

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Economics

ECON 2107
LABOUR, INCOME AND GROWTH IN THE GLOBAL ECONOMY

COURSE OUTLINE
SESSION 2, 2008

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1. COURSE STAFF

Lecturer: Elisabetta Magnani (Lisa)

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Phone No: 9385 3370

Email: e.magnani@unsw.edu.au

Consultation Times – Wednesday 10-2 (or by appointment).

1.1 Communication with Staff

I am happy to be contacted initially by email with course specific inquiries. However if addressing these questions is a complex task and and/or requires detailed use of course material I will ask a student to see me during consultation time or by appointment.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching Times and Locations

Lecture: Tuesday 2-4pm (Australian School of Business 119)

Tutorial: Tuesday 4-5 (Law 388)

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Parallel Teaching in the Course

There is no parallel teaching (UG/PG students together) in this course.

2.4 Relationship of This Course to Other Course Offerings

The pre-requisites for this course are Econ1101 (Microeconomics 1) and Econ1102 (Macroeconomics 1). The material in this course builds on Econ1101 and Econ1102, as these subjects provide foundations for economic analysis applied to the function of the labour markets in global settings. The course aims to develop skill that will be useful for the undertaking of Econ4104 (Economics of the Labour Markets) as well as Economic Development subjects.

3. COURSE AIMS AND LEARNING OUTCOMES

3.1 Course Aims

The aim of this subject is to develop enough understanding of the way the welfare gap between rich and poor countries has grown over the last century. A hundred years ago the richest nation was 11 times wealthier than the poorest. Now it is 50 times. The labour markets are increasingly seen as pivotal in the fight against poverty. However, what is known about rich countries' labour markets is not necessarily applicable to labour markets in less rich countries. For example, while the unemployment rate is a well accepted indicator of labour market performance in developed countries, the unemployment rate is scarcely relevant in economies where people cannot afford to be unemployed.

At the light of ongoing economic growth occurring in the Asia-Pacific region, this subject aims to explicitly focus on the effects of structural change of the labour markets in developing economies. This emphasis is motivated by the centrality that labour market outcomes play in

- (i) defining and shaping the welfare achieved by millions of people and

(ii) featuring the success of growth and development policies around the world
The course combines theory and practical applications to low and middle income countries with a focus on the Asia-Pacific region.

3.2 Student Learning Outcomes

On completion of the course, students should be able to:

- understand the way globalised economic conditions affect labour and labour markets, income and growth opportunities in low and middle income countries, particularly those in the Asia-Pacific region;
- appreciate the specific role that technology and population trends play in determining patterns of economic growth and sustainability;
- apply analytical skills to understand the way income distribution, poverty and inequality have been shaped by economic growth in low and middle income Asian countries;
- understand the way wages, income levels and employment in developed and developing countries are determined;
- critically analyze the complex issues of labour standards and how foreign direct investments and technology shape the quality of labour markets outcomes in low and middle income countries;
- understand the way policy can tackle issues of ageing, migration and child labour.

3.3 Approach to Learning and Teaching

Central to providing students with a sense of achievement in a complex discipline such as Economics is striving to work along two fundamental dimensions of economic knowledge, namely its *scientific approach and methodology* and its *social dimension*. This subject will stress the importance of understanding tools and techniques to acquire the skill and competence to develop sound economic arguments, where ideas and theories interplay with the evidence that supports or refutes them. This should provide a student with the ability to actively and critically participate in specialist debates on the ongoing structural change that is occurring in low and middle income countries, which are driven by global forces such as technology innovation and diffusion, migration, trade, capital flows. Because of the focus on the labour markets effects of such global forces I hope this subject will empower students with tools, arguments and techniques to address pressing issues that have large human consequences.

In both lectures and tutorial I will look for active student contributions through discussion and questioning that reflects students' reading and experience. Tutorial meetings are also interactive and heavily weighted to experiential learning that encourages you to explore theoretical concepts, communication skills development and your moral imagination and ethical reasoning.

3.4 Teaching Strategies

The examinable content of the course is defined by the references given in the Lecture Schedule, the content of Lectures, and the content of the Tutorial Program.

Lectures

The purpose of lectures is (i) to provide a logical structure for the topics that make up the course; (ii) to emphasize the important concepts, models and methods of each topic, and (iii) to provide relevant examples to which the concepts and methods are applied. Lecture slides can be downloaded from WebCT Vista prior to each lecture.

