

ECON3109 / ECON5309

Economic Growth, Technology and Structural Change

Course Outline

Part A: Course Information

Semester 1, 2017

*Students are also expected to have read and be familiar with **Part B Supplement to All Course Outlines**. This contains Policies on Student Responsibilities and Support, Including Special Consideration, Academic Misconduct, Plagiarism and

Key Dates. It also contains the BUSINESS SCHOOL PROGRAM LEARNING GOALS.

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Please ignore the slogan above. Students are encouraged to engage in quiet contemplation.

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Peter Kriesler
Room 445, UNSW Business School Building
Phone No: 9385 3373
Email: p.kriesler@unsw.edu.au
Consultation Times: TBA

The Lecturer-in-charge is responsible for the overall direction and content of the course.

The tutor for the course is Roni Demirbag
Email: r.demirbag@unsw.edu.au

1.1 Communications with staff

You should feel free to contact your lecturer about any academic matter. All enquiries about the subject material should be made at lectures or tutorials or during consultation time. Discussion of course subject material will not be entered into via lengthy emails.

Email correspondence on administrative matters (e.g. advising inability to attend tute) will be responded to within 48 hours, but not over weekends. Please note that the lecturer has no advance notice of the date and time of the exam.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 (to Week 12) The Time and Location are: Monday 14.00-16.00 Ainsworth 102.

Tutorials start in Week 2 (to Week 13). You need to register for tutorials through the myUNSW website.

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

The process of economic development is never smooth. It is associated with profound changes in the fundamental structures of economic society. The rate of growth and development varies substantially between different economies. The course seeks to explain the factors that determine how societies grow and develop, with special emphasis on the role of technology and finance.

Various approaches, including those that consider capabilities, cumulative causation, the role of the state and institutions as well as traditional and

structuralist approaches will be examined. Special attention will be paid to problems associated with growth, including those relating to equity and human rights issues.

2.4 Aims and Relationship to Other Courses

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

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree. You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree.

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed:

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:

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	Engage in an in-depth discussion with the relevant disciplinary knowledge in its interdisciplinary context	<ul style="list-style-type: none"> • Tutorial Participation • Tutorial Papers • Debates • Exam
2	Critical thinking and problem solving	Utilise the skills involved in scholarly enquiry Possess the capacity for analytical and critical thinking and for creative problem solving the ability to engage in independent and reflective learning Possess the skills to locate, evaluate and use relevant information	<ul style="list-style-type: none"> • Tutorial Participation • Tutorial Papers • Debates • Exam

3a	Written communication	Utilise the skills of effective communication Write a report	<ul style="list-style-type: none"> • Tutorial Papers • Exam
3b	Oral communication	Utilise the skills of effective communication	<ul style="list-style-type: none"> • Debates • Tutorial Participation
4	Teamwork	Work collaboratively to complete a task.	<ul style="list-style-type: none"> • Debates
5a.	Ethical, environmental and sustainability considerations	Have a respect for ethical practice and social responsibility	<ul style="list-style-type: none"> • Exam • Debates
5b.	Social and cultural awareness	Identify social and cultural issues in developing economies.	<ul style="list-style-type: none"> • Tutorial Participation • Tutorial Papers • Debates • Exam

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The philosophy underpinning this course and its Teaching and Learning Strategies are based on “Guidelines on Learning that Inform Teaching at UNSW. These guidelines may be viewed at: www.guidelinesonlearning.unsw.edu.au. The approaches to teaching and learning adopted in this course can be summarised as:

Learning by doing. Education builds on what is already known and then takes the learner into the unknown. Listening is important but there should also be active engagement in the learning process through reading, writing and discussing. In these ways, students take responsibility for their own learning. Deep learning is preferable to superficial, thus analysis, critical thinking, and evaluation are more important than memorization and rote learning of factual information. Learning activities should be challenging and should inculcate skills of research and analysis. They should also be interesting and relevant to the real world.

