



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Economics of Developing Countries				
Module Code	UMED8X-15-3	Level	3	Version	
Owning Faculty	FBL	Field	Economics		
Contributes towards	BA (Hons) Accounting and Finance, BA (Hons) Economics, BA (Hons) Banking and Finance, BA (Hons) Business Management with Economics, BA (Hons) Business and Management, BA (Hons) Business Management with Tourism, BA (Hons) Tourism Management,				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Economic Principles in a Contemporary Context (UMED8D-15-1) or equivalent		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	QMAC Dec 11
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate the following:</p> <ol style="list-style-type: none"> 1. An analytical & critical understanding of the causes and the constraints of economic growth and economic development for low and middle-income countries. Issues such as corruption, terrorism, civil war, geographical location will be analysed, all of which are common themes amongst many research centred NGOs as well as private and public international aid agencies. (Component A) 2. The ability to analyse the effectiveness of development economic theory and national/international aid development policy that can stimulate growth and development. This will provide students with a practical insight into how aid can be effective or ineffective and the strategy to adopt at the individual, village, town or national level. (Component A) 3. An ability to critically evaluate alternative government economic policies for dealing with problems of underdevelopment and to assess these policies in both an historical and contemporary context. (Component A, Component B) 4. An understanding that economic growth is not a sufficient condition for economic development and providing alternative schools of thought. These alternative views on development economics and development

	<p>studies are important and expanding areas of interest amongst aid and environmental agencies and development economic think-tanks. (Component A, Component B)</p> <p>In addition the educational experience may explore, develop, and practice but not formally discretely assess the following</p> <p>Working as a team member Summarizing and presenting concepts and ideas</p>
Syllabus Outline	<p>This module will cover the following topics:</p> <ol style="list-style-type: none"> 1. The rural sector. Agrarian structures and their evolution, agricultural technology, barriers to the diffusion of technology, agricultural production models (sharecropping, subsistence, principal-agent), case studies of rural development. 2. Investment and the allocation of resources. Microeconomic Investment decisions; shadow pricing; resource constraints; microfinance; sustainable development and approaches to sustainability; 3. Growth and planning. Causes of economic growth; pro-poor growth; poverty and growth; inequality and growth; deep causes of economic growth; issues of causality; planning economic growth and development. 4. International capital flows. Private foreign investment and the multinational corporation, benefits and costs of FDI; aid effectiveness theory and evidence; structural adjustment programmes, debt forgiveness. 5. Constraints to Development. Corruption; War; geography; education & skills; life expectancy; health.
Contact Hours/Scheduled Hours	<p>There are 3 hours of contact time with staff that a student can expect in a week. This will be a combination of lectures, seminars, tutorials, group presentations and practical classes.</p>
Teaching and Learning Methods	<p>Lectures will sometimes be driven by theory and sometimes by current empirical work and evidence. The remaining hour will involve the use of seminars, tutorials, group presentations and practical classes often examining in depth case studies of developing countries. It is envisaged that students will present a Powerpoint slideshow in groups or individually (dependent on class size) that critically discusses one of the recommended texts (chapter or article).</p> <p>In addition staff will be available during the semester during their office hours (2 hours a week) for face to face meetings.</p> <p>Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work and to provide feedback with quizzes and forums.</p> <p>Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used:</p> <ul style="list-style-type: none"> • The MySkills Study Skills website at http://www.uwe.ac.uk/library/resources/hub/ [Of particular interest will be the pages on 'Being a student at level 1' http://www.uwe.ac.uk/library/resources/bbs-study-skills/student/level1.htm

	<ul style="list-style-type: none"> • Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism] • iSkillzone http://iskillzone.uwe.ac.uk [workshops for information retrieval, referencing, evaluation skills and literature reviewing http://www1.uwe.ac.uk/library/help.aspx] • Learn Higher http://www.learnhigher.ac.uk/Students.html
Reading Strategy*	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.</p> <p>Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard</p> <p>UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module.</p> <p>There is no essential text for this module; however, we will suggest useful foundational texts to which they could refer. Students will be provided with a wide variety of written, audio and video texts that will be taken from recommended text books, journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out. Students will be told texts to read from books and from academic papers within the module handbook. Online videos and audio recordings will be recommended too of economists and policy makers.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Recommended Reading from:</p> <p>Todaro M P (2012). <i>Economic Development in the Third World</i>, London: Pearson.</p> <p>Mavrotas, G., and Shorrocks, A., (2007). <i>Advancing Development: Core Themes in Global Economics</i>, United Nations University, Palgrave Macmillan.</p> <p>Clunies-Ross, A., Forsyth, D., and Huq, M., (2009). <i>Development Economics</i>, New York: McGraw-Hill Higher Education.</p> <p>Perkins, D.H., Radelet, S., and Lindauer, D.L., (2006). <i>Economics of Development</i>, New York: W.W.Norton & Company Inc.</p>

	<p>Meier G M & Rauch J E., (2005). <i>Leading Issues in Economic Development:8th edition</i>, OUP.</p> <p>Thirlwall.A.P., (2006). <i>Growth and Development: with special reference to developing economies</i>, London: Macmillan.</p> <p>World Bank <i>World Development Report</i> (World Bank, Annual).</p> <p>UNDP <i>Human Development Report</i> (United Nations, Annual).</p> <p>Journals: World Development The World Economy Journal of Development Studies Development Policy Review Journal of Development Economics Review of Development Economics</p> <p>Students will also be encouraged to consult websites from key organisations such as: The World Bank The IMF UNIDO The ILO The WHO</p>
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Part 3: Assessment		
Assessment Strategy	<p>This module deploys a mix of formative and summative assessment. Formative assessment takes various forms and will occur throughout the module; it may include peer feedback on informal activities.</p> <p>The formative assessment used in this module consists of seminar presentations, this gives the students a good opportunity to refine their presentation skills and it also allows for feedback on the content of the presentation.</p> <p>Summative assessment will be multi-faceted. The first opportunity for summative assessment is an essay. The inclusion of a coursework element in the assessment is important since it gives the students an opportunity to investigate a particular issue in detail. Furthermore, coursework enables the students to refine their writing and presentation skills. The essay will relate to learning outcomes 3 and 4. The examination will assess the entire module content and will occur at the end of the module.</p> <p>Summative assessment</p> <ul style="list-style-type: none"> - Component A:2-hour unseen written examination that will cover the entire syllabus and relates to all of the learning objectives. - Component B:The 2,000 word essay will ask students to apply their knowledge of theories of economics development to concrete cases. 	
Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		
Component A (controlled conditions)	Element weighting	

Description of each element	
1. Examination 2 hours	100%
Component B Description of each element	Element weighting
1. 2,000 word essay	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Examination 2 hours	100%
Component B Description of each element	Element weighting
1. 2,000 word essay	100%
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	