-bbox="695 329 1021 360">Activity</th> <th data-bbox="1027 329 1358 360">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="695 360 1021 392">Lectures</td> <td data-bbox="1027 360 1358 392">50%</td> </tr> <tr> <td data-bbox="695 392 1021 456">Statistical Procedures using SPSS/AMOS</td> <td data-bbox="1027 392 1358 456">10 %</td> </tr> <tr> <td data-bbox="695 456 1021 521">Statistical Procedures using STATA</td> <td data-bbox="1027 456 1358 521">10 %</td> </tr> <tr> <td data-bbox="695 521 1021 553">Sampling</td> <td data-bbox="1027 521 1358 553">30 %</td> </tr> <tr> <td data-bbox="695 553 1021 584"></td> <td data-bbox="1027 553 1358 584"></td> </tr> <tr> <td data-bbox="695 584 1021 616"></td> <td data-bbox="1027 584 1358 616"></td> </tr> <tr> <td data-bbox="695 616 1021 647"></td> <td data-bbox="1027 616 1358 647"></td> </tr> <tr> <td data-bbox="695 647 1021 678"></td> <td data-bbox="1027 647 1358 678"></td> </tr> <tr> <td data-bbox="695 678 1021 710"></td> <td data-bbox="1027 678 1358 710"></td> </tr> <tr> <td data-bbox="695 710 1021 741">Course total</td> <td data-bbox="1027 710 1358 741">100 %</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	50%	Statistical Procedures using SPSS/AMOS	10 %	Statistical Procedures using STATA	10 %	Sampling	30 %											Course total	100 %	
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Course total	100 %																							
<p>STUDENT PERFORMANCE EVALUATION 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.</p>	<p>Testing Hypotheses, knowledge of assumptions of a statistical criterion, multiple choice questionnaires, problem solving, decision making, laboratory work, interpretation of statistical indices, interpretation outputs /results/tables/charts from SPSS/AMOS and STATA.</p> <ul style="list-style-type: none"> ➤ Written exam at the end of semester (50%). ➤ Statistical procedures using SPSS (10%). ➤ Statistical procedures using STATA (10%). ➤ Sampling (30%). 																							

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. Δαφέρμος, Β. (2013). Παραγοντική Ανάλυση με τα SPSS, LISREL, AMOS, EQS, STATA. Εκδόσεις ΖΗΤΗ, Θεσσαλονίκη, σελίδες 727. 2. Δαφέρμος, Β. (in press 2020). Στατιστικές Μέθοδοι Πρόβλεψης στην Κοινωνική Έρευνα. Με τα SPSS και STATA. Εκδόσεις ΖΗΤΗ, Θεσσαλονίκη, σελίδες 500. 3. Δαφέρμος, Β. (in press,2020). Repeated Measures Models: Το μυστικό για μια αποτελεσματική Κοινωνική Έρευνα με μικρό δείγμα. Με το SPSS και το STATA. Εκδόσεις ΖΗΤΗ, Θεσσαλονίκη, σελίδες 500. 4. Stata Base Reference Manual Release 16 (2019). STATA PRESS, College Station, Texas University. 5. Tabachnick, B., Fidell, L. (2007). Using Multivariate Statistics. Pearson Publications, fifth edition. 6. Stevens, James (2002). Applied Multivariate Statistics for the Social Sciences, fourth edition, LEA. 7. Field Andy (2018). Discovering Statistics Using SPSS. fifth edition SAGE. 8. Howell, D. (2007). Statistical Methods for Psychology. THOMSON WADSWORTH.
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9. Abu-Bader Soleman Xassan (2010). *Advanced & Multivariate Statistical Methods for Social Science Research*. LYCEUM BOOKS.
10. Tarling Roger (2009). *Statistical Modelling for Social Researchers*. ROYTLEDGE.
11. Byrne B. (2010). *Structural Equation Modelling with AMOS*. PSYCHOLOGY PRESS, second edition.
12. Byrne B. (2008). *Structural Equation Modelling with EQS*. ROYTLEDGE.
13. Hair, J.F., Blank, W.C., Babin, B.J., Anderson, R. E. (2010). *Multivariate Data Analysis*. PEARSON.
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15. Hox, J. (2010). *Multilevel Analysis*. ROUTLEGDE.
16. West, S.G., Finch, J.F. & Curran,P.J. (1995). *Structural equation models with nonnormal variables: Problems and remedies*. In R.H. Hoyle (Ed.), *Structural equation modeling: Concepts, issues, and applications* (pp. 56-75). Thousand Oaks, CA: SAGE.
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19. Joreskog,K., Sorbom, D. (1993), 'LISREL 8: Structural Equation Model-ing with the SIMPLIS Command Language', SSI .
20. Jaccard J., Jacoby, J. (2010). *Theory Construction and Model-Building Skills*.
21. Finch, J.F., West, S.G., & MacKinnon, D.P. (1997). *Effects of sample size and nonnormality on the estimation of mediated effects in latent variable models*. STRUCTURAL EQUATION MODELING, 4, 87-107.
22. Fox, J. (1980). *Effect analysis in structural equation models*. SOCIO-LOGICAL METHODS AND RESEARCH 9: 3-28.
23. Everitt, B. (2010). *Multivariable Modelling and Multivariate Analysis for the Behavioral Sciences*. Chapman & Hall/ CRC PRESS.
24. Loehlin, J.C. (2004). *Latent variable models: An introduction to factor, path, and structural analysis*. 4nd edition. Erlbaum.

- Related academic journals:

- *The STATA news*
- *Statistical Science*
- *Journal of educational Statistics*
- *American Statistician*
- *Journal of the American Statistician Association*

Violence and Politics

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	VKPP415	SEMESTER	E
COURSE TITLE	VIOLENCE AND POLITICS		
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	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	OPTIONAL COMPULSORY COURSE		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 																		
<p>Understanding various interpretative approaches for the role of violence in history and politics, delving into issues related with processes of social transformation.</p>																		
<p>General Competences</p> <p><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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<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>
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<p>Production of new research ideas</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>																		

(3) SYLLABUS

The main object of the course is to scrutinize historical forms of violence of the modern era. The central issues are the following: a) the relation of violence to modernity, b) the way violence may determine the form of modern society, c) the relation of violence to modern values. The course employs analysis of classical texts of Hegel, Marx, Weber and Trotsky presenting simultaneously significant historical moments of modernity such as the Reign of Terror during the French Revolution, The Paris Commune of 1871 and the two Russian Revolutions of 1905 and 1917.

Syllabus

1st week: Presentation of the course - Students' briefing with regard to the mode of teaching, the bibliography and their evaluation.

2nd week: The history of the Reign of Terror 1793-1794

3rd week: Hegel's analysis of the Reign of Terror

4th week: Marx's concept of primitive accumulation. Violence in history

5th week: State and public debt in the process of primitive accumulation

6th week: The Paris Commune of 1871 – its history – the issue of legitimation of political power–class and national parameters

7th week: The Russian Revolution of 1905 – its history

8th week: Political forces and the issue of electoral reform during the Russian Revolution of 1905 (following the analysis of Max Weber)

9th week: The issue of agrarian reform during 1905 (following the analysis of Max Weber)

10th week: 1917. From February to the October Revolution – historical milestones

11th week: Political forces – The Bolshevik Party and Lenin's policies

12th week: Stabilizing the first Soviet Government – the issue of Convention, the issue of war, the issue of agrarian reform

13th week: Review of the course

(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>		
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 creativity, etc.</i>	Activity	Semester workload
	Lectures	

<p>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</p>		
	Course total	
<p align="center">STUDENT PERFORMANCE EVALUATION</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 Exams in Greek in the form of a) multiple choice and b) questions demanding short answers</p> <p>The grade of each question is made known to the students at the beginning of the written exam.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>a) David Andress, The Terror. Civil war in the French Revolution, b) GW.F. Hegel, Phenomenology of Spirit, c) Karl Marx, The Capital vol1, d) Max Weber. Economy and Society, Sociology of Power, e) Leon Trotsky, History of the Russian Revolution.</p>

Political Communication

(1) GENERAL

SCHOOL	SOCIAL SCIENCES				
ACADEMIC UNIT	POLITICAL SCIENCE				
LEVEL OF STUDIES	UNDERGRADUATE				
COURSE CODE	ΠΚΕΠ422	SEMESTER			
COURSE TITLE	Political communication	5-8			
INDEPENDENT TEACHING ACTIVITIES			WEEKLY TEACHING HOURS	CREDIT S	
<p><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></p>					
			3	5	
<p><i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i></p>					
COURSE TYPE	Specialised general knowledge				
<p><i>general background, special background, specialised general knowledge, skills development</i></p>					
PREREQUISITE COURSES:					

LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes				
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=405				

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
Consult Appendix A	
<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 	
Upon completion of the course, the students are expected to have understood and critically approach the political communication in contemporary contexts. They will be able to analyze aspects of the political communication using complex conceptual tools and analytical frames, and also to understand the relations of power that connected with the practices of political communication.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> ✓ Search for, analysis and synthesis of data and information, with the use of the necessary technology. ✓ Adapting to new situations. ✓ Decision-making. ✓ Working independently. ✓ Working in an interdisciplinary environment. ✓ Production of new research ideas. 	<ul style="list-style-type: none"> ✓ Respect of difference and multiculturalism. ✓ Criticism and self-criticism. ✓ Production of free, creative and inductive thinking.

(3) SYLLABUS

The course seeks to a literature review of the main theoretical and research fields in political communication. The introduction to the main thematic areas of political communication studies is

based on their history, and the variety that they display in different social, economic, political, and cultural environments. More precisely, the course focuses a) on technical, organizational, financial, and political developments that shape the contemporary and globalized system of mass media, and the new forms of communicative interactions, b) on complex connections that take place between politics and media in a comparative perspective, c) on political and ideological functions of media systems, and their influences on democracy and the contemporary political-partisan competitions, d) on developments that take place on scientific inquiries regarding the study of political communication, and e) on governmental regulations regarding the media environment. The course also focuses on domestic developments regarding the political communication, that is, on trends and changes that characterizes the Greek political communication environment after the collapse of junta regime and the restoration of democracy (1974) till now.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>																							
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																							
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 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>	<table border="1"> <thead> <tr> <th style="background-color: #f2f2f2;"><i>Activity</i></th> <th style="background-color: #f2f2f2;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>100%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td>100%</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	100%																	Course total	100%
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STUDENT PERFORMANCE EVALUATION <i>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>	Written examinations (in Greek language) at the end of the semester. The Erasmus students have two choices: a) to study three sets of three articles, and to produce three (up to 1.500 words each of them) separate review articles, b) to prepare an essay (up to 5.000) words. All the relevant information is contained to the e-learn syllabus.																						

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Basic books:

Jacques Gerstlé, *Η πολιτική επικοινωνία*, Αθήνα 2014, εκδ. ΤΥΠΩΘΗΤΩ – Γ.ΔΑΡΔΑΝΟΣ

Νίκος Δεμερτζής (εισαγωγή-επιμέλεια), *Η πολιτική επικοινωνία στην Ελλάδα*, Αθήνα 2002, εκδ. Παπαζήσης.

- *Related academic journals:*

Ideology and Policy of Social Democracy

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΙΠΣΠ460	SEMESTER	5
COURSE TITLE	Ideology and Policy of Social Democracy		
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	
Credits for the whole course	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Erasmus student can write an essay in English)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
<i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i> 	
The main objective of the seminar is to provide students with fundamental knowledge on social democratic policies and their transformation. Moreover, the aim is to analyze the basic social democratic ideas that are directly related to the existence of a regulatory role of the state and the welfare state and to study the causes of the crisis of social democracy under the pressure of neoliberal ideas and austerity.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Analysis and synthesis of data and information, with the use of the necessary technology	Respect for difference and multiculturalism Criticism and self-criticism

Adapting to new situations Working independently Working in an interdisciplinary environment	Production of free, creative and inductive thinking
--	---

(3) SYLLABUS

Social democracy is a key factor in the transformation of capitalist society in the first half of the 20th century. After World War II, the social democratic parties were the main expressers of Keynesian policies of full-time employment, the expansion of state interventionism and the role of the welfare state, with the ultimate goal of delivering an even greater level of social justice.

In other words, the Keynesianism that social democracy was entrenched in until the 1970s prioritized the fight against unemployment and the assistance of the lower income strata, with a second focus on tackling inflation and fiscal deficits.

Following the oil crises of the 1970s, European social democracy, in parallel with the welfare state, is undergoing a protracted crisis and is gradually transformed in the 1990s under the influence of Third Way ideas. Following the strategic thread of the third way, which was combined with a "modernization" project of adapting to the conditions of globalization, social democracy changed completely its rhetoric and disconnected itself from the struggle for full employment and upgrading the status of the privileged. Since then, the policy of social democracy has turned to a three-dimensional search for solutions in the areas of short-term economic growth, long-term infrastructure policy and investment attraction, in particular in education and research, as well as in the area of fiscal stabilization.

Thematics:

1. From traditional to modern social democracy. Historical and theoretical dimensions
2. Social democracy, capitalism and the welfare state
3. The special case of Greece and PASOK
4. From Social Democracy to Neoliberalism
5. The "new revisionism"
6. The programmatic change. Towards a (neoliberal) new social democracy by the third way? - Country Cases
7. The policies of the new social democracy and the welfare state
8. The Third Way (Great Britain, Germany, Greece, France)
9. Attempting a typology - Forms of social democracy
10. The international economic crisis, the welfare state and social democracy
11. The future of European social democracy and the welfare state. A two way relationship?
12. The economic crisis, the restructuring of democracy and social democracy
13. New Social Democracy and Social Europe

(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>	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 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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	50%	Study and analysis of bibliography	20%	Essay writing	30%	Course total	100%
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Lectures	50%										
Study and analysis of bibliography	20%										
Essay writing	30%										
Course total	100%										
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Evaluation (1) Weekly attendance and participation										

<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>(2) Final Written work (Essay) (3) Final Oral exam</p> <p>Greek is the language of evaluation (Erasmus students are evaluated in English based on their written essay).</p> <p>Evaluation is based on the attendance and participation in the course, on the final oral examination and on the final written essay. The evaluation is summative.</p> <p>The evaluation criteria are given from the first lecture to the students and are accessible via the course syllabus.</p>
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(5) ATTACHED BIBLIOGRAPHY

- Baldwin, P. (1990), *The Politics of Social Solidarity: Class Bases in the European Welfare State, 1875-1975*, New York: Cambridge University Press.
- Barry, B. (2005), *Why Social Justice Matters*, Cambridge, UK; Malden, MA: Polity.
- Bernstein, E. (1993), *The preconditions of socialism*, Cambridge; New York: Cambridge University Press.
- Castles, F. G. (1995), 'Welfare state development in Southern Europe', *West European Politics*, 18:2, 291-313.
- Sassoon, D. (1996), *One hundred years of socialism: The west European left in the twentieth century*, London; New York: I. B. Tauris Publishers.

Economic Growth and Democracy

(1) GENERAL INFORMATION

SCHOOL	School of Social Sciences		
DEPARTMENT	Department Of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΟΑΔΠ461	STUDIES SEMESTER	5 th
COURSE TITLE	Economic Development and Democracy		
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	
Lectures (L)	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE general background, special background, specialised general knowledge, skills development	General Background		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATION:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		

COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/index.php?categoryid=96
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(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 																	
<p>The main purpose of the course is to provide a theoretical and methodological analysis of the relationship between democracy and economic development and prosperity. After a brief overview of the historical course of the formation of modern republic, the course will focus on examining the factors that facilitate or impede it, and more specifically on contemporary aspects of the relationship of economic development and democracy. The main purpose of the lectures is to provide students with the cognitive and methodological prerequisites to approach the issue of "democratic deficit" in the age of globalization.</p>																	
<p>General Competences</p> <p><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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others</i></td> </tr> </table>		<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>
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(3) COURSE DESCRIPTION

<p>The relationship between Economy and Democracy is a debate that is at the beginning of the social science tradition. This problematic came up during the golden age of the 1950s and 1960s in the view that "The more prosperous a country is, the greater the chance of maintaining democracy there." The view taken by Lipset from the writers of the Federalist Papers and Tocqueville.</p> <p>Today in a now globalized economy, while it seems we can speak with confidence about the "triumph" of the Democracy we cannot claim the same for maintaining the view as expressed by Lipset of the positive correlation between socio-economic modernization and democratization.</p> <p>This is because in the context of "globalization", while the volume of the world market for capital and goods is increasing, technologies and technological networking around the world, huge wealth accumulation, processes coupled with a lack of control over capital movements and unprecedented deregulation. At the same time, more and more countries are experiencing worsening social inequalities.</p> <p>So what's going on? What are the economic conditions of modern democracy today? How can we reflect on the relationship between economic growth and democracy under the new conditions of the integration of the world economy?</p>

These are the key questions that will be discussed in the course. After examining briefly the historical course of the formation of modern democracy, the course will focus on examining the visions of the factors that facilitate or hinder it, and more specifically on contemporary aspects of the relationship of economic development and democracy.

Week 1: Introductory concepts

Week 2: The English Revolution, Barrington Moore

Week 3: The American Civil War, Barrington Moore

Week 4: The Republic in America, Tocqueville –Federalist papers

Week 5: Democracy in Weber, Marx

Week 6: Democracy as a Method, J.A. Schumpeter

Week 7: The Great Transformation, K. Polany

Week 8: Preconditions for Democracy

Week 9: Political man, S.M. Lipset

Week 10: Transitions from authoritarian state to democracy, S. Huntington

Week 11: Providence State

Week 12: Democracy and the Market, Adam Przeworski

Week 13 Post-Democracy, Colin Crouch

(4) TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD <i>Face-to-face, distance learning, etc..</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Using ICT in teaching. Support the learning process through the electronic platform e-class, Use of ICT in communication with students	
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><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></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>	Activity	Semester workload
	Lectures	60%
	Study and literature analysis	10%
	Essay	30%
	Course Total	100%
	Total (25 hours of work load per credit unit)	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <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>Language of evaluation: Greek</p> <p>Final examinations: 50%</p> <p>Essay/report: 30%</p> <p>Public Presentation: 20%</p>	

(5) ATTACHED BIBLIOGRAPHY

- Schermerhorn, J.R 2009, Management, 10th Edition, Wiley.

- Griffin, R 2010, Management, 10th edition, South Western.
- Daft, R 2009, Management, 9th edition, South Western. Andrew J. DuBrin, 2008, Essentials of Management, published by South-Western College Pub
- Harold Koontz, Heinz Wehrich, 2006, Essential of Management (Fifth edition), McGraw-Hill International Editions, Management Series.
- Michael Armstrong, 2003, A handbook of management techniques, 3rd edition, Kogan page LTD.

Public Policies in Education & Training

(1) GENERAL

SCHOOL	FACULTY OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES		
COURSE CODE	ΔΕΚΠ402	SEMESTER	5-8
COURSE TITLE	Public Policies in Education & Training		
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised course		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i>	
<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>Upon completion of the course, the students are expected to have understood the basic concepts and characteristics of education and training policies and the theoretical and methodological starting points of their analysis.</p> <p>It is also expected to be able:</p> <ul style="list-style-type: none"> - to relate them organically to the political phenomenon in general and to other public policies, - to come into contact with major reforming actions both in Europe (but also outside of Europe) 	

<p>and in Greece and to develop the capacity for critical reform reconstruction,</p> <ul style="list-style-type: none"> - to develop the capacity to analyse and interpret the social, economic and political context of the policies and reforms under consideration, as well as the relationship between their formation and their implementation, - to acquire knowledge of the new methodological tools related to their development and be able to analyse and critically process them. 	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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(3) SYLLABUS

Educational policy is the scientific subject-research field of analysis of public education and training policies, and the systematic exploration of the conditions for establishing their relationship with the complex of other public policies (with emphasis on macroeconomic policy, social policy and active employment policies). The above-mentioned public policies are examined at international, supranational, national and regional levels. One of the most appropriate typology of educational policies is that which focuses overall on the relationship between the State-Society-Politics-Education (see Zampeta 1995:27-103 and Papadakis 2016: 289-292).

When we approach education issues, we must not overlook the fact that the managing of the index of values fluctuation undertakes the realisation of the relationship between intellectuality and materiality. Although education, learning and knowledge are undoubtedly privileges of intellectuality, at the same time inevitably they constitute the conditions of materiality, giving, in any way, content to progress. At least so we have learned to believe, even if we have been wondering for decades how the knowledge, identifying element of the Enlightenment, has prevented the construction of the Holisms and the merciless persecution of the Others (of any others). The invocation of progress in terms of discontinuity in reforms, particularly those concerning education, is almost a substantial condition of the ritual of the reform itself (see Kazamias 1996 and Popkewitz 1991). And this very invocation not infrequently expands into "useful" truth regimes (in terms of Micheal Foucault). In any case, this does not allow us to miss a starting question when we

are trying to analyse the specific public policy, and much less when we attempt to analyse the policy in education and training and their relation to employment. *What is the ritual that permits progress and what are the terms of its navigation between intellectuality and materiality?*

The subject of the course is: the basic components, aspects and manifestations of the education and training policies, as well as the conditions for their inclusion in the public policy complex. The course is structured in 3 axes:

I. Theory and method in the analysis of public education and training policies

Preliminary conceptual declarations and theoretical starting points. Baseline historical and social "topography" of educational policy (state and domains of sovereignty, education as a condition of state formation, industrial revolution and the emergence of the modern education system, education and training in post-industrial societies, fluctuation of the index of values and the origin meanings of their relationship with education and training etc.). The functional grid of education and training (Lenhart's constructivist approach based on Parsons). The correlation between the examined public policies and the public policy complex in general (with emphasis on macro-economic policies, active employment policies and social policy, taking into account, inter alia, the analyses of Gravari, Cort, Pepin, Murphy, Ball and Walkenhorst). Economic rationality and social rationality, and fields of intervention of the educational policy. Applied political theory and educational policy. Typology of education and training policies based on the role of the State in their formulation and implementation (centralised, corporatist and pluralist model). The basic approaches regarding the relationship between state, society-economy and education and training policies (liberal, Marxist and neo-Marxist approaches, welfare state approaches, pluralistic approaches). New institutionalism and analysis of education and training policies (e.g. the exploitation of the "distributive coalition" - according to Olson - in the analysis of higher education policy). Foucault's political sociology and analysis of educational policy (with emphasis on the post-communist approaches of Ball and Popkewitz). Criteria and fields of analysis of education and training policies (content, context, authors, recipients and results of two classes). "Habitus" (according to Bourdieu), conditions for the constitution of discrimination and of classification and selection actions, charismatic ideology, cultural osmosis, social capital and reproduction of socio-educational inequalities. Rawls' Second theory of justice and the compensatory approach (political connotations such as in "Equity & Efficiency" or in the recent "Reflection Paper" of the European Commission). Educational reform (discourse and ideological background, the ritual of educational reform according to Popkewitz, interest politics, state expediency and educational reforms, the importance of impact assessment in reforming). Cultural diversity and education and training policies.

II. Education and training policies in the EU and internationally

The transformations in the political economy of international relations, the internationalisation of state and economy (globalisation) and their impact on the paradigm shift regarding the EU Education and Training Strategy (from 1992 onwards). The "willing surrender" (according to Held & McGrew) and the transformative role of training, given its relationship to active employment policies. Technocracy and policy in education and training (based on the Majone and Radaelli approach). A brief overview of the European Strategy for Education and Training (and its relationship with employment) in the last 3 decades, namely from the Maastricht Treaty until the ongoing EU2020 (political priorities, key ingredients, benchmarks and policy tools of both the "Education & Training 2010" Work Programme of the Lisbon Strategy and the ET2020 of the EU2020 agenda). National cases of large-scale educational reforms, good practices, convergences and divergences, comparative presentation of the state of affairs at the Member states level. Education and training policies outside the EU (with an emphasis on the countries of the European Neighbourhood - ETF partner countries). The role of OECD and other international organisations in the formulation of educational policy (from the linear development of human resources in the 70s to the current fundamental succession of measurable human capital and economic growth through the new model of human resource development). The economic crisis and the transformations in education and training policies internationally.

III. The Greek case

Major reform episodes in the 20th and 21st centuries. The key contemporary challenges (e.g. upper secondary education, vocational education and training, lifelong learning, non-formal and informal learning outputs certification, National Qualifications Framework, etc.). Reforms in higher education and university policy.

(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 in communicating with the 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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td><i>Lectures</i></td> <td style="text-align: center;">40%</td> </tr> <tr> <td><i>Study & analysis of bibliography</i></td> <td style="text-align: center;">20%</td> </tr> <tr> <td><i>Interactive teaching (mainly in the framework of lectures by guest speakers)</i></td> <td style="text-align: center;">20%</td> </tr> <tr> <td><i>Essay writing</i></td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	<i>Lectures</i>	40%	<i>Study & analysis of bibliography</i>	20%	<i>Interactive teaching (mainly in the framework of lectures by guest speakers)</i>	20%	<i>Essay writing</i>	20%	Course total	100%
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<i>Essay writing</i>	20%												
Course total	100%												
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>	<ul style="list-style-type: none"> ✓ Written Exams (allowing the students to choose between the topics) at the end of the semester ✓ Assignment on one of the thematic subjects (optional). Students who choose to undertake an assignment have to review critically a scientific text related to the course subject and to present their work within the framework of the course. 												

