

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 36 School of Economics

<b>EC500</b>		<b>Microeconomics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Garcia-Alonso Dr M D C
1	Canterbury	Autumn and Spring	I	30 (15)	90% Exam, 10% Coursework	Garcia-Alonso Dr M D C

#### Contact Hours

40 lectures, 18 seminars

#### Department Checked

HS 18.2.15

#### Learning Outcomes

By the end of the module, you will be able to

- understand the relevance of microeconomics to the real world.
- understand, analyse and evaluate contemporary market systems.
- appreciate that you learnt and developed a variety of different skills, such as essay writing and communication and analytical skills, and acquired problem-solving experience. These skills are essential not only to the study of Economics, but also, in the longer term, to a successful career.

#### Method of Assessment

20% coursework, consisting of four class tests (4% each) and seminar participation (4%); 80% end of year examination of three hours duration

#### Preliminary Reading

H Varian, Intermediate Microeconomics, A Modern Approach (9th ed), Norton, 2014

W Morgan, M Katz and H Rosen, Microeconomics (2nd ed), McGraw Hill, 2009

#### Pre-requisites

EC304 Principles of Economics, EC305/EC306 Mathematics, EC309 Statistics for Economics and Business (or Management Science), or equivalent

#### Synopsis \*

This is the core microeconomics module taken by all students following Economics degrees. It builds on the material covered in the Stage 1 Economics modules. The titles of many of the topics covered will be familiar, but the topics are dealt with in greater depth than in first year.

Microeconomics is concerned with the behaviour of individual economic agents such as consumers, firms and governments. It provides the foundations for understanding all types of economics, including macroeconomics, so is relevant for all other Economics modules you take.

The module is carefully designed to give (alternative and/or complementary) readings, and provide a set of different types of questions and problems for seminars to test and extend your understanding of the material as well as to improve your key skills such as communication, problem solving, team work, and learning how to study efficiently.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC502		Macroeconomics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Satchithanathan Dr M
1	Canterbury	Autumn and Spring	I	30 (15)	90% Exam, 10% Coursework	Satchithanathan Dr M

### Contact Hours

40 lectures, 18 seminars

### Department Checked

HS 18.2.15

### Learning Outcomes

By the end of the academic year, you are expected to:

- be able to understand, analyse and critically assess the current macroeconomic problems widely addressed in the media such as unemployment, inflation, macroeconomic policy and exchange rate volatility
- be able to form your own economic view on current macroeconomic problems
- understand the interrelationships between different macroeconomic policies
- build a solid economic background which will enable you to start a career as a macroeconomist
- be able to present macroeconomic analysis both verbally and in written form
- be able to construct and write answers to macroeconomic analytical questions
- be able to undertake further study in the different areas of macroeconomics such as international finance, monetary economics and growth theory.

### Method of Assessment

20% coursework, consisting of two class tests; 80% written examination of 3 hours duration

### Preliminary Reading

M Burda and C Wyplosz, *Macroeconomics* (5th or 6th ed), Oxford University Press, 2009 or 2013  
Burda and Wyplosz online resources site <http://www.oup.com/uk/orc/bin/9780199264964/>  
G Chamberlin and L Yuey, *Macroeconomics*, Thomson, 2006

### Pre-requisites

EC304 Principles of Economics (or equivalent), EC305/EC306 Mathematics, EC309 Statistics for Economics and Business, or equivalent

### Synopsis \*

Macroeconomics today is a different subject than it was just a few decades ago. Old controversies have been resolved and new ones have arisen. This module builds on the first year teaching of macroeconomics to provide an intermediate course, which takes full account of the policy issues and controversies in the world macroeconomy.

Autumn Term begins by looking at the basic methodology of macroeconomic models. We then examine, in greater detail than at Stage 1, how the macroeconomic theories of aggregate demand and aggregate supply are derived. This involves studying the markets on which these theories are based. It is important to be aware that there are many theories of aggregate demand and supply. This term we use the IS-LM model, with which you should be familiar from Stage 1, to derive a theory of aggregate demand in both open and closed economies. We also examine the labour market to derive a theory of aggregate supply and study the relationship between inflation and unemployment.

Spring Term starts with studying the long-run, that is, what determines the standard of living of countries in the long term, as opposed to short-run economic fluctuations. We then study microeconomic fundamentals of macroeconomics to understand in-depth the determinants of consumption, investment, and labour supply decisions. We then use these and the ideas developed last term to extensively examine macroeconomic demand management policies (fiscal and monetary) and their shortcomings. We finally study the role of the financial system in the macroeconomy and the causes behind the recent crisis starting in 2008.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC511		Quantitative Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Autumn and Spring	I	30 (15)	90% Exam, 10% Coursework	

### Contact Hours

40 lectures, 20 seminars

### Department Checked

HS 18.2.15

### Learning Outcomes

By the end of the module you should:

- appreciate the different types of models, data and data sources in economics
- understand the concept of an estimator, particularly the least squares estimator
- be familiar with the important role of the random error, and the assumptions needed to ensure the best linear unbiased properties of the least squares estimator
- be able to carry out different forms of specification testing, using t and f-tests
- be able to apply tests of model adequacy, particularly tests of the basic assumptions and understand the consequences of failure of each assumption, for example, autocorrelation and heteroscedasticity
- understand different types of dynamic empirical model and their important role in the analysis of time series econometrics
- be able to carry out practical work on relevant empirical topics, using econometric software
- improve your ability to interpret empirical results in economics literature
- write reports on computer-based, applied economics applications.

### Method of Assessment

20% coursework, consisting of four class tests; 80% written examination of 3 hours duration

### Preliminary Reading

Jeffrey M Wooldridge, *Introductory Econometrics: A Modern Approach* (5th and 4th eds), Cengage Learning, South Western, 2013/2009.

### Pre-requisites

EC302/EC304 Economics, EC305/EC306 Mathematics, EC309 Statistics for Economics and Business, or equivalent

### Synopsis \*

The quantitative estimation and evaluation of economic models is an essential feature of the study and application of economics. An alternative title for this module is (applied) 'econometrics' where 'metric' in econometric denotes measurement. Most textbooks provide a useful definition of what is meant by econometrics. Andrew Oswald has described 'economics' as 'the art of looking for patterns in data'. Joshua Angrist and Jörn-Steffen Pischke have described econometrics as 'the art of investigating causal relationships of interest'. We provide an intuitive treatment of some elements of basic econometric theory in conjunction with the practical application of the methods to economic issues, in particular we emphasise the measurement and interpretation of empirical results. Hence we choose the title Quantitative Economics, even though other techniques are often taught under such a heading; for instance, linear programming and input-output analysis. This also differentiates this module from the final year modules, EC542 and EC543 Econometrics I and II, which explore econometric techniques in greater theoretical and empirical depth.

