

**COURSE DATA****Data Subject**

Code	36152
Name	Economic development and cooperation policies for development
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. Period year
1316 - Degree in Economics	Faculty of Economics	4 First term

Subject-matter

Degree	Subject-matter	Character
1316 - Degree in Economics	20 - Pathway: public economy	Optional

Coordination

Name	Department
MARCH I POQUET, JOSEP MARIA	110 - Applied Economics

SUMMARY

The course comprises six essential contents, which will be studied simultaneously. Firstly, the concept of development: the dimensions contained in this idea, the way in which it is quantified, the heterogeneity of development-underdevelopment situations and their perception as a dynamic and conflictive process.

Secondly, a theoretical perspective based on the concept of development style, which allows us to appreciate development and inequality as the result of the interaction of social forces, at a specific historical moment and within a systemic and structural framework, which facilitates the understanding of why a certain development is viable and why it enters crisis and is transformed.

Third, a historical perspective of North-South relations, which addresses the morphogenesis of a world with Center and Periphery, the emergence and decline of the proposal for a New International Economic Order and how globalization is leading us to a World "upside down".

A fourth content is the analysis of specific situations of development-underdevelopment, that is, the concept of development style is applied to the most important historical experiences of (under)development: the primary goods exporting economies, the Fourth World, the "inward" industrialization, Asian tigers, autonomous development and peripheral industrialization.



The fifth content addresses different policies, as well as the institutions and organizations that propose and manage them, linked to various specific traditional problems of underdevelopment such as hunger and extreme poverty, conflict prevention, humanitarian aid and external debt.

The last content deals with the analysis of some development tensions, linked to the ownership of natural resources, the use of violence, (in)governability, labor exploitation in the context of globalization, the emergence of new social classes/groups, corporate social responsibility and migration flows.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No prerequisites

OUTCOMES

1316 - Degree in Economics

- Show critical thinking skills.
- Show ethical commitment and social responsibility at work, respect the environment and human rights and promote equality between men and women and the culture of peace.
- Have decision-making skills and be able to apply knowledge to practice.
- Be able to learn autonomously.
- Be able to use ICTs.
- Apply the principles of economic analysis (rational decision) to the diagnosis and resolution of problems.
- Be able to design and manage economic projects.
- Understand the functioning of the economy at the aggregate level and the effect of different economic policies.
- Know and understand the different instrumental, sectorial and structural economic policies, as well as their formulation process.
- Understand the actions and functions of the public sector in the economy and the detailed development of the different public income policies and public expenditure programmes.
- Know the economic measures to reduce income inequality and poverty.



LEARNING OUTCOMES

Explain a certain situation of social development as a result of the historical interaction of global trends and specific local factors.

Apply the concept of development style to the concrete evolution of a society, assess its economic, political and social viability and identify the conflicts and contradictions that can generate its crisis.

Propose development policies (ends-targets-instruments-actions), using policy planning methodologies.

DESCRIPTION OF CONTENTS

1. The concept of development

Dimensions of the development idea.

Development as a dynamic and conflictive process.

Criteria for the quantification of development and inequality.

Heterogeneity of development-underdevelopment situations.

2. Historical evolution of North-South relations

Morphogenesis of a world with Center and Periphery.

Ortho and decline of the idea of a New International Economic Order.

Meaning of globalization from the North-South perspective.

The World "upside down".

3. Development style

Historical moment, social forces and framework.

Social power structure, institutional ordering and economic mechanism.

The physical environment, the population and its composition, the productive organization, the social structure and the external relationship.

Viability and crisis of a development style

4. Analysis of concrete situations of (under)development

The primary exporter model.

The Fourth World.

Inward development.

Asian tigers.

Autonomous development.

Peripheral industrialization.

**5. Development policies and organizations**

Policies and organizations to fight hunger.

Policies and organizations for conflict prevention and peace building.

Humanitarian aid policies and organizations.

Policies and organizations linked to external debt.

Other development policies and organizations.

6. Analysis of development tensions

The ownership of natural resources.

Violence and governance.

Labor exploitation and globalization.

New social classes.

Company Social Responsibility.

Migratory flows.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	30,00	100
Development of individual work	5,00	0
Study and independent work	30,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	5,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The program will be developed combining theoretical and practical sessions. The theoretical ones are based on expositions by the professor and the practical ones in the projection and analysis of documentaries.

The objective of the professor's presentations is to establish a line of argument for each topic, explain the main concepts and theories and resolve any doubts that may arise. These concepts will configure a conceptual network throughout the course. Each of these classes will be previously prepared by the student through the reading of texts.



Documentaries deepen and specify these basic concepts based on real and current situations. The student will have before the screening of the necessary materials to prepare the study of the documentary.

To carry out and evaluate the different activities, specific instructions will be given at the beginning of the course, taking into account the number of students and other factors that affect the dynamics of each group.

The use of the Virtual Classroom will be a basic tool in the development of the subject.

EVALUATION

The global assessment is a combination of the final exam and the continuous assessment activities. The final exam will be written, it will be done on the date established by the Center, it will weigh 70% of the global qualification and to pass the course it is necessary to obtain five or more points out of ten in this test. The continuous evaluation activities will be carried out during the corresponding semester, they will weigh 30% of the global qualification, they are not recoverable and the qualification obtained in them will be maintained for the second exam session. All classes are face-to-face and active participation in them will be valued.

REFERENCES

Basic

- March Poquet, José M (2013): Desarrollo económico: estilos y políticas. Tirant lo Blanch, Valencia.

Additional

- Sampedro, J.L. (1996): Conciencia del subdesarrollo. Veinticinco años después. Taurus, Barcelona.
- Payne, A. y Phillips, N. (2012): Desarrollo. Alianza Editorial, Madrid
- Ros, J. (2013): Rethinking Economic Development, Growth, and Institutions. Oxford University Press, Oxford.
- Acemoglu, D. y Robinson, J.A. (2012): Por qué fracasan los países. Los orígenes del poder, la prosperidad y la pobreza. Deusto, Barcelona.
- Eatwell, J.; Milgate, M. y Newman, P. (comp.) (1993): Desarrollo Económico, ICARIA-FUHEM, Barcelona.
- Bustelo, P. (1990): Economía política de los NPI asiáticos. Siglo XXI, Madrid.
- Zamora Rodríguez, A. (2008): Ensayo sobre el subdesarrollo. Latinoamérica, 200 años después. Foca, Ediciones y Distribuciones, Madrid
- PNUD (2019): Panorama general. Informe sobre Desarrollo Humano 2019. Más allá del ingreso, más allá de los promedios, más allá del presente: Desigualdades del desarrollo humano en el siglo XXI. Programa de las Naciones Unidas para el Desarrollo (PNUD), Nueva York.



- Chaves Palacios, Julián y Mariano Juárez, Lorenzo (eds.) (2018): Cooperación al desarrollo. Anthropos Editorial, Barcelona
- Goycoolea Prado, R. y Megías Rosa, M. (eds.) (2017): Objetivos del Desarrollo Sostenible. Una mirada crítica desde la universidad y la cooperación al desarrollo. Universidad de Alcalá, Alcalá de Henares.
- Comisión Europea (EuropeAid Oficina de Cooperación) (2001): Manual Gestión del Ciclo de Proyecto.
- Matus, Carlos (2006): MAPP Método Altadir de Planificación Popular. Lugar Editorial, Buenos Aires.