

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF ECONOMICS & MANAGEMENT SCIENCE		
ACADEMIC UNIT	DEPARTEMENT of ECONOMICS		
LEVEL OF STUDIES	6		
COURSE CODE	611	SEMESTER	8 th
COURSE TITLE	HISTORY OF ECONOMIC THOUGHT II		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		4	6 ECTS
<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>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	MACRO & MICROECONOMICS		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes 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.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 		
<p>THE STUDENT IS ABLE TO DISTINGUISH ECONOMIC POLICY IN RELATION ECONOMIC THEORIE.</p>		
<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?</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p> </td> <td style="vertical-align: top;"> <p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p> </td> </tr> </table>	<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
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-KNOWLEDGE OF THEORIES AND ECONOMIC THOUGHT
 -ABILITY TO JUDGE.

(3) SYLLABUS

THE FIRST PART OF THE COURSE IS DEVOTED TO THE PRESENTATION OF KEYNES'S "GENERAL THEORY". WE THEN OBSERVE THE NEOCLASSICAL REVIVAL OR SYNTHESIS AS IT IS CALLED AND AN EFFORT TO INCORPORATE KEYNESIAN THEORY INTO THE "ORTHODOXY" OF NEOCLASSICAL THEORY. NEXT WE EXAMINE THE MONETARIST THEORY AND FINALLY WE EXPLORE THE NEW WELFARE ECONOMICS AND ECONOMIC THEORY OF JUSTICE.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	FACE-to-FACE	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	NO	
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. 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>	Activity	Semester workload
	LECTURES	150 HOURS
	Course total	150 HOURS
STUDENT PERFORMANCE EVALUATION <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>	THE LANGUAGE OF THE EVALUATION IS GREEK AND IS BASED ON THE METHOD OF THE SHORT ANSWER QUESTIONS. RESPONSES ARE POSTED ON THE PERSONAL PAGE OF THE DEPARTEMENT'S WEB SITE.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
 - Related academic journals:

David HARVEY (2017), *MARX, CAPITAL AND MADNESS OF ECONOMIC REASON*, London: Profile Books Ltd.

John Maynard KEYNES (2007), *THE GENERAL THEORY OF EMPLOYMENT, INTEREST AND MONEY*, with a new introduction by Paul Krugman, Basingstoke UK: Palgrave Macmillan.

Ernesto SCREPANTI & Stefano ZAMAGNI (1993), *AN OUTLINE OF THE HISTORY OF ECONOMIC THOUGHT*, Oxford University Press.

Michel ZOUBOULAKIS (2014), *THE VARIETIES OF ECONOMIC RATIONALITY: FROM ADAM SMITH TO CONTEMPORARY BEHAVIORAL AND EVOLUTIONARY ECONOMICS*, London, New York: Routledge.