ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΡΗΤΗΣ

DEPARTMENT OF POLITICAL SCIENCE

MA Programme in

"Political System and Public Policies"

Courses' Syllabi

Table of Contents

Syllabi

Winter Semester

Theories and Concepts

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE
LEVEL OF STUDIES	MA PROGRAMME (post-graduate)
COURSE CODE	SEMESTER A'
COURSE TITLE	Theories and Concepts

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 (in total)
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*	general background, specialised general knowledge, research skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=4781

(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*

Postgraduate students are expected to get familiar with the main theoretical, methodological and empirical tools which are used to interpret and analyze the term of "Democracy". In addition, they will gain considerable knowledge regarding the creation and evolvement of a theoretical approach, through the usage of social sciences' research tools. In detail, during the course it will become evident how a theory related with the evolvement of a democratic polity is built. After course completion, participants will have acquired considerable research and analytical skills, as well as, the competence of critical thinking in relation to theoretical approaches evident to the scientific field of democratic theory.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
	Respect for the natural environment
Decision-making	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Working independently	
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…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

Development of research skills

4

(3) SYLLABUS

I. ABSTRACT- CONTENTS

The course is organized around three thematic topics:

The first topic includes the conceptual, theoretical and methodological tools that are in core on the democracy; democracy is a crucial concept for social sciences.

a) We start from the definition of democracy as a governance' s system: "the power belongs to people, it is exerted by the people or through the people and for the people". We will examine the theoretical approaches and the institutional imprints of the very important stakes arising from this definition above.
b) Afterwords, we will deal with the regulatory framework and the institutional formation of liberal democracy. Based on these, we will discuss also about the govermentantal systems of organization and practice of the state power; a state power that is democratically legitimized (presidential system, parliamentary system, semi-presidential system, system of ruling parliament). Studying liberal democracy in historical and comparative perspective, we will emphasize the way institutions are formed and the relationship between them (parliament, head of state, government).
c) This first topic is concluded questioning about the contradictions of democracy as political principle and challenges which democracy should manage as governance's system. At the end, the major transformations and institutional changes of representative democracy will be discussed in the context of globalization.

The second axis deals with the functioning of democratic institutions from a dual perspective. More specifically, the analysis focuses on fundamental principles of the modern constitutional state, as they were formed and evolved from the end of the 18th century until today. In other words, the treatment of the concepts of representation, parliamentarism and the social rule of law is not limited to their normative content, but includes the study of the historical conditions that determined their genesis and changes. The most specific topics that will be examined in the context of the second axis are the following:

a) The transition from early parliamentarianism to the modern concept of liberal democracy. The formation of the working class as a political subject and the progressive expansion of the right to vote played a decisive role in this process. Through this process of democratization of political representation, the parliaments constantly strengthened their position against the institution of the monarchy.

b) The course of the development of parliamentarism, which took place during the "long 19th century", was interrupted in the interwar period. As a consequence of the crises caused by World War I and the international depression of 1929, the destabilization and collapse of many European democracies resulted. In the context of this theme, the concept of the state of emergency and the tendency to strengthen the executive power in times of crisis will be examined.

c) The democracies of the 20th century were basically founded on two pillars, the liberal and the social. The first one guarantees the securing of the rights of minorities, while the second the redistribution of wealth and the construction of the welfare state. Regarding, in particular, the discussion of the principle of the social rule of law, emphasis will be placed, on the one hand, on the historical context of its formation and, on the other hand, on the strained relationship with economic freedom.

During the third axis of the course the focus will be on political systems' democratization process. Under that framework it will be discussed the term of democratization, the limitations for the establishment of a common accepted term, as well as, the parameters taken into consideration for the evaluation of a country's democratization. In addition, it will be presented the most crucial theoretical approaches related to the democratization of political systems, as those of Huntington and the waves of democratization, or the theories of Karl & Schmitter, Kauffmann, and Higley και Burton. Moreover, during the course, will also be presented the terms of democratic transition and democratic consolidation, as two parameters of major importance for the democratization process. Finally, participants will get familiar with the main indexes of democratic evaluation that "counts" democratic operation in contemporary states (e.g. EIU, FreedomHouse, V-Dem).

II. COURSE STRUCTURE

1. **Introduction. Description and implementation of the course «Theories and Concepts».**
   Why "Democracy"? Justifying the selection of the term "Democracy" as the main analytical parameter for the current semester.

   Efthimios Papavlasopoulos, Alexandros Kessopoulos, Gerasimos Karoulas

PART A

Efthimios Papavlasopoulos

2. ***Democratic theory and practice: The fundamental stakes***
   - The foundation and agent of sovereignty: people and/or nation
   - The transformation of "dimos" (people)
   - The organization of people's participation in the political process and its most important forms

6

- The limits of democratically legitimized power

3. *The modern democratic government*
   - An ideotype of liberal representative democracy: Institutional characteristics and fundamental principles
   - The governmental systems of (liberal) representative democracy
     - Presidential Democracy
     - Parliamentary Democracy
     - Semi-presidental Democracy
     - Ruling parliament

4. *The "future" of Democracy: Contradictions and challenges*
   - Contradictions, dilemmas and settlement in the context of democratic governance
   - Democracy in the age of globalization: transformations and challenges

PART B

Alexandros Kessopoulos

5. **From early parliamentarism to modern liberal democracy**
   - Restrictions on the right to vote and the political monopoly of the bourgeoisie
   - The effect of the industrial revolution on the institutional functioning of the state
   - Universal suffrage and the strengthening of the parliament

6. **The limits of liberalism in emergency situations**
   - The destabilization in times of crisis
   - Between coups and strengthening of executive power
   - Economic crisis and retreat of the relativistic element of democracy

7. **The liberal and the social element of democracy: a relationship of mutual complementarity or tension?**
   - The liberal element: market economy and the guarantee of rights of minorities
   - The social element: redistribution of wealth and construction of the welfare state
   - From the interwar rupture to the postwar consensus

PART C

Gerasimos Karoulas

8. **The meaning of democratization I: terms, content and preconditions**
   The lecture presents the term of democratization, as well as, the obstacles for the

establishment of a common accepted definition. In addition, are presented the main preconditions for the accomplishment of the democratization process for a country. Finally, participants will also get in touch with the process of liberalization of a regime.

9. **The meaning of democratization II: main typologies and methodological approaches**
During the lecture are presented the main typologies of the democratization. Among others, participants will come in touch with the theories of Huntington, Karl and Schmitter, Kauffmann and Higley and Burton.

10. **From democratic transition to democratic consolidation- Evaluating democracy**
The lecture is divided in two main sections. In the first part will be presented the main division between democratic transition and democratic consolidation, as parameters for the achievement for the achievement of an established democratic system. In the second part will be presented the main indexes which "counts" the function of a democratic system, such as those of EIU, FreedomHouse, V-Dem etc.

11. **Course Completion- Summarize**
Efthimios Papavlasopoulos, Alexandros Kessopoulos, Gerasimos Karoulas

(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 of ICT in teaching and communication with students

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*
	Lectures,	39
	Study and analysis of bibliography,	17
	Essays writing,	133
	Course total	**250 (students' workload)**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure*	The language of the evaluation is Greek, while for the ERASMUS students the language of evaluation is English (via their assignments). The evaluation procedure is the following: During the

	beginning of the semester students undertake the conduction of an assignment upon cooperation with the teaching staff. By the mid of January should submit their assignment for evaluation. During the examination day students: a) will present their assignment and will answer in questions related to their assignment, and b) will be asked questions related to course's content that was discussed throughout the semester.
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	Assignment's extent is 5000 words, while for its conduction students should follow the directions uploaded in course's elearn.
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Overall, evaluation is divided as follows:

Assignment's conduction	30%
Presentation and oral examination of assignment	30%
Examination in course's content	40%
Total:	100%

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

PART A

Efthimios Papavlasopoulos

Main Bibliography:

- Ανιόλι, Γιοχάνες (2013), Ο Μετασχηματισμός της Δημοκρατίας και παρεμφερή κείμενα, εκδόσεις ΚΨΜ
- Balibar, Etienne, (1992), Les Frontieres De La Démocratie, La Decouverte Editions
- Boucher, D. – P. Kelly (ed.), (2003), Political Thinkers. From Socrates to Present, Oxford University Press.
- Berstein, S., (2007) Δημοκρατίες, αυταρχικά και ολοκληρωτικά καθεστώτα στον 20ο αιώνα, Ποιότητα,
- Crouch, Colin, (2006), Μεταδημοκρατία, Εκκρεμές
- Dahl, Robert, (2010), Περί δημοκρατίας, Ψυχογιός.
- Dahl, Robert (2006) [1956]. A Preface to Democratic Theory. Chicago: University of Chicago Press
- Dahrendorf, Ralf. (1975) The Crisis of Democracy, Report on the Governability of Democracies to the Trilateral Commission. Excerpts of remarks by Ralf Dahrendorf on

the governability study, New York University Press.

