

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF ECONOMICS & MANAGEMENT SCIENCE		
ACADEMIC UNIT	DEPARTMENT OF ECONOMICS		
LEVEL OF STUDIES	6		
COURSE CODE	103	SEMESTER	5 th
COURSE TITLE	ECONOMIC HISTORY		
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	7,5 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 BACKGROUD		
PREREQUISITE COURSES:	PRINCIPLES OF ECONOMICS I & II		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEKS		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	POTENTIAL		
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 ACQUISITION OF KNOWLEDGE ABOUT ECONOMIC POLICIES AND THE UNDERSTANDING OF ECONOMIC INEQUALITIES. THE ABILITY TO CRITICALLY EVALUATE THEM.</p>																
<p>General Competences</p> <p><i>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>.....</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> </table>	<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>
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- SEARCH FOR, ANALYSIS AND SYNTHESIS OF DATA AND INFORMATION
 - PRODUCTION OF ALTERNATIVES IDEAS OF INTERPRETATION
 - CRITICISM
 - PRODUCTION OF FREE, CREATIVE AND INDYCTIVE THINKING

(3) SYLLABUS

THIS COURSE FOCUSES ON THE EXAMINATION OF THE ECONOMIC INEQUALITY THAT EXISTS BETWEEN THE COUNTRIES OF THE WORLD ECONOMIC SYSTEM. BUILDING AROUND THIS FOCAL POINT WE TOUCH UPON THE WORKINGS OF THE WORLD ECONOMY EMPHASIZING ON THE DEVELOPMENTS OF THE INDUSTRIAL REVOLUTION. HAVING THOROUGHLY EXPLAINED THE REASONS WHICH ESTABLISH ENGLAND AS THE MOTHER OF THE ECONOMIC CHANGE THAT SWEEPED THE WORLD, WE PROCEED TO THE EXAMINATION OF THE FORCES THAT LED TO THE DEVELOPMENT OF SUCH INEQUALITIES. NEXT WE EXAMINE WORLD WAR I AND THE WAYS IT AFFECTED THE WORLD ECONOMY SO AS TO POINT OUT THE RELATION BETWEEN WAR AND ECONOMY ON THE ONE HAND AND TO EXAMINE THE WORLD RECESSION OF 1929 WHICH IN TURN, PARTLY CAUSES WORLD WAR II. FINALLY, THE EXAMINATION OF THESE EVENTS LEADS US TO DIRECTLY TO THE SUBJECT OF BUSINESS CYCLES WHERE WE REVIEW THE MARSHALL PLAN AND OIL CRISIS OF THE 1970S.

(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.</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>	Activity	Semester workload
	-LECTURES	40*3=120
	-STUDY & ANALYSIS OF BIBLIOGRAPHY	30*1=30
	Course total	150
STUDENT PERFORMANCE EVALUATION <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</i>	SHORT-ANSWER QUESTIONS	

examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

ALDCROFT, H. D. & VILLE, P. S., eds. (1994), *THE EUROPEAN ECONOMY 1750-1914. A THEMATIC APPROACH*, Manchester: Manchester University Press.

ALLEN, C. Robert (2011), *GLOBAL ECONOMIC HISTORY. A VERY SHORT INTRODUCTION*, Oxford University Press.

BAIROCH, Paul (1994), *MYTHES ET PARADOXES DE L' HISTOIRE ECONOMIQUE*, Paris: La Découverte.

Ivan T. BEREND, (2007²), *AN ECONOMIC HISTORY OF TWENTIETH-CENTURY EUROPE. ECONOMIC REGIMES FROM LAISSEZ-FAIRE TO GLOBALIZATION*, Cambridge University Press.

Nial FERGUSON (2008), *THE ASCENT OF MONEY. A FINANCIAL HISTORY OF THE WORLD*, Penguin Group.

GALBRAITH, J., K. (1997⁷), *THE GREAT CRASH 1929*, New York: Houghton Mifflin Harcourt.

Eric J. HOBBSBAWM (1994), *AGE OF EXTREMES. THE SHORT TWENTIETH CENTURY 1914-1991*, London: Michael Joseph.

David S. LANDES, (1998), *THE WEALTH AND POVERTY OF NATIONS. WHY SOME ARE SO RICH AND SOME SO POOR*, New York/London: W.W. Norton & Company.

Angus MADDISON (2001a, 2003b), *THE WORLD ECONOMY, T.I - A MILLENNIAL PERSPECTIVE, T.II - HISTORICAL STATISTICS*, Paris: OECD (Development Centre Studies).

Elias M. TUMA (1971), *EUROPEAN ECONOMIC HISTORY: TENTH CENTURY TO THE PRESENT. THEORY AND HISTORY OF ECONOMIC CHANGE*, N.Y.: Harper & Row.

Immanuel WALLERSTEIN (2004), *UNDERSTANDING THE WORLD: AN INTRODUCTION TO WORLD-SYSTEM ANALYSIS*, Durham: Duke University Press.

Jeffrey G. WILLIAMSON (2011), *TRADE AND POVERTY: WHEN THE THIRD WORLD FELL BEHIND*, Cambridge, Massachusetts: MIT Press.