

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Social Anthropology and History		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>W/S-074</b>	<b>SEMESTER</b>	<b>E</b>
<b>COURSE TITLE</b>	Alterity and education		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	special background, specialized general knowledge		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Students are expected to develop a critical, anthropological perspective on issues of education for migrant and minority groups in relation to ethnicity and nationality. The course's aim is to make them familiar with anthropological theory and methods concerning education and schooling and study education from the point of view of migrants and minorities themselves. More specifically, students are aimed to:</p> <p>Recognize different versions of nationalism and their relationship with education and school.</p> <p>Recognize different education policies for the management of ethnocultural and religious in school in relation with democracy and human rights.</p> <p>Collect primary data concerning migrant, refugee and minority groups and their relationship to education and schooling.</p> <p>Interpret experiences of schooling from the point of view of the migrants and minorities themselves in modern nation-states.</p>

Recognize the repercussions of education in reproduction and redefinition of individual and collective identities.

### **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
- Team work
- Working independently
- Respect for difference and multiculturalism
- Showing professional responsibility and respect of ethical rules on educational research and on migrants and minorities.
- Production of creative and inductive thinking

### **(3) SYLLABUS**

The seminar uses the anthropological perspective and methodology to examine culturally defined experiences of education as well as the school as a field of constitution and management of the ethno-cultural and religious differences.

The following topics will be explored: the role of the school in the reception and integration of migrants, policies and practices on minority education, intercultural encounters and inter-ethnic communication at school, forms of negotiation of individual and collective identity in relation to educational processes, uses of education from ethnocultural and religious "others", the role of education in the social life of refugee groups and asylum seekers and its impact on practices such as parenting.

The seminar will be based on fieldwork, educational trips and on individual and group work.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>		
<p style="text-align: center;"><b>TEACHING METHODS</b></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>	<b>Activity</b>	<b>Semester workload</b>
	Seminars	30
	Fieldwork	30
	Study of relative bibliography	30
	Educational visits	30
	Individual and collective essay	60
	Course total	<b>180</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></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>	<p>Language of evaluation: Greek</p> <p>Summative</p> <p>Fieldwork</p> <p>Presentations in class</p> <p>Project planning</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- Ανδρούσου, Αλεξάνδρα και Νέλλη Ασκούνη (επιμ.). 2011. <i>Πολιτισμική ετερότητα και ανθρώπινα δικαιώματα</i>, Μεταίχμιο</p> <p>Ασκούνη Νέλλη, 2011. «Μειονοτικό ή ελληνόγλωσσο σχολείο; Εκπαιδευτικές επιλογές, πολιτικά διλήμματα και κοινωνικές αλλαγές». Στο Α. Ανδρούσου, (επιμ.), <i>Ετερότητα και Ανθρώπινα Δικαιώματα: προκλήσεις για την εκπαίδευση</i>, Μεταίχμιο.</p> <p>Αθανασοπούλου, Αγγελική. 2008. «Για μια καλύτερη ζωή: Ανάμεσα σε οικογενειακές υποχρεώσεις και προσωπικές επιθυμίες. Η περίπτωση της δεύτερης γενιάς Αλβανών μεταναστών στην Αθήνα»,</p>
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181-309. Στο Λ. Στυλιανούδη (επιμ.), *Ελληνική κοινωνία (τόμος 8-9)*. Αθήνα: Επετηρίς του Κέντρου Ερεύνης της Ελληνικής Κοινωνίας της Ακαδημίας Αθηνών.

Dimova, Rozita 2006, «Modern masculinities: ethnicity, education and gender in Macedonia», *Nationalities Papers: The Journal of Nationalism and Ethnicity*, 34(3), σελ. 305-320.

Gogonas Nikos, 2012. «Religion as a core value in language maintenance: Arabic speakers in Greece», *International Migration* 50(2): 113-129.

Kostovicova, Denisa και Albert Pestreshi. 2010. «Education, gender and religion: identity transformations among Kosovo Albanians in London», *Journal of Ethnic and Migration Studies*, 29(6):1079-1096.

Μαυρομάτης, Γιώργος. 2005. *Τα παιδιά της Καλκάντζας*, Αθήνα: Μεταίχμιο.

Ντεμπρέ, Ρεζίς. *Η διδασκαλία της θρησκείας στο ουδετερόθρησκο σχολείο*, Αθήνα: Εστία,.

Παπανδρέου Περικλής. 2013. *Παιδιά της μετανάστευσης στην Αθήνα. Η πολιτική του ανήκειν και οι σκοτεινές πλευρές της προσαρμογής*, Αθήνα, Νήσος

Πλεξουσάκη, Έφη. 2006. «Στην Ελλάδα ή στην Τουρκία; Εκπαίδευση και διλήμματα ταυτότητας της "μουσουλμανικής μειονότητας" στη Θράκη». Στο Ε. Παπαταξιάρχης (επιμ.), *Περιπέτειες της ετερότητας: Η παραγωγή της πολιτισμικής διαφοράς στην Ελλάδα*, Αθήνα, Αλεξάνδρεια, σελ.181-208.

Timmerman, 2000. «Secular and religious nationalism among Turkish young women in Belgium: education may make the difference», *Anthropology and Education Quarterly*, 31(3): 333-354.

Tzanelli Rodanthi, 2006. «"Not my flag!"Citizenship and nationhood in the margins of Europe (Greece, October 2000/2003)», *Ethnic and Racial Studies*, 29/1: 27-49.

- *Related academic journals:*

Anthropology and Education Quarterly

Ethnography and Education

Σύγχρονα Θέματα