1. **Title of the module**

ECON8780 (EC878) - Development Economics (Brussels)

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

Economics

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

Level 7

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)**

Spring

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

*None*

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

MA in International Political Economy (possibly available as elective for other BSIS programmes)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. have acquired knowledge of the basic theoretical models available to explain the causes and consequences of economic growth, poverty and inequalities
	2. have acquired knowledge of the basic factors relevant to the economic problems of developing countries, both internally and externally
	3. have acquired knowledge of the institutional arrangements which affect development, and the conditions promoting sustainable development
	4. be able to understand the links between basic theoretical issues in economic development and policy towards developing countries
	5. demonstrate advanced understanding of microeconomic models in the relevant following fields: labour markets, education, gender, inequalities
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. develop the ability to construct logical economic arguments related to economic development,
	2. acquire the ability to relate empirical evidence to the relevant theory,
	3. become familiar with the tools of theoretical analysis and empirical modelling used in development economics,
	4. present economic arguments verbally as well as in written form.
3. **A synopsis of the curriculum**

The goal of this course is to present the main topics discussed in the development economics literature, such as poverty, inequality, education, labour markets, gender, institutions and sustainable development. While addressing global issues, the course focuses on their microeconomic dimensions, with a strong emphasis on measurement issues and how quantitative evidence is produced and used to support arguments. This knowledge will allow students to discuss and criticize interventions aimed at tackling development issues

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

Duflo, E., & Banerjee, A. (2011). Poor economics: a radical rethinking of the way to fight global poverty. Public Affairs.

Ravallion, M. (2015). The economics of poverty: history, measurement, and policy. Oxford University Press.

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

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

Essay (3,000 words) (50%)

Examination, 2 hours (50%)

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x | x |
| *Lecture* | x | x | x | x | x | x | x | x | x | x |
| *Seminar* | x | x | x | x | x | x | x | x | x | x |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Essay 3,000 words* | 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**

Brussels

1. **Internationalisation**

The module focuses on the Global South and the international aid system hence fundamentally builds on the analysis of international dynamics coupled with country trajectories. Lecture content, seminar and assessments are designed to reflect this subject matter

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**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) |
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Revised FSO Jan 2018