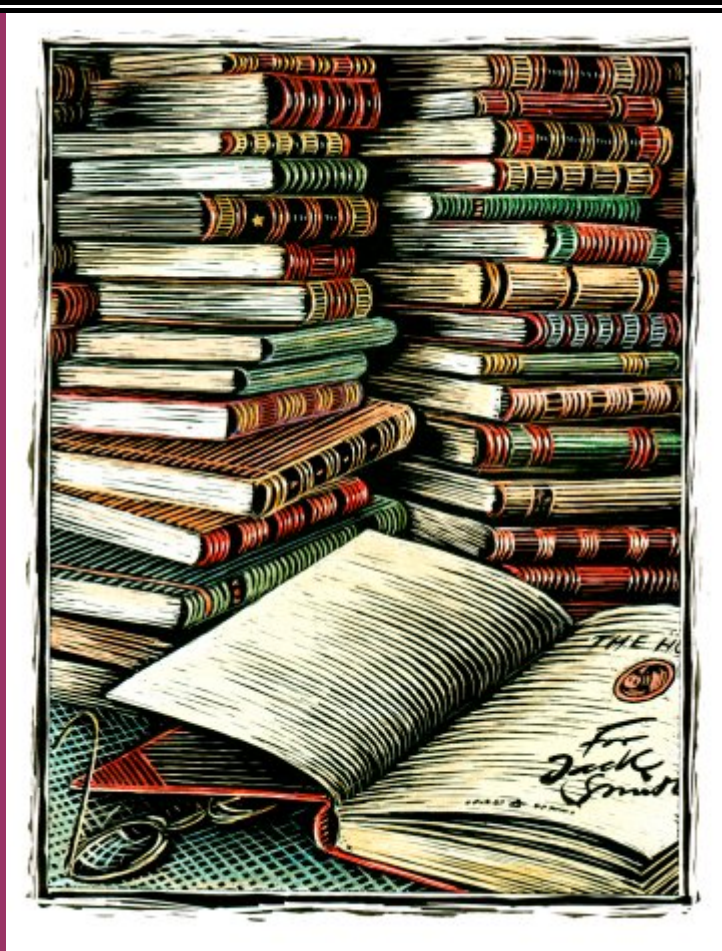




UNIVERSITY OF PELOPONNESE  
FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF  
SOCIAL AND EDUCATION POLICY



**STUDY GUIDE**

**2011-12**

[http:// dsep.uop.gr](http://dsep.uop.gr)



**Department of Social and Education Policy  
University of the Peloponnese, Greece**

**Damaskinou & Kolokotroni str.  
20100 Corinth, Greece  
Tel: +30-2741074991-4  
Fax: +30-2741074990  
E-mail: [sep-secr@uop.gr](mailto:sep-secr@uop.gr)  
[http:// dsep.uop.gr](http://dsep.uop.gr)**

## **1. General Information**

Degree offered: Social and Education Policy

Undergraduate: 4 year degree/ B.A.

Graduate: MA, Ph.D. (Social and Education Policy)

### **MISSION AND AIMS OF THE DEPARTMENT**

The Department of Social and Education Policy of the University of the Peloponnese was established under the Presidential Decree 118/2003 and belongs to the Faculty of Social Sciences, based in Corinth. Its prime mission is to contribute to the advancement of knowledge in the social sciences in the areas of social and education policy through academic teaching, and applied research. The Department offers undergraduate programs that reflect the Staff's commitment to students' development, aiming to equip them with the necessary knowledge, skills and qualifications that will enable them to successfully seek professional careers, as well as to provide them with appropriate qualifications for postgraduate studies and research. It organizes graduate studies leading to the education of specialists in the various academic subjects of the Faculty and promotes science and research, especially in the fields of the protection of civil/social rights, the enhancement of the structures of welfare state, prevention and safety, in combination with social development, lifelong learning, adult education, and design of innovative social and educational policies and institutional arrangements.

The Department of Social and Education Policy has a double scientific field of reference, composed by the scientific disciplines that reflect the spectrum of intervention in the areas of Social and Education Policy. Such disciplines are those that contribute to the study and analysis of the structural, organizational, operational, administrative, political and economic dimensions of both Social and Education Policy, allowing at the same time the interaction between the two fields. The multi-thematic character of the Department is a particularly enriching feature, contributing to the cultivation of the various academic subjects and, at the same time, reflecting the distinctive character in the analysis, development and research in each of the fields of Social Policy and Education Policy.

Undoubtedly there is mutual influence between the two fields and inter-disciplinary courses linking them. At the same time, the two distinctive bodies of academic subjects forming Social and Education Policy, respectively, are clearly discernible, as each has its own scientific and research references. The visibility of the two scientific fields makes clearer the distinctive contributions of each of the two bodies of academic disciplines within the Department, characteristic of its identity. It absolutely consolidates the unified character of the Department as this is reflected in the single degree offered, while at the same time it offers the students important subject choices.

The recent (2009-2010) reform in the program of studies was aimed at an even more symmetrical/balanced development of the two scientific fields of the Department, also in response to the need for enhancement of the students' prospects of employment. In this context, in the academic year 2009-10 two specializations were instituted: the specialization in Social Policy and the specialization in Education Policy, one of which the students are required to select in the 5<sup>th</sup> semester of their studies.

## **HUMAN RESOURCES AND INFRASTRUCTURE**

The Department is autonomous both administratively and academically, with 23 faculty members covering all positions in the academic hierarchy. There is also 1 special category member for the teaching of English, 1 special category member for ICT, and 6 administrative staff. A number of other teaching staff with temporary contracts, and also members of staff from other Universities contribute to the teaching of subjects in areas of specialisation not covered by faculty members. In addition, one secondary education teacher with advanced qualifications has been seconded to the Department to support the ICT Laboratory. In the academic year 2006-07 the faculty operated fully for the first time, i.e. with all four years of study, while in the academic year 2007-08 the Master of Arts Program admitted students for the first time. For the academic year 2011-12, the number of undergraduate students admitted is 120, whereas the number of graduate students admitted in the Master of Arts Program is 60.

Since the Academic Year 2007-2008 when the M.A. Program was introduced, three specialisations have been offered: *Educational Programs and Materials: Formal, Informal and Distant Education; Institutions and Health Policies*; and *Social Discrimination, Migration and Citizenship*. According to the strategic planning of our Faculty, the two remaining specializations, *European Social Policy* and *Policy and Administration in Higher Education*, will be introduced as soon as resources allow. The research interests and expertise of the staff indicate that the Faculty is well placed to make major contributions, especially to areas of applied research in the fields of social and education policy and

practice. Consultancy and assistance in formulating and implementing social and education policies are also among the interests and expertise of members of staff. It is worth underlining here that, in the short time since its establishment, the Faculty has already been actively involved in a considerable number of national and international projects.

## **RESEARCH ACTIVITIES**

All members of academic staff are expected to be active researchers. Research activity in the Department is underpinned by key themes that bring a number of colleagues together; at the same time, the approach to research grouping is flexible, with colleagues working together as individual interests and particular projects require.

Research is conducted in the following broad areas:

- Policy and Administration in Higher Education with special reference to the Social Dimension of Higher Education
- European and Greek Social Policy
- Critical Curricular Studies, Curriculum and Materials Development in Conventional and Electronic Form in Formal and Informal Settings.
- Social Discrimination, Migration, Citizenship
- Health Institutions and Policies
- Social Rights and Policies
- Access to Education
- Quality of Education
- Policies and Practices in LLL
- Diffusion of Specialized Techno-scientific Knowledge to Non-expert Audiences.
- Historical, Sociological and Political Dimensions of Education

The Department has a fully developed *doctoral training program*. Seventy-nine (79) doctoral students in various fields of specialisation have so far been admitted.

Moreover, two informal units of research are active in the Department: the *Unit of Research and Documentation of Higher Education*, and the *Unit of Research and Documentation of the Analysis, Design and Implementation of Educational Programs*. These units also help initiate the Doctoral students of the Department into the research culture by providing seminars, talks by visiting academics, and structured space for reflection on the research process and on their own individual research projects.

## **FACILITIES**

Located in the city of Corinth, the Department is currently accommodated in an elegant building, provided by the Cultural Centre of the Municipality. It has adequate facilities to support teaching and research, including a library providing access to electronic data bases and international journals, and a very well equipped New Technologies and Information Centre.

## **MEMBERS OF STAFF**

### **Professors**

*Dionysis Kladis*, Education Policy, with particular reference to Policies of Higher Education

*Xenophon Contiades*, State Organization and Institutions of Social Protection

*Vassilis Karydis*, Social Control and State Power

*Vassilis Koulaidis*, Pedagogy, with particular reference to the Design of Educational Programs

*Christina Koulouri*, History of Modern Greek Education and Society

*Theodore Papatheodorou*, Comparative Crime Policy

*Anna Tsatsaroni*, Sociology of Education

### **Associate Professors**

*George Bagakis*, Methodology and Policies of Lifelong Learning and Teacher Continuing Professional Development

*Konstantinos Dimopoulos*, Design and Development of Conventional Educational Resources

*Athanasios Jimoyiannis*, Science and Information & Communication Technologies in Education

*Takis Kafetzis*, Analysis of Institutional Aspects of Education, and of Values, with an emphasis on Political Culture

*Despina Karakatsani*, Sciences of Education: Development of Educational Institutions and Theories

*Athanasios Katsis*, Statistics, with an emphasis on Educational Research

*Despina Tsakiris*, Evaluation in Education

*Dimitrios Venieris*, Social Policy

*Lina Ventoura*, Migration and Diaspora: Synchronic and Diachronic Approaches

### **Assistant Professors**

*Maria Kontouli – Geitona*, Financial Analysis of Social Policies

*Maria Nikolakaki*, Pedagogy, Didactics and Methodology

*Manos Spyridakis*, Social Anthropology of Labour Relations

### **Lecturers**

*Michalis Fefes*, European Institutions of Social Economy

*Andreas Feronas*, Social Exclusion and Policies of Social Integration

*Yioulis Papadiamantaki*, European Education Policy

*Kyriakos Souliotis*, Social Policy and Economic Inequalities

### **Teaching of Foreign Languages**

*Athanasia Spyropoulou*, English Language, English for Academic Purposes

### **Technical and Laboratory Staff**

*Vassilios Makrypodis*, electrician, network technician

### **Administrative Staff**

*Ioanna Douka*, Secretariat (Head)

*Foteini Nezi*, Secretariat

*Vassiliki Florou*, Secretariat

*Eugenia Horozidou*, Library (Head)

*Anthi Papaporfyriou*, Library

*Alexandra-Kyriaki Tsakona*, Library

### **Temporary Teaching Staff for the Academic Year 2011-2012 (on a contract basis according to Presidential Decree 407/80)**

*Electra Koutsoukou*, Childrens' Rights and Juvenile Justice

### **Seconded teachers**

*Dimitrios Roussinos* (ICT teacher)

## **ADMINISTRATION**

### **Dean of the School of Social Sciences**

*Professor Xenophon Contiades*

xcontiad@uop.gr

**Head of the Department**

*Associate Professor Athanassios Katsis*

Faculty of Social and Education Policy

University of the Peloponnese

Damaskinou & Kolokotroni Str.

20100 Corinth, Greece

Tel: +30-27410-74987

Fax: +30-27410-74990

E-mail: [katsis@uop.gr](mailto:katsis@uop.gr)

**Deputy Head**

*Associate Professor Athanassios Jimoyiannis -30-2741074350*

[ajimoyia@uop.gr](mailto:ajimoyia@uop.gr)

**Director of Graduate Studies**

*Associate Professor Athanassios Jimoyiannis 30-2741074350*

[ajimoyia@uop.gr](mailto:ajimoyia@uop.gr)

**Secretariat**

*Ms Ioanna Douka*

Department of Social and Education Policy

University of the Peloponnese

Damaskinou & Kolokotroni Str.

20100 Corinth, Greece

Tel: +30-27410-74991-4

Fax: +30-27410-74990

E-mail: [douka@uop.gr](mailto:douka@uop.gr)

**Erasmus Coordinator**

*Yioulia Papadiamantaki, Lecturer*

Department of Social and Education Policy

University of the Peloponnese

Damaskinou & Kolokotroni str.

20100 Corinth, Greece

Tel: +30-27410-74988

Fax: +30-27410-74990

E-mail: [gioulip@uop.gr](mailto:gioulip@uop.gr)



## 2. UNDERGRADUATE PROGRAM OF STUDY

The undergraduate program of study expands into eight semesters of study, and the individual courses are grouped together to form three distinct zones.

The first zone forms the **Core of the Study Program**, and consists of 25 Compulsory courses (108 ECTS credits), covering the following areas:

- Introductory courses
- The General Institutional Context
- Historical Context
- Frame of Reference for Education Policy
- Frame of Reference for Social Policy
- New Technologies and Knowledge Dissemination
- Research Methodology

The second zone comprises two specializations Social Policy and Education Policy, each consisting of 18 courses. These courses are introduced at the 5<sup>th</sup> semester, when students are required to select one of the two specializations (81 credits in total for the twenty courses)

The third zone comprises **Free Elective** courses (**F.E.**). From this zone, students are required to choose 6 courses in total, as compulsory electives (27 ECTS credits). Students can select as Free Elective courses any course they wish from both the specializations.

The following elements are also part of the Program of Study:

- One **Research Design / Placement** course, offered in the 5<sup>th</sup> semester compulsory to all undergraduate students (5½ ECTS credits)
- **A Final Year Research Project**, to be completed during the 7<sup>th</sup> and 8<sup>th</sup> Semesters of undergraduate study. The Final Year Project is optional and is equivalent to 3 semester courses (13½ ECTS credits).

In addition, the Department gives students the opportunity to learn at least one foreign language (English) by offering courses organized in four semester courses. Successful completion of the each course is a prerequisite for awarding the degree. The foreign language program corresponds to 5 ECTS credits.

Consequently, the ECTS requirements for awarding the degree amounts to **240 ECTS Credits**. Therefore, the undergraduate program of study of the Department is in all respects equivalent to first cycle European study programs of four years duration.

It should be underlined that the Program of Study places special emphasis on the European dimension shaped by current tendencies and perspectives debated within the European context. For this reason the staff of the Department has the largest possible involvement and a most active participation in related actions and initiatives at European level. For the same reason, the Department works towards creating most favourable conditions for students to participate in European mobility programs. At the same time, students are encouraged to participate in seminars, conferences and other activities and events in Greece and other European countries.

<b>Undergraduate courses offered in the academic year 2011-12 (with corresponding ECTS)</b>	
<b><i>1st Semester</i></b>	<b><i>2nd Semester</i></b>
Introduction to Sociology (4)	European Union: Structure and Institutions (4)
Law: an introduction (4)	Social and Economic History of Greece (19th – 20th century) (4)
Introduction to Economics (4)	Introduction to Educational Policy (4)
Introduction to the Sciences of Education (4)	Sociology of Migration (4)
Introduction to Social Policy (4)	Introduction to Criminology (4)
Introduction to Information and Communications Technologies (5)	Informal and Non-formal Education – Lifelong Learning (4)
English I (Pass / Fail)	Research Methodology (5)
	English II (Pass / Fail)
<b><i>3rd Semester</i></b>	<b><i>4th Semester</i></b>
Principles for the Analysis and Design of Educational Programs (3½)	Economics of Social Policy (3½)
Social and Economic History of Europe (19th – 20 <sup>th</sup> century) (3½)	Principles of Dissemination and Communication of Scientific and Technological Knowledge (3½)
State Organization (3½)	European Social Policy (3½)
Statistical data analysis (3½)	Sociology of Education (3½) (3½)
European Education Policies (3½)	The State and Public Policy (3½)
Introduction to Political Science (3½)	Individual and Social Rights (3½)
One elective course from the following	One elective course from the following
Contemporary Social Theory (3½)	Basic principles of Counselling and Team Management (3½)
Educational Practices (3½)	History of Education (3½)
State Policies and Local Authority Institution (3½)	History of children's social care (3½)
English for academic purposes I (Pass/Fail)	English for academic purposes II (5)

<b>5th Semester</b>	
<b>Social Policy</b>	<b>Education Policy</b>
Juvenile Justice (3½)	Principles of Educational Theory (3½)
Social Protection Institutions (3½)	Higher Education Policies (3½)
Social Policy Planning and Evaluation (3½)	Evaluation of student's performance: micro and macro sociological approaches (3½)
Health Policy (3½)	Analysis and Development of Teaching Material (3½)
Penitentiary Institutions (3½)	Teacher Education (3½)
Legislative Framework on Foreigners, Refugees and Minorities (3½)	Adult education (3½)
Social Economy (3½)	Evaluation of school units and education systems (3½)
Research Design / Placement (5½)	
<b>6th semester</b>	
<b>Social Policy</b>	<b>Education Policy</b>
Civil Service Management (3½)	Design and Implementation of Educational Policies (3½)
Economic Inequalities and Social Policy (3½)	Evaluation and Quality Assurance in Higher Education (3½)
Social Anthropology of Work (3½)	Evaluation and applied education policies (3½)
Migration Policy (3½)	ICT in Education (3½)
Theoretical approaches in Social Policy (3½)	Sociology of Educational Practices (3½)
Gender and Inequality (3½)	Citizenship and Multiculturalism (3½)
Presentation and analysis of Social and Educational Policy Institutions (3½)	
Research Design / Placement (5½)	
<b>7th semester</b>	
<b>Social Policy</b>	<b>Education Policy</b>
Economic Anthropology of Migration (3½)	Educational Policy and Policies of Employment (3½)
Health Economics-Evaluation of Health Services (3½)	File research in social and human sciences (3½)
Social Exclusion and Policies of Social Integration(3½)	e-Learning and Distance Learning (3½)
State Theories (3½)	Critical Pedagogy (3½)
Entrepreneurship and management of small and medium enterprises (3½)	Social studies in educational policy (3½)
Final year Research Project (7)	
<b>8th semester</b>	
<b>Social Policy</b>	<b>Education Policy</b>
Public Safety and Crime Prevention Policy (3½)	Management of Educational Innovations (3½)
European Criminology (3½)	Organisation and Administration in Education (3½)
Comparative Social Policy (3½)	Economics of education (3½)
Fundamental Freedoms and Common Policies of European Union (3½)	Power and knowledge in educational policy (3½)
Political culture and education (3½)	
Final Year Research Project (14)	

### **3. DESCRIPTION OF UNDERGRADUATE COURSES**

#### **Introduction to Sociology**

**Anna Tsatsaroni**

The course introduces students to the traditions of Sociology, the philosophies that have informed it, the major figures, both classical and modern, that have contributed to it, the methods that the discipline employs and the range of topics subject to sociological analysis. It aims to offer an account of the processes, political, economic, social and cultural, that have shaped the development of modern societies, as well as to help students understand the concepts necessary to think about new developments and current debates.

#### **Law: an introduction**

**Michalis Fefes**

The purpose of the course is to offer students of social sciences the necessary concepts that will lead them to the comprehension of the basic elements of the legal science. It focuses on the Greek legal system and presents the fundamentals of all the specific categories of law, such as Constitutional Law, Administrative Law, Criminal Law, Civil Law, Commercial Law and Labour Law.

#### **Introduction to Economics**

**Mary Geitona**

This is an introductory economics course covering the basic ideas and theories of economic thought and issues in both microeconomics and macroeconomics.

The goal of this course is to give students a sufficient understanding of economic issues and problems so that they may understand the impact of government policy, economic phenomena, and the choices people make. In the microeconomics context the course explores the way in which individual economic agents make decisions (workers, consumers, households and firms). In macroeconomics the aggregate economy is explored focusing on important issues such as the total output, interest rates, inflation and unemployment.

#### **History of Education**

**Effi Gazi**

The course examines the major evolutions in Modern Greek education from the formation of the state onwards. Education is studied within its wider political, social and ideological context. Special emphasis is put on the Greek educational system, on education policy and on reforms in education. The course also examines womens' education, the University in the 19th and 20th centuries, the language question and its impact on education and minority education.

#### **Introduction to the Sciences of Education**

**Despina Karakatsani**

Sciences of Education (institutionalization, scientific character, interdisciplinarity, professional possibilities-perspectives): analysis of different disciplines, scientific domains, ways of introduction and establishment in the academic field, connection with the professional field. Basic terms, concepts of pedagogical and educational procedure, presentation of pedagogical movements-ideas-theories and analysis of different educational experiments.

## **Introduction to Social Policy**

**Dimitrios Venieris**

Social Policy is concerned with the attempts of government and other collective agencies to affect the welfare of individuals and groups. This is an early stage discussion of the multi-disciplinary social policy academic field, emphasizing issues of definition, scope, ideas, formation, development and content. Contemporary social policy in Greece contributes to a wider understanding of the issue.

## **Introduction to Information and Communications Technologies**

**Athanassios Jimoyiannis**

This course is an introduction to the Information and Communication Technologies (ICT) and their applications in educational and societal areas. As an outcome of this course, students will be able:

- a) to update previous knowledge and develop new knowledge on ICT, and
- b) to enhance previous computer skills and develop ICT competence through the implementation of laboratory tasks using general-purpose software (word processing, worksheets, presentations etc.).

The course content is structured along three axes:

- ICT as a technological system
- ICT as a problem solving tool
- ICT as a social fact and a social attitude.

The course comprises lectures and obligatory learning tasks in the computer laboratory.

## **European Union: Structure and Institutions**

**Michalis Fefes**

The purpose of the course is to describe the nature and the structure of both the European Union and the European Community. Within its framework, there is an analysis of basic legal issues (supremacy, direct applicability, direct effect, subsidiarity, proportionality), a description of the European Institutions (Council, Commission, ECJ, etc.) and their way of work and the basic functions of the Common Market (four freedoms, common policies).

## **Social and Economic History of Greece (19<sup>th</sup> – 20<sup>th</sup> c.)**

**Effi Gazi**

This is a survey course in Modern Greek History with a particular emphasis on social and economic changes. In the introductory sessions, main political events after the formation of the state are discussed. The main sessions focus on social and economic phenomena including the agrarian economy, the «national lands», the «raisin question», industrialization, economic crises, transatlantic migration, the refugee question, the development of cities, minorities in Greece. Major ideological and cultural issues are also examined including nationalism, feminism and the womens' question, the language question and demoticism.

## **Introduction to Educational Policy**

**Konstantinos Dimopoulos**

This course contains as central the relation between the State, Society and the educational system, and basic paradigms of designing and analyzing educational policy, conceptual framework, categories, and methodological and epistemological dimension of educational policy. It also involves the dimensions of public policies in Education and training and the relation of the above with other crucial public policies (for example employment policies)

## **Sociology of Education**

**Anna Tsatsaroni**

The course aims to introduce students to the distinct approaches that have been developed in the sociology of education to analyse education institutions, processes and practices: Macro-sociological, functionalist and marxist approaches, micro-sociological approaches, and weberian approaches. More recent attempts to synthesize, as well as to deconstruct, macro- and micro- approaches are also discussed.

## **Introduction to Criminology**

**Theodore Papatheodorou**

The aim of the course is the analysis of the basic theories of the crime and the criminal. In the framework of this course, first, the classic theories of criminology are analyzed; then, the criminal's personality, as well as the methods of analysis of criminal statistics are examined. Furthermore, theories concerning the victim and the criminal and the contemporary evolutions of victimology are being analyzed. finally, a study of the fundamental principles of criminal policy is conducted.

## **Basic Services and Educational Applications of the Internet**

**Athanassios Jimoyiannis**

The general objective of this course is to study the conventional and the new generation Internet services, as well as their applications and the impact on our modern society. Students will be able:

- a) to update and enhance their knowledge about the Internet and its applications in educational and societal settings, and
- b) to develop the skills and abilities needed to use effectively the basic Internet services in their academic work, as well as in their subsequent professional lives.

The course content is structured along four axes:

- ICT as a communication system
- The Internet as a problem solving tool
- Educational applications of the Internet
- Internet and modern society

The course comprises lectures and obligatory learning tasks in the computer laboratory.

## **Informal and Non-formal Education – Lifelong Learning**

**George Bagakis**

The course focuses on issues of policy planning and policy implementation in the domains of informal, non formal education, and LLL. Emphasis is laid on both the supranational and national levels.

## **Principles for the analysis and design of educational programs**

**Maria Nikolakaki**

The procedures of analyzing and designing educational programs are a basic element of educational policy (formal and non- formal). The study of procedures includes:

- a. The analysis of interaction between the comprising parts of educational programs and systems.
- b. The exploration of the precondition for successful implementation, as well as the consequences that relative decisions have in other parts of the educational system.
- c. Analysis of the suitability of the factors that are instruments for the implementation.
- d. Analysis of the evaluation methods of educational programs.

## **Social and Economic History of Europe (19<sup>th</sup>-20<sup>th</sup> c.)**

The course examines social and economic changes in Europe from the late 18th century onwards. It is constructed around two axes: a. Socio-economic evolutions in Europe and b. Europe and the world in the modern era. In this context, the course examines the French and the Industrial Revolutions, technological changes, social transformations and the formation of the working class, the bourgeoisie, colonization and de-colonization, migration, political and social movements, wars, the Holocaust, the socialist regimes, the Cold War, mass and image culture, the information society.

### **State Organization**

**Xenophon Contiades**

- Type of course: Compulsory
- Semester: 3<sup>rd</sup> semester
- Number of credits allocated: 3½
  
- Objective of the course  
The course analyzes the organization and key functions of the state. Specifically, it examines the organizational foundations of the constitution, the structure, the function and control of public administration. It also includes references to concepts of constitutional theory political science (constitution, state, power, political system), as well as the role of political parties, media and civil society in modern pluralist democracy.
  
- Prerequisites: No Prerequisites
- Course contents: Analysis of the concepts of the constitution, the emergence and operation of institutions of direct rule, the structure, function and control of public administration
  
- Recommended reading
  1. Ph. Spyropoulos, “Introduction to constitutional law”, ed. Ant. Sakkoulas, Athens-Komotini, Athens (2006) (IN GREEK)
  2. X. Contiades “Deficient Democracy”, ed. Sideris, Athens (2009) (IN GREEK)
  3. E. Venizelos, “Lessons on Constitutional Law”, ed. Ant. Sakkoulas, Athens-Komotini (2008), (IN GREEK)
  
- Teaching Methods: Lectures
- Assessment Methods: Written exams
- Language of instruction: Greek

### **European Education Policies**

**Yiuli Papadiamantaki**

The course traces the development of European Policies for Education in three distinct periods,

- (a) prior to 1993,
- (b) in the period between 1993-2000 (post Maastricht) and
- (c) since 2000 (Lisbon strategy).

It explores the EU strategies and rationales for the development of education policies and the recent developments that seem to be connected to the pressures of globalization and internationalization of education systems.



## **Principles of Dissemination and Communication of Scientific and Technological Knowledge**

**Konstantinos Dimopoulos**

The course aims to familiarise students with the mechanisms, procedures and methodologies employed for the dissemination of scientific and technological knowledge in various fields of communication. More specifically, the course is structured around the following dimensions:

- Introduction to the theories of communication
- The fields of communication within and through which scientific and technological knowledge is circulated (intra-specialists field, inter-specialists field, pedagogical field and public field).
- The trajectories followed by techno-scientific knowledges exported from the field of their primary production to other fields where these knowledges are reproduced and recontextualized.
- The procedures involved in the communication and perception of scientific and technological knowledge in the public domain, and
- The basic principles and methods employed for communicating scientific and technological knowledge to non-expert audiences (e.g. narratives, use of analogies and metaphors).

## **Research Methodology**

**Athanasios Katsis**

- Type of course: Compulsory
- Semester: 3<sup>rd</sup> semester
- Number of credits allocated: 3½
- Objective of the course  
The course constitutes an introduction to the principles and techniques of Social and Educational Research. Topics include the most important sampling techniques, questionnaire design, sample size considerations, chi-square analysis, multivariate techniques and qualitative approaches. Emphasis will be placed on the use of PC. Students will be required to present the results of their own study.
- Prerequisites: No Prerequisites
- Course contents: Research methods, sampling, qualitative and quantitative research, reliability and validity, ethics, triangulation
- Recommended reading
  1. Cohen, L, Manion, L, Morrison, K. (2007) *Research Methods in Education*, Routledge, 6<sup>th</sup> edition
  2. Bell, J. (1993) *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science (Open Up Study Skills)*, Open University Press, 2<sup>nd</sup> edition
  3. Denscombe, M. (2010) *The Good Research Guide: for small-scale social research projects*, Open University Press, 4<sup>th</sup> edition
- Teaching Methods: Lectures-Lab work
- Assessment Methods: Written and oral assignments
- Language of instruction: Greek-(English for Erasmus students)

## **European Education Policies**

## **Yioulis Papadiamantaki**

The course traces the development of European Policies for Education in three distinct periods,

- (d) prior to 1993,
- (e) in the period between 1993-2000 (post Maastricht) and
- (f) since 2000 (Lisbon strategy).

It explores the EU strategies and rationales for the development of education policies and the recent developments that seem to be connected to the pressures of globalization and internationalization of education systems.

## **Victimology**

**Vassilis Karydis**

Study and research on victims of crime. Interaction between offender-victim-situation. Characteristics of victims and vulnerable groups. Attitudes of victims and fear of crime.

## **Basic Principles of Counselling and Team Management**

**Despina Tsakiris**

The aim of the course is to approach counseling practices as they are found in professional settings. It does not refer to specialized counselors, but to all persons, who, in the context of their professional activity, recommend innovative actions and changes, take decisions and manage conflicts.

The suggested approach focuses on the study of team management with the contribution of scientific theories of psychology, social psychology and psychoanalysis.

## **Contemporary Social Theory**

**Manos Spyridakis**

The course explores the theories and the models with regard to the interpretation of social change, instability and development of sociocultural systems. Fundamental aspect of the course is the examination and critical juxtaposition of the two more important models on social change, the one which draws its intellectual origin from Spencer and the one from Marx. There will also be an effort to explore other theoretical currents such as phenomenology, ethnomethodology, structuration theory, structural Marxism, poststructuralism, critical theory, the Frankfurt school and feminist theory.

## **Educational Practices**

**Maria Nikolakaki**

Aim of the course is the exploration of educational practices performed in Greek schools, at the level of rhetoric and implementation. This course explores the high centralization that characterizes the Greek educational system and continues in investigating innovative practices, as cross-curricularity and teamwork teaching. Special emphasis is given to the in-flexibility of the centralized system. It also studies the role of the educator in critical teaching, which creates resistance and space for action in the educational context.

## **Economic Analysis of Social Policy**

**Mary Geitona**

This course offers a comprehensive approach to the study of social policy analysis and it focuses on the understanding and critical analysis of social policy formation/implementation. It encompasses issues related to the theory and methods into applicability of social policy, the today's social policy-making and the evaluation of social policy. The course has been designed around the discussion on understanding the new social risks and phenomena and the various levels in which policy can be dealt with—

from the interpersonal to institutional levels. The course also focuses on how social justice, social inequalities and social change frameworks can have an impact on social policy. The analysis of each topic is tailored to fit international social policy approaches and familiarize students with critical thinking.

### **The State and Public Policy**

**Takis Kafetzis**

Public policy is analysed in relation to the changing forms of the post-war state, with which it is interwoven. Students will be familiarised with the basic theoretical approaches to the concepts and analytical categories that form the scientific framework of public policy. At the same time, the course will examine the consequences of the transition from the social state of the '60s and '70s to the present 'regulative' state in conditions of globalization.

### **European Social Policy**

**Dimitrios Venieris**

This is an attempt to assess the growing impact of European-level authorities in the promotion of social policy at both national and international level. The European Union and the Council of Europe are the two leading institutional arrangements towards European integration, influencing also European policy making in welfare. A course about the political and policy making patterns within a changing Europe.

### **Sociology of Migration**

**Lina Ventura**

Brief history of migrations. Sociology of migration in the USA and Western Europe. Economic, social, political, demographic and cultural aspects of migrations. Nations and foreigners. Ethnic groups. Assimilation, incorporation or exclusion. Racism. Globalization, Trans-nationalism and diasporas.

### **Individual and Social Rights**

**Xenophon Contiades**

- Semester: 4<sup>th</sup> semester
- Number of credits allocated: 3½
  
- Objective of the course  
The course focuses on the catalogue of human rights provided for by the Greek Constitution. It moreover takes into account the fundamental rights established by international treaties ratified by Greece and the EU legislation. In a first, general, part, the course introduces the basic instruments for the understanding and the interpretation of the said constitutional provisions, such as the historical evolution of fundamental rights, the traditional classification into individual, political and social rights, their binding intensity, their aim, persons enjoying the rights and persons obliged to protect them, constitutional limitations of constitutional rights. In the second part, the specific rights safeguarded by the Greek Constitution are presented. In this framework, particular reference is made to the jurisprudence of the Greek courts when deciding legislative measures limiting each right, as well as to legislative provisions which could be considered as violating constitutional rights.
  
- Prerequisites: No Prerequisites
- Course contents
  - Structure and function of applicable constitutional provisions
  - Interpretational approach of the main individual and social rights

- Theory and analysis of individual and social rights, as the constitutional framework for Social Administration structure and social implementation
- Constitutional regulations guaranteeing the right to education and the autonomy of higher education institutions
- Recommended reading
  1. C. Chrysogonos, “Individual and Social Rights”, ed. Nomiki Bibliothiki, Athens (2006) (IN GREEK)
  2. X. Contiades “Public law and Social insurance law in practise”, ed. Nomiki Bibliothiki, Athens (2010) (IN GREEK)
  3. X. Contiades, “Constitutional guarantees and institutional organization of the Social Security System”, ed. Ant. Sakkoulas, Athens-Komotini (2004), (IN GREEK)
  4. X. Contiades, “The new constitutionalism and the Fundamental Rights after the 2001 Review”, ed. Ant. Sakkoulas, Athens-Komotini (2002), (IN GREEK)
- Teaching Methods: Lectures
- Assessment Methods: Written exams
- Language of instruction: Greek

### Statistical Data Analysis

**Athanassios Katsis**

- Semester: 4<sup>th</sup> semester
- Number of credits allocated: 3½
- Objective of the course
 

The course covers the most important tools of quantitative research in social and educational policy. These include correlation, regression, T-tests and chi-square methodology. The students will be required to perform their own analysis using the appropriate statistical software. Emphasis will be given on the presentation of the results in non-technical terms.
- Prerequisites: No Prerequisites
- Course contents
  - Descriptive Statistics
  - Statistical inference
  - Analysis of data sets using mainly SPSS
- Recommended reading
  1. Tabachnick, B.G. & Fidell, L.S. (2007). *Using Multivariate Statistics*, Fifth Edition. Boston: Pearson Education, Inc. / Allyn and Bacon,
  2. Frankfort-Nachmias, Chava and David Nachmias. 2000. *Research Methods in the Social Sciences*. 6<sup>th</sup> Edition. New York: Worth.
  3. Katsis, A, Sideridis, G. and Emvalotis, A. (2011). *Statistical methods in Social Sciences*, ed. Topos (in Greek)
- Teaching Methods: Lectures-Lab work
- Assessment Methods: Written exam and assignments
- Language of instruction: Greek-English (for Erasmus students)

### Introduction to Political Science

**Takis Kafetzis**

The aim of the course is to introduce students to political science and to help them appreciate the role of politics and of political culture in the formation and interpretation of values, principles and aims of public policy.

Topics include:

- The political, politics and political institutions.
- Political culture and the subjective dimensions of politics
- Political theory and empirical political analysis

### **Social Psychology**

**Despina Tsakiris**

The course aims to introduce students to the basic concepts and processes of social psychology (norms, social models, roles and role conflicts, attitudes), as well as to the study of representative systems, such as prejudices, stereotypes and social representations. Furthermore, the course aims to familiarize students with the socio-psychological approach to the understanding of complex social phenomena, such as authority, change, crisis in identity formation, intra- and inter-group relationships.