The aim of the module is to familiarise you with the techniques economists use to measure economic relationships in order to test hypotheses, forecast, or assess the impact of economic policy. This is a very challenging field of applied economics. We do this in a practical way so that you gain experience in using suitable computer software to investigate empirical relationships studied throughout the module. Learning to use computer software provides a basic training in information technology (IT) skills which are becoming increasingly important to employers seeking suitable, skilled employees.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC531</b>		<b>Policy Analysis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Collier Dr W

### Contact Hours

5 lectures, 9 seminars, 2 workshops, 2 drop-in sessions

### Department Checked

HS 18.2.15

### Learning Outcomes

On successful completion of this module you will:

- understand the concepts and frameworks used by economists to appraise policy
- have a better understanding of the issues confronted in the design of policy
- be more critical of policy debates conducted in the media, by politicians, policy bodies, think tanks and interest groups
- be practised in developing logical, coherent arguments both verbally and in writing
- be practised in conducting evaluations of actual economic policies
- have a better understanding of government intervention in modern economies including its motivation, targeting and consequences
- have developed economic and independent learning skills.

### Method of Assessment

100% coursework consisting of a reflective writing assignment of 1,000 words (20%), a class test (40%) and an extended essay of 3,000 words (40%)

### Preliminary Reading

N Barr, *The Economics of the Welfare State* (5th ed), Oxford University Press, 2012

### Pre-requisites

EC302/EC304 Economics; EC305/EC306 Mathematics Mode A or B; EC309 Statistics for Economics and Business

### Synopsis \*

This module applies economic theory and statistical methods to the understanding and critical assessment of economic policy. It is designed for students who have completed Stage 1 Economics. For students studying for an economics degree, the module complements the core second year modules by focusing on the policy application of economic concepts and provides an introduction to material studied in greater depth in third year 'specialist' modules. For other students, it provides the opportunity to consider an economist's perspective on important policy issues. A key aspect of this module is the relationship of economics to current and ongoing policy problems.

The module introduces you to a variety of contemporary, mainly microeconomic, policy issues. Alongside formal lectures, it also consists of several workshops, which provide opportunities to develop and demonstrate your problem solving and analytical skills. They also give guidance on identifying sources in the literature, data relevant to economic research, analysis of data and the presentation of results orally, as well as in writing. This focus provides opportunities to develop a range of highly transferable skills and lay the foundations to the independent learning skills you require for many of the modules in Stage 3.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC532		Environmental Economics, Institutions and Policy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	80% Exam, 20% Coursework	Fraser Prof I

### Contact Hours

20 lectures, 10 seminars

### Department Checked

HS 18.2.15

### Learning Outcomes

By the end of this module you should

- understand the main economic principles that underpin environmental economics
- be able to understand and to evaluate environmental policy instruments using economics
- be able to produce, interpret and explain values placed on the environment by economists
- understand the meaning of sustainable development from an economic perspective.

### Method of Assessment

20% coursework, consisting of one class test (10%) and one 1,500 word essay (10%); 80% written examination

### Preliminary Reading

No specific textbook is recommended but good environmental texts include:

T Tietenberg and L Lewis, Environmental and Natural Resource Economics (8th ed), Pearson International Edition, 2009  
C D Kolstad, Intermediate Environmental Economics (2nd ed), Oxford University Press, 2011  
N Hanley, J F Shogren and B White, Introduction to Environmental Economics (2nd ed), Oxford University Press, 2013

### Pre-requisites

EC302/EC304 Economics; EC305/EC306 Mathematics Mode A or B; EC309 Statistics for Economics and Business

### Synopsis \*

This module introduces you to environmental economics and economics generally. A key objective of the module is to help you develop an ability to apply economic thinking to environmental problems. The module considers various aspects of environmental economics including why pollution occurs and how policy can be designed and implemented to deal with it, how to place economic value on the environment and how to understand sustainable development in microeconomic terms.

The module is divided into three parts. In Part A we examine the relationship between the economy and the environment. In Part B we consider how environmental policy can be designed, implemented and evaluated in relation to environmental pollution. In Part C we examine issues of environmental valuation, which is a rapidly growing area of research in environmental economics. The emphasis in all parts of the course is to understand the links between theory and practice.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC534		The Economics of Money and Banking				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Siegel Mr C

### Contact Hours

- 20 lectures
- 8 seminars
- 4 drop-in sessions

### Department Checked

HS 18.2.15

### Learning Outcomes

By the end of the module, you will:

- have improved your analytical skills in using mathematics to analyse financial questions;
- have developed an ability to solve financial and economics problems and present your solutions in spoken and written form;
- have improved your ability to relate intuitive and mathematical explanations of money and banking.

### Method of Assessment

- 20% coursework, consisting of one essay
- 80% written examination

### Preliminary Reading

Students should routinely read the latest journals from key policy making bodies, to relate financial developments back to class. Weblinks:

<http://www.bis.org/publ/quarterly.htm>  
<http://www.bankofengland.co.uk/publications/index.htm>  
<http://www.ecb.int/pub/mb/html/index.en.html>  
<http://www.ecb.int/pub/fsr/html/index.en.html>  
<http://blogs.ft.com/wolfforum/>  
<http://calibrecon.blogspot.com/>

### Pre-requisites

- EC302/EC304 Economics
- EC305/EC306 Mathematics Mode A or B
- EC309 Statistics for Economics and Business

### Synopsis >\*

The module asks what determines the set of equilibrium prices required to provide an appropriate level of savings in an economy to finance the expected level of expected activity. It tries to link models of money, banking and finance into one generic, or foundation, view. Specifically, we shall move towards an understanding of how financial and economic innovation have moved hand in glove over many centuries and how it seems to be that when finance fails, so does the modern market economy. Some of the questions we consider are:

- How can we analyse the appearance of money in an economy?
- What is the link between money and finance?
- What explains bank runs?
- Can we explain the occurrence of financial crises?

This second-year optional module emphasises both analytical techniques and historical experience. The economic analysis of money and banking is the starting point for understanding financial markets.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC538 Economic Controversies</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Collier Dr W
1	Canterbury	Spring	I	15 (7.5)	60% Project, 40% Coursework	Collier Dr W

### Contact Hours

Two lectures, four workshops, two small group tutorials

### Department Checked

HS 17.2.15

### Learning Outcomes

By the end of the module, students will:

1. Be practised in the use of economic concepts and the application of economic models and theory
2. Be able to understand and abstract the essential features of an economic issue, problem and system
3. Have developed the ability to assimilate, understand and critically evaluate an economic issue in depth
4. Be able to synthesise and critically compare different economic analyses of an economic issue
5. Be practised in analytical skills that allow students to formulate and consider a range of economic problems and issues
6. Be able to construct coherent economic arguments by making reference to relevant Be able to reflect critically on economic theory and related developments within the discipline and their application to real-world problems
7. Be able to address an economic problem using deductive and inductive reasoning
8. Be able to retrieve information from a variety of sources
9. Be able to review a body of literature for arguments or evidence pertinent to an economic issue and draw conclusions from it
10. Be practised in developing logical and coherent arguments in writing
11. Be able to plan work and study independently
12. Be able to work in a group

### Method of Assessment

Two non-technical summaries of 1,000 words (20% each), one extended essay of 4,000 words (60%)

### Preliminary Reading

- 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. In each instance, students should be able to obtain the readings freely using available electronic resources.

### Pre-requisites

EC304 Principles of Economics

### Synopsis \*

The purpose of this module is to teach the skills of economic reasoning and argument by exposing students to the big debates within the discipline and in economic policy.

The module will draw on current and past controversies across many economics sub-disciplines. This will equip students with the ability both to understand and contribute to the debates surrounding the recognised controversies within the discipline at a level consistent with an intermediate undergraduate degree course in Economics. The curriculum will also provide an insight into the academic and professional development of the discipline.