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- ✓ Gouvias D. & Therianos, K. (2014). *Educational Policy*. Athens: Gutenberg
- ✓ Papadakis, N. (2016). *The irrevocable fate (?)*. *European Policy on Education and Training, Social Inclusion and Employment*. Athens: I. Sideris
- ✓ Stamelos, G. (2009). *Educational Policy*. Athens: Dionikos.

- Related academic journals:

Political System

(1) GENERAL

SCHOOL		FACULTY OF SOCIAL SCIENCES			
ACADEMIC UNIT		DEPARTMENT OF POLITICAL SCIENCE			
LEVEL OF STUDIES					
COURSE CODE	ΠΣΥΠ 448	SEMESTER	6 th		
COURSE TITLE	POLITICAL SYSTEM				
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>		3	WEEKLY TEACHING HOURS	5	CREDITS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>					
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		GENERAL BACKGROUND			
PREREQUISITE COURSES:					
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		INSTRUCTION: GREEK EXAMINATIONS: GREEK AND ENGLISH			
IS THE COURSE OFFERED TO ERASMUS STUDENTS		YES			
COURSE WEBSITE (URL)					

(2) LEARNING OUTCOMES

Learning outcomes	
<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"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
	<p><i>The course focuses on the theoretical elaboration of basic concepts of political science, such as parliamentary system, political parties, state of emergency. Furthermore, it examines the functioning of political institutions at critical junctures in modern European history.</i></p> <p><i>This methodological approach leads to a comprehensive study of the historical evolution of political systems, not only in conditions of normalcy, whereby law delimits the State authority, but also in exceptional circumstances, when the intensification of economic, social and political competition can lead to a dismantling of the institutional framework or even deviation from legality.</i></p>
General Competences	
<p><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></p>	
<p>Working in an interdisciplinary environment Production of new research ideas Production of free, creative and inductive thinking</p>	

(3) SYLLABUS

A key feature of the course is its interdisciplinary character, as the aim of understanding both the institutional context and the actual way political systems operate, requires their study in the light of three disciplines: political science, history and constitutional law.

The course diagram is divided into four sections. The first concerns the historical origins and evolution of parliamentarianism, party politics and electoral systems, as they gradually developed in Europe and Greece. At the heart of the second section is the study of the political and institutional crisis during the tumultuous period of the Interwar period, at which time democracies collapsed in one European country after another, either by force or lawfully. The third section examines the institutional framework of the modern Greek political system, and it also emphasizes the novel features of its functioning, as they emerged after the fragmentation

of the political scene at the time of the recent economic crisis. The last section aims to highlight international concerns about the future of political systems in both institutional and political accounts. In the first, a progressive deterioration of the constitutional legal framework in many European countries is observed while in the second, the dynamics of far-right ideologies pose a direct threat to modern democracies.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>																							
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																							
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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">48</td> </tr> <tr> <td>OR</td> <td></td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">84</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">84</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	36	Study and analysis of bibliography	48	OR		Essay writing	84											Course total	84
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Lectures	36																						
Study and analysis of bibliography	48																						
OR																							
Essay writing	84																						
Course total	84																						
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>	<p>Language of evaluation: Greek and English</p> <p>Methods of evaluation: Short answer questions (Greek) Written work: (English)</p>																						

(5) ATTACHED BIBLIOGRAPHY

Βλαχόπουλος Σπύρος (επιμ.), *Θεμελιώδη δικαιώματα (Fundamental rights)*, Νομική Βιβλιοθήκη, Αθήνα 2017

Βούλγαρης Γιάννης – Νικολακόπουλος Ηλίας (επιμ.), 2012: Διπλός εκλογικός σεισμός (*Double electoral earthquake*), Θεμέλιο, Αθήνα 2014

Καμτσιδου Ιφιγένεια, Το κοινοβουλευτικό σύστημα. Δημοκρατική αρχή και κυβερνητική ευθύνη (*The parliamentary system. Principle of democracy and responsibility of government*), Σαββάλας, Αθήνα 2011

Κράουτς Κόλιν (Colin Crouch), Μεταδημοκρατία (*Postdemocracy*), Μετάφραση: Αλέξανδρος Κιουπκιολής, Εκκρεμές, Αθήνα 2006

Sartori Giovanni, Parties and party systems. A framework for analysis, European Consortium for Political Research Press, Colchester 2005

Schmitt Carl, Πολιτική Θεολογία. Τέσσερα κεφάλαια γύρω από τη διδασκαλία περί κυριαρχίας (*Political theology. Four chapters on the concept of sovereignty*), Μετάφραση: Παναγιώτης Κονδύλης, Λεβιάθαν, Αθήνα 1994

Corporate Social Responsibility and Sustainable Development

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EΚΒΠ-480	SEMESTER	6
COURSE TITLE	Corporate Social Responsibility and Sustainable Development		
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1202		

(2) LEARNING OUTCOMES

Learning outcomes
<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. Consult Appendix A</i>
<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

After the successful completion of the course, the students will be able to:	
<ol style="list-style-type: none"> 1. Understand the theoretical background for corporate social responsibility and its relation with sustainable development. 2. Examine different approaches to corporate social responsibility and how they can be implemented to create and guide a responsible, ethical and sustainable organization. 3. Measure and communicate corporate social responsibility. 	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
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

(3) SYLLABUS

<u>Part I CSR thought</u> 1: Our changing world and the evolution of CSR 2: From CSR pyramids to shared value: CSR models and frameworks 3: Internal and external stakeholders <u>Part II CSR approaches and implementation</u> 4: Business ethics: Ethical decisions in contemporary business 5: Environmental sustainability: The role of business in sustainable development 6: Responsible leadership: inspiring corporate social responsibility 7: Involving stakeholders in CSR <u>Part III CSR measurement and communication</u> 8: CSR impact: creating, measuring and communicating the impact 9: Benchmarking CSR: frameworks, standards, certifications and indices 10: CSR reporting 11: CSR and marketing: three frontiers 12: The way forward: making the shift

(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, laboratory education, 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 creativity, etc.</i>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and Seminars</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">25%</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures and Seminars	50%	Study and analysis of bibliography	25%
<i>Activity</i>	<i>Semester workload</i>						
Lectures and Seminars	50%						
Study and analysis of bibliography	25%						

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	Essay writing	25%
	Course total	100%
<p align="center">STUDENT PERFORMANCE EVALUATION</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>Attendance to the lectures is not mandatory.</p> <p>The final grade will depend on the quality of one assignment (40%) and the active participation during the lecture discussions (60%).</p>		

(5) ATTACHED BIBLIOGRAPHY

Haski-Leventhal, D. (2018). Strategic Corporate Social Responsibility - Tools and Theories for Responsible Management. Sage Publishing.

Theories of power in Modernity

(1) GENERAL

SCHOOL	Social Sciences				
ACADEMIC UNIT	Department of Political Science				
LEVEL OF STUDIES	Undergraduate				
COURSE CODE	ΘΕΚΠ439	SEMESTER		Easter Semester (5+)	
COURSE TITLE	Theories of Power in Modernity				
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	3	CREDITS 5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background				
PREREQUISITE COURSES:	none				
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes				

(2) EARNING OUTCOMES

Learning outcomes	
Students are expected to be able to discriminate among basic theoretical schools in the	

examination of relations of power and domination that characterized modernity. They are also able to comprehend and synthesize diverse and complex literature on major socio-political phenomena.

(3) SYLLABUS

The course examines the trajectory of alienation and domination from Plato to the Frankfurt School. It comprises, very generally, the following thematic areas:

1. The degeneration of the Polis in Plato and J-J Rousseau.
2. Alienation in industrial society: K. Marx and G. Lukács (alienated labour, commodity fetishism)
3. The critique of Enlightenment in M. Horkheimer, Th. Adorno and Herbert Marcuse.
4. Habermas' critique to the materialist theory of power.

The critique that Rousseau launches against the denaturalizing effects of civilization and the subsequent regression to brutality, takes the form of a critique of alienated labour (in Marx) and a critique of an all-encompassing process of reification in Lukács.

For most of the Frankfurt School theorists, alienation is inseparable from those aspects of social life (in politics and law, in culture, as well as in the economy and the sciences) that entail clear, yet indirect relations of domination and power.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power-point presentations	
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 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	
	Preparation for lectures and final exams	
	Exams	
	Course total	
STUDENT PERFORMANCE EVALUATION	Participation in class, preparatory reading for each lecture, exams.	

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:
 Πλάτων, Πολιτεία (Plato, The Republic) (Πόλις 2002).
 Rousseau, J-J [1762]: Το Κοινωνικό Συμβόλαιο (The Social Contract), (Πόλις, 2004).
 Lukács, G. [1923]: Η Πραγμοποίηση και η Συνείδηση του Προλεταριάτου (Reification and the consciousness of the proletariat), (Εκκρεμές, 2006).

Horkheimer, M. [1935-1936]: «Γενικό Μέρος» στο Horkheimer, M., Fromm, E., Marcuse, H., *Αυθεντία και Οικογένεια (Studies on Authority)*, (Νήσος, 1995).
 Adorno Th., Horkheimer, M., *Η Διαλεκτική του Διαφωτισμού (The Dialectic of Enlightenment)* (Νήσος, 1996).
 Jay, Martin, *Η Διαλεκτική Φαντασία (The Dialectical Imagination)* (Αλεξάνδρεια, 2009).
 Habermas, J., *Ο Φιλοσοφικός Λόγος της Νεωτερικότητας (The Philosophical Discourse of Modernity)* (Αλεξάνδρεια, 1993).

Strategic Management

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EΚΒΠ-480	SEMESTER	6
COURSE TITLE	Corporate Social Responsibility and Sustainable Development		
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1202		

(2) LEARNING OUTCOMES

Learning outcomes	
<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. Consult Appendix A</i>	
<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 	
After the successful completion of the course, the students will be able to:	
<ol style="list-style-type: none"> 4. Understand the analytical tools related to business strategies issues. 5. Examine a set of concepts, methods and tools beginning for the formulation of strategy, its execution and evaluation. 	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i>

Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Production of free, creative and inductive thinking Others...
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

(3) SYLLABUS

<p>The external environment of an organization</p> <p>The internal environment of an organization</p> <p>The functions of the management of an organization</p> <p>Decision making in an organization</p> <p>Planning in an organization</p> <p>The structure of an organization</p> <p>Managing human resources in an organization</p> <p>Providing incentives to increase performance</p> <p>Leadership in an organization</p> <p>Administrative control in an organization</p> <p>Managing change in an organization</p> <p>Sustainable growth and social responsibility of an organization</p>
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(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, laboratory education, 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 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>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures and Seminars</td> <td>50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>25%</td> </tr> <tr> <td>Essay writing</td> <td>25%</td> </tr> <tr> <td>Course total</td> <td>100%</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures and Seminars	50%	Study and analysis of bibliography	25%	Essay writing	25%	Course total	100%
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(5) ATTACHED BIBLIOGRAPHY

Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regner, P. (2014). Exploring Strategy: Text and Cases (11th Edition). New York: Pearson.

Class structure in Greek Society

(1) GENERAL INFORMATION

SCHOOL	School of Social Sciences		
DEPARTMENT	Department Of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΤΣΚΠ481	STUDIES SEMESTER	6 th
COURSE TITLE	Classes and strata of Greek society		
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	
Lectures (L)	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE general background, special background, specialised general knowledge, skills development	General Background		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATION:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/index.php?categoryid=96		

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 																
<p>The course is aimed at familiarizing students with the issue of studying social classes and the social stratification of Greek social formation in the postwar period.</p> <p>This is an area that needs special attention, especially in the context of today's situation where social and political forces appear to be rearranging. The precondition for the above is knowledge of the theoretical discussion.</p>																
<p>General Competences</p> <p><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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<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>Production of new research ideas</i>	
<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>Production of new research ideas</i>																

<i>Others</i>	
Search for, analysis and synthesis of data and information with the use of the necessary technology Adapting to new situations Decision-making Working in an international environment Teamwork Working in an interdisciplinary environment Production of new research ideas	Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking

(3) COURSE DESCRIPTION

<p>The social class is one of the most basic analytical concepts in sociology, in forming the social world in a fundamental way. However, the degree to which people are concerned and the specific content of class identities varies widely. The course will explore the particular outlines of class identity and the class culture in Greece.</p> <p>The first part of the course focuses on theoretical discussion and classical approaches to issues of social class formation.</p> <p>By reviewing a variety of empirical and theoretical perspectives, the following questions are attempted:</p> <ul style="list-style-type: none"> • How can we better understand class identity? • How does the class intersect with other aspects of culture? • Are the identities of the working class or the elite in conflict? • What are the boundaries between classes and people of the same social class? <p>The second and most important part of the course focuses on the corresponding discussion on the Greek social and economic formation. More specifically, the constitution of the bourgeoisie, the multi-dimensional and complex composition of the middle classes and the petty bourgeoisie, and of course the workers and the working class, are explored. What can undermine or enhance class consciousness in this context in Greece? And finally how is the social class reproduced?</p>

(4) TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD <i>Face-to-face, distance learning, etc..</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using ICT in teaching. Support the learning process through the electronic platform e-class, Use of ICT in communication with students	
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	90%
	Study and analysis of bibliography	10%
	Course Total	100%
	Total (25 hours of work load per credit unit)	
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek	

<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>Final examinations: 80%</p> <p>Essay/report: 20%</p>
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(5) ATTACHED BIBLIOGRAPHY

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- Στασινοπούλου, Ό., Ζητήματα σύγχρονης κοινωνικής πολιτικής. Από το κράτος πρόνοιας στο «νέο» προνοιακό πλουραλισμό. Φροντίδα και γήρανση – Η σύγχρονη πλουραλιστική πρόκληση, Αθήνα, Gutenberg, 1996.
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Propaganda

(1) GENERAL

SCHOOL	SOCIAL SCIENCES				
ACADEMIC UNIT	POLITICAL SCIENCE				
LEVEL OF STUDIES	UNDERGRADUATE				
COURSE CODE	ΠΡΟΠ468	SEMESTER			
COURSE TITLE	PROPAGANDA	5-8			
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	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>					
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background				
PREREQUISITE COURSES:					
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes				
COURSE WEBSITE (URL)	https://elearn.uoc.gr/mod/page/view.php?id=30643				

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> 	

<ul style="list-style-type: none"> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>Upon completion of the course, the students are expected a) to be familiar with the main theories and approaches of the concept and of practice of propaganda in its historical evolution, b) to understand the basic morphological characteristics of the discourse of propaganda, and c) to have the capacity to analyze the cultural, cognitive, communicative, and symbolic resources that used in propaganda.</p>	
<p>General Competences</p>	
<p><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></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<ul style="list-style-type: none"> ✓ Search for, analysis and synthesis of data and information, with the use of the necessary technology. ✓ Adapting to new situations. ✓ Decision-making. ✓ Working independently. ✓ Working in an interdisciplinary environment. ✓ Production of new research ideas. 	<ul style="list-style-type: none"> ✓ Showing social, professional and ethical responsibility and sensitivity to gender issues. ✓ Criticism and self-criticism. ✓ Production of free, creative and inductive thinking.

(3) SYLLABUS

The course aims to analyze the concept and the practice of propaganda in historical, comparative, and interdisciplinary perspective. It seeks to critically analyzing the various theories and approaches of propaganda, in the discipline domains like those of sociology, of political science, of social psychology, of political economy, and the mass media studies. It seeks further to mapping the crucial ideological, political, social, communicative, and financial effects of propaganda, and also to investigate the relations of power that results from a success labeling of a discourse or of a practice as a propagandistic one. More precisely, it examines a) the morphological and structural characteristics of the discourse of propaganda, b) the social and political identities that build on the discourse of propaganda, c) the specific discourse of propaganda in the field of international relations, and of the nationalistic rhetoric, and d) the complex communicative, symbolic, emotional, and cognitive resources that utilized in the discourse of propaganda.

Indicative thematic fields:

1. The study of propaganda and its history. Continuities, discontinuities, and epistemological issues.
2. Propaganda, ideology, influence, misinformation, and manipulation. Relations, clarifications, and connections.
3. The definition of propaganda: criteria, foundations, and argumentations.
4. The propaganda as a special object of scientific inquire: Methods, theories, and approaches.
5. Myth, propaganda, narration, and emotional mobilization: discursive and rhetorical aspects of propaganda.
6. The Press, the cinema, and the posters as tools of propaganda: Case study I.
7. Internet technologies and television as tools of propaganda: Case study II.

8. The effects of propaganda: Actual, potential, short term, and long term.
9. Propaganda, social and political groups, and ideological representations.
10. Politics, communication, propaganda, and democracy.
11. Irony, satire, politics, and propaganda.
12. Propaganda, consumerism, social diversity, and lifestyle: cultural and financial dimensions.
13. Propaganda, international relations, and conflicts: From the war of words in the real wars.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>																							
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																							
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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">100%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	100%																	Course total	100%
Activity	Semester workload																						
Lectures	100%																						
Course total	100%																						
STUDENT PERFORMANCE EVALUATION <i>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>	Written examinations at the end of the semester. The Erasmus students have the ability to working on an essay in a subject of their own choosing (up to 5.000 words). The evaluation procedure is analytically described at the syllabus of the course in the e-learn platform.																						

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Basic books:

Μπερνέζ Έντουραντ, *Προπαγάνδα*, Αθήνα 2015, Νεφέλη.

Additional indicative bibliography:

In Greek language:

Γιαννοπούλου Δανάη, *Η μάχη της προπαγάνδας*, Αθήνα 2014, Ασίνη.

Δοξιάδης Κύρκος, *Προπαγάνδα*, Αθήνα 2016, Νήσος.

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Πετράκη Μαρίνα, *Ο μύθος του Μεταξά. Δικτατορία και προπαγάνδα στην Ελλάδα*, Αθήνα 206, Κυκεών.

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Auerbach Jonathan & Castronovo Russ (eds.), *The Oxford Handbook of Propaganda Studies*, 2013, Oxford University Press.

Carruthers Susan L., *The Media at War*, 2011, Palgrave.

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Rutherford Paul, *Endless Propaganda: The Advertising of Public Goods*, 2000, University of Toronto Press.

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Steuter Erin & Wills Deborah, *At War with Metaphor. Media, Propaganda, and Racism in the War on Terror*, 2008, Lexington books.

Welch David & Fox Jo (eds), *Justifying war. Propaganda, Politics and the Modern Age*, 2012, Palgrave Macmillan.

Political Economy and theory of politics

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	POLP273	SEMESTER	E
COURSE TITLE	POLITICAL ECONOMY AND THEORY OF POLITICS		
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	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	OPTIONAL COMPULSORY COURSE		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																		
<p>Understanding the economic element and the limits it sets to practical politics, knowledge of economic theories of early modernity</p>																		
<p>General Competences</p> <p><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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<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>
<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>																	
<p>Production of new research ideas Criticism and self-criticism Production of free, creative and inductive thinking</p>																		

(3) SYLLABUS

This course examines certain aspects of the object of political economy in order to enquire the relation between economics and politics in modern society. In view of the above, lectures take place in two parts: on the one hand, we present aspects of this relation as they appear in classical texts of the political theory of Hobbes, Locke and Rousseau in order both to trace some essential moments of the historical progress of the object of political economy and its relation to the concept of sovereignty. In the second part we proceed to analyze various central themes from Smith's major work *The Wealth of Nations*, in order to be able to follow the changes in the concept of sovereignty.

Syllabus

1st week: Introduction to the course – aims– briefing on evaluation and requirements.

2nd week: Sovereignty and mercantilism in Hobbes (main text: Leviathan)

3rd week: Property and political form in Locke (main text: Second Treatise on Government)

4th week: Sovereignty and Public Economy in Rousseau (main text: Discourse on political economy)

5th week: Justice and ideology in A.Smith's moral theory (main text: The theory of moral sentiments)

6th week: Division of labor and natural price in the Wealth of nations (main text: The wealth of nations)

7th week: free competition and social classes in The wealth of nations (main text: The wealth of nations)

8th week: Natural system and Smith's critique of mercantilism (main text: The wealth of nations)

9th week: State functions in A.Smith – defence and public works (main text: The wealth of nations)

10th week: Education and policy (main text: The wealth of nations)

11th week: taxation and public debt (main text: The wealth of nations)

12th week: The form of sovereignty in Adam Smith (main text: The wealth of nations)

13th week: review of the course

(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>		
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 creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-</i>	Activity	Semester workload
	Lectures	

<i>directed study according to the principles of the ECTS</i>	Course total	
<p align="center">STUDENT PERFORMANCE EVALUATION</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 exams.</p> <p>The grade of each question is made known to the students at the beginning of the examination</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i> Apart from the main texts, relevant papers and books mainly in Greek</p> <p>- <i>Related academic journals:</i></p>

Theories of Democracy

(1) GENERAL

SCHOOL	SOCIAL SCIENCES			
ACADEMIC UNIT	POLITICAL SCIENCE			
LEVEL OF STUDIES	UNDERGRADUATE			
COURSE CODE	ΔΗΜΠ285	SEMESTER		
COURSE TITLE	THEORIES OF DEMOCRACY	3		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS	
<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>				
		3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>				
COURSE TYPE	SPECIAL BACKGROUND			
<i>general background, special background, specialised general knowledge, skills development</i>				
PREREQUISITE COURSES:	POLITICAL THEORY II, III – POLITICAL SCIENCE I, II			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK			

IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES			
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=97			

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
Consult Appendix A	
<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 	
The course focuses on the systematic examination of contemporary theories of democracy both in their normative and practical-historical dimensions. Conclusions of theoretical analyses are checked in contradistinction with real political processes.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</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 Production of new research ideas	Criticism and self-criticism Production of free, creative and inductive thinking

(3) SYLLABUS

<p>The course examines the theoretical foundations of developed political systems of modernity under the perspective of democracy. After a brief review of the historical-theoretical dimensions of the modern representative system and the revolutionary constitution of bourgeois society as the foundation of modern parliamentary democracy, the analysis focuses at Knut Wicksell and the 'fiscal' foundations of the bourgeois parliament. (On a New Principle of Fair Taxation, 1896). Next we examine Max Weber's multilevel analytical argument regarding the limits of bourgeois liberalism during imperialism. The analysis of contemporary democracy by Joseph Alois Schumpeter is examined both from the point of view of the historical limits of 'classical' theory and from the prospect of the development of capitalism. Emphasis is placed on the political system, the parties and the reproduction of society in a socialist perspective. For the post-war period, the argument of the so-called 'transformation' of democracy is taken into account, with a basic reference to Johannes Agnoli. The same logic</p>

of analysis is also followed in the studies of the impact of so-called neoliberalism on the democratic elements of modern societies: the liberalization and devaluation of financial flows at the international level in the last quarter of the twentieth century. Public debt and democracy. Capital accumulation and political representation (with particular reference to David Harvey's work). The last two meetings deal with the issue of democracy in post-war Greece. The constitution of the basic framework of the governing bodies (crown, army, government), the formation and dynamics of the parties, the political content of economic policy (Key references to K. Varvaressos and J. Meynaud).

(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>		
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 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	70%
	LECTURE REPORT	30%
	Course total	100%
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>	PARTICIPATION IN CLASS DURING THE LECTURE. LECTURE REPORT WRITTEN EXAMINATION AT THE END OF THE SEMESTER	

(5) ATTACHED BIBLIOGRAPHY

Knut Wicksell, Über ein neues Prinzip der gerechten Besteuerung.
Max Weber, Parlament und Regierung im neugeordneten Deutschland (1918)
J. A. Schumpeter, Capitalism, socialism and democracy.
Johannes Agnoli Die Transformation der Demokratie.
J. Meynaud, Οι πολιτικές δυνάμεις στην Ελλάδα. 1946-1965. Σαββάλας, 2002.
Κ.Βαρβαρέσος, Έκθεσις επί του οικονομικού προβλήματος της Ελλάδος. Σαββάλας, 2002.

English Literature and Politics

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΑΓΠ437	SEMESTER	SIXTH

COURSE TITLE	ENGLISH LITERATURE AND POLITICS		
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	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background.		
PREREQUISITE COURSES:	English for Political Scientists.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el/module/247/aggliki-logotexnia-kai-politiki		

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																		
<p>Students possess verified mastery and understanding of issues in their field.</p> <p>They are also able to collect and interpret relevant data within their field in order to formulate judgements involving deliberation on relevant social or scientific issues.</p>																		
<p>General Competences</p> <p><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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	<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>Production of new research ideas</i>	<i>Others...</i>	
<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>Production of new research ideas</i>	<i>Others...</i>																	
																	
<p>Promotion of free, creative and inductive thinking.</p>																		

(3) SYLLABUS

<p>The purpose of this seminar is to study works of English Literature with reference to their political content. Students have the opportunity to delve into issues of political philosophy they have studied</p>
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as part of other courses but also to investigate the political beliefs of the authors. Emphasis is placed on works representing alternative societies, either utopian or dystopian.

