

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Economics

ECON 3109
ECONOMIC GROWTH, TECHNOLOGY AND STRUCTURAL CHANGE

INST3301
ECONOMIC GROWTH

COURSE OUTLINE
SESSION 1, 2008

COURSE WEBSITE

<http://vista.elearning.unsw.edu.au/>

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1. Teaching Staff

The *Lecturer-in-charge* is Peter Kriesler, Australian School of Business Building, Room 445; Ph. 9385 3373, email: p.kriesler@unsw.edu.au). He is also lecturing for the first six weeks. The Lecturer-in-charge is responsible for the overall direction and content of the course.

The *Course Administrator* for the course is Khaqan Najeeb Australian School of Business Building, Room 463 ph. 9385-3565 email: khaqan@unsw.edu.au. Khaqan Najeeb will be lecturing for weeks 7 - 12.

You should feel free to approach your *lecturer* about any academic matter. The lecturer and tutors will have specific consultation hours. These hours will be posted on the course website.

Any questions regarding administrative matters (such as your allocation to a tutorial group) should be directed to the Course Administrator.

LECTURERS:

Weeks 1 - 6:	Peter Kriesler	ASBB 445	ph: 9385-3367
Weeks 7-12:	Khaqan Najeeb	ASBB 463	ph: 9385-3565

2. Information about the course

2.1 Units of Credit and Class Hours

This course is worth 6 units of credit.

There is 1 x 2 hour lecture per week and 1 x 1 hour tutorial class

2.2 Lecture Times And Locations

Lectures are on:

Thursday	9.00-11.00	Biomed D
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2.3 Tutorial Group Allocations

Enrolment in tutorials is via www.my.unsw.edu.au

As tutorial discussions form an integral part of this course, attendance at tutorials is compulsory. Attendance also implies that you will be fully prepared to enter into any discussion and answer any question raised, so students are advised to prepare answers in advance. It is imperative that you attend the group to which you are allocated.

2.4 Relationship of this course to other courses

This course provides an introduction to the analysis of growth, development and structural change at an intermediate level.

2.5 Approach to Learning and Teaching

The philosophy underpinning this course and its Teaching and Learning Strategies (see 3.3 below) are based on “Guidelines on Learning that Inform Teaching at UNSW. These guidelines may be viewed at : www.guidelinesonlearning.unsw.edu.au.

3. Course Aims and Outcomes

3.1 Course Aims

This course presents an introduction to the analysis of economic growth, development and the role of technology and structural change. The subject seeks to explain the factors which determine how societies grow and develop, with special emphasis on the role of institutions. Various approaches will be examined, and some attention will be paid to problems associated with growth.

3.2 Student Learning Outcomes

In addition to acquiring a deeper and more meaningful understanding of growth analysis this course assists in providing an environment that fosters in our students the following graduate attributes:

1. the skills involved in scholarly enquiry;
2. an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context;
3. the capacity for analytical and critical thinking and for creative problem solving;
4. the ability to engage in independent and reflective learning;
5. Information Literacy – the skills to locate, evaluate and use relevant information;
6. the capacity for enterprise, initiative and creativity;
7. a respect for ethical practice and social responsibility;
8. the skills of effective communication.

3.3 Teaching and learning Strategies

The examinable content of the course is defined by the content of the content of Lectures, the relevant sections of the textbook and the content of the Tutorial Program.

Lectures

The purpose of Lectures is to provide a logical structure for the topics that make up the course; to emphasise the important concepts and methods of each topic, and to provide relevant examples to which the concepts and methods are applied.

Tutorials

The purpose of tutorial meetings is primarily to provide an opportunity for small group discussion of issues to which economic concepts and methods can be applied and to provide opportunities for students to develop their presentation skills, and to

A Tutorial Program of Debate Topics and Review Questions is provided below for tutorial meetings.

Out-of-Class Study

While students may have preferred individual learning strategies, it is important to note that most learning will be achieved outside of class time.

Lectures can only provide a structure to assist your study, and tutorial time is limited.

An “ideal” strategy (on which the provision of the course materials is based) may include:

Reading of the relevant chapter(s) of the text and of any additional references and accessing the lecture overheads from the course website **before the lecture**.

