Australian School of Business
School of Economics

ECON 3109
ECONOMIC GROWTH, TECHNOLOGY AND
STRUCTURAL CHANGE

Course Outline
Semester 1, 2010

Lecturer in Charge:
Peter Kriesler
ABS, Room 441,
Phone 02 9385 3373,
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COURSE WEBSITE
http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp
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1 STAFF CONTACT DETAILS

Lecturer-in-charge: Peter Kriesler
Room ABS441
Phone No: 9385 3373
Email: p.kriesler@unsw.edu.au
The Lecturer-in-charge is responsible for the overall direction and content of the course.

The Course Administrator/tutor for the course is Roni Demirbag
roni.demirbag@usyd.edu.au

1.1 Communications with staff
You should feel free to contact your lecturer(s) about any academic matter. All enquiries about the subject material be made at lectures or tutorials or during consultation time. Discussion of course subject material will not be entered into via lengthy emails. Email correspondence on administrative matters (e.g. advising inability to attend tute) will be responded to within 48 hours, but not over weekends. Please note that the lecturer has no advance notice of the date and time of the exam [the subject of many emails].

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12) The Time and Location are: Monday 11.00-13.00 Quad 1027

Tutorials start in Week 2 (to Week 13). A full list of tutorials, times and tutors will be on the Course Website.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
This course presents an introduction to the analysis of economic growth, development and the role of technology and structural change. The subject seeks to explain the factors which determine how societies grow and develop, with special emphasis on the role of institutions. Various approaches will be examined, and some attention will be paid to problems associated with growth.

2.4 Aims and Relationship to Other Courses
This course provides an introduction to the analysis of growth, development and structural change at an intermediate level.

2.5 Student Learning Outcomes
In addition to acquiring a deeper and more meaningful understanding of growth analysis this course assists in providing an environment that fosters in our students the following graduate attributes:

1. the skills involved in scholarly enquiry;
2. an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context;
3. the capacity for analytical and critical thinking and for creative problem solving;
4. the ability to engage in independent and reflective learning;
5. Information Literacy – the skills to locate, evaluate and use relevant information;
6. the capacity for enterprise, initiative and creativity;
7. a respect for ethical practice and social responsibility;
8. the skills of effective communication.
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The philosophy underpinning this course and its Teaching and Learning Strategies are based on “Guidelines on Learning that Inform Teaching at UNSW. These guidelines may be viewed at: www.guidelinesonlearning.unsw.edu.au.

The approaches to teaching and learning adopted in this course can be summarised as:

**Learning by doing.** Education builds on what is already known and then takes the learner into the unknown. Listening is important but there should also be active engagement in the learning process through reading, writing and discussing. In these ways, students take responsibility for their own learning. Deep learning is preferable to superficial, thus analysis, critical thinking, and evaluation are more important than memorization and rote learning of factual information. Learning activities should be challenging and should inculcate skills of research and analysis. They should also be interesting and relevant to the real world.

**One size does not fit all.** Students come from wide and varied backgrounds. Everyone’s experience of learning and style of learning is different. Most students find some aspects of University education more agreeable than others. Therefore learning activities should be varied and designed to not disadvantage any particular type of student.

**Spelling it out.** Students perform best in a situation where the aims of the course, the expected learning outcomes and the rationale for each type of assessment task are made as clear as possible. Similarly, it is preferable if students have a clear idea what is expected of them in lectures, tutorials, assignments and examinations.

**Talk to each other.** Students may learn from each other as well as from the lecturer and their own individual learning activities. One of the reasons for tutorial classes is to facilitate interaction between students through discussion and group work.

**Know how you are going.** Assessment tasks should relate to the aims of the course and the expected outcomes of the learning process. Assessment should be constructive, transparent and objective. Students are entitled to receive feedback on their progress which is sufficiently comprehensive, meaningful and timely.

3.2 Learning Activities and Teaching Strategies

The examinable content of the course is defined by the references given in the Lecture Schedule, the content of Lectures, and the content of the Tutorial Program.

**Lectures**

The purpose of Lectures is to provide a logical structure for the topics that make up the course; to emphasize the important concepts and methods of each topic, and to provide relevant examples to which the concepts and methods are applied.

**Tutorials**

Tutorials are an integral part of the subject. Tutorial presentations/discussion questions/problems will build on the material discussed in class with the lecturer.

**Out-of-Class Study**

While students may have preferred individual learning strategies, it is important to note that most learning will be achieved outside of class time. Lectures can only provide a structure to assist your study, and tutorial time is limited.