Texts:

- Sir Thomas More (1516), *Utopia*
- Francis Bacon (1627), *New Atlantis*
- Aldous Huxley (1932), *Brave New World*
- George Orwell (1945), *Animal Farm*
- George Orwell (1949), *Nineteen Eighty-Four*
- Ray Bradbury (1953), *Fahrenheit 451*
- Ayn Rand (1957) *Atlas Shrugged*

(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>		
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	
	Course total	
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>	<p>Written examinations where students are required to set literary works in their historical context, associating historic events with specific allusions, and formulating an argument about the author's attitude to said events.</p> <p>There are assigned times for students who would like feedback on how to improve learning outcomes.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Sir Thomas More (1516), *Utopia*
- Francis Bacon (1627), *New Atlantis*
- Aldous Huxley (1932), *Brave New World*
- George Orwell (1945), *Animal Farm*
- George Orwell (1949), *Nineteen Eighty-Four*
- Ray Bradbury (1953), *Fahrenheit 451*
- Ayn Rand (1957) *Atlas Shrugged*

Modern Greek History

(1) GENERAL

SCHOOL	SOCIAL SCIENCES				
ACADEMIC UNIT	POLITICAL SCIENCE				
LEVEL OF STUDIES	UNDERGRADUATE				
COURSE CODE	EINP238	SEMESTER	Spring		
COURSE TITLE	Modern Greek History				
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
	Lectures		3		6.00
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>					
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background				
PREREQUISITE COURSES:	0				
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES				
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1152				

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> 	
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<ul style="list-style-type: none"> • <i>Guidelines for writing Learning Outcomes</i> 	
<p>After the completion of the course, the students are expected to be able to:</p> <ul style="list-style-type: none"> - Describe the most important social and political events and their evolution Know the historical shifts and tendencies of modern Greek history and their genealogy To distinguish the different aspects of Greek history (internal and social policy, foreign affairs, system of government) 	
<p>General Competences</p> <p><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></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<p>After the completion of the course, the students are expected to be able to:</p> <ul style="list-style-type: none"> analyse current political trends by correlating them with the historical construction of the Greek political system in the 19th and 20th century Interpret historical facts, their causes, their impacts and their importance in the contemporary Greek political system 	

(3) SYLLABUS

The course examines Modern Greek History from the establishment of the Modern Greek state and throughout the 19th century to the end of the military dictatorship in 1974. More specifically three parameters of Modern Greek History will be examined simultaneously: the question of system of government (constitution, question of monarchy), the social issue (social classes and struggles) and the national issues (irredentism and war). Also, in correlation with those issues, the stand of the political actors (political parties, governments, monarchs, the army and foreign powers).

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: right;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face to Face
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	PowerPoint Presentations in communication with the students
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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>	<p style="text-align: center;">Activity Semester workload</p> <p style="text-align: center;">Lectures 10 Review Lessons 3</p> <p style="text-align: center;">Course total</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>	The performance evaluation of this module is based on written examinations at the end of the semester (100%).

(5) ATTACHED BIBLIOGRAPHY

Basic textbooks

Thomas Gallant, *Modern Greece*, London and New York: Bloomsbury, 2016.

Richard Clogg, *A Concise History of Greece*, Cambridge University Press, 2013.

Further bibliography in Greek

Αλιβιζάτος Νίκος, *Πολιτικοί θεσμοί σε κρίση 1922-1974*, Αθήνα, Θεμέλιο, 1995.

Γιώργος Β. Δερτυλής, *Ιστορία του Ελληνικού Κράτους 1830-1920*, 2ος τόμος, Αθήνα, Εστία, 2009.

Δημήτρης Καλτσώνης, *Συνταγματική Ιστορία της Ελλάδας 1821-2001*, Αθήνα, ΚΨΜ, 2017.

Νίκος Σβορώνος, *Επισκόπηση της Νεοελληνικής Ιστορίας*, Αθήνα, Θεμέλιο, 1976.

Χρήστος Χατζηιωσήφ (επιμ.), *Ιστορία της Ελλάδας του 20ού αιώνα*, 8 τόμοι, Αθήνα, Βιβλιόραμα.

Χρήστος Χατζηιωσήφ (επιμ.), *Όψεις Πολιτικής και Οικονομικής Ιστορίας 1900-1940*, Αθήνα, Βιβλιόραμα, 2009.

The policymaking of EU

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΠΕΕΠ24 5	SEMESTER	Elective
COURSE TITLE	The policymaking of EU		
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://elearn.lib.uoc.gr ,		

(2) LEARNING OUTCOMES

Learning outcomes	
<p>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.</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 <p>Guidelines for writing Learning Outcomes</p>	
<p>The course is set out to introduce students to the policies of the European Union and the way they are produced</p>	
General Competences	
<p>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?</p>	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
<ul style="list-style-type: none"> ● Search for, analysis and synthesis of data and information, with the use of the necessary technology. ● Adapting to new situations. ● Decision-making. ● Working independently. ● Working in an international environment ● Working in an interdisciplinary environment. ● Production of new research ideas. 	<ul style="list-style-type: none"> ● Criticism and self-criticism. ● Production of free, creative and inductive thinking. ● project planning and management. ● 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
<ul style="list-style-type: none"> ● Search for, analysis and synthesis of data and information, with the use of the necessary technology. ● Adapting to new situations. ● Working in an international environment ● Working in an interdisciplinary environment. ● Production of new research ideas. 	<ul style="list-style-type: none"> ● Criticism and self-criticism. ● Production of free, creative and inductive thinking. ● Respect for difference and multiculturalism

(3) SYLLABUS

The course is set out to introduce students to the policies of the European Union and to the use of policymaking analysis in order to provide explanations of the produced policy output

Course contents:

Approaches in analyzing E.U. public policies, Regulatory Policies: The Single European Act, Competition Policy, Environmental policy, Social Policy, Expenditure Policies: Regional policy, Agricultural Policy, R&D. Industrial policies, Economic and Monetary Union, Justice and Home Affairs, Common Foreign and Security Policy

(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 ppt
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 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>	The course is organized in a modified lecture format based on the active participation, non-compulsory presentations by the students and in class discussion
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>	Written examinations (in Greek language) at the end of the semester. The Erasmus students have to prepare a long assignment (up to 2500) words. All the relevant information is contained to the e-learn syllabus.

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>The reading load is expected to be around 60pp/week</p> <p>Additional to greek bibliography:</p> <p>Hix, S (2012), <i>The Political System of the European Union</i>, London: Macmillan</p> <p>Heritier, A (1999), <i>Policy-Making and Diversity in Europe</i>, Cambridge: Cambridge Univ Press</p> <p>Richardson, J. (ed.) (2001), <i>European Policy-making – Power and Policy-making</i>, London: Routledge</p> <p>Wallace, H and Wallace, W (eds) (2001), <i>Policy-Making in the European Union</i></p> <p>Additional to greek bibliography:</p> <p>Gallagher, M. et al. 2006. <i>Representative Government in Contemporary Europe</i>. New York: McGraw-Hill.</p> <p>Lijphart, A. (1999), <i>Patterns of Democracy</i>, New Haven US: Yale Univ. Press</p> <p>- <i>Related academic journals:</i></p>

Game theory for political Scientists

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΠΑΙΠ272	SEMESTER	elective, 4th semester onward
COURSE TITLE	Game theory for political Scientists		

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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://elearn.lib.uoc.gr, www.arisalexopoulos.gr		

(2) LEARNING OUTCOMES

Learning outcomes	
<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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i> 	
<p>The aim of the course is to provide an introduction to the use of game theory concepts in political analysis.</p>	
General Competences	
<p><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></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p><i>.....</i></p> <p><i>Others...</i></p> <p><i>.....</i></p>
<ul style="list-style-type: none"> ● <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology.</i> ● <i>Adapting to new situations.</i> ● <i>Decision-making.</i> ● <i>Working independently.</i> ● <i>Working in an international environment</i> ● <i>Working in an interdisciplinary environment.</i> ● <i>Production of new research ideas.</i> 	<ul style="list-style-type: none"> ● <i>Criticism and self-criticism.</i> ● <i>Production of free, creative and inductive thinking.</i> ● <i>project planning and management.</i> ● <i>Project planning and management</i> ● <i>Respect for difference and multiculturalism</i> ● <i>Respect for the natural environment</i> ● <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<ul style="list-style-type: none"> ● <i>Search for, analysis and synthesis of data and information, with the use of the necessary</i> 	<ul style="list-style-type: none"> ● <i>Criticism and self-criticism.</i> ● <i>Production of free, creative and</i>

<ul style="list-style-type: none"> technology. • Adapting to new situations. • Decision-making. • Working in an interdisciplinary environment. • Production of new research ideas. 	<ul style="list-style-type: none"> inductive thinking. • project planning and management
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(3) SYLLABUS

The aim of the course is to provide an introduction to the use of game theory concepts in political analysis.

Course contents:

In defence of rational choice, Basic Concepts, Sequential Games, Simultaneous Games, Games with Strategic Moves: Credibility vs. Discretion, Alternative Solutions of the Prisoners' Dilemma, Collective Action Games, Uncertainty and Information (Moral Hazard, Adverse Selection, Principal-Agent Control Models), Games with Variable Rules (the Politics of Institutional Change), Strategy and Voting

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	face to face
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	use of ppt
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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>	The course is organized in a modified lecture format based on the active participation, non-compulsory presentations by the students and in class discussion. The course introduces game theoretic basic concepts using illustrations, applications and cases drawn from politics, sociology, sports, movies and even ordinary life. The emphasis of the course is not on the mathematical study of games but on thinking in game theory terms. Hence, there is no pre-requisite in mathematics but only in some high school algebra.
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>	Written examinations (in Greek language). Two written in-class exams will count 30% towards the final grade, and at the end of the term a final written exam 70% at the end of the semester. The Erasmus students have to take the same exams in english. All the relevant information is contained to the e-learn syllabus.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

The reading load is expected to be around 50pp/week

Additional to greek bibliography:

Shepsle, K. and Bonchek, M. (1997), *Analyzing Politics: Rationality, Behavior, and Institutions*, NY, Norton.

Dixit and Skeath (1999), *Games of Strategy*, US: Norton

Tsebelis, G. (1990), *Nested Games: Rational Choice in Comparative Politics*, California: Univ. of California Press

Public Policy Analysis

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΑΔΠΠ 442	SEMESTER	elective, 4th semester onward
COURSE TITLE	Public Policy Analysis		
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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://elearn.lib.uoc.gr, www.arisalexopoulos.gr		

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
<i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> 	
<i>Guidelines for writing Learning Outcomes</i>	
The course aims to familiarize students to the use of public policy analysis in understanding the phenomenon of policy change.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management Respect for difference and multiculturalism</i>

<p><i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<ul style="list-style-type: none"> • <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology.</i> • <i>Adapting to new situations.</i> • <i>Decision-making.</i> • <i>Working independently.</i> • <i>Working in an international environment</i> • <i>Working in an interdisciplinary environment.</i> • <i>Production of new research ideas.</i> 	<ul style="list-style-type: none"> • <i>Criticism and self-criticism.</i> • <i>Production of free, creative and inductive thinking.</i> • <i>project planning and management.</i> • <i>Project planning and management</i> • <i>Respect for difference and multiculturalism</i> • <i>Respect for the natural environment</i> • <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology. • Adapting to new situations. • Decision-making. • Working independently. • Working in an international environment • Working in an interdisciplinary environment. • Production of new research ideas. 	<ul style="list-style-type: none"> • Criticism and self-criticism. • Production of free, creative and inductive thinking. • project planning and management • 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

(3) SYLLABUS

The course aims to familiarize students to the use of public policy analysis in understanding the phenomenon of policy change. How do issues come to officials' attention? How are the alternative solutions enter in the governmental agenda? When does an idea's time come when it does? Which is the optimal way to evaluate policies? These are some of the questions around which the seminar is organized. Course contents: Governmental Agenda Setting, Policy Implementation, Policy Evaluation and the Phenomenon of Public Policy Change

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	face to face
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	use of ppt
<p>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 creativity, etc.</i></p>	The course is organized in a modified lecture format based on the active participation, non-compulsory presentations by the students and in class discussion

<p>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</p>	
<p align="center">STUDENT PERFORMANCE EVALUATION</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 examinations (in Greek language) at the end of the semester. The Erasmus students have to prepare a long assignment (up to 2500) words. All the relevant information is contained to the e-learn syllabus.</p>

(5) ATTACHED BIBLIOGRAPHY

<p>- The reading load is expected to be around 70pp/week</p> <p><i>Additional to greek bibliography:</i></p> <p><i>Hill & Hupe (2002), Implementing Public Policy, UK: Sage</i></p> <p><i>Howlett & Ramesh, (1995), Studying Public Policy, UK: Oxford Univ. Press</i></p> <p><i>Kingdon, J.W. (1995), Agendas, Alternatives, and Public Policies, NY: Longman</i></p> <p><i>Majone, G. (1989), Evidence, Arguments, & Persuasion in the Policy Process, US: Yale Un. Press</i></p> <p><i>Sabatier, P.A. (Ed.) (1999), Theories of the Policy Process, US: Westview Press</i></p>

The far right in Europe

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Political Science		
LEVEL OF STUDIES	Bachelor		
COURSE CODE		SEMESTER	
COURSE TITLE	The far right in Europe		
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	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		

COURSE WEBSITE (URL)				
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(2) LEARNING OUTCOMES

Learning outcomes	
<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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>To become acquainted with the basic concepts, typologies and theoretical and methodological approaches used in the study of modern far-right</p> <p>Understanding the historical dimension of phenomenon and the ability to distinguish between different forms of far-right</p> <p>Ability to review the effects of rising far-right influence on Europe's societies and political systems</p> <p>Ability to apply theory and methodology to study of examples.</p> <p>To cultivate critical thinking about the dangers of rising far-right.</p>	
General Competences	
<p><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></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p><i>.....</i></p> <p><i>Others...</i></p> <p><i>.....</i></p>
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Critical Ability</i></p> <p><i>Working independently</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p>	<p>Respect for difference and multiculturalism</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>

(3) SYLLABUS

The course examines the formation and development of the far-right in post-war Europe, from a comparative perspective. Mostly the second and third wave right-wingers will be discussed, as they

are the frame of reference for the analysis of the Greek far right-wing in the post-dictatorship period (Metapolitefsi). The issues at the heart of the phenomenon will be discussed: ideology and political discourse, political agenda and political practices, party organization and action, as well as institutional responses to the far-right challenge. Finally, the most important interpretative approaches to the factors that explain the fluctuations in far-right political and electoral influence will be critically commented on.

The eight thematic units are:

The first section examines the most important methodological issues in the study of far-right such as: variety of terms and problem definitions, types of far-right parties and their identification criteria.

The second section looks at far-right genealogy, looking at its "seasons and versions": The pre-war formulas are briefly outlined, starting with the reactionary and nationalist movements of the 19th century and ending with fascism and dictatorships of the interwar period. The three waves of the postwar far-right are then analyzed, examining its historical evolution.

The third section examines the contradictions of far-right ideology in trying to identify its key elements (nationalism, racism) and its the variety of frameworks (authoritarianism, populism, nativism, isolationism, etc.). It also comments on the process of devising and making enemies in the far-right narrative.

The fourth section presents the main topics of the far-right political program. Specifically analyzed: perceptions of the state and the regime/ political system, the elements that make up the far-right sense of citizenship (rights, obligations and guarantees) as well as its positions on economic and social policy issues. Finally, the "responses" of far-right parties to the challenge of globalization and european integration are examined.

The fifth section illuminates the party organization and forms of political action that the far-right groups adopt. It examines: party structures and movements' practices, the role of the (charismatic) leader in the organization, the difficulties they face in the process of institutionalizing the party structure, and the issue of far-right activism.

In the sixth section we will try to understand the conditions of the emergence and rise of the far right. In particular, we focus on the theoretical framework of analysis through the basic methodological approaches and interpretative schemes, based on the tools of political sociology. Given these, the institutional, cultural and communication 'political opportunity structures' for the development of the far-right are being examined. Unity concludes with an analysis of the phenomenon from the point of view of neo-Marxist and critical theory.

In Section Seven we will try to approach a kind of far-right electoral sociology analyzing empirical data on its social base and its electoral influence. In this context, the demographic ('gender', 'age') and social variables of the far-right vote (occupation, educational level, family), the geography of politics of influence as well as the motives of far-right choice (protest or alignment).

Πουλαντζάς Ν. (2006), Φασισμός και Δικτατορία. Η Τρίτη Διεθνής αντιμέτωπη με τον Φασισμό, Αθήνα, Θεμέλιο.

Πεϊν Σ. (2000) , Η ιστορία του φασισμού, Αθήνα, Φιλίστωρ,

Arendt H. (1988), Το ολοκληρωτικό σύστημα, Αθήνα, Ευρύαλος.

Sonntag S. (2010), Η γοητεία του φασισμού, Αθήνα, Εκδόσεις Ποταμός

Χορκαϊμερ, Μ, Τε. Αντόρνο (1986), Η διαλεκτική του διαφωτισμού, Αθήνα, Ύψιλον.

Biehl J., P. Staudenmaier (2003), Οικοφασισμός : μαθήματα από τη γερμανική εμπειρία Ιωάννινα, Ισνάφι.

Betz, Hans-Georg (1993), The new politics of resentment. Radical right-wing parties in Western Europe, *Comparative Politics*, 4: 413-427.

Betz, Hans-Georg (1994), *Radical right-wing populism in western Europe*, MacMillan

Betz, Hans-Georg, Immerfall, Stefan (1998), *The new politics of the right. Neo-populist parties and movements in established democracies*, MacMillan.

Blinkhorn, Martin (ed.) (1990), *Fascists and Conservatives. The radical right and the establishment in twentieth-century Europe*, London, Unwinn Hyman.

Γεωργιάδου, Βασιλική (2008), *Η άκρα δεξιά και οι συνέπειες της συναίνεσης. Δανία, Νορβηγία, Ολλανδία, Ελβετία, Αυστρία, Γερμανία*, Αθήνα, Καστανιώτης.

Ellinas, Antonis A. (2010), *The Medfia and the Far Right in Western Europe. Playing the nationalist card*, Cambridge University Press.

Green-Pedersen, Chr. & Krogstrup, Jesper, Immigration as a political issue in Denmark and Sweden, *European Journal of Political Research*, 47, 610-634.

Hainsworth, Paul (επιμ.) (2004), *Η ακροδεξιά. Ιδεολογία, πολιτική, κόμματα*, Αθήνα, Παπαζήση.

Hainsworth, Paul (2008), *The extreme right in Western Europe*, Routledge.

Ignazi, P. (2003), *Extreme right parties in western Europe*, Νέα Υόρκη, Oxford University Press.

Ignazi, P. (1996), *New challenges: post materialism and the extreme right*, Estudio/Working Paper 1996/91, διαθέσιμο στη διεύθυνση

<http://www.google.gr/search?q=Ignazi%2Bnew+challenges%2Bworking+paper&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:el:official&client=firefox-a>

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- *Related academic journals:*

European Journal of Political Research

West European Politics

Annual Review of Sociology

International Journal of Public Opinion Research

Comparative Politics

Seminars

Academic Paper Writing

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΣΕΕΠ570	SEMESTER	6
COURSE TITLE	Academic Paper Writing		
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		6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1559		

(2) LEARNING OUTCOMES

Learning outcomes	
<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. Consult Appendix A</i>	
<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 <i>Guidelines for writing Learning Outcomes</i>	
<p>After the successful completion of the seminar the students will be familiarized with the methods and technics of writing an academic paper and will know the structure and the key elements of an academic paper.</p> <p>After the end of the seminar the students will be able to search and use specialized online databases in order to track scientific articles and sources needed to be able to write an academic essay. They will be able to understand what they need to find and how to trace it, how to organize their bibliography through software such as Mendeley and Endnote.</p> <p>They will know how to cite in text in order to avoid plagiarism, they will be familiar with the concept of intellectual property rights.</p> <p>They will be able to create bibliography with the reference systems Harvard and APA.</p> <p>Through the computer based labs they will be able to use all the specialized software they need to produce academic papers.</p>	
General Competences	
<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	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

<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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

(3) SYLLABUS

What is an academic paper Kinds of academic papers Presentation of the library and the online databases that are accessible through the university VPN, practical laboratories of bibliographical research for better understanding How we plan our paper – basic parts of a paper – ways to write In text referencing with Harvard and APA referencing systems Plagiarism Creative Commons Licenses intellectual property rights Specialized software to organize sources (Mendeley and Endnote) Basic presentation of Powerpoint

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face										
<i>Face-to-face, Distance learning, etc.</i>											
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, laboratory education, communication with students										
<i>Use of ICT in teaching, laboratory education, communication with students</i>											
TEACHING METHODS	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and Pc Labs</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures and Pc Labs	50%	Study and analysis of bibliography	25%	Essay writing	25%	Course total	100%
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Lectures and Pc Labs	50%										
Study and analysis of bibliography	25%										
Essay writing	25%										
Course total	100%										
<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 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>											
STUDENT PERFORMANCE EVALUATION	Attendance to the lectures is not mandatory.										
<i>Description of the evaluation procedure</i>	The final grade will depend on the quality of one assignment (40%) and the active participation during the lecture discussions (60%).										
<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>											

(5) ATTACHED BIBLIOGRAPHY

Bell, Judith., 2007, *Πως να Συντάξετε μια Επιστημονική Εργασία: Οδηγός Ερευνητικής Μεθοδολογίας*, Αθήνα: Μεταίχμιο

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Λιαργκόβας, Π., Δερμάτης, Ζ. & Κομνηνός, Δ. 2019. *Μεθοδολογία έρευνας και συγγραφή επιστημονικών εργασιών*. Αθήνα: Εκδόσεις Τζιόλα.

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Educational Policy and Employment Policies

(1) GENERAL

SCHOOL	Faculty of Social Sciences		
ACADEMIC UNIT	Department Of Political Science		
LEVEL OF STUDIES	Undergraduate Studies		
COURSE CODE	ΠΜΚΠ137	SEMESTER	5-8
COURSE TITLE	Educational policy and Employment Policies (Seminar)		
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised course		
PREREQUISITE COURSES:	Public Policies in Education and Training (ΥΕΠ)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes <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. Consult Appendix A</i>	
<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 	

<p><i>Higher Education Area</i></p> <ul style="list-style-type: none"> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>Upon completion of the course, students are expected to have acquired a firm knowledge of the aspects, dimensions, characteristics and parameters of the educational policy, the employment policies, and the relationship between them.</p> <p>It is also expected:</p> <ul style="list-style-type: none"> - to understand the progressing impact of the transformations on the labour market as well as on the European employment strategy and on the education and training strategy, - to come into contact with new concepts and methodological tools as well as with new examples of public policy planning in the fields of education, training and the labour market, - to be able to critically relate the investigated policies to both the European integration process and the related public policies, - to develop the capacity to integrate the developments in the European education and training policy and the European Employment Strategy into their political and social context, as well as to be able to interpret them, - to develop the ability of applying the political theory to the analysis of specific policies, - be able to analyse issues related to policy transfer, decision-making, policy design and implementation, and reform efforts at supranational as well as at national level, and to compare the European state of play with the situation in other environments (OECD countries outside the EU, Central Asian countries, European countries outside the EU, etc.), - to develop research and analytical skills in terms of the policies studied through self-action (by investigating the thematic fields independently), and - finally, to further familiarise themselves with public policy analysis and comparative public policy, in order to be in a position to implement both in specific policy fields. 	
<p>General Competences</p>	
<p><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></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i></p>

(3) SYLLABUS

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1. Subject of the Seminar

Educational Policy (i.e. Public Education and Training Policies) and Employment Policies are emblematic public policies. The very state of affairs in Europe today confirms their importance.

The subject of this seminar is the education policy and the employment policies, and the relationship between both of them and the wider public policy complex. Emphasis is placed on the European education and training policy and the European Employment Strategy. In essence, it attempts to review critically the European policy for education and training in the period 1995-2018, as well as its relationship with labour market transformations and the evolution of the European Employment Strategy, in terms of ex-ante and ex-post evaluation. At the same time, the seminar focuses on issues related to the educational policy and active employment policies in Greece, especially during the economic crisis. As a starting point, the historical data are examined with emphasis being placed on issues such as "European integration and the emergence of the reskilling agenda - Developments in the 90" and "The cost of non-Europe", the knowledge economy, economies of scale, and the emergence of the new reform agenda for Human resources (according to the White Paper and the European mega-projects at the start of the Lisbon Strategy). Other issues are also being reviewed, such as transformations in the role of the State, the relationship between supranationalism and State sovereignty, the emergence of the knowledge economy and the need to accelerate European integration (in the 1990s), transformations in the rationale of public policy (focusing on the intensity of the correlation between employment policies and education and training policies, as well as the determining impact of macroeconomic agenda on the latter - taking into account, inter alia, the studies of Gravaris, Cort, Pepin, Murphy, Ball and Walkenhorst). A detailed examination follows regarding the development of the European Strategy for Education, Training and Lifelong learning (reviewed briefly in the course "Public Education and Training Policies") from the Lisbon Strategy to the EU2020 (including the analysis of the impact of the economic crisis on the European Strategy for Education and Training). Particular emphasis is laid on the way in which the prioritisation of employability (and thus the finalisation of the transition from the concept of employment to the concept of employability) but also the co-evolving European Employment Strategy (EES), starting from the initial set-up of the Four Pillars of the EES (1997) and their specialisation in the first nineteen Employment Guidelines (EG) of 1998 (which were finally adopted and included in the Council Conclusions of 15 December 1997 - Council Resolution of 15 December 1997 on the 1998 Employment Guidelines).

Subsequently, two points are highlighted: on the one hand the current European education policy and the European Employment Strategy in the framework of the EU2020 Strategy, and on the other hand the transformations that are brought about by both the economic crisis and the recession. Moreover, the analysis focuses on the trends and transformations in education, training and the labour market in Greece, and the related challenges at the level of public policy.

2. Structure of the Seminar

The Seminar is structured in two central interactive thematic axes:

A. The European policy on education and training (and its relationship with employment/employability) and the European Employment Strategy.

A.1. European Education Policy, from the Maastricht Treaty to the EU2020: the political priorities and key components of the Lisbon Agenda Work Programme "Education & Training 2010" and the Europe 2020 (or EU2020) ET2020 agenda. Indicators and benchmarks, horizontal objectives, thematic priorities (including headline targets), time trajectories, sub-groups/categories for the analysis of the reform progress and the performance of the Member States, resource allocation and public expenditure on human resources development at national level (comparative analysis), the macroeconomic surveillance of education and training policies and of their relationship with employment, the European Flagship initiatives and the National Reform Programmes, the "Youth on the move" initiative, models and tools for anticipating skills needs and job classifications (mainly based on CEDEFOP analyses).

A.2. The European Employment Strategy: the foundation and launch of its implementation. Its relationship with the National Action Plans for Employment (NAPs). Its key components (e.g., Guidelines). Its evolution and transformations. The relationship between EES and Training. The European Employment Strategy in the EU2020 and the impact of the economic crisis on its formulation-planning and implementation. The EES and the National Reform Programmes (NRPs).

Finally, the seminar attempts a critical evaluation of (a) the European education and training policy within the framework of the Lisbon Strategy and, as a result, under the EU2020 (to date), (b) the European Employment Strategy, (c) the impact of transformations on the economy, the labour market and the political economy of international relations in the aforementioned policies, (d) the relationship between Community education policy and the European employment strategy, and (e) the effects of the Great Depression on the above.

B. Education, Training and Employment in the Greek Case

The analysis covers trends and transformations in education, training and the labour market in Greece as well as trends, challenges and risks of the education policy and active employment policies in Greece, with particular emphasis placed on the interface of these two major public policies.

THEMATICS OF THE SEMINAR

1st THEMATIC AXIS: Theoretical approaches and correlations

- (1) **The public policy complex:** *theoretical and methodological issues.*
- (2) **Analysing the educational policy:** *theoretical framework, approaches and tools.*
- (3) **Analysing the employment policies:** *theoretical framework, approaches and tools.*
- (4) **The European policy and the decision-making process:** *intergovernmental and supranational institutions.*
- (5) **Policy transfer:** *between policy transfer and policy learning. Theoretical approaches and conceptual definitions.*

2nd THEMATIC AXIS: The European Employment Strategy

- (6) **The configuration-formulation, the establishment of the EES (1997-1999) and the first period of implementation of the EES:** *Pillars, Guidelines and the National Action Plan for Employment.*
- (7) **Progression and transformations of the EES and its integration into the EU2020.**
- (8) **The implementation of the EES and the 4 stages of the European Semester. The EES and the National Reform Programs (NRPs).**
- (9) **Employment and Training in the EES.**

3rd THEMATIC AXIS: European education policy and employment

- (10) **European integration and the reskilling agenda in the 1990s:** *the cost of "non-Europe", the knowledge-based economy, the economies of scale and the emergence of the new reform agenda for human resources. From the White Paper and the European mega-projects to the launch of the Lisbon Strategy.*
- (11) **Education and training in the Lisbon Strategy (a critical review of the period 2002 - the starting point of the "Work Programme Education & Training 2010" - to 2010).**
- (12) **The shift to evidence-based policy making (by the German Presidency of 2007 onwards) and the role of the OECD. Benchmarking as a policy tool and the evolution of the Open Method of Coordination.**
- (13) **EU2020, the new strategy for education and training and the impact of the economic crisis on its formulation and evolution.** *The decision-making process, the establishment of new bodies, the main priorities (headlines targets, indicators and benchmarks), timetables and new policy tools.*

(14) European education policy and Employment / Employability in EU2020: *the Indicator for Employability, the Joint Assessment Framework (JAF), and the Indicator for Needs.*

(15) Evaluation of the European education policy in EU2020 and the state of affairs in Education, training and employment until 2018.

(16) The European Strategy for Vocational Education and Training (VET), the Human Resource Development (HRD) and Employment outside the EU, and the European Neighborhood Policy. *Torino Process, multilevel governance and ETF's "Skills & VET Governance" Inventory. Reform trends, the priority of labour market alignment and the macro-economic agenda, and state of affairs in the Western Balkans, Central and Northern European countries outside the EU and the EEA, North Africa, Central Asia and Turkey.*

4th THEMATIC AXIS: Special Issues of Educational Policy and Employment Policies

(17) Comparing education systems and education policies: *the OECD Programme for International Student Assessment (PISA) and the OECD Education GPS. Comparisons, classifications and education policy.*

(18) Labour markets in the EU and supply and demand in skills and professions. The current state of play and predictions- forecasting for 2025: *the Economic Crisis and the New Skills for New Jobs Strategy. CEDEFOP's Skills Forecasting.*

(19) The new strategy for Vocational Education and Training (VET) and its relationship with employment: *new tools (e.g. needs assessment), the evolution of the state of play in the EU, the shift to job-related training, and the "Adult Skills" indicator.*

(20) The European Qualification Framework and the development of the National Qualifications Frameworks (NQFs): *reforms and good practices. The Hellenic Qualification Framework and its referencing to the EQF.*

(21) European LLL policy, Employment and Social Inclusion: *the European LLL Strategy and the first comprehensive analysis of the LLL socio-economic results with the ELLI-Index.*

(22) Strategies, tools and institutional frameworks for certification-recognition of non-formal education, informal learning and professional experience: *convergences and divergences in the European case and best practices among the OECD countries.*

(23) EU Strategy and Policy Initiatives towards Skills- development and Apprenticeship and OECD's approach to Skills.

(24) Educational policy, Employment and Economic crisis.

5th THEMATIC AXIS: the Greek Case

(25) The Labour Market in Greece today: *trends, transformations and challenges for Active Employment Policies.*

(26) Education and Training in Greece today: *trends, transformations and challenges for Educational Policy.*

(27) The impact of the Economic crisis - recession and the aspects-facets of youth unemployment in today's Greece.

(28) The labour market in Crete and the Regional Labour Market Monitoring Mechanism.

(29) Precarious Work in the EU and Greece.

(30) Seminar Proceedings and critical reconstruction.**(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 in communicating with the 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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td><i>Lectures</i></td> <td style="text-align: center;">10%</td> </tr> <tr> <td><i>Seminars</i></td> <td style="text-align: center;">20%</td> </tr> <tr> <td><i>Study & analysis of bibliography</i></td> <td style="text-align: center;">30%</td> </tr> <tr> <td><i>Interactive teaching (mainly in the framework of presentations of seminar papers by the students)</i></td> <td style="text-align: center;">20%</td> </tr> <tr> <td><i>Essay writing</i></td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	<i>Lectures</i>	10%	<i>Seminars</i>	20%	<i>Study & analysis of bibliography</i>	30%	<i>Interactive teaching (mainly in the framework of presentations of seminar papers by the students)</i>	20%	<i>Essay writing</i>	20%	Course total	100%
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<i>Essay writing</i>	20%														
Course total	100%														
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>	<ul style="list-style-type: none"> ▪ Active participation in the Seminar: 10% ▪ Oral presentation of individual or collective seminar work (prepared by the student in collaboration with the instructor): 30% ▪ Submission of final written seminar essay (incorporating the remarks of the instructor and the main discussion points of the Seminar): 60% 														

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> ✓ Papadakis, N. & Spyridakis, M. (ed. - 2010). <i>Labour Market, training, lifelong learning and employment. Structures, Institutions and Policies</i>. Athens: I. Sideris. ✓ Fokialis, P., Vitsilaki, Ch., & Vassiliadis A. (2014). <i>Education, Employment and Entrepreneurship</i>. Athens: Diadrasi. ✓ Boutsiouki, S. (2017). <i>European Politics in Education. From the Lisbon Strategy to the Europe 2020 Strategy</i>. Thessaloniki: K & M. Ant Stamouli. <p>- <i>Related academic journals:</i></p>

Inclusive Policies**(1) GENERAL**

SCHOOL	FACULTY OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE

LEVEL OF STUDIES	UNDERGRADUATE STUDIES		
COURSE CODE	ΕΝΣΠ398	SEMESTER	5-8
COURSE TITLE	Inclusive Policies (Seminar)		
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	7
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised course -Seminar		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes	
<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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>Upon completion of the course, the students are expected to have thoroughly understood the concepts of social vulnerability and social exclusion, the basic characteristics and models of the Social State, as well as the forms - types and functions of social policy.</p> <p>It is also expected to be able:</p> <ul style="list-style-type: none"> - to actively correlate the integration policies with social vulnerability and to understand the conditions for their establishment as a targeted version of social policy, with fields of intervention concerning the unemployed (with emphasis on long-term and youth unemployment), immigrants, disabled people, Neets and other socially vulnerable and vulnerable groups; - through their own seminar assignments, to understand the different aspects and expressions, but also the tools, targeting and ways of assessing integration policies, especially given the transformations that have been brought about by the recent economic recession; - mainly by processing the international literature, to relate the international, supranational and national-regional context to the specific policies and to incorporate critically the latter into the public policy complex; - through personal involvement (as they will be given an opportunity to investigate the thematic fields on their own) to develop research skills with regard to integration policies. 	
General Competences	

<p><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></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Respect for difference and multiculturalism</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i></p>

(3) SYLLABUS

CONTENTS - THEMATICS

The subject of this seminar is the review of the integration policies (especially for socially vulnerable and vulnerable groups), the conditions of their establishment and their correlation with the public policy complex.

Social vulnerability and social exclusion, undoubtedly, make integration an essential challenge for public policies, and consequently highlight the necessity of integration policies for modern societies. Initially, issues of theory and conceptual problems - reconstructions are raised, with emphasis on social vulnerability, socially vulnerable groups and social exclusion as well as on the typology of the social state, the history and the contemporary social policy (forms, types and functions of social policy). The contribution to the international theoretical discussion of thinkers such as Rawls, Sen and Giddens is also examined. Furthermore, the course attempts to analyse the typology of social cohesion (regimes of social cohesion), based on the comparative analysis of Green and Janmaat, as well as the issues of "mood economy" and "hardened self" in accordance with the work of Jennifer M. Silva, given the occasional shrinking and weakening of the Welfare State internationally. The analysis of the relationship between equality and development-prosperity is also reviewed, based on the multi-layered comparative study of Wilkinson and Pickett.

The emphasis is then placed on the European Employment Strategy and on the development of the Strategy for tackling unemployment today, as well as on the Social Inclusion Strategy, within the framework of EU2020. Another subject of analysis is the state of play regarding total unemployment, youth unemployment, long-term unemployment and graduates unemployment in the EU and Greece, as well as the international debate on tackling the problem. In addition, the relationship between inequality and vulnerability on the one hand and access to and provision of health services (with emphasis on Primary Health Care) on the other, is investigated, while the aforementioned issue is considered at the level of public policy. Among others, the focus lies on the strategies for tackling poverty, while the issue of the intergenerational transmission of poverty is also being examined. Moreover, the grid of education, training, employment and social protection in the EU within the framework of the EU2020 is reviewed too. The interest is focused then on the integration policies of migrants in the EU and Greece. The international debate on institutional racism and its relation to social exclusion is reviewed, as well as the issue of people with disabilities. A relatively new category of social vulnerability, the Neets (young people not in education, employment or training), is also being considered. Finally, the main aspects and impacts of the economic crisis

(widening of social vulnerability, new poverty, etc.) in Greece and internationally are presented, whilst possible strategies for dealing with them are analysed.

TOPICS

A. Theoretical preconceptions and conceptual problems: Reconstructions

1. Social vulnerability, socially vulnerable groups and social exclusion: theoretical and conceptual dimensions.
2. Welfare State, history and contemporary social policy: Major historical events and typologies.
3. Integration policies: When, for whom and how. Introductory remarks.
4. Towards a typology of social cohesion today (regimes of social cohesion).
5. John Rawls, Andy Green, Amartya Sen and Jennifer M. Silva: between individual prosperity and social integration.
6. "The Spirit Level": Is redistribution feasible today? And if so, can it lead to prosperity? - The approach of Wilkinson & Pickett.

B. Aspects of the European political framework

7. EU2020 and Social Inclusion.
8. "Social Europe"; The Commission's Reflection Paper.
9. Europe, the economic crisis and public policy: issues of political and economic governance and the impact of the crisis on the planning and implementation of public policy.
10. The European Employment strategy and the development of the strategy for tackling unemployment today.
11. Youth unemployment and graduate unemployment: the state of affairs and the international debate to address the problem.
12. Inequality, Vulnerability and Services - Health Policies.

C. Contemporary issues for integration policies: constituent components and practical dimensions in the EU and in Greece

13. Refugee Crisis and Migration Policy in the EU and in Greece.
14. Ethno-cultural diversity, multiculturalism and integration policies in the EU and in Greece: *social services grid (training, employment, insurance, etc.) and integration vs assimilation of ethnocultural Others.*
15. Institutional Racism and Social Exclusion. The international debate.
16. Integration Policies and Practices for People with Disabilities internationally and in Greece.
17. Economic crisis, social vulnerability, new poverty and strategies to tackle them (especially for socially vulnerable and vulnerable groups) I: *the European case*
18. Economic crisis, social vulnerability, new poverty and strategies to deal with it II: The Greek case.
19. A new category of social vulnerability: Neets (Not in Education, Employment & Training). The European framework and the Greek case.
20. The role of territorial dimension in poverty and social exclusion: the role and the findings of the ESPON/TIPSE.

D. Seminar proceedings

21. Seminar Proceedings and critical reconstruction.

(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 in communicating with the 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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lectures</td> <td style="text-align: center;">10%</td> </tr> <tr> <td style="text-align: center;">Seminars</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">Study & analysis of bibliography</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	10%	Seminars	20%	Study & analysis of bibliography	30%
Activity	Semester workload								
Lectures	10%								
Seminars	20%								
Study & analysis of bibliography	30%								

	<i>Interactive teaching (mainly in the framework of the presentations of students' assignments)</i>	20%
	<i>Essay writing</i>	20%
	Course total	100%
STUDENT PERFORMANCE EVALUATION		
<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>		
<ul style="list-style-type: none"> ▪ Active participation in the Seminar: 10% ▪ Oral presentation of individual or collective seminar work (prepared by the student in collaboration with the instructor): 30% ▪ Submission of final written seminar essay (incorporating the remarks of the instructor and the main discussion points of the Seminar): 60% 		

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> ▪ Matsaganis, M. (2011). <i>Social policy in difficult times: economic crisis, fiscal austerity and social protection</i>. Athens: Kritiki. ▪ Lewis G., Gewirtz S., & Clarke J. (ed. 2007). <i>Social Policy</i>. Athens: Gutenberg. G. DARDANOS - K. DARDANOS OE. ▪ Tsompanoglou, G.O., Korres C., & Giannopoulou I. (ed. 2005). <i>Social exclusion and inclusion</i>. Athens: Papazisis.
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Politics and Athletics

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	SEMESTER	Winter	ΠΑΘΠ557
COURSE TITLE	Politics and Sport		
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
Lectures, Presentations, Essays		3	6.00
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE			

<i>general background, special background, specialised general knowledge, skills development</i>	Special Background
PREREQUISITE COURSES:	0
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el

(2) LEARNING OUTCOMES

Learning outcomes	
<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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
They have gained knowledge and understanding of issues in the field of Sports that are connected with Political Science, which is based on their education, and, while supported by advanced textbooks from Greek and foreign language literature, include views that arise from modern developments at the peak of their cognitive field. They are able to use the knowledge and understanding they have acquired in a way that shows a professional approach to their work or profession and they have skills that are typically demonstrated by developing and supporting arguments and solving problems in the field of Politics and Sport.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
They have the ability to collect and interpret relevant data to form judgments that include reflection on Politics and Sport. They are able to communicate information, ideas, problems and solutions to both qualified and non-specialized audiences in International Relations and Sport.	

(3) SYLLABUS

The seminar will focus on the following six sections.

1. Sport and political ideology, state and politics.
2. Sport, globalization and national identities.
3. Sport & Diplomacy.
4. Sport in Capitalism (North America USA & Canada) in Communism (USSR, GDR, China) and Fascism (Nazi Germany, Italy & Spain).
5. Sport and Ethnic Policy (South Africa).
6. Olympic Games and Politics.

For these modules, similar lectures will be given as follows.

1: Sports and Political Ideology

The relationship between sport and various political ideologies will be developed, as well as the impact of sport on politics and sport policy.

2: Sports and Globalization

The aim is to understand globalization, with an emphasis on how sport matters both globally and locally, how globalization affects sport and the role of sport in globalization, and how sport can reproduce national identities.

3. Sports and Diplomacy

The systematic presence of sport policy took the form of a genuine criterion of public and social legitimacy of a phenomenon that originally wanted to be at the margins of policy rules, as also emerged from the principles and declarations of major international sports organizations such as the IOC. So, in time, sport became a political tool, and in international relations it was also used as a weapon of diplomatic recognition. Sport diplomacy describes the use of sport as a means of influencing diplomatic, social and political relations. Athletic Diplomacy can overcome cultural differences and bring people closer.

4. Sport in Capitalism (North America), Communism (USSR, GDR, China) and Fascism (Nazi Germany, Italy & Spain)

The focus is first on the analysis of capitalist social, political and economic ideology with reference to the sporting patterns used in the US and Canada and how sport in capitalism can be considered pluralistic or hegemonic. Then, sport under communism will be examined with reference to the socialist philosophical basis of Communist sports systems and their development in the former USSR, the German Democratic Republic and China. Finally, with regard to Fascism, it will be presented how sport has been used as a basic force by fascist political ideology, how fascist regimes face social justice in sport and how the relationship between sport and fascist politics has led to social conflicts.

5. Sports and Ethnic Policies

The lecture will focus mainly on South Africa under the apartheid regime, although it will refer to previous examples of ethnic policy, mainly under the fascist regimes. The development of apartheid will be examined, paying particular attention to the way in which sport was used to build this system. It will also examine the response of other nation states to growing apartheid awareness, including the exclusion of South Africa from global sports events as a political tool to put pressure on the government to undermine the apartheid regime.

6. Olympic Games and Politics.

The subject matter here is the modern Olympics, where the ways in which these sporting events have been used for political purposes will be presented. The structure and organization of the Olympic Games will be studied, paying special attention to the Olympic Committees and showing examples of the political use of the Olympic Games from Berlin in 1936 to the modern era.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>PowerPoint Presentations in communication with the students</p>																							
<p>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 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>	<table border="1"> <thead> <tr> <th data-bbox="831 349 1038 383">Activity</th> <th data-bbox="1038 349 1318 383">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="831 383 1038 416">Lectures</td> <td data-bbox="1038 383 1318 416">13</td> </tr> <tr> <td data-bbox="831 416 1038 450">Presentations</td> <td data-bbox="1038 416 1318 450"></td> </tr> <tr> <td data-bbox="831 450 1038 483">Essays</td> <td data-bbox="1038 450 1318 483"></td> </tr> <tr> <td data-bbox="831 483 1038 517">Discussion</td> <td data-bbox="1038 483 1318 517"></td> </tr> <tr> <td data-bbox="831 517 1038 551"></td> <td data-bbox="1038 517 1318 551"></td> </tr> <tr> <td data-bbox="831 551 1038 584"></td> <td data-bbox="1038 551 1318 584"></td> </tr> <tr> <td data-bbox="831 584 1038 618"></td> <td data-bbox="1038 584 1318 618"></td> </tr> <tr> <td data-bbox="831 618 1038 651"></td> <td data-bbox="1038 618 1318 651"></td> </tr> <tr> <td data-bbox="831 651 1038 685"></td> <td data-bbox="1038 651 1318 685"></td> </tr> <tr> <td data-bbox="831 685 1038 719">Course total</td> <td data-bbox="1038 685 1318 719"></td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	13	Presentations		Essays		Discussion												Course total	
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(5) ATTACHED BIBLIOGRAPHY

Arnaud, P. and Riordan, J. (1998). Sport and International Politics: The Impact of Fascism and Communism on Sport. London: E&F Spon.

Bale, J. and Maguire, J. (1994). The Global Sports Arena: Athletic Talent Migration in an Interdependent World. London: Frank Cass.

Booth, D. (1998). The Race Game : Sport and Politics in South Africa. London : Frank Cass.

Bose, M. (1994). Sporting Colours: Sport and Politics in South Africa. London: Robson Books.

Coakley, J. and Dunning, E. (2000). Handbook of Sports Studies. London: Sage.

Espy, R. (1979). The Politics of the Olympic Games. Los Angeles: University of California Press.

Gori, G. (2004). Italian Fascism and the Female Body: Sport, Submissive Women and Strong Mothers. London: Routledge.

Grundlingh, A., Odendaal, A. and Spies, B. (1995). Beyond the Tryline: Rugby and South African Society. London: Raven Press.

Guttman, A. (1994). Games and Empires: Modern Sports and Cultural Imperialism. Columbia University Press.

Hill, C. (1996). Olympic Politics. Manchester: Manchester University Press.

Hoberman, J. (1984). Sport and Political Ideology. London: Heinemann.

Houlihan, B. (1997). Sport, Policy, and Politics : A Comparative Analysis. London : Routledge.

Lenskyj, H. (2000). Inside the Olympic Industry : Power, Politics, and Activism. Albany : State University of New York Press.

Levermore, R. and Budd, A. (2004). Sport and International Relations: An Emerging Relationship. London: Routledge.

Mangan, J. (2000). Superman Supreme: Fascist Body as Political Icon – Global Fascism. London: Frank Cass.

Ramsamy, S. (1982). Apartheid the Real Hurdle: Sport in South Africa and the International Boycott. International Defence and Aid Fund for Southern Africa.

Riordan, J. (1991). Sport, Politics and Communism. Manchester: Manchester University Press.

Riordan, J. and Kruger, A. (1999). The International Politics of Sport in the 20th Century. London: E&FN Spon.

Smith, A. and Porter, D. (2003). Sport and National Identity in the Post-War World. London: Routledge.

European Business Environment

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΕΠΠ-558	SEMESTER	5
COURSE TITLE	European Business Environment		
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		6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=63		

(2) LEARNING OUTCOMES

Learning outcomes	
<p>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.</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>After the successful completion of the course, the students will be able to explore the characteristics and determinants of the European business environment; as well as to foster greater awareness on the interaction of European public policy with business.</p> <p>This learning outcome is reached under the prism that EU policy reflects pressures from three inter-related levels: the national member states, the European Union itself, other international organizations.</p>	
General Competences	
<p>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?</p>	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
<p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>

(3) SYLLABUS

<p>Section I: The various levels that influence European business</p> <p>Unit 1: EU integration effects on business under the prism of EU institutions</p> <p>Unit 2: Globalisation effects on European business and integration</p> <p>Section II: EU horizontal policies</p> <p>Unit 3: The ongoing construction of the EU's single market</p> <p>Unit 4: The progress Of EU Countries, Regions and Cities to the 2020 targets</p> <p>Unit 5: The role of small and medium-sized enterprises in the EU</p> <p>Unit 6: The EU's industrial policy</p> <p>Section III: Sectoral integration initiatives and their effects on the single market</p> <p>Unit 7: The EU's competitiveness policy</p> <p>Unit 8: Competitiveness Report of the EU's Member States</p> <p>Unit 9: The EU's economic and monetary union</p> <p>Unit 10: The emergence of EU consumer policy and consumer protection legislation</p> <p>Unit 11: A digital single market strategy for Europe</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching, laboratory education, communication with students											
<p>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 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>	<table border="1"> <thead> <tr> <th data-bbox="820 331 1123 398">Activity</th> <th data-bbox="1128 331 1318 398">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="820 405 1123 439">Lectures and Seminars</td> <td data-bbox="1128 405 1318 439">25%</td> </tr> <tr> <td data-bbox="820 445 1123 501">Study and analysis of bibliography</td> <td data-bbox="1128 445 1318 501">25%</td> </tr> <tr> <td data-bbox="820 508 1123 542">Essay writing</td> <td data-bbox="1128 508 1318 542">50%</td> </tr> <tr> <td data-bbox="820 548 1123 577">Course total</td> <td data-bbox="1128 548 1318 577">100%</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures and Seminars	25%	Study and analysis of bibliography	25%	Essay writing	50%	Course total	100%
Activity	Semester workload											
Lectures and Seminars	25%											
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Course total	100%											
<p>STUDENT PERFORMANCE EVALUATION <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>	The final grade will depend on the quality of the weekly assignments (50%) and the active participation during the discussions (50%). There will not be final exam.											

