

COURSE OUTLINE: SPATIAL ECONOMICS

GENERAL

SCHOOL	ECONOMICS AND BUSINESS		
ACADEMIC UNIT	ECONOMICS		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	OA602	SEMESTER	4th
COURSE TITLE	SPACIAL ECONOMICS		
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
Lectures		3	4
<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>	General background		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
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>
The course explores the significance and impact of space on the functioning of the economy. Specifically, it examines issues related to the location of activities and the formation of the spatial economy, the characteristics and operation of

the spatial economy, and the opportunities for its development.

The course aims to provide students with a deep understanding of the interaction between space and economy, and the way by which the spatial dimension affects economic phenomena and the function of the economy. In particular the course will provide an overview of the drivers and mechanisms that determine:

- the location of economic activities
- the concentration of economic activities
- the spatial pattern of land uses
- the regional specialization and the multiplier effects
- the flows of factors of productions between spatial areas.

Upon successful completion of the course, students will be able to:

- outline the basic principles of, and distinguish between, the models of Hoover, Weber, Moses, Palander and Hotelling
- apply the location-production models and the principle of median location in order to explore and assess the location decision of specific economic activities
- calculate the market area of economic activities
- discuss why the location of firms might be different from this identified by the classical models
- outline the basic principles and compare the theories of agglomeration economies
- describe the central place theories of Christaller and Losch and apply them in order to specify the spatial distribution of urban centers
- outline the mechanism of land rent theory and use it in order to specify the spatial distribution of economic activities
- outline the basic principles of, and distinguish between, the theories of economic base, Keynesian regional multiplier and regional Input-Output analysis
- outline the basic principles of, and distinguish between, the theories of neoclassical and Keynesian approach in the analysis of the labour market.

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

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

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<i>environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>
• <i>Research, analysis, and synthesis of data and information, utilizing the necessary techniques and tools</i> • <i>Adapting to new situations</i> • <i>Teamwork</i> • <i>Decision-making</i> • <i>Generating new research ideas</i> • <i>Exercising critical thinking</i> • <i>Promoting free, creative, and inductive thought</i>	

SYLLABUS

INTRODUCTION

- Purpose and objectives of the course, thematic units, bibliography, and assessment methods.
- Economy and space.
- Regional science
- Role of regions and spatial analysis framework

LOCATION THEORY

- Location-production models: Hoover, Weber, and Moses.
- Market area analysis and Losch's model
- Monopoly power in space and Palander's model.
- Spatial competition and Hotelling's model.
- Location based on demand: Median location principle, Reilly's law, and demand dynamics.
- Behavioral theory and location choice

THE SPATIAL DISTRIBUTION OF ACTIVITIES

- Concentration of activities and economies of agglomeration.
- Models of activity concentration and dispersion.
- Indicators of spatial concentration and regional differentiation.
- Central place theory: Christaller and Losch.
- Rank-size rule
- Urban systems.

INTRODUCTION TO LAND RENT THEORY AND LAND USE

- Concept of economic rent and land rent.
- The classical bid-rent theory of Ricardo
- The classical bid-rent theory of Von Thunen
- Land rent models with competitive activities and land uses.

REGIONAL SPECIALIZATION AND MULTIPLIER ANALYSIS

- Basic sector model
- Keynesian regional multiplier
- Regional input-output (I-O) models

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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>	The course lectures are conducted using ICT tools (e.g., PowerPoint). Course materials are provided on the course website (e-class), including related assignments and supplementary notes. Communication with students is enhanced through the use of ICT (e-class) for electronic messaging, posting announcements, accessing forums, sharing links, and more.	
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>	Activity	Semester workload
		A Method
	Lectures	39
	Bibliography study	72
	Studio for assignment corrections	3
	Data collection/processing	30
	Preparation of assignment presentation	5
	Writing of assignment	15
	Presentation of assignments	6
	Final examination	3
	Course total	120
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-</i>	Assessment is conducted using one of the following approaches: A) Final written semester examination (100%), which includes comprehension and analysis questions in multiple-choice format and short essay questions, as well as exercises. B) Exemptive assignment (either individually or in small groups) on topics provided by the instructor	

<i>ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other.</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	at the beginning of the course. Instructions and guidance for completing the assignment are given by the instructor in one-on-one meetings with each group, as well as in formal corrections in a studio format. The assignments are presented in the final class session to the whole class, and their submission takes place on the day of the examination. The grading is as follows: presentation 35%, written text 50%, corrections 15%. The language of assessment is Greek; however, for international students (e.g., ERASMUS students), the language of study and assessment is English. The evaluation criteria are communicated to students during the first lecture of the course. The course syllabus, which includes the assessment criteria, is posted on the course announcement board and the course's e-class page. All these materials remain accessible to students throughout the semester via e-class.
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ATTACHED BIBLIOGRAPHY

- *Suggested bibliography*

Key Readings

McCann P. (2001) *Urban and Regional Economics*, Oxford: Oxford University Press

Further Readings

Armstrong H. and Taylor J. (2000) *Regional Economics and Policy*, 3rd ed. Oxford: Blackwell

Capello R. (2007) *Regional Economics*, Abingdon: Routledge

Skountzos T. and Livas P. (1999) *Principles of Spatial Economics*, Athens: Stamoulis

- *Related academic journals*

Economic Geography

International Regional Science Review

Papers in Regional Science

Journal of Regional Science

Regional Studies