One size does not fit all. Students come from wide and varied backgrounds. Everyone’s experience of learning and style of learning is different. Most students find some aspects of University education more agreeable than others. Therefore learning activities should be varied and designed to not disadvantage any particular type of student.

Spelling it out. Students perform best in a situation where the aims of the course, the expected learning outcomes and the rationale for each type of assessment task are made as clear as possible. Similarly, it is preferable if students have a clear idea what is expected of them in lectures, tutorials, assignments and examinations.

Talk to each other. Students may learn from each other as well as from the lecturer and their own individual learning activities. One of the reasons for tutorial

classes is to facilitate interaction between students through discussion and group work.

Know how you are going. Assessment tasks should relate to the aims of the course and the expected outcomes of the learning process. Assessment should be constructive, transparent and objective. Students are entitled to receive feedback on their progress which is sufficiently comprehensive, meaningful and timely.

3.2 Learning Activities and 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 to provide a logical structure for the topics that make up the course; to emphasize the important concepts and methods of each topic, and to provide relevant examples to which the concepts and methods are applied.

Tutorials

Tutorials are an integral part of the subject. Tutorial presentations/discussion questions/problems..... will build on the material discussed in class with the lecturer.

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:

- Reading of the relevant chapter(s) of the text and any readings **before the lecture**. This will give you a general idea of the topic area.
- 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 should be explained.
- Attending tutorials and attempting the tutorial questions.
- Completing the Moodle Module on Academic Misconduct

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50 out of 100; and
- make a satisfactory attempt at ALL assessment tasks. This means attendance at 80% of tutorials (9 out of 12) and a mark of at least 40% in all assessment items.

AND

- Achieve a satisfactory level of performance in the final exam. This means a minimum mark of 40 per cent. Any student having an overall mark of 50 or more but less than 40 per cent in the final examination will be given an UF grade (unsatisfactory fail).

4.2 Assessment Details

Assessment will consist of :

	Assessment Task	Weighting	Length	Due date
1	<i>Tutorial Papers</i>	30%	See below	Midnight on the Sunday before the tutorial. Starts Week 4 tutorial
4	<i>Tutorial Participation</i>	10%		
5	<i>Debate</i>	10%		
6	<i>Final Exam</i>	50%	2 hours	As scheduled in official exam period
		100%		

In addition, students are expected to complete the Moodle Module on 'Working with Academic Integrity'

SATISFACTORY PERFORMANCE IS REQUIRED IN ALL PARTS OF THIS COURSE

4.3 Tutorial Participation

Marks Guide for Tutorial Participation

0	Below 80% of attendance as required by UNSW and Business School rules. Attendance at 9 of 12 tutorials will be deemed as meeting the requirement. Students must sign on by 10 minutes from start of tutorial to qualify as 'in attendance'. It is up to the student to ensure that their attendance has been correctly recorded. Signing on for another student will be treated as misconduct.
4	Has satisfied the attendance requirement (attended at least 8 tutorials) but has not contributed to class discussion.
6-10	Has attended 8-11 tutorials and contributed to class discussion in relevant and constructive ways.

If, owing to illness or other exceptional circumstances, you are unable to attend your usual tutorial, you may try to attend another tutorial in the same week. However, you are required to attend your usual tutorial class at least 8 times

during the session. This allows for occasional absence due to minor illness and other reasons, hence special consideration applications will not reduce this requirement.

Students should also note that, in certain circumstances, such as where a request for special consideration is made in relation to assessment items, tutorial attendance will be taken into account in determining your final assessment or whether special consideration is granted.

4.3.1 Debates

Some tutorials in this course will be presented in the form of a debate, with students presenting each side of an argument about question in political economy. These presentations will be assessed according to guidelines which will be available on the course website.

4.3.2 Tutorial Papers

Students will be required to submit a tutorial paper on-line for those tutorials involving discussion questions.. When you post a tutorial paper online, the exact time you submitted it will be recorded.