This will give you a general idea of the topic area.

Attendance at lecture.

Here the context of the topic in the course and the important elements of the topic are identified.

The relevance of the topic should be explained.

Attending Tutorials

Tutorials reinforce the contents of the lecture by applying the general principles to different issues, as well as reinforcing critical thinking and presentations skills.

4. Student responsibilities and conduct

4.1 Workload

It is expected that you will spend at least *ten hours* per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to prepare for a Tutorial Presentation or an examination, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Only those students maintaining a passing grade prior to the final examination **and** who have attended at least seven (7) tutorials will be considered for a supplementary examination at the end of the session.

4.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class, and/or refused final assessment. More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail

address without providing you with a paper copy. You will be deemed to have received this information.

4.5 General Responsibilities

It is your responsibility to ensure that:

1. You are recorded by the University as being correctly enrolled in all your courses.
2. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.
3. **Monday 10 March** is the first day of Semester 1 classes. **Sunday 16 March** is the last day you can enrol in Semester 1 courses.

Saturday 31 March is the last day for students to discontinue without financial penalty (and the last date to finalise arrangements for HECS-HELP and FEE_HELP).

Sunday 27 April is the last day to discontinue without academic penalty.

4. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the semester's examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The examination period for Semester 1, 2008, falls between **11 and 27 June**.
5. When the provisional examination timetable is released, ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations. The final examination timetable for Semester 1 is released in May (date TBA).
6. Note that some Schools schedule a common date for any **supplementary exams** that may be required – it is your responsibility to check the School websites and ensure that you are available to take the exam on the scheduled date.

A full list of UNSW Key Dates is located at:

<https://my.unsw.edu.au/student/resources/KeyDates.html>

5. Assessment

5.1 Formal Requirements

In order to pass this course, you must:

- ❑ achieve a composite mark of at least 50; and
- ❑ make a satisfactory attempt at all assessment tasks (see below).

5.2 Assessment Details

Assessment will consist of :

<i>Tutorial Journals</i>	<i>30%</i>
<i>Debate</i>	<i>10%</i>
<i>Tutorial Participation</i>	<i>10%</i>
<i>Comprehensive final examination</i>	<i>50%</i>

SATISFACTORY PERFORMANCE IS REQUIRED IN ALL PARTS OF THIS COURSE

Tutorials

For tutorials students will be required to present a debate, as well as to critically analyse discussion questions, with a record to be kept in on-line journals

Debates

Some tutorials in this course will be presented in the form of a debate, with students presenting each side of an argument about the development process. Tutorial presentations will be assessed according to guidelines which will be distributed during classes.

Tutorial Participation

10% of the grade for this course will reflect tutorial participation, half of which is determined by attendance, and the rest by contributions to tutorials throughout the session, particularly for those tutorials focusing on critical reviews of a discussion question.

Tutorial Journals

Students will be required to keep a record of their tutorial preparations for those tutorials involving discussion questions, in the form of an on-line tutorial journal. This is not a diary; rather we are asking you to keep a record of your learning throughout the course by thinking about and answering questions on your tutorial material. The hallmark of a journal is that there are multiple entries made over a period of time. In your case, it is to be done fortnightly. When you post a journal entry online, the exact time you submitted it will be recorded.

What do I need to include?

Answers to the fortnightly discussion questions

How much should I aim to write?

2 typewritten pages.

What makes for a good answer?

- Try to apply the concepts, theories and frameworks you have learnt in the lecture and the readings to help you develop an answer (ie. don't just guess or use commonsense);
- Show that you understand the key concepts that you are using (DON'T use a term you don't know the meaning of – look it up first!)
- Make sure you answer the question being asked: a relevant answer is important;
- Make your point of view clear (ie. the reader needs to understand what it is you are arguing)
- Explain your point of view: don't make assertions without justifying and providing evidence for them;
- If you wish, use examples to help illustrate your point;
- Try to be comprehensive in your answer and think about the different dimensions relating to the question;
- However, quality not quantity: don't just try to fill up space for the sake of it and don't just write down everything you know;
- Yes, you may use point form – however, if you use bullet points, make sure you still explain each point;
- Keep in mind that usually in economics there is no single right answer;
- Try to express yourself clearly, although you will not be marked down for spelling errors and grammatical mistakes;
- In your answers to discussion questions, you must refer to the textbook and readings, although you can use additional material (eg. from lectures, library) to expand you argument.

