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| Course Title | **PSYCHOLOGY OF THE PLACE** |
| Course Code | **PSS 201** |
| Course Type | **Compulsory** |
| Level | Undergraduate |
| Year / Semester | Year 2 / Semester 4 |
| Teacher's Name | Eleni Linaki |

| ECTS | 6 | Lectures / week | 3 | Laboratories / week | |
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| Course Purpose and Objectives | This course focuses on the study of human behavior regarding places.<br><br>Each place forms sensory landscapes (acoustic, visual, etc.), but beyond that it functions as a scene of action, as an area of expression, In other words, the place where we live is a constant stimulus of the mind via social behaviors. Sexual inequality, wars, major climate change, the latest coronavirus pandemic emergency, put us face to face with the need to redefine spaces, can be themes of this lesson in order to identify the psychology of place. After all, every place with speech and myth creates its own speech and myth, on a logical, spiritual and emotional level, creating an identity. Identity is something broader than space, it is the result of a collective historical experience of many sectors and people, creating a common set of values. The coexistence of people, constituting this value and social groups is the creation of a city, a place. As a place of interaction and experience of a value ensemble, a city is always a "moving" organization, which gathers citizens and through their cooperation helps them develop individual consciences, which lead to the collective consciousness of the place. |
| Learning Outcomes | By the end of the introductory psychology course, students should be able to:<br><br>- Identify basic concepts and research findings and give examples of psychology's integrative themes.<br><br>- Apply psychological principles to the experience of different places<br><br>- Understand research in psychology, see social influences on everyday behaviours and develop greater understanding of other people |

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| | - Draw appropriate, logical, and objective conclusions about behaviour and mental processes from empirical evidence.<br><br>-Design, conduct, or evaluate social actions in everyday life<br><br>-Create a narration of a social action in a place, through time and behaviours of people | | |
| Prerequisites | - | Required | - |
| Course Content | The main themes of this lesson is the study of place with social actions as an effort to identify the psychology of the place, through bibliographic and practical research. The students will be called to first create teams and then select a case study. The case study will include a place and a social action (drugs, social communities, social participation, trafficking, LGBTQI+ , etc). The lesson will be divided in the below steps:<br><br>1. Introduction to psychology of space (literature, examples, social actors)<br><br>2. Representative case studies of a social action<br><br>3. Selection of the case study: Interviews in person with actors, Bibliographic and practical research | | |
| Teaching Methodology | The course is based on illustrated lectures, oral and case studies. Students engage in critical discussions and group dialogue. | | |
| Bibliography | Antchak, V., 2018. City rhythms and events. Annals of Tourism Research vol. 68, pp. 52–54<br><br>Fershtman, C., Gneezy, U., Hoffman, M., 2011. Taboos and Identity: Considering the Unthinka-ble. American Economic Journal: Microeconomics vol. 3, pp. 139–164.<br><br>Fox, M., 2015. The role of ontologies in publishing and analyzing city indicators. Computers, En-vironment and Urban Systems, vol. 54, pp. 266–279.<br><br>Freud, S., 1995. The Basic Writings of Sigmund Freud (Psychopathology of Everyday Life, the In-terpretation of Dreams, and Three Contributions To the Theory of Sex). Hardcover.<br><br>Freud, S., 1918. Totem and Taboo. Moffat,Yard and Company. New York. | | |

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| | Gaines, E., 2010. Entertainment, Culture, Ideology, and Myth. Media Literacy and Semiotics. pp. 93–117. |
| | Grotta, M., 2015. Baudelaire's Media Aesthetics The Gaze of the Flâneur and 19th-Century Me-dia, 1st ed. Bloomsbury Academic. |
| | Πικιώνης, Δ., 2014. Κείμενα. Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης (ΜΙΕΤ) |
| | Πικιώνης, Δ., 1925. Η λαϊκή μας τέχνη κι εμείς. Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης (ΜΙΕΤ) |
| | Πιομπίνος, Φ., 2016. Σκόρπιες σκέψεις πάνω στην Ελληνική γραμμή. Αθήνα: Φοίνικας |
| | Πλάτων, 1994. ΚΡΑΤΥΛΟΣ. Ή περί ορθότητος ονομάτων. Αθήνα: Κάκτος |
| | Τερζόγλου, Ν., 2006. Ιστορία-μνήμη-μνημείο στο: Μνήμη Και Εθνικό Μετσόβειο Πολυτεχνείο |
| | Τερκενλή, Θ., 1996. Το πολιτιστικό τοπίο. Αθήνα: Παπαζήση |
| | Στεφάνου, ι.,2000, Η φυσιογνωμία της Ελληνικής Πόλης, Εθνικό Μετσόβιο Πολυτεχνείο |
| Assessment | 50% Final multiple choice test (Main themes of the lesson) 50% Short paper (team of 3 or 4 students) Case study |
| Language | English |