

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics and Social Sciences		
ACADEMIC UNIT	Department of Economics		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	OIK827	SEMESTER	6 th and 8 th
COURSE TITLE	Development Economics		
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
<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:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>By the end of the course the student will be able to: Understand the cross country differences in the development path Define the problems that led to lower development Analyze policies that lead to development</p>																		
<p>General Competences <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;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</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>Production of new research ideas</i>	<i>Others...</i>	
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(3) SYLLABUS

- 1) Introduction- Statistical evidence
- 2) Growth and Poverty Traps
- 3) Institutions
- 4) Political Institutions
- 5) Legal and Fiscal Institutions
- 6) Culture
- 7) Markets and the State
- 8) Corruption
- 9) Trade, Aid and Development

(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>	Ecourse platform, e-mail for the communication with the students and an electronic platform is used for posting students' grades	
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,	52
	directed study	48
	non-directed study	50
	Course total	150 hours
STUDENT PERFORMANCE EVALUATION	written final exam in Greek language (60%), Writtent Assignment (40%)	

(5) ATTACHED BIBLIOGRAPHY

Textbooks

- 1) Taylor, J. E., Lybbert, T. J., 2016. The economics of development (in Greek)
- 2) Todaro M. P. and Smith S.C., 2017. Economic Development. (in Greek).
- 3) Ross, A.C., Forsyth, D., Huq, M., 2009. Development Economics, McGraw- Hill.
- 4) Weil D. N., 2013. Economic Growth (in Greek)

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- Bardhan, P. (1993), Economics of Development and the Development of Economics, *Journal of Economics Perspectives*, 7(2), p.129-142.
- Sala-i-Martin, X. (2006), 'The World Distribution of Income: Falling Poverty and... Convergence, Period', *The Quarterly Journal of Economics*, **121** (2), 351–97.
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- Lucas, R. E, Jr (1990), Why Doesn't Capital Flow from Rich to Poor Countries?, *American Economic Review*, 80 (2), p. 92-96.
- Murphy, K. M., Shleifer, A. and Vishny, R.W. 1989. Industrialization and the Big Push, *Journal of Political Economy*, 97(5), p. 1003-26.
- Conley, T. G. and Udry, C.R. (2010), Learning about a New Technology: Pineapple in Ghana, *American Economic Review* 100, p. 35-69.
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