

**AP/ECON 3559 3.0 M Economic Growth and Development (Writing)**

Start date: January 11, 2021  
Time: Tuesdays 7-10pm  
Location: **In person delivery in room DB 1016**  
**Please note that lectures will not be recorded.**

**Notes:**

- No class on Tuesday, February 22 (Reading Week)
- Students who require accommodation in a course need to be registered with Student Accessibility Services. The Letter of Accommodation should be provided to the course director as soon as possible. More information at: <https://accessibility.students.yorku.ca/>  
The York University [Senate Policy on Academic Accommodation for Students with Disabilities](#) applies along with [relevant guidelines, procedures and definitions](#).

Office Hours: In person or via Zoom - **by appointment only**  
Office: 122 McLaughlin College

**Notes:**

- Send an email to request an appointment; please do not leave phone messages.
- Please ring the bell to the SPPA corridor on the main office side (119 MC), advance email notice is required if you intend to stop by.

E-mail: [akimakov@yorku.ca](mailto:akimakov@yorku.ca)  
Course website: eClass  
Mail: SPPA Office, 119 McLaughlin College

Course Websites hosted on York's "eClass" are accessible to students during the first week of the term. It takes two business days from the time of your enrolment to access your course website. Course materials begin to be released on the course website during the first week. To log in to your eClass course visit the [York U eClass Portal](#) and login with your Student Passport York Account. If you are creating and participating in Zoom meetings you may also go directly to the [York U Zoom Portal](#).

For further course Start Up details, review the [Next Steps](#) webpage.

For IT support, students may contact University Information Technology Client Services via [askit@yorku.ca](mailto:askit@yorku.ca) or (416) 736-5800. Please also visit [Students Getting Started UIT](#) or the [Getting Help - UIT webpages](#).

**Prior to every visit to campus and attending each class, students are required to fill out the [YU Screen](#) daily to screen for COVID-19 symptoms.**

**In the event that public health restrictions do not allow for in-person class, the class will be held on Zoom at the usual class time. More information will be communicated via eClass, please check eClass course announcements and your email frequently.**

Zoom is a free video conferencing software app that allows us to engage virtually for video, presentations, group work and chat rooms. More detail about these systems will be shared at the beginning of the course. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session, but make sure to inform the course director accordingly.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

You can find links to resources for students about online learning and eClass at:

<https://going-digital.laps.yorku.ca/student-resources/>

### **Course description:**

Studies the economic problems of poor countries and poor communities. Explores the meaning of development by considering the characteristics of economic underdevelopment, poverty, income and wealth distribution, rural versus urban development, population growth, and unemployment and migration. Additional topics include theories of development, growth and technological change, strategies for environmentally sustainable development, education, and health.

*Prerequisites: AP/ECON 1000 3.00 and AP/ECON 1010 3.00 or equivalents. Course credit exclusions: GL/ECON/ILST 3920 3.00, AP/ECON 3559 3.00.*

### **Expected learning outcomes:**

Upon completing this course, students should be able to:

- Identify policy challenges facing less developed countries and be aware of empirical trends in development-related data.
- Understand the relationships between growth and development and their key components.
- Critically analyze academic research and policy reports on developmental issues.
- Understand and interpret theoretical models of economic growth and development in the context of real world experience and empirical evidence.
- Be aware of the limitations of mainstream economics for explaining developmental outcomes and be open to incorporating interdisciplinary perspectives into the analysis of economic development.
- Articulate policy research questions, search the literature and compile a relevant bibliography.
- Communicate research findings in both oral and written format clearly and effectively.

### **Evaluation:**

Quiz and test 1: 20% (on February 15, location to be announced)

Quiz and test 2: 20% (on March 29, location to be announced)

Essay: 45%

- Research proposal and bibliography 15% (due on February 8 or earlier via eClass)
- Final paper 30% (due on April 12 via eClass)

Research presentation: 10% (on March 29 or April 5 or earlier, schedule through eClass)

Participation: 5% - important throughout the course!

### **Tests:**

Students will be responsible for the material presented at the lectures and in the required readings.

For the tests you should be able to understand and interpret models and concepts in the context of real world experience and empirical evidence.

Each test will consist of three roughly equally weighed parts: quiz with multiple choice questions, problem solving and essay-type questions.

