

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF SOCIAL ANTHROPOLOGY AND HISTORY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	E-400	<b>SEMESTER</b>	A
<b>COURSE TITLE</b>	PRINCIPLES OF ECONOMICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
<i>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</i>	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The aim of the course dual; to enrich students' understanding and evaluation of the functioning of modern economies and to enable them to examine critically the methodology of mainstream economics. Emphasis is placed on the logic behind economic model building. It is also intended to show that economic policy recommendations that seem to have purely technocratic character reflect essentially political value judgments.</p> <p>The course is designed to enrich students' understanding of alternative methodologies employed in social sciences and to enhance their ability to follow and participate in the public dialogue related to economic issues.</p>

### 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*

*.....*

*Others...*

*.....*

Criticism and self-criticism.

Production of free, creative and inductive thinking.

Search for, analysis and synthesis of data and information, with the use of the necessary technology.

### (3) SYLLABUS

The relationship between markets and the state is examined under the light of modern economic theory. The course begins with the introduction of key economic concepts such as cost and choice, exchange and money, inflation and unemployment, aggregate production and its growth, and the standard of living. The supply-demand model of a free market is subsequently presented together with the cases of market failure (public goods, externalities, monopoly, poverty and inequality). This leads to the examination of state intervention in the market economy (direct and indirect taxation, tariffs, subsidies, and market regulation) as well as to the state's direct role in the economy (state production of public goods and services, and public investment). In the macroeconomic part the two rival models (Keynesian and monetarist) are juxtaposed and their different implications on the effects of fiscal and monetary policies on key macroeconomic variables (GDP, unemployment, the price level, the balance of payments) are examined.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures are supported by handouts uploaded on a weekly basis. The material includes lecture outline in PPT form, questions and problems, and related statistical material mainly related to the Greek economy.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <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>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Reading	40
	Writing of short essays and problem solving	30
	Exam preparation	20
	Final exam	3
	Course total	<b>132</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	An optional mid-term test, and a compulsory end of term examination. In case that mid-term test mark exceeds that of the end of term, the average of the two is taken as the final mark. Otherwise, the end of term mark is considered only.	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

**a) Textbooks:**

Mankiw, G., Taylor, 2011. *Αρχές της Οικονομικής Θεωρίας*. Gutenberg.

Arnold, R., 2007. *Εισαγωγή στην Οικονομική*. Επίκεντρο.

**b) Additional reading:**

P.A. Samuelson and W.D. Nordhaus *Οικονομική* (εκδόσεις Παπαζήση, Αθήνα 2000).

Heilbroner, R., Thurow, L., 1984. *Για την κατανόηση της μικροοικονομικής*. Παπαζήσης.

Heilbroner, R., Thurow, L., 1984. *Για την κατανόηση της μικροοικονομικής*. Παπαζήσης.

Robinson, J., Eatwell, J. 1977. *Εισαγωγή στη σύγχρονη οικονομική*. Παπαζήσης.

Sweezy, P.M. 1993. *Θεωρία της καπιταλιστικής ανάπτυξης: Αρχές της μαρξιστικής πολιτικής οικονομίας*. Παπαζήσης.