

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

36 School of Economics

EC500		Microeconomics				
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 1.12.16

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

16% In Course Tests (4 x 4%)
4% Seminar participation
80% Examination (3 hours)

Preliminary Reading

R Frank and E Cartwright, *Microeconomics and Behaviour* (2nd ed), McGraw-Hill, 2016
H Varian, *Intermediate Microeconomics, A Modern Approach* (9th ed), Norton, 2014
W Morgan, M Katz and S Rosen, *Microeconomics* (2nd ed), McGraw Hill, 2009

Pre-requisites

EC304 Principles of Economics, EC305/EC306 Mathematics for Economics Mode A or B, EC309 Statistics for Economics, 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 and with more theoretical rigour than in first year.

Microeconomics is concerned with the behaviour of individual economic agents such as consumers, firms and governments. As such, it provides the foundations for understanding all types of economics, including macroeconomics. An understanding of microeconomics ranges from essential to helpful for all other Economics modules you take.

The module is carefully designed to tell you what topics will be covered in lectures, 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.

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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

CR 08.02.17

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% In Course Test (2 x 10%)
80% Examination (3 hours)

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 Yueh, *Macroeconomics*, Thomson, 2006

Pre-requisites

EC304 Principles of Economics (or equivalent), EC305/EC306 Mathematics for Economics Mode A or B, EC309 Statistics for Economics, 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. In the autumn 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 in the autumn 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 some financial crises with special focus on the 2008/09 global financial crisis.

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

Contact Hours

6 lectures (100 minutes)
9 seminars
2 workshops
2 drop-in sessions

Department Checked

CR 08.02.2017

Learning Outcomes

On successful completion of this module you will:

- Understand the role of government intervention in modern economies including its motivation, targeting and consequences
- Understand the concepts and frameworks used by economists to appraise policy
- Identify and understand the issues confronted in policy design
- Critically analyse economic policy debates conducted in the media and by politicians
- Conduct evaluations of actual economic policies
- Communicate economic arguments orally and in writing

Method of Assessment

100% Coursework:

25% Reflective writing assignment (800- 1000 words)
25% Moodle Quiz
50% Extended essay (3,000 words)

Preliminary Reading

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

Pre-requisites

EC304 Principles of 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. The module focuses on the policy application of economic concepts and provides an introduction to material that may be studied in greater depth at Stage 3. A key aspect of this module is the relationship to contemporary policy issues.

The module introduces you to a variety of microeconomic policy issues. Alongside formal lectures, it also consists of workshops and seminars that are designed to develop your academic research skills and the ability to communicate ideas verbally and in writing. This focus provides opportunities for you to develop a range of highly transferable skills and to develop as autonomous learners. These skills lay the foundations to the independent learning skills you require for modules taught at Stage 3.

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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	

Contact Hours

20 lectures, 10 seminars

Department Checked

HS 13.12.16

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 in-course test (10%) and one 1,500 word essay (10%); 80% written examination

Preliminary Reading

No specific textbook is recommended but good environmental texts include:

N Hanley, J F Shogren and B White, Introduction to Environmental Economics (2nd ed), Oxford University Press, 2013
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

Pre-requisites

EC304 Principles of Economics; EC305/EC306 Mathematics Mode A or B; EC309 Statistics for Economics

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.

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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

9 seminars

4 drop-in sessions

Department Checked

CR 08.02.17

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% Essay (1500 words)

80% 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

- EC304 Economics Principles of Economics
- EC305/EC306 Mathematics Mode A or B
- EC309 Statistics for Economics

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.

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EC536 Preparing for an Economics Placement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	4 (2)	Pass/Fail Only	Barde Dr S

Contact Hours

5 Lectures (100 minutes)
16 two-hour drop-in sessions weeks 8-24.

Department Checked

CR 07.02.2017

Learning Outcomes

- Have increased confidence in researching business and government
- Be confident in articulating their individual and work-ready skills and attributes
- Be competent in undertaking online tasks and activities relevant to employer recruitment
- Be responsible for initiating and managing their own performance

Method of Assessment

The module is non-contributory and assessment does not 'count' towards the formal 360 credit diet (270 credits for classification purposes) of the Year in Industry programmes.

