

Economic and Social Analysis

| 7.1 Module Overview | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------|------------------------------|-----------------|------------------------------------|--------------------------------------------|-----------|-------------|----------|
| Module Number | | Module Title | Economic and Social Analysis | | | | | | |
| Stage of Principal Programme | | | 2 | Semester | 1 | Duration. <i>(Weeks F/T)</i> | 12 | ECTS | 5 |
| Mandatory / Elective (M/E) | E | Hours of Learner Effort / Week | 2 | | | | | | |
| Analysis of required hours of learning effort | | | | | | | | | |
| Teaching and Learning Modalities | | | | | ✓if relevant to this module | Approx. proportion of total (hours) | | | |
| Contact Hours | | | | | | | | | |
| In person face-to-face | | | | | ✓ | 24 | | | |
| Synchronous | | | | | | | | | |
| Indirect/Non-Contact Hours | | | | | | | | | |
| Asynchronous | | | | | | | | | |
| Work Based | | | | | | | | | |
| Other: | | | | | | | | | |
| <ul style="list-style-type: none"> independent reading, engagement with VLE, research and preparation of assessments | | | | | ✓ | 101 | | | |
| Total | | | | | | 125 | | | |

| Pre-Requisite Module, if any. Module # and Title | N/A |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Co-Requisite Module, if any. Module # and Title | N/A |
| Maximum number of learners per instance of the module | 125 |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module. | |
| Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc. | Qualifications & experience required |
| Lecturer | A minimum level 9 qualification in Politics, Sociology, Social Science or closely cognate area |
| | Staff - Learner Ratio X:Y |
| | 1:120 |

| Assessment Techniques – percentage contribution | | | | |
|-------------------------------------------------|------------|-----------------------------------|------------|-------------------------------|
| Continuous Assessment | 40% | Proctored Exam – in person | 60% | Practical Skills Based |
| Project | | Proctored Exam - online | | Work Based |
| Capstone (Y/N)? | N | If Yes, describe | | |

| 7.2 Minimum Intended Module Learning Outcomes (MIMLOs) | |
|------------------------------------------------------------------------------|------------------------|
| MIMLO | Related MIPLO # |
| On completion of this module a learner will be able to: | |
| 1. Define a range of economic concepts. | 1 |
| 2. Assess the nature of contemporary economic policy in Ireland. | 2 |
| 3. Critically analyse the impact of economic policies on social development. | 3 |

| | |
|--------------------------------------------------------------------------------------------------|---|
| 4. Discuss policies and strategies for local and regional development post Celtic Tiger Ireland. | 4 |
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7.3 Indicative Module Content, Organisation and Structure

This module introduces learners to the field of economic and social analysis. The objective of the module is to equip learners with the key economic concepts and a greater understanding of the process of economic development, including the challenges faced by nations and individuals in the developing world. The course covers a range of topics in development economics from a theoretical and an empirical perspective. The course begins with reviewing the theories of economic growth and the development process. It focuses on the role of physical, human and social capital, technology and population growth in economic development. Specific attention is paid to the relationships between inequality, poverty and economic growth. Thereafter, the course covers a set of topics of relevance to developing economies, such as health, education, gender, culture, and climate.

Indicative Module Content

Macro & Micro Economic Concepts

Market Forces, Supply and Demand, competitiveness and consumer choice
 Monetary system, Inflation, interest rates, debt and deflation
 Labour market economics

Economics and Social Development

Economics of the public sector
 Social Expenditure and Income distribution

Gender, Class and Economic Disadvantage

Patriarchy and Capitalism – the Gender Pay Gap
 Gender and Property
 The Care Economy
 Disability Perspectives

Contemporary Economic Policies – the Irish context

Contemporary Economic Policy in Ireland
 Debt and Structural Adjustment Policies – IMF, European Central Bank relationship with Ireland.
 Economics and Social Exclusion in Ireland
 Brexit effect on Ireland

Local and regional development policy/practice in Ireland

Area Based Approaches -Pobal, LEADER, LCDC, PPNs
 Role of Local Authorities in local development
 National Development Plan

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The module teaching and learning strategy is based on the core objectives of enabling learners to develop knowledge of equipping learners with the key economic concepts and a greater understanding of the process of economic development. The module is also focused on the development of learner capacity to engage in critical evaluation and analysis in a political context.

