

Group Presentation	5%	Once a semester. You choose the week/reading you want to present.
Response Paper	10%	Once a semester. You choose the week you want to submit it.

Assignments: There will be 10 assignments based on problem-solving and multiple choices, which will focus on the theories and the readings discussed in lectures. I will take your best eight performances while calculating your final grade. There will be one assignment every week, except the week of the midterms and the last week. You will have 1 hour to finish your assignments and you will have two trials (the best of the two trials will be taken for grade calculation purposes). Every Monday, there will be an assignment posted and it will be due on the consequent **Monday** night by 11:59 pm.

Note: While doing the assignments, please follow the instructions. They will be auto-graded, so make sure you answer in the way asked in the question and only round or approximate at the last step or your final answer.

Midterm & Final Exams: The Midterm exam will be on October 27, 2020, covering the materials from week 1 to week 6 and the Final Exam will be on the final week and will be announced by the registrar covering materials from lectures week 7 to 12. They will contain multiple choices and problem-solving exercises and you will have 80 minutes and one trial to do it. They will cover the contents in the lectures, videos, presentations and the readings. The midterm exam will become available on the morning of October 27th, (8 am, Atlantic time) and will be available till 11:59 pm midnight.

Presentation: There will be one presentation each week. You will present a paper/chapter from the week's reading list in a group of 3-4 people. You will have to choose the week and sign in through Brightspace in the first week of class (by 11th September 2020, 11:59 pm). Your presentation should include 10-15 slides and should be between 10 to 15 minutes. It should be in a video format with the slides and your explanation along with it. It may not include your face. You can use Panopto or just screen recording of your device. You will be graded on the format, content, clarity of explanations and grammar of your slides. Please write in your own words. No points will be awarded if there is any copy and pasting from the readings and you will be reported according to the university's procedures. Detailed grading rubric are given below.

Note: Each group need to record only one presentation and submit it by due date. The due dates vary depending on the week you chose to do the presentation.

Response Paper: Each of you will write one response paper. You will need to choose the week that you want to submit the response paper. The deadline to choose the week is 11th September 2020 and the sign-up sheet is available on Brightspace. Your response paper needs at least two paragraphs. In paragraph one, you summarize the group presentation that is posted for the week and then in paragraph two, you state whether the presentation is a good summary of the reading that was posted and explain the positives and the negatives of the presentation and if you were the presenters, what you would do differently. The grading rubric is given below.

Conversion of numerical grades to Final Letter Grades follows the Dalhousie Common Grade Scale

A+ (90-100)	B+ (77-79)	C+ (65-69)	D	(50-54)
A (85-89)	B (73-76)	C (60-64)	F	(<50)
A- (80-84)	B- (70-72)	C- (55-59)		

Course Policies

- All communications for the course will be through Brightspace. So, please turn on your notification in Brightspace.
- In order to pass the course, the Midterm and the Final Exams are compulsory. If you miss one of them, the weight of that will be given to the other. If you miss both, you will fail the course. Note: there will be no retake or make-up exam.
- I will take your 8 best assignments, so you can miss 2 assignment without penalty. There will be no extension of assignments since you have 6-7 days to do them.
- All submitted work needs to be your own work. If you are caught using someone else's work (readings or my lectures), it will be dealt according to Dalhousie's Academic Integrity policy.
- You can only collaborate with your peers on the group presentation, any other collaboration reflected in similar work will receive zero and will be reported.
- Please read instructions carefully and make sure that the spelling is right. Points will be deducted for not reading the instruction and incorrect spelling.
- Each of you will be graded equally for the group presentation, so please coordinate and work together.
- I will be holding virtual office hours every Tuesdays and s from 3-4pm through Collaborate Ultra. You can drop by to ask me questions. Or you can send me a chat in the chat option in Brightspace and I will try to answer you as soon as I can. You can also email me at Mrittika.Shamsuddin@dal.ca to schedule an alternate face to face appointment time.
- This is the first time that this course is offered online, so if you find any mistakes, please send an email to me or the TA. Note: you will be awarded full points for any mistake that is ours.

Grading Rubrics

Note: Any copy and paste from my lecture and the paper will receive no point. Please write in your own words. There should not be any direct quotation.

