

COURSE OUTLINE

(1) GENERAL

SCHOLL	Economics and Public Administration		
ACADEMIC UNIT	Economic and Regional Development		
LEVEL OF STUDIES	4 ^o		
COURSE CODE	800147	SEMESTER	Z'
COURSE TITLE	REGIONAL ECONOMIC ANALYSIS II		
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 course, give the weekly teaching hours and the total credits.</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		4	6
<i>Add rows if necessary. The teaching organisation and methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background, specialised general knowledge, skills development		
PREREQUISITE COURSES:	Regional Economic Analysis (800040)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS :	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <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. Consult Appendix A</i></p> <ul style="list-style-type: none"> • <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> <p>After completion of this course, students will have familiarised with the main content and specific issues of regional economics and analysis, and will have acquired the knowledge, skills and abilities to deepen their knowledge in the broad field of regional and economic science.</p> <p>A. Knowledge:</p> <ul style="list-style-type: none"> • They will have acquired specialised knowledge of regional and economic analysis methods. • They will have acquired specialised theoretical and empirical knowledge of the causes and effects of regional disparities. • They will be critically aware of the theoretical and empirical principles of policies which aim to reduce regional and income inequalities. • They will have learned, through written individual work and presentation, the principles of scientific knowledge management, methods and methodology, and research in the scientific field of regional and economic science. <p>B. Skills:</p> <ul style="list-style-type: none"> • They will be able to understand the theoretical models and practical applications in specific issues of regional economics, such as intra-regional income inequalities and their impact on regional economic growth, the role of urbanisation in regional economic growth and policy,
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the impact of decentralisation policies on income and spatial inequalities, social integration policies for migrants, the impact of selective funding policies on public investment, the spatial impacts of natural disasters and the policies to deal with them, and the determinants and policies to attract FDI.

- They will be able to relate empirical data to relevant theories of regional economics and analysis, and make judgements.
- They will be able to clearly communicate their conclusions arising from their study of specific topics in regional economics and analysis, but also the knowledge and rationale on which they are based, as well as the logical assumptions and limitations of the research.
- They will have the necessary learning skills to enable them to continue their studies in regional and economic science.

C. Abilities:

- They will be able to use the tools of theoretical and empirical economic analysis to handle, interpret and propose solutions to complex and emerging issues in regional economics in the context of a research activity.
- They will apply the knowledge acquired in an original way and document it in an inductive and scientific manner.

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

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

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

Others

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- Search for, analysis and synthesis of data and information with the use of the necessary technology
- Adapting to new situations
- Working independently
- Production of new research ideas
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course includes the presentation and critical analysis of special topics in regional economics and regional analysis that are a continuation of the course "Regional Economic Analysis" (800040). In this context, the content of the course first analyses the importance of the objective, the research question, the hypothesis, and the methodology in the context of a research in the field of regional and economic science. Some specific methods of regional economic analysis are also presented. Then, the theoretical models and their practical applications to specific issues of regional economics are presented and critically analysed, such as the determinants of intra-regional income inequalities and their impact on

regional economic growth, the role of urbanisation in regional economic growth and policy, the impact of decentralisation policies on income and spatial inequalities, the social integration policies of migrants, the impact of selective funding policies on public investment, the spatial impacts of natural disasters and the policies to deal with them, and the determinants and policies to attract FDI.

The aim of the course is the systematic presentation and analysis of specific issues of regional economics and regional analysis at global, European and national level.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face																	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, and communication with students</i></p>	Use of ICT in teaching, laboratory education, and communication with students																	
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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.</i></p> <p><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></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Presentation</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Course Total</td> <td style="text-align: center;">150</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures	40	Study and analysis of bibliography	40	Essay writing	50	Presentation	20	Course Total	150				
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<p style="text-align: center;">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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Students will be assessed on the basis of their performance in an individual project (70%) and in a presentation of a scientific article (30%). • Methods of evaluation of individual work: It is a written assignment. In the context of the preparation of the individual work, meetings ("corrections") will take place on days and times to be determined by the lecturer of the course, after consultation with the students. • Methods of evaluation of the presentation of a scientific article: classroom presentation and oral examination. • The course outline will indicate how students will be assessed and will be posted on the course website as well as on the e-learning platform (open-e-class). • The lecturer has announced office hours for the convenience of students. • In case there is a difference of opinion regarding the grading, the students have the right to request a recalibration by the General Assembly of the Department. 																	

(5) ATTACHED BIBLIOGRAPHY

Greek

- McCann Ph. (2016), Αστική και Περιφερειακή Οικονομική, 2^η έκδοση, Αθήνα: Κριτική
- Thirlwall A. (2001), Μεγέθυνση και Ανάπτυξη (Πρώτος Τόμος), Αθήνα: Παπαζήσης
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- Παπαδασκαλόπουλος Αθ. (2000), Μέθοδοι Περιφερειακής Ανάλυσης, Αθήνα: Παπαζήσης
- Πολύζος Σ. (2019), Περιφερειακή Ανάπτυξη, 2^η έκδοση, Αθήνα: Κριτική
- Σκούντζος Θ. (1993), Περιφερειακή Οικονομική Ανάλυση και Πολιτική, Αθήνα: Σταμούλης

Foreign

- Armstrong H. & J. Taylor (2000), *Regional Economics and Policy*, Massachusetts: Blackwell
- Rodríguez-Pose, A. and Tselios, V. (2010) 'Inequalities in income and education and regional economic growth in western Europe', *The Annals of Regional Science*, 44(2), 349-375.
- Rodríguez-Pose, A., Psycharis, Y. and Tselios, V. (2016) 'Politics and investment: examining the territorial allocation of public investment in Greece', *Regional Studies*, 50(7), 1097-1112
- Tselios, V. (2011) 'Is inequality good for innovation?', *International Regional Science Review*, 43(1), 75-101.
- Tselios, V. (2014) 'Urbanization and Socioeconomic Status in the European Regions: The Role of Population Ageing and Capital City Regions', *European Planning Studies*, 22(9), 1879-1901
- Tselios, V., Noback, I., McCann, P. and van Dijk, J. (2015) 'Local social engagement, satisfaction and embeddedness in the Netherlands: Which effects matter and for whom?' *Environment and Planning A*.
- Tselios, V., Rodríguez-Pose, A., Pike, A., Tomaney, J. and Torrisi, G. (2012) 'Income inequality, decentralisation, and regional development in Western Europe', *Environment and Planning A*, 44(6), 1278-1301