

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AGRK395	SEMESTER	6/7/8
COURSE TITLE	SPECIAL ISSUES IN RURAL SOCIOLOGY: FOOD SECURITY		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
1 SEMINAR PER WEEK		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SKILLS DEVELOPMENT		
PREREQUISITES:	AGRK290, AGRK275		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	ELEARN (MOODLE)		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>
<p>Upon completion of this course, students will have acquired:</p> <ol style="list-style-type: none"> 1. a comprehensive understanding of the concept of food security through the use of basic theoretical and methodological tools. 2. a thorough appreciation of the challenges and threats of food security 3. an enhanced understanding of the social, political and economic changes critical to enhancing food security. 4. a proven knowledge and understanding on issues concerning the relationship between food security and society that reinforces and extends what is learnt from the first cycle of study, thereby providing students with the opportunity to develop/apply new ideas, 5. the knowledge by applying it to the tasks of the course but also to future related tasks/actions/problems in a new or unfamiliar environment, within a wider or interdisciplinary field, 6. the ability to combine knowledge and handle complex issues, interpreting, analysing, and evaluating the information that is available, taking into account the social and ethical responsibilities associated with the application of knowledge on issues related to food security, particularly in relation to food production and consumption systems, inequalities and inclusion.

General Skills

Name the desirable general skills upon successful completion of the module

*Search, analysis and synthesis of data and information,
ICT Use*

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project design and management

Equity and Inclusion

Respect for the natural environment

Sustainability

*Demonstration of social, professional and moral responsibility
and sensitivity to gender issues*

Critical thinking

Promoting free, creative and inductive reasoning

Development of skills for the systematic study of issues related to food security, focusing on issues of production and consumption.

Development of critical thinking by the students, regarding the topics as they appear through studies of rural sociology and related fields, through the theoretical and empirical investigation of food security issues.

- Developing knowledge about the social forces and dynamics that affect the wider practice of food security.
- Understanding the value of interdisciplinarity and multidisciplinary in approaching food security
- Adaptation to new situations
- Decision making
- Autonomous work
- Work in an international environment
- Work in an interdisciplinary environment
- Generation of new research ideas
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking
- Awareness of inequality issues

3. COURSE CONTENT

This seminar will address the challenging issue of food security through the utilisation of theoretical and cutting-edge literature and the latest empirical material. Students will also explore the social, political and cultural dimensions of food security both from the production and consumption perspective. The main objectives of the seminar 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- alternative ways in which we can increase people's access to good quality and safe food in quantities that are adequate to ensure an active, healthy lifestyle, 4- the role of technology and innovation in promoting food security.

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:

1. understanding the modern food system;

2. food insecurity; food scarcity and hunger;
3. food security and the population debate;
4. food security and gender inequalities;
5. food security and concerns about health,
6. environmental degradation and cultural diversity;
7. impacts of climate change on food production;
8. food systems and food chains;
9. waste and food (40% of the food produced is 'wasted')
10. food sovereignty and social justice,
11. alternative food networks
12. the role of novel foods in food security.

13. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	FACE TO FACE - SEMINAR	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	USE OF POWERPOINT IN TEACHING, DOCUMENTARIES, COMMUNICATION WITH STUDENTS VIA EMAIL, ELEARN.	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	SEMINARS	26
	INDIVIDUAL OR GROUP PRESENTATIONS	26
	ESSAY WRITING	20
	STUDY AND ANALYSIS OF BIBLIOGRAPHY	10
	STUDENT'S STUDY HOURS FOR EACH ACTIVITY	43
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	COURSE TOTAL	125
	DESCRIPTION OF EVALUATION PROCEDURE IN ENGLISH: <ol style="list-style-type: none"> 1. Group assignments, preparation and commentary on given texts, literature analysis, oral participation and assignment presentations (50% of overall grade). 2. Two written assignments <ul style="list-style-type: none"> - First essay, up to 2,500 words excluding bibliography, focuses on essay writing work or on problem solving type essay on a given topic as described on the course content. - Second essay, up to 2,500 words excluding bibliography, focuses on essay writing work or on problem solving type essays. on a given topic as described on the course content. - The aim of the ESSAY/S: centers on the student's ability to summarize the main argument, to identify and criticize its 	