Following these guidelines will help you develop your critical and analytical thinking.

These are also the principles behind a good exam answer so the tutorial journal constitutes valuable exam preparation.

How will I be assessed?

You will be assessed on the basis of 1) whether you have submitted your journal entries on time (remember, WebCT records the EXACT time you posted your journal entry); and 2) the quality of your entries.

Further details will be made available on the web.

Final Examination:

This will be held in the University examination period (June) and will be 2 hours long. The final exam will cover the entire course. The examination will require answers to three essay questions with some choice given.

Further information on the content of the Final Exam will be provided towards the end of session. The purpose of the final exam is to assess knowledge of economic concepts and their appropriate use, to test the ability to use economic reasoning to make deductions.

It is important to note that a satisfactory performance in the Final Examination is required to pass this course.

5.3 Special Consideration and Supplementary examinations

A supplementary final examination *may* be offered to students who failed to attend the final examination for medical reasons, or whose performance during the final examination has been severely affected by illness, or other extraordinary circumstances that can be documented by the student. Supplementary examinations are not offered as a matter of course. The following conditions, *must* be fulfilled before such an application to sit for a supplementary final examination will be considered: the student's performance during the session (based on the student's tutorial attendance [students must attend at least seven tutorials in the tutorial they are formally enrolled for], and on their assignment marks) must be deemed to be at a satisfactory level by the lecturer-in-charge

UNSW Policy and Process for Special Consideration

(see <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>)

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will **not** be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

ASB Policy and Process for Special Consideration and Supplementary Exams

In the ASB, requests for special consideration are determined by a Faculty wide panel which will advise the Lecturer in Charge of appropriate action.

If the Faculty panel (see above) grants a special consideration request, this may entitle the student to sit a supplementary examination. In such cases the following procedures will apply:

- Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. Actual date will be advised by mid-semester.
- Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will not be marked and

only the mark achieved in the supplementary examination will count towards the final grade.

Further information concerning supplementary examinations is available on the ASB website.

6. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: www.my.unsw.edu.au/student/atoz/Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own. Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

7. Student Resources

7.1 Course Website

The ECON 3109: Economic Growth, Technology And Structural Change INST3301: Economic Growth website may be found, among others of your courses at:

<http://vista.elearning.unsw.edu.au/>

To log in, you will need to click on the blue **UNSW**, link on the middle of the page. Enter your student number prefixed with a lower case z and your unipass password and then click “Log in”. Then click on the subject name or number.

Students are expected to:

- Make sure that they are officially enrolled in the correct course
- Familiarise themselves with WebCT
- Access this site at least weekly as the site will contain important announcements about the course, as well as lecture notes and tutorial solutions. In addition, it will carry most of the subject information, as well as a discussion forum where students will be able to discuss course related materials, as well as trial exam questions.

It will be assumed that all students have seen any notice posted on the course website. VistaWebCT information and support services can be found at:

<http://support.vista.elearning.unsw.edu.au/>

7.2 Textbook and Readings

The prescribed textbook for this course is:

Ha-Joon Chang (Editor) (2003) *Rethinking Development Economics* (Anthem Studies in Political Economy and Globalization) (Paperback)

7.3 Other Resources, Support and Information

The University and the ASB provide a wide range of support services for students, including:

Learning and Study Support:

- **ASB Education Development Unit**

The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

The role of the EDU is to provide

- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the session;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

The EDU website www.business.unsw.edu.au/edu contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

EDU Contact Details

Location **Room GO7 Ground Floor,**
West Wing, Australian School of Business Building

Telephone: **02 9385 5584**

Email: **Edu@unsw.edu.au**

Website www.business.unsw.edu.au/edu

- **UNSW Learning Centre** (<http://www.lc.unsw.edu.au>)