Preliminary Reading

- S. Cottrell (2010), Skills for Success, Palgrave Macmillan.
- F. Trought (2011), Brilliant Employability Skills, Pearson.
- J. Van Emden & L. Becker (2010), Presentation Skills for Students, Palgrave Macmillan

Pre-requisites

EC500 and EC502 are co-requisite modules

Restrictions

Only available to students with a year in industry.

Synopsis *

This module is compulsory for all students in the School of Economics planning to take a year in industry placement. The first part of the module consists of workshops, which include a talk on the placements and how to improve your CV and cover letters, followed by practical sessions with one-to-one guidance. There is a session on competency tests, and one interview techniques that includes mock interviews, and finally a question and answer session on getting a placement. For the rest of autumn and spring term students on this module are able to take advantage of a two-hour drop-in session each week, for one-to-one advice on their placement search.

EC537 Economics Year Abroad						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	120 (60)	Pass/Fail Only	

Contact Hours

Learning and teaching methods will vary depending on the partner institution and the modules chosen. Inclusive of independent study, this module will require a total of 1,200 hours of study. The different learning and teaching methods will collectively enable students to achieve learning outcomes stated.

Learning Outcomes

On successful completion of the module, students will have:

- acquired the ability to study Economics in a different higher education environment
- enhanced their understanding of economics within an international context
- developed the ability to study Economics in a different language [only relevant for the BSc European Economics (French, German, Spanish) programmes]
- enhanced their command of the target language in a native-speaker setting [only relevant for the BSc European Economics (French, German, Spanish) programmes]

Method of Assessment

The module is assessed on a pass/fail basis. In order to pass the module, students will have to take the equivalent of 120 Kent Credits at the partner institution and successfully pass the year as documented by the transcript issued by the partner institution.

Preliminary Reading

Required and recommended reading will be set by the partner institution according to the modules chosen.

Restrictions

Students on the BSc European Economics (French, German, Spanish) Programmes are required to pass the relevant Stage 2 language module(s) as detailed in the programme specifications in order to progress to Stage A of their chosen programme.

Synopsis *

Students take modules equivalent to 120 Kent Credits from across a range of economics, mathematics, and social science subject areas. The curriculum will vary depending on the partner institution and the modules chosen.

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EC538		Economic Controversies				
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

2 lectures
4 workshops
2 small group tutorials
2 drop-in sessions

Department Checked

CR 08.02.17

Learning Outcomes

By the end of the module, students will:

Be practised in the the application of economic models and theory
Be able to understand and abstract the essential features of an economic controversy or issue
Have developed the ability to assimilate and critically evaluate economic issues in depth
Be able to synthesize and critically compare different economic analyses of an economic issue
Be able to construct coherent economic arguments by making reference to relevant theories and empirical evidence
Be practised in developing logical and coherent economic arguments verbally and in writing
Have developed economic and independent learning skills

Method of Assessment

100% Coursework:
40% Non-technical summaries (1,000 words) (2 x 20%)
60% Extended essay (4,000 words)

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, EC305/EC306 Mathematics for Economics Mode A or B, EC309 Statistics for Economics

Synopsis <span style =

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

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

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EC540		Development Economics				
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

10 lectures
7 seminars

Department Checked

CR 01.02.17

Learning Outcomes

By the end of the module, students will

- have a better understanding of the important questions above, as well as a better understanding of some prominent answers to these questions
- learn some of the basic facts and theories pertaining to development economics
- have gained experience in interpreting and understanding basic data (in the form of tables and figures) and writing coherently about problems of economic development (drawing on relevant facts and theories)
- gain practice with using models to better understand the world around them, through problem sets and the ICT
- have an opportunity to hone communication skills by presenting on issues facing developing countries and approaches to policy making.

Method of Assessment

10% In Course Test
10% Essay of 2,000 words
80% Examination (2 hours)

Preliminary Reading

Core text

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

Recommended texts

R Day, Development Economics, 1998

A V Bannerjee, R Benabou, D Mookherji, Understanding Poverty, 2006

Pre-requisites

EC500 Microeconomics and EC502 Macroeconomics

Synopsis *

Average income in the richest country in the world is more than 100 times greater than average income in the poorest country. The existence of such stark differences in living standards is one of the most striking features of the world we live in.

