

COURSE OUTLINE: MONETARY THEORY AND POLICY

GENERAL

SCHOOL	ECONOMICS AND BUSINESS		
ACADEMIC UNIT	ECONOMICS		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OA0113	SEMESTER	7th (Major A)
COURSE TITLE	Regional Development and Policy		
INSTRUCTOR(S)	Asst. Professor A. Anagnostou		
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, specialized general knowledge, skills development</i>	Economic Analysis, Specialized Background		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://www.econ.uth.gr/		

LEARNING OUTCOMES

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> <i>Consult Appendix A</i> <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>
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Upon successful completion of the course, students will be able to:

1. interpret the causes and consequences of regional disparities;
2. calculate indicators of spatial concentration, specialization, and inequality;
3. use Eurostat, ELSTAT, and other regional datasets;
4. design and evaluate evidence-based regional policies;
5. present the results of a regional study clearly.

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</i>
<i>Team work</i>	<i>sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Production of new research ideas</i>	<i>.....</i>
	<i>Others...</i>
	<i>.....</i>

Upon completing the course, students will develop the following general competences:

- **Decision-making skills** in regional economic planning and policy.
- **Critical thinking and problem-solving** in analyzing regional disparities and development challenges.
- **Ability to conduct scientific abstraction** and apply economic theories to real-world regional issues.
- **Adaptability to new conditions** in economic development and policy frameworks.
- **Independent work** in collecting and analyzing regional data.
- **Teamwork and collaboration** in designing and implementing local development projects.
- **Effective communication and presentation skills** for policy proposals and development plans.
- **Use of digital tools and data analysis techniques** in regional economic research.
- **Strategic planning abilities** for sustainable regional growth.
- **Application of interdisciplinary approaches** by integrating economics, geography, and policy studies.

SYLLABUS

The course examines the theories, methods, and tools used to understand spatial economic disparities and design regional policies. It connects economic theory with empirical techniques, real regional data, and policy applications in Greece and the European Union.

Course aims and objectives

1. Understand the main theories of regional and spatial development.
2. Measure regional disparities, specialization, concentration, and convergence.
3. Analyze regional data and evaluate policy interventions.
4. Become familiar with the institutional framework of EU Cohesion Policy.

Weekly course content

1. Introduction to regional science: space, regions, and development
2. Classical theories of location and regional growth
3. Growth poles, cumulative causation, and core-periphery theories
4. New Economic Geography and agglomeration economies
5. Regional data, NUTS classifications, and spatial units
6. Measuring regional disparities: dispersion, Gini, and Theil indices
7. Regional specialization and concentration: LQ, Herfindahl, and shift-share
8. Regional convergence: beta and sigma convergence
9. Input-output tables and regional multipliers
10. Spatial autocorrelation and introduction to spatial econometrics
11. EU Cohesion Policy and regional policy in Greece
12. Evaluation of regional programs and impact analysis
13. Presentation of applied studies and policy proposals

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 the e-class electronic platform for posting: (a) lecture materials, (b) announcements, (c) exercises, case studies, and relevant articles. - Utilization of electronic media for lecture presentations (PowerPoint).	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures	39
	Preparation - Study	91

<i>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>	Preparation of homework	50
	Total	180
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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>	1. Laboratory exercises and short assignments: 30% 2. Midterm assessment: 20% 3. Group regional study and presentation: 20% 4. Final examination: 30%	

ATTACHED BIBLIOGRAPHY

Petrakos, G. & Psycharis, G. (2004). *Regional Development in Greece*, Kritiki.

Polyzos, S. (2011). *Regional Development*, Kritiki.

Vliamos, S. (2008). *Regional – Local Development*, Ministry of Education – KEE.

Konsolas, N. (1997). *Modern Regional Economic Policy*, Papazisis.

Ladias, Ch. (2013). *The Modern Institutional Framework of Regional Development in Greece*, Papazisis.

Papadaskalopoulos, A. (2000). *Methods of Regional Analysis*, Papazisis.

Papakonstantinidis, L. (2003). *Strategy for Economic and Regional Development*, Typothito.

Prodromidis, P. (Ed.) (2011). *Regional Development in Greece and the NSRF*, Onassis Foundation.

Indicative bibliography / Ενδεικτική βιβλιογραφία

1. Armstrong, H. & Taylor, J. Regional Economics and Policy.
2. Capello, R. Regional Economics.
3. McCann, P. Modern Urban and Regional Economics.
4. European Commission. Cohesion Reports and Cohesion Policy documents.