Tutorials

Tutorials are an integral part of the subject. They will be devoted to review key concepts explored in class during lecture time. Tutorial meetings aim to provide occasion for each student to develop their understanding of theoretical concepts, as well as communication skills and critical spirit.

A small set of tutorial questions will be provided for each week's tutorial via WebCT Vista.

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) might include:

1. Reading of the relevant chapter(s) of the textbook and accessing the lecture slides from WebCT Vista before the lecture. This will give you a general idea of the topic area.
2. Attendance at lectures. Here the context of the topic in the course and the important elements of the topic are identified. The relevance of the topic will be explained. Please be reminded that it is a UNSW requirement that students attend at least 80% of lectures.
3. Attending tutorials and attempting the tutorial questions. Please be reminded that it is a UNSW requirement that students attend at least 80% of tutorial meetings.
4. Students are invited to regularly seek assistance and feedback about specific areas of their learning from the lecturer, during consultation times, WebCT and by email.

4. CONTINUAL COURSE EVALUATION AND 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 is one of the ways in which student evaluative feedback is gathered. Previous student feedback has led to the development of a set of notes (available in WebCT Vista) that provide a brief review of important maths concepts and to the inclusion of the optional essay.

Income, Labour and Growth in the New Global Economy”, is a new subject which was developed between September 2005 and June 2006. It aims to address the lack of a 2nd/3rd year subject in the Economics program that explicitly focuses on the effects of structural change of labour markets in low and middle countries. The motivation for such an initiative lies in recognising that what is known about rich countries’ labour markets is not necessarily applicable to labour markets in less rich countries. In fact, labour markets’ functioning in low and middle income countries is a largely overlooked and misunderstood issue, despite the central role that labour markets play in the fight against poverty in times of dramatic social security resizing. The design of this new course has involved extensive effort to fully integrate it with other courses (e.g., ECON3109) and degree programs in the Faculty of Arts and well as in the ASB.

Student feedback will be particularly useful to further refine the course content, strategic focus and method of inquiry.

5. LEARNING 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 the following assessment tasks;

Tutorial presentation and participation	10%
Mid-session Exam	20%
Final Exam	70%
TOTAL	100%

5.2 Assessment Details

Tutorial meetings

Tutorial meetings are designed to provide students with feedback on their ability to analyse and address specific issues and application of material covered during the lectures.

Tutorial presentations are part of the assessment method. Students are asked to make one or two presentations (depending on class size) in total during the semester. In general, the presentations are to be concise and to last around 10/15 minutes. Students who do not present their discussion questions will be given a mark of ZERO for this component of the assessment. Depending on the class size, teams of 2 students may be allowed to work through individual questions.

While only a few students at one time will be required to present one or part of a tutorial question, all students should come to tutorials prepared to participate in the class discussion.

The Tutorial Assessment mark (out of 10) will be awarded on the basis of the quality of the presentation, the ability to address and respond to other students' questions and the critical spirit with which the student has attacked the discussion question. Students' allocation during tutorial sessions will be discussed during lecture 1.

Mid-Session Exam

All students are expected to attempt the mid-session exam. The exam will cover material covered in lectures and tutorials during Weeks 1-4 (inclusive), and will consist of short-answer questions.

Date and Time: August 25 week (Week 5) during tutorial meeting (4-5pm). Please note that lecture time will be one hour to leave time for discussion on Week 4 material from 2 to 3pm.

Time and location of the mid-session will be confirmed in lectures and will be posted on WebCT Vista in due time.

Note: There will be NO supplementary exam offered for the Mid-Session Examination. Those students whose request is granted for Special Consideration for the mid-session examination, will have their final mark re-weighted according to the weight of the missed piece of assessment.

Final Exam

The final exam will be held during the University examination period with the date and time determined by the University. It will cover materials covered in lectures and tutorials during Weeks 1-12 (inclusive) and will have the following structure:

- In each part Students will be given the chance to choose questions;
- Part A: short-answer questions (40 marks)
- Part B: longer essay type questions and/or problems (30 marks)
- Short-answer questions test the broad understanding of how labour income and growth opportunities shape up in low and middle income countries. Longer essay questions test the student's ability to build more complex argument that may in support or critique of specific policy measures.

