

## COURSE OUTLINE

### (1) GENERAL

|                                                                                                                                                                                                                                                                 |                                                                                                             |                 |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------|---|
| <b>SCHOOL</b>                                                                                                                                                                                                                                                   | Economy and Public Administration                                                                           |                 |   |
| <b>ACADEMIC UNIT</b>                                                                                                                                                                                                                                            | Economic and Regional Development                                                                           |                 |   |
| <b>LEVEL OF STUDIES</b>                                                                                                                                                                                                                                         | Undergraduate                                                                                               |                 |   |
| <b>COURSE CODE</b>                                                                                                                                                                                                                                              | 800031                                                                                                      | <b>SEMESTER</b> | 5 |
| <b>COURSE TITLE</b>                                                                                                                                                                                                                                             | Public Economics: Fiscal Institutions                                                                       |                 |   |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><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 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 teaching organisation and methods used are described in detail at (d).</i>                                                                                                                                                        |                                                                                                             |                 |   |
| <b>COURSE TYPE</b><br><i>general background, special background, specialised general knowledge, skills development</i>                                                                                                                                          | General background<br>Skills development                                                                    |                 |   |
| <b>PREREQUISITE COURSES:</b>                                                                                                                                                                                                                                    | No                                                                                                          |                 |   |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS :</b>                                                                                                                                                                                                               | Greek                                                                                                       |                 |   |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>                                                                                                                                                                                                                | Yes (in Greek)                                                                                              |                 |   |
| <b>COURSE WEBSITE (URL)</b>                                                                                                                                                                                                                                     | <a href="https://openeclass.panteion.gr/courses/TMI257/">https://openeclass.panteion.gr/courses/TMI257/</a> |                 |   |

### (2) LEARNING OUTCOMES

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                             |                                        |                                   |                                                    |                        |                                            |                              |                                                                                                 |                 |                                     |                                                |                                                            |
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| <p><b>Learning outcomes</b><br/> <i>The course learning outcomes, specific knowledge, skills and competencies of an appropriate level, which the students will acquire with the successful completion of the course, are described.</i><br/> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for Writing Learning Outcomes</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                             |                                        |                                   |                                                    |                        |                                            |                              |                                                                                                 |                 |                                     |                                                |                                                            |
| <p><i>After successful completion of the course, students are expected to have:</i></p> <ul style="list-style-type: none"> <li>• <b><u>Knowledge</u></b> to understand, distinguish and describe the fiscal institutions of the state, and perceive their historical evolution through the interaction of the state, the market and the civil society.</li> <li>• <b><u>Skills</u></b> that will enable them to think critically about the fiscal institutions of the state, by exploring the different approaches regarding the role of the state, and by evaluating their structure, their effectiveness, as well as the achievement of social goals, such as justice and equality.</li> <li>• <b><u>Abilities</u></b> to understand, analyze and present primary and secondary data related to the budget, expenditure, taxes, both at national and supranational levels within the European Union.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                             |                                        |                                   |                                                    |                        |                                            |                              |                                                                                                 |                 |                                     |                                                |                                                            |
| <p><b>General Competences</b><br/> <i>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information with the use of the necessary technology.</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> </table> | <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>Teamwork</i> | <i>Criticism and self-criticism</i> | <i>Working in an international environment</i> | <i>Production of free, creative and inductive thinking</i> |
| <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>Teamwork</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<br/>Production of new research ideas</i>                                                                                                                                                                                                                                                                                                                 | <i>Others<br/>.....</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <ul style="list-style-type: none"> <li>• Production of free, creative and inductive thinking.</li> <li>• Search for, analysis and synthesis of data and information with the use of the necessary technology.</li> <li>• Criticism and self-criticism.</li> <li>• Rethinking and redefining fiscal policy and more generally the role of the state and citizens.</li> <li>• Decision-making.</li> </ul> |                         |

### (3) SYLLABUS

The course examines the morphology of the economic instruments and policies with which the state pursues economic purposes and objectives, such as reducing deviations from the optimal allocation of the means of production, redistributing income and resources, stabilising the economy and adjusting the growth rate to socially desirable levels.