### **State Policies and Local Authority Institution**

**Takis Theodorikakos**

The module outlines the structure and evolution of Local Authority institution in Greece. The objective of this module is to examine, analyse and question the social care policy of Local Authorities in order to enable students to evaluate and plan social care acts. The module defines the Local Authority institution, representing the historical framework and its constitutional establishment. In addition, it investigates the relationship between the Local Authority institution and political parties since 1974. The lectures are designed to provide students with overviews on the financial resources and competencies of Local Authorities. Furthermore, the unit appoints fields and sectors, advantages and disadvantages on social policy issues. A comparative analysis is attempted amongst different Local Authorities welfare systems in European Union member states with emphasis in the Greek experience. The unit analyses the extended role of Local Authorities in social policy implementation and represents the contest of administrative reforms emphasising on the impact of Kapodistrias and Kalikratis Acts. Proposals on social policy issues will be discussed as well as student essays will be presented.

### **Juvenile Justice**

**Electra Koutsoukou (407/80)**

The aim of this subject is to define the notion “juvenile delinquency”, in reference to the deviant and the criminal behavior of the minors. In the parallel, the traditional and modern theories of the juvenile delinquency on the one hand and the measures taken for the encounter of the juvenile delinquency on the other hand are approached from the viewpoint of penal law and criminology. The causality of this behavior is examined in relation to the possibilities existing for the prevention of the juvenile delinquency in the sphere of the informal social control (family, school or the society) and the formal social control (justice, Police). Furthermore, the legal framework related to the juvenile justice is presented under the scope of its compatibility with the European and International legal system. Emphasis is given to the modern trends and models of the crime prevention policy as far as the juvenile justice is concerned. Finally, the transition from the traditional juvenile Justice to the modern Law of the Child, which was signaled by the UN Convention on the Rights of the Child, is being explicitly analyzed.

### **Social Protection Institutions**

## **Xenophon Contiades**

- Semester: 5<sup>th</sup> semester
- Number of credits allocated: 3½
- Objective of the course  
The course focuses on the principles guiding the organization and administration of the social insurance, health and social welfare systems in Greece taking into account the specific features of the greek welfare model. Additionally, the course analyses the constitutional consolidation of the three systems (social insurance, health and welfare), examines critically the reforms which have taken place during the last five years and evaluates the proposals for further interventions in the institutional organization of the social security system.
- Prerequisites: No Prerequisites
  
- Course contents
  - Analysis of the institutional development of the social security system
  - Definition of the legal relationship of social insurance
  - presentation of the administrative structure of social security, health and welfare
  
- Recommended reading
  1. X. Contiades, “Introduction to Social Administration and Social Security Institutions”, ed. Papazisi, Athens (2008) (IN GREEK)
  2. X. Contiades- Th. Tsekos, “The Restructuring of Social Administration at Local Level. Issues of Planning and Organization of the Municipal Social Services”, ed. Papazisi, Athens (2008), (IN GREEK)
  3. X. Contiades- K. Souliotis, “Contemporary Challenges in Health Policy. Four crucial legislative interventions”, ed. Ant. Sakkoulas, Athens-Komotini (2005), (IN GREEK)
  
- Teaching Methods: Lectures
- Assessment Methods: Written exams
- Language of instruction: Greek

### **Social Policy Planning and Evaluation**

**Dimitrios Venieris**

The aim of the course is to give students an understanding of social planning as an essential procedure of reasonable social policy making. The course examines the interrelationship between the theory of social policy and the methodology of social planning, i.e. policy analysis, formulation, implementation and evaluation. It introduces social planning techniques -including cost-benefit analysis, and identifies social, political, financial, and organisational factors crucial to successful planning.

### **Health Policy**

**Kyriakos Souliotis**

This course introduces students to basic principles of health and health care services and defines and analyzes the factors that influence health policy design and implementation. More specifically, the course discusses the various conceptual approaches to health and health care services, examines population health care needs, defines priority setting and resource allocation under budgetary restraints, categorizes health care systems on the basis of their typology and specific characteristics, analyzes funding methods and tools and ventures into the highly controversial ground of the relationship between the public and the private sector in organizing, providing and funding health care services. In

addition, the course presents an overview of health care reforms in Greece in the past twenty years, focusing on select policies developed for sectors of the Greek National Health System (primary health care, public health etc).

### **Penitentiary Institutions**

**Vassilis Karydis**

This course discusses the organization and function of the institutions comprising the penitentiary system, and critically considers recent changes in policy and practice.

### **Society-Science-Technology (SST)**

**Glykeria Anyfanti (407/80)**

Science and technology are closely intertwined with social change. The scope of the course is to study this interaction with particular attention themes such as:

- The socio-epistemic and institutional organization of the processes of production of techno-scientific knowledge, and related practices, in the frame of communities of experts.
- The relation of science and technology with other knowledge systems and beliefs (such as philosophy), as well as with institutions and functions of modern states (e.g. politics, economy).
- The level of familiarization with and representations of the general public of science and technology.
- The forms of communicating science and technology in the public field (mass media, popularizing publications e.g.).
- The impact of scientific and technological innovation in contemporary societies; risks that S&T may pose to peace, security, community, democracy, environmental sustainability, and human values; efforts to control unfavourable consequences.
- The call for democratising science and public participation in science and technology decision taking.

### **Migration Policy**

**Lina Ventura**

- Contemporary international and internal migrations. Post-World War II migration to Western Europe. Immigration to South and Eastern Europe after 1989. Migration to Greece. Refugees, asylum seekers and displaced people. Undocumented migrants. International, supra-national and national policies. Institutional context.

- Regulation of flows and border control. Integration and exclusion. Integration policies and models. Labor market, urban settlement and housing. Political rights and naturalization. The “second generation”. Criminality, criminalisation, victimisation. Security and human rights. Trafficking and anti-criminal policy.

- Racism and antiracist movements. Stereotypes and the media. Migrants as political subjects.

### **Principles of Educational Theory**

**Despina Karakatsani**

The objective of this course is to analyze different concepts and theories of learning and teaching, to emphasize the principles according to which the learning environment, the didactic framework and the curriculum are organized and developed. We will make a synthesis of different theoretical approaches to education including spiritualistic, personalist, psychocognitive, and technological, social cognitive, social, and academic theories. The methods of evaluation, the relationship between different theories of learning and the epistemological problems will also be discussed. The role of curriculum

in the learning procedure and the different ways of analyzing it are among our special interests. The historical and comparative approach of different theories will let us discover different visions, aspects of them and arrive at some conclusions concerning their application and use.

### **Higher Education Policies**

**Yioulis Papadiamantaki**

The course is structured in two parts. The first part focuses on discourses and policies concerning the role of the university in contemporary societies. It presents higher education policies promoted at the European level (e.g. European Higher Education Area, European Research Area), in relation to the creation of a “Europe of Knowledge” and the implications for the governance and steering of higher education institutions. The second part sheds light in more detail the case of Greece, with emphasis on the implementation of the policy for the broadening of access in higher education

### **Evaluation in Education**

**Despina Tsakiris**

The aim of the course is the sociological understanding of educational evaluation through the variety of topics that can be treated within this area of study. These topics concern, on the one hand, the micro-social analyses of school evaluation, with special emphasis paid on the grading of pupils and the processes of orientation and social selection. On the other hand, they concern the macro-social analysis of evaluation, focusing on the study of compensatory policies that have been developed and applied in order to improve pupils’ school performance, the analysis of the relationship between pedagogical practices and pupils’ achievement, and the interpretation of results concerning pupils’ competences obtained through international comparisons, carried out by supranational organizations such as the O.E.C.D.

### **Analysis and Development of Teaching Material**

**Konstantinos Dimopoulos**

The objectives of this course are to familiarize students with the various kinds of educational material as well as to explore the role of the used expressive codes in the modulation of their pedagogical functioning.

Specifically, the themes covered in this course are the following:

- Definition of the term ‘educational material’ and identification of its various kinds.
- Specific design features of an educational material
- Discussion of the role and the functions of an educational material in the process of recontextualization of knowledge in school through the introduction of the notions of classification, framing and formality.
- Analysis of the linguistic and the visual expressive codes of an educational material.

### **Teacher Education**

**George Bagakis**

The course aims at introducing students to the theory and practice of teacher education in Greece. It is organised around two main themes: the pre-service and in-service training of primary and secondary school teachers of the country. In particular, it focuses on the university Faculties providing pre-service training for teachers, with particular emphasis on their undergraduate program of studies, as well as on the agencies responsible for the in-service and professional development of teachers. An overview of teacher education in other European countries, mainly in the United Kingdom and the Republic of Ireland, is also given in the course. The course is delivered through lectures, team work and discussion among its participants



## **Adult Education**

**George Bagakis**

The course aims to introduce students to the theory and practice of adult education. In particular, it evolves around the following topics: adult education and related terms (e.g. lifelong learning, continuing professional development, post-compulsory education, occasional learning, formal/non formal learning), adult learners and their characteristics, theories of adult learning, the role of adult educators, the 'learning contract', methodologies of adult education, distance learning, planning, organising, implementing and evaluating programs for adults. An overview of adult education organisations and agencies in Greece and abroad is also offered in the course.

## **Civil Service Management**

**Mary Geitona**

The course offers in-depth analysis of all aspects of public sector management including civil service, health and education, local government and parastatal organizations. Market dynamics have created challenges for public organizations, with the emergence of the global economy, advances in technology, increased societal demands, and the need to provide more social services with fewer resources. Given the fiscal constraints, public sector bureaucracy and inefficiencies in service delivery, this course attempts to introduce the students to new approaches of management. Theory, concepts, methods and practical experience are all drawn upon. Modern strategic management tools are necessary for the public sector to achieve improved performance and overall service quality. The course has been designed around the discussion on the common issues which public sector managers face the world over-improving efficiency and effectiveness in situations of scarce resources and rising public expectations.

## **Economic Inequalities and Social Policy**

**Kyriakos Souliotis**

This course is taking a multidisciplinary approach towards two distinct but highly interrelated scientific areas: economic inequalities and social policy. Students are asked to critically assess the challenge of economic inequalities at both a methodological and an empirical level. The methodological level analyses the concept of economic inequality and presents the various approaches to measuring it. At the empirical level, the reality of prevailing economic inequalities is addressed both at the level of the new "globalized" economy and at the national level for a variety of countries, with emphasis on "developed" OECD and EU member states. The second part of the course emphasizes the role of social policy in tackling economic inequalities. It analyses and evaluates measures taken thus far at the supra-national and the national level for the "relief" of individuals, groups or even nations that face the reality of economic inequalities and closely studies the effect of economic inequalities on the various thematic sub-areas of social policy, such as health, employment, housing etc.

## **Social Anthropology of Work**

**Manos Spyridakis**

The course focuses in the form and structure of social relations, as they are constituted during the production, distribution and exchange processes. It will be particularly analyzed the notion of informal work including all the forms of employment, as well as all those activities that produce use values, goods and services aiming at the direct consumption and redistribution for the social and individual reproduction.

## **Legislative Framework on Foreigners, Refugees, and Minorities**

**Theodore Papatheodorou - Vassilis Karydis - Electra Koutsoukou**

This course considers relevant legislation of 1991 and 2001 and analyses the legislative reform of 2005. It refers to the rights of the foreigners, and analyses European migration policies. It adopts a comparative approach to the different legal frameworks and directions of social policies. **In particular**, in the context of this subject the legal status of the foreigners and the directions of the migration policy are examined thoroughly based on the greek legislation and the European legal framework- comparing the legislation of certain European countries. Furthermore, the notion of “immigrant”, “refugee”, their right of entrance and stay in the country and their basic social rights (work, education, health, safety) are analyzed. Finally, the contribution of the recent legislation to the development of the social policy is approached.

### **Employment Policies**

**Andreas Feronas**

In this course employment policy is approached as social policy. The aim of the course is to critically examine the evolution of employment policies in European Union and Greece in the last two decades and discuss their effectiveness in improving employment and combating unemployment. The topics covered are the following: typologies of unemployment and employment policies, goals, instruments and effectiveness of the various types of policies (active, passive, institutional etc.), European Employment Strategy and Greek employment policy, flexicurity strategy as the new “paradigm” of EU employment policy and its impact on the quality of work, “Europeanization” of national employment policies.

