



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## COURSE SYLLABUS

### Project and Policy Assessment

2122-2-F8802N025

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#### Learning area

#### Learning objectives

*Knowledge and understanding:* to master intermediate concepts of the economics of instruments supporting private and public choices.

*Applying knowledge and understanding:* to acquire core competences on methods of applied analysis and ex ante assessment of decisions by firms and governments.

#### Contents

The course is devoted to the analysis of economic evaluation techniques of private and public investments, including public policies. The syllabus is as follows:

- a) investment project assessment,
- b) cost - benefit analysis,
- c) disaggregated and aggregated multi-criteria methods.

#### Detailed program

The syllabus is as follows:

1 course introduction

2-4 investment project assessment: financial decisions, money, time, interest rates

5-8 investment project assessment:: criteria, flows, analysis

9-10 investment project assessment:: case studies

11-15 cost - benefit analysis: theory

16-17 cost - benefit analysis: case studies

18 multi-criteria methods: theory

19 multi-criteria methods: case studies

## **Prerequisites**

Mastery of core theoretical and methodological knowledge about economics and economic policy, beside learning, writing and verbal communication competences.

## **Teaching methods**

Lectures; case study classes; weekly office hours; e-mail conversations.

## **Assessment methods**

One written essay (4000-7000 words, in Italian/English/French/Spanish), discussing a case study or a research project chosen by the student following guidelines posted on the course's web page. Students e-mail the essay to the lecturer 48 hours in advance\_\_\_\_\_

## **Textbooks and Reading Materials**

- Berk J. and DeMarzo, P., *Corporate Finance*, Addison-Wesley, [ch.1-9] (2007);

- De Rus G., *Introduction to Cost-Benefit Analysis*, Elgar, [all] (2021).
- Munda G., *Social Multi-Criteria Evaluation for a Sustainable Economy*, Springer, [all] (2007);

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