	<p>theoretical perspective and to present an alternative approach of studying the issues involved.</p> <ul style="list-style-type: none"> - Each essay constitutes 25% of the final grade.
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14. 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.
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- Anderson, M. (2008) Rights-based food systems and the goals of food systems reform. *Agriculture and Human Values*, 25, 593-608. <https://doi.org/10.1007/s10460-008-9151-z>
- Beddington, J. et al. (2011). "Achieving food security in the face of climate change: summary for policy makers from the commission on sustainable agriculture and climate change," in CGIAR CCAFS: Climate Change, Agriculture and Food Security.
- 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.
- Carolan, M. (2018) Justice across real and imagined food worlds: rural corn growers, urban agriculture activists, and the political ontologies they live by. *Rural Sociology*, 83, 823-856. <https://doi.org/10.1111/ruso.12211>
- Cook, C.D. (2006) *Diet for a Dead Planet: How the Food Industry Is Killing Us*. New Press Berkeley, California
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- Edelman, M., T. Weis, A. Bavisar, S. M. Borras Jr, E. Holt-Giménez, D. Kandiyoti and W. Wolford (2014) Introduction: critical perspectives on food sovereignty, *The Journal of Peasant Studies*, 41(6), 911-931, <http://dx.doi.org/10.1080/03066150.2014.963568>
- Glover, D. (2010). Exploring the Resilience of Bt Cotton's 'Pro-Poor Success Story'. *Development and Change* 41(6): 955-981.
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- Gottlieb, R., Joshi, A. (2010) *Food Justice*. MIT Press.
- Hinrichs, C.C. (2014) Transitions to sustainability: a change in thinking about food systems change? *Agriculture and Human Values*, 31, 143-155. <https://doi.org/10.1007/s10460-014-9479-5>
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- Kerr, R.B (2012) Lessons from the old Green Revolution for the new: Social, environmental and nutritional issues for agricultural change in Africa. *Progress in Development Studies*.12: 213-229.
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- Lang, T. and Barling, D. (2012) Food security and food sustainability: reformulating the debate. *The Geographical Journal* 178(4): 313-326
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- Lamine, C., M. Tuscano, M. Feyereisen, T. P. Castro and S. Bui. (2023). Articulating sustainable transitions, food justice and food democracy: Insights from three social experiments in France, Belgium and Brazil, *Sociologia Ruralis*, <https://doi.org/10.1111/soru.12460>
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- Martinez-Torres, E. M. and P. M. Rosset (2010). La Via Campesina: the birth and evolution of a transnational social movement. *Journal of Peasant Studies* 37(1):149-175.
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- Parayil, G. (2003). Mapping technological trajectories of the Green Revolution and the Gene Revolution from modernization to globalization. *Research Policy* 32(6): 971-990.
- Patel, R. (2012) The Long Green Revolution. *Journal of Peasant Studies*. doi:10.1080/03066150.2012.719224.
- Patel, R. (2009) *Stuffed & Starved: Markets, Power & the Hidden Battle for the World Food System*. Black Incorporated.
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The Royal Geographical Society (with IBG) held a panel discussion to discuss the issue of Food Security. <https://21stcenturychallenges.org/food-security/>

- *Related academic journals:*

Agriculture and Human Values

Frontiers in Sustainable Food Systems

Global Environmental Change

International Journal of Sociology of Agriculture and Food

Journal of Peasant Studies

Journal of Rural Studies

Rural Sociology

Sociologia Ruralis

Sustainability

Sustainable Development

World Development

Development and Change

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Eugenia Petropoulou
Contact details:	Email (petrope@uoc.gr) , or appointment during office hours
Supervisors: (1)	No
Evaluation methods: (2)	Oral presentations and written assignments
Implementation Instructions: (3)	<p>DESCRIPTION OF EVALUATION PROCEDURE IN ENGLISH:</p> <ol style="list-style-type: none"> 1. Oral participation and assignment presentations (50% of overall grade). 2. Two written assignments <ul style="list-style-type: none"> - First essay, up to 2,500 words excluding bibliography, focuses on essay writing work or on problem solving type essay on a given topic as described on the course content. - Second essay, up to 2,500 words excluding bibliography, focuses on essay writing work or on problem solving type essays. on a given topic as described on the course content. - The aim of the ESSAY/S: centers on the student's ability to summarize the main argument, to identify and criticize its theoretical perspective and to present an alternative approach of studying the issues involved. <p>Each essay constitutes 25% of the final grade. The first essay should be submitted on the 6th week of the semester while the second on the 13th week of the semester.</p>
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(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.