Students will be introduced to several controversies drawn from a range of topics pertinent to the discipline and relevant sub-disciplines. Students choose two of these to study in the Spring term.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC540 Development Economics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Amirapu Dr A

### Contact Hours

11 lectures and 8 seminars

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of the module, you will be in a position to answer some of the most basic questions posed above. You will have been given the facts from journal articles and official publications (particularly from the World Bank) and you will have been taught the relevant economic theory to interpret and understand the facts from textbooks on economic development. Through essay writing, you will be able to write about issues in development economics in a sensible and intelligent way. You will be able to understand better the world around you and, through seminar presentations, to engage in lively debate on issues facing developing countries and the approaches to policy making. You will not only be more well-rounded economists, but you will also be fully trained to go on to further study if you wish, or to work with organisations concerned with developing countries including consultancy firms; many non-governmental organisations; international organisations, and government ministries.

### Method of Assessment

20% coursework consisting of one essay of 2,000 words (10%) and one class test (10%); 80% end-of-year written exam

### Preliminary Reading

G Meier and J Rauch (eds) *Leading Issues in Development Economics* (8th ed), Oxford UP, 2005

G Secondi (ed) *The Development Economics Reader*, Routledge, 2008

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

M P Torado and S Smith, *Economic Development* (11th ed), Pearson Education, 2011

D Perkins, S Radelet, D Lindauer and S Block, *Economics of Development* (7th ed), 2013

### Pre-requisites

EC500 Microeconomics and EC502 Macroeconomics

### Synopsis \*

There is a wide range of views and approaches to the study of economic development spanning the whole of the political spectrum from the Marxist left to the libertarian right, and also a rich historical literature. To understand the module, some prior knowledge of economic theory and statistics is required, and a willingness to read widely. But the aim of the module is to teach the basic principles of economic development in order to answer such questions as:

Why are there divisions in the world economy between rich and poor countries?

How did these divisions arise and what forces perpetuate them?

How important are such factors as agriculture, industry, investment performance, population growth, domestic finance, international finance and trade in explaining the economic performance of nations?

What role does economics in general have to play in an understanding of why some countries are poor and others rich?

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC541</b>		<b>Economics Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Project, 40% Coursework	Gosling Dr A

### Contact Hours

6 lectures, 17 tutorial sessions, 2 or 3 supervisions, 1 presentation

### Department Checked

HS 3.3.15

### Learning Outcomes

In completing this module, you will:

- be able to frame and motivate a research question
- improve your ability to retrieve information efficiently from library and web-based sources
- learn to manage your time well so as to complete the various stages of the dissertation on time
- improve your ability to analyse economic problems
- be able to carry out an in-depth investigation
- deepen your knowledge of one particular area of economics
- make a contribution towards knowledge about the topic you are investigating
- develop skills necessary to make concise and clear verbal presentations to a small or medium-sized audience
- have learned how to write a report of medium length.

### Method of Assessment

100% coursework: 20% research outline and draft chapter, 20% presentation, 60% dissertation final submission

### Preliminary Reading

Patrick Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, Chapter 5  
Sue Drew and Rose Bingham, *Student Skills*, Gower, 1996, Chapters 7 and 8

### Pre-requisites

EC500 Microeconomics, EC502 Macroeconomics, EC511 Quantitative Economics

### Restrictions

EC564, EC565 cannot be taken with this module.

### Synopsis \*

This dissertation is a 30-credit module based on self-directed study, which allows you to develop a complete piece of work within the general field of economics, from the initial idea through to a final written report. It is unique amongst the modules you are taking towards your degree in Economics, both in the ways that you learn and in the ways that you are assessed. Your learning will be largely independent, but is supported by structured supervision from your dissertation supervisor and weekly computing sessions to help in accessing, coding analysing and interpreting your data.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC542 Econometrics I: An Introduction to Modern Econometrics using Stata</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Nizalova Dr O

### Contact Hours

22 lectures, 4 seminars and 5 computing classes

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of the module you should be competent in the application of the mathematical and statistical tools used in econometrics and be able to:

- handle real data with confidence
- apply econometric methods of analysis to new circumstances
- understand the conditions under which particular estimators are appropriate
- apply the theoretical methods to numerical data
- write and present technical material lucidly.

You should understand the basic theory of the ordinary least squares (OLS), generalised least squares (GLS) and instrumental variable (IV) estimators and panel data models. You should be able to apply appropriate estimators to the type of numerical data given in seminar exercises and computing classes. You should also be able to interpret empirical results in the applied economics literature.

### Method of Assessment

20% coursework consisting of two class tests worth 10% each; 80% end-of-year examination

### Preliminary Reading

C F Baum, Introduction to Modern Econometrics Using STATA, STATA Press, 2006

J M Wooldridge, Introductory Econometrics – A Modern Approach (5th ed), South-Western, 2013 (International Student Edition)

### Pre-requisites

EC511 Quantitative Economics (or equivalent)

### Synopsis \*

This is a 15-credit module in applied econometrics using Stata (the most popular general-purpose statistical software package used by empirical economists), for students who have followed Stage 1 modules in mathematics and statistics and who have taken the Stage 2 module in quantitative methods (EC511) or equivalent. What distinguishes this module is the adoption of the modern learning-by-doing approach to teaching econometrics, which emphasises the application of econometrics to real world problems. The focus is on understanding the theoretical aspects that are critical in applied work and the ability to correctly interpret empirical results.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC543		Econometrics 2: Topics in Time Series				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Exam, 30% Project, 20% Coursework	Krolzig Prof H
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 30% Project, 10% Coursework	Krolzig Prof H

### Contact Hours

14 lectures and 5 seminar classes, 4 computer practical classes, all of 90 minutes each

### Department Checked

HS 3.3.15

### Learning Outcomes

On completion of the module, you will:

- understand the importance of the time series properties of economic data, and be able to test for unit roots;
- understand the analysis of dynamic econometric models including autoregressive distributed lag models;
- be able to formulate, estimate and interpret bivariate relationships between cointegrated series;
- appreciate the importance of the role of stationarity for the properties of classical least squares estimation;
- be able to specify, estimate and critically analyse vector autoregressive and vector equilibrium correction models;
- understand the notion of causality and its limitations;
- be able to read, appraise and understand modern journal articles in applied time series econometrics;
- be able to model economic relationships and solve econometric problems with software;
- be able to communicate econometric concepts and findings to your peers.

### Method of Assessment

40% coursework consisting of an unseen test (10%), and an empirical project (30%); 60% end-of-year examination

### Preliminary Reading

While there is no single text covering the whole module, the following books on time series are recommended for reading and reference. Please bear in mind that the main audience of the textbooks are postgraduate students:

- W Enders, Applied Economics Time Series, Wiley, 3rd edition (2009) Chapters 1–2, 4–6.2. Useful guide to empirical modelling.
- PH Franses, D van Dijk and A Opschoor Time Series Models for Business and Economic Forecasting, Cambridge University Press, 2nd edition (2014). Chapters 2–4, 9.
- JD Hamilton, Time Series Analysis, Princeton University Press (1994). Chapters 1–5, 7–8, 10–11, 15. Handbook-style reference to time series models and econometric methods

### Pre-requisites

EC511 Quantitative Economics and EC542 An Introduction to Modern Econometrics using Stata

### Synopsis \*

Empirical research in macroeconomics as well as in financial economics is largely based on time series, ie chronological sequences of observations, showing the development of quantities, goods and asset prices, and interest rates. The module offers an introduction to contemporary time-series econometrics, linking the theory to empirical studies of the macroeconomy. Topics include: stationary and non-stationary stochastic processes; linear autoregressive and moving average models; linear difference equations; autoregressive distributed lag models; cointegration and equilibrium correction; vector autoregressive models. These topics are illustrated with a range of theoretical and applied exercises, which are discussed in seminars and computer classes.