- Γκίντενς, Α., (1998), Ο τρίτος Δρόμος, Πόλις.
- Lipset Seymour Martin (1959) "Some Social Requisites of Democracy: Economic Development and Political Legitimacy.", The American Political Science Review Volume 53, Issue 1: 69-105.
- Lively, John Frederick (1975), Democracy, Blackwell,
- MacPherson Crawford Brough, (1994), Η ιστορική πορεία της φιλελεύθερης δημοκρατίας, Γνώση
- Offe, Claus, (1984), Contradictions of the Welfare State, Hutchinson, Habermas, Jurgen (1976). Legitimation Crisis. Polity Press
- Pateman Carole, (1970), Participation and Democratic Theory, Cambridge University Press
- Ρανσιέρ, Ζακ, (2010), Το Μίσος Για Τη Δημοκρατία. Πολιτική, δημοκρατία, χειραφέτηση, Πεδίο
- Schmidt, M. ,(2004) Θεωρίες της Δημοκρατίας, Σαββάλας,
- Schwarzmantel, John (2005) Για μια δημοκρατική πολιτεία. Ταυτότητα και συμμετοχή, Κριτική
- Siedentop Larry (2002), Δημοκρατία Στην Ευρώπη Εκδόσεις: Θεμέλιο
- Σουμπέτερ, Γιόζεφ Άλοϊς,(2006) Καπιταλισμός, Σοσιαλισμός & Δημοκρατία, Παπαζήσης
- Φουκουγιάμα. Φράνσις. (1992,) Το τέλος της ιστορίας και ο τελευταίος άνθρωπος, Λιβάνης
- Χελντ Ντέιβιντ (1995), Μοντέλα δημοκρατίας, Στάχυ

Part B

Alexandros Kessopoulos

Main Bibliography:

- Berlin, I. (2001). Τέσσερα δοκίμια περί ελευθερίας, μτφ. Παπαδημητρίου Γ., Scripta, Αθήνα
- Kelsen, H. (1998). Περί της ουσίας και της αξίας της δημοκρατίας, μτφ. Κυπραίος Μ., Εκδόσεις Νομική Βιβλιοθήκη, Αθήνα
- Αλιβιζάτος, Ν. (2011). Το Σύνταγμα και οι εχθροί του στη νεοελληνική ιστορία, 1800-2010, Εκδόσεις Πόλις, Αθήνα
- Διαμαντούρος, Ν. Π. (1984). «Η εγκαθίδρυση του κοινοβουλευτισμού στην Ελλάδα και η λειτουργία του κατά τον 19ο αιώνα». Στο Τσαούσης Δ. Γ. (επιμ.), Όψεις της ελληνικής κοινωνίας του 19ου αιώνα, Εκδόσεις Εστία, Αθήνα, σσ. 55-71
- Ελευθερίου, Κ. (2021). Το Πολιτικό Κόμμα, Εκδόσεις Ινστιτούτο Εναλλακτικών Πολιτικών, Αθήνα
- Καμτσίδου, Ιφ. (2011). Το κοινοβουλευτικό σύστημα. Δημοκρατική αρχή και κυβερνητική ευθύνη, Εκδόσεις Σαββάλα, Αθήνα
- Κεσσόπουλος, Αλ. (2018). Η αυτοκτονία του δήμου. Πολιτική κρίση και συνταγματικός λόγος στη Βαϊμάρη, Εκδόσεις Ευρασία, Αθήνα
- Κεσσόπουλος, Αλ. (2023). «Κράτος και θεσμοί αντιπρόσωπευσης». Στο Ελευθερίου Κ.,

Τσίρμπας Γ., Κολιαστάσης Π., Καναούτη Σ. (επιμ.), Εισαγωγή στην πολιτική επιστήμη, Αθήνα: Gutenberg

- Κωτσονόπουλος, Λ. (2016). Η χαμένη συναίνεση. Κοινωνικό κράτος, Καπιταλισμός, Δημοκρατία, Ίδρυμα Σάκη Καράγιωργα, Αθήνα

- Μάνεσης, Αρ. (1980α). «Το Συνταγματικόν Δίκαιον ως τεχνική της πολιτικής ελευθερίας». Στο Μάνεσης Αρ., Συνταγματική θεωρία και πράξη (Ι), Εκδόσεις Σάκκουλα, Θεσσαλονίκη, σσ. 11-61

- Μάνεσης, Αρ. (1980β). «Η δημοκρατική αρχή εις το Σύνταγμα του 1864». Στο Μάνεσης Αρ., Συνταγματική θεωρία και πράξη (Ι), Εκδόσεις Σάκκουλα, Θεσσαλονίκη, σσ. 65-117

- Μάνεσης, Αρ. (1980γ). «Η κρίση των θεσμών της φιλελεύθερης δημοκρατίας και το Σύνταγμα». Στο Μάνεσης Αρ., Συνταγματική θεωρία και πράξη (Ι), Εκδόσεις Σάκκουλα, Θεσσαλονίκη, σσ. 543-574

- Μουζέλης, Ν. (2021). «Η πορεία του ελληνικού κοινοβουλευτισμού». Στο Λιάκος Αντ. (επιμ.), 1821 – Διακόσια χρόνια ιστορίας. Η δημοκρατική παράδοση, Εκδόσεις Θεμέλιο, Αθήνα, σσ. 62-69

- Πετρίδης, Π. (1992). Πολιτικές δυνάμεις και συνταγματικοί θεσμοί στη νεώτερη Ελλάδα (1844-1940), Εκδόσεις Σάκκουλα, Αθήνα – Θεσσαλονίκη

- Σβώλος, Αλ. (2008). Το νέον Σύνταγμα και αι βάσεις του πολιτεύματος, Εκδόσεις Σάκκουλα, Αθήνα – Κομοτηνή

- Στεργίου Αγ. (2023). Κοινωνικά δικαιώματα. Γι' έναν κόσμο λιγότερο άνισο, Εκδόσεις Σάκκουλα, Αθήνα – Θεσσαλονίκη

- Σωτηρέλης, Γ. (2003). Σύνταγμα και εκλογές στην Ελλάδα, 1864-1909. Ιδεολογία και πράξη της καθολικής ψηφοφορίας, Εκδόσεις Θεμέλιο, Αθήνα

- Σωτηρέλης, Γ. (2021α). «Η παραγνωρισμένη Επανάσταση. Το 1862 ως προέκταση και ολοκλήρωση του 1821». Στο Λιάκος Αντ. (επιμ.), 1821 – Διακόσια χρόνια ιστορίας. Η δημοκρατική παράδοση, Εκδόσεις Θεμέλιο, Αθήνα, σσ. 70-81

- Σωτηρέλης, Γ. (2021β). «Η ιδιαιτερότητα και η σημασία του Συντάγματος του 1864 ως θεμελίου της πρώτης δημοκρατικής και κοινοβουλευτικής μας παράδοσης». Στο Κύρκος, Χ. (επιμ.), Το Σύνταγμα του 1864: 150 χρόνια μετά, Ίδρυμα της Βουλής των Ελλήνων για τον Κοινοβουλευτισμό και τη Δημοκρατία, Αθήνα, σσ. 15-21

- Τσουκαλάς, Κ. (1999). Κοινωνική ανάπτυξη και κράτος. Η συγκρότηση του δημόσιου χώρου στην Ελλάδα, Εκδόσεις Θεμέλιο, Αθήνα

- Χριστόπουλος, Δ. (2022). Ταξίδι στο κράτος. Κυριαρχία, δίκαιο, δικαιώματα, Εκδόσεις Πόλις, Αθήνα

- Χρυσόγονος, Κ. (2020). Πολιτειολογία. Το κράτος ως μορφή οργάνωσης των ανθρώπινων κοινωνιών, Εκδόσεις Σάκκουλα, Αθήνα – Θεσσαλονίκη

- Χρυσόγονος, Κ. (2023). Ατομικά και κοινωνικά δικαιώματα, Εκδόσεις Σάκκουλα, Αθήνα – Θεσσαλονίκη.

Part C

Gerasimos Karoulas

Main Bibliography:

- Αλιβιζάτος, Ν. (1983), *Οι πολιτικοί θεσμοί σε κρίση (1922-1974): όψεις της ελληνικής εμπειρίας*, Αθήνα: Θεμέλιο.
- Ανθόπουλος, Χ. και Κοντιάδης, Ξ. (επιμ.) (2008), *Κρίση του ελληνικού πολιτικού συστήματος;*, Αθήνα: Παπαζήσης
- Βεργόπουλος, Κ. (1985). Οικονομική κρίση και εκσυγχρονισμός στην Ελλάδα και στον ευρωπαϊκό νότο. *Επιθεώρηση Κοινωνικών Ερευνών*, 58(58), 92-130. doi: http://dx.doi.org/10.12681/grsr.806
- Best, H. and Higley, J. (eds.) (2014), *Political Elites in the transatlantic crisis*, Basingstoke: Palgrave – Macmillan.
- Διαμαντούρος, Π., & Πετρονώτη, Μ. (1983). 1974: Η μετάβαση από το αυταρχικό στο δημοκρατικό καθεστώς στην Ελλάδα: Προέλευση και ερμηνεία μέσα από μία νοτιο-ευρωπαϊκή προοπτική. *Επιθεώρηση Κοινωνικών Ερευνών*, 49(49), 52-87. doi: http://dx.doi.org/10.12681/grsr.181
- Δρίτσα, Μ. (1979). Πολιτική πελατεία: Γενική ανασκόπηση και εναλλακτικά στοιχεία. *Επιθεώρηση Κοινωνικών Ερευνών*, 36(36-37), 402-426. doi: http://dx.doi.org/10.12681/grsr.466
- Dogan, M. και Higley, J. (eds.) (2003), *Elites, Crises, and the Origins of Regimes,* Lanham: Rowman & Littlefield Publishers.
- Dye T. R. Zeigler L. H. & Schubert L. (2016). *The irony of democracy: an uncommon introduction to american politics* (Seventeenth). Cengage Learning.
- Etzioni Halevy, E. (Ed.). (1997). *Classes and Elites in Democracy and Democratization: A Collection of Readings* (1st ed.). Routledge. https://doi.org/10.4324/9780203765173
- Zielonka, J. (ed.), *Democratic Consolidation in Eastern Europe Volume 1: Institutional Engineering*, Oxford: Oxford University Press.
- Higley, J. και Burton, M. (2006), *Elite Foundations of Liberal Democracy*. Oxford: Rowman & Littlefield Publishers.
- Huntington, S. P. (1991), *The Third Wave: democratization in the Late Twentieth Century*. Oklahoma: University of Oklahoma Press.
- Levitsky, S., & Ziblatt, D. (2018). *How democracies die.* First edition. New York, Crown.
- Linz Juan J. and Alfred C. Stepan. 1996. *Problems of Democratic Transition and Consolidation : Southern Europe South America and Post-Communist Europe*. Baltimore: Johns Hopkins University Press.
- Karl, T., & Schmitter, P. (1970). What Democracy Is…and Is Not. *Journal of Democracy*, *2*(3), 75-88.
- Kauffmann, G. (2021), Democratization, available at: https://www.britannica.comhttps://www.britannica.com/topic/democratization
- Λυριντζής, Χ., Νικολακόπουλος, Η. και Σωτηρόπουλος, Δ. (επιμ.) (1996), *Κοινωνία και Πολιτική. Όψεις της Γ' Ελληνικής Δημοκρατίας 1974-1994*, Αθήνα: Θεμέλιο.
- McFaul, M. (2002). The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World. *World Politics 54(2),* 212-244.
- Μακρής, Σ. (2002), *Στρατός και Πολιτική στη Νότια Ευρώπη: Η πολιτική Στρατηγική της Ελληνικής Δημοκρατικής Μετάβασης και το Δόγμα της Ισχυράς Εκτελεστικής Εξουσίας,*