The course focuses on a detailed description of key fiscal institutions: the state budget, public expenditure, taxes, public borrowing and public enterprise. Emphasis is given to the ways fiscal institutions have developed in Greece and the ways they are shaped by the legal and economic framework which is determined by the country's participation in the European Union and the Eurozone, as well as by civil society actions at the local, national and supranational levels.

The course contains the following sections:

- I. The state budget: the historical development of the institution, the basic concepts and categories, and the budgetary process in Greece (planning and implementation).
- II. Public spending: the nature, the effectiveness and the ways of funding public expenditure.
- III. Taxes: the basic concepts and categories, the objectives of taxes, the problem of the fair distribution of the tax burden and the reactions of taxpayers.
- IV. Public borrowing: the forms, the objectives and the burden of public borrowing.
- V. Public enterprise: the purpose of entrepreneurial actions by the state and the problems of organization and pricing policy of public enterprises.
- VI. The role of the European Union: the form and functioning of the EU budget, the multiannual financial framework, the European Semester, the European Economic Governance System, and the implications of EU structures for the functioning of the budgetary institutions of Member States.
- VII. The role of civil society: the concept of civil society, its relationship with the market and the state, and its effects on the formation of public policy and the functioning of budgetary institutions.

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

|                                                                                                                                                 |                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DELIVERY</b><br><i>Face-to-face, Distance learning, etc.</i>                                                                                 | Face-to-face. Distance learning when deemed necessary.                                                                                                                                                                                                  |
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, and communication with students</i> | Use of ICT in Teaching, in Laboratory Education, in Communication with students. The course is featured on the open eclass platform:<br><br><a href="https://openeclass.panteion.gr/courses/TMI257/">https://openeclass.panteion.gr/courses/TMI257/</a> |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p><b>TEACHING METHODS</b><br/>The manner and methods of teaching are described in detail.<br/>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, projects, essay writing, artistic creativity, etc.</p> <p>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.</p>                      | <i>Activity</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Semester Workload</i> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Lectures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 52                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Study and analysis of bibliography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 96                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Exams                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Course Total<br/>(25 hours per ECTS)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>150</b>               |
| <p><b>STUDENT PERFORMANCE EVALUATION</b><br/>Description of the evaluation procedure<br/>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p> | <p><u>Description of the evaluation process</u><br/>The final grade in the course is determined by:<br/>-The grade of the final written exam.<br/>-The grade of the 2 mid-term exams. The 2 mid-term exams carried out during the semester are <i>optional</i> and aim to improve the final grade.</p> <p><u>Student Assessment Methods</u><br/>-Written Work (Formative, Conclusive)<br/>-Written Examination with essay questions (Formative, Conclusive)<br/>-Communication of the explicitly defined evaluation criteria for students</p> <ul style="list-style-type: none"> <li>• In the Undergraduate study guide</li> <li>• On the course website:<br/><a href="https://openececlass.panteion.gr/courses/TMI257/">https://openececlass.panteion.gr/courses/TMI257/</a></li> </ul> |                          |

## (5) ATTACHED BIBLIOGRAPHY

### Suggested bibliography:

- GEORGAKOPOULOS, T. (2012), INTRODUCTION TO PUBLIC ECONOMICS, ATHENS: BENOU PUBLICATIONS (in Greek).
- KARAGIORGAS, D. (1981), PUBLIC ECONOMICS 2: THE FISCAL INSTITUTIONS, ATHENS: PPAZISI PUBLICATIONS (in Greek).
- ROSEN, H. S., GAYER, T./ RAPANOS, V. TH., KAPLANOGLU, G. (2011), PUBLIC ECONOMICS: CONTEMPORARY THEORY AND GREEK REALITY, 2ND EDITION, ATHENS: EDOSIS KRITIKI (Greek translation).
- STIGLITZ, J. E., ROSENGARD, J. K./ KARAVITIS, N., ADAM, A. (2019), PUBLIC SECTOR ECONOMICS, ATHENS: EDOSIS KRITIKI (Greek translation).

### Related scientific journals:

Fiscal Studies, Journal of European Social Policy, Public Administration Review, Journal of Public Economics, Public Choice, International Tax and Public Finance, International Journal of Public Administration, Journal of Public Policy, Journal of Economic Issues, Review of Social Economy, Forum for Social Economics, European Journal of the History of Economic, Thought, European Journal of Law and Economics, Competition & Change, The Economic Journal