(5) ATTACHED BIBLIOGRAPHY

Johnson D. and Turner C., 2015. European Business (3rd edition). NY: Routledge.
Publications from international organizations: United Nations Development Programme, Organisation for Economic Co-operation and Development, The World Bank, World Economic Forum.

E-Government and Public Administration

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Political Science		
LEVEL OF STUDIES			
COURSE CODE	ΗΔΔΠ561	SEMESTER	8
COURSE TITLE	E-Government and Public Administration		
<p>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></p>	WEEKLY TEACHING HOURS	CREDITS	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	3		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar		
PREREQUISITE COURSES:	English for Political Scientists Public Policies Constitutional Law		

LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(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

After the successful completion of the course the student must be able to:

- Understand the classical and modern theoretical contributions to the study of political administration
- Analyze the meaning and content of public bureaucracies and administrative tradition
- Distinguish and evaluate the relations between political and technical dimensions of a State's functions
- Understand what electronic governance is and is not.
- Comprehend what an Information system is what its basic components are
- Distinguish different aspects of the relation between technology and public administration

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?

<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>Production of new research ideas</i>	<i>Others...</i>

Teamwork.

Individual Work.

Search, analysis and synthesis of data with the use of new technologies.

Decision-making.

Planning and management of projects.

(3) SYLLABUS

The course is structured so that it introduces the students to the particularities of Public Administration as an academic discipline and develops on two distinct axes: First, on the various theoretical approaches depending on the academic field of origin with emphasis given to Political Science. Second, it explores the practices, challenges and opportunities that are presented at the point where ICT, public administration and democratic governance meet, especially on the way that ICTs transform and shape the way that Public Institutions deliver their services and interact with the citizens.

A. Theories of Public Administration and basic concepts.

- Public administration, public interest, public policies
- Theoretical approaches on Public Administration with emphasis on Max Weber's analysis of bureaucracies
- Administrative traditions, especially the Napoleonic tradition in Southern Europe
- New Public management

<ul style="list-style-type: none"> Public Bureaucracies and Information Systems: Problems and interactions
<p>B. Electronic Government</p> <ul style="list-style-type: none"> Theoretical perspectives Implementing and Managing eGovernment Projects: Methodologies of implementations and management, Public Data Case Studies: eGovernment in Estonia and Greece

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face to face, in class	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Projectors, powerpoint presentations	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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>	<p style="text-align: center;">Activity</p>	<p style="text-align: center;">Semester workload</p>
	Lectures	30
	Essay preparation and presentation	15
	Individual Study	45
	Course total	90
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>Class participation (10%)</p> <p>Essay (70%)</p> <p>Presentation in class (20%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> Heeks R., 2006, <i>Implementing and Managing e-Government</i>, SAGE Publications Ltd Ongaro E., 2009, "Public Management Reform and Modernization. Trajectories of Administrative Change in Italy, France, Greece, Portugal and Spain", Edward Elgar Publishing Ltd, Cheltenham, UK Painter M., Peters G., 2010, "Tradition and Public Administration", Palgrave Macmillan, UK Reddick C, Anthopoulos A., 2015, <i>Information and Communication Technologies in Public Administration</i>, Taylor & Francis Snellen I.Th.M., 2014, <i>Foundations of Public Administration</i>, Eleven International Publishing, Hague
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- Verhoest K., van Thiel S., Bouckaert G., Laegreid P. (eds), 2012 ,”Government Agencies, Practices and Lessons from 30 Countries”, Palgrave Macmillan, UK
- Weber, M. (2005). Οικονομία και Κοινωνία. Α' Τόμος: Κοινωνιολογικές Έννοιες. (Θ. Γκιούρας, Επιμ., & Θ. Γκιούρας, Μεταφρ.) Αθήνα: Σαββάλας.
- Ασπρίδης Γ. (2014), Εισαγωγή στην Πολιτική και Διοικητική Οργάνωση του Ελληνικού Κράτους,,εκδ. Προπομπός.
- Καρκατσούλης, Π. (2004) Το κράτος σε μετάβαση. Από τη διοικητική μεταρρύθμιση και το νέο δημόσιο μάνατζμεντ στη διακυβέρνηση, εκδ. Σιδέρη.
- Μακρυδημήτρης, Α. (2010) Δημόσια Διοίκηση. Στοιχεία Διοικητικής Οργάνωσης, εκδ. Σάκκουλα.
- Σωτηρόπουλος Δ., Χριστόπουλος Λ., 2017, «Πολυνομία και Κακονομία στην Ελλάδα», Αθήνα, Διανέοσις

Related academic journals:

- Journal of Public Administration Research and Theory
- Government Information Quarterly
- Public Management Review

State and Social Reform

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	KKMΠ586	SEMESTER	5
COURSE TITLE	State and Social Reform		
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	
Credits for the whole course	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Erasmus student can write an essay in English)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<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>
<i>Consult Appendix A</i>
<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
The main purpose of this seminar is to familiarize students with the concept of state and social reform as well as to critically evaluate and study public policy reforms. Thus, they acquire skills in public policy analysis and critical evaluation, as well as in comparative public policy analysis of

reforms and the socio-economic impacts they cause.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Working independently Working in an interdisciplinary environment	Respect for difference and multiculturalism Criticism and self-criticism Production of free, creative and inductive thinking

(3) SYLLABUS

This seminar examines empirically the whole context of public policy adjustments as well as structural and social reforms. The endogenous and exogenous causes that imposed the adjustments at institutional and social level are examined in detail and the degree of responsiveness of institutions such as the welfare state and its socio-economic impact is analyzed.

Thematics:

1. Concentration of wealth or concentration of political power? Two incompatible logics trying to connect through regulated capitalism
2. Social reforms and the development of the European welfare state
3. The role of the Welfare State in addressing poverty and social inequality
4. Inequality and redistribution in developed democracies
5. Welfare state and taxation
6. State and mediation in the composition of the interests of socio-economic groups ensuring growth
7. The impact of globalization and the challenge of the European welfare state. The pressures on the welfare state
8. The shift from the logic of full time to the realistic division of labor.
9. The welfare state as the subject of the crisis. Increasing social spending and fiscal deflection
10. Policies to combat inequality
11. A socially sustainable free economy. The need for adjustments and reforms in the welfare state
12. Reform of capitalism
13. For a new European welfare state as a compensation for the new extremist populism
14. Adapting to a new socially responsible financial rationale that combines economic growth and social cohesion
15. Typologies of European welfare states
16. The concept of the crisis of the welfare state in the post-industrial era. New social problems, challenges and adjustments for welfare states
17. The concept of work, the problem of unemployment, labor dualism and flexibility and the role of the welfare state. The transition from work to employment and employability.
18. Health policies under the pressure of the economic crisis
19. Causes and consequences of the recent multidimensional international crisis in the welfare states of the Eurozone. Study of the welfare state indicators in Europe (Worldwatch, Eurostat, Bertelsmann, OECD).
20. Changes in social policy during the crisis. Greece's example: The impact of the crisis on the pension system, on fundamental social security, on the health and welfare system and on care

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>ICT in teaching and communication with students</p>											
<p>TEACHING METHODS</p> <p><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 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>	<table border="1"> <thead> <tr> <th data-bbox="821 347 1125 414">Activity</th> <th data-bbox="1125 347 1316 414">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 414 1125 448">Seminar-presentations</td> <td data-bbox="1125 414 1316 448">50%</td> </tr> <tr> <td data-bbox="821 448 1125 515">Study and analysis of bibliography</td> <td data-bbox="1125 448 1316 515">20%</td> </tr> <tr> <td data-bbox="821 515 1125 548">Essay writing</td> <td data-bbox="1125 515 1316 548">30%</td> </tr> <tr> <td data-bbox="821 548 1125 582">Course total</td> <td data-bbox="1125 548 1316 582">100%</td> </tr> </tbody> </table>		Activity	Semester workload	Seminar-presentations	50%	Study and analysis of bibliography	20%	Essay writing	30%	Course total	100%
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Study and analysis of bibliography	20%											
Essay writing	30%											
Course total	100%											
<p>STUDENT PERFORMANCE EVALUATION</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>Evaluation</p> <p>(1) Weekly attendance and participation</p> <p>(2) Oral presentation</p> <p>(3) Final Written work (Essay)</p> <p>Greek is the language of evaluation (Erasmus students are evaluated in English based on their written essay).</p> <p>Evaluation is based on the attendance and participation in the seminar, on the oral presentation and on the final written essay. The evaluation is summative.</p> <p>The evaluation criteria are given from the first lecture to the students and are accessible via the course syllabus.</p>											

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> ➤ Aglietta, M. (1979). <i>A Theory of Capitalist Regulation</i>, London: Verso. ➤ Aubrey, T. (2017). <i>Beyond Neoliberalism, Nationalism and Socialism. Rethinking the boundary between state and market</i>, Centre of Progressive Capitalism, London, New York: Rowman and Littlefield. ➤ Castles, F.G., Leibfried, S., Lewis, J., Obinger, H., Pierson, V. (eds.) (2010). <i>The Oxford Handbook of the Welfare State</i>, Oxford: Oxford University Press. ➤ Greve, B. (2013). <i>The Routledge Handbook of the Welfare State</i>, Routledge. ➤ Levi-Faur, D. (2014). 'The welfare state: A regulatory perspective', <i>Public Administration</i> 92(3): 599–614. ➤ Morel, N., Palier, B. and Palme, J. (eds). (2012). <i>Towards a social investment welfare state? Ideas, Policies and Challenges</i>, Bristol: Policy press.

Politics and New Technologies

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Political Science		
LEVEL OF STUDIES			
COURSE CODE	ΠNTΠ590	SEMESTER	8

COURSE TITLE	Politics and New Technologies		
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar		
PREREQUISITE COURSES:	English for Political Scientists		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 																		
<p>After the successful completion of the course the student must be able to:</p> <p>A. Understand the different theoretical approaches of the technology-society relationship</p> <p>B. Know the key actors at political, social and economic level in relation to the Internet and the digital services provided through it</p> <p>C. Recognize key structural dimensions of Internet architecture as well as how these dimensions interact with political actors</p>																		
<p>General Competences</p> <p><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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<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>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
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<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>																	
<p>Teamwork.</p> <p>Individual Work.</p> <p>Search, analysis and synthesis of data with the use of new technologies.</p> <p>Decision-making.</p> <p>Planning and management of projects.</p>																		

(3) SYLLABUS

Internet use is now widespread, not only in developed countries but also in developing countries. Having reached the stage of technological maturity, political actors are increasingly involved in the production, consumption and regulation of digital technologies and the information generated and transmitted through them.

In addition, new issues such as copyright, fake news, digital divide, privacy and security etc are emerging.

Politicization is the process that will determine the development of the Internet in the coming years. Political actors will increasingly use digital technologies to enhance their presence and legitimize their actions in ways that are innovative but at the same time, linked to time-proven practices designed for use in the traditional media.

States and supranational institutions have been increasingly trying to regulate online social and political behaviour in recent years and are monitoring the use of the Internet by groups of citizens and movements that are considered as threats to political stability and the interests of economic actors.

Economic actors, who in turn, are pressuring governments to regulate as so to protect their interests. At the same time, governments are trying to use the Internet to reach out to civil society social networks, to integrate their actions in a way that taps into and shapes political positions and perceptions in society - positions and perceptions that in post-industrial societies are increasingly associated with lifestyle choices and consumer values.

In this context, the course develops along the following topics:

1. Technology and society. Theoretical approaches. Technological determinism and social constructivism
2. Internet and Politics: History, Actors and Regulation
3. Digital divide
4. Electronic Democracy: Citizens' Organizations, Deliberation and Participation
5. Online mobilization: interest groups and social movements on the Internet
6. Candidates, political parties and elections. The electoral democracy on the Internet
7. E-Bureaucracies and E-government
8. Controversies and Regulation: Privacy, Security and Internet Monitoring

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, in class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Projectors, powerpoint presentations	
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 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	30
	Essay preparation and presentation	40
	Individual Study	20
	Course total	90
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Class participation (10%) Essays and Assignments (40%)	

<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 examinations (50%)</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Aarts, K., & Wessels, B. (2002). Electoral Turnout in West-European Democracies. Paper prepared for delivery at the 2002 Annual Meeting of the American Political Science Association. Boston: American Political Science Association.
- Ackland, R., & Gibson, R. (2008). Hyperlinks and horizontal political communication on the WWW: The untold story of parties online. Machester: University of Manchester - Institute for Social Change.
- Andreadis, I., & Chadjipadelis, T. (2011). Voting Advice Applications and their Impact on Elections. Paper for the 61st Political Studies Association Annual Conference 'Transforming Politics: New Synergies'. London.
- Anstead, N., & Chadwick, A. (2009). Parties, election campaigning, and the Internet-Toward a comparative institutional approach. Στο A. Chadwick, & P. Howard (Επιμ.), The Routledge Handbook of Internet Politics (σσ. 56-71). New York, New York: Routledge.
- Balabanian, N. (1999). Perceptions of Technology. Wiley Encyclopedia of Electrical and Electronics Engineering. doi: 10.1002/047134608x.w7306
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Political Discourse and Ideology

(1) GENERAL

SCHOOL	SOCIAL SCIENCES				
ACADEMIC UNIT	POLITICAL SCIENCE				
LEVEL OF STUDIES	UNDERGRADUATE				
COURSE CODE	ΠΛΠ517	SEMESTER			
COURSE TITLE	POLITICAL DISCOURSE AND IDEOLOGY	5-8			
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>					
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background				
PREREQUISITE COURSES:					
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes				
COURSE WEBSITE (URL)					

(2) LEARNING OUTCOMES

Learning outcomes	
<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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
Upon completion of the course, students will have been familiarized with basic theories and concepts of qualitative methodologies, such as the “discourse analysis”, the “critical discourse analysis”, the “rhetoric analysis”, and the “narrative analysis”. Specifically, they will be able to analyze the complex relations of power that imprinted, validated or inverted in political discourse, as a social practice of production of meaning.	
General Competences	
<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</i>	

<i>of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> ✓ 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 interdisciplinary environment. ✓ Production of new research ideas. 	<ul style="list-style-type: none"> ✓ Project planning and management. ✓ Respect for difference and multiculturalism. ✓ Criticism and self-criticism. ✓ Production of free, creative and inductive thinking.

(3) SYLLABUS

The seminar aims at a systematic study of political discourse with reference to theories and methodologies of qualitative analysis that perceive the language as a social practice of production of meaning, as a tool of construction of social reality. It will be comprehensively examined, and in their historical contexts, approaches such as those of “discourse analysis”, of “critical discourse analysis”, of “rhetorical analysis”, and of “narrative analysis”. The goal of this critically review is to highlighted the strength and the weakness points of the above mentioned approaches, as well as the connections between them. Students are invited to adopts these theories and methodologies, and to work independently or collectively (up to 3 person) in a research topic in their own choice from the domestic or foreign political life. The essays are formulated step by step, and are extensively discussed in classroom during the seminar. The aim of the research is to accentuated the ideological elements of political discourse, thus to underlined the critical character of the qualitative approaches as much they reveal this ideological contents. The essays are submitted and supported in their final version at the end of the seminar.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>																	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																	
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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">10%</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	50%	Study and analysis of bibliography	10%	Project	10%	Essay writing	10%						
<i>Activity</i>	<i>Semester workload</i>																
Lectures	50%																
Study and analysis of bibliography	10%																
Project	10%																
Essay writing	10%																

	Course total	100%
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>	Essay writing and public presentation at the end of the semester. The Erasmus students have the ability to working on an essay in a subject of their own choosing (up to 5.000 words). The evaluation procedure is analytically described at the syllabus of the course in the e-learn platform.	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Basic books:

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Μαριάνθη Γεωργαλίδου, Μαρία Σηφιανού, Βίλλυ Τσάκωνα (επιμ.), Ανάλυση λόγου: Θεωρία και εφαρμογές, Αθήνα 2014, εκδ. Νήσος.

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Blackledge Adrian, *Discourse and Power in a Multilingual World*, Άμστερνταμ και Φιλαδέλφεια 2005, John Benjamins Publishing Company.

Charteris-Blach Jonathan, *Corpus Approaches to Critical Metaphor Analysis*, palgrave macmillan, Λονδίνο 2004.

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Weiss Gilbert & Wodak Ruth (επιμ.), *Critical Discourse Analysis. Theory and Interdisciplinary*, Palgrave Macmillan, Λονδίνο & Νέα Υόρκη 2003.

Wodak Ruth, *The Discourse of Politics in Action: Politics as Usual*, palgrave macmillan, Λονδίνο & Νέα Υόρκη 2009.

Wodak Ruth και Meyer Michael (επιμ.), *Methods of critical discourse analysis*, SAGE Publications, Λονδίνο 2001.

International Business Environment

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΔΕΠΠ-572	SEMESTER	6
COURSE TITLE	International Business Environment		
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		6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	European Business Environment		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=898		

(2) LEARNING OUTCOMES

Learning outcomes	
<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. Consult Appendix A</i>	
<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 	
After the successful completion of the course, the students will be able to identify and analyze some core characteristics of the contemporary international business environment, their determinants, the resulting market and societal effects, as well as the relevant international policy initiatives.	
General Competences	
<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...
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

(3) SYLLABUS

<p>Section 1: Climate change - Responsible business - Sustainable development</p> <p>1 / The climate change effects on the international economy</p> <p>2 / Targets for sustainable development for 2030</p> <p>3 / Responsible business</p> <p>4 / From responsible business towards sustainable development</p> <p>Section 2: Digital economy and society</p> <p>5 / New forms of work in the digital economy</p> <p>6 / Internet of Things: Opportunities and challenges</p> <p>Section 3: Production sectors</p> <p>7 / Global trends in consumer markets</p> <p>8 / Trends in global food production</p> <p>Section 4: Large-scale public policies</p> <p>9 / The developmental dimension of migration</p> <p>10 / Co-design of public services</p> <p>11 / Knowledge management and innovation</p>
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(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, laboratory education, 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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures and Seminars</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures and Seminars	25%	Study and analysis of bibliography	25%	Essay writing	50%	Course total	100%
Activity	Semester workload										
Lectures and Seminars	25%										
Study and analysis of bibliography	25%										
Essay writing	50%										
Course total	100%										
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>	The final grade will depend on the quality of the weekly assignments (50%) and the active participation during the discussions (50%). There will not be final exam.										

(5) ATTACHED BIBLIOGRAPHY

Johnson D. and Turner C., 2015. European Business (3rd edition). NY: Routledge. Publications from international organizations: United Nations Development Programme, Organisation for Economic Co-operation and Development, The World Bank, World Economic Forum.

Issues in Political Theory: Hegel

(1) GENERAL

SCHOOL	SOCAIL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PTHEP367	SEMESTER	FROM E TO J
COURSE TITLE	Issues in Political Theory: Hegel		

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	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SEMINAR		
PREREQUISITE COURSES:	THE 4 COMPULSORY COURSES OF POLITICAL THEORY		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																		
<p>Understanding the dialectical method of constructing concepts, delving into the historicity of concepts</p>																		
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(3) SYLLABUS

<p>The seminar examines according to some excerpts of Hegel's Phenomenology of Spirit critical issues of modern political and social theory. Its main aim to familiarize the students with the dialectical method of analysis. Three of its main objects are a) violence and its relation to the genesis and fall of historical forms of society, b) clarification of the concept of historicity and c) understanding ways of constitution of historical forms of consciousness.</p> <p style="text-align: center;">Syllabus</p>

1st week: Presentation of the main objectives of the seminar. Students' briefing on compulsory reading, relevant literature, evaluation.
2nd week: The problem of instituting the modern political form – Hegel and natural Law (main text: excerpt from Philosophy of spirit of 1805-1806)
3rd week: The concept of recognition (main text: relevant chapter from Phenomenology of spirit)
4th week: Forms of negation of Hegelian dialectic– abstract and determinate negation and its applications (main text: relevant excerpt from Phenomenology of spirit)
5th week: The standpoints of master and slave kai its relation to history (main text: relevant chapter from Phenomenology of spirit)
6th week: Sophocles' Antigone (reading analyzing themes which are relevant for the next 3 weeks) (main text: Antigone)
7th week: Hegel and ancient city (main text: relevant chapter from Phenomenology of spirit)
8th week: The Hegelian analysis of the ethical significance of gender difference in ancient city (main text: relevant chapter from Phenomenology of spirit)
9th week: Hegel's Antigone (main text: relevant chapter from Phenomenology of spirit)
10th week: Interpretative approaches of German idealism to the French Revolution
11th week: The Hegelian analysis of absolute freedom (main text: relevant chapter from Phenomenology of spirit)
12th week: Terror– necessity and its limits (main text: relevant chapter from Phenomenology of spirit)
13th week: Review of the seminar – discussing the seminar and its results with the students

(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>		
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 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	Semester workload
	Seminar	Compulsory reading on a weekly basis
	Presentations and discussions	2 written short essays
	Reading of excerpts and analysing them	

	Course total	
<p align="center">STUDENT PERFORMANCE EVALUATION</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>Students are evaluated a) with their contributions to the discussions of the seminar and b) with to written short essays. They are fully informed about the mode of evaluation from the beginning.</p>	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:* Apart from the main texts, compulsory reading includes a) Joachim Ritter, Hegel and the French Revolution, b) Herbert Marcuse, Reason and revolution, c) Kosmas Psychopedis, Hegel. From the first political writings to the Phenomenology of spirit

- *Related academic journals:*

Stoic Philosophy, Self-knowledge and Political Philosophy

(1) GENERAL

SCHOOL	School of Social Sciences	
ACADEMIC UNIT	Department of Political Science	
LEVEL OF STUDIES	Undergraduate	
COURSE CODE	ΣΦΠ544	SEMESTER 5
COURSE TITLE	Stoic Philosophy, Self-knowledge and Political Philosophy	
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
Credits for the whole course	3	7
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background	
PREREQUISITE COURSES:	-	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Erasmus student can write an	

	essay in English)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
<i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i> 	
The main objective of this seminar is to familiarize students with fundamental knowledge on Stoic and Platonic philosophy. Students will learn about the connection between Platonic philosophy and self-knowledge as well as how they relate to political psychology.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Working independently Working in an interdisciplinary environment	Respect for difference and multiculturalism Criticism and self-criticism Production of free, creative and inductive thinking

(3) SYLLABUS

The seminar "Stoic Philosophy, Self-Knowledge and Political Psychology" focuses on the analysis of Stoic philosophy as well as on ancient Greek philosophy with a focus on Plato. The connection between philosophy and self-knowledge as well as the elements associated with understanding of modern political psychology are central to the seminar.

Thematic:

1. Plato's Political Philosophy
2. A. The state - the perfect state
3. B. Laws on Plato
4. Platonic Ethics-Utility
5. Ethics
6. Regulatory Ethics
7. The parable of the sun cave line
8. Plato and Parmenides
9. Myth about Plato
10. Pedagogy through Plato
11. Glory, Knowledge, Understanding Plato
12. Political psychology through Plato
13. Myth of Hero
14. Pythagorean and Plato
15. Perfect Government

(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>	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 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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Seminar-presentations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Activity	Semester workload	Seminar-presentations	50%	Study and analysis of bibliography	20%	Essay writing	30%	Course total	100%
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(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> ➤ Annas, J. (1999), <i>Platonic Ethics, Old and New</i>, Ithaca ➤ Barrow, R. (1975), <i>Plato, Utilitarianism and Education</i>, London ➤ Creed, J. L. (1978), "Is it Wrong to call Plato a Utilitarian?", <i>Classical Quarterly</i> 28, 349-365 ➤ Fine, G. (ed.) (1999), <i>Plato 2: Ethics, Politics, Religion and the Soul</i>, Oxford ➤ Irwin, T. (1995), <i>Plato's Ethics</i>, N. York-Oxford
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Financial Crisis and Democracy

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	OKΔΠ568	SEMESTER	5
COURSE TITLE	Financial Crisis and Democracy		
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	
Credits for the whole course	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			

COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Erasmus student can write an essay in English)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
<i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i> 	
The main objective of the seminar is to provide students with fundamental knowledge on issues related to the emergence of the financial crisis and its impact on democratic institutions and the state. In addition, the aim is to analyze the concepts of crisis, democracy and policies that are intertwined with the regulatory role of the state and, at the same time, to study the causes and effects of the crisis on the state and society as well as on democratic institutions and the constraints to policy implementation.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Working independently Working in an interdisciplinary environment	Respect for difference and multiculturalism Criticism and self-criticism Production of free, creative and inductive thinking

(3) SYLLABUS

The recent economic crisis is a factor that redefines the relationships between the role of the state, institutions and the economy. The redefinition of political and economic position often goes hand in hand with challenging the role of the state in terms of intervention at both social and economic levels, creating new conditions for policymaking while disrupting the social protection frameworks established in Europe. The transnational framework poses further constraints, together with the challenges posed by globalization, internationalization and technological development. Therefore, studying the impact of these transformations caused by the crisis on the concept of democracy is a key priority of this seminar.

