

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Humanities		
<b>ACADEMIC UNIT</b>	Mediterranean Studies. Archaeology, Linguistics, International Relations		
<b>LEVEL OF STUDIES</b>	Post-Graduate		
<b>COURSE CODE</b>	KEY1	<b>SEMESTER</b>	A'
<b>COURSE TITLE</b>	Political Economy of Mediterranean Studies		
<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	7	
<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>	Special background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<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>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• To analyze the political economy of Mediterranean countries</li> <li>• Explain the occurrence of deficits/surpluses of the mediterranean studies and understand their implications,</li> <li>• To understand the emergence of economic crises,</li> <li>• Understand the dimensions of the state's fiscal and monetary policy of the mediterranean countries</li> </ul>

### 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 for, analysis and synthesis of data and information, with the use of the necessary technology  
Adapting to new situations  
Decision-making  
Working independently  
Team work  
Working in an international environment  
Working in an interdisciplinary environment  
Production of new research ideas  
Criticism and self-criticism  
Production of free, creative and inductive thinking

### (3) SYLLABUS

#### Course Contents

1. Changes in the economic stability
2. Government price controls
3. Taxes
4. Key Macroeconomic Figures
5. Fiscal Policy
6. Money, Banks and Central Bank
7. Monetary policy and interest rate
8. The economic crises and their consequences
9. Case study: The political economy of the Mediterranean Countries. European countries
10. Case Study: The political economy of the Mediterranean Countries. The countries of Africa and the Middle East

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance-Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
<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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Literature study	90
	Written Essay	40
	Unsupervised study	15
	Course total	<b>175</b>
<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>	<b><u>Method of assessment and evaluation:</u></b>  •	

#### (5) ATTACHED BIBLIOGRAPHY

<p><b>- Suggested bibliography:</b></p> <ul style="list-style-type: none"> <li>➤ Βιβλίο [94692378]: Συγκριτική Πολιτική Οικονομία, Menz Georg, Αναστάσιος Χάρδας (Επιστ. επιμέλεια) Λεπτομέρειες</li> <li>➤ Βιβλίο [94689224]: Οικονομική, 5η Έκδοση, Mankiw N. Gregory, Taylor P. Mark, Αθανάσιος Μανιάτης, Χρυσοβαλάντου Βασιλική Μήλλιου, Αναστασία Λίτινα (Επιστ. επιμέλεια) Λεπτομέρειες</li> <li>➤ Βιβλίο [77112350]: Οικονομική σε διδακτικές ενότητες, Krugman Paul, Wells Robin Λεπτομέρειες</li> </ul> <p><b>OPEN ACCESS BIBLIOGRAPHY</b></p> <ul style="list-style-type: none"> <li>➤ Κυρίκος, Δ., 2015. Μακροοικονομική ανάλυση και πολιτική. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <a href="http://hdl.handle.net/11419/1560">http://hdl.handle.net/11419/1560</a></li> <li>➤ Λιανός, Θ., Ψειρίδου, Α., 2015. Οικονομική ανάλυση και πολιτική - Μακροοικονομική. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <a href="http://hdl.handle.net/11419/1954">http://hdl.handle.net/11419/1954</a></li> </ul>
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#### ARTICLES IN PEER-REVIEWED JOURNALS

- Apostolopoulos, N., Psychalis, M., Liargovas, P., & Pistikou, V. (2022). Investigating Government lending during an economic crisis: a comparative analysis of four EU countries. *European Politics and Society*, 23(4), 548-562.
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- Hazakis, K. J. (2022). Is there a way out of the crisis? Macroeconomic challenges for Greece after the Covid-19 pandemic. *European Politics and Society*, 23(4), 490-504.
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- Mariolis, T., Rodousakis, N., & Soklis, G. (2022). Inter-sectoral analysis of the Greek economy and the COVID-19 multiplier effects. *European Politics and Society*, 23(4), 505-516.
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- Pagoulatos, G. (2019). Greece after the bailouts: Assessment of a qualified failure. In *The Political Economy of Adjustment throughout and beyond the Eurozone Crisis* (pp. 61-93). Routledge.
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- Sklias, P., Roukanas, S. A., & Galatsidas, G. (2022). Greek Political Economy in a Period of Economic Crisis: The Need for a National Growth Strategy Plan. *Theoretical Economics Letters, 12*(2), 371-391.

#### ADDITIONAL BIBLIOGRAPHY

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- Heilbroner, R. L. (2011). *The worldly philosophers: The lives, times and ideas of the great economic thinkers*: Simon and Schuster.
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