



In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

5 credits

30.0 h

Q2

Teacher(s)	Maniquet François ;
Language :	English
Place of the course	Louvain-la-Neuve
Main themes	<p>The main themes are :</p> <ol style="list-style-type: none"> 1) How can we define resource equality when agents have different preferences ? 2) Can we justify competitive markets when efficiency is to be combined with norms of equity ? 3) How can we define equality of opportunity when agents have different needs and different talents ? 4) How can public intervention improve equality when the governments face information constraints
Aims	<p>Whereas economics is mainly interested in efficiency, it is often the case that public intervention is inspired by different norms. One such major norm is that of social justice. There is no unique way to define justice, however, and there are implementation issues when one wishes to reach a more equitable allocation of resources. The course aims at introducing students to the part of economics that rigorously studies the different norms that can be used to justify public intervention.</p> <p>1</p> <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>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <ol style="list-style-type: none"> 1) Students are required to submit homeworks every week. Access to the final exam is conditioned on having handed in all the homeworks. 2) Students provide a group essay at the end of the term. These essays are graded and count for 50% of the final grade. 3) There is a written open book exam during the session. It counts for 50% of the final grade.
Teaching methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>The courses is composed of lectures given by the lecturer. Students are assigned exercises to solve each week. Students also have to work in group and produce an essay, that consists in applying the method developed during the lectures to a new problem. For the students registered to the public economics module, this essay is required to survey all three approaches to this problem. The essay will be evaluated by the three lecturers.</p>
Content	<p>Public interventions are supposed to be beneficial to societies. Let's say that they are supposed to enhance social welfare. In order to design these interventions clearly and efficiently and to evaluate their impact, it is necessary to discuss the way social welfare is defined. This course is about studying some schools of thought that have produced families of notions of social welfare. We will also study how these notions of social welfare can be used to evaluate contemporary social policies.</p>
Bibliography	<p>Une bibliographie détaillée est donnée au début du cours.</p>
Faculty or entity in charge	ECON

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [60] in Economics : General	ECON2M1	5		
Master [120] in Agriculture and Bio-industries	SAIV2M	5		
Master [120] in Economics: General	ECON2M	5		