SCHOOL OF SOCIAL, POLITICAL AND ECONOMIC SCIENCES

STUDYGUIDE

2021-2022

Komotini 2021

The study guide has been edited by the Head of the Department Professor Maria Pempetzoglou and Assistant Professor Sofia Adam.

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STUDY GUIDE
DEPARTMENT OF SOCIAL POLICY

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Foreword by the Head of the Department

Dear students,

On behalf of the teaching and administrative staff of the Department of Social Policy of the School of Social, Political and Economic Sciences of the Democritus University of Thrace, I congratulate you on your admission to the Department, I warmly welcome you and wish you every success in your academic career.

The Department of Social Policy has been operating as an independent Department since 2019, but has been present at the DUTH for the last 25 years as a distinct direction of the Departments of Social Administration (until 2013) and Social Administration and Political Science (from 2013 to 2019). It is a modern and dynamic department that offers university education in the field of Social Policy. Its goal is to acquanit you with modern social issues and to provide you with the necessary knowledge for the design, development and evaluation of social policies. The Department has a strong interdisciplinary character as it utilizes and combines knowledge and methods from a wide spectrum of social sciences. The curriculum meets European and international academic standards in the field of Social Policy, both in theory and in practice.

Your undergraduate studies will be one of the most interesting and enjoyable experiences of your life. We urge you to actively participate in the activities of the Department and the University and to "take advantage" of all the opportunities offered to you in order to gain as much resources and knowledge for your future.

This Study Guide includes useful information for your studies at the Democritus University of Thrace and in particular at the Department of Social Policy. We present the aim and learning outcomes, the structure and the educational function of the Department as well as the teaching/research staff and the structure and content of the courses included in the Curriculum.

I welcome you and I wish that you experience thestudies in our Department as a beautiful and creative journey. I assure you that all the members of the Department will be at your disposal for advice and support throughout the course of your studies.

Good progress and good academic year!

The Head of the Department
Maria Pempetzoglou
Professor

PART A

GENERAL INFORMATION

1. Democritus University of Thrace: A brief presentation

Democritus University of Thrace (DUTH) was founded with the legislative decree no. 37 of the 27th of July 1973 and operated for the first time in the academic year 1974-1975 with the admission of its first students to the Departments of Civil Engineering in Xanthi and Law in Komotini respectively. It was named 'Democritus' in honor of the ancient Greek philosopher Democritus, whose origin was from the town of Abdera in the Prefecture of Xanthi.

The administrative seat of the University resides in the city of Komotini, the capital city of the Administrative Region of East Macedonia & Thrace while administrative services are provided in all four cities where the university expands.

Democritus University of Thrace has been since its foundation the first Greek regional multi-campus university serving not only purely educational objectives. Apart from its primary educational and research activity, its operation in all the above-mentioed cities, at first in the cities of Xanthi and Komotini, and later on in Alexandroupolis and Orestiada, has essentially contributed to the economic development of the Administrative Region of Thrace. At the same time, the university has also significantly contributed to the reinforcement of the national and cultural character of the wider area in Thrace as well as to the upgrade of the living conditions and social standards through direct and indirect initiatives.

The Universityis among the biggest Greek Universities in terms of the number of its active student population. Geographically dispersed throughout Thrace, with 8 Schools, 20 Departments and a wide variety of Postgraduate Programs, with a student population that reaches approximately 32,000 (undergraduate, postgraduate and PhD students) and with a research and teaching staff exceeding 670 people, the university still remains the only academic institution in the Region of East Macedonia & Thrace. The outline of the course curricula on offer covers themajority of modern scientific subjects starting with the School of Agricultural and Forestry Sciences in Orestiada, the Schools of Health Sciences and Education Studies in Alexandoupolis, the Schools of Law, Classical and Humanity Studies, Social, Political and Economic Studies and the School of Physical Education and Sports in Komotiniand concluding with the Polytechnic School in Xanthi. Specifically, DUTH consists of the following Schools and Departments:

School of Social, Political and Economics Sciences

Department of Social Policy
Department of Economics Sciences
Department of Social Work
Department of Political Science

School of Physical Education and Sport Science
Department of Physical Education and Sport Science

School of Education

Department of Primary Education
Department of Education Sciences in Early Childhood

School of Agricultural and Forestry Sciences

Department of Agricultural Development
Department of Forestry and Management of the Environment and of Natural Resources

School of Health Sciences

Department of Medicine
Department of Molecular Biology and Genetics

School of Classics and Humanities

Department of Languages, Literature and Culture of Black Sea Countries
Department of Greek
Department of History and Ethnology

School of Law

Department of Law

School of Engineering

Department of Civil Engineering
Department of Electrical and Computer Engineering
Department of Environmental Engineering
Department of Architectural Engineering
Department of Production and Management Engineering

Evidently, both the education provided and the research undertaken at the university are highly multi-faceted. Additionally, the international academic appeal of the institution in conjunction with the longitudinal commitment of its staff to the provision of high quality educational services led to a dominant impact on the current academic affairs of the country and the wider geographical area.

Within an intensely changing environment, DUTH continues to aim both at educational and research excellence while building upon the challenges and demands of the future. It re-orients its research strategy according to innovation, entrepreneurship, technology, the new digital era, large-scale growth and thepursuit of funding from various agencies both in Greece and abroad. Nowadays, the landmark of DUTH is sustained via innovative postgraduate programs and courses of international appeal as well as through initiatives that enable the surpassing of the barriers of modern bureaucracy and geographical isolation.

DUTH seeks to reinforce its research profile through collaborations and projects that render it one of the leading research organizations in Greece.

DUTH is governed by the Rector, the Rector's Council and the Senate.

Rector
Alexandros Polychronidis,Professor at the Department of Medicine

Vice-Rectors

Fotios Maris, Associate Professor at the Department of Civil Engineering
Vice-Rector of Finance, Planning and Development

Zoi Gabriilidou, Professor at the Department of Greek Philology
Vice-Rector of Academic Affairs and Student Care

Maria Michalopoulou, Professor at the Department of Physical Education and Sports
Vice-Rector of Research and Life-long Learning

Raphael Sandaltzopoulos, Professor at the Department of Molecular Biology and Genetics
Vice-Rector of Administrative Affairs

The Senate consists of the Rector, the Vice-Rectors, the Deans of the Schools, the Heads of the Departments, the representatives of the Members of Special Educational Staff, Laboratory and Teaching Staff, and Special, Technical, Laboratory Staff and the administrative employees of the institution.

2. The School of Social, Political and Economic Sciences

The School of Social, Political and Economic Sciences consists of:

The Department of Social Policy
The Department of Economics
The Department of Social Work
The Department of Political Science

and is based in Komotini.

The bodies of the School are the General Assembly, the Deanery and the Dean.

The General Assembly of the School consists of the School members of all departments of the School as well as representatives of the members of Special Technical, Laboratory Staff (ETEP in Greek), and Laboratory and Teaching Staff (EDIP in Greek).

The **Deanery** with this composition consists of:

Dean: Evaggelos Drimpetas, Professor of the Department of Economic Sciences

Head of the Department of Social Policy: Professor Maria Pempetzoglou

Head of the Department of Economic Sciences: Professor Constantinos Chazakis

Head of the Department of Social Work: Professor Charalampos Poulopoulos

Head of the Department of Political Sciences: Professor Ioannis Bekas

Representative of the ETEP members: Artemis Silivou

Representative of the EDIP members: Not set

Secretary: Olga Anagnostopoulou

3. The Department of Social Policy

3.1 Brief History of the Department of Social Policy

The Department of Social Policy was established by Law 4610/2019 (Government Gazette AD 70 of 7th May 2019) and stems from the division of the Department of Social Administration and Political Science into three departments: a) Department of Social Policy, b) Department of Social Work and c) Department of Political Science.

The educational operation of the Department begins on September 1, 2019. However, it is not a new University Department. It is the continuation of the distinct direction of Social Administration and Policy of the Department of Social Administration, which was founded in 1994 with the Presdential Decree 304/1994 (Government Gazette AD 163) and later in the framework of the "Athena" Plan was merged with the Department of Political Science to form the Department of Social Administration and Political Science.The Department addresses all the students succeeding the entry exams of the academic year 2019 onward. The Department also addresses the students of the introductory direction of Social Administration of the Department of Social Administration and Political Science who were admitted to the Department of Social Administration and Political Science from the academic year 2014-2015 until the academic year 2018-2019, according to the Act of the Rector and after the submission of a relevant statement of preference (until 31/7/2019).All students who had been admitted to the Department of Social Administration up to the academic year 2013-2014 and all students who had been admitted to the introductory direction of Social Administration of the Department of Social Administration and Political Science from the academic year 2014 -2015 until the academic year 2018-2019, and did not submit a statement of preference in time, complete the study program of the introductory directions of the Department of Social Administration and Political Science and receive the corresponding degree. The Department of Social Administration and Political Science continues its operation on a transitory basis until the graduation of these students.

In these almost 25 years of operation, the Department of Social Administration, and, in particular, the direction of Social Administration and Policy, has contributed decisively to the development of the field of Social Policy in Greek higher education, through pioneering studies of the Greek society implemented by internationally renowned scholars serving the Department. It has provided comprehensive undergraduate and postgraduate studies to hundreds of students who are now its graduates and many of whom work in social policy institutions in Greece and abroad (European Union). Ithas also awarded doctoral degrees to many researchers, who are now reknownexpertsin the field of Social Policy. The accumulated research and educational experience of the Department

renders it a mature academic unit which will continue from a better position (as a scientifically independent Department of Social Policy) to offer knowledge and specialization in the field of Social Policy to all its students.

The Department of Social Policy is part of the School of Social,Political and Economic Sciences of the Democritus University of Thrace.

3.2 The Aim of the Department

The Department aims at the provision of necessary knowledge regarding the design, development and evaluation of social policies and to familiarize students with current social problems. The main objective is to foster capacity building in the critical synthesis of knowledge, concepts and methods from a wide spectrum of social sciences.

The Department of Social Policy is a modern, dynamic department providing higher education in the field of social policy. It offers a transdisciplinary perspective in order to transfer knowledge and experience enabling students to utilize knowledge, skills and methods from a wide range of social sciences including Social Policy, Sociology, Economics, Law, Criminology, Political Science, etc.

In addition, students are enabled to understanf how science is constantly evolving and restructured and to intreprete the diverse perspectives and values of persons coming from diverse social, cultural and economic groups. The curriculum meets European and international standards of relevant courses and addresses the needs of students interested in the field of Social Policy both in theory and practice.

Moreover, the Department offers opportunities for scientific and comparative research through the implementation of PhD courses in the wider area of social policy and its practical implementation.

3.3 Learning Outcomes

Upon the successful completion of their studies, graduates have the skills to formulate alternative policies and practices in addressing social problems, to collect primary data in order to monitort, assess and evaluate various dimensions of social phenomena, to design social protection interventions and to evaluate implemented policies, work as part of a team in the planning, organization, implementation and evaluation of social policies, to make use of modern communication and information technologies in order to upgrade their knowledge, to collect secondary data and to adhere to research/scientific ethics in the exercise of their duties.

Upon completion of their studies graduates will be able to:

- describe and analyze social phenomena and issues related to social protection policies.
- understand and recognize fundamental theories related to social policy and detect their differences.
- understand the interdisciplinary character of social policy
- understand the basic principles guiding the implementation of policies in social protection.
- understand and use the fundamental principles of social administration.
- assess the impact of policy proposals in the field of social protection.
- design social policies and formulate policy proposals with explicit reference to goals, inputs and expcted results.
- explore in a comparative perspective the application of social protection measures in different countries and classify these measures according to the typology of diverse welfare capitalism regimes in the developed world.

3.4 Graduate Professional Rights

Graduates of the Department can be employed in social organizations, of the public,private and the third sectors, dealing with the design and implementation of social policy, as well as addressing social problems.

Indicatively, the graduates of the department can be employed in ministries, insurance organizations and companies, hospitals and health units, penitentiaries, social structures, universities and research centers, largecompanies, non-governmental organizations with social purposes and local government. Inaddition, graduates have the opportunity to work in public and private institutions abroad,such as in the European Union, the UN, the OECD, multinational corporations and non-governmental organizations with social purposes.

The graduates are included in the professional classification codes of Social Policy, Administration, Administration-Economics and Sociology (University Education level) inthecalls issued or approved by the Supreme Council for Civil Personnel Selection (ASEP in Greek).

The Department offers the opportunity to obtain a Digital Skills Certificate (ECDL), which is a necessary qualification for appointment in the public sector and is oftenalsorequired in the private sector. Finally, it is possible to obtain a Certificate of pedagogical and teaching competence, which is necessary for the recruitment of teaching staff in secondary education. Both certificates are awarded to students upon their graduation.

3.5 Structure of the Department

Department Assembly

Head: Professor Maria Pempetzoglou (2019-today)

Deputy Head: Professor Alexis Ioannidis (2019-today)

Assembly Members:

Georgios Katrougalos, Professor (under suspensionofduties)
Nikolaos Koulouris, Associate Professor
Sofia Adam, Assistant Professor
Margarita Gasparinatou, Assistant Professor
Stefanos Papanastasiou, Assistant Professor
Chryssanthos Tassis, Assistant Professor
Artemis Silivou, Specialized Technical Laboratory Staff
Ioanna Tsarpa, Laboratory Teaching Staff
Students' Representative

Emeritus Professors

Maria Petmezidou, Professor of Social Policy

Laboratory Teaching Staff (EDIP in Greek)

IoannaTsarpa, Dr

Specialized Technical Laboratory Staff (ETEP in Greek)

Artemis Sylivou, Electrical Engineer
Oraia Ntinitsoudi, Economist

Secretary

Ioanna Papadopoulou
gipapado@admin.duth.gr

Administrative staff

Anastasia Fygka
afygka@affil.duth.gr

3.5.1 Teaching and Research Staff of the Department (DEP in Greek)

FullName	Scientific Field	Telephone	E-mail
Professors			
Alexis Ioannidis	Political Economy of Labour	25310-39456	aioann@sp.duth.gr
Georgios Katrougalos	Public Law	25310-39404	gkatrougalos@yahoo.gr
Maria Pempetzoglou	Public Economics	25310-39407	mariap@sp.duth.gr
Associate Professors			
Nikolaos Koulouris	Social Policy and Offenders' Custodial and Non-custodial Treatment	25310-39435	nkoulour@sp.duth.gr
AssistantProfessors			
Sofia Adam	Social Policy and Local Development	25310-39436	sadam@sp.duth.gr
Margarita Gasparinatou	Criminology and Crime Policy with emphasis on Social Control of Juvenile Offenders		mgaspari@sp.duth.gr
Stefanos Papanastasiou	Social Policy	25310-39455	spapanas@sp.duth.gr
Chrysanthos Tassis	Political Sociology and Greek Political System	25310-39376	ctassis@sp.duth.gr

3.5.2 Laboratory Teaching Staff (EDIP in Greek)

Full Name	Scientific field	Telephone	E-mail
Ioanna Tsarpa	Pedagogy, Lifelong Learning and Internship		itsarpa@sp.duth.gr

3.5.3 Specialized Technical Laboratory Staff (ETEP in Greek)

FullName	Scientific field	Telephone	E-mail
Oraia Ntinitsoudi	Economist	25310-39415	ontinits@sp.duth.gr
Artemis Sylivou	Electrical Engineer	25310-39415	asilivou@sp.duth.gr

3.5.4 Doctors

1. Athanasia Mavromati [19.06.2020, Title: Social Protest, Social Deviation And Security Issues In Greece]
2. Eleni Roboti [15.04.2021, Title: Employment And Employment Conditions Of "Hired" And "Pseudo-Contractor" Employees In Greece And Europe]
3. Sofia Spyrea [18.01.2022, Title: Social Class And Prison Experience. A Forensic Approach]

3.5.5 Phd Candidates

1. Dimitrios Souftas
2. Antonia Anastasiadou
3. Paraskevi Tsinaslanidou
4. Charalampos Daltzoglou
5. Evdokia Dimitriadou

3.5.6 Postdoctoral fellows

1. Vassilios Asimakopoulos
2. Antonios Kostas
3. Theodora Pantelidou

3.6 Laboratory of Social Data Analysis and Informatics

Director: Professor Alexis Ioannidis
Deputy: Assistant Professor Chrysanthos Tassis

The Department of Social Policy operates a Laboratory under the name "Laboratory of Social Data Analysis and Informatics" (EAKDeP in Greek).

The Laboratory covers the research needs of the Social Policy Department, provides support to the national research network Social DataNetwork (So.Da.Net), operated by the Department of Social Policy of DUTH, covers educational and teaching needs of the Department of Social Policy related to Informatics and its applications in Social Policy, covers the teaching needs of the Department of Social Policy towards the European Certificate of Digital Skills (ECDL) and promotes research collaboration with respective laboratories, research centers and domestic and foreign academic institutions.

The research conducted by the Laboratory of Social Data Analysis and Informatics includes fields such as the analysis of social and economic data, the extraction of information from social and economic data, the analysis of income inequalities, the processing of demographic data, the econometric investigation of social problems and policies, the application of quantitative social research methods, the mechanism of political decision-making, the administration of criminal justice, the teaching of social sciences ith the use of PCs, input-output analysis, etc. The laboratory uses Eikon and Datastream international databases for its research purposes.

The role of the computer lab and the general infrastructure in modern IT tools strengthens the research infrastructure of the Department of Social Policy and the participation of students in research programsin order to gain the necessary experience and practice in scientific research and to improve their professional skills. Special emphasis is given to the utilization of modern IT tools in the design and implementation of concrete social research, as well as to issues of management and analysis of social data using modern IT tools.

The Laboratory of Social Data Analysis and Informatics is located at the ground floor of the building of the Department of Language, Philology and Culture of the Black Sea Countries.

3.7 Department Library

The library of the Department is located within the Laboratory of Social Data Analysis and Informatics and is enriched by the resources made available by School members, publishing houses and donations and is used exclusively by the students and staff of the Department.

3.8 Admission and Registration Procedures in the Department

Admission to the Department of Social Policy takes place through the system of Panhellenic Examinations or Special categories (i.e. disabled) or after classification of other faculties' graduates upon the successful participation into qualifying examinations conducted by the Department.

3.8.1 Introduction through the system of Panhellenic examinations

The registration of first-year students in the Department of Social Policy is implemented through the respective valid electronic application of the Ministry of Education and Religions (YPAIT in Greek).

First-year students who are unable to register on the electronic platform of the Ministry of Education and Religions due to lack of Social Security Registration Number (AMKA), must come in person to the Secretariat of the Department to register with the following documentation:

• Application for registration: The student must complete a handwritten, printed application, in which he / she will apply for registration to the Department, according to a circular of YPAIT. This application must be registered on the same day.

• Solemn Declaration: The student will fill in a Solemn Declaration, in which he / she will state that he / she is not enrolled in another School or Department of Higher Education. If he / she is enrolled in another School or Department of Higher Education and has not had time to complete his / her deletion from the respective registrar, he / she will certify that he / she will submit his / her deletion declaration in due time.

Then, when the statements of those registered by the Ministry of Education and Religions have been sent, the relevant electronic platform of the Democritus University of Thrace will be open to these students who will have to complete the electronic registration and then receive the registration certificates. The registration of first year students and the sending of required supporting documentation from the academic year 2021-2022 onward is completed electronically through the platform https://welcome.duth.gr/, following the instructions posted in a relevant announcement on the main website of the university and on the websites of the Departments.

3.8.2 Admission through qualifying examinations

Graduates of the University, former Techological Educational Institutes (TEI in Greek) or equivalent to them, the School of Pedagogical and Technological Education (ASPETE in Greek) of Greece and abroad (recognized by the Hellenic National Academic Recognition and Information Center (DOATAP in Greek) as well as holders of Degrees Higher Education Schools of two-years and above studies administered by the Ministry of Educationa and Religions and other Ministries, can enroll at the Department of Social Policy of DUTH up to a percentage of 12 % of all admitted students, after their successful participation in qualifying examinations conducted by the Department. The selection of candidates takes place after examinations in the courses:

1. Social Policy

2. Principles of Economic Theory

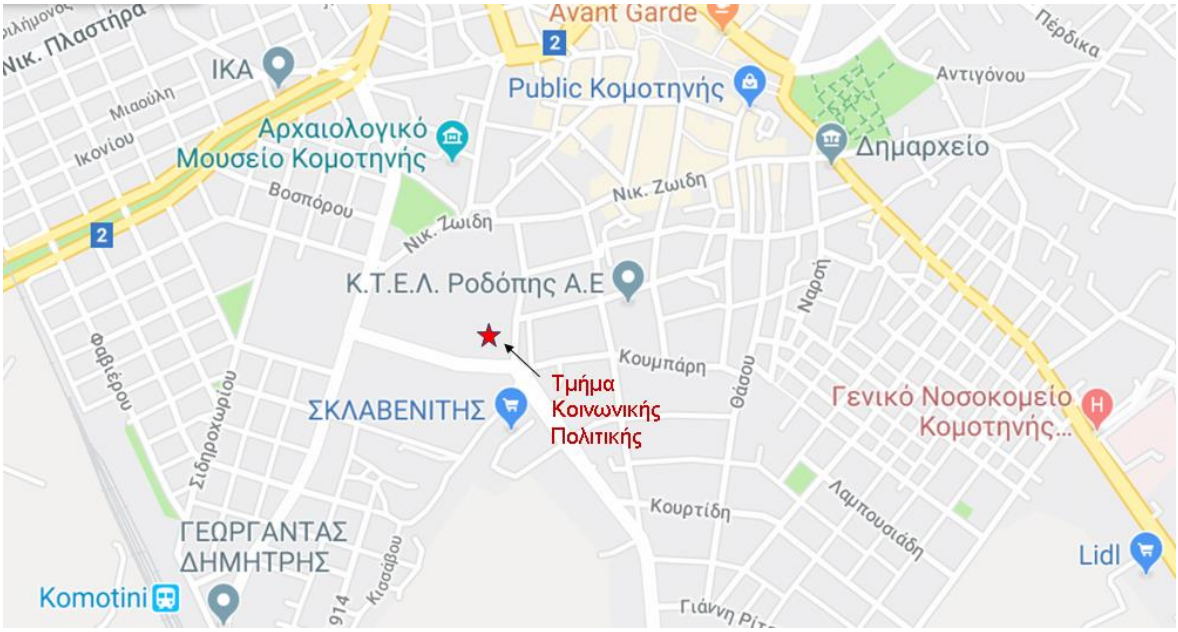
3. Principles, Elements and Institutions of Public Law

The successful candidates are classified in the 1st year of study.

3.9 Location/Premises

Region Rodopi - Komotini

University Campus of Komotini (City Center)



Navigation map at the premises of the Department of Social Policy

→ MAIN ENTRANCES:

1. from the side of the Eastern Macedonia and Thrace Region Buildingand

4. from Kosmiou street

PREMISES: A: Amphitheatre, Γ: Administration / Secretariat, Δ: Teaching Rooms, E: Restaurant, K: Canteen, Y: Computer Lab

3.10. Academic Calendar of the University Year 2021-2022

Beginning of the academic year 2021-2022: Wednesday 1st September 2021

WINTER SEMESTER

Duration of Teaching

From Monday 04-10-2021 to Thursday 23-12-2021 and from Friday 07-01-2022 to Friday 14-01-2022

Examination Period: From Monday 17-01-2022 to Friday 04-02-2022

SPRING SEMESTER

Duration of Teaching
From Monday 14-02-2022 to Friday 15-04-2022 and from Monday 02-05-2022 to Friday 27-05-2022

Examination Period: From Wednesday 01-06-2022 to Tuesday 21-06-2022

Re-examination period for the two semesters

From Thursday 01-09-2022 to Friday 23-09-2022

OFFICIAL HOLIDAYS - COURSE HOLIDAYS
No courses, workshops and exams are held.

WINTER SEMESTER
Thursday 28-10-2021 (National Anniversary)
Wednesday 17-11-2021 (Anniversary of the Polytechnic)
Thursday 06-01-2022 (Feast of the Epiphany)
Sunday 30-01-2022 (Feast of the Three Hierarchs)
Holidays for Christmas and New Year
From Friday 24-12-2021 until Thursday 06-01-2022

SPRING SEMESTER
From Friday 04-03-2022 to Pure Monday 07-03-2022
Friday 25-03-2022 (National Anniversary)
Sunday 01-05-2022 (May Day)
Monday 13-06-2022 (Feast of the Holy Spirit)
Easter Holidays: From Holy Monday 18-04-2022 to Friday 29-04-2022
Local Holiday Saturday 14-05-2022 (Liberation of the cities of Komotini and Alexandroupolis)
Summer Holidays: From Friday 01-07-2022 to Wednesday 31-08-2022
The day set for student elections.

PART B

CURRICULUM

1. General Principles of the Curriculum

The Curriculum of the Department of Social Policy is adapted to the subject of the Department and is valid for students who have been admitted to the Department from the academic year 2019-2020 onwards. The students who were admitted to the Department in the academic year 2018-2019, that is this year's fourth year students, follow the Curriculum of the old Department of Social Administration and Political Science - direction of Social Administration and Policy, which is adapted to educational needs of the new Department. This Curriculum is posted in Appendix 1 of this Study Guide. Students admitted in even earlier years attend the Curriculum valid upon their admission in one of the previous Departments (Social Administration until 2013 and Social Administration and Political Science after 2013),with regard to the total number of courses required to obtain a degree, maintaining the same compulsory courses that were valid in the year of their admission, unless the Assembly of the Department decides otherwise. In cases where the title of some of the compulsory courses has changed, the Secretariat informs students about the compulsory courses offered as the continuation of the past ones and students replace them accordingly. As for the optional courses, students can select from the optional courses offered each year by the Department of Social Policy in order to complete the necessary number of optionalcourses required for the degree as this number was valid upon their admission to the Department. The analysis included in this Study Guide concerns the Curriculum of the Department of Social Policy.

The studies in the Department last for four academic years and are organized in eight independent academic semesters which constitute the minimum duration of studies for graduation. The academic year begins on the 1st of September of each year and ends on the 31st of August of the following year. Each academic year includes two semesters: winter and spring.

Taught courses are divided into compulsory and optional. For the successful completion of the studies, the students must be successfully examined in forty (40) courses, twenty (20) compulsory and twenty (20) optional.

Five (5) courses are taught in each semester. Each semester during the first year of study, includes four (4) compulsory and one (1) optional course, each semester during the second year of study includes three (3) compulsory and two (2) optional courses, each semester during the third year includes two (2) compulsory and three (3) optional courses and each semester during the fourth year includes one (1) compulsory and four (4) optional courses (see table 1). In this sense, during the first two years of their studies, the students become familiar with the basic concepts and principles of Social Policy as well as the modern methods and techniques. During the third and fourth year, they deepen in the study of Social Policy and acquire specialized knowledge in specific fields of Social Policy of interest to them through the variety of optional courses from which they are asked to choose. In the fourth year of study, students have the opportunity, under certain conditions, to replace two optional courses with the elaboration of a dissertation and / or an optional course with a two-month internship at a Social Policy institution (see details below).

Table 1. Total courses per semester

1st SEMESTER (4 compulsory, 1 optional)
2nd SEMESTER (4 compulsory, 1 optional)
3rd SEMESTER (3 compulsory, 2 optional)
4th SEMESTER (3 compulsory, 2 optional)
5th SEMESTER (2 compulsory, 3 optional)
6th SEMESTER (2 compulsory, 3 optional)
7th SEMESTER (1 compulsory, 4 optional)
8th SEMESTER (1 compulsory, 4 optional)

Optional courses are divided into four (4) groups. The group "OPTION A" includes the courses of the 1st and 3rd semester, the group "OPTION B" the courses of the 2nd and 4th semester, the group "OPTION C" the courses of the 5th and 7th semester and the group "OPTION D" includes the courses of the 6th and 8th semester (see Table 2).

Table 2. Optional courses offered per semester

OPTIONS A. Optional Courses 1st and 3rd semester
OPTIONS B.Optional Courses 2nd and 4th semester
OPTIONS C. Optional Courses 5th and 7th semester
OPTIONS D.Optional Courses 6th and 8th semester

Within the framework of the Undergraduate Program, students have the opportunity to obtain:

- Certificate of Digital Skills (ECDL), after successfully completing four courses of the Curriculum - three of which are required to obtain a degree.
- Certificate of Pedagogical and Teaching Competence, after the successful attendance of eight courses from a total of fifteen courses on offer. Of the fifteen courses, two are required to obtain a degree.

In addition, during their studies, students have the opportunity to participate in the Erasmus + program, i.e. to complete part of their studies with a scholarship at a European Higher Education Institution, with full academic recognition(see detailed description below).

According to decisions of the Department's Assembly, in special cases (e.g.transfer or absence of a teaching staff member on leave), a course may be temporarily offered in a different semester or academic year or it may be assigned to another instructor. This guide does not include such cases, for which the interested parties can be informed by the announcements posted on the website of the Department and by the Detailed Teaching Timetable of each semester.

The courses of the Department are taught on a weekly basis. Each semester includes thirteen (13) weeks of teaching and each examination period lasts three (3) weeks.

There are three (3) examination periods:

a) January / February,
b) June and
c) September

During the January / February exam period, students are eligible to sit exams only for winter semester courses, while during the June exam period they can sit exams only for spring semester courses. In the September exam period, students have the right to participate in the course exams of both semesters (winter and spring).

Upon completion of a full program of study (i.e. eight (8) semesters), students have the right to participate repeatedly in examinations for each course they have failed before, regardless of the semester in which this course is normally offered. This only applies to compulsory courses. Students'assessment is based on written and / or oral examinations, assignments and periodic examinations (progress).

For more information you can consult the Internal Rules of Operation of the Department which is posted on the Department's website

2. Course registration

At the beginning of each semester, the students are obliged to register for courses on specified dates. The course registration must be done by the student himself / herself, in order to be able to attend, obtain free textbooks and participate in the exams.Students register the courses of each semester, according to the rules set by the Curriculum of the Department and are entitled to sit examsonly for the courses they registered to attend during the specific semester. Those students who have not submitted course declaration forms or have not submitted timely their declaration forms will not be admitted to the semester exams or the September re-examinations. The declaration is made through the computer system used by the Secretariat of the Department.The exact course registration procedure is posted in a Secretariat announcement before the start of the course registration period. Finally, students are not allowed to register for courses of semesters following the one they are actually attending.

3. Access to textbooks

University textbooks are provided free of charge to the students. Students are required to submit a textbook declaration form in order to receive them. These declaration forms are submitted through the Electronic Service for Integrated Book Management "EYDOXOS" (https://eudoxus.gr/) of the Ministry of Education and Religions, within the time period announced by the Eudoxos service. In order to submit their textbook declaration forms, students must have an account for access to the telematics services of the DUTH, which they receive from the Department during their enrollment in the first year of studies.

4. Grading system

According to the Studies Regulation, the grading system follows the 0-10 scale without decimal points. A grade of at least 5.0 is required for the successful completion of a course. The Department of Social Policy does not provide a re-assessment process for courses that the student has successfully completed. However, students are given the right to set a clause on the grade of the examination, which is determined only during the course of the examination and not at a later time.

The degree is given with an accuracy of one hundredth of the grade (1/100) and ranges from 5.00 up to 10.00.
The degree is ranked as follows:

8.50 – 10: Excellent
6.50 – 8.49: VeryGood
5.00 – 6.49: Good

5. Credit units for the completion of studies

Within the framework of the national legislation and the internal regulations of DUTH, the study program lasts four (4) years. It is structured in eight (8) semesters and is organized according to the European Credit Transfer and Accumulation System - ECTS. Two hundred and forty (240) credits (ECTS) are required to obtain the degree.

A full academic year is equivalent to sixty (60) ECTS credits and a full semester to thirty (30) ECTS credits. In the Department of Social Policy all the courses of the Curriculum correspond to six (6) credits each. Credits reflect the relative weight (and workload) of the various courses. The dissertation amounts to twelve (12) credits as it replaces two courses of the Curriculum, while the internship receives six (6) credits as it replaces one course of the Curriculum.

6. Diploma Supplement

The Department of Social Policy, upon completion of the studies, in addition to the degree, also grants the Diploma Supplement. The Diploma Supplement certifies the student's performance with a detailed record of the courses attended and examined, the credits he / she accumulated, the grades he/she received and the corresponding grades of the European Credit Transfer and Accumulation System. The purpose of the Supplement is to provide sufficient independent evidence to improve international "transparency" and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). The Diploma Supplement is issued in Greek and English languages.

7. Academic Advisor of Studies

The institution of the Academic Advisor of Studies (AAS) is applied in the Department of Social Policy for the first year students of the Department, acting as a connecting link between the students and the teaching staffand serves as a bridge for the communication of the students with the structures of the Institution.

The AAS informs and advises the students on all the following:

a) Support to facilitate first-year students in their transition from secondary to tertiary education.

b) Course content, participation in experiential workshops, utilization of the infrastructure of the Department's laboratories, difficulties, ways of evaluating courses, encouraging the student to participate in progress, tests, series of exercises, teaching support with additional tutorials, etc., which aidthe student to understand and successfully complete the courses in which he / she has difficulty.

c) Content of compulsory courses and optional courses, determination of the optimal route for course selection, minimizing the failure in the exams and discussion with the student in order to select the appropriate courses according to his/her personal interests, skills and abilities.

d) Discussion of examination results.

e) Selection of dissertation subjects or other project's subjects.

f) Postgraduate studies (in the Department, in Greece and abroad).

g) Career prospects (opportunities in public, private sector, freelance, a job abroad).

h) Discussion of any family, personal or other issue that creates obstacles to studies.

i) Information regarding the services offered by DUTH. to students (Student care, Student's Advocate, Liaison Office/DASTA in Greek, Counseling and Accessibility Unit/DOSYP in Greek, Internship Office).

The communication hours of the ASS with the students are posted on the website of the Department.
The Regulation of the Department of Social Policy for the Academic Studies Advisor is posted on the website of the Department.

8. Dissertation

The Department of Social Policy provides the possibility of implementing a dissertation to the students of the 7th and 8th semesters. The dissertation is optional, replaces two optional courses and is equivalent to twelve (12) credits.

The aim of the dissertation (thesis) is to familiarize students with the address of a scientific topic, to gain experience in research methodology, to sharpen their critical ability in the process of analyzing and evaluating research results and to understand how to write an integrated scientific document with the appropriate use of bibliographical sources.

The proposed topics are announced to the students of the 6th semester until the end of April of each academic year by the teaching staff members who intend to supervise dissertations during the next academic year. Prerequisites for undertaking a dissertation entail that the students of the 6th semester have succeeded in all the compulsory courses of the first four semesters of the study program and that they have not fallen short of more than one compulsory course of the fifth semester. It is noted that students who undertake a dissertation are not allowed to carry out during its elaboration an Internship in the Department. They can join the Internship program only if the latter is implemented during the summer months, after the end of the spring semester of the same academic year.

Applications for dissertations are submitted to the Secretariat of the Department until the 20th of May, stating the memberof the teaching staff preferring to cooperate and the topic they choose. Instructors who have announced that they intend to supervise dissertations, call immediately after the students who have submitted a timely application, in order to verify whether the interested parties have the knowledge required for the preparation of the thesis, as these are deminstrated from the progress of their studies, their performance in courses belonging to the same scientific field to the one elected for the implementation of the dissertation, the development of other projects within the framework of these or other courses, their scientific interests and related activity,

competence in foreign languages etc. The assignment of thesis is made by the Assembly of the Department and the decision is notified to all the students who have submitted an application with an announcement on the website of the Department.

Students prepare their dissertation in collaboration with the instructor designated as the supervisor and submit it with a completion certificate granted by the supervisor by 1st May of the spring semester during which they complete the 8th semester of their studies. The thesis has a length of 8,000-10,000 words, without the bibliography and any appendices of any kind. It is written according to detailed instructions included in the annex to the Regulation for the preparation of dissertations. After the submission of the thesis, theAssembly of the Department appoints a three-member committee for its evaluation, which then sets a date for its presentation and evaluation. The presentation and evaluation of the thesis is made publicly, before the members of the three-member committee, before the beginning of the examination period of June of the 8th semester of studies of the student who has completed the elaboration of the thesis.

The evaluation and the subject of the thesis are certified in the degree of the student who completed it.

More information regarding the dissertation is included in the Regulation for the Implementation of Dissertations which is posted on the Department's website.

9. Internship

The Department of Social Policy implements an Internshipprogram, which is subject to the central coordination of the Internship Office of DUTH, which operates within the Operational Program "Competitiveness, Entrepreneurship and Innovation" of the National Strategic Reference Framework (ESPA) with the management of the information system "ATLAS" of the Ministry of Education.

The Internship aims at the essential two-way interaction between Higher Education and the workplace, at the more substantial integration of the academic and educational knowledge, at the familiarization of students with the working environment and the requirements of the professional space, at the smoother transition of students from the academic space to the production area of companies and organizations, with the acquisition of professional experience, but also the establishment of relations with the workplace. In particular, in the Department of Social Policy, the aim of the Internship is to acquaint and familiarize the interns with the work of public and wider public, private or third sector of the economy for the planning, implementation and evaluation of interventions addressing social problems and mitigating social inequalities in various fields of social policy.

The Internship in the Department of Social Policy is an optional course, i.e. its implementation is not mandatory for obtaining the degree, for students during their 4th year of study as a priority and, if there are vacancies after the assignment of these students, the graduate students follow (beyond their 4th year of study). Attendance at the 13 regular weekly lectures-seminars of the course is not mandatory, but contributes to the information and preparation of students for their internship and its further use.

These lectures are supplemented whenever necessary with extraordinary meetings of the students with the Scientific Supervisor of the Internship. The successful completion of the Internship is certified in the degree of the interns regardless of the study program with which they receive their degree and credit the students who have been admitted to the Department of Social Policy or have joined the study program of the same Department with an optional course corresponding to six (6) ECTS.

The Internship lasts for two (2) months per semester. It is possible to carry out Internship after the end of the spring semester, again for a duration of two (2) months. Interested students are eligible for only one internship, for one of the two semesters or for the summer period.

The implementation of the Internship follows the relevant announcement of the action with an invitation to interested students, which is posted on the website of the Department of Social Policy after the beginning of the winter or spring semester courses and concerns the two semesters of the same academic year and the summer months, provided that the necessary funding has been secured by the Ministry of Education. The number of available Internship posts per semester depends on their distribution to the Departments of DUTH, accprdong to the level of secured funding. The evaluation criterion for the ranking of interested students is the average score of all completed courses as evidenced by the registrar following the results of the examination period September of the academic year in which interested students complete the 6th semester of their studies, depending on the number of ECTS credits that they have accumulated to the total number of ECTS credits that they should have accumulated on the basis of the current semester of their studies.
Practitioners are evaluated and graded. For their evaluation, the trainees prepare an activity report and deliver it to the supervisor in charge of the Internship in the last week of its duration. The supervisor of the employment agency evaluates interns in terms of their consistency and their response to the tasks they were assigned in the framework of their Internship, immediately after its completion, in accordance with the provisions of the Internship Regulation of DUTH. The supervisor evaluates the interns based on their participation in the regular meetings held in the Department of Social Policy and the overall presence and performance of the interns, as evidenced from the communication with the supervisors of the employment agencies and with the interns at their workplaces when visitied if possible. The grade with which the activity report of the interns is evaluated corresponds to 50% of their total grade for the Internship . The evaluation of the supervisor of the employment body corresponds to 30% of the total grade and the evaluation of the supervisor for the Internshipon behalf of the Department to 20% of the total grade.

The Internship for the students of the Department of Social Policy is governed by the regulation that applies to all Internship programs operating at DUTH which is posted on the website of the Department.

For information regarding the Internship program you can contact the Scientific Officer of Internship, Associate Professor Nikolaos Koulouris.

10. Digital Skills Certificate (ECDL)

The Department of Social Policy grants a Certificate of Digital Skills (ECDL) to its graduates as an additional job qualification. In the Department of Social Policy, IT skills and competence are demonstrated by the successful attendance and examination of four (4) of the following five (5) courses in Informatics or PC operation:

For those admitted from the academic year 2018-2019 onwards:

1. Introduction to Informatics.

2. Use of computers in Social Sciences.

3. Quantitative Methods of Social Research - Statistical Analysis Using computers.

4. Internship II: Teaching Social Sciences Using Computers / Teaching Social Sciences Using Computers.

5. Gender and New Technologies.

For those admitted up to the academic year 2017-2018:

1. Introduction to Informatics.

2. Informatics I: Use of Computers and Office applications / Use of Computers in Social Sciences.

3. Statistical Data Analysis I / Quantitative Methods of Social Research - Statistical Analysis Using Computers.

4. Informatics II: Statistical Data Analysis II / Teaching Social Sciences Using Computers / Internship II: Teaching Social Sciences Using Computers.

5. Gender and New Technologies.

11. Certification Program for Pedagogical and Teaching Competence

The Department of Social Policy implements a Certification Program for Pedagogical and Teaching Competence (PDE in Greek). The PDE Certification Program of the Department aims to cover the pedagogical, didactic, methodological and psycho-pedagogical training needs of the students of the Department, to create pedagogical consciousness in the field of social policy and to form capable, dynamic and technoligally trained educational staff in the field of Social Sciences. The didactic and pedagogical training, i.e. the acquisition of pedagogical knowledge and teaching skills, aims to make the students of the Department effective in matters of organization, methodology, direction and exercise of their teaching work. The Pedagogical and Didactic Competence Certification Program of the Department aims at a deep understanding of pedagogical theories and educational practices. It is an organized network of activities that includes theory, practice, scientific research, workshops and teaching on social policy issues and is perfectly integrated with the structure of the program, the goals and objectives, the teaching principles and the functional characteristics of the Department.

The PDE Program can be attended by all undergraduate students and undergraduate students of the Department of Social Policy of DUTH wishing to obtain a Certificate of Pedagogical and Teaching Competence, regardless of their number and regardless of the year of admission to the Department. Participation in the Program is optional and the Program is offered completely free of charge.

The students of the Department who wish to receive the Certificate of Pedagogical and Teaching Competence together with their degree have at their disposal all eight (8) academic semesters of their studies to declare, attend and be successfully examined in eight (8) of the fifteen (15) courses offered in the PDE Program of the Department of Social Policy, which correspond to 48 ECTS of

the total two hundered forty (240) required to obtain the degree. Each course receives six (6) credits (ECTS).The courses of the Program are declared in the Secretariat of the Department on the dates and according to the procedures of course registration for all the courses of the Department.

The fifteen (15) suggested courses for obtaining the Certificate are divided into three thematic units and are the following:

A. ISSUES OF EDUCATION AND TRAINING
A1. Introduction to Pedagogical Science (compulsory)
A2. Intercultural Pedagogy
A3. Sociology of Education
A4. Anthropology of Education
A5. Educational Policy
A6. Economics of Education

B. LEARNING AND TEACHING ISSUES
B1. General Teaching: Learning and teaching (compulsory)
B2. Human Development
B3. Social Psychology

C. SPECIAL TEACHING - INTERNSHIP
C1. Internship I: Teaching Internship (compulsory)
C2. Internship II: Teaching Social Sciences using a computer (compulsory)
C3. Political Sociology
C4. Sociology
C5. Quantitative Methods of Social Research
C6. Qualitative Methods of Social Research

To receive the Certificate, students must choose courses from all three thematic units. The courses "Introduction to Pedagogical Science", "General Teaching: Learning and Teaching", "Internship I: Teaching Internship" and "Internship II: Teaching Social Sciences using a computer" are compulsory for students wishing to receive the PDE Certificate.

The teaching of the courses is carried out in person in the facilities of DUTH, as well as in collaborating agencies for the realization of the courses involving internship (school units) and can be additionally supported by asynchronous distance learning systems.

Upon successful completion of the attendance of the eight (8) courses of the Program, the PDE Certificate is awarded. The Certificate is awarded to the students of the Department on the day of receiving their degree, upon their request.

The PDE Certification Program is also offered free of charge to the graduates of the Department.

Information about the PDE Program of the Department is provided by the Rules of Operation of the Program (for students and for graduates respectively), which is posted on the website of the Department.

The operation of the Program is coordinated by Professor and Head of the Department Maria Pempetzoglou.

12. The ERASMUS+ Program

Erasmus+ is the new EU program for Education, Training, Youth, and Sport for the period 2014-2020 and the merging of seven existing EU programs (Erasmus, LeonardodaVinci, Comenius, Grundtvig etc.) in education, training and youth, while for the first time the sports sector is included. Erasmus+ aims to improve skills and employability, as well as modernize education, training and youth systems.

Erasmus+ enables undergraduate, postgraduate or doctoral students to complete a scholarship

or part of their studies (Erasmus+ Studies) at a European Higher Education Institution without having to pay tuition fees, or internships (Erasmus+ Traineeship) at a company, training center, research center or other organization based in Europe, with full academic accreditation. It is a great opportunity for students to live abroad, make new friends, get to know different cultures, learn a foreign language, but also to create new perspectives for the continuation of their studies and their professional development. The minimum duration of the mobility period under the Erasmus + program for studies is three (3) months, while for internships is two (2) months. The maximum duration, either for studies or for internship, is twelve (12) months. The scholarship is not intended to cover all expenses abroad, but is intended to cover "mobility costs", i.e. the additional costs of a period of study or internship abroad. In addition, scholarships that students may receive from national sources for studies in Greece are maintained throughout their studies abroad, during which they also receive an ERASMUS+ scholarship. Each student, during his / her studies in each cycle of Higher Education, has the opportunity to receive a maximum of 12 months of Erasmus + mobility scholarship.

12.1 ERASMUS+ Studies

DUTH concludes bilateral agreements with European universities, under which undergraduate, postgraduate or doctoral students can study abroad for a period of not less than three (3) months or for more than one (1) year. The course of study, the type of courses and the period of study abroad are strictly determined by the respective bilateral agreement. The Erasmus + program provides students with a scholarship to cover the additional costs they will incur, exemption from tuition abroad and recognition of the period of study at the University abroad.

The Department of Social Policy participates in the ERASMUS Program of DUTH, having developed a Bilateral Agreement for the mobility of students with the following universities:

- Universite Montpellier 3 (Paul Valery) - France (info at the link: http://erasmus.duth.gr/node/287)
- TED University - Turkey [information at the link: http://erasmus.duth.gr/node/879)
- University of Salzburg - Austria (to be concluded)
- Brno University – Czech Republic (to be concluded)

12.2 ERASMUS+ Traineeship

The purpose of the program is to gain professional experience related to the subject of study, to get acquainted with the requirements of the European market, as well as to get to know and understand the economic and cultural conditions of other European countries. Unlike the action related to students' mobility, there are no bilateral internship agreements specifying mobility destinations, but students themselves must seek out the host agency and ensure that they are accepted for the specific period of their preference. Scholars have also to take care of the insurance coverage required for their stay and work abroad. The scholarships are awarded for an internship period abroad which can range from two(2) to twelve(12)months. The placement of students for internships in companies supports the development of their professional skills and for this reason the subject of the internship abroad should be related to the subject of their studies at DUTH.

Information about the Erasmus + Program:

- from the Erasmus coordinator of the Department, Assistant Professor Chrysanthos Tassis,

email: ctassis@sp.duth.gr

- at the link http://erasmus.duth.gr of DUTH.

- at the Office of International Relations / Erasmus + of the University (Administration

Building, Komotini, tel. 25310 39084, e-mail: intrela@duth.gr)

- on the website of the Department of Social Policy.

13. Doctoral Studies

The Doctoral Degree is the highest academic degree which certifies the completion of an original scientific research and the substantial contribution of his / her holder to the development of science and knowledge in the respective scientific field allowing the graduate to teach at Higher Education Institutions.

The purpose of the Doctoral Studies offered at the Department of Social Policy is the specialization of the doctoral candidates in the scientific subjects of the Department leading to the acquisition of a Doctoral Degree. The specialization obtained with the doctoral studies aims at the promotion of scientific knowledge, of the original scientific research, as well as at the formation of scientists capable of contributing to the progress of the sciences cultivated in the Department, in terms of theory, research and application.

Holders of postgraduate degrees from Higher Education Institutions (AEI in Greek) of the country or recognized as peer institutions abroad have the right to submit an application for the preparation of a Doctoral Thesis. Applicants must hold: a) an undergraduate degree from Departments or Schools of Social Sciences, Political Science, Economics, Law, Regional Studies, International Studies and other fields of study, with which they are admitted to second tier programs according to the defined in the next subparagraph, b) Postgraduate Diploma (PMS in Greek) of a domestic university or a recognized foreign academic institution in one of the broader scientific fields or in one of the scientific subjects taught in the Department.

The minimum time required to obtain a PhD is three full calendar years from the date of appointment of the three-member Advisory Committee and a maximum of six full calendar years. The above duration can be extended for an additional year.

The evaluation criteria of the candidates are the general degree, the degree of the dissertation, the degree of the Postgraduate Diploma, the degree of the postagraduate dissertation, the knowledge of at least one foreign language, any research activity undertaken and publications as well as any professional activity related to the proposed subject of the doctoral thesis, etc.

Graduates of the Doctoral Program of the Department, after their announcement, will be a highly specialized work force and will be able to staff the scientific, educational, research and business potential of similar institutions in Greece and abroad.

The administrative support of the doctoral studies is provided by the Secretariat of the Department of Social Policy. The Regulation of Doctoral Studies of the Department of Social Policy is posted on the website of the Department.

14. Postdoctoral Studies

The Department of Social Policy offers the possibility of elaborating Postdoctoral Research in the scientific subjects it treats, as it contributes to the qualitative and quantitative upgrade of scientific research. Postdoctoral research is an original scientific research work, in the sense that it must contribute, by producing new knowledge, to the field of knowledge in which it belongs and falls within the research interests of the Department and the subject areas treated by it.

The main objectives of conducting postdoctoral research are the creation of high quality scientific research, the development of new research fields, the contribution to the satisfaction of the research needs of the Department, the approach and solution of specific research issues addressed by the Department, the achievement of further research outcomes from doctoral theses in new scientific directions of interest to the Department, the transfer of know-how, the reinforcement of scientists in order to contribute to the progress of science and the development of research and applied knowledge, the promotion of the quality and the academic prestige of the research undertaken by the Department as well as its international distinction.

Holders of a Doctoral Degree from Higher Educational Institutions of Greece and abroad (recognized by the Hellenic National Academic Recognition and Information Center (DOATAP in Greek) have the right to submit an application for conducting postdoctoral research on a subject related to the subject areas of the Department, with proven good knowledge of at least one foreign language. The prerequisites that the interested party must meet include a proven high level of scientific training and a strong scientific profile, the adequacy of the proposal and proven good knowledge of a foreign language.

Upon completion of the postdoctoral research, the Department issues a certificate of conducting postdoctoral research to the postdoctoral researcher.

