

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIAL ANTHROPOLOGY AND HISTORY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	E-402	SEMESTER	E
COURSE TITLE	HISTORY OF ECONOMIC THOUGHT		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
<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	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of the course is to establish that economic theories interact with the historic circumstances of their age and thus contribute to the formation of wider ideological currents. Another basic objective is to provide a multidimensional view of economic concepts and their conditionality on historic time.</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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

Production of free, creative and inductive thinking.

Criticism and self-criticism.

Working independently.

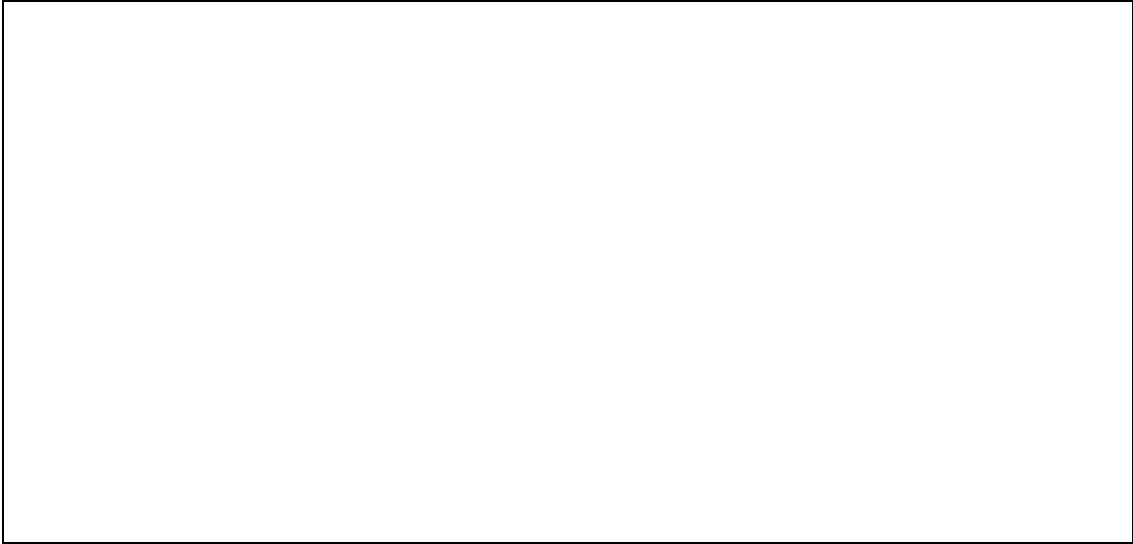
Search for, analysis and synthesis of data and information, with the use of the necessary technology

Library and internet research skills acquisition.

Lecture notes taking skills acquisition.

(3) SYLLABUS

The course of economic thought from the second half of the 18th century to our days is analysed. Adam Smith's contribution to economic thought is the basic point of departure after some references are made to ancient, medieval, mercantilist and physiocratic thought. The work of classical economists of 19th century (Malthus, Ricardo, Say, Mill) as well as that of utopian socialists is subsequently discussed and this is followed by Karl Marx's analysis of the dynamics of capitalism. Next comes the emergence of neoclassical economics and the reaction to it by thinkers such as Hobson and Veblen. The discussion of J.M. Keynes's contribution on the formation of ideas about the economic role of the state in the post WW2 era and the reaction to Keynesianism brought about by the revival of the quantity theory of money complete the course.



(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face.	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Lectures are supported by uploaded material. Handouts are mainly elaborations on special issues presented in the lectures.	
<p>TEACHING METHODS <i>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.</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>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	39
	Reading of classic texts	30
	Reading of secondary sources	60
	Library and internet research	15
	Lecture notes development and final exam preparation	30
	Final exam	3
	Course total	177
<p>STUDENT PERFORMANCE EVALUATION <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>	<p>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.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>a) Textbooks: R.L. Heilbroner, 2000. <i>Οι Φιλόσοφοι του Οικονομικού Κόσμου</i> του. Εκδόσεις Κριτική, Αθήνα. Ernesto Screpanti – Stefano Zamagni, 2004. <i>Η Ιστορία της Οικονομικής Σκέψης</i>, Εκδόσεις Τυπωθήτω, Αθήνα Roger E. Backhouse, <i>Η Εξέλιξη της Οικονομικής Σκέψης από την Αρχαία Ελλάδα μέχρι σήμερα</i>. Εκδόσεις Κριτική.</p> <p>b) Additional references in Greek: M. Dobb <i>Θεωρίες της Αξίας και της Διανομής</i>, Εκδόσεις Gutenberg</p>

I.H. Rima, 1994. *Η Ιστορία της Οικονομικής Ανάλυσης* (Τόμοι 1 και 2), Εκδόσεις Gutenberg, Αθήνα.

Paul Sweezy, *Η Θεωρία της Καπιταλιστικής Ανάπτυξης*.

c) Classic texts available in the library (in Greek):

Adam Smith, (ελληνική μετάφραση 2000), *Έρευνα για τη Φύση και τις αιτίες του Πλούτου των Εθνών* (Βιβλία I και II), Ελληνικά Γράμματα, Αθήνα.

Adam Smith, (ελληνική μετάφραση 1991), *Έρευνα για τη Φύση και τις αιτίες του Πλούτου των Εθνών*, Ευρωεκδοτική.

T. P. Μάλθους, (ελληνική μετάφραση 1940), *Θεωρία περί πληθυσμού*, Εκδόσεις Παπαζήση.

Ντ. Ρικάρντο, (ελληνική μετάφραση 1938), *Αρχαί Πολιτικής Οικονομίας και Φορολογίας*, εκδόσεις Γκοβόστη.

Κ. Μαρξ, (ελληνική μετάφραση 1978), *Το προτσές της παραγωγής του κεφαλαίου*, Βιβλίο 1, εκδόσεις Σύγχρονη Εποχή.

Κ. Μαρξ, (ελληνική μετάφραση 1979), *Το προτσές της παραγωγής του κεφαλαίου*, Βιβλίο 2, εκδόσεις Σύγχρονη Εποχή.

Κ. Μαρξ, (ελληνική μετάφραση), *Το συνολικό προτσές της κεφαλαιοκρατικής παραγωγής*: βιβλίο III, εκδόσεις Νέα Βιβλία.

Thorstein Veblen, (ελληνική μετάφραση 1982), *Η θεωρία της αργόσχολης τάξης: η οικονομική μελέτη των θεσμών*, εκδόσεις Κάλβος.

Keynes, J. M., (ελληνική μετάφραση 2001), *Η Γενική Θεωρία της Απασχολήσεως, του Τόκου και του Χρήματος*, εκδόσεις Παπαζήση.

d) References in English:

J. A. Schumpeter (επανεκδοση 1994): *A History of Economic Analysis*.

W.J. Barber (1967), *A History of Economic Thought* Penguin Books..

M. Blaug (1997,2000), *Economic Theory in Retrospect*.

L. Robbins, (1998), *A History of Economic Thought*. The LSE Lectures, Princeton University Press.

J.K. Galbraith (1987), *A History of Economics*, Penguin Books.

M. Stuart (1986): *Keynes and After*, Penguin Books