What do I need to include?

Answers to the discussion questions

How much should I aim to write?

750 words.

What makes for a good answer?

- *Make sure you answer the question being asked: a relevant answer is important;*
- 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 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, Moodle records the EXACT time you posted your journal entry);
- 2) whether you have answered the question asked; and
- 3) the quality of your entries.

Further details, including marking guide, will be made available on the web.

4.3.3 Moodle Module on Academic Misconduct

Students are expected to complete the Moodle Module on 'Working with Academic Integrity' by following this link: <https://student.unsw.edu.au/aim> and completing the linked module. When the module is completed, students will need to save or screen print their proof of completion. This needs to be submitted with the first tutorial paper. No tutorial paper will be accepted without proof of completion of module.

4.4 Final Exam Format

A two hour Final Examination will be held in the University's Examination Period. The final exam will cover the entire course. The format of the exam will be circulated during lectures.

The date of the examination in this course will be published in the University's Provisional Examination Timetable. Students who have timetable clashes should report these immediately to the Examinations Branch. Please note: the date for the examination in this course is determined by the Examination Branch of the University – not by the Lecturer-in-Charge.

The final unseen examination provides students with an opportunity to demonstrate the competencies they have gained over the session in a time-restricted environment. They will encounter many such demands to perform under time pressure in their later careers and thus the experience of taking University examinations will stand them in good stead when these occasions arise. The questions in the exam will cover all the topics in the course and will encourage students to draw together material from different parts of the course in writing their answers.

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

Applications for special consideration for this assessment item must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). Then submit the originals or certified copies of your completed Professional Authority form ([pdf - download here](#)) and any supporting documentation to Student Central.

4.5 Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the

extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5 COURSE EVALUATION AND DEVELOPMENT

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 myExperience Survey Tool is one of the ways in which student evaluative feedback is gathered. You are strongly encouraged to take part in the feedback process.

6 COURSE RESOURCES

The website for this course is on UNSW Moodle at:

<http://moodle.telt.unsw.edu.au>

The textbook for this course is:

Thirlwall , A. P. (2011 9th ed.) *Economics of Development*, Palgrave Macmillan, Houndmills.

Recommended:

Clark, D. (ed) (2006) *The Elgar Companion to Development Studies*, Edward Elgar, Cheltenham

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

Secondi, G. (ed) (2008) *The Development Economics Reader*, Routledge, London

Ha-Joon Chang and Ilene Grabel (2004) *Reclaiming Development: An Alternative Economic Policy Manual*, London; Zed Books

These have many entries relevant to both the lectures and tutorials

In addition there are two very good collections of one page summaries of issues related to lectures and tutorials at:

<http://www.ipc-undp.org/publication/27450>

<http://www.ipc-undp.org/publication/27485>

An excellent introductory read to many of the issues is:

Ha-Joon Chang (2010) *23 Things They Don't Tell You About Capitalism*, Penguin Books, Victoria

7 COURSE SCHEDULE

7.1 Lecture Schedule

Lectures start in Week 1 and finish in Week 12.

LECTURE SCHEDULE		
Week	Topic	Reference
Week 1 27 February	Introduction to the Analysis of Economic Growth and Development	Thirlwall Chpt. 1
Week 2 6 March	Introduction to Development Issues	Thirlwall Chpt. 3
Week 3 13 March	Some Theories of Economic Development: The Importance of "Duality"	Thirlwall Chpt. 6
Week 4 20 March	Cumulative Causation in Economic Development	Thirlwall Chpt. 8
Week 5 27 March	The Role of Finance and Stock Markets	Thirlwall Chpt.13
Week 6 3 April	Balance of Payments and Economic Growth	Thirlwall Part VI.
Week 7 10 April	<i>(Friday 25 March is Good Friday public holiday)</i> Income inequality, human rights, economic growth and development	Thirlwall Chpt. 2, 3
Mid-semester break: Friday 14 – Saturday 22 April inclusive		
Week 8 24 April	<i>(Tuesday 25 April is Anzac Day public holiday)</i> Role of State in economic growth and transformation	Thirlwall Chpt. 10
Week 9 1 May	Institutions and Governance	Thirlwall Chpt.4
Week 10 8 May	Development and the Environment	Thirlwall Chpt. 12
Week 11 15 May	Sustainable Development	Thirlwall Chpt.12
Week 12 22 May	Overview	