How did this come to be?

What are the proximate and fundamental causes of such differences?

What, if anything, can be done about it?

These are some of the most important questions for human society, and they form the basis for the field of Development Economics. More specifically, Development Economics is a sub-field of economics that tries to understand the unique problems of poor countries in order to answer the questions posed above. This course will serve as an introduction to this fascinating and challenging subject. In the course we will use economic analysis to better understand the structure of poor economies and the difficulties faced by individuals and policy makers within them. The course will primarily focus on studying problems at a more aggregate level, so it integrates particularly well with EC 570 (Microeconomics of Development – taught in the Spring term), which focuses on understanding the behaviour of individual agents in developing countries. The course assumes that students possess a strong background in basic macroeconomic and microeconomic theory as well as basic calculus and statistics.

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EC541		Economics Dissertation				
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

4 lectures,
18 terminal sessions,
2 or 3 supervisions,
1 presentation

Department Checked

CR 08.02.2017

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

5% Research proposal
15% Research outline and draft chapter
20% Presentation
60% Dissertation

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, EC580 Introduction to Econometrics, EC581 Introduction to Time Series Econometrics.

Restrictions

60% threshold in EC500 and EC502, average of 60% required across EC580 and EC581
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 dissertations supervisor and weekly computing sessions to help in accessing, coding analysing and interpreting your data.

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EC542 Econometrics I: An Introduction to Modern Econometrics using Stata						
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

20 lectures
4 seminars
5 terminal classes

Department Checked

CR 08.02.17

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 applied economics literature.

Method of Assessment

20% In Course Test (2 x 10%)
80% Examination (2 hours)

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

EC500 Microeconomics, EC502 Macroeconomics, EC580 Introduction to Econometrics, EC581 Introduction to Time Series Econometrics,

Restrictions

60% threshold in EC580 and EC581

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 econometrics (EC580 and EC581) 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.

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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 (90 minutes)

5 seminar classes (90 minutes)

4 computer practical classes (90 minutes)

Department Checked

CR 08.02.17

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

10% In Course Test

20% Group Project

70% Examination (2 hours)

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, 4th edition (2014) 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

EC500 Microeconomics, EC502 Macroeconomics, EC580 Introduction to Econometrics, EC581 Introduction to Time Series Econometrics, EC542 An Introduction to Modern Econometrics using Stata

Restrictions

60% threshold in EC580 and EC581

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.

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EC544		Economic Integration in the EU				
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

CR 08.02.17

Learning Outcomes

On completion of the module, you will:

- have an understanding of the underlying theory of economic integration and its regional aspects in Europe
- have an understanding of the factors leading to increasing integration, including customs union theories, new trade theories and 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

10% In Course Test
10% Essay (2500 words)
80% Examination (2 hours)

Preliminary Reading

R Baldwin and C Wyplosz, *The Economics of European Integration*, (5th ed), McGraw-Hill, 2015
Susan Senior Nello, *The European Union: Economics, Policies and History*, 2nd ed 2009 or 3rd ed 2011, McGraw Hill,

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, in particular in view of Brexit. The UK referendum has exemplified the strongly polarised and politicised opinions on the EU, its policies and regulations. Frequently economists are unable to provide a consistent analytical framework for the analysis of the various issues posed, but at the same time the demand for economists trained on the issues related to the EU – e.g. customs Union and Single Market - is growing. In this module we shall explore the meaning and analysis of regional economic integration in the context of the EU. This will provide 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 developments to date. Since this module involves issues of importance concerning the debate about Brexit and its consequences for the UK and the EU, we will cover studies about the potential consequences of various post-Brexit policies and will discuss options for post-Brexit trade and migration.

At the end of this module you will be expected to have knowledge of the basic theories underlying customs union and economic and monetary union, and of the rationale for, and strengths 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 regional integration in Europe. 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 and one of the main arguments used by the Leave campaign in the UK. The nature of the economic integration is such that this module 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.