### **Gender and Inequality**

**Manos Spyridakis**

In most western societies there is still a prevailing view according to which gender exists in given analogy and equivalence with the natural rules and, in consequence, this analogy imposes attitudes, behaviours, moral codes and specific skills. The course will challenge these views and particular emphasis will be placed upon the analytic examination of mechanism of production and structuring of gender asymmetry and its practical articulation in the political, social and economic field of social practice.

### **European Institutions of Social Economy**

**Michalis Fefes**

The primary aim of the course is to describe the social economy sector, which lies between the private and public sectors. The course analyses the basic notions of social economy, its contribution to national and global economy, the principles followed and the institutions through which it carries out its activities (e.g., co-operatives, associations, NGOs).

Furthermore, a concrete analysis of the institutions of co-operative, association and mutual will be done. Finally, the course will focus on the core of the subject, that is, the statutes of European Co-operative Society, European Association and European Mutual. These are the transfrontier way of collaboration of the aforementioned institutions, therefore the way of their establishment, their function, direction and management, their control and auditing and their dissolution will be the issues to be examined.

### **Design and implementation of educational policies**

**Maria Nikolakaki**

This course focuses on the presentation and analysis of design methods and programming interventions in activities of educational content and in exemplifying implementations of such interventions in chosen contemporary issues, like school failure, student drop out, social exclusion, rural development.

The aim of the course is:

1. The introduction and original familiarization of the student with matters that have to do with educational design and programming.
2. To gain basic conceptual and methodological knowledge
3. The acquisition of basic knowledge for our educational system and educational programs generally
4. To interconnect theoretical knowledge and practical application.

### **Evaluation and Quality Assurance in Higher Education**

**Yioulia Papadiamantaki**

The course is structured in two parts.

The first part presents different approaches to quality assurance. It explores how (and to what extent) quality assurance represents for many higher education institutions the main tool for planning, managing and controlling their own activities. Transparency, accountability, legitimacy of degrees and comparability between different European higher education institutions are examined in relation to the quality assurance process.

The second part explores the way quality assurance was introduced in Greece with a view to explain why the implementation of the policy met with resistance.

### **Evaluation of School Units and Education Systems**

**Despina Tsakiris**

The search for new ways of regulation of educational systems has led to the development of systems of evaluation of the educational unit, in particular, and the educational systems, in general. In the framework of this course we approach the evaluation of the educational unit and the educational system as a social practice, putting emphasis on the historical conditions of the emergence and dominance of evaluation, its political and organizational dimensions, and its implications for educational institutions, teachers and students. Analysis of different models of evaluation of educational units will follow, laying emphasis on the processes elaborating indicators and criteria. For the investigation of the evaluation of educational system, we will rely on the study of its three fundamental axes: the work of educators, the management of educational unit and the planning of educational policy.

### **Materiality in Education**

**Konstantinos Dimopoulos**

The objective of this course is the exploration of the pedagogical and social implications as well as of the implications related to school culture of the material aspects of learning environments.

Specifically, the following aspects are more thoroughly explored:

- The spatial arrangements of the learning environments.
- The equipment of the educational units (furniture, teaching aids, apparatuses, etc).
- The artifacts of both educators and students (decorations and constructions).
- The social and educational uses of school space.
- The educational value of learning environments.
- The legislation about the material aspects of the learning environments (standards, safety regulations, hygiene rules).
- Recent trends I: the ecological challenge
- Recent trends II: the ICT challenge

### **Sociology of Educational practices**

**Anna Tsatsaroni**

The course focuses on the social character of the selection and organization of educational knowledge, aiming to reveal the social bases and the implicit class assumptions of different forms of educational practice. In order to explore the nature of educational practices, the course presents, analyses and assesses the theory of educational codes (Basil Bernstein), according to which practices are mechanisms for social and symbolic control, serving to reproduce social order and to construct and regulate pedagogical subjects; i.e., to distribute forms of consciousness, identity and desire.

The course develops in three parts. The first part discusses the basic essays in which Bernstein develops the conceptual framework of his theory. The second part focuses on 'classical' as well as some recent empirical studies, done from within the framework of this theoretical approach, and which constitute sociological analysis of the construction, transmission, acquisition and evaluation of educational knowledge and practices. The third part approaches this theory critically, by making a brief reference to influences exerted upon sociology by the currents of structuralism and post-structuralism. Special emphasis is given to the conceptual tools provided by Foucault's approach, and to the ways in which these can be utilized in the sociological analysis of educational knowledge, processes and practices.

### **Citizenship and Multiculturalism**

**Despina Karakatsani**

Increased immigration and population movement around world. Citizenship and National Identity. Various meanings of multiculturalism. Citizenship and Education. Educational policies related to national minorities and immigrants. Models of Multicultural Education. Human Rights and Values Education. Civic and Political Education. Teacher Education and sociocultural diversity. Educational practices and citizenship education.

### **ICT in Education**

**Athanassios Jimoyiannis**

This course is designed to introduce undergraduate students to the applications of ICT in various educational settings. The main objective is to give a complete and thorough view of the scientific field of ICT in education, and the current trends concerning research and application as well. Students will be able:

- a) to study the framework within ICT integration in education is proposed,
- b) to develop knowledge and skills concerning the various types of ICT-based educational environments and the methodologies used in practice, and
- c) to examine current educational policies concerning ICT integration in schools, higher education institutions and lifelong learning initiatives.

The content is structured along four axes:

- ICT and learning theories
- Educational software (design, evaluation, application in school practice)
- ICT in the Greek educational system
- Policies about ICT in education.

### **Economic Anthropology of Migration**

**Manos Spyridakis**

The course attempts to offer an understanding of the way in which actors organise their social practice for the production and reproduction of material goods that renders their existence possible. In that view it presents the theoretical discourse within economic anthropology and it focuses on the mechanisms of social incorporation of migrants from the state's point of view. The course supports the view that social incorporation should be understood within a framework that perceives critically the "classic" analytic division

of economic process into the so called different “autonomous” moments of production, distribution, exchange and consumption as one totalising field leading to social reproduction.

### **Institutional Organization & Fiscal Management of the Greek HealthCare Sector**

**Mary Geitona**

This course is designed to introduce students in the field of health economics as well as in the management of civil and health services, taught in later semesters. Dominant institutional, economic, political and social issues are critically discussed under the perspective of the NHS and the overall healthcare sector. Related terminology, various theoretical approaches combined with the international and Greek empirical background are introduced to the students in order to obtain a holistic and analytical overview of the institutional organization, the management and the financing mechanisms of the healthcare sector in Greece

### **Social Exclusion and Policies of Social Inclusion**

**Andreas Feronas**

“Social exclusion” has become an immensely important concept in social policy in recent years. The course aims to critically examine the nature of social exclusion at three levels: theoretical approaches to exclusion; the experience of exclusion; and policies for reducing social exclusion. Students will have the chance to consider how social exclusion develops in modern (post) industrialized rich societies; to critically evaluate “social exclusion” as a sociological concept in relation to key social problems such as poverty, unemployment, deprivation and marginalization; to consider the impact of globalization on contemporary understandings of social exclusion, the core social groups that are reflected by processes of exclusion and to assess some strategies developed at global, European and national level for eliminating social exclusion and promoting social inclusion.

### **Fundamental Freedoms and Common Policies of European Union**

**Michalis Fefes**

The present course is a necessary supplement of the course of 2<sup>nd</sup> semester “Institutions of European Union”. Its aim is to describe the substantial function of the European Union, that is the Fundamental Freedoms and Common Policies described in the Treaty. The course is focused on the following issues: Free Movement of Goods; Free Movement of Workers and Freedom of Establishment; Free Movement of Services; Free Movement of Capital; Common Agricultural Policy; Social Policy; Environmental Policy; European Monetary Union; Educational and Vocational Policy.

### **State Theories**

**Takis Kafetzis**

The course aims at familiarizing the students with analytical concepts and study methods of modern and post-modern State through the presentation of basic theories and schools of thought in the fields of Political Theory and Historical and Political Sociology. In this context, the approach to State sets the framework for the understanding of design and transformations in the critical areas of social and education policy. The course is structured around the following thematic axes: The liberal “night watchman” state; The state aiming toward development; The intervening “welfare state” and corporatism; The state with centrally designed economy; The “regulative state”

### **Education Policy and Policies of Employment**

**Andreas Feronas, Anna Tsatsaroni**

Adopting an interdisciplinary perspective, this course aims to explore important dimensions in the relationship between educational policy and policies of employment in the current conjuncture. Globalisation and the rapid technological and social changes have placed Education and Life Long Learning (L.L.L.) at the centre of the educational policy of the European Union. At the same time, Education and L.L.L. are considered basic components of 'active' policies of employment, purporting to help with the smooth integration and mobility of individuals within the labour market.

The Course focuses on the analysis and interpretation of the dominant trends in education policy and the policies of employment seeking to explore their multiple and complex relationships both within E.U and at the national level.

### **The Economics of Education**

**Athanassios Katsis**

The Economics of Education has been a growing research area since the 1960s. Education is central to development and the course will focus on emphasizing this relationship. On the one hand, we will examine the demand for education and the decision of individuals to invest in education (human capital theory, rates of return to further and higher education). The goals of the course are to enable students to understand the basic results in the Economics of Education (theories, models and logic) and to be able to criticize standard economic analyses. Then alternative approaches will be also presented (signal theory, duality of the labour market). On the other hand, we will investigate how public policies affect opportunities for education investments. We will rely on economic theory and empirical evidence to analyze current issues with understanding that economics has a perspective to design and evaluate education policies targeted on a better relationship between education and employment.

### **e-Learning and Distance Learning**

**Athanassios Jimoyiannis**

This course is an introduction to the fields of e-learning and distance learning. The course examines issues, trends and current perspectives of e-learning with the main focus directed to the current models and technologies used in e-learning systems. Students will be able:

- a) to study the basic models and the technologies used,
- b) to develop knowledge of the principles and models in designing and evaluating e-learning systems and programs, and
- c) to examine current educational policies about distance learning and e-learning.

The course content is structured along four axes:

- The field of distance learning
- E-learning technologies
- Educational media (e-media) and e-learning models
- Policies and trends of e-learning.

### **Sociological Approaches to Education Policy**

**Anna Tsatsaroni**

Education Policy making currently takes place in a much larger field, whereby the influences exerted by the activity of international organizations and supra-national entities are greater than ever before. Global organizations, such as the O.E.C.D, and entities functioning at the regional level, crucially for Greece the European Union, have contributed to the creation of a new socio-political context which potentially transforms the action of the national agencies of educational decision-making and local government, as well as of the educational institutions themselves, independently of their level and kind.

In this context, the sociological interest focuses, on the one hand, on the study of the main orientations of the international and supranational agencies, aiming to analyse their hegemonic discourse, the co-ordinates of which define the current agenda in matters of education; and, on the other hand, on the activities of the national and local educational agencies including the educational institutions themselves, exploring their responses to the dominant discourse, and considering their implications for educational practice, the formation of new identities and the issue of the new forms of educational inequality.

The approach is to examine selectively, each time, what we see as the major issues within this new reality, considered both in terms of the official educational discourse produced by such complex activity, and from the point of view of educational institutions and the participants concerned. Emphasis is placed on the conceptual and research tools, primarily the notion of discourse, offered by contemporary sociological work, especially the research field known as 'policy sociology'.

### **Public Safety and Crime Prevention Policy**

**Electra Koutsoukou**

The topic of this subject refers to the definition of public safety, the development of the criminality and the modern models of the crime prevention policy in national and international level. Additionally, the components parts of the globalized-international and conventional- national crime on the one hand and the legal and policing measures taken for its encounter on the other hand are explicitly analyzed, in reference to the modern, under way, social state. In parallel, the policies already applied in USA and in Europe for the treatment of daily criminality and the establishment of safety are examined, via the scope of a comparative approach, and, finally, their effectiveness is being evaluated.