Αθήνα: Τυπωθήτω.

- Μακρής, Σ. (1999). Ο ρόλος του στρατού στη δημοκρατική μετάβαση/σταθεροποίηση της Νότιας Ευρώπης: Πορτογαλία, Ελλάδα και Ισπανία μέσα από τη συγκριτική προοπτική. *Επιθεώρηση Κοινωνικών Ερευνών, 100(100), 173-194. doi: http://dx.doi.org/10.12681/grsr.756*

- Morlino, L. (1998), *Democracy Between Consolidation and Crisis: Parties, Groups and Citizens in Southern Europe*, Oxford: Oxford University Press.

- Morlino, L. (1995). Consolidation and Party Government in Southern Europe. *International Political Science Review / Revue Internationale de Science Politique*, *16*(2), 145–167. http://www.jstor.org/stable/1601456

- Piattoni S.(eds.) (2001), *Clientelism, interests and democratic representation: the European experience in historical and comparative perspective*, Cambridge: Cambridge University Press.

- Pridham, G. (ed.) (1990) *Securing Democracy Political Parties and Democratic Consolidation in Southern Europe,* London and New York: Routledge.

- Przeworski, A. (1986). Some Problems in the Study of the Transition to Democracy. In G. O'Donnell, P. C. Schmitter, & L. Whitehead (Eds.), *Transitions From Authoritarian Rule: Comparative Perspectives* (Vol. 3). The Johns Hopkins University Press.

- Przeworski, A. (1991). *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. Cambridge: Cambridge University Press.

- Schmidt, M. (2004), *Θεωρίες της Δημοκρατίας*, Αθήνα: Σαββάλας

- Τζώρτζης Γ. (2015). Μετάβαση στη δημοκρατία και καθεστωτικός μετασχηματισμός: αναζητώντας μια εναλλακτική εξήγηση της διαδικασίας εκδημοκρατισμού. *Επιστήμη και Κοινωνία: Επιθεώρηση Πολιτικής και Ηθικής Θεωρίας*, 8, 171–206. https://doi.org/10.12681/sas.723

- Χρυσόγονος, Κ. (2011), *Η "μεγάλη πορεία" προς την αποθέσμιση : Ο εκφεουδαρχισμός του ελληνικού πολιτικού συστήματος*, Θεσσαλονίκη: Επίκεντρο.

International and European Politics

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE
LEVEL OF STUDIES	MSC PROGRAMME (post-graduate)
COURSE CODE		SEMESTER	A'
COURSE TITLE	International and European Politics

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 (in total)
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*	general background, specialised general knowledge, research skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=3723

(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*

In this compulsory course, postgraduate students will come into contact with the basic theoretical and analytical parameters of International Relations and the European Union. It aims to create the necessary theoretical and intellectual background for the classification, study and understanding of international political phenomena, with emphasis on the Sovereign State and the European Integration process. The cognitive value of the course lies in understanding the evolution of International Relations through the different theoretical and methodological approaches in a way that highlights the particular features of each one, but also the contemporary debate on international relations, foreign policy and the process of European integration. The broader objective is to develop basic skills, as well as the ability to critically reflect, regarding the proposed analytical tools, theoretical frameworks and approaches in the specific fields of study of political phenomena.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

Development of research skills

(3) SYLLABUS

The subject of the postgraduate course is the study and understanding of international political phenomena, with emphasis on the sovereign state, foreign policy and the European unification process.

In particular, both the "traditional agenda" of theoretical approaches – and their specific manifestations – of "Political Realism", "Liberalism" and "International Society" are examined, as well as the classical views of the contemporary debate of the specific subject of "International Political Economy". Critical methodological issues between classical, positivist and post-positivist approaches are also examined.

The course concludes with a detailed discussion on the institutional development of the European Union and developments from the signing of the Treaties of Paris and Rome to the Treaty of Lisbon. It examines enlargements and their implications, as well as the recent exit of Great Britain from the project. The course also focuses on theoretical approaches to the phenomenon of European integration, including both the main operating processes and the relevance of the evolution of the EU to the development of the main European policies.

Topics:

The modern state and the transnational system

The science of international relations: Realism, Liberalism, International Society, International Political Economy.

Contemporary theoretical reflections

Foreign policy

The evolution of the EU from the Treaty of Paris to the Treaty of Lisbon.

The development of the EU institutional framework, the main Institutions and the operating procedures of the EU.

Policy formulation and Common Policies in the EU.

The phenomenon of integration and theoretical approaches.

(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 of ICT in teaching and communication with students	
TEACHING METHODS	*Activity*	*Semester workload*

| 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	Lectures,	39
	Study and analysis of bibliography,	78
	Course total	*117 (students' workload)*

| 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. | The language of the evaluation is Greek, while for the ERASMUS students the language of evaluation is English (via their assignments).

The evaluation procedure is oral exams at the end of the semester |
|---|---|

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Κ. Α. Λάβδας, Δ. Ν. Χρυσοχόου & Δ. Κ. Ξενάκης (επιμ.), *Κατευθύνσεις στη Μελέτη των Διεθνών Σχέσεων*, εκδόσεις Ι. Σιδέρης, Αθήνα, 2010.

- Θ. Κουλουμπής, *Διεθνείς Σχέσεις: Ισχύς και Δικαιοσύν*, εκδ. Παπαζήσης, Αθήνα, 2008.

- Α. Χουλιάρας, *Γεωγραφικοί Μύθοι της Διεθνούς Πολιτικής*, εκδ. Ροές, Αθήνα, 2004.

- A. Heywood, *Διεθνείς Σχέσεις και Πολιτική στην Παγκόσμια Εποχή*, μετάφραση εκδ. Κριτική, Αθήνα, 2013.

- S. Hoffmann, *Χάος και Βία*, εκδ. Παπαζήσης, Αθήνα, 2011.

- M. Whight, *Διεθνής Θεωρία. Τα Τρία Ρεύματα Σκέψης*, εκδ. Ποιότητα, Αθήνα, 1998.

- Ι. Θ. Μάζης, *Γεωπολιτική. Η Θεωρία και η Πράξη*, εκδ. Παπαζήσης, Αθήνα 2002.

- Α. Ηρακλείδης, *Η Διεθνής Κοινωνία και οι Θεωρίες των Διεθνών Σχέσεων. Μια κριτική περιδιάβαση*, εκδ. Ι. Σιδέρης, Αθήνα, 2000.

Hix, (2009), Το Πολιτικό Σύστημα της Ευρωπαϊκής Ένωσης, Αθήνα: Παρατηρητής

N. Nugent, Πολιτική και Διακυβέρνηση στην Ευρωπαϊκή Ένωση, (μετάφραση), Σαββάλας, Αθήνα: 2009.

Δ. Ν. Χρυσοχόου, Μ. Ι. Τσινισιζέλης, Κ. Υφαντής, Σ. Σταυρίδης και Δ. Κ.

Ξενάκης, Ευρωπαϊκή Πολιτεία: Η Τέχνη της Συνδιάθεσης, Σαββάλας, Αθήνα:

2009.

B. Rossamond, Θεωρίες Ευρωπαικής Ολοκλήρωσης, Μεταίχμιο, Αθήνα: 2004

New Technologies and Fundamental Rights

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE
LEVEL OF STUDIES	MA PROGRAMME (post-graduate)

COURSE CODE		**SEMESTER**	A'

COURSE TITLE	New Technologies and Fundamental Rights

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 (in total)
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*	General background, specialised knowledge.
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=4780

(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*
Postgraduate students are expected to explore core theoretical elements of new emerging

technologies in congruence with aspects related to fundamental rights (e.g. privacy). Specifically, the objectives of the course include:

- understanding of the basic concepts of new technologies within the emerging socio-economic and technological environment.
- exploration of specialised dimensions of the technological environment at the level of major technology families by examining the interaction between the technological growth and the wider diffusion of new technologies across different sectors of the economic and social activity.
- empowerment of knowledge through the understanding of different stages of the design and implementation of technology and innovation policies.
- analysis of individual dimensions of the technological environment regarding fundamental institutional, policy and social dimensions (e.g. privacy, fundamental rights).
- exploration of specialised issues related to new technologies and practices for the green transition.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	
	Respect for the natural environment
Decision-making	
	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	
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…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

20

Development of research skills

(3) SYLLABUS

The subject of this postgraduate course is the analysis of major aspects of emerging technologies (e.g. Artificial Intelligence, Cloud Computing, Big Data, Blockchain, 5G, high performance computing, edge computing, biotechnology and health sciences, green technologies) as well as the exploration of crucial relevant aspects and effects that arise as a consequence of the rapid diffusion of the current "technological wave" in recent decades. In this light, an analytical overview of the main structural elements and technological factors that composes the emerging "technological age" is illustrated and discussed. Accordingly, issues of fundamental rights, such as privacy in social networks and institutional framework for new technologies (e.g. Artificial Intelligence) are studied. In addition, issues related to the dimension of sustainable development as well as technologies and practices deployed under the prism of the green transition are analysed.