In the process of elaboration of postdoctoral research, the standard Regulation of Postdoctoral Studies at DUTH is applied, which is posted in the link:

http://duth.gr/Portals/0/%20%20%20%20%201407%20_%20%2015-04 -2020.pdf

15. Curriculum 2021-2022 (for students admitted after 2019-2020)

LC	1st SEMESTER (4 mandatory, 1 optional)	Member of Teaching Staff
10	Introduction to Social Policy	ADAM SOFIA
11	Economic Analysis I	IOANNIDIS ALEXIS
12	Introduction to Law	MORFAKIDIS CHRISTOS
13	IntroductiontoInformatics	SILIVOU ARTEMIS
	OPTIONS A	
	2nd SEMESTER(4mandatory, 1 optional)	
14	Social Science Statistics	GEORGIADOU KERATSO
15	Economic Analysis II	PEMPETZOGLOU MARIA
16	Social Planning	ADAM SOFIA
17	Computer use in Social Sciences	PD 407
	OPTIONS B	
	3rd SEMESTER(3 mandatory, 2 optional)	
18	Criminology	KOULOURIS NIKOLAOS MARGARITA GASPARINATOU
19	Individual and Social Rights	KOULOURIS NIKOLAOS MARGARITA GASPARINATOU
20	Qualitative methods of Social Research	CHATZICHRISTOS GEORGIOS (ESPA)
	OPTIONS A	
	OPTIONS A	
	4th SEMESTER(3 mandatory, 2 optional)	
21	Comparative Social Policy	ADAM SOFIA
22	Public Economics	PEMPETZOGLOU MARIA
23	Quantitative methods of social research	PAPANASTASIOU STEFANOS
	OPTIONS B	
	OPTIONS B	
	5th SEMESTER(2 mandatory, 3 optional)	
24	Social Change and Social Problems	TASSIS CHRYSANTHOS
25	Social Demography	ZAFIRIS KONSTANTINOS
	OPTIONS C	
	OPTIONS C	
	OPTIONS C	
	6th SEMESTER (2 mandatory, 3 optional)	
26	Crime Policy and Globalisation	KOULOURIS NIKOLAOS MARGARITA GASPARINATOU
27	Greek Society and Politics	TASSIS CHRYSANTHOS
	OPTIONS D	
	OPTIONS D	
	OPTIONS D	
	7th SEMESTER(1mandatory, 4 optional)	
28	Labour Economics and Employment Policies	IOANNIDIS ALEXIS
	OPTIONS C	
	OPTIONS C	
	OPTIONS C	

	OPTIONS C	
	8thSEMESTER (1mandatory, 4 optional)	
29	Inequality, poverty and social exclusion	PAPANASTASIOU STEFANOS
	OPTIONS D	
	OPTIONS D	
	OPTIONS D	
	OPTIONS D	

OPTIONS A. Optional Courses winder semester (1st & 3rd semester)

No	LC	OPTIONS A. Optional Courses 1st and 3rdsemester	Member of Teaching Staff
1	30	Political Economy	-
2	31	Local development and social policy	ADAM SOFIA
3	32	Political Sociology	TASSIS CHRYSANTHOS
4	33	Sociology	CHATZICHRISTOS GEORGIOS (ESPA)
5	34	Introduction to Pedagogical Science	TSARPA IOANNA
6	35	The Political Economy of Social Institutions	-
7	71	Sociology of Education	-
8	75	Gender and New Technologies	GEORGIADOU KERATSO
9	83	Sociology of family and family policy	-

OPTIONS B. Optional courses spring semester (2nd & 4thsemester)

No	LC	OPTIONS B. Optional Courses 2ndand 4thsemester	Member of Teaching Staff
1	36	Economy and Social Policy in Modern Greece	TASSIS CHRYSANTHOS
2	37	Political Parties and social Policy	ASIMAKOPOULOS VASILIOS (ESPA)
3	38	Youth, Crime and Penal Repression	KOULOURIS NIKOLAOS MARGARITA GASPARINATOU
4	39	Migration and Migration Policy	SYKAS THEODOSIS (PD 407)
5	40	Gender, History and Social Policy	SYRIATOU ATHINA
6	41	Constitutional Law	MORFAKIDIS CHRISTOS
7	42	Economic Sociology	ESPA
8	66	General Didactics: Learning and teaching	TSARPA IOANNA
9	77	Educational Politics	-
10	82	InterculturalPedagogy	BAROS WASSILIOS

OPTIONS C. Optional Courses winder semester (5th & 7thsemester)

No	LC	OPTIONS C. Optional Courses 5th and 7thsemester	Member of Teaching Staff
1	34	IntroductiontoPedagogical Science	TSARPA IOANNA
2	43	International and Greek Penitentiary Policy	KOULOURIS NIKOLAOS
3	44	Penal Phenomenon and Formal Social Control	STAMOULI IRINI (PD 407)
4	45	Special Issues In Public Economics	PEMPETZOGLOU MARIA
5	46	Social Marketing	-
6	47	Health Economics	-
7	48	Economics of Education	TSARPA IOANNA
8	49	EnvironmentalEconomics	PEMPETZOGLOU MARIA
9	50	Contemporary Ethnographic Theory and Practice	DALKAVOUKIS VASILIOS
10	51	Introduction to Modern and Contemporary European History	SYRIATOU ATHINA
11	52	Internship II: Teaching of Social Sciences through ICT	GEORGIADOU KERATSO
12	53	Victimology and Restorative Justice	GASPARINATOU MARGARITA
13	54	State and StatePolicies	ASIMAKOPOULOS VASILIOS (ESPA)
14	55	Theoretical and Empirical Analysis of Inequality	PAPANASTASIOU STEFANOS
15	56	Internship	KOULOURIS NIKOLAOS
16		Dissertation	-
17	73	Social Mobility and Social Policy	PAPANASTASIOU STEFANOS
18	79	International Social Policy	-
19	80	Health Policy and Welfare State	-
20	81	Social SecurityPolicies	-
21	88	English for Social Sciences I	PAPAIOANNOU VASILIKI (PD 407)

OPTIONS D. Optional Courses summer semester (6th & 8th semester)

No	LC	OPTIONS D. Optional Courses 6th and 8thsemester	Member of Teaching Staff
1	58	European Social Policy	CHATZICHRISTOS GEORGIOS (ESPA)
2	59	Security and Human Rights	STAMOULI IRINI (PD 407)
3	60	Social Psychology	-
4	61	Economics of Social Security	IOANNIDIS ALEXIS
5	62	Human Development	-
6	63	Social Security Law	MORFAKIDIS CHRISTOS
7	64	Economics of Social Protection	IOANNIDIS ALEXIS
8	65	Anthropology of Education	DALKAVOUKIS VASILIOS
9	66	General Didactics: Learning and Teaching	TSARPA IOANNA
10	67	Special Issues of Criminal Justice and	GASPARINATOY MARGARITA

		Crime Policy	
11	68	Regional Development	SYKAS THEODOSIS (PD 407)
12	69	International Political Economy	ESPA
13	70	Civil Society: Economy, State and Prosperity	-
14	72	Non-Governmental Organizations	ASIMAKOPOULOS VASILIOS (ESPA)
15	74	EmployeeRelations	KOUTROUKIS THEODOROS
16	56	Internship	KOULOURIS NIKOLAOS
17		Dissertation	
18	76	Internship I: TeachingInternship	TSARPA IOANNA
19	78	Environmental sustainability and the welfare state	-
20	84	Housingpolicy	-
21	89	English for Social Sciences II	PAPAIOANNOU VASILIKI (PD 407)

16. Courses per member of teaching staff

Member of Teaching Staff	LC	COURSE TITLE
IOANNIDIS ALEXIS (PROFESSOR)	11	Economic Analysis I
	28	Labour Economics and Employment Policies
	61	Economics of Social Security
	64	Economics of Social Protection
KATROUGALOS GEORGIOS (PROFESSOR)		under suspension of duties
PEMPETZOGLOU MARIA (PROFESSOR)	15	Economic Analysis II
	22	PublicEconomics
	45	Special Issues in Public Economics
	49	EnvironmentalEconomics
KOULOURIS NIKOLAOS (ASSOCIATE PROFESSOR)	18	Criminology
	19	Individual and Social Rights
	26	Crime Policy and Globalisation
	38	Youth, Crime and Penal Repression
	43	International and Greek Penitentiary Policy
	56	Internship
ADAM SOFIA (ASSISTANT PROFESSOR)	10	Introduction to Social Policy
	16	Social Planning
	21	Comparative Social Policy
	31	Local Development and Social Policy
GASPARINATOU MARGARITA (ASSISTANT PROFESSOR)	18	Criminology
	19	Individual and Social Rights
	26	Crime Policy and Globalisation
	38	Youth, Crime and Penal Repression
	53	Victimology and Restorative Justice
	67	Special Issues of Criminal Justice and Crime Policy
PAPANASTASIOU STEFANOS (ASSISTANTPROFESSOR)	23	Quantitative methods of social research
	29	Inequality, poverty and social exclusion
	55	Theoretical and Empirical Analysis of Inequality
	73	Social Mobility and Social Policy
TASSIS CHRYSANTHOS (ASSISTANT PROFESSOR)	24	Social change and Social Problems
	27	Greek Society and Politics
	32	PoliticalSociology
	36	Economic and Social Policy in Modern Greece
TSARPA IOANNA (EDIP)	34	IntroductiontoPedagogical Science
	48	Economics of Education
	66	General Didactics: Learning and Teaching
	76	Internship I: TeachingInternship
SILIVOU ARTEMIS (ETEP)	13	Introduction to Informatics
PAPAIOANNOU VASILIKI (PD 407)	88	English for Social Sciences I
	89	English for Social Sciences II
ASIMAKOPOULOS VASILIOS (ESPA)	37	Political Parties and Social Policy
	54	State and StatePolicies

	72	Non-Governmental Organizations
CHATZICHRISTOS GEORGIOS (ESPA)	20	Qualitative methods of Social Research
	33	Sociology
	58	European Social Policy
STAMOULI IRINI (PD 407)	44	Penal Phenomenon and Formal Social Control
	59	Security and Human Rights
MORFAKIDIS CHRISTOS (ASSISTANT PROFESSOR OF THE DEPARTMENT OF SOCIAL WORK)	12	Introductionto Law
	41	Constitutional Law
	63	Social Security Law
ZAFIRIS KONSTANTINOS (ASSOCIATE PROFESSOR OF THE DEPARTMENT OF HISTORY AND ETHNOLOGY)	25	Social Demography
GEORGIADOU KERATSO (EDIP OF THE DEPARTMENT OF LANGUAGES, LITERATURE AND CULTURE OF THE BLACK SEA COUNTRIES)	14	Social Science Statistics
	75	Gender and New Technologies
	52	Teaching Social Sciences using computers
SYKAS THEODOSIS (PD 407)	39	Migration and Migration Policy
	68	Regional Development
SYRIATOU ATHINA (ASSISTANT PROFESSOR OF THE DEPARTMENT OF HISTORY AND ETHNOLOGY)	40	Gender, History and Social Policy
	51	Introduction to Modern and Contemporary European History
DALKAVOUKIS VASILIOS (ASSOCIATE PROFESSOR OF THE DEPARTMENT OF HISTORY AND ETHNOLOGY)	50	Contemporary Ethnographic Theory and Practice
	65	Anthropology of Education
KOUTROUKIS THEODOROS (ASSOCIATE PROFESSOR OF THE DEPARTMENT OF ECONOMIC SCIENCES)	74	EmployeeRelations
BAROS WASSILIOS (ASSOCIATE PROFESSOR OF THE DEPARTMENT OF LANGUAGES, LITERATURE AND CULTURE OF THE BLACK SEA COUNTRIES)	82	InterculturalPedagogy
PD 407	17	Computer use in Social Sciences
ESPA	69	International Political Economy
ESPA	42	Economic Sociology
	30	Political Economy
	35	The Political Economy of Social Institutions
	46	Social Marketing
	47	Health Economics

	60	Social Psychology
	62	Human Development
	70	Civil Society: Economy, State and Prosperity
	77	Educational Policy
	78	Environmental sustainability and the welfare state
	79	International Social Policy
	80	Health Policy and Welfare State
	81	Social SecurityPolicies
	83	Sociology of family and family policy
	84	Housing policy

DETAILED COURSE DESCRIPTION

The description of the courses has been prepared by the teachering staff

MANDATORY COURSES

1st SEMESTER

COURSE OUTLINE 10

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**10**	**SEMESTER**	1st
COURSE TITLE	Introduction to Social Policy		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Background
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	https://eclass.duth.gr/courses/OKA188/

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of this course is to introduce students to the wide scientific area of social policy.

Upon the successful completion of the course, students will be in the position to:

- To understand the diverse theoretical approaches of the welfare state.
- To identify the multiple policy fields included in the framework of social policy.
- To distinguish the roles of supranational, national and voluntary organization in the design and implementation of social policy.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral

Autonomous work *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Demonstration of social, professional and moral responsibility and sensitivity to gender issues Autonomous work Equity and Inclusion Critical thinking Working in an interdisciplinary environment	

3. COURSE CONTENT

This course consists of three parts. In the first part, different approaches of the welfare state as well as its historical evolution are presented.

In the second part, the diverse sub-fields of social policy, such as employment policies, social insurance, health, social assistance and social inclusion, migrant and refugee policies, education policy are described and analyzed. In this way, the wide spectrum of social policy is understood.

In the third part of the course, we detect the various actors in the design and implementation of social policy including international institutions such as the European Union, national governments, local authorities, trade unions, civil society organizations and Social Solidarity Economy organizations.

The courses expands over 13 weeks and is structured in the following way:

1. Definingsocialpolicy.
2. The historical evolution of the welfare state.
3. Labour market and employment policies
4. Health policies
5. Social assistance
6. Housing policy
7. Policies for migrants and refugees
8. The gender perspective in social policy
9. The role of EU in social policy design
10. The role of member states in social policy
11. The role of local authorities in social policy
12. The role of trade unions in social policy
13. Third sector organizations and social policy

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of databases, eclass for communication and information sharing and powerpoint presentation in lectures and for students presentations**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits,*	

Activity	***Workload/semester***
Lectures	70
Interactive teaching	30
Independent work towards written exams	48
Final written exams	2
Course total	150

Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Concluding Essay development 100 % of evaluation

5. SUGGESTED BIBLIOGRAPHY

Obligatory

- Sakellaropoulos, Th., Economou, Ch., Skamnakis, Ch., Aggelaki, M. (Ed.) (2018), Social Policy, Dionikos, Athens (in Greek).

Additional

- Gail, L., Gewirtz, Sh., Clarke, J., Stasinopoulou, O. (Ed.) (2007), Social Policy. Another perspective, trans. Holloway, A., Gutenberg, Athens (in Greek).
- Sakellaropoulos, Th. (1999). The Reform of the Welfare State, vol. a and b, Kritiki, Athens (in Greek).

COURSE OUTLINE 11

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**11**	**SEMESTER**	1st
COURSE TITLE	Economic Analysis I		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g.lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and		

organization of the course are described in section 4.		
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	*Background*	
PREREQUISITES:	NO	
TEACHING & EXAMINATION LANGUAGE:	GREEK	
COURSE OFFERED TO ERASMUSSTUDENTS:	NO	
COURSE URL:	https://eclass.duth.gr/courses/KOM09121/	

2. LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

In this course presented are at an introductory level the basic concepts, methods and tools used by economists when investigating the central problems of modern societies. It focuses on microeconomic analysis issues, as developed within the paradigm of neoclassical theory, which currently dominates the field. The microeconomic analysis focuses on the examination of the decisions made by economic units (individuals, households, enterprises, and the public sector) for the production, distribution and consumption of specific goods.

This course provides also a brief overview of the historical evolution of economic thought and the key alternative theoretical approaches that developed especially in the 19th and 20th century. This historical perspective provides students with the opportunity to evaluate and critically approach the structure of the main arguments and conclusions of modern Microeconomic Analysis.

Upon completion of the course students should be able to:
• understand the assumptions and basic tools and methods of economic analysis in exploring contemporary social problems
• understand the mechanism and operation of the free market in accordance with the neoclassical model.
• understand the factors that shape the supply and demand of goods and the factors of production.
• calculate the quantitative dimensions of the supply and demand of goods.
• critically approach the neoclassical microeconomic theory.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Working in an international environment

Working in an interdisciplinary environment *Critical thinking* *Promoting free, creative and inductive reasoning*

3. COURSE CONTENT

•Economictheory.Basicconcepts. Briefhistoricaloverviewandmainschools of thought. Economicscienceandeconomy.Positiveandnormative economics. MicroeconomicandMacroeconomicapproach. • Economicmodelsandtheories. Economic data, diagrams and measurements. Index numbers and inflation. Nominalandrealvariables. •Mixedeconomyandthe role ofthestate. •Basicconceptsinmicroeconomic analysis. Demand and supplyof goods. Factorsaffecting the demandand supply (of goods and production factors). Therole of the market. Pricesand market equilibrium.Substitutesand complements. Changes indemand and supply. Graphicrepresentations. Excesssupplyandexcess demand. Shiftsin supply anddemand curves. • Price elasticity ofdemandandsupply,income elasticity of demand, cross price elasticity. Definitions andtypes of elasticity. Normal andinferior goods. Luxuries andnecessities. Totalexpenditure on a good(and totalrevenue of producer) for changing prices.Short-runandlong-runelasticity. •Consumerchoiceandbudget constraint. Indifferencecurves. •Organization ofbusinessandproduction.Product,costs, revenues, profits.Calculationofmarginalcostfrom total cost. Supplycurveof the firmand the market.Longtermandshortterm. Calculation of marginalrevenue. Output levelprofit maximization. •Market structureandcompetition(perfect competition, imperfect competition, monopoly). Perfect competition: conditions,demand curve. Puremonopoly: conditions,demand curve. Imperfectcompetitionanddemand curves. Oligopolyandmonopolisticcompetition:conditionsandeffects.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	*Face to face*	
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of power point during lectures. 2. Posting of teaching material, bibliography, slides, exercises, notes, outline and evaluation methods of the course on e-class. 3. Use of polls, brainstorming, mentimentor, breakout rooms or creation of working groups during lectures.	
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity***	***Workload/semester***
	1. Lectures: During the lectures, the material is presented both theoretically and with the use of examples. The lectures take place in an interactive way, in order to favor the interventions of students and	100

	to sharpen their critical ability, in which is given special emphasis.	
	2. Tutoring: During the tutorials, exercises are solved, examples are presented and questions of students are answered for better comprehension of the course material.	
	3. Invitation of speakers from public bodies and organizations related to the thematic units of the course.	
	Homework	30
	Problem solving	20
	Course total	150

STUDY EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	A written examination at the end of the semester (100%). It can includeMultiple Choice Test, Right-wrong Test, Short Answer Questions and Problem Solving.

5. SUGGESTED BIBLIOGRAPHY

Compulsory

•KrugmanP. &WellsR., 2019, Μικροοικονομική σε Διδακτικές Ενότητες, Αθήνα: Εκδόσεις Gutenberg.
•Additional notes and exercises from the teachers will be posted on the course website.

Optional

• Begg D., Fischer S. & Dornbusch, 2006. Εισαγωγή στην Οικονομική. Τόμος Α΄. Αθήνα: Εκδόσεις Κριτική.
•Mankiw, G.N. &TaylorM.P., 2010. Αρχές Οικονομικής Θεωρίας. Τόμος Α'. Αθήνα: Εκδόσεις Gutenberg

•Bowles, S. &Edwards, R. 2000. Κατανοώντας τον Καπιταλισμό. Τόμος Α΄. Αθήνα: Gutenberg,.
•Ferguson, K., 2004. Βασικές Αρχές Οικονομικής Θεωρίας. Αθήνα: Εκδόσεις Κριτική.
•Heilbroner, R.L., 2000. Οι Φιλόσοφοι του Οικονομικού Κόσμου. Αθήνα: Εκδόσεις Κριτική.
•Heilbroner, R.L. καιThurow, L.C., 1984. Για την Κατανόηση της Μικροοικονομικής. Αθήνα: Εκδόσεις Παπαζήσης.
•Parkin, M., Powell, και Matthews, K. (2013), Αρχές Οικονομικής, Αθήνα: Εκδόσεις Κριτική
•Robinson, J. και Eatwell, J., 1973. Εισαγωγή στη Σύγχρονη Οικονομική. Αθήνα: Εκδόσεις Παπαζήσης.
•Πετραλιάς, Ν.Σ., 1991. Πολιτική Οικονομία Ι (Πανεπιστημιακές Παραδόσεις 1991-92). Αθήνα: Πανεπιστήμιο Αθηνών.
•Samuelson, R. A. &Dordhaus, W. D., 2000. Οικονομική. 16η διεθνής έκδοση. Τόμος Α΄. Αθήνα: Εκδόσεις Παπαζήσης.
•Σταμάτης, Γ., 1991, Νεοκλασική Μικροοικονομική Θεωρία, Αθήνα: Εκδόσεις Κριτική
•Varian, H. (2006) Μικροοικονομική. Μια σύγχρονη Προσέγγιση. ΕκδόσειςΚριτική

COURSE OUTLINE 12

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**12**	**SEMESTER**	1st
COURSE TITLE	Introductionto Law		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
Lectures and PracticeExercises	3	5
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Background
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	NO
COURSEURL:	https://eclass.duth.gr/courses/438164/

2. LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

The aim of the course is to introduce students to the basic concepts and methodological directions of legal science and, further, to examine how to produce the rules of positive law (sources of law).

Upon successful completion of the course students should be able to:

- To distinguish the concepts of natural and positive law.
- To know and be able to describe the main characteristics that make up the concept of the state from the point of view of legal science.
- To have assimilated the concepts of legality, legitimacy, legal responsibility, as well as the axioms for removing the contradictions of the rules of law.
- To understand the pyramidal structure of the legal order and to place in it the individual sources of positive law based on their formal validity.
- Describe the specific characteristics of each source of law, as well as the process of its adoption.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Promoting free, creative and inductive thinking

Exercise criticism and self-criticism

Work in an interdisciplinary environment

Search, analyze and synthesize data and information, using and of the necessarytechnologies

3. COURSE CONTENT

1. The legal order. Positive and natural law
2. The types of liability and the distinctions of law
3. The concept of the state
4. Axioms for removing the contradictions of the rules of law. The sources of law
5. The Constitution
6. Drafting acts and resolutions. The custom
7. The formal law

8. The Rules of Procedure of the Parliament. Regulatory administrative acts
9. The regulatory presidential decrees. The special and more specific authorization.
10. The acts of legislative content. The acts of legislative content of article 48 par. 5 of the Constitution
11. International law.
12. European law
13. The case law

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face-to-face and remote communication
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Extensive use of presentation software and other audiovisual media
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Oral or Written final examination The criteria are announced at the beginning of each semester

Activity	***Workload/semester***
Lectures	25
Assignments after the end of each lecture	25
Participation in guided discussions in the context of lectures	25
Smallindividualpracticetasks	25
IndependentStudy	25
	125

5. SUGGESTED BIBLIOGRAPHY

- F. Spyropoulos, Constitutional Law, 2nd ed., 2020
- P. Poulis, Introduction to Public Law and Institutions, 2010

COURSE OUTLINE 13

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC STUDIES		
SECTION	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**13**	**SEMESTER OF STUDY**	1st
COURSE TITLE	IntroductiontoInformatics		

INDEPENDENT TEACHING ACTIVITIES *where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**TEACHING WEEKS**	**CREDIT UNITS**
	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *Background , General Knowledge, Scientific Area, Skills Development*	Skills Development
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING AND EXAMINATION:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES
ELECTRONIC COURSE PAGE (URL)	https://eclass.duth.gr/courses/KOM05113/

2. LEARNING OUTCOMES

LearningOutcomes

The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.

ConsultAnnex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning*

and Annex B

- *LearningOutcomesWritingGuide*

The students who will attend this course will gain a first theoretical contact with both the basic principles that underlie information technology and cybernetics, as well as with the main "moments" of the evolution of technology to date. Also, in addition to the applications they are already familiar with (social networking, etc.), they will become familiar with other, more "professional" applications of technology. They will become aware of the risks and problems that arise, and will become familiar with the basic horizontal-general rules governing the operation of the Internet. The aim of the course is to transform participants from simple 'passive' users of technology into participants in the Information Society by understanding and discussing its positive and negative impact on people, society and the world.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies	*Project planning and management*
Adapting to new situations	*Respect for diversity and multiculturalism*
Decision-making	*Respect for the natural environment*
Autonomous work	*Demonstrate social, professional and ethical responsibility and sensitivity to gender issues*
Teamwork	*Exercise of criticism and self-criticism*
Working in an international environment	*Promoting free, creative and inductive thinking*

Working in an interdisciplinary environment *Generating new research ideas*
Search, analysis and synthesis of Information Society data, using the necessary technologies Preparation of individual or group work of your choice

3. COURSE CONTENT

The course focuses on familiarizing students with basic concepts and applications of the information society, to identify the main problems associated with this new business, economic and social reality. It therefore starts with a brief historical review of some critical moments in the development and evolution of technology. It then examines the influence of technology on career growth and development in all areas of life at the individual, social and global level. The advantages of technological applications and the obstacles to their development are discussed, as well as the challenges and dangers created through cybercrime. The course does not require - although it is facilitated by - computer literacy.

Indicativethemes

1. History of information technology - cybernetics, from antiquity to the present day / artificial intelligence / society and politics of information technology development
2. Information society/ technical and social characteristics/ importance of services and information/ telecommunication networks/ the internet/ basic applications
3. E-commerce / Definition / Stakeholders / Technical infrastructure / Benefits and limitations / Internet commerce
4. Integration of the individual in IT / economic inclusion / political inclusion / knowledge transfer / minority empowerment / ensuring equality
5. Global technology/digital divide/other global issues/application of technology to life, society, nations
6. Improving life through e-applications in medicine, education, environment, career, home, law enforcement, everyday life
7. Use of the internet: Exploiting Web resources / The Internet and how it works / Communicating and collaborating on the web / Entertaining on the web / Accessing and browsing the web / Effective searching / Directories /
8. Social networks and the role in the evolution of relationships and behaviours/communication and email/podcasts and webcasts/effective use of search engines/evaluation of online sites
9. Issues related to technology and ethics, such as intellectual property rights, data protection, e-commerce, free speech, computer abuse/analysis of the concept of ethical behaviour/issues of ethics and technology
10. Cybercrime and identity theft/ computer viruses and worms, types, ways of infection, causes of existence, symptoms/ preventing infections and protection against viruses/hackers and their modes of action/ denial of service attacks
11. Protection of personal data in the EU and in Greece / presentation of the mechanisms of the two directives (general/ telecommunications) and the corresponding Greek laws.
12. Protection of the individual as a consumer in electronic transactions/ presentation of the institutional framework for distance contracts, abusive GTC, producer and service provider liability, etc.
13. Cybercrime / main forms / jurisdictional and law enforcement issues
14. Key legislative initiatives to solve the problems and promote IT / Directive on electronic signature - and Greek draft law / Directive on electronic commerce - and Greek draft law / Directives on the protection of copyright in computer programs and databases
15. EU policies to promote ICT/ Green - White Paper / Support - Strengthening Programmes for e-initiatives, e-Europe/ ISPO/ Initiatives to protect minors and prevent illegal content
16. System security: protection of digital data and the system; web intrusion management/malware/software protection/protection and restriction of access to websites/social engineering/digital data backup/protection of physical computer resources.
17. Key IT problems for the individual and technical solutions / Use of personal data / Illegal and

harmful content / Misleading content / Security of transactions / Evidence issues / Cryptography / Trusted third parties / Integrated transaction platforms

18. GDPR

4. TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	Facetoface
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Training, Communication with students*	The use of databases, the eclass for posting teaching material and announcements for communication with students. Powerpointslidesarealsoused in teaching.
ORGANISATION OF TEACHING *The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.* *The student's study hours for each learning activity and the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.*	***Activity*** / ***Semester workload*** Lectures 39 Interactive teaching 12 Preparation of work 40 Independent study and preparation for the exams 50 Presentation of work 7 FinalWrittenExamination 2 TOTAL COURSE (25 HOURS OF WORKLOAD PER CREDIT UNIT) 150
STUDENT ASSESSMENT *Description of the evaluation process* *Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other* *Explicitly identified assessment criteria are stated and if and where they are accessible to students.*	The final evaluation shall take into account: 1) The preparation of the work 2) The examination of two advances 3) The final written examination. Preparation and presentation of projects: Search, analysis and synthesis of Information Society data, using the necessary online tools. The originality of the means of presentation, the interactivity and the completeness of the analysis of the topics are evaluated. The use of ICT isessential in the presentation.

5. RECOMMENDED-BIBLIOGRAPHY

Alan Evans, Kendall Martin, Mary Anne Poatsy, (2018). Introduction to Computer Science-Theory and Practice 2nd edition, Athens, Greece: Critique

2nd SEMESTER

COURSE OUTLINE 14

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**14**	**SEMESTER**	2nd
COURSE TITLE	Social Science Statistics		

TEACHING ACTIVITIES *in case the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to a course as a whole, then please note down the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Add lines if necessary. The teaching organization and methods used are described in the point 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Background
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	YES
URL COURSE:	https://eclass.duth.gr/courses/KOM09105/

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is:

- To acquaint students with the necessary knowledge required to summarize, classify, describe and present datasets. The methods of descriptive statistics and inductive statistics are the appropriate tool. It is an introductory course in the basic concepts of Statistics, as they are applied in the Social Sciences.

Upon successful completion of the course students will be able to:

- 1. Understand the basic concepts of statistical science, 2. Create and explain tables of frequency distributions, 3. Calculate position and dispersion measures and justify their status, 4. Convert initial data into standard z, T and σ values, 5. Understand the properties of normal and sample distribution; 6. Create statistical assumptions and understand their utility7. Calculate simple linear and non-parametric correlations and justify their results; 8. Compare two means for dependent and independent samples and justify the findings according to the chosen level of significance; 9. Compare frequencies by applying the appropriate method of analysis.
- To understand the usefulness of different statistical methods in scientific research, to understand the logic regulating the application of various statistical tools, to choose the appropriate statistical technique and to perform the necessary calculations and to know how to interpret the results of their efforts.
- To assimilate concepts analyzed in lectures, through the study of textbooks,

bibliography.

- Solve (having developed synthetic ability and critical thinking) practical social problems through research.

General Skills

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?

Search, analysis and synthesis of data and information, using the necessary technologies	*Project design and management*
Adaptation to new situations	*Equity and Inclusion*
Decision making	*Respect for the natural environment*
Autonomous work	*Sustainability*
Teamwork	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive thinking*
Production of new research ideas	

- Autonomous work
- Search, analysis and synthesis of data and information, using the necessary technologies
- Work in an interdisciplinary environment
- Production of free, creative and inductive thinking
- Exercise criticism and self-criticism

3.COURSE CONTENT

The course is divided into 13 weeks of teaching, the content of which is as follows:

1. Introduction to statistics
2. Basic principles of measurement
3. Presentation of data.
4. Presentation of data.
5. Central tendency indicators.
6. Central tendency indicators
7. Data dissemination.
8. Normal and sample distribution.
9. Case control
10. X^2 distribution - frequency comparison
11. X^2 distribution - frequency comparison
12. Correlation coefficient.
13. Repetition of the concepts of the semester. Exams preparation.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face Distance learning when necessary
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of PPT. 2. Posting of basic elements of the courses in the e-class. 3. Research in the literature through electronic databases of libraries, practical conferences 4. Discussion of a movie with relevant content 5. Teaching through TEAMS platform
TEACHING ORGANIZATION *The way and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise,*	

Activity	***Workload/semester***
1. Lectures	39
2. Seminars	13
3. Tests	4
4. Independent study and	48

Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.*	preparation for the exams 4. Solving problems: 30 5. Examinations: 3 Course Total: 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Explicitly defined assessment criteria and if and where are accessible to students are mentioned.*	Final exam : Multiple Choice Test, Short Answer Questions, Questions yes -no, Problem Solving,

5. SUGGESTED BIBLIOGRAPHY

1. Book [94644750]: Statistics applied in the social sciences using SPSS and R / Roussos P. –Tsaousis G. / Gutenberg -Dardanos&Dardanos
2. Book [12867694]: Introduction to Statistics Grigoris Xlouverakis / FIELD

COURSE OUTLINE 15

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**15**	**SEMESTER**	2nd
COURSE TITLE	Economc Analysis II		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Background		
PREREQUISITES:	NO		

TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	https://eclass.duth.gr/courses/KOM09102/

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to study the economy of a country as a whole. At first, basic macroeconomic figures and the national accounts theory are presented. The analysis distinguishes between nominal and real GDP and presents the way of calculating the consumer price index. An introduction to the theory of consumption, savings and investment follows and the equilibrium level of income is determined. The multipliers of public expenditure, taxation and investment are identified. An introduction to the monetary system is then made and the money market equilibrium is determined. Finally, the concepts of unemployment and inflation are presented.

Upon completion of the course, students should be able to:

(a) calculate the basic macroeconomic and national accounts elements, as well as the consumer price index

(b) convert GDP from current to constant prices

(c) determine both algebraically and diagrammatically the equilibrium level of income

(d) calculate the multipliers of public expenditure, taxation and investment

(e) determine the equilibrium level in the money market

(f) understand the concepts of unemployment and inflation

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Decision making
Working in an international environment
Working in an interdisciplinary environment
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

IntroductiontoMacroeconomics

- Nationalaccounts
- The cost of living
- Consumption and SavingsTheory
- Investment theory

- Equilibriumlevel of income
- Multipliers
- MonetaryTheory and Banking
- Centralbank and monetarysystem
- Unemployment
- Inflation

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	*Face to face*
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of power point during lectures. 2. Posting of teaching material, bibliography, slides, exercises, notes, outline and evaluation methods of the course on e-class. 3. Use of polls, brainstorming, mentimentor, breakout rooms or creation of working groups during lectures.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
1. Lectures: During the lectures, the material is presented both theoretically and with the use of examples. The lectures take place in an interactive way, in order to favor the interventions of students and to sharpen their critical ability, in which is given special emphasis.	100
2. Tutoring: During the tutorials, exercises are solved, examples are presented and questions of students are answered for better comprehension of the course material.	
3. Invitation of speakers from public bodies and organizations related to the thematic units of the course.	
Homework	30
Problem solving	20
Course total	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience,*	A written examination at the end of the semester (100%). Includes Multiple Choice Test, Right-wrong Test, Short Answer Questions and Problem Solving.

Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

5.SUGGESTED BIBLIOGRAPHY

Compulsory

• Gruber, J. 2017. Public Economics and Policy. 1st edition. Athens: da Vinci Publications.
• Course notes
• Lectures' notes
• Lectures' slides

Optional

• Stiglitz, J. and Rosengard, J. 2019. Public Economics, 2nd edition. Athens: Kritiki Publications.
• Rosen, H. and Gayer, T. 2011. Public Finance. First Edition. Athens: Kritiki Publications.
• Georgakopoulos, Th. 2012. Introduction to Public Finance. 4th Edition. Athens: Benou Publications.
• Hillman, A. 2013. Public Economics and Public Policy. Athens: Papazisis Publications.
• Karagiorgas, D., P. 1981. The Economic Functions of the State. Athens: PapazisisPublications.

COURSE OUTLINE 16

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES			
DEPARTMENT	SOCAIL POLICY			
LEVEL OF STUDIES	LEVEL 6			
COURSE CODE	**16**	**SEMESTER**	2nd	
COURSE TITLE	Social Planning			
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**		**ECTSCREDITS**
		3		6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.				
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area			
PREREQUISITES:	No			
TEACHING & EXAMINATION LANGUAGE:	Greek			
COURSE OFFERED TO ERASMUS STUDENTS:	No			

COURSE URL:	https://eclass.duth.gr/courses/KOM09115/

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of this course is the understanding of the context within which social planning is constructed as a theory and practice. Upon successful completion of the course, students will be in the position to:

- understand the changes in social planning as a result of wider socio-economic, political and cultural changes from the mid of the 20th century and onward.

- Distinguish the different models and types of social planning
- Understand the distinct approach of participatory social planning
- Learn the process and stages of social planning

- Know the tools and practices of participatory social planning through the study of specific examples.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Autonomous work
Teamwork
Working in an interdisciplinary environment
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

This course examines the main theoretical approaches with regard to the wider changes taking place in the second half of the 20th century at the socio-economic, political and cultural levels and their effects on social planning as theory and practice.

In the first part, the basic changes taking place will be presented and analyzed including economic restructuring processes, the role of the state, the labour market, the emergence of new social issues and actors (civil society, social economy organizations). In this framework, we will define conceptually social planning and substantiate its necessity as a policy and practice while differentiating the various types and models of social planning.

In the second part, we will focus on social planning as practice including methods and tools developed for the preparation, implementation and evaluation of social planning with special emphasis on participatory social planning. The second part will be concluded with the presentation and examination of cases of participatory social planning mainly in the South of Europe.

Course outline:

Socio-economic, political and cultural changes and their effects on the role of the state and social policy in the second half of the 20th century.

Emergence of new social issues, actors and practices of socio-economic organization and political action (third sector, social economy).

Social planning: definition and foundation

Historical evolution and types of social planning

Participatory planning as theory and practice

Social planning and social policy

Definition of the subject in social planning

Preparatory and implementation phase of social planning

Evaluation and feedback

Examples of (participatory) social planning in Southern Europe and Greece

4.LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of databases, eclass for communication and information sharing and powerpoint presentation in lectures and for students presentations</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>70</td></tr>
<tr><td>Interactive teaching</td><td>30</td></tr>
<tr><td>Independent work towards written exams</td><td>48</td></tr>
<tr><td>Final written exams</td><td>2</td></tr>
<tr><td>Course total</td><td>150</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment</td><td>Concluding
Essay development</td></tr>
</table>

Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	100 % of evaluation

5.SUGGESTED BIBLIOGRAPHY

Obligatory

- Dimoulas, K. (2019), Planning, implementation and evaluation of social policy projects, Dionikos, Athens (in Greek).
- Notes and ppts of the course.

Additional

- Bromley, R. (2003), "Social Planning: Past, Present and Future", Journal of International Development, 15, 819-830.
- Callaghan, G., Wistow, G. (2008). "Can the community construct Knowledge to shape services in the local state? A case study", Critical Social Policy, 28 (2), 165-286.
- Dyckman, J. W. (1966), "Social Planning, Social Planners, and Planned Societies", Journal of the American Institute of Planners, 32:2, 66-76.
- European Social Network , Social planning at the local level, https://www.esn-eu.org/sites/default/files/publications/ESN_Social_planning_at_the_local_level.pdf
- Sadan, E. (1997). Empowerment and Community Planning, translated from Hebrew by Translated from Hebrew by R. Flantz, http://www.mpow.org/elisheva_sadan_empowerment.pdfAdditional

COURSE OUTLINE 17

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC STUDIES		
SECTION	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**17**	**SEMESTER OF STUDY**	2nd
COURSE TITLE	Computer use in the Social Sciences		

INDEPENDENT TEACHING ACTIVITIES *where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**TEACHING WEEKS**	**CREDIT UNITS**
	3	6
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *Background , General Knowledge, Scientific Area, Skills Development*	Skills development
PREREQUISITE COURSES:	-

LANGUAGE OF TEACHING AND EXAMINATION:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES
ELECTRONIC COURSE PAGE (URL)	https://eclass.duth.gr/courses/KOM09109/

2.LEARNING OUTCOMES

LearningOutcomes

The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.

ConsultAnnex A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning*

and Annex B

- *LearningOutcomesWritingGuide*

The aim of the course is for students to understand the usefulness and the potential of computers, starting from the knowledge of the operating systems and the basic tools - applications (Office) that are available today and are necessary, in general, for every scientist. In particular, it aims to familiarise social scientists with the basic IT applications that they will be called upon to use in their professional life.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas
Project planning and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Exercise of criticism and self-criticism
Promoting free, creative and inductive thinking

Upon completion of the course, students should be able to know the operating systems and the basic tools - applications that are available today.

3.COURSE CONTENT

- Introduction to computing: Computer structure. Technical characteristics.
- Operating systems: Working environment - Capabilities.
- IT tools: Texts. Spreadsheets. Presentations. Internet.

In detail:

- Introduction to computers: Learn how to operate a computer: log on, navigate the desktop, open/close software, save/find files and folders, and use various tools and shortcuts.
- Introduction to computer applications for use "at work and at home". Office (Word, Excel, Access, PowerPoint), including the Windows operating system, plus open source software, social networking and Web2.0 productivity tools for collaborative teamwork.
- Introduction to digital literacy: Introduction to the basics of computer and digital literacy. Includes the use of features of the university's electronic systems (E-CLASS, E-LEARNING) for effective communication and class participation; managing, storing, retrieving and sharing files in various digital formats; and basic word processing on a computer or MAC.
- Internet communications: Introduction to Internet communications: How and when to use them (safely), including: the World Wide Web, search engines, email, email, chat, chats,

blogs, social networking tools, Web2.0, instant messaging/texting, etc.

- Word: Designed for all computer users, this course covers the basics of Word. Topics include page numbers, headings/footnotes, sections, styles, templates, outlines, graphics, Internet documents for Internet/intranet, columns, tables. Assignments include reports, resumes, forms, letters, mailing labels, newsletters, web pages.
- Excel: introduction to spreadsheets using Excel. Includes designing and creating workbooks/worksheets, formatting, graphing, decision making, lists, managing and sharing data.
- Access: an introduction to the Microsoft Access database management system. This application course covers creating and maintaining database tables, creating macros, searching database tables, designing forms, and creating reports.
- Powerpoint: Design, create, modify and deliver effective presentations on screen, in person and remotely on the Web using basic and advanced Powerpoint features. Enhance presentations with graphics, drawing templates, color schemes, animations, diagrams, organizational charts, and speaker notes.

4.TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	Facetoface
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Training, Communication with students*	There is laboratory training with practice in the objects of the course, also eclass for posting teaching material, announcements and communication with students. Also in teachingpowerpointprojectionisused.
ORGANISATION OF TEACHING *The way and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.* *The student's study hours for each learning activity and the hours of unguided study are indicated so that the total workload at semester level corresponds to the ECTS standards.*	
STUDENT ASSESSMENT *Description of the evaluation process* *Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other* *Explicitly identified assessment*	The final evaluation shall take into account: 1) The response to the interactive training material using the distance learning method 2) Sending the same number of assignments (exercises) as the teaching weeks via eclass 3) The writtenexamination.

Activity	***Semester workload***
Laboratoryexercises	39
Interactive teaching	61
Independent study and preparation for the exams	48
FinalWrittenExamination	2
TOTAL COURSE (25 HOURS OF WORKLOAD PER CREDIT UNIT)	150

criteria are stated and if and where they are accessible to students.	

5.RECOMMENDED-BIBLIOGRAPHY

Tsadiras, A., 2017. Microsoft Windows and Office - Usage and Lab Exercises for Social and Political Scientists step-by-step approach. Zygos.

3rt SEMESTER

COURSE OUTLINE 18

1.GENERAL

SCHOOL	SCHOOL OF SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**18**	**SEMESTER**	**3rt**
COURSE TITLE	Criminology		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Background		
PREREQUISITES:	-		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	https://eclass.duth.gr/courses/OKA120/		

2.LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Students are expected: • to identify the multidimensional factors that transform the crime phenomenon in the context of specific historical conditions, • to obtain the basic knowledge so that they can understand the differences among different approaches to crime, and • to develop skills of comparative and critical analysis of the problems associated with the crime phenomenon. The course is the basis for students to attend other criminological sciences lessons taught in the

Department and to examine issues of crime and its control, connecting them with the subject of these courses, namely "Criminology", "Crime Policy and Globalization", "International and Greek Penitentiary Policy", "Penal Phenomenon and Formal Social Control", "Security and Human Rights", "Youth, Crime and Penal Repression","Victimology and Restorative Justice", "Special Issues of Criminal Justice and Crime Policy". Through the teaching of these subjects, students acquire the necessary basic knowledge on theoretical and applied criminology, including a wide range of measures introduced and implemented to prevent and control crime. Moreover, students are prepared for a more systematic engagement with criminological sciences later on, at postgraduate level.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Adaptation to new situations
Decision making
Working in an interdisciplinary environment
Production of new research ideas
Equity and Inclusion
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

Criminology is a science that examines formal and informal rule-breaking, the reasons (causes) and the terms of rule-breaking and social reaction to it. Therefore, it deals with crime as an individual or collective act, as an issue of interpersonal relations, as a social and political problem. In particular, Criminology, through research and analysis of social reality at micro-, medium- and macro-level, examines the causes and conditions of violation of the law, the criminalisation of an act, the social construction of crime and their consequences.

The subject of the course is to develop and critically analyze the theoretical paradigms and trends of Criminology, as they evolved from the emergence of the discipline to the present, combined with the examination of the socio-political factors which influenced respective theories and the consequences of different theoretical approaches to the implementation of crime policies.

The course introduces students to the central theoretical questions as well as to the basic social problems that various theoretical schools seek to solve and, finally, to the basic proposals formulated over time to resolve or settle the crime question from a critical epistemological perspective .

In particular, the main issues of crime theories, the questions raised by these theories and the proposed solutions based on different philosophical and sociological backgrounds (Classicism, Positivism, Critical Theory) are addressed. The rational criminal and free will, criminal determinism, the criminal environment, social interaction and the social construction of crime, the political economy of crime and the critique of criminal law and power relations, the collapse of high expectations for the eradication of crime, neoconservative tendencies and the radical and critical approach, realisms in the approach to crime are the main units of the course.

The course is structured in three major sections. First, students are introduced to the key issues,

concepts and problems examined by criminological theories. Secondly, the theoretical tradition of Criminology in Modernity, the so called "Big Theories" based on the belief that crime can be eliminated is discussed. The third section examines left and right realist and managerial approaches to crime as transformations of the major theoretical paradigms of the past, as well as new theoretical trends in Criminology.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION &COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching to download documentaries, interviews and use of PPT in classes, use of e-class for posting teaching material, announcements, exercises and other educational activities and for communicating with students.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures	39
Interactive teaching	15
Drafting a paper or participation in educational activities	30
Independent study-Research an d preparation for the exams	55
Presentation of a Study-Research	9
Final Written Examination	2
COURSE TOTAL (25 HOURS OF WORKLOAD PER CREDIT UNIT)	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written exams, 100% or in combination with the optional drafting and oral presentation of papers on specific issues of the lectures, in consultation with the instructors.

5.SUGGESTED BIBLIOGRAPHY

Basic:
Vidali, S., 2013. *Introduction to Criminology*. Athens: NomikiVivliothiki (in Greek)

Additional:

Alexiadis, S., 2011. *Criminology*. Athens - Thessaloniki: Sakkoula (in Greek)

Archimandritou, M., 2020. *Introduction to Criminology*. Athens - Thessaloniki: Sakkoula (in Greek)

Chaidou, A., 1996. *Positivist Criminology*. Aetiological approaches to the criminal phenomenon. Athens: NomikiVivliothiki (in Greek)

Daskalakis, H., 1985. *The Criminology of Social Reaction.* Athens - Komotini: A.N. Sakkoulas (in Greek)

Dimopoulos, Ch., 2008. *Contributions to Criminology*. Athens: NomikiVivliothiki (in Greek)

Gasparinatou, M. (2020), *Dangerousness: The development of a "dangerous" construction. Criminological approach*, Athens: TOPOS Publications (in Greek)

Gasparinatou, M. (2020), *Juvenile delinquency and Crime policy*, Athens: NomikiVivliothiki (in Greek)

Lazos, G., 2007. *Critical Criminology*. Athens: NomikiVivliothiki (in Greek)

Panoussis, G., 2009. *Physiognomy. A contemporary criminological approach*. Athens - Komotini: AN. Sakkoulas (in Greek)

Spinellis,C.D., 2014. *Criminology. Contemporary and Older Directions.* Athens: NomikiVivliothiki (in Greek)

Farsedakis, I., 1991. *The Social Reaction to Crime and its Limits*. Athens: NomikiVivliothiki (in Greek)

Zarafonitou, Ch., 2004. *Empirical Criminology*. Athens: NomikiVivliothiki (in Greek)

Burke, H. R., 2009. *An Introduction to Criminological Theory*. Devon, Oregon: Willan Publishing

DeKeseredy, W., 2011. *Contemporary Critical Criminology*. London and New York: Routledge

Liebling, A., Maruna, S. &McAra, L. (eds), 2017. *The Oxford Handbook of Criminology*. Oxford: Oxford University Press

Lea, J., 2002. *Crime and Modernity: Continuities in Left Realist Criminology*. London – Thousand Oaks – N. Delhi: Sage

Lilly, J.R., Cullen, F.T. & Ball, R.A., 2010. *Criminological Theory. Context and Consequences.* Thousand Oaks – London – New Delhi: Sage

Taylor, I., 1999, *Crime in Context. A Critical Criminology of Market Societies*. Cambridge – Oxford: Polity Press & Blackwell

Taylor, I., Walton, P. & Young, J. (eds), 1975 (2011). *Critical Criminology.* Routledge Revivals, New York: Routledge

Young, J., 2007. *The Vertigo of Late Modernity.* London: Sage

Young, J., 2011. *The Criminological Imagination.* Cambridge: PolityPress

COURSE OUTLINE 19

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**19**	**SEMESTER**	3rt
COURSE TITLE	Individual and Social		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Background
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	https://eclass.duth.gr/courses/438157

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Students are expected to:
(a) Understand the classic threefold distinction of constitutional rights into individual, political and social according to their legal nature.
(b) Describe the structure of these rights, their function and areas for their protection.
(c) Understand the content, regulatory scope and importance of safeguarding fundamental rights for individual liberty, social welfare and social justice, the reduction of discrimination and inequalities, and the orientation of state action and the restriction of state arbitrariness.
(d) Understand the relativity, the limitations and violations of rights.
(e) Know the functioning framework and the competencies of the bodies, authorities and mechanisms for the protection of fundamental rights at national and international level.
(f) Evaluate the relations and outcomes of the balancing that influences policies regarding the institutionalization of fundamental rights, their exercise, violations and protection by the state, the agents of these rights and their protection mechanisms.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
Project design and management
Equity and Inclusion

ICT Use *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Adaptation to new situations *Decision making* *Working in an interdisciplinary environment* *Production of new research ideas* *Equity and Inclusion* *Respect for the natural environment* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*	

3.COURSE CONTENT

The subject of the course is the system of first, second and third generation fundamental rights within the framework of the Greek Constitution. The course focuses on individual rights (that protect the existence and action of the individual from state arbitrariness) and social rights (that create obligations for the state to take positive measures to secure basic goods to citizens). These rights, as they developed during the post Second World War welfare state, are directly linked to the reduction of oppression and discrimination, the orientation of power and the exercise of state violence.

Initially, the common basic characteristics related to the structure and operation of the relevant constitutional provisions are presented.

Secondly, certain individual and social rights are selected and discussed, the theory and analysis of the latter being the constitutional framework for the formation of social administration and the implementation of social policy.

At a third level the relativity and the revocation of rights are examined, based on various legal grounds or expediencies, such as national or state security, the general or public interest, morals and order, etc. The consequences of the various economic and political crises on fundamental rights, that call into question the legitimacy of institutions and lead to the dismantling of welfare mechanisms and humanitarian crises, are also examined.

Finally, fundamental rights, such as equality, personal liberty, freedom of expression, etc. are examined from the point of view of national institutions and bodies, such as the National Committee for Human Rights, the Ombudsperson, the Hellenic Union for Human Rights, as well as European monitoring and judicial bodies, such as the European Commission for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment and the European Court of Human Rights.

In particular, the course is structured in two parts, the general part concerning fundamental rights and the special part where some of the individual and social rights are analyzed.

I. FUNDAMENTAL RIGHTS: GENERAL PART

• Concept and sources of fundamental rights

• Elements from the history of fundamental rights

• Structure, function and fields of protection of fundamental rights

• Guarantees of respect for fundamental rights

• Restrictions and conflict of rights

• The principle of the welfare state

II. FUNDAMENTAL RIGHTS: SPECIAL PART

Analysis of particular individual and social rights in the Greek Constitution

a. Individual rights

• The protection of human value

• The principle of gender equality

• The right to personality development and participation in the life of the country

• The protection of life

• Freedom of movement

• The protection of health and genetic identity

• The right to information

• Personal security

• The standardization of the criminal phenomenon

• The right of the natural judge

• The inviolability of the asylum of the residence and the protection of private life

• The right to property and its limitations

• The right to information self-determination

• The right to a court hearing and protection

• The right to environmental protection

b. Social rights

• Protecting the family, marriage, motherhood, childhood and vulnerable social groups

• The right to health

• The right to work

• The right to social security

• The rights to social welfare and housing

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching to download documentaries, interviews and use of PPT in classes, use of e-class for posting teaching material, announcements, educational activities and for communicating with students.

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity***	***Workload/semester***
	Lectures	39
	Interactive teaching	13
	Drafting a paper or participation in educational activities	25
	Independent study-Research an d preparation for the exams	60
	Presentation of a Study-Research	11
	Final Written Examination	2
	COURSE TOTAL (25 HOURS OF WORKLOAD PER CREDIT UNIT)	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written exams, 100% or in combination with the optional drafting and oral presentation of papers on specific issues of the lectures, in consultation with the instructors.

