

EC05-001-G-Workshops in economics

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Course Information

Department : **ECONOMICS, LAW AND SOCIETY**

Semester : **05 & 06** — Teaching campus : **AIX-EN-PROVENCE, ANGERS, BORDEAUX, BOULOGNE-BILLANCOURT, LYON**

Total of course hours : **30,00** — ECTS credits : **4,00**

Teaching language : **English**

Open to Exchange Students : **Yes**

OVERALL DESCRIPTION

The course introduces students to how economists mobilize instruments from their “toolbox”, both theories, models, statistical tools, and more, to assess a situation and then to address and offer solutions. The Workshops' topics vary from one group to another and may vary from semester to semester and are not listed below (topics are listed on the course Moodle page).

Each Workshop introduces the specificity of the economists' perspective and toolbox. Students are also introduced to the nature of the global issue at stake and its economic aspects. At the end of the course, students are expected to be able to characterize the specificity of the economists' look at the issue as well as the main instruments employed, to illustrate with actual experiences, and explain the strength and limits of economic solutions. A significant part of the course deals with how to make an economic argument and we develop academic reading and writing skills applied to policy briefs.

We apply tools from the economists' toolbox to specific problems defined as global issues or as issues of sustainable development. To define global issues, it can be referred to the United Nations' definition as “issues that transcend national boundaries and cannot be resolved by any one country acting alone” (<https://www.un.org/en/global-issues>). Issues of sustainable definition can refer to the UN 17 Sustainable Development Goals (<https://sdgs.un.org/goals>).

PREREQUISITES

Microeconomics; Macroeconomics

COMPETENCY GOALS & LEARNING OBJECTIVES

2 Intellectual capacities

2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.

ORGANIZATION

1.Academic writing and reading SEMINAR : 4.0h

Session 1 : Academic writing and reading 1

Readings and homework

Session 2 : Academic writing and reading 2

Readings and homework

2.Applied Economics & Policy Brief SEMINAR : 4.0h

Session 3 : Applied Economics & Policy Brief 1

Readings and homework

Session 4 : Applied Economics & Policy Brief

Readings and homework

3.Choosing a Policy Brief subject SEMINAR : 2.0h

Session 5 : Choosing a policy brief topic

Topics can be found at <https://www.worldbank.org/en/topic>

Readings and homework

4.Applied Economics and Policy Brief writing SEMINAR : 18.0h

Session 6 : Topics (per group) to apply economists' tools and elaborate a policy brief

Aims: Ability to identify a simple example that could be relevant to analyze from the point of view of previously introduced concept/tool;

Topics: applied economics as « tooled knowledge » (problem, specific tools, solutions with pros and cons, criterion to make decisions)

Readings and homework

Topic assignment (per group);

Policy brief progress report: State the final topic chosen for the policy brief + Formulate a question related to this topic .

Session 7 : Applied Economics (topic per group)

Aims: Ability to apply a specific concept/tool to a simple case;

Topics: applied economics as « tooled knowledge » (problem, specific tools, solutions with pros and cons, criterion to make decisions)

Readings and homework

Topic Assignment (per group);

Policy brief progress report: explain how economists handle the selected topic + 2 academic articles on the subject (sum up and explain);

Session 8 : Applied Economics (topic per group)

Aims: Ability to explain a more sophisticated version of the introduced concept/tool (eg. Intertemporal CBA with Net Present Value and IRR of a project);

Topics: applied economics as « tooled knowledge » (problem, specific tools, solutions with pros and cons, criterion to make decisions)

Readings and homework

Topic Assignment (per group);

Policy brief progress report: identify and present: two economic analyses linked to the selected subject (relevant sources and justifications), + One report from an international organisation should be used to support the analyses AND + One policy brief.

Session 9 : Topics (per group) to apply economics tools and elaborate a policy brief

Aims: Ability to answer simple questions and solve simple problems about the more sophisticated version of the concept/tool (eg. actually compute the NPV of a project for given data: powerplant project);

Topics: applied economics as « tooled knowledge » (problem, specific tools, solutions with pros and cons, criterion to make decisions);

Readings and homework

Topic Assignment (per group);

Policy brief progress report: Present at least two solutions to the problem raised and detail them precisely.

Session 10 : Topics (per group) to apply economics tools and elaborate a policy brief

Aims: Ability to explain a more sophisticated version of the introduced concept/tool (eg. introduce valuation of negative and positive externalities in a monetary CBA, for instance pollution and waste costs in a highway construction project and conversely price pollution avoided by using railway fret instead of trucks).

