

UNIVERSITY OF ECONOMICS - VARNA
MASTER DEGREE CENTER
DEPARTMENT OF MANAGEMENT AND ADMINISTRATION

Adopted by the FC (record №/ date):

Adopted by the DC (record №/ date):

ACCEPTED BY:

Dean:

(Prof. Stoyan Marinov, PhD)

SYLLABUS

SUBJECT: ECONOMIC DEVELOPMENT

DEGREE PROGRAMME: INTERCULTURAL BUSINESS; MASTER`S DEGREE

YEAR OF STUDY: 5; SEMESTER: 10

TOTAL STUDENT WORKLOAD: 120 hours; incl. curricular 30 hours

CREDITS: 4

DISTRIBUTION OF STUDENT WORKLOAD ACCORDING TO THE CURRICULUM

<i>TYPE OF STUDY HOURS</i>	WORKLOAD, hours	TEACHING HOURS PER WEEK, hours
CURRICULAR: incl.		
● LECTURES	30	2
● SEMINARS / LAB. EXERCISES	0	0
EXTRACURRICULAR	90	-

Prepared by:

1.
(ch. asst. prof. Katya Vladova, PhD)

Head of department
of Management and Administration:
(assoc. prof Dobrin Dobrev, PhD)

I. ANNOTATION

Course goals:

The course covers a wide range of topics in development economics, starting with the fundamental statistical techniques of international comparison. This is followed by treating fundamental problems like income inequality, the accumulation and role of human capital, urbanization and rural-urban migration, and main demographic trends.

Competences:

Knowledge:

- The student will know the basic, broad concepts, theories, facts, domestic economic and international contexts of economics, relevant economic actors, functions and processes.

- The student will have mastered the fundamental theories and characteristics of the micro and macro levels of organization of the economy and will have mastered the basic methods of information gathering, mathematical and statistical analysis.

- The student will have a basic knowledge of other disciplines related to international business (law, regional development, education).

- The student will have knowledge and understanding of the essential functions, determinants and objectives of economic policy, foreign trade processes and foreign economic policy.

- The student will have mastered the written and oral forms of professional and effective communication and the tabular and graphical ways of presenting data.

- The student will have a sound command of the basic technical vocabulary of economics

Capabilities:

- Using the theories and methods learnt, the student will discover facts and primary relationships, organize and ana-lyze, draw independent conclusions, make critical observations, prepare proposals for decisions, and make decisions in routine and partly unfamiliar - domestic and international - contexts.

- The student follows and interprets global economic and international business developments, changes in economic policy and related policies and legislation relevant to the field, their impact, and takes them into account in their analyses, proposals and decisions.

- The student presents professional proposals and positions, professionally formulated from a conceptual and theoretical point of view, orally and in writing, according to the rules of professional communication. The student understands and uses online and printed literature in their field of specialization.

- The student participates in projects and group work, and after gaining practical knowledge and experience, they lead, organizes, evaluates and monitors the activities. The student can cooperate with representatives of other disciplines (engineers, foreign trade).

- The student is aware of the specificities of working in an international, multicultural environment.

Attitudes:

- The student is problem-sensitive, proactive, constructive, cooperative and proactive in projects and group work.

- The student is receptive to new information, new professional knowledge and methodologies, open to new tasks and responsibilities requiring autonomy and cooperation.

The student is open to changes in the job's broader economic and social environment, work organization or enterprise and seeks to follow and understand these changes.

- The student will seek to consider the opinions of others, sectoral, regional, national and European values (including social, societal and, ecological, sustainability aspects) in responsibly making decisions.

- The student will strive for lifelong learning in and outside the world of work.

Autonomy, responsibility:

The student will organize the analysis of economic processes, the collection, organization, and evaluation of data independently.

- The student takes responsibility for their analyses, conclusions and decisions.

- The student independently monitors changes in the socio-economic-legal environment affecting the field of specialization.

- The student is partially autonomous in following and applying relevant policies.

- The student will give presentations and lead discussions independently.

The course is highly interactive between the class and the instructors. Through case studies/presentations and problems, students will have the opportunity to use the concepts and ideas presented in class. Problem-solving sessions occur in both individual (primarily) and team (occasionally) settings.

The key competencies for lifelong learning, according to European Reference Framework (<https://www.britishcouncil.org/sites/default/files/youth-in-action-keycomp-en.pdf>) that are developed in the course include: Personal, social and learning to learn competence (5), Citizenship competence (6), and Cultural Awareness and Expression (8).

II. THEMATIC CONTENT

№	TITLE OF TOPIC AND SUBTOPICS	NUMBER OF HOURS ¹		
		L	S	L.E.
Theme 1. INTRODUCING ECONOMIC DEVELOPMENT: A GLOBAL PERSPECTIVE		2		
1.1.	How the Other Half Live, Economics, and Development Studies, What Do We Mean by Development? The Future of the Millennium Development Goals, Sustainable Development Goals			
1.2.	Review, exercises, case studies			
Theme 2. COMPARATIVE ECONOMIC DEVELOPMENT I.		2		
2.1.	Defining the Developing World, Basic Indicators of Development: Real Income, Health, and Education, Holistic Measures of Living Levels and Capabilities, Characteristics of the Developing World: Diversity within Commonality			
2.2.	Review, exercises, case studies			
Theme 3: COMPARATIVE ECONOMIC DEVELOPMENT II		2		
3.1.	How Low-Income Countries Today Differ from Developed Countries in Their Earlier Stages, Are Living Standards of Developing and Developed Nations Converging? Long-Run Causes of Comparative			
3.2.	Review, exercises, case studies			
Theme 4: POVERTY, INEQUALITY, AND DEVELOPMENT I.		2		
4.1.	Measuring Inequality, Measuring Absolute Poverty, Poverty, Inequality, and Social Welfare, Absolute Poverty: Extent and Magnitude			
4.2.	Review, exercises, case studies			
Theme 5: POVERTY, INEQUALITY, AND DEVELOPMENT II		2		
5.1.	Economic Characteristics of High-Poverty Groups, Policy Options on Income Inequality and Poverty: Some Basic Considerations, Summary, and Conclusions: The Need for a Package of Policies			
5.2.	Review, exercises, case studies			