An “ideal” strategy (on which the provision of the course materials is based) might include:

- Reading of the relevant chapter(s) of the text and any readings **before the lecture.** This will give you a general idea of the topic area.
Attendance at lectures. Here the context of the topic in the course and the important elements of the topic are identified. The relevance of the topic should be explained.

Attending tutorials and attempting the tutorial questions.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50 out of 100; and
- make a satisfactory attempt at ALL assessment tasks (see below).

4.2 Assessment Details

Assessment will consist of:

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<tr>
<th>Assessment Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Tutorial Journals</td>
<td>30%</td>
</tr>
<tr>
<td>Debate</td>
<td>10%</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehensive final examination</td>
<td>50%</td>
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</table>

Satisfactory performance is required in all parts of this course.

4.3 Tutorial Participation

Marks Guide for Tutorial Participation

<table>
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<tr>
<th>Marks</th>
<th>Description</th>
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<tr>
<td>0</td>
<td>Below 80% of attendance as required by UNSW and ASB rules. Attendance at 9 of 11 tutorials will be deemed as meeting the requirement. Students must sign on by 10 minutes from start of tutorial to qualify as ‘in attendance’. Signing on for another student will be treated as misconduct.</td>
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<tr>
<td>4</td>
<td>Has satisfied the attendance requirement (attended at least 9 tutorials) but has not contributed to class discussion.</td>
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<tr>
<td>6-10</td>
<td>Has attended 9-11 tutorials and contributed to class discussion in relevant and constructive ways.</td>
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If, owing to illness or other exceptional circumstances, you are unable to attend your usual tutorial, you may try to attend another tutorial in the same week. However, you are required to attend your usual tutorial class at least 9 times during the session. This allows for occasional absence due to minor illness and other reasons, hence special consideration applications will not reduce this requirement.

Students should also note that, in certain circumstances, such as where a request for special consideration is made in relation to assessment items, tutorial attendance will be taken into account in determining your final assessment or whether special consideration is granted.

4.3.1 Debates

Some tutorials in this course will be presented in the form of a debate, with students presenting each side of an argument about question in political economy. These presentations will be assessed according to guidelines which will be distributed during classes. In addition, in the week after their debate, students will submit a 2 page report outlining their main arguments. The report should be properly referenced.

4.3.2 Tutorial Journals
Students will be required to keep a record of their tutorial preparations for those tutorials involving discussion questions, in the form of an on-line tutorial journal. This is not a diary; rather we are asking you to keep a record of your learning throughout the course by thinking about and answering questions on your tutorial material. The hallmark of a journal is that there are multiple entries made over a period of time. In your case, it is to be done fortnightly. When you post a journal entry online, the exact time you submitted it will be recorded.

**What do I need to include?**

- Answers to the fortnightly discussion questions

**How much should I aim to write?**

- 2 typewritten pages.

**What makes for a good answer?**

- Try to apply the concepts, theories and frameworks you have learnt in the lecture and the readings to help you develop an answer (ie. don’t just guess or use commonsense);
- Show that you understand the key concepts that you are using (DON’T use a term you don’t know the meaning of – look it up first!)
- Make sure you answer the question being asked: a relevant answer is important;
- Make your point of view clear (ie. the reader needs to understand what it is you are arguing)
- Explain your point of view: don’t make assertions without justifying and providing evidence for them;
- If you wish, use examples to help illustrate your point;
- Try to be comprehensive in your answer and think about the different dimensions relating to the question;
- However, quality not quantity: don’t just try to fill up space for the sake of it and don’t just write down everything you know;
- Yes, you may use point form – however, if you use bullet points, make sure you still explain each point;
- Keep in mind that usually in economics there is no single right answer;
- Try to express yourself clearly, although you will not be marked down for spelling errors and grammatical mistakes;
- In your answers to discussion questions, you must refer to the textbook and readings, although you can use additional material (eg. from lectures, library) to expand your argument.

Following these guidelines will help you develop your critical and analytical thinking. These are also the principles behind a good exam answer so the tutorial journal constitutes valuable exam preparation.

**How will I be assessed?**

You will be assessed on the basis of

1. whether you have submitted your journal entries on time (remember, Blackboard records the EXACT time you posted your journal entry); and
2. the quality of your entries.

Further details will be made available on the web.

### 4.4 Final Exam Format

A two hour Final Examination will be held in the University’s Examination Period. The final exam will cover the entire course. The examination will require answers to three essay questions with some choice given.

The date of the examination in this course will be published in the University’s Provisional Examination Timetable. Students who have timetable clashes should report these immediately to the Examinations Branch. Please note: the date for the examination in this course is determined by the Examination Branch of the University – not by the Lecturer-in-Charge.

