

DEREE COLLEGE SYLLABUS FOR: EC 4020 ECONOMIC DEVELOPMENT AND SUSTAINABILITY

(Updated Spring 2021)

UK LEVEL: 6
UK CREDITS: 15
US CREDITS: 3/0/3

PREREQUISITES:

None

CATALOG DESCRIPTION:

Theories of economic development. Domestic problems and policies. The trade policy debate. Transnationals and the transfer of technology. Sustainable economic development and challenges.

RATIONALE:

This course introduces the student to a variety of dimensions and interpretations of the problem of development and underdevelopment within the context of socio-political change. It also raises certain questions on specialized topics, such as the transfer of technology, the impact of foreign investment, technology and sustainable food supply, crisis issues, as well as sustainable development goals and challenges, thus making students aware of current issues in the field.

LEARNING OUTCOMES:

As a result of taking this course, the student should be able to:

1. Demonstrate familiarity with central themes and issues of sustainable development.
2. Demonstrate understanding of growth and development, development and underdevelopment, inequality, poverty and population issues, trade policy debates, foreign aid, and sustainability.
3. Analyze empirical evidence on the patterns of economic development and evaluate causes of the persistence of underdevelopment.
4. Critically analyze development research.

METHOD OF TEACHING AND LEARNING:

In congruence with the learning and teaching strategy of the college, the following tools are used:

- Classes consist of lectures and class discussions of recent development articles in economic journals assigned by the instructor.
- Guest lectures by guest scholars and professionals.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of Blackboard, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

ASSESSMENT:

Summative:

1 st assessment: Term project (group project 3,800-4,200 words; presentation of group project; reflective essay on group project – individual, 300-400 words)
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50%

	<table border="1" data-bbox="521 205 1312 310"> <tr> <td data-bbox="521 205 1143 310">Final assessment: In-class written examination (Two-hour, closed-book, essay questions, comprehensive)</td> <td data-bbox="1143 205 1312 310">50%</td> </tr> </table> <p data-bbox="521 344 672 373">Formative:</p> <table border="1" data-bbox="521 373 1312 447"> <tr> <td data-bbox="521 373 1125 447">Formative assignments; group project progress reports</td> <td data-bbox="1125 373 1312 447">0%</td> </tr> </table> <p data-bbox="521 483 1528 548">The formative assignments prepare students for the examination and ensure that students are actively engaged during the term.</p> <p data-bbox="521 581 1528 678">The 1st assessment tests Learning Outcomes 3, 4. The final assessment tests Learning Outcomes 1, 2, 3, and 4, with emphasis on 1 and 2.</p> <p data-bbox="521 716 1528 884">The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is 40 or higher, students are not required to resit any failed assessments.</p>	Final assessment: In-class written examination (Two-hour, closed-book, essay questions, comprehensive)	50%	Formative assignments; group project progress reports	0%
Final assessment: In-class written examination (Two-hour, closed-book, essay questions, comprehensive)	50%				
Formative assignments; group project progress reports	0%				
INDICATIVE READING:	<p data-bbox="521 913 829 942">REQUIRED READING:</p> <p data-bbox="521 980 1419 1045">Todaro, M.P. and Smith S., <i>Economic Development</i>, Addison Wesley Longman Ltd., latest edition</p> <p data-bbox="521 1083 1520 1113">Journal articles, accessible through the Library, as assigned by the instructor.</p> <p data-bbox="521 1150 911 1180">RECOMMENDED READING:</p> <p data-bbox="521 1218 1520 1283">Banerjee, A., R. Benabou, and D. Mookherjee (eds.), <i>Understanding Poverty</i>, Oxford: Oxford University Press, 2006.</p> <p data-bbox="521 1320 1528 1386">Banerjee, A. and Duflo, E., <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i>, Ingram Publisher Services, 2011.</p> <p data-bbox="521 1423 1507 1488">Cull, R., Demirgüç-Kunt, A. and Morduch J., <i>Microfinance Meets the Market</i>, <i>Journal of Economic Perspectives</i>, 23(1), pp. 167-192, 2009.</p> <p data-bbox="521 1526 1511 1612">Dupas, P. and Robinson, J., <i>Why don't the Poor Save More? Evidence from Health Savings Experiments</i>, <i>American Economic Review</i>, 103(4), pp. 1138-1171, 2013.</p> <p data-bbox="521 1650 1479 1715">Dercon, S., <i>Income Risk, Coping Strategies, and Safety Nets</i>, <i>World Bank Research Observer</i>, 17(2), pp. 141-166, 2002.</p> <p data-bbox="521 1753 1468 1850">Hanushek, E. and Woessman, L., <i>Education and Economic Growth</i>, in P. Peterson, E. Baker, B. McGaw (eds.), <i>International Encyclopedia of Education</i>, 2, pp. 245-252, 2010.</p>				

	<p>Krugman, P., The Fall and Rise of Development Economics, in Development, Geography and Economic Theory, Cambridge, MA: MIT Press, 1995.</p> <p>Meier, G.M. and Stiglitz, J.E., Frontiers of Development Economics, Oxford: Oxford University Press, 2000.</p> <p>Ogden, T. and Morduch, J. Beyond Business: Rethinking Microfinance, Foreign Policy, 4, 2013.</p> <p>Sen, A., Development as Freedom, Oxford: Oxford University Press, 1999.</p> <p>Stiglitz, J.E., Making Globalization Work, New York, NY: W.W. Norton, 2006.</p> <p>Stiglitz, J., Globalization and Its Discontents, London: Penguin, 2002.</p> <p>Sachs, J., The End of Poverty, London: Penguin, 2005.</p> <p>Stiglitz, J.E. and Charlton, A., Fair Trade for All: How Trade Can Promote Development, Oxford: Oxford University Press, 2005.</p> <p>World Bank, World Development Reports (annual)</p> <p>United Nations Development Programme, Human Development Reports (annual)</p> <p>UN Sustainable Development Goals https://sdgs.un.org/goals</p>
<p>INDICATIVE MATERIAL: <i>(e.g. audiovisual, digital material, etc.)</i></p>	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL: N/A</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Use of appropriate academic conventions as applicable in oral and written communications.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Word, Excel, PowerPoint</p>
<p>WWW RESOURCES:</p>	<p>www.ec.europa.eu www.sustainabledevelopment.un.org www.icre8.eu http://www.worldbank.org/ http://www.undp.org/ http://www.fao.org/ http://www.wto.org http://www.unctad.org</p>

INDICATIVE CONTENT:

1. Introduction to economic development and sustainability
 - 1.1. Concepts, scope, method, and measurement
2. Theories of Growth
 - 2.1. Classical
 - 2.2. Keynesian
 - 2.3. Neo-neoclassical
 - 2.4. New growth theory
3. Theories of Development and Underdevelopment
 - 3.1. Institutionalism-structuralism
 - 3.2. Population models
 - 3.3. Dominance-dependence
4. Problems in Underdevelopment
 - 4.1. Poverty and inequality
 - 4.2. Population: quantity and quality
 - 4.3. International trade and trade strategies
 - 4.4. Technology and sustainable development
5. Crisis and Development
 - 5.1. Financial and debt crisis and development
 - 5.2. Financial institutions for development
 - 5.3. Environmental crisis and development
 - 5.4. Sustainable development, goals, and policies