5.SUGGESTED BIBLIOGRAPHY (in Greek)

Basic:
Chryssanthakis, Ch., with the collaboration of Galani, E, and. Pantazopoulos, P. 2020, C*ontributions to Constitutional Law*. 2nd edition, Athens: NomikiVivliothiki
Chryssogonos, C. and Vlachopoulos, S., 2017, *Individual and Social Rights*, 4th edition, Athens: NomikiVivliothiki
Additional:
Aliprantis, N., Katrougalos, G., Brillat, R., Kravaritou-Manitaki G., Koukiadis, I., Papageorgiou, I.K., Emane, Au., Picard, L., 2008, *International Social Rights Around the World*. Athens: Papazissis
Anhopoulos, Ch., Contiades, X., Papatheodorou, Th. [eds] 2005, *Security and Rights in the Risk Society*. Athens-Komotini: A.N. Sakkoulas

Giannakopoulos, K., 2012. "The mutation of the subject of constitutional rights", *EThe Gazette of Administrative Law*, issue 2, 146-171

Katrougalos, G., 2006, *Social Rights*, Athens-Komotini: A.N. Sakkoulas
Katrougalos, G., 2009, *Social Policy Institutions and Social Rights Protection at International and National Llevel,* Athens: NomikiVivliothiki
Mavridis, S., 2015. *The Freedom or Security Dilemma in the Development of Social Life and the Restriction of Rights and Freedoms*. Athens: NomikiVivliothiki

Nagel, T., 2011. *Equality and Impartiality*. Translated into Greek by K. Koukouzelis. Athens: Ekkremes.

Rawls, J., 2001. *A Theory of Justice*. Translated into Greek by F. Vassilogiannis et. al. Athens: Polis.

Sicilianos, L.A. [direction], 2017. *European Convention of Human Rights. A Commentary*. Athens: NomikiVivliothiki

Spanou, K., 2005. *The Reality of Rights. State Policies and Access to Services*. Athens: Savvalas

Stergiou, A., 2020. *The Law of Social Security* (4th edition), Athens-Thessaloniki: Sakkoulas

COURSE OUTLINE 20

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**20**	**SEMESTER**	3rt
COURSE TITLE	Qualitative Methods of Social Research		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Skill Development
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
At the end of the course, students are expected to be able to: 1. Demonstrate an ability to understand the nature and content of qualitative research, both in terms of methods and techniques. 2. Distinguish the basic logic and fundamental principles of qualitative research 3. Apply basic sampling strategies 4. Participate in interview and focus group procedures 5. Perform basic qualitative data analysis using NVivo and Atlas

6. Discern the different schools of Empirically Grounded Theory and the fruitful dialogue they spark between existing and emerging concepts

7. Apply at a basic level some specific qualitative methods - Empirically Grounded Theory, Biographical Narrative Analysis, Social Network Analysis - and some specific technical tools to the study of social reality.

8. Develop skills of synthesis and interpretation in factual data resulting from the application of qualitative methodology in the practical study of everyday life.

9. Recognize a well-designed qualitative research and have as reference points recognized international publications presenting qualitative research.

10. Incorporate an adequate research design for a specific study topic.

11. Present a research idea and illustrate the design methodology and potential for implementation.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Search, analysis and synthesis of data and information,*
ICT Use	*ICT Use*
Adaptation to new situations	*Adaptation to new situations*
Decision making	*Decision making*
Autonomous work	*Autonomous work*
Teamwork	*Teamwork*
Working in an international environment	*Working in an international environment*
Working in an interdisciplinary environment	*Working in an interdisciplinary environment*
Production of new research ideas	*Production of new research ideas*

Autonomous work, teamwork, working in an international environment, working in an interdisciplinary environment, generating new research ideas, respecting diversity and multiculturalism, demonstrating social, professional and ethical responsibility and sensitivity to gender issues, exercising critical and self-critical thinking, promoting free, creative and deductive thinking, writing a research project and research proposals

3. Course Content

The course is divided into 13 weeks, the content of which is as follows:

PART A (Lectures 1-4)

Lecture 1: Fundamental Principles of Qualitative Research

- The rationale and fundamental principles of Qualitative Research

- Qualitative research role play

Lecture 2: Stages in Qualitative Research

- Research questions, methods of qualitative data generation.

- Sampling strategies and qualitative analysis

Lecture 3: Interviews and Focus Groups

- Interview types and procedures

- Focus groups types and procedures

Lecture 4: Coding and qualitative data analysis

- Coding

- Discourse analysis
- Thematic analysis
- Analysis through software: Atlas and NVivo

PART B (lectures 5-8)

Lecture 5: Grounded Theory (GT)

- Classical GT, StraussianGT
- Constructivist GT

Lecture 6: Grounded Theory and methodological issues

- Situation Analysis
- Critical Realism GT
- Conflict and dialectical interaction between existing and emerging concepts

Lecture 7: Modes of Generalization in Qualitative Research

- Theoretical generalization
- Representational, Implicit and Theoretical Generalisation
- Moderate generalisations

Lecture 8: Secondary Analysis of Qualitative Data

Part C (Lectures 9-13)

Lecture 9: Mixed Methods Research

- Combination of Quantitative and Qualitative Research
- Mixed Method strategies

Lecture 10: Social Network Analysis

- Social Networks Analysis
- Social Network Analysis as a Mixed Methods research

Lecture 11: Formation of research teams and research objectives

Lecture 12: Summary-Presentation of papers

Lecture 13: Presentation of papers

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	• **Use of electronic databases** • **Eclass for communication and information sharing** • **Powerpoint presentations** • **Use of software for arranging meetings (Moodle)** • **Use of software for developing research tools (Google forms, Surveymonkey)**

TEACHING ORGANIZATION

The ways and methods of teaching are described in detail.

Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.

Activity	*Workload/semester*
Lectures	70
Interactive teaching	30
Independent work towards final essay or written exams	50
Course total	150

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

Choice between:

1. Final Essay

100 % of evaluation

2. Written exams

100 % of evaluation

5. SUGGESTEDBIBLIOGRAPHY

1. Τσιώλης, Γ. (2014). Μέθοδοι και Τεχνικές Ανάλυσης στην Ποιοτική Κοινωνική Έρευνα. Αθήνα: Κριτική.
2. Bryman, A. (2017). Μέθοδοι κοινωνικής έρευνας. Αθήνα: Gutenberg (68393519)
3. Λυδάκη, Α. (2012). Ποιοτικές μέθοδοι της κοινωνικής έρευνας. Αθήνα: Καστανιώτη (22770390)

Secondary suggested bibliography:

1. Κάλλας, Γ. (2015). Θεωρία, Μεθοδολογία και Ερευνητικές Υποδομές στις Κοινωνικές Επιστήμες. Αθήνα: Κριτική.
2. Ναγόπουλος, Ν. (2020). Οι εμπειρικά θεμελιωμένες θεωρίες στην ποιοτική έρευνα και ο ρόλος του ερευνητή. Αναστοχαστικές όψεις στην ανάδειξη θεωριών από την έρευνα, στο Ε. Ζάχου και Μ. Θανοπούλου (επιμ.), Ο Ερευνητής και το Πεδίο: Μνημονικές Επιστροφές και Αναστοχαστικές Παρακαταθήκες. Αθήνα: Εκδόσεις Παπαζήση.
3. Σαββάκης, Μ. (2013). Μικροκοινωνιολογία και Ποιοτική Έρευνα. Θεωρητικά Παραδείγματα και Εμπειρικές Εφαρμογές. Αθήνα: Κριτική.
4. Τζανάκης, Μ. και Σαββάκης, Μ. (2007). Ο Ερευνητικός Εαυτός ως Πηγή Γνώσης στην Ποιοτική Κοινωνιολογική Έρευνα», στο Παπαϊωάννου Σ., (Επιμ.), Ζητήματα

Θεωρίας και Μεθόδου των Κοινωνικών Επιστημών. Αθήνα: Κριτική. 120-138.
5. Τσιώλης, Γ. (2006). Ιστορίες ζωής και βιογραφικές αφηγήσεις. Η βιογραφική προσέγγιση στην κοινωνιολογική έρευνα. Αθήνα:Κριτική
6. Χατζηχρήστος, Γ., Ψωμά,Ν, Ε καιΝαγόπουλος, Ν. (2021). Εμπειρικά Θεμελιωμένη Θεωρία: μια διαλεκτική αλληλεπίδραση ανάμεσα στις υπάρχουσες και τις αναδυόμενες έννοιες, Hellenic Sociological Society. Athens, Greece (υπό έκδοση)
7. Bryant, A. (2017). Grounded theory and grounded theorizing: Pragmatism in research practice, New York, NY: Oxford University Press.
8. Charmaz, K. (2006). Constructing grounded theory: A practical guide through qualitative analysis. London: Sage.
9. Corbin, J. and Strauss, A. (2015). Basics of qualitative research: Techniques and procedures for developing grounded theory (4th ed.). Thousand Oaks, CA, Sage.
10. Creswell, J. (2016). Η έρευνα στην εκπαίδευση. Σχεδιασμός, διεξαγωγή και αξιολόγηση ποσοτικής και ποιοτικής έρευνας (επιμ.: Χ. Τσορμπατζούδης, μ.τ.φ.: Ν. Κουβαράκου).
11. Mason J., (2011). Η διεξαγωγή της ποιοτικής έρευνας. Αθήνα: Πεδίο.
12. Scott, J. (1991). Social Network Analysis. London: SagePublications.

4th SEMESTER

COURSE OUTLINE 21

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**21**	**SEMESTER**	4th
COURSE TITLE	Comparative Social Policy		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO	No

ERASMUS STUDENTS:	
COURSE URL:	

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of this course is to introduce students into the comparative analysis f different social protection systems and into the exploration of their changes through time. The concept of welfare capitalism regimes (Esping0Andersen) is used for the comparative exploration of welfare states. In particular, alternative typologies of welfare states are presented as well as approaches focusing on the gender perspective in order to assess diverse welfare mixes. In addition, the transformations of the welfare state are examined through the perspective of social change, new risks and the effects of the European integration and globalization. The explanatory power and the validity of various approaches is assessed based on empirical data in specific subsectors of social policy (social security, employment policy, health and social assistance). Special focus is placed on the particular traits of social protection systems in the South of Europe (belated development of the welfare state in relation to the countries of North-Western Europe, the role of EU in the formulation of social policy). Finally, the consequences of the crisis on the social reform of the European space, the future of Social Europe and the potential for the further reinvigoration of values and principles of the European Social Model.

Upon the successful completion of the course, students will be in the position to:

- Understand the basic concepts and terms of comparative analysis in social policy and welfare states.
- Delve into the various theoretical approaches for understanding welfare states.
- Develop the appropriate theoretical and methodological tools for the analysis and synthesis of various theoretical approaches in social policy and welfare state theory.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Autonomous work
Teamwork
Working in an interdisciplinary environment
Equity and Inclusion
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

Courseoutline:

- How and why we compare?
- The comparative method in the study of social policy
- The historical evolution of social protection systems before 1990
- The three worlds of welfare capitalism
- Alternative typologies and main issues after 1990
- Theoretical approaches (the hypothesis of industrialization, the hypothesis of power resources, the hypothesis of national values, the hypothesis of the power of enterprises)
- Established welfare states (Scandinavian countries, Continental Europe, Southern Europe, English-speaking countries)
- Emerging welfare states (i.e. Latin America, East Asia, East Europe and Russia
- Examples of comparative analysis in the field of social policy

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of databases, eclass for communication and information sharing and powerpoint presentation in lectures and for students presentations**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** — ***Workload/semester*** Lectures — 70 Interactive teaching — 30 Independent work towards written exams — 48 Final written exams — 2 Course total — 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Concluding Essay development 100 of evaluation

5.SUGGESTED BIBLIOGRAPHY

Obligatory

- Esping-Andersen, C. (2014). The three worlds of welfare capitalism, trans. Golemi, A., Topos (Motivo), Athens (inGreek).
- Notes and ppts of the course.

Additional

- Lalioti, V. (2018). Aspects of comparative social policy, Topos (Motivo), Athens (in Greek).

COURSE OUTLINE 22

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**22**	**SEMESTER**	**4th**
COURSE TITLE	Public Economics		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Background		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/KOM09103/		

2.LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
The aim of the course is to analyze the financial goals and objectives of the public sector and the means they are used to achieve these goals. Initially, a systematic presentation and analysis of the economic goals and objectives of the state is made. The reasons that the market mechanism is unable to achieve its goals are presented and the reasons that require the intervention of public bodies are explained. Particular emphasis is placed on the supply of society with public goods, the existence of externalities and the stabilization of the economy. Also, various issues related to public enterprises are presented. We then describe and analyze the means that the state applies for the realization of its financial goals

and objectives. The structure and classification of public expenditures and their evolution over time are studied. Subsequently, the characteristics and classification of taxes are analysed. The last section examines the issues of public borrowing and public debt.
Upon completion of the course, students should be able to:
(a) identify the failures of the free market system and define the role of the state
(b) understand the economic goals and objectives of the state
(c) analyze the means of state action for the achievement of its aims and objectives
(d) classify public expenditures
(e) recognize the characteristics of taxes and classify them into categories
(f) present the causes and categories of public borrowing and describe the problem of public debt in Greece.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Working in an international environment
Working in an interdisciplinary environment
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

I. ECONOMIC FUNCTIONS OF THE STATE
- ➢ Historical background of the role of the state
- ➢ Weaknesses and failures of the free market system
- ➢ Economic functions of the state
- • Distributivefunction of the state

i) Public and semi-public goods
ii) Externalities (consumption, production, mixed)
iii) Monopoly derogations
iv) Public enterprises *

• Stabilization function of the state
i) Problems of economic stability and economic growth
ii) Policies of economic stability and economic growth
• Redistributive function of the state
i) Factors leading to income inequalities
ii) Redistribution policy

II. MEANS OF STATE ACTION
- ➢ Introduction
- ➢ Fiscalpolicyinstruments

• PublicExpenditures
- Economic classification
- Functionalclassification

- Administrative classification
- Evolution of public spending in Greece
• Taxes
- Tax classification
- Progressivity of the income tax in Greece
• Public Borrowing and Public Debt
- Differentiation between public borrowing and public debt
- Public bodies borrowing
- The debt crisis in Greece

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	*Face to face*
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of power point during lectures. 2. Posting of teaching material, bibliography, slides, exercises, notes, outline and evaluation methods of the course on e-class. 3. Use of polls, brainstorming, mentimentor, breakout rooms or creation of working groups during lectures.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
1. Lectures: During the lectures, the material is presented both theoretically and with the use of examples. The lectures take place in an interactive way, in order to favor the interventions of students and to sharpen their critical ability, in which is given special emphasis.	100
2. Tutoring: During the tutorials, exercises are solved, examples are presented and questions of students are answered for better comprehension of the course material.	
3. Invitation of speakers from public bodies and organizations related to the thematic units of the course.	
Homework	30
Problem solving	20
Course total	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer*	A written examination at the end of the semester (100%). Includes Multiple Choice Test, Right-wrong Test, Short Answer Questions and Problem Solving.

Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

5.SUGGESTED BIBLIOGRAPHY

Compulsory

• Gruber, J. 2017. Public Economics and Policy. 1st edition. Athens: da Vinci Publications.
• Course notes
• Lectures' notes
• Lectures' slides

Optional

• Stiglitz, J. and Rosengard, J. 2019. Public Economics, 2nd edition. Athens: Kritiki Publications.
• Rosen, H. and Gayer, T. 2011. Public Finance. First Edition. Athens: Kritiki Publications.
• Georgakopoulos, Th. 2012. Introduction to Public Finance. 4th Edition. Athens: BenouPublications.
• Hillman, A. 2013. Public Economics and Public Policy. Athens: Papazisis Publications.
• Karagiorgas, D., P. 1981. The Economic Functions of the State. Athens: PapazisisPublications.

COURSE OUTLINE 23

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**23**	**SEMESTER**	4th
COURSE TITLE	Quantitative methods of social research		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Skill Development
PREREQUISITES:	-
TEACHING &	Greek

EXAMINATION LANGUAGE:	
COURSE OFFERED TO ERASMUS STUDENTS:	-
COURSE URL:	-

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

- *Search, analysis and synthesis of data and information*
- *Teamwork*
- *ICT Use*
- *Working in an interdisciplinary environment*
- *Production of new research ideas*
- *Equity and Inclusion*
- *Critical thinking*
- *Promoting free, creative and inductive reasoning*

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

-

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Yes**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	

Activity	***Workload/semester***
Lectures	7 courses
Seminars	6 courses

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	*Short Answer Questions, Oral Exam, Essay Development*

5.SUGGESTED BIBLIOGRAPHY

Winkelmann, R. &Boes, S. (2009). *Analysis of microdata*. Switzerland, Springer.

5th SEMESTER

COURSE OUTLINE 24

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**24**	**SEMESTER**	5th
COURSE TITLE	Social Change and Social Problems		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NO

TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSEURL:	

2.LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The aim of the course is to analyze the transformations of the society in relation to fundamental changes in politics and the economy. The course focuses on the key transformations that took place in European and in American societies. The analysis is focused on early capitalism, Fordism, migration, the economic crisis, the post-war consensus, and the neoliberal era and analyses the challenges, and the problems that occur in societies being in transition. Moreover, the Greek society will be analyzed as a case study about a) the first years of the 20th century with the great migration wave to the USA, b) the refugee flows in 1922 and c) the post-war settlement of the cachectic democracy with internal and external migration.
- At the completion of the course, students should be able to:
  (a) understand the major social transformations in relation to politics and economy.
  (b) Understand the impact of large migration in societies.
  (c) Analyse the new challenges that the European societies face in the age of globalisation.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Adaptation to new situations, Decision making, Autonomous work, Teamwork, Working in an interdisciplinary environment, Equity and Inclusion, Sustainability, Critical thinking, Promoting free, creative and inductive reasoning

3.COURSE CONTENT

- Introduction
- Societies and economic systems.
- From Feudalism to Capitalism: State, Economy and Labour Organization
- Law of the Poor and LabourOrganisation in early capitalism
- Imperialism and migration to the USA. Dimensions in US society and Greek society
- The era of war and the economic recession. Fordism, unemployment and authoritarianism
- The post-war society: The "golden age" of Capitalism (1945 – 1974) and the social consensus
- Social Change in Greek Society: a) The refugee wave of the 1920s b) The cachectic democracy 1950-1967: Internal and external migration
- May 1968 new social movements, new social demands.
- Neoliberalism and Globalisation: Labour and social security reforms.
- European Union: Open method of coordination

- European Union and Societies: Social implications of enlargement
- Post-democracy and refugee flows: Social policy or security net;

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Power Point Slides Posting key elements of the course at e-class.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures: During lectures the material is developed through theory and examples. Lectures are held in an interactive manner, mainly through question-and-answer method. Moreover, students are divided in groups in order to promote the process of collaboration and to sharpen their critical capacity.	75
Seminars: During their duration, specific topics are presented and analyzed. The Seminars focus on interdisciplinary, as the analysis of the relationship of social change and social problems with the society and the state is based on knowledge of political science, political economy, public finances and state theory in order to enable students to understand the change and the problems on European and American societies	60
Project: The writing of case studies and /or book reviews leads to the learning, understanding and finally to comprehend how social change creates new social problems.	15
Total	**150**

STUDY EVALUATION *Description of the evaluation process*	Written Assignment or Oral Exam

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

5.SUGGESTED BIBLIOGRAPHY

Sakellaropoulos, Th., (2011), *Issues of Social* Policy, Athens: Dionikos (in Greek).

Hall, S., &Gieben, B., (2003), *The Formation of Modernity*, Athens: Savvalas**(in Greek)**

Alvater, E., (2006), *Globalization, Privatization and Public Goods*,Athens*:* The Monthly Review Imprint (in Greek)

Ashton, T., (2007), *The Industrial Revolution,* Athens: Topos (in Greek)

Crouch, C., 2006, *Post-Democracy*, Athens: Ekkremes (in Greek)

Esping Andersen G., (2014, *The Three Worlds of Welfare Capitalism* , Athens: Topos (in Greek)

Hall, S., & Held, D., &Gieben, B., (2003), *The Modernity Today*,Athens: Savvalas (in Greek)

Gough, I., (2008), *The Political Economy of the Welfare* State, Athens: Savvalas (in Greek)

Kirchheimer O., (1991), "The Transformation of the Party Systems in Western Europe", *Leviathan*,No. 11, (in Greek).

Kostis, K., (1999), *The Myth of the Foreigner or Pechiney in Greece*, Athens: Alexandria (in Greek)

Moore, B., 1984, *Social Origins of Dictatorship and Democracy,* Athens, Kalvos (in Greek)

Polanyi, K., (2013), *The Great Transformation*, Thessaloniki: Nissides (in Greek)

COURSE OUTLINE 25

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**25**	**SEMESTER**	5th

COURSE TITLE	Social Demography	
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area	
PREREQUISITES:	NO	
TEACHING & EXAMINATION LANGUAGE:	GREEK	
COURSE OFFERED TO ERASMUSSTUDENTS:	YES	
COURSE URL:	https://eclass.duth.gr/courses/KOM03168/	

2.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

In this course, students are introduced to demography's main concepts and principles and the study of demographic phenomena. Particular emphasis is placed on the interconnection of demographic characteristics with the biological, historical, social and economic phenomena and cultural characteristics observed in human populations.

The primary learning goal is to familiarize students with the quantitative research methods, which besides their specialization in the subject of Demography, will develop their ability to study populations comparatively. The connection of demography with historical, social and economic phenomena and cultural characteristics introduces students to a holistic human approach. It favours the development of multilevel and interdisciplinary thinking for understanding our species' evolution mechanisms over time.

More specifically, upon completion of the course, the students should be able to:
-to understand the basic principles of Demography.
-to understand the basic mechanisms of development of human populations
-to independently perform demographic analyzes.
- to become familiar with the sources of demographic, social, economic and cultural data and become competent in their evaluation and use.
-to be able to describe and interpret the demographic profile of a population.
- to be able to interpret demographic similarities/differences between human populations.
- to be able to recognize, interpret and evaluate the role of diversity in developing demographic characteristics.

General Skills *Name the desirable general skills upon successful completion of the module*	
Search, analysis and synthesis of data and information, *ICT Use* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Search, analysis and synthesis of data and information, *ICT Use* *Decision making* *Working in an international environment* *Working in an interdisciplinary environment* *Critical thinking* *Promoting free, creative and inductive reasoning*	

3.COURSE CONTENT

- Knowledge / Understanding: Introduction to Demographic Analysis. The Lexis diagram and the measurements of demographic phenomena.
- Knowledge / Understanding: The demographic, socio-economic and cultural profile of human populations. Assignment of projects to students. Each student selects two countries/populations and gradually analyzes their demographic characteristics.
- Project presentation: history, economy, society, culture of the countries of each project. Utilization of data for the subsequent demographic analysis.
- 4. Knowledge / Understanding:Life Tables. Period and cohort analysis. Life tables by cause of death. Infant mortality.
- 5. Knowledge / Understanding: Determinants of mortality
- 6. Project presentation: a comparative analysis of mortality and causes of death between selected countries.
- 7. Knowledge / Understanding: The period and cohort analysis of fertility.
- 8. Knowledge / Understanding: Determinants of fertility.
- 9. Project presentation:a comparative analysis and determinants of fertility in selected countries.
- 10. Knowledge / Understanding: The age structure. Measurements and interferences of demographic phenomena
- 11. Project presentation: a comparative analysis of population structures, population sizes and growth rates in selected countries.
- 12. Knowledge / Understanding – Migration: Determinants and immigration policy. Demographic projections
- 13. Project presentation:a comparative analysis of migration movements in the selected countries.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	*Face to face*
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of power point during lectures. 2. Posting of teaching material, bibliography, slides, exercises, notes, outline and evaluation methods of the course on e-class.

<table>
<tr><td></td><td>3. Use of international databases</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>1. Lectures: During the lectures, the material is presented both theoretically and with the use of examples. The lectures interactively favouring students’ interventions and sharpen their critical ability,to which a special emphasis is given.</td><td>39</td></tr>
<tr><td>2. Tutoring: During the tutorials, exercises are solved, examples are presented, and students’ questions are answered for better comprehension of the course material.</td><td></td></tr>
<tr><td>Project preparation</td><td>50</td></tr>
<tr><td>Homework (studying material etc.)</td><td>40</td></tr>
<tr><td>Presentation of Dissertation</td><td>21</td></tr>
<tr><td>Course total</td><td>150</td></tr>
<tr><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>The final exam is done by publically present the dissertation to all students.

The students decide on the final mark of the presentation after discussing their opinions under the supervision and guidance of the Tutor.</td></tr>
</table>

5.SUGGESTED BIBLIOGRAPHY

Compulsory

• Kotzamanis, B. The demographic evolution in the post World War II period in the countries of Eastern Europe and Greece. Bolos: University of Thessaly.

• Course notes

• Lectures' notes

Optional

• Tapeinos, G-F. (2002). Demography. Bolos: University of Thessaly.

• Kalogeraki, S. (2010). Introduction to Social Demography. Athens: Dardanos and Dardanos

• Mpagkavos, .andMoisidis, A. (2004). The demographic landscape in the 21st century. Athens: Dardanos and Dardanos.

• Verropoulou, G., Tragaki, A., Tsimpos, K. and Psimmenos, I. (2009). Introduction to population geography. Athens : Stamoulis

6th SEMESTER

COURSE OUTLINE 26

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**26**	**SEMESTER**	6th
COURSE TITLE	Crime Policy and Globalisation		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area		
PREREQUISITES:	-		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE URL:	https://eclass.duth.gr/courses/KOM09111/		

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the

successful completion of the course.

Students are expected to:

• To acquire the basic knowledge about the theory and legal basis of crime policy measures and standards.

• To become familiar with the institutional framework, research, analysis, and planning of Crime Policy, both at the level of the criminal-repressive system (internally and internationally), and at the level of social crime prevention.

• Develop critical social thinking in the analysis of social phenomena, such as crime and criminal response, crime response policies.

• To acquire a cognitive tool that will be used in the preparation and implementation of penal and non-penal policy programs and interventions inside and outside the penitentiary system

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information, ICT Use
Decision making
Autonomous work
Teamwork
Working in an international environment
Critical thinking
Equity and Inclusion
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

Description

The course examines the theory, models, institutions and measures of crime policy in the context of globalization, with emphasis on new forms of criminal activity, but also on the role of supranational organizations and agencies in crime control. In particular, changes in the economy and the production system and the rapid development and penetration of technology in every aspect of human life, changed both the phenomenology of crime and crime control policies, bringing to the fore new challenges and social issues. Crime policy is now a key field of public policy-making in Greece and internationally, trying to balance between the protection of the right to security and the security of citizens' rights. The course focuses on the conditions for the formation of formal social control, the relationship between crime policy and social policy and the formation of models and institutions of penal and non-penal policies of various forms of crime.

Outline:

1. Introduction to the course: subject of the course, structure of the material and learning objectives.

Introduction to the problematic of crime policy. Anti-crime policy in the context of globalization

2. General ideological standards of anti-crime policy - more prevalent and alternative standards. Relationship between crime and politics

3. Crime prevention. Concept, typologies. Social crime prevention.

4. Street crime. Crimes of violence. Criminal policy trends for street crime management.

5. Theoretical approaches to serious illegal acts. Financial crimes. State-corporate crime

6. Anti-crime policy and serious illegality. Theoretical approaches to organized crime. The symbiotic relationship between legality and illegality and the role of corruption.

7. The operation of the criminal-repressive system (selective operation, crimes of the powerful, inequalities and human rights).

8. Organized crime and security policies. More specific forms of organized criminal activity. Comparison with the phenomenon of terrorism.

9. Trends and transnational dimensions of crime policy. International and European anti-crime policy in relation to tackling organized crime and corruption

10. National legislation on tackling organized crime, corruption, and money laundering

11. Policies to deal with other forms of criminal activity (smuggling, extortion)

12. The organization of anti-crime policy (structures, structure of services, inter-service cooperation, institutional gaps and overlaps)

13. Presentation of assignments/dissertations.

4.LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in Teaching, Use of PPT in classes, use of the e-class for posting teaching material, announcements and for communicating with students.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Interactive teaching</td><td>14</td></tr>
<tr><td>Preparation of a study-Research</td><td>38</td></tr>
<tr><td>Independent study-Research an d preparation for the exams</td><td>48</td></tr>
<tr><td>Presentation of a Study-Research</td><td>9</td></tr>
<tr><td>Final Written Examination</td><td>2</td></tr>
<tr><td>COURSE TOTAL (25 HOURS OF WORKLOAD</td><td>150</td></tr>
</table>
</td></tr>
</table>

	PER CREDIT UNIT	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The final evaluation considers: 1) The elaboration of an assignment-paper 2) The presentation of an assignment 3) The written examination. Preparation and presentation of assignments: The criteria for writing academic papers, assignments essays and presenting academic works apply. The main criteria are the accuracy and clarity of the use of terminology, the clear organization of the content and the appropriate use of the literature to develop the topic of the work. The use of ICT is necessary in the presentation.	

5.SUGGESTED BIBLIOGRAPHY

Basic:

Vidali, S., (2017), *Beyond the boundaries: The Crime Policy today*, Athens: NomikiVivliothiki (in Greek)

Course file (texts, reports, articles) posted in e-class.

Additional- in Greek:

Alexiadis, S. (2006), *Texts on crime policy. A. European Anti-Crime Policy*, Athens-Thessaloniki: Sakkoulas

Alexiadis, S. (2007), "Restorative Justice: Another approach to crime"*in Honorary Volume for Professor IoannisManoledakis. T. II: Studies in Criminal Law - Criminology - Crime History*, Athens-Thessaloniki: Sakkoulas, pp. 991-1017.

Alexiadis, S. (2010), *The economics of crime*, Athens-Thessaloniki: Sakkoulas.

Antonopoulou, A. (2010), *Contemporary trends in crime policy, The policy of zero tolerance and crisis management measures*, Athens-Thessaloniki: Sakkoulas.

Gasparinatou, M. (2006), "The formulation of crime policy in the society at risk", *Poinlogos, vol. 4/2006*, pp. 1535-1552.

Gasparinatou, M. (2019), "Political corruption and financing of political parties" contribution to S. Vidalis, N. Koulouris, C. Papacharalambous (eds.) (2019), *Crimes of the powerful: Corruption, Economic and Organized Crime*, Athens: EAP Publications, pp. 157-183.

Gasparinatou, M. (2020), *Dangerousness: The development of a "dangerous" construction. Criminological approach*, Athens: TOPOS Publications

Gasparinatou, M. (2021), "Crime & Powers in the Greek State: The Gray Zone of Legality", ANTIGONE: the question, Journal of Critical Criminology, the criminal problem and social control, Topos-EEMEKE publications, June 20 I No. 1, pp. 102-128.

Gasparinatou, M. (2021), "The Interconnection of White-Collar Crime & Organized Crime & the Gaps of Crime Policy", in Vidali, S., Gasparinatou, M. Georgoulas, S., Themeli, O., Koulouris, N. Kouroutzas, C. Papanikolaou, G., Stamouli, E. (eds.), *Social reality, Critical speech and criminal phenomenon, contributions to the 2nd conference of the Hellenic Society for the Study of Crime and Social Control*, Athens: EEMEKE

Giannoulis, G. (2017), *The risk of the perpetrator and the assessment of risks from a legal point of view. Volume I, Criminological, penitentiary, penal and methodological foundations*, Athens: Sakkoulas.

Karagiannidis, Ch. (2011), *Towards a participatory crime policy*, Athens: NomikiVivliothiki

Nikolopoulos, G. (2008), The European Union as a body of crime policy. Athens: NomikiVivliothiki.

Papanikolaou, G. (2021), "Greece as a criminological challenge: a research project", ANTIGONE: the question, Journal of Critical Criminology, the criminal problem and social control, Topos-EMEKE publications, June 2021 Volume I No. 1, pp. 44-70.

Pitsela, Angeliki (2011), *The criminological approach to financial crime*, Athens-Thessaloniki, Sakkoulas.

Stamouli, E. (2015), Security policies in Greece in relation to organized crime and terrorism and their consequences in anti-crime policy, Doctoral Thesis available at: http://thesis.ekt.gr/thesisBookReader/id/36625# page / 24 / mode / 2up

Stamouli, E. (2016), "Organized crime and economic crisis: trends and changes", in M. Gasparinatou (Ed.), Crime and Criminal Repression in a Time of Crisis, Athens: Ant. N. Sakkoulas, pp.1194-1230.

Sykiotou, A. (2016), "Globalization and Crime Policy", in M. Gasparinatou (ed.) Crime and criminal repression in a time of crisis, Honorary volume for Professor N. Kourakis, Athens: Ant, N. Sakkoulas, p. 182-213

Tzannetaki, T. (2006), Neoconservatism and the politics of zero tolerance, A critical view of the positions of James Q. Wilson, Athens- Komotini: A.N. Sakkoulas.

Tzannetaki, T. (2011), "Standards of criminal repression. Positions and contrasts", in A. Giotopoulou-Maragopoulou / A. Chalkia (eds.), Criminology in the face of contemporary challenges, Athens: NomikiVivliothiki, pp. 187-199.

Tzannetaki, T. (2018), "Standard Law", in Spinelli, K., Kourakis, N., Kranidoti M., (ed.), (2018), Dictionary of Criminology, Athens: Topos, pp. 958-963

Tzannetaki, T. (2018), "Theory of broken windows and zero tolerance policy" in Spinellis, C., Courakis, N., Kranidoti M., (ed.), (2018), Dictionary of Criminology, Athens: Topos Publications, pp. 639-645.

Vidali, S. (2010), "Measurement of crime and anti-crime policy", in *Honorary Volume of Kalliopi D., Spinellis*, Athens: Sakkoulas, pp. 559-580.

Vidali, S. (2014), *Crime Policy, Athens*: NomikiVivliothiki.

Zagoura, P. (2018), editing of the entry "Standard Welfare", in Spinellis, C.,,Courakis, N. Kranidioti, M., (eds.), *Dictionary of Criminology*, Athens: Topos, pp. 964-969.

Zarafonitou, Ch., (2008), *The new punitiveness*. Athens: NomikiVivliothiki

In other languages

Cavadino, M., Dignan, J. (2006) *Penal systems*. London, Th. Daks, New Delhi: Sage.

Chambliss, W. (1978/1988), *On the take. From petty crooks to presidents*. Bloominghton: Indianna University Press

Cressey, D. (1969/2008), *Theft of the Nation: The Structure and Operations of Organized Crime in America*. Transaction Publishers

Delmas -Marty M. (2005), *ΠρότυπακαιΤάσειςΑντεγκλληματικήςΠολιτικής* (Μτφρ. Χρ. Ζαραφωνίτου), Αθήνα, ΝομικήΒιβλιοθήκη

Hughes, G. (1998), *Understanding crime prevention: social control, risk and late modernity*. Buckingham-Philadelphia: Open University Press.

Knepper, P. (2007), *Criminology and social policy*. Los Angeles, London, New Delhi, Singapore: Sage.

COURSE OUTLINE 27

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**27**	**SEMESTER**	6th
COURSE TITLE	Greek Society and Politics		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge
PREREQUISITES:	NO
TEACHING &EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSEURL:	

2.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The aim of the course is to analyze the formation, the development, the challenges and problems of Greek society and politics. Following the introductory sections concerning the formation of the Greek social formation and its political dimensions, the emphasis will be given to the developments taking place from the Civil War to the Dictatorship and mainly to the Third Hellenic Republic. In this frame, the major cleavages, and their relations with politics, the state and democracy will be analyzed. Moreover, emphasis will be given on the development of political parties, and on the system of political and social representation as well.
- At the completion of the course, students should be able to:
  (a) know the main developments in Greek society and politics
  (b) Understand that changes in the field of society are also causing changes in the field of politics
  (c) Know the basic characteristics of Greek political parties
  (d) Understand the changes of the party system during “Cachectic Democracy” and Third Hellenic Republic

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

Teamwork *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Critical thinking* *Promoting free, creative and inductive reasoning*
Adaptation to new situations, Decision making, Autonomous work, Teamwork, Working in an interdisciplinary environment, Equity and Inclusion, , Critical thinking, Promoting free, creative and inductive reasoning	

3.COURSE CONTENT

- Introduction
- Society and Politics in the 19th Century
- 1909-1924: The Goudi Movement, the "National Division" and the refugee issue
- 1924-1940: The Second Hellenic Democracy and the Dictatorship of Metaxas
- 1940's: National Resistance and Civil War
- 1950-1967: The "Cachectic Democracy"
- 1967-1974: The Dictatorship
- 1974-1981: Metapolitefsi, Social and Political Radicalization
- 1980's: PASOK in Power. The catch-all strategy in Greek Politics
- 1990-2004: Modernization, Europeanization and Cartel Parties
- 2004-2012: Economic crisis and the participatory project
- 2012: The double "electoral earthquake" and the representation crisis
- The SYRIZA Phenomenon

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Power Point Slides Posting key elements of the course at e-class.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures: During lectures the material is developed through theory and examples. Lectures are held in an interactive manner, mainly through question-and-answer method. Moreover, students are divided in groups in order to promote the process of collaboration and to sharpen their critical capacity.	75
Seminars: During their duration, specific topics are presented and analyzed. The Seminars focus on interdisciplinary, as the analysis of the Greek society and politics based on knowledge of political	60

	science, political economy, history, and state theory in order to enable students to understand the development and changes in party politics and in Greek society	
	Project: The writing of case studies and /or book reviews leads to the learning, understanding and finally to comprehend the development and the process in Greek society and politics	15
	Total	**150**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written Assignment or Oral Exam	

5.SUGGESTED BIBLIOGRAPHY

Asimakopoulos, V., &Tassis, C., (eds), (2018), *PASOK 1974-2018: Political Organization – Ideological Transpositions – Governmental Policies*, Athens: Gutenberg (in Greek)

Asimakopoulos, V., (2017), *Left for the First* Time, Athens: A. P. Publications. (in Greek)

Aranitou, V., (2018), *The middle class in Greece during the era of the Memorandums: Between Collapse and Endurance*, Athens: Themelio(in Greek).

Charalambis, D., (1985), *Army and Political Power,* Athens: Exantas (in Greek)

Meynaud, J., Merlopoulos, P ., Notaras, G., (2002), *Political Forces in Greece*, Vol A΄&B΄, Athens: Savvalas(in Greek)

Alexakis, E., (2001), *The Greek Right: Structure and Ideology of New Democracy 1974-1993*, Athens – Komotini: Ant. N. Sakkoulas(in Greek)

Spourdalakis, M., (ed.), (1998), *PASOK: Party- State – Society*, Athens: Patakis(in Greek)

Eleftheriou, K., &Tassis, C., (2013), *PASOK: The Rising and Fall (?) of a Hegemonic Party*, Athens: Savvalas (in Greek).

Spourdalakis, M., (1988), *PASOK: Structure, Intraparty Crises and Concentration of Power*, Athens: Exantas(in Greek).

Nicolakopoulos, E, (2001), *The Cachectic Democracy: Parties and elections 1946-1967*, Athens: Patakis(in Greek)

Veremis, T., (2000), *The Army in Greek Politics*, Athens: Kourier Publishers (in Greek)

Hering G., 2008, *Political Parties in Greece 1821 – 1936*, A΄&B΄, Athens: National Bank of Greece (in Greek).

Lambrinou, K.,(2017), *EDA: Politics and Ideology*, Athens: Polis (in Greek).

Papandreou, A., (1974), *Paternalistic Capitalism*, Athens: Karanassi (in Greek).

Vernardakis, C., &Mavris G., (1991), *Parties and Social Alliances in Pre-dictatorship Greece*, Athens: Exantas (in Greek)

Vernardakis, C., (2011), *Political Parties, Elections and Party System: The Transformations of Political Representation 1990-2010*, Athens-Thessaloniki: Sakkoula (in Greek)

7th SEMESTER

COURSE OUTLINE 28

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**28**	**SEMESTER**	7th
COURSE TITLE	Labour Economics and Employment Policies		
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g.lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.			
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUSSTUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/KOM09119/		

2.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

This course explores the functioning of the labour market and the effect of employment policies on it. The labour market and especially the phenomenon of unemployment is initially treated theoretically in the context of the different schools of economic thought (Marxist, Neoclassical) and presented from the perspective of its historical evolution, both internationally and domestically. Subsequently the past and current policies to address unemployment and its consequences and to promote employment are examined. This analysis is done from the perspective of both economic and social policy, since employment policy is a field that unites those policies. The aim of the course is to make students aware of the labour market situation in Greece, the causes and incidence of unemployment, policies followed for dealing with it and the current debate about their effectiveness.

Upon completion of the course students should be able to:
• understand the Functioning of Labour Markets in Greece and in general.
• understand the way different economic and social theories analyse Labour Market.
• understand the factors that shape the supply and demand of goods and the factors of production.
• be able to read and understand scientific articles on Labour Market issues.
• know the causes and various forms of unemployment
• know all unemployment policies
• to understand and critically evaluate the connection of every employment policy to the various economic theories.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Working in an international environment
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

• Basic concepts relating to the labour market and the discipline of Labour Economics. The laboursupply. Influencing factors, empirical data, reservation wage. Neoclassical and Marxist approach. The demand for labour. Determining factors. Equilibrium in the labour market.
• The phenomenon of unemployment. Definitions of unemployment. Presentation of empirical data on unemployment and their historical evolution in Greece and major countries of the world.
• Integration of unemployment in the basic paradigms of Economic Science. Neoclassical, Keynesian and Marxist approach. Phillips curve, contemporary views on unemployment.
• Employment policy. Concepts and definitions, history. Assigning theoretical views with specific employment policies. European EmploymentStrategy. The Greek case.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	*Face to face*
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of power point during lectures. 2. Posting of teaching material, bibliography, slides, exercises, notes, outline and evaluation methods of the course on e-class. 3. Use of brainstorming, creation of working groups during lectures.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or*	A written examination at the end of the semester (100%). It can includeMultiple Choice Test,

Activity	***Workload/semester***
1. Lectures: During the lectures, the material is presented both theoretically and with the use of examples. The lectures take place in an interactive way, in order to favor the interventions of students and to sharpen their critical ability, in which is given special emphasis.	100
2. Invitation of speakers from public bodies and organizations related to the thematic units of the course.	
Homework	50
Problem solving	
Course total	150

Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	Right-wrong Test, Short Answer Questions.

5.SUGGESTED BIBLIOGRAPHY

Compulsory

- Δεδουσόπουλος, Α., 2014. *Πολιτική Οικονομία της Αγοράς Εργασίας*, Αθήνα: Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε..
- Ιωαννίδης, Α., 2009. *Ο Αινιγματικός Χρόνος της Μισθωτής Εργασίας.* Αθήνα: Εκδόσεις Παπαζήση.

Optional

- Βενιέρης, Δ. & Παπαθεοδώρου, Χ., (εκδότες) 2003. *Η Κοινωνική Πολιτική στην Ελλάδα, Προκλήσεις και Προοπτικές*. Αθήνα: Εκδόσεις Ελληνικά Γράμματα.
- Δεδουσόπουλος, Α., 1998. *Πολιτική Οικονομία της Αγοράς Εργασίας, Η Προσφορά Εργασίας.* Αθήνα: Τυπωθήτω, Γ. Δαρδανός.
- Καραμεσίνη, Μ., Κούζης, Γ., (εκδότες) 2005. *Πολιτική Απασχόλησης, Πεδίο Σύζευξης της Οικονομικής και της Κοινωνικής Πολιτικής*. Αθήνα: Εκδόσεις Gutenberg.
- Σακελλαρόπουλος, Θ., 2001. *Υπερεθνικές Κοινωνικές Πολιτικές της Εποχή της Παγκοσμιοποίησης*. Αθήνα: Εκδόσεις Κριτική.
- Ehrenberg, R. & Smith, R., 1991. *Modern Labor Economics: Theory and Public Policy*. New York: HarperCollins College Publishers.
- Hamermesh, D. & Rees, A., 1993. *The Economics of Work and Pay*. New York: Harper Collins College Publishers.
- McConnell, C. & Brue, S., 1992. *Contemporary Labor Economics*. New York: McGraw – Hill Inc.

8th SEMESTER

COURSE OUTLINE 29

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**29**	**SEMESTER**	8th
COURSE TITLE	Inequality, poverty and social exclusion		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	-
COURSE URL:	https://sp.duth.gr/courses/ανισοτητα-φτωχεια-και-κοινωνικοσ-απο/

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

- *Search, analysis and synthesis of data and information*
- *Teamwork*
- *ICT Use*
- *Working in an interdisciplinary environment*
- *Production of new research ideas*
- *Equity and Inclusion*
- *Critical thinking*
- *Promoting free, creative and inductive reasoning*

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

-

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Yes**

TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise,

Activity	*Workload/semester*
Lectures	7 courses
Seminars	6 courses

Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	*Short Answer Questions, Oral Exam, Essay Development*

5.SUGGESTED BIBLIOGRAPHY

Papatheodorou, C., Missos, V. &Papanastasiou, S. (2019). *Social implications of the crisis and of the the austerity policies in Greece*. INE/GSEE, Athens.

A. OPTIONS (1st& 3rt SEMESTER)

COURSE OUTLINE 30

1. GENERAL

FACULTY	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**30**	**SEMESTER**	1st& 3rt
COURSE TITLE	Political Economy		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6

Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		
COURSE TYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area	
PREREQUISITES:	NO	
TEACHING & EXAMINATION LANGUAGE:	GREEK	
COURSE OFFERED TO ERASMUS STUDENTS:	NO	
COURSEURL:		

2. LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The aim of the course is to introduce and analyze the basic issues of the political economy. The course, after the introduction to the concepts and methodological approaches of the subject, focuses on the analysis on the relationship of the political economy, with the development and functioning of the institutions that affect the development and functioning of the economic system and economic life. Particular emphasis will be placed on the analysis of the main trends that influenced economic science, as well as on the analysis of the basic issues of microeconomics and macroeconomics
- At the completion of the course, students should be able to:
- (a) understand the correlation between the political economy and the development of Capitalism;
- (b) Know the basic theoretical approaches of political economy;
- (c) understand the basic elements of the Microeconomics and Macroeconomics

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Adaptation to new situations, Decision making, Autonomous work, Teamwork, Working in an interdisciplinary environment, Equity and Inclusion, Sustainability, Critical thinking, Promoting free, creative and inductive reasoning

3. COURSE CONTENT

- Introduction: The context of political economy
- The Development and Evolution of Capitalism
- Key Theorists: Adam Smith, Karl Marx, Joseph Schumpeter, Amartya Sen
- Supply and Demand

- Wages and Work
- Inequality and Poverty
- heories on Economic Growth, Economic Development and Modernization
- Neo-Marxist Theories: Development of Underdevelopment
- Monopoly Capitalism
- Paternalistic Capitalism
- International Division of labour and multinational corporations
- Economic crises and dominant economic policy
- Methodologicalconclusions

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Power Point Slides Posting key elements of the course in the e-class.	
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity***	***Workload/semester***
	Lectures: During lectures the material is developed through theory and examples. Lectures are held in an interactive manner, mainly through question-and-answer method. Moreover, students are divided in groups in order to promote interventions and to sharpen their critical capacity.	75
	Seminars: During their duration, specific topics are presented and analyzed. The Seminars focus on interdisciplinary, as the analysis of the relationship between the theories of political economy and the development of the institutions is based on knowledge of political science, political economy, public finances and state theory in order to enable students to understand the development of the basic economic theories.	60
	Project: The writing of case studies and /or book reviews leads to the learning, understanding and finally to comprehend the basic theories of the political economy.	15

	Total	**150**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written Assignment or Oral Exam	

5. SUGGESTED BIBLIOGRAPHY

Bowles, S., Edwards, R. & Roosevelt, F., (2014), *Understanding Capitalism: Competition, Command, and Change*, Athens: Gutenberg (in Greek).

Vlachou, A. (ed.), (2009), *The Political Economy of Capitalism*, Athens: Kritiki (in Greek).

Ashton, T., (2007), *The Industrial Revolution*, Athens: Topos (in Greek)

Baran, P., &Sweezy, P., (1990), *Monopoly Capital: An Essay on the American Economic and Social Order*, Athens, Gutenberg (in Greek).

Baran, P., (1980), *The Political Economy of Planned Economy*, Athens: Kalvos (in Greek)

Baran, P., (1977), *The Political Economy of Growth*, Athens: Kalvos (in Greek)

Varoufakis, G., (2011), Global Minotaur: The Real Causes of the Crisis, Athens: A.A. Livanis (in Greek)

Georgakopoulos, Th., Lianos, Th., et.al (1991), *Introduction to Political Economy*, Piraeus: A. Stamoulis (in Greek)

Gillis, M., Perkins, H.D, Roemer, M., & Snodgrass, R.D, (2001), *Economics of Development*, Athens: Gutenberg (in Greek)

Keynes. M.J., (2009), *The Economic Consequences of Peace*, Athens: Papazisi, (in Greek).

Keynes. M.J., (2001), *The General Theory of Employment, Interest and Money*, Athens: Papazisi, (in Greek).

Martinussen, J., (2007), *Society, State and Market. A Guide to Competing Theories of Development*,

Athens, Savvalas (in Greek).

Marx, K., (1984), *Value, Price and Profit*, Athens: Themelio (in Greek)

Marx, K., (1984), *Wage Labour and Capital*, Athens: Themelio (in Greek)

Papandreou, A., (1974), *Paternalistic Capitalism*, Athens: Karanasi (in Greek)

Piketty, T., (2007), *The Economics of Inequality*, Athens: Polis (in Greek)

Rousseau, J.J., (2004), *A Discourse of Political Economy*, Athens: Savvalas

Schumpeter, J.A., (2006), *Capitalism, Socialism and Democracy*, Athens: Papazisi (in Greek)

Sweezy P., (2004), *The Theory of Capitalist Development. Principles of Marxist Political Economy*, Athens: Gutenberg (in Greek)

COURSE OUTLINE 31

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**31**	**SEMESTER**	1st& 3rt
COURSE TITLE	Local development and social policy		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	https://eclass.duth.gr/courses/OKA189/

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of this course is the understanding of the potential and limits of the local scale for the design and implementation of social policy. Upon the successful completion of the course, students will be in the position to:

- Recognize the significance of the local level as the potential to design alternative social and development policies and practices.
- Perceive the dynamics in the emergence and resolution of social problems at the local level.
- Familiarize with specific methods and tools for the community building and need assessment.
- Learn the basic steps and tools in participatory action research.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Teamwork
Working in an interdisciplinary environment
Project design and management
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

The aim of this course is to illustrate the dynamics of the local scale as the space where social policy is designed and implemented. In the first part, the concepts of social needs and community are defined through alternative analytical frameworks. In the second part, we present approaches guiding the design and implementation of social policy at the local level, such as community economic development, community work, degrowth, commons and social solidarity economy. In the third part, we analyze the actors and stakeholders involved in the design and implementation of social policy at the local level (local authorities, local community organizations). In the fourth part, we present examples of public policies focusing on the local level. Finally, we present methods and tools which are used in participatory action research.

Course outline:

- Social needs at the local level
- The definition of community
- Community development and diverse economics (Gibson-Graham)
- Social policy at the local level
- Degrowth and territorialization
- The city as a commons
- The approach of new municipalism

- Community building
- Needs assessment
- Participatory action research

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of databases, eclass for communication and information sharing and powerpoint presentation in lectures and for students presentations**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Lectures 60 Interactive teaching 40 Independent work towards oral presentation 30 Presentation of oral assignment and feedback 20 Course total 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Formative Presentation of oral assignment during the course or written exams in the end of the semester (January-February) 100%

5.SUGGESTED BIBLIOGRAPHY

Obligatory

- Karagounis, V. (2008). Community Work and Local Development, Topos (Motivo), Athens (in Greek).
- Adam, S., Kioupkiolis, A., Kostakis, V., Liegey, V., Papadopoulou, Ch., Petridis, P. (2019). Synthesizing Visionary Approaches for the Future. Social Solidairty Economy and the Commons. Degrowth and Basic Universal Income, Heinrich Boll Stiftung Thessaloniki Office (in Greek).
- Notes and ppts of the course

Additional

- Zaimakis, G. (2011). Community Work and Local Societies. Development, Collective Actions, Multiculturalism, , Plethron, Athens (in Greek).

