1. **Title of the module**

ECON5400 (EC540) Development Economics

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 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

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

Prerequisites:

ECON5000 Microeconomics

ECON5020 Macroeconomics

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

This is an optional 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:**

8.1. Demonstrate knowledge and understanding of issues related to the divisions in the world economy between rich and poor countries

8.2. Demonstrate critical understanding of the prominent hypotheses regarding how these divisions arose and what forces perpetuate them

8.3. Understand and evaluate how factors such as agriculture, industry, investment performance, population growth, domestic finance, international finance and trade may explain the economic performance of countries

8.4. Understand how to use economic models to think about problems in development

8.5. Analyse and interpret economic data to test economic theories and guide economic policies

8.6. Critically assess development-related policy debates in the media and between politicians

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Reflect critically on the application of economic models to real-world problems
   2. Apply problem solving and analytical skills to economic and policy relevant issues
   3. Communicate coherent economic arguments verbally and in writing
   4. Plan work and study independently
2. **A synopsis of the curriculum**

Development Economics is a sub-field of economics that focuses on the unique problems of poor countries. In the course we will use economic analysis to understand the structure of poor economies and the behaviour of individuals within them. The goal is to better understand why the world looks the way that it does so that one can make more informed opinions and decisions about policies meant to improve global welfare. The topics considered in the module will include:

* The development gap in the world economy and the measurement of poverty
* Characteristics of underdevelopment and structural change
* Models of the growth and development process
* The role of agriculture and surplus labour in the development process
* Industrialisation
* Dualism and vicious circles of poverty
* Trade and Development

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

**Core text**

* A P Thirlwall, Economics and Development: Theory and Evidence (9th ed), Macmillan, 2011
* Miscellaneous academic journal articles

**Recommended texts**

* R Day, Development Economics, 1998
* A V Bannerjee, R Benabou, D Mookherjee, Understanding Poverty, 2006

1. **Learning and teaching methods**

Total contact hours: 26 hours

Private study hours: 124

Total study hours: 150

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

Course Work (35%), to consist of:

- problem sets (10%)

Moodle quiz (25%)

Examination, 2 hours (65%)

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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Lecture* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| *Seminar* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Private Study* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Moodle Quiz* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Problem Sets* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Examination* | **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 content has a global focus and reviews issues of relevance to economic development 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 09/01/20 | Major | September 2020 | 9,12,13,14 | No |
| 04.03.21 | Minor | September 2020 | 13 | No |

Revised FSO Jan 2018