Topics : applied economics as « tooled knowledge » (problem, specific tools, solutions with pros and cons, criterion to make decisions);

Readings and homework

Topic Assignment (per group);

Policy brief progress report: Compare the solutions for the issue raised according to an explicit criteria. Justify and explain.

Session 11 : Topics (per group) to apply economics tools and elaborate a policy brief

Aims: Ability to apply the tool introduced to a real case (eg. using contingent valuation of non-priced goods in a case such as the Exxon Valdez oil spill (1989) in California, using sources from the NOAA panel on contingent valuation);

Topics: applied economics as « tooled knowledge » (problem, specific tools, solutions with pros and cons, criterion to make decisions);

Readings and homework

Topic Assignment (per group);

Policy brief progress report: Present at least two ALTERNATIVE solutions to the problem raised and detail them precisely + Identify the most accurate one using an explicit criteria, detail and explain.

Session 12 : Topics (per group) to apply economics tools and elaborate a policy brief

Aims: Applying the tools employed to a new case (for instance a local study of fisheries in Cameroon).

Topics: applied economics as « tooled knowledge » (problem, specific tools, solutions with pros and cons, criterion to make decisions) ;

Readings and homework

Topic assignment (per group);

Policy brief progress report: Present the advantages and the disadvantages, the limitations and constraints of the solution chosen.

Session 13 : Topics (per group) to apply economics tools and elaborate a policy brief

Aims: answer questions and solve problems using the tools studied (eg. about use of contingent valuation of non-market goods, such as climate or a landscape, in cost-benefit analysis).

Topics: applied economics as « tooled knowledge » (problem, specific tools, solutions with pros and cons, criterion to make decisions);

Readings and homework

Topic assignment (per group);

Policy brief progress report: Present arguments of different types in favor of the solution chosen (statistical argument, theoretical argument, historical argument...), in order to convince the audience.

Session 14 : Topics (per group) to apply economics tools and elaborate a policy brief

Aims: answer more advanced questions and solve problems using the tools studied (eg. about use of contingent valuation of non-market goods, such as climate or a landscape, in cost-benefit analysis).

Topics: applied economics as « tooled knowledge » (problem, specific tools, solutions with pros and cons, criterion to make decisions);

Readings and homework

Topic assignment (per group);

Policy brief progress report: Present one executive summary including one sustainability related issue.

5.A one minute presentation of a Policy Brief (problem and solution) SEMINAR : 2.0h**Session 15 : One minute presentation**

Students stand for a one-minute oral presentation of their Policy brief: problem and solution. The format is similar to 1-minute presentations in business environment (see reference)

Readings and homework

<https://www.linkedin.com/pulse/6-steps-perfect-1-minute-networking-introduction-cathy-dunbabin>

Course hours : SEMINAR : 30.0h

ASSESSMENT

	% of final grade	Assessment type %	Duration (hours)
Final Exam (FE)			

Midterm Exam (ME)			
Continuous Assessment (CA)	100	Oral exams Individual 30.0 Oral exams Individual 20.0 Written exams Individual 50.0	

PERSONAL WORK

Volume : 60 h

Details : Prepare Assignments, oral presentations and write a documented policy brief.

BIBLIOGRAPHY

Academic reading and writing skills:

McCloskey, D.N. (2019). "Economic Writing." (3rd ed.). Waveland Press.

Booth, W.C., Colomb, G.G., Williams, J.M..(2016). "The Craft of Research." 4th ed. University of Chicago Press.

Saunders, M., Lewis, P., & Thornhill, A. (2020). "Research Methods for Business Students." (8th ed.). Pearson education.

Economics toolbox:

Beckerman, W. (2017). "Economics as Applied Ethics: Fact and Value in Economic Policy." Springer.

Pindyck, R., & Rubinfeld, D. (2020). "Microeconomics." (9th ed.) Pearson.

Schelling, T. C. (2016). "What do economists know?." The American Economist 61.1: 77-80.

Sloman, J., Garratt, D., & Guest, J. (2021). "Economics" (11th ed.). Pearson Education Limited.

Tietenberg, T., & L. Lewis (2018). "Environmental and natural resource economics." Routledge.

SUSTAINABLE DEVELOPMENT GOALS AND CSR

Title	Percentage of total course covered by this theme
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In general, your students will be evaluated on one of the following SD/CSR themes : **No**