The module introduces you to the research methods used by macroeconomists in academia, government departments, think tanks and financial institutions. It also helps you to prepare for the quantitative requirements of a masters programme in economics.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC544</b>		<b>Economic Integration in the EU</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Davidova Prof S

### Contact Hours

11 lectures, 6 seminar classes

### Department Checked

HS 3.3.15

### Learning Outcomes

On completion of the module, you will:

- have an understanding of the underlying theory of economic integration
- have an understanding of the factors leading to increasing integration, including customs union theories, common market theories, the role of imperfect competition for industry restructuring, the optimum currency area and the EURO, and be able to make an assessment of the impacts of future changes
- have knowledge of trends in trade, migration, competition and relevant policies
- have improved learning and writing skills from assignments and improved communication skills from seminar discussion and debate
- have acquired analytical skills, enabling the identification of appropriate theoretical concepts to analyse the effects of economic integration.

### Method of Assessment

20% coursework consisting of one class test (10%) and one essay (10%), 80% end-of-year examination

### Preliminary Reading

R Baldwin and C Wyplosz, *The Economics of European Integration*, (4th ed), McGraw-Hill, 2012

Susan Senior Nello, *The European Union: Economics, Policies and History* (2nd ed) McGraw Hill, 2009

### Pre-requisites

EC500 Microeconomics and EC502 Macroeconomics (or equivalent)

### Synopsis \*

The European Union features strongly in all discussions of economic policy and political decision making. Frequently economists are unable to provide a consistent analytical framework for the analysis of the various issues posed. In this module we explore the meaning and analysis of regional economic integration in the context of the EU. This provides a general introduction to the economic rationale for the existence of the EU, the working of some of its main policy areas, and a critique and assessment of the achievements to date. The module deals first with the origins of the EU, the theory of a Customs Union and questions of trade integration. Secondly, it covers the problems and relevance of monetary integration and the common currency area to the process of economic integration. Thirdly, it deals with some specific policy areas, in particular labour market policies, common agricultural policy and competition policy. At the end of this module you are expected to have knowledge of the basic theories underlying customs unions, and of the rationale for, and strength and weaknesses of, policy intervention at EU level.

This is a module in applied economics and the emphasis throughout is on the development of appropriate economic theories and their application in the specific context of the EU. It is not concerned with the detailed discussion of the Treaties or the implementation of policy measures. Decision making in the EU is introduced in order to understand the question of the exercise of economic power. The nature of the economic role of the European Union is such that this involves a broad coverage of both microeconomics and macroeconomics, often involving applied issues and applied analysis going beyond that covered in the main theory courses.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC545 Economics of the Labour Market</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Gosling Dr A
3	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Contact Hours

11 lectures, 2 seminar classes, 8 computer terminal sessions

### Department Checked

3.3.15

### Learning Outcomes

By the end of the module, you should have an understanding of, and be able to discuss and debate:

- the conventional neoclassical labour supply and demand analysis
- the role of search and matching frictions explaining the labour market behaviour
- how these models can be used to understand particular features of the labour market
- the features of unemployment
- the role of labour market institutions in determining labour market outcomes
- the main differences in labour markets institutions across OECD countries.

You will also be able to carry out practical work on relevant labour market topics, using spreadsheets (Excel Solver).

### Method of Assessment

20% coursework consisting of one computer-based class test, 80% end-of-year examination

### Preliminary Reading

There is no single text book for the course, but these two books will be used several times:

Tito Boeri and Jan van Ours, *The Economics of Imperfect Labor Markets*, Princeton University Press, 2008  
George Borjas, *Labor Economics*, McGraw Hill, 2010.

### Pre-requisites

EC500 Microeconomics, EC502 Macroeconomics

### Synopsis \*

Unemployment has become one of the biggest economic challenges facing many countries, placing the labour market at the core of current economic debate. Understanding the labour market is a prerequisite for informed discussions of issues surrounding the unemployment problem as well as other important topics like discrimination and immigration.

The first part of the module follows a fairly conventional approach to the study of labour economics, and covers the supply and demand for labour. We incorporate policy-orientated material throughout – for example, we examine the incentive effects of taxation and unemployment benefits on labour supply, and discuss the effect of pay-roll taxes on labour demand. The second part of the module covers the process of wage determination and unemployment. We analyse the dynamic behaviour of unemployment from a flow perspective (the ins and outs of unemployment) and introduce the role of matching and search frictions to explain the presence of frictional unemployment. Frictional unemployment exists because, even if there are as many vacancies as unemployed workers, in a labour market with imperfect information workers and firms need to spend time to meet and create a new employment relationship. Finally, the module analyses the dramatic rise in unemployment in some OECD countries over the last economic crisis, focusing particularly on the role played by the labour market institutions.

During the module you attend computer sessions to learn how to solve the labour supply model and the labour market equilibrium with the Excel Solver. The basic function of applied sessions in these labs is to improve your analytical skills in a dynamic and interactive way. The Excel Solver is described as a user-friendly and flexible tool for economic optimisation.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC546		Games for Economics and Business				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Piracha Dr M

### Contact Hours

10 lectures and 6 seminars

### Department Checked

HS 3.3.15

### Learning Outcomes

The module will

- provide you with the ability to use game theory as a tool of economic analysis
- enable you to understand and appreciate the implications of informational problems that arise in everyday economic situations
- improve your problem-solving ability, as well as your ability to present, both verbally and in writing, economic arguments.

### Method of Assessment

20% coursework consisting of two class tests (10% each), 80% end-of-year examination

### Preliminary Reading

P Dutta, Strategies and Games: Theories and Practice, MIT Press, 1999

A Dixit and S Skeath, Games of Strategy (2nd ed), W W Norton, 2004

R Gardner, Games for Business and Economics, Wiley, 1995

R Gibbons, A Primer in Game Theory, Harvester Wheatsheaf, 1992

H S Bierman and L Fernandez, Game Theory with Economic Applications, Addison-Wesley, 1995

### Pre-requisites

EC500 Microeconomics

### Synopsis \*

The growing use of game theory by economists suggests that a professional economic education is incomplete without a firm understanding of this new tool. The module aims to introduce you to a topical and important research area of microeconomic analysis, to develop your skills in setting up and solving games that arise in business and economics, and to enable you to apply game theory to different areas of economics and business.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC547</b>		<b>Industrial Economics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Cartwright Dr A
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

This module will run in the spring term for 2015/16.

### Contact Hours

11 lectures and 6 seminars

### Department Checked

HS 11.3.15

### Learning Outcomes

By the end of this module you will be able to:

- explain how firms' decisions regarding price, advertising and R&D can be modelled and evaluate the impact of those decisions on the structure and performance of markets
- understand and apply the basic concepts of game theory to the analysis of firm's strategic behaviour
- identify the implications of the theory for the design and implementation of industrial policy and to critically evaluate the application of industrial policies in the UK and other countries
- follow analysis of economic problems, construct your own economic arguments and offer critical comments on the arguments of the others.