In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish.

Written Exam

The two-hour proctored exam asks learners to answer two out of five questions. This examines the learners understanding of the core concepts, empirical case studies and theories studied in the course (MIMLOs 2, 4).

Continuous Assessment - Reading Comprehension

The Reading Comprehension assignment is class and will develop the learner's ability to read introductory texts. The feedback after the first reading comprehension allows them to see where they need to improve and put their learning into practice in written exam. (MIMLOs 1,3)

7.7 Summative Assessment Strategy for this module

| MIMLOs | Technique(s) | Weighting |
|--------|-----------------------|-----------|
| 1, 3 | Reading Comprehension | 30% |
| 2, 4 | Written Exam | 60% |
| | Attendance | 10% |

7.8 Sample Assessment Materials

This module will be assessed by examination (60%) and continuous assessment (40%). Both assessments will be primarily summative in nature, however there will be formative elements incorporated into the approach to continuous assessment, based on the informal discussion of readings allocated to the class group.

Reading Comprehension/Discussion (30%):

Learners will be required to individually review separate articles and discuss in class. This assessment will be based on learner comprehension and ability to engage in peer led discussion.

Examination:

Learners will be required to answer 2 questions in 2 hours, 2 questions, (60%):

Sample questions:

1. The function of the market is central to current economic systems. Discuss, using examples throughout to illustrate your answer.
2. Economic inequality is the definitive issue of our time. Discuss this statement, using relevant examples to illustrate your answer.
3. Drawing on Sylvia Walby's framework of patriarchal relations of production, analyse how gender inequalities intersect with economic and social structures in contemporary capitalist societies.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Bartley, B. and Kitchin, R. (2007). *Understanding Contemporary Ireland*. London: Pluto Press.

Hutton, W. and Giddens, A. (eds.) (2001). *On The Edge. Living with Global Capitalism*. London: Vintage.

Lipsey, R.G. and Chrystal, K.A. (2007). *Principles of Economics*, (11th edition). Oxford: Oxford University Press.

Scott, L. (2020) *The Cost of Sexism. Why the Economy is Built for Men and Why we Must Reshape it*. Faber.

Smith, N. J. A. (2005). *Showcasing Globalisation? The Political Economy of the Irish Republic*. Manchester: Manchester University Press.

Turley, G., Maloney, M. and O'Toole, F. (2011). *Principles of Economics, Dublin: Gill and Macmillan*.

Walby, S. (1986) *Patriarchy at Work: Patriarchal and Capitalist Relations in Employment*. Cambridge: Polity Press.

Learners will be asked to engage with newsfeed and commentary on current affairs from a variety of resources, as well as content written by high-quality journalists and/or academics. Current affairs will be circulated via email and uploaded to the VLE.

Sample List:

- Newsfeed and Political Commentary
- Print-Newspaper Websites
- TV/News Channels

Websites:

Geary Institute for Public Policy: <https://www.ucd.ie/geary/>

ESRI – Economic Social Research Institute - <https://www.esri.ie/>

Living Wage Ireland: <https://www.livingwage.ie/>

Oxfam: <https://www.oxfam.org/en>

Oxfam: Global Care Calculator: <https://www.oxfamireland.org/policy/global-care-calculator-how-the-numbers-are-stacked-against-women-and-girls>

TASC – Think Tank for Action on Social Change: <https://www.tasc.ie/>

World Economic Forum: <https://www.weforum.org/>

Why Poverty Documentary Series: <https://www.thewhy.dk/docuseries/why-poverty#:~:text=takes%20an%20in%20depth%20look,when%20it%20launched%20in%202012.>

Indicative Other Resources:

<http://www.worldbank.org/en/topic/communitydrivendevelopment/brief/cdd-economic-social-analysis>

<https://ideas.repec.org/p/pramprapa/75900.html> - Migration - Economic and Social Analysis

[Economic analysis - European Central Bank](#)

European Central Bank: Available at: <https://www.ecb.europa.eu/pub/html/index.en.html>