



COURSE DATA

DATA SUBJECT

Code: 36152
Name: Economic development and cooperation policies for development
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1316 - Degree in Economics	Facultat d'Economia	4	First quarter

SUBJECT-MATTER

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

COORDINATION

RAUSELL KOSTER PABLO FRANCISCO

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 / LEARNING OUTCOMES

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 economic measures to reduce income inequality and poverty.

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.

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

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	30,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	5,00
Independent study and work	40,00
Preparation of lessons	20,00



Preparation for assessment activities	20,00
Resolution of case studies	5,00
Total hours	90,00

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 35% 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 (65% 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

- March Poquet, José M (2023): Desarrollo económico: estilos y políticas. Tirant lo Blanch, Valencia.
- Sampedro, 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
- 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
- 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>