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EC545		Economics of the Labour Market				
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

10 lectures,
9 seminar classes,
1 drop-in session

Department Checked

CR 01.02.17

Learning Outcomes

By the end of the module students will have:

- The ability to reflect critically on the application of economic models to real-world problems
- The ability to review a body of literature for arguments or evidence pertinent to an economic question, and draw conclusions from it;
- The ability to present critical and coherent arguments both verbally and in writing;
- Practice in planning and studying independently;
- The ability to retrieve information from a variety of sources.
- Knowledge of how to use MS Excel to solve and analyse data based problems

Method of Assessment

20% In Course Test
80% Examination (2 hour)

Preliminary Reading

Pre-requisites

EC500 Microeconomics, EC502 Macroeconomics

Synopsis *

This is a one unit module offered by the School of Economics in the Autumn Term to final year students who have completed at least Stage II level or equivalent modules in macroeconomics and microeconomics.

The market for labour is the crucial mechanism that determines the distribution of income, work and opportunities. Macro factors such as globalisation, (im)migration, technological change and government policy will affect and be affected by the structure of labour markets. Rather than trying to cover the entirety of this very broad subject, the aim of this course is to focus on a few areas of topical interest and importance. We will examine the issues like the following:

1. The relationship between unemployment and wages
2. The impact of immigration on the resources of the lower skilled
3. The differences in pay and opportunities between men and women
4. Government policy towards skills and education
5. Executive pay

Throughout we attempt to integrate theoretical issues, empirical evidence and questions of policy, drawing on research covering a range of OECD countries.

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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
6 seminars

Department Checked

CR 01.02.17

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% In Course Test (2 x10%)
80% Examination (2 hours)

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 and EC502 Macroeconomics

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.

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EC547		Industrial Economics				
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	

Contact Hours

11 lectures
6 seminars

Department Checked

CR 08.02.17

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

10% In Course Test
10% Essay (1500 words)
80% Examination (2 hours)

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 and EC502 Macroeconomics

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 opportunity 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.

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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

CR 01.02.17

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% In Course Test
80% Examination (2 hours)

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

EC500 Microeconomics and 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.

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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
6 seminars

Department Checked

CR 08.02.17

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

10% In Course Test
10% Essay (1500 words)
80% Examination (2 hours)

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
The World Trade Organization, <http://www.wto.org>

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.

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

Contact Hours

13 lectures
6 seminar

Department Checked

CR 01.02.17

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% In Course Test,
80% Examination (2 hours)

Preliminary Reading

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)

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

Pre-requisites

EC500 Microeconomics and EC502 Macroeconomics

Synopsis *

This final year optional module covers a variety of monetary issues from both a theoretical and a policy perspective. The module starts with an introduction to the role of money in the economy, and theories of money supply and demand. A discussion of the Aggregate Supply and Demand model gives a basic foundation for analysing how monetary policy affects the economy, and a first theoretical perspective on the neutrality of money – that is, whether monetary policy has real effects on the macroeconomy, in either the short or long run. 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.

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EC553		Public Economics				
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

CR 08.02.2017

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

10% In Course test
10% Essay (1500 words)
80% Examination (2 hours)

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 and EC502 Macroeconomics

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.

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EC558		Industry Assessment				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	90 (45)	Pass/Fail Only	Barde Dr S

Contact Hours

There will be a set of briefings about the placement process during Stage 2. These activities support the process of applying for placements and preparing for undertaking an assessed placement. Among the topics covered are: applying for placements, sources of placement information, employers' expectations, health and safety, keeping a log book of activities and learning, how to build a record of engagement, becoming an independent learner / reflective practitioner.

During the placement year, the placement co-ordinator, the Director of Placements their tutor or another member of staff will stay in touch with the student and the relevant employer to determine progress. The work done on the record of engagement will be discussed during the first month of the student's placement year.

Appropriate guides and sections of a module Moodle page (EC536) provide support for activities related to placements.

Those who have returned from placements will be encouraged (but not required) to pass on their knowledge and expertise to those on placements, those seeking placements, or those thinking of applying for placement degrees.

