1. **Title of the module**

ECON5380 (EC538) Economic Controversies

1. **School or partner institution which will be responsible for management of the module**

School of Economics

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

Level 5

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:

ECON3040 Principles of Economics;

ECON3050 or ECON3060 Mathematics for Economics;

ECON3090 Statistics for Economics

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

This is an elective module for all Single Honours Economics Programmes and Joint Honours Programmes

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

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Identify and apply economic concepts, models and theory to the real world
   2. Abstract the essential features of an economic issue, problem and system
   3. Assimilate, understand and critically evaluate an economic issue in depth
   4. Synthesise and critically compare different economic analyses of an economic issue
   5. Demonstrate the analytical skills required to formulate and consider a range of economic problems and issues
   6. Construct coherent economic arguments by making reference to relevant theories and empirical evidence
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Reflect critically on economic theory and related developments within the discipline and their application to real-world problems
   2. Address an economic problem using deductive and inductive reasoning
   3. Retrieve information from a variety of sources
   4. Review a body of literature for arguments or evidence pertinent to an economic issue and draw conclusions from it
   5. Communicate logical and coherent arguments in writing
   6. Plan work and study independently
3. **A synopsis of the curriculum**

This module introduces students to the skills of economic reasoning and argument by exposing them to critical debates within the discipline. It is designed for students who have completed Stage 1 Economics.

The module draws on current and past controversies to give students a critical insight into theoretical and empirical differences of opinion and approach to economics in the real world. The curriculum provides an insight into the academic and professional development of the discipline, and provides opportunities to develop a range of highly transferable skills. It also lays the foundations to many of the skills required for modules taught at Stage 3.

Four controversies will be covered each drawn from a range of topics pertinent to the discipline and relevant sub-disciplines. Students must study two controversies.

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

* M Blaug (2009), Economic Theory in Retrospect, 5th edition, CUP
* M Blaug (1992), The Methodology of Economics or How Economists Explain, CUP

The following journals will be used where relevant surveys of the literature for each topic are identifiable:

* Journal of Economic Literature, American Economic Association
* Journal of Economic Perspectives, American Economic Association
* Journal of Economic Surveys, John Wiley and Sons
* Oxford Review of Economic Policy, Oxford University Press
* Economic Policy, Oxford University Press
* Fiscal Studies, Institute for Fiscal Studies

Other journal articles, book chapters and research publications (NIESR, IPPR, IEA, pamphlets) are included in the assigned readings and/or referenced in plenary lectures.

1. **Learning and teaching methods**

Total contact hours: 10 hours

Private study hours: 140

Total study hours: 150

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

Non-Technical Summary 1 (1000 words) (20%)

Non-Technical Summary 2 (1000 words) (20%)

Extended Essay (4000 words) (60%)

13.2 Reassessment methods

Like-for-like

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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Lecture* | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** |  |  |
| *Workshop* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| *Tutorial* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |
| *Private Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Summary I* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Summary II* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay* | **x** | **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**

Economic controversies will typically be pervasive in nature and hence of relevance to understanding economic concerns from an international perspective.

**FACULTIES SUPPORT OFFICE 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) |
|  |  |  |  |  |

Revised FSO Jan 2018