



ECON336

Economic Development

S1 Day 2019

Dept of Economics

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General Information

Unit convenor and teaching staff

Unit Convenor

Dr Alison Vicary

alison.vicary@mq.edu.au

Contact via Via iLearn

E4A437

TBA

Lecturer

Dr Md Mahbubul Hakim

mahbub.hakim@mq.edu.au

Contact via Email

4ER

TBA

Credit points

3

Prerequisites

(PSY122 or STAT150 or STAT170) and 6cp at 200 level including (ECON203 or ECON204 or ECON214 or ECON215)

Corequisites

Co-badged status

Unit description

Despite robust economic growth across the globe in the last decades, around one billion people in the world still suffer from the effects of underdevelopment and poverty. This unit will give students a critical understanding of the inherent problems facing underdeveloped and developing countries. It will provide an in-depth analysis of the different explanations and measures that may be taken to foster economic development and to relax the constraints that slow it down. An integral component of the unit is discussion of the most recent research by economists who work in the field, testing and devising cheap and feasible policy solutions to improve outcomes for the global poor. Focusing on specific examples, such as the prevalence of diseases such as malaria or the schooling outcomes of children in poor households, we will investigate and critically evaluate the effectiveness of existing policy measures and discuss ways to improve our policy response to enduring development challenges.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Appraise the reasons the very poor can remain trapped in poverty

Analyse and explain how economic agents, including the extremely poor, make daily (economic) decisions

Describe and assess the impact on the wellbeing of the poor arising from the institutions (or lack thereof) that govern their lives.

Evaluate the success (and failures) of policy interventions designed to improve the wellbeing of the poor.

Critique populist narratives on poverty in low-income countries

Assessment Tasks

Name	Weighting	Hurdle	Due
Lessons on iLearn	0%	Yes	Most Weeks
Design and Evaluate a Project	60%	No	Various Weeks
Critiquing Foolish Ideas	40%	No	Final Week

Lessons on iLearn

Due: **Most Weeks**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Lessons include reading the relevant chapter from the 'textbook', reading short articles, watching some videos and answering some simple questions.

- You are expected to complete the Lesson before coming to class each week.
- There are no marks attached to the Lessons, but you must complete 10 of the 12 Lessons to pass the course.
- The Lessons will assist you to understand the course content and complete the assessment tasks.
- The Lessons are timed based on the video and article length so if you don't complete all

components of the Lesson, iLearn will not record the Lesson as completed.

- Lessons take between 1 hour and 2 hours to complete.
- It is your responsibility to check the due dates for each weekly Lesson on iLearn and complete the Lessons within the designated timeframe.
- Late submission: Students who do not submit this task by the due date and time receive a result of zero. This penalty does not apply when an application for Special Consideration has been made and approved. Note: applications for Special Consideration Policy must be made within 5 (five) business days of the due date and time.

On successful completion you will be able to:

- Appraise the reasons the very poor can remain trapped in poverty
- Analyse and explain how economic agents, including the extremely poor, make daily (economic) decisions
- Describe and assess the impact on the wellbeing of the poor arising from the institutions (or lack thereof) that govern their lives.

Design and Evaluate a Project

Due: **Various Weeks**

Weighting: **60%**

The literature discussed in the course includes an examination of the impact of relatively cheap projects intended to improve the lives of the poor. This assessment involves students **using the health and education component of this literature (and other appropriate literature)** to design and evaluate a small policy intervention.

There are three stages to the assessment task.

a) Group Submission (20%) (Week 6 Monday 1 April 11:55 pm): Initial submissions from each group of students that outline a project idea and its randomised evaluation.

- In the first class, you will be organised into a group with other classes members. Each group will have 4-5 members. Those students who fail to attend the first class will all be allocated to one group.
- Contributions to the group project will be recorded electronically and attendance in class recorded. Group marks will be negatively adjusted for those students who have not satisfactorily contributed to the development of the project.
- You must submit using the document provided, and each group must submit only one version of this document. Failure to follow this guideline will result in the submission

being awarded a mark of zero.

b) Peer Assessment (10%) (Week 7 Wednesday 10 April 9 am): Each group has to evaluate some of the projects of their peers and present the evaluations to the class.

