COURSE OUTLINE

(1) GENERAL

LECTURER	EUGENIA PETROPOULOU		
SEMESTER (fall/spring)	FALL		
SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PERK221	**SEMESTER**	3
COURSE TITLE	ENVIRONMENT AND SOCIETY		
INDEPENDENT TEACHING ACTIVITIES *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*		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	(SPECIALISED) GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES, IN THE ENGLISH LANGUAGE		
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*

Using conceptual and theoretical tools of Environmental Sociology, this course will present theoretical approaches and sociological research concerning critical issues of the environment-society relationship. With the successful completion of this course, students will be able to understand, analyze and evaluate theories and scientific debates concerning: 1- the causes and the socio-economic context of the interaction between society and the environment, 2- issues that are related to population and geographical inequalities, climate change and environmental degradation, 3- knowledge on issues that are related to the socio-economic impacts and the alternative practices, initiatives concerning the environment and food, 4- the debate on 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 *Project planning and management*

information, with the use of the necessary technolog 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*	*γ*	*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…* *……*

The course aims at the following general competencies of the student
- Ability to search, analyze and synthesize data and information on environment and society
- Exercise of criticism and self-criticism
- Promoting free, creative and inductive thinking
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and gender sensitivity
- Development of critical thinking and criticism

(3) SYLLABUS

The topics below will be presented with reference to conceptual and theoretical approaches and scientific debates emerging on environment and society.

1- Why we should be concerned about the relationship between society and the environment
2- Environmental sociology: theoretical perspectives.
3- Ecological Modernization
4- Population, development and environment
5- Poverty and environmental degradation
6- Risk and society
7- Environmental (in)justice: geographical, social and economic inequalities
8- Consumption, Materialism, and Natural Limits
9- Environmental Movements: Alternative food networks
10- Climate change: the issue
11- Sustainable development
12- Global challenges in the 21st century

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	TAUGHT COURSE DELIVERED IN LECTURE ROOM
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	USE OF POWERPOINT IN TEACHING, COMMUNICATION WITH STUDENTS VIA EMAIL, E-LEARN-MOODLE.
TEACHING METHODS *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*	

Activity	*Semester workload*
LECTURES	26
STUDY & ANALYSIS OF BIBLIOGRAPHY	26
CRITICAL ANALYSIS OF DOCUMENTARIES	20
INTERACTIVE TEACHING	10
AUTONOMOMOUS ELECTIVE STUDY	43
Course total	125

STUDENT PERFORMANCE EVALUATION *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.*	The grade depends on, 1. the final exam (100%) WRITTEN FINAL EXAMINATION (100%) INCLUDES: 1- QUESTIONNAIRE QUESTIONS & MULTIPLE CHOICES 2- OPEN CRITICAL QUESTIONS

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Almeida, Paul (2019) Climate justice and sustained transnational mobilization, Globalizations, 16:7, 973-979, DOI: 10.1080/14747731.2019.1651518
- Beck, S., Jasanoff, S., Stirling, A., & Polzin, C. (2021). The governance of sociotechnical transformations to sustainability. Current Opinion in Environmental Sustainability, 49, 143-152. https://www.sciencedirect.com/science/article/pii/S1877343521000671
- Caniglia, B. S., Jorgenson, A., Malin, S. A., Peek, L., Pellow, D. N., & Huang, X. (Eds.). (2021). Handbook of Environmental Sociology. Dordrecht, Netherlands: Springer.
- Davidson, K. (2014). A typology to categorize the ideologies of actors in the sustainable development debate. Sustainable Development, 22(1), 1-14.
- Goodman, James & Tom Morton (24 Jul 2023): Climate movements in Germany, India, and Australia: dynamics of transition, transformation, and emergency, Globalizations, DOI: 10.1080/14747731.2023.2215101
- Jasanoff, S. (2021). Knowledge for a just climate. Climatic Change, 169(3), 1-8. https://link.springer.com/article/10.1007/s10584-021-03275-x

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

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

- Related academic journals: *Environmental Sociology*, *Environmental Politics*, *Global Environmental Change*,*Global Environmental Politics*, *Sustainability*, *Sustainable Development*, *Sociologia Ruralis*, *Journal of Peasant Studies. Journal of Rural Studies*, *Rural Sociology*, *Agriculture and Human Values*, *International Journal of Sociology of Agriculture and Food*