### Method of Assessment

20% coursework consisting of one class test (10%) and one essay (10%), 80% end-of-year examination

### Preliminary Reading

Daniel Richards, George Norman, Lynne Pepall, Industrial Organization: Contemporary Theory and Empirical Applications (4th ed rev), Blackwell Publishing, 2008

### Pre-requisites

EC500 Microeconomics

### Synopsis \*

Industrial Economics studies why and how firms and industries behave and interact with each other. This is probably one of the most important and interesting areas in economics. Understanding firms' behaviour is relevant not only to the firms but also to the governments that design industrial policies in order to favour consumers without decreasing firms' efficiency.

During the module, we deal with issues that are present in everyday news: anti-competitive practices, the effect of market power on consumer welfare and the incentives for product innovation, and private and public effects of mergers. You have the chance to discuss and understand many of these topics in a deeper and more economically informed way.

This module has been designed for students who have already taken intermediate microeconomics. You are encouraged to apply economic analysis and techniques to understand the behaviour of firms and industries.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC548	International Finance					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Jiang Dr W

### Contact Hours

11 lectures, 6 seminar classes

### Department Checked

3.3.15

### Learning Outcomes

By the end of the module you will:

- have built upon previously taken intermediate macroeconomic courses and improved the ability to use macroeconomic analysis
- have an understanding of the basic theory of international macroeconomics and finance
- have a theoretically and empirically rooted understanding of the main debates and problems of open economy macro and policies, exchange rate determination, monetary integration and international financial relations
- be able to assess and rigorously examine the main debates on international financial problems arising in the newspapers and specialised magazines (critical thinking)
- have improved your learning skills, especially those concerned with the understanding and application of macroeconomic models to real life problems. This will also enhance your analytical, numeracy and problem solving skills through the working and application of the models taught
- have improved your writing skills from essay and exam writing and communication skills from seminar debates
- be able to undertake postgraduate (Masters) degrees with macroeconomic contents.

### Method of Assessment

20% coursework test, 80% end-of-year examination

### Preliminary Reading

L Copeland, Exchange Rates and International Finance (5th ed), Prentice Hall, 2008  
K Pilbeam, International Finance (4th ed), Palgrave Macmillan, 2013

### Pre-requisites

EC502 Macroeconomics

### Synopsis \*

When we open a newspaper or an economics and business magazine, we often read topics related to monetary and financial relations between countries. A good deal of political debate is also focused on the various aspects that constitute international finance. However, these debates do not allow us to understand their theoretical underpinnings. This is what we are going to study in this module from a rigorous perspective. The first part of the module deals with some basic concepts of international macro such as the balance of payments and exchange rates, and arbitrage conditions. We then go on to analyse the impact of opening up the economy on the alternative macroeconomic policies available. In that part we also analyse the main factors that determine the exchange rates between currencies, and the power of the different models proposed. The third part of the module deals with 'hot topics' in international finance. We discuss the benefits and drawbacks of fixed and floating exchange rates, the concept of a speculative attack, how to understand current account imbalances from an inter-temporal perspective, and how world macroeconomic imbalances drove the 2008/09 international financial crisis and recent sovereign debt crisis in Europe.

The module has both a theoretical and an applied emphasis in order to insert the available theories into the real problems of the world economy. It does not analyse the detailed workings of international financial markets or questions related to firm financial management in international capital markets but students interested in these aspects can acquire basic foundations that are fundamental in understanding the context in which firms and governments work.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC549		International Trade				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Garcia-Alonso Dr M D C

### Contact Hours

11 lectures and 6 seminars

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of this module you will be able to

- understand the traditional and modern theories that explain the existence of inter-industry and intra-industry trade
- evaluate the relevance of the different instruments of trade policy
- follow, assess and critically evaluate the world trade negotiations
- critically evaluate theoretical and applied studies concerning international economic issues and policies
- follow analysis of economic problems, construct your own economic arguments and offer critical comments on the arguments of others
- present economic arguments and ideas in seminars and essays
- work in a group on economics seminar problems.

### Method of Assessment

20% coursework consisting of one essay (10%) and a timed essay (10%), 80% end-of-year examination

### Preliminary Reading

P R Krugman and M Obstfeld, International Economics, Theory and Policy (7th ed), 2009; or P R Krugman, M Obstfeld and M J Melitz, International Economics, Theory and Policy, 9th ed, 2012, Addison-Wesley  
D R Appleyard, A J Field and S L Cobb, International Economics, McGraw-Hill, 2010  
WTO, World Trade Report 2013. Factors shaping the future of world trade. Download from:  
[http://www.wto.org/english/res\\_e/publications\\_e/wtr13\\_e.htm](http://www.wto.org/english/res_e/publications_e/wtr13_e.htm)

### Pre-requisites

EC500 Microeconomics, EC502 Macroeconomics

### Synopsis \*

The study of international trade has always been an especially lively and controversial area in economics. Yet there was never a time when the study of international trade was as important as today. The economies of different countries are more dependent on each other than they have ever been before, meaning that, among other things, regional crises can spread throughout the world. Keeping up to date with this changing international environment and being able to understand the dynamics behind it is of key importance to firms and governments.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC550		Monetary Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Satchithanathan Dr M
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Contact Hours

13 lectures, 6 seminar classes

### Department Checked

3.3.15

### Learning Outcomes

By the end of the module, you are expected:

- to understand the determinants of money demand and money supply
- to understand the ways in which monetary policy can affect the real economy
- to understand the issues involved in developing a modern, effective framework for conducting monetary policy; for instance the role of inflation targeting and central bank independence
- to be able to carry out research in monetary economics independently
- to have developed communication skills in seminars and class tests
- to be able to study monetary economics at postgraduate level.

### Method of Assessment

20% coursework consisting of one class test, 80% end-of-year examination

### Preliminary Reading

Alan Blinder, Central Banking in Theory and Practice, The MIT Press, 1998

Frederic Mishkin, The Economics of Money, Banking and Financial Markets (Global Edition)

or,

Frederic Mishkin, Kent Matthews and Massimo Giuliodori, The Economics of Money, Banking and Financial Markets (European Edition)

### Pre-requisites

EC502 Macroeconomics (or equivalent)

### Synopsis \*

This final year optional module covers a variety of monetary issues from both a theoretical and a policy perspective. It starts with an introduction to the role of money in the economy, and theories of money supply and demand. A discussion of the IS/LM model gives a basic foundation for analysing how monetary policy affects the economy, and a first theoretical perspective on the neutrality of money – ie whether monetary policy has real effects on the macroeconomy, in either the short or long run. This is followed by a discussion of other theoretical perspectives on neutrality, and relevant evidence. If monetary policy does have real effects, how are these brought about and what are the implications for monetary transmission? The remainder of the module discusses current issues in monetary policy – the goals of monetary policy and how these are expressed in modern simple models of monetary policy, central bank independence and inflation targeting.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC553</b>		<b>Public Economics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Cartwright Dr E

### Contact Hours

10 lectures, 6 seminars

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of the module you will be able to:

- elaborate on the economic arguments for and against government provision of goods
- discuss the problems associated with collective decision making
- apply economic theory in evaluating policy questions on issues such as health and education.

