

## COURSE LAYOUT

### 1. GENERAL

<b>SCHOOL</b>	ANIMAL BIOSCIENCES		
<b>DEPARTMENT</b>	ANIMAL SCIENCE		
<b>STUDY LEVEL</b>	<i>Undergraduate</i>		
<b>COURSE CODE</b>		<b>SEMESTER</b>	3rd
<b>COURSE TITLE</b>	HISTORY OF AGRICULTURAL SCIENCE		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>ECTS</b>
LECTURES, STUDY OF RESOURCES and PRACTICAL EXERCISES		2	2
<b>COURSE TYPE</b>	General Knowledge		
<b>PREREQUISITES</b>			
<b>LANGUAGE</b>	Greek		
<b>IS THE COURSE OFFERED for ERASMUS STUDENTS?</b>			
<b>COURSE WEB PAGE</b>	<a href="https://mediasrv.aua.gr/eclass/courses/AOA202/">https://mediasrv.aua.gr/eclass/courses/AOA202/</a>		

### 2. LEARNING OUTCOMES

<b>Learning Results</b>
<p>The aims of this course include:</p> <ul style="list-style-type: none"> <li>• Presentation of a basic view of significant aspects of the Greek and European agricultural history and the history of the agricultural science.</li> <li>• The emergence of key issues related to agricultural science, scientific reforms and revolutions, land reforms and the development of agricultural technology, history and evolution of agricultural research and agricultural education, etc.</li> <li>• The analysis will focus on the social organization and the living conditions of farmers over time, will examine issues of rural ideology, political representation of peasants and other social and cultural aspects of rural life.</li> <li>• Generally, the main objective of this course is to familiarize students with the history of Agriculture and Agricultural Science and with the historical basis of rural issues and the emergence of comparative and interdisciplinary dimension phenomena usually studied in closely agronomical and national context.</li> </ul>
<b>General Competenses</b>
<ul style="list-style-type: none"> <li>▪ Group and autonomous work</li> <li>▪ Respect for diversity and multiculturalism</li> <li>▪ Respect natural environment</li> <li>▪ Exercise of criticism and self-criticism</li> <li>▪ Promotion of the free, creative and inductive thought</li> <li>▪ Search, analysis and synthesis of data and information with the use of necessary technologies</li> <li>▪ Adaptation to new conditions</li> <li>▪ Decision making</li> </ul>

### 3. COURSE CONTENT

#### - History of peasants and the rural world

- Peasants in Europe and throughout the world: historical evolution and basic aspects.
- Agricultural revolutions and land reforms, 17th - 20th centuries.
- The Land Reform and the emergence of the agrarian question.

#### - Science and agriculture, 18th - 21th centuries

- The organization of agricultural education and the establishment of agricultural science in the 19th and 20th century.
- The organization of agricultural research in the 19th and 20th century.
- Agricultural Science and Agricultural Technology, 19th - 21th century.
- The dynamics of agricultural modernization in Greece and in Europe, 19th and 20th centuries.
- Development of Higher Agricultural Education in the interwar and postwar period.
- The transformation of agriculture and agricultural science after 1950 and the role of the agriculture sector and the agricultural technology in the period of growth.

#### - The Greek agriculture and agricultural science during the 19th and 20th century

- History and evolution of the High Agricultural School of Athens (A.G.S.A.) and the Agricultural University of Athens (AUA) from the foundation (1920) until today.
- Institutional interventions and strategic choices for the development of Greek agriculture: the creation and functioning of state institutions (Ministry of Agriculture, Cooperatives, Agricultural Bank of Greece, etc. ).
- Population growth, rural settlement and voluntary and / or compulsory colonization of refugees in Interwar Greece.
- The Interwar crisis and land reform: The agrarian reform (1917-1926) and its implementation in the Interwar period.
- The transformation of Greek agriculture and agricultural science after the Word War II.