COURSE OUTLINE 32

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**32**	**SEMESTER**	1st& 3rt
COURSE TITLE	Political Sociology		
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSEURL:			

2.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The aim of the course is to introduce and discuss the main research topics of political sociology with emphasis on political parties. The course focuses on discussing the relationship among political parties and society, the state, and trade unions and their contribution to the development of modern democracy. Moreover, emphasis is placed on intra-party life and party structure, on the representation process and on the current trend of political cartelization.
- At the completion of the course, students should be able to:
  (a) Understand and analyze the relationship among political parties and society and the state
  (b) Understand changes in the field of modern democracy and representation
  (c) Analyze the role of political parties in modern democracies
  (d) Understand the transition from elite to mass parties, the meaning of the catch-all strategy and the trend for cartelization process, through changes in the structure and ideology of the political parties

General Skills

Name the desirable general skills upon successful completion of the module	
Search, analysis and synthesis of data and information, *ICT Use* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Adaptation to new situations, Decision making, Autonomous work, Teamwork, Working in an interdisciplinary environment, Equity and Inclusion, Critical thinking, Promoting free, creative and inductive reasoning	

3.COURSE CONTENT

- Introduction
- Party Politics and the functions of the parties. The relationship among political parties with the society and the state.
- Elite Parties
- Mass Parties
- Catch-all parties
- Political Cartelization
- The Liberals
- The Conservatives
- The Socialists
- Communism and Eurocommunism
- Fascist Parties
- May 1968 and new social movements
- The transformation of democracy, post-democracy and the role of political parties

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Power Point Slides Posting key elements of the course at e-class.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised*	***Activity*** — ***Workload/semester*** **Lectures**: During lectures the material is developed through theory and examples. Lectures are held in an interactive manner, mainly through question-and-answer method. Moreover, students are divided in groups in order to promote in order to promote the process of collaboration and to — 75

workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	sharpen their critical capacity.	
	Seminars: During their duration, specific topics are presented and analyzed. The Seminars focus on interdisciplinary, as the analysis of the relationship of party politics with the society and the state is based on knowledge of political science, political economy, public finances and state theory in order to enable students to understand the development of the political parties.	60
	Project: The writing of case studies and /or book reviews leads to the learning, understanding and finally to comprehend the basic theories of the Party Politics.	15
	Total	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written Assignment or Oral Exam

5.SUGGESTED BIBLIOGRAPHY

Eleftheriou, C., (2021). *The Political Party*, Athens: ENA (in Greek)

Spourdalakis, M., (1990). *For the Theory and Study of Political Parties*, AthensQExantas (in Greek)

Agnioli, G., (1972). *The Transformation of Democracy*, Athens: Epikouros (in Greek)

Berlinguer, E., (1977), *Historical Compromise*, Athens: Themelio (in Greek).

Berman, S., (2014), *The Primacy of Politics: Social democracy and the Making of Europe's Twentieth Century*, Crete, University of Crete Publications (in Greek).

Blyth M., (2007), "Social-Democracy and Political Cartelization", *Monthly Review*, No. 27 (92), (in Greek).

Carrillio, S., (1978), *Euro-communism and the State*, Athens: Themelio (in Greek)

Cerroni, U., (1986), *Theory of Political Party*, Thessaloniki: Paratiritis.

Diamantopoulos, Th.(1989), *Parties and Party Systems*, Athens: Exantas (in Greek).

Duverger, M., (1964), *Political Parties: Their Organization and Activity in the Modern State*, London: Methuen.

Eley, G., (2002), *Forging Democracy: The History of the Left in Europe*, Vol.2, Athens: Savallas (in Greek)

Katz R. & Mair P. (1995), "Changing models of party organization and party democracy: the emergence of the cartel party", *Party Politics*, 1:1, 5-28

Kirchheimer O., (1991), "The Transformation of Party Systems in Western Europe", *Leviathan*, No.11 (in Greek)

Lange, P., (1979), "Crisis and consent, change and compromise: Dilemmas of Italian communism in the 1970s", *West European Politics*, 2:3, 110-132.

Mair, P., (2000), "Partyless Democracy: Solving the Paradox of the New Labour?", *New Left Review*, Vol.2

Michels, R., (1996), *Democracy and The Iron Law of Oligarchy*, Leviathan, No, 16 (in Greek)

Sasson, D., (2001), *One Hundred Years of Socialism*, Athens: Kastaniotis (in Greek)

Serafetinidou, M., (2002), *Introduction to Political Sociology*, Athens: Gutenberg (in Greek)

COURSE OUTLINE 33

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**33**	**SEMESTER**	1st& 3rt
COURSE TITLE	Sociology		
TEACHING ACTIVITIES	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**	

If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.		
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to familiarize students with the basic concepts and analytical categories of Sociology.

Upon successful completion of the course, students should be able to:

1. Know the origins of Sociology and the social conditions that led to it.
2. Demonstrate an ability to understand basic sociological theories.
3. Know major sociologists and their major theories.
4. Understand the importance of thinkers and their theories in any historical context
5. Understand the sociological perspective on issues considered in the course and provide sociological definitions e.g. of madness and deviant behaviour
6. Critically analyse contemporary structures such as those of society, the family, capitalism etc. as well as concepts such as death, madness, etc.
7. Contrast sociological theories and distinguish their merits and demerits.
8. Look for theoretical patterns in manifestations of contemporary society such as pop culture
9. Understand the importance of sociological thinking through the process of analyzing films with sociological tools

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, *ICT Use* *Adaptation to new situations*	*Search, analysis and synthesis of data and information,* *ICT Use* *Adaptation to new situations*

Decision making	*Decision making*
Autonomous work	*Autonomous work*
Teamwork	*Teamwork*
Working in an international environment	*Working in an international environment*
Working in an interdisciplinary environment	*Working in an interdisciplinary environment*
Production of new research ideas	*Production of new research ideas*

Autonomous work, teamwork, working in an international environment, working in an interdisciplinary environment, generating new research ideas, respecting diversity and multiculturalism, demonstrating social, professional and ethical responsibility and sensitivity to gender issues, exercising critical and self-critical thinking, promoting free, creative and deductive thinking, writing a research project and research proposals

3. Course Content

The course is divided into 13 weeks, the content of which is as follows:

PART A: Classical Sociology (Lectures 1-7)

Lecture 1: Introduction to Sociology

- The origins of the scientific view of society

- Sociology as a positive philosophy

Lecture 2: Auguste Comte

- Sociological positivism

- The evolutionary reading of society

Lecture 3: Karl Marx I: Dialectical and Historical Materialism

- Critique of Modernity

- Capitalist antinomies

Lecture 4: Karl Marx II: Alienation, Consciousness and Free Will

- Marx's theory of alienation

- Capitalist society

Lecture 5: Emile Durkheim: Society, collective consciousness and culture

- The individual and society

- Society and consciousness

Lecture 6: Max Weber: Theory of Bureaucracy

- Max Weber's Max Weber's theory of rationality, logic, rationality and rationality

- The 'iron cell' of modernity

Lecture 7: Max Weber: Religion and capitalism. Protestant Ethics and the Spirit of Capitalism

- The Birth of Capitalism

- Protestant ethics and the spirit of capitalism

PART B: Contemporary Sociology (Lectures 8-11)

Lecture 8: Zygmunt Bauman: Life in the Age of Uncertainty

- Liquid Modernity

Lecture 9: Michael Foucault: The Theory of Power

- Michael Foucault: Foucault's Foucault: Feminism: Feminism: The Power of Power.

- Biopower and the Theory of Sexuality

Lecture 10: Michael Foucault: The History of Madness

- The Social Construction of Madness

Lecture 11: Jean Baudrillard: Death and Life as Simulation

- Symbolic Exchange and Death

- Life as Simulation - Matrix

Lecture 12: Recapitulation. The State of Contemporary Sociological Thought

- The state of contemporary sociological thinking

- The current state of social thought in Greece

Lecture 13: Design and Discussion of Papers

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	• **Use of electronic databases** • **Eclass for communication and information sharing** • **Powerpoint presentations** • **Use of software for arranging meetings (Moodle)** **Use of software for developing research tools (Google forms, Surveymonkey)**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures	70
Interactive teaching	30
Independent work towards final essay or written exams	50
Course total	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer*	Choice between: 3. Final Essay 100 % of evaluation

Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	4. Written exams 100 % of evaluation

5. SUGGESTEDBIBLIOGRAPHY

4. Αντωνοπούλου, Μ. (2011). Οι Κλασσικοί της Κοινωνιολογίας: Κοινωνική Θεωρία και Νεότερη Κοινωνία. Αθήνα: Σαββάλας.
5. Πετμετζίδου, Μ. (2005). Σύγχρονη Κοινωνιολογική Θεωρία Τόμος Ι. ΙΤΕ-ΠΑΝΕΠΙΣΤΗΜΙΑΚΕΣ ΕΚΔΟΣΕΙΣ ΚΡΗΤΗΣ. (1212)
6. Πετμετζίδου, Μ. (2005). Σύγχρονη Κοινωνιολογική Θεωρία Τόμος ΙΙ. ΙΤΕ-ΠΑΝΕΠΙΣΤΗΜΙΑΚΕΣ ΕΚΔΟΣΕΙΣ ΚΡΗΤΗΣ. (1213)

Secondary suggested bibliography:

1. Ναγόπουλος, Ν. (2021). Κοινωνιολογικές θεωρίες σε μετάβαση στον 21ο αιώνα. Σύνδεση με τους κλασικούς και αναθεωρήσεις. Αθήνα: Κάλλιπος Πανεπιστημιακές εκδόσεις
2. Ναγόπουλος Ν. (2021). Οι Κοινωνικές επιστήμες στην Ελλάδα. Αθήνα: Θεμέλιο.
3. Bauman, Z. (2017). Ρευστοί Καιροί: Η Ζωή την Εποχή της Αβεβαιότητας. Αθήνα: Μεταίχμιο
4. Bauman, Z. (2004). Παγκοσμιοποίηση: οι συνέπειες για τον άνθρωπο. Αθήνα: Πολύτροπον.
5. Durkheim, E. (1984). The division of labor in society. London: Macmillan.
6. Elias, N. (1997). Η Εξέλιξη του Πολιτισμού: Κοινωνιογενετικές και Ψυχογενετικές Έρευνες, τόμοι Α΄ και Β΄. Αθήνα: Νεφέλη.
7. Foucault, M. (1989). Επιτήρηση και Τιμωρία: Η Γέννηση της Φυλακής. Αθήνα: Ράππας.
8. Foucault, M. (2004). Η Ιστορία της Τρέλας. Αθήνα:Πολιτεία.
9. Baudrillard, J. (2020).Η Συμβολική Ανταλλαγή και ο Θάνατος. Αθήνα: Νήσος.
10. Marx, K. (1956). Κριτική της πολιτικής οικονομίας. Αθήνα: Εκδόσεις Οικονομικής και φιλοσοφικής βιβλιοθήκης
11. McLellan, D. (2000). Karl Marx: selected writings. Oxford: Oxford University Press; 2nd edition
12. Weber, M. (1983).Βασικές έννοιες κοινωνιολογίας. Αθήνα: Κένταυρος.
13. Weber, M. (1978). Η προτεσταντική ηθική και το πνεύμα του καπιταλισμού. Αθήνα: Κάλβος

COURSE OUTLINE 34

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES

DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**34**	**SEMESTER**	1st& 3rt
COURSE TITLE	Introduction to Pedagogical Science		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	General Knowledge
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completionofthecourse.

After successful completion of the course students will be able to:
At the cognitive level:
• delineate in a scientific way the scientific field of Pedagogical Science, its relation with individual scientific disciplines and the interdisciplinarity that characterizes its field
• describe the research subject of Pedagogical Science and its related scientific branches
• explain and work with the basic concepts of the Science of Pedagogy providing examples of their contents
• know basic research methods in a specific field and be able to provide examples of approaches for each method
• know the significant phases of Pedagogical Science and describe its significant representatives
• describe the most important interpretative 'models' regarding the phenomenon of education and socialization of students

At the level of ability:

• analyze educational situations based on theoretical schemes referring to extensively within the educational process a) the educator, b) communication and the management of relationships, (c) the organizational structure, (d) teaching

• support educational design based on theoretical approaches • reflect and reconstruct the original design based on educational observation At the level of skill-development: • experimentally apply basic research methods within a specific field • create experimental teaching scenarios based on theoretical approaches • post-criticize translate individual fields of educational scenarios
General Skills *Name the desirable general skills upon successful completion of the module* *Search, analysis and synthesis of data and information,* *ICT Use* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas* *Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Autonomous work Search, analysis and synthesis of data and information, ICT Use Working in an interdisciplinary environment Promoting free, creative and inductive reasoning Critical thinking

3.COURSE CONTENT

The course introduces in a systematic way the fields and foundational concepts of Pedagogical Science, the basic theories of socialization, the models of education, the pedagogical institutions, the structure and models of their analysis, the epistemological approaches and models of Science, as well as the basic methodological research approaches Indicatively, some thematic sections are presented below: • Relationship between theory and practice and difficulties of socializing Pedagogical discourse • Epistemological approaches in Pedagogical Science and delineation of the subject of Pedagogical Science • Main theoretical currents of Pedagogy (Educators and Educational Philosophy of flows and movements) • Basic categories of the Science of Pedagogy • Theoretical approaches of Education • Theoretical approaches of Socialization • Fields of pedagogical applications (institutions, functions and organizational schema of educational structures) • Theoretical traditions and research tools for understanding the educational field · Specific and contemporary educational issues (Teachers, Communication, Teaching, Learning Forms)

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	FACE TO FACE
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)	For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put.

<table>
<tr><td>Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td></td><td></td></tr>
<tr><td>
<table>
<tr><th>Δραστηριότητα</th><th>ΦόρτοςΕργασίας Εξαμήνου</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Elaboration of acivities</td><td>21</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Study of bilbiography</td><td>45</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Sort essay writing</td><td>45</td></tr>
<tr><td>25 hours workload per ECTS UNIT</td><td>150</td></tr>
</table>
</td><td></td></tr>
<tr><td></td><td></td></tr>
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</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.</td></tr>
</table>

5.SUGGESTED BIBLIOGRAPHY

• Korn, F. (2012), Sofos (Ed.) Basic Knowledge in the Science of Pedagogy. Athens: ION

• Course notes provided on instructor's web page

– Related academic journals:

• Gotovos, Ath. (1999) Pedagogical Interaction. Athens, Gutenberg

• Hofstetter, R., Schneuwly, B. (2005) (Ed.) Introduction to the sciences of education. Athens, Metaichmio

• Matsagouras, H. (2009) Introduction to the Science of Pedagogy. Athens: Gutenberg

• Mialaret, G. (1999). Introduction to the science of education. Athens: Tipothito

COURSE OUTLINE 35

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**35**	**SEMESTER**	1st& 3rt
COURSE TITLE	The Political Economy of Social Institutions		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	SCIENTIFIC AREA
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/OKA186/

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

On completion of this course, the student will be able to:

- Apply economic theories and concepts to the study of political action
- and the formation of policy.
- Learn how economic and political forces may shape the incentives and constraints of policymakers and other political actors.
- Recognize the role of institutions in shaping both political action and policy outcomes. Systematically compare social policy arrangements across countries
- Apply these concepts, terms and methods to empirical research questions

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, *ICT Use* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Search, analysis and synthesis of data and information Decision making Autonomous work Working in an interdisciplinary environment Critical thinking Promoting free, creative and inductive reasoning	

3.COURSE CONTENT

- Course Introduction, Overview
- What is political economy?, What is a welfare state?
- The capitalist economy
- Theories of Magnification and Modernization
- Wages and labor, inequality and poverty
- The state and its "welfare" activities
- The payments of the welfare state
- The expansion of social spending
- The welfare state and the capitalist economy
- Welfare state and crisis
- The activities of the capitalist state and their economic importance
- The state sector and the capitalist sector
- Summary of the topic

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	FACE TO FACE
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, and in Communication with students, Bibliographic research**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per*	

Activity	***Workload/semester***

Δραστηριότητα	***ΦόρτοςΕργασίας Εξαμήνου***
Lectures	45
Interactive learning	15
Study	45
Final written examination	45
25 hours workload per ECTS UNIT	150

semester complies to ECTS standards.	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	*2 HOURS WRITTEN EXAMS*

5.SUGGESTED BIBLIOGRAPHY

1.THE POLITICAL ECONOMY OD WELFARE STATE, (2008) Gough, I., ATHENS: SAVVALAS
2.THE POLITICAL ECONOMY OF CAPITALISM, (2011), VLACHOU, A. (ED), ATHENS:KRITIKI

COURSE OUTLINE 71

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**71**	**SEMESTER**	1st & 3rt
COURSE TITLE	Sociology of Education		
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.			
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge		
PREREQUISITES:	No		

TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	No
COURSEURL:	

2. LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

After successful completion of the course students will be able to:

- To know the concept of sociology of education.

• To know the sociology of school and the classroom.
• Understand Social and Educational Inequalities.
• Understand the individual dimensions of Education and social, economic development.
• Explain the different theoretical approaches.
• Explain the relationship between education and social institutions.
• Critically approach the sociology of education.
• Write assignments related to educational policy.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- Autonomous work
- Search, analysis and synthesis of data and information, ICT Use
- Working in an interdisciplinary environment
- Promoting free, creative and inductive reasoning
- Critical thinking

3. COURSE CONTENT

The course material is divided into 13 weeks, the content of which is:

- Introduction to the Sociology of Education.

- Education and Society.

- Social and Educational Institutions.

- The role of educational policy.

- Social and Educational Inequalities.

Education and social, economic development.

- Education and the education system.

- The school as a social organization. The role of the school. The school culture. School and family communication.

- Sociology of the classroom.

- Reflection on the sociology of education.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Yes For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Lectures: 39 Elaboration of activities: 21 Study of bibliography: 45 Shortessaywriting: 45 Course total: 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.

5. SUGGESTED BIBLIOGRAPHY

Κελπανίδης, Μ. (2004). Κοινωνιολογία της εκπαίδευσης. Αθήνα: Ελληνικά Γράμματα.
Φραγκουδάκη, Α. (2000). Κοινωνιολογία της εκπαίδευσης. Αθήνα: Παπαζήσης
Κυρίδης, Α. (1999). Εκπαιδευτική ανισότητα. Θεσσαλονίκη: Αφοι Κυριακίδη.
Συλλογικό. (2017). Κοινωνιολογία της εκπαίδευσης. Εισαγωγή σε βασικές έννοιες και θεματικές. Αθήνα: GUTENBERG.
Δασκαλάκης, Δ. (2017). Κοινωνιολογία της εκπαίδευσης. Αθήνα: Παπαζήση.

COURSE OUTLINE 75

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**75**	**SEMESTER**	1st& 3rt
COURSE TITLE	Gender and IT		
TEACHING ACTIVITIES *in case the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to a course as a whole, then please note down the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Add lines if necessary. The teaching organization and methods used are described in the point 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Skill Development		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	NAI		
URL COURSE:	https://eclass.duth.gr/courses/KOM09133/		

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to acquire knowledge and understanding in relation to the subject of the topic "Gender and ICTs". Upon successful completion of the course students will be able to:

- Understand, interpret and approach the concepts to be analyzed regarding gender, social cohesion, digital divide, cyberfeminism, glass ceiling, social empowerment
- To assimilate concepts analyzed in lectures, seminars through the study of literature, proceeding of conferences, articles on women and new technologies.
- To solve (having developed synthetic ability and critical spirit) practical problems related to the combined application of national and international practices on the subject.
- Write papers related to the issues that will be analyzed during the lectures
- Analyze through discussion the messages of the film "Hidden figures" which refers to the contribution of African-American mathematicians to NASA's first space mission.

General Skills

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?

Search, analysis and synthesis of data and information, using the necessary technologies

Project design and management

Equity and Inclusion

Adaptation to new situations *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive thinking*

- Autonomous work
- Search, analysis and synthesis of data and information, using the necessary technologies
- Work in an interdisciplinary environment
- Production of free, creative and inductive thinking
- Exercise criticism and self-criticism
- Respect for diversity and multiculturalism
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues

3.COURSE CONTENT

The course is divided into 13 weeks of teaching, the content of which is as follows:

1. Introduction to gender issues-Definition
2. History of the feminist movement
3. Gender and the contribution of ICT to social cohesion and the reduction of social exclusion
4. The contribution of New Technologies in strengthening the role of women
5. Social empowerment programs for women through the N.T. worldwide
6. Cyberofeminism
7. Women and science over the centuries
8. Women belonging to minorities and N.T. (Presentation of relevant on-site surveys in the region of Thrace)
9. Woman and literature
10. Artificial intelligence and gender
11. Cyberbullying and gender
12. Immigrant women and N.T.
13. What is the digital divide and why does it exist- The glass ceiling phenomenon

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face Distance learning when necessary
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of PPT. 2. Uploading all the thirteen courses on e-class 3. Research in literature through electronic databases from libraries, conference proceedings etc 4. Discussion of a movie with relevant content 5. Teaching through TEAMS platform
TEACHING ORGANIZATION *The way and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	

Activity	***Workload/semester***
1. Lectures	39
2. Seminars	13
3. Independent study and preparation for the exams	39
4. Research work	13
5. Writing assignments	34
6. Presentation of works	9
7. Examinations	3
Course Total	150

The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Explicitly defined assessment criteria and if and where are accessible to students are mentioned.*	Writing assignments that will be 40% of the score Final exam for the remaining 60% of the score

5.SUGGESTED BIBLIOGRAPHY

1. [12658] - GENDER AND EDUCATION (Mathematics, Natural Sciences, New Technologies) / Drenogianni E., Seroglou F., Tressou E.

COURSE OUTLINE 83

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**83**	**SEMESTER**	1st& 3rt
COURSE TITLE	Sociology of family and family policy		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek

COURSE OFFERED TO ERASMUS STUDENTS:	No?
COURSE URL:	

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of this course is to introduce students in the modern approaches in the area of sociology of the family and family policy.

The course focuses on the social changes in family, gender roles within the family, the broader debate on the crisis of the family, the emergence of new family forms and types as well as on the new forms of protection provided within the framework of modern family policy.

Upon the successful completion of the course, students will be in the position to:

- To perceive systematically the concept and meaning of the family institution.
- To trace the consequences of broader changes in the structure of the labout market on the structure and function of the family institution.
- To familiarize with diverse and critical feminist perspectives with regard to the role of family and the emergence of new family models.
- To perceive the consequences of new information and communication technologies on the structure and role of the family.
- To learn the historical evolution of family policy within the broader system of social protection.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Production of new research ideas
Decision making
Autonomous work
Equity and Inclusion
Critical thinking
Working in an interdisciplinary environment

3.COURSE CONTENT

The courses expands over 13 weeks and is structured in the following way:

1. The emergence of the sociology of family as an independent scientific area

2. Family as an institution of private life

3. Structure and function of the family and gender roles

4. Wider socio-economic changes and their effects on the institution of family (organization and protection of the labour market)

5. Wider socio-economic changes and their effects on the institution of family (new ICT)

6. Alternative and critical approaches towards the family

7. Various facets of the crisis of the family in the modern world

8. Emergence of new family types and models.

9. Historical evolution of family policy in Europe.

10. Historical evolution of family policy in Greece.

11. Reconciliation of personal, family and work life

12. Social protection measures for motherhood and children in Greece.

13. Family law and divorce, joint custody of children arrangements.

4.LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of databases, eclass for communication and information sharing and powerpoint presentation in lectures and for students presentations</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>60</td></tr>
<tr><td>Interactive teaching</td><td>40</td></tr>
<tr><td>Independent work towards oral presentation</td><td>30</td></tr>
<tr><td>Presentation of oral assignment and feedback</td><td>20</td></tr>
<tr><td>Course total</td><td>150</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development</td><td>Formative
Presentation of oral assignment during the course or written exams in the end of the semester (January/February) 100%</td></tr>
</table>

Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

5.SUGGESTED BIBLIOGRAPHY

Andre, M., 2000. Sociology of marriage and family. 5th ed. Translated and edited by L. M. Mousourou. Athens: Gutenberg (in Greek).

Gouliarou, A., 2010. The equality of gender principle n family law of 1983: Positive and negative sides in the everyday life of women, in M.HaritouFatourou, L. Arsel Tata & N. Adamaki (eds.), Removing barriers: Counselling and empowerment of women, Athens: EllinikaGrammata, 269-314 (in Greek).

Kogidou, D., 1995. Single-headed families: reality, perspectives, social policy. Athens: Livanis (in Greek).

Maratou-Alipranti, L. (ed.), 2002. Family and welfare state in the new millenium. Athens: Gutenberg/EKKE (in Greek).

Matsagganis, M., &Petroglou, A. 2001. The social protection system and women, Athens: KETHI.text at: http://www.kethi.gr/attachments/171_GYNAIKES_SYSTIMA_KOINONIKIS_PROSTASIAS.pdf

Mouriki, A., 2005. Gender equality in employment policy, in M. Karamesini& G. Kouzis (eds.), Employment policy: Bridging economic and social policy, Athens: Gutenberg, pp. 241-263 (in Greek).

Mousourou, M. L. 2005. Family and family policy. Athens: Gutenberg (in Greek).

Mousourou, M. L. &Stratigaki, M. ed, 2004. Family policy issues. Theoretical perspectives and empirical explorations. Athens: Gutenberg/KEKMOKOP (in Greek).

Mousourou, M. L. 2002. Sociology of modern family.5th ed. Athens: Gutenberg (in Greek).

Symeonidou, H. &Magdalinos, M., 2007. Family policies in the EU. Athens: Sakkoulas (in Greek).

B OPSIONS (2nd & 4th SEMESTER)

COURSE OUTLINE 36

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**36**	**SEMESTER**	2nd& 4th
COURSE TITLE	Economy and Socail Policy in Modern Greece		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSEURL:	

2.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The aim of the course is to analyze the stages, the problems, and the challenges of the Greek economy and society and the relationship of the country with the international division of labour. The emphasis on the course will be given on the analysis of the dominant economic policies and the level of social protection in Greece. In this frame the agricultural sector was the dominant sector until the Second World War. After the War, the shipping sector replaced the agriculture one as the dominant sector. The common element of both periods was the absence of an organized social policy network. On the contrary, since 1974 during the Third Hellenic Republic, an effort is made to redefine the economic and social model, with adaptation of the Greek economy to the European integration process and the development of social policy since 1980's with the political and electoral dynamic of the Greek socialist party (PASOK)
- At the completion of the course, students should be able to:
  (a) know the main developments in economic and social policy in Greece

(b) Understand the specific characteristics of Greece's economic and social model in comparison to the Western European countries
(c) Understand the changes in economic and social policy in Greece during the Third Hellenic Republic

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

Adaptation to new situations, Decision making, Autonomous work, Teamwork, Working in an interdisciplinary environment, Equity and Inclusion, Critical thinking, Promoting free, creative and inductive reasoning

3.COURSE CONTENT

- Introduction
- Greek economy and society in the 19th century: Rural economy, trade and industrialization
- The issue of "national lands",
- The agrarian issue of Thessaly
- The development of new industrial centers and the labour movement
- 1922: the refugee issue
- Civil war and the prospects of post-war economic model
- 1950-1967 Economy and society in "cachectic" democracy
- The economic policy of the Dictatorship
- PASOK and Dependency Theory
- 1974 – 1989: Keynesian and social policy
- 1990- 2009: Europeanisation, neoliberalism, privatisation
- 2009 - 2019: Economic and social policy in times of crisis

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Power Point Slides Posting key elements of the course at e-class.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per*	

Activity	*Workload/semester*
Lectures: During lectures the material is developed through theory and examples. Lectures are held in an interactive manner, mainly through question-and-answer method. Moreover, students are	75

activity is indicated here, so that total workload per semester complies to ECTS standards.	divided in groups in order to promote the process of collaboration and to sharpen their critical capacity.	
	Seminars: During their duration, specific topics are presented and analyzed. The Seminars focus on interdisciplinary, as the analysis of the economic and social policy in Greece is based on knowledge of political science, political economy, public finances, European studies, and state theory in order to enable students to understand the development and changes in economic policy and the system of social protection in Greece	60
	Project: The writing of case studies and /or book reviews leads to the learning, understanding and finally to comprehend the development and changes in economic and social policy in Modern Greece	15
	Total	**150**

STUDY EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written Assignment or Oral Exam

5.SUGGESTED BIBLIOGRAPHY

Alvater, E., (2006), *Globalization, Privatization and Public Goods*,Athens*:* The Monthly Review Imprint (in Greek)

Aranitou, V., (2018), *The middle class in Greece during the era of the Memorandums: Between Collapse and Endurance*, Athens: Themelio(in Greek).

Charalambis, D., (1985), *Army and Political Power,* Athens: Exantas (in Greek)

Esping Andersen G., (2014, *The Three Worlds of Welfare Capitalism* , Athens: Topos (in Greek)

Gough, I., (2008), *The Political Economy of the Welfare* State, Athens: Savvalas (in Greek)

Kostis, K., (1999), *The Myth of the Foreigner or Pechiney in Greece*, Athens: Alexandria (in Greek)

Patronis, V., (2019), *Issues about Greek Economic History (18th – 21st Century)*, Athens: Herodotos (in Greek)

Sakellaropoulos, Th., (2017), *Institutional Transformation and Economic Development: State and Economy in Greee 1830-1922,* Athens: Dionikos (in Greek).

Sakellaropoulos, Th., (2011), *Issues of Social* Policy*,* Athens: Dionikos (in Greek).

Venieris, D., &PapatheodorouC,m (2003), *The Social Policy in Greece: Challenges and Prospects*, Athens: EllinikaGrammata (in Greek)

Vergopoulos, K., (1994), *State and Economic Policy during 19th Century*, Athens: Papassotiriou (in Greek)

Dimoulas, K., &Kouzis, G., (2019), *Crisis and Social Policy*, Athens: Topos (in Greek).

Kazakos, P., (2001), *Between the State and the Market*, Athens: Pataki (in Greek).

Papandreou, A., (1974), *Paternalistic Capitalism*, Athens: Karanassi (in Greek).

Petmezidou, M., (1991), *Social Inequalities and Social Policy*, Athens: Exantas.

COURSE OUTLINE 37

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**37**	**SEMESTER**	2nd& 4th
COURSE TITLE	Political Parties and social Policy		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NO
TEACHING & EXAMINATION	GREEK

LANGUAGE:	
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSEURL:	

2.LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The aim of the course is to analyze the relation between political parties with social policy. The course focuses on the process of how the relationship among political parties and society, the state, and trade unions has as a result the development of the welfare state as a particular context of capitalism during the period 1945-1974. Emphasis is placed on the development and evolution of political parties, the role of economic crises, and the role of ideologies (socialism, neoliberalism, fascism) in relation to the development of the welfare state
- At the completion of the course, students should be able to:
  (a) Analyze the relationship between political parties and social policy
  (b) Understand how changes in the field of politics, economy, and society affect the social policy
  (c) Analyze the role of ideologies in shaping the social policy.
  (d) Analyze how economic crises affect the social policy and the welfare state

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Adaptation to new situations, Decision making, Autonomous work, Teamwork, Working in an interdisciplinary environment, Equity and Inclusion, Critical thinking, Promoting free, creative and inductive reasoning

3.COURSE CONTENT

- Introduction
- Elite parties and Welfare in 19th century
- Mass parties and social agenda
- Monarchic Welfarepolicies
- Fordism and the Progressive Movement in USA
- Economic crisis, fascism and authoritarian corporatism
- Catch-all strategy, democratic corporatism and welfare state
- The Movement of May 1968 and post-material demands
- Economic crisis of 1970's, neoliberalism and restriction policies
- Socialist parties and Neoliberalism in Europe. The socialism of the South European parties
- Political cartelization and social policy
- Globalization, neoliberal consensus and economic crisis
- Political parties and social policy under COVID 19

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Power Point Slides Posting key elements of the course at e-class.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures: During lectures the material is developed through theory and examples. Lectures are held in an interactive manner, mainly through question-and-answer method. Moreover, students are divided in groups in order to promote the process of collaboration and to sharpen their critical capacity.	75
Seminars: During their duration, specific topics are presented and analyzed. The Seminars focus on interdisciplinary, as the analysis of the course is based on knowledge of political science, party politics, public finances, European studies, political economy and state theory in order to enable students to understand the relationship between political parties and the system of social protection.	60
Project: The writing of case studies and /or book reviews leads to the learning, understanding and finally to comprehend the role of political parties in shaping the social policy	15
Total	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development*	Written Assignment or Oral Exam

Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

5.SUGGESTED BIBLIOGRAPHY

Sassoon, D., (2001), *One Hundred Years of Socialism*, Vol. A & B, Athens: Kastanioti (in Greek)

Eley, G., (2010), *Forging Democracy: History of European Left*, Vol A & B, Athens: Savvalas (in Greek).

Alvater, E., (2006), *Globalization, Privatization and Public Goods*,Athens*:* The Monthly Review Imprint (in Greek)

Berman, S., (2014), *The Primacy of Politics: Social Democracy and the Making of Europe's 20th Century*, Crete: Crete University Press

Bernstein, E., (1996), *The Preconditions of Socialism and the Tasks of Social Democracy*, Athens: Papazisi (in Greek)

Esping Andersen G., (2014, *The Three Worlds of Welfare Capitalism* , Athens: Topos (in Greek)

Debord. G., (1986), *The Society of the Spectacle*, Athens: Eleftheros Typos (in Greek)

Gough, I., (2008), *The Political Economy of the Welfare* State, Athens: Savvalas (in Greek)

Julliard, J., (2015), *The Lefts of France*, Athens: Polis (in Greek)

Katsoulis, E., (ed.), (2002), *New Social-Democracy: Context, Politics, Institutions, Organizational Structures*, Athens: I. Sideris (in Greek).

Katz, S.R., & Mair, P., (1995), "Changing Models of Party Organization and Party Democracy. The Emergence of the Cartel Party", *Party Politics*, τ.1.

Kirchheimer O., (1991), "The Transformation of Party Systems in Western Europe", *Leviathan*, No. 11 (in Greek).

Mitterrand, F., (1981), *A Feasible Socialism*, Athens: Zacharopoulos (in Greek)

Panebianco, A., 1988, *Political Parties. Organization and Power*, Cambridge: Cambridge University Press.

Tassis, C., (2019), "Socialist Parties and Social Policy: Radicalism, Catch-all Strategy and Neoliberal Adaptation (?)", *Annual Review of History, Society and Politics*, Is. 5: 110-141 (in Greek)

COURSE OUTLINE 38

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**38**	**SEMESTER**	2nd& 4th
COURSE TITLE	Youth, Crime and Penal Repression		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	https://eclass.duth.gr/courses/KOM09104/

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Students are expected:

- To learn the development and specifics features of juvenile justice, the institutions and procedures for its award, the structures and agencies which are competent for protecting juveniles from insults associated with the vulnerability of young people in modern society.
- To connect the criminological theory with the various measures and models of crime policy for the prevention and treatment of juvenile delinquency.
- To understand deeper Juvenile Delinquency, Juvenile law, the vulnerability of young people in modern society, the need for alternative measures and policies and the establishments of youth protecting initiatives.

The course is part of the field of forensic science and anti-crime policy. These are the courses "Criminology", "International and Greek Penitentiary Policy", "Criminal Phenomenon and Formal Social Control", "Crime Policy and Globalization", "Youth, Crime and Criminal Repression", "Security and Human Rights", and "Restorative Justice" and "Special Issues in Criminal Justice and Crime Policy", which deal with criminal phenomena. With these courses, students acquire knowledge of theoretical and applied crime policy, which includes the range of measures that are established and implemented in order to prevent and suppress crime. Also, the interested parties are preparing for a more systematic involvement with forensic sciences at postgraduate level.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Production of new research ideas
Critical thinking
Equity and Inclusion
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

Description

The course focus on the involvement of juveniles in the penal system, the development of juvenile justice, the institutional framework of juvenile delinquency and its particular features, protection of youth and the victimization of minors. In this context, the positive or negative contribution of special (criminal) legislation for minors in tackling their delinquent behavior is examined. Finally, the victimization of minors and the terms and conditions of their protection both at the level of criminal sanctions and at the level of assistance of community bodies constitute a special unit of the course. These issues are addressed in the light of the (binding or non-binding) juvenile policy texts of the United Nations and the Council of Europe, which set out the internationally recognized axes and guiding principles of this policy.

Course Outline:

A. Historical, theoretical and philosophical foundations of Juvenile Law. Basic principles and their enshrinement in international texts. Social Transformations and Social Issues in the 19th Century - The Child Savers Movements - The Establishment of the First Juvenile Courts - Principles and Peculiarities of Juvenile Justice. Juvenile Delinquency - The UN Convention on the Rights of the Child the rights of the Child of 1990 (Law 2101/1992). European Convention for the Exercise of the Rights of the Child of 1996 (Law 2502/1997).International non-binding regulations (soft law).

B. Juvenile justice systems. Standards, principles and trends. The interpretation of juvenile delinquency and the interconnection of theory and practice. (a. Biosocial interpretations of the juvenile offender or perpetrator and their impact on the reform-welfare model of treatment, basic principles and objectives, enshrined in international texts, institutions and bodies supporting the welfare treatment of minors, criticism and objections, b. Theory label and critical approaches: The construction of juvenile delinquency and secondary victimization, youth and "moral panic", radical theories and cultural criminology The legal model: Basic principles and aims, patronage in international texts, critique and objections justice institutions and institutions of diversion.

C. The Greek institutional framework of criminal treatment of minors, principles and particularities, age limits, reform and therapeutic measures, criminal imprisonment, establishment of juvenile courts, procedural guarantees and rights of minors, the role of the Juvenile Justice Service, treatment and post-

institutional care.

D. Phenomenology and prevention of juvenile delinquency in Greek society (violent behaviors, distribution of addictive substances, etc.). Trends and institutions of de-escalation of criminal repression, mediation, conciliation and Community intervention. The prevention of juvenile delinquency: The institution of administrative prevention, the role of protection and hospitality structures, the institutions of commission and sponsorship.

E. The minor as a victim: sexual exploitation of children and other forms of child victimization. International conventions and international legal instruments. The protection of the sexual exploitation of minors in the Penal Code. The phenomenon of school bullying / bullying and its legislative demarcation efforts. Unaccompanied minors, minor refugees, child trafficking. Legal and institutional framework for child protection and the protection of vulnerable groups.

4.LEARNING & TEACHING METHODS – EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in Teaching, Use of PPT in classes, use of the class web for posting teaching material, announcements and for communicating with students.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Interactive teaching</td><td>14</td></tr>
<tr><td>Preparation of a study-Research</td><td>35</td></tr>
<tr><td>Independent study-Research and preparation for the exams</td><td>50</td></tr>
<tr><td>Presentation of a Study-Research</td><td>10</td></tr>
<tr><td>Final Written Examination</td><td>2</td></tr>
<tr><td>COURSE TOTAL (25 HOURS OF WORKLOAD PER CREDIT UNIT</td><td>150</td></tr>
<tr><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Please indicate all relevant</td><td>The final evaluation is based on:
1) The elaboration of an assignment-paper
2) The presentation of an assignment
3) The written examination.

Preparation and presentation of assignments:
The criteria for writing academic papers, assignments essays and presenting academic works apply. The main criteria are the accuracy and clarity of the use of terminology, the clear organization of the content and the appropriate use of the literature to develop the topic of the work. The use of ICT is</td></tr>
</table>

information about the course assessment and how students are informed	necessary in the presentation.

5.SUGGESTED BIBLIOGRAPHY

Basic:

Gasparinatou, M. (2020), *Juvenile Delinquency and Crime Policy*, Athens: NomikiVivliothiki

Course file (texts, reports, articles) posted in e-class.

Additional- in Greek:

• Avdela, E. (2013). Young people in danger, Athens: Polis

• Courakis, N. (2015), *Juvenile delinquency law*, Athens - Komotini: A.N. Sakoulas

• Danelatou, A. Polyzoidou V., BistounaYv. (2016), *Law on the Protection of Minors*, Athens: NomikiVivliothiki

• Gasparinatou, M. (2016), "Minor potential offenders and policing in times of crisis", in M. Gasparinatou (2016), (ed.), *Crime and criminal repression in times of crisis, Honorary Volume for Professor N. Courakis*, Athens: Ant. N. Sakkoulas, pp. 2044-2068.

• Georgoulas, S., (2000), *Juvenile offenders in Greece*, Athens: HellinikaGrammata

• Giovanoglou, S. [ed.], (2010). *The minor as a victim - The minor as perpetrator and prisoner*, Athens: NomikiVivliothiki.

• Chaidou, A. (2019), *Juvenile delinquency. Aetiological approaches, prevention and social control*, Athens: NomikiVivliothiki.

• Hairpaloglou, A. (2010), *Adolescents in breach of the law. An ethnographic study of "delinquency" and risk-taking*, Athens: Nissos.

• Kontopoulou, E. (2015), "The criminal stigma of the minor and its effect on the secondary deviation" in Gasparinatou M. (ed.) (2015), *Crime and Criminal Repression in a time of crisis. Honorary Volume for Professor NestorasCourakis*, Athens: Ant. N. Sakkoula, pp. 2082-2117.

• Kosmatos, K., (2020). *Juvenile justice*. Athens: NomikiVivliothiki

• Koukoutsaki A. (2012), "Youth and "moral panic" in Pitsela A. (ed.), *The road to justice. Conference in honor of Professor StergiosAlexiadis*, Athens-Thessaloniki: Sakkoulas Publications, pp. 47-60.

• Koulouris, N., (2010), "Between hammer and anvil. The balance sheet of the contradictions of welfare repression for young people", *in Honorary Volume of Calliopis D. Spinellis*, Athens-Komotini: Ant.N. Sakkoulas, pp. 893-903.

• Pantazi - Melista, Ei., (2013), *Reform measures. Their influence on the mental health of the minor and the prevention of delinquency*, Athens - Komotini: A.N. Sakkoulas

• Papandreou, P., Touloumi, G. &Poulopoulos, Ch. (2003) "School dropout, substance use and delinquency"*Addictions, issue 4*, pp. 24 - 44.

• Pitsela, A., (2006). *Crime policy texts. Juvenile Law*. Athens - Thessaloniki: Sakkoulas

• Pitsela, A., (2013), *The penal treatment of juvenile delinquency*, Athens - Thessaloniki: Sakkoulas

• Poulopoulos, Ch. (2009) "The rights of addicts in treatment and social inclusion", Criminal Justice,

Issue 124, pp. 459-463

• Sykiotou, A. (2009), "The rigor of anti-crime policy for juvenile offenders", in Pitsela A. ed. (2009), *The Road to Justice. Conference in honor of Emeritus Professor StergiosAlexiadis*, Athens-Thessaloniki: Sakkoulas, pp. 167-179.

• Themeli, O (2016), The pre-investigation of sexually abused minors: "the fifty shades of black" in M. Gasparinatou (2016), (ed.), *Crime and criminal repression in a time of crisis, Honorary Volume for Professor Nestor Courakis,* Athens: Ant.N.Sakkoulas, pp. 2118-2132.

• Themeli, O. (2010). "When children testify: The judicial examination of the allegations of juvenile witness-victims" in A. Pitsela (ed.), *Criminological Searches. Honorary Volume for Professor St. Alexiadis*, Thessaloniki: Sakkoulas, pp. 395-414.

• Themeli, O. (2014). *The children testify. The judicial examination of juvenile witnesses, victims of sexual abuse.* Athens: Topos Publications

• Zagoura, P. (2007), "Aspects of juvenile delinquency and the limits of its penal management" in C.D. Spinellis (ed.) (2007), *Supporting the juvenile delinquent,* Athens-Komotini: Ant.N. Sakkoulas, pp. 125-142

• Zagoura, P. (2010), "Converging policies of aggravation in criminal justice for minors. Uniform phenomena introduced policies and new challenges for Europe ", *Honorary Volume for Calliopi D. Spinellis (*2010), Athens-Komotini: Ant. N. Sakkoulas, pp. 823-858.

• Zagoura, P. [ed.], (2011). Interdisciplinarity, intercompany and social inclusion of the young offender. Athens - Komotini: A.N. Sack

In other languages

Agnew, R., 2009. *Juvenile Delinquency. Causes and Control*. New York – Oxford: Oxford University Press

Bradshaw, W., &Rosenborough, D. (2005). Restorative Justice Dialogue: The Impact of Mediation and Conferencing on Juvenile Recidivism. *FederalProbation*, 69 (2) 15-21, 52.

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Elrod, P. & Ryder, R.S., (2013). *Juvenile Justice. A Social, Historical, and Legal Perspective*. Burlington: Jones and BartlettPublishers International

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Muncie, J., (2021). *Youth and Crime*. LosAngeles: Sage

Platt, A. (1974), "The triumph of benevolence: The origins of the juvenile justice system in the United States" in Quinney R. (ed.), (1974), Criminal Justice in America, Boston, Little Brown & Co,

pp. 356-389 αναδημοσιευμένοσε Muncie J., Hughes G., McLaughlin E. (eds) (2002), Youth Justice. Critical Readings, London etc., Sage, pp. 177-196.

Platt, A., (1969/2009), The Child Savers, The Invention of Delinquency, 40th anniversary edition, New Brunswick, New Jersey & London, Rutgers University Press.

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Schur, E.M., Radical non-intervention: Rethinking the delinquency problem, Englewood Cliffs, NJ, Prentice-Hall, 1973. 17.

Shaw, C. & McKay, H. (1942/1972) Juvenile Delinquency and Urban Areas. A study of Rates of Delinquency in Relation to Differential Characteristics of Local Communities in American Cities, second impression of revised edition published 1969, Chicago & London: The University of Chicago Press.

Shelden, R., Osborne, L. (1989), "For their own good": Class interests and the child saving movement in Memphis, Tennessee, 1900-1917", in Criminology, v. 27, No 4, pp: 747-767.

Sheldon, W. (1949), Varieties of delinquent Youth, New York & London: Harper.

Shoemaker, J.D., (2009), Juvenile Delinquency, Lanham-Boulder-New York-Toronto-Plymouth-UK, Rowman & Littlefield Publishers, Inc.

COURSE OUTLINE 39

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**39**	**SEMESTER**	2nd& 4th
COURSE TITLE	Migration and Migration Policy		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	Yes

COURSE URL:	https://eclass.duth.gr/courses/438152/

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

At the completion of the course students should be able to:

- Analyse and evaluate migration as a multi-dimensional phenomenon.
- Identify and distinguish migratory movements.
- Analyse the theoretical and empirical literature concerning the constituents of economic migration, its key historical milestones at European level and its socio-economic consequences in the origin countries, in the receiving countries and in migrants themselves.
- Describe and evaluate the migration policies of Greece and EU, their mutual interdependence, their connection to the wider historical and socio-economic context, as well as the effectiveness of these policies.
- Discuss on moral issues raised by the migration phenomenon in order to cultivate tolerance and reduce discrimination.
- Suggest ways to manage migration issues.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information
Decision making
Autonomous work
Teamwork
Critical thinking
Promoting free, creative and inductive reasoning
Equity and Inclusion
Respecting cultural diversity
Developing moral judgement and moral sentiments.

3.COURSE CONTENT

- Migration: concepts and distinctions.
- Theories of economicmigration.
- A brief migration history of Europe.
- Consequences of migration.
- Migration in Greece.
- Migrants and Greek countryside.
- Migrant entrepreneurship.
- Skilled migration (BrainDrain).
- Return migration.
- Greece and EU migration policies.
- Ethics of migration.

4.LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Distance learning due to Covid-19 pandemic.</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of international and European statistical databases, use of Microsoft Teams digital platform for synchronous distance learning and use of the faculty’s e-class digital platform for asynchronous distance learning and communication with students, use of presentation and mind map softwares, online video etc.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>75</td></tr>
<tr><td>Interactive learning</td><td>20</td></tr>
<tr><td>Autonomous study and preparation for exams</td><td>53</td></tr>
<tr><td>Written examination</td><td>2</td></tr>
<tr><td>Total (25 hours of workload per ECTS)</td><td>150</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>The evaluation process includes:
1. In-class activities (data analysis, decision making, problem solving etc).
2. Final written examination (Multiple Choice Test andShort Answer Questions).

In-class activities aim at formative assessment, which is used to modify teaching strategies to meet student learning needs. The final written examination has a summative assessment character and assesses the achievement of the student learning against the intended learning outcomes.</td></tr>
</table>

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COURSE OUTLINE 40

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL, POLITICAL AND ECONOMIC SCIENCES			
DEPARTMENT	SOCIAL POLICY			
LEVEL OF STUDIES	LEVEL 6			
COURSE CODE	**40**	**SEMESTER**	2nd& 4th	
COURSE TITLE	Gender, History and Social Policy			
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**		**ECTSCREDITS**
		3		6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.				
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge			
PREREQUISITES:	none			
TEACHING & EXAMINATION LANGUAGE:	Greek			
COURSE OFFERED TO ERASMUSSTUDENTS :	Yes			
COURSE URL:	https://eclass.duth.gr/courses/KOM03178/			

6. LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

Why do we study the history of women and what is meant by 'gender history'? The course introduces gender as an analytical category in European history and examines conceptions regarding the place of women in society and their role in the evolution of European history. The topics discussed during the course include the development of "women's querelles" up to the 18th century, the role of women during the French Revolution and the most important texts of the period relating to the position of woman , the views of the utopian socialists of the early years of the industrialization of European societies, women's organizations of the mid 19th century and demands for the vote, the role of women during the First World War and in revolutionary Russia, women's employment during the interwar period and their activity during the Second World War and the formation of the welfare state in accordance with views on the position of women in post-war society.

Students will be able to:

- Understand why we should study women's history and what does the category of gender in history means
- Analyse the dispute on women, (known as *querelle des femmes*) during the early European period and up to the 18th century, the views of the Enlightenment thinkers on women as well as the role of women during the French Revolution
- Analyse the views of the 'utopian socialists' on women during the period of the first industrialization of Europe
- Be able to understand the role of women middle class organisations into the struggle for the vote during the 19th century Britain
- To understand the role of women at the beginning of the twentieth century, as well as their role during the Soviet Revolution and the First World War
- To the working conditions of women during the interwar period in Europe as well as their role during the second world war
- To understand the forging of post war welfare state in European societies as the outcome of perceptions of women's place in these societies
- To argue on women's place today in their own societies
- Students are expected to be familiar with contemporary bibliography of gender history

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Bibliographical research and essay presenting and writing on the subject

7. COURSE CONTENT

- What is women's history and why do we study it?
- Literacy of women and perceptions on women during the early European period: *querelle des femmes* and Mary Astell
- Perceptions of major Enlightenment thinkers on women. Women during the French Revolution, Olympe des Gouges and Mary Wollstonecraft
- The utopian socialists and perceptions on women. Liberalism and equality of women during the 19th century Britain
- Women at work during the mid-nineteenth century Britain and France. John Stuart Mill and the cancelation of women's emancipation
- The petition for women's suffrage end of 19th and early 20th centuries
- Women at work, during the first world war and during the Soviet Revolution
- Greek women and their struggle for political emancipation
- After the vote: Women during the interwar period, in Europe, work and the rising of the "new woman"
- Second world War women in the battlefield and at home front
- Women and welfare state
- Issues of equality and patriarchy at the end of the twentieth century
- *Me too:* What is the purpose of feminism today?

8. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY(ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
1. Primary sources related with issues discussed in class	50
2. Articles on the same issues	40
3. Films and documentaries on women issues	50
4. Bibliographical research	10
Coursetotal	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment,*	1. Essay writing and presenting 2. Written or oral examinations

Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

9. SUGGESTED BIBLIOGRAPHY

Textbooks:

1. Βιβλίο [24317]: *Φεμινιστική πολιτική θεωρία*, BrysonValerieΛεπτομέρειες
2. Βιβλίο [50656372]: *Το φύλο στην Ιστορία: Αποτιμήσεις και παραδείγματα*, Γλαύκη Γκότση, Ανδρονίκη Διαλέτη, Ελένη Φουρναράκη (επ.) Λεπτομέρειες

GeneralBibliography:
Βιβλιογραφία στα ελληνικά και αγγλικά:
Γενικά βιβλία ιστορίας των Γυναικών/ Φύλο και ταυτότητες

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6. Ελένη Βαρίκα, *Με Διαφορετικό Πρόσωπο, Φύλο Διαφορά και Οικουμενικότητα*, Κατάρτι, Αθήνα 2000,2005
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COURSE OUTLINE 41

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**41**	**SEMESTER**	2nd& 4th
COURSE TITLE	Constitutional Law		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
Lectures and Practice Exersises		3	6
Please, add lines if necessary.Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area		
PREREQUISITES:	No		
TEACHING & EXAMINATION	Greek		

LANGUAGE:	
COURSE OFFERED TO ERASMUSSTUDENTS :	No
COURSE URL:	https://eclass.duth.gr/courses/438171/

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The subject of the course is the examination of the constitutional rules that regulate the organization and operation of the legal state order.