5.3 Tutorial Assignment Format

Each student should attempt the tutorial questions each week. There is no special format for the problem sets although answers should be typed and submitted electronically before the tutorial meeting in which the presentation is due.

5.4 Tutorial Assignment Submission Procedure

The person who is allocated to present at a tutorial should provide me with an electronic copy of the answers before the tutorial. He/she should then provide amended answers a couple of days after his/her presentation. Revisions to the tutorial answers should reflect comments, criticisms and amendments as suggested during the tutorial meeting. The amended tutorial answers will be uploaded in WebCT vista for everyone in the class to

consult and review. The tutorial mark should reflect the quality of both versions of the suggested answers as well as discussion in class during tutorial time.

5.5 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:

(i) the student's performance during the session (based on the student's Tutorial Assessment mark and Mid-Session Exam mark) must be deemed to be at a satisfactory level by the lecturer-in-charge, and

(ii) the student has applied for special consideration which is made through **UNSW Student Central** within 3 days of the final examination, and the application is supported with full documentation.

UNSW policy and processes for special consideration can be found at :
<https://myunsw.edu.au/student/atoz/SpecialConsideration.html>

Also, please note:

- 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:

- *If* a supplementary examination is granted, the format of that examination will be similar to that of the final examination.
- Students who are granted a supplementary examination will be advised of the date of the supplementary exam as soon as possible, and students have the responsibility to make themselves available to sit for the supplementary exam on the date specified.

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:
<http://www.lc.unsw.edu.au/plagiarism/index.html>

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 RESPONSIBILITIES AND CONDUCT

7.1 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 complete assignments or prepare for examinations, 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.

7.2 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.

7.3 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. More information on student conduct is available at: www.my.unsw.edu.au

7.4 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. It is also your responsibility to keep the University informed of all changes to your contact details.

8. STUDENT RESOURCES

8.1 Course Resource

Textbook for ECON2107 (Labour, Income and Growth in the Global Economy) is "*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004).

This textbook material will be supplemented with articles that I will upload on WebCt regularly and before each lecture.

Students may find the following textbooks (available in the UNSW library) useful for some parts of the course. Todaro and Smith (8th Edition), *Economic Development*, Addison Wesley Press; M.Todaro (1st Edition) , *Economic Development*, Addison Wesley Press; S.Ghatak (1986), *Introduction to Development Economics*, Routledge; F.Nixson (2001), *Development Economics*; A.P.Thirlwall (6th Edition), *Growth and Development*, Macmillan Press Ltd.

Other texts of interest to development economics and economics in general include:

J.Stiglitz, (2002), *Globalization and its Discontents*, Penguin.

B.Fine et al, Development policy in the 21st Century: beyond the post-Washington consensus, Routledge.

John Kay (2004), *The Truth about Markets: why some nations are rich but most are poor*, Penguin Books

Some of you undoubtedly will have read some of these books anyway, but they do give an excellent understanding as to where economics has failed low and middle income countries, why it has failed and perhaps where development economics should focus in the future.

As with any undergraduate economics course you are strongly advised to regularly browse the following websites:

United Nations: Development Reports, www.hdr.undp.org

World Bank Reports, www.worldbank.org

Annual World Bank Conferences on Development Economics (various years)

International Labour Organisation reports, www.ilo.org

International Monetary Fund reports, www.imf.org

8.2 Other Resources, Support and Information

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>

9. COURSE SCHEDULE

Part I: <i>Economic Growth and Global Trends in Low and Middle Income Countries</i>		
Week 1	<i>July 29</i>	<i>Economic Growth and Globalization in Low and Middle Income Countries</i>
Week 2	<i>August 5</i>	<i>Technology Change and Technology Transfer in Low and Middle Income Countries</i>
Week 3	<i>August 12</i>	<i>Growth, Population and the Environment</i>
Part II: <i>Labour Income and Income Distribution in Low and Middle Income Countries</i>		
Week 4	<i>August 19</i>	<i>Growth, Income Distribution and Poverty</i>
Week 5	<i>August 26</i>	<i>Employment and Growth in Low and Middle Income Countries</i>
<i>Week 5: Midterm Exam, Time and Location to be arranged –see WebCt</i>		
Week 6, September 2, 2008: Lecture and tutorial meeting are cancelled this week.		
Part III: Labour Markets in Low and Middle Income Countries		
Week 7	<i>September 2</i>	<i>Labour Market Indicators: Do They Suit Low and Middle Income Countries?</i>
Week 8	<i>September 9</i>	<i>Human Capital and Growth</i>
Week 9	<i>September 16</i>	<i>Dualistic Labour Markets</i>
Part IV: <i>Labour Issues and Policy Intervention in Low and Middle income countries</i>		
Week 10	<i>October 7</i>	<i>Ageing in Low and Middle Income Countries</i>
Week 11	<i>October 14</i>	<i>Child Labour and New/Old Forms of Slavery</i>
Week 12	<i>October 21</i>	<i>Migration and Mobility in the Global Economy</i>