The final unseen examination provides students with an opportunity to demonstrate the competencies they have gained over the session in a time-restricted environment. They will encounter many such demands to perform under time pressure in their later careers and thus the experience of taking University examinations will stand
them in good stead when these occasions arise. The questions in the exam will cover all the topics in the course and will encourage students to draw together material from different parts of the course in writing their answers. Students must attempt three questions. The time allowed is two hours.

It is important to note that a satisfactory performance in the Final Examination is required to pass this course.

5 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW’s policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE tutorial for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz:
http://www.lc.unsw.edu.au/plagiarism/plagquiz.html
For information on how to acknowledge your sources and reference correctly, see:
http://www.lc.unsw.edu.au/onlib/ref.html
For the ASB Harvard Referencing Guide, see:

In the School of Economics all cases of substantial plagiarism are reported to the Associate Head of School. The following penalties will apply:

- Reduction in marks for the assessment item, including zero;
- Failure in the course [00FL] in extreme cases;
- Other additional penalties in accordance with the UNSW Procedures for Dealing with Student Plagiarism, may be considered in extreme cases;
- All cases will be recorded on the UNSW Plagiarism Central Register

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. You are strongly encouraged to take part in the feedback process.

7 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.


7.1 Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.
Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

7.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

7.3 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

7.4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For advice on UNSW policies and procedures for granting special consideration and supplementary exams, see:

‘UNSW Policy and Process for Special Consideration’:
https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Policy and Process for Special Consideration

1. Applications for special consideration (including supplementary examinations) must go through UNSW Central administration within 3 working days of the assessment to which it refers – applications will not be accepted by teaching staff;
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam.
3. Special consideration requests do not allow lecturers-in-charge to award students additional marks;
4. If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge

Policy re requests for Special Consideration

The policy of the School of Economics is that the Lecturer-in-charge will need to be satisfied on each of the following before agreeing to or supporting a request for special consideration:

1. For a medical certificate to be accepted, the degree of illness must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid;
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least 40% in each assessment item specified in the Course Outline and meeting the obligation to have attended 80% of tutorials;
3. History of previous applications for special consideration. Previous applications may preclude a student from being granted special consideration;
Special Consideration and Assessments other the Final Exam

For the application of special consideration to assessment items other than the final exam, refer to the specific policies outlined. The School of Economics does not provide supplementary assessment items other than for the final exam.

Special Consideration and the Final Exam

Requests for special consideration in relation to the final exam are determined by an ASB Faculty panel to which Lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this may entitle the student to sit a supplementary examination. In such cases the following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. Actual date will be advised by mid-semester;

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will not be marked and only the mark achieved in the supplementary examination will count towards the final grade. To be clear, failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and will result in a zero mark for the final exam.

The ‘ASB Policy and Process for Special Consideration and Supplementary Exams in Undergraduate Courses’ is available at: http://wwwdocs.fce.unsw.edu.au/fce/current/StudentSuppExamProcedure.pdf

8 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

ASB Education Development Unit (EDU) (www.business.unsw.edu.au/edu)
Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au

UNSW Learning Centre (www.lc.unsw.edu.au)
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

Library training and search support services: http://info.library.unsw.edu.au

UNSW IT Service Desk: Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333.

Website: www.its.unsw.edu.au/support/support_home.html

UNSW Counselling Service (http://www.counselling.unsw.edu.au)
Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’.
Office: Level 2, Quadrangle East Wing; Ph: 9385 5418

Student Equity & Disabilities Unit http://www.studentequity.unsw.edu.au)
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

9 COURSE RESOURCES

The website for this course is on UNSW Blackboard at:
http://lms-blackboard.tefl.unsw.edu.au/webapps/portal/frameset.jsp
The textbook for this course is:

Recommended:

Both of these have many entries relevant to both the lectures and tutorials
In addition there is a very good collection of one summaries of issues related to lectures and tutorials at: http://www.ipc-undp.org/pub/IPCOnePagerBook.pdf

10 COURSE SCHEDULE

10.1 Lecture Schedule
Lectures start in Week 1 and finish in Week 12.

"Chang" refers to the course textbook. Most of the other items are available online from the library by following the “MyCourse” link. Journal articles can be accessed online through the library website. Copies of all other references will be kept in open Reserve.