Thematics:

1. Why do financial crises hurt democracy?
2. The international economic crisis and its impact on politics
3. Neoliberalism as an enemy of democracy
4. The deregulation of markets as the deregulation of the Republic
5. Risk and crisis

6. Accumulation of wealth and democracy
7. Europe: The social and political consequences of the crisis and the destabilization of democracy
8. The shifting of the decision-making center in Europe and the budgetary pact. European Economic Governance in times of crisis
9. The economic crisis and the intensification of populism as a factor in the restructuring of the Republic
10. New populism and crisis in Germany
11. New Populism and Crisis in Greece
12. New populism and crisis in Italy, Spain and Portugal. A crisis of confidence in the political systems of Southern Europe
13. New populism and crisis in France
14. Economic crisis and crisis of the Republic of Greece
15. The question of post-democracy
16. The end of social dialogue as a consequence of the crisis
17. The need for a social democracy. The welfare state as a democratic embankment?
18. The eurozone and the democratic deficit. Directions and perspectives

(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>	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 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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Seminar-presentations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Activity	Semester workload	Seminar-presentations	50%	Study and analysis of bibliography	20%	Essay writing	30%	Course total	100%
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(5) ATTACHED BIBLIOGRAPHY

- Albo, G. & Fanelli, C. (2015), Austerity Against Democracy. An Authoritarian Phase of Neoliberalism?, Socialist Interventions Pamphlet Series <http://www.socialistproject.ca/documents/AusterityAgainstDemocracy.pdf>
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- Piketty, T. (2014), *Capital in the twenty-first century*, Belknap Press.
- Rosanvallon, P. (2008), *Counter-Democracy. Politics in an Age of Distrust*, Cambridge: Cambridge University Press
- Rosanvallon, P. (2009), "The Metamorphoses of Democratic Legitimacy (Impartiality, reflexivity, proximity)", IILJ International Legal Theory Colloquium Spring Virtues, Vices, Human Behavior and Democracy, in *International Law* Benedict Kingsbury and Joseph Weiler, NYU Law School, <http://www.iilj.org/courses/documents/2009Colloquium.Session10.Rosanvallon.pdf>

Public Policy, Public Action and Financial Crisis

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΔΠΔΠ574	SEMESTER	6
COURSE TITLE	Public Policy, Public Action and Financial Crisis		
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	
Credits for the whole course	3	7	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Erasmus student can write an essay in English)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
<i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i> 	
The main objective of the seminar is to provide students with fundamental knowledge of the dimensions and importance of public policies and to reflect on their evolution and implementation, in line with the new circumstances shaped by the financial crisis.	
General Competences	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i>	

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Working independently Working in an interdisciplinary environment	Respect for difference and multiculturalism Criticism and self-criticism Production of free, creative and inductive thinking

(3) SYLLABUS

The seminar "Public Policy, Public Action and Economic Crisis" aims to study, analyze and categorize public policy interactions at both national and supranational levels (Eurozone-European Union). Examining issues related to public policy funding, sub-categories, ideological implications, the impact of the transnational factor and the dimensions posed by the crisis will allow an optimal understanding of public policies and their importance to modern democracies within an ever-changing environment.

Thematic:

1. State, government and politics
2. Globalization, the crisis and the transformation of the state
3. Debt Crisis and Policy
4. The political conditions for economic growth and reform
5. The private sector and the restriction of the state
6. The issues of governance, political apathy and political distancing
7. State finances and public policies
8. European integration and policies to deal with the economic crisis
9. The Europeanisation of public policies
10. Governance and decision-making in EU Member States.
11. Solidarity in the EU. Social policies and social cohesion
12. The Greek Crisis and the Crisis of the Eurozone Governance System
13. Democratic deficit and public policies
14. State, citizens, the rise of populism and the deepening of democracy
15. A glance at the future of the state and public policies

(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>	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 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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Seminar-presentations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Activity	Semester workload	Seminar-presentations	50%	Study and analysis of bibliography	20%	Essay writing	30%	Course total	100%
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Evaluation (1) Weekly attendance and participation (2) Oral presentation										

<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>(3) Final Written work (Essay) Greek is the language of evaluation (Erasmus students are evaluated in English based on their written essay). Evaluation is based on the attendance and participation in the seminar, on the oral presentation and on the final written essay. The evaluation is summative. The evaluation criteria are given from the first lecture to the students and are accessible via the course syllabus.</p>
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(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> ➤ Dawson, M. Enderlein, H. Joerges, C. (2015), Beyond the Crisis The Governance of Europe's Economic, Political and Legal Transformation, Hertie Governance Report ➤ Duffield, M. (2001). Global Governance and the New Wars. London: Zed Press. ➤ Frangonikolopoulos, C. & Proedrou, F. (2014). "Reinforcing Global Legitimacy and Efficiency: The Case for Strategic Discursive Public Diplomacy". Global Discourse: An Interdisciplinary Journal of Current Affairs and Contemporary Thought, 14:4, 49-67. ➤ Gamble, A. (2009). The Spectre at the Feast: Capitalist Crisis and the Politics of Recession. Basingstoke: Palgrave Macmillan.

Crisis, Welfare State and Democracy

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Political Science		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΚΚΔΠ584	SEMESTER	6
COURSE TITLE	Crisis, Welfare State and Democracy		
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	
Credits for the whole course	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Erasmus student can write an essay in English)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<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>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>The main purpose of this seminar is to familiarize students with fundamental knowledge on social policy adjustments brought about by the recent economic crisis. Students will gain useful knowledge from the study of statistics and indicators on social problems and their management by the state.</p>	
<p>General Competences</p>	
<p>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?</p>	
<p>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</p>	<p>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...</p>
<p>Analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Working independently Working in an interdisciplinary environment</p>	<p>Respect for difference and multiculturalism Criticism and self-criticism Production of free, creative and inductive thinking</p>

(3) SYLLABUS

The financial crisis that has deeply affected western world since 2008/2009 has once again made it clear how big the rivalry between the economic and the political sectors is. The interaction between political and economic forces is often presumed under conditions of uneven power correlations between the two fields, and in any case the economic changes direction the search for political answers and these in turn have economic consequences, which can lead to a variety of reactions and effects.

One area in which this relationship of rivalry is inherent and highly visible is the welfare state. In fact, the financial crisis has provided strong incentives for a dismantling reform of the welfare state. These welfare state transformation policies have created serious social uncertainties that have encouraged the very challenge of democracy through the dubious way in which welfare state restrictions have been institutionalized and, on the other hand, by strengthening populism. In this regard, the crisis even challenged that welfare state framework established by the so-called new Third Way Socialism or Modernization which, in common, tried to rationalize both the rules and the criteria for the provision of social services and the functioning of the welfare state as well as public expenditure. This development clearly affects the criteria for achieving social cohesion and poses various challenges regarding the extent of welfare state intervention, the impact of these developments on democracy itself and on social structure.

In this seminar we will empirically examine the extent to which the economic crisis has led to the restructuring, restriction and reassessment of the welfare state as it was established during the period of the new social democracy in Great Britain, Germany, France and Greece and to which extent the smooth functioning of democracy has been affected. The modern social democratic welfare state and the widening of the content of democracy with concrete empirical evidence as enshrined in the so-called Third Way and New Social Democracy policies in Great Britain (Tony Blair's government), France (Jospin government) Germany (Schröder government) and Greece (Simitis government).

Thematics:

Introductory lecture

- The welfare state under the pressure of the economic crisis

Individual thematics

(ANALYSIS OF THREE THEMES THAT APPLY TO THE FOUR FOCUS COUNTRIES-UK, FRANCE, GERMANY, GREECE)

- A. Health, welfare and social security policies.
- B. Education, training and employment policies (unemployment, redistribution, integration).
- C. Strengthening / weakening policies of the Republic (participation, transparency, accessibility, predictability, consistency of institutions, separation of powers, confidence indicators)

(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>	ICT in teaching and communication with students										
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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Seminar-presentations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Seminar-presentations	50%	Study and analysis of bibliography	20%	Essay writing	30%	Course total	100%
<i>Activity</i>	<i>Semester workload</i>										
Seminar-presentations	50%										
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Course total	100%										
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>	<p>Evaluation</p> <p>(1) Weekly attendance and participation (2) Oral presentation (3) Final Written work (Essay)</p> <p>Greek is the language of evaluation (Erasmus students are evaluated in English based on their written essay). Evaluation is based on the attendance and participation in the seminar, on the oral presentation and on the final written essay. The evaluation is summative. The evaluation criteria are given from the first lecture to the students and are accessible via the course syllabus.</p>										

(5) ATTACHED BIBLIOGRAPHY

- Albo, G. & Fanelli, C. (2015), Austerity Against Democracy. An Authoritarian Phase of Neoliberalism?, Socialist Interventions Pamphlet Series <http://www.socialistproject.ca/documents/AusterityAgainstDemocracy.pdf>
- Behling, F. (auth.) (2018), Welfare Beyond the Welfare State: The Employment Relationship in Britain and Germany. Palgrave Macmillan.
- Clasen, J. (2005), Reforming European Welfare State. Germany and the United Kingdom Compared, Oxford University Press
- Dobbernack, J (2014), The Politics of Social Cohesion in Germany, France and the United Kingdom. Palgrave Macmillan
- Ebbinghaus, B. and Naumann, E (eds.) (2018), Welfare State Reforms Seen from Below: Comparing Public Attitudes and Organized Interests in Britain and Germany, Palgrave Macmillan,

Social Democracy: Progress or regress for social justice?

(1) GENERAL

SCHOOL	School of Social Sciences	
ACADEMIC UNIT	Department of Political Science	
LEVEL OF STUDIES	Undergraduate	
COURSE CODE	ΣΠΟΠ588	SEMESTER 6
COURSE TITLE	Social Democracy: Progress or regress for social justice?	
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
Credits for the whole course	3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background	
PREREQUISITE COURSES:	-	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Erasmus student can write an essay in English)	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
<i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i> 	
The main purpose of this seminar is to familiarize students with the ideological foundations of the European social democracy as well as to enhance their critical evaluation towards public policies implemented by social democratic parties in various European countries during their development. In this way, they acquire skills in public policy analysis and critical evaluation, as well as in comparative public policy analysis of the social democratic governments.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations	Respect for difference and multiculturalism Criticism and self-criticism

Working independently Working in an interdisciplinary environment	Production of free, creative and inductive thinking
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(3) SYLLABUS

This seminar empirically examines the extent to which European Social Democracy has led to the restructuring, recalibration and reassessment of the welfare state as it was established in the early post-war decades in countries such as Great Britain, Germany, France, Greece as well as Sweden and to what extent the smooth functioning of democracy has been affected. It assesses the modern social democratic welfare state and expands the scope of democracy with concrete empirical evidence as laid down by the policies of both the early post-war social democratic governments and those of the Third Way and the new Social Democracy in Greece, Great Britain, Germany France, Sweden, as well as the social democratic governments that have been called upon to handle the recent multidimensional crisis.

Thematic:

1. From traditional to modern social democracy. Historical and theoretical dimensions
2. The Importance of the Welfare State for Social Democracy: Basic Concepts That Make Up the Idea of Welfare State as a Basic Prerequisite for Maintaining Democracy
3. The importance of the concept of social justice for Social Democracy
4. The policies of Social Democracy in Germany from the Gotha program to the Bad Godesberg program
5. Social Policy of the Social Democratic Governments of Willy Brand and Helmut Schmidt in Germany
6. Health, welfare and social security policies in Germany from the Schröder government to the financial crisis and its management by the Great Coalition
7. Education, training and employment policies in Germany from the Schröder government to the financial crisis and its management by the Great Coalition
8. The policies of Social Democracy in France from the Leo Blum period to the consensus with De Gaulle
9. The social policy of the socialist governments of Mitterrand and Jospin in France
10. Health, welfare and social security policies in France from Jospin to Hollande.
11. Education, training and employment policies in France from Jospin to Hollande.
12. The policies of the Labor Party in Great Britain from the MacDonald and Atlee governments to Wilson government
13. The policies of the Wilson and Callaghan governments of the United Kingdom's Labor Party
14. Health, welfare and social security policies in Great Britain by New Labor governance
15. New Labor's Education, Training and Employment Policies in Great Britain
16. Andreas Papandreou's Governance Policies in Greece
17. Health, welfare and social security policies in Greece from the Simitis government to the government of George Papandreou and the PASOK-ND coalition government
18. Education, training and employment policies in Greece from the Simitis government to the government of George Papandreou and the PASOK-ND coalition government
19. The social policy of the Swedish Social Democratic Party
20. The Scandinavian model of prosperity and social policy during the recession. Study of indicators and policies in comparative dimension
21. Social democracy and welfare state in crisis or change? Comparative dimensions of indicators of different models of prosperity - social democracy in Europe
22. Changes in social democracy and the adoption of neoliberal approaches and policies (competitiveness, individual activism, the new economy, flexibility of work, efficiency, knowledge society, from class society to civil society)
23. Selective social justice versus redistributive justice: Social democracy's shift to selective social policies
24. The crisis in the Eurozone and social democracy: The transition from the pursuit of social Europe to a purely economic-technocratic Europe.
25. The future of the European social democracy and the welfare state. A two-way-street relationship?

(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>	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 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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Seminar-presentations</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Activity	Semester workload	Seminar-presentations	50%	Study and analysis of bibliography	20%	Essay writing	30%	Course total	100%
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(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> ➤ Baldwin, P. (1990), <i>The Politics of Social Solidarity: Class Bases in the European Welfare State, 1875-1975</i>, New York: Cambridge University Press. ➤ Berman, S. (1998), <i>The Social Democratic Moment: Ideas and Politics in the Making of Interwar Europe</i>, Cambridge, MA: Harvard University Press ➤ Bonoli, G. and Powel, M. (eds.) (2004), <i>Social Democratic Party Policies in Contemporary Europe</i>, London-New York: Routledge. ➤ Kukathas, C. & Pettit, P. (1990), <i>Rawls: a theory of justice and its critics</i>, Cambridge: Polity Press in association with Basil Blackwell. ➤ Merkel, W. et. al (ed.) (2008), <i>Social Democracy in Power: The Capacity to Reform</i>, Routledge. ➤ Policy Network (2015), <i>The classics of social democratic thought</i>, https://www.scribd.com/doc/257208539/The-classics-of-social-democratic-thought

Special issues in political theory: representative and radical democracy

(1) GENERAL

SCHOOL		Social Sciences			
ACADEMIC UNIT		Political Science			
LEVEL OF STUDIES		Undergraduate			

COURSE CODE	ΕΘΠΠ540	SEMESTER		Easter Semester (5+)	
COURSE TITLE	Special issues in political theory: representative and radical democracy				
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	3	CREDITS 6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>					
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar: special background, skills development				
PREREQUISITE COURSES:					
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes				
COURSE WEBSITE (URL)					

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>
<p>Students must be able to go through an extended literature and prepare their essays and presentations. They are able to discern the particular theoretical and institutional characteristics of both representative and direct democracy. They are also expected to comprehend and analyze conflicts and points of convergence between the above forms of governance.</p>

(3) SYLLABUS

The seminar examines the relation between the institutional aspects of representative democracy and independent forms of political action. It is divided in the following thematic areas: a) Institutional aspects of representation (parliament and political parties as agents of civil society) b) State and governance (the concept of public interest, problems of representation, transparency

and accountability), c) Civil society and the theory of direct democracy, d) nationalism and citizenship.

(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>																							
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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td></td> </tr> <tr> <td>Preparation for lectures and final exams</td> <td></td> </tr> <tr> <td>Exams</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures		Preparation for lectures and final exams		Exams														Course total	
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Exams																							
Course total																							
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>	Participation in class, presentation of term essays, final paper, oral exams.																						

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Della Porta Donatella, Diani, M., Κοινωνικά Κινήματα. Μια Εισαγωγή. (Κριτική, 2010).
Gellner, Ernest: Η Κοινωνία των Πολιτών και οι Αντίπαλοί της. Συνθήκες Ελευθερίας, (Παπαζήσης, 1996).
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http://constitutionalism.gr/site/wp-content/mgdata/pdf/2012_krysogonos-ianos.pdf*
Κιουπκιολής, Αλέξανδρος, Πολιτικές της Ελευθερίας. Αγωνιστική Δημοκρατία, Μετα-αναρχικές Ουτοπίες και η Ανάδυση του Πλήθους, (Εκκρεμές, 2011).
Μαυρογορδάτος, Γιώργος, Ομάδες Πίεσης και Δημοκρατία, (Πατάκης, 2011).
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Mouffe, Chantal, Επί του Πολιτικού. Αθήνα: (Εκκρεμές 2010).

Europe and the World

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	SEMESTER	Winter	ΕΥΚΠ348
COURSE TITLE	Europe and the World		
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
Lectures, Presentations, Essays, Discussion		3	6.00
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	0		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el		

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
<p>They have gained knowledge and understanding of issues in the field of Europe and the world, which is based on their education and, supported by advanced textbooks drawn from Greek and foreign language literature, includes views that arise from modern developments.</p> <p>They are able to use the knowledge and understanding they have acquired in a way that shows a professional approach to their work or profession, and they have the skills that are usually demonstrated by developing and supporting arguments and solving problems in the context of Europe and the world relations.</p>	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary</i>	<i>Project planning and</i>

<p><i>technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<p>They have the ability to collect and interpret relevant data to form crises involving reflection on Europe and the World relations.</p> <p>They are able to communicate information, ideas, problems and solutions to both qualified and non-specialized audiences in terms of foreign policy issues of the European union.</p> <p>They have developed those skills to acquire knowledge in the Europe and the world system, which they need to continue in further studies with a high degree of independence.</p>	

(3) SYLLABUS

<p>The aim of this course is to support students in studying the European Union’s international identity and global role. The added value lies, on the one hand, on understanding the complexity of EU’s Common Foreign and Security and Defense Policy, and on the other, on classifying its external relations and priorities. The focus is on both internal and external frameworks, as well as, on the comparative evaluation of the different frameworks. At the end of this course, students will have the necessary analytical means to assess the extent to which the EU has the institutional capacity and the diplomatic vision and political will to exercise an independent and unified role in international affairs.</p> <p>Lectures:</p> <ol style="list-style-type: none"> 1.The Problematique of Global Europe, 2. Institutional and Normative Dimensions, 3. External Relations, Trade and Developmental Policies, 4. The Common Foreign and Security Policy and European Defence, 5. Transatlantic Relations, 6. Relations with Russia and Turkey, 7. Relations with the Western Balkans, 8. Relations with the Mediterranean/Middle East countries, 9. Relations with the ACP countries, 10. Relations with Central and Latin America countries and Brazil, 11. Relations with the Asian Strategic Partners (Japan, India and China).
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to Face</p>
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>PowerPoint Presentations in communication with the students</p>
<p style="text-align: center;">TEACHING METHODS</p>	

<p><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 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>	Activity	Semester workload
	Lectures	11
	Review Lessons	2
	Essays	
	Discussion	
	Presentations	
		Course total
STUDENT PERFORMANCE EVALUATION	<p>The performance evaluation of this module is based on an essay at the end of the semester (60%) and on a presentation during this course (40%).</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>		

(5) ATTACHED BIBLIOGRAPHY

Required reading: D. K. Xenakis and M. J. Tsinisizelis eds., *Global Europe? International Dimensions of the European Union*, Sideris publishers, Athens 2006 (in Greek).

Recommended reading: D. N. Chrysochoou et.al., *European Polity: The Art of Synarchy*, Savalas publishers, Athens 2010 (in Greek); D. Bourantonis and S. Blavoukos eds., *The EU Presence in International Organizations*, Routledge, London 2010; F. Cameron, *An Introduction to European Foreign Policy*, Routledge, London 2007.

F. Cameron, *European Foreign and Security policy – Past, Present and Future*, Sheffield Academic Press, 1999

W Carlsnaes & S Smith (eds) *European Foreign Policy. The EC and Changing Foreign Policy Perspectives in Europe*, Sage, 1994.

C. Church and D. Phinnemore, *The Penguin Guide to the European Treaties: From Rome to Maastricht, Amsterdam, Nice and Beyond*, Harmondsworth, Penguin, 2002.

Duff, Andrew (ed.), *The Treaty of Amsterdam: Text and Commentary*, Sweet and Maxwell for the Federal Trust, 1997.

Edwards, Geoffrey and Regelsberger, Elfriede (eds.), *Europe's Global Links: The European Community and Inter-Regional Cooperation*, London, Pinter, 1990.

Eliassen, Kjell A. (ed.), *Foreign and Security Policy in the European Union*, Sage Publications, London, 1998.

Ginsberg, Roy, *The Foreign Policy Actions of the European Community*, Boulder, Lynn Reinner, 1989.

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Hill, Christopher and Smith, Karen E., *European Foreign Policy: Key Documents*, Routledge, 2000.

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MacLeod, Ian, Hendry, Ian and Hyatt, Stephen, The External Relations of the European Communities, Oxford, Clarendon Press, 1996.

McGoldrick, Dominic, The International Relations Law of the European Union, New York, Longman, 1997.

Manners, Ian and Richard Whitman (eds), The Foreign Policies of European Union Member States, Manchester, MUP, 2000.

S.J. Nuttall, European Foreign Policy, Oxford, OUP, 2000

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Rhodes, Carolyn (ed.), The European Union in the World Community, Lynne Rienner, Boulder, Colorado, 1998.

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Smith, Hazel, European Union Foreign Policy: What it is and What it Does (London, Pluto, 2002).

Telò, Mario, European Union and New Regionalism, Aldershot, Ashgate, 2001.

White, Brian, Understanding European Foreign Policy, Basingstoke, Palgrave, 2001.

Whitman, Richard, From Civilian Power to Superpower? The International Identity of the European Union, London, Macmillan, 1998.

Euro-Mediterranean Relations

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	SEMESTER	Spring	EΥΣΠ573
COURSE TITLE	Euro-Mediterranean Relations		

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
Lectures, Presentations, Essays, Discussion		3	6.00
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	0		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el		

(2) LEARNING OUTCOMES

Learning outcomes	
<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> <i>Consult Appendix A</i> <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 	
They have gained knowledge and understanding of issues in the field of Euro-Mediterranean Relations, which is based on their education and, supported by advanced textbooks drawn from Greek and foreign literature. They are able to use the knowledge and understanding they have acquired in a way that shows a professional approach to their work or profession, and they have the skills that are usually demonstrated by developing and supporting arguments and solving problems in the context of Euro-Mediterranean relations.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>

	<i>Others...</i>
<p>They have the capability to gather and interpret relevant data to form crises involving reflection on Euro-Mediterranean relations.</p> <p>They are able to interconnect information, ideas, problems and solutions to both qualified and non-specialized audiences in Euro-Mediterranean Relations.</p> <p>They have developed skills to acquire knowledge in the Euro-Mediterranean environment, which they need to continue in further studies with a high degree of sovereignty.</p>	

(3) SYLLABUS

The aim of this course is the formation of a framework for the understanding of contemporary Euro-Mediterranean politico-economic and socio-cultural relations. The focus is on both the constituent elements of regional security complexity and the policies of the main actors involved in post-Cold War regional politics. At the end of this course, students are expected to be able to formulate views on Euro-Mediterranean political developments.

This course provides with more advanced study of International Relations and Security.

Lectures:

- Introduction to post-war history of the Mediterranean area.
- Regional Complexity and Strategy Issues.
- Sub-regional dynamics in Mashreq, Maghreb and southern Europe.
- Regional security and cooperation issues.
- Institutions and Regional Cooperative Societies in the Mediterranean and the Middle East.
- NATO and the Mediterranean Dialogue of NATO.
- The policies of the European Union (1970-1995).
- The Euro-Mediterranean Partnership and the Barcelona Process (1995-2007).
- The European Neighborhood Policy (2003-) and the Union for the Mediterranean (2007-).
- The Arab Spring and the transformation of the Arab states.

(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>	PowerPoint Presentations in communication with the 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 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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">11</td> </tr> <tr> <td>Review Lessons</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Essays</td> <td></td> </tr> <tr> <td>Discussion</td> <td></td> </tr> <tr> <td>Presentations</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	11	Review Lessons	2	Essays		Discussion		Presentations										Course total	
Activity	Semester workload																						
Lectures	11																						
Review Lessons	2																						
Essays																							
Discussion																							
Presentations																							
Course total																							
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</i>	The performance evaluation of this module is based on an essay at the end of the semester (70%) and on a presentation during this course (30%).																						

