

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DYE-34	SEMESTER	H'
COURSE TITLE	REGIONAL INEQUALITIES IN THE EURO-MEDITERRANEAN SPACE		
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	5
<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, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/TMS338/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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></p> <p><i>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>

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

- Understand the basic concepts of space and regional development.
- To distinguish the main theories of regional development and methods of analysis.
- Critically evaluate the regional inequalities of the wider Euro-Mediterranean area.
- Study complex regional development issues such as business location, interregional labor market and capital mobility and migration.

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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information
- Adapting to new situations
- Working independently and teamwork
- Working in an international environment
- *Working in an interdisciplinary environment*
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The main subject of this course is the study of regional disparities in the Euro-Mediterranean area. For this reason, the main objective of the course is to examine regional development and inequalities issues in the wider Euro-Mediterranean region. Among others, in this course will be analyzed the concepts of space and development, the main concepts of regional science, the main measures and indicators for measuring regional inequalities and spatial relation, and regional inequalities in Greece and in the wider Euro-Mediterranean area. Furthermore, the course will also focus on the regional development theories, business location theories, regional multipliers, the interregional labor market and capital mobility, migration and infrastructure issues, and finally the relationship between natural resources and regional development.

Week 1: Introduction
 Week 2: The concepts of space and development
 Week 3: Analysis of basic concepts of regional science
 Week 4: Quantitative analysis of regional inequalities
 Week 5: Regional inequalities in Greece
 Week 6: Regional inequalities in Europe
 Week 7: Theories or regional inequalities
 Week 8: The place of establishment of the business
 Week 9: Regional multipliers
 Week 10: The interregional labor market and capital mobility
 Week 11: Migration
 Week 12: Natural resources and regional development
 Week 13: Conclusions

(4) 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 ICT in teaching, laboratory education, communication with students. All the students have access to e-class and other learning materials online.	
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.</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>	Activity	Semester workload
	Lectures	39 hours (1.56 ECTS)
	Study and analysis of bibliography	53 hours (2.12 ECTS)
	Essay writing	30 hours (1.20 ECTS)
	Final exams	3 hours (0.12 ECTS)
	Course total	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION	<u>Language of evaluation</u>	

<p><i>Description of the evaluation procedure</i></p> <p><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>	<p>Greek</p> <p><u>Teaching Methodology</u></p> <p>The course is delivered with a series of effective teaching methods:</p> <ul style="list-style-type: none"> • Lectures, • Research paper, • Presentation, • Article Critique, • Peer-review, <p>In addition, there are optional activities that are part of the formative assessment.</p> <ul style="list-style-type: none"> • Video Recordings. During the lesson, at least one related to the video module topics will be analyzed. • Concept Mapping, • Statement Banks. A dossier will be developed that will present the most important comments on students' progress and work. • Model Answers. A dossier with the most representative student responses will be created during the lesson. <p><u>Course evaluation</u></p> <p>The planned learning activities are related to the evaluation of the course. In this context, the following activities will be carried out:</p> <ol style="list-style-type: none"> 1. Writing a research paper of up to 3,000 words (25% of total grade) 2. Presentation of the research work. (20% of total grade) 3. Article Critique (15% of total grade) 4. Peer-review process (10% of total grade) 5. Final exams (30% of total grade) <p><u>Instructions for writing a research paper and presentation</u></p> <p>Students are required to write a research paper related to entrepreneurship, innovation and development in Greece.</p> <p>An indicative title of this work is:</p>
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"The Barriers and Challenges of Entrepreneurship in Greece"

Students are required to submit a draft paper by the tenth (10) week of the course.

All draft papers should be sent to the tutor's email in **word document!!!!**

Presentations and peer reviews will take place the last 2 weeks following the breakdown of work.

After the presentation of the work by one group of students will be followed by a detailed peer review by another other group of students.

Peer-review instructions

On the 10th week, student groups will receive an email from me with a paper from their colleagues to write a peer review.