A key element component of the course is to make students familiar with archival and bibliographic sources of rural history and review their reading through the Documentation Centre of the History of Greek Agriculture. Also, a key element of the course will be the preparation of group or small autonomous work and organizing thematic exhibitions, workshops and presentations at the Agricultural Museum.

### 4. TEACHING and LEARNING METHODS - Evaluation

<b>TEACHING METHOD</b>	In suitably equipped lecture halls and in the Documentation Centre of the History of Greek Agriculture	
<b>USE OF INFORMATICS and COMMUNICATION TECHNOLOGIES</b>	Use of video and PowerPoint presentations. Communication with students by e-mail and Web based e-class platform ( <a href="http://www.aoa.aua.gr/">http://www.aoa.aua.gr/</a> ).	
<b>TEACHING ORGANISATION</b>	<i>Activity</i>	<i>Work Load</i>
	Lectures	24 h (2 ECTS)
	Group and/or individual work	12 h
	Study and analysis of Bibliography and practical	12 h

	exercise in Documentation Centre	
	<i>Total contact hours and training</i>	<b>50 h (2 ECTS)</b>
<b>STUDENTS EVALUATION</b>	<p><b>I)</b> Final grades will be determined according to the intermediate (30%) and final written examination (70%) or 70% Exams and 30% Rest activities (projects and presentations).</p> <p><b>II)</b> Practical training is taken into account as well as group or individual work on archival sources, the study of bibliography and the use of internet.</p>	

## 5. BIBLIOGRAPHY

1. Dimitris G. Panagiotopoulos, (2004), *Agricultural Education and Development. The Agricultural University of Athens in the framework of Greek society 1920-1960*, Hellenika Grammata editions, Athens 2004.
2. Dimitris G. Panagiotopoulos (2013), *Peter Kanaginis. His contribution to the reformation of the rural environment in the Interwar period*, Hestia editions, Athens 2013.
3. Dimitris G. Panagiotopoulos (2011), "Higher Agricultural Education and Agricultural Policy in Greece in the 20th century" in *Sifis Bouzakis (ed.), Education History Panorama. Views and opinions. Modern education (1821-2010)*, ed. Gutenberg - George and Costas Dardanos, Athens 2011, p. 583-595.
4. D. P. Sotiropoulos – D. Panagiotopoulos (2008), "Specific" intellectuals and the rise of emancipation culture in mid-war Greece: agriculturists, architects and civil engineers in the program of rural and civic modernization, *Mnemon*, 29, 2008, 121-150.
5. Dimitris G. Panagiotopoulos (2007), "University and reforms in Greece: the case of the Higher Agricultural School of Athens," *Acta University Reforms in Greece: Historical Approaches (7-8 June 2007)*, Historical Archives of the University of Athens (electronic Proceedings, [http://www.archive.uoa.gr/fileadmin/archive.uoa.gr/uploads/IA.EKPA\\_conf\\_June2007\\_PANAYOTOPOULOS.pdf](http://www.archive.uoa.gr/fileadmin/archive.uoa.gr/uploads/IA.EKPA_conf_June2007_PANAYOTOPOULOS.pdf) ).

### -Relevant Scientific Journals:

1. *Rural History. Economy, Society, Culture*, Cambridge University Press, ISSN: 0956-7933 EISSN: 1474-0656, Frequency: 2 Issue(s) per year.  
(<http://journals.cambridge.org/action/displayJournal?jid=RUH>)
2. *Agricultural History Review*, British Agricultural History Society, ISSN: 0002-1490, Frequency: 2 issues per year.  
(<http://www.bahs.org.uk/AgHRVOL.html?YEAR=2013&MOD=this>)

3. *Isis, A Journal of the History of Science Society*, ISSN: 0021-1753 | E-ISSN: 1545-6994, Frequency: 4 issues/year plus *Current Bibliography*

<https://www.journals.uchicago.edu/journals/isis/about>