

AGRICULTURAL POLICY

1. GENERAL

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| SCHOOL | Agriculture Sciences | | |
| ACADEMIC UNIT | Agriculture Science | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | AGR_709 | SEMESTER OF STUDY | SEVENTH |
| COURSE TITLE | Agricultural Policy | | |
| 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 | | |
| Tutorials | 1 | | |
| Total | 4 | 5 | |
| <i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail at (d)</i> | | | |
| COURSE TYPE <i>Background, General Knowledge, Scientific Area, Development Skills</i> | General Knowledge, Scientific Area | | |
| 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 competencies 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*

With the Agricultural Policy course, students are introduced to the basic knowledge related to the creation of the Treaty of Rome and eventually the EU and the individual characteristics of the CAP, i.e. the first common policy for the member states of the then EC and now the European Union. then its evolution as we find it today.

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

Upon completion of this course the student will:

- He/She is capable of critically presenting and analyzing discussions of examples from agriculture, rural areas, food and the environment, as they arise from the daily experience of the evolution of the EU and its agricultural policy, as a tool in the EU's development and industrial development.
- It has an expanded decision-making capacity.

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. Evolution of the structure and organization of the European Union (formerly the E.C.)
2. The Differential accumulation of capital in agriculture and the reasons for the choice of the "Agricultural Policy" price guarantee by the EC at its inception as a "common agricultural policy", the only common (supranational) policy for its member states at that time.
3. Models of Agriculture and Types of Agricultural Policy. The Common Agricultural Policy (CAP) and the Treaty of Rome.
4. The financing of the CAP.
5. The instruments of the CAP and their evolution.
6. First pillar of the CAP: I - The Common Market Organization (CMO) for agricultural products
7. The first pillar of the Common Agricultural Policy (CAP): II - Direct payments to farmers
8. Second pillar of the CAP: rural development policy
9. WTO agreement on agriculture.
10. The new international globalized environment, following the accession of agricultural products and services (most favored nation rule and tariff hedging rule) to the WTO (former GATT) since 1995.
11. The Doha Round and agriculture.
12. The promotion of the common agricultural policy for the post-2020 period.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY

Face to face, Distance

Face-to-face lectures

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| <p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Education, Communication with students</i></p> | <p>Lectures (using ICT (powerpoint) AND PANEL in teaching case study (in the tutorial) assignments</p> | |
| <p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><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></p> | Activity | Semester workload |
| | Lectures (3 contact hours per week x 13 weeks) | 39 |
| | Tutorials (1 contact hour per week x13 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 |
| <p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <ul style="list-style-type: none"> ➤ Course attendance - Participation in the classroom ➤ Final written examination covering the entire syllabus with multiple choice, true-false and short answer questions development that will be used for the overall assessment of students in conjunction with the results of the tutorial assignments. Minimum grade: 5 | |

5. RECOMMENDED BIBLIOGRAPHY

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| <p>1. Lianos Th., Damianos D., Mergos G., Demousis M., Katranidis S. 2016. D. Publisher EYGENIA AST BENOUE.</p> |
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