7.2 Additional Reading

DETAILED ADDITIONAL READING

Readings with an asterix* are available on the course website.

Most of the other items are available online from the library, and are accessible either by putting the subject code (econ3109) or the details of the article into the library catalogue. 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

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 {available online} Whole document is at:

http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2000/10/07/000094946_00092205320345/Rendered/PDF/multi_page.pdf

*De Rivero, O (2010 2nd ed.) *The Myth of Development: Non-Viable Economies and the Crisis of Civilization* Chapter 4 The Search for El Dorado, Zed Books

*Junankar, P. N. (Raja) (2016) *Development Economics: The Role of Agriculture in Development* Chapter 1 Introduction, Palgrave Macmillan

Week 2: Introduction to Development Issues

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

Chang Chapter 2, 3

Clark: "Culture and development", "Human development", Human development and economic growth"

Secondi, Chapters 1 & 2

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

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

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

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

Stern. N. (1989) "The economics of development: a survey" *Economic Journal*, Vol. 99 pp. 597-685 [<http://www.jstor.org/pss/2233764>]

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

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

Clark, "the Lewis model"

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

Kalecki, M. (1976) "Economic problems of underdeveloped non-socialist economies" in his *Essays on Developing Economies*, Sussex, The Harvester Press, Chapters 1,2 pp. 17-28 {available online}

*Kriesler, P. (2013) "Post-Keynesian Perspectives on Economic Development and Growth" in Harcourt, G. C. and Kriesler, P. (2013a) (eds.) *Handbook of Post-Keynesian Economics: Volume 1: Theory and Origins* Oxford: Oxford University Press, 539-555

Meier, Gerald (1995) 6th ed *Leading Issues in Economic Development*, New York, Oxford University Press, Chapter III "Dualistic development" pp. 113-160 {available online as *Dualistic development. Chapter 3*}

Week 4: Cumulative Causation in Economic Development

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.

Clark: "history and development studies" "Myrdal, Gunnar"

Ricoy, C. (1987) "Cumulative causation" in *The New Palgrave: Volume 1*, Macmillan, London, pp. 730-735 {available online}

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 {available online}

James, J. (2001) "Information technology, cumulative causation and patterns of globalization in the third world" *Review of International Political Economy* Vol. 8:1 pp. 147–162

McCausland, W. and Theodossiou, I. (2012) "Is manufacturing still the engine of growth?" *Journal of Post Keynesian Economics*, Vol. 35 pp. 79 – 92

Sindzingre, A. (2013) "Growth Divergences and Cumulative Causation: Economics as a Social Science"

<http://economix.fr/docs/35/SindzingreCumulativeCausationAFEP13.pdf>

Week 5: The Role of Finance and Stock Markets

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

Secondi, Part 6 especially chapter 34

Clark: "stock market and economic development"

