

COURSE OUTLINE

(1) GENERAL

SCHOOL	OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AGRK395	SEMESTER	6th and over
COURSE TITLE	SPECIAL ISSUES IN RURAL SOCIOLOGY: FOOD SECURITY (seminar)		
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
SEMINAR		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT (seminar)		
PREREQUISITE COURSES:	AGRK290, AGRK291, AGRK390		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES, IN THE CASE OF EXCELLENT COMMAND IN SPOKEN AND WRITTEN ENGLISH		
COURSE WEBSITE (URL)	ELEARN PLATFORM AND STUDENTSWEB [where applicable]		

(2) LEARNING OUTCOMES

<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"> • 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
<p>This seminar will address the challenging issue of food security through the utilisation of theoretical and empirical material. Its main objective will focus on: 1- the identification of a broad spectrum of issues which contribute to food insecurity, 2- the examination of both mainstream agricultural production and alternative food supply chains at local, national, european and global level in order to consider how enhanced food production can address the food security challenge, 3- on alternative ways in which we can increase peoples' access to good quality and safe food in</p>

quantities that are adequate to ensure an active, healthy life style, 4- the role of technology and innovation in promoting food security.

In this course students will explore cutting edge literature and the latest empirical research on the social, political and cultural dimensions of food security from both the production and consumption perspective.

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...

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- Search for, analysis and synthesis of data and information regarding food security through the use of basic theoretical and methodological tools.
- 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
- Team work

(3) SYLLABUS

In this course students will explore cutting edge literature and the latest empirical research on the social, political and cultural dimensions of food security from both the production and consumption perspective. The course will be organised around seminars on particular topics that may vary depending on student's research interests and projects but may include the following: understanding the modern food system; food insecurity; food scarcity and hunger; food security and concerns about health, social justice, environmental degradation and cultural diversity; impacts of climate change on food production; food systems and food chains; waste and food (40% of the food produced is 'wasted')

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	USE OF POWERPOINT IN TEACHING AND OTHER ICT MEANS, COMMUNICATION WITH STUDENTS VIA EMAIL, ELEARN PLATFORM OR STUDENTSWEB [WHERE APPLICABLE].																						
TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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><tr><th><i>Activity</i></th><th><i>Semester workload</i></th></tr><tr><td>SEMINARS TEACHING</td><td>36</td></tr><tr><td>INDIVIDUAL OR GROUP PRESENTATIONS</td><td>36</td></tr><tr><td>ESSAY WRITING, EDUCATIONAL VISITS</td><td>20</td></tr><tr><td>STUDY AND ANALYSIS OF BIBLIOGRAPHY</td><td>10</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>48</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>COURSE TOTAL</td><td>150</td></tr></table>	<i>Activity</i>	<i>Semester workload</i>	SEMINARS TEACHING	36	INDIVIDUAL OR GROUP PRESENTATIONS	36	ESSAY WRITING, EDUCATIONAL VISITS	20	STUDY AND ANALYSIS OF BIBLIOGRAPHY	10					STUDENT'S STUDY HOURS FOR EACH LEARNING ACTIVITY	48					COURSE TOTAL	150
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STUDENT PERFORMANCE EVALUATION <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">TEAM/INDIVIDUAL ORAL PRESENTATIONS, STUDY AND ANALYSIS OF BIBLIOGRAPHY AND CASE-STUDIES, ATTENDANCES ARE COMPULSORY AS WELL AS CLASS PARTICIPATION. 2 WRITTEN ESSAYS (50%) <ul style="list-style-type: none">FIRST ESSAY, UP TO 1500 WORDS EXCLUDING BIBLIOGRAPHY, FOCUSES ON ESSAY WRITING WORK OR ON PROBLEM SOLVING TYPE ESSAYS.SECOND ESSAY, UP TO 2,500 WORDS EXCLUDING BIBLIOGRAPHY, FOCUSES ON ESSAY WRITING WORK OR ON PROBLEM SOLVING TYPE ESSAYS.																						

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Altieri, M.A. (2002) Agroecology: the science of natural resource management for poor farmers in marginal environments. *Agriculture, Ecosystems, Environment* 93, 1-24.
- Brown, L.R. (2012) *Full Planet, Empty Plates: The New Geopolitics of Food Scarcity*. W. W. Norton.
- Brooks, S. (2005). Biotechnology and the Politics of Truth: From the Green Revolution to an Evergreen Revolution. *Sociologia Ruralis* 45(4): 360-379
- Glover, D. (2010). Exploring the Resilience of Bt Cotton's 'Pro-Poor Success Story'. *Development and Change* 41(6): 955-981
- Μ. Woods (2011) Γεωγραφία της Υπαίθρου-Διαδικασίες, Αποκρίσεις και Εμπειρίες Αγροτικής Αναδιάρθρωσης, Κριτική, Αθήνα.
- Γ. Δαουτόπουλος, Λ. Καζακόπουλος και Μ. Κούση (2005) «Αγροτική Κοινωνιολογία», Γ' έκδοση, εκδόσεις Ζυγός, Θεσσαλονίκη.
- Ζακοπούλου Κασίμης Χ., Παπαδόπουλος Α. Γ. (1996), Η Ανάπτυξη του Αγροτροφικού Συμπλέγματος και η Πολιτική Οικονομία του Αγροτικού Μετασχηματισμού, Επιθεώρηση Κοινωνικών Ερευνών, Αθήνα, Τευχ. 89/90, σελ. 19-52.
- Ευθυμίου, Η. και Μοδινός, Μ. (επιμ.) (2010) Που Βαδίζει η Γεωργία; Η Ιστορία, η Κρίση και το (Οικολογικό) Μέλλον του Αγροτικού Χώρου, Διεπιστημονικό Ινστιτούτο Περιβαλλοντικών Ερευνών (ΔΙΠΕ), Χορηγία Εκδοτικός Οργανισμός Λιβάνη, Αθήνα.
- Lang, T. and Barling, D. (2012) Food security and food sustainability: reformulating the debate. *The Geographical Journal* 178(4): 313–326
- Maye, D. and Kirwan, J. (2013) Food security: a fractured consensus. *Journal of Rural Studies*, 29, 1-6.
- Μανωλάς, Ε. (2017) Περιβαλλοντική Κοινωνιολογία, (συλλογικός τόμος), εκδ. Gutenberg, Αθήνα.
- Nally, D. 'The Biopolitics of Food Provisioning.' *Transactions of the Institute of British Geographers* 36 (1) 2011 pp 37-53,
- Patel, R. (2012) The Long Green Revolution. *Journal of Peasant Studies*. doi:10.1080/03066150.2012.719224.
- Seufert, V., Ramankutty, N., Foley, J.A. (2012) Comparing the yields of organic and conventional agriculture. *Nature* 485, 229-232.

- Related academic journals:

Third World Development
Development and Change

Journal of Peasant Studies