Note: Students themselves will evaluate their colleagues' research work based on specific criteria on a scale of 1-10. This grade will be part of the final overall grade as set out in the syllabus (10%).

Be careful: After the peer review, the teams will receive feedback and to improve their work.

Deadline: Date of Examination

Guidelines for an article critique

Specific instructions for writing the critical analysis of a scientific article will be given during the course.

Student groups are invited to select an article from the following:

- Kitson, M., Martin, R., & Tyler, P. (2011). The geographies of austerity. *Cambridge Journal of Regions, Economy and Society*, 4(3), 289-302. <https://doi.org/10.1093/cjres/rsr030>
- Monastiriotis, V. (2011). Making geographical sense of the Greek austerity measures: compositional effects and long-run implications. *Cambridge Journal of Regions, Economy and Society*, 4(3), 323-337. <https://doi.org/10.1093/cjres/rsr026>
- Petrakos, G., & Psycharis, Y. (2016). The spatial aspects of economic crisis in Greece. *Cambridge Journal of Regions, Economy and Society*, 9(1), 137-152. <https://doi.org/10.1093/cjres/rsv028>

(5) ATTACHED BIBLIOGRAPHY

EVDOXOS

- Βιβλίο [86055434]: Περιφερειακή ανάπτυξη, Σεραφείμ Πολύζος [Λεπτομέρειες](#)
- Βιβλίο [12866348]: ΔΙΑΔΡΟΜΕΣ ΣΤΙΣ ΘΕΩΡΙΕΣ ΤΟΥ ΧΩΡΟΥ, ΚΟΥΡΛΙΟΥΡΟΣ ΗΛΙΑΣ [Λεπτομέρειες](#)

OPEN BOOKS

- Γκιάλης, Σ., Herod, A., 2015. *Γεωγραφία της εργασίας*. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <http://hdl.handle.net/11419/4073>
- Καλογήρου, Σ., 2015. Χωρική ανάλυση. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <http://hdl.handle.net/11419/5029>
- Πεσμαζόγλου, Β., 2015. *Πολιτική οικονομία της ανάπτυξης*. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <http://hdl.handle.net/11419/5859>

ADDITIONAL BIBLIOGRAPHY

- Barrios, S., & Strobl, E. (2009). The dynamics of regional inequalities. *Regional Science and Urban Economics*, 39(5), 575-591.
- Benos, N., & Karagiannis, S. (2008). *Convergence and economic performance in Greece: evidence at regional and prefecture level*. Paper presented at the Review of Urban & Regional Development Studies: Journal of the Applied Regional Science Conference.
- Kitson, M., Martin, R., & Tyler, P. (2011). The geographies of austerity. *Cambridge Journal of Regions, Economy and Society*, 4(3), 289-302. <https://doi.org/10.1093/cjres/rsr030>
- Monastiriotis, V. (2011). Making geographical sense of the Greek austerity measures: compositional effects and long-run implications. *Cambridge Journal of Regions, Economy and Society*, 4(3), 323-337. <https://doi.org/10.1093/cjres/rsr026>
- Petrakos, G., & Psycharis, Y. (2016). The spatial aspects of economic crisis in Greece. *Cambridge Journal of Regions, Economy and Society*, 9(1), 137-152. <https://doi.org/10.1093/cjres/rsv028>
- Petrakos, G., Rodríguez-Pose, A., & Anagnostou, A. (2005). Regional inequalities in the European Union. In *Integration, Growth and Cohesion in an Enlarged European Union* (pp. 29-43): Springer.

- Petrakos, G., & Saratsis, Y. (2000). Regional inequalities in Greece. *Papers in Regional Science*, 79(1), 57-74.
- Polyzos, S., & Sofios, S. (2008). Regional multipliers, Inequalities and Planning in Greece. *South Eastern Europe Journal of Economics*, 6(1), 75-100.
- Psycharis, Y., Rovolis, A., Tselios, V., & Pantazis, P. (2016). Economic crisis and regional development in Greece.