
Module Outline (Provisional)

**Faculty of Economic and Management Sciences
Department of Economics**

**Development Economics
ECO 736
Second Semester
2016**

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Part A. General Information

1. Teaching staff and contact times

Name	Amiena Bayat (Lecturer and module co-ordinator)
Room and building	Room 3.15, EMS building
Phone number	021 959 2095
Email	abayat@uwc.ac.za or amienabayat@gmail.com
Consultation hours	Wed 12:00 - 13:30 Thursday: By appointment Friday: 11:00-12:00
Class times	Wednesdays 9:40 – 11:50
Pre-requisites	An undergraduate degree in Economics

2. Module overview

Development economics is the branch of economics concerned with economic development in low to middle income countries. As a field, development economics goes beyond indicators such as GDP or per-capita income, and examines broader issues of human development such as standard of living, health care, education, and equal opportunities. Development economics also concerns itself with issues related to the political economy and how this influences the distribution of resources.

ECO 736/ECO 826 is a postgraduate course in Development Economics. In this module, you will be introduced to advanced topics in Development Economics. In addition, students will learn to interrogate and evaluate the impact of different social and economic policies with the aim of understanding its effectiveness particularly with reference to the South African context.

Part B. Teaching and Learning

3. Teaching and learning activities

There is one two hour lecture that takes place each week. Students are encouraged to actively participate in the class discussions. Course attendance accounts for 10% of the year mark and attendance is compulsory. In addition to this, students are required to submit 10 short essays over the duration of the course. The assignment accounts for 20% of the year mark.

4. Module schedule

25/07/2016 – 31/10/2016

Week	Topic	In-class teaching and learning activity	Assessments
Lecture week 1	Introduction to Development Economics	Formal lecture	
Lecture week 2	Development Perspectives	Formal lecture Assignment presentations	Assignment 1
Lecture week 3	Poverty and Inequality	Formal lecture Assignment presentations	Assignment 2
Lecture week 4	Poverty and Inequality	Formal lecture Assignment presentations	Assignment 3
WEEK 5 TERM BREAK 26 AUGUST – 4 SEPTEMBER 2015			
Lecture week 6	Social Policy - Education	Formal lecture Assignment presentations	Assignment 4
Lecture week 7	Social Policy – Social Security	Formal lecture Assignment presentations	Assignment 5
Lecture week 8	Africa's Growth Performance	Formal lecture Assignment presentations	Assignment 6
Lecture week 9	Emerging Economies	Formal lecture Assignment presentations	Assignment 7
Lecture week 10	The Role of the State	Formal lecture Assignment presentations	Assignment 8
Lecture week 11	The Role of the State	Formal lecture Assignment presentations	Assignment 9
Lecture week 12	Institutions and Social Capital	Formal lecture Assignment presentations	Assignment 10
Lecture week 13	Revision	Formal lecture	

5. MATERIALS' READINGS

DEVELOPMENT PERSPECTIVES

1. Adelman, I. & Yeldan, E. 2000. Is this the end of Economic development? *Structural Change and Economic Dynamics*, 11: 95-109.
2. Sen, A. 1983. Development: Which Way Now? *The Economic Journal*, 93(372): 745-762.
3. Currie-Alder, B., Kanbur, R., Malone, D. M., & Medhora, R. 2013. The State of Development Thought (No. 180073)
4. Kanbur, R. 2006. "W. Arthur Lewis: A Life in Development Economics", A Review of W. Arthur Lewis and the Birth of Development Economics by Robert L. Tignor, July, 2006. Published in