Announcement of the

Hellenic Sociological Society (HSS)

Following the recent Conference of the Greek Sociological Association (23-25 September 2020) and during its General Assembly for the election of its new Board of Administration, members of the GSA considered the removal of Sociology from the curriculum of Secondary Education. As a result of their concerns and discussion, the following announcement was formulated.

The outbreak and development of the Covid-19 pandemic has

resulted in unprecedented global changes affecting multiple aspects of our existence and has taken the form of a deep crisis, in matters of health as well as at the social and economic level.

Despite no one being totally protected from eventually contracting the disease, the pandemic has highlighted and exacerbated pre-existing social and economic inequalities related to unequal access to healthcare, the vulnerability of specific social groups and other social issues.

In the spring of 2020, Greece was commended for swiftly reacting and proceeding to a general lockdown.

However, one cannot but ask how successful the country has proved in understanding, analyzing, and addressing the pandemic’s social consequences. Indeed, how successful could the discredit of Sociology, the par excellence competent discipline to address these and a host of other issues, be considered, occurring as it did, during the lockdown?

Sociology cannot desist from addressing the multifaceted crisis and the violence of the social changes that challenge so many of our taken for granted certainties.

The need for studying the social consequences of the pandemic, and other social phenomena affecting our lives is publicly recognized; However, at the same time, the science of Sociology, whose subject matter they are, has been gravely degraded by the decision to terminate its teaching in Secondary Education.

This decision has created a widespread sense of disbelief, shared by educators, citizens, social partners, and institutions close to the field of education, who are unable to comprehend the rationale for removing the study and scientific confrontation of social problems from the educational process.

Eliminating Sociology from the curriculum and considering it irrelevant to students does not equate to a mere suppression of a subject matter; it denies students the opportunity of acquiring the essential tools for comprehending the social world and its radical, often violent, changes; it undermines society’s search for the educational and scientific capital that can contribute to resolving complex social problems. Finally, removing sociology from the curriculum of Secondary Education signals the Government’s indifference toward the understanding of serious social problems.

How to comprehend a decision that disregards fundamental, universally acknowledged, needs of educational systems? A decision that reflects the unwillingness to provide students with a body of knowledge that will assist and prepare them to become socially responsible citizens who will support and defend democratic institutions?

Our position that sociology must be reestablished as a subject matter in the last three years of Secondary Education does not stem from the desire to defend the rights of a professional sector. It constitutes the self-evident rectification of a misguided decision that jeopardizes the educational capital we have the duty to impart to the student community.

For the HSS

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Athens, October 21st 2020.