### **European Criminology**

**Vassilis Karydis**

This course adopts a comparative approach to recent European trends concerning social issues such as drug-use, violence, youth gangs/subcultures, marginalization. The work of the course is linked to the activities of the network "critical criminology and Criminal Justice in Europe".

### **Comparative Social Policy**

**Andreas Feronas**

The aim of this course is to provide students with basic knowledge of comparative analysis of welfare systems and their development. It discusses the importance of comparative research in social policy and presents its basic thematic areas, methods and data sources. It reviews and evaluates the main theoretical explanations of welfare state development with reference to specific social policy areas. It uses the Esping-Andersen's classical typology of "capitalist welfare regimes" in order to comparatively analyze the welfare state models of north-western Europe and North America. It further examines the "southern" welfare model with specific emphasis to the Greek case as well as the social policy model of Eastern Europe. Finally, it discusses the European dimension of social policy and its impact on the national level.

### **Social Security Systems: a Comparative Analysis**

**Dimitrios Venieris**

The development of social security systems in the world with emphasis on European systems. The aim is to examine comparatively the structure of contemporary welfare systems in their historical, political, social and economic contexts. Major social policy issues are discussed: demographic trends and welfare planning; the fiscal crisis and

problems of funding pensions and health care; quality, assessment, privatization and decentralization of welfare services, policies for priority groups, etc.

### **History of Greek Diaspora**

**Lina Ventura**

Conceptual clarification. Greek emigrations. Periodisations. Locations of origin and installation. Demographic, social and economic data. State policies and laws. Economic conjuncture and employment. Receiving societies and immigrant communities. Institutional organization. Stigmatization and xenophobia. Social position and changes in time. Gender and generations. Strategies and identities. Repatriation. Relations to Greece. The greek diaspora in Europe, America and Australia. Divergent positions in scientific and public discourses. From migrants to diaspora.

### **Management of Educational Innovations**

**George Bagakis**

The module aims at informing students about the content and dimensions of the broad term 'educational innovations'. The module is focused on the following issues:

- What is the meaning of the term 'educational innovations'?
- Which educational situations are included in the term 'educational innovations'?
- European educational programs, international collaborations and innovations in education.
- Management of educational resources and innovations in Education.
- Development of teaching materials and practices for the promotion of innovative educational programs.
- Methods and tools for the evaluation of the quality of 'programs' in various educational organizations (public or private) with an emphasis on their innovative characteristics.
- Encouragement and support of teachers and of the administrative educational staff for the implementation of innovative educational programs.
- Inter-cultural dimensions and innovations in school curricula and programs.
- Social, Educational Policy and educational programs either for students with different ethno-cultural characteristics or with special needs.

### **Organization and Administration in Education**

**Konstantinos Dimopoulos-Athanassios Katsis**

In this course we will try to analyze the concepts of organization and administration and we will focus on the significance of decision making. The general thesis is that educational policy is the result of many factors that play a role in educational decision making. Consequently, the educational system has had to adapt itself in response to the international tendency to division of labor, generated through the forces of globalization, in innovative ways.

The course has two parts: in the first, we will examine the organization of Greek educational system and we will compare it with other European educational systems. In addition, we will examine the educational reforms in Greece in the structuring of a new educational practice within the framework of European Union, and we will try to analyze their impact on leadership.

In the second part, we will deal with the administration in education and more specifically, with: (a) the decision – making process, (b) the models and theories of leadership in education (c) leadership in administration, (d) schools and their external environments, (e) the link between effective leadership and school effectiveness, (f) teacher professional development.



## **Political Culture and Education**

**Takis Kafetzis**

The aim of the course is the critical analysis and interpretation of political culture and the role of education in its reproduction through political socialisation. Through the course students will be introduced to issues of theory and method of empirical political research which is interwoven with the development of studies on political culture and political socialisation. Topics include:

- Theoretical approaches to the field of political culture
- Typologies and taxonomies of ideal models of political culture
- Socialisation and political socialisation: theoretical approaches and conceptual clarifications
- Forms and types of political socialisation: Time, space, effects
- The school as a field linking the educational and the political systems: organizational, ideological and functional dimensions of educational institutions
- Contribution of empirical research to the analysis of educational institutions and values.

## **English for Academic Purposes**

**Athanassia Spyropoulou**

The course aims at developing the knowledge and skills in English students need in order to meet the demands of their higher education studies. More specifically, it aims at familiarizing the students with academic discourse in English related to the Faculty's subject areas, with most emphasis placed on the development of effective academic reading, writing, and study skills. In addition, the course aims at developing the students' listening, note-taking and discussion skills.

## 4. Master of Arts Program:

### **SUBJECT AREA: EDUCATIONAL PROGRAMS AND MATERIALS:**

**Formal, Informal and Distance Learning (Conventional and e-learning forms)**

#### **A' Program Description**

The subject area “Educational Programs and Materials: Formal, In-formal and Distance Learning” of the Master of Arts Program, aims at providing in depth understanding of the scientific fields concerned with current forms of education, that is to say, formal, informal, non-formal and distance education. These are currently at the centre of attention, internationally. Emphasis is given on designing of educational programs and the development of learning materials, as well as digital technologies and e-learning. The approaches vary. Some courses are predominantly theoretical and research orientated while other courses are focusing on practical applications in different educational contexts, and the formulation of educational policies.

The content of the program of study combines high quality education on theoretical and methodological issues in this area of education research with the application of knowledge in the design of educational programs and the formulation of policies. This is achieved through the careful choice of a wide spectrum of topics that are structured around the following axes:

- Designing of educational programs
- Teaching and learning materials
- Sociology of educational knowledge
- ICT in education and e-learning
- New forms of education
- Educational research methods
- Evaluation in education

In this framework, the area “Educational Programs and Materials: Formal, In-formal and Distance Learning” aims to offer specialization to postgraduate students, providing them with knowledge, and analytical and methodological tools to help them develop their

professional career within this scientific field. The program addresses teachers working in schools, prospective teachers, teachers and trainers in adult learning programs, trainers in teacher development and in-service courses, professionals involved in the design of educational programs in agencies in the public and private sector, and those interested in producing learning materials of printed and e-learning forms.

## **B. Description of courses**

### **Sociology of knowledge and educational practices**

**Lecturer- co-ordinator: Anna Tsatsaroni**

### **Sociology of Educational Knowledge: The theories and the problematic of educational practices**

This part of the course focuses on the concept of social and educational practice. It aims to help students understand and critically appreciate a conceptual framework for studying the social construction, transmission and evaluation of official pedagogic discourse and practice. This conceptual framework draws on the theory of Basil Bernstein and the contributions of Pierre Bourdieu and Michael Foucault.

### **Sociology of educational knowledge and education policy: Educational policies and pedagogic identities**

The problematic developed in the first part of the course concerning the notions of educational discourse and practice is used as a theoretical basis for reviewing and critically analyzing relevant sociological research in education. The focus is on recent studies and theoretical discussions on: (a) the relations between education policy and educational research; (b) the new professionalism of teachers; (c) current trends in the forms of curricula, at various levels and types of education; (d) official knowledge and pedagogic identities; and (e) the methodology of critical discourse analysis and pedagogical 'text'. At the same time, the theoretical basis of the course is enriched by considering work from the field of sociological analysis of policy (e.g. Stephen Ball, Roger Dale), and discussing the relationships between the national and the supranational in the formation of educational policies and its enactments.

## **Educational Programmes and Materials**

**Lecturer-co-ordinator: Kostas Dimopoulos**

### **Educational Programmes and Materials I**

The module consists of two parts:

- a) Educational Programmes and Materials: Typologies and Policies.

In the first part we present multiple typologies of educational programmes by relating the latter's structural characteristics with the prevailing socio-epistemic conditions in each context. In addition, we present recent trends in the development of educational programmes and materials using the notions of regulative and instructional rules. By the end of this part students should recognize the structural characteristics of various educational programmes and of the associated with them material as well as to relate these characteristics with the dominant in each period socio-epistemic conditions and discourses about educational policy.

- b) Society, Economy & Education.

In this part we present the mechanisms through which the social and economic conditions influence the form of various educational programmes and materials. The objective of this part is students to become able to identify both the influences on the level of their design as well as the implications from the implementation of the educational programmes taking into account the dominant socio-economic framework.

### **Educational Programmes and Materials II**

The module consists of two the following parts:

- a) Modern forms of education: Non formal and Informal Education.

In part C, we present the main pedagogical characteristics of the programmes falling within the realm of non formal and informal education. We discuss the relevant pedagogic characteristics while at the same time we examine the corresponding institutions and policies. The aim is students to be able to recognize the special pedagogical requirements for designing and implement programmes of this type. Moreover, students should develop a clear understanding about the policies promoting these modern forms of education as well as the broader social conditions that lead to them.

- b) Evaluation of educational programmes and materials

In the second part we analyze the processes, the special methodologies as well as the prevailing in Europe policy trends as far as the issue of evaluating educational programmes and materials is concerned. The objective in this part is students to be able to design and apply procedures for evaluating educational programmes and materials of various forms. In parallel, an additional objective is to make them reflexive with regards to the ideological origins of the corresponding evaluation policies.

## **Information and Communication Technologies in Education (e-learning)**

**Lecturer-co-ordinator: Athanassios Jimoyiannis**

### **ICT in Education (e-learning I)**

The general purpose of this unit is to provide postgraduate students the knowledge and skills needed to effectively integrate technology in educational practice. It aims to help students understand and critically study the technological, pedagogical, instructional and contextual issues that determine the framework for integrating ICT in K-12 education and adult learning environments as well. The course content is structured along five axes:

- e-learning and ICT in education
- ICT and Pedagogy
- Digital media-content and educational software
- Instructional design and ICT
- Educational policy, integration models and teachers' preparation.

### **e-Learning and Distance Learning (e-learning II)**

The general purpose of this unit is to provide postgraduate students the knowledge and the tools needed to understand and critically study the technological, pedagogical, instructional and contextual issues that determine the framework of e-learning. The course examines critical issues, trends and current perspectives of e-learning and distance learning. The main focus is directed to the current models and technologies used in e-learning systems, and the principles in designing and evaluating e-learning systems and programmes.

The course content is structured along five axes:

- The evolution of Distance Learning
- E-learning technologies and e-learning models
- Course Management Systems and Web 2.0 applications
- Design and evaluation of e-learning programmes
- Policies and trends in e-learning and distance learning (Virtual Campuses, Communities of Practice-Learning).

## **New types of education (informal, non-formal and adult education, life-long and distance learning)**

**Lecturer-co-ordinator: George Bagakis**

### **New types of education I**

During the first semester the policies and practices which have been developed in Greece, EU and internationally will be analysed in regards to informal, non-formal, life-long learning, adult and long-distance education. Emphasis will be given on the contemporary social circumstances which foster these new types of education, and their foundation, conceptual clarification and delimitation. In this direction concrete cases and examples will be studied.

Within the context of this thematic unit shorter and longer pieces of work will be assigned to students, concerning theory, methodology as well as case studies. Some of these assignments will be presented in the class.

### **New types of education II**

During the second semester alternative types of In Service Training for teachers will be analyzed. Particular emphasis will be given to the analysis of institutions and practices which have been historically developed in regards to these forms of education within the wider educational context which favours their development. Emphasis will be given on the participatory types of In Service Training, on mentoring, coaching and professional development, and on school based In Service Training aiming at school improvement.

Within the context of this thematic unit short and longer essays will be assigned, concerning theory, methodology and case studies. Some of these assignments will be presented in the class.

## **Analysis, design and development of evaluation procedures**

**Lecturer-co-ordinator: Despina Tsakiri**

The course aims at providing students with the theoretical knowledge of social and political context regarding evaluation procedures. The students will also be trained in designing and implementing the evaluation of an educational program. More specifically, students will get familiar with the following concepts:

- Control, evaluation, accountability
- Political approaches
- Organizational psycho-social dimensions and their contributions in the systemic treatment of the evaluation of an educational project.
- The basic steps of designing an educational programs evaluation and its analysis with respect to quality policies in education
- Constructing benchmark indicators in evaluation
- Designing and writing an evaluation proposal of an educational institution: Case study.