9.1 LECTURE DESCRIPTION AND REQUIRED READINGS

Week 1: *Economic Growth and Globalization in low and middle income countries*

Questions to be addressed:

- (1) How does development differ from economic growth?
- (2) How do we measure development?
- (3) How does globalization affect low and middle income countries?

Readings

"*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004), Chapter 2,

"*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004), Chapter 11, sections 11.1-11.3.

Week 2: *Technology Change and Technology Transfer in Low and Middle Income Countries*

- (1) What opportunities does technology transfer offer to low and middle income countries?
- (2) What are the determinants of technology change in low and middle income countries?
- (3) What are its effects?

Readings

1. Technology and Technology Diffusion in Developing Countries, Chapter 2 in *Global Economic Prospects 2008. Technology Diffusion in the Developing World*, The International Bank for Reconstruction and Development, The World Bank, 2008

2. Determinants of Technological Progress: Recent Trends and Prospects, Chapter 3 in *Global Economic Prospects 2008. Technology Diffusion in the Developing World*, The International Bank for Reconstruction and Development, The World Bank, 2008

3. "*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004), Chapter 5, sections 5.1-5.5, 5.8, 5.10-5.12, 5.15

4. "*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004), Chapter 11, sections 11.4-11.6

Week 3: *Growth, Population and the Environment*

The main questions for this week are:

- (1) How does economic growth impact upon the natural environment?
- (2) Is this impact sustainable?
- (3) How does population growth affect the environment?
- (4) What is a demographic transition? An ecological transition?

Readings:

"*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004), Chapter 8,

"*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004), Chapter 12,

Baldwin Richard, (1995) "Does Sustainability Require Growth? In THE ECONOMIC OF SUSTAINABLE DEVELOPMENT, Goldin I., and L.A., Winters, (editors), Cambridge University Press, 1995, (ESD) S338.9/645

Week 4: *Growth, Income Distribution and Poverty*

Questions to be addressed:

- (1) What is income inequality?
- (2) Is income inequality detrimental to development?
- (3) Measuring income inequality: the Lorenz Curve
- (4) Income Inequality: Evidence from around the world
- (5) Does globalization contribute to rising or falling inequality?

Readings:

1. "*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004), Chapter 9.

2. Ravallion, Martin, "[The Debate on Globalization, Poverty, and Inequality: Why Measurement Matters](#)," World Bank Policy Research Working Paper No. 3038, April 21, 2003.

3. Milanovic Branko, (2006) Global Income Inequality, World Bank Research Group;

4. [Ann Harrison](#), "[Globalization and Poverty](#)," NBER Working Paper No. 12347, July 2006.

Week 5: *Employment and Growth in Low and Middle Income Countries*

How does economic growth impact upon employment opportunities in low and middle income countries?

Readings:

1. ILO, (2004), World Employment Report (2004-2005), Chapter 1, Global trends in employment, productivity and poverty

2. Bloom D., and R., Freeman, (1986) Population Growth, Labor Supply and Employment in Developing Countries, NBER Working Papers no. 1837

3. David O'Connor and Maria Rosa Lunati, 1999, ECONOMIC OPENING AND THE DEMAND FOR SKILLS IN DEVELOPING COUNTRIES: A REVIEW OF THEORY AND EVIDENCE, OECD DEVELOPMENT CENTRE, Working Paper No. 149

Week 5, August 26, 2008:
MID TERM EXAM (during tutorial time)
ALL MATERIAL FROM WEEK 1 TO WEEK 4 (included)
IS EXAMINABLE.
(see WebCt for details)

Week 6, September 2, 2008:
Lecture and tutorial meeting are cancelled this week.

Week 7: *Labour Market Indicators: Do They Suit Low and Middle Income Countries?*

Questions we will address:

- (1) How do we measure labour market performance in low and middle income countries?
- (2) And how to improve these indicators to better fit with development targets?