The total number of learning hours associated with this module is estimated to be 300.

Learning Outcomes

The module aims to:

- develop students' practical knowledge and understanding of successful business (A1-3)
- develop knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the placement context (A1-3, C1-3).
- develop ability to apply some of the intellectual skills specified for the main programme in practice (B3-5).
- develop ability to analyse and draw reasoned conclusions about economic problems and relatively complex situations working in an organisational setting (B1-4, C1-3).
- develop ability to apply some of the subject-specific skills specified for the required core in practice (B1-5, C1-5).

These learning outcomes map onto Stage S of the relevant programmes, where they are also linked to relevant subject benchmark statements. The placement year is the key component of "with a year in industry" for relevant specified programmes.

The report required for this module (see 16.) is looking for evidence of (some of) these outcomes, and of reflection by the student on their as an independent learner.

Method of Assessment

This module is assessed on a Pass/Fail basis as provided for in the Credit Framework (see Section 6.1)

In approaching the assessment of this module there is a recognition that the student is engaged in full time employment for the placement year. It is therefore appropriate to make good use of the materials that the student has been working on in assessing the placement experience itself.

The assessment of this module consists of two main elements:

- A set of monthly blog reports.
- Reports from the employer and from relevant staff.

Both elements must be passed. In the event of disagreement, the Director of Placements acting as the moderator, will consider what should be done, in conjunction if necessary with an appropriate external examiner from amongst those appointed to monitor Economics degrees.

The record of engagement must be submitted by the last working day of October in Stage 3. (Requests for concessions would be dealt with as on other modules.)

Preliminary Reading

The suggested textbooks are:

Brennan, J & Little, B (2002), A Review of Work Based Learning in Higher Education, Prentice Hall

Little, B (1998), Developing Key Skills Through Work Placement, Council for Industry & H E

Pre-requisites

Co-requisite EC 559

Synopsis *

The placement to which the module relates provides a structured opportunity to combine appropriate developmental work experience with academic study. The placement experience allows students to develop and reflect on managerial and / or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of their main programme. Where relevant, they develop, reinforce and apply professional and / or technical expertise in an employment context.

To be able to undertake this module it is necessary for the student to secure a placement during Stage 2 (see 15.). The placement should be appropriate to the student's degree and experience. The length of the placement should normally be at least 44 weeks. It must be completed between the end of Summer Term of Stage 2 and the start of Autumn Term in Stage 3.

The particular combination of the student's degree programme and choice of modules together with the great variety of increasingly diverse placement situations make the "curriculum" of each placement essentially unique.

This module documents and assesses the evidence of placement learning being achieved (see 16.)

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EC559 Industry Final Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Barde Dr S

Contact Hours

There will be a set of briefings about the placement process during Stage 2. These activities are outlined in the module description for EC558 Industry Assessment. They support the process of applying for placements and preparing for undertaking an assessed placement.

During the placement year, the placement co-ordinator, the Director of Placements, their tutor or another member of staff will stay in touch with the student and the relevant employer to determine progress. These virtual meetings will include preliminary discussion on the report required for this module.

Appropriate guides and sections of a module Moodle page (EC536) provide support for activities related to placements. Those who have returned from placements will be encouraged (but not required) to pass on their knowledge and expertise to those on placements, those seeking placements, or those thinking of applying for placement degrees.

The total number of learning hours associated with this module is estimated to be 300.

Learning Outcomes

The module aims to:

- develop students' practical knowledge and understanding of successful business (A1-3)
- develop knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the placement context (A1-3, C1-3).
- develop ability to apply some of the intellectual skills specified for the main programme in practice (B3-5).
- develop ability to analyse and draw reasoned conclusions about economic problems and relatively complex situations working in an organisational setting (B1-4, C1-3).
- develop ability to apply some of the subject-specific skills specified for the required core in practice (B1-5, C1-5).

These learning outcomes map onto Stage S of the relevant programmes, where they are also linked to relevant subject benchmark statements. The placement year is the key component of "with a year in industry" for relevant specified programmes.