In particular, the course includes the following thematic sections:

Module 1

1) New technologies, technological transformation and innovation: basic terms and theory
2) Emerging technologies - the core dimensions of the new technological era
3) History and core technology periods
4) Advanced technologies, innovation policies, digital policies and industrial policies in manufacturing and industry
5) Key areas of emerging technologies and special topics of focused technology policies: Artificial Intelligence and Biotechnology/Health Sciences

Module 2

6) Mass surveillance in the digital world and the European Convention on Human Rights
7) Privacy and Social Networks
8) General Data Protection Regulation (Regulation 2016/679-GDPR)
9) The European approach to the "right to forget"

Module 3

10) Sustainable development and technologies for the green transition

(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 of ICT in teaching and communication with students

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
Lectures,	30
Study and analysis of bibliography,	80
Essays writing,	140
Course total	*250 (students' workload)*

| **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. | The language of the evaluation is Greek, while for the ERASMUS students the language of evaluation is English (via their assignments). The evaluation procedure for the ERASMUS students includes an assignment (up to 4.000 words) within the thematic areas of the course. |

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

 Module 1

Acemoglu, D. & Johnson, S. (2023) *Power and Progress, Our Thousand-Year Struggle Over*

Technology and Prosperity, John Murray Press.

Allen, R. (2017) *The Industrial Revolution: A Very Short Introduction,* Oxford University Press.

Freeman, C. (2003) A Schumpeterian Renaissance, SPRU Electronic Working Paper Series *102,* Sussex: University of Sussex, SPRU, UK. Ανακτήθηκε από:

https://www.sussex.ac.uk/webteam/gateway/file.php?name=sewp102&site=25, (01/09/2020)

Brynjolfsson, E. & Mcafee, A. (2016) *The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies,* W. W. Norton & Company.

Chaminade, C. & Edquist, C. (2005) From theory to practice: the use of systems of innovation approach in innovation policy, *CIRCLE Working Paper Series*, paper No 2005/02, Lund: Lund University.

Eurofound (2019) The future of manufacturing in Europe, Publications Office of the European Union, Luxembourg.

European Parliament (2016). Industry 4.0, Study for the ITRE Committee - Industry, Research and Energy, DG for Internal Policy, . Ανακτήθηκε από:

https://www.europarl.europa.eu/RegData/etudes/STUD/2016/570007/IPOL_STU(2016)570 007_EN.pdf, (01/09/2021).

European Patent Office (2020). Patents and the Fourth Industrial Revolution (4IR), Munich. Ανακτήθηκε από: https://www.epo.org/news-events/in-focus/ict/fourth-industrial-revolution.html, (15/10/2021).

Freeman, C. (2002). Continental, national and sub-national innovation systems— complementarity and economic growth, *Research Policy* 31, pp. 191–211.

Freeman, C. & Louca, F. (2001) *As time goes by: from the industrial revolutions to the information revolution,* New York: Oxford University Press.

Freeman, C. (1990) *The Economics of Innovation*, London & New York: Edward Elgar.

Kiritsis, D. (2011) Closed-loop PLM for Intelligent Products in the Era of the Internet of Things, *Computer-Aided Design* 43 (5), pp. 479–501.

Lundwall, B-A & Borras, S. (2005). Science, Technology and Innovation Policy. In: Fagerberg, J., Mowery, D. & Nelson, R. (Eds.) *The Oxford Handbook of Innovation*, New York: Oxford University Press.

Mazzucato, M. (2021) *Mission Economy: A Moonshot Guide to Changing Capitalism*, New York: Harper Business.

Mazzucato, M. (2018) Mission-oriented innovation policies: challenges and opportunities, *Industrial and Corporate Change*, Vol. 27, No. 5, 803-815.

Miller, C. (2022) *Chip War: The Fight for the World's Most Critical Technology*, Scribner.

Nelson, R. (2003). Physical and social technologies and their evolution, LEM working paper series, Sant'Anna School of Advanced Studies. Ανακτήθηκε από:

https://www.econstor.eu/bitstream/10419/89537/1/391313274.pdf (15/01/2022).

Nelson, R. & Nelson, K. (2002) Technology, institutions and innovation systems, *Research*

Policy 31, pp. 265-272.

Perez, C. (2004) Technological revolutions, paradigm shifts and socio-institutional change. In: Reinert, E. (Ed.) *Globalization, Economic Development and Inequality: An Alternative Perspective*, Cheltenham, UK: Edward Elgar.

Phuyal, S., Bista, D. & Bista, R. (2020) Challenges, Opportunities and Future Directions of Smart Manufacturing: A State of Art Review, *Sustainable Futures* 2, 100023.

Pisano, G.P. (2006) Can Science be a Business, Harvard Business Review 84, no. 10 (October).

Reimsbach-Kounatze, C. (2017) Benefits and challenges of digitalising production. In: OECD, *The Next Production Revolution: Implications for Governments and Business,* Paris: OECD Publishing.

Ross, A. (2017) *The Industries of the Future,* Simon & Schuster.

Schuhmacher, A., Gassmann, O. and Hinder, M. (2016) Changing R&D models in research-based pharmaceutical companies, Journal of *Translational Medicine, 14:105,* DOI 10.1186/s12967-016-0838-4

Schuhmacher, A., Germann, P.G., Trill, H. and Gassmann, O. (2013) Models for open innovation in the pharmaceutical industry, Drug Discovery Today, Volume 18, Numbers 23/24.

Schuhmacher, A., Hinder, M. & Gassmann, O. (2016) *Value Creation in the Pharmaceutical Industry: The Critical Path to Innovation,* Wiley-VCH.

Śledziewska, K. & Włoch, R. (2021) *The Economics of Digital Transformation. The Disruption of Markets, Production, Consumption, and Work,* Abingdon, Oxon & New York: Routledge.

WIPO (2019). WIPO Technology Trends 2019: Artificial Intelligence, Geneva: World Intellectual Property Organization. Ανακτήθηκε από: https://www.wipo.int/publications/en/details.jsp?id=4386, (16/10/2021).

Module 2

Druschel et al. 2011: "The right to be forgotten – between expectations and practice". In: Enisa Report 2011. URL: http://www.enisa. europa.eu/activities/identity-and-trust/library/deliverables/the-right-to-be-forgotten/at_download/fullReport

Dumortier 2009: "Facebook and Risks of 'De-contextualization' of Information". In: Gutwirth, S./Poullet, Y./ De Hert, P.: Data Protection in a Profiled World, Heidelberg: Springer Netherlands 2009.

Ellisov et al (2007): "The Benefits of Facebook ''Friends'': Social Capital and College Students' Use of Online Social Network Sites". In: Journal of Computer Mediated Communication, Vol. 12, 2007

Goffman, E. (1973): The Presentation of Self in Everyday Life, New York: The Overlook Press 1973.

Gross, R./Acquisti, A. (2005): "Privacy and Information Revelation in Online Social

Networks". In: WEPS Ä05 Proceedings of the 2005 ACM Workshop on Privacy in the Electronic Society: 2005, New York, NY: ACM, pp. 71-80

Hancock, J./Toma, C./Ellison, N. (2007): "The truth about lying in online dating profiles". In: Proceedings of the ACM Conference on Human Factors in Computing Systems , 2007. URL: https://www.researchgate.net/publication/221515634_The_truth_about_lying_in_online_dating_profiles

Hildebrandt, M. (2008): "Defining Profiling: A New Type of Knowledge?". In: Profiling the European Citizen: Cros-disciplinary Perspectives. Netherlands: Springer, 2008. pp. 17-45

Hyman, David A. and Kovacic, William E. (2018), Implementing Privacy Policy: Who Should Do What? (February 13, 2018). GWU Legal Studies Research Paper, GWU Law School Public Law Research Paper, Available at SSRN: https://ssrn.com/abstract=3123115 or http://dx.doi.org/10.2139/ssrn.3123115

Karr-Wisniewski, P./Lipford, H./Wilson, D (2011). "A New Social Order: Mechanisms for Social Network Site Boundary Regulation", In the Proceedings of the Americas Conference on Information Systems, Detroit, MI: 2011

Lipford, H./Besmer, A./Watson, J. (2008): "Understanding privacy settings in facebook with an audience view". In: Proceedings of the 1st Conference on Usability, Psychology, and Security, Berkeley, CA: USENIX Association 2008.

Liu, Y./ Gummadi, K./Krishnamurthy, B./ Mislove, A. (2011): "Analyzing facebook privacy settings: user expectations vs. reality". In: Proceedings of the 2011 ACM SIGCOMM conference on Internet measurement (IMC '11). New York, NY: ACM 2011

Madejski, M./ Johnson, M./ Bellovin, S. (2011): "The failure of online social network privacy settings". In: Technical Report CUCS-010-11, Department of Computer Science, Columbia University, 2011

Miller, D. (2011): Tales from Facebook. Cambridge/Malden: Polity Press 2011

Nissenbaum, H (2011).: "A Contextual Approach to Privacy Online". In: Daedalus Fall No. 4, 2011, pp. 32-48

Rubinstein, Ira, Federal and State Preemption of Local Privacy Regulation (February 16, 2018). NYU School of Law, Public Law Research Paper 18-17, Available at SSRN: https://ssrn.com/abstract=3124702 or http://dx.doi.org/10.2139/ssrn.3124702

Solove, D. (2010): Understanding Privacy, Cambridge, Mass.: Harvard University Press 2010.

