

**Dalhousie University**  
**Halifax, NS**  
**Department of Economics**  
**Economics 5001**  
**ECONOMIC GROWTH**  
**FALL 2020**

**Course Outline**

**Professor:** Dozie Okoye  
**Office:** Economics C24  
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**Office Hours:** By Appointment - Email

**Session:** Fall 2020 (Sept. 8 - Dec. 8)  
**Class Room:** Online–Asynchronous  
**Class Time:** Online–Asynchronous  
**Course Website:** [Brightspace](#)

**TA:** TBA  
**Office:** TBA  
**Office Hours:** TBA

### **Course Description and Objectives**

Why are some countries much richer than others? Why is income in developed countries so much higher today than it was 100 years ago? Why have poor countries fallen behind, and what can they do to catch-up? Is having a well-educated workforce important for economic growth?

The primary aim of this course is to introduce students to the macroeconomics of growth. In the process we would try to provide some answers to the questions posed above. We discuss the theory behind economic growth and also study the quantitative importance of several factors behind growth such as saving, education, as well as technological and institutional change. We will study these factors in isolation, and study the interactions between them. Along the way, we also examine the importance of macroeconomic policies and how they relate to growth.

The course will be run asynchronously, meaning that there will be no set lecture times. Lecture materials will be posted at the beginning of each week, and it is expected that all students will go through the materials and work through the examples provided. There will then be an open discussion each Friday on Brightspace. Students can use this open discussion forum to leave questions for the instructor, and the instructor will respond to questions over the weekend in preparation for the next week. Discussions can continue throughout the week.

### **Course Prerequisites**

The class is designed for students as part of the MDE or M.A. programs in Economics. Special permission is required if not part of these programs.

## Learning Outcomes

On successful completion of this course, students will be able to:

1. Recognize and apply the tools and models used in the study of economic growth
2. Identify the key factors responsible for differences in long-term growth across countries
3. Locate key data needed to discuss, explain, and predict, patterns of economic growth
4. Use data to create and design relevant policies to aid growth, and formulate a perspective on how policies might have different impacts depending on context
5. Discuss and critique academic articles and policy papers in non-academic circles

## References for Course:

There is no particular textbook required for this course. For every topic under consideration, I will provide textbook references and articles that provide a good treatment of the topic. Articles can be accessed online through Google Scholar, or [Dal Libraries](#).

Also, you may wish to refer to the textbooks below for additional information on the topic covered:

*Economic Growth: Third Edition*, by David N. Weil (2013). Toronto: Pearson.

*Introduction to Modern Economic Growth*, by Daron Acemoglu (2009). Princeton: Princeton University Press.

## Assessment

Your grade will be determined by the following:

Writing Assignments:	40%	(Bi-Weekly)	
Discussions:	20%		
Midterm: (October 19th, take home)	20%		
Final exam:	20%		

**Assignments:** The assignments are required to be completed in groups of 2. Students are encouraged to use the discussion platform to introduce themselves and pair up in groups of 2. The groups are permanent and will work together throughout the length of the course. The assignments will involve your team picking a *developing* country which you would analyze throughout the course. It will involve the application of concepts and ideas learnt in class to the growth experience of the country of your choice. This means that you should be able to access and analyze macroeconomic data.

The following is a list of sources for cross-country data which are all available online through your Dal Libraries account:

- The World Bank World Development Indicators

- Penn World Tables
- IMF Data and Statistics
- UNESCO UIS (especially for education data)
- Barro and Lee dataset
- UNData

The assignments are to be submitted bi-weekly. Minimum font size is 12, and 1.5 spacing should be used. Minimum length is 1,200 words (about 3 pages). There will be 4 assignments, and each assignment will be worth 10 percentage points.

No later than September 15, each pair (a team) must send an email to [cokoye@dal.ca](mailto:cokoye@dal.ca) to seek approval for their choice of country. Students who have not paired up at that point time will be randomly assigned to teams and countries. Each team must work on a unique country and countries are assigned on a first come, first served basis.

**Suggestion:** You can form teams based on a country in which you find interesting enough to analyze throughout the course.

You will be graded as a team.

**Midterm Test and Final Exam:** There will be 1 midterm exam, worth 20% of your grade. The midterm will be posted to the course page on October 19th (10 a.m. Halifax time) and students will have 24 hours to complete and submit the test. The test will cover materials discussed in the preceding weeks.

The final exam is cumulative, and will take place during the final exam period on a date set by the registrar. The exams cover materials discussed in class and assigned textbook chapters.

### Missed Exam Policy

There are no makeup midterm exams. If a student misses the midterm for a valid reason, as defined in Section 16.8 of the University Calendar, then the weight of the midterm will be added to the final exam. So the final exam will count as 40% of the total grade. In order to be fair to all students, your final exam grade will also be worth 40% of your total grade if you perform better on the final compared to the midterm.

If a student misses the final exam for a valid reason, the student will have the opportunity to write a makeup exam, scheduled after the end of the official exam period. Please check and confirm the final exam dates on the academic calendar or here: [Dates](#)

### Grade Conversion

Numerical grades will be converted to letter grades following the scale below:

A+ (90-100)	B+ (77-79)	F < 70
A (85-89)	B (73-76)	
A- (80-84)	B- (70-72)	

Grades will be rounded up from 0.5 within the intervals between letter grades.