The course attempts to present the organizational bases of the regime and the operation of the direct organs of the State and in particular, the Electoral Body, the Parliament, the President of the Republic and the Government, while also examining the constitutional framework of the Public Administration and the organization of courts.

Upon completion of the course students should be able to:

(a) To describe the meaning of the constitution, the content and the function of the organizational bases of the state - fundamental constitutional principles.

(b) Understand the relationship between the above authorities.

(c) To know the composition and responsibilities of the direct organs of the State.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Promoting free, creative and inductive thinking

Exercise criticism and self-criticism

Work in an interdisciplinary environment

Search, analyze and synthesize data and information, using and of the necessary technologies

3. COURSE CONTENT

1. The Constitution
2. The revision of the Constitution. The forms of the state. The regime
3. The organizational bases of the regime
4. The democratic principle in the current Constitution
5. The relationship of the democratic principle with the representative system
6. The principle of separation of powers
7. The parliamentary authority

8. The principle of the rule of law
9. The principle of the welfare state
10. The Electoral College
11. The Parliament
12. The President of the Republic
13. The Government - The Judiciary

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face and remote communication
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Extensive use of presentation software and other audiovisual media
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures	50
Assignments after the end of each lecture	25
Participation in guided discussions in the context of lectures	25
Smallindividualpracticetasks	25
IndependentStudy	25
Coursetotal	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Oral or Written final examination The criteria are announced at the beginning of each semester

5. SUGGESTED BIBLIOGRAPHY

- Chrysanthakis, Ch., Presentations on Constitutional Law, 2nd ed., 2020, Publications Legal Library
- F. Spyropoulos, Constitutional Law, 2nd ed., 2020, Sakkoulas Publications

COURSE OUTLINE 42

1.GENERAL

FACULTY	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**42**	**SEMESTER**	2nd & 4th
COURSE TITLE	Economic Sociology		
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSEURL:			

2.LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The aim of the course is to analyze the basic concepts of the subject of Economic Sociology.

After the successful completion of the course students will be able to:

- To understand and analyze the relationship of political economy with society and the state
- To analyze the basic developments and transformations of democracy.
- To understand the relationship between capitalism and democracy and socialism and democracy.
- To analyze the role of the state in shaping the agenda of economic policy

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

Teamwork *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Critical thinking* *Promoting free, creative and inductive reasoning*
Adaptation to new situations, Decision making, Autonomous work, Teamwork, Working in an interdisciplinary environment, Equity and Inclusion, Sustainability, Critical thinking, Promoting free, creative and inductive reasoning	

3.COURSE CONTENT

- Introduction: The context of Economic Sociology
- Capitalism and society: The genesis of Capitalism
- The social consequences of Capitalism
- The process of Creative Destruction
- The intellectuals
- Socialism and Democracy
- Social Democracy and Welfare State
- Euro-communism and the State
- Theories of Democracy
- Neoliberalism and new Capitalism
- The culture of consumption
- The transformation of Democracy under the globalization process
- Methodological conclusions

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Power Point Slides Posting key elements of the course in the e-class.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures: During lectures the material is developed through theory and examples. Lectures are held in an interactive manner, mainly through question-and-answer method. Moreover, students are divided in groups in order to promote interventions and to sharpen their critical capacity.	75
Seminars: During their duration, specific topics are presented and analyzed. The Seminars focus on interdisciplinary, as the analysis of the relationship between the theories of political economy and the development of the	60

	institutions is based on knowledge of political science, political economy, and state theory in order to enable students to understand the development of economic sociology.	
	Project: The writing of case studies and /or book reviews leads to the learning, understanding and finally to comprehend the basic theories of economic sociology.	15
	Total	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written Assignment or Oral Exam

5.SUGGESTED BIBLIOGRAPHY

Schumpeter, J.A., (2006), *Capitalism, Socialism and Democracy*, Athens: Papazisi (in Greek)

Trigilia, C., (2004), *Economic Sociology*, Athens: Papazisi (in Greek).

Tilly, C., (2011), *Democracy*, Athens: Gutenberg, (in Greek).

Ashton, T., (2007), *The Industrial Revolution*, Athens: Topos (in Greek)

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Berlinguer, E., (1977), *Historical Compromise*, Athens: Themelio (in Greek).

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and Change, Athens: Gutenberg (in Greek).

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Gillis, M., Perkins, H.D, Roemer, M., & Snodgrass, R.D, (2001), *Economics of Development*, Athens: Gutenberg (in Greek)

Keynes. M.J., (2001), *The General Theory of Employment, Interest and Money*, Athens: Papazisi, (in Greek).

Martinussen, J., (2007), *Society, State and Market*. *A Guide to Competing Theories of Development*, Athens, Savvalas (in Greek).

Papandreou, A., (1974), *Paternalistic Capitalism*, Athens: Karanasi (in Greek)

Polanyi, K., (2007), *The Great Transformation*, Thessaloniki: Nissides (in Greek).

Piketty, T., (2007), *The Economics of Inequality*, Athens: Polis (in Greek)

Rousseau, J.J., (2004), *A Discourse of Political Economy*, Athens: Savvalas (in Greek).

Sassoon, D., (2001), *One Hundred Years of Socialism*, Athens: Kastaniotis (in Greek).

Schmidt, M., (2004), *Theories of Democracy*, Athens, Savvalas (in Greek).

Von Mises, L., (2014), *Anti-Capitalism*, Athens: Papadopoulos (in Greek).

Vlachou, A. (ed.), (2009), *The Political Economy of Capitalism*, Athens: Kritiki (in Greek).

Wallerstein, I., (1987), *Historical Capitalism* Athens: Themelio (in Greek).

COURSE OUTLINE 66

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMICS SCINCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**66**	**SEMESTER**	2nd, 4th, 6th& 8th
COURSE TITLE	General Didactics: Learning and Teaching		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGH OURSPERWE EK**	**ECTSCREDITS**
	3	6

Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Skill Development
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The course's objective is to acquire knowledge, skills and abilities in regard to the basic dimensions of the school's reality, such as: school organization, social and organizational operating framework of the classroom, pedagogical issues relating to education-learning, efficient function of the school unit and classroom, preventing and dealing with issues arising within the school, promotion and expansion of knowledge and developing mental, social and ethical independence of students.

In regard to acquired knowledge, upon successful completion of the course, students should be able to:

Identify the environment of the school unit and classroom, their structures, purposes and basic functions. Comprehend the educators and student's role within the school community. Locate the school's place within the local community as well as its relationship with its wider environment. Distinguish the influences and the pedagogical admissions which establish the different approaches regarding the function of both the school unit and classroom.

Upon completing the course, the following skills should have been acquired by the students:

Investigating and analyzing pedagogical characteristics relating to structure, goals, function and basic components of the school unit. Analyzing and interpreting the school's position within the local community, as well as its relations with its environment. Supporting their views and theories on substantiated scientific opinions. Supporting and highlighting the necessity of an open to all democratic school.

General Skills

Name the desirable general skills upon successful completion of the module	
Search, analysis and synthesis of data and information, *ICT Use* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Autonomous work Search, analysis and synthesis of data and information, ICT Use Working in an interdisciplinary environment Promoting free, creative and inductive reasoning Criticalthinking	

3. COURSE CONTENT

The aim of this course is to present, both theoretically and practically, the main approaches of the Science of School Pedagogy in its course of development with regard to the requirements in school education. These approaches relate to the prioritisation of educational aims, to the role of education in social reality, to the nature and competences of pupils, to the nature of school learning, to the processes and the conditions of learning and development and, by extension, to the roles and the desired type of educator. More in particular, emphasis is placed on: (a) the conceptual categories of the Sciences of Pedagogy (Experimental or Empirical Pedagogy, Hermeneutic Pedagogy, Critical Pedagogy); (b) pedagogic matters of education and learning (specification of main pedagogical terms, aims and purposes in education, main epistemological approaches and main principles of learning, interthematicity and interdisciplinarity as basic principles for organising curricula; and (c) psychopedagogic matters of the educational context (communication, interpersonal relations, needs, motives, stances, problems of learning and behaviour, socio-organisational context of operation of the school class).

The course includes the following modules: (a) the first module presents the school as a social institution and as a learning and educational space (concept, content and formation of school life, concept and definition of education, purposes and means of education, teaching, learning), the main stages of its development, the concept, the aims and the necessity of education, the educational reform interventions that took place in our country, and the forms of education; (b) the object of the second module are the two main factors of the educational process, i.e. the educator and the pupil (the role of the educator and the pupil in school, the profession of the educator and his/her career development, interpersonal relations between educators and pupils, the role of expectations, evaluation as pedagogical practice; and (c) the third module addresses matters in relation to the school class (models of organisation and management in education, theories about the school class, typology of the school class, personal theory about the school class, problem management, communication and management of conflicts, psychological climate).

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face

USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity Workload/semester*** Lectures 39 Elaboration of activities 21 Study of bibliography 45 Short essay writing 45 Course total 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.

5. SUGGESTED BIBLIOGRAPHY

Θεοφιλίδης Χ., (2002).*Διαθεματική Προσέγγιση της Διδασκαλίας*, Εκδόσεις Γρηγόρη, Αθήνα

Κανάκης Ι.Ν., (2001). Η *Οργάνωση της Διδασκαλίας-Μάθησης με Ομάδες Εργασίας*, Τυπωθήτω – Γιώργος Δαρδανός, Αθήνα

Κασσωτάκης Μ.Ι. – Φλουρής Γ., (2005). *Μάθηση και διδασκαλία. Θεωρία, Πράξη και Αξιολόγηση της Διδασκαλίας,* τ. Β΄, Αθήνα

Κορρέ Ε., (2010). *Θέματα Διδακτικής Μεθοδολογίας. Αναλυτικό Πρόγραμμα, Διδασκαλία, Σχολικά Εγχειρίδια,* Εκδόσεις Γρηγόρη, Αθήνα.

Ματσαγγούρας Η.Γ., (2008). *Ομαδοσυνεργατική Διδασκαλία και Μάθηση*, Εκδόσεις Γρηγόρη, Αθήνα

COURSE OUTLINE 77

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**77**	**SEMESTER**	5th & 7th
COURSE TITLE	Educational Politics		
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.			
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUSSTUDENTS:	No		
COURSEURL:			

2. LEARNING OUTCOMES

Learning Outcomes *Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.*
After successful completion of the course students will be able to: • To know basic concepts related to educational policy.

• To interpret the educational policy in the Greek space.
• To compare the educational system in Europe and in Greece.
• Be aware of international lifelong learning policies.
• Know and understand National Lifelong Learning Policies.
• To know the National policies of vocational education and training.
• Compare international and national policies for lifelong learning.
• To assimilate concepts that were analyzed in the lectures and in the case studies that were examined through the study of the textbooks and the relevant bibliography.
• Write assignments related to educational policy.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- Autonomous work
- Search, analysis and synthesis of data and information, ICT Use
- Working in an interdisciplinary environment
- Promoting free, creative and inductive reasoning
- Critical thinking

3. COURSE CONTENT

The course material is divided into 13 weeks, the content of which is:

- Introduction to educational policy.

- Educational policy in Greece.

- The education system in Europe.

- The educational system in Greece.

- International lifelong learning policies.

- National lifelong learning policies.

- National vocational education and training policies.

- Reflection on educational policy.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Yes For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment,

	communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Lectures: 39 Elaboration of activities: 21 Study of bibliography: 45 Short essay writing: 45 Course total: 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.

5. SUGGESTED BIBLIOGRAPHY

Σταμέλος, Γ., Βασιλόπουλος, Α., Καβασακάλης, Α. (2015). Εισαγωγή στις εκπαιδευτικές πολιτικές, Αθήνα: Κάλλιπος.
Σταμέλος, Γ. (2009). Εκπαιδευτική πολιτική, Αθήνα: Διόνικος.
Πρόκου Ελ., (2020), Πολιτικές εκπαίδευσης ενηλίκων και διά βίου μάθησης στην Ευρώπη, Αθήνα: Διόνικος.
Τσακίρη, Δ. (2020) (επιμ.). (συλλογικό). Η εκπαιδευτική πολιτική στα σταυροδρόμια των κοινωνικών και πολιτικών επιστημών, Αθήνα: 24 γράμματα.

COURSE OUTLINE 82

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**82**	**SEMESTER**	2nd& 4th
COURSE TITLE	Intercultural Pedagogy		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	4
Please, addlinesifnecessary.Teaching methods and		

organization of the course are described in section 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Skill Development
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUSSTUDENTS:	YES
COURSE URL:	https://eclass.duth.gr/courses/ALEX03199/

3.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

The aim of the course is for students to study and understand basic concepts and principles of Intercultural Pedagogy and Education in the contemporary scientific and political/social context.
Upon successful completion of the semester's courses, students will be able to
- understand concepts/definitions of Intercultural Education,
-develop a critical discourse on the development of Intercultural Education
-study and clarify basic concepts of Intercultural Communication, Research and Teaching
-study and understand basic concepts of social conflict
- study, understand and clarify basic concepts of social exclusion and structural violence
- study and evaluate the theoretical approach to the migration experience
-understand the causes and effects/impacts of the contemporary migration phenomenon.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Searching, analysing and synthesising data and information using the necessary technologies.
Adapting to new situations.
Decision-making.
Working independently.
Working in teams.
Working in an intercultural environment.
Working in an interdisciplinary environment.
Generating new research ideas.
Project planning and management.
Exercising criticism and self-criticism.
Producing free, creative and deductive thinking.

1. COURSE CONTENT

1. Critical negotiation of the concepts of "culture", "cultural identity" and "interculturality".
2. Definition of the term multiculturalism; Capability-Approach (A. Sen and M. Nussbaum).
3. Capabilities Approach and its application in an intercultural education, on the basis of equality and social justice
4. Models for managing multiculturalism (assimilation model, integration model, anti-racist education)
5. Evaluation of the models of managing multiculturalism in terms of the possibilities they offer for formulating specific proposals for pedagogical intervention
6. The concept of intercultural education and the dilemma of cultural differences ('cultural universalism and relativism')
7. Basic theories of social recognition (Taylor, Habermas, Benhabib)
8. Basic theories of social recognition (Honneth, Cummins)
9. The objectives of Intercultural Learning and the role of the teacher in the school
10. Introduction and clarification of basic concepts of social conflicts
11. Introduction and clarification of basic concepts of social exclusion and structural violence
12. Theoretical approach to the migration experience

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face, Online Lectures, seminars, practical exercises
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and communication with students; Power point during lectures, outline and evaluation methods of the course on e-class.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
1. Lectures:Interaction between students is encouraged in digital presentations and face-to-face teaching. Great emphasis is placed not only on the transfer of knowledge but also on the development of critical skills.	69
2. Seminars - Invitation of speakers from other university sites as well as from educational institutions thematically related to the units of the course.	21

	Study and analysis of the literature - Homework	30
	Practical exercises	30
	Course total	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Participation in empirical research & Writing a paper/Homework (Exemption from the final examination)

5.SUGGESTED BIBLIOGRAPHY

1. Auernheimer, G. (2014). Διαπολιτισμική Επικοινωνία. Στο: Β. Μπάρος, Λ. Στεργίου & Κ. Χατζηδήμου (Επιμ.), Ζητήματα Διαπολιτισμικής Επικοινωνίας και Εκπαίδευσης (σελ. 101-124). Αθήνα: Διάδραση.
2. Γκότοβος, Αθ. (2002): Εκπαίδευση και Ετερότητα – Ζητήματα Διαπολιτισμικής Παιδαγωγικής, Αθήνα: Μεταίχμιο.
3. Kempf, W. (2014). Κοινωνικός κονστρουκτιβισμός και εμπειρική κοινωνική έρευνα. Στο: Β. Μπάρος, Λ. Στεργίου & Κ. Χατζηδήμου (Επιμ.), Ζητήματα Διαπολιτισμικής Επικοινωνίας και Εκπαίδευσης (σελ. 49-72). Αθήνα: Διάδραση.
4. Μπάρος, Β. Στεργίου, Λ. (2009). Εναλλακτικές διαπολιτισμικές προσεγγίσεις στην εκπαίδευση εκπαιδευτικών: «Μια τάξη φυλετικά διαχωρισμένη» (JaneElliot). Στο: Π. Γεωργογιάννης (Επιμ.). Διαπολιτισμική Εκπαίδευση – Μετανάστευση, Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας (Τόμος Ι, σελ. 111-125). Στο 12ο Διεθνές Συνέδριο 19-21 Ιουνίου 2009. Πάτρα: Πανεπιστημιακές Εκδόσεις.
5. Μπάρος, Β., Μανάφη, Γ. (2008). Η εφαρμογή της θεωρίας των δυνατοτήτων στη Διαπολιτισμική Εκπαίδευση: Μια νέα προοπτική στη βάση της ισότητας και της κοινωνικής δικαιοσύνης. Στο: Π. Γεωργογιάννης (Επιμ.). Διαπολιτισμική Εκπαίδευση – Μετανάστευση, Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας (Τόμος Ι, σελ. 318-330). Στο 11ο Διεθνές Συνέδριο 11-13 Ιουλίου 2008. Πάτρα: Πανεπιστημιακές Εκδόσεις.
6. Μπάρος, Β. (2014). Indignational Migration: Μετανάστευση λόγω αγανάκτησης στην εποχή της οικονομικής κρίσης στην Ευρώπη. Στο: Β. Μπάρος, Λ. Στεργίου & Κ. Χατζηδήμου (Επιμ.), Ζητήματα Διαπολιτισμικής Επικοινωνίας και Εκπαίδευσης (σελ. 35-48). Αθήνα: Διάδραση.

C OPSIONS (5th& 7th SEMESTER)

COURSE OUTLINE 34

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**34**	**SEMESTER**	1st& 3rt
COURSE TITLE	Introduction to Pedagogical Science		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	General Knowledge
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2.LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completionofthecourse.
After successful completion of the course students will be able to: At the cognitive level: • delineate in a scientific way the scientific field of Pedagogical Science, its relation with individual scientific disciplines and the interdisciplinarity that characterizes its field • describe the research subject of Pedagogical Science and its related scientific branches • explain and work with the basic concepts of the Science of Pedagogy providing examples of their contents • know basic research methods in a specific field and be able to provide examples of approaches for each method • know the significant phases of Pedagogical Science and describe its significant representatives • describe the most important interpretative 'models' regarding the phenomenon of education and socialization of students

At the level of ability:

• analyze educational situations based on theoretical schemes referring to extensively within the educational process a) the educator, b) communication and the management of relationships, (c) the organizational structure, (d) teaching

• support educational design based on theoretical approaches

• reflect and reconstruct the original design based on educational observation

At the level of skill-development:

• experimentally apply basic research methods within a specific field

• create experimental teaching scenarios based on theoretical approaches

• post-criticize translate individual fields of educational scenarios

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Autonomous work
Search, analysis and synthesis of data and information, ICT Use
Working in an interdisciplinary environment
Promoting free, creative and inductive reasoning
Critical thinking

3.COURSE CONTENT

The course introduces in a systematic way the fields and foundational concepts of Pedagogical Science, the basic theories of socialization, the models of education, the pedagogical institutions, the structure and models of their analysis, the epistemological approaches and models of Science, as well as the basic methodological research approaches
Indicatively, some thematic sections are presented below:
• Relationship between theory and practice and difficulties of socializing Pedagogical discourse
• Epistemological approaches in Pedagogical Science and delineation of the subject of Pedagogical Science
• Main theoretical currents of Pedagogy (Educators and Educational Philosophy of flows and movements)
• Basic categories of the Science of Pedagogy
• Theoretical approaches of Education
• Theoretical approaches of Socialization
• Fields of pedagogical applications (institutions, functions and organizational schema of educational structures)
• Theoretical traditions and research tools for understanding the educational field
· Specific and contemporary educational issues (Teachers, Communication, Teaching, Learning Forms)

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	FACE TO FACE
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** | ***Workload/semester***

Δραστηριότητα	***ΦόρτοςΕργασίαςΕξαμήνου***
Lectures	39
Elaboration of acivities	21
Study of bilbiography	45
Sort essay writing	45
25 hours workload per ECTS UNIT	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.

5.SUGGESTED BIBLIOGRAPHY

-Suggestedbibliography:

• Korn, F. (2012), Sofos (Ed.) Basic Knowledge in the Science of Pedagogy. Athens: ION

• Course notes provided on instructor's web page

– Related academic journals:

• Gotovos, Ath. (1999) Pedagogical Interaction. Athens, Gutenberg

• Hofstetter, R., Schneuwly, B. (2005) (Ed.) Introduction to the sciences of education. Athens, Metaichmio

• Matsagouras, H. (2009) Introduction to the Science of Pedagogy. Athens: Gutenberg

• Mialaret, G. (1999). Introduction to the science of education. Athens: Tipothito

COURSE OUTLINE 43

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**43**	**SEMESTER**	5th& 7th
COURSE TITLE	International and Greek Penitentiary Policy		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific area		
PREREQUISITES:	-		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	https://eclass.duth.gr/courses/KOM05178/		

2. LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Students are expected to know: - the historical process through which the means and methods of penal repression have been formed,

- the diverse theoretical foundations and orientations affecting national and international penitentiary policies, with emphasis on European penological discourses and realities,

- custodial penitentiary institutions and community sanctions and measures, trends and problematic aspects of penal repression and the critical approaches questioning this specific field of formal social control.

Based on this knowledge, students will be able to participate, as researchers and practitioners, in drafting and evaluating penitentiary policy programmes, in developing custodial and community treatment interventions for remanded and convicted persons and in implementing respective measures.

The course is the basis for students to attend other criminological sciences lessons taught in the Department and to examine issues of crime and its control, connecting them with the subject of these courses, namely "Criminology", "Crime Policy and Globalization", "International and Greek Penitentiary Policy", "Penal Phenomenon and Formal Social Control", "Security and Human Rights", "Youth, Crime and Penal Repression","Victimology and Restorative Justice", "Special Issues of Criminal Justice and Crime Policy". Through the teaching of these subjects, students acquire the necessary basic knowledge on theoretical and applied criminology, including a wide range of measures introduced and implemented to prevent and control crime. Moreover, students are prepared for a more systematic engagement with criminological sciences later on, at postgraduate level.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

Adaptation to new situations
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

Elements of history, philosophy and sociology of penal repression and the execution of sentences are combined in this course. It includes analyses of the formation of penal repression means and methods, the purposes and functions of punitive measures in the light of traditional, conventional and revisionist, critical approaches, the content of different penal sanctions and measures, whether custodial (reformatories, prisons etc.) or community based (probation, community service, electronic monitoring) and combinations of these sanctions and measures features.

The rules of international organizations (UN, Council of Europe) for the organization and operation of the services enforcing custodial and community penal sanctions, managing the treatment and protecting the rights of persons remanded or convicted, are discussed together with the respective rules of the Greek legal system and the characteristics of penal and prison reform and penitentiary policy in the 20th and the 21st centuries. Emphasis is put on elements of social policy (education, work,

healthcare, communication with family and the wider social environment, social rehabilitation and reintegration) provided by law and organized by the competent services (namely the prison and probation service) for persons subjected to various forms of penal control. The political nature of penality is highlighted, seen as a phenomenon inherent to the exercise of power in different forms of societal organization.

The discussion of these issues is supplemented with student papers based on relevant reports of national authorities, bodies and institutions as well as international organizations and preventive mechanisms or judicial bodies and research centers (the Ombudsperson, the National Commission for Human Rights, the Special Permanent Parliamentary Committee on the penitentiary system and other detention structures, NGOs, the European Court of Human Rights, the European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, the International Centre for Prison Studies etc.). Lectures are enriched with presentations by guest experts, practitioners and individuals who have experienced various forms of penal control and discussions on the content of films or books such as Oliver Hirschbiegel's "Das Experiment", Stanley Kubrick's "A Clockwork Orange, Tony Kaye's "American History X" and Jacques Audiard's "Un prophete".

The course is divided in five wider topics, namely:

1. The penal phenomenon and its political nature. The prerequisites and the distinctiveness of punishment. The development of penal sanctions. Revenge and retaliation, reparation and redress, penal coercion. The state power to punish. The evolutionary approach of the penal phenomenon and its revisionist critique.

2. The objects of penal sanctions (life, liberty, property, status). Justification and philosophical foundations of punishment in history. Theories of punishment. The binary system of sanctions; penalties and security measures.

3. The symbolic and actual functions of punishment in modern western societies. Mass incarceration, prison overcrowding, penal austerity and the social organization of prison. Prison amelioration and abolition as social policy perspectives in the field of penal repression.

4. The turning points of punitive methods. The decline of the death penalty, the shift to custodial sentences and the search for non-custodial alternatives or substitutes. Correctional systems and the individualized treatment of offenders. Utilitarianism (rehabilitation, social reintegration) and neutrality (legality and protection of rights).

5. Rules for the execution of sentences in Greece and abroad, with a focus on Western European jurisdictions. The work of international organizations (UN, Council of Europe), their rules and recommendations and observations of national independent and advisory authorities for custodial and non-custodial sanctions and measures.

4. LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in teaching to download documentaries, interviews and use of PPT in classes, use of e-class for teaching material, announcements, exercises and other posting educational activities and for communicating with students</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Interactive teaching</td><td>15</td></tr>
<tr><td>Drafting a paper or</td><td>35</td></tr>
</table>
</td></tr>
</table>

Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	participation in educational activities	
	Independent study-Research an d preparation for the exams	50
	Presentation of a Study-Research	9
	Final Written Examination	2
	COURSE TOTAL (25 HOURS OF WORKLOAD PER CREDIT UNIT)	150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written exams, 100% or in combination with the optional drafting and oral presentation of papers on specific issues of the lectures, in consultation with the instructors.	

5. SUGGESTED BIBLIOGRAPHY

Basic:
Chaidou, A., 2018. Penology-Corrections. Athens: NomikiVivliothiki (in greek)

Courakis, N., 2009. Penal repression between past and future. Athens - Thessaloniki: Sakkoula (in greek)

Koulouris, N., 2009. Surveillance and criminal justice. Alternative sanctions and the dispersal of prison. Athens: NomikiVivliothiki (in greek)

Additional:
Alexiadis, S., 2001. Corrections. Athens - Thessaloniki: Sakkoula (in greek)

Alexiadis, S..&Panoussis Y., 2002. Penitentiary Rules. Athens – Komotini: A.N. Sakkoulas (in greek)

Aloskofis, W., 2010. The informal code of prisoners. Athens - Komotini: A.N. Sakkoulas (in greek)

Archimandritou, M., 2012. The prison as a mode of detention and as a form of execution of sentences. Athens - Thessaloniki: Sakkoula (in greek)

Courakis, N., 2008. Penological theory. Athens - Thessaloniki: Sakkoula (in greek)

Galanou, M., 2011. Correctional treatment and rights of detainees. Athens - Thessaloniki: Sakkoula (in greek)

Giovanoglou, S., 2006. Institutional social reintegration problems for released inmates. Athens -

Thessaloniki: Sakkoula (in greek)

Dimopoulos, Ch., 2009. Penitentiary Law. Athens: NomikiVivliothiki (in greek)

Koulouris, N., 2009. The social (re-)integration of prison. Athens: NomikiVivliothiki (in greek)

Spinellis, C.D., &Courakis N., 2001. Correctional legislation. Athens: NomikiVivliothiki (in greek)

Panoussis, Y. [Ed], 2009. Prisons with open gates. Athens - Komotini: A.N. Sakkoulas (in greek)

Pitsela, A., 2006. Social support in the field of criminal justice. Athens - Thessaloniki: Sakkoula (in greek)

Pitsela, A., 2003. International penitentiary policy texts. Athens - Thessaloniki: Sakkoula (in greek)

Ombudsperson [Karydis, V., &. Fytrakis, E. introduction and editing]. 2011. Incarceration and rights. The Ombudsperson view. Athens: NomikiVivliothiki (in greek)

Vidali, S..&Zagoura , P. [Eds]. 2008. Counseling and prison. Athens - Komotini: A.N. Sakkoulas (in greek)

Canton, R. &Dominey, J., 2018. Probation. Abingdon: Routledge

Cavadino, M. & Dignan, J., 2006. Penal Systems. A Comparative Approach. London: Sage

Cohen, S., 1985. Visions of Social Control. Cambridge: Polity Press

Coyle, A., Fair H., 2018. A Human Rights Approach to Prison Management. London: Institute for Criminal Policy Research Birkbeck, University of London

Daems, T., van Zyl Smit, D. &Snacken, S., 2013. European Penology?. Oxford: Hart Publishing

Foucault, M., 1977. Discipline and Punish. The birth of the prison. London: Allen Lane

Garland, D., 2001. The Culture of Control.Oxford: Oxford University Press

Jewkes, Y., Crewe, B. &Bennett J. [eds], 2016. Handbook on Prisons. Abingdon: Routledge

Jewkes, Y. &Johnston, H. [eds], 2006. Prison Readings, Devon: Willan

Matthews, R., 2009. Doing Time. An Introduction to the Sociology of Imprisonment. Houndmills: Palgrave Macmillan

McNeill, F.&Beyens, K. [eds], 2013. Offender Supervision in Europe.Houndmills: Palgrave Macmillan

Pratt, J.& Eriksson, A., 2012. Contrasts in Punishment. Abingdon: Routledge

Raynor, P. & Robinson, G., 2009. Rehabilitation, Crime and Justice.Houndmills: Palgrave Macmillan

Ruggiero, V. & Ryan, M. [eds], 2013. Punishment in Europe. A Critical Anatomy of Penal Systems..Houndmills: Palgrave Macmillan

Wacquant, L., 2009. Prisons of Poverty. Minneapolis: University of Minnesota Press

Welch, M., 2011. Corrections. A Critical Approach. London and New York: Routledge

White, R., Graham, H., 2010. Working with Offenders. Devon: Willan

Wooldredge, J.D. & Smith, P., 2018. The Oxford Handbook of Prisons and Imprisonment. Oxford: Oxford University Press

COURSE OUTLINE 44

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**44**	**SEMESTER**	**5th& 7th**
COURSE TITLE	Penal Phenomenon and Formal Social Control		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	https://eclass.duth.gr/courses/KOM09125/

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Students are expected to become familiar with the penal phenomenon and in particular a) with criminalization procedures and conditions and b) with the establishment and operation of the crime control mechanism.

In this context, students will learn various approaches of deviant behavior as the starting point of the social process towards the creation of formal rules, its relativity and its connection with the historical-social context where it appears and defined as such.

Consequently, they will be able to examine:

a) the connection between deviance and social control,
b) the determinants of the definition of a behavior as a crime (criminalization), and

c) the procedures, conditions and rules through which the social reaction to crime is shaped.

Moreover, students will be able to understand the procedures of rule-making and the institutionalization of rules in criminal laws and to be aware of the theoretical approaches that interpret them. It is also expected that students will know how the crime control mechanism was established in Greece and the basic principles governing criminal law and criminal procedure, developing critical social thinking in the analysis of crime and social reaction.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

The subject of the course is the penal phenomenon, namely the examination of the process, the conditions and the procedures of criminalization, and the examination of the basic principles and elements of Criminal Law, Criminal Procedure and the Criminal Justice System. It examines the basic considerations, the construction, the principles and the functioning of the penal phenomenon, through a set of criminological approaches and basic principles of criminal law, therefore the course has an interdisciplinary nature.

In this context, the main axes of the course are informal rules and deviance, social control (formal and informal rule enforcement mechanisms), the criminalization of unwanted or harmful behaviors and the rules of penal reaction to crime.

The course is structured in three main sections. The first, introductory section discusses the notion, the different meanings and dimensions of deviance, the theories that have been proposed to approach deviant behavior, the relevance of the term and the conditions associated with it, and the relationship between deviance and crime in terms of the "transformation" of the former to the latter. These issues are dealt with in the field of the Sociology of Deviance, with emphasis on the approaches of new, critical or radical Criminology and social control of crime.

In the second section, in the light of the historical context and the power relations of a particular system of social order, the political nature of the criminalization processes, i.e. the influence of power relations on labeling, stigmatization and the criminalization processes, is examined. The state and social control, especially formal social control (i.e. the involvement of formal rules and institutions in the enforcement of social order) and its functions for the position and the condition of the lower strata in the social system are the subject of this section. The processes of criminalization that are triggered by social control, especially by the penal control apparatus and the power system, according to theoretical approaches of Critical Criminology are highlighted.

The third section analyzes the basic principles of crime control in Greece, namely the basic principles of criminal law and criminal procedure. It then examines key elements of criminal law, namely the fundamental principles and legal definitions of crime based on the values protected, the differentiation of crimes, the limits and the basic principles of depreciation (wrongdoing, liability, guilt etc.), the description of criminal acts, specific forms of criminal conduct (e.g. attempt, participation), and, finally, the sanctions system of the criminal code.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching to download documentaries, interviews and use of PPT in classes, use of e-class for teaching material, announcements, exercises and other posting educational activities and for communicating with students.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** — ***Workload/semester*** Lectures — 39 Interactive teaching — 14 Drafting a paper or participation in educational activities — 38 Independent study-Research an d preparation for the exams — 48 Presentation of a Study-Research — 9 Final Written Examination — 2 COURSE TOTAL (25 HOURS OF WORKLOAD PER CREDIT UNIT) — 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written exams, 100% or in combination with the optional drafting and oral presentation of papers on specific issues of the lectures, in consultation with the instructors.

5.SUGGESTED BIBLIOGRAPHY

Basic:

Vidali, S. & Koulouris, N., 2012. Deviant behaviour and penal phenomenon. Athens: NomikiVivliothiki (in Greek)

Course file (texts, reports, articles) posted in e-class.

Additional:

Archimandritou, M., 1996. The development of the labeling approach. Thessaloniki: Sakkoula (in Greek)

Astrinakis, A., 1991. Youth subcultures. Athens: Papazissis (in Greek)

Charalambakis, A., 2012. A Synopsis of Criminal Law, General Part, I. Athens: Law and Economy Sakkoulas (in Greek)

Courakis, N., 2005. Criminological Horizons, vol. A and B. Athens - Komotini: A.N. Sakkoulas (in Greek)

Gasparinatou, M. (2020), *Dangerousness: The development of a "dangerous" construction. Criminological approach*, Athens: TOPOS Publications (in Greek)

Gasparinatou, M. (2020), *Juvenile delinquency and Crime policy*, Athens: NomikiVivliothiki (in Greek)

Karydis, B., 2010. Visions of Social Control in Greece. Moral panics, criminal justice. Athens - Komotini: A.N. Sakkoulas (in Greek)

Koukoutsaki, A., 2002. Drug use, homosexuality. Behaviours of non-compliance between penal and medical control. Athens: Kritiki (in Greek)

Kostaras, A., 2020, Criminal Law. Concepts and institutions of the General Part. Athens: NomikiVivliothiki (in Greek)

Lambropoulou, E., 1997, Sociology of Criminal Law and Institutions of Criminal Justice, Athens, EllinikaGrammata (in Greek)

Manoledakis, I., 2004. General Theory of Criminal Law. Athens - Thessaloniki: Sakkoula (in Greek)

Panoussis, J., 2008, Exaggerating. Uses and Abuses, Athens: NomikiVivliothiki (in Greek)

Spinellis, C.D., 2014, Criminology. Older and Contemporary Directions, Athens: NomikiVivliothiki (in Greek)

Tatsis, N., Thanopoulou, M., 2009, The sociology of the Chicago School, Athens: Papazissis

Vidali, S. 2013, Introduction to Criminology, Athens: NomikiVivliothiki (in Greek)

Viidali, S. 2017, Beyond Boundaries. Crime Policy Today, Athens: NomikiVivliothiki (in Greek)

Becker, H. [translated by Koutzoglou, A., Bourliaskos, B.], 2000. Outsiders. Athens: NomikiVivliothiki (in Greek)

Cohen, S., 1972 (2002), Folk Devils and Moral Panics, London, New York: Routledge, Taylor & Francis

Downes, D., Rock, P. & McLaughlin, E., 2016, Understanding Deviance, Oxford: Oxford University Press

Melossi, D., 2002. Stato, ControlloSociale, Devianza. Milan: Bruno Mondadori

Sellin, Th. [transalte by Sagunidou-Daskalaki, H.], 2003. Culture conflict and crime. Athens: NomikiVivliothiki (in Greek)

Sumner, C., 1994. Sociology of Deviance. An Obituary. Buckingham: Open University Press

COURSE OUTLINE 45

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**45**	**ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ**	5th and 7th
COURSE TITLE	Special Issues on Public Economics		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	https://eclass.duth.gr/courses/KOM05200/

2.LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
The aim of the course is to examine various contemporary topics that fall within the scope of Public Finance. The course is developed in two ways: In the first part, the students select a chapter from the book of Public Finance and present it in the form of a lecture in front of class using instructional supervision aids. In the second part, the students write an essay on a topic of Public Finance and present it in front of class using instructional supervision aids.

Upon completion of the course, students should be able to:
(a) select and present a chapter from a Public Finance textbook to the public using instructional supervision aids and resolve potential questions.
(b) search and study bibliography on a Public Finance topic, write an essay and present it to the public using instructional supervision aids and resolve potential questions.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

- courseaims
- course outline and schedule of meetings
- evaluationmethods
- selection and analysis of chapters and essay topics
- instructions for essaywriting
- chapters' presentation
- essays' presentation

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	*Face to face*
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of power point during lectures. 2. Use of power point for the presentation of chapters and essays. 2. Posting of teaching material, bibliography, slides, exercises, notes, outline and evaluation methods of the course on e-class. 3. Use of polls, brainstorming, mentimentor, breakout rooms or creation of working groups during lectures.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.*	

Activity	***Workload/semester***
Lectures: The way of writing and presenting a	10

Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	scientific essay is presented Writing and presenting an essay: 70 Studying and presenting a chapter: 70 Course total: **150**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Presentation of a chapter from a Public Finance textbook (50%) • Writing and presenting an essay (50%)

5.SUGGESTED BIBLIOGRAPHY

• Stiglitz, J. and Rosengard, J. 2019. Public Economics, 2nd edition. Athens: Kritiki Publications.
• Gruber, J. 2017. Public Economics and Policy. 1st edition. Athens: da Vinci Publications.
• Rosen, H. and Gayer, T. 2011. Public Finance. First Edition. Athens: Kritiki Publications.
• Georgakopoulos, Th. 2012. Introduction to Public Finance. 4th Edition. Athens: Benou Publications.
• Pempetzoglou, M. 2021. Notes for the compulsory course "Public Economics", 4th semester of the undergraduate programme of the Department of Social Policy – DUTH.

COURSE OUTLINE 46

6. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMICS SCINCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**33**	**SEMESTER**	5th& 7th
COURSE TITLE	Social Marketing		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGH OURSPERWE EK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	http://www.socadm.duth.gr/undergraduate/curriculum/socadm/cvst2.shtml

7.LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

The course consists of an introduction to the concept and techniques of social marketing with the aim to develop this scientific area and to maximize the beneficial outcomes for society in general. The main prerequisite behind any successful social marketing campaign is the collaboration between social scientists and marketing experts.

The main proposition in marketing theory holds that the marketing mix consists of the 4Ps (Product, Price, Place, Promotion). The product holds specific attributes and can offer both use value and sentimental value to the consumer. For example, a house can address a basic need (housing) but is can also be associated with a sense of security, comfort, luxury, prestige, show-off, economic exploitation, long-term investment, etc. The price must be equivalent to the product, its quality of production and the value contributed to the consumer. The distribution channels (or places) are related to the selection of the proper sales points of products/services and the ideal expansion of sales in terms of geographic coverage. Even when a product is the cheapest and best, it cannot be purchased when not available in the appropriate place and time. The promotion (or promotion and communication plan) includes actions such as advertisement, sales in person and public relationsQ even the most quality, cheapest and accessible product will not be purchased if these features are not communicated to the potential buyer.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Students are familiarized with the terminology, methods for campaign development, the steps and the goals of social marketing.
Upon the completion of the lectures and projects' presentations, student will be in the position to evaluate and propose improvement in real life empirical applications of social marketing and to plan empirically both specific messages and overall campaigns addressing specific target groups and for specific social problems.

8. COURSE CONTENT

The course expands is structured in the following way:

1. Introduction to the concept of marketing
2. Introduction to the concept of social marketing
3. Presentation of social economy as an institution
4. Social Marketing Agencies
5. Voluntary Organizations (self-help groups and women cooperatives)
6. Local Development Pacts, Protected Employment Workshops
7. Community Initiatives for Social Economy
8. Marketing Mix
9. Social Marketing
10. Case studies of Social Marketing
11. Corporate Social Responsibility
12. Social Marketing and NGOs
13. Attitude Changing Practices: Education, Compulsion, Technology

9. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Extensive use of presentations and other audiovisual material**

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity Workload/semester*** Lectures 39 Assignments after the end of lectures 25 Participation in directed discussions within the lectures 25 Short individual practices 36 Independent Study 25 Course total 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	I. Written exams with multiple choices (80%) and open end questions (20%). II. Participation into the course (assignments) 20% The criteria are announced in the beginning of each semester.

10. SUGGESTED BIBLIOGRAPHY

Andreasen, A. (1997). Challenges for the science and practice of social marketing. In: M. E. Goldberg, M. Fishbein and S. E. Middlestadt (Eds), Social marketing: Theoretical and practical perspectives. Mahwah: Lawrence Erlbaum Associates.

Andreasen, A. R. (2001). Ethics in social marketing. Washington: Georgetown University Press.

Bandura, A. (1995). Self-efficacy in changing societies. Cambridge: Cambridge University Press.

Bruhn, M. and Tilmes, J. (1989). Social marketing. Stuttgart: Kohlhammer.

Hastings, G. B. Stead, M. Whitehead, M. Lowry, R. MacFadyen, L. McVey, D. Owen, L. and Tones, K. (1998b). Using the media to tackle the health divide: Future directions. Social Marketing Quarterly, IV(3), 42-67.

McGuire, W. J. (1968). Personality and susceptibility to social influence. In E. F. Borgatta and W. W. Lambert (Eds), Handbook of personality theory and research (pp. 212-251). Chicago: RandMcNally.

Xioufi, I. (2008). Voluntary blood donation: The student community as a special group of volunteers. In Th. Kallinikaki (ed.), Traineeship in the applications and research of social work: Case studies and selected essays of trainees social workers, Athens: Motivo (avaialble in Greek).

Wechsler, H. and Wernick, S. M. (1992). A social marketing campaign to promote low fat milk consumption in an inner city Latino community. Public Health Reports, 107(2), 202-207.

COURSE OUTLINE 47

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**47**	**SEMESTER**	5th & 7th
COURSE TITLE	Health Economics		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	No

TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	No
COURSEURL:	

2. LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

After successful completion of the course students will be able to:

• To know the general economic principles of financial health.

• Reflect if health is a private or public good.

• To develop the theory of demand and production in the field of health.

• To know the financial objectives of the operation of hospitals.

• Describe the situation and developments in the labor market of health personnel in Greece.

• Write assignments related to health finance.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- Autonomous work
- Search, analysis and synthesis of data and information, ICT Use
- Working in an interdisciplinary environment
- Promoting free, creative and inductive reasoning
- Critical thinking

3. COURSE CONTENT

The course material is divided into 13 weeks, the content of which is:

• Introduction to basic economic concepts.

• The concept and object of health economics

• The good "health"

• The consumer theory of the demand for health services

• The theory of production

• The hospital as an economic unit

• Economic objectives of the operation of hospitals

• Labor market and health planning.

• Health staff in Greece

10. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Yes For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** — ***Workload/semester*** Lectures — 39 Elaboration of activities — 21 Study of bibliography — 45 Shortessaywriting — 45 Course total — 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.

11. SUGGESTED BIBLIOGRAPHY

Santerre, R. &Neun, S., 2013. Οικονομικά της Υγείας: Θεωρία, Προοπτική και Συστηματική Μελέτη, Λευκωσία: Εκδόσεις Πασχαλίδης.

Υφαντόπουλος, Γ., 2006. Τα Οικονομικά της Υγείας, Αθήνα: Εκδόσεις Τυπωθήτω.

Rice, T., 2006. Τα Οικονομικά της Υγείας σε επανεξέταση. Αθήνα: Εκδόσεις Κριτική.

Διαφάνειες μαθήματος.

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMICS SCINCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**48**	**SEMESTER**	5th& 7th
COURSE TITLE	Economics of education		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGH OURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After successful completion of the course students will be able to:

At the cognitive level:

• be aware of all the work done in a pedagogical field of work

• describe the basic characteristics that a teacher should have

• Know quality tools for observation and reflection of the educational project

At the level of ability:

• design small-scale research work

• reflect on the dimensions of the mentor relationship that they have experienced

• reflect on their experience they had during the internship and the subjective views they had on the profession of teacher/educator

At the level of skill-development:

• implement research work regards their pedagogical action

• prepare a report on his / her practical training

• reflect on the practical work they have done

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Autonomous work
Search, analysis and synthesis of data and information, ICT Use
Working in an interdisciplinary environment
Promoting free, creative and inductive reasoning
Criticalthinking

3. COURSE CONTENT

Students choose through a thematic list of basic fields (each containing more) pedagogical issues in which they deepen through a) thesystematic observation in the classroom, b) the study of relevant literature, and c) the elaboration of work on the issues chosen.

The main fields are directly related to the dimensions that make up the Pedagogical and Teaching competence of teachers: 1. Educational unit and Professor's Profession, 2. Education and Training, 3. Communication and Interaction, 4. Teaching, 5. Diagnosis, Counseling and Evaluation.

The ultimate goal for students is to develop competencies, skills and attitudes of a professional teacher in order to be able to analyze and reflect on the teaching requirements, the educational choices and their implementation way, to form diverse teaching and learning environments, to analyze and shape the circumstances of communication, interaction and counseling support, to actively participate in their professional development and in the shaping of the profile of the school unit in which they are being practiced

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity Workload/semester*** Lectures 39 Elaboration of activities 21 Study of bibliography 45 Short essay writing 45 Course total 150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.

5. SUGGESTED BIBLIOGRAPHY

Course notes provided on instructor's web page

Παπαγεωργίου Π., Χατζηδήμα, Σ. (2003). Εισαγωγή στην Οικονομική των Ανθρωπίνων Πόρων και της Εκπαίδευσης, Εκδόσεις Σταμούλης, Αθήνα.
Ψαχαρόπουλος, Γ. (1999). Οικονομική της Εκπαίδευσης, Εκδόσεις Παπαζήσης, Αθήνα.
Schultz, Th., (1972). Η Οικονομική Αξία της Εκπαιδεύσεως, Εκδόσεις Παπαζήσης, Αθήνα.

COURSE OUTLINE 49

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**49**	**ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ**	5th and 7th
COURSE TITLE	EnvironmentalEconomics		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area*		
PREREQUISITES:	NO		

TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	https://eclass.duth.gr/courses/KOM09134/

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to examine the basic concepts and to study various contemporary topics of Environmental Economics.

Initially, we study the topic of externalities, with special emphasis on the cases of negative mixed externalities and negative externalities in production and their connection with various environmental problems. We, then, explore the ways of dealing with externalities, both in terms of private and public solutions. The next issue includes the presentation of the most important environmental problems humanity faces today and the economic tools and policies that have been proposed or adopted for their mitigation. Finally, the socio-economic impact of global environmental problems is examined.

Upon completion of the course, students should be able to:
(a) link externalities and in particular the negative mixed externalities and the negative externalities in production with various environmental problems.
(b) Familiarize themselves with the ways to deal with externalities, both in terms of private and public solutions.
(c) realise the most important environmental problems humanity faces today and develop the economic tools and policies that are proposed or adopted for their mitigation.
(d) investigate the socio-economic impact of global environmental problems.
(e) search and study bibliography of an Environmental Economics topic, write and present an essay in front of class using instructional supervision aids and resolve potential questions.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Respect for the natural environment
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

The course material is divided into 13 weeks, the content of which is:

- course aims and outline and evaluation methods
- instructions for essaywriting
- externalities. Negativeexternalities.
- ways to deal with externalities: private and state solutions
- environmentalproblems
- economic tools and policies for environmental problems mitigation
- socio-economic impact of global environmental problems
- essays' presentation
-

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	*Face to face*
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of power point during lectures and film projection. 2. Use of power point for the presentation of essays and creation of educational and supervisory material (eg pictures, films, interactive environments, models, recorded speeches and physical objects), as complementary and / or auxiliary material for the presentation of the essay topic. 3. Posting of teaching material, bibliography, slides, exercises, notes, outline and evaluation methods of the course on e-class. 4. Use of polls, brainstorming, mentimentor, breakout rooms or creation of working groups during lectures.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
1. Lectures: The material is developed with the use of examples. The lectures are developed in an interactive way, in order to favor the participation of students and to sharpen their critical ability.	100
2. Tutoring: Exercises and examples are presented for better understanding of the course material and questions of students are resolved.	
3. Projection of educational films regarding the protection of the environment	
Writing and presenting an essay	40
Creation of educational and supervisory material	10

	(artistic creation)	
	Course total	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Writing and presenting an essay (40%) • A written or oral examination at the end of the semester (60%)

5.SUGGESTED BIBLIOGRAPHY

- Tietenberg, T ,. and Lewis, L. 2010. Environmental Economics and Natural Resources, Athens: Gutenberg Publications.
- Chalkos, G. 2016. Economics of Natural Resources and Environment, Dissigma Publications.
- Nikolaou, I., Evangelinos, K. and Sofoulis, K. 2020. The Economic Framework: For a Socially Responsible, Ethical and Green Economy, Athens: Gutenberg Publications.
- Pempetzoglou, M. 2021. Notes for the compulsory course "Public Economics", 4th semester of the undergraduate programme of the Department of Social Policy – DUTH.

COURSE OUTLINE 50

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**50**	**SEMESTER**	5º& 7º
COURSE TITLE	Contemporary Ethnographic Theory and Practice		

TEACHINGACTIVITIES *incasetheECTSCreditsaredistributedin distinct partsofthecoursee.g.lectures, labsetc. IftheECTSCreditsareawardedtoacourseasawhole, thenplease note down the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
Lectures	3	6
Addlinesifnecessary.Theteachingorganizationandmethodsusedaredescribedinthepoint 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge
PREREQUISITES:	None
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	Yes
URL COURSE:	https://eclass.duth.gr/courses/KOM03258/

2.LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The course commences by clarifying the meaning of the term 'ethnography' and its development, so that the student understands the relationship between social and political anthropology, on the one hand, and Ethnography, on the other, both in the context of so-called 'Ethnographic Realism', that is, the classic version of Social Anthropology, and as part of 'Cultural Critique', which has revived academic discussion of Social Anthropology and Ethnography. The course then systematically instructs the student in the methodological tools required for an ethnographic approach, namely, participant observation, interview and the keeping of a diary, for example, in the context of the qualitative research methods with which students will be familiar from obligatory courses in the curriculum.

  As part of the course, students have the option of doing an assignment in ethnography, which will contribute to the final grade for the course. The final exam will be oral. The course is a pre-requisite for the course 'Ethnographies of Greece and Field Work'.

General Skills

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?