In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

Technical support:

For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at:
(02) 9385 1333 ; Email: servicedesk@unsw.edu.au

Counselling support - <http://www.counselling.unsw.edu.au>

Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as 'Coping With Stress' and 'Procrastination'. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

Library training and support services - <http://info.library.unsw.edu.au>

Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (<http://www.studentequity.unsw.edu.au/disabil.html>). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure <https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>
- **Occupational Health and Safety** policies and student responsibilities; <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

8. Continual Course Improvement

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process

(http://www.ltu.unsw.edu.au/content/course_prog_support/catei.cfm?ss=0) is one of the ways in which student evaluative feedback is gathered.

LECTURE SCHEDULE

"Chang" refers to the course textbook. Most of the other items are available on line from the library by following the "MyCourse" link. Journal articles can be accessed on line through the library website. Copies of all other references will be kept in open Reserve.

Week 1: Introduction to the Analysis of Economic Growth **March 13**

What do we mean by economic growth? How have economists traditionally tried to explain it?
What is the meaning of life, the universe and everything?

Chang Chapter 1

Thomas, V. et al (2000) "Overview" from *The Quality of Growth*, World Bank, Oxford University press New York pp. xxiii-xxxiv <http://www.worldbank.org/wbi/qualityofgrowth/overview.pdf>

De Rivero, O (2001) *The Myth of Development* Chapter 4 The Search for El Dorado, pp. 109-131, Zed Books

Week 2: Introduction to Development Issues **March 20**

The meaning of "economic development". Why treat it as a separate analytical problem?

Chang Chapter 2, 3

Remenyi, J. (2004) "What is development?" in Kingsbury, D., Remenyi, J., McKay, J. and Hunt, J. (eds) *Key Issues in Development*; Palgrave Macmillan

Sen, Amartya (1988) "The concept of development" in *Handbook of Development Economics* Volume 1, Amsterdam, North Holland pp. 9-25

Sen, A. (1999) "The ends and means of development" in *Development as Freedom* [Oxford University Press: Oxford] pp. 35-53

Robinson, Joan (1962) "Development and under-development" in *Economic Philosophy* Chicago, Aldine Publishing, pp. 99- 123

Stern, N. (1989) "The economics of development: a survey" *Economic Journal*, Vol. 99 pp. 597-685

NOTE: MIDSESSION BREAK IS AFTER WEEK 2 FROM FRIDAY 21 MARCH UNTIL FRIDAY 28 MARCH

Week 3: Some Theories of Economic Development: The Importance of "Duality" April 3

Some of the main work in economic development has stressed the role of capital accumulation, and the importance of the distinction between the "traditional" agricultural sector and the "modern" manufacturing sector.

Chang, Chapters 10 and 11

Kaldor, N. (1960) "The characteristics of economic development" in *Essays on Economic Stability and Growth*, Duckworth pp. 233-242

Kalecki, M. (1976) *Essays on Developing Economies*, Sussex, The Harvester Press, Chapters 1,2 pp. 17-28

Meier, Gerald (1995) 6th ed *Leading Issues in Economic Development*, New York, Oxford University Press, Chapter III "Dualistic development" pp. 113-160

Week 4: Cumulative Causation in Economic Development**April 10**

The role of vicious and virtuous circles in explaining the differences in country's growth rates; why once they do well, it is easy to keep doing well, while once countries are in trouble, it is hard to get out of that trouble.

- Ricoy, C. (1987) "Cumulative causation" in *The New Palgrave: Volume 1*, Macmillan, London, pp. 730-735
- Kaldor, N. (1989) "The role of increasing returns, technical progress and cumulative causation in the theory of international trade and economic growth" in his *Further Essays on Economic Theory and Policy* Duckworth, London pp. 201-223

Week 5: The Role of Finance and Stock Markets**April 17**

Structuralist models, as well as those stressing the role of finance in the development process, have developed as an alternative to more traditional models.