Grading Rubric for Presentation	Points received
The video is of at least 10 minutes and has at least 10 slides - (Max point-0.5)	
Clearly articulate the research question of the paper - (Max point – 0.5)	
Clearly articulate the contribution to the literature - (Max point -0.5)	
Clearly identify all the different findings of the paper- (Max point - 1)	
Clearly explain the methodology used in the paper-(Max point- 1)	
Clearly identify the conclusion of the papers -(Max point – 0.5)	
Grammar and style -(Max point 1)	
Total (10 points)	

Grading Rubric for Response paper	Points received
At least 2 paragraphs (Max points 1)	
Summary of presentation (Max points - 2)	
Identify a valid strong point of the presentation (Max points- 2)	
Identify a valid shortcoming of the presentation (Max Points - 2)	

Express how one would add to presentation or do something differently (Max points - 1)	
Grammar and writing skill (Max Point- 2)	
Total (5 points)	

Tentative Course Content and Outline*

Module	Outcome	Content	Activities	Assessments
1	Understand that some countries are rich and others are poor and it has been through ages	Pritchett, L. (1997). Divergence, big time. <i>The Journal of Economic Perspectives</i> , 3-17.	Videos	Assignment 1 – week 1
		Acemoglu, D., & Dell, M. (2010). Productivity Differences between and within Countries. <i>American Economic Journal: Macroeconomics</i> , 2(1), 169-88.	Reading Papers	Presentation 1-week 1
		Acemoglu and Robinson (2012). <i>Why Nations Fail</i> . Chapter 5 “Growth under Extractive Institutions” Sections 1-3. Weil (2012). Chapter 1 and 2	Sign-ups- Presentation & Paper	
		Diamond, Jared (1997). <i>Guns, Germs and Steel</i> , New York: W.W. Norton and Co. Chapter 4 pp. 85-92.		
		Acemoglu and Robinson (2012). <i>Why Nations Fail</i> . Chapter 5 “Growth under Extractive Institutions” Section 4.	Videos	Assignment 2- week 2
		"Edward Gibbon on Lessons for Europe on the Fall of the Roman Empire." <i>Population and Development Review</i> 45.1 (2019): 235-39. Web.	Reading Papers	Presentation 2-week 2
		Morris, Ian (2004) “Economic Growth in Ancient Greece,” <i>Journal of Institutional and Theoretical Economics</i> , 160, 709-742	Presentation	Response paper on presentation 1 – week 2



2	Theories of modern economic growth	Weil(2012). Chapter 3, 4, 6, 7, 8, 12, 14, 15, 16	Videos	Assignment 3 – week 3
	Proximate Causes	N. Gregory Mankiw, David Romer, David N. Weil, A Contribution to the Empirics of Economic Growth, <i>The Quarterly Journal of Economics</i> , Volume 107, Issue 2, May 1992, Pages 407–437, https://doi.org/10.2307/2118477	Reading Papers	Presentation 3 – week 3
		Barro & Lee (2013). A new data set of educational attainment in the world 1995-2010. <i>Journal of Development Economics</i> . Vol 104, pp 184-198	Presentation Videos	Response paper on presentation 2 – week 3 Assignment 4- week 4
	Fundamental Causes	Acemoglu, Daron, Johnson, Simon and Robinson, James (2006) “Institutions as a Fundamental Cause of Long-Run Growth” in <i>Handbook of Economic Growth</i> , Aghion, Philippe and Durlauf, Steven, eds. Amsterdam; North-Holland.	Reading Papers	Presentation 4 – week 4
		Acemoglu and Robinson (2012). <i>Why Nations Fail</i> . Chapters 2	Presentation	Response Paper on presentation 3 – week 4
		Torvik, R (2009), Why do some resource abundant countries succeed while others do not?, <i>Oxford Review of Economic Policy</i> , Vol 25, No 2, pp 241-256. https://academic.oup.com/oxrep/article/25/2/241/1745929		
3	Industrial Revolution & Growth in Europe	Acemoglu and Robinson (2012). <i>Why Nations Fail</i> . Chapter 7 “The Turning Point.”	Videos	Assignment 5 – week 5

	Allen, R. C. (2011). Why the industrial revolution was British: commerce, induced invention, and the scientific revolution 1. <i>The Economic History Review</i> , 64(2), 357-384. http://www.jstor.org/stable/41262428	Reading Papers	Presentation 5 – week 5
	Clark, Gregory (2005) “The Condition of the Working Class in England, 1209-2003,” <i>Journal of Political Economy</i> , 113, 1307-1340.	Presentation	Response Paper on presentation 4 – week 5
	Acemoglu, Daron, et al. <i>The consequences of radical reform: The French Revolution</i> . No. w14831. National Bureau of Economic Research, 2009.	Videos	Assignment 6- week 6
	Mokyr (1990). <i>Lever of Riches</i> . Chapter 10 “The Industrial Revolution: Britain and Europe”.	Reading Papers	Presentation 6 – week 6
	Acemoglu and Robinson (2012). <i>Why Nations Fail</i> . Chapters 8, 9, 10	Presentation	Response Paper on presentation 5 – week 6
		Review Materials	Midterm
4	Growth in the Americas, Africa, Asia, Middle East & Africa Acemoglu, D., Johnson, S., & Robinson, J. A. (2002). “Reversal of fortune: Geography and institutions in the making of the modern world income distribution.” <i>Quarterly journal of economics</i> , 1231-1294.	Videos	Assignment 7 – week 8
	Growth in America Coatsworth, John H. (2008). “Inequality, Institutions and Economic Growth in Latin America,” <i>Journal of Latin American Studies</i> , 40, 545–569, 2008.	Reading Papers	Presentation 7 – week 7
	Donaldson, Dave, and Richard Hornbeck. (2013) “Railroads and American Economic Growth: A Market Access Approach.” No. w19213. National Bureau of Economic Research	Presentation	Response Paper on presentation 6 – week 8

