RURAL ECONOMY

1. GENERAL

SCHOOL	Agricultural Sciences		
ACADEMIC UNIT	Agricultural Science		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AGR_205	**SEMESTER OF STUDY**	2nd
COURSE TITLE	Rural Economy		

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**
Lectures	3	5
Tutorials	1	
TOTAL	4	
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, specialized general knowledge, skills*	General Background, Special background
PREREQUISITE COURSES:	There are no prerequisite courses
LANGUAGE OF TEACHING and EXAMINATION:	Greek.
THE COURSE IS OFFERED TO ERASMUS STUDENTS	-
ELECTRONIC PAGE COURSE (URL)	

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

1. *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
2. *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
3. *Guidelines for writing Learning Outcomes*

After completing the course students:

- They are introduced to the basic concepts related to the Agricultural Economy and its individual characteristics, in order to formulate rational objectives accordingly.

General Competences

Taking into consideration the general competencies 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 Teamwork 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

At the end of the course, the students

- They will be able to critically present and analyze discussions of examples from both agriculture, rural areas, food, and the environment, as derived from everyday experience and contemporary international literature.
- They will be able to understand the new macroeconomic situations that are emerging in the globalized economy.
- They will be able to take macro-economically rationalized decisions.

In general, upon completion of this course, the student will have further developed the following general skills:

- *Adapting to new situations*
- *Decision-making*
- *Production of free, creative and inductive thinking*

3. SYLLABUS

1. Structural characteristics of the agricultural sector.
2. The contribution of agriculture to the course of economic development.
3. The Differential Accumulation of Capital in Agriculture.
4. The role and ways of transferring surplus value from agriculture to the industrial sector.
5. The characteristics of supply and demand of agricultural products (supply, demand, price volatility).
6. The ''Rural Question'' (its concept and evolution).
7. Types of agricultural models.
8. Concept and types of Agricultural Policy.
9. The European Common Agricultural Policy (CAP): price guarantee policy and structural policy.
10. Competition, coordination and balance.
11. The market mechanism and the logic of state regulatory intervention.
12. Geoprocessing I & II, Absolute Geoprospecting
13. Inclusion of Georgia in the W.T.O. (former G.A.T.T.) agreements.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face to face, Distance learning , etc.*	Face-to-face lectures .
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Education, Communication with students*	Use of ICT (powerpoint) panel in teaching Case study (in the tutorial) Assignments

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 (3 contact hours per week x 13 weeks)	39
	Tutorials (1 contact hour per week ×13 weeks), with writing of individual reports	13
	Final examination (3 contact hours)	3
	Study hours, writing projects and preparation for the final exams	70
	Course Total ***(25 hours of workload per credit unit)***	***125***
STUDENT PERFORMANCE EVALUATION *Description of the evaluation process* *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.*	➢ Course attendance - Participation Classroom ➢ Written Final examination with multiple-choice, true-false, and short-answer questions, as well as a short development that will be used for the overall assessment of students in conjunction with the results of the tutorial assignments. Minimum grade: 5	

5. ATTACHED BIBLIOGRAPHY

1. E. Papanagiotou. 2010. Economic Production of Agricultural Products. Tsachouridis Publications. GRAPHIMA.