## **Evaluation practices and educational programs**

**Lecturer-co-ordinator: Despina Tsakiri**

The course aims at familiarizing students with student evaluation with respect to social actions and with analyzing and interpreting school practices both in macro and micro school level.

More specifically, students will get familiar with the following concepts:

- Student allocation in school institution
- Determining compensatory educational policies
- Constructing a student map for school choices and parental influences
- International comparisons of students' skills and their role in outlining educational policies. PISA as a case study.



## **Educational Research I**

**Lecturer- co-ordinator: Athanassios Katsis**

The course aims at familiarizing students with fundamental concepts of quantitative educational research covering important techniques of statistical inference such as t-test, non-parametric tests, correlation, chi-square analysis, multivariate techniques etc. Emphasis will be given on the application of the above methodology through the use of the SPSS statistical software. The final grade of the course depends on a project requiring the use of data analytic tools and the presentation of the results.

## **Educational Research II**

**Co-ordinator: Athanassios Jimoyiannis**

This course aims at familiarizing students with fundamental concepts and methods of the qualitative educational research used in the investigation of educational programmes and educational material in the areas of formal and non-formal education, and e-learning as well. Emphasis will be given on issues regarding ethnographic methods, interview design, content analysis and coding, action research, research methods on e-learning programs etc.

**SUBJECT AREA: EDUCATIONAL PROGRAMS AND MATERIALS: Formal, Informal and Distance Learning (Conventional and e-learning forms)**

Thematic Units	ECTS/ Thematic unit	Courses	Semester	Semester Hours	ECTS	Academic Staff
<b>Educational Research</b>	10	Educational Research I	1	20	5	Athanassios Katsis
		Educational Research II	2	20	5	Athanassios Jimoyiannis
<b>Educational Programmes and Materials</b>	10	Educational Programmes and Materials I	1	20	5	Kostas Dimopoulos
		Educational Programmes and Materials II	2	20	5	Kostas Dimopoulos
<b>Sociology of knowledge and educational practices</b>	10	Sociology of knowledge : The theories and the problematic of educational practices	1	20	5	Anna Tsatsaroni
		Sociology of knowledge : Educational policies and pedagogic identities	2	20	5	Anna Tsatsaroni
<b>Information and Communication Technologies in Education (e-learning)</b>	10	ICT in Education ( e-Learning I )	1	20	5	Athanassios Jimoyiannis
		e-Learning and Distance Learning (e-Learning II)	2	20	5	Athanassios Jimoyiannis
<b>New types of education (informal, non-formal and adult education, life-long and distance learning)</b>	10	New types of education I	2	20	5	George Bagakis
		New types of education II	1	20	5	George Bagakis
<b>Analysis, design and development of evaluation procedures</b>	10	Analysis, design and development of evaluation procedures I	1	20	5	Despina Tsakiri
		Evaluation practices and educational programs	2	20	5	Despina Tsakiri

Note: The Program comprises 240 hours of courses (120 each semester)

# **SUBJECT AREA: Social Discriminations, Migration and Citizenship**

The Master of Arts Program aims at providing in depth understanding of the following aspects in the subject area of Social Discriminations, Migration and Citizenship:

1. the historical and contemporary factors that produce and reproduce inequalities, discriminations and exclusion at international, national and local levels and unequal access of states, groups and individuals to material and symbolic resources, authority and power.
2. the various forms of social categorizations; the multiple criteria of categorizing individuals and groups within the social hierarchy (economic condition, age, gender, national origin or citizenship, education, etc.); the complex combinations of such criteria that form the scales and nuances of social hierarchy and the relative significance of these criteria in various societies and eras.
3. the role of the state and institutions in the production and reproduction of inequalities, discriminations and exclusion.
4. planning and implementing policies aiming to face inequalities, discriminations and exclusion, the means to combat them.
5. the ideological/value systems that legitimize/delegitimize inequalities, as well as their transformations in time.

The aim of the M.A. Program is the achievement of a balance among interdisciplinary learning, theoretical and research efficiency, specialization in particular scientific fields and the ability to plan social and educational policies. Particular emphasis will be placed on migration as a current social issue that is connected to cultural and social discriminations and inequalities and constitutes a central political stake in modern societies. Citizenship will be a basic axis of analysis when interrogating difference and multiculturalism and in the examination of processes of state and nation-building or transnational phenomena.

The M.A. Program comprises two semesters of formal instruction followed by a supervised dissertation.

The courses are organized on the basis of thematic units related to particular academic disciplines.

## Social Discriminations, Migration and Citizenship

Thematic Units	ECTS/ Thematic unit	Courses	Academic Staff
A. Introducing Research Methods	10	1. Qualitative Research Methods	Manos Spyridakis
		2. Quantitative Research Methods	Athanassios Katsis
B. The State and Policies on Inequalities	20	3. State Transformations and Political Theory	Takis Kafetzis
		4. Nation, religion and politics	Efi Gazi
		5. Legislative framework on foreigners: European and national dimensions	Theodore Papatheodorou
C. Citizenship	10	6. Citizenship and Migration	Dimitris Christopoulos
		7. Citizenship, Human Rights, and Education	Despina Karakatsani
D. Migration	10	8. Migration and diaspora in the modern and contemporary era	Lina Venturas
		9. Migration, policies on integration and deviation	Vassilis Karydis
E. Social inequalities and education	10	10. Poverty and Social Exclusion	Andreas Feronas
		11. Social inequalities: employment, work, gender	Manos Spyridakis
		12. “Education for All”: Education Policies and the Management of Diversity in a Risk Society	Giouli Papadiamantaki

Note: The Program comprises 240 hours of courses (120 each semester)

## **Courses:**

### **A. Introducing Research Methods**

#### **1. Qualitative Research Methods**

*Manos Spyridakis*

The main objective of this course is to contribute to an understanding of the qualitative research methods in social research, primarily through the presentation of a series of recent research projects which adopt a qualitative methodological approach. This being so, it attempts to highlight the role and the importance of qualitative methods of social research within different disciplines of social sciences such as, social geography, sociology, social anthropology, social and oral history, political science and social psychology. It is also concerned with issues related to the theoretical and the epistemological background of qualitative methodological approaches, to the notion of reflexivity in social research and the multi-methodological research approach as well as to the application of different qualitative methods (in-depth interviews, participant observation, etc.) for data collection and their qualitative analysis.

#### **2. Quantitative Research Methods**

*Athanassios Katsis*

The course introduces students to the data analytic concepts of quantitative analysis in social sciences the most important ones being Descriptive Statistics (charts and tables), t-test, correlation, chi-square analysis etc. Emphasis will be placed on the application of the above methodology through the use of the SPSS statistical software. The final grade of the course depends on a project requiring the use of data analytic tools and the presentation of the results.

### **B. The State and Policies on Inequalities**

#### **1. State Transformations and Political Theory**

*Takis Kafetzis*

The main subject of the course is the analysis of the dual transformation that is under way in the last years: on the one hand, transformation in the structure and the form of the nation state through globalization, and on the other hand transformation in the capacity and authority of the welfare state to redistribute wealth, following the global predominance of the liberal model of social organization. This twin transformation will be correlated with a critical approach of the recent quests in the area of Political Theory, which depart from the study of the field of state power and seek to construct new subjects of political analysis, i.e. a third space between the state and the individual, politics and economy, public and private, with the “civil society” being a most typical example.

#### **2. Nation, Religion and Politics**

*Efi Gazi*

The seminar discusses the multidimensional relation of religion and religiosity with national politics in contemporary societies. The first part of the seminar focuses on relevant bibliography and on theoretical contributions to the topic in order to unravel different aspects including: national identity and religion, State and Church relations, religion and ideology, religiosity and culture, religion and minority identities, religion and migration, religion and multiculturalism. The second part of the seminar focuses on the Greek case. It examines national politics and religion in the Greek state with a particular emphasis on national identity and Orthodoxy, on other religious and confessional groups in Greece, on Islam in Greece as well as on the questions of religious minorities and migrant communities.

### **3. Legislative Framework on Foreigners: European and National Dimensions**

*Theodore Papatheodorou*

The course analyses the legislative framework on foreigners after the recent reform of national legislation (Law 3386/2005) as well as the European legislative framework. In particular, it examines the construction of European Area of Freedom, Security and Justice and its consequences on the rights of third-country nationals as well as on the development of EU migration policy. At the same time a comparative approach to the legislation of certain European countries is taken, mainly as regards the issue of deportation of immigrants. Finally, the models of migration policy that are applied in Greece and in Europe are thoroughly analyzed, in connection with the evolution of the principle of fair treatment in the areas of residence, work, social protection, education, and the prospect of acquiring citizenship. The main aim of the course is the critical analysis and understanding of the complexity of the legal framework on foreigners as an crucial element of migration policy at European and national level.

## **C. Citizenship**

### **1. Citizenship and Migration**

*Dimitris Christopoulos*

In our days, citizenship debates have become highly topical in states of migrant destination. The issue here in terms of public policy and social research has more or less to do with the modalities of nationality acquisition by first, second or even third generation migrants. However, this is only one aspect of the whole citizenship theoretical debate: if one focuses only on that aspect due to the obvious importance it has acquired today in Europe, one risks missing the whole picture which is, in the long run, shaped by the particular self perception that the national community, the *body politic*, forms for itself. It is all about the identity of “We, the people”. Citizenship debates illuminate state ideologies, administrative practices and legal norms forming the hard core of power relations in every society. Citizenship should then be perceived as a differentiating concept: it includes through exclusion as it is always based on particularistic considerations regarding access to membership. This is par excellence the case for migrants who claim the nationality of the state they live in. The fashionable “naturalization tests” are a quantitative illustration of this division. The aim of this seminar is to raise such questions from the contemporary debate on citizenship and migration in Europe through a comparative interdisciplinary approach based on political theory, historical understanding and legal analysis.

### **2. Citizenship, Human Rights, and Education**

*Despina Karakatsani*

The aim of this course is to analyze the role of education in the construction of citizenship in connection with new problems and dilemmas: active citizen, participative democracy, human rights, political learning, cultural diversity, cosmopolitanism.

The course is organized according to the following axes:

- a) Cultural differences and human rights in education
- b) Ways of dealing with cultural diversity in the educational environment and in different educational policies
- c) The impact of moral values, cosmopolitanism and human rights in the educational and pedagogical environment (human rights education, moral dilemmas, cosmopolitan citizenship, democratic education).

## **D. Migration**

### **1. Migration and Diaspora in the Modern and Contemporary Era**

*Lina Venturas*

- a. Migration and diaspora: a discussion on concepts
- b. Modern and contemporary history of migration and diaspora:  
Capitalism and asymmetrical international relations. Multi-ethnic empires / nation-states. Colonialism/ decolonisation. International division of labor, national and local labor markets. World Wars, international and local conflicts and refugee flows. State policies for migrants and refugees. Assimilation / integration / transnationalism. Integration / exclusion / segregation. Upheavals in the international balance of power, late capitalism, neo-colonialism and recent population movements.
- c. Archetypical and commercial diasporas. Claiming diaspora in the contemporary world. The construction and maintenance of collective ties: policies of belonging. Transformations of contemporary nation-states and of the significance of territoriality. The economic and political impact of diaspora networks. New criteria of belonging to a political community.

### **2. Migration, Policies on Integration and Deviation.**

*Vassilis Karydis*

The concept of “deviation” and the exercise of formal and informal social control (and their consequences) have repeatedly been the subject of social sciences, especially in relation to migration and the adaptation of migrant communities in the receiving countries. The term “social control” suggests an attempt of social regulation aimed at ensuring the compliance of the members of a society with the rules and norms that prevail in it at any given time. The presence of numerous migrant communities creates difficulties as to the features, the political direction, the content and the orientation of this social regulation. The course will present and analyze the mechanisms and the procedures leading to primary and secondary deviation, to marginalization and “criminalization” of social strata, to individual and collective victimization, to the construction of social stereotypes and the reconstruction of social reality. International experience, especially of the E.U. member-states, in relation to policies and models of integration of migrants, especially those of second (or even third) generation, consists a basic component of the course.

