COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	DEPT OF PHILOSOPHY AND SOCIAL STUDIES
LEVEL OF STUDIES	Undergraduate

COURSE CODE	**ΚΨΒ382**	**SEMESTER**	5 at least

COURSE TITLE	Representations of social relations

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (social psychology), research skills development
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	Available on UoC-eLearn as of September 2020

(2) LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

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

- Understand the requirements of forming questions and hypotheses in empirical research
- Be aware of the requirements of empirical research with the use of interviews and questionnaires
- Be able to present an argument in limited time
- Combine evidence from various sources and compose a concise argument
- Be critical and reflect upon their own assumptions regarding taken-for-granted ideological concepts

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and	*Project planning and management*

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

- Seeking and analysing data, using appropriate technological means
- Personal project
- Teamwork
- Production of new research ideas
- Criticism and self-criticism

(3) SYLLABUS

This seminar focuses on the representations of society sustaining the most prominent models in the social psychological literature for managing cultural or other diversity: colour-blindness, multiculturalism and, more recently, polyculturalism.

Questions to be addressed include:
What assumptions for society and social relations are built into those models?
How do they conceive the relation of individuals to their social group memberships?
What kind of social relations may they establish?

In this context, the seminar will further address the social diffusion and pivotal role of the term "diversity" itself. Students will be actively involved in empirical research on the above issues using interview and questionnaire data.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use powerpoint in class. Upload and exchange educational material via eLearn.

TEACHING METHODS

The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
seminars	26
studying	50
teamwork	50
data collection & research activities	44
written assignments	80
Course total	250

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

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

- Written assignment (incl. research report): 50% of final grade
- Student portfolio from participation in research: 25% of final grade
- Oral presentation: 25% of final grade

(5) ATTACHED BIBLIOGRAPHY

Iatridis, T. (2019). The Janus of diversity: May the ideology of individual diversity rationalize social inequalities? *Political Psychology, 40*, 183-201.

Jones, J. M., & Dovidio, J. F. (2018). Change, challenge, and prospects for a diversity paradigm in social psychology. *Social Issues and Policy Review, 12*, 7-56.

Rattan, A., & Ambady, N. (2013). Diversity ideologies and intergroup relations: An examination of colorblindness and multiculturalism. *European Journal of Social Psychology, 43*, 12-21.

Rosenthal, L., & Levy, S. R. (2010). The colorblind, multicultural, and polycultural ideological approaches to improving intergroup attitudes and relations. *Social Issues and Policy Review*, *4*, 215-246.

Taguieff, J.-P. (2001). *The force of prejudice: On racism and its doubles*. Minneapolis: University of Minnesota Press.

Wetherell, M. (2012). The prejudice problematic. In J. Dixon & M. Levine (Eds.), *Beyond prejudice: Extending the social psychology of conflict, inequality and social change* (pp. 158-178). New York: Cambridge University Press.