

## 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>	7
<b>COURSE TITLE</b>	Special issues in Rural Sociology: European Policies and Development in Rural Space - Socioeconomic and Environmental Dimensions		
<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>
SEMINARS		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		
<b>PREREQUISITE COURSES:</b>	AGRK290, AGRK291		
<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>	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

Upon the successful completion of the seminar, students will have acquired the ability to:

1. Interpret the implementation of policies related to rural areas, with a reference framework of Greece and European Union countries.
2. Understand the political, economic, and social dimensions of the establishment of the Common Agricultural Policy (CAP).
3. Comprehend the socio-economic and environmental impacts of agricultural policy (CAP) on rural areas.
4. Develop their scientific skills, which they will be able to use for the design, analysis, and interpretation of agricultural issues through methodological exercises in class.
5. Study and interpret the prospects for the development of rural societies within the framework of sustainable development.

#### **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...*  
*.....*

- Development of skills for the systematic study of issues related to rural areas in Greece and European Union countries, with an emphasis on environmental and socio-economic transitions and inequalities.
- Development of critical thinking by students regarding issues as presented in rural sociology and related fields, through the theoretical and empirical exploration of rural problems and sustainability issues.
- Acquisition of knowledge about the political forces and dynamics that influence the general development of rural areas.
- Understanding the value of interdisciplinarity and multidisciplinary in addressing rural problems.
- Adaptation to new situations.
- Decision-making.
- Independent work.
- Working in an international environment.
- Working in an interdisciplinary environment.
- Creation of new research ideas.
- Respect for diversity and multiculturalism.
- Respect for the natural environment.
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues.
- Practice of critique and self-critique.
- Promotion of free, creative, and inductive thinking.
- Awareness of inequality issues.
- Team work

### **(3) SYLLABUS**

This seminar aims to explore policies that are related to rural areas, with reference rural Greece and Europe. It initially raises the question of whether a specialized policy for the agricultural sector, such as the Common Agricultural Policy (CAP) is necessary. It examines the significance of political, economic, and social factors in the historical evolution of the Common Agricultural Policy (CAP) while emphasizing the socio-economic and environmental impacts of this policy on the agricultural sector, particularly within the context of rural multifunctionality. The seminar also examines specific issues of rural development, and the role of

social groups such as women and young farmers on the viability of the Greek and European countryside. It also focuses on the re-localization of food and agricultural products, the production of high-quality agricultural goods, alternative food production and distribution chains, and environmental protection within the framework of sustainability and the integrated development of rural areas.

Specifically, the seminar will focus on the following topics:

- The concept of agricultural policy – the social, economic, and political reasons that necessitate its implementation.
- Structural intervention measures, implementation, and revision of the Common Agricultural Policy (CAP).
- The environmental dimension of the CAP.
- New prospects for the European and Greek countryside within the framework of rural development. Structures and functions of the multifunctional agriculture model.
- Gender and rural development.
- Youth and rural development.
- Endogenous development.
- Quality products and rural development.
- Re-localisation of food.
- Alternative networks for the production and distribution of agricultural products.
- Environment and rural development.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	SEMINAR Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	USE OF POWERPOINT IN TEACHING, DOCUMENTARIES, COMMUNICATION WITH STUDENTS VIA EMAIL, ELEARN.	
<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>	<b>Activity</b>	<b>Semester workload</b>
	SEMINARS	26
	INDIVIDUAL OR GROUP PRESENTATIONS	26
	ESSAY WRITING	20
	STUDY AND ANALYSIS OF CASE-STUDIES	10
	STUDENT'S STUDY HOURS FOR EACH LEARNING ACTIVITY	43
<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 ENGLISH:	
	<ol style="list-style-type: none"> <li>1. Group assignments, preparation and commentary on given texts, literature analysis, oral participation and assignment presentations (50% of overall grade).</li> <li>2. Two written assignments <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- Each essay constitutes 25% of the final grade.</li> </ul> </li> </ol>	
	COURSE TOTAL	125

**(5) ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

*In English*

- Bowler, I.R., Bryant, C.R., Cocklin, C. (eds), *The Sustainability of Rural Systems: Geographical Interpretations* (Dordrecht: Kluwer, 2002).
- Brouwer, F., Lowe, P. (eds), *CAP Regimes and the European Countryside: Prospects for Integration between Agricultural, Regional and Environmental Policies* (Wallingford: CABI Publishing, 2000).
- Bruckmeier, K., Tovey, H. (eds), *Rural Sustainable Development in the Knowledge Society*, (Aldershot: Ashgate, 2009).
- Bryden, J., Hart, K. (eds), *A New Approach to Rural Development in Europe: Germany, Greece, Scotland and Sweden*, Mellen Studies in Geography Volume 9 (Lewiston: Edwin Mellen Press, 2004).
- Fonte, M., Papadopoulos, A.G. (eds), *Naming Food after Places: Patterns of Food Relocalization and Knowledge Dynamics in Rural Development* (Aldershot: Ashgate Publishing Company, 2010).
- Gasson, R., Errington, A., *The Farm Family Business* (Wallingford: CABI Publishing, 1993).
- Hedberg, C., do Carmo, R.M. (eds), *Translocal Ruralism: Mobility and Connectivity in European Rural Spaces* (Dordrecht: Springer, 2011).
- Holloway, L., Kneafsey, M. (eds), *Geographies of Rural Cultures and Societies* (Aldershot: Ashgate, 2004).
- Hoggart, K., Buller, H., Black, R., *Rural Europe: Identity and Change* (London: Arnold, 1995).
- Ilbery, B. (ed), *The Geography of Rural Change* (Harlow: Longman, 1998).
- Moseley, M.J., *Rural Development: Principles and Practice* (London: Sage, 2003).
- Robinson, G., *Geographies of Agriculture: Globalization, Restructuring and Sustainability* (Harlow: Pearson, 2004).
- Terluin, I.J., *Rural Regions in the EU: Exploring Differences in Economic Development* (Utrecht/ Groningen: Rijksuniversiteit Groningen, 2001).
- Whatmore, S., *Hybrid Geographies: Natures, Cultures, Spaces* (London: Sage Publications, 2002).
- Woods, M., *Rural Geography* (London: Sage, 2005).

*- Related academic journals:*

Sociologia Ruralis  
Journal of Rural Studies