Search, analysis and synthesis of data and information, using the necessary technologies
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive thinking

Search, analysis and synthesis of data and information, using the necessary technologies
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive thinking

3.COURSE CONTENT

1. Introductory issues (anthropological terminology)
2. Making clear the term ethno-
3. The history of Ethnography I (B. Malinowski and the British School)
4. The history of Ethnography II (F. Boas and the American School)

5. The history of Ethnography III (The French School and Marxism: M. Mauss – Cl. Lévi – Strauss – M. Godelier)
5. Interpretive Anthropology and Cl. Geertz
6. The history of Ethnography IV (Cultural Critique and Reflexivity)
7. Research projects
8. Methodological issues I: the participatory / participant observation
9. Methodological issues II: the notion of the "field"
10. Methodological issues III: the ethnographic interview
11. Methodological issues IV: ethnographic diary and field notes
12. Special ethnographic practices (archival ethnography)
13. Examples from the Greek and foreign ethnographic bibliography

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY(ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching Use of classweb.duth for announcements, bibliography and communication Communication via email.
TEACHING ORGANIZATION *The way and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Explicitly defined assessment criteria and if and where are accessible to students are mentioned.*	Final evaluation consists alternatively either a) of a tree hour examination with essay development questions or b) of an ethnographic project design and fieldwork

Activity	***Workload/semester***
Lectures	39
Interactive learning	30
Bibliographic research and analysis	60
Project	
Final presentation / examination	21
	Total 150

5.SUGGESTED BIBLIOGRAPHY

1. Γκέφου – Μαδιανού Δήμητρα, *Πολιτισμός και Εθνογραφία. Από τον Εθνογραφικό Ρεαλισμό στην Πολιτισμική Κριτική*, Ελληνικά Γράμματα, Αθήνα 1999.
2. Νιτσιάκος Βασίλης, Μάνος Ιωάννης, Δαλκαβούκης Βασίλης, Αγγελίδου Αλίκη, Αγγελόπουλος Γιώργος (Επιμ.), *Τα πολλαπλά σύνορα ενός μεταβαλλόμενου κόσμου*, Κριτική, Αθήνα 2019

3. Anderson, B., 1997, *Φαντασιακές κοινότητες,* Νεφέλη, Αθήνα, μτφρ. Π. Χαντζαρούλα.
4. Antrop, M., 2005, "Why landscapes of the past are important for the future", *Landscape and Urban Planning* 70: 21-34.
5. Appadurai, A.,1996, *Modernity at Large: Cultural Dimensions of Globalization*, University of Minessota Press, Minneapolis.
6. Augé, M., 1995, *Non-Places: Introduction to an Anthropology of Supermodernity*, Verso, London.
7. Barth, F., 1969, *Ethnic groups and boundaries. The social organization ofculturaldifference*, Universities Forlaget / Allen & Unwin, Bergen / London.
8. Barth, F., 1994, "Enduring and emerging issues in the analysis of ethnicity", στο H. Vermeulen – C. Covers(eds.), *The Anthropology of Ethnicity*, Het Spinhuis, Amsterdam, σ. 11-32.
9. Bourdieu, P., 2006, *Η αίσθηση της Πρακτικής*, Αλεξάνδρεια, Αθήνα, μτφρ. Θ. Παραδέλλης
10. Boyarin, D., 1986, "Voices in the Text", *Revue Biblique* 93: 581-597.
11. Boyarin, J., 1989, "Voices around the Text: The Ethnography of Reading at MesivtaTifereth Jerusalem", *Cultural Anthropology* 4 (4): 399-421
12. Clifford, J., - Marcus, G. (eds.), 1986, *Writing Culture: The Poetics and Politics of Ethnography*, University of California Press, Berkeley – Los Angeles – London.
13. Clifford, J., 1990, "Notes on (Field)notes", στο R. Sanjek (ed.), *Fieldnotes: The Makings of Anthropology*, Cornell University Press, Ithaca.
14. Comaroff, J., - Comaroff, J., 1992, *Ethnography and the Historical Imagination*, Westview Press, Boulder, Colo.
15. Cresswell, T., 2004, *Place, a short introduction*, Blackwell, London.
16. Dalkavoukis, V., 2009, "Constructing space through words: A triple narration about migrating from Zagori (Epirus) in the beginning of the 20th century", στοΔιεθνέςΣυνέδριο*Narratives across space and time. Transmissions and Adaptations*, Hellenic Folklore Research Centre, Academy of Athens, Athens, June 21-27 2009 (υπόέκδοσησταΠρακτικά).
17. Danforth, L., 2008, «Η συλλογική μνήμη και η κατασκευή ταυτοτήτων στα έργα του NicholasGage», στο P. B. Μπούσχοτεν – Ε. Βουτυρά – Β. Δαλκαβούκης – Κ. Μπάδα (επιμ.), *Μνήμες και λήθη του ελληνικού εμφυλίου πολέμου*, Επίκεντρο, Θεσσαλονίκη, σ. 257-268
18. De Vos, G., - Romanucci / Ross,L., 1982, "Ethnicity: Vessel of Meaning and Emblem of Contrast", στο G. De Vos – L. Romanucci-Ross (eds.), *Ethnic Identity. Cultural Continuities and Change*, The University of Chicago Press, Chicago – London, σ. 363-390.
19. Debord, G., 1004, *The Society of the Spectacle*, Zone Books, New York
20. Dosse, F., 2000[2], *Η ιστορία σε ψίχουλα. Από τα Annales στη «Νέα Ιστορία»*, Πανεπιστημιακές εκδόσεις Κρήτης, Ηράκλειο, μτφρ. Α. Βλαχοπούλου – επιμ. Χρ. Χατζηιωσήφ.
21. Eriksen, T. H., 1993, *Ethnicity and Nationalism*, Pluto Press, London.
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COURSE OUTLINE 51

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**51**	**SEMESTER**	5th& 7th
COURSE TITLE	Introduction to Modern European History		
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**

partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.		
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge
PREREQUISITES:	none
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	Yes
COURSE URL:	https://eclass.duth.gr/courses/KOM03155/

2.LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

From the 15th to the 18th century, Europe witnessed a series of intellectual, social and economic changes that led to the transformation of old institutions and to the creation of new. The course deals with the factors that contributed to these changes and to the ways in which European social and economic structures and dominant ideologies and beliefs changed. The course examines topics such as the Reformation, the commercial revolution, absolutism and the new polities of the 17th century, European expansion and domination, new ideas and the French Revolution as the chief elements in the birth of the modern world.
Learning outcomes:

- Students will be able to analyse the pivotal role of the Protestant Reformation as well as the Roman Catholic one in forging new perceptions of faith and religious practices, in establishing new institutions in Europe, such as the expansion of education and in restructuring political power
- To understand the economic and cultural impact of the voyages of "discovery" the new trade routes in the 15th and 16th centuries and the ways it reformed European markets and new wealth
- To relate the emergence of absolutism with centralised state power and be able to analyse the new political formations of the 17th century in Europe and the British Isles
- To follow the importance of the expansion and domination of European powers in the world during the 18th century
- To understand the impact of the new science and the emerging new technologies in the economic life of 17th and 18th century as well as the ideas of the Enlightenment in contributing to the outbreak of the French Revolution
- Students will be able to argue on the pivotal character of the above historical periods in transforming Europe from feudalism to modernity
- Students also follow new historiographical methodologies of the historical period under examination mainly concentrating on those taking a global approach of European history

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
	Demonstration of social, professional and moral

Autonomous work *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Essay writing Historiographical research	

3.COURSE CONTENT

- Intellectual developments and the end of Middle Ages: Universities and new cities
- Religious Reformations
- The Commercial Revolution 16th to 18th century: transformation and expansion
- Dynasties and Politics 16th century Europe
- The thirty years war and the end of religious wars
- Absolutism and absolutist regimes
- English Revolution or English Civil War?
- The English Parliament and other political systems in Europe 17th to 18th centuries
- Great European Expansion in the world, economic developments and social transformation
- Scientific revolutions and new Ideas: The Enlightenment
- Economic crises and political development in 18th century France of the "old regime"
- The Great French Revolution
- Napoleonic Wars and the export of revolution: a turn to modernity?

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Documentaries and films, power point in lectures**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures	60
bibliographic research and essay writingclass presentations of related topics	40
Written or oral examination	50
Total	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Non-compulsory Presentations 20%, essay writing 30%, written and oral examinations 70% Examinations for those who did not present essays 100%

5.SUGGESTED BIBLIOGRAPHY

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Βιβλίο [4743]: *ΠΡΩΙΜΗΝΕΟΤΕΡΗΕΥΡΩΠΗ, 1450-1789*, Merry E. Wiesner-Hanks

Βιβλίο [15437]: *Ιστορία της Ευρώπης 5ος έως 18ος αιώνας, Από την Ρωμαϊκή Αυτοκρατορία στα ευρωπαϊκά κράτη*, τόμος 1, BersteinSerge,MilzaPierre

Βιβλίο [14983]: *Ευρωπαϊκή ιστορία, Ο Δυτικός Πολιτισμός Νεότεροι Χρόνοι*, BurnsEdward M.

COURSE OUTLINE 52

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**52**	**SEMESTER**	5th& 7th
COURSE TITLE	Internship II: Teaching of Social Sciences through ICT		
TEACHING ACTIVITIES *in case the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to a course as a whole, then please note down the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Add lines if necessary. The teaching organization and methods used are described in the point 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Skill Development		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
URL COURSE:	https://eclass.duth.gr/courses/KOM09120/		

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is:

• to introduce students to new learning environments with the use of new technologies and their applications in the teaching of social science courses

Upon successful completion of the course students will be able to:

• recognize and describe modern applications of new technologies in learning and communication, for social science courses in the classroom environment but also in various alternative learning environments (from ' distance education, virtual environments etc)• distinguish the possibilities / advantages of ICT applications in

	teaching and learning • explain the basic concepts of new learning and communication technologies and their connection with modern developments as well as the historical development of technology in the educational context • recognize the new role and the prospects of the teacher in the age of information society• use new technologies - ICT in the classroom in relation to different learning theories and design a learning process by integrating new learning and communication technologies into Social Science courses • integrate applications of new technologies into a learning environment inside and outside the real • develop best practices for the use of New Learning and Communication Technologies with Social Issues • create instructional scenarios for specific Social Science courses and learning series using ICT that promote learning and interaction in the wider learning environment •

General Skills

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?

Search, analysis and synthesis of data and information, using the necessary technologies	*Project design and management*
Adaptation to new situations	*Equity and Inclusion*
Decision making	*Respect for the natural environment*
Autonomous work	*Sustainability*
Teamwork	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive thinking*
Production of new research ideas	

- Autonomous work
- Search, analysis and synthesis of data and information, using the necessary technologies
- Work in an interdisciplinary environment
- Production of free, creative and inductive thinking
- Exercise criticism and self-criticism

3.COURSE CONTENT

The course is divided into 13 weeks of teaching, the content of which is as follows:1. 1. Learning theories and ICT
2. Digital technologies as tools with cognitive potential
3. ICT in teaching and learning
4. Pedagogical planning: Educational scenarios with ICT- Lesson plan
5. Pedagogical planning: Teaching strategies and learning activities with ICT
6. The applications of the internet in teaching and learning – Photodendro
7. The applications of the participatory internet -WEB2.0 in teaching and learning-Online open learning portals MOOCs-Coursera
8. ICT as systems of symbolic expression and construction- Instructions for creating PPT presentations-Prezi- Active Presenter
9. ICT as environments of exploration and discovery- Conceptual mapping-Inspiration-Bubbl.us
10. The class of the 21st century
11. Present my work with Weebly
12. Present my work with Blog
13. Practical application

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face Distance learning when necessary
USE OF INFORMATION & COMMUNICATIONS	1. Use of PPT. 2. Posting of basic elements of the courses in the e-class.

TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	3. Research in the literature through electronic databases of libraries, practical conferences 4. Discussion of a movie with relevant content 5. Teaching through TEAMS platform
TEACHING ORGANIZATION *The way and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Explicitly defined assessment criteria and if and where are accessible to students are mentioned.*	Writing assignments that will be 40% of the score Final exam for the remaining 60% of the score

Activity	***Workload/semester***
1. Lectures	39
2. Independent study and preparation for the exams	48
3. Research work 4. Writing assignments	40
5. Interactive teaching	14
6. Presentation of works	6
7. Examinations	3
Course Total	150

5.SUGGESTED BIBLIOGRAPHY

1. Book [CODE PUBLISHER: 86203277]: Introduction to the educational applications of Information and Communication Technologies - 2nd Edition of Count B.
2. Book [CODE PUBLISHER: 68372677]: Educational Technology - Kekkeris G. / Papamarkou Bros OE.

COURSE OUTLINE 53

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**53**	**SEMESTER**	5th& 7th
COURSE TITLE	Victimology and restorative Justice		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**

please indicate the teaching hours per week and the corresponding ECTS Credits.		
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	https://eclass.duth.gr/courses/KOM09104/

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Students are expected to learn:

- the different concepts and types of victimization,
- the categorizations of victims and the different theoretical views with which the phenomenon of victimization is approached,
- the principles, guidelines and implementation of victim prevention and response policies, the nature and characteristics of the respective programs,
- the concept, definitions and procedures of restorative justice, its evolution over time and the key trends that are developing within it,
- its foundations, basic principles and its relation to the contractual administration of criminal justice,
- the basic distinctions of restorative justice based on their reference framework.
- the basic criteria for evaluating the effectiveness of rehabilitation interventions and programs.
- Finally, they will be able to contribute to policy planning and the implementation of general and specific victim prevention and response programs, utilizing good practices of restorative justice (peaceful conflict resolution, out-of-court settlement, mediation, etc.).

The course is part of the field of forensic science and anti-crime policy. These are the courses "Criminology", "International and Greek Penitentiary Policy", "Criminal Phenomenon and Formal Social Control", "Crime Policy and Globalization", "Youth, Crime and Criminal Repression", "Security and Human Rights", and "Restorative Justice" and "Special Issues in Criminal Justice and Crime Policy", which deal with criminal phenomena. With these courses, students acquire knowledge of theoretical and applied crime policy, which includes the range of measures that are established and implemented in order to prevent and suppress crime. Also, the interested parties are preparing for a more systematic involvement with forensic sciences at postgraduate level.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
	Respect for the natural environment

Adaptation to new situations	*Sustainability*
Decision making	*Demonstration of social, professional and moral*
Autonomous work	*responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Production of new research ideas
Critical thinking
Equity and Inclusion
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

Description:

The course focus on the victim as a social agent of crime, the procedure of victimization, the perpetrator-victim relationships, the interactions between victim and criminal justice services during the award process and the connection of victims with social groups and institutions such as the media, various professional and political bodies and social movements.

The subject of the course is the conceptual identification of the victim (person or who suffers physical, psychological or financial damage or loss from some illegal, damaging or destructive human activity or from phenomena that cannot be controlled by the victim himself) and the examination of its position in the various forms of occurrence of the criminal phenomenon and its role in the social and criminal treatment of this phenomenon and victimization. In this context, current trends in out-of-court conflict resolution and in particular remedial justice as an alternative or complementary way of administering justice are examined.

Course Outline:

• Historical background (sacrifice, "expulsion", retaliation, compensation, and arbitration). The emergence of criminological victimology and human rights victimology. The theoretical currents of victimology.

• Primary, secondary and tertiary victimization - From the guilty victim (the victim responsible for his victimization) to the asymmetric relationship or situation (the differentiated distribution of power as a necessary victimization condition).

• The position and participation of the victim in the criminal proceedings. The civil suit. Criminal and social protection for victims - Initiatives by international organizations to support victims. Restorative and conciliatory justice - mediation.

• Victim research and measurement of crime and victimhood. Methodology, comparisons, data processing. Extent and forms of victimization - Characteristics of victims. Fear of crime - fear of victimization and insecurity. Consequences of the fear of crime and reactions to reduce it.

• Concepts and definitions of restorative justice. Distinction between restorative and restorative justice and their relationship with Peacemaking Criminology. Restorative justice as a movement. The model

of compensatory justice versus the model of restorative justice.

• Historical background: from Aristotle to modern forms of restorative justice. Trends in criminology that have favored the formation of modern restorative justice: victimology, abolition, Community standards of anti-crime policy.

• Basic principles of restorative justice. The victim in the spotlight, the role of the offender and the community. Distinguishing personal truth from judicial truth. Mechanisms and procedures of restorative justice.

• Examples of modern applications of restorative justice: Australia and New Zealand. Restorative justice as another way.

• Examples of modern applications of restorative justice: The case of Northern Europe and America. Restorative justice as complementary to the Justice System.

• Restorative justice in Greece: Institutional framework, crime categories, procedures, support mechanisms.

• Evaluating the effectiveness of restorative justice: categories of offenses, obstacles to implementation, advantages and disadvantages.

• The course specifically introduces certain forms of traditional and structural victimization (domestic violence, violence in the school environment, human trafficking, social exclusion, state violence) either through student work or through discussions involving special guests. In addition, specific categories of application of restorative justice in Greece (treatment of juvenile offenders, crimes against the environment) are presented through discussions with special guests.

4.LEARNING & TEACHING METHODS – EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in Teaching, Use of PPT in classes, use of the class web for posting teaching material, announcements and for communicating with students.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Interactive teaching</td><td>10</td></tr>
<tr><td>Preparation of a study-Research</td><td>40</td></tr>
<tr><td>Independent study-Research and preparation for the exams</td><td>50</td></tr>
<tr><td>Presentation of a Study-Research</td><td>9</td></tr>
<tr><td>Final Written Examination</td><td>2</td></tr>
<tr><td>COURSE TOTAL (25 HOURS OF WORKLOAD PER CREDIT UNIT</td><td>150</td></tr>
<tr><td></td><td></td></tr>
</table>
</td></tr>
</table>

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The final evaluation considers: 1) The elaboration of an assignment-paper 2) The presentation of an assignment 3) The written examination. Preparation and presentation of assignments: The criteria for writing academic papers, assignments essays and presenting academic works apply. The main criteria are the accuracy and clarity of the use of terminology, the clear organization of the content and the appropriate use of the literature to develop the topic of the work. The use of ICT is necessary in the presentation.

5.SUGGESTED BIBLIOGRAPHY

Basic:

Cohen, S. (2021), States of denial: Learning about atrocities and pain, translated by Sofia Spyrea, Athens: Topos Publishing

Course file (texts, reports, articles) posted in e-class.

Additional- in Greek:

Andrianakis E. (2001): Victimology, Athens-Komotini: A.N. Sakkoulas.

Artinopoulou V., Magganas A. (1996), Victimology and aspects of victimization, Athens: NomikiVivliothiki.

Artinopoulou, V. (2006), Domestic abuse of women, Athens: NomikiVivliothiki.

Artinopoulou, V. (2010), Restorative Justice, Athens: NomikiVivliothiki.

Vidali, S. (2007), "Crimes of the state: Neither security nor freedom", Honorary volume for Ioannis Manoledakis. II Studies in Criminal Law-Criminology-Crime History, Athens - Thessaloniki: Sakkoulas.

Daskalaki I., Papadopoulou P., Tsabarli D., Tsiganou I., Fronimou E. [ed.] (2000): Criminals and victims at the threshold of the 21st century, Athens: National Center for Social Research.

Dimopoulos Ch. (2006), Introduction to Victimology, Athens: NomikiVivliothiki.

Zarafonitou Ch. (2002), The fear of crime, Athens – Komotini: A.N. Sakkoulas.

Zarafonitou Ch. (2008), Punitiveness. Athens: NomikiVivliothiki.

Karydis V. (2004), The invisible criminality, Athens – Komotini: A.N. Sakkoulas

Symeonidou-Kastanidou E. / Chankova D./Giménez-Salinas E. (2013), Restorative Justice in Criminal Matters: Towards a New European Perspective, Athens-Thessaloniki: Sakkoulas

Sykiotou, A. (2006), "The concept of the victim in human trafficking", PoinCh 2006, p.684 ff.

Sykiotou, A. (2006), "The difficulties and the importance of recognizing a person as a victim of human trafficking", contribution to the honorary volume in honor of I. Farsedakis. Pre-publication in the journal Criminology, (1) 2009, pp. 25-34.

Sykiotou, A. (2009), The Internet as a vehicle of victimization, Athens: Ant. Bag.

Tsiganou I., Daskalaki I., Tsabarli D. (2004), Images and representations of violence in the Greek school, Athens: NomikiVivliothiki.

Chouliaras, A. (2015), "Human Rights, State Crime and International Criminal Justice", in V. Karydis and A. Chouliaras (eds.), Ethical Panic, Power and Rights: Contemporary Approaches, Athens-Thessaloniki: Sakkoulas, pp. 181-207.

In other languages

Brennan I. and Johnstone G. (2019): Building Bridges: Prisoners, Crime Victims and Restorative Justice, Eleven International Publishing.

Burford G., Braithwaite J. and Braithwaite, V. (2019): Restorative and responsive human services, N.Y: Routledge.

Chouliaras, A. (2010), "The reason of state: theoretical inquiries and consequences for the criminology of state crime" in W. Chambliss, R. Michalowski, and R. Kramer (eds.), *State Crime in the Global Age*, UK-USA: Willan Publishing, 2010, pp. 232-246.

Cohen, S. (2001), *States of Denial: Knowing About Atrocities and Suffering*. Cambridge: Polity Press
Daigle L. (2013): Victimology. The Essentials, London: Sage.

Davis F.E. (2019): The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation (Justice and Peacebuilding), N.Y: Good Books.

Dignan J. (2005): Understanding Victims and Restorative Justice, Open University Press, Maidenhead

Goodey J. (2005): Victims and Victimology, Harlow: Pearson Education.

Green, P., Ward T. (2004), *State Crime. Governments, Violence and Corruption*, London: Pluto Press
Johnstone G., van Ness D. (2006): Handbook of Restorative Justice, Willan, Devon.
Johnstone G. (2012): A Restorative Justice Reader, Oxford: Routledge

van Dijk J, van Kesteren J, Smit. P. (2008): Criminal Victimisation in International Perspective, Devon: Willan.

Walklate S. (ed) (2007): Handbook of Victims and Victimology,Cullompton, UK, and Portland: Willan

Zehr H. (2015): Changing Lenses: restorative justice for our times, Harrisonburg: Herald Press.

COURSE OUTLINE 54

1..GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**54**	**SEMESTER**	5th& 7th
COURSE TITLE	State and State Policies		
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**

partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.		
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSEURL:	

2.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The aim of the course is to analyze the meaning and the role of the modern state. The course focuses on the analysis and transformations of the state in capitalist society. Moreover, emphasis is placed on the different theoretical approaches about the role of the state, as well as on the role of governments, public administration, parties and dominant elites. The course will also deal with the correlation of the development of capitalism with the modern state and its contradictions especially during the era of economic crises.
- At the completion of the course, students should be able to:
  (a) Understand and analyze the process of the development of the modern state
  (b) Understand the role of governments, parties, elites and public administration in the modern state
  (c) Understand how the transformations of capitalism differentiate the role of the modern state.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Adaptation to new situations, Decision making, Autonomous work, Teamwork, Working in an interdisciplinary environment, Equity and Inclusion, Critical thinking, Promoting free, creative and inductive reasoning

3.COURSE CONTENT

- Introduction
- From Leviathan to the genesis of the modern state
- Economic elites and dominant class
- Theoretical approaches on the state
- The purpose and the role of the Government
- The institutions of the State
- From night-watchman to the welfare state
- State, Party, Transition
- Paternalistic Capitalism
- The Miliband – Poulantzas debate on the capitalist state
- Neoliberalism and the Regulation State
- Governance and New Public Management
- The state under the economic crisis and the COVID 19

4.LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td colspan="2">Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td colspan="2">Power Point Slides
Posting key elements of the course at e-class.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>Activity</td><td>Workload/semester</td></tr>
<tr><td></td><td>Lectures: During lectures the material is developed through theory and examples. Lectures are held in an interactive manner, mainly through question-and-answer method. Moreover, students are divided in groups in order to promote the process of collaboration and to sharpen their critical capacity.</td><td>75</td></tr>
<tr><td></td><td>Seminars: During their duration, specific topics are presented and analyzed. The Seminars focus on interdisciplinary, as the analysis of the course is based on knowledge of political science, public finances, history and political economy in order to enable students to understand the development and the role of the state.</td><td>60</td></tr>
<tr><td></td><td>Project: The writing of case studies and /or book reviews leads to the learning, understanding and</td><td>15</td></tr>
</table>

	finally to comprehend the role of the modern state	
	Total	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written Assignment or Oral Exam

5.SUGGESTED BIBLIOGRAPHY

Carnoy, M., (1990), *State and Political Theory*, Athens: Odysseas (in Greek)

Miliband, R., [1969] 2016, *The State on the Capitalist Society,* Athens: Koukida.

Hay, C., Lister, M., Marsh, D., 2011, *The State*, Athens: Savvalas

Anderson, P., (2003), *The Absolutist State*, Athens: Vivliopolis (n Greek)

Balibar, E., (2014) *State, Masses and Politics*, Athens: EktosGrammis (in Greek).

Carrillio, S., (1978), *Eurocommunism and the State*, Athens: Themelio (in Greek)

Engels, F, (1984), *The Origins of the Family, Private Property and the State*, Athens: Themelio (in Greek)

Esping Andersen G., (2014, *The Three Worlds of Welfare Capitalism* , Athens: Topos (in Greek)

Galbraith J. K., (1969), *The new Industrial State*, Athens: Papazisi (in Greek)

Gough, I., (2008), *The Political Economy of the Welfare* State, Athens: Savvalas (in Greek)

Lenin, I.V., (2012) *State and Revolution*, Athens: SyghroniEpochi (in Greek)

Martinussen, J., (2007), *Society, State, Market, Theories of Development,* Athens: Savvalas(in Greek)

Papandreou, A., (1974), *Paternalistic Capitalism*, Athens: Karanassi (in Greek).

Poulantzas, N., (2001), *State, Power, Socialism,* Athens: Themelio (in Greek).

Schumpeter, A.J., (2006), *Capitalism, Socialism and Democracy,* Athens: Papazisi (in Greek)

Strange, S., (2004), *The Retreat of the State,* Athens: Papazisi (in Greek)

COURSE OUTLINE 55

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**55**	**SEMESTER**	5th & 7th
COURSE TITLE	Theoretical and empirical analysis of inequality		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	-
COURSE URL:	https://eclass.duth.gr/courses/KOM04107/

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Students are expected to:

To acquire the necessary cognitive and methodological background that will allow them: to use the basic terminology of Science, to become familiar with the subject of inequalities, their research methods, to determine their field of reference and their evolution.

To develop their critical thinking and reflection through their contact with modern trends, quests and forms in the field of inequality.

To analyze the levels of approach to inequalities, to evaluate the factors that affect them in order to form a clear picture of the socio-economic environment and its conditions.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information, using the necessary technologies
Decision making
Autonomous work
Exercise criticism and self-criticism
Respect for diversity and multiculturalism
Promoting free, creative and inductive thinking

3. COURSE CONTENT

The course Theoretical and Empirical Analysis of Inequalities aims to introduce students to the scientific dialogue on issues of economic inequality, the risk of poverty and material deprivation. These concepts are crucial for the development of the welfare state, but also for the design and evaluation of policies in the field of social protection. The lectures will discuss problems of conceptual foundation of inequality, poverty and material deprivation and will explore the empirical manifestations of these phenomena at national, European and global level.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD
Face to face, Distance learning, etc.

Face to face

USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students

Databases are used, the classweb for posting teaching materials, announcements and for communicating with students. Pptx is also used in teaching.

TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.

Activity	*Workload/semester*
Lectures	39
Art Workshop	14
Preparation of a study	38
Independent study and preparation for the exams	48
Study presentation	9
Final Written Examination	2
Total	150

STUDENT EVALUATION
Description of the evaluation process

The final evaluation takes into account:
1) The elaboration of a study
2) The study presentation

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	*3) The written examination.* *Preparation and presentation of works:* *The criteria for writing academic texts, essays and presenting academic works apply. The main criteria are the accuracy and clarity of the use of terminology, the clear organization of the content and the appropriate use of the literature to develop the topic of the work. In the presentation it is necessary to use IT*

5. SUGGESTED BIBLIOGRAPHY

Sen, A. (1992). *Inequality reexamined*. New York, Harvard University Press.
Esping-Andersen, G., (2014), Οι τρεις κόσμοι του καπιταλισμού της ευημερίας, Αθήνα: Τόπος με ΚΩΔ. ΕΚΔΟΤΗ: 33133639

COURSE OUTLINE 56

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**56**	**SEMESTER**	5th& 7th
COURSE TITLE	Internship		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, add lines if necessary.Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Skill Development		
PREREQUISITES:	-		
TEACHING & EXAMINATION LANGUAGE:	Greek –no exams take place, students evaluation is based on theirs and their supervisors' reports		
COURSE OFFERED TO ERASMUSSTUDENTS:	No		

COURSE URL:	https://eclass.duth.gr/courses/OKA174/

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Students upon completion of their internship will:

a) be familiar with the working environment and the requirements of the respective professional field;

b) be prepared to pass smoothly from their academic studies to the field of professional competences of the collaborating bodies;

c)gainprofessional experience and make contactswiththelabour market.

In particular, students, will be informed of the work of public and wider public sector bodies (such as ministries, regional and local government, independent authorities, etc.), private organizations as well as the third sector of the economy (NGOs, social economy, unions, cooperatives, trade unions, etc.) in terms of planning, implementation and evaluation of interventions to address social problems and alleviate social inequalities in the sectors of social security, social welfare and in particular child protection, health, employment, education, training and lifelong learning, immigration and refugee policy, housing, justice, crime and penitentiary policy, environmental policy, gender equality, counseling and professional orientation, addictions, mental health, protection and reintegration of vulnerable social groups, etc.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

Search, analysis and synthesis of data and information,ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Project design and management
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

Internship is carried out in accordance with the terms provided by the relevant Regulations of DUTH regarding the working hours, the remuneration and the leaves of the trainees, with the aim to achieve the essential mutual communication between university studies and the workplace and implement academic and educational knowledge in a working environment. University teaching staff cooperate with the employers of the trainees for the assignment of internship supervisionto staff members of the collaborating bodies, to determine the internship subject and to monitor the programme of each trainee, which must be relevant to the subject of their studies. In this context, there is regular communication with the supervisors and the trainees and meetings are organized with them in the Department of Social Policy. If possible, depending on the dispersal of collaborating institutions and the number of internship positions, on-site visits of teaching staff to the participating institutions are carried out.

Students are informed of the registry and the selection of collaborating institutions, their subject of

their work in the institutions where they will be employed, attend a meeting of the internship liaison office, discuss and exchange impressions from their experience with each other and with representatives of the institutions.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face weekly supervision
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Contact via e-mail** **Guidance via e-class**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Students submit an activities report (50% of the internship grade). The internship institution supervisor evaluates them as regards the observation of their duties and their performance (30% of the internship grade). The academic supervisor evaluates students overall activity taking into account their report, the internship institution supervisor evaluation and their cooperation with him/her(20% of the internship grade).

Activity	***Workload/semester***
Weeklysupervisionmeetings	13
On-site cooperation in collaborating bodies	6.5
Internship in a collaborating body	100
Homework	10
Problem Solving	6.5
Report Writing	14
Course total	150

5. SUGGESTED BIBLIOGRAPHY

Varies, depending on the internship body and the subject of the internship position. Itincludesinformationasregardsthecompetenceandtheactivitiesoftheinternshipbody, and sources used in the relevant courses of the students' study programme (health, welfare, education, justice, migration etc.).

COURSE OUTLINE 73

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	73	**SEMESTER**	5th & 7th
COURSE TITLE	Social mobility and social policy		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	-
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to acquire sufficient knowledge and to deepen the understanding of the cognitive object of social mobility seen through the perspective of social policy.

Upon completion of this course students should:

• Have acquired sufficient knowledge and skills to be able to delve, through a critical point of view, into the basic mechanisms of intergenerational social mobility.

• Be familiar with the dialogue on linking transnational social mobility with equal opportunities.

Have the ability to extract, evaluate and interpret data from a variety of sources in order to analyze issues of intergenerational transfer of resources and status from a comparative point of view.

They should also have the ability to conduct independent research:

• To compose interpretations and opinions, and to develop systematic, critically oriented argumentation in combination with sufficient empirical documentation.

• Write a text that meets the specifications of the scientific work (in terms of structure, analysis,

documentation, as well as the presentation of empirical data and bibliographic reports).

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information, using the necessary technologies
Autonomous work
Work in an interdisciplinary environment
Production of new research ideas
Promoting free, creative and inductive thinking
Exercise criticism and self-criticism
Decision making

3. COURSE CONTENT

The course material is divided into 13 weeks, the content of which is as follows:

1) Social mobility: what is it?
2) Distinction between intragenerational and intergenerational social mobility.
3) Distinguish between absolute and relative intergenerational social mobility.
4) The conceptual framework of social mobility.
5) The concept of equal opportunities.
6) Theoretical approaches for the transfer of advantages or disadvantages from generation to generation (A). Overview.
7) Theoretical approaches for the transfer of advantages or disadvantages from generation to generation (B). Critical evaluation.
8) Investigation of data and analysis methodologies.
9) Empirical assessments of social mobility in developed countries.
10) The impact of economic growth, the labor market and the welfare state.
11) Formulation of policy proposals for the expansion of intergenerational mobility.
12) Concluding remarks.
13) Presentation of work

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1.Use when delivering the PowerPoint course. 2. Posting of basic elements of the courses in the e-class. 3. Research in the literature and databases.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise,*	

Activity	***Workload/semester***
1. Lectures: In these the material is developed. The lectures are done in an interactive way, in	70

Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	order to favor the interventions by students and to sharpen their critical ability.	
	2. Study and analysis of literature	30
	3. Writing a thesis	50
	Total	150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	*Short Answer Questions, Oral Exam, Essay Development*	

5. SUGGESTED BIBLIOGRAPHY

Kasimati, K., (2001). Structures and flows. The phenomenon of social and occupational mobility. Athens, Gutenberg.

Papanastasiou, S., (2018). Intergenerational social mobility and types of welfare state in Europe. Athens, Gutenberg.♣

Papatheodorou, Ch.♣ & Papanastasiou, S., (2016). "Family of origin and poverty in EU countries: The role of social protection systems", in Petmezidou, M. & Kallinikaki, Th. (Eds.): Social Research Routes. Athens, Motif.

COURSE OUTLINE 79

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**79**	**SEMESTER**	5th& 7th
COURSE TITLE	International Social Policy		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	-
COURSE URL:	

2.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- *Search, analysis and synthesis of data and information*
- *Teamwork*
- *ICT Use*
- *Working in an interdisciplinary environment*
- *Production of new research ideas*
- *Equity and Inclusion*
- *Critical thinking*
- *Promoting free, creative and inductive reasoning*

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

-

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Yes**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Lectures: 100 Homework: 30 Problem solving: 20 Course total: 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	*Written assignment* or/and exercises

5.SUGGESTED BIBLIOGRAPHY

Παπαθεοδώρου, Χ. &Πετμεζίδου, Μ. (2005),. *Φτώχεια και κοινωνικός αποκλεισμός*, Αθήνα: Εξάντας

Σακελλαρόπουλος, Θ,. (2009). *Υπερεθνικές κοινωνικές πολιτικές την εποχή της παγκοσμιοποίησης,κοινωνική πολιτική των διεθνών οργανισμών και της Ευρωπαϊκής Ένωσης.*Αθήνα: Εξάντας

COURSE OUTLINE 80

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**80**	**SEMESTER**	5th & 7th
COURSE TITLE	Health Policy and Welfare State		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and		

organization of the course are described in section 4.		
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area	
PREREQUISITES:	No	
TEACHING & EXAMINATION LANGUAGE:	Greek	
COURSE OFFERED TO ERASMUSSTUDENTS:	No	
COURSEURL:		

2. LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

After successful completion of the course students will be able to:

• Know basic concepts regarding health policies.

• Understand the link between social protection, poverty and individual rights and health policies.

• Compare health policies at global, European and national levels.

• Criticize the national health system in relation to issues of poverty and social exclusion.

• Reflect on the topics of the course.

• Write papers related to Health Policy and Welfare State.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- Autonomous work
- Search, analysis and synthesis of data and information, ICT Use
- Working in an interdisciplinary environment
- Promoting free, creative and inductive reasoning
- Critical thinking

3. COURSE CONTENT

The course material is divided into 13 weeks, the content of which is:

- Introduction to basic concepts and orientation in terms of Health Policy and Welfare State.

- Social protection, poverty and individual rights.

- Social protection in a changing environment.

- Global, European and national health policies.

Linking health policies to issues of poverty and social exclusion.

- Actions to address health inequalities.

- Presentation of works.

- Reflection on the topics of the course.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Yes For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Lectures: 39 Elaboration of activities: 21 Study of bibliography: 45 Shortessaywriting: 45 Course total: 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.

5. SUGGESTED BIBLIOGRAPHY

Τσεβρένης, Β. (2014). Κοινωνικό κράτος και δημόσιες πολιτικές υγείας. Καινοτόμες εθνικές δράσεις κοινωνικής αλληλεγγύης ως μοχλός ανάσχεσης των ανισοτήτων κατά την πρόσβαση στις υπηρεσίες υγείας, Αθήνα: Σάκκουλα.
Συλλογικός τόμος (2010). Θεσμοί και πολιτικές υγείας, Αθήνα: Παπαζήση.
Οικονόμου, Χ. (2004). Πολιτικές υγείας στην Ελλάδα και τις ευρωπαϊκές κοινωνίες, Αθήνα: Διόνικος.
Σουλιώτης, Κ. (2019). Τεκμηριωμένη πολιτική υγείας, Αθήνα: Παπαζήση.
Τούντας, Γ. (2002). Πολιτική υγείας, Αθήνα: Οδυσσέας.

COURSE OUTLINE 81

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**81**	**SEMESTER**	5th& 7th
COURSE TITLE	Social welfare policies		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	-
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

The aim of the course is to acquire sufficient knowledge and to deepen the understanding of the cognitive background of social security.

Upon successful completion of the course students will be able to:

• Understand the institution of social security as a whole.

• Understand the individual areas of the social security system.

• To assimilate concepts that were analyzed in lectures and seminars through the study of books and bibliography.

• Write papers related to social security issues.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Project design and management
Equity and Inclusion
Respect for the natural environment

Adaptation to new situations *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Autonomous work Work in an interdisciplinary environment Production of new research ideas Production of free, creative and inductive thinking Exercise criticism and self-criticism Decision making	

3. COURSE CONTENT

The course material is divided into 13 weeks, the content of which is as follows:
1. Introduction: Social security or social protection.
2. Overview of key areas of social security.
3. Social security policies.
4. Employment policies.
5. Health and health care policies.
6. Social welfare policies.
7. Policies for the family and children
8. Disability policies
9. Policies to combat social exclusion.
10. Housing policies.
11. The nature of social security systems in Europe.
12. Towards a single typology of social security models in Europe.
13. Presentation of works.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use during the delivery of the prower point course. 2. Posting of basic elements of the courses in the e-class. 3. Research in the literature and databases**.**

TEACHING ORGANIZATION

The ways and methods of teaching are described in detail.

Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.

Activity	***Workload/semester***
1. Lectures: In these the material is developed. The lectures are done in an interactive way, in order to favor the interventions by students and to sharpen their critical ability.	80
2. Seminars: During them, special topics are presented and analyzed that are included in the course material.	
Study at home	40
Problem solving	30
Total	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	*Formative* *Final exam (written or oral during the January / February exam) (80%)* *Elaboration of work supplementary to the main examination (20%).*

5. SUGGESTED BIBLIOGRAPHY

Βιβλίο (3230-2181): Αμίτσης, Γ., (2016). *Αρχές οργάνωσης και λειτουργίας του συστήματος κοινωνικής πρόνοιας. Το ελληνικό μοντέλο των κοινωνικών υπηρεσιών και η ευρωπαϊκή εμπειρία*. Αθήνα, Παπαζήσης.

COURSE OUTLINE 88

1. **GENERAL**

SCHOOL	SOCIAL POLITICAL AND ECONOMICS SCIENCES		
DEPARTMENT	SOCIAL POLICY Policy		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**88**	**Semester**	5th & 7th
ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ	English for Social Sciences I		

TEACHING ACTIVITIES	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	**6**

COURSE TYPE	Skill Development
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	English (and Greek, when necessary)
COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE URL	https://eclass.duth.gr/courses/438166/

2. **LEARNING OUTCOMES**

LearningOutcomes

Studentsareexpectedto

- acquire English language understanding and usage skills, and also knowledge of the specialized vocabulary related to the field of Social Policy.
- comprehend scientific texts of medium difficulty related to the field of Social Policy
- exchange opinion and conduct productive dialogues with their fellow students, in English
- use printed and electronic English dictionaries, in order to be able to create their own bilingual (Greek-English) dictionary.

AcademicSkills:

1. Search, analysis and synthesis of data and information, using ICT, such as online dictionaries
2. Acquire new vocabulary and terminology related to the field of Social Policy
3. Learn new grammatical and syntactical structures both in written and oral speech.

General Skills

Search, analysis and synthesis of data and information,
Decision making
Autonomous work
Teamwork
Demonstration of social responsibility and sensitivity to a multicultural society
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

1. **Lecture 1**Introductionto Academic English, Grammar: Definite/ Indefinite Articles, Present tenses, Stative Verbs
2. **Lecture 2**Academic Word List1: Academic disciplines / Analyzing Visual Data/ Research in Social Sciences, Grammar: Past tenses
3. **Lecture 3** Academic Word List2: Classification/ Structure/ Time/ Trends/ Change/ Quantity, Grammar: Perfect tenses
4. **Lecture 4**Academic Word List3: Cause and Effect/ Compare and Contrast/ Problem and Solution/ Evidence/ Theory and Concepts/ Belief and Opinion, Grammar: Future tenses, Countable and uncountable nouns
5. **Lecture 5** Academic Word List4: Word Families/ Nouns and Noun Phrases/ Word combinations/ Affixes / collocations
6. **Lecture 6** Academic Structures 1: Key Nouns for Academic English
7. **Lecture 7** Academic Structures 2: Key Verbs for Academic English, Numbers and trends (Cardinal/Ordinal numbers, Describing trends)
8. **Lecture 8** Academic Structures 3: Key Adjectives for Academic English,
9. **Lecture 9** Academic Structures 4: Phrasal Verbs in Academic English, Passive voice
10. **Lecture 10** Word Classes - nouns, verbs, adjectives and adverbs (derivatives and sentence writing)
11. **Lecture 11** Word Families and Word Parts - (prefixes), Talking aboutsources, facts, evidence and data, Conditionals 1 and 2,
12. **Lecture 12**Talking about numbers, statistics, graphs and diagrams, Conditional 3, Prepositions

13. Lecture 13 Revision - TED talk on Social Policy- analysis and discussion

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD	Facetoface
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)	Lectures - teaching using ppt in class Using ICT and the internet Uploading teaching material, announcements and communicating with students through e-class. Communication with students using email
TEACHING ORGANIZATION	

Activity	Workload/ Semester
Lectures	39
Interactingteaching	21
Participation in educationalactivities	30
Independent study and preparation for the exams	60
finalWrittenExamination	
6X25=150	150

STUDENT EVALUATION	Language of evaluation: English (and Greek) Formative evaluation: portfolio (20%) Summative evaluation: final written examination (80%)

5.SUGGESTED BIBLIOGRAPHY

Campbell, C. (2012). *English for Academic Study-Vocabulary*, Garnet Publishing Ltd., Reading.

De Chazal, E., & Moore, J. (2013). *Oxford EAP: a Course in English for Academic Purposes: Advanced / C1*. Oxford University Press.

Mc Carthy M., & O'Dell F. (2016). *Academic Vocabulary in Use.* Cambridge University Press.

Morley, J. (2017). *The Academic Phrasebank-An Academic Writing Recourse for Students and Researchers*, The University of Manchester.

Paterson, K. & Wedge, R., (2013) *Oxford Grammar for EAP*, Oxford University Press.

Slaght, J. (2012). *English for Academic Study-Reading*, Garnet Publishing Ltd.

Vicary, A., (2014) *English for Academic Study - Grammar for Writing*, Garnet Publishing Ltd.

Wallwork, A. (2016). *English for Academic Research: Grammar Exercises*, Springer.

D OPSIONS (6th& 8th SEMESTER)

COURSE OUTLINE 58

1.GENERAL

SCHOOL	FACULTY OF SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**58**	**SEMESTER**	6th& 8th
COURSE TITLE	European Social Policy		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/KOM09108/

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

On completion of this course, the student will be able to:

- Systematically compare social policy arrangements across European countries
- Critically assess the models used to classify European welfare states
- Identify and evaluate the challenges facing mature social protection systems
- Understand the contemporary influence of European law and policy on domestic welfare states

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking

Working in an international environment *Working in an interdisciplinary environment* *Production of new research ideas*	*Promoting free, creative and inductive reasoning*
Search, analysis and synthesis of data and information Decision making Autonomous work Working in an interdisciplinary environment Critical thinking Promoting free, creative and inductive reasoning	

3.COURSE CONTENT

- The concept of European Social Policy
- The social content of the European Treaties and the traditional "Community method"
- The Open Method of Coordination as a tool for mutual learning and transfer of good practice in the Member States of the European Union
- European Social Policy and Support Mechanisms. The European Social Fund
- The Employment and Social Protection Committees
- European Social Policy and European Social Rights
- The Employment Policy of the European Union
- Labor relations in the EU: Social Dialogue and Collective Bargaining
- Social inequalities, poverty and the EU Social Inclusion Strategy
- The European Strategy for Education
- The Europe 2020 Strategy
- Local Social Policy, Decentralization and the EU
- The Europeanization of social policy

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	FACE TO FACE
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, and in Communication with students, Bibliographic research**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***

Δραστηριότητα	***ΦόρτοςΕργασίας Εξαμήνου***
Lectures	45
Interactive learning	15
Study	45
Final written examination	45
25 hours workload per ECTS UNIT	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	*2 HOURS WRITTEN EXAMS*

5.SUGGESTED BIBLIOGRAPHY

1.BOOK [932]: THE SOCIAL POLICY OF THE EUROPEAN UNION, (2011), THEODORE SAKELLAROPOULOS, ATHENS :DIONIKOS
2.BOOK [22914286]: EUROPEAN SOCIAL POLICY AND SOCIAL RIGHTS, (2013), DIMITRIS VENIERIS, ATHENS:TOPOS

COURSE OUTLINE 59

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**59**	**SEMESTER**	6th& 8th
COURSE TITLE	Security and Human Rights		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary.Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek

COURSE OFFERED TO ERASMUSSTUDENTS:	Yes
COURSE URL:	https://eclass.duth.gr/courses/KOM09110/

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Specific objectives of the course are:

a. To familiarize students with the concept, the theory and the conditions of security, as a basic parameter of modern social relations, to understand and be able to critically approach the dimensions and the relativity of its protection.

b. To introduce students to human rights issues, both in terms of their meaning and institutional protection as a pillar of the relations between the state and the citizen, as a real problem that arises in the daily practice of this relationship with the police role and activity as a characteristic example.

c. To focus on the relationship between policing standards, their integration into the Greek police system and their implications for the consolidation of security and respect for human rights.

d. To provide basic knowledge for the systematic study of human rights violations within the state repression system, not only as individual behaviors but as a structural problem inherent in the (dis-)functions of the enforcement of state authority, especially by the police; the organization of the police, the education of police staff, the institutional framework of policing, the professional-working mentality, cultural and psychological factors and the investigation rules and procedures and the sanctions system for human rights violations will be addressed from a critical perspective.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information, ICT Use
Autonomous work
Teamwork
Working in an international environment
Critical thinking
Equity and Inclusion
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

Description

The course refers to security, human rights, and the police. The course focuses on the various aspects of security and their relationship with the protection of human rights and particularly on internal security, the role, and the function of the police.

The course is structured in three main sections:

At first students are introduced to the concepts, theory and phenomenology of security and human rights from the perspective of Criminology, in the context of the operation of the main body of legal violence and repression, the Police. It examines the history of the institutional protection of human rights globally and the importance of the Universal Declaration of Human Rights. The relationship between security,

crime control and human rights is analyzed, as reflected in the Council of Europe guidelines, the Convention for the Protection of Human Rights and Fundamental Freedoms and the Charter of Fundamental Rights of the EU.

The second section examines the implications of the operation of the Police in the advancement of security but, also, in the cultivation of insecurity in different cases and the relationship between security and policing standards. In this context, particular emphasis is given on policing standards: the main standards of policing and crime control, internationally and in Greece, are examined with a focus on the Greek police system.

The third section deals with the organization of police work, the law enforcement regulations of the Hellenic Police, the scope and responsibilities of its jurisdiction, the conditions, and the actual work of policing in urban centers and its relation to human rights abuses, the nature of human rights violations as a systemic and as an individual phenomenon. The terms and conditions of human rights violations by the police in Greece, police accountability issues and the way human rights violations are dealt with, as recorded in official reports and allegations, in the case law of the European Court of Human Rights etc. Finally, the course examines the inclusion of the phenomena of abuse of power, police arbitrariness and repression in the typology of state crimes (state crimes), as well as the techniques used for their rationalization and normalization.

Outline:

1. Introduction to the course: subject of the course, structure and learning objectives. The concept of security in the current socio-historical context - security state / the concept of public security and the answers to crime - repressive policing
2. Human rights / the history of their institutionalization. International and European protection of human rights. Human rights and policing. Provisions governing the action of the police. Articles 2 and 3 of the ECHR
3. Use of audiovisual material and discussion: Part I. Screening of a documentary on the establishment of human rights Part II. Screening of a documentary on police arbitrariness and police violence.
4. Real and symbolic functions of the police. Policing standards I (Community policing)
5. Policing Standards II (Problem-based policing, information-based policing, third-party policing, policing of criminally burdened micro-areas, policing and scientific research, policing and zero tolerance)
6. The Greek police system: particularities and structure
7. Internal organization of police work, organization of policing and accountability, Disciplinary control
8. Prevention and repression. Discrimination and concept. Policing rallies and using weapons.
9. Formal and informal dimensions. Corruption in the police. Professional mentality and subculture. The social profile of the police officer
10. Human rights violations by the police I. Factors affecting.
11. Violations of human rights by the police II. Official Reports and case law of the ECHR. Case study.
12. The inclusion of the phenomena of abuse of power, police arbitrariness and repression in the typology of state crimes, as well as the techniques used for their rationalization and normalization.

3. Screening of a documentary-film, commentary - discussion or alternatively presentation of works on the topics of the course.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching, Use of PPT in classes, Use of the class web for posting teaching material, announcements and for communicating with students.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.*	

Activity	***Workload/semester***
Lectures	39

Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Interactive teaching	14
	Preparation of a study Research	38
	Independent study-Research and preparation for the exams	48
	Presentation of a Study-Research	9
	Finalwrittenexamination	2
	Coursetotal	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The final evaluation considers: 1) The elaboration of an assignment 2) The presentation of an assignment 3) The written examination. Preparation and presentation of assignments: The criteria for writing academic papers, assignments essays and presenting academic works apply. The main criteria are the accuracy and clarity of the use of terminology, the clear organization of the content and the appropriate use of the literature to develop the topic of the work. The use of ICT is necessary in the presentation.

5. SUGGESTED BIBLIOGRAPHY

Standard:

Vidali, S. (2012), *Police, Crime Control and Human Rights,* Athens: NomikiVivliothiki (in Greek)

Course folder with official reports of independent authorities, human rights organizations, etc., posted in e-class

Additional:

Cohen, S. (2000), *States of Denial: Knowing About Atrocities and Suffering*. Cambridge: Polity Press

Cohen, S. (2021), States *of denial: Learning about atrocities and pain*, translated by Sofia Spyrea, Athens: Topos Publishing (in Greek)

Douzinas, K. (2006), *The end of human rights*. Athens: Papazisis (in Greek)

Downes, D., Rock, P., Chinkin, C., Gearty, C. [eds], (2011), *Crime, Social Control and Human Rights. From Moral Panics to States of Denial. Essays in Honor of Stanley Cohen*. Oxford: Routledge

Gasparinatou, M. (2016), "Minors potential offenders and policing in times of crisis", in M. Gasparinatou (2016), (ed.), *Crime and criminal repression in times of crisis, Honorary Volume for Professor N. Kourakis*, Athens: Ant. N. Sakkoulas, pp. 2044-2068. (in Greek)

Green, P., Ward T. (2004), *State Crime. Governments, Violence and Corruption*, London: Pluto Press

Lea, J., Young, J. (1993), *What is to be Done about Law and Order?* London: Pluto Press

Mavridis, S. (2015), *The Dilemma Freedom or Security in the development of social life and the restriction of rights and freedoms*. Athens: NomikiVivliothiki (in Greek)

O'Neil, M., Marks, M., Singh, A. M. (2007), *Police occupational culture: new debates and directions*, Amsterdam: Elsevier JAI

Pallida, S. (2000), *Poliziapostmoderna*, Milano: Feltrinelli, collana"Interzione"

Papanikolaou. G., Rigakos. G. (2014), "Democratizing the Police in Europe with a particular Emphasis on Greece", Discussion Paper 4. Vienna: Transform! European Network for Alternative Thinking and Political Dialogue and NicosPoulantzas Institute.