**Research proposal, essay and class presentation on the same developmental topic of your choice:**

- The proposal should be ½-1 page long. In addition to that you should provide min. 10 references based on your literature search on the subject matter.
- Expected length of essay: 6-8 pages (excluding reference list), font 12, single or 1 ½ line spacing
- Expected length of presentation: 5 slides (excluding title slide and references), 8 minutes.

The objective of these components is to encourage student interest in current issues while serving as a demonstration of the applicability of the theoretical tools. The assignments aim to improve students' writing and presentation skills. See the course website under Assignments for more detailed guidelines for these grade components. You can also utilize SPARK – Student Papers and Academic Research Kit at: <https://spark.library.yorku.ca/> and the Writing Centre at: <https://writing-centre.writ.laps.yorku.ca/> It is advisable that you seek timely guidance and feedback on your ongoing research efforts throughout the course. The class presentation aims to provide an opportunity for feedback on your research in progress for the final research paper.

**Important policies to note:**

- The weights of the grade components will not be changed under any circumstances.
- If you miss a quiz or test due to a documented emergency, you will have to write the make-up test prior to the next class. No further make-up tests will be offered.
- If you do not make a class presentation by the April 5 deadline, you will receive 0% for this grade component. It is the students' responsibility to ensure in consultation with the course director that there is sufficient time to accommodate their presentation during class time. Presentations need to be scheduled with at least two-week advance notice (sign up on eClass).
- Late submissions for the Research Proposal assignment and Final Paper will carry a 5% point penalty per day.
- Students may be required to submit any of the grade components listed above to Turnitin for originality check. All students are expected to familiarize themselves with and adhere to the [Senate Policy on Academic Honesty](#).
- The grading scheme for the course conforms to the standard system used in undergraduate programs at York (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.).
- Last date to drop the course without receiving a grade is March 18, 2022.
- Course Withdrawal Period (withdraw from the course and receive a "W" or "Withdrawn" notation on the transcript) is: March 19 – April 10, 2022. See full details of this new policy at: <https://www.yorku.ca/secretariat/policies/policies/withdrawn-from-course-w-policy-and-guidelines/>

**Winter  
(Term W)**

Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Jan. 23
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 18
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	March 19 - April 10

**Private Third-Party Tutoring Companies, Academic Honesty and Support Resources**

Many private, third-party tutoring companies advertise their services to YorkU students. One way you can help eliminate these advertisements is by changing your eClass profile settings to private (see instructions below). Some of these private companies claim to be affiliated with, or recognized and supported by, York University. Some also claim to help you by providing you with quiz and test answers, suggesting that this practice is safe and permitted by York. These claims are **not** true. York University has not officially recognized or endorsed any third-party tutoring service. When you are provided with quiz, test and exam answers, you run the risk of violating the **university's academic honesty policy**. Students have been caught using these services to cheat and gain unfair advantage over honest students. The cheating students and "tutors" have received academic dishonesty punishments ranging from failing courses, to being expelled, to losing their YorkU degrees.

Officially supported resources to help students learn course material will be provided by YorkU officials, such as your professors and your department. These services are offered at no cost to you as a student. Your professor will likely provide weekly office help hours to meet with students and if you are a first- or second-year student and would like help with course material, make sure you join one of our weekly **Peer Assisted Study Sessions (PASS)**. If you require help with any of your numeracy-related courses that involve math, statistics or Excel, drop in online to meet with one of our peer tutors at the **Student Numeracy Assistance Centre at Keele (SNACK)**. If you are ever unsure of whether a resource is allowable or endorsed by YorkU, please feel free to email the Department of Economics at [lapsecon@yorku.ca](mailto:lapsecon@yorku.ca) and they would be happy let you know.

**To hide your email address in eClass:** Step 1: Click your name on the top-right of the eClass website, then click "Profile" on the drop-down menu; Step 2: Under "User details" click "Edit profile"; Step 3: From the "Email display" drop-down menu choose "Hide my email address from non-privileged users"; Step 4: Scroll to the bottom of the page and click on the "Update profile" button.

**Required Text:**

Perkins, Radelet, Lindauer, Block (2012). *Economics of Development*, 7<sup>th</sup> edition, W.W. Norton & Company. (Paperback: ISBN-13: 978-0393123524 ISBN-10: 0393123529)

**Note:** You can also use an older edition of the textbook (note that the 6<sup>th</sup> edition is preferred), but you need to be aware that the order of chapters/topics in the book may have changed and there might be some new information in the 7<sup>th</sup> edition that you will need to account for.

