



UNIVERSITY OF PIRAEUS

FACULTY/SCHOOL	School of Economics, Business and International Studies														
DEPARTMENT	Department of Economics														
LEVEL OF STUDY	Undergraduate														
COURSE UNIT CODE	OKOIK35	SEMESTER	4												
COURSE TITLE	HISTORY OF ECONOMIC THEORIES														
WEEKLY TEACHNG HOURS	4	CREDITS (ECTS)	5												
COURSE TYPE	<i>Background knowledge</i>														
PREREQUISITE COURSES															
INSTRUCTION LANGUAGE	Greek	ASSESSMENT LANGUAGE	Greek												
OPEN TO ERASMUS	Yes														
LEARNING OUTCOMES	<p>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</p>														
GENERAL COMPETENCES	<ul style="list-style-type: none"> • Individual/Independent work • Group/Teamwork • Critical thinking • Development of free, creative and inductive thinking 														
COURSE CONTENT	<ul style="list-style-type: none"> - 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 														
USE OF ICT IN TEACHING	On a case-by-case basis, presentations via PowerPoint														
COURSE DESIGN		<table border="1"> <thead> <tr> <th>Activity/Method</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>100</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>10</td> </tr> <tr> <td>Presentations of academic articles</td> <td>13</td> </tr> <tr> <td>Exam</td> <td>2</td> </tr> <tr> <td>Total</td> <td>125</td> </tr> </tbody> </table>	Activity/Method	Semester workload	Lectures	100	Study and analysis of bibliography	10	Presentations of academic articles	13	Exam	2	Total	125	
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COURSE ASSESSMENT	Language of evaluation is Greek (except in the cases of Erasmus+). Methods of evaluations are open-ended questions and optionally presentations of academic articles.														
SUGGESTED BIBLIOGRAPHY	<p><i>-Suggested bibliography:</i> Hunt, E. K., & Lautzenheiser, M. (2015). History of economic thought: a critical perspective. Routledge. Rubin, I. I., & Colliot-Thélène, C. (1979). A history of economic thought. London: Ink links.</p>														