




Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

3 credits	30.0 h	Q1
-----------	--------	----

Teacher(s)	Gaspard Frédéric (coordinator) ;Van den Broeck Goedele ;
Language :	English
Place of the course	Louvain-la-Neuve
Main themes	Determinants that hamper or promote rural development are analyzed in their context. Some peculiarities of rural development lead to the identification of a list of missing markets. To fulfil the social functions that are thus left unattended, rural communities set up institutional solutions to problems of insurance, credit, labour exchange and land tenure. A particular attention is devoted to the transition from a subsistence economy to a market-oriented economy with a focus on the structural adjustment of the agro-food sector: transfer of the agricultural surplus, investment in productivity and market, technological and institutional innovations, gains from international trade. Poverty and food insecurity are both issues that are analysed transversally through these topics.
Aims	<p>With respect to the learning outcomes of the Bio-engineering in agricultural sciences, this course contributes to the following main learning outcomes:</p> <p>1.1 - 1.5, 2.1 - 2.5: Industrial organisation, agricultural transformation, structural adjustment (theory and empirics)</p> <p>3.1 - 3.4, 3.6 - 3.8: Matching real situations with archetypal problems, solving models and interpreting the abstract results</p> <p>4.1 - 4.2: Identifying typical problems in complex situations</p> <p>4.4 - 4.7: Drawing lessons from abstract models for complex, real situations</p> <p>7.1 -7.5: Development policy in a context of poverty and inequality</p> <p>1 By the end of the course, students are able to:</p> <ul style="list-style-type: none"> <li>- master economic theory on the development of the agricultural sector,</li> <li>- analyze the transitions from a subsistence economy into a market-oriented economy,</li> <li>- understand the opportunities and the limits of the contributions of the development of the agro-food sector to economic development as a whole,</li> <li>- understand technological and institutional innovations to foster the development of the agro-food sector,</li> <li>- understand opportunities and limits of policy instruments in favour of rural development, understand specific obstacles to rural development rural and their traditional, institutional solutions through economic models (game theory, political economics, partial and general equilibrium models).</li> </ul> <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>Part 1 : Essay</p> <p>Part 2 : Preparatory report, quality of participation during the debate.</p>
Teaching methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>Classes, directed reading, oriented questions and answers, debate</p>
Content	<p>Part 1 : Students are exposed to the broad visions that have been framing the contemporary policies for the role of agriculture in structural transformation and rural development, with an historical and theoretical structure. Structural adjustment, the Commodity Boom and the so-called Great Recession (2007-2012) are described and analyzed critically, along with the underlying conceptions of economic development and the role attributed to the rural sectors in the development process. Students will write an essay on a question defined by the teacher.</p> <p>Part 2 : Students read a book or selected chapters of a book chosen by the teachers. Following a guidance sheet, they compile an operational summary of the book and raise two questions about the arguments put forward by the author (the type of relevant question is defined in the guidance sheet). Furthermore, with the occasional help of the teachers, each student must suggest an informed tentative answer to her own questions. The questions and answers are sent to the teachers before a debate organized at the end of the semester ; questions raised by the students are confronted and answered during the debate.</p>

Inline resources	Moodle
Bibliography	Variable ; e.g. Paul Collier « The Bottom Billion » (various editions).
Other infos	The course will be taught in English. Students are expected to participate in an English-spoken debate.
Faculty or entity in charge	AGRO

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Minor in Development and Environment	MINDENV	3		
Master [120] in Agricultural Bioengineering	BIRA2M	3		
Master [120] in Forests and Natural Areas Engineering	BIRF2M	3		
Master [120] in Agriculture and Bio-industries	SAIV2M	3		