## Attendance/Discussions

The course will be delivered asynchronously so that students can access and engage with the material at their own pace. Lecture materials will generally be posted on [Brightspace](#) at the beginning of each topic, and the discussion forum will be open on Fridays for students to leave any questions or respond to questions from other students. Participation in these discussions will form part of your grade. Students are required to participate every week and each student must leave a question and address a question posed by another student. Participation will be judged by quantity (weekly) and quality (insight and completeness).

You will be free to discuss any relevant topics related to economic growth and economic growth theory on the discussion forum. The discussion will be moderated based on the following ground rules from [here](#):

- **Participate:** Students must contribute to the conversations. Providing insightful commentary in the online discussions a requirement for passing the course. I will note insightful comments throughout the course and make it known on the forum.
- **Help Others:** One benefit of this interaction is that we will be able to learn from one another. No one is an expert in all-things and we should be willing to help out one another in all aspects of the class.
- **Use Proper Writing Style:** This is a professional environment. Write as if you were drafting a term paper. This involves correct spelling, grammar, and style are expected in academic writing. Sources must be cited and there should be no plagiarism.
- **Respect Diversity:** The space must be conducive for all people regardless of races, gender, sex, age, sexual orientation, religion, and disabilities. Language that could be taken as offensive should be avoided.
- **No Flaming and No Trolling:** Discussions must be constructive, well-meaning, and well-articulated. Rants are unacceptable. Absolutely no profanity.

## Course Content

Below is a list of topics to be covered:

- **Week 1: Introduction**
  1. [Jones, Charles \(1997\), "On The Evolution of the World Income Distribution," Journal of Economic Perspectives vol. 11, pp. 19-36](#)
  2. Chapter 1 of *Introduction to Modern Economic Growth*
  3. Chapters 1 and 2 of Weil (2013)
- **Weeks 2-8, Proximate Causes of Growth:**
  1. **Physical Capital:** Chapter 3 of Weil (2013), Chapter 2 of Acemoglu (2009)
  2. **Growth and Development Accounting:** Chapters 3 and 4 of Acemoglu (2009)
    - Hsieh, Chang-Tai, and Peter J. Klenow. 2010. "Development Accounting," *American Economic Journal: Macroeconomics*, 2(1): 207-23
  3. **Population Growth and Malthus:** Chapters 4 and 5 of Weil (2013)
  4. **Human Capital:** Chapter 6 of Weil (2013)
    - Bils, Mark, and Peter J. Klenow. 2000. "Does schooling cause growth?" *American Economic Review* 90, no.5 (December):1160-1183

- Hanushek, Eric A., and Dennis D. Kimko. 2000. "Schooling, labor force quality, and the growth of nations," American Economic Review 90,no.5 (December): 1184-1208
- 5. **Technological Progress:** Chapters 7, 8, 9 of Weil (2013) AND
  - Nelson, Richard and Edmund Phelps (1966). "Investment in Humans, Technological Diffusion and Economic Growth," American Economic Association Papers and Proceedings. 56, pp. 69-75
  - Lucas, Robert (1988), "On the Mechanics of Economic Development," Journal of Monetary Economics 22, 3-42
  - Romer, Paul (1986). "Increasing Returns and Long-Run Growth" Journal of Political Economy, 94, 1002-1037
  - Acemoglu, Daron (2003) "Labor- and Capital-Augmenting Technical Change," Journal of European Economic Association, 1, 1-37
- 6. **Efficiency:** Chapter 10 of Weil (2013)
- **Weeks 9-12, Fundamental Causes: Institutions, Culture, Geography**
  1. From Weil (2013):
    - **Trade and Openness:** Chapter 11
    - **Government and Institutions:** Chapter 12
    - **Culture:** Chapter 14
    - **Geography and Natural Resources:** Chapter 15
    - **Income Inequality:** Chapter 13
  2. Robinson, James A, Daron Acemoglu, and Simon Johnson. 2005. "Institutions as a Fundamental Cause of Long-Run Growth," Handbook of Economic Growth 1A: 386-472

This is a tentative outline and adjustments may take place as the course progresses. Any changes to the assigned readings will be announced in class. All students are responsible for keeping abreast of any changes at all times.

## **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](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](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](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](mailto:elders@dal.ca)).

**Information:** [https://www.dal.ca/campus\\_life/communities/indigenous.html](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](https://www.dal.ca/academics/important_dates.html)

### **University Grading Practices**

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

### **Student Resources and Support Advising**

**General Advising** [https://www.dal.ca/campus\\_life/academic-support/advising.html](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](https://www.dal.ca/campus_life/communities/indigenous.html)

**Black Advising Centre:** [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

**International Centre:** [https://www.dal.ca/campus\\_life/international-centre/current-students.html](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](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](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](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](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

### **Declaration of Absence Procedures**

**Student Absence Declaration Form:** [dal.ca/studentabsence](https://www.dal.ca/studentabsence)

**Regulation for Missed or Late Academic Requirements due to Student Absence:**  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html](https://www.dal.ca/dept/university_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html)

Students can submit a maximum of two separate Student Declaration of Absence Forms per course during a term. Following the second submission, a member of the Student Success Centre team will follow up with the student to discuss any required support and possible solutions for academic success.

Declaration of Absence forms should be sent to me by email.

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

**Department of Economics Statement on Academic Integrity:** <https://www.dal.ca/content/>