Method of Assessment

The assessment is entirely by a report of between 5000 and 7000 words related to the record of engagement required by EC558 Industry Assessment. The record of engagement is built up over the year of the placement. The report for this project should include a summary of what has been done on the placement, some basic evidence or illustrations of work carried out or accomplishments in the role, evidence of the integration of theory and practice, academic study and work based experience, self-assessment by the student of the learning they have achieved, and how this will influence their final year of study and subsequent career.

The report must be submitted by the last working day of October in Stage 3. (Requests for concessions would be dealt with as on other modules.)

Material submitted in connection with this report may not be directly used in subsequent work, though it may be cited in work that builds on it, for example in a final year project or other module.

Preliminary Reading

The suggested textbooks are:

Brennan, J & Little, B (2002), A Review of Work Based Learning in Higher Education, Prentice Hall

Little, B (1998), Developing Key Skills Through Work Placement, Council for Industry & H E

Pre-requisites

Co-requisite EC558

Synopsis *

The placement to which the module relates provides a structured opportunity to combine appropriate developmental work experience with academic study. The placement experience allows students to develop and reflect on managerial and / or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of their main programme. Where relevant, they develop, reinforce and apply professional and / or technical expertise in an employment context.

The ability to integrate this work based learning with the modules of Stages 1, 2 and 3 is a high level cognitive task. The particular combination of the student's degree programme and choice of modules together with the great variety of increasingly diverse placement situations make the "curriculum" of each placement essentially unique. The unifying features, with which the project for this module is concerned (see 16.) are integration of theory and practice, and the development of the student as an independent learner and reflective practitioner.

This background is why the report for the module has to be linked to the placement record of engagement. The assembly, content and organisation of this are assessed in EC558 Industry Assessment. This module assesses how effectively the student can use this to demonstrate integration of theory and practice, self assessment of achieved learning and reflection on this.

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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
3 drop-in sessions

Department Checked

CR 01.02.17

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, arbitrage and hedging and understand the different types of asset class,
- have improved your ability to evaluate theoretical results against empirical evidence and
- have improved your internet literacy in collecting and processing information from the internet and other sources

Method of Assessment

10% In Course Test
10% Essay (1500 word)
80% Examination (2 hours)

Preliminary Reading

R E Bailey, *The Economics and Financial Markets*, Cambridge University Press, 2005
P I Bernstein, *Against the Gods - the Remarkable Story of Risk*, John Wiley, 1996

There are no required preliminary readings for this course. The course does rely on quantitative analysis to evaluate competing theories, and students are expected to have an introductory understanding of calculus, probability and statistics.

For an introduction to the main controversies addressed in the course, students are encouraged to read *A Random Walk Down Wall Street*, by Burton Malkiel and/or *Irrational Exuberance*, by Robert Shiller.

Pre-requisites

EC500 Microeconomics, EC502 Macroeconomics

Synopsis *

This module provides an overview of the main instruments in financial markets, the motivation for trade in these assets and the pricing of these assets. Specifically, we show how the economics of uncertainty motivates trade in a wide range of financial assets. This helps us determine how the risk and maturity of different assets affects the demand for those assets.

First, the module introduces the key principles of asset pricing: discounting, diversification, arbitrage and hedging. Second, the module introduces and motivates the use of debt, equity and derivative instruments in financial markets. Third, the module applies the key principles of asset pricing to help understand the behaviour of prices across these asset classes. While different classes of assets expose their holders to different types of risks, the key principles of asset pricing are common to all asset classes. This concept is formalised by the Fundamental Theorem of Asset Pricing.

While focusing on financial applications, the module does speak more widely to methodological challenges encountered when testing economic theories against data. These challenges are particularly relevant in financial economics. While the literature has developed a range of innovative techniques to more effectively test competing theories against the data, the answers to a number of key questions remain contested.