### Method of Assessment

20% coursework consisting of a class test (10%) and an essay (10%), 80% end-of-year examination

### Preliminary Reading

J Stiglitz, Economics of the Public Sector (3rd ed), Norton, 2000  
J Cullis and P Jones, Public Finance and Public Choice, 2009  
J Hindriks and G Myles, Intermediate Public Economics, 2006  
N A Barr, The Economics of the Welfare State, Oxford UP, 2004

### Pre-requisites

EC500 Microeconomics

### Synopsis \*

To understand and be able to evaluate the role played by government in the economy it is important to understand key elements of microeconomic analysis and then be able to apply this understanding to the practical evaluation of policy issues. Economic theory is typically a positive science with right and wrong answers but evaluating policy issues is a much more normative science where there are often no correct answers (just opinions). The module reflects these two sides of studying public economics.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC562		Economics of Finance 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Duncan Dr A

### Contact Hours

10 lectures, 6 seminars, 2 drop-in sessions

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of the module, you will:

- have improved your analytical skills in using mathematics to analyse financial markets
- have developed your ability to solve financial problems and present your solutions orally and in written form
- have improved your ability to relate intuitive and mathematical explanations of financial analysis
- understand the different methods of risk control and valuation of different financial assets
- understand and be able to use the concepts of discounting, diversification and Capital Asset Pricing Model, asset/liability management, arbitrage and hedging and understand the different types of asset class
- have improved your internet literacy in collecting and processing information from the internet and other sources.

### Method of Assessment

20% coursework consisting of one class test (10%) and one 1500-word essay (10%), 80% end-of-year examination

### Preliminary Reading

<http://www.bis.org/publ/quarterly.htm>

<http://www.bankofengland.co.uk/publications/index.htm>

<http://www.ecb.int/pub/mb/html/index.en.html>

<http://www.ecb.int/pub/fsr/html/index.en.html>

Financial press, eg the Financial Times and the Wall Street Journal

### Pre-requisites

EC534 Financial Analysis

### Synopsis \*

The economic analysis of financial markets and instruments is the starting point of financial economics and this module provides a concise overview of capital markets. Specifically, it examines how the economics of uncertainty have been applied extensively in financial markets. It focuses on the structure of each financial market (such as the trading volume and investors in it), recommended investment strategies for a specific type of investor, and market conventions. We emphasise both practical knowledge and analytical techniques and several useful mathematical skills are explained.

The module first introduces key principles, such as discounting, diversification, no arbitrage and hedging, and then discusses each asset class, such as bonds, equities and their derivatives (instruments), emphasising the general idea behind them. Although different types of assets require different methods of valuations and risk control, the basic principles are common to all asset classes. The module also covers asset liability management (ALM) and other related topics.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC563</b>		<b>Economics of Finance 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Shibayama Dr K

### Contact Hours

12 lectures, 6 seminars, 1 computer terminal session

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of the module, you will:

- understand the investors optimisation and relevant concepts
- understand the theoretical basis of the risk-neutral probability measure
- be able to construct a proper tree model to find the fair price of a non-standard financial derivative, given the historical price data of its underlying asset
- be able to use the Black-Schoels-Merton model to calculate the delta hedge
- become more familiar with financial data and numerical computation
- develop your logical thinking and analytical skills through a deeper understanding of risk and return
- become more independent in the use of your problem-solving abilities.

### Method of Assessment

20% coursework (two class tests), 80% end-of-year examination

### Pre-requisites

EC500 Microeconomics

### Synopsis \*

The module develops your skills in asset pricing and your understanding of the theoretical basis of this subject. It stresses practical training in asset pricing.

The two main topics in the module are investors' utility maximisation and arbitrage theory in derivative pricing, which is mainly discussed in discrete time models. The most important goal is to give you the ability to apply the model to real data.

Although the module requires some mathematical techniques, its aim is to offer practical training, putting stress on the intuitions and heuristics behind theorems and formulae, rather than their rigorous derivations and semantic definitions. Moreover, you are not only expected to understand theories but also expected to master how to use them.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC565</b>		<b>Extended Economics Essay</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Gosling Dr A
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Gosling Dr A
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	Gosling Dr A

### Contact Hours

5 lectures, 1 hour's individual supervision

### Department Checked

HS 3.3.15

### Learning Outcomes

On completion of this module, you will have

- improved your ability to analyse economic problems
- deepened your knowledge of one particular area of economics
- carried out an in-depth critical investigation of a topic
- completed a written critical review of the literature of one area of economics
- improved your ability to retrieve information efficiently from library and web-based sources
- learned to manage your time well so as to complete the various stages of the critical review on time
- learned how to write a report of medium length
- improved your graphic, oral and written communication skills.

### Method of Assessment

100% coursework, consisting of 20% poster session, 80% final essay

### Pre-requisites

EC500 Microeconomics, EC502 Macroeconomics

### Restrictions

EC541 cannot be taken with this module

### Synopsis \*

The module aims to provide an alternative to the EC541 dissertation option for students. In this module, rather than conducting an original piece of research, you are given a set of questions with readings. You can also construct your own question so long as it is approved. You choose a question and (with help from your supervisor) write a 5,000 word essay on this question. The material covered in these essays is typically broader than that explored in the dissertation option and there is no requirement to make any 'contribution to knowledge'. However, the essays still demand more independent work than required for coursework in other modules. You are expected to read round the question AND to assimilate concepts and ideas not covered in lectures.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC566</b>		<b>Macroeconomics for Business</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Salam Dr N

### Contact Hours

16 lectures, 3 seminars, 3 workshops

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of the module, you will be able to:

- understand aggregate demand, aggregate supply and the operation of the macroeconomy, and how public policies affect the macroeconomy
- apply fundamental macroeconomic principles and manipulate simple economic diagrams of relevance to business
- read about, discuss and form an opinion regarding current macroeconomic policy.

### Method of Assessment

20% coursework, consisting of one extended essay. 80% written examination

### Preliminary Reading

R Lipsey and A Chrystal, Economics (12th ed), Oxford University Press, 2012

D King, Economics, Oxford University Press, 2012

W J Baumol and A S Blinder, Macroeconomics: Principles and Policy (12th ed), South-Western Cengage Learning, 2011

### Pre-requisites

EC313 Microeconomics for Business

### Restrictions

Not available to students taking or who have taken EC500 Microeconomics or EC502 Macroeconomics

### Synopsis \*

The aim of the module is to develop your understanding of the principles of macroeconomics as they relate to business. We examine how these principles can help you to understand the current macroeconomic policy debate and how they are applied to common macroeconomic situations you will meet in business.

Module topics include: the circular flow of the macroeconomy; inflation and unemployment definitions and causes; aggregate supply, aggregate demand and fiscal policy; money, the financial system, interest rates and monetary policy; international trade, the balance of payments and exchange rates.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC567 Economics of Gender, Children and the Family</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Contact Hours

11 lectures, 12 seminars

### Learning Outcomes

By the end of the module you should:

- understand the key concepts and frameworks used by economists to analyse family issues
- have a better understanding of the family issues confronted in the design of policy
- be more critical of policy debates conducted in the media and by politicians
- be practised in developing logical, coherent arguments both verbally and in writing
- be practised in conducting evaluations of actual family policies
- have a better understanding of government intervention in modern economies including its motivation, targeting and consequences
- have developed economic and independent learning skills
- be practised in reflective learning.