Chang, Part V

- Chick, V. (1998) "Finance and investment in the context of development: a post Keynesian perspective" in: Halevi J. and Fontaine J. (eds). *Restoring Demand in the World Economy* [Edward Elgar] pp. 95-106
- Palma, J.G. (1987) "Structuralism" in *Economic Development* Macmillan, London, pp. 316-322
- Singh, A. (1997) "Financial liberalisation, stockmarkets and economic development" *The Economic Journal* pp. 771-782
- Studart, R. [2001] "'The stages' of financial development, financial liberalization and growth in developing economies" in *Money, Macroeconomics and Keynes Essays in Honour of Victoria Chick*, Volume 1 edited by: Philip Arestis, Meghnad Desai, Sheila Dow [Routledge: London] pp.68-78
- Taylor, Lance (1992) "Structuralism and competing approaches to economic development" in *New Directions in Economic Development*, Dutt, A.K. & Jameson K. P. (eds), Aldershot, Edward Elgar pp. 35-55
- Wheat, S. (1997) "Banking on a better future" *Guardian Weekly*, February 9 p.19
- Yunus, M. (1998) "Credit where credit is due" *Guardian Weekly*, November 8 p.25

Week 6: Income inequality, human rights, economic growth and development**April 24**

Changes to the distribution of incomes, and to human rights are both the cause and the result of economic growth and development.

Chang, Part VI

- Champernowne, D. & Cowell, F. (1998) "Why bother about inequality?" in *Economic Inequality and Income Distribution* Cambridge University Press pp. 1-19
- Donnelly, J. (1989) "Repression and development: the political contingency of human rights trade-offs" in Forsythe, D. (ed) *Human Rights and Development* Macmillan pp. 305--328
- Easterly, W. (2002) "Inequality does cause underdevelopment: new evidence", Centre for Global Development, Working Paper No. 1
<http://www.cgdev.org/content/publications/detail/2789>
- "Growth is good" *The Economist* May 27 2000 p. 96
- Kasliwal, P. (1995) "Inequality" in *Development Economics* South-Western College Publishing, pp. 52-73
- Ramonet, I. (1998) "Politics of hunger" *Le Monde diplomatique* September, p. 14
- "Slicing the cake" *The Economist* October 19 1996, p. 104

- Remenyi, J. (2004) "Poverty and development" , D., Remenyi, J. , McKay, J. and Hunt, J. (eds) *Key Issues in Development* ; Palgrave Macmillan
- Saad-Filho, A. (2007) "Life beyond the Washington consensus: an introduction to pro-poor macroeconomic policy" *Review of Political Economy*, Vol. 19 No. 4 pp. 513-538

Week 7: East Asian Development Experience: How did they do it?	May 1
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Chang, Chapter 5

Najeeb, Khaqan Hassan "The divergence in development of Sub-Saharan Africa and East Asia" (available through webvista)

Week 8: Role of state in development: Is developmental state possible?	May 8
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Chang, Introduction and Chapter 2

Onis, Z. (1991) "The logic of the developmental state" *Comparative Politics* Vol. 24 No. 1 pp.109-126

Rodrik, D. (2002) "After Neoliberalism, What?" Harvard University:
<http://ksghome.harvard.edu/~drodrik/After%20Neoliberalism.pdf>

Week 9: Policy interlude: What next?	May 15
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Rodrik, D. (2006) "Goodbye Washington Consensus, Hello Washington Confusion? The Washington Consensus is dead. What will take its place?"

http://ksghome.harvard.edu/~drodrik/Lessons%20of%20the%201990s%20review%20_JEL_.pdf

William Easterly. 2006. "The Big Push Déjà Vu: A Review of Jeffrey Sachs's *The End of Poverty: Economic Possibilities for Our Time*". *Journal of Economic Literature* Vol. 44, No. 1.

Suggested reference for further reading:

World Bank, (2005) "Economic Growth in the 1990s, Learning from a Decade of Reform", Washington D.C. (available through webvista).

Week 10: Institutions and Governance: The answer at last?	May 22
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Chang, Part VII

Human Development Report. (2002) *Deepening democracy in a fragmented world*
<http://hdr.undp.org/reports/global/2002/en/>

Week 11: Societal Capability and Growth	May 29
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Easterly, W., J. Ritzen and M. Woolcock. (2006) "Social Cohesion, Institutions, and Growth" *Economics & Politics*, Vol. 18 (2).

