**Welfare Economics for Business Leaders coursework 2017**

**Assessment 1**

Assessment task: Essay “Corporate Provision of Public Goods”

Weighting: 50%

Date/time/method of submission: on 22rd March 2018,

Word count or equivalent: 1900 words

**Learning Outcomes Assessed**

LO1 Discuss the rationale for the government intervention in the markets

LO2 Examine how government spending and taxation affect aggregate demand and supply

Elinor Ostrom (Nobel laureate in economics) research demonstrates that people are good at using voluntary action to tackle issues that standard economics textbooks note require the intervention of government. Producing “public goods” such as green areas or clean water generates gains large enough to ensure that people, given enough freedom of action and security of rights, may want to cooperate to provide them (Economist, 2010).

**Instructions:**

You are expected to produce an essay on the Corporate Provision of Public Goods. Discuss advantages and disadvantages of public and private provision of the public goods. You may use specific examples of success or failure stories to supplement your arguments.

**Tips: How to start an essay?**

A good plan of attack is necessary to a successful essay. Your essay will normally consist of an analysis which presents a series of points, in the form of an argument. Avoid a narrative or chronological approach. It is important that you present appropriate evidence and detailed case studies, but make sure that these support substantive points of your analysis. Do not include description just to fill space.

Think about the relevance of all parts of your essay to the question, and the logic of your conclusion. Sustained argument is essential to a successful essay. While showing awareness of different points of views, you should be able to do more than just present the opinions of others; you need to be able to show that you have developed your own view of the topic. Your essay should not consist simply of quotations and paraphrases from your reading.

In general terms, your essay will have an introduction, a ‘body’, and a conclusion: The *introduction* is where you explain why the set question is worth studying. Perhaps the period is one of significant change, whose impact is uncertain; or perhaps this is a question historians disagree about; or there may be a particular event (for example, a revolution) whose causes need explanation. These are just a few examples, but there are many others. Your introduction may be the place to state a hypothesis you will test, or even the thesis which you intend to prove. Alternatively, you may prefer to save your conclusions until the end. In the introduction, you may also: introduce key definitions; summarise historical debate; and define your approach. Your introduction should not be too long, however — one to three paragraphs is a very rough guide.

The *body* of the essay is where you present your analysis and evidence. The *conclusion* is usually a single paragraph stating what you have contributed to the historical problem you introduced on the first page. If you defined a hypothesis, say whether you disproved or confirmed it. Do not repeat all of the points you have made in the essay, but concentrate on the larger question. What are the implications of your findings, and what new questions arise from your findings?

You need to demonstrate critical analysis. A good analysis typically involves breaking a problem down into its component parts. This can be done in a variety of ways, but comparing and contrasting often work well. Whatever comparison you choose, your analysis is likely to involve presenting evidence which supports an argument and other evidence which challenges it. (Hint: it is usually best to introduce contrary evidence first, before countering it with evidence in support of your argument).

For the referencing skills refresher and academic phrasebank please see the relevant documents uploaded on Blackboard.

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| Introduction | 15% |
| Criticality & analysis | 50% |
| Conclusion | 15% |
| Written communication | 10% |
| Academic referencing | 10% |