### Method of Assessment

20% coursework (one 1500-word essay) and 80% end-of-year examination

### Preliminary Reading

N Barr, *Economics of the Welfare State*, Oxford University Press, 2003

T Boeri, D Del Boca, and C Pissarides, *Women at Work*, Oxford University Press, 2005

D Checchi, *The Economics of Education: Human Capital, Family Background and Inequality*, Cambridge University Press, 2008

J Ermisch, *An Economic Analysis of the Family*, Princeton University Press, 2003

Y Weiss, 'The Formation and Dissolution of Families: Why Marry, Who Marries Whom, and What Happens Upon Marriage and Divorce?' in M Rosenzweig and O Stark (eds) *Handbook of Population and Family Economics*, Elsevier Press, 1997

G Becker, *A Treatise on the Family*, Princeton University Press, 1990

### Pre-requisites

EC500 Microeconomics and EC305/EC306 Mathematics for Economics

### Synopsis \*

This is a 15 Credit Stage 3 optional module in applied labour and family economics. Its aim is to introduce you to a broad range of the methods and models applied by economists on family related issues. These issues include partnership formation and dissolution, intra-household allocation, education, investment in children, and inter-generational mobility, as well as work and pay from a family perspective. These phenomena are modelled as the outcomes of rational-choice processes, with hypotheses concerning these choices evaluated in the context of relevant empirical evidence. We focus on public policies influencing decisions within families such as fertility, labour supply and investment in human capital of children.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC568 World Economic and Financial History from the 19th Century</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Klein Dr A (EC)

### Contact Hours

18 lectures, 2 seminars

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of the module you will:

- be able to understand the evolution of the transatlantic economy over a period of 200 years
- be able to identify major economic forces of initial 19th century globalisation, de-globalisation and subsequent re-globalisation
- understand the causes of financial crisis, economic depression and recovery
- understand the policy implications of recovery process from economic downturn
- be able to analyse the forces driving long-run economic growth, product and labour market integration, and the effects of international monetary arrangements on the evolution of the transatlantic economy
- be able to interpret data in the context of economic theory and policy
- be practised in developing logical and coherent verbal and written arguments.

### Method of Assessment

20% coursework (one essay of 3,000 words), 80% end-of-year examination

### Pre-requisites

EC502 Macroeconomics and EC511 Quantitative Economics

### Synopsis \*

The aim of the module is to introduce you to the evolution of the world economy from the 19th century to the present. This period experienced rapid growth of trade, saw a massive migration from Europe to the Americas and the rise, fall and rise again of globalisation. A knowledge of the history of the world economy in this period allows us to understand today's world economy better; enlightens our understanding of world income inequality, trade patterns and sources of growth; and teaches us important policy lessons from past recessions and recoveries.

Topics covered on the module include growth and trends pre-1913 and the interwar years; the gold standard; commodity and labour market integration; the Great Depression; and recovery from the Great Depression.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC569</b>		<b>Economic Growth</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Otsu Dr K

### Contact Hours

11 lectures, 6 seminars

### Department Checked

HS 3.3.15

### Learning Outcomes

After completing this module you will be able to:

- manipulate a number of theoretical models to analyse economic growth
- understand and critically evaluate economic growth articles in academic journals
- present and debate growth issues in seminars
- form your own independent opinion on ongoing growth issues.

### Method of Assessment

20% coursework consisting of one essay of 2,000 words and an in-class test, 80% end-of-year examination

### Preliminary Reading

D Weil, Economic Growth (3rd ed), Pearson, 2013

C Jones and D Vollrath, Introduction to Economic Growth, W W Norton & Co, 2013

### Pre-requisites

EC500 Microeconomics, EC502 Macroeconomics and EC511 Quantitative Economics

### Synopsis \*

This module covers a variety of growth issues from both empirical and theoretical views. The first part of the course deals with basic concepts of economic growth, including how to measure growth and the core theories of economic growth. The second part deals with productivity; how to measure productivity and analyse different sources of productivity growth. The third part deals with economic fundamentals, including the relationship between government policies, income inequality, and growth.

The aim of the module is to teach the basic principles of economic growth in order to answer such questions as:

- what are the determinants of growth?
- how can we improve productivity?
- what kind of role does the government play on growth?
- why are there differences in the level of income among countries?

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC570</b>		<b>Microeconomics of Development</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Wahhaj Dr Z

### Contact Hours

10 one-hour lectures, five one-hour seminars

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of the course, you will

- understand how a variety of microeconomic concepts, such as market failure, and strategic decision-making, have been used to investigate causes of underdevelopment and guide development-related policies;
- understand how household surveys, natural experiments and various methods of programme evaluation can be used to test economic theories and guide economic policies;
- be able to construct coherent economic arguments by making reference to microeconomic theories and empirical evidence on individual decision-making;
- be able to assess critically different theories about the behaviour of poor individuals or households in developing countries using existing theories and evidence on individual decision-making;
- be able to discuss critically the effectiveness of various development-related policies – eg credit subsidies for poor households or conditional cash transfers – in the context of existing theories and evidence on individual decision-making;
- be able to solve simple microeconomic models that can shed light on phenomena related to underdevelopment;
- be able to analyse microeconomic data using simple statistical methods.

### Method of Assessment

20% coursework consisting of two assignments, 80% two-hour final examination

### Preliminary Reading

D Ray, Development Economics, Princeton University Press, 1998

K Basu, K, Analytical Development Economics: The Less Developed Economy Revisited, MIT Press, 1997

### Pre-requisites

EC500 Microeconomics, EC511 Quantitative Methods

### Synopsis \*

In the last 30 to 35 years, the study of economic development has increasingly focused on the behaviour of individuals – their opportunities, constraints, and choices – to understand the causes and nature of poverty, and on formulating strategies for improving their economic well-being. This trend includes the increased application of microeconomic theories to understand phenomena related to underdevelopment, the collection and analysis of data at the individual level (as opposed to the regional or national level) and, most recently, the use of lab and field experiments to better understand individual behaviour.

The module introduces you to these trends, to show how the related microeconomic tools have contributed 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 evaluate programmes aimed at improving the economic well-being of the poor in developing countries.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC571	Agricultural, Food and Natural Resource				Economics	
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Fraser Prof I

### Contact Hours

10 two-hour lectures, 10 seminars

### Department Checked

HS 3.3.15

### Learning Outcomes

By the end of the module, you will be able to:

- Understand how a variety of microeconomic concepts, such as profit maximisation, asymmetric information, risk and uncertainty, and market failure have been used to investigate various aspects of agricultural, food and natural resource economics;
- Understand how various types of data sources (eg, household surveys, national statistics) can be used to test economic theories and guide economic policies;
- Construct coherent economic arguments by making reference to microeconomic theories and empirical evidence on individual decision-making and business strategy;
- Assess different theories about the behaviour of households, farmers, manufacturers and government in this sector of the economy using existing theories and evidence on individual decision making;
- Discuss the effectiveness of various agricultural, food and resource related policies – eg CAP, commodity price volatility, contractual arrangements – in the context of existing theories and evidence on decision making;
- Solve simple microeconomic models that can shed light on phenomena related to agriculture, food and natural resources;
- Analyse microeconomic data using statistical methods and software (eg, Microsoft Excel).

