1. **Title of the module**

ECON3110 (EC311) The Economic Development of Europe: An Introduction

1. **Division which will be responsible for management of the module**

Division of Human and Social Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn Term

1. **Prerequisite and co-requisite modules**

None

1. **The courses of study to which the module contributes**

This module is optional for all students studying single and joint honours degree courses in economics.

The module is **NOT** available to students across other degree courses in the University

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Apply economic principles to observed economic development across European economies
   2. Evaluate the performance of European economies in light of their historical development
   3. Understand the usefulness of economic analysis in addressing policy relevant issues.
   4. Demonstrate an introductory knowledge and basic understanding of economic principles and methods and how they relate to economic behaviour.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate economic ideas and arguments verbally and in writing..
   2. Plan work and study independently
3. **A synopsis of the curriculum**

The aim of the module is to introduce students to the development of European economies in the long-run. It examines major economic shocks and challenges faced by European economies over the past few centuries and introduces various economic concepts to gain deeper understanding of long-run economic development. It discusses, among others, the issues of industrialization, economic growth, inequality, globalization, international trade, international monetary system as well as a relationship between institutions and economic growth.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Main Textbook:

* Persson, K.G, & Sharp, P. (2015) *An Economic History of Europe.* Cambridge University Press.

Other suggested readings:

* Stephen N. Broadberry, Kevin H. O’Rourke: *The Cambridge Economic History of Modern Europe, Volume 2: 1870 to the Present*, Cambridge University Press 2010 (henceforth BO).
* Nicholas Crafts, Gianni Toniolo: *Economic growth in Europe since 1945*, Cambridge University Press 1996 (henceforth CT)
* Barry Eichengreen: *Golden Fetters. The Gold Standard and the Great Depression, 1919-1939*, Oxford University Press, 1992 (henceforth E (1992)).
* Barry Eichengreen (ed.): *Europe's post-war recovery*, Cambridge University Press, 1995 (henceforth E (1995)).
* Barry Eichengreen: *The European Economy since 1945*, Princeton University Press, 2007 (henceforth E (2007)).
* Charles H. Feinstein, Peter Temin, Gianni Toniolo: *The European Economy between the Wars*, Oxford University Press 1997 (henceforth FTT).
* Peter Temin: *Lessons from the Great Depression*, MIT 1989 (henceforth T).

1. **Learning and teaching methods**

Total contact hours: 23

Private study hours: 127

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Moodle Quiz, (20%)

Group Project, (4,000 words) (80%)

13.2 Reassessment methods

Reassessment Instrument: 100% Coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** |  |
| Workshops | **x** | **x** | **x** | **x** | **x** | **x** |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |
| Moodle Quiz | **x** | **x** | **x** | **x** | **x** | **x** |
| Group Project | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation** The subject content of the module will have a strong international dimension (see synopsis.)

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 30/01/2019 | Major | September 2019 | 1,8-11,13,17 | No |
| 21.07.21 | Minor | September 2021 | 9,14 | No |

Revised FSO Jan 2018