<table>
<thead>
<tr>
<th>Week 1: Introduction to the Analysis of Economic Growth</th>
<th>March 1</th>
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<tbody>
<tr>
<td>What do we mean by economic growth? How have economists traditionally tried to explain it? What is the meaning of life, the universe and everything?</td>
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<tr>
<td>Chang Chapter 1</td>
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<tr>
<th>Week 2: Introduction to Development Issues</th>
<th>March 8</th>
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<tr>
<td>The meaning of “economic development”. Why treat it as a separate analytical problem?</td>
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<tr>
<td>Chang Chapter 2, 3</td>
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<tr>
<td>Clark: “Culture and development”, “Human development”, Human development and economic growth”</td>
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</tr>
<tr>
<td>Secondi, Chapters 1 &amp; 2</td>
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</table>
Week 3: Some Theories of Economic Development: The Importance of “Duality”  March 15

Some of the main work in economic development has stressed the role of capital accumulation, and the importance of the distinction between the “traditional” agricultural sector and the “modern” manufacturing sector.

Chang, Chapters 10 and 11
Clark, “the Lewis model”

Week 4: Cumulative Causation in Economic Development  March 22

The role of vicious and virtuous circles in explaining the differences in country’s growth rates; why once they do well, it is easy to keep doing well, while once countries are in trouble, it is hard to get out of that trouble.

Clark: “history and development studies” “Myrdal, Gunnar”

Week 5: The Role of Finance and Stock Markets  March 29

Structuralist models, as well as those stressing the role of finance in the development process, have developed as an alternative to more traditional models.

Chang, Part V
Secondi, Part 6
Week 6: Balance of Payments and Economic Growth

April 12

There is a significant body of literature which argue that the main constraint on economic growth and development is imposed by the balance of payments, and are, therefore, heavily influenced by trade.

Chang  Part IV
Secondi, Part 7
Clark, “international trade”

Week 7: Income inequality, human rights, economic growth and development

April 19

Changes to the distribution of incomes, and to human rights are both the cause and the result of economic growth and development.

Chang, Part VI
Secondi, Part 3
http://www.cgdev.org/content/publications/detail/2789
“Growth is good” The Economist May 27 2000 p. 96
“Slicing the cake” The Economist October 19 1996, p. 104

Week 8: NO LECTURES OR TUTORIALS THIS WEEK DUE TO ANZAC DAY PUBLIC HOLIDAY

Week 9 :Role of State in economic growth and transformation

May 3
Concept of State, the Neo liberal model, the developmental state model

Chang, Introduction and Chapter 2
Clark: “democracy and development” “state and development”
Edward Elgar Publishing Limited, Chelthenham

<table>
<thead>
<tr>
<th>Week 10: Institutions and Governance</th>
<th>May 10</th>
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<tbody>
<tr>
<td>Chang, Part VII</td>
<td></td>
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<tr>
<td>Secondi, Part 2</td>
<td></td>
</tr>
<tr>
<td>Clark, “institutions and development”</td>
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<tr>
<th>Week 11: Development and the Environment</th>
<th>May 17</th>
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<tbody>
<tr>
<td>Guest Lecture: Associate Professor Michael Johnson</td>
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<tr>
<td>Secondi, chapter 32</td>
<td></td>
</tr>
<tr>
<td>Clark: “environment and development”</td>
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<tr>
<td>Look at the UN Intergovernmental Panel on Climate Change at <a href="http://www.ipcc.ch/">http://www.ipcc.ch/</a></td>
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</tbody>
</table>

| Week 12: Overview | May 24 |

10.2 Tutorial Schedule

Tutorials start in Week 2 and finish in Week 13.

Tutorials in this course will alternate between two different types. The first is a critical discussion of the question set each fortnight. The recommended readings for the relevant lecture should be regarded as the starting point for research into the question. In order to prepare for these sessions, students will be required to keep a record of their tutorial preparations for these tutorials in the form of an on-line tutorial journal.
The second type of tutorial will be presented in the form of a debate, with students presenting each side of an argument about the development process. For many of the debates, we will use the *Human Development Reports* produced by the United Nations Development Program (Oxford: Oxford University Press) as background material to guide the debates. Note that the HDRs have been quite controversial and watch out in particular for the use of statistics (check which countries are included (or excluded), the time period used, the data sources and comparability of different data sources, use of current exchange rates or PPP etc.). These Reports should be regarded as the starting point for research into the topic. Also, Clark, D. (ed) (2006) *The Elgar Companion to Development Studies*, Edward Elgar Publishing Limited, Chelthenham has many useful references, as does May Robinson’s *A Voice for Human Rights* (2006) University of Pennsylvania Press, Philadelphia and Snarr, M. And Snarr, D. (eds; 4th ed) (2008) *Introducing Global Issues*. Lynne Reinner PublishersLondon