Paraskevopoulos, N. (2003), *Targeting majorities. Terrorism and the rule of law,* Athens: Patakis (in Greek)

Samatas, M. [ed.], (2010), *Views of the new surveillance. International and Greek Approaches*, Athens: Vivliorama (in Greek)

Spanou, K. (2005), *The reality of rights, state policies and access to services,* Athens: Savvalas (in Greek)

Symeonidou-Kastanidou, E. (2013), *Abuse of power & human rights*, Athens-Thessaloniki, Sakkoulas

Tsapogas M., Christopoulos, D. [eds], (2004), *Rights in Greece 1953-2003. From the end of the civil war to the end of the regime change,* Athens: Kastaniotis (in Greek)

Vidali, S., (2007), *Crime Control and Public Police*. Vol. A and B. Athens - Komotini: A.N. Sakkoulas (in Greek)

COURSE OUTLINE 60

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**60**	**SEMESTER**	**6th& 8th**
COURSE TITLE	Social Psychology		
TEACHINGACTIVITIES *incasetheECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedtoacourseasawhole, thenplease note down the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Addlinesifnecessary.Theteachingorganizationandmethodsusedaredescribedinthepoint 4.			
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUSSTUDENTS:	-		
URL COURSE:			

2.LEARNING OUTCOMES

Learning Outcomes *Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and*

abilitiesacquiredafterthesuccessfulcompletionofthecourse.

By the End of the Course, Students should be able to:

(a) Be familiar with the theoretical and methodological issues relatedto the study of group behavior and social phenomena.

(b) Understand how individual behaviors and social phenomena are interrelated.

(c)Explainatdifferentlevelsthesocial phenomena.

(d)Understandandinterpretcontemporarysocialphenomenabyapproachingtheminaninterdisciplinaryway (withthehelpofothersocialsciences, suchasSociologyandSocialAnthropology).

(e)Comparegroupbehaviorsandsocialphenomenaindifferentculturalcontexts, takingintoaccountthe "culture" factor.

General Skills

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?

Search, analysis and synthesis of data and information, using the necessary technologies
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive thinking

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Autonomous work
- Teamwork
- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking
- Promoting free, creative and inductive thinking

3.COURSE CONTENT

1.Basic concepts in Social Psychology, methodological issues and research methods
2.The repeatability of experiments in different cultures and culture's influence on behavior.
3.Levels of analysis and explanation in Social Psychology.
4.Theories of person perception.
5.Social cognition, attribution theories, social cognitive patterns, social representations.
6.Attitudes, theories of attitudes,
7.Attitude change,
8.Stereotypical perceptions and Prejudice

9.Social influence: conformity and obedience, minority influence and social change, group participation.
10.Groups, group relations, group decision making.
11.Inter-group relations (social identity theories).
12.Aggression (personal and social factors linked to violence).
13.Positive social behavior - altruism - offering help.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face-to-face and distance learning
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Extensive use of presentation software and other audiovisual media

TEACHING ORGANIZATION

The way and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.

Activity	*Workload/semester*	
Lectures	39	
Assignments after the end of each lecture	25	
Participation in guided discussions in the context of the lectures	25	
Small individual practice tasks	25	
Independent Study	36	
Total Course (25 hours of workload per credit)	150	

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Explicitly defined assessment criteria and if and where are accessible to students are mentioned.

Final written examination (70%) and Participation in the course (30% assignments etc.)

The assessment criteria are announced at the beginning of each semester

5.SUGGESTED BIBLIOGRAPHY

Required Text

1.Hogg, M.A. &Vaughan, G.M. ,2010. (επιμ. Μτφρ. Α. Χαντζή). *Κοινωνική Ψυχολογία*. Αθήνα: Εκδόσεις Gutenberg.

Bibliography and Further Reading

Argyle, M. ,1998. *Social Influence*. London: British Psychological Society.

Aronson, E., Wilson, T. & Akert, R. ,1999. *Social Psychology*. New York: Longman.
Augoustinos, M., Walker, I., &Donaghue, N. ,2014. *Social cognition: An integrated introduction*.London: Sage.

Brewer, M.,2005. *Intergroup Relations*. London: Open University Press.

Campbell, A.,1998. *Altruism and Aggression*. London: British Psychological Society.

Doise, W. (επιμ. Μτφρ.Σ. Παπαστάμος),2006. *Η εξήγηση στην Κοινωνική Ψυχολογία*. Αθήνα: Ελληνικά Γράμματα.

Παπαστάμος, Σ. και συν. , 2001. *Εισαγωγή στην Κοινωνική Ψυχολογία*. Τόμ. Α. Αθήνα: Ελληνικά Γράμματα.

Παπαστάμος, Σ. &Μιούνυ, Γκ. ,2001. *Μειονότητες και Εξουσία*. Αθήνα: Ελληνικά Γράμματα.

Roussiau, N. (επιμ.μτφρ. Κλ. Ναυρίδης) , 2009. *Κοινωνική Ψυχολογία*. Αθήνα: Ελληνικά Γράμματα.

Sapsford, A., Still, A., Miell, D., Stevens, R. & Wetherell, M. (επιμ.) , 2006. (επιμ. μτφρ. Θ. Δραγώνα). *Ηθεωρία στην Κοινωνική Ψυχολογία*. Αθήνα: Μεταίχμιο.

Wetherell, M. (επιμ), 2005.(επιμ. μτφρ. Θ. Δραγώνα&ΚλΝαυρίδης). *Ταυτότητες, ομάδες και κοινωνικά ζητήματα*. Αθήνα: Μεταίχμιο.

Journals:

Asian Journal of Social Psychology
Basic and Applied Social Psychology
British Journal of Social Psychology
Current Research in Social Psychology
European Journal of Social Psychology
European Review of Social Psychology
Frontiers in Personality and Social Psychology
Personality and Social PsychologyBulletin
Personality and Social Psychology Review
Social Cognition
Social Behavior and Personalityscience
Social Psychology Quarterly
Journal of Community and Applied Social Psychology
Journal of ExperimentalsocialPsychology
Journal of Language and Social Psychology
Journal of Personality and Social Psychology
Journal of Social Psychology
Journal of Social and clinical Psychology
Journal of Social and Political psychology

COURSE OUTLINE 61

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**61**	**SEMESTER**	**6th and 8th**
COURSE TITLE	Economics of Social Security		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g.lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUSSTUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/KOM09118/

2.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

In this course presented and analysed are the economic dimensions of the social security system with help from tools of modern economics. These economic dimensions, as reflected in certain indicators, are crucial in achieving and assessing the distributional objectives of the system, as well as its effectiveness in the administration of the available resources. The course also provides a comparative review of the key features of the social security system in Greece and internationally. It highlights similarities and differences between systems internationally in terms of funding, benefits and distributive effects. The system is analysed macro-economically and micro-economically. Within context is also investigated, historically and theoretically, the impact of social security system on economic growth. Particular emphasis is given to mapping and analysing the perspectives of the Greek social security system under the influence of contemporary demographic and economic trends. The aim of this course is for students to understand the economic dimensions and functions of the social security system and its challenges and opportunities in light of the social and economic developments.

Upon completion of the course students should be able to:

- understandandanalyze the economicdimensionsand functions of the social security system.
- critically assessthe advantages anddisadvantagesofalternativesocial security

systemsinachievingcertaingoalsofequityand efficiency.

- understandthepeculiaritiesoftheGreeksystemthroughacomparativeanalysisof social security systems developedinothercountries.
- analyzesystematicallyandin depth thedimensionsofthesocial security system, while becoming familiar withtheuseoftoolsandmethodsof economic science. Thisoutcomeshouldbefacilitatedthrough a writtenassignment.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Equity and Inclusion
Respect for the natural environment
Sustainability
Autonomous work
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

- Comparativeoverviewof social security systems. Historical development of the Greek social security system.
- Financialdimensions of thesocial security system. Indicatorsmeasuringitseconomicdimensions.
- Presentation and analysis of the 'pay as you go' system.
- Presentation and analysis of the funded system.
- Impact of social security on a country's economy.
- Socialsecurity systems internationally. Trends andchallenges.
- The crisis of the Greek social security system and alternative policies for dealing with it.
- Recent reforms in social security system and their impact on pension system.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	*Face to face*
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of power point during lectures. 2. Posting of teaching material, bibliography, slides, exercises, notes, outline and evaluation methods of the course on e-class. 3. Use of brainstorming, creation of working groups during lectures.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field*	

Activity	***Workload/semester***
Lectures: During the lectures, the material is presented both theoretically and with the use of	50

Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	examples. The lectures take place in an interactive way, in order to favor the interventions of students and to sharpen their critical ability, in which is given special emphasis.	
	Homework	30
	Written assignment	70
	Course total	150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	A written assignment (course work) and its public presentation, with simultaneous oral examination (100%).	

5.SUGGESTED BIBLIOGRAPHY

Compulsory

- Ρομπόλης, Σ., 2005.*Κοινωνική Ασφάλιση. Η διαρκής κρίση και οι προοπτικές.*Θεσσαλονίκη: Εκδόσεις Επίκεντρο.
- Lecture notes and additional bibliography in electronic form (course website).

Optional

- Barr N., 2012, The Economics of Welfare State (5th Edition), Oxford: Oxford University Press
- Βενιέρης, Δ. & Παπαθεοδώρου, Χ., (εκδότες) 2003. Η Κοινωνική Πολιτική στην Ελλάδα, Προκλήσεις και Προοπτικές. Αθήνα: ΕκδόσειςΕλληνικάΓράμματα.
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- Eatwell, J., Milgate, M. & Newman, P., (eds) 1989. Social Economics. London: The New Palgrave, Macmillan.
- Πολυζωίδης, Π., 2011. Εισαγωγή στην Κοινωνική Ασφάλεια. Κομοτηνή: ΠαρατηρητήςτηςΘράκης.
- Κατρούγκαλος, Γ., 2004, Θεσμοί και Συστήματα Κοινωνικής Προστασίας στο Σύγχρονο Κόσμο. Αθήνα: ΕκδόσειςΑντ. Ν. Σάκκουλα
- Le Grand, J., Propper, C. & Robinson, R., 1992. The Economics of Social Problems. 3rd Edition. London: Macmillan.
- Rosen, H.S., & Gayer T., 2010, Public Finance (9th Ed.). Chicago: Irwin. [In Greek: Rosen, H. S., Gayer, T., Ράπανος, Β. Θ. & Καπλάνογλου, Γ., 2011. Δημόσια Οικονομική. Νέα βελτιωμένη έκδοση προσαρμοσμένη στην περίπτωση της Ελλάδος. Αθήνα: ΕκδόσειςΚριτική].
- Stiglitz, J., 2000, Economics of the public sector (3rd ed.). New York: W.W. Norton & Company
- Schubert, K., Hegelich, S. &Bazant, U. (Eds), 2009, The Handbook of European Welfare Systems, London/Oxford: Routledge
- Τήνιος, Π., 2003. Ανάπτυξη με Αλληλεγγύη. Αθήνα: Εκδόσεις Παπαζήση.

COURSE OUTLINE 62

1.GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**62**	**SEMESTER**	6th& 8th
COURSE TITLE	Human Development		

TEACHINGACTIVITIES *incasetheECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedtoacourseasawhole, thenplease note down the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	5
Addlinesifnecessary.Theteachingorganizationandmethodsusedaredescribedinthepoint 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	-
URL COURSE:	

2.LEARNING OUTCOMES

Learning Outcomes
Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

By the End of the Course, Students should be able to:

-know basic concepts and the main theoretical approaches of developmental psychology,

- be familiar with the historical development and contemporary theoretical trends in developmental psychology,

- understand research methods and interpret relevant empirical data,

-develop critical thinking skills on theoretical and methodological issues related to human development,

-recognize the role of values, prejudices, cultural differences and their impact on development.

General Skills
Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?

Search, analysis and synthesis of data and information, using the necessary technologies
Project design and management
Equity and Inclusion

Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral*
Teamwork	*responsibility and sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive thinking*
Production of new research ideas	

- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Teamwork
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking
- Promoting free, creative and inductive thinking
- Equity and Inclusion

3.COURSE CONTENT

1. Introduction to the subject of Developmental Psychology
2. The concept of Lifelong Development
3. The Origins and history of Developmental Psychology
4. The nature versus nurture debate
5. Research Methods in Developmental Psychology
6. Historical and contemporarytheorieson human development

Theoretical approaches to human development: a) Psychodynamic Approaches, b) Learning Theories, c) Cognitive Approaches and d) Systems Theory.

7. Prenatal Development: conception, the stages of fetal development, the importance of childbirth, the psychological reactions of parents.

8.Infancy: infant's physical functions and needs, cognitive and language development, attachment and emotional reactions, the process of socialization.

9.Infancy: biosomatic changes and psychomotor development, cognitive functions and language, the role of gender, social development, the importance of play and peer relations, family dynamics and its effects, behavioral problems, childhood illness and health.

10.School period: cognitive functions and development, psychomotor functions and changes in body dimensions, social adaptation and interactions with peers (childhood friendships), behavior at school, moral development and parental behavior.

11.Adolescence: appearance of puberty, the concept of puberty and its developmental characteristics, identity formation, socialization during puberty.

12 .Adulthood and Adult life: mental and physical changes, personality traits, life style and patterns of interpersonal relationships, family formation, work and leisure.

13.Late Adulthood: cognitive changes and decline of biological functions, psychosocial problems, social withdrawal, work and retirement, health problems, new roles in life

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face-to-face and distance learning
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT)	Extensive use of presentation software and other

Use of ICT in Teaching, in Laboratory Education, in Communication with students	audiovisual media

TEACHING ORGANIZATION

The way and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.

Activity	***Workload/semester***
Lectures	39
Assignments after the end of each lecture	25
Participation in guided discussions in the context of the lectures	25
Small individual practice tasks	25
Independent Study	36
Total Course (25 hours of workload per credit)	150

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Explicitly defined assessment criteria and if and where are accessible to students are mentioned.

Final written examination (70%) and Participation in the course (30% assignmentsetc)

The assessmentcriteria are announced at the beginning of each semester

5.SUGGESTED BIBLIOGRAPHY

RequiredText

Feldman,S.R., 2019.*Αναπτυξιακή Ψυχολογία : Δια βίου προσέγγιση*. Αθήνα:Gutenberg

Bibliography and Further Reading

Aiken, L. R.,1998. *Human development in adulthood*. N.York: Plenum press.

Bandura, A. ,1977. *Social learning theory.* Englewood Cliffs, NJ: Prentice Hall.

Bergen, D., 2007. *Human Development: Traditional and Contemporary theories*. Upper Saddle River, NJ:Pearson, Prentice Hall.

Berk, L.E., 2009. *Child Development*. N.York: Pearson Publications.

Βίννικοτ, Ντ., 2009. *Το παιδί, το παιχνίδι και η πραγματικότητα*. Αθήνα:Κας2019τανιώτης.

Βοσνιάδου, Στ. ,(επιμ.), 2001. *Κείμενα εξελικτικής ψυχολογίας*. Τόμος Α': Γλώσσα. Αθήνα: Gutenberg.

Bowlby, J., 1982. *Attachment*. New York, NY: Basic Books.

Bowlby, J., 1973. *Separation: Anxiety & anger*. New York, NY: Basic Books.

Bronfenbrenner, U., 2009. *The ecology of human development: Experiments by nature and design*. Massachusetts :Harvard university press.

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Cole, M. &Cole, S. R., 2000. *Η Ανάπτυξη των Παιδιών*. Αθήνα: Δαρδανός.

Craig, G.J. &Baucum, D., 2007. *Η ανάπτυξη του ανθρώπου*. Αθήνα: Παπαζήσης.

Έρικσον, Ε., 1990. *Η παιδική ηλικία και η κοινωνία*. Αθήνα: Καστανιώτης.

Erikson, E. H.,1968. *Identity: Youth and crisis.* New York, NY: Norton.

Fogel, A., King, B. J. & Shanker, S. G. (Eds.). ,2007. *Human development in the twenty-first century: Visionary ideas from systems scientists*. Cambridge :Cambridge University Press.

Gardner, H. , 1990. *Art education and human development*. Los Angeles : Getty Publications.

Gilligan, C., Ward, J.V., & Taylor, J. M., 1988. *Mapping the moral domain*. Cambridge, MA: Harvard.

Gottman, J., 2000. *Η συναισθηματική νοημοσύνη των παιδιών: ένας πρακτικός οδηγός για γονείς*. Αθήνα: Ελληνικά Γράμματα.

Herbert, M., 1989. *Ψυχολογικά προβλήματα της παιδικής ηλικίας* . Αθήνα: Ελληνικά Γράμματα.

Herbert, M., 1997. *Ψυχολογική φροντίδα του παιδιού και της οικογένειάς του.* Αθήνα: Ελληνικά Γράμματα.

Καϊλα,Μ., 1996.*Η σχολική φοβία* .Αθήνα :Ελληνικά Γράμματα.

Κάκουρος, Ε. &Μαναδιάκη, Κ.,2002. *Ψυχοπαθολογία παιδιών και εφήβων: Αναπτυξιακή προσέγγιση*. Αθήνα: Τυπωθήτω – ΓιώργοςΔάρδανος.

Kohlberg, L., 1981. *The philosophy of moral development: Essays on moral development*. NewYork:Harper&Row.

Κουρκούτας, Η.Ε., 2001. *Η ψυχολογία του εφήβου: θεωρητικά ζητήματα και κλινικές περιπτώσεις.* Αθήνα: Ελληνικά Γράμματα.

Molnar, A. &Linquist, B., 1993. *Προβλήματα συμπεριφοράς στο σχολείο*. Αθήνα: Ελληνικά Γράμματα.

Ντεμώζ, Λ., 1985. *Ιστορία της παιδικής ηλικίας*. Αθήνα: Θυμάρι.

Nussbaum, M. C. (2001). *Women and human development: The capabilities approach*. Cambridge

:Cambridge University Press.

Παρασκευόπουλος, Ι., 1985 .*Εξελικτικήψυχολογία (τομ.1-4)*.Αθήνα :Αυτοέκδοση.

Piaget, J., 1950. *The psychology of intelligence.* New York: Hartcourt, Brace.

Rogers,D., 1979.*The Adult Years: an introduction to Aging*.N.Jersey:Prentice Hall, Inc.

Rogoff, B., 2003. *The cultural nature of human development*. N.York/Oxford : Oxford University Press.

Σάλκιντ, Ν., 2006. *Εισαγωγή στις Θεωρίες Ανθρώπινης Ανάπτυξης*.Αθήνα: εκδόσεις Πατάκη.

Santrock, J. W. (2009). *Life-span development*. Boston, MA: McGraw-Hill.

Schaffer,R., 1997. *Η Κοινωνικοποίηση του παιδιού κατά τα πρώτα χρόνια της ζωής του*.Αθήνα: ΕλληνικάΓράμματα.

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Sigelman, C.& Rider, E. ,2014. *Life-span human development*.Stamfort,Ct: Cengage Learning.

Skinner, B.F., 1974. *About Behaviorism*. New York, NY: Vintage.

Staudinger, U. M.&Lindenberger, U. E.,2003. *Understanding human development: Dialogues with lifespan psychology*.Boston: Kluwer Academic publishers.

Steuer, F.B., 2005. *Η ψυχολογική ανάπτυξη των παιδιών*. Αθήνα: Ελλην.

Sudbury,H., 2010. *Human growth and development:an introduction for social workers*.London: Routledge.

Thies, K. M. & Travers, J. F.,2006. *Handbook of human development for health care professionals*. London: Jones & Bartlett Learning.

Thomas, R. M. 2000. *Recent theories of human development*. Thousand Oaks,Ca: Sage Publications.

Τσιάντης, Γ. &Δραγώνα, Θ. (επιμ.) ,1999. *Μωρά και μητέρες: ψυχοκοινωνική ανάπτυξη και υγεία στα δύο πρώτα χρόνια της ζωής*. Αθήνα: ΕκδόσειςΚαστανιώτη.

Walker, J. & Crawford, K. ,2014. *Social work and human development*. London: LearningMatters/Sage.

Journals

Child Development
DevelopmentalPsychology
Journal of Aging and Human Development
Journal of Gerontology
Journal of Marriage and the Family
Journal of Youth and Adolescence
The Gerontologist

COURSE OUTLINE 63

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**63**	**SEMESTER**	6th& 8th
COURSE TITLE	Social Security Law		
TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
Lectures and PracticeExercises		3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.			
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUSSTUDENTS:	NO		
COURSEURL:	https://eclass.duth.gr/courses/437170/		

2. LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

The subject of the course is the examination of the institutional framework and the operation primarily of the Greek social security system in its correlation both with the general theory of the operation of the welfare state and with the most important international and - mainly - European social security institutions. The emphasis, however, is on examining the modern operation of the social security institution in Greece, as well as on its future prospects.

Upon completion of the course students should be able to:

(a) Describe the structure and operation of the Greek social security system.

(b) Understand the institutional and financial function of social security.

(c) To distinguish social security from the related concepts of private insurance and social welfare.

(d) Understand the distinction between harmonization and coordination of the social security schemes of the Member States of the European Union.

(e) Be aware of the fundamental principles governing social security law.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

Promoting free, creative and inductive thinking

Exercise criticism and self-criticism

Work in an interdisciplinary environment

Search, analyze and synthesize data and information, using and of the necessary technologies

3. COURSE CONTENT

1. Introduction

2. The historical beginnings of the institution

3. Social security - private insurance

4. Insurance risks. Sense

5. Insurance risks - in width

6. The insurance benefits

7. Principles governing the legal relationship of social security - forms of insurance

8. The sources of financing of the social security institution

9. Contributions of employees and employers

10. The state subsidy.

11. Other sources

12. European social security law

13. Harmonization - coordination

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face-to-face and remot communication
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Extensive use of presentation software and other audiovisual media
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	

Activity	*Workload/semester*
Lectures	50
Assignments after the end of each lecture	25

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	Participation in guided discussions in the context of lectures	25	
	Smallindividualpracticetasks	25	
	IndependentStudy	25	
		150	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Oral or Written final examination The criteria are announced at the beginning of each semester		

5. SUGGESTED BIBLIOGRAPHY

- Stergiou Angelos, Social Security Law, DG Edition, 2017, Sakkoula Publications
- Paparrigopoulou-Pechlivanidi Patrina, Social Security Law, 4th Edition, 2019, Publications Legal Library Publications

COURSE OUTLINE 64

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**64**	**SEMESTER**	6th and 8th
COURSE TITLE	Economics of Social Protection		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific Area

PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUSSTUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/KOM09117/

2.LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

This course is introducing students to the use of economic methods and tools to investigate and interpret issues related to Social Protection and, in general, to Social Policy. The course is based on considerations developed in the broader context of neoclassical paradigm, providing - where appropriate - references to other theoretical approaches, and thereby encouraging a critical approach to negotiated issues. The neoclassical economic school is often labelled as a conventional, dominant, mainstream or even orthodox. These descriptions do not imply a universal acceptance of neoclassical approaches. They only mark the dominance of this school of thought in contemporary university teaching and research. It should however be noted that the neoclassical theory is not a compact unit. Different approaches in the analysis of individual issues are visible in many cases.

Students will be also introduced to specific economic arguments of alternative theoretical "paradigms" in the analysis of issues related to (or associated with) Social Policy. These issues are often specialized sections of the economic analysis that is usually taught at an advanced level, using demanding techniques. In this course, the use of such techniques and formalisms is mostly avoided. Instead, emphasis is put on establishing and drawing the main arguments developed in the analysis of various Social Protection issues. The aim is to create appropriate stimuli for a critical approach to the economics of social protection.

Upon completion of the course students should be able to:

- critically approach the way that economic science examines the role of Social Protection, both overall and in the analysis of the specific issues traditionally tackled in Social Policy.
- understand the underlying assumptions and arguments of economic science in the interpretation and understanding of economic interventions within the broader field of social policy.
- Be familiar and be able to use basic tools and methods of economic analysis in exploring issues related to the broader role of Social Protection in modern societies.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Equity and Inclusion

Respect for the natural environment
Sustainability
Autonomous work
Critical thinking
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

- Socialjustice and the state.
- Economictheoryandkeyargumentsforstateintervention.
- Economicscienceandsocialpolicy.Alternativeconsiderationsin the contextofdifferenttheoreticalparadigms.
- Introduction tobasiceconomicconceptsanddefinitions.Alternativeconsiderations. Issuesof production anddistribution. Therole of the market.
- Economicand social welfare, social objectivesandresourceallocation.Efficiency and Equity.Economicrationaleforgovernment intervention. Market failures.
- Social andeconomic inequalities, distribution andredistributionofincome,poverty.
- Externalities.
- Cost-benefit analysis andits application inassessingsocialprograms.
- Health -care.
- Education.
- Employment-Unemployment.
- Insurance-Social Security.
- Socialwelfare.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	*Face to face*
USEOF INFORMATION&COMMUNICATIONS TECHNOLOGY(ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	1. Use of power point during lectures. 2. Posting of teaching material, bibliography, slides, exercises, notes, outline and evaluation methods of the course on e-class. 3. Use of brainstorming, creation of working groups during lectures.

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity***	***Workload/semester***
	1. Lectures: During the lectures, the material is presented both theoretically and with the use of examples. The lectures take place in an interactive way, in order to favor the interventions of students and to sharpen their critical ability, in which is given special emphasis.	100
	2. Tutoring: During the tutorials, exercises are solved, examples are presented and questions of students are answered for better comprehension of the course material.	
	3. Invitation of speakers from public bodies and organizations related to the thematic units of the course.	

	Homework	30	
	Problem solving	20	
	Course total	150	

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	A written examination at the end of the semester (100%). It can includeMultiple Choice Test, Right-wrong Test, Short Answer Questions and exercises.

5.SUGGESTED BIBLIOGRAPHY

Compulsory

- Παπαθεοδώρου, Χ., Σακελλαρόπουλος, Θ., 2020, *Τα Οικονομικά της Κοινωνικής Πολιτικής*. Αθήνα: Εκδόσεις Διόνικος.

Optional

- Stiglitz,J., 1992. *Οικονομική του δημόσιου τομέα*. Αθήνα: Εκδόσεις Κριτική.
- Rosen, H. S., Gayer, T., Ράπανος, Β.Θ. &Καπλάνογλου, Γ., 2011. *Δημόσια Οικονομική. Νέα βελτιωμένη έκδοση προσαρμοσμένη στην περίπτωση της Ελλάδος.* Αθήνα: Εκδόσεις Κριτική.
- Atkinson, A. B., 1983. *TheEconomicsofInequality*. 2ndEdition. Oxford: ClarendonPress,.
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- Ψαλιδόπουλος, Μ., 1997. *Οικονομικές Θεωρίες και Κοινωνική Πολιτική. Η Βρετανική Προσέγγιση*.Β' Έκδοση.Αθήνα: ΕκδόσειςΑίολος.

COURSE OUTLINE 65

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**65**	**SEMESTER**	6th& 8th
COURSE TITLE	Anthropology of Education		
TEACHINGACTIVITIES *incasetheECTSCreditsaredistributedin distinct partsofthecoursee.g.lectures, labsetc. IftheECTSCreditsareawardedtoacourseasawhole, thenplease note down the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
Lectures		3	6
Addlinesifnecessary.Theteachingorganizationandmethodsusedaredescribedinthepoint 4.			
COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	General Knowledge		
PREREQUISITES:	None		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUSSTUDENTS:	Yes		
URL COURSE:	https://www.he.duth.gr/en/node/12274		

2.LEARNING OUTCOMES

Learning Outcomes

Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and abilitiesacquiredafterthesuccessfulcompletionofthecourse.

- The aim of the course is for the student to acquire an awareness of the need for an anthropological approach to the contemporary education process, particular at secondary level. The course commences by establishing the basic difference, which is mainly methodological, between the sociology of education and the anthropology of education. It also establishes the contexts of the educational process today, in international terms and in terms of education in Greece today (which includes the education of migrants, minority education and adult education, among other matters) and in particular in terms of secondary education in Greece. With this established, the student is then familiarized with the institutional context offered by secondary education in Greece for the conduct of limited research programmes as part of, among others, environment education programmes, cultural programmes, health education programmes and local history programmes. Among the fundamental conceptual tools for dealing with these issues are the concepts of identity and of otherness, cognitive models and the correlation between the educational process and the concept of culture.

General Skills

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?

Search, analysis and synthesis of data and information, using the necessary technologies	*Project design and management*
Adaptation to new situations	*Equity and Inclusion*
Decision making	*Respect for the natural environment*
	Sustainability

Autonomous work *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive thinking*
Adaptation to new situations *Production of new research ideas* *Equity and Inclusion* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive thinking*	

3.COURSE CONTENT

1. Introductory issues (terminology)
2. Greek Education and the contemporary world
3. Culture and Education
4. The "psycho-cultural model" of Jerome Bruner (1)
5. The "psycho-cultural model" of Jerome Bruner (2)
6. The "psycho-cultural model" of Jerome Bruner (3)
7. The "psycho-cultural model" of Jerome Bruner (4)
8. The "psycho-cultural model" of Jerome Bruner (5)
9. Anthropology and Education - Clifford Geertz
10. The Greek School as an institution – opportunities, gaps and contradictions
11. Examples – ethnographies of education (1)
12. Examples – ethnographies of education (2)
13. Examples –ethnographies of education (3)

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTECHNOLOGY(ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching Use of classweb.duth for announcements, bibliography and communication Communication via email.
TEACHING ORGANIZATION *The way and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.*	***Activity*** / ***Workload/semester*** Lectures — 39 Interactive learning — 30 Bibliographic research and analysis — 60 Final examination — 21 Total 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written*	Final evaluation consists of a tree hour examination with essay development questions.

Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Explicitly defined assessment criteria and if and where are accessible to students are mentioned.*	

5.SUGGESTED BIBLIOGRAPHY

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2. JeromeBruner, 2007, *Ο πολιτισμός της εκπαίδευσης*, Ελληνικά Γράμματα, Αθήνα.
3. Δαλκαβούκης Β. – Ι. Μάνος – Χρ. Βέικου (επιμ.), 2010, *Ανυποψίαστοι ανθρωπολόγοι, καχύποπτοι φοιτητές. Διδάσκοντας Ανθρωπολογία σ' αυτούς που «δεν τη χρειάζονται»*, Κριτική, Αθήνα.
4. Γκέφου – Μαδιανού Δήμητρα, *Πολιτισμός και Εθνογραφία. Από τον Εθνογραφικό Ρεαλισμό στην Πολιτισμική Κριτική*, Ελληνικά Γράμματα, Αθήνα 1999.
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6. Μ. Σπυριδάκης (επιμ.), *Μετασχηματισμοί του χώρου. Κοινωνικές και πολιτισμικές διαστάσεις*, Νήσος, Αθήνα 2009
7. Παπαταξιάρχης Ε. – Θ. Παραδέλλης (επιμ.), *Ανθρωπολογία και Παρελθόν*, Αλεξάνδρεια, Αθήνα 1993
8. JeromeBruner, 1991, *Acts of Meaning (έχει μεταφραστεί στην ελληνική γλώσσα: Πράξεις νοήματος. Αθήνα: Ελληνικά Γράμματα, 1997)*
9. JeromeBruner, 1960, *The Process of Education (έχει μεταφραστεί στην ελληνική γλώσσα: Η διαδικασία της Παιδείας. Αθήνα: Καραβίας, 1964).*
10. Lawrence Hirtzfeld, "Why don't anthropologists like children?", *American Anthropologist* 104/2 (2002): 611-627
11. CliffordGeertz, «Αποσταθεροποιητική πράξη: η πολιτισμική ψυχολογία του Τζερόμ Μπρούνερ», στο *Διαθέσιμο Φως. Ανθρωπολογικοί στοχασμοί για φιλοσοφικά θέματα*, Αλεξάνδρεια, Αθήνα 2009, σ. 219-235, μτφρ. Πελαγία Μαρκέτου.

COURSE OUTLINE 66

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMICS SCINCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**66**	**SEMESTER**	2nd, 4th, 6th& 8th
COURSE TITLE	General Didactics: Learning and Teaching		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGH OURSPERWE EK**	**ECTSCREDITS**
	3	6

Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Skill Development
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The course's objective is to acquire knowledge, skills and abilities in regard to the basic dimensions of the school's reality, such as: school organization, social and organizational operating framework of the classroom, pedagogical issues relating to education-learning, efficient function of the school unit and classroom, preventing and dealing with issues arising within the school, promotion and expansion of knowledge and developing mental, social and ethical independence of students.

In regard to acquired knowledge, upon successful completion of the course, students should be able to:

Identify the environment of the school unit and classroom, their structures, purposes and basic functions. Comprehend the educators and student's role within the school community. Locate the school's place within the local community as well as its relationship with its wider environment. Distinguish the influences and the pedagogical admissions which establish the different approaches regarding the function of both the school unit and classroom.

Upon completing the course, the following skills should have been acquired by the students:

Investigating and analyzing pedagogical characteristics relating to structure, goals, function and basic components of the school unit. Analyzing and interpreting the school's position within the local community, as well as its relations with its environment. Supporting their views and theories on substantiated scientific opinions. Supporting and highlighting the necessity of an open to all democratic school.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, *ICT Use* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Autonomous work Search, analysis and synthesis of data and information, ICT Use Working in an interdisciplinary environment Promoting free, creative and inductive reasoning Criticalthinking	

3. COURSE CONTENT

The aim of this course is to present, both theoretically and practically, the main approaches of the Science of School Pedagogy in its course of development with regard to the requirements in school education. These approaches relate to the prioritisation of educational aims, to the role of education in social reality, to the nature and competences of pupils, to the nature of school learning, to the processes and the conditions of learning and development and, by extension, to the roles and the desired type of educator. More in particular, emphasis is placed on: (a) the conceptual categories of the Sciences of Pedagogy (Experimental or Empirical Pedagogy, Hermeneutic Pedagogy, Critical Pedagogy); (b) pedagogic matters of education and learning (specification of main pedagogical terms, aims and purposes in education, main epistemological approaches and main principles of learning, interthematicity and interdisciplinarity as basic principles for organising curricula; and (c) psychopedagogic matters of the educational context (communication, interpersonal relations, needs, motives, stances, problems of learning and behaviour, socio-organisational context of operation of the school class).

The course includes the following modules: (a) the first module presents the school as a social institution and as a learning and educational space (concept, content and formation of school life, concept and definition of education, purposes and means of education, teaching, learning), the main stages of its development, the concept, the aims and the necessity of education, the educational reform interventions that took place in our country, and the forms of education; (b) the object of the second module are the two main factors of the educational process, i.e. the educator and the pupil (the role of the educator and the pupil in school, the profession of the educator and his/her career development, interpersonal relations between educators and pupils, the role of expectations, evaluation as pedagogical practice; and (c) the third module addresses matters in relation to the school class (models of organisation and management in education, theories about the school class, typology of the school class, personal theory about the school class, problem management, communication and management of conflicts, psychological climate).

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face

USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity Workload/semester*** Lectures 39 Elaboration of activities 21 Study of bibliography 45 Short essay writing 45 Course total 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.

5. SUGGESTEDBIBLIOGRAPHY

Θεοφιλίδης Χ., (2002).*Διαθεματική Προσέγγιση της Διδασκαλίας*, Εκδόσεις Γρηγόρη, Αθήνα

Κανάκης Ι.Ν., (2001). Η *Οργάνωση της Διδασκαλίας-Μάθησης με Ομάδες Εργασίας*, Τυπωθήτω – Γιώργος Δαρδανός, Αθήνα

Κασσωτάκης Μ.Ι. – Φλουρής Γ., (2005). *Μάθηση και διδασκαλία. Θεωρία, Πράξη και Αξιολόγηση της Διδασκαλίας,* τ. Β΄, Αθήνα

Κορρέ Ε., (2010). *Θέματα Διδακτικής Μεθοδολογίας. Αναλυτικό Πρόγραμμα, Διδασκαλία, Σχολικά Εγχειρίδια,* Εκδόσεις Γρηγόρη, Αθήνα.

Ματσαγγούρας Η.Γ., (2008). *Ομαδοσυνεργατική Διδασκαλία και Μάθηση*, Εκδόσεις Γρηγόρη, Αθήνα

COURSE OUTLINE 67

1.GENERAL

SCHOOL	SCHOOL OF SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**67**	**SEMESTER**	6th& 8th
COURSE TITLE	Special Issues of Criminal justice and Crime Policy		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary.Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	No
COURSE URL:	https://eclass.duth.gr/courses/OKA213/

2.LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Students are expected to: • To develop critical thinking and analysis around phenomena of serious illegality, such as

corruption, white-collar crime, economic and organized crime, examining the terms and procedures for the creation of the regulatory framework (criminalization), as well as the conditions for its application by institutions of formal social control.

- To broaden their critical thinking in relation to the social reality of crime and the formation of legality through the regulatory framework against the above phenomena, analyzing the legitimizing foundations of the policies pursued.
- To have an in-depth understanding of the theory and legal basis of crime policy measures related to dealing with serious illegality and to become familiar with the institutional framework, its applications, research analysis and planning of this policy.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information, ICT Use
Decision making
Autonomous work
Teamwork
Working in an international environment
Critical thinking
Equity and Inclusion
Promoting free, creative and inductive reasoning

3.COURSE CONTENT

Description

The course is a continuation of the compulsory course "Crime Policy and Globalization" which is given in the 6th semester. For this reason, it is suggested to choose this lesson in the 7th semester. The course focus on issues that traditional criminal and criminological theory had "degraded" for many decades, as well as the respective fields of crime policy in international and national level. Main topics are organized crime, financial crime and corruption, which are considered as manifestations of the "crime of the powerful", in the light of different theoretical approaches and typologies: "corporate", "state", and "state-corporate crime", "crimes of globalization" and "organized crime".

The course material is structured in two sections:

The first section includes the development of theoretical approaches to "serious illegality" and the more specific theories of white-collar crime, professional, corporate, state, state-organised, state-corporatecrime and organized crime. This section attempts to gain an in-depth understanding of the difficulties of criminal typologies, legal provisions and investigation of the above phenomena, their social consequences, their organizational character, their relationship with power and law and their symbiotic character with legality. At the same time, through the criminological theory and its conceptual tools, the phenomena of corruption, economic and organized crime are analyzed with reference to case studies.

The second section focuses on the organization of crime policy at international and national level to

address the above phenomena, with reference to legislation, prevention and repression agencies, the development of special procedures and the establishment of special law enforcement bodies. This section examines the effectiveness of the policies pursued and the function of formal social control.

Course Outline:

1. Introduction to the problematic, main learning objectives and lesson outline.

2. From white collar crime to Critical, New or Radical Criminology and the problematic of "Crimes of the Powerful". The contribution of Sutherland and Merton.

2. The main axes of the Critical Example, the terms and procedures of creating rules (criminalization), critique of legal positivism, the law as a restrictive condition for the study and investigation of serious illegality, the authoritarian parameter, and its effects on shaping the social reaction and formal social control.

3. The contribution of Chambliss and Quinney to the development of white-collar crime theory. Criticism of Sutherland. The typology of state- organized crime and the symbiotic nature of crimes of the powerful with legality.

4. The organizational nature of serious criminality and the difficulties of criminal delimitation (penal provisions). The Organizational Crime and Organizational Deviation Approaches. The concept and theory of "state-corporate crime".

5. Conditions for incubating state-corporate crimes in Greece. The Siemens case. The crimes of globalization and the role of international organizations.

6. The concept and theory of "state crime". Terms and conditions. Disclaimer, re-framing and rationalization techniques. Police arbitrariness, torture and corruption as a state crime.

7. Analysis of the Corruption Phenomenon: Phenomenology, social impact, criminal prosecution, international conventions and control mechanisms, corruption prevention and control policies, administrative control and law enforcement principles, efficiency and enforcement issues.

8. Analysis of Organized Crime in the light of criminological theory and crime policy. Phenomenology, social repercussions, criminal treatment, international conventions, prosecution mechanisms.

9. Money laundering (money laundering). Phenomenology, criminal treatment, international stretchers, recommendations and instructions, preventive and repressive measures. The role of international financial centers in money laundering (banks, foreign companies, tax havens)

10. The forensic investigation of the crimes of the powerful. Difficulties, problems and methodology.

12. Investigation and interrogation of criminal cases of the powerful. Special investigative acts, protection of witnesses of public interest, liability of legal persons, recovery of illegally acquired assets, judicial cooperation.

13. Presentation of assignments. Discussion of specific topics: e.g., political corruption and financing of political parties, corruption in the criminal justice system, etc.

4.LEARNING & TEACHING METHODS–EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in Teaching, Use of PPT in classes, use of the class web for posting teaching material, announcements and for communicating with students.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Interactive teaching</td><td>14</td></tr>
<tr><td>Preparation of a study-Research</td><td>38</td></tr>
<tr><td>Independent study-Research and preparation for the exams</td><td>48</td></tr>
<tr><td>Presentation of a Study-Research</td><td>9</td></tr>
<tr><td>Final Written Examination</td><td>2</td></tr>
<tr><td>COURSE TOTAL (25 HOURS OF WORKLOAD PER CREDIT UNIT</td><td>150</td></tr>
<tr><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>The final evaluation considers:
1) The elaboration of an assignment-paper
2) The presentation of an assignment
3) The written examination.

Preparation and presentation of assignments:
The criteria for writing academic papers, assignments essays and presenting academic works apply. The main criteria are the accuracy and clarity of the use of terminology, the clear organization of the content and the appropriate use of the literature to develop the topic of the work. The use of ICT is necessary in the presentation.</td></tr>
</table>

5.SUGGESTED BIBLIOGRAPHY

Basic:

Vidali, S., Koulouris, N. &Papacharalambous, Ch. [Eds.], (2019), *Organized crime, financial crime and corruption. Crimes of the powerful*, Athens: EAP Publications

Course file (texts, reports, articles) post in e-class.

Additional- in Greek:

Bitzilekis, N. (2010) "Corruption as a legal and political problem" in Pitsela, Ag. (ed.) *Criminological Researches: Honorary Volume for Professor StergiosAlexiadis,* Athens-Thessaloniki: Sakkoulas.

Chouliaras, A. (2021), From Ex-officio to Alleged Prosecution of Embezzlement Against Banks: Thoughts on Criminal Power and Crime Policy, *ANTIGONE: The Question, Journal of Critical Criminology, the Criminal Problem and the Social control*, Topos publications - EEMEKE, June 2021 V. I No. 1, pp. 194-200.

Cohen, S. (2021), *Conditions of denial: Learning about atrocities and pain*, translated by Sofia Spyrea, Athens: Topos Publishing

Gasparinatou, M. (2021), "Crime & Powers in the Greek State: The Gray Zone of Legality", *ANTIGONE: the question, Journal of Critical Criminology, the criminal problem and social control*, Topos-EEMEKE publications, June 20 I No. 1, pp. 102-128.

Gasparinatou, M. (2021), "The Interconnection of White-Collar Crime & Organized Crime & the Gaps of Crime Policy", in Vidali, S., Gasparinatou, M. Georgoulas, S., Themeli, O., Koulouris, N. Kouroutzas, C. Papanikolaou, G., Stamouli, E. (eds.), *Social reality, Critical speech and criminal phenomenon, contributions to the 2nd conference of the Hellenic Society for the Study of Crime and Social Control*, Athens: EEMEKE

Georgoulas. S. (2016), *State-business crime and sports: A "normal" situation*, Athens: KPSM

Kaiafa-Gbadi, M. (2015), "Criminal law and EU imperatives - The national integration of EU law in the example of tackling corruption" in M. Gasparinatou (ed.), *Crime and criminal repression in times of crisis*, Honorary Volume of Prof. N. Couraki, Athens: Ant. N. Sakkoulas

Karydis, V. &Chouliaras, A. (eds.), 2015. *Ethical Panics, power and rights. Contemporary approaches,* Athens-Thessaloniki: Sakkoulas

Karydis, V.- Vasilantonopoulou, V. (2014) "The crime of the white collar and the machine of corruption", Year 20 (2014), available at: <http://chronosmag.eu/index.php/index.php/es- slpl-gl-ll-efth.html>

Kosmatos, K. (2020). "Recent Legislative Amendments on the Crime of Infidelity Against Banking Institutions,"*The Art of Crime, May 2020* (Available at: https://theartofcrime.gr/oi-prosfates-legislative modifications/).

Lazos, G. (2005), *Corruption and counter-corruption*. Athens: NomikiVivliothiki

Pitsela, A. (2011), *The criminological approach to financial crime*, Thessaloniki: Sakkoulas

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Stamouli, E. (2015), *Security policies in Greece in relation to organized crime and terrorism and their consequences in -crime policy*, PHD Thesis available at: http://thesis.ekt.gr/thesisBookReader/id/36625# page / 24 / mode / 2up

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COURSE OUTLINE 68

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**68**	**SEMESTER**	6th& 8th

COURSE TITLE	Regional Development	
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area	
PREREQUISITES:	-	
TEACHING & EXAMINATION LANGUAGE:	Greek	
COURSE OFFERED TO ERASMUS STUDENTS:	Yes	
COURSE URL:	https://eclass.duth.gr/courses/438151/	

2.LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

At the completion of the course students should be able to:

- Use the scientific terminology and define the thematic axes in the field of Regional Development.
- Analyse and correlate the fundamental concepts of regional inequality, regional development and regional policy.
- Describe and evaluate the theories of regional development.
- Apply the appropriate research tools for the analysis of regional inequalities.
- Combine regional inequalities and regional development with the fundamental regional policy goals of Greece and EU.
- To make and evaluate policy proposals to tackle regional problems.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information
Decision making
Autonomous work
Teamwork

Critical thinking
Promoting free, creative and inductive reasoning
Equity and Inclusion
Respecting cultural diversity
Developing moral thinking and moral sentiments.

3.COURSE CONTENT

- Introduction: basic concepts in Regional Development.
- Regional inequalities – Theories of regional development.
- Regional Policy: concepts, means, efficiency.
- Regional inequalities in Greece.
- The concept of European integration – Relations between dominant states / Political theories of European integration.
- Reasons of EU establishment / Enlargement of EU – EU enlargement in South-Eastern Europe.
- EU institutions and bodies–EU Regional policy instruments and bodies.
- EU and Greece.
- Inequalities between EU member states.
- Regional inequalities within EU.
- EU Regional policy: winners and losers.
- EU initiatives (Integrated Mediterranean Programmes, Leader, Interreg, Equal etc.) / Community Support Framework, National Strategic Reference Framework, Sectoral Operational Programmes, Regional Operational Programmes etc.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Distance learning due to Covid-19 pandemic.
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of international and European statistical databases, use of Microsoft Teams digital platform for synchronous distance learning and use of the faculty's e-class digital platform for asynchronous distance learning and communication with students, use of presentation and mind map softwares, online video etc.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Lectures: 75 Interactive learning: 18 Autonomous study and preparation for exams: 55 Written examination: 2 Total (25 hours of workload per ECTS): 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written*	The evaluation process includes: 3. In-class activities (data analysis, decision making, problem solving etc). 4. Final written examination (Multiple Choice Test andShort Answer Questions). In-class activities aim at formative assessment, which is used to modify teaching strategies to meet student learning needs.

Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	The final written examination has a summative assessment character and assesses the achievement of the student learning against the intended learning outcomes.

5.SUGGESTED BIBLIOGRAPHY

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COURSE OUTLINE 69

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCE		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**69**	**SEMESTER**	**6th& 8th**
COURSE TITLE	International Political Economy		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to acquire knowledge and understand the basic principles of International Political Economy. Upon successful completion of the course, students will be able to:

a) understand issues within the area of international economy

b) have knowledge of the basic theories of political economy and international relations

c) understand competitive analyzes and ideological approaches to analyzing international political economy

d) understand how the international trading system and international monetary relations work

e) evaluate alternative interpretations of the global economy, especially after the Second World War

f) understand important issues of the modern world economy such as free trade and protectionism, the effects of globalization, regional cooperation, development, etc.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Autonomous work, work in an international environment, work in an interdisciplinary environment, production of new research ideas, respect for diversity and multiculturalism, Demonstration of social, professional and moral responsibility, sensitivity in gender issues , exercise of criticism and self-criticism, promotion of free, creative and inductive thinking, preparation of a research plan and of research proposals.

3.COURSE CONTENT

1. Introduction to the concept and definitions of International Political Economy.
2. The international economic context after World War II.
3. The theoretical approach of realism.
4. The theoretical approach of liberalism
5. The theoretical approach of historical constructivism.
6. International trading system.
7. International monetaryrelations.
8. External debt and international financial system.
9. Multinational enterprises and international production.
10. The political economy of regional integration.
11. International development, underdevelopment and poverty.
12. Modern theories of international political economy.
13. Summary-methodologicalconclusions.

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS	**1. Use of power point to prepare lectures.** **2. Uploading of lectures in the e-class platform**

<table>
<tr><td>TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td colspan="2">3. Web research of the main bibliography.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td colspan="2"><table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>1. Lectures: During lectures, the course content is taught with the use of examples. The lectures are done in an interactive way, mainly through the method of questions and answers, but also through examples in order to favor the participation of students as a way to foster the critical thinking and assimilation of the course content.</td><td rowspan="2">75</td></tr>
<tr><td>2. Seminars: During seminars, special topics that are included in the course material are presented and analyzed. The seminars focus on interdisciplinarity, as the analysis of International Political Economy relates to elements from political science, economics and political economy. In this way, students are expected to gain an understanding of international economic and political relations.</td></tr>
<tr><td>Study at home / in the library</td><td>60</td></tr>
<tr><td>Preparation of a project. Writing of individual papers and book presentations that are related to the course material, leads to a higher understanding of the course content strengthens the academic development of students and offers the possibility of synthetic analysis and presentation of particular issues of the course.</td><td>15</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total</td><td>150</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table></td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral</td><td colspan="2">Written examination (100%)</td></tr>
</table>

Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

5.SUGGESTED BIBLIOGRAPHY

- Cohn, T., H., (1991), *International Political Economy: Theory and Practice*, Athens: Gutenberg.
- Manoli, P., & Maris G., (2015), *Introduction to International Political Economy* , Athens: Kallipos, https://repository.kallipos.gr/bitstream/11419/3945/9/Kallipos_15465_book.pdf .
- Paronis, B. (2019), *European Economic History: From the societies of antiquity in the European Union*, Athens: Herodotus

COURSE OUTLINE 70

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**70**	**SEMESTER**	6th & 8th
COURSE TITLE	Civil society: Economy, state and welfare		

TEACHINGACTIVITIES *If theECTSCreditsaredistributedin distinct partsofthecoursee.g. lectures, labsetc. IftheECTSCreditsareawardedto the wholecourse, thenplease indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, addlinesifnecessary.Teaching methods and organization of the course are described in section 4.		

COURSETYPE *Background, GeneralKnowledge, Scientific Area, Skill Development*	Scientific area
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUSSTUDENTS:	-
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes *Pleasedescribethelearningoutcomesofthecourse: Knowledge, skills and*

abilitiesacquiredafterthesuccessfulcompletionofthecourse.
The aim of the course is to acquire sufficient knowledge and to deepen the understanding of the cognitive background of civil society. Upon successful completion of the course students will be able to: • Understand the institution of civil society as a whole. • Understand the individual dimensions of the institution of civil society. • To assimilate concepts that were analyzed in lectures and seminars through the study of books and bibliography. Write papers related to civil society issues from the perspective of the economy, the state and overall social well-being.
General Skills *Name the desirable general skills upon successful completion of the module* *Search, analysis and synthesis of data and information,* *ICT Use* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas* *Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Autonomous work *Work in an interdisciplinary environment* *Production of new research ideas* *Production of free, creative and inductive thinking* *Exercise criticism and self-criticism* *Decision making*

3. COURSE CONTENT

The course material is divided into 13 weeks, the content of which is as follows:

1. Introduction: Definitions and conceptualizations

2. Overview of the main activities of civil society.

3. Structure of civil society in individual areas of action.

4. The role of civil society in the economy-state relationship to promote social prosperity.

5. Potential collaborations or confrontations (or even conflicts) between civil society, state and economy

6. The character of the institution of civil society in Europe.

7. Towards a unified typology of civil society in Europe.

. Presentation of works.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD *Face to face, Distance learning, etc.*	Face to face
USEOF INFORMATION&COMMUNICATIONSTE	1. Use during the delivery of the prower point course. 2. Posting of basic elements of the courses in the e-

<table>
<tr><td>CHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>class.
3. Research in the literature and databases.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>1. Lectures: In these the material is developed. The lectures are done in an interactive way, in order to favor the interventions by students and to sharpen their critical ability.
2. Seminars: During them, special topics are presented and analyzed that are included in the course material.</td><td>80</td></tr>
<tr><td>Study at home</td><td>40</td></tr>
<tr><td>Problem solving</td><td>30</td></tr>
<tr><td>Total</td><td>150</td></tr>
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</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>Formative

Final exam (written or oral during the January / February exam) (80%)

Elaboration of work supplementary to the main examination (20%).</td></tr>
</table>

5. SUGGESTED BIBLIOGRAPHY

Foteff, Georgi. (1996). Civil society.

