



# UNIVERSITY OF PIRAEUS

## 1) GENERAL

<b>SCHOOL</b>	ECONOMICS, BUSINESS AND INTERNATIONAL STUDIES		
<b>ACADEMIC UNIT</b>	ECONOMICS		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>OKOIK35</b>	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	<b>HISTORY OF ECONOMIC THEORIES</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	4	5	
<b>COURSE TYPE</b>	Scientific Expertise		
<b>PREREQUISITE COURSES</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.unipi.gr/courses/OEP328/">https://eclass.unipi.gr/courses/OEP328/</a>		

## 2) LEARNING OUTCOMES

### Learning Outcomes

The course teaches students basic concepts of the History of Economic Thought. The main purpose of this course is to acquaint students with the evolutionary course of economic analysis in order to understand how new modern theories have been designed. Students will also have a critical view of how future theories and findings are related to existing theories and how much they support or disagree with them. After successfully completing the course, students are expected to be able to understand the evolutionary course of the development of economic thought. They will also gain an overview of the contribution of the great economists of the past in building modern economic analysis. Finally, they will be able to analyze any modern economic problems from the perspective of various schools of economic thought and whether these arguments can be applied to the problems under consideration

### General Competences

- Individual/Independent work
- Group/Team work
- Critical thinking
- Development of free, creative and inductive thinking

## 3) SYLLABUS

- Economic thinking in Greek antiquity and the Middle Ages. Special emphasis will be given to theories by the following authors: Xenophon, Plato, Aristotle.
- Pre-Classical Economic Thought, Commerce.
- Transitional period.
- Significant writers before Adam Smith.
- Physiological School.
- Classic economic thinking.
- Adam Smith.
- Jean-Baptiste Say.
- David Ricardo.
- Thomas Robert Malthus, John Rae, Nassau William Senior, John Stuart Mill.
- Marginal Revolution.
- William Stanley Jevons.
- Leon Walras.
- Carl Menger and the Austrians.
- Neoclassical School.
- Alfred Marshall

**4) TEACHING and LEARNING METHODS**

<b>DELIVERY</b>	In-class lectures	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Use of ICT in communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	52
	Autonomous Study	58
	Presentation of academic articles	13
	Exam	2
	<b>Course Total</b>	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation is Greek (except in the cases of Erasmus+). Methods of evaluations are a final exam which includes open-ended questions and optionally presentation of academic articles. The final exam will account for 80% of the grade and the optional presentation 20%. If the student does not present, then the final exam accounts for 100% of the grade.	
<b>ATTACHED BIBLIOGRAPHY</b>	-Suggested bibliography: <ul style="list-style-type: none"><li>• Hunt, E. K., &amp; Lautzenheiser, M. (2015). History of economic thought: a critical perspective. Routledge.</li><li>• Rubin, I. I., &amp; Colliot-Thélène, C. (1979). A history of economic thought. London: Ink links</li></ul>	