

## COURSE OUTLINE: THEORIES OF ECONOMIC EVOLUTION

### GENERAL

<b>SCHOOL</b>	ECONOMICS AND BUSINESS		
<b>ACADEMIC UNIT</b>	ECONOMICS		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	OA122	<b>SEMESTER</b>	7th (Major A)
<b>COURSE TITLE</b>	THEORIES OF ECONOMIC EVOLUTION		
<b>INDEPENDENT TEACHING ACTIVITIES</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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	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, specialized general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.econ.uth.gr/">https://www.econ.uth.gr/</a>		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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>  <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>
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Upon successful completion of the course, students will be able to:

- know the main ideas in the history of economic thought, related to the evolution of the economy
- recognize and be able to describe the related similarities and differences between the schools of economic thought
- describe the basic relevant methodological approaches of the different schools regarding the evolution of the economy
- Describe how and why institutional change can occur

### 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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search, analysis and synthesis of data and information and critical evaluation of findings.
- Exercise critical thinking.
- Promotion of free, creative and inductive thinking.

### SYLLABUS

The course aims to provide a representative image of the way through which economic theory understands the long-term evolution of the economic system. The central idea of the course is to provide the ideas of economists on the long-term evolution of the economic system. The thematic units mainly deal with schools of economic thought or individual economists who played an important role in the evolution of Economic thought regarding the issue of the evolution of the economic system. Indicative thematic units:

- The classical theories of economic evolution (Smith, Ricardo, Mill)
- The Marxist theories of economic evolution (Marx, Lenin, Luxembourg, Amin)
- The modern theories of economic evolution (Kondratiev, Schumpeter, Rostow, North, Wallerstein, Braudel, Aglietta-Boyer)

## TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face															
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• Use of the e-class electronic platform for posting (a) lecture material, (b) announcements, (c) exercises, case studies and relevant articles.</li> <li>• Use of electronic media for lecture presentation (power point).</li> </ul>															
<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>	<table border="1" data-bbox="647 656 1303 1093"> <thead> <tr> <th><b>Activity</b></th> <th><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>139</td> </tr> <tr> <td>Essay writing</td> <td>-</td> </tr> <tr> <td>Meetings and examination of essay progress</td> <td>-</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Course total</td> <td><b>180</b></td> </tr> </tbody> </table>		<b>Activity</b>	<b>Semester workload</b>	Lectures	39	Study and analysis of bibliography	139	Essay writing	-	Meetings and examination of essay progress	-	Exams	2	Course total	<b>180</b>
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<p><b>STUDENT PERFORMANCE EVALUATION</b> <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>The final grade of the course is determined by written exams at the end of the semester, for 100% of the final grade, on development and critical analysis questions.</p> <p>The aforementioned evaluation criteria are announced to students in the first lecture of the course and the information is constantly accessible to them, through relevant announcements in the course's eclass.</p> <p>ERASMUS students follow the same examination methods, but are taught and examined in English.</p>															

## ATTACHED BIBLIOGRAPHY

- North, D.C. (2000). *“Structure and Change in Economic History”*, Kritiki Publications, Athens (in Greek) (code Eudoxus 11514).
- Kyriazis, N., Economou E.M.L. (2015). *“Democracy and Economics: An Analytical History of Democracy from Its Birth to the Present”*, Publications: Enalios, Athens (in Greek) (code Eudoxus 50742055).
- *Additional bibliography/articles are suggested during the lectures.*