

**Dalhousie University**  
**Halifax, NS**  
**Department of Economics**  
**Economics 5001**  
**ECONOMIC GROWTH SYLLABUS**  
**FALL 2023**

**Course Outline**

Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

**Instructor:** Dozie Okoye

**Office:** Economics C24

**E-mail Address:** [cokoye@dal.ca](mailto:cokoye@dal.ca)

**Office Hours:** T & TH 14:30-15:30

or By Appointment

**Session:** Sept. 5 - Nov. 30, 2023

**Class Room:** MCCAIN 2016

**Class Time:** In-person-T & TH 13:05-14:25

**Course Website:** Materials on [Brightspace](#)

**Your T.A. will be:**

**TA:** T.B.C.

**E-mail address:** T.B.C.

**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.

**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 (including random quizzes):	40% (Bi-Weekly)
Midterm: (October 12th)	20%
Final exam:	40%

**Assignments:** The assignments are required to be completed in groups. Students are encouraged to use Brightspace or in-class meetings to introduce themselves and pair up in groups of 2 or 3 (ideally 3). The groups are permanent and will work together throughout 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 learned 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. Teamwork is an essential component of working as a professional economist and it is a good idea to learn this valuable skill.

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 19th, each 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 in 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, and ability to work together.

You will be graded as a team, and I will organize random quizzes based on the assignments in-class.

**Academic Integrity:** Note that your assignments will be checked for plagiarism using URKUND, so ensure your work passes every check for academic integrity. You should be a responsible learner, which means that assignments must be in your own words and you must acknowledge any sources of information or ideas when they are not your own.

This means that you MUST acknowledge the use of generative AI tools (e.g. ChatGPT) and large language models in your essay (e.g. those used to translate texts), including a direct link to your question thread, and cite the tool used. Ultimately, the ideas in the assignment must be your original idea.

**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 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 (December 8-19). 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 60% of the total grade. In order to be fair to all students, your final exam grade will also be worth 60% 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

The course will be delivered in-person and attendance is important so that students can keep up with the material. Lecture materials will generally be posted on [Brightspace](#) at the beginning of each topic.

Class discussions and participation should be based on the following ground rules from [here](#):

- **Participate:** Students must contribute to the conversations.
- **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 (tentative and subject to change):

- **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. [Jones, Charles I., and Peter J. Klenow. "Beyond GDP? Welfare across countries and time." American Economic Review 106, no. 9 \(2016\): 2426-57](#)
  3. Chapter 1 of *Introduction to Modern Economic Growth*
  4. 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

## **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 at 1321 Edward St or [elders@dal.ca](mailto:elders@dal.ca). Additional information regarding the Indigenous Student Centre can be found at:

[https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

## **Internationalization**

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: <https://www.dal.ca/about-dal/internationalization.html>

## **Academic Integrity**

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all 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. Additional academic integrity information can be found at:

[https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

## **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre ([https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro

(<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

## **Conduct in the Classroom - Culture of Respect**

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

## **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 (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: <http://www.dal.ca/cultureofrespect.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. The full Code of Student Conduct can be found at: [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)

## **Fair Dealing Policy**

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at:

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

## **Originality Checking Software**

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)

## **Student Use of Course Materials**

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.



Faculty of Science

# Student Resources and Support

## University Policies and Programs

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)

Classroom Recording Protocol:

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html)

Dalhousie Grading Practices Policies:

[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)

Grade Appeal Process: [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)

Sexualized Violence Policy:

[https://www.dal.ca/dept/university\\_secretariat/policies/health-and-safety/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html)

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

## Learning and Support Resources

General Academic Support – Advising (Halifax):

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

General Academic Support – Advising (Truro): <https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html>

Student Health & Wellness Centre: [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)

On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond): [https://www.dal.ca/campus\\_life/academic-support/On-track.html](https://www.dal.ca/campus_life/academic-support/On-track.html)

Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.html>

Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the office in the Indigenous Student Centre or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803:

<https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>

Black Student 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.html](https://www.dal.ca/campus_life/international-centre.html)

South House Sexual and Gender Resource Centre: <https://southhousehalifax.ca/about/>

LGBTQ2SIA+ Collaborative: <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>

Dalhousie Libraries: <http://libraries.dal.ca/>

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

Dalhousie Student Advocacy Services: <https://www.dsu.ca/dsas?rq=student%20advocacy>

Dalhousie 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)

Human Rights and Equity Services: <https://www.dal.ca/dept/hres.html>

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)

Study Skills/Tutoring: [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

Faculty of Science Advising Support: <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

## **Safety**

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

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

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

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