- Each group will evaluate the projects using a rubric provided for the purpose. Your group will be graded based on the quality of your evaluations.
- Each group must submit their evaluations at the beginning of the class in week 7, i.e. the class where the evaluations will be presented.
- The Unit Convenor and lecturer will determine the final marks for the group submissions.
- Individual contributions to the peer evaluation will be electronically recorded. Failure to adequately contribute will result in a mark of zero being assigned for this component of the assessment.
- Failure to attend the presentation will result in the individual student receiving a mark of zero for this component of the assessment.

c) Individual Submission (30%) (Week 9 Monday 6 May 9 am): A final submission from each student based on your group's project if it made it through the initial submission round. If your group's project is rejected, individuals must revise/amend the project. Part of the job of the individual student is to improve on the initial group submission in light of feedback and class discussion.

Late submission: No extensions will be granted for each component of the assessment. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission incurs a 20% penalty). Late submissions will be accepted up to 96 hours after the due date and time. This penalty does not apply for cases in which an application for Special Consideration is made and approved. Note: applications for Special Consideration Policy must be made within 5 (five) business days of the due date and time.

When an application for special consideration has been approved, the policy allows for the provision of one additional task. The format, time and date of this task will be determined by the Unit Convenor.

You will be provided with additional information about these tasks in class.

On successful completion you will be able to:

- Analyse and explain how economic agents, including the extremely poor, make daily (economic) decisions
- Describe and assess the impact on the wellbeing of the poor arising from the institutions (or lack thereof) that govern their lives.
- Evaluate the success (and failures) of policy interventions designed to improve the wellbeing of the poor.

Critiquing Foolish Ideas

Due: **Final Week**

Weighting: **40%**

Watch the following video - "Defeating Poverty with Entrepreneurship" presented by Julie Colombino - discusses the role of entrepreneurship and poverty (in Haiti).

<https://www.youtube.com/watch?v=SkP-fqJmLjA>

Critique the presenter's views using the ideas covered in ECON336. This assessment involves participating in an online discussion forum, where you will be graded on your capacity to critique the views of the presenter using ideas covered in ECON336 and to respond to the critiques of others in the class. It is expected that the discussion will focus on the ideas in the latter part of the course.

- The discussion will be open for a limited period of 6 days in the final week of teaching.
- You must collate all your posts into one document and submit this document via Turnitin. You must include all references at the end of this document. Failure to submit this document will result in a mark of zero for this component of the assessment.
- You are allowed five posts. Each post must be no more than 250 words (excluding references).
- You must reference the ideas used in each post.

More information will be provided in class.

Late submission: No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission incurs a 20% penalty). Late submissions will be accepted up to 96 hours after the due date and time. This penalty does not apply for cases in which an application for Special Consideration is made and approved. Note: applications for Special Consideration Policy must be made within 5 (five) business days of the due date and time.

When an application for special consideration has been approved, the policy allows for the provision of one additional task. The format, time and date of this task will be determined by the UC.

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- Critique populist narratives on poverty in low-income countries

Delivery and Resources

1. Class Attendance

There will be one three-hour session each week. Students are advised to attend all classes as components of the assessment will be addressed in class. If you can not participate in classes, you should not enrol in this course as you will not be able to complete all the assessment tasks.

2. Online Lessons (ilearn)

For most topics, there will be an online lesson which you must complete before coming to class. These Lessons will be available in the relevant topic folder. The lessons are designed to guide through some of the course content for the week. Embedded in the Lessons will be a series of simple questions to assist you with the learning process. You must complete 10 of the 12 Lessons to be eligible to pass ECON336

3. Required Book

Abhijit Banerjee & Esther Duflo (2012) "Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty," USA, Perseus Books Group.

This book is available in hard copy from the coop bookshop.

This book is also available as an ebook and in audible format.

The authors are well-known development economists from MIT, one of the world's best universities for economics. It is a great read, summarising research on the lives of the poor, their problems, how they make decisions, and the environment in which these decisions are made.

