

TEACHING GUIDE
GROWTH AND DEVELOPMENT ECONOMICS

GRADO EN ECONOMÍA (INGLÉS)

ACADEMIC YEAR 2023-24

Date: 11-07-2023

I.-Subject Identification	
Type	OPTATIVA
Teaching period	4 course, 2Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation
<p>This course is oriented to the study and understanding of the factors that best explain the long-term economic growth and the development of nations, as well as those policies that affect these results.</p> <p>Mainly based on the methodology and concepts used by economists since the second half of the 20th century, the course is structured in three main parts.</p> <p>Part I introduces a kit of analytical tools —the most relevant Neoclassical models of growth— to deal with the <i>proximate</i> determinants of economic growth, as well as with key concepts of "growth accounting". Since much of this economic toolkit is based upon highly formalized mathematical models, the student is expected to have an adequate knowledge of mathematical modeling, as well as of statistical and econometric analysis.</p> <p>Part 2 introduces the main theories and empirical evidence that underly the young subfield of Development Economics. It covers issues related to the very concept of development, different ways to measure it, various theoretical approaches and empirics both from a historical perspective and from the vantage point of current dilemmas facing economic development policy.</p> <p>Finally, since the analysis of economic growth and development can not be confined to a purely theoretical level, but rather it requires an understanding of why and how the empirical evidence —both concerning the reality of economic growth and development, as well as the policies that guide it— respond to (and often depart from) these theoretical approaches, Part 3 is dedicated to the far more complex <i>deep</i> determinants of economic growth and development. This will require to the understanding and use of an overarching institutional economics framework that may integrate, beyond the economic dimension of development, political, social and cultural factors.</p> <p>More specifcally, upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the determinants of both long-term economic growth and the development of nations. 2. Grasp and be able to apply the concepts of per capita income, productivity and employment from a dynamic point of view. 3. Identify and understand the various exogenous and endogenous variables that drive economic growth. 4. Identify, understand and solve the limitations of economic growth and development. 5. Practical use both of quantitative and qualitative data relevant to economic growth and development. 6. Be able to apply the theoretical toolkit to concrete situations and realities. 7. Identify and understand the limitations of the models used. 8. Identify and apply the policies that are conducive to economic growth and development. 9. Modify proposals (policies) according to the models used. 10. When managing contradictory objectives, understand the trade-offs involved both in terms of objectives and instruments.

III.-Competences
Generic competences

CT06. Ability to analyse and search for information from different sources

CT11. Work in an international context

CT17. Creativity

CT18. Leadership

CT19. Initiative and proactive attitude

CT20. Environmental and social awareness

CB02 . That students are able to apply their knowledge to their work or vocation in a professional manner and have the skills that are typically demonstrated through the preparation and defense of arguments and problem solving within their field of study.

CB03 . That students have the ability to gather and interpret relevant data (usually within their field of study) to express judgments that include a reflection on relevant topics related to social, scientific or ethical areas.

CB04 . That students are able to transmit information, ideas, problems and solutions to both specialized and non-specialized audience.

Specific competences

CE18. Analysis of international economic growth

CE19. Forecasting with different economic variables

IV.-Contents

IV.A.-Syllabus

PART I

- Lesson 1. Introduction to economic growth and development
- Lesson 2. Some models of exogenous growth
- Lesson 3. Some models of endogenous growth
- Lesson 4. Public Expenditure and Economic Growth

PART II

- Lesson 5. Accounting for economic growth
- Lesson 6. Convergence and growth: evidences

PART III

- Lesson 7. Economic Development: concept, measurement, theories and experiences
- Lesson 8. Sustainable Development

Important note: The syllabus outlined above has been designed to meet the *minimum content* requirements that must be covered by every member of the faculty teaching this course.

IV.B.-Training activities

Type	Title
Practical / resolution of exercises	Assignments and activities for each lesson / module
Reading	Critical analysis of a book or paper on economic growth and development to be chosen from a list to be proposed by the professor

V.-Student workload		
Lecture classes	44	
Practical classes/resolution of exercises, case studies, etc.	14	
Practical sessions in technological laboratories, hospitals, etc.	0	
Tests	2	
Academic tutorials	18	
Related activities: conferences, seminars, etc.	0	
Preparation of lecture classes	45	
Preparation of practices, exercises, cases studies work	32	
Test preparation	25	
Total student workload	180	
VI.-Methodology and academic programme		
Type	Period	Content
Work placements	Week 1 to Week 14	Resolution of practical exercises and case studies: (i) Two practical development cases (China and Guatemala) will be introduced by the professor and discussed in class. (ii) Students will choose a country before Week 4 and will receive proper guidance and tutoring to perform a simple analysis of its development policy.
Master classes	Week 1 to Week 14	Introduction and discussion of the content of the course, both in its theoretical and more empirical dimensions.

