

## Development Economics

Development Economics

7.5 credits

Single subject and programme course

770G01

Valid from: 2015 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Economics, Business Administration	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2015-10-16	First cycle	G1F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Economics	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2015		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för ekonomisk och industriell utveckling		

## Course offered for

- Bachelor´s Programme in Political Science and Economics
- Business and Economics Programme - International - French
- Business and Economics Programme - International - Spanish
- Business and Economics Programme - International - German
- Business and Economics Programme - International - English
- Business and Economics Programme

## Entry requirements

- Economics, basic course, 30 ECTS credits (including Microeconomics and Macroeconomics with at least 7,5 ECTS credit each) with at least 15 ECTS credits passed.
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6 or Engelska nivå 2).  
Exemption from Swedish.

## Intended learning outcomes

After completion of the course the students should be able to:

- describe the problems of less developed countries and developing countries;
- cultivate the analytical and critical skills relevant to economic development in developing countries;
- access, process and interpret a variety of data related to poverty, growth, trade, climate change, remittances and etc.
- understand the role international organization including World Bank, United Nation, UNFCC and WTO for development issues.
- thinking about contemporary policy issues in the line of sustainable development in developing countries.

## Course content

This course explores analytical and policy issues related to poverty reduction and sustainable development. The purpose is to provide an understanding of the findings and recommendations of recent and sometimes technical economic analyses related to the growth and poverty implications of development policies, aid reforms and international agreements. After a discussion of development, poverty and an introduction of some basic economic relationships, the course turns to individual policy areas. In addition, the course covers how to measure and evaluate the efficiency of foreign aid and specific policies for global climate change.

The course provides an selected issues in economic development including theory, evidence and policy. The course will concern on the related themes of poverty, poverty measure, growth, Trade and climate change. The course discusses the definition of poverty and analyzing the growth performance in different countries. The course will then analyse global climate change: theory and application in different countries and the role of international institution. The course will discuss the recent literature and analytical methods used for examining contemporary issues of economic development including aid efficiency, micro finance, women empowerment, industrialization, migration, remittances and etc.

## Teaching and working methods

The course is taught through lectures and seminar and student presentations and participations. The quantitative methods course also includes hands-on training in the use of World Development Indicator of World Bank Data base. During the course, Students will be required to complete a number of case study as well as writing an term paper in groups or individual based on the class size. Langage of instruction: English.

## Examination

The course assessment based on course assignments and a final written exam. Detailed information is found in the course study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

### **About teaching and examination language**

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.