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<thead>
<tr>
<th>WEEK 2</th>
<th>TUTORIALS:</th>
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<tr>
<td>WEEK 2</td>
<td>Introduction and allocation of debate topics</td>
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<tr>
<th>WEEK 3</th>
<th>MEANING OF ECONOMIC DEVELOPMENT</th>
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<tr>
<td>DISCUSSION QUESTION</td>
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“Development was one of the most persistent myths of the second half of the twentieth century. Theoreticians, experts and politicians have been convinced that economic and social developments is an inborn, one could say inevitable, process for all nation-states. They think that it is only necessary to apply the correct theories and policies and poor countries will begin to create wealth and become societies with high living standards. …. Development, however, has proven to be as elusive as the conquistador’s dream [of hidden gold]”. De Rivero, O (2001) *The Myth of Development The Search for El Dorado*, pp. 110

Discuss paying particular attention to the distinction between economic growth and development.

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<th>WEEK 4</th>
<th>DEBATE</th>
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“The search for security lies in economic development not in arms. Most of the problems associated with terrorism and lack of security have, at heart economic roots”.

*Human Development Report 1994* New dimensions of human security


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<th>WEEK 5</th>
<th>DISCUSSION QUESTION</th>
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<tr>
<td>Outline some of the major differences between developing and developed economies. In what ways can economics help explain the potential development paths which less developed economies can take?</td>
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| WEEK 6 | |
|--------| |
DEBATE

“Economic growth, if not properly managed, can be jobless, voiceless, ruthless, rootless and futureless, and thus detrimental to human development. The quality of growth is therefore as important as its quantity for human development and sustainability”
Human Development Report 1996 Economic growth and human development

WEEK 7
DISCUSSION QUESTION

What role does the financial system play in the development process? How does this role change during the course of development?

WEEK 8: NO LECTURES OR TUTORIALS THIS WEEK DUE TO ANZAC DAY PUBLIC HOLIDAY

WEEK 9
DEBATE

“Gender inequalities are the main barriers to social and economic transformation, placing constraints on the achievement of well-balanced development”
Human Development Report on Gender 2003
http://hdr.undp.org/reports/detail_reports.cfm?view=674
Human Development Report 1995 Gender and human development

WEEK 10
DISCUSSION QUESTION

“The economies of East Asia not only grew economically but were also able to accomplish income distribution and make a socio-structural transformation, which is required to sustain increased output and consumption” Khaqan Hassan Najeeb “The divergence in development of Sub-Saharan Africa and East Asia” p. 2
Explain how the East Asian economies were able to achieve this.

WEEK 10
DEBATE

“The development process necessarily involves a trade of between development and human rights., It is not possible, nor necessarily desirable, to achieve both”.
Human Development Report 2000 Human rights and human development

WEEK 10
DISCUSSION QUESTION
Discuss the role of the state in the development process. How has this role been viewed in the neo liberal reform process over the decades?

**WEEK 11**
**DEBATE**

“Corrupt practices in government and major institutions are the main factors holding back development for most of the less developed countries”

*Human Development Report 2002 Deepening democracy in a fragmented world*


**WEEK 12**
**DISCUSSION QUESTION**

Does societal capability matter for economic growth and institutional capability of economies?

11 **KEY DATES AND STUDENT RESPONSIBILITIES**

*It is your responsibility to ensure that:*

1. You are recorded by the University as being correctly enrolled in all your courses.

2. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.

3. You abide by key dates:

   **Monday 1 March** is the first day of Semester 1 lectures.

   **Sunday 7 March** is the last day you can enrol in Semester 1 courses.

   **Sunday 7 March** is the due date for Semester 1 fees.

   **Wednesday 31 March (Week 5)** is the last day for students to discontinue without financial penalty (and the last date to finalise arrangements for HECS-HELP and FEE-HELP).

   **Sunday 25 April (end Week 7)** is the last day to discontinue without academic penalty.

4. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the semester’s examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The examination period for Semester 1, 2010, falls between **Friday 11 June** and **Monday 28 June (provisional dates subject to change)**.

5. When the provisional examination timetable is released, ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations. The final examination timetable for Semester 1 is released in May (date TBA).

6. Note that some Schools schedule a common date for any supplementary exams that may be required – it is your responsibility to check the School websites and ensure that you are available to take the exam on the scheduled date.

A full list of UNSW Key Dates is located at: [https://my.unsw.edu.au/student/resources/KeyDates2.html](https://my.unsw.edu.au/student/resources/KeyDates2.html)