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EC563		Economics of Finance 2				
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

CR 01.02.2017

Learning Outcomes

By the end of the module, you will:

- understand the basic concepts and issues in the financial economics
- understand the equivalence among no-arbitrage, investors' optimisation and risk-neutral probability, which is the theoretical justification of the use of the risk-neutral probability
- 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-Scholes-Merton model for the delta hedge
- be able to find the optimal hedge ratio based on the empirical return correlations
- be able to construct a proper option strategies for various occasions
- become more familiar with financial data and numerical computation

Method of Assessment

20% In Course Test (2 x 10%)
80% Examination (2 hours)

Pre-requisites

EC500 Microeconomics and EC502 Macroeconomics

Synopsis *

The module develops your skills in asset pricing and your understanding of the theoretical basis of the theory behind it. The module stresses practical training in asset pricing.

There are three key topics; (i) investors' optimisation, (ii) discrete time models and (iii) option Greeks and option strategies. For (i), the module first introduces the basic financial economics, and, based on it, we establish the basis of the risk-neutral probability. For (ii), the module discusses how to construct the tree model based on the historical price data, and shows that the model can be used to find the fair prices of a wide range of financial derivatives. For (iii), the module investigates the Black-Scholes-Merton (BSM) formula, and then how to use it to find the optimal hedge ratio for delta hedging. In this respect, the module also discusses how to use the return correlations to find the optimal hedge ratio.

Although the module requires some mathematical techniques, its main aim is to offer training to obtain some practical skills. Hence, the module puts stress on the intuitions and heuristics behind theorems and formulae, rather than their rigorous derivations and semantic definitions. In addition, you are expected not only to understand theories but are also to master how to use them. Indeed, you are expected make frequent use of a calculator in the final exam and the term-time assessment in order to obtain actual numbers from historical stock price data.

There are no pre-requisites for this module but the following modules are recommended: EC534(Money and Banking), EC550(Monetary), EC548(international Finance), EC562(Finance 2).

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EC565		Extended Economics Essay				
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

6 hours of lectures, 1 hour's individual supervision

Department Checked

HS 15.12.16

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;
20% Poster session
80% 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 essay 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.

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

Contact Hours

20 lectures
6 seminars

Department Checked

CR 01.02.17

Learning Outcomes

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

- understand aggregate demand, aggregate supply and the operation of the macroeconomy
- apply fundamental macroeconomic principles and manipulate simple economic diagrams of relevance to business
- have a good understanding of the basic relationships between different economic variables
- understand how government policies affect macroeconomic outcomes and the current debates about the choice of appropriate policies

Method of Assessment

20% coursework, (2 x 10% essays)
80% Examination

Preliminary Reading

R Lipsey and A Chrystal, Economics (12th ed), Oxford University Press, 2012 and 13th ed, 2015

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 on Economics degree programmes

Synopsis *

Macroeconomics for business offers the possibility of analysing economic activity in a national economy and its interrelationships. Emphasis is on understanding the important questions in determination of level of national output, aggregate spending and fiscal policy, money supply and financial crisis, determinants of economic growth and relevant economic policies. The module explains the role of economic policies in addressing economic problems such as unemployment and inflation. Theoretical concepts are illustrated from a range of UK economy and international applications.

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

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.

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EC569		Economic Growth				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	TBA - Economics

Contact Hours

11 lectures
6 seminars

Department Checked

CR 08.02.17

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% Course (2 x 10% Essays)
80% 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

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?

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EC570		Microeconomics of Development				
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 lectures,
5 Seminars

Department Checked

CR 08.02.17

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% Essay (2000 words)
80% Examination (2 hours)

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, EC580 Introduction to Econometrics and EC581 Introduction to Time Series Econometrics

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.

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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

11 Lectures (100 minutes)
10 seminars

Department Checked

CR 08.02.17

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

10% Short answer assignment
10% Essay (2000 words)
80% Examination (2 hours)

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 (for students on Economics degree programmes)

EC313 Microeconomics for Business and EC532 Environmental Economics, Institutions and Policy (for non Economics students)

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.

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EC580 Introduction to Econometrics						
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

5 one-hour terminal classes (one per fortnight)

5 one-hour seminars (one per fortnight)

Department Checked

CR 01.02.17

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
- be able to carry out practical work on relevant empirical topics, using econometric software
- improve your ability to interpret empirical results in the economics literature.
- write reports on computer based, applied economics applications.