The book introduces you to some of the more recent ideas and approaches in economics. The aim of much of the research is to assist in the design of policy to improve the lives of the poor. Many of the findings are surprising, and the book offers no grand solutions or answers to poverty or other problems associated with development. It instead argues that the research provides information on how to improve the lives of the poor one small well thought out policy intervention after another. Most of these policy interventions are small and not particularly glamorous.

You may also wish to avail yourself of the relevant resources available at the following website

<http://www.pooreconomics.com/>

It is a useful resource designed to assist students and educators.

4. ECON336 iLearn Site

Additional materials including the readings, Lessons and assessment tasks are available on the ilearn site. In addition to attending classes, it is your responsibility to access the website each week to ensure you keep up with the requirements of the course.

Unit Schedule

	TOPIC	Required Reading Prior to Lecture
PART 1: PRIVATE LIVES		
1	Introduction: The Aid Debate & the Poverty Trap	Poor Economics, pp.1-16, pp20-22
2	Malnourished People: Not Taking Care of Nutrition	Poor Economics, pp.19-40
3	The Easy Health Problems have not been Fixed. Are there any New Solutions to an Old Problem?	Poor Economics, pp.41-70
4	Why Poor School Students Learn so Little? Are there any Cheap Solutions?	Poor Economics, pp.71-102
5	Fertility, Gender Discrimination: How do families really make decisions about these issues?	Poor Economics, pp.103-132
PART 2: INSTITUTIONS		
6	More Risk, Little Insurance Cause Catastrophic Outcomes for the Poor	Poor Economics, pp.133-156
7	The Poor and Getting Access to Credit	Poor Economics, pp.157-182
8	Do the Poor find it Harder to Save?	Poor Economics, pp.183-204
9	A Billion Unhappy Poor Entrepreneurs	Poor Economics, pp.205-234
10	What About the Lousy Institutions and the Awful Politics?	Poor Economics, pp.235-265

Learning and Teaching Activities

Online Multimedia Lessons

These online lessons are designed to introduce you to the course content for the week.

Embedded in the Lessons will be a series of short mostly multiple choice questions to assist you with the learning process. There are no marks associated with this activity, but you must complete the Lesson to pass the course. There are three main reasons for the Lessons. 1. To provide an introduction to each of the topics. 2. To engage with the material before coming to class so you can contribute to your team discussions and tasks. 3. To assist you in completing the graded components of your assessment.

Team Decisions: Project Design and Evaluation

Regular team discussions (some of which will occur in class) to design and evaluate a project in health or education. The main reason for these activities is to provide guidance in preparing your individual project submissions.

Peer Assessment

Another component of your teamwork is peer assessment. There are two components to the feedback your team will provide your peers. 1. Rank the projects of other teams and defend your decisions in the class; 2. Provide a written critique and allocate grades for the initial project submissions of other teams. There are two main reasons for these activities: 1. To provide feedback to your peers so they can improve their final individual project submissions. 2. To enhance your understanding so you can improve your final individual project submission.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#) or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](#)

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific

knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Appraise the reasons the very poor can remain trapped in poverty
- Analyse and explain how economic agents, including the extremely poor, make daily (economic) decisions
- Describe and assess the impact on the wellbeing of the poor arising from the institutions (or lack thereof) that govern their lives.

Assessment tasks

- Lessons on iLearn
- Design and Evaluate a Project
- Critiquing Foolish Ideas

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Appraise the reasons the very poor can remain trapped in poverty
- Analyse and explain how economic agents, including the extremely poor, make daily (economic) decisions
- Describe and assess the impact on the wellbeing of the poor arising from the institutions (or lack thereof) that govern their lives.
- Evaluate the success (and failures) of policy interventions designed to improve the wellbeing of the poor.
- Critique populist narratives on poverty in low-income countries

Assessment tasks

- Lessons on iLearn
- Design and Evaluate a Project
- Critiquing Foolish Ideas

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Evaluate the success (and failures) of policy interventions designed to improve the well-being of the poor.
- Critique populist narratives on poverty in low-income countries

Assessment tasks

- Design and Evaluate a Project
- Critiquing Foolish Ideas

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Evaluate the success (and failures) of policy interventions designed to improve the well-being of the poor.
- Critique populist narratives on poverty in low-income countries

Assessment tasks

- Design and Evaluate a Project
- Critiquing Foolish Ideas