

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Faculty of Social, Political and Economic Sciences		
<b>ACADEMIC UNIT</b>	Department of Economics		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	NK72	<b>SEMESTER</b>	8th
<b>COURSE TITLE</b>	European Economy		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	4	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	HELLENIC		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (ESSAY IN ENGLISH)		
<b>COURSE WEBSITE (URL)</b>			

## (2) LEARNING OUTCOMES

### Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The European Economy guides students through the facts, theories and controversies surrounding the dynamics of European economics. With clear and comprehensive discussions about European history, law, institutions, politics and policies, students are encouraged to explore and analyse the contemporary status of the enlargement in the European Union. By the end of the module students will have achieved a quantitative and qualitative understanding of EU current policy issues. Students will have developed the skills to analyse critically current and possible EU policy developments. Students will have acquired knowledge of current events including trends and developments in EU economic data, policy institutions and legislation, and theoretical and econometric models of policy.

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

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Working independently*  
*Team work*  
*Criticism*

## (3) SYLLABUS

The course aims to develop students' ability to analyse what is happening in the macro economy in European countries. It focuses on aspects of macroeconomic policy, with emphasis on its conduct in the EU, investigating current policy issues, and considers the development of current policy thinking in the light of recent experience. The syllabus will typically cover the following topics: the functioning of the EU and European Monetary Union.

The EU can no longer be viewed as simply a trading organisation. It has developed into much more than that and continues to develop in terms of increasing the level of economic integration between its members and the number of members. In recent years we have witnessed the establishment of the single European market, the introduction of the single currency, the Euro and the expansion of the EU from 12 countries to its current complement of 28. This introductory module will provide students with an insight into the nature of the EU as an organisation, not only in theoretical approach but also in macroeconomics. However, it will investigate and explore the economic and political rationale for the establishment of the EU and the nature and the role of the main EU institutions. Economic integration will be discussed further in relation to the development of the single European market and

the introduction of the Euro. Since 2008, the year when the global financial crisis burst on the scene, incidents for divergence among Eurozone countries have increased. Despite the initiatives that were launched during the last years, the convergence of many financial indices is not evident among the countries members. Furthermore, the relationship between Britain and the rest of the EU will be explored in some depth.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>E-mail and e-class</i>	
<b>TEACHING METHODS</b> <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.</i>  <i>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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	52
	Assignments	20
	Independent study	78
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written examination (100%): - short-answer questions - problem solving	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:  
De Grauwe, P. (2016). Economics of monetary union. Oxford university press.

- Related academic journals: