

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	OF SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF SOCIOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ANAK390</b>	<b>SEMESTER</b>	<b>6th and over</b>
<b>COURSE TITLE</b>	Special issues in Rural Sociology: European Policies and Development in Rural Space - Socioeconomic and Environmental Dimensions (SEMINAR)		
<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>
SEMINAR		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>	SKILLS DEVELOPMENT (SEMINAR)		
<b>PREREQUISITE COURSES:</b>	ΑΓΡΚ290, ΑΓΡΚ291		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES, IN THE CASE OF EXCELLENT COMMAND IN SPOKEN AND WRITTEN ENGLISH		
<b>COURSE WEBSITE (URL)</b>	ELEARN PLATFORM AND STUDENTSWEB		

### (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

The main objective of this seminar is to familiarise and update students with issues regarding European policies and how these are implemented into the agricultural sector (in terms of regulations etc.). Initially it examines the question of why agricultural policies are of imperative importance to the agricultural sector of the economy in general. Then it focuses on the role played by political, economic and social factors in the historical development of the Common Agricultural Policy (CFP). It examines the socio-economic, environmental impact of CAP in the agricultural sector particularly in the context of rural multi-functionality. Finally, the seminar analyses the impact that rural policies (CAP) have on gender, on different geographical areas, on the productive activities of the rural household, on contributing to alternative forms of employment and last on producers' perceptions on the cultivation of bio-energy crops.

After completing the seminar, students will be able to understand and analyse issues that refer to the implementation and economic impact of CAP on rural areas in general, and specifically in the context of rural multi-functionality. Having acquired these skills, students are therefore encouraged to explicitly examine the impact of CAP on specific case-studies (social, demographic, economic, environmental etc.) through a series of methodological exercises in the classroom. Finally, they will be able to study and interpret the future viability of rural societies in a rapidly globalized environment.

#### **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 policies regarding the implementation of CAP in rural space, through the use of basic theoretical and methodological tools.
- Decision making, working independently
- 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
- Team work

### **(3) SYLLABUS**

The concept of agricultural policy - reasons (social-economic-politicians) that impose the exercise of agricultural policy: *3 Lectures*

- Measures of structural intervention, implementation and reform of the CAP.
- Socio-economic constraints regarding the integration of the environmental dimension into agricultural policy.
- The environmental dimension of the CAP: from the creation/establishment of CAP to the reforms of 1992 and 1999.
- The Interim reform of 2002-3.
- New perspectives for the European and Greek countryside within the auspices of rural development.
- Examination of case studies (5 group presentations)

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	SEMINAR IN CLASS																						
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	USE OF ICT IN TEACHING SUCH AS POWERPOINT, VIDEOS AND DOCUMENTARIES,, COMMUNICATION WITH STUDENTS VIA EMAIL, STUDENTSWEB AND ELEARN PLATFORM																						
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <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>  <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>	<table border="1"> <thead> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> </thead> <tbody> <tr> <td>SEMINARS</td><td>36</td></tr> <tr> <td>INDIVIDUAL OR GROUP PRESENTATIONS</td><td>36</td></tr> <tr> <td>ESSAY WRITING</td><td>30</td></tr> <tr> <td>STUDY AND ANALYSIS OF CASE-STUDIES</td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>STUDENT'S STUDY HOURS FOR EACH LEARNING ACTIVITY</td><td>46</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>COURSE TOTAL</td><td><b>150</b></td></tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	SEMINARS	36	INDIVIDUAL OR GROUP PRESENTATIONS	36	ESSAY WRITING	30	STUDY AND ANALYSIS OF CASE-STUDIES						STUDENT'S STUDY HOURS FOR EACH LEARNING ACTIVITY	46					COURSE TOTAL	<b>150</b>
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	DESCRIPTION OF EVALUATION PROCEDURE IN GREEK, OR IN ENGLISH WHEN REQUESTED: PRESENTATION OF SEMINAR ESSAYS (50%) <ul style="list-style-type: none"> <li>TEAM/INDIVIDUAL ORAL PRESENTATIONS, STUDY AND ANALYSIS OF BIBLIOGRAPHY AND CASE-STUDIES, ATTENDANCES ARE COMPULSORY AS WELL AS CLASS PARTICIPATION.</li> </ul> 2 WRITTEN ESSAYS (50%) IN THE CASE OF ERASMUS STUDENTS <ul style="list-style-type: none"> <li>FIRST ESSAY, UP TO 1500 WORDS EXCLUDING BIBLIOGRAPHY, FOCUSES ON ESSAY WRITING WORK OR ON PROBLEM SOLVING TYPE ESSAYS.</li> <li>SECOND ESSAY, UP TO 2,500 WORDS EXCLUDING BIBLIOGRAPHY, FOCUSES ON ESSAY WRITING WORK OR ON PROBLEM SOLVING TYPE ESSAYS.</li> </ul>																						

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested bibliography:*

Fennell, R. (1999) Common Agricultural Policy – Continuation and change, Stohastis, GPA, Athens.

Papageorgiou, K. Damianos, D. Spathis, P. (2005) Agricultural Policy, Stohastis, GPA, Athens.

Krimpas, K. and Louloudis, L. (2008) Greek Agriculture and Agricultural Policy, Akadimia Athinon, Athens.

Σέμος, Α (2010) Ευρωπαϊκή Ένωση και Κοινή Αγροτική Πολιτική, β' έκδοση, εκδ. Ζήτη, Θεσσαλονίκη.

Extra Xeroxed material distributed to students

*- Related academic journals:*

Sociologia Ruralis

Journal of Rural Studies