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.

(5) ATTACHED BIBLIOGRAPHY

Required reading: A. Nouschi, *The Mediterranean in the 20th Century*, translated by Metehmio publishers, Athens 2000, and lecturer's notes (given to students in electronic form).

Recommended reading: S. C. Calleya, *Evaluating Euro-Mediterranean Relations*, Routledge, London 2005; D. K. Xenakis and D. N. Chrysochoou, *The emerging Euro-Mediterranean system*, Manchester University Press, Manchester & New York 2001; N. Ayubi ed., *Distant Neighbors: The Political Economy of Relations between Europe and the Middle East/North Africa*, Ithaka, Reading 1995.

D. Xenakis and D. Chrysochoou, *The emerging Euro-Mediterranean system*, MUP, Manchester & NY, 2001.

D. Xenakis & P. Tsakonas (eds.), "Union pour la Méditerranée: Perspectives Nationales et Régionales/Union for the Mediterranean: National and Regional Perspectives", *Études Hellénique/Hellenic Studies*, 17(2), 2009.

St. Calleya & D. Xenakis, "France's New Mediterranean Initiative: Lessons from Post-Cold War Regional Cooperation", *Karamanlis Working Papers in Hellenic and European Studies*, No. 4, Fletcher School of Law and Diplomacy, Tufts University, 2008.

S. C. Calleya, *Evaluating Euro-Mediterranean Relations*, Routledge, London, 2005.

S. Stavrides, et. al. (eds.), *The Foreign Policies of the EU's Mediterranean States and Applicant Countries in the 1990s*, MacMillan press, London, 1999.

A. Vasconcelos και G. Joffé (eds.), *The Barcelona Process. Building a Euro-Mediterranean Regional Community*, Frank Cass, London, 2000.

R. Gillespie και R. Young, (eds.), *The European Union and Democracy Promotion: The Case of North Africa*, Frank Cass, London, 2001.

F. Attinà and S. Stavridis (eds.), *The Barcelona Process and Euro-Mediterranean Issues from Stuttgart to Marseilles*, Giuffrè, Milan, 2001.

N. Ayubi (ed.), *Distant Neighbors: The Political Economy of Relations between Europe and the Middle East/North Africa*, Ithaka, Reading, 1995.

R. Aliboni (ed.), *Southern European Security*, Pinter publishers, London, 1992.

Multiculturalism and Public Policies

(1) GENERAL

SCHOOL	FACULTY OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES		
COURSE CODE	ΠΠΔΠ 543	SEMESTER	5-8
COURSE TITLE	Multiculturalism and Public Policies (Seminar)		
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	7
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised course -Seminar		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i>	
<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>Upon completion of the course, it is expected that the students dealing with:</p> <ul style="list-style-type: none"> -on the one hand the causes, parameters and consequences of the refugee crisis (including those in the under-shaping European Strategy), and - on the other hand, issues such as real integration vs assimilation, the exclusion of ethnic/culturally diverse groups, but also phenomena of racism and xenophobia, the policy and the conditions of recognition, the language (including linguistic and cultural capital), the religion, the cultural rights, the conditions of cultural identity, as well as more specific issues, such as the European agenda for the correlation between migration and development, <p><i>will have acquired a firm knowledge of the relationship of multiculturalism and public policies today and at the same time will have developed skills and competences to analyse this relationship and interpret its transformations.</i></p>	
General Competences	
<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>	

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>

(3) SYLLABUS

If one reviewed the debate on multiculturalism today, he would find that a series of individual arguments were set up to frame the evolving theoretical discussion (and inter alia the heated controversy between Taylor's tradition and consequently the regulatory approaches of a fluid reality. The post-industrial societies themselves often seem puzzled by the political and value stakes of the co-existence of population groups with different cultural identities and capital. Recent developments, especially the terrorist attacks by ISIS in Europe and the refugee crisis, are further complicating the situation. So what happens with multiculturalism? Did it indeed fail, as has been at times pointed out (directly or indirectly) by the leaders of EU Member States, who, in essence, question the origins and the constitutive elements of the very complex of values regarding the European integration? While most representatives of mainstream political formations do not seem to formally challenge the importance of integrating ethnic/culturally diverse groups, the semantic boundaries of common concepts seem to be redefined, although the political obviously inflame. The landscape is rearranged and the consensus seems to retreat. The anti-immigrant agenda seems to be gaining ground in political publicity. Additionally, multiculturalism continues to generate political and theoretical tensions, sometimes conceptual and semantic confusions, as well as dilemmas at the level of applied politics (see also Chiotakis 1999). Suffice it to bear in mind that the term itself is sometimes used to capture a phenomenon and some other times to describe its management models. Within such a context, even terms such as *multiculturalism* and *interculturalism* seem to be redefined, as cultural diversity itself is not content with the semantic reserves of Taylor's ideal of authenticity. Especially as regards the notion of multiculturalism, there is a latent confusion, as the increasingly popular use of this term "often confuses the coexistence of different nations within a state (or federal) construct with the coexistence of groups or persons and / or people of different ethnic origin "(polyethnic states) (Lavdas 2012: 16-17).

In any case, the study of cultural diversity raises the need to analyse critical public policies related to the "management" of ethno-cultural diversity. This is precisely what is attempted in the seminar. Obviously, the analysis of multiculturalism and the role of public policies in its management cannot be covered thematically within a six-month seminar, much less when it takes place in an "interesting period" (mainly in the sense of the known Chinese curse), full of developments. In fact, what is being aimed at is the detailed examination of aspects and expressions of the aforementioned issues. Firstly, the attempt is to analyse the notion of multiculturalism associated with what Kymlicka identifies as "politics of multiculturalism" and M. Apple as "cultural politics". The historical dimensions regarding both the notion itself and the phenomenon that it echoes are examined, along with theoretical reconstructions and conceptual problems. Emphasis is placed on applied theory for

multiculturalism, approaching among other things the controversy between Taylor's tradition, communality and moral liberalism (see inter alia Taylor 1999, 2007; Kymlicka 1995, 2001, 2012; Parekh 2000; Gutmann 1997; Kymlicka & Norman 2000; Lavdas 1999, 2012; Papadakis 2007). Moreover, other issues are raised such as citizenship, cultural identity and rights (given also the insertion of the notion of "cultural rights" in the international discussion) as well as the issues of sovereignty and representation between culturally dominant and minority groups (major & minor groups). The aforementioned issues are dealt with an eye to the conditions and to the recognition policy.

The development of the European and Greek public policies, which are mainly related to the management of cultural diversity and intercultural coexistence, is then examined (for the last one see and Gundara & Jacobs 2009, Lavdas 2012 and Damanakis 2001). Obviously, the topics reviewed first of all are the immigration policy, and the evolution of immigration and migration flows in Europe and Greece. Of course, at this point, the "refugee issue", or more precisely the "refugee crisis", which is in full swing, should not, and could not be ignored. The reasons for the intensity of the refugee flows are being investigated, while an attempt is being made to capture the state of affairs today and, above all, the critical review of the European approach (or more precisely the different approaches within the EU) in managing and addressing this major problem and its extensive dimensions. Within this framework, the focus on Greece (the prime European host country for refugees), as well as on Turkey, is necessary and, above all, inevitable. However, it should be noted that, despite the obvious importance and necessity of analyzing migration, migration policy, the refugee crisis and the European strategy for tackling it, the debate on multiculturalism is not limited exclusively to immigration and the refugee issue. Therefore, the analysis is extended on other issues such as social policy, education policies, training policies and human resources and employment policies, always in relation to cultural diversity, as one of the key questions is how and in what direction the condition of multiculturalism affects, but also the recent developments within the public policy complex.

In the third part of the seminar, emphasis is placed on some constituent elements of multiculturalism and on modern public policy challenges. Issues about language (in relation to bilingualism, the cultural capital of different ethno-cultural groups and the associated policies - see also Cummins 2003), identity (and especially identity politics) and religion are also explored. In addition, a number of other topics are discussed, such as: a) the so-called "undocumented" immigration, which is clearly intensified and, at the same time constitutes a real challenge for the existing institutional frameworks and public policy, and b) the relationship between immigration and development [mainly based on the recent European transnational project MMWD (Making Migration Work for Development)], implemented in the framework of EU2020 and of the South East Europe Transnational Cooperation Programme.

In such a seminar, there could be no lack of a (contextual) analysis of the apparent rise of the anti-immigration agenda in Europe, nor a discussion about phenomena of racism, xenophobia and exclusion of migrants and minorities, but also the rhetoric (and sometimes strategy) about repelling refugees. Nor, of course, could be a lack of discussion about terrorism and its (emerging) impact on the management of multiculturalism within Europe. Finally, some other issues of Greek interest are also examined, such as the evolution of the Greek policy for the Muslim minority in Thrace, the relationship between International Organizations and the formulation of a Greek policy for the management of multiculturalism, as well as the Greek diaspora.

(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 in communicating with the 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 creativity, etc.</i>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lectures</td> <td style="text-align: center;">10%</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	10%
<i>Activity</i>	<i>Semester workload</i>				
Lectures	10%				

<p>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</p>	Seminars	20%
	Study & analysis of bibliography	30%
	Interactive teaching (mainly in the framework of presentations of seminar assignments by the students)	20%
	Essay writing	20%
	Course total	100%
STUDENT PERFORMANCE EVALUATION		
<p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>		
<ul style="list-style-type: none"> ▪ Active participation in the Seminar: 10% ▪ Oral presentation of individual or collective seminar work (prepared by the student in collaboration with the instructor): 30% ▪ Submission of final written seminar essay (incorporating the remarks of the instructor and the main discussion points of the seminar): 60% 		

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Advanced Issues in Social Theory – Karl Marx – Max Weber

(1) GENERAL

SCHOOL	SOCIAL SCIENCES				
ACADEMIC UNIT	POLITICAL SCIENCE				
LEVEL OF STUDIES	UNDERGRADUATE				
COURSE CODE	KØEP358	SEMESTER			
COURSE TITLE	ADVANCED ISSUES IN SOCIAL THEORY – KARL MARX-MAX WEBER	5			
INDEPENDENT TEACHING ACTIVITIES			WEEKLY TEACHING HOURS		CREDITS
<p><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></p>					
			3		6

<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>					
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND				
PREREQUISITE COURSES:	POLITICAL THEORY I, II, III				
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES				
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=100				

(2) LEARNING OUTCOMES

Learning outcomes	
<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>	
<i>Consult Appendix A</i>	
<ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> 	
With this course, students learn to analyze and explain complex theoretical texts. Thorough study and discussion of conceptual foundations in key theoretical contexts such as the critique of the political economy and the understanding of sociology.	
General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Criticism and self-criticism

Adapting to new situations Decision-making Working independently Team work Production of new research ideas	Production of free, creative deductive and inductive thinking
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(3) SYLLABUS

<p>The course is a seminar for advanced students. It examines specific key issues of modern social theory through the work of Karl Marx and Max Weber, who are taken here as the main representatives of two different approaches to social phenomena. The course is organized on the basis of participants' contributions, with reference to corresponding classical texts by the two authors, each time analyzing a particular subject. The topics under consideration are:</p> <p>(a) the question of the methodical structure of the object of analysis from the perspective of the critique of political economy on the one hand (critique and praxis) and the <i>Verstehende Soziologie</i> on the other (understanding and explanation); the texts: Marx: <i>Grundrisse</i> (Introduction, 1858) On the critique of political economy (Introduction, 1859), Weber: <i>Economy and Society</i>, Volume I, Chapter 1. (Selected Quotations: pp. 3-59) - <i>Economy and Society</i>, Vol. 2 (Market Community - Political Communities).</p> <p>b) The question of political form and political action in modern civil society • The texts: Marx I: The bourgeoisie and the counter-revolution (1848), <i>The eighteenth Brumer of Louis Bonaparte</i> • Weber: <i>The national state and economic policy</i> (1895), <i>Economy and Society</i>, Vol. 5 (Text: Domination), <i>Economy and Society</i>, Vol. 5 (State and Hierocracy).</p>
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(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																							
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 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>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>SEMINAR REFERENCE AND DISCUSSION</td> <td>40%</td> </tr> <tr> <td>PAPER</td> <td>60%</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td>100%</td> </tr> </tbody> </table>	Activity	Semester workload	SEMINAR REFERENCE AND DISCUSSION	40%	PAPER	60%															Course total	100%	
Activity	Semester workload																							
SEMINAR REFERENCE AND DISCUSSION	40%																							
PAPER	60%																							
Course total	100%																							
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>	PARTICIPATION IN THE DISCUSSIONS DURING THE REFERENCES OF THE SEMINAR. REFERENCE PAPER AT THE END OF THE SEMESTER																							

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(5) ATTACHED BIBLIOGRAPHY

KARL MARX – GRUNDRISSE ZUR KRITIK DER POLITISCHEN ÖKONOMIE KARL MARX – DAS KAPITAL. KRITIK DER POLITISCHEN ÖKONOMIE. ERSTER BAND: DER PRODUKTIONSPROZESS DES KAPITALS. MAX WEBER – WIRTSCHAFT UND GESELLSCHAFT (SOZIOLOGISCHE GRUNDBEGRIFFE) MAX WEBER – WIRTSCHAFT UND GESELLSCHAFT (SOZIOLOGIE DER HERRSCHAFT)

Religion and Political Theory

(1) GENERAL

SCHOOL	SOCIAL SCIENCES				
ACADEMIC UNIT	POLITICAL SCIENCE				
LEVEL OF STUDIES	UNDERGRADUATE				
COURSE CODE	ΘΡΗΠ370	SEMESTER			
COURSE TITLE	RELIGION AND POLITICAL THEORY	5			
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>					
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND				
PREREQUISITE COURSES:	POLITICAL THEORY I, II, III				
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK				
IS THE COURSE OFFERED TO	YES				

ERASMUS STUDENTS					
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=99				

(2) LEARNING OUTCOMES

Learning outcomes	
<p>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.</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>The seminar participant learn to analyze and explain theoretical texts from different fields.</p> <p>The seminar concerns issues of consciousness formation, contextual definition of religious faith, critique of theology, and consideration of the relationship between religion and politics in modernity.</p>	
General Competences	
<p>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?</p>	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Production of new research ideas</p>	<p>Criticism and self-criticism</p> <p>Production of free, creative deductive and inductive thinking</p>

(3) SYLLABUS

The course aims at a comparative analysis of religion through the texts of certain classical authors of modernity. Beginning with the *Leviathan* of Thomas Hobbes, we then discuss the place of religion within the critical philosophy of Immanuel Kant, focusing in his book about *Religion within the boundaries of mere Reason*, and the *Conflict of the faculties*. The next author is Ludwig Feuerbach with his quintessential writings about the *Essence of Christianity* and the *Essence of religion*. After a brief analysis of the Nietzschean conception of asceticism (from the *Genealogy of morals*), the course proceeds to a thorough reconstruction of Max Weber's *Sociology of religion* (the unfinished exposition from *Economy and Society*), which comprises the correlations between class standpoints and religious consciousness, as well as the phenomenological reconstruction of religious ideas according to their practical impact.

(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	
<p style="text-align: center;">TEACHING METHODS</p> <p><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 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>	<i>Activity</i>	<i>Semester workload</i>
	SEMINAR REFERENCE AND DISCUSSION	40%
	PAPER	60%
	Course total	100%
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	PARTICIPATION IN THE DISCUSSIONS DURING THE REFERENCES OF THE SEMINAR. REFERENCE PAPER AT THE END OF THE SEMESTER	
<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>		

(5) ATTACHED BIBLIOGRAPHY

FEUERBACH, Ludwig –*Notwendigkeit einer Reform der Philosophie*, 1842). *Das Wesen des Christentums*, 1849.

KANT, Immanuel –*Der Streit der Fakultäten*, 1798.

MARX, Karl –*Zur Judenfrage*, 1843, *Thesen über Feuerbach*, 1845.

NIETZSCHE, Friedrich –*Jenseits von Gut und Böse*, 1886; *Zur Genealogie der Moral*, 1887.

WEBER, Max – *Theorie der Stufen und Richtungen religiöser Weltablehnung*.

WEBER, Max – *Wirtschaft und Gesellschaft. Religiöse Gemeinschaften*.

University and Power

(1) GENERAL

SCHOOL	SOCIAL SCIENCES				
ACADEMIC UNIT	POLITICAL SCIENCE				
LEVEL OF STUDIES	UNDERGRADUATE				
COURSE CODE	ΠΕΠ394	SEMESTER			
COURSE TITLE	UNIVERSITY AND POWER	5			
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,</i>			WEEKLY TEACHING	CREDITS	

give the weekly teaching hours and the total credits			HOURS		
			3		6
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>	SPECIAL BACKGROUND				
PREREQUISITE COURSES:	POLITICAL THEORY I, II, III				
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES				
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=103				

(2) LEARNING OUTCOMES

Learning outcomes	
<p>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.</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>This course concerns the historical dimension of the modern university and in its relationship with political power. The seminar deals with issues of management of scientific discourse, truth and power, social division and cognitive specialization, as well as the relationship between capital evaluation and the cultivation of scientific knowledge</p>	
General Competences	
<p>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?</p>	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p>	<p>Criticism and self-criticism</p> <p>Production of free, creative deductive and inductive thinking</p>

Production of new research ideas	
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(3) SYLLABUS

The course aims at reconstructing the views on the university that are implicated in the theoretical systems of modern society. One of the main aims pursued is the emergence of the historical dynamics of the university institution as it forms part of certain theories from the late 18th century until the beginning of the 20th century. This dynamics correlates with the reproduction needs of bourgeois society - which is also the only historical society that establishes the university as a vehicle for the cultivation of systematic scientific knowledge - and with the treatment of a particular kind of knowledge which, in conjunction with awareness of these needs, cultivates the capacity of criticism.

The starting point of the analysis is the integration of the function of the university into the system of political economy, as established by Adam Smith in the fifth book of the Wealth of Nations. Then, the first explicit philosophical theory of the university in civil society is examined, formulated in the work of Immanuel Kant, in the book *The Conflict of the Faculties*. The critique of the post-medieval-scholastic practice of the university finds one of its best formulations in the drama of Johann Wolfgang Goethe *Faust*, parts of which are being examined from the seminar's perspective. The analysis focuses in Wilhelm von Humboldt's understanding of the university, which has been a model for the founding of many universities of developed civil society. Further approaches of the university institution are some of Friedrich Nietzsche's views, which are outlined in his texts *For the Future of Our Educational Institutions* and *About the Usability and Disadvantage of History for Life*, as well as Max Weber's views on cultivation of scientific knowledge, as summarized in his text *Science as a profession*. Further analysis of texts concerns the text of Thorstein Veblen *The Higher Learning in America* and the study by Talcott Parsons and Gerald Platt for the American University.

(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	
<p style="text-align: center;">TEACHING METHODS</p> <p><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 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>	Activity	Semester workload
	SEMINAR REFERENCE AND DISCUSSION	40%
	PAPER	60%
	Course total	100%
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	PARTICIPATION IN THE DISCUSSIONS DURING THE REFERENCES OF THE SEMINAR.	
<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,</i>		

<p>public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>REFERENCE PAPER AT THE END OF THE SEMESTER</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>SMITH, Adam – <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i>, 2 τόμοι (1^η έκδοση 1776). <i>The Glasgow Edition of the Works and Correspondence of Adam Smith</i>, Ινδιανάπολη 1976.</p> <p>KANT, Immanuel – <i>Der Streit der Fakultäten</i>.</p> <p>GOETHE, Johann Wolfgang – <i>Faust</i>.</p> <p>HUMBOLDT, Wilhelm von – <i>Ueber die innere und äussere Organisation der höheren wissenschaftlichen Anstalten in Berlin</i>. 1810.</p> <p>WEBER, Max – <i>Wissenschaft als Beruf</i>. (1917)</p> <p>VEBLEN, Thorstein (1994) – <i>The higher learning in America. A memorandum on the conduct universities by business men [1918]. The collected works of Thorstein Veblen</i>, vol. Routledge/Thoemmes Press.</p> <p>PARSONS, Talcott – PLATT, Gerald, <i>The American University</i>. Harvard University Press 1973.</p>

European Political Theatre

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΠΘΠ567	SEMESTER	FIFTH
COURSE TITLE	EUROPEAN POLITICAL THEATRE		
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background.		
PREREQUISITE COURSES:	English for Political Scientists		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English.		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes.
COURSE WEBSITE (URL)	http://political.soc.uoc.gr/el/module/204/eyrwpaiiko-politiko-theatro

(2) LEARNING OUTCOMES

<p>Learning outcomes <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> <i>Consult Appendix A</i></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>Students possess verified mastery and understanding of issues in their field.</p> <p>They are also able to collect and interpret relevant data within their field in order to formulate judgements involving deliberation on relevant social or scientific issues.</p>																			
<p>General Competences <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></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<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>Production of new research ideas</i>	<i>Others...</i>	
<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>Production of new research ideas</i>	<i>Others...</i>																		
																		
<p>Promotion of free, creative and inductive thinking.</p>																			

(3) SYLLABUS

<p>The purpose of the course is the study of European politics from the national perspective of different countries, conceptualizations of politics in relation to dramatic representations, and seminal concepts such as democracy, pluralism, resistance, national identity etc.</p> <p>Texts studied: George Bernard Shaw, <i>Augustus Does His Bit: A True-to-Life Farce</i> (1916) James Schevill, <i>Cathedral of Ice</i> (1975) Ιάκωβος Καμπανέλλης, <i>Το Μεγάλο Μας Τσίρκο</i> (1973) Ιάκωβος Καμπανέλλης, <i>Ο Εχθρός Λαός</i> (1975)</p>

(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>		
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>	Activity	Semester workload
	Lectures	

<p>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</p>		
	Course total	
<p align="center">STUDENT PERFORMANCE EVALUATION</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 examinations where students are required to set literary works in their historical context, associating historic events with specific allusions, and formulating an argument about the author's attitude to said events.</p> <p>There are assigned times for students who would like feedback on how to improve learning outcomes.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i> George Bernard Shaw, <i>Augustus Does His Bit: A True-to-Life Farce</i> (1916) James Schevill, <i>Cathedral of Ice</i> (1975) Ιάκωβος Καμπανέλλης, <i>Το Μεγάλο Μας Τσίρκο</i> (1973) Ιάκωβος Καμπανέλλης, <i>Ο Εχθρός Λαός</i> (1975)</p> <p>- <i>Related academic journals:</i></p>

Greece at war: Politics, Economy and Society in the 1940s

(1) GENERAL

SCHOOL	SOCIAL SCIENCES			
ACADEMIC UNIT	POLITICAL SCIENCE			
LEVEL OF STUDIES	UNDERGRADUATE			
COURSE CODE		SEMESTER	Spring	POKP506
COURSE TITLE	Greece at war: Politics, Economy and Society in the 1940s			
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
Lectures			3	6.00
<i>Add rows if necessary. The organisation of teaching and the</i>				

teaching methods used are described in detail at (d).				
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		Seminar of specialised general knowledge		
PREREQUISITE COURSES:		0		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS		NO		
COURSE WEBSITE (URL)		https://elearn.uoc.gr/course/view.php?id=1151		

(2) LEARNING OUTCOMES

Learning outcomes	
<p>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.</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>After the completion of the seminar, the students should be able to:</p> <ul style="list-style-type: none"> - Describe the most important social, economic and political events and evolutions of the period - Identify and use accordingly the political terminology (Occupation, Resistance, Collaboration, Civil War) 	
General Competences	
<p>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?</p>	

<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p>.....</p> <p><i>Others...</i></p> <p>.....</p>
<p>After the completion of the seminar, the students should be able to:</p> <ul style="list-style-type: none"> - Interpret the historical events, their causes and impacts and their long-term effect in postwar Greek political history - Recognise and discuss the different historiographical approaches concerning the period in question 	

(3) SYLLABUS

In this seminar we will examine the very important period of the 1940s decade, from the Greek-Italian war in 1940 to the end of the Greek Civil War in 1949.

More specifically we will examine the transformation of the political system due to the Occupation of the country by the Axis powers (different governments, creation of new political institutions by the Resistance forces, government in exile, collaborationist government, etc.).

Experts will be invited to give lectures concerning related topics.