### Method of Assessment

20% coursework consisting of an in-class test (10%) and an extended essay (10%); 80% end of year examination

### Preliminary Reading

The following are some of the texts that we will refer to:

- A Barkley and PW Barkley, Principles of Agricultural Economics, Routledge (2013).
- JM Conrad, Resource Economics (2nd ed), (2010).
- J Williams, Competition and Efficiency in International Food Supply Chains Improving Food Security, Routledge (2013).
- DW Allen and D Lueck, The Nature of the Farm. Contract, Risk and Organisation in Agriculture, MIT (2002).
- D Besanko, D Dranove, M Shanley and S Schaefer, Economics of Strategy (4th ed), John Wiley and Sons (2007).
- DF Heathfield and S Wibe, An Introduction to Cost and Production Functions, MacMillan Press (1987).
- M Mazzocchi, WB Traill and JF Shogren, Fat Economics. Nutrition, Health, and Economic Policy, OUP (2009).
- GW Norton, J Alwang and W Masters, Economics of Agricultural Development. World Food Systems and Resource Use (2nd ed), Routledge (2010).
- B Wansink, Marketing Nutrition. Soy, Functional Foods, Biotechnology, and Obesity, University of Illinois Press (2007).

In addition, papers in top field journals including:

- American Journal of Agricultural Economics
- European Review of Agricultural Economics
- Journal of Agricultural Economics
- Agricultural Economics
- Food Policy
- Ecological Economics
- Journal of Economic Perspectives

### Pre-requisites

EC500 Microeconomics; or EC313 Microeconomics for Business and EC532 Environmental Economics, Institutions and Policy

### Synopsis \*

This module introduces you to agriculture, food and natural resource economics and economics generally. A key objective is to help you develop an ability to apply economic thinking to problems in this area. The module considers various aspects of agricultural, food and resource economics including food production, economic theory related to agricultural policy, food supply chains and food prices, food economics specifically food labels and various economic aspects of natural resource management such as forestry and fisheries.

The module is divided into three parts. In Part A we examine the relationship between the economy and the agriculture. In Part B we consider aspects of food economics. In Part C we examine various issues relating to natural resource. The emphasis in all parts of the module is to understand the links between theory and practice.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC580 Introduction to Econometrics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Fraser Prof I

### Contact Hours

- 20 one-hour lectures
- five one-hour terminal classes (one per fortnight)
- five one-hour seminars (one per fortnight)

### Department Checked

TG 21.03.16

### Learning Outcomes

On successfully completing the module students will be able to:

1. Identify and appreciate the different types of models, data and data sources in economics
2. Demonstrate knowledge and understanding of the least squares estimator
3. Apply econometric theory to economic models and data
4. Interpret empirical results obtained from the application of econometric theory
5. Apply tests of model adequacy, particularly tests of the basic assumptions of the classic linear regression framework
6. Organise economic data and information so as to conduct basic econometric analysis.
7. Address economic problems quantitatively and analytically
8. Analyse economic data and empirical models to support their understanding of economics
9. Write and present empirical material in a coherent and structured manner
10. Plan work and study independently

### Method of Assessment

100% continuous assessment consisting of:

- one Moodle quiz (10%)
- two in-class assessments (25% each)
- one written report (40%)

### Preliminary Reading

- C Dougherty (2011), Introduction to Econometrics, 4th ed, OUP
- D Gujarati (2015), Econometrics by Example, 2nd ed, Palgrave
- D Gujarati and D Porter (2010), Essentials of Econometrics, 4th ed, McGraw-Hill
- G Maddala and K Lahiri (2009), Introduction to Econometrics, 4th ed, Wiley
- A Studenmund (2011), Using Econometrics: A Practical Guide, 6th ed, Addison-Wesley
- J Wooldridge (2016), Introductory Econometrics: A Modern Approach, 6th ed, Cengage
- M Verbeek (2012), A Guide to Modern Econometrics, 4th ed, Wiley

### Pre-requisites

- EC304 Principles of Economics
- EC305 or EC306 Mathematics for Economics
- EC309 Statistics for Economics

### Synopsis \*

The quantitative estimation and evaluation of economic models is an essential feature of the study and application of economics. This module provides an introduction to econometric theory and the application of econometric techniques to economic models and data. This is achieved by explaining key economic and econometric issues using applications of econometrics that quantify and evaluate economic theory and which provide an empirical evaluation of economic behaviour and the assessment of economic policy.

The module provides both an analytical and practical introduction to econometric theory, equipping students with the analytical tools to carry out applied econometric work and to explore more advanced areas of econometric theory at later stages of their chosen degree programme. The practice and application of econometrics is achieved using both Microsoft Excel and specialist econometric software (eg Eviews &/or Stata).

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>EC581 Introduction to Time-Series Econometrics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Tchuente Nguembu Dr G

### Contact Hours

- 20 lectures
- 10 seminars
- 10 terminal classes

### Department Checked

TG 21.03.16

### Learning Outcomes

By the end of the module, you will be able to:

1. Identify and abstract the properties of time-series data and relevant data sources
2. Demonstrate knowledge and understanding of statistical, graphical and numerical data analyses
3. Apply time-series econometrics to economic data using specialist econometric software (e.g. Eviews)
4. Interpret and analyse empirical results obtained from the application of time-series econometrics to economic data
5. Perform data transformations and diagnostic tests relevant to the analysis of time-series data.
6. Retrieve and analyse economic data and information from a variety of sources
7. Address economic problems quantitatively and undertake empirical modelling of economic behaviour using statistical software
8. Utilise and interpret empirical models to support their understanding of economics
9. Write and present economic ideas in a coherent and structured manner
10. Plan work and study independently

### Method of Assessment

- 20% coursework, consisting of two class tests
- 80% end-of-year exam

### Preliminary Reading

- C. Dougherty (2011), Introduction to Econometrics, 4th ed, Oxford University Press
- D. Gujarati (2015), Econometrics by Example, 2nd ed, Palgrave
- G. Maddala & K. Lahiri (2009), Introduction to Econometrics, 4th ed, Wiley
- A. Studenmund (2011), Using Econometrics: A Practical Guide, 6th ed, Addison-Wesley
- J. Wooldridge (2016), Introductory Econometrics: A Modern Approach, 6th ed, Cengage
- M. Verbeek (2012), A Guide to Modern Econometrics, 4th ed, Wiley

### Pre-requisites

- EC304 Principles of Economics
- EC305 or EC306 Mathematics for Economics
- EC309 Statistics for Economics
- EC580 Introduction to Econometrics

### Synopsis \*

This module provides an analytical introduction to time-series econometrics and the challenges that present themselves with the analysis of time-series economic data. A key issue in this regard involves consideration of whether or not a time-series process is stationary. Traditional econometric techniques such as Ordinary Least Squares (OLS) are poorly suited to the estimation of economic models or data which exhibit non-stationary processes. This module provides an introduction to econometric methods that are suitable for stationary and non-stationary time series analyses.

The focus of the module is predominantly analytical providing students with the knowledge and understanding of time-series techniques commonly used to analyse economic data. The application of these techniques is also considered using specialist econometric software (eg Eviews). The module equips students with the analytical tools to carry out advanced time-series econometrics work at a later stage of their degree programme.