Athens: Filistor

Makridimitris, A. (2006). State and Civil Society, Freedom and Social Justice, Athens: Midnight Editions

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
SECTION	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**72**	**SEMESTER OF STUDIES**	6th& 8th
COURSE TITLE	Non-Governmental Organizations		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and the total credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
	3	
Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.		

TYPE OF COURSE *Background, General Knowledge, Scientific Area, Skills Development*	Scientific Area
PREREQUISITE COURSES:	NO
LANGUAGE OF TEACHING AND EXAMINATIONS:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	
ONLINE COURSE PAGE(URL)	

2. LEARNING OUTCOMES

LearningOutcomes

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.

ConsultAnnex A

- *Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Area*
- *Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning*

and Annex B

- *Summary Guide to writing Learning Outcomes*

The aim of the course is to analyze the concept and political phenomenon of Non-Governmental Organizations.

Upon completion of the course, students should be able:

(a) To understand the meaning, importance and function of Non-Governmental Organizations (NGOs) as a field of Political Science.

(b) To know basic aspects of the historical emergence of N.K.O. in a comparative perspective with other political phenomena and categories, such as parties, pressure groups, social movements.

(c) To understand the condition and the terms of transitionof the exercise of institutional policy from the traditional state-centered field of modernity to the modern field of polycentricity as defined by the multilateral dynamic relationship between state and intergovernmental institutions and non-governmental organizations.

(d) To know the basic ways and fields of intervention of the N.K.O., the multilevel relationship that develops with other institutional bodies such as the state and local government,otherand supranational-intergovernmentalinstitutionsand organizations, in the modern dynamic conditions of globalization, as well as the possibilities of practical intervention in national policy fields, such as the field of social policy, but also in international issues such as migration-refugee, ecology,humanrights,genderrelations,etc.

f) The content of the course, as it emerges from the outline of the material, is designed to cover, with a view to deepening, subjects on which the programme of humanistic-sociological courses ofthe Ministry of Education for Secondary Education isbased, in particularonthe the classic themes of political sociology (parties-pressure groups-social movements), but also in the contemporary fields of multilevel governance.

General Competencies

Taking into account the general skills that the graduate must have acquired (as these are listed in the Diploma Supplement and listed below) which / which of them is the subject of the course intended for?.

Search, analysis and synthesis of data and information, using the necessary technologies
Adaptation to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in a multidisciplinary environment
Production of new research ideas
Project planning and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Criticism and self-criticism
Promoting free, creative and inductive thinking

Autonomous work, teamwork, work in an international environment, work in an interdisciplinary environment, production of new research ideas,respectfor diversity and multiculturalism,demonstration of social, professional and moral responsibility and sensitivityto issues of humanrights, multiculturalism, environment,criticism and self-criticism,promotion of free, creativeand inductive thinking,strengthening of research projects and research proposals

3. COURSE CONTENT

The course material is divided into 13 weeks, the content of which is as follows:

I. Definition, concept, institutional recognition of Non-Governmental Organizations (NGOs). Scientific-thematic sites of the political phenomenon of N.K.O., as a field of Political Science and in particular of Political Sociology and International Relations.

II. NGOs as a theme of Political Sociology, in a comparative perspective with the other basic political phenomena and institutions, such as parties, pressure groups, social movements.

III. The relationship between NGOs and New Social Movements. The case of the anti-globalisation movement.

IV.M.K.O. and Civil Society. Presentation of the concept of Civil Society, as it has historically been formed, as well as the relevant scientific dialogue on the issue. NGOs as an active part of modern Civil Society in its articulation with the Political Society.

V.From the state-centric policy field to the polycentric one of multilevel governance. The relationship between the state and the intergovernmental spheres and the NGOs

VI. Typology of NGOs - The distinction between operational and supportive NGOs

VII. NGOs as part of transnational social movements and as part of the institutions of the multi-level global governance process.

VIII. Criticisms of the role and operation of NGOs: Efficiency, democratic legitimacy, transparency-accountability, sources of funding.

IX. The presence of N.K.O. in the third sector of the economy and in particular in social services and developing relations, competitive and complementary to the social state and the corresponding services of local government.

X. NGOs and human rights. NGO action in the field of migration-refugees

XI. NGOs and the ecological issue. Dominant and alternative approaches. The case of Greenpeace and the green movement

XII. The international experience of the activities of NGOs in international political relations. Presence and role of NGOs in national social formations in Eastern Europe, the Balkans and South America.

XIII. Conclusions

4. TEACHING AND LEARNING METHODS - EVALUATION

WAY OF DELIVERY *Face to face, Distance learning, etc.*	Facetoface
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of *TEIs in Teaching, Laboratory Education, Communication with students*	1. Use power point during lecturships 2. Basic course details into the e-class. 3. Research in the relevant bibliography and folder of classical

	texts.

TEACHING ORGANIZATION

The way and methods of teaching are described in detail.

Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Bibliography Analysis, Tutorial, Practical (Placement), Clinical Practicum, Art Workshop, Interactive Teaching, Educational Visits, Project, Writing a Project, Writing a Paper, Artistic Creation, etc.

The student's study hours for each learning activity are listed, as well as the hours of non-guided study so that the total workload at semester level corresponds to the standards ofECTS

Activity	***SemesterWorkload***
1. Lectures: The material is enriched with the use of examples. The lectures are held in an interactive manner, in order to favor the interventions ofstudents and to intensify their critical capacity.	**75**
2. Seminars: During their duration, special topics are presented and analyzed. The Seminars focus on interdisciplinarity, in order for students to acquire a multidisciplinary perspective, comparative ability and synthetic thinking, necessary prerequisites for the analysis of complex historical-social entities and political phenomena. The connection with topics of political science, political sociology and international relations is crucial in order students to understand the role of NGO's.	
Study at home/in the library	**60**
Elaboration of a study (project). Thewriting of assignments,not exculpatory, but additional / complementary of the main course, leads to the learning of the scientific written word, assists the academic constitution of the student and tomorrow's scientist, gives him / her the opportunity of synthetic analysis and presentation of topics, strengthens the argumentation, through the process of preparation-organization of public presentation-support of work-study,but also the transmissibility, the acquisition of pedagogical ability.	**15**
TotalCourse	**150**

STUDENT EVALUATION

Description of the evaluation process

Evaluation Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report/ Report, Oral Examination, Public Presentation, Laboratory Thesis, Clinical Examination, Clinical Examination, Artistic Interpretation, Other/ Other

Explicitly defined assessment criteria

Formative

Final exam (written or oral during the June exam (100%)

are mentioned and if and where they are accessible to students.	

5. RECOMMENDED BIBLIOGRAPHY

1) Frangonikolopoulos C., *The global role of non-governmental organizations,*Sideris I., 2007
2) Avoyxenidis A.- Syracoulis K., *The dynamics and limits of civil society,*Propompos Publications, 2008
3) Arapoglou V., Kavoulakos K.I., Kandylis G., Maloutas Th., *The new social geography of Athens: Migration, diversity and conflict,*approx.*ContemporaryIssues,*vol. 107/2009
4) Voulgaris G., *State and civil society in Greece,*approx.*Greek Review of Political Science,*vol. 28/2006
5) Georma K., *The geopolitics of the coronavirus,*approx.*Ardin,*tx, 118/2020
6) Iliopoulos H., *Umanitarism or legalization of imperialism,*per.*Ardin,* tx 19-20/1999
7) FeatherstoneK.- Papadimitriou D., *The limits of Europeanization. Public policy and reforms in Greece,*Editions Eight, 2010
8) Karabelias G. (ed.), *NGOs and globalization in Greece,*Alternative editions, 2014
9) Clatstra P., *The society against the state,*Editions Alexandria, 1992
10) Livas S., *Aspects of Turkey. State ideology and civil society,*Papazisis Publications, 2017
11) Beck O., *What is globalization ?*Katsaniotis Publications, 1999
12) Naxakis C.-Chletsos M., *Immigrants and migration. Economic, political and social aspects,*Patakis publications, 2001
13) Negri A.-Hart M., *Empire,*Scripta Editions,2003
14) Debre R., *Eulogy of the Borders,*Estia Publications, 2015
15) Papamichail G. (eds.), *Non-governmental organizations and dominant politics*, Monthly Review ImprintPublications , 2005
16) Pasé R., *Ecology and environment,*Epikentro Publications, 2007
17) Rakkas G., *The solidarity industry*, Alternativeeditions, 2020
18) Rakkas G., *Migration, multiculturalism, conflicts: From Agios Panteleimonas to the refugee crisis,*Alternative editions, 2017
19) Sasen S., *Sociology of Globalization,*Metaichmio Publications, 2012
20) Sklias P.-Houliaras A., *Non-governmental organizations and international development cooperation,*Papazisi Publications, 2002
21) Staiou E., *The framework and communication models of self-organized social solidarity initiatives-A contribution to the debate on the social state,*Papazisis Publications, 2019
22) Collective, *Cultural imperialism,*Gordios publications, 1997
23) Sotiropoulos D., *Greek civil society and the economic crisis,*Potamos Publications, 2017
24) Tarik A., *The clash of fundamentalism : Crusades, Jihad and Modernity,*Agra Publications, 2003
25) WallersteinI., *Anti-system movements,*yesterday and today, Dot Publications, 2016

COURSE OUTLINE 74

1. General

ΣΧΟΛΗ	SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
ΤΜΗΜΑ	SOCIAL POLICY		
ΕΠΙΠΕΔΟ ΣΠΟΥΔΩΝ	LEVEL 6		
ΚΩΔΙΚΟΣ ΜΑΘΗΜΑΤΟΣ	**74**	**ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ**	6th και 8th
ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ	Employee Relations		

ΑΥΤΟΤΕΛΕΙΣ ΔΙΔΑΚΤΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ *σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων*	**ΕΒΔΟΜΑΔΙΑΙΕΣ ΩΡΕΣ ΔΙΔΑΣΚΑΛΙΑΣ**	**ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ**
	3	6
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.		

ΤΥΠΟΣ ΜΑΘΗΜΑΤΟΣ *Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων*	Scientific area
ΠΡΟΑΠΑΙΤΟΥΜΕΝΑ ΜΑΘΗΜΑΤΑ:	No
ΓΛΩΣΣΑ ΔΙΔΑΣΚΑΛΙΑΣ και ΕΞΕΤΑΣΕΩΝ:	Greek
ΤΟ ΜΑΘΗΜΑ ΠΡΟΣΦΕΡΕΤΑΙ ΣΕ ΦΟΙΤΗΤΕΣ ERASMUS	Yes

2. Leaning Outcomes

Μαθησιακά Αποτελέσματα

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α

- *Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης*
- *Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης*

και Παράρτημα Β

- *Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων*

This course examines the role of the employee relations in modern organisations. Key functions such as collective bargaining, trade unionism, labour-management relations, state interventioninlabour relations areconsidered.

Upon successful completion of this course, students will be able to:

– Demonstrate an understanding of basic theories of Industrial Relations

– Apply their understanding of theoretical models to analyze trends in data pertaining to topics in employee relations.

– Apply their understanding of theoretical models to case studies presented in the course.

– Construct, defend, and analyze important issues ofemployee relations

Γενικές Ικανότητες

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές

αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;.	
Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών *Προσαρμογή σε νέες καταστάσεις* *Λήψη αποφάσεων* *Αυτόνομη εργασία* *Ομαδική εργασία* *Εργασία σε διεθνές περιβάλλον* *Εργασία σε διεπιστημονικό περιβάλλον* *Παράγωγή νέων ερευνητικών ιδεών*	*Σχεδιασμός και διαχείριση έργων* *Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα* *Σεβασμός στο φυσικό περιβάλλον* *Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου* *Άσκηση κριτικής και αυτοκριτικής* *Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης*
Personal Work Collective Work Decision-Making	

3. Content

4. Teaching and Learning Methods - Evaluation

ΤΡΟΠΟΣ ΠΑΡΑΔΟΣΗΣ *Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.*	Face-to-Face
UseofICT *Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές*	1. Use of PowerPoint Presentations 2. Upload of pertinent material on E-Class. 3. Searching on Literature and relevant evidence via electronic databases (i.e. ERGANI).
TeachingOrganization *Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.* *Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.* *Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS*	

Δραστηριότητα	***ΦόρτοςΕργασίας Εξαμήνου***
1. Lectures	**39**
2. Interactive teaching	**14**
3. Case Studies	**38**
4.Self-education-study	**48**
5.Paper presentation	**9**
6.Final Exams	**2**
Course Total	**150**

STUDENT PERFORMANCE EVALUATION (*student performance evaluation)* *Description of the evaluation procedure* *methods of evaluation, summative or conclusive, multiple choice questionnaires, problem solving,*	1.Written examination (in Greek) 2.Essays 3.Presentation of essays They are analysed during the first lecture

written work, essay/report, oral examination, *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	

5. Selected Bibliography

Witney F.& Sloane A. (2000), Labor Relations, Prentice Hall.
Leat, M. (2007, Exploring employee Relations, Elsevier.
Godard, J. (2005), Industrial relations, the economy and society, Captus Press.
Salamon M. (1997), Industrial Relations: Theory and practice, Prentice Hall.

COURSE OUTLINE 56

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**56**	**SEMESTER**	5th& 7th
COURSE TITLE	Internship		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, add lines if necessary.Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Skill Development		
PREREQUISITES:	-		
TEACHING & EXAMINATION LANGUAGE:	Greek –no exams take place, students evaluation is based on theirs and their supervisors' reports		
COURSE OFFERED TO ERASMUSSTUDENTS:	No		
COURSE URL:	https://eclass.duth.gr/courses/OKA174/		

2. LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Students upon completion of their internship will: a) be familiar with the working environment and the requirements of the respective professional field; b) be prepared to pass smoothly from their academic studies to the field of professional competences of the

collaborating bodies;

c)gainprofessional experience and make contactswiththelabour market.

In particular, students, will be informed of the work of public and wider public sector bodies (such as ministries, regional and local government, independent authorities, etc.), private organizations as well as the third sector of the economy (NGOs, social economy, unions, cooperatives, trade unions, etc.) in terms of planning, implementation and evaluation of interventions to address social problems and alleviate social inequalities in the sectors of social security, social welfare and in particular child protection, health, employment, education, training and lifelong learning, immigration and refugee policy, housing, justice, crime and penitentiary policy, environmental policy, gender equality, counseling and professional orientation, addictions, mental health, protection and reintegration of vulnerable social groups, etc.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information,ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Project design and management
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

Internship is carried out in accordance with the terms provided by the relevant Regulations of DUTH regarding the working hours, the remuneration and the leaves of the trainees, with the aim to achieve the essential mutual communication between university studies and the workplace and implement academic and educational knowledge in a working environment. University teaching staff cooperate with the employers of the trainees for the assignment of internship supervisionto staff members of the collaborating bodies, to determine the internship subject and to monitor the programme of each trainee, which must be relevant to the subject of their studies. In this context, there is regular communication with the supervisors and the trainees and meetings are organized with them in the Department of Social Policy. If possible, depending on the dispersal of collaborating institutions and the number of internship positions, on-site visits of teaching staff to the participating institutions are carried out.

Students are informed of the registry and the selection of collaborating institutions, their subject of their work in the institutions where they will be employed, attend a meeting of the internship liaison office, discuss and exchange impressions from their experience with each other and with representatives of the institutions.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face weekly supervision
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Contact via e-mail** **Guidance via e-class**

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Weeklysupervisionmeetings	13
On-site cooperation in collaborating bodies	6.5
Internship in a collaborating body	100
Homework	10
ProblemSolving	6.5
ReportWriting	14
Coursetotal	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Students submit an activities report (50% of the internship grade). The internship institution supervisor evaluates them as regards the observation of their duties and their performance (30% of the internship grade). The academic supervisor evaluates students overall activity taking into account their report, the internship institution supervisor evaluation and their cooperation with him/her(20% of the internship grade).

5. SUGGESTED BIBLIOGRAPHY

Varies, depending on the internship body and the subject of the internship position. Itincludesinformationasregardsthecompetenceandtheactivitiesoftheinternshipbody, and sources used in the relevant courses of the students' study programme (health, welfare, education, justice, migration etc.).

COURSE OUTLINE 76

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMICS SCINCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**76**	**SEMESTER**	6th& 8th
COURSE TITLE	Internship I: Teaching Internship		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGH OURSPERWE EK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Skill Development
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Intended learning outcomes after successful completion of the course students will be able: at the level of knowledge: -be aware of the relevant national curricula (ΔΕΠΠΣ) concerning the utilization of media in the educational process, – to know at least four basic tools of analysis of the educational field, – to describe the steps that must be followed in designing an experimental teaching – to familiarize with various models and teaching methods – to illustrate key criteria for evaluating the educational scenario at the level of ability: -to design a training scenario oriented towards school legislation -to organize short educational field observation for recording students ‘ educational capital -to design teaching and learning resources/material that will provide solutions for teaching -to evaluate the experimental teaching based on criteria that have been studied for assessing

educational scenarios

at the level of skills:

-to make short teaching lessons designed according to the methodology etc.

-to create and deliver an educational scenario based on the specifications discussed in the lesson

-to draw up a final report reflecting on the teaching carried out

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

The course aims at the following general competencies:
• Search, gather, analyze, and synthesize data for a media project
• Support for educational scenario
•Individual work
•Teamwork
• Creative production of a educational material
• Working in an interdisciplinary environment
• Promoting free, creative, documented, responsible and critical thinking
• Reflection ability for the work you have done and the teaching done

3. COURSE CONTENT

In this course students are trained in the necessary procedures for the planning, organization, implementation and evaluation of teaching, as well as in making new media and digital technologies as anticipated in the national curriculum (ΔΕΠΠΣ) for primary education. Applied organization of the course is offered, so that students, through their active participation, create in- practice training materials for e-learning. For better organization of the process, groups of 5 to 6 people will be formed. At the same time, each student group in collaboration with the class teacher and the supervisor:

1.will establish a teaching theme with the original utilization of the new media,

2. will proceed to the teaching transformation of matter, in accordance with the methodology proposed and

3. implement teaching in the classroom.

Practical exercises are structured into the following stages:

1 st stage: Analysis of the didactic field: analysis of the reference group and the field of study through observation with specific tools. Students attend and participate for 2 weeks in the classroom of their educational advisor, in which they have been ranked in order to get to know the class in general and the students more focused, Interests, skills and competences in the Media and to design, organize and implement a focused educational intervention that corresponds to the real level and interests of the students

2nd stage: construction of necessary knowledge: the demarcation of personal goals is actualized (usually 1-2 targets), in conjunction with the subject under investigation and the examination of teaching approaches, in cooperation with the teacher and the teacher advisor (mentor). In addition, investigation of the thematic content and choice of teaching methodology and teaching means, e.g. WebQuest, interactive whiteboard, reportage, moral dilemma, which related to education in the media and electronic material. The special teaching methodology is demarcated by the student as a personal learning objective which is assessed by him/her after teaching in the classroom. At the same time, inorder for students to deepen their knowledge of didactic methodology, they teach to their fellow students in the form of micro-instruction. Educational consultants (advisors) are invited to the University course and share in the process which functions partially as informal training. Student and educational co-operation class continues and assumes an advisory role.

3rd stage: Interactive-Stochastic preparation and design of teaching. Analysis of Video Micro-instructions: gradual completion of didactic transformation and digital materials, according to proposed methodology and writing of the curriculum scenario. On the basis of the counselling feedback from the teacher, the mentor (mentor) the students plan the teaching plan

4th stage: Actualizing the revised classroom instruction: Following from the above is the implementation of teaching in 2 to 4 classroom teaching hours (over 2 weeks). At this stage, mutual observation of students in groups can be made based on appropriate teaching analysis tools. In addition, the students begin writing the teaching ‘scenario’ according to the guidelines provided by the University.

5th stage: Supporting the teaching scenario: Students document the teaching design of the teaching by justifying their choices through bibliographic sources and the field analysis they made during the first phase.

6 th stage: Reflection and feedback on teaching: the educational circumstances of the trainee student (based on the individual educational calendar), b) the degree of achievement of the intended personnel, using a specific tool of thought, and c) the quality of the educational design and the formulation of individual conclusions For the professional development of students (based on the information of the coordinator and the responsible teacher of the internship).

7 th stage: Reviewing and finalizing the educational scenario: Students pillage in the final draft of the training scenario

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity Workload/semester*** Lectures 39 Elaboration of activities 21 Study of bibliography 45 Short essay writing 45 Course total 150
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The students' evaluation is based on 3 axes: (a) the active participation of students in the educational process, which is ensured by their engagement in a specific work that is to be delivered as a prerequisite for the understanding of the content of the course (b) the participation of students in the daily schools' practice for 3-4 weeks, (c) the on-time delivery of the overall project, with all the types and completion of the internship

5. SUGGESTED BIBLIOGRAPHY

Sofos, A. (2015). Designing teaching scenarios for students' practical training. Holistic model of exploratory and stochastic practice to enhance digital literacy within the context of Mentoring. Athens: Grigoris

Solomonidou H. (2006): New Trends in Educational Technology, Athens: Metaichmio

Vosniadou P. (2006): Children, Schools and Computers, Athens: Gutenberg

COURSE OUTLINE 78

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**78**	**SEMESTER**	6th& 8th
COURSE TITLE	Environmental sustainability and the welfare state		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

2.LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The course Environmental Sustainability and Welfare State introduces the relevant debate on sustainable debate with public policies for environmental protection and for the mitigation of social inequalities and social exclusion.

Upon the successful completion of the course, students will be in the position to:

- Define the term and concept of sustainability
- Perceive the perspective and approach of environmental sociology in the exploration of society-nature

relations.

- Know and analyze the Millennium Development Goals.
- Recognize the significance of intersectoral, horizontal public policies in addressing the environmental and socio-economic crisis
-

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

Search, analysis and synthesis of data and information,
ICT Use
Autonomous work
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Respect for the natural environment
Critical thinking

3.COURSE CONTENT

The courses expands over 13 weeks and is structured in the following way:

1. The contribution of classical sociology in understanding society-nature interaction.
2. Basic understanding of welfare state theory
3. The emergence of environmental sociology
4. The concept and content of environmental inequalities
5. Environmental inequality at the world level
6. The environmental movement in the framework of new social movements theory
7. The concept and concept of environmental sustainability
8. International organizations, environmental protection and social welfare
9. Social consequences of environmental protection
10. Millennium Development Goals
11. Environmental and social policy in Europe
12. Environmental and social policy in Greece
13. Holistic public policies for environmental protection and social welfare

4.LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of databases, eclass for communication and information sharing and powerpoint presentation in lectures and for students presentations</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>60</td></tr>
<tr><td>Interactive teaching</td><td>40</td></tr>
<tr><td>Independent work towards oral presentation</td><td>30</td></tr>
<tr><td>Presentation of oral assignment and feedback</td><td>20</td></tr>
<tr><td>Course total</td><td>150</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>Formative
Presentation of oral assignment during the course or written exams in the end of the semester (June) 100%</td></tr>
</table>

5.SUGGESTED BIBLIOGRAPHY

- Karamihas, I., Botetzagias, I., (2009). Environemntal Sociology, Kritiki, Athens (in Greek).
- Papavasileiou, V., Xanthakou, G., Andreadakis, N., Nikolaou, E., Kaila, M. (2020). The social dimension of sustainability. Refugees, migrants and vulnerable groups, Diadrasi, Athens (in Greek).
- Papadimitriou, E., Fragkopoulos, I. (2018). Environental Inequality – Space, Cultural Representations and Social Practices, A. Tziola& Sons, Thessaloniki (in Greek).
- Sakellaropoulos, Th., Economou, H., Skamnakis, H., Aggelaki, M. (Eds.) (2018), Social Policy, Dionikos, Athens (in Greek).
- Skourtos, S. M., Sofoulis, M. K. (2005). Environmental policy in Greece. Analysis of the environemental problem form the perpective of social sciences, Dardanos, Athens (in Greek).

COURSE OUTLINE 84

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**84**	**SEMESTER**	6th& 8th
COURSE TITLE	Housing Policy		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
		3	6
Please, add lines if necessary.Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUSSTUDENTS:	Yes?		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of this course is the study of housing problems and interventions in the framework of housing policy. The course focuses on housing inequalities and housing exclusion of vulnerable social groups (homeless, refugees, migrants). Upon the successful completion of the course, students will be in the position to:

- Understand and perceive in a systematic manner the significance of housing for the security and welfare of citizens.
- Realize the wide spectrum of housing exclusion in current societies.
- Learn the historical evolution of housing policy in Europe and Greece.
- Familiarize with diverse actor in the framework of housing markets and housing policies (national governments, local authorities, cooperatives, foundations, social rental agencies and social equity organizations).
- Familiarize with alternative approaches in housing policy (expanded, focused, housing-first).

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, *ICT Use* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Search, analysis and synthesis of data and information, ICT Use Autonomous work Working in an interdisciplinary environment Promoting free, creative and inductive reasoning Criticalthinking Decisionmaking	

3. COURSE CONTENT

The courses expands over 13 weeks and is structured in the following way:

1. Housing policy within the framework of social policy
2. Causes of housing problems
3. The problem of housing exclusion
4. Housing policy institutions.
5. Housing agencies and services.
6. The historical development of housing policy in Europe.
7. The historical development of housing policy in Greece.
8. Research methodology and housing policy.
9. New forms of homelessness and housing exclusion.
10. New social problems and the significance of housing policy (social inclusion of migrants and refugees).
11. Housing needs in the context of the current crisis (pandemic).
12. Practices of housing policy in Europe.
13. Practices of housing policy in Greece.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of databases, eclass for communication and information sharing and powerpoint presentation in lectures and for students presentations**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation,*	

Activity	*Workload/semester*
Lectures	60
Interactive teaching	40
Independent work towards oral presentation	30

project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Presentation of oral assignment and feedback	20
	Coursetotal	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Formative Presentation of oral assignment during the course or written exams in the end of the semester (June) 100%

5. SUGGESTED BIBLIOGRAPHY

Kourachanis, N., 2019. House and society. Athens: Dionikos (in Greek).
Kourachanis, N., 2019. Housing policies for refugees. Towards social integration or welfare dependence?, Athens, Topos (Motivo), (in Greek).
Kourachanis, N. 2017. Social policies of housing. The Greek residual approach. Athens: Papazisis (in Greek).
Papadopoulou, V. D., Kourachanis, N., 2017. Homeless and social exclusion in Greece during the crisis, Athens: Topos (Motivo) (in Greek).

COURSE OUTLINE 89

1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**89**	**Semester**	6th & 8th
ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ	English for Social Sciences II		

TEACHING ACTIVITIES	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	**6**

COURSE TYPE	Skill Development
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	English (and Greek, when necessary)
COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE URL	https://eclass.duth.gr/courses/438172/

2. LEARNING OUTCOMES

LearningOutcomes

Studentsareexpectedto

- acquire skills in the understanding and production of oral written speech in English for academic purposes
- understand the differences between Greek and English scientific language and be able to comprehend written and oral scientific speech and produce written and oral scientific speech in both languages
- be able to study and articles in english relating to the field of Social Policy and attend conferences and seminars in English

AcademicSkills:

1. Search, analysis and synthesis of data and information, using ICT, such as online dictionaries
2. Writing a short scientific paper / abstract relating to the field of Social Policy
3. Working a member of a team in order to produce a short paper/ abstract relating to the field of Social Policy

General Skills

Search, analysis and synthesis of data and information,
Decision making
Autonomous work
Teamwork
Demonstration of social responsibility and sensitivity to a multicultural society
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. **Lecture 1**Introduction to extended writing and research, *Introduction to Social Policy*
2. **Lecture 2** Using evidence to support ideas, *Analyzing community work - its theory and*

practice

3. **Lecture 3** Organizing writing (presenting an argument, describing, comparing and contrasting, discussion, etc.), *Administrative Law*
4. **Lecture 4**Sourcing information for your project, *Political Economy*
5. **Lecture 5** Nominalization in written text, *International Environmental Policy*
6. **Lecture 6** Developing your project, *Family Work with Elderly People*
7. **Lecture 7** Developing a focus, *The Cultural Nature of Human Development*
8. **Lecture 8** Introductions, conclusions and definitions, *An Introduction to Social Psychology*
9. **Lecture 9** Incorporating data and illustrations, *Public Economics*
10. **Lecture 10** Hedging in academic texts, *Domestic Violence*
11. **Lecture 11** Writing a summary, *Social Work and Health Care in an Aging Society*
12. **Lecture 12**Writing an abstract, *Social work with groups*
13. **Lecture 13** Giving an oral presentation, *Comparative Social Policy*

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD	Facetoface
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)	Lectures - teaching using ppt in class Using ICT and the internet Uploading teaching material, announcements and communicating with students through e-class. Communication with students using email
TEACHING ORGANIZATION	

Activity	Workload/ Semester
Lectures	39
Interactingteaching	21
Participation in educationalactivities	20
Independent study and preparation for the exams	50
Preparing a portfolio	20
finalWrittenExamination	

	6X25=150	150
STUDENT EVALUATION	Language of evaluation: English (and Greek) Formative evaluation: mid term exam (40%) Formative evaluation: portfolio (20%) Summative evaluation: final written examination (80%)	

5. SUGGESTED BIBLIOGRAPHY

Hinkel, E. (2003). *Teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Routledge.

Hopkins, D., & Cullen, P. (2007). *Cambridge Grammar for IELTS with Answers: Self-study Grammar; Reference and Practice*. Ernst KlettSprachen.

Mc Cormack J. &Slaght J. (2020). *Extended Writing & Research Skills.*Garnet Education.

PART C

STUDENT ISSUES

1. Electronic Services

1.1 Electronic Secretariat –Unistudent

The access of students to information regarding the status of their studies, courses'registration, grades, etc., is implemented through the "Electronic Secretariat" of DUTH, which is available only if previously connected to the VPN (VirtualPrivateNetwork) of DUTH with the username and password used in the university email (even when one usesa computer on the campus).

1.2 Academic Identity

The academic ID is necessary for the identification of the student for all services required (transactions with the secretariat, reduced transportation ticket, etc.). The issuance of the academic ID is implemented through the relevant website: https://submit-academicid.minedu.gov.gr/

1.3 Asynchronous distance learning

The teaching of each course is assisted by the asynchronous distance learning platform - eClass - through which there is two-way communication of students with the teaching staff members, exchange of material and information related to the course, testing - progress, etc. In particular, the e-courses of the Social Policy Department can be found at the link:
https://eclass.duth.gr/modules/auth/opencourses.php?fc=153

1.4 Sychronouse-learning

In parallel with in vivo teaching and asynchronous distance learning, there is the possibility of sychronous e-learning, where the teacher-student communication takes place in real time. In this way the teaching in the room is simulated without the need for the physical presence of students at a given premise.

1.5 EUDOXOS –KALLIPOS

Apart fromtexbookssupplied to the students in printed form via the selection nad administration procedure implemented electronically through the "Eudoxos" service (https://eudoxus.gr/), books in electronic format, created in the framework of the Action "Hellenic Academic Open Textbooks" are available in the open access repository "Kallipos" (https://www.kallipos.gr/el/).

1.6 Email

The communication of students with the services of the Department and the University and vice versa is done through e-mail. All students are provided with an email address, which is accessible through the WebMail service.

1.7 Digital Storage

Access to personal files as well as sharing of files with third parties is implemented through the Pithos service.

1.8 Free Software

Students of the Department have free access to Microsoft software, through the Office365 service.

1.9 Literary Editing

The electronic platform Philologus provides linguistic correction and literary editing of texts written in the Greek language by members of the Academic Community of DUTH.

2. Student Care

2.1 Students' Transportation Service

DUTH is the only Institution in the country which provides free transportation of students to the cities of Komotini, Xanthi and Alexandroupoli, from and to the places of education, catering and halls of residence, throughout the academic year. The rental of the means of transportation, on a regular basis, takes place following an international open electronic tender and the associated cost is fully covered by the regular budget of DUTH.

Specifically for the city of Komotini, there are approximately 1,700 itineraries per month addressing following routes:

• Urban starting point - Department of Social Policy - Old Rector's Office (Tsanakleios) - Egnatia - Kosmopolis - Campus and return.

• Urban Starting Point - Department of Social Policy - Old Rector's Office (Tsanakleios) –(Social Insurance Fund/IKA in Greek) - Metallurgy and return.

2.2 Catering

The Democritus University of Thrace takes care for the best possible coverage of the needs of all students and the improvement of the services provided to them. Among other services, DUTH takes special care of catering services to students in the four cities where its Departments are located.

In particular, the students of DUTH who live in the halls of residence of Komotini are catered for in the privately owned restaurants of the University managed by the Youth & Lifelong Learning Foundation (I.NE.DI.VI.M. in Greek), which is financed separately by the Ministry for this purpose. The responsibility for the quantity and quality of the food provided in these restaurants lies exclusively with I.NE.DI.VI.M.

In addition, every month in the cities where DUTH operates, students not residing in dormitories are catered for by the catering contractor. For the quality and quantity of the food provided, both the relevant Call for Tender and the Contract with the contractor include specific provisions while controls are carried out both by government services (eg.the Hellenic Food Authority/ EFET in Greek) and by the University.

The infrastructure currently used in Komotini for catering is:

One (1) Restaurant at the University Campus of Komotini, where students residing in the hallsof residence of Komotiniare catered for and

One (1) Restaurant in the former Law School, in Komotini, where the contractor offers catering services.

Three (3) meals are available to the eligible students of DUTH (breakfast, lunch and dinner).

The relevant expense is fully covered by the regular budget of DUTH.

Interested students can submit electronically the required supporting documentation for access to catering services at https://estia.duth.gr, as soon as the relevant announcement is posted on the main website and the website of the Department.

2.3 Accommodation - Housing Student Allowance

2.3.1 Accommodation

DUTH in response to the difficult economic circumstances and modern requirements, despite the very large number of students, takes care for the best possible coverage of the housing needs of students. Students meeting the eligible critieria can reside in the halls of residence operating in all four cities where DUTH is located (Xanthi, Komotini, Alexandroupoli, Orestiada).

DUTH owns all the premises where halls of residence are located. The competent management body, for the students' hall of residence inKomotini is the Youth & Lifelong Learning Foundation (I.NE.DI.VI.M. in Greek).Accommodation of 690 privately owned beds is offered in the city of Komotini.

The selection of students to be admitted to the halls of residence of DUTH is based on socio-economic criteria. The evaluation takes into account:

1. Their annual income in case students submit individual tax declaration forms.

2. The annual income of their parents, in case they do not submit an individual tax declaration form.

3. The number of the candidate's family members, including parents and unmarried siblings under 22 years of age who do not study and under 28 years of age in case siblings study.

Additional social criteria are taken into consideration, such as large families, family divorce, loss of parent, disability over 67%, siblings who serve or study, unemployment, persons with special needs in the family unit.

Interested students can submit electronically the required supporting documentation for accommodation at https://estia.duth.gr, as soon as the relevant announcement is posted on the main website and the website of the Department.

2.3.2 Housing Student Allowance

According to the institutional framework, undergraduate students of Higher and Higher Education Institutions included in the Panhellenic Examinations system, Greek nationals or nationals of other European Union countries, are granted an annual housing allowance of 1.000 euros (equal to).

Those who are studying for a second degree are not entitled to this allowance.Exceptionally, for the undergraduate students who are admitted and enrolled during the academic year 2021-2022 at the DUTH, it is provided that the annual housing allowance is granted if the annual family income of the previous year does not exceed 40) euro. The relevant legislation is listed on the website of the Department.

2.4 Health Care

2.4.1 Medical and hospital care

Undergraduate and postgraduate students and doctoral candidates, who have no other medical and hospital care, are entitled to full medical and hospital care in the National Health System (ESY) with the associated cost covered by the National Organization for the Provision of Health Services (EOPYY in Greek). The Common Ministerial Decision No Α3(γ)/ΓΠ/οικ. 25132/04-04-2016 (Β'908) defines the terms, conditions and the procedure of free and unhindered access to the Public Health Units, as well as the provision of nursing and medical care to uninsured persons. The beneficiaries hereof are provided, upon the submission of the Social Security Registration Number, primary and secondary health care, in accordance to the provisions of the Uniform Regulation of Health Provisions (EKPY in Greek) of the National Organization for the Provision of Health Services (EOPYY in Greek). Accordingly, uninsured students with their social security registration number (AMKA in Greek) accede the Public Health Units, as the University from the academic year 2017-2018 onward is not entitled issue or renew health insurance booklets to uninsured students. Any student health insurance booklets issued by DUTH are revoked.

Beneficiaries will be provided with these services upon presentation of the Social Security Registration Number (AMKA) alone, without any need to submit health insurance booklets.

2.4.2 European Health Insurance Card

The European Health Insurance Card (EKAA in Greek) is a free of charge card that offers access to public health care on the same terms and costs as the insured persons in the respective country.

The E.K.A.A. does not replace travel insurance, nor does it cover private healthcare.

In order for the EKAA to be issued, students (undergraduate, postgraduate or doctoral candidate) will be checked of not being covered by another insurance agency according to registrar of Uninsured Citizens kept by the Electonic Governance of Social Insurance (IDIKA in Greek). .

The issuance of the European Health Insurance Card (EKAA) for undergraduate, postgraduate students and doctoral candidates who are not entitled to any other medical and hospital care, as well as the reimbursement of the costs incurred, is carried out by the services of Higher Education Institutions (A.E.I.).

Interested students submit their application for the issuance of E.K.A.A. at the Secretariat of the relevant Department.

The application is signed by the student and co-signed by the competent employee of the Secretariat, who is in charge of the full control of the application details and the student's entitlementto anE.K.A.A.

The application is then forwarded by the Secretariat via electronic protocol to the Department of Undergraduate Studies and Student Welfare for the issuance of the card, after the relevant check of the completeness of the application details.

The basic condition is that the student is uninsured and is not affiliated with an insurance agency.

For the granting of E.K.A.A. the following supporting documentation is submitted to the Secretariat of the relevant Departments:

1. Application –solemn declaration

2. The social security registration number of the student

3. Photocopy of Police ID (both sides)

4. Certificate of participation from the Department of International Relations of DUTH for the specific program and its duration.

5. In case of mobility for other reason, a solemn declaration (article 8 of Law 1599/1986) indicating the reasons for mobility and application forE.K.A.A. is needed.

The E.K.A.A. will be received by the students of the Departments of Komotini from the Department of Undergraduate Studies and Student Welfare, where they will sign that they have received it.

More information at the Secretariat of the Department.

2.5 Awards

DUTH, through the DeansOffics, awards a performance award per academic year to the student of each Department of the DUTH, who attended and successfully passed all the courses of the previous academic year as these are specifiedin the indicative curriculum and who received the highest grades. The award involves the awarding praise of the student at a ceremony that takes place in each School.

Awarded students of the Department of Social Policy are invited to the first meeting of the Assembly of the Department of Social Policy and receive praise for their consistent study and performance as well as an award for books, office supplies, consumables or PC accessories or other items. owned by the Department or provided though sponsorships.

In addition, the Department of Social Policy, following a proposal by the Association of Social Policy Students "Solidarity" and a documented decision of the Assembly of the Department awards to students the following titles: a) social contribution and participation in voluntary activities which highlight and strengthen the presence and cooperation of the Department with educational and social institutions and services at local and national levels and b) international presence and contribution to research and scientific activities of the Department developed in the context of the Department's participation in programs and collaborations with academic institutions abroad.

The Regulation for the recognition of consistent study, performance, social contribution and contribution to scientific activities of students of the Department of Social Policy of DUTH is posted on the website of the Department.

3. OTHER SERVICES

3.1 Library

The Library and the Information Center of DUTH consists of 9 Libraries of Schools and Departments. The Library of the Law School and the School of Social, Political and Economic Sciences is located in the building of the Law School on Campus.

Students can become members of the School's library, as soon as they receive their academic ID in order to use the Library's services. They can search for printed and electronic material from the Library catalog. They can also use electronic resources using their institutional account (academic email). Information about the Library of the Law School and the School of Social, Political and Economic Sciences can be obtained by tel at 25310 39806/39809/39549 and at the email:addresslaw@lib.duth.gr

3.2 Liaison Office

DUTH Liaison Office was established in 1997 within the framework of the Operational Program of Education and Initial Vocational Training (E.P.E.A.E.K. in Greek) in order to be an information center for students and graduates of DUTH, aspiring to become a link between the Academic and the Productive Communities. The Liaison Office:

• Informs University students and graduates about available jobs of companies and enterprises of the wider Public and Private sectors, at both local and Panhellenic levels, as well as for Internship positions.

• Provides information on postgraduate programs of Greek and foreign Universities.

• Informs users about available scholarships and endowments in Greece and abroad.

• Contributes with information on Mobility Programs (Socrates-Erasmus, Leonardo, etc.).

• Informs about conducting training seminars and conferences.

• Provides Counseling Services through Career Counselors and an e-mentoring system.

• Provides distance education services on issues related to CV development, professional rights, technical terminology, etc.

• Organizes workshops and seminars of educational and professional interest as well as Career Days.

• Carries out studies regarding the situation in the labor market, the required specialties, the absorption of graduates and the mapping of students' needs regarding the services offered by the

Liaison Office. The results of these studies are used by the Office in order to draft the main axes for the determination of actions in the field of contact with companies but also in the design of a plan for the approach of fresh year students.

Information is provided on the website: https://career.duth.gr/portal/

3.3 Counseling and Accessibility Unit (DOSYP in Greek)

The Counseling and Accessibility Unit(DOSYP) of Democritus University of Thrace started its operation in 2018 and during the initial phase of its operation is funded by the NSRF 2014-2020, through the Act "Support of the Social Welfare Interventions for tudents of DUTH". Its purpose is to promote constructive learning, academic success and socialization of DUTH students with special needs and disabilities.

Its goals include:

• Equal access to the educational activities of students with special needs and disabilities, through the adaptation of the educational environment, the use of supprtive information technologies and the provision of services to facilitate access to space and knowledge.

• The personal development and the improvement of the social life of students with special needs and disabilities, inside and outside the educational premises.

In particular, the Counseling and Accessibility Unit (DOSYP) develops actions to address problems related to the following issues:

- Studies: learning difficulties, difficulties in study and comprehension, difficulties in decision making, inability to concentrate, exams-induced stress, incompatibilities of educational spaces, means and materials due to disability.
- Academic life: difficulties in adapting to the educational environment, difficulties in organizing and managing time, negative attitude towards the subject of study.
- Social life: difficulties in friendly and family relationships, isolation, low self-esteem, difficulties of acceptance and integration into the social environment.
- Other problems: psychosomatic disorders, emotional problems, addictions.

The Central Office of DOSYP is based in Komotiniwith Branches in the cities of Xanthi, Alexandroupoli and Orestiada. It is scientifically supervised by academic staff members related to its work and consists of the Department of Counseling and Psychosocial Support and the Department of Accessibility.

The **Department of Counseling and Psychosocial Support** is staffed by a Psychiatrist, Psychologists and Social Workers and offers individual and group counseling, organization of seminars and workshops with experiential and interactive character, implementation of prevention and awareness rasing actions on mental health issues, organization of volunteer networks, participation into socialization actions and volunteer work, and collaborating with community actors with related goals.

The **Department of Accessibility** is staffed by Electrical and Computer Engineers and offers electronic accessibility (adaptation of the learning environment, using digital accessibility tools, design of accessible library and internet workstations, configuration of digital environment for counseling, psycho-social support and accessibility). Adaptation of materials and textbooks in

accessible form, personalization of supportive technology per eligible student and training in the use of supporting technologies and software) and accessibility to buildings and infrastructure of DUTH (study of the accessibility of buildings and other infrastructures, evaluation of modifications to improve the accessibility of DUTH buildings and provision of know-how to other agencies).

The contact details of DOSYP are:

Tel: 2531039050

email: dosyp@duth.gr

site: https://dosyp.duth.gr/

3.4 Secretarial Support

The Secretariat of the Department administratively supports the Department in its responsibilities arising from the current legal framework. Provides administrative and secretarial support and handles all issues related to the educational and other work of the Department.

The Secretariat of the Department operates according to the opening hours of the public services and the administrative services of the DUTH, daily from 7:00 a.m. until 15:00 pm. Direct services to the students are provided daily from 11:00 am. until 13:00 p.m.

Students of the Department can enact transactions with the Secretariat in person or via an authorized person. They can also submit their requests through the electronic application used by the Secretariat, via e-mail or by fax.

Email address: secr@sp.duth.gr

Contact numbers: 2531039380-81 (protocol), 2531039421 (student issues)

fax: 25310 39421

4. USEFUL INFORMATION

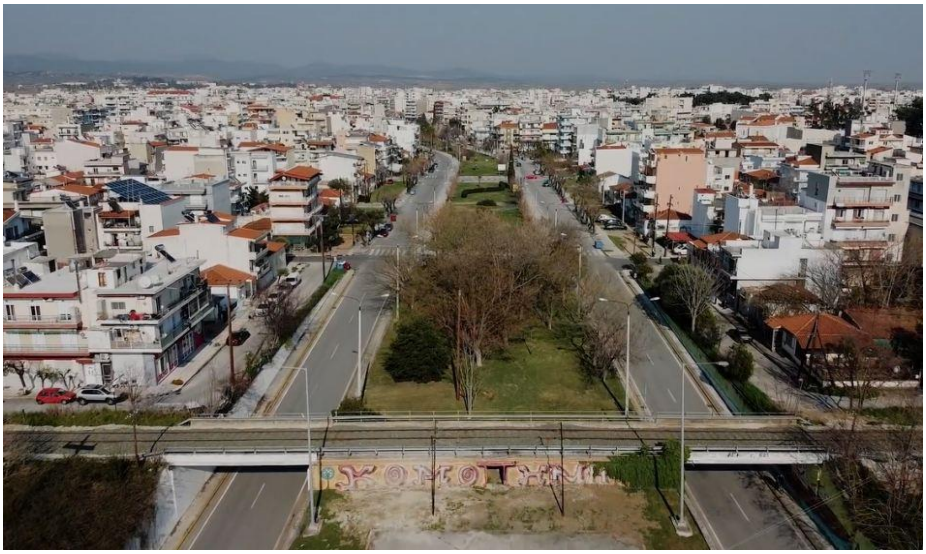
4.1 The city of Komotini

Komotini, the capital of the Regional Unit of Rodopi, currently has about 70,000 inhabitants. It is a city that behind the character of the "student city" has a long history of culture and contribution to the formation of the wider area. A crossroads of peoples and cultures, a path of merchants and conquerors, Komotini is a characteristic multicultural society not only today but also in the past.

Before the construction of Komotini in the area there were ancient cities that were: Ismaros, Maronia and Paisoula - later Maximianoupolis. The first finds in the city of Komotini are proven in the early Christian years with the Fortress of Komotini, the tomb altar of the 4th century AD, the Doric capital of the Hellenistic era. At the beginning of the 14th century it became a city and after 1361 it was under Turkish occupation but will be ceded to the Bulgarians. Finally, on May 14, 1920, Komotini was officially liberated and united with Greece.

At the beginning of the 20th century, Komotini holds the scepter of the import and export trade, which you carry out through the railway. Agricultural products (tobacco, cereals, etc.) are traded by Greek merchants, who soon became rich and bought large farms (tsifliki), which make up thousands of acres and a significant percentage of the total arable land at that time. They build the first steam mills, whose flour meets the needs of the area. Beautiful mansions, -some surviving to this day- properties of the rich of the city, give the measure of economic progress.

In the intellectual field in 1885 operates the association "OMONIA", where young people of Komotini give theatrical performances and concerts, while at the same time, the Brotherhood of Ladies is active. All the Greek newspapers of Constantinople circulate in the city continuously. Great benefactors take care with their donations, for the smooth operation of the schools. The most educated students continued their studies in the schools of Edirne and then in the universities of Europe.



Today, the economy of the city is characterized by the growth of the services sector. There are museums and parks, theater and municipal library, sports facilities and a strong economy of leisure in the city.

4.2 Access to the Municipality of Komotini

The Municipality of Komotini is served by the airport of Alexandroupoli "Demokritos", located at a distance of 7 km east of Alexandroupoli on the national road E90, about 65 km from the city of Komotini and the airport "M. Alexandros" ofChrysoupoli, Kavala, at a distance of about 90 km from Komotini. The nearest ports, with passenger itineraries in the area of the Municipality of Komotini are the ports of Alexandroupoli and Kavala. In the coastal settlement of Fanari there is a fishing shelter.

The road network includes the EgnatiaOdos, which extends from Igoumenitsa in the Prefecture of Thesprotia to Kipous of the Prefecture of Evros and covers a total of 670km. The part of Egnatia that runs through the Municipality of Komotini has a total length of approximately 15.5 km. At the same time, the construction of the vertical axis KomotiniNymfaia - Greek-Bulgarian Border has been completed. The axis is 23 km long and is part of the Pan-European Corridor IX.

Finally, Komotini is approximately 2.5 hours from the airports of Thessaloniki and Plovdiv and 4 hours from the airports of Istanbul and Sofia.

Komotini is connected byIntercityBus(KTEL in Greek) with Athens, Thessaloniki, Xanthi, Alexandroupoli, Kavala, Lagos, Iasmos. For information regarding KTEL itineraries, visit the link: http://www.ktelrodopis.gr

For information regarding train schedules, visit the link: http://tickets.trainose.gr

Also, Komotini has public transportation within the city.

4.3 Accommodation

In the city of Komotini there are several hotels and rooms that you can rent for your stay in the city.

4.4 Sights

Among the monuments of the city that stand out and are worth visiting are the following:

The central Peace Square located in the city center.

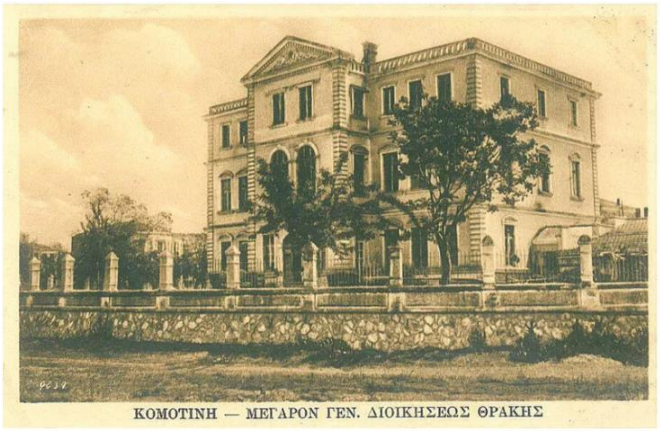
The Church of the Assumption of the Virgin Mary - the current Cathedral, which dates from 1800 and is built on the ruins of a Byzantine church of 1548**.**

Two of the city's mosques stand out, the Eski Mosque, which dates from 1608-9 or 1677-8 and its name means Old Mosque, but is actually newer than the Geni (New) Mosque, which is built in a neoclassical style. and dates from 1585-1600.

As for the Clock Tower, it was built in 1884 under Sultan Abdul Hamid and in 1950 took its current final form.

The Old Hero in the region dates back to 1930 and is dedicated to the 63 dead Komotini people of the 1940 Greek-Italian War.

The Tsanaklios School for Boys was founded in 1908 with money from the Komotini Nestor Tsanaklis. From 1922 to 1954 it housed the general administration of Thrace and from 1954 to 1972 the Prefecture. Then, it housed the rectory of the Democritus University of Thrace until 2000. Other neoclassical buildings are preserved around it, mainly on Tsanakli Street and Venizelou Street.



The small Church of AgiaParaskevi in the city park, which is built on the site of the temple of Aphrodite in antiquity. At that place, a Byzantine church was founded, which was destroyed by the Turks to make their cemeteries, before the current one was built. AgiaParaskeviis the patronsaint of Komotini.

The city also has an Armenian community and a church dedicated to Saint Gregory the Illuminator, built in 1834.

In the city of Komotini there are parts of the ancient Fortress of the city that has a special historical interest.

At the entrance of the city you can find the statue of Eleftherios Venizelos.

4.5 Useful contacts

DemokritosAirport	25510-45198
Townhall	25313-52400, 52410
Hospital	25313-51100
Democritus University of Thrace	25310-39000
Intercity Bus Station	25310-22912
Railway Services	25310-22650
Radio Taxi	25310-37777
City Public Transportation	25310-31796, 22303