

COURSE OUTLINE

(1) GENERAL

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|---|---|-----------------|------------|
| SCHOOL | School of Social Sciences | | |
| ACADEMIC UNIT | Dpt of Cultural Technology & Communication | | |
| LEVEL OF STUDIES | Undergraduate | | |
| COURSE CODE | POL 228 | SEMESTER | 8th |
| COURSE TITLE | Special Issues of Systems Theory | | |
| INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i> | WEEKLY TEACHING HOURS | CREDITS | |
| Lectures | 3 | 5 | |
| Laboratory practise | | | |
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| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | 5 | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | General background | | |
| PREREQUISITE COURSES: | Non | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes | | |
| COURSE WEBSITE (URL) | https://eclass.aegean.gr/courses/131365/ | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i> |
| <p>At the conclusion of this course, the students are expected to be able to:</p> <ul style="list-style-type: none"> ● Realize, describe, the basic concepts of social systems, functional systems, functionally differentiated society as modernity, governance in modernity and radical constructivism. ● Put in practice the aforementioned theories, through well-defined systemic methodologies. ● Analyze in systemic terms any given context, either technological, social, or “hybrid” (in the sense introduced by Bruno Latour). ● Communicate efficiently their knowledge, which is acquired from the lectures, to colleagues in order to establish fruitful co-operations for creating cultural informatics applications ● Realize, and argue using scientific methods for the need of respect to otherness. |

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
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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 international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism

(3) SYLLABUS

- The concepts of the social systems, functional systems, organizations and societies.
- Analysis of the modern society from a systems-theoretical perspective
- The problem of the governance of modern societies, and contemporary theoretical approaches
- The practical applications of contemporary systems theory, different views, radical constructivism.

(4) TEACHING and LEARNING METHODS - EVALUATION

| <p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p> | Face to face | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-----------------|--------------------------|----------|-------------|------------|---------------|--|--|-----------------------------|--------|--|--|--|--|--|--|--|--|--|--|--------------|---------|
| <p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p> | Using open source software for the teaching material, presentation of documentaries | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">13*2=39 hrs</td> </tr> <tr> <td>Home study</td> <td style="text-align: center;">13*6 = 78 hrs</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Preparation for final exams</td> <td style="text-align: center;">30 hrs</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">147 hrs</td> </tr> </tbody> </table> | | Activity | Semester workload | Lectures | 13*2=39 hrs | Home study | 13*6 = 78 hrs | | | Preparation for final exams | 30 hrs | | | | | | | | | | | Course total | 147 hrs |
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| <p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | Final written examination, where the students are called to reply to questions on systems theory. | | | | | | | | | | | | | | | | | | | | | | | |

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Rodrik Dani, 2012, Το παράδοξο της παγκοσμιοποίησης, Αθήνα: Κριτική, ISBN 978-960-218-714-2
- Willke Helmut, 1997, Εισαγωγή στη συστημική θεωρία, Αθήνα: Κριτική, ISBN 978-960-218-136-2

- Related academic journals:

- Systems Research and Behavioral Science, Wiley
- Kybernetes, Emerald
- Cybernetics & Human Knowing, Imprint Academic