Solove, D. J.(2011): Nothing to Hide. The False Trade-Off Between Privacy and Security, New Haven u.a.: Yale University Press 2011.

Module 3

United Nations (2015). Transforming our World: The 2030 Agenda for Sustainable Development.

McKinsey (2022). Delivering the climate technologies needed for net zero.

Spring Semester

Public administration and public policies.

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE
LEVEL OF STUDIES	MA PROGRAMME (post-graduate)
COURSE CODE	**SEMESTER** B'
COURSE TITLE	Public Administration and Public Policies.

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 (in total)
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*	general background, specialised general knowledge, research skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=3723

(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*

Postgraduate students are expected to get in touch with the basic theoretical, epistemological and methodological parameters of the political methodology and analysis. To acquire a solid knowledge of the terms of the methodological strategy in political research and analysis and the main data collection techniques, so that they will be able to apply them at the course of their research and at the same time to learn the basic techniques of data processing, analysis and interpretation and the ability to engage in theory building. To develop basic research and analytical skills, as well as the ability to critically (re)reflect on the proposed conceptual tools, theoretical frameworks and approaches in the field of study of the political phenomenon.

General Competences

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

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

Development of research skills

(3) SYLLABUS

The course is structured across three parts. The first part of this course aims to deepen the students' understanding of the basic organizational matters of modern Public Administration, focusing but not limiting the scope to the evolution of Greek public bureaucracy through consecutive and ongoing legal and normative reforms. Additionally, we examine the main systems of public administration in use worldwide in a comparative approach.

Contents:

(1)   Historical development of public administration as it emerges already from the era of the Greek Revolution and review of its key reforms.

(2)   Constitution and Public Administration. Elements of administrative law.

(3)   Rule of law and normative administration

(4)   Demarcation of the public sector

(5)   Selection, hiring and career paths of the public administration personnel.

(6)   Managerial position staffing in the public sector.

(7)   Institutional bodies and administrative control.

(8)   Independent Authorities

(9)   Administrative decentralization and local government institutions

(10)   Theories of Public Administration and National Administrative Systems

(11)   Administrative convergence and the European administrative space.

The aim of the 2nd part of the course is the familiarization of the students with the use of the basic tools of public policy analysis in order to understand the formulation of public policies. The discourse centers around the comprehension of change in the field of public policy. Why, when and how do public policies change. What are the circumstances under which some issues become priorities in public policy while others do not. Why do governments prefer certain solutions to problems while others are ignored? Why do new policies are seldom implemented in the way that they were originally conceived and planned? In what way and under what conditions do reforms have the best chance of success? The above questions are analyzed within the context of the realities of the modern Greek State.

The third part of the course deals with electronic governance in respect to the challenges and opportunities that are presented by the proliferation and use of the web and other information and communication technologies in the public sector.

(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 of ICT in teaching and communication with students

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*	<table><tr><th>*Activity*</th><th>*Semester workload*</th></tr><tr><td>Lectures,</td><td>39</td></tr><tr><td>Study and analysis of bibliography,</td><td>17</td></tr><tr><td>Essays writing,</td><td>133</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>*250 (students' workload)*</td></tr></table>
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.*	The language of the evaluation is Greek, while for the ERASMUS students the language of evaluation is English (via their assignments). Erasmus students are given a semester-long assignment in which they have to submit a paper/essay (8.000 words) on an agreed topic related to the course's content.

(5) ATTACHED BIBLIOGRAPHY

Part A' Public Administration

- Y. Michaud, «Le mérite: une approche conceptuelle», Revue d'administration publique 2015, σ. 15 επ.,
- G. Marcou, L'accès aux emplois publics, L.G.D.J., 2014.
- D. Sotiropoulos, "Southern European public bureaucracies in comparative perspective. West European Politics:, 27(3), 2004, pp. 405–422.
- C. Spanou, "State Reform in Greece: Responding to Old and New Challenges". International Journal of Public Sector Management, 21 (2), 2008, pp. 150-173.
- C. Spanou and D. Sotiropoulos, "The Odyssey of Administrative Reforms in Greece, 19812009: A Tale of Two Reform Paths". Public Administration, 89 (3), 2011, pp. 723-737.
- C. Teitgen-Colly, "Les autorités administratives indépendantes : histoire d'une institution", στο: Cl.-Al. Colliard/G. Timsit (dir.), Les autorités administratives indépendantes, PUF, Paris 1988, pp. 21 επ.
- Heeks R., 2006, Implementing and Managing e-Government, SAGE Publications Ltd
- Ongaro E., 2009,"Public Management Reform and Modernization. Trajectories of Administrative Change in Italy, France, Greece, Portugal and Spain", Edward Elgar Publishing Ltd, Cheltenham, UK
- Painter M., Peters G., 2010, "Tradition and Public Administration", Palgrave Macmillan, UK
- Reddick C, Anthopoulos A.,2015 ,Information and Communication Technologies in Public Administration, Taylor & Francis
- Snellen I.Th.M., 2014, Foundations of Public Administration, Eleven International Publishing, Hague
- Verhoest K., van Thiel S., Bouckaert G., Laegreid P. (eds), 2012 ,"Government Agencies, Practices and Lessons from 30 Countries", Palgrave Macmillan, UK

Part B' Public Policy

- Hill & Hupe (2002), Implementing Public Policy, UK: Sage
- Howlett & Ramesh, (1995), Studying Public Policy, UK: Oxford Univ. Press
- Kingdon, J.W. (1995), Agendas, Alternatives, and Public Policies, NY: Longman
- Majone, G. (1989), Evidence, Arguments, & Persuasion in the Policy Process, US: Yale Un.Press
- Munger, M.C. (2000), Analyzing Policy, NY: W.W. Norton
- Peters B.G. (1986), American Public Policy: Policy and Performance, UK: Macmillan
- Rose, R. (1993), Lesson-Drawing in Public Policy, NJ: Chatham House Publishers
- Sabatier, P.A. (Ed.) (1999), Theories of the Policy Process, US: Westview Press
- Simon, March (2003), Οργανώσεις, Αθήνα: Κριτική [1993]
- Stiglitz, J. (1992), Οικονομική του Δημόσιου Τομέα, Αθήνα: Κριτική

- Σπανού, Κ. (2001), Δημόσια Διοίκηση και Δημόσια Πολιτική στο Σπηλιωτόπουλος, Ε. κλπ (επιμ.) Η Δημόσια Διοίκηση στην Ελλάδα, Αθήνα: Σάκκουλας
- Σωτηρόπουλος, Δ. (1996), Γραφειοκρατία και Πολιτική Εξουσία, Αθήνα: Σάκκουλας
- Tsebelis, G. (2002), Veto Players: How Political Institutions Work, US: Princeton Univ. Press

Part C' Electronic Governance

- Snellen I.Th.M., 2014, Foundations of Public Administration, Eleven International Publishing, Hague.
- Heeks R., 2006, Implementing and Managing e-Government, SAGE Publications Ltd. Ongaro E., 2009, "Public Management Reform and Modernization. Trajectories of Administrative Change in Italy, France, Greece, Portugal and Spain", Edward Elgar Publishing Ltd, Cheltenham, UK.
- Painter M., Peters G., 2010, "Tradition and Public Administration", Palgrave Macmillan, UK

Greek Politics

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE
LEVEL OF STUDIES	MA PROGRAMME (post-graduate)

COURSE CODE		**SEMESTER**	2
COURSE TITLE	GREEK POLITICS		

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 (in total)
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*	general background, specialised general knowledge, research skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=4162

(2) LEARNING OUTCOMES

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

After successful completion of the course, students are expected to:

• become familiar with the critical examination of key dimensions of politics in the Greek state, from its establishment in 1830 until today

• perceive the (co)articulations between the socio-economic, cultural, and political fields during the process of overall social (re)production, with the goal of understanding the formation processes, the basic characteristics of the Greek social formation, as well as the critical transformations in its structure and function

• ascertain the importance of political actions that develop "from below", in the network of values, perceptions and ideas that frame the collective action of citizens, as well as at the level of the political and party system and state policy with its institutional crystallizations

• become familiar with the critical review of the relevant literature and the findings of empirical research, in order to check the interpretive possibilities of the dominant, even stereotypical, approaches and their accompanying evaluative conditions and implications.

General Competences

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

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

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

• Autonomous work

• Teamwork

• Work in an international environment

• Work in an interdisciplinary environment

• Generation of new research ideas

• Exercise criticism and self-criticism

(3) SYLLABUS

The course material is organized in three overlapping thematic cycles, which include both

distinct and interrelated research areas. In the first thematic section, we examine the political and ideological representations of the active subjects and the general framework of values within which these representations were developed. Specifically, we focus on the perceptions of the most important representatives of the Greek nationalist ideology (19th-20th centuries), with an emphasis on the successive "transformations" of this ideology: from the liberal and republican nationalism of some of the thinkers of the Greek Enlightenment, initially, to the irredentist nationalism of the second half of the 19th century and the beginning of the 20th, as well as in the critique of nationalism by the first Greek Marxist thinkers. The geopolitical framework of the formation of Greek nationalism is also examined and the influence of neighbouring Balkan nationalisms on the successive evolutions of the nationalist phenomenon in Greece is highlighted, with the goal of understanding some of its modern versions (resurgence of the Macedonian Question, rise of "Golden Dawn", etc.).