Readings:

1. ILO, Key Indicators of the Labour Market (KILM) programme, in <http://www.ilo.org/public/english/employment/strat/kilm/>

2. ILO, (2005), Beyond the employment/unemployment dichotomy: Measuring the quality of employment in low-income countries, in <http://www.ilo.org/public/english/employment/strat/kilm/>

3. ILO, (2005), Assessing Vulnerable Employment in <http://www.ilo.org/public/english/employment/strat/kilm/>

Week 8: *Wages, Human Capital and Growth*

Questions we will address:

- (1) How do pattern of growth affect human capital accumulation and wages?
- (2) How do pattern of technology change impact upon skill and returns to skill?

Readings:

1. "*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004), Chapter 10.

2. Chapter 44 in Handbook of Labour Economics, Volume 3C

3. Conte Andrea and Marco Vivarelli, (2007), Globalization and Employment: Imported Skill Biased Technological Change in Developing Countries, IZA DP No. 2797, May

Week 9: Dualistic Labour Markets

Questions we will try to address:

- (1) What is the informal economy?
- (2) What are the differences between the formal and informal economy?
- (3) What are the economic problems associated with the informal economy?
- (4) Should formal and informal sectors be encouraged simultaneously and hence should economic dualism be adopted as an economic policy?

Readings:

1. Lewis, W. Arthur. 1954. "Economic Development with Unlimited Supplies of Labor", *Manchester School of Economic and Social Studies* 22: 139-91.
2. Fields, G.S., (2004) "Dualism in the labor market: A perspective on the Lewis model after half a century", *The Manchester School* 72(6), 724-735.

**September 27-October 6, 2008:
MID SESSION RECESS
ALL LECTURES ARE CANCELLED DURING THIS
WEEK.**

Week 10: Ageing in Low and Middle Income Countries.

Relevant questions will be:

- (1) What are the main demographic trends in low and middle income countries?
- (2) How does population ageing in low and middle income countries differ from ageing in high income countries?
- (3) What are the consequences of ageing for these economies and their peoples?

Readings:

1. Watson Wyatt Worldwide, Ageing Workforce 2006 Report, www.watsonwyatt.com
2. Parliament of Australia Department of Parliamentary Services , Global Ageing, Economic implications for Australia, **RESEARCH NOTE** Information, analysis and advice for the Parliament 10 May 2005, no. 46, 2004–05, ISSN 1449-8456
3. Magnani, E., Rammohan, A., (2007), "Population Ageing and Intra-household Resource Redistribution in the Asian-Pacific Region" in *Poverty, Poverty Alleviation and Social Disadvantage*, Clem Tisdell (ed.), Serials Publications, New Delhi.

4. Barrientos Armando, Peter Lloyd-Sherlock, (2002), Older and poorer? Ageing and poverty in the South, *Journal of International Development*; Nov 2002; 14, 8; pg. 1129

Week 11: *Child Labour and New/Old Forms of Slavery*

1. Basu K., (1999), Child Labor: Cause, Consequence, and Cure, with Remarks on International Labor Standards, *Journal of Economic Literature*, Vol. 37, No. 3, (Sep., 1999), pp. 1083-1119

2. Uapdhyaya Krishna, (2004), "Bonded Labour in South Asia: India, Nepal and Pakistan", Chapter 7 in *The Political Economy of New Slavery*", Palgrave MacMillan

3. Pham Hoang Van, 1998, "The Economics of Child Labor", *American Economic Review*, issue 3.

Week 12: *Migration and Mobility in the Global Economy*

Relevant questions will be:

1. How does structural change impact upon migration trends and migrant opportunities?
2. What are the effect of migration in low and middle income countries?

1. "*Economic Development in Asia*" by Dowling J.M., and Ma.Rebecca Valenzuela, Cengage Learning, latest edition (2004), Chapter 5, sections 5.12-5.14, 5.8, 5.10, 5.11, 5.12.

2. Manning, Chris, (2002), "Structural Change, Economic Crisis and International Labour Migration in East Asia," in *World Economy*, Vol. 25, No. 3, March, pp. 359-85.

3. Simon J. L., (1989), The Sending Countries, the Immigrant Themselves and the World as a Whole, Chapter 14 in *The Economic Consequences of Immigration*, Basil Blackwell and the Cato Institute, UK.