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} {available online}
- Kregel, J. and Burlamaqui, L. (2003) "Towards a political economy of competition in finance and development: a Schumpeterian and Minskyian perspective", *The Other Cannon*
<http://www.anpec.org.br/encontro2003/artigos/A49.pdf>
- Palma, J.G. (1987) "Structuralism" in *Economic Development* Macmillan, London, pp. 316-322 {available online}
- *Singh, A. (2010) "Are the institutions of the stock market and the market for corporate control evolutionary advances for developing countries?" in *Macroeconomics, Finance and Money: Essays in Honour of Philip Arestis*, Fontana G., McCombie, J. and Swayer, M. (eds) [Palgrave Macmillan] pp. 311-326
- Studart, R. [2001] "'The stages' of financial development, financial liberalization and growth in developing economies" in *Money, Macroeconomics and Keynes: Essays in Honour of Philip Arestis Victoria Chick*, Volume 1 edited by: Philip Arestis, Meghnad Desai, Sheila Dow [Routledge: London] pp.68-78 {available online}
- 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 {available online}
- Wheat, S. (1997) "Banking on a better future" *Guardian Weekly*, February 9 p. 19 {available online}
- Yunus, M. (1996) "Credit where credit's due" *Guardian Weekly* November 8 p. 25 {available online}

Week 6: Balance of Payments and Economic Growth

There is a significant body of literature which argue that the main constraint on economic growth and development is imposed by the balance of payments, and are, therefore, heavily influenced by trade.

Chang Part IV

Secondi, Part 7

Clark, "international trade"

Skastein, R. (2007) "Free trade: a dead end for under-developed economies" *Review of Political Economy*, Vol 19 pp. 347-368

Singer, H.W. (1987) "Terms of trade and economic development" in *Economic Development* Macmillan, London, pp. 323-32 {available online}

Fletcher, I. (2009) *Free Trade Doesn't Work*, US Business and Industry Council, Washington

Tribe, M., Nixon, F. and Sumner, A. (2010) "Developing countries and international trade" in their *Economics and Development Studies*, Routledge, London pp. 138-168

Ho, P. S. (2012) "Revisiting Prebisch and Singer: Beyond the declining terms of trade thesis and on to technological capability development" *Cambridge Journal of Economics*, 36, 869-93

Gosh, Jayati, (2013) Economic integration and global crises: A perspective from the developing world" in Flassbeck, H., Davidson, P., Galbraith, J. , Koo, R.,

and Ghosh. J. (eds) *Economic Reform Now: A Global Manifesto to Rescue Our Sinking Economies*, New York: Palgrave Macmillan, 133-60

Week 7: Income inequality, human rights, economic growth and development

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

Secondi, Part 3

Clark: "global inequalities", "human rights" **{available online}**, "income distribution" **{available online}**, "poverty and growth"

Atkinson, A B and Morelli, S, (2014) *Chartbook of economic inequality*
<http://www.ecineq.org/milano/WP/ECINEQ2014-324.pdf>

Ha-Joon Chang (2010) *23 Things They Don't Tell You About Capitalism*, Victoria: Penguin Books, "Thing 13 – Making rich people richer doesn't make the rest of us richer"-

Alvaredo, F and Gasparini, L. (2013) "Recent Trends in Inequality and Poverty in Developing Countries" Documento de Trabajo Nro. 151
http://cedlas.econo.unlp.edu.ar/download.php?file=archivos_upload/doc_cedlas151.pdf

Champernowne, D. & Cowell, F. (1998) "Why bother about inequality?" in *Economic Inequality and Income Distribution* Cambridge University Press pp. 1-19 **{available online}**

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 **{available online}**

Balakrishnan, R. and Elson, D. (2008) "Auditing economic policy in the light of obligations on economic and social rights" *Essex Human Rights Review* Vol. 5, pp. 1 – 19
<http://www.pdx.edu/sites/www.pdx.edu/econ/files/Balakrishnan2.pdf>

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>

Kasliwal, P. (1995) "Inequality" in *Development Economics* South-Western College Publishing, pp. 52-73 **{available online}**

Jolly R. "Income distribution" and Fortman, B. (2006) "Human rights" in *The Elgar Companion to Development Studies*, Clark, D. (ed) Edward Elgar Publishing Limited, Cheltenham

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

Ostry, J.D., Berg, A. and Tsangarides, C. G. (2014) "Redistribution, Inequality, and Growth" IMF Staff Discussion Note SDN/14/02
<http://www.imf.org/external/pubs/ft/sdn/2014/sdn1402.pdf>

