## KentVision Code and title of the module

ECON3170 Themes in Economic History

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences/ School of Economics

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn Term

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

***Optional to the following courses:***

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

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

8.1 Demonstrate knowledge and understanding of selected themes in economic history

8.2 Demonstrate an introductory knowledge and basic understanding of economic principles and methods and how they relate to the selected themes

8.3 Engage with contemporary debates and research in economic history

8.4 Understand the usefulness of economic analysis in addressing policy relevant issues.

## The intended generic learning outcomes.On successfully completing the module students will be able to:

9.1 Demonstrate economic ideas and arguments by a variety of methods

9.2 Plan work and study independently

## A synopsis of the curriculum

The main aim of this module is to expose students to cutting-edge research on two inter-related questions in the field of economic history: To what extent does history matter for long-run economic development? What are the potential pathways through which the effect of history is transmitted over time? The specific strands of research attempting to answer these inter-related questions that will be covered in this module are as follows:

1. Introduction
2. History matters – the seminal contributions
3. History matters – the later contributions
4. Why history matters – multiple equilibria and path dependence
5. Why history matters – domestic institutions
6. Why history matters – cultural norms of behaviour
7. Why history matters – knowledge and technology
8. The geography matters vs history matters debate

The delivery of the module will be divided into two parts: lectures and workshops. In the lectures, I will summarize the literature and up to two journal articles on one of the specific strands of research listed above. In the workshops, students will work in groups and carry out a short presentation on the strand of research tackled in the lectures followed by a debate-like activity involving their classmates.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 124

Contact Hours: 26

Total: 150

## Assessment methods

* 1. Main assessment methods

Moodle Quiz, (30%)

Group Project, (70%)

13.2 Reassessment methods

Reassessment Instrument: 100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | **8.1** | **8.2** | **8.3** | **8.4** | **8.5** | **9.1** | **9.2** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | x | x | x | x | x | x | x |
| **Lectures** | x | x | x | x | x | x |  |
| **Workshops** | x | x | x | x | x | x | x |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | **8.1** | **8.2** | **8.3** | **8.4** | **8.5** | **9.1** | **9.2** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Moodle Quiz** | x | x | x | x | x | x | x |
| **Group Project** | x | x | x | x | x | x | x |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

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

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 14/12/2022 | New | Sept -23 |  |  |
|  |  |  |  |  |