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| **STUDY PROGRAMME:** | **Professional Undergraduate Study Programme *Agriculture***Specific field of study: Course foundations |
| **Course:** | **RURAL SOCIOLOGY** |
| **Course code:** 241306**Course status**: compulsory | **Semester: II** | **ECTS credits: 3,5** |
| **Course holder:**  | **Sandra Kantar,** Ph.D., professor of professional studies |
| **Modes of delivery:** | **Number of hours**  |
| Lectures | 28 |
| Excersises, | 9 |
| Seminars | 8 |
| Practical training | 8 |

**Course objectives:** To acquaint students with the basic social processes in the village in the past and the present, with special reference to the Croatian rural society, and train them to participate in empirical research.

**Course content**

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|  | **Course unit** | **Oblici nastave** |  |
| **L** | **E** | **S** |
| 1. | Getting to know the subject, way of work, rural sociological literature and seminars for oral and written presentation. Introduction to integrated project assignment. | 1 | - | - | Classroom |
| 2. | The role of rural sociology in researching rural area. The relation between general and rural sociology. Basic terms in rural sociology. The origin of rural sociology in the world and in Croatia. Famous rural sociologists in the world and in Croatia. | 1 | - | - | Classroom |
| 3. | Research of social phenomena in the countryside. Survey and field research. Advantages and disadvantages of the survey. Interview. Observing. Other methods of rural area research. Research example: Snapshot of a specific rural community - research and seminar. | 2 | 2 | - | Classroom/ |
| 4. | Rural society. Indicators of rurality. Changes in rural society: urbanization, ruralization, deruralization and modernization. Rural community. | 2 | - | - | Classroom |
| 5. | Traditional village and modern village. Typology of villages according to selected criteria. Differences: village - city. Rural-urban continuum. Transformation of the village. Migration: village-city. | 2 | 0,5 | - | Classroom |
| 6. | Rural society and culture. The concept of culture. Peasant culture and peasant values. Cultural changes in the village. Cultural institutions in the countryside. | 2 | 0,5 | - | Classroom |
| 7. | Customs. Life in the countryside. Free time in the countryside. Religiosity and superstition. | 2 | 0,5 | - | Classroom |
| 8. | The concept of social stratification and mobility. Layer, caste, class. The position of farmers in society: a historical overview. Current social position of farmers in Croatia. | 2 | 0,5 | - | Classroom |
| 9. | Colloquium I | - | 1 | - | Classroom |
| 10. | Basic demographic terms and their meaning. Demographic processes in the village. Socio-demographic characteristics of the rural population | 2 | 0,5 | - | Classroom |
| 11. | Country family. Characteristics of a rural family. Functions of the rural family. Types of rural families. | 2 | 0,5 | - | Classroom |
| 12. | Women and youth. The position of women in the countryside. Changes in the position of women in agriculture and the countryside. Rural youth. Professional orientation of young people in the countryside. | 2 | 0,5 | - | Classroom |
| 13. | Family farm. Typology of agricultural holdings. Socio-economic composition of family farms. Succession. | 2 | 0,5 | - | Classroom |
| 14. | Association of farmers. Cooperatives. Associations. LAGs. | 2 | 0,5 | - | Classroom |
| 15. | Education in rural areas. Educational achievements of farmers. Professional education of farmers. Lifelong learning. Educational potential in rural areas. | 2 | 0,5 | - | Classroom |
| 16. | Modernization of the village. Deagrarianization and the exodus of farmers in a historical and social perspective. The future of villages and agriculture. Rural development in a social perspective. | 2 | - | - | Classroom |
| 17. | Presentation of seminars. Individual or in a group. | - | - | 4 | Classroom |
| 18 | Presentation of seminars. Individual or in a group. | - | - | 4 | Classroom |
| 19. | Colloquium II | - | 1 | - | Classroom |
| 20. | Practical work/Integrated project assignment takes place within the framework of the courses Rural sociology and Agricultural economics. Students have an integrated project assignment: "Socio-economic analysis of agriculture in the domicile region-county-municipality-village" within which they also create a research instrument, analyze and interpret the obtained primary and secondary data. Students get instructions and support for creating an integrated project assignment from their course teachers. Students acomplish the integrated project assignment individually. Students have the role of researchers of the basic socio-economic characteristics of the place in which they live or reside (village/municipality/county/region) with an emphasis on the particularities of that area. Relevant socio-economic data are collected from available information sources (libraries, internet, statistical sources and survey research), analyzed and interpreted in the context of area and agriculture. The creation of the report is the final stage of the integrated project assignment. The topics and methods of the integrated project assignment are adapted to current events and changes in the domicile area. |  | 8 |  | Classroom, out of KUAS |

**L=Lectures, E=Excersises, S=Seminars, PT=Practical training**

**Learning outcomes (LO)**

LO 1. Discover the basic social processes on the example of one's own village or rural area

LO 2. Formulate a description of basic social changes in the countryside and agriculture

LO 3. Write and orally present a selected topic from rural sociology

LO 4. Construct a research instrument within the framework of an integrated project assignment

LO 5. Argue own opinion on socially important issues in the village

Course holder:

Sandra Kantar, Ph.D., professor of professional studies

Križevci, July 2024