

ΥΠΟΔΕΙΓΜΑ Β5

COURSE OUTLINE

(1) GENERAL

SCHOOL	OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AGRK291	SEMESTER	5/7
COURSE TITLE	EUROPEAN POLICIES & DEVELOPMENT IN THE GREEK RURAL SPACE		
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
LECTURES		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	(SPECIALISED) GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
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)	e-learn/moodle		

(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 objective of this course is to familiarise students with issues regarding European policies and how these are implemented into the agricultural sector. Initially the course will examine the question of why agricultural policies are of imperative importance to the economy of the agricultural sector. It examines the historical evolution of the European Union and specifically those powerful Associations that gave the initial shape of CAP. Specifically, this course analyses the way in which political, economic and social factors have contributed to the historical development of the Common Agricultural Policy (CAP) until today, while socio-economic and environmental issues are also recognised within the auspices of rural multi-functionality.

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 concerning the CAP
- Criticism on the impact of CAP in the rural space
- Ability to provide solutions for the sustainable development of rural society

(3) SYLLABUS

- The concept of agricultural policy
- social forces/movements, economic and political factors which defined and still define the evolution of agricultural policy.
- Historical development of the Common Agricultural Policy (CAP).
- Agricultural structures and structural characteristics of European and Greek agriculture.
- 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.
- Structures and functions of the new multifunctional role of agriculture.
- The future of European Agriculture during the green transition.

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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	TAUGHT COURSE DELIVERED IN LECTURE ROOM	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	USE OF POWERPOINT IN TEACHING, COMMUNICATION WITH STUDENTS VIA EMAIL, STUDENTSWEB.	
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. 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>	Activity	Semester workload
	LECTURES	26
	STUDY & ANALYSIS OF BIBLIOGRAPHY	26
	EDUCATIONAL VISITS	20
	SELF-CONTAINED READING ORIENTED CLASS	43
	SMALL GROUP WORKING PRACTICE	10
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	WRITTEN EXAMS (100%) THAT INCLUDE: 1- MULTIPLE-CHOICE QUESTIONNAIRE 2- SHORT ANSWER QUESTIONS The evaluation criteria are communicated to students during the course and are also posted on the e-learning platform.	
	Course total	125

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Brassoulis H. (2005) Policy Integration for Complex Environmental Problems: The Example of Mediterranean Desertification, Aldershot, Ashgate. EC (2004) Rural development (available at:			
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<http://europa.eu.int/comm/agriculture/rurdev>).

Gardner, B (1996) European Agriculture – Policies, production and trade, Routledge, London.

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

Papadopoulos A.G. and Liarikos C., 2007, «Dissecting changing rural development policy networks: The case of Greece», Environment and Planning C: Government and Policy, vol. 25, no 2, pp. 291-313.

- *Related academic journals:*

Journal of Rural Studies

Sociologia Ruralis