

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Economics

ECON3110
DEVELOPMENT ECONOMICS

COURSE OUTLINE
SESSION 2, 2009

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1. COURSE STAFF

Lecturer-in-charge: Gautam Bose, ASB 451, x53318. g.bose@unsw.edu.au

Consultations: TBA & by appointment.

Guest Lecturer: Milica Kecmanovic, details TBA

Tutor : David Eisman. david.eisman@student.unsw.edu.au

Consultations: TBA

1.1 Communication with Staff

Please email staff with any inquiries outside class times and the assigned consultation hours. Your email should have "ECON3110" in the subject line.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

Lecture: T 12-2pm, Central Lecture Block 2 (K-E19-G03) Weeks 1-12

Tutorials: Tuesdays 5 pm & 6pm Weeks 2-13
Wednesdays 9am, 10am & 12 noon.

2.2 Units of Credit

6 UOC

2.3 Parallel teaching in the course

There is no parallel teaching in this course.

2.4 Relationship of this course to other course offerings

The material covered in this course is related to that in the economics (ECON) courses 2107, 2111 and 3109. The course fulfils the requirement of an elective in the Economics (BEc) and Business Economics (BCom) majors, as well as in the Development Studies program and the Political Economy program in the Faculty of Arts and Social Sciences.

ECON1102 (Macroeconomics 1) and ECON2101 (Microeconomics 2) are prerequisites for this course. Students should be warned that good command of the material taught in the two prerequisite courses is *essential* for successfully mastering the material in ECON3110. We also draw on some of the material taught in ECON2112 (Game Theory), but the latter course is not a prerequisite.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

This course provides an in-depth introduction to different economic explanations of underdevelopment and the associated strategies for fostering development, with emphasis on more recent perspectives. It investigates the role of institutions, institutional change, and markets as they relate to development, and discusses accompanying domestic and international economic policy questions. Much of the material is near the interface between economics and the other social sciences.

3.2 Student Learning Outcomes

By the end of this course students will be able to:

- Identify characteristics of underdeveloped countries
- Relate these characteristics to underlying economic causes
- Assess the relevance and weight of data in evaluating causes of underdevelopment
- Assess the potential effectiveness of various policies in combating underdevelopment
- Meaningfully question received knowledge and claims regarding theory and policy related to economic development
- Think, reason and communicate effectively on matters relating to economic development
- Have a firm grounding for advanced study in this field

3.3 Approach to learning and teaching

An understanding of any economic phenomenon has two components. *Theory* investigates causal factors that produce and sustain the phenomenon (in this case, underdevelopment) and examines the processes through which causality works. the facts that theory attempts to explain *are provided by empirical observations*. Empirical data is also used to test the validity of the theory in the context of specific cases. In this course, we will continually emphasise this synergy between theory and empirics. Students will be particularly encouraged to question the validity of theories, as well as the relevance of specific facts.

3.4 Teaching Strategies

This course has two principal components: lecture and tutorial. The lectures will cover the theory of economic development and underdevelopment, and form the core material of the course. In tutorials, students will discuss and present assigned material related to the theory. This material will often complement and reinforce the lectures by incorporating data and case studies, but occasionally it will also represent alternative views and criticism. Tutorials will serve to deepen the students' understanding of the core material.

Note that lectures are not “powerpoint based”, and verbatim lecture notes are not posted online.

Tutorials are NOT designed to provide students with rote solution to assigned problems; such solutions, when appropriate, will be posted on the course website.

4. 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. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

5. LEARNING ASSESSMENT

5.1 Formal Requirements

In order to pass this course, you must:

- ❑ achieve a composite mark of at least 50;
- ❑ make a satisfactory attempt at all assessment tasks (see below);
- ❑ attend at least 8 tutorials.

5.2 Assessment Details

➤ The grade for the course will be based upon the following assessment components:

o 3 Quizzes	5 marks each	15 marks
o Tutorial presentation		15 marks
o Participation and response		10 marks
o Mid-session exam		30 marks
o Final exam		30 marks

Quizzes and exams: The quizzes will consist of short problems or questions, designed to test students' recall of material and understanding of technical material, definitions, etc. The mid-session and final exam will contain problems and short essays as well as questions calling for more in-depth analysis of material.

Tutorial presentations: Each week, a group of two or three students will present the material from supplementary readings that were assigned for the previous week. The aims of the presentations are (i) to summarise and highlight important content from the readings, and (ii) to instigate discussion of the material in tutorial. Students will be assessed on the quality of the presentations and the facilitation of the ensuing discussion. The presentation roster will be drawn up in tutorials in the second week.

Response paper: Each student will prepare a short response paper (approximately 1000 words/ 2 ½ pages) on one topic during the semester. Each student must choose a topic (different from her/his presentation topic) in the second week. The response paper is due in tutorial two weeks after the topic is covered in lecture.

5.5 Special Consideration and Supplementary examinations

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 Undergraduate Courses

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 'Policies and Guidelines for Current Students' page of the ASB website:
www.business.unsw.edu.au/currentstudents.

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 tutorials 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.

8. STUDENT RESOURCES

8.1 Course Resources

Textbook: Debraj Ray: [*Development Economics*](#). Princeton University Press, 1998.

Also Recommended: Michael P. Todaro and Stephen C. Smith: *Economic Development*. Addison-Wesley, 9th ed. 2006.

Other readings: A fairly large assortment of readings are prescribed, a few are required. Check the website for locations.

8.2 Other Resources, Support and Information

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

- **Learning and study support**
 - o FACULTY Education Development Unit (<http://education.fce.unsw.edu.au>)
 - o UNSW Learning Centre (<http://www.lc.unsw.edu.au>)
 - o EdTec – WebCT information (<http://www.edtec.unsw.edu.au>)
- **Counselling support** - <http://www.counselling.unsw.edu.au>
- **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.equity.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: <http://www.riskman.unsw.edu.au/ohs/Policies%20&%20Procedures/UNSW%20OHS%20Accountability.pdf>

9. COURSE SCHEDULE

This schedule is tentative and subject to amendment. The quiz and examination dates are firm.

A detailed list of readings corresponding to each week is provided on the course website. In the table below, R refers to the book by Ray, and TS refers to Todaro and Smith. Note that TS generally does not cover the technical material we treat in class.

	Date	Lecture	Readings from Text	Event	Topic
July	21	1	R: Ch 1, 2 TS: Ch 1, 2		General Introduction, Characteristics of underdeveloped countries
	28	2	R: Ch 6&8, esp 8.1-8.3 TS: Ch 5		Poverty and Inequality: Measurement and correlates
August	4	3	R: Ch. 3 & 4, esp 3.3 & 4.2. TS: pp. 119-144	Quiz 1	Theories of growth
	11	4	R: Ch.10 TS: pp.108-115 & Ch.7		The two-sector model
	18	5	Assigned readings, see folder for week 7		Market failure and institutions
	25	6	R: Chapters 12 and 14, especially sec. 12.3.1, 12.3.2; 14.3.2, 14.3.4 and 14.4.4.	Quiz 2	Markets for land and capital
September	1	7	R: Ch. 5 Hoff paper: pp. 1-25		History and coordination failure
	8		Mid-session break		
	15	8	Material from lecture weeks 1-6, inclusive	Mid-term exam	
	22	9	R: Ch. 9 TS: Ch. 6		Population and development
	29	10	Basu: Paper on child labour		The economics of children
October	6	11	R: Ch. 8.4 and Ch. 13	Quiz 3	Labour markets, income distribution and nutrition
	13	12	TBA		Inequality and underdevelopment--some connections
				Final as scheduled	