¹ L – lectures; S – seminars; L.E. – laboratory exercises

Theme 6: POPULATION GROWTH AND ECONOMIC DEVELOPMENT: CAUSES, CONSEQUENCES, AND CONTROVERSIES I		2		
6.1.	The Basic Issue: Population Growth and the Quality of Life, Population Growth: Past, Present, and Future, The Demographic Transition			
6.2.	Review, exercises, case studies			
Theme 7: POPULATION GROWTH AND ECONOMIC DEVELOPMENT: CAUSES, CONSEQUENCES, AND CONTROVERSIES II		3		
7.1.	The Causes of High Fertility in Developing Countries: The Malthusian and Household Models, The Consequences of High Fertility: Some Conflicting Perspectives, Some Policy Approaches			
7.2.	Review, exercises, case studies			
Theme 8: URBANIZATION AND RURAL-URBAN MIGRATION: THEORY AND POLICY		2		
8.1.	Urbanization: Trends and Living Conditions, The Role of Cities, The Urban Giantism Problem, The Urban Informal Sector, Migration and Development, Toward an Economic Theory of Rural-Urban Migration, Conclusion: A Comprehensive Urbanization, Migration, and Employment Strategy			
8.2.	Review, exercises, case studies			
Theme 9: HUMAN CAPITAL: EDUCATION AND HEALTH IN ECONOMIC DEVELOPMENT I		2		
9.1.	The Central Roles of Education and Health, Investing in Education and Health: The Human Capital Approach, Child Labor			
9.2.	Review, exercises, case studies			
Theme 10: HUMAN CAPITAL: EDUCATION AND HEALTH IN ECONOMIC DEVELOPMENT II		2		
10.1.	The Gender Gap: Discrimination in Education and Health, Educational Systems and Development, Health Measurement and Disease Burden, Health, Productivity, and Policy			
10.2.	Review, exercises, case studies			
Theme 11: AGRICULTURAL TRANSFORMATION AND RURAL DEVELOPMENT		2		
11.1.	The Imperative of Agricultural Progress and Rural Development, Agricultural Growth: Past Progress and Current Challenges, The Structure of Agrarian Systems in the Developing World, The Important Role of Women, Core Requirements of a Strategy of Agricultural and Rural Development			
11.2.	Review, exercises, case studies			
Theme 12: THE ENVIRONMENT AND DEVELOPMENT		3		
12.1.	Environment and Development: The Basic Issues, Global Warming, and Climate Change: Scope, Mitigation, and Adaptation, Economic Models of Environmental Issues, Urban Development, and the Environment, The Local and Global Costs of Rain Forest Destruction, Policy Options in Developing and Developed Countries			
12.2.	Review, exercises, case studies			

Theme 13: DEVELOPMENT POLICYMAKING AND THE ROLES OF MARKET, STATE, AND CIVIL SOCIETY		2		
13.1.	A Question of Balance, Development Planning: Concepts and Rationale, The Development Planning Pro-cess: Some Basic Models, Government Failure and Preferences for Markets over Planning, The Market Economy, The Washington Consensus on the Role of the State in Development and Its Subsequent Evolution, Development Political Economy: Theories of Policy Formulation and Reform, Development Roles of NGOs and the Broader Citizen Sector, Trends in Governance and Reform			
13.2.	Review, exercises, case studies			
Theme 14: SUMMARY		2		
14.1.	Summary of the course			
14.2.	Review, exercises, case studies			
Total:		30		

III. FORMS OF CONTROL:

№	TYPE AND FORM OF CONTROL	Number	extracurricular, hours
1.	Midterm control		
1.1.	Class Activity	1	10
1.2.	Seminar Performance	2	30
	Total midterm control:	3	40
2.	Final term control		
2.1.	Examination (test)	1	50
	Total final term control:	1	50
	Total for all types of control:	4	90

IV. LITERATURE

REQUIRED (BASIC) LITERATURE:

1. Economic Development Course Materials available at <https://e-learn.ue-varna.bg>.
2. Todaro, M., Smith, S. (2020). Economic Development. 13th Edition, Pearson, selected chapters (ISBN 9781292291154).

RECOMMENDED (ADDITIONAL) LITERATURE:

1. Banerjee, A., Duflo, E. (2011). Poor Economics, A Radical Rethinking of the Way to Fight Global Poverty and the Ways to End It. Random House India.
2. Rosling, H., Rönnlund, A., Rosling, O. (2018). Factfulness: Ten Reasons We're Wrong About the World—and Why Things Are Better Than You Think. Flatiron Books, ISBN 9781250123817.
3. Weil, D. (2013). Economic Growth. 3rd Edition, International Edition, Pearson.