

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	334	SEMESTER	3
COURSE TITLE	POLITICAL ECONOMY		
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
		3	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>	Mandatory / General Background		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="https://www.soc.aegean.gr/ext-files/pm/pps/2024-334-en.pdf">https://www.soc.aegean.gr/ext-files/pm/pps/2024-334-en.pdf</a>		

### (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"> <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>With the successful completion of the course students are expected to:</p> <ul style="list-style-type: none"> <li>-deploy associated theories with regards to the interpretation of contemporary economic and social problems through critical theorization and interdisciplinary prism</li> <li>-acknowledge principal schools of economic thought that have been developed within the scientific field of political economy</li> <li>-acknowledge the philosophical basis of economic systems in relation to the analysis of the institutional framework in addition to the economic structure of countries</li> <li>-in depth comprehension of the relationship between the economy and social in addition to political institutions</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?*

*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*

*Project planning and management Respect*

*for difference and multiculturalism Respect*

*for the natural environment*

*Showing social, professional and ethical responsibility and sensitivity*

*to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*..... Others...*

*.....*

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues Production

of free, creative and inductive thinking

### (3) SYLLABUS

In the course the evolution of economic science is presented whereas emphasis is put into the particular socio-economic and institutional conditions of each historical context that have affected the formation of economic history. The principal schools of economic thought and the most significant economic philosophers are examined. The study of associated theories is conducted through interdisciplinary approaches for problems pertaining to capitalist economies, such as crises, increased economic inequalities, production and distribution of goods, the role of the market, the estimation of value and the configuration of prices. Moreover, through a critical and pluralist approach the relationship of the economy with social and political institutions is examined, the role of state in the economy and the way the aforementioned themes affect the distribution of power in contemporary social and political world. More specifically, the following thematic axes will be analyzed:

Introduction to the concept of political economy

Classical political economy

Marxist political economy

The development of capitalism

Production and distribution of goods

Formation of prices

Wages and labour

Inequality and poverty

Economic crises

The labour theory of value and the concept of surplus value

Relationship between the state and the economy

Relationship of the economy with social and political institutions

How the under study themes affect the distribution of power in contemporary democracies

(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>	Use of ICT in teaching [support of the teaching process with the use of electronic platform (e-Class), use of new technologies (power point)], communication with students	
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>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39 hours
	Study and analysis of bibliography	121 hours
	Course total	160 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>	Greek Open-ended questions	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

a) Basic Textbooks  
Sakellaropoulos T. (2006), *Institutional transformation and economic development*, Dionicos Publications [in Greek].  
Sakellaropoulos T. (2003), *Texts of economic and social history*, Dionicos Publications [in Greek].

b) Additional References  
Backhouse R. E. (2009). *The evolution of economic thought: From Ancient Greece until nowadays*, Kritiki Publications.  
Bowles S., Edwards R. and Roosevelt F. (2014), *Understanding capitalism. Competition, command and change*, Athens: Gutenberg Publications.  
Heilbroner R. L. (2000). *The philosophers of the economic world: Their life and ideas*, Athens: Kritiki Publications.

*- Related academic journals:*

**Journal of Political Economy**

**Journal of Institutional Economics**

**European Journal of Political Economy**

**International Journal of Political Economy**

**Review of Political Economy**