VII.-Assessment methods

VII.A.-Assessment weighting

Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

Extraordinary assessment: Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

Description of the tests for assessment and their weights.

Reassessable activities: 60%. Final exam.

Non reassessable activities: 40%. Defined by the teacher on the first day of class and described on the virtual campus.

Example:

- **Written final exam***: 60% of total grade (reassessable in the extraordinary resit exam)
- **Online quizzes** on Moodle: 10% of total grade (non reassessable in the extraordinary resit exam)
- Presentation and submittal of **practical development case** (country analysis): 20% of total grade
- **Attendance and participation in class** (physical or online): 10% of total grade

Minimum score on the final exam to pass the subject is 4.0 / 10. Students who end up with an average grade for the course lower than 5, will have the opportunity to take an extraordinary resit exam accounting for 60% of the total grade.

Attendance to class —whether physical or online, depending on the circumstances— is mandatory. A proper record shall be kept since an attendance level above 70% is required for a student to be allowed to take the final exam. Exceptions must in all cases be duly justified and any special circumstances discussed and agreed with the professor beforehand.

Important Note: This evaluation methodology is orientative and will be adapted according to the number of students enrolled in the course. At the beginning of the course the teacher will define with sufficient clarity the methodology of evaluation of the subject and will make it public through the virtual campus. Furthermore, some adaptation may be required, and will be agreed with the students —and formalized by writing in the virtual platform—, in order to cope with constraints limiting physical attendance to class.

VII.B. Assessment of students with an academic exemption

Student who wish to opt for this assessment will have to get an academic exemption for the subject, which they will have to request from the Dean or Director of the Centre which teaches their course. An academic exemption may be granted where the subjects own characteristics allow for it.

Subject with the possibility of an exemption: Yes

VII.C. Review of assessment tests

In accordance with the exam appeal regulations of the Universidad Rey Juan Carlos.

VII.D.-Students with a disability or special educational needs

Curricular adaptations for students with a disability or special educational needs will be determined by the Disabled Students Support Department, in accordance with the regulations governing the Disabled Students Support service, approved by the Universidad Rey Juan Carlos Council, in order to guarantee equal opportunities, inclusive treatment, universal accessibility and a greater guarantee of academic success.

For this purpose, this Department will have to issue a curricular adaptation report, therefore students with disabilities or special educational needs must contact the Department to analyse the different alternatives together.

VII.E.-Academic behaviour, academic integrity and honesty

The Universidad Rey Juan Carlos is completely committed to the highest standards of academic integrity and honesty. Therefore, studying at the URJC means you accept and agree to the academic integrity and honesty values described in the University's Code of Ethics. In order to monitor this procedure, the University has Regulations on academic behaviour at the Universidad Rey Juan Carlos and uses different tools (anti-plagiarism, supervision?) which provides a collective assurance that these essential values are completely developed

VII.-Bibliography	
Reference Generic	
Todaro, M.P. & S.C. Smith (2015). <i>Economic development</i> . Pearson, 12th ed.	
Rodrik, D. (2008). <i>One Economics, Many Recipes: Globalization, Institutions, and Economic Growth</i> . Princeton University Press, Princeton (NJ).	
Barro R. J. & X. Sala i Martin (2004). <i>Economic Growth</i> . The MIT Press, Cambridge (MA). 2nd ed.	
North, D. C. (2006). <i>Understanding the process of economic change</i> . Academic foundation.	
Reference literature	
Acemoglu, D. (2008). <i>Introduction to Modern Economic Growth</i> . Princeton University Press, Princeton (NJ).	
Hirschman, A. O. (1959). <i>The strategy of economic development</i> (No. 338.1). Yale University Press,.	
De Janvry, A., & Sadoulet, E. (2015). <i>Development economics: Theory and practice</i> . Routledge.	

IX.-Lecturers/Teachers/Professors	
Lecturer/teacher/professor's name	GUILLERMO GARCIA DIAZ-AMBRONA
E-mail address	guillermo.gdiaz@urjc.es
Department/field	Economía Aplicada I e Historia e Instituciones Económicas
Category	Profesor/a Asociado/a
Academic qualifications	Doctor
Subject Coordinator	No
Academic tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/-a a través de correo electrónico
Nº of Quinquenios	0
Nº of Sexenio	0
Nº period for technology transfer	0
Stretch Docencia	0