Najeeb, K. (2006) The Institutional Economy of Growth & Reform. *Proceedings of Fifth Australian Society of Heterodox Economists Conference*.

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TUTORIAL PROGRAM

Tutorials in this course will alternate between two different types. The first is a critical discussion of the question set each fortnight. The recommended readings for the relevant lecture should be regarded as the starting point for research into the question. In order to prepare for these sessions, students will be required to keep a record of their tutorial preparations for these tutorials in the form of an on-line tutorial journal. The second type of tutorial will be presented in the form of a debate, with students presenting each side of an argument about the development process. For many of the debates, we will use the *Human Development Reports* produced by the United Nations Development Program (Oxford: Oxford University Press) as background material to guide the debates. Note that the HDRs have been quite controversial and watch out in particular for the use of statistics (check which countries are included (or excluded), the time period used, the data sources and comparability of different data sources, use of current exchange rates or PPP etc.). These Reports should be regarded as the starting point for research into the topic.

TUTORIALS:

WEEK 1

Introduction and allocation of debate topics

WEEK 2 MEANING OF ECONOMIC DEVELOPMENT DISCUSSION QUESTION

“Development was one of the most persistent myths of the second half of the twentieth century. Theoreticians, experts and politicians have been convinced that economic and social developments is an inborn, one could say inevitable, process for all nation-states. They think that it is only necessary to apply the correct theories and policies and poor countries will begin to create wealth and become societies with high living standards. Development, however, has proven to be as elusive as the conquistador’s dream [of hidden gold]”. De Rivero, O (2001) *The Myth of Development The Search for El Dorado*, pp. 110

Discuss paying particular attention to the distinction between economic growth and development.

WEEK 3 DEBATE

“The search for security lies in economic development not in arms. Most of the problems associated with terrorism and lack of security have, at heart economic roots”.

Human Development Report 1994 *New dimensions of human security*
<http://hdr.undp.org/reports/global/1994/en/>

WEEK 4 DISCUSSION QUESTION

Outline some of the major differences between developing and developed economies. In what ways can economics help explain the potential development paths which less developed economies can take?

WEEK 5 DEBATE

“Economic growth, if not properly managed, can be jobless, voiceless, ruthless, rootless and futureless, and thus detrimental to human development. The quality of growth is therefore as important as its quantity for human development and sustainability”

Human Development Report 1996 *Economic growth and human development*
<http://hdr.undp.org/reports/global/1996/en/>

WEEK 6 DISCUSSION QUESTION

What role does the financial system play in the development process? How does this role change during the course of development?

WEEK 7 DEBATE

“Gender inequalities are the main barriers to social and economic transformation, placing constraints on the achievement of well-balanced development”

Human Development Report on Gender 2003
http://hdr.undp.org/reports/detail_reports.cfm?view=674
Human Development Report 1995 *Gender and human development*
<http://hdr.undp.org/reports/global/1995/en/>

WEEK 8 DISCUSSION QUESTION

“The economies of East Asia not only grew economically but were also able to accomplish income distribution and make a socio-structural transformation, which is required to sustain increased output and consumption” Khaqan Hassan Najeeb “The divergence in development of Sub-Saharan Africa and East Asia” p. 2

Explain how the East Asian economies were able to achieve this.

**WEEK 9
DEBATE**

“The development process necessarily involves a trade of between development and human rights., It is not possible, nor necessarily desirable, to achieve both”.

Human Development Report 2000 *Human rights and human development*

<http://hdr.undp.org/reports/global/2000/en/>

**WEEK 10
DISCUSSION QUESTION**

Discuss the role of the state in the development process. How has this role been viewed in the neo liberal reform process over the decades?

**WEEK 11
DEBATE**

“Corrupt practices in government and major institutions are the main factors holding back development for most of the less developed countries”

Human Development Report 2002 *Deepening democracy in a fragmented world*

<http://hdr.undp.org/reports/global/2002/en/>

**WEEK 12
DISCUSSION QUESTION**

Does societal capability matter for economic growth and institutional capability of economies?