1. **Title of the module**

ECON5700 (EC570) Microeconomics of Development

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 6

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

15 credits (7.5 ECTS)

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

Autumn or Spring

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

Prerequisites:

ECON5000 Microeconomics

ECON5020 Macroeconomics

ECON5800 Introduction to Econometrics

Co-requisite:

ECON5800 Introduction to Econometrics

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

This is an elective module for all 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. Understand how a variety of microeconomic concepts, such as market failure, and strategic decision-making, can be used to investigate causes of underdevelopment and guide development-related policies
   2. Analyse various types of microeconomic data (e.g. household surveys, natural experiments and methods of course evaluation) to test economic theories and guide economic policies
   3. Critically assess different theories about the behaviour of poor individuals or households in developing countries using existing theories and evidence on individual decision-making
   4. Critically discuss the effectiveness of various development-related policies – e.g. credit subsidies for poor households or conditional cash transfers – in the context of existing theories and evidence on individual decision-making;
   5. Solve microeconomic models to explain phenomena related to underdevelopment
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Reflect critically on the potential application of economic models to real-world problems;
   2. Address an economic problem using deductive and inductive reasoning;
   3. Critically review a body of literature for arguments or evidence pertinent to an economic question, and draw conclusions from it
   4. Retrieve, review and utilise information from a variety of sources
   5. Communicate coherent economic arguments verbally and in writing
   6. Plan work and study independently
3. **A synopsis of the curriculum**

This module introduces students to the study of economic development by focussing on the behaviour of individuals to understand the causes and nature of poverty. It utilises microeconomic theories to consider and understand phenomena related to underdevelopment. It also explores the collection and analysis of data at the individual level (as opposed to the regional or national level) and the use of lab and field experiments to better understand individual behaviour. Particular focus is given to the evaluation of economic decision making and outcomes by considering individuals’ opportunities, constraints, and choices.

The module introduces students to the variety of microeconomic tools that contribute to a better understanding of the process of economic development. Some of these methods are now widely used by international development agencies – such the World Bank and DfID – as well as academic researchers to critically assess development strategies and to evaluate courses aimed at improving the economic well-being of the poor in developing countries.

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

* D Ray, Development Economics, Princeton University Press, 1998
* K Basu, K, Analytical Development Economics: The Less Developed Economy Revisited, MIT Press, 1997

A number of journal articles and book chapters will be included in the assigned readings and/or referenced in the lectures. In each instance, it will be ensured that students are able to obtain the readings freely using available electronic resources.

1. **Learning and teaching methods**

Total contact hours: 16 hours

Private study hours: 134

Total study hours: 150

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

Assignment 1, (1000 words) (10%)

Assignment 2, (1000 words) (10%)

Examination, 2 hours (80%)

13.2 Reassessment methods

Reassessment Instrument: 100% exam

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* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| *Lecture* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Private Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Assignment I* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Assignment II* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Examination* | **x** | **x** | **x** | **x** | **x** | **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 module has a global focus and reviews issues of relevance to economic development at the individual and household level across a wide range of countries.

**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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/20 | Minor | September 2020 | 6 | No |
| 21.07.21 | Minor | September 2021 | 13.1 | No |

Revised FSO Jan 2018