

## 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>	W/S-067	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>			
<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	6	
<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>	Specialized general knowledge		
<b>PREREQUISITE COURSES:</b>	Principles of economics (OI-400)		
<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>Students will be guided to describe and analyze the basic interdependencies among key macroeconomic variables overtime in order to able to form a coherent view of the causes of changes in the Greek economy during the second half of the twentieth century.</p> <p><i>Production of free, creative and inductive thinking</i></p>
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### 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 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

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Others...

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Production of free, creative and inductive thinking.

Search for, analysis and synthesis of data and information, with the use of library sources and IT .

Working independently.

Team work.

### (3) SYLLABUS

The course of the Greek economy during the 1953-2002 is examined and analyzed. Drachma's devaluation in 1953 and its subsequent fixing to the US dollar is the point of departure. It is attempted to locate turning points that subdivide the whole period into subperiods that transform the economy by looking at the evolution of basic macroeconomic variables (GDP, consumption, investment, productivity, balance of payments, prices, unemployment, inequality, poverty). The ending point is Greece's joining of the Eurozone.



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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face.  Short lectures, essay presentation, study of sources, class discussion.</p>		
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>The seminar is supported by uploaded material that includes statistical data of the Greek economy covering the whole period under examination that students are encouraged to utilize and experiment with.</p>		
<p><b>TEACHING METHODS</b> <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.  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><b>Activity</b></p>	<p><b>Semester workload</b></p>	
	<p>Seminar attendance</p>	<p>37</p>	
	<p>Seminar Presentation</p>	<p>2</p>	
	<p>Library and internet research</p>	<p>30</p>	
	<p>Reading</p>	<p>60</p>	
	<p>Assignments</p>	<p>45</p>	
	<p>Course total</p>	<p>174</p>	
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  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  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Obligatory student presence and participation in the seminar, essay submission and presentation. Each student must submit four written essays and participate in a joint project.</p>		

#### (5) ATTACHED BIBLIOGRAPHY

<p>-</p> <p><b>a) Textbooks</b>  X.I. Ιορδάνογλου , <i>Η Ελληνική Οικονομία στη «Μακρά Διάρκεια» 1954-2005</i>, Αθήνα, Εκδόσεις Πόλις, 2008  Α. Φραγκιάδης, <i>Η ελληνική οικονομία 19ος-20ος αιώνας : από τον αγώνα της ανεξαρτησίας στην οικονομική και νομισματική ένωση της Ευρώπης</i>, Αθήνα, Εκδόσεις Δουβίτσας, 2007</p> <p><b>b) Additional references</b>  Αλογοσκούφης Γ. και Λαζαρέτου, Σ., <i>Η Δραχμή</i>, Αθήνα, ΙΜΟΠ, 1997.  Γιαννίτσης, Τ., etal (επιμ.), <i>Βιομηχανική και Τεχνολογική Πολιτική στην Ελλάδα</i>, Αθήνα, Θεμέλιο 1993</p>
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- Γκαργκάνας, Ν., Θωμόπουλος, Τ., Σημίτης, Κ., Σπράος, Ι., *Η πολιτική της οικονομικής σταθεροποίησης*, Αθήνα, εκδόσεις Γνώση, 1989
- Δημέλη, Σ., Κολλίντζας, Τ., Χριστοδουλάκης, Ν. *Οικονομικές Διακυμάνσεις και Ανάπτυξη στην Ελλάδα και την Ευρώπη*, Αθήνα, ΙΜΟΠ, 1997.
- Δρακάτος, Κ.Γ. *Ο Μεγάλος Κύκλος της Ελληνικής Οικονομίας (1945-95)* Αθήνα, εκδόσεις Παπζήση, 1997.
- Ζολώτας, Ξ., *Νομισματική Ισορροπία και Οικονομική Ανάπτυξη*, Αθήνα, Τράπεζα της Ελλάδος, 1964.
- Ιορδάνογλου, Χ. και Μπέλλας, Χ., *Η πορεία του Ελληνικού Εταιρικού Κεφαλαίου*, Θεσσαλονίκη, εκδόσεις Παρατηρητής, 2003
- Ιωάννου, Χ., *Μισθωτή απασχόληση και συνδικαλισμός στην Ελλάδα*, Αθήνα, Ίδρυμα Μεσογειακών Μελετών, 1989.
- Κιντής, Α., (επιμ.) *Το παρόν και το μέλλον της Ελληνικής Οικονομίας*, Αθήνα Gutenberg, 2000.
- Λώλος Σ. και Παπαγιαννάκης Λ., *Η Ελληνική βιομηχανία στην Ευρωπαϊκή Κοινότητα*, Αθήνα, Ακαδημία Αθηνών, 1993.
- Μαραβέγιας, Ν., (επιμ.) *Η Ελληνική γεωργία προς το 2000* Αθήνα, Παπαζήσης, 1999.
- Μητράκος, Θ. και Τσακλόγλου Π., (2000) «Μεταβολές την συνολική ανισότητα και φτώχεια την Ελλάδα μετά τη μεταπολίτευση», στο *Μελέτες Οικονομικής Πολιτικής 5*.
- Παπαηλίας Θ. (1996), *Η Ελληνική Οικονομία, 1948-1995. Μύθοι και Πραγματικότητα*, Αγροτική Τράπεζα της Ελλάδος