Method of Assessment

100% Coursework:

10% Moodle quiz

40% In Course Tests (2 x 20%)

50% Project Report

Preliminary Reading

The main text for the module is:

- J Wooldridge (2016), *Introductory Econometrics: A Modern Approach*, 6th ed, Cengage

Other examples are

- C Dougherty (2011), *Introduction to Econometrics*, 4th ed, Oxford University Press
- 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
- 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).

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EC581 Introduction to Time-Series Econometrics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Sahneh M

Contact Hours

- 20 lectures
- 9 seminars
- 9 drop-in tutorial classes

Department Checked

CR 01.02.17

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% In Course Test (2 x 10%)

80% Examination (2 hours)

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.

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EC582 The Economics of Human Capital						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Malde Dr B

Contact Hours

20 Lectures
9 Seminars

Department Checked

CR 03.03.2017

Learning Outcomes

- Demonstrate knowledge and understanding of human capital
- Apply microeconomic concepts and principles to the acquisition of human capital
- Identify the consequences of market failure and their impact on human capital development
- Understand the private and social effects of human capital
- Recognise the process of human capital formation and the role of policy intervention
- Understand the challenges and methods involved in identifying and measuring human capital outcomes

Method of Assessment

10% In Course Test
10% Essay (1500 words)
80% Examination (2 hours)

Preliminary Reading

- Sloan, F. and C-R. Hsieh (2012), 'Health Economics', MIT Press.
- Borjas, G. (2016), 'Labor Economics', McGraw Hill.
- Sloane, P., Latreille, P. and N. O'Leary (2016), 'Modern Labour Economics', Routledge.

Pre-requisites

EC304 Principles of Economics,
EC305/EC306 Mathematics for Economics,
EC309 Statistics for Economics are pre-requisite modules

EC580 is recommended for this module. Single Honours students will normally take this as a compulsory module

Synopsis *

This course examines the economic relevance of human capital. We will begin by defining and categorizing different types of human capital, and then consider the economic importance of human capital both to individuals and to society. The course will explore the connections between human capital and the labour market, as well as social outcomes such as crime. We will discuss some of the challenges faced in identifying a causal effect of human capital on individual and social outcomes. Students will learn about how econometric techniques can be used to obtain causal effects.

The course will also study how human capital is formed and how it can be influenced by policy intervention. We will consider the effects of specific policy interventions on human capital development, drawing on examples from developing and developed countries.

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EC603		Financial Crises				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Klein Dr A (EC)

Contact Hours

18 Lectures
4 Seminars

Department Checked

CR 08.02.2017

Learning Outcomes

- Understand the evolution of financial crises over the past 300 years
- Identify causes of financial crises and the various sources of their origins
- Understand the nature of speculative booms and recurrent nature of financial crises
- Critically analyse the connection among currency crises, banking crises, debt crises, and balance of payment crises
- Demonstrate critical knowledge and understanding of the importance of the lender of last resort and the role of regulation
- Critically evaluate the costs of financial crises and efficacy of policy responses

Method of Assessment

20% Essay (3000 words)
80% Examination (2 hours)

Preliminary Reading

- Reinhard, C. M., and K.S. Rogoff (2008), *This time is different*. Princeton University Press.
- Kindleberger, C.P and R. Aliber (2011), *Maniacs, Panics, and Crashes: A History of Financial Crises*.
- Eichengreen, B. (2008), *Globalizing Capital: A History of the International Monetary System*, 2nd ed., Princeton University Press.
- Eichengreen, B. (1992), *Golden Fetters: The Gold Standard and The Great Depression, 1919-1939*, Oxford University Press.

Pre-requisites

EC502 Macroeconomics and EC580 Introduction to Econometrics are prerequisite modules

Synopsis *

The aim of the module is to introduce the students to the evolution of the financial crises. Since financial crises are infrequent (though often occurring) events, a long-run perspective is necessary. This module will look at financial crises from the Tulip mania in 1636 through 1997 Asian financial crisis to the financial crisis of 2008. It will combine theoretical approaches, empirical facts, and case studies to fully understand their causes and consequences.