



**COURSE DATA**

**Data Subject**

<b>Code</b>	36152
<b>Name</b>	Economic development and cooperation policies for development
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2024 - 2025

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period year</b>
1316 - Degree in Economics	Faculty of Economics	4 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1316 - Degree in Economics	20 - Pathway: public economy	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
RAUSELL KOSTER, PABLO FRANCISCO	110 - Applied Economics

**SUMMARY**

This optional, 6-credit subject, taught in the first semester of the fourth year of the Economics degree, is part of the Advanced Economic Policies subject. Firstly, the concept of development will be addressed: the dimensions contained in this idea, the way in which it is quantified, the heterogeneity of development-underdevelopment situations and its 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 into crisis and is transformed. Thirdly, the analysis of specific situations of development-underdevelopment will be examined from a historical perspective of North-South relations, that is, the concept of development style is applied to the most important historical experiences of (under)development. : primary goods exporting societies, the Fourth World, “inward” industrialization, the Asian tigers and autonomous development. In a transversal way, attention will be paid to the different policies, as well as the institutions and organizations that propose and manage them, linked to various traditional problems specific to underdevelopment such as hunger and extreme poverty, conflict prevention, humanitarian aid and debt. external or the management of migratory flows



The contents of this subject, in which economic policy is given special relevance in social dynamics, especially the study of historical development experiences, complement and deepen those of some subjects that students have taken or will take such as History. World Economy, International Economy, Instrumental and Sectoral Economic Policies, International Trade, Contemporary Economic Thought and Economic Growth and Development in History.

## 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

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1316 - Degree in Economics

- Be able to collect and analyse information.
- Be able to design and manage economic projects.
- Know and understand the determinants of the long-term sustainable growth of an economy.
- Know the origin of the major economic problems, the mechanisms of long-term growth, how economic and non-economic factors have interacted throughout history and the evolution of the different approaches in modern economic thought.
- Know the economic measures to reduce income inequality and poverty.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

The student will be able to identify, collect and select relevant information from various economic sources for a critical analysis of development and cooperation policies. (CG3)

The student will demonstrate the ability to analyse and synthesise economic data using statistical tools and present their findings in clear and concise reports. (CG3)

The student will be able to design an economic development cooperation project, including the definition of objectives, methodology and necessary resources. (GC13)

The student will evaluate economic policies implemented in different countries, identifying practices that promote sustainable growth and offering recommendations based on their analysis. (GC7)



The student will develop an action plan based on empirical data to address income inequality in a specific context, justifying the proposed measures with theoretical and practical foundations. (GC18)

## DESCRIPTION OF CONTENTS

### 1. Evolution of Global Geopolitical Relationships

- 1.1. Introduction to geopolitical relations
- 1.2. Changes in political, economic and social models
- 1.3. Emerging economies play a leading role
- 1.4. Impact of global relations on economic development

### 2. Development theories

- 2.1. Main development theories
- 2.2. Recent economic and social transformations
- 2.3. Critical analysis of development theories
- 2.4. Application of theories to case studies

### 3. Data Analysis and Visualisation in Development

- 3.1. Sources of development information
- 3.2. Data analysis techniques
- 3.3. Visualisation of data for decision making
- 3.4. Case studies in the use of data for development

### 4. European and Spanish Development Cooperation Policies

- 4.1. Introduction to Cooperation Policies
- 4.2. Neighbourhood and Development Cooperation Instrument
- 4.3. AECID Strategies
- 4.4. Evaluation of cooperation policies

### 5. Design and Development of Cooperation Projects

- 5.1. Fundamentals of project design
- 5.2. Project design methodologies
- 5.3. Project monitoring and evaluation
- 5.4. Case studies of successful projects



**6. Critical and Conflictual Perspectives on Development**

- 6.1. Criticism of traditional development models
- 6.2. Social and economic impact of development policies
- 6.3. Perspectives of recipient countries
- 6.4. The future of cooperation and development policies

**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
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The face-to-face teaching sessions will combine, depending on the characteristics of the learning objectives, master class models where the teacher will take the lead with different teaching models and methodologies ranging from cooperative learning, project-based learning, case methods, or problem-based learning. The use of the tools provided by the Virtual Classroom will be basic in the development of the subject.

**EVALUATION**

Continuous assessment will consist of a combination of the assessment of the student's portfolio (which will contain the exercises, projects or work commissioned by the teacher), which will account for 65% of the total points, and the completion of a series of short test-type exercises (between 6 and 12) which will be distributed throughout the teaching sessions (35% of the total points). The module can be passed if the grade in the continuous assessment exceeds 5 out of 10.

If the module is not passed through continuous assessment or if the grade is not satisfactory for the student, he/she may choose to independently take a final written test, on the day assigned by the Faculty of Economics, consisting of a part in the resolution of a problem / project / question that will count for 65% of the final grade and a test-type exercise that will count for the remaining 35%.



## REFERENCES

### Basic

- March Poquet, José M (2023): Desarrollo económico: estilos y políticas. Tirant lo Blanch, Valencia.
- Unceta, K. & Gutiérrez-Goiria, J. (2018). International Cooperation and the development debate: the shortcomings of theory versus the allure of agendas. *Revista de Economía Mundial*, 50, 107-126. DOI: 10.33776/rem.v0i50.3896
- Ruiz Simón, Esther (2024). De la teoría a la práctica. Desarrollo y cooperación desde el siglo XX. Editorial Sílex. Madrid.. Editorial Sílex. Madrid

### Additional

- Sampredo, J.L. (1996): Conciencia del subdesarrollo. Veinticinco años después. Taurus, Barcelona.
- Acemoglu, D. y Robinson, J.A. (2012): Por qué fracasan los países. Los orígenes del poder, la prosperidad y la pobreza. Deusto, Barcelona
- Ros, J. (2013): Rethinking Economic Development, Growth, and Institutions. Oxford University Press, Oxford.
- 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
- Fukuda-Parr, S. (2011). Theory and Policy in International Development: Human Development and Capability Approach and the Millennium Development Goals. *International Studies Review*, 13(1), 122132. <http://www.jstor.org/stable/23016146>