In the second thematic section, we examine the political changes that occurred during the cataclysmic period of the Nazi occupation (1941-1945) for Greece, with an emphasis on the formation and change of institutions and mechanisms of power. Within an abnormal situation of foreign occupation, rapid political changes occurred while the state and political system came under the regime of conquest. The political system was forced to transform in the face of the new power, on a scale ranging from open cooperation and ideological identification to armed, active resistance. Specifically, we will examine in three lectures the historical context (World War II in Europe and Greece), the political "behaviours" towards the new power of the conqueror: conformity, cooperation, resistance and their social basis, the three different poles power with their institutional form (government-in-exile, Greek State, Political Committee for National Liberation-PEEA) and their power, while the case of Crete and its interesting peculiarities will be examined in comparison with the mainland of Greece.

In the third thematic section, we investigate how modern Greek politics in the post-war period has been shaped "from below", as a product of the collective action of wider layers of the population. Emphasis will be placed on four distinct "moments" in which, in fact, social movements of the dominated classes came to question the hitherto entrenched balances of power: a) in the period of the emergence and dominance, to a large extent, of the EAM movement during the during the Occupation, b) in the period of intense questioning of the post-colonial state during the "short" decade of the 60s, c) in the first years of the post-colonial period, after the fall of the dictatorship of the Colonels, and d) in the years of the recent budgetary and financial crisis. By comparing these distinct moments of social questioning, answers will be sought regarding the identity of the collective subjects who each time pioneered the cinematic action, the repertoires, and targets of this action, as well as the alternative value systems that inspired the social actors.

(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 of ICT in teaching and communication with students

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail.	Seminar	39
	Study and analysis of bibliography	17
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.	Essay writing	133
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Course total	*250 (students' workload)*

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure	The language of the evaluation is Greek, while for the ERASMUS students the language of evaluation is English (via their assignments).

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.

For a successful examination, it is necessary to prepare a paper (up to 6,000 words) on a subject compatible with the thematic units of the course and their individual research areas. Papers may involve a) original research using primary data and related archival material, b) secondary analyses of empirical data and findings, and c) critical review of existing approaches and findings provided by the relevant scientific literature to date. Papers which, either in the subject of the research or in their methodology, combine dimensions of all three thematic units of the course are encouraged. The papers are presented and examined in a session specially planned for this purpose after the course lectures.

The evaluation is carried out as follows:

Participation in the scientific dialogue during the seminar	10%
Topic analysis and oral presentation of work	20%
Topic research and writing essay presentation	70%
Total	100%

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Th. Veremis (ed.), *Εθνική ταυτότητα και εθνικισμός στη νεότερη Ελλάδα*, Athens 2012 (4th ed.)
- St. Papageorgiou, *Από το γένος στο έθνος. Η θεμελίωση του ελληνικού κράτους 1821-1862*, Athens 2005 (2nd ed.)
- *Έθνος-Κράτος-Εθνικισμός, Επιστημονικό συμπόσιο (21 και 22 Ιανουαρίου 1994)*, Athens 1995
- G. Veloudis, *Ο Jakob Philipp Fallmerayer και η γένεση του ελληνικού ιστορισμού*, Athens 1982
- C. Th Dimaras, *Νεοελληνικός Διαφωτισμός*, Athens 1993 (1st ed. 1977)
- C. Th Dimaras, *Ελληνικός ρωμαντισμός*, Athens 1994 (1st ed. 1982)
- C. Th Dimaras, *Κωνσταντίνος Παπαρρηγόπουλος. Η εποχή του – Η ζωή του – Το έργο του*, Athens 1986
- N. Theotokas, «Παράδοση και νεωτερικότητα: Σχόλια για το "Εικοσιένα"», *Τα Ιστορικά*, IX:17 (1992), p. 345-370
- P. Kitromilides, *Νεοελληνικός Διαφωτισμός. Οι πολιτικές και κοινωνικές ιδέες*, Athens 1996
- G. Kokkinos, *Ο πολιτικός ανορθολογισμός στην Ελλάδα. Το έργο και η σκέψη του Νεοκλή Καζάζη (1849-1936)*, Athens 1996
- I. Koubourlis, «Εννοιολογικές πολυσημίες και πολιτικό πρόταγμα: ένα παράδειγμα από τον Κ. Παπαρρηγόπουλο», *Τα Ιστορικά*, XV:28/29 (1998), p. 31-58
- I. Koubourlis, «Ο Γ. Σκληρός και ο ελληνικός μαρξισμός», *Δοκιμές*, 1 (1994), p. 32-38
- I. Koubourlis, «Γ. Σκληρός: Η ταξική πάλη στην υπηρεσία της εθνικής ολοκλήρωσης», *Δοκιμές*, 5 (1997), p. 187-215
- I. Koubourlis, «Η ιδέα της ιστορικής συνέχειας του ελληνικού έθνους στους εκπροσώπους του ελληνικού Διαφωτισμού: η διαμάχη για το όνομα του έθνους και οι απόψεις για τους αρχαίους Μακεδόνες και τους Βυζαντινούς», *Δοκιμές*, 13-14 (2005), p. 137-191
- I. Koubourlis, «Η Επανάσταση του 1821 και η δημιουργία του ελληνικού εθνικού κράτους στις πρώτες μεγάλες αφηγήσεις της νεότερης ελληνικής ιστορίας: από την *πολυπαραγοντική ανάλυση στο σχήμα της εθνικής τελεολογίας*» in, *Η ελληνική Επανάσταση του 1821. Ένα ευρωπαϊκό γεγονός*, Athens 2009, p. 351-374
- *Ορθοδοξία, Έθνος και Ιδεολογία. Επιστημονική ημερίδα, 7 Σεπτεμβρίου 2005*, Athens 2007
- A. Politis, *Ρομαντικά χρόνια. Ιδεολογίες και νοοτροπίες στην Ελλάδα του 1830-1880*, Athens 2009 (3rd ed.)
- N. Sigalas, «Ελληνισμός και εξελληνισμός: ο σχηματισμός της νεοελληνικής έννοιας ελληνισμός», *Τα Ιστορικά*, XVIII:34 (2001), p. 3-70
- E. Skopetea, *Το 'Πρότυπο βασίλειο' και η Μεγάλη Ιδέα*, Athens 1988
- E. Skopetea, *Φαλμεράυερ. Τεχνάσματα του αντίπαλου δέους*, Athens 1997
- P. Σταυρίδη-Πατρικίου, «Η συζήτηση στο Νουμά (1907-1909)», *Δημοτικισμός και κοινωνικό πρόβλημα*, Athens 1976
- D. Tsaousis (ed.), *Ελληνισμός – Ελληνικότητα*, Athens 1983

- Related academic journals:

- *Μνήμων*
- *Τα Ιστορικά*
- *Historein*

Research Methodology

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE
LEVEL OF STUDIES	MA PROGRAMME (post-graduate)

COURSE CODE		SEMESTER	B'

COURSE TITLE	Research Methodology

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 (in total)
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*	general background, specialised general knowledge, research skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=3723

(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*
Postgraduate students are expected to get in touch with the basic theoretical,

epistemological and methodological parameters of the political methodology and analysis. To acquire a solid knowledge of the terms of the methodological strategy in political research and analysis and the main data collection techniques, so that they will be able to apply them at the course of their research and at the same time to learn the basic techniques of data processing, analysis and interpretation and the ability to engage in theory building. To develop basic research and analytical skills, as well as the ability to critically (re)reflect on the proposed conceptual tools, theoretical frameworks and approaches in the field of study of the political phenomenon.

General Competences

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

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

Development of research skills

(3) SYLLABUS

The subject of this postgraduate course is the methodology of research in political science and political analysis. Emphasis is placed on the theoretical, epistemological and methodological parameters of political research and analysis.

The Course consists of 2 thematic axes and consequently is conducted in 2 Phases. Specifically: After the introductory session, where the contents and thematic pillars of the course are presented, the A Phase follows (6 sessions). In the sessions of the A Phase, the way of designing a research and the basic components of a methodological strategy are presented. In addition, the basic components of the qualitative paradigm of research in the social sciences in general and in political research and analysis in particular, are presented. The epistemological and methodological parameters, the relation with the theoretical framework, the way of developing the research questions, the theoretical sampling, the basic tools-techniques of qualitative data production, the processing-coding and analysis of data are analyzed (including coding approaches such as triple coding in Grounded Theory, the Thematic Network Analysis), while the issue of theory-building in qualitative research is also raised. Phase A concludes a) with the presentation of triangulation in the methodological strategy and the synergies between qualitative and quantitative research and analysis, especially in the context of the use of mixed methods, through actual examples of large-scale research and b) with the examination key issues related to research ethics.

In Phase B, the course focuses on issues of research theory and methodology regarding "public policy analysis". The more specific thematic areas that are examined concern the "discursive turn" that has been developing in recent years in the relevant field of research and, in this case, the approach of "problematization", the analysis of "interpretive frameworks" (policy framework analysis), "narrative policy analysis", and policy analysis in terms of "de-politicization" practices. These theoretical approaches based on "discourse" are examined with reference to specific examples of their applications, in order to highlight their strengths and weaknesses. The impetus is given so that they can be used constructively, either individually or in combination, in cases of public policy that students will choose to study from domestic or international experience.