Christine Lagarde, Managing Director, International Monetary Fund, (2013) "A New Global Economy for a New Generation"
<https://www.imf.org/external/np/speeches/2013/012313.htm>

Week 8: Role of State in economic growth and transformation

Concept of State, the Neo liberal model, the developmental state model

Chang, Introduction and Chapter 2

Clark: "democracy and development" "state and development"

Ha-Joon Chang (2010) *23 Things They Don't Tell You About Capitalism*, Penguin Books, Victoria Thing 7- Free-market policies rarely make poor countries rich, Thing 12 Governments can pick winners

Kohli, A. (2006) "The state and development" *The Elgar Companion to Development Studies*, Clark, D. (ed) Edward Elgar Publishing Limited, Cheltenham

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

Rodrik, D. 2002. After Neoliberalism, What? Mimeo Harvard University.

http://www.bndespar.com.br/SiteBNDES/export/sites/default/bndes_pt/Galerias/Arquivos/conhecimento/seminario/novosrumos_Dani.pdf

Tabellini, G. (2004) "The role of the state in economic development" CESIFO Working Paper No. 1256 <http://www.cesifo-group.de/portal/pls/portal/docs/1/1189104.PDF>

Week 9: Institutions and Governance

Chang, Part VII

Secondi, Part 2

Christoforou, A. (2013) "on the indemnity of social capital and the social capital of identity" *Cambridge Journal of Economics*, 37, 719-736

Clark, "institutions and development"

Bardhan, P. (2006) "Institutions and development" and Adelman, I. 2006) "Democracy and development" in *The Elgar Companion to Development Studies*, Clark, D. (ed) Edward Elgar Publishing Limited, Cheltenham {available online}

*Easterly, W., J. Ritzen and M. Woolcock. (2006) "Social Cohesion, Institutions, and Growth" *Economics & Politics*, Vol. 18 (2).

Acemoglu, D. and Robinson, J. (1987) "The role of institutions in growth and development" Commission, on Growth and Development, Working paper no. 10

http://siteresources.worldbank.org/EXTPREMNET/Resources/489960-1338997241035/Growth_Commission_Working_Paper_10_Role_Institutions_Growth_Development.pdf

Human Development Report. (2002) *Deepening democracy in a fragmented world*

http://hdr.undp.org/sites/default/files/reports/263/hdr_2002_en_complete.pdf

Week 10 Development and the Environment Guest Lecture: Michael Johnson

This lecture will cover the relationship between development and the environment, which is of increasing significance.. Although a more detailed reading list will be circulated later, these readings present a useful introduction

Secondi, chapter 32

Clark: "environment and development"

Stern, N, (2006) Stern Review: The Economics of Climate Change, HM Treasury, London. Available at:

http://www.hm-treasury.gov.uk/sternreview_index.htm

Look at the UN Intergovernmental Panel on Climate Change at <http://www.ipcc.ch/>

Human Development Report (2011) *Sustainability and Equity: A Better Future for All* <http://hdr.undp.org/en/reports/global/hdr2011/>

Week 11 Limits to Growth, Sustainable Development and Guest Lecture: Paul Twomey
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This lecture will cover the basic theme of the limits to growth and of , sustainable development. Although a more detailed reading list will be circulated later, these readings present a useful introduction

Secondi, chapter 32

*UNECE (2009) *Measuring Sustainable Development* (uploaded)

Berr, E., (2015) "Sustainable development in a post Keynesian perspective: why eco-development is relevant to post Keynesian economics" *Journal of Post Keynesian Economics*, Vol. 37 pp. 459-480

*Atkinson, G. (2009) *Sustainable Development and Policy: A Review of the Literature* (Final Report to the Government Economic Service Group on Sustainable Development

*Kates, R.W., Parris, T.M., and Leiserowitz, A.A, (2005) "What is Sustainable Development: goals, indicators, values, and practice Environment" *Science and Policy for Sustainable Development*, Volume 47, pp 8–21

Wikipedia also has a decent entry on SD and on many of the SD indicators,.