Daron Acemoglu, Suresh Naidu, Pascual Restrepo, and James A. Robinson, "Democracy Does Cause Growth," *Journal of Political Economy* 127, no. 1 (February 2019): 47-100.

Growth in Africa	Acemoglu and Robinson (2010). "Why is Africa Poor?" <i>Economic History of Developing Regions</i> , 25, no. 1, 21-50.	Videos	Assignment 8 – week 9
	Nunn, N., & Puga, D. (2012). Ruggedness: The blessing of bad geography in Africa. <i>Review of Economics and Statistics</i> , 94(1), 20-36.	Reading Papers	Presentation 8 – week 8
	Nunn, Nathan, and Leonard Wantchekon. 2011. "The Slave Trade and the Origins of Mistrust in Africa." <i>American Economic Review</i> , 101(7): 3221-52.	Presentation	Response Paper on presentation 7 – week 9
Growth in Asia & Middle East	Michalopoulos, S., & Papaioannou, E (2014). National Institutions and Subnational Development in Africa. <i>The Quarterly Journal of Economics</i> , 129(1), 151-213.		
	Banerjee, Abhijit, and Lakshmi Iyer. 2005. "History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India." <i>American Economic Review</i> , 95 (4): 1190-1213.	Videos	Assignment 9- week 10
	Bosworth, Barry, and Susan M. Collins. 2008. "Accounting for Growth: Comparing China and India." <i>Journal of Economic Perspectives</i> , 22 (1): 45-66.	Reading Papers	Presentation 9 – week 9
	Dell, M. and P. Querubin (2015). "State Capacity, Local Governance, and Economic Development in Vietnam."	Presentation	Response Paper on presentation 8 – week 10

	Kuran, Timur (2012), Association Lecture—The Economic Roots of Political Underdevelopment in the Middle East: A Historical Perspective. <i>Southern Economic Journal</i> : April 2012, Vol. 78, No. 4, 1086– 1095.		
East Asian Miracle	David E. Bloom, Jeffrey G. Williamson, Demographic Transitions and Economic Miracles in Emerging Asia, <i>The World Bank Economic Review</i> , Volume 12, Issue 3, September 1998, Pages 419–455, https://doi.org/10.1093/wber/12.3.419	Videos	Assignment 10- week 11
	Akyuz, Y., Ha-Joon Chang, & Kozul-Wright, R. (1998). New perspectives on east asian development. <i>The Journal of Development Studies</i> , 34(6), 4-36. Retrieved from http://ezproxy.library.dal.ca/login?url=https://search-proquest-com.ezproxy.library.dal.ca/docview/220601444?accountid=10406	Reading Papers	
	Westphal, Larry E. 1990. "Industrial Policy in an Export-Propelled Economy: Lessons from South Korea's Experience." <i>Journal of Economic Perspectives</i> , 4 (3): 41-59.		Response Paper on Presentation 9 – week 11
12		Review Materials	Final Exam-TBA

*Note: Readings list is subject to change. So please, look in Brightspace for an updated reading list.

University Policies and Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you

are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Information: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

Information: https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Code: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness

Statement: <http://www.dal.ca/cultureofrespect.html>

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit or e-mail the Indigenous Student Centre (1321 Edward St) (elders@dal.ca).

Information: https://www.dal.ca/campus_life/communities/indigenous.html

Important Dates in the Academic Year (including add/drop dates)

https://www.dal.ca/academics/important_dates.html

University Grading Practices

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Missed or Late Academic Requirements due to Student Absence (policy)

https://www.dal.ca/dept/university_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html

Student Resources and Support

Advising

General Advising https://www.dal.ca/campus_life/academic-support/advising.html

Science Program Advisors: <https://www.dal.ca/faculty/science/current-students/academic-advising.html>

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Black Students Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre/current-students.html

Academic supports

Library: <https://libraries.dal.ca/>

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Studying for Success: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>

Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

Other supports and services

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html

Student Advocacy: <https://dsu.ca/dsas>

Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Safety

Biosafety: <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Scent-Free Program: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>