(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 of ICT in teaching and communication with students	
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,*	*Activity*	*Semester workload*
	Lectures,	39
	Study and analysis of bibliography,	17
	Essays writing,	133

etc.		
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Course total	*250 (students' workload)*

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.*	The language of the evaluation is Greek, while for the ERASMUS students the language of evaluation is English (via their assignments). The evaluation procedure is the following: During the semester the students have to submit 3 assignments per its Part of the Course (6 in total). 2 out of them (4 in total) are critical reviews (up to 750 words) of a scientific publication- paper related to research methodology. The so-called final assignment of each Part of the Course (2 in total) is a broader assignment, usually related with the critical review of a whole research project on topics related either to public policies or to political discourse analysis. After the end of the classes and during the exams period, the students are orally examined on their final assignments, that the have to briefly present. Specifically-defined evaluation criteria are provided to the students, via the syllabus of the course and presented by the Teaching Staff in the begging of the semester.

(5) ATTACHED BIBLIOGRAPHY

- - Suggested bibliography:

  - PART A
    -

- Baseley, P. (2007), Qualitative Data Analysis with NVivo. London: Sage.
- Berg, B. (2004), Qualitative Research Methods for the Social Sciences. Boston: Allyn & Bacon.
- Bloor M. et al (2001), Focus groups in social research. London & Thousand Oaks, Calif.: SAGE Publications.
- Creswell, J. W. (2007), Qualitative inquiry & research design: choosing among five approaches. Sage Publications.
- Creswell, J. W. (2009), Research design: qualitative, quantitative, and mixed method approaches. (3rd ed.). Los Angeles, Calif., London: SAGE.
- Denzin, N. & Lincoln, Y. (Eds.). (2005). The Sage Handbook of Qualitative Research (3rd ed.). Thousand Oaks, CA: Sage Publications.
- DeWalt, K. M. & DeWalt, B. R. (2011), Participant Observation. A Guide for Field

Workers. Maryland: AltaMira Press.

▪ Elliott, J. (2006), Using narrative in social research. Qualitative and Quantitative approaches. London: Sage Publications.

▪ Flick U. (2006), An introduction to qualitative research. Thousand Oaks, CA: Sage Publications.

▪ Flick, U. (2007), Designing Qualitative Research. London: Sage.

▪ Glaser, B. & Holton, J. (2004), Remodeling Grounded Theory, in Forum: Qualitative Social Research, Volume 5, No. 2, Art. 4, May 2004. Available online at: http://www.qualitative-research.net/index.php/fqs/article/view/607/1316.

▪ Glaser, B. & Strauss, A. (2012), The discovery of grounded theory. Strategies for qualitative research (7th ed.). New Brunswick & London: Aldine Transaction.

▪ Gorard, S. (2010), Research design, as independent of methods, in Sage handbook of mixed methods research in social and behavioral research, pp. 237-252.

▪ Green, A. & Janmaat, J. (2011), Regimes of Social Cohesion. Societies and the Crisis of Globalization. London: Palgrave-Macmillan

   Harrison, L. (2001), Political Research. An introduction. London, N.Y.: Routledge.

▪ Have, P. (2004), Understanding qualitative research and ethnomethodology. Thousand Oaks, CA: Sage Publications.

▪ Holliday, A. (2008), Doing and writing qualitative research. London: Sage.

▪ Hollway, W. & Jefferson, T. (2000), Doing qualitative research differently: free association, narrative and the interview method. London & Thousand Oaks, Calif: SAGE.

▪ Ιωσηφίδης, Θ. & Σπυριδάκης, Μ. (επιμ.-2006), Ποιοτική Κοινωνική Έρευνα: Μεθοδολογικές Προσεγγίσεις και Ανάλυση Δεδομένων. Αθήνα: Κριτική.

▪ Kidd, P. S. & Parshall, M. B., (2000), Getting the focus and the group: enhancing analytical rigor in focus group research, in Qualitative Health Research, 10, pp. 293-308.

▪ Lieblich, A., Tuval-Mashiach, R. & Zilber, T. (1998), Narrative research. Reading, analysis and interpretation. Thousand Oaks, CA: Sage Publications.

▪ Manheim, J. B., Rich R. C., Willnat L. (2002), Empirical Political Analysis: Research Methods in Political Science. Longman Publishing Group.

▪ Mason, J. (2003), Η διεξαγωγή της ποιοτικής έρευνας, Αθήνα: Ελληνικά Γράμματα.

▪ Marshall, C. & Rossman, G. (2006), Designing Qualitative Research (4th ed.), Thousand Oaks, CA: Sage Publications: Sage Publications.

▪ McNabb, D.E. (2010), Research methods for political science. N.Y.: M. E. Sharpe.

▪ Merriam, S. B (2002), Qualitative research in practice: examples for discussion and analysis. San Francisco: Jossey-Bass.

▪ Mishler, E. G. (1991), Research interviewing. Context and Narrative. Boston: Harvard University Press.

▪ Παπαδάκης, Ν., Κυρίδης, Α., Παπαργύρης, Α. (2016), Προς ένα ισόρροπο ολισμό ποσοτικής και ποιοτικής κοινωνικής έρευνας σε έρευνες μεγάλης κλίμακας, στο Ι. Πυργιωτάκης & Χ. Θεοφιλίδης (επιμ), Ερευνητική μεθοδολογία στις κοινωνικές επιστήμες και στην εκπαίδευση. Συμβολή στην επιστημολογική θεωρία και την ερευνητική πράξη. Αθήνα: Πεδίο, 2016, σσ. 431- 464.

▪ Παπαδάκης, Ν. & Λιονής, Χ. (2011), Δεν Είμαστε Μόνοι Τελικά...Μεταξύ Κοινωνικών Επιστημών και Ιατρικής: Μια περίπτωση αναζήτησης συνεκτικής μεθοδολογικής στρατηγικής έρευνας για ζητήματα εφαρμογής δημόσιων πολιτικών στο χώρο της Δημόσιας Υγείας, στο Μ. Δαφέρμος, Μ. Σαματάς, Μ. Κουκουριτάκης & Σ. Χιωτάκης (επιμ.), Οι Κοινωνικές Επιστήμες στον 21ο αιώνα. Επίμαχα θέματα και προκλήσεις. Αθήνα: Πεδίο, 2011, σσ. 628-639.

▪ Πουρκός, Μ. & Δαφέρμος, Μ. (επιμ.-2010), Ποιοτική έρευνα στις κοινωνικές επιστήμες: επιστημολογικά, μεθοδολογικά και ηθικά ζητήματα. Αθήνα: Τόπος.

- Paltridge, B. (2006), Discourse Analysis. N.Y.: Continuum.
- Paterniti, D. (2007), Qualitative Research Methods. Sacramento: Departments of Internal Medicine & Sociology, Center for Health Services Research in Primary Care. Available online at: http://phs.ucdavis.edu/downloads/EPI298_Paterniti_071007.pdf.
- Phillips, L. & Jorgensen, M. (2002), Discourse Analysis as Theory and Method. London & Thousand Oaks: Sage.
- Richards, L. (1999), Using NVivo in Qualitative Research. London: Sage.
- Ritchie, J. & Spencer, L. (2002), Qualitative data analysis for applied policy research, in A. M., Huberman. & M. B. Miles,. (eds- 2002), The qualitative research companion. Thousand Oaks, CA: Sage Publications.
- Robson, C. (2010), Η έρευνα του πραγματικού κόσμου (2η έκδ.), Αθήνα: Gutenberg.
- Rubin, H. J. & Rubin, I. S. (2012), Qualitative interviewing: The art of hearing data. Sage Publications.
- Seidman, I. (2013), Interviewing as qualitative research (4th ed.). N.Y.: Teachers College Press, Columbia University.
- Silverman, D. (2005), Doing qualitative research. A practical handbook. London & Thousand Oaks, CA: Sage Publications.
- Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2007), Focus groups: theory and practice (2nd ed.),Thousand Oaks: Sage Publications
- Strauss, A. & Corbin, C. (1990), Basics of Qualitative Research. Grounded Theory. Newbury Park, CA: Sage Publications.
- Τσιώλης, Γ. (2014), Μέθοδοι και τεχνικές ανάλυσης στην ποιοτική κοινωνική έρευνα. Αθήνα: Κριτική.
- Τσιώλης, Γ. & Σιούτη, Ε. (επιμ.-2013), Βιογραφικές ανακατασκευές στην ύστερη νεωτερικότητα. Θεωρητικά και μεθοδολογικά ζητήματα της βιογραφικής έρευνας στις κοινωνικές επιστήμες. Αθήνα: Νήσος.
- Thomspon, P. & Fink, J. (2004), Preserving, sharing and reusing data from qualitative research, in C. Cassell & G. Symon (eds), Essential Guide to Qualitative Methods in Organizational Research. London: Sage, pp. 288-301.
- Yin. R. (2009), Case study research. Design and Methods (4th ed.). Thousands Oaks, CA: Sage Publications.
- Van Evera, St (1997), Guide to Methods for students of Political Science. London: Cornel University Press.
- Vogl, S., Schmidt, E. M., & Zartler, U. (2019), Triangulating perspectives: ontology and epistemology in the analysis of qualitative multiple perspective interviews, in International Journal of Social Research Methodology, pp. 1-14.
- Willnat L. B., Rich R. C. (2010), Empirical Political Analysis: Quantitative and Qualitative Research Methods. Longman.

- PART B

- Alvesson Mats and Sandberg Jörgen (2011), "Generating Research Questions Through Problematization", Academy of Management Review, 36:2, 247-271.
- Bacchi Lee Carol (1999), Women, Policy and Politics. The construction of policy problems, London: Sage Publications.
- Bacchi Lee Carol (1999), Analysing Policy: What's the problem represented to be?, Person Australia.
- Bacchi Lee Carol and Goodwin Susan (2016), Poststructural Policy Analysis. A Guide to Practice, palgrave macmillan.
- Bacchi Carol (2015), "The Turn to Problematization: Political Implications of Contrasting Interpretive and Poststructural Adaptations", Open Journal of Political Science,

5, 1-12.