## **E. Social Inequalities and Education**

### **1. Poverty and Social Exclusion**

*Andreas Feronas*

In the framework of the rapid economic, technological and social changes that have taken place in the last decades, poverty and social exclusion have become major social problems in modern societies. The aim of the course is the critical examination of basic manifestations of these phenomena as well as of the policies that seek to combat them. There will be analysis of issues concerning conceptual, methodological and empirical investigation of poverty and social exclusion, while the concept of social integration, which is seen as the desirable result of an effective policy against social exclusion, will be discussed. In addition, policies combating social exclusion will be examined, with particular reference to interventions by the European Union, on the one hand because it is due to the EU that the term has spread and dominated internationally, and on the other hand because EU policies have a significant impact on national level. Finally, various aspects of problems of poverty and social exclusion in Greek society will be examined, drawing interpretative tools and comparative perspectives from the European debate.

### **2. Social Inequalities: Employment, Work, Gender**

*Manos Spyridakis*

The course focuses on the analysis of the way the concept of social inequality as a process of social differentiation and hierarchical classification of individuals as well as of social groups on the basis of economic status, power and social class, mediates the parameters of employment, work and gender. Thus, special emphasis is being placed upon the relationship between the notion of social inequality and the forms of work in the formal and the informal sector as well as upon the exploration of the mechanism of production and construction of gender asymmetry and its practical expression in the political, social and economic sphere of social action.

### **3. “Education for All”: Education Policies and the Management of Diversity in a Risk Society**

*Giouli Papadiamantaki*

The course presents education policy as a social protection policy, which enhances ενίσχυσης social cohesion and combats exclusion and social discrimination. It compares the relation of Greek education policies for vulnerable social groups (migrants, minorities etc.) with the international experience. It examines the policies of international organisations (UNESCO/Council of Europe) and EU education policies. It emphasizes the transition from policies of assimilation in the post WWII period, to positive action policies in the 1970's and 1980's and recently towards inclusive education policies and «Education for All». Current developments in education policies for vulnerable social groups are examined in the framework of risk society.



# **SUBJECT AREA:**

## **HEALTH INSTITUTIONS AND POLICIES**

### **A. AIM OF THE PROGRAM**

The main feature of development of the health system during the last years is the specification of services rendered. Thus, the watertights of medical or nursing education are being transcended, by now extending to include the fields of planning and institutional formation, of both economical and administrative management, the use of technology and communications, behavioral management, leadership-guidance, as well as their social significance and legitimization.

Raised needs and constant social pressure for modern, flexible and effective health and social care services entail the increase of the public investments in the health sector.

At the same time the limited availability of public resources in most European countries has rendered the goal of reducing the cost of health services as the main priority and led the governments to make coordinated efforts towards its rationalization, focusing on the preemptive dimension of health services.

In this framework, the role of State in both organizing and providing health care services has undergone various changes involving the upgrading of the citizens' participation in the decision-making processes, because of the present enhanced ability on internet access.

In the context of a general reorganization of the health care services, aiming to the quality, the content, the scope and the particular aspects of cost of the services provided, the researchers in the relevant fields of social policy as well as the employees and the future health care system executives have to obtain further knowledge, which would render them able to respond to the increased demands and the new conditions of the health care services provision.

The course, "Health Institutions and Policies" of the Master's Degree Program of the Department of Social and Educational Policy aims to cover a special field of the health care system, that is its institutional formation and political decision making. At the same time, students will be given the opportunity to obtain expertise in the field of the methodology of research, of economic management, in the administration of health care services, in the anthropology of health and the problems concerning social care in general, a necessary knowledge for the accumulation of a

complete and thorough mastering of the aforementioned scientific fields. The master program covers five modules-fields, whose content highlights its interdisciplinary philosophy.

## **B. MODULES AND AREAS OF STUDY**

The program includes ten areas of study grouped into of five modules plus the preparation of an original master thesis.

### **1. Introduction into research**

- [Quantitative research methods](#)

**Content:** Research design, sampling, data collection, methods of analysis. Learning objectives: The students should be able to analyze quantitative data and present the results of their analysis. They should also be able to carry out sound research designs.

#### **Units:**

- A. Review of Descriptive statistics techniques. Hypotheses tests, statistical significance. Getting acquainted with SPSS.
- B. Correlation analysis and chi-square criterion. Introduction to simple linear regression analysis. Applications to SPSS.
- C. The case of multiple linear regression analysis, analysis of Variance (ANOVA). Applications to SPSS.
- D. Multivariate analysis techniques using SPSS. Factor and cluster analysis.
- E. Review of the most important points and applications to real data sets. Presentation of the findings

- [Qualitative research methods](#)

The main objective of this course is to add to the debate on qualitative methods of social research, primarily through the presentation of a series of recent research projects which adopt the qualitative methodological approach. Thus, it attempts to highlight the role and the importance of qualitative methods of social research in different disciplines of social sciences, like human geography, sociology and social anthropology, political science and social psychology as well as history. It is concerned with issues of theoretical and epistemological background of qualitative methodological approaches, of reflexivity, with issues of multi-methodological approaches, of different qualitative methods applications (in-depth interviews, participant observation, etc.) for data collecting and analysis as well as of using special software for these purposes.

### **2. The International and European context of public health systems**

- [The institutional framework and the public health systems organization](#)

The course examines the current institutional framework for the organization and the function of the health system. More specifically the institutionalization and administrative organization of the National Health System is analyzed as well as the constitutional provisions concerning the system and the right for the health protection. In addition, the most recent legal provisions about the procurement of hospitals concerning the national health are being presented.

## A. The constitutional dimensions of the right to health

- The right to health as an individual right
- The rights to health as a social right
- The right to health and the right to the environment
- The Ombudsman and the right to health

## B. The fundamental Principles of Health Law

- Respect of human dignity
- Freedom of medical choice
- Principle of equality
- Consent of the patient
- Information of the patient
- Safety and quality of medical services

## C. Institutional and administrative organization of the National Health System

- [International and European institutions and health policies](#)

The course aims to presenting the institutional framework in international and European (EU) level in the field of the health policy. Emphasis is given on the goals and policies of the World Health Organization and the European Union and their respective incorporation to the national legal systems.

### A. **International Health Law**

1. The right to health protection
  - 1.1 Conceptual Definitions
  - 1.2 Extend and limitations of the right
2. The legal basis in international law
  - 2.1 Overview and evaluation of international documents.
  - 2.2 Comparative approach of foreign systems
3. Protection of medical data in both national and European (not community) Law
  - 3.1 European Convention on Human Rights
  - 3.2 The jurisdiction of the Court of Human Rights
  - 3.3 The European Convention on Human Rights and Biomedicine
  - 3.4 Other international documents

### B. **European Health Law**

1. EU Competence and Initiatives in the health sector
  - 1.1 The gradual granting of competence to the EU
  - 1.2 EU Methods of intervention to the health sector
  - 1.3 Casuistry: presentation of concrete actions
2. Free circulation of therapists and patients
  - 2.1 Professional rights of doctors, nurses, etc (Rec 2005/36)
  - 2.2 Public health as a service: mobility of the patients

- a. The provisions of the Regulation 1408/1971
  - b. The jurisdiction of the European Court of Justice
3. Financing of the public health systems in the European milieu
- 3.1 Application of competition and public contracts in the health sector
    - a. The relation between the two categories of rules
    - b. Criteria of application
  - 3.2 Casuistry: the application of the rules in the health system of six countries

### **3. Social sciences and health**

- [Medical Anthropology](#)

The course focuses on a critical approach of Biomedicine as a social and institutional phenomenon of western society. The course also focuses on the manner by which technological and scientific progress, on the one hand, and the dominant ideology, on the other, create the framework, within which “medical” notions, such as illness, health treatment, body, malfunction etc, are being constructed and legitimized.

Its central focus lies within the examination and understanding of illness as a cultural procedure, the comparative dimension of health in relation to other non-Western cultures and societies, the highlight of the epistemological consequences which derive from the former comparison, as well as the procedure through which institutional construction encompassing health exerts social control and impose social hierarchies.

- [Educational programs and health policies](#)

This course aims to focus on the necessity of continuing education for the health staff and to introduce the methodology of designing educational programs and material. It contains the following axis:

- Multiple typologies based on the structural characteristics of educational programs and the social-scientific circumstances.
- Contemporary trends of developing educational programs and material in the context of decentralization and leadership.
- Social and economic dimensions of different types of educational programs and material-influences and consequences.
- Procedures and policies for the assessment of educational programs and material.

### **4. Health Law**

- [Artificial Insemination and Medical Ethics Code](#)

The course will evolve based on the following axis:

- A. Conditions of medical assistance in human reproduction (with special emphasis on the information and consent of the individuals submitted to or taking part in medical assistance procedures of human reproduction)
- B. Posthumously (post mortem) artificial insemination (special reference to the cryopreservation of genetic material)
- C. Surrogacy
- D. Anonymity of third party donors of genetic material.
- E. Consequences of medical assistance in the human reproduction in matters of affinity.
- F. Fortune of exceeding genetic material.
- G. Sanctions in cases of violation of the articles 1455-1460 of the Civil Code, referring to the medical assistance procedures of human reproduction and violations of the provisions of Law 3305/2005.
- H. Code of Medical Ethics

- [Doctors' penal and civil liability](#)

In the context of the present course, the criminal/penal liability of doctors that may be attributed to either medical act or failure, in the course of medical practice is being examined. The criminal liability will be examined under the scope of the new Code of Medical Ethics and in reference to matters of the right choice of medical methodology, information of the patients, behavior of the patients during medical action and the liability of doctors in regard to medical failures. Consequently, the civil liability of doctors, the medical service contracts and medical liability in a trans-border level will also be examined.

In the end, relevant jurisprudence will also be analyzed.

- A. Medical Law. Medical action. Medical services' contracts.
- B. Medical errors. Medical civil liability
- C. Medical services' contracts and liability in a trans-border level.
- D. Medical Criminal/Penal Liability

## **5. Planning, economics and health policy**

- [Planning and health policy](#)

The course introduces the students to the basic notions of Health and Health services and, furthermore, defines and analyzes the individual factors affecting Health planning and Health policies application.

In particular, the course focuses on the various conceptual approaches of health and health services, the population needs of health service, which also form the outlines of social demands in regard to health systems and health policy in general, the legal hierarchy of these needs and the response to the former in means of restrained resources available, the typology and consequent classification of health systems on an international level, based on individual criteria, methods and tools of the health services' funding system and interaction between private and public sector in organizing, rendering and funding. Moreover, the reforms of health system are being presented and specific fields of Health Policies are also examined in detail.

- [Management and economics of health](#)

The aim of this course is to introduce the students to the administrative and economical dimension of Health planning and Health policies' development on a macro- and micro-economical scale, under the scope of international scientific approach and empirical practice. The course particularly aims at providing the appropriate and adequate scientific (on a theoretical, as well as a practical basis) knowledge to the students with the purpose of giving them a complete picture of the characteristic features of the health services' market and the specific parameters which differentiate it from the rest of the trade and services' markets, a basic understanding of the basic tools of administration and economical management, as well as an understanding of the principles of a financial evaluation of health services, as a primordial tool of determining goals on an administrative and economical basis.

**SUBJECT AREA: HEALTH INSTITUTIONS AND POLICIES**

Thematic Units	ECTS/ Thematic unit	Courses	Semester	Semester Hours	ECTS
<b>Introduction into research</b>	10	Quantitative research methods	1o	20	5
		Qualitative research methods	2o	20	5
<b>The International and European context of public health systems</b>	12 1/2	The institutional framework and the public health systems organization	1o	28	7 1/2
		International and European institutions and health policies	2o	20	5
<b>Social sciences and health</b>	12 1/2	Medical Anthropology	1o	20	5
		Educational programs and health policies	2o	24	7 1/2
<b>Health Law</b>	10	Artificial Insemination and Medical Ethics Code	1o	20	5
		Doctors' penal and civil liability	2o	20	5
<b>Planning, economics and health policy</b>	15	Planning and health policy	1o	28	7 1/2
		Management and economics of health	1o	28	7 1/2

Note: The Program comprises 240 hours of courses (120 each semester)