The students are expected to write and present essays related to the seminar's topic, based on specific bibliography.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face to Face
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	PowerPoint Presentations in communication with the students

<p style="text-align: center;">TEACHING METHODS</p> <p><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 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>	<p>Activity Semester workload</p> <p>Lectures 3 Study and analysis of bibliography 4 Essay Presentation 6</p> <p style="text-align: right;">Course total 13</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>The performance evaluation is based on the student's participation during the seminar and especially in the bibliography analysis, and in the completion and presentation of their essay.</p>

(5) ATTACHED BIBLIOGRAPHY

<p>Basic textbooks in Greek</p> <p>Yannis Skalidakis, <i>Free Greece, The power of EAM during Occupation (1943-1944)</i>, Asini 2014. Κωδικός Βιβλίου στον Εύδοξο: 86194120</p> <p>Polymeris Voglis et al. (eds), <i>The time of ruptures. The Greek society in the 1940s</i>, Epikentro 2012. Κωδικός Βιβλίου στον Εύδοξο: 22767648</p> <p>Further bibliography in Greek</p> <p>Πολυμέρης Βόγλης, <i>Η ελληνική κοινωνία στην Κατοχή 1941-1944</i>, Αθήνα, Αλεξάνδρεια, 2010.</p> <p>Πολυμέρης Βόγλης, <i>Η αδύνατη επανάσταση</i>, Αθήνα 2014.</p> <p>Βασιλική Λάζου, <i>Η επιβολή του κράτους</i>, Αθήνα, Ταξιδευτής, 2016.</p> <p>Γιώργος Μαργαρίτης, <i>Προαγγελία θυελλωδών ανέμων... Ο πόλεμος στην Αλβανία και η πρώτη περίοδος της Κατοχής</i>, Αθήνα, Βιβλιόραμα, 2009.</p> <p>Γιώργος Μαργαρίτης, <i>Ιστορία του ελληνικού εμφυλίου πολέμου</i>, Αθήνα 2000.</p> <p>Mark Mazower, <i>Στην Ελλάδα του Χίτλερ. Η εμπειρία της Κατοχής</i>, Αθήνα, Αλεξάνδρεια, 1994.</p> <p>Χάγκεν Φλάισερ, <i>Στέμμα και Σβάστικα. Η Ελλάδα της Κατοχής και της Αντίστασης 1941-1944</i>, 2 τόμοι, Αθήνα, Παπαζήσης.</p>
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Constructing political institutions: the Revolution of 1821

(1) GENERAL

SCHOOL	SOCIAL SCIENCES			
ACADEMIC UNIT	POLITICAL SCIENCE			
LEVEL OF STUDIES	UNDERGRADUATE			
COURSE CODE		SEMESTER	Winter	SPTH587
COURSE TITLE	Constructing political institutions: the Revolution of 1821			
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

Lectures		3	6.00
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		Specialised general knowledge	
PREREQUISITE COURSES:		0	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		GREEK	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		NO	
COURSE WEBSITE (URL)		https://elearn.uoc.gr/course/view.php?id=1295	

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 	
<p>After the completion of the course, the students are expected to be able to:</p> <p>Describe the most important social and political events and their evolution</p> <p>Analyse historical documents of the period in their historical and political context, to track their ideological and political background</p> <p>understand the Revolution of 1821 in its international historical context</p> <p>and to evaluate the different factors contributing to the successful outcome of the Revolution</p>	
<p>General Competences</p> <p><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></p>	

<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p>.....</p> <p><i>Others...</i></p> <p>.....</p>
<p>After the completion of the course, the students are expected to be able to:</p> <ul style="list-style-type: none"> - interpret the causes and the impacts of historical events and their place in Greek political history - discuss the different historiological approaches of the period - understand the dynamics of revolutionary transformation concerning the construction of political institutions 	

(3) SYLLABUS

<p>The seminar will examine the Greek Revolution of 1821 which resulted in the independence of the modern Greek state, using analytical tools from History and Political Science.</p> <p>We will analyse the European ideological and political context of the Post-Napoleonic era, its impact in the political ideology of the revolutionaries, the modern forms of political organization like the Filiké Etaireia, the revolutionary manifestos and the modern political institutions.</p> <p>Using tools from Political Science, we will analyse parameters of the Revolution like the internal civil wars and political struggles, as constituting parts of the process of constructing a new political system.</p> <p>Experts will be invited to give lectures concerning related topics.</p> <p>The students are expected to write and present essays related to the seminar's topic, based on specific bibliography.</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face to Face
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	PowerPoint Presentations in communication with the students

<p style="text-align: center;">TEACHING METHODS</p> <p><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 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>	<p>Activity Semester workload</p> <p>Lectures 3 Study and analysis of bibliography 4 Essay Presentation 6</p> <p style="text-align: right;">Course total 13</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>The performance evaluation is based on the student's participation during the seminar and especially in the bibliography analysis, and in the completion and presentation of their essay.</p>

(5) ATTACHED BIBLIOGRAPHY

<p>Basic textbooks in Greek</p> <p>Βασίλης Κρεμμυδάς, <i>Η ελληνική επανάσταση του 1821</i>, Αθήνα, Gutenberg, 2016. Κωδικός Βιβλίου στον Εύδοξο: 59386182</p> <p>Πέτρος Πιζάνιας (επιμ.), <i>Η ελληνική επανάσταση του 1821 – Ένα ευρωπαϊκό γεγονός</i>, Αθήνα, Κέδρος, 2009. Κωδικός Βιβλίου στον Εύδοξο: 12691</p> <p>Further bibliography in Greek</p> <p>Βασίλης Κρεμμυδάς, <i>Από το Σπυρίδωνα Τρικούπη στο σήμερα</i>, Αθήνα, Ίδρυμα της Βουλής των Ελλήνων, 2007.</p> <p>Νικηφόρος Διαμαντούρος, <i>Οι απαρχές της συγκρότησης σύγχρονου κράτους στην Ελλάδα 1821-1828</i>, Αθήνα, ΜΙΕΤ, 2002.</p> <p>Νίκος Κοταρίδης, <i>Παραδοσιακή Επανάσταση και Εικοσιένα</i>, Αθήνα, Πλέθρον, 1993.</p> <p>Άννα Μανδουλαρά, Γιώργος Νικολάου (επιμ.), <i>Η Φιλική Εταιρεία</i>, Αθήνα, Ασίνη, 2017.</p> <p>Βασίλης Παναγιωτόπουλος (επιμ.), <i>Ιστορία του Νέου Ελληνισμού</i>, τόμος 3, Αθήνα, Ελληνικά Γράμματα, 2003.</p> <p>Νίκος Ροτζώκος, <i>Επανάσταση και εμφύλιος στο εικοσιένα</i>, Αθήνα, Πλέθρον, 1997.</p> <p>Τατιάνα Τσαλίκη-Μηλιώνη (επιμ.), <i>Κοραΐς, Σταντάλ, Σατωμπριάν. Η Αναγέννηση της Ελλάδας</i>, Αθήνα, Νήσος, 2018.</p>

Political Data analysis within the framework of the Ordinal Logistic Regression Analysis

(1) GENERAL

SCHOOL	FACULTY OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES		
COURSE CODE	ΑΠΔΠ571	SEMESTER	5-8
COURSE TITLE	ANALYZING POLITICAL DATA IN THE CONTEXT OF PROCEDURE ORDINAL LOGISTIC REGRESSION		
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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	general and special background		
PREREQUISITE COURSES:	-DESCRIPTIVE AND INFERENTIAL STATISTICS -IMMERSION OF THEORY IN EMPIRICAL DATA -ANALYZING DATA IN THE CONTENT OF PROCEDURE MULTINOMIAL LOGISTIC REGRESSION		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> <p>Upon completion of the course, the students are expected to have understood the basic concepts and procedures of ORDINAL LOGISTIC REGRESSION (PLUM/ORM) using statistical programs SPSS and STATA. When our dependent variable is ordinal, we face a quandary. We can forget about the ordering and fit a multinomial logit model that ignores any ordering of the values of the dependent variable. We fit the same model if our groups are defined by color of car driven or severity of a disease. We estimate coefficients that capture differences between all possible pairs of groups. Or we can apply a model that incorporates the original nature of the dependent variable. However, keep in mind that even when the categories of the dependent variable can be ordered, that doesn't mean that an ordinal model is necessarily the most appropriate model, especially if categories are ordered on more than one dimension, such as strength of opinion and direction, or if categories can be ordered in different ways. For example, Miller and Volker (1985).</p> <p>It is also expected to be able:</p> <ul style="list-style-type: none"> ➤ to develop the capacity to structure and interpret PLUM models using SPSS.
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- to develop the capacity to structure and interpret ORM models using STATA.
- to design and conduct original investigations, involving PLUM/ORM Models.
- to apply PLUM/ORM models in Greek data sets.

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...

As above.

(3) SYLLABUS

The subject of this course is to provide students with a nonmathematical introduction to concepts and procedures associated with ORDINAL LOGISTIC REGRESSION and to illustrate basic applications of PLUM/ORM using the SPSS and STATA programs.

1. Ordinal Categorical Scales. When we do Ordinal Logistic Regression Advantages of using Ordinal Methods. The roots of Ordinal Logit Model.
2. Ordinal Modeling versus Ordinary Regression Analysis. Ordinal Probabilities, Scores and Odds Ratios.
3. Fitting an Ordinal Logit Model. Modeling Cumulative Counts. Stereotype Model. Equations of the events. Constructing the ORM model.
4. The STATA approach. Logistic Regression Models Using Cummulative Logits. Cummulative Logit Models, Proportional Odds Models: Properties and Interpretations, Checking Cummulative Logit Models.
5. Testing Parallel Lines Hypothesis. Pearson Residuals.
6. Log-Log Link Complementary Function.
7. Deviance and Pearson goodness-of- it measures. Parameter estimates.
8. Ordinal ROC Curve Estimation.
9. Classification Tables.
10. Reporting SPSS and STATA Results. Interpretation. Discussion .

(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>	The students' laboratory education, the laboratory exercises, training in STATA , training in SPSS , opinion polls, social surveys, all these procedures, are realized in the Lab of Social Statistics and Political Research. This Lab has available 22 computers, 14 telephone devices, a printer, and a projector.	
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 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	Semester workload
	Essay Written	50%
	Statistical Procedures using SPSS	10 %
	Statistical Procedures using STATA	10 %
	Sampling	30 %
	Course total	100 %
STUDENT PERFORMANCE EVALUATION <i>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>	<p>PLUM/ORM models on Greek data sets.</p> <ul style="list-style-type: none"> ➤ Essay Written that includes PLUM applications using SPSS or ORM applications using STATA, at the end of semester (70%). ➤ Sampling (30%). 	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Δαφέρμος, Β. (in press 2020). Στατιστικές Μέθοδοι Πρόβλεψης στην Κοινωνική Έρευνα. Με τα προγράμματα SPSS και STATA. Εκδόσεις ΖΗΤΗ, Θεσσαλονίκη, σελίδες 500. • <ol style="list-style-type: none"> 1. Agresti, A. (2007). <i>An Introduction to Categorical Data Analysis, Second edition, WILEY.</i> 2. Agresti, A. (2010). <i>Analysis of Ordinal Categorical Data. Second edition. WILEY.</i> 3. Agresti, A. (2018). <i>Statistical Methods for the Social Sciences. PEARSON.</i> 4. Agresti, A., Franklin, A., Klingenberg B.(2018). <i>The Art and Science of Learning From Data . PEARSON.</i> 5. Agresti, A. (2015). <i>Foundations of Linear and Generalized Linear Models. WILEY.</i> 6. Aguinis, H. (2004). <i>Regression Analysis for Categorical Moderators. THE GUILFORD PRESS.</i>

7. Aitkin, M., Francis, B., Hind, J., and Darnell, R. (2009). *Statistical Modelling in R*. OXFORD UNIVERSITY PRESS.
8. Akaike, H. (1987). Factor analysis and AIC. *Psychometrika*, 52, 317-332.
9. Allison, P.D. (1978). Measures of inequality. *AMERICAN SOCIOLOGICAL REVIEW* 43: 865-880.
10. Allison, P.D. (2012b). *Logistic Regression Using SAS: Theory and Application*. 2nd ed. Cary, NC: SAS Institute.
11. Altman, D. (1991). *Practical Statistics for Medical Research*. Chapman and Hall/CRC.
12. Kuhn, M., Johnson, K. (2013). *Applied Predictive Modeling*. SPRINGER.
13. Miller, P. W., and Volker, P.A. (1985). On the determination of occupational attainment and mobility. *JOURNAL OF HUMAN RESOURCES*, 20: 197-213.
14. *Stata Base Reference Manual Release 16 (2019)*. STATA PRESS, College Station, Texas University.
15. Tarling Roger (2009). *Statistical Modelling for Social Researchers*. ROYLEDGE.
16. Freedman, D. (2010). *Statistical Models and Causal Inference*, CAMBRIDGE UNIVERSITY PRESS.
17. Simonoff, J. (2003). *Analyzing Categorical Data*. SPRINGER.

- Related academic journals:

- The STATA news
- Statistical Science
- Journal of educational Statistics
- American Statistician
- Journal of the American Statistician Association

Political data analysis within the MULTINOMIAL LOGISTIC REGRESSION procedure framework

(1) GENERAL

SCHOOL	FACULTY OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES		
COURSE CODE		SEMESTER	5-8
COURSE TITLE	ANALYZING POLITICAL DATA IN THE CONTEXT OF PROCEDURE MULTINOMIAL LOGISTIC REGRESSION		
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	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	-DESCRIPTIVE AND INFERENTIAL STATISTICS		

	-IMMERSION OF THEORY IN EMPIRICAL DATA
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	

(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

Upon completion of the course, the students are expected to have understood the basic concepts and procedures of MULTINOMIAL LOGISTIC REGRESSION using statistical programs SPSS and STATA.

It is also expected to be able:

- to develop the capacity to structure and interpret MLR models using SPSS.
- to develop the capacity to structure and interpret MNLM models using STATA.
- to design and conduct original investigations, involving MLR/MNLM Models.
- to apply MLR/MNLM models on Greek data sets.

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...
.....

As above.

(3) SYLLABUS

The subject of this course is to provide students with a nonmathematical introduction to concepts and procedures associated with NOMINAL LOGISTIC REGRESSION and to illustrate basic applications of MLR/MNLM using the SPSS and STATA programs.

Θεωρητικό μέρος του μαθήματος- Θεματικές Ενότητες

- | | |
|-----|--|
| 2.1 | The basics of Multinomial Logit Model |
| 2.2 | Specifying the MLR Model |
| 2.3 | Model Selection |
| 2.4 | Checking Assumptions |
| 2.5 | Is the Linearity necessary assumption? The STATA approach. |
| 2.6 | The Likelihood- Ratio Test |
| 2.7 | How Well Does the Model Fit? Evaluating the model |
| 2.8 | Calculating Expected Frequencies and Predicted Probabilities |
| 2.9 | The problem of Over-dispersion. |

2.10	Case- Control Studies.
2.11	Transforming Categorical Variables
2.12	Running the Model using STATA
2.13	Reporting SPSS and STATA Results. Discussion.

(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>	The students' laboratory education, the laboratory exercises, training in STATA , training in SPSS , opinion polls, social surveys, all these procedures, are realized in the Lab of Social Statistics and Political Research. This Lab has available 22 computers, 14 telephone devices, a printer, and a projector.	
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>	<i>Activity</i>	<i>Semester workload</i>
	Essay Written	50%
	Statistical Procedures using SPSS	10 %
	Statistical Procedures using STATA	10 %
	Sampling	30 %
	Course total	100 %
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>	MRM/MNLM models on Greek data sets. ➤ Essay Written that includes MRM applications using SPSS or MNLM applications using STATA, at the end of semester (70%). ➤ Sampling (30%).	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

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- 20. Agresti, A. (2018). *Statistical Methods for the Social Sciences. PEARSON.*

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- Related academic journals:

- *The STATA news*
- *Statistical Science*
- *Journal of educational Statistics*
- *American Statistician*
- *Journal of the American Statistician Association*

Special Issues in the Greek Political System

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Political Science		
LEVEL OF STUDIES	Bachelor		

COURSE CODE	ΘΠΣΠ326	SEMESTER	5 th and onward
COURSE TITLE	Special Topics of Greek Political System		
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	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar Special Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes	
<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> <i>Consult Appendix A</i> <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>To become acquainted with the the main institutions of the Third Greek Republic</p> <p>To understand the political and institutional importance of post-dictatorship period “Metapolitefsi”</p> <p>Ability to critically evaluate the theoretical consistency and methodological adequacy of basic interpretive approaches.</p> <p>Ability to apply theory and methodology to study of examples.</p>	
General Competences	
<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>	

<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </p>
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Critical Ability</p> <p>Working independently</p> <p>Team work</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p> <p>Skills for research papers</p>	<p>Respect for difference and multiculturalism</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>

(3) SYLLABUS

The course deals with the constitution processes and the key features of the social and political system of the post-dictatorship period, known as Metapolitefsi. The relationship of socio economic and political field is the focus of the examination. The material produced by the scientific study so far on the basis of theoretical models and interpretative approaches of Political Science and Political Sociology will be critically examined. This seminar deals with its institutional and functional components that shape the structural features of socio-political formation.

The five thematic units are:

The course begins with a critical overview of the main theories of the constitution process and the key socio-political and institutional elements of the post-war political system. Contradictions and gaps in the system of political sovereignty will emerge and efforts to resolve them, as well as many issues that were not resolved by post-civil war regime, and these continued to exist during the Metapolitefsi.

The course then focuses on the process and historical conditions for the construction of the political system of Metapolitefsi, starting with the institutional reconstruction of the state. In particular, the elaborate and contradictory process of democratization is being examined. The aim is to re-examine and highlight the institutional and political acquis of Metapolitefsi through the identification of continuities and discontinuities in relation to the post-war period.

The third section is the core of the Seminar. In particular, it examines the structures, institutions and functions of the political and social representation system. Through the analysis of parties and the party system, lobbies, new social movements and NGOs, an attempt will be made to highlight the transformations in their relations and relations with the state; as well as the influence all of the above have on political behavior and the ways of political presence of the masses.

Based on the analyzes that emerge from the above thematic as well as the findings of the literature, the contradictions and problems of our political system are highlighted and the theories and political strategies for dealing with them are examined.

The final section compared the various strategies of political system' s modernization. Specifically, through the literature we are looking at the reforming "continuum" from the 1985 Stability and Growth Program to the Memoranda.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>																							
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																							
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 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>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td></td> </tr> <tr> <td>Study and analysis of bibliography</td> <td></td> </tr> <tr> <td>Essay writing</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures		Study and analysis of bibliography		Essay writing														Course total	
<i>Activity</i>	<i>Semester workload</i>																						
Lectures																							
Study and analysis of bibliography																							
Essay writing																							
Course total																							
STUDENT PERFORMANCE EVALUATION <i>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>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation:</p> <p>Essay writing 50%</p> <p>Presentation 20%</p> <p>Participation 30%</p> <p>The evaluation criteria are presented during the introductory course and are detailed in the syllabus of the course which is available on the Department's website</p>																						

(5) ATTACHED BIBLIOGRAPHY

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Close, David, (2005), *Ελλάδα 1945-2004. Πολιτική, Οικονομία, Κοινωνία.*,

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Τσουκαλάς, Κ. (1987), « Η ιδεολογική επίδραση του εμφυλίου πολέμου» σε Τσουκαλάς, Κ., (1987), *Κράτος, κοινωνία, εργασία στη μεταπολεμική Ελλάδα*, Αθήνα, Θεμέλιο, σελ.17 - 52.

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III. The system of political and social representation: Political and social organizations

A. Political parties and party system

Σπουρδαλάκης, Μ. (2003), «Το κομματικό φαινόμενο: Εξέλιξη και συγκυρία» σε

Δ. Θ. Τσάτσος – Ξ. Κοντιάδης (επιμ.), *Το μέλλον των πολιτικών κομμάτων*,

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Αθήνα- Θεσσαλονίκη, Εκδόσεις Σάκκουλα

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V. The challenge of modernization: aspects and programs

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Μορφωτικό Ίδρυμα της ΕΣΗΕΑ Κρίση και πολιτικό σύστημα, Αθήνα Μορφωτικό Ίδρυμα ΕΣΗΕΑ

Κατσαμπέκης Γ., (2018) «Ο πολιτικός λόγος του «εκσυγχρονισμού» (1989-2004)»

στο [Ασημακόπουλος Β, Χ. Δ. Τάσης ΠΑΣΟΚ 1974-2018](#), Αθήνα,

[Gutenberg - Γιώργος & Κώστας Δαρδανός.](#)

- Related academic journals:

West European Politics

Ελληνική Επιθεώρηση Πολιτικής Επιστήμης

Επιθεώρηση Κοινωνικών Ερευνών

Επιστήμη και Κοινωνία

Special Topics of Political Sociology

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Political Science		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	ΘΠΚΠ305	SEMESTER	5 th and onward
COURSE TITLE	Special Topics of Political Sociology		
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	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes	
<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> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>	
To become acquainted with the theory and methodology of Political Sociology Knowledge of the basic forms of political participation and the main types of representation in the Greek political system. Ability to critically evaluate the theoretical consistency and methodological adequacy of basic interpretive approaches Ability to apply theory and methodology to study of examples.	

General Competences	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Search for, analysis and synthesis of data and information, with the use of the necessary technology Critical Ability Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas Skills for research papers	Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking

(3) SYLLABUS

The aim of the seminar is to study the society and politics in Greece focusing on the post-dictatorship period (Metapolitefsi). In particular, the critical links between political culture / political behavior and forms / relationships of political and social representation will be discussed. The purpose is to understand the constituents, the processes of construction and especially the transformations of the political system. Given these five key elements of the Greek political system, they are chosen to consider: the patron-client relations, the populism, the peculiar type of “modern greek individualism”, the ideological and political divisions that have fed the polarization for decades and and the relationship between state and civil society. The approaches will be based on a critical overview of the relevant literature and the findings of empirical research.

The five thematic units are:

In the first section, the historical process of establishing client networks and patron-client relations, their political and social functions, their social composition and their geographical diffusion will be described. Then we will study the transformations in the patron-client relation system during the postwar period in relation to the state and political parties. Finally, we will try to assess the impact of patron-client relations on representation relationships.

In the second section we deal with the issue of populism. Starting with the main methodological approaches, we will look at the ideological, political and cultural elements of populist discourse, the organizational characteristics as well as the social composition of political parties associated with populism.

In the third section, we focus on the political cleavages' study that defined the character of the political and party system and marked political competition in Greece. In particular, we will discuss the successive divisions as formed through the conflicts of the factions: Venizelikoi/ anti-Venizelikoi, nationalist/ against nationalist (ethikofrones/antethnikoi), Right/ against to Right (dexia/ anti-dexia) in order to highlight the continuities and the incisions in political behavior and political representation.

In the fourth section, the particular "modern Greek individualism" will be examined; the study of the process of construction of cultural identities and affinities between individual goals and strategies and collective practices. The purpose is to understand the political participation as well as the ways that the political parties choose to organize their political presence.

The fifth section examines the relationship between the state and civil society, which has gained central theoretical and political importance in recent decades. Based on the most recent theoretical approaches and empirical findings, the interpretive endurance of a dominant sociological model of dipole "strong state - weak civil society" will be examined.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Classroom-based course
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use Power Point while teaching Post training materials in electronic form
<p style="text-align: center;">TEACHING METHODS</p> <p><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 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>	<p style="text-align: center;">Activity Semester workload</p> <p>Lectures</p> <p>Study and analysis of bibliography</p> <p>Essay writing</p> <p>Course total</p>

STUDENT PERFORMANCE EVALUATION	
<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>Language of evaluation: Greek</p> <p>Methods of evaluation:</p> <p>Written exams 50%</p> <p>Presentation 20%</p> <p>Participation 30%</p> <p>The evaluation criteria are presented during the introductory course and are detailed in the syllabus of the course which is available on the Department's website</p>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Client networks and Patron-client relations

Main bibliography

Τσουκαλάς, Κ., (1977), «Γύρω από το πρόβλημα της πολιτικής πελατείας στην Ελλάδα του 19ου αιώνα» σε Φ. Βεγλερής κ.α. (επιμ.), *Κοινωνικές και πολιτικές δυνάμεις στην Ελλάδα*, Αθήνα, Εξάντας

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Hering, G., (2004), *Τα πολιτικά κόμματα στην Ελλάδα 1821-1936*, Αθήνα, ΜΙΕΤ

Σωτηρόπουλος Δ., (2001), *Η κορυφή του πελατειακού κράτους. Οργάνωση στελέχωση και πολιτικοποίηση των ανώτερων βαθμίδων της Κεντρικής Διοίκησης στην Ελλάδα. 1974-2000*, Αθήνα, Ποταμός.

2. The versions and times of populism: theoretical approaches and empirical examples

Main bibliography

Λυριντζής, Χρ. – Μ. Σπουρδαλάκης, (1993), «Περί λαϊκισμού: μια σύνθεση με αφορμή την ελληνική βιβλιογραφία», *Ελληνική Επιθεώρηση Πολιτικής Επιστήμης*, τχ. 1, Ιανουάριος 1993, σελ. 133-62.

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4. Aspects of 'modern Greek individualism': cultural identities, individual strategies and collective practices

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5. State and Civil Society: Theoretical Approaches and Institutional Implications.

Compulsory

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Ποταμός

Optional

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και αποδόμηση του πολιτικού, Εκδόσεις Gutenberg και Εθνικού Κέντρου Κοινωνικών

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