▪ Bacchi Carol (2015), "Problematizations in Alcohol Policy: WHO's 'Alcohol Problems'", Contemporary Drug Problems, 42:2, 130-147.

▪ Bacchi Carol (212), "Why Study Problematizations? Making Politics Visible", Open Journal of Political Science, 2:1, 1-8.

▪ Biegon Dominika (2013), "Specifying the Arena of Possibilities: Post-structural Narrative Analysis and the European Commission's Legitimation Strategies", Journal of Common Market Studies, 51:2, 194-211.

▪ Blinder S. Alan (1997), "Is Government Too Political?", Foreign Affairs, 76:6, 115-126.

▪ Bosse Giselle (2007), "Values in the EU's Neighbourhood Policy: Political Rhetoric or Reflection of a Coherent Policy?", European Political Economy Review, 7, 38-62.

▪ Bourdieu Pierre (2002), "Against the Policy of Depoliticization", Studies in Political Economy, 69:1, 31-41.

▪ Burnham Peter (2001), "New Labour and the politics of depolitisation", British Journal of Politics and International Relations, 3:2, 127-149.

▪ Buller Jim and Flinders Matthew (2005), "The Domestic Origins of Depoliticisation in the Area of British Economic Policy", British Journal of Politics and International Relations, 7, 526-543.

▪ Buller Jim and Flinders Matthew (2006), "Depoliticisation: Principles, Tactics and Tools", British Politics, 1, 293-318.

▪ Daviter Falk (2007), "Policy framing in the European Union", Journal of European Public Policy, 14:4, 654-666.

▪ Donnelly D. Peter (2014), "«It's the Population, Stupid»" Why Changing the Policy Frame Should Help Scotland Tackle Its Problem with Cheap Alcohol", The Milbank Quarterly, 92:2, 284-288.

▪ Evans Geoffrey and Tilley James (2012), "The Depoliticization of Inequality and Redistribution: Explaining the Decline of Class Voting", The Journal of Politics, 74:4, 963-976.

▪ Feldman S. Martha et. al. (2004), "Making Sense of Stories: A Rhetorical Approach to Narrative Analysis", Journal of Public Administration Research and Theory, 14:2, 147-170.

▪ Fischer Frank (2003), Reframing Public Policy. Discursive Politics and Deliberative Practices, Oxford University Press.

▪ Flinders Matthew and Wood Matt 2014), "Depoliticisation, governance and the state" (special issue), Policy & Politics, 42:2.

▪ Goodwin Susan (2011), "Analysing Policy as Discourse: Methodological Advances in Policy Analysis", in Markauskaite Lina, Freebody Peter, Irwin Jude (eds), Methodological Choice and Design. Scholarship, Policy and Practice in Social and Educational Research, Springer, pp. 167-180.

▪ Himmelstrand Uif (1962), "A Theoretical and Empirical Approach to Depoliticization and Political Involvement", Acta Sociologica, 6:1/2, 83-110.

▪ Jones D. Michael (2014), "Communicating Climate Change: Are Stories Better than «Just the Facts»?", The Policy Studies Journal, 42:4, 644-673.

▪ Jones D. Michael and McBeth K. Mark (2010), "A Narrative Policy Framework: Clear Enough to Be Wrong?", The Policy Studies Journal, 38:2, 329-353.

▪ Juxley Margo (2013), "Historicizing Planning, Problematizing Participation", International Journal of Urban and Regional Research, 37:5, 1527-41.

▪ Kaplan J. Thomas (1986), "The Narrative Structure of Policy Analysis", Journal of Policy Analysis and Management, 5:4, 761-778.

▪ Koopman Colin (2013), Genealogy as Critique. Foucault and the Problems of Modernity, Indiana University Press.

▪ Madsen Jacobs Ole (2013), "Depoliticising society. The strained relationship

between science and politics in psychology", Psychology & Society, 5:2, 46-57.

- Pettit Philip (2004), "Depoliticizing Democracy", Ratio Juris, 17:1, 52-65.
- Rabinow Paul (2003), Anthropos Today. Reflections on Modern Equipment, Princeton and Oxford: Princeton University Press.
- Roe Emery (1994), Narrative Policy Analysis. Theory and Practice, Durham and London: Duke University Press.
- Straus McAuliffe Ryane (2011), "Citizens' use of policy symbols and frames", Policy Sci, 44, 13-34.
- Shanahan A. Eizabeth et. al (2011), "Narrative Policy Framework: The influence of Media Policy Narratives on Public Opinion", Politics & Policy, 39:3, 373-400.
- Shanahan A. Eizabeth et. al (2013), "An Angel on the Wind: How Heroic Policy Narratives Shape Policy Realities", The Policy Studies Journal, 41:3, 453-483.
- Shulock Nancy (1999), "The Paradox of Policy Analysis: If It Is Not Used, Why Do We Produce So Much of It?", Journal of Policy Analysis and Management, 18:2, 226-244.
- Skillington Tracey (1997), "Politics and the Struggle to Define: A Discourse Analysis of the Framing Strategies of Competing Actors in a «New» Participatory Forum", The British Journal of Sociology, 48:3, 493-513.
- Trantafillou Peter (2012), New Forms of Governing. A Foucauldian Inspired Analysis, London: Palgrave Macmillan.
- Van Hulst Merlijn and Yanow Drova (2014), "From Policy «Frames», to «Framing»: Theorizing a More Dynamic Political Approach", American Review of Public Administration, 1-21.
- Verloo Mieke (ed.) (2007), Multiple Meanings of Gender Equality. A Critical Frame Analysis of Gender Policies in Europe, Budapest-New York: Central European University Press.
- Webb P. Taylor (2014), "Policy problematization", International Journal of Qualitative Studies in Education", 27:3, 364-376.

Theories of domination

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF POLITICAL SCIENCE		
LEVEL OF STUDIES	MA PROGRAMME (post-graduate)		
COURSE CODE		**SEMESTER**	B'
COURSE TITLE	Theories of domination		

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 (in total)
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*	general background, specialised general knowledge, research skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=285

(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*
Postgraduate students should come into contact with basic theories of domination in

modernity, taking as a starting point the relationship between power and sovereignty as basic categories of political science. Students will have the opportunity to analyse complex argumentative structures and theoretical constructions, while assessing significant contributions of the secondary literature.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	
	Respect for the natural environment
Decision-making	
	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	
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...*
	....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

Development of research skills

(3) SYLLABUS

The subject of the postgraduate course is the examination of basic theories of domination, which constitute reference points for most theoretical constructions of the 20th and 21st centuries.

The starting point will be an in-depth reading and reconstruction of G. W. F. Hegel's text *On the Scientific Modes of treating Natural Law, on its place in practical philosophy, and on its relation to the natural sciences of law*. On the basis of this text, a critical review will be made of both classical natural law theories (notably Hobbes and Fichte) as theories of the foundation of politics and the state, and ancient theories (notably Plato) as theories combining political theory and aretology. On the basis of this comparative review, Hegel's

proposal for this period can be assessed (which, moreover, can be further analysed on the basis of his subsequent textbook on the *Philosophy of Law*).

Next, Karl Marx's theoretical conception of power will be examined. To this end, texts of different time horizons and levels of abstraction will be analysed: on the one hand, the political analysis of a specific event (*the 18th Brumaire of Louis Bonaparte*), and on the other hand, the theoretical analysis of the capitalist mode of production in *Capital* (mainly in the first and third volumes).

The next step concerns Friedrich Nietzsche's critique of the moral and religious premises of modern civilization, with emphasis on the influence of the respective moral-religious practices and attitudes on the formation of the modern human type. The text *The Genealogy of Morality* will be examined in particular, as well as *Human, All Too Human*. Given the knowledge of Nietzsche's critique, the examination will move on to Max Weber's work, from which the Types of Dominaiton (*Economy and Society*, Volumes 1 and 5) will be analysed, both at the conceptual and pragmatic level (in the latter case, based on his political articles). In contrast to Weber's theory of politics, Carl Schmitt's interwar work on the concept of the political will be briefly examined.

As a key 20th century theory of power, part of Michel Foucault's work will be analysed, mainly from his lectures at the College de France in 1978-1979.

(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 of ICT in teaching and communication with students

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*
Seminar	39
Study and analysis of bibliography,	17
Essays writing,	133
Course total	*250 (students' workload)*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure*	The language of the evaluation is Greek, while for the ERASMUS students the language of evaluation is English (via their assignments).

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.*	The evaluation is carried out as follows: Each student is responsible for presenting a topic, based on the main text. The presentation lasts 20-30 minutes, followed by a discussion with the seminar members. During the seminar, the students are asked to submit 1000-word progress exercises. The progress exercises contribute to 20% of the grade. The remaining 80% consists of the presentation of the topic and the writing of a paper (3,000 words), which is submitted at the end of the semester. Overall, therefore, the assessment is therefore broken down as follows: <table><tr><td>Presentation and discussion:</td><td>30%</td></tr><tr><td>Progress exercise:</td><td>20%</td></tr><tr><td>Paper submission:</td><td>50%</td></tr><tr><td>Total:</td><td>100%</td></tr></table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

HEGEL, G.W.F. – *Jenaer Kritische Schriften. Gesammelte Werke*, Bd. 4, Hamburg 1968.

Karl Marx – Frederick Engels, *Gesamtausgabe*, Bd. I/11, II/10, Berlin 1985 ff.

Max Weber, *Gesamtausgabe,* Bd. I.22.1, I.23, I.15, München 1984 ff.

SCHMITT, Carl, *Der Begriff des Politischen*. München 1932

FOUCAULT, Michel, *Naissance de la biopolitique. Cours au Collège de France* (1978-1979), Paris 2004

For every subject there will be secondary literature.