Week 12: Overview

7.3 Tutorial Schedule

Tutorials start in Week 2 and finish in Week 13.

Tutorials in this course will alternate between two 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 submit a tutorial paper online before the tutorial.

The second type of tutorial will be 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. Also, Clark, D. (ed) (2006) *The Elgar Companion to Development Studies*, Edward Elgar Publishing Limited, Cheltenham has many useful references, as does May Robinson's *A Voice for Human Rights* (2006) University of Pennsylvania Press, Philadelphia and Snarr, M. And Snarr, D. (eds; 4th ed) (2008) *Introducing Global Issues*. Lynne Rienner Publishers London

TUTORIALS:

WEEK 2 MEANING OF ECONOMIC DEVELOPMENT
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Introduction and allocation of debate topics. Also discussion around the following:

“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. (Note 2nd edition 2010 is available online)

WEEK 3 DEBATE

While terrorism is clearly a complicated and multifaceted issue with many causes, the underlying factors are almost always economic in nature.

Human Development Report 1994 *New dimensions of human security*

<http://hdr.undp.org/en/content/human-development-report-1994>

<http://hdr.undp.org/en/content/human-security-framework-and-national-human-development-reports>

Stewart, F. "Development and Security" Working Paper 3, Centre for Research on Inequality, Human Security and Ethnicity, CRISE

www3.geh.ox.ac.uk/pdf/crisewps/workingpaper3.pdf

WEEK 4 DISCUSSION QUESTION

What are the major differences between developing and developed economies, and how can countries become "developed"? What problems may there be to this process?

WEEK 5 DEBATE

"High growth alone does not necessarily lead to better social and economic outcomes. It matters whether the underlying quality of growth is good."

Human Development Report 1996 *Economic growth and human development*

<http://hdr.undp.org/reports/global/1996/en/>

WEEK 6 DEBATE

"Gender equality, empowerment of women and women's human rights are essential to economic and social development." Elizabeth Broderick

Human Development Report 1995 *Gender and human development*

<http://hdr.undp.org/reports/global/1995/en/>

2012 World Development Report on Gender Equality and Development

<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,menuPK:7778074~pagePK:7778278~piPK:7778320~theSitePK:7778063~contentMDK:22851055,00.html>

Economic Development and Gender Equality: Is There a Gender Kuznets Curve?

Joshua Eastin and Aseem Prakash World Politics / Volume 65 / Issue 01 / January 2013, pp 156 186 <http://faculty.washington.edu/aseem/gkc.pdf>

WEEK 7
DISCUSSION QUESTION

Compare and contrast structuralist and neoclassical economists on the sources of growth and of the factors impeding it.

WEEK 8
DISCUSSION QUESTION

“As well as its advantages, free trade can impose costs on developing countries.” What are these advantages and costs – and which do you think dominate?

WEEK 9
DEBATE

Economic growth and development need to be at reasonable levels before we worry about human rights.

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

WEEK 10
DISCUSSION QUESTION

Should the state take a greater role in the development process?

WEEK 11
DISCUSSION QUESTION

What is social capital, and what is its role in the development process?

WEEK 12
DEBATE

Improving economic growth and living standards should be our main goal, environmental concerns are secondary.

Human Development Report 2007/8 *Fighting climate change: Human solidarity in a divided world*

<http://hdr.undp.org/en/reports/global/hdr2007-8/>

Human Development Report 2011 *Sustainability and Equity: A Better Future for All*

<http://hdr.undp.org/en/reports/global/hdr2011/>

WEEK 13
DISCUSSION QUESTION

Clearly explain the concept of “sustainable development”. What policies can be adopted to promote it?