**Some Suggested On-line Resources:**

York University Libraries	<a href="http://www.library.yorku.ca/">http://www.library.yorku.ca/</a>
(Research Guides, eResources, data, workshops, one-on-one research help, etc.)	
World Bank	<a href="http://www.worldbank.org">www.worldbank.org</a>
International Monetary Fund	<a href="http://www.imf.org">www.imf.org</a>
OECD	<a href="http://www.oecd.org">www.oecd.org</a>
EBRD	<a href="http://www.ebrd.org">www.ebrd.org</a>
Inter-American Development Bank	<a href="http://www.iadb.org">www.iadb.org</a>
United Nations	<a href="http://www.un.org">www.un.org</a>
World Trade Organization	<a href="http://www.wto.org">www.wto.org</a>

**Weekly Outline:**

## Week 1

**Growth and Development: Definitions, Measures and Empirical Patterns**

Required reading: Economics of Development, Chapters 1 & 2.

Suggested Reading:

Ferreira, F. H. G. and M. Walton (2006): "Inequality of opportunity and economic development," World Bank Policy Research Working Paper No. WPS 3816.

## Week 2 &amp; 3

**Economic Growth and Structural Change: Concepts and Models**

Required reading: Economics of Development, Chapters 3, 4 and 16 in the 7<sup>th</sup> edition of the book or Chapters 3 & 4 in the 6<sup>th</sup> edition of the book

Suggested Readings:

- Suryahadi, A., D. Suryadarma and S. Sumarto (2009): "The Effects of Location and Sectoral Components of Economic Growth on Poverty: Evidence from Indonesia", *Journal of Development Economics*, Vol. 89, pp. 109-117.

- Saggi, K. (2000): "Trade, Foreign Direct Investment, and International Technology Transfer: A Survey," World Bank WPS 2349.

Weeks 4 & 5 – **Research proposal due on February 8 the latest via eClass****Guiding development: Markets versus Controls and Sustainable Development**

Required reading: Economics of Development, Chapters 5 and 20.

Suggested Reading:

Wheeler, D. (2001): "Racing to the bottom: Foreign investment and air pollution in developing countries, Vol. 1," WB Policy Research Working Paper No. WPS 2524.

## Week 6

**Quiz and Test 1 (February 15, location TBA)**

No class on Tuesday, February 22 (Reading Week)

## Weeks 7

**Inequality, Poverty and Health**

Required reading: Economics of Development, Chapters 6 and 9

Suggested Readings:

- Heltberg, R. (2009): "Malnutrition, Poverty, and Economic Growth", *Health Economics*, Vol. 18, Special Issue S1, pp. S77-S88.

- Wagle, Udaya R. (2010) "Does Low Inequality Cause Low Poverty? Evidence from High-Income and Developing Countries," *Poverty & Public Policy*: Vol. 2: Iss. 3, Article 4.

- Behrman, J. R., J. A. Behrman and N. M. Perez (2009): "On What Diseases and Health Conditions Should New Economic Research on Health and Development Focus?" *Health Economics*, Vol. 18, Special Issue S1, pp. S109-S128.

## Weeks 8 and 9

**Population and Education**

Required readings: Economics of Development, Chapters 7 and 8

Canton, E. and A. Blom (2004): “Can student loans improve accessibility to higher education and student performance? An impact study of the case of SOFES, Mexico,” World Bank Policy Research Working Paper No. WPS 3425, pages 1-4 only.

Suggested Readings:

Brumen, A. (2008): “Gender Relations in Family-Farm Agriculture and Rural-Urban Migration in Brazil”, *Latin American Perspectives* Vol. 35, Issue 6, pp. 11-28.

Klasen, S. (2002): “Low Schooling for Girls, Slower Growth for All? Cross-Country Evidence on the Effects of Gender Inequality in Education on Economic Development”, *The World Bank Economic Review*, Vol. 16, No. 3, pp. 345-373.

Week 10

**Quiz and Test 2 (March 22, location TBA)**

Weeks 11 & 12

**Research presentations (March 29 or April 5)** – keep in mind that the main objective of these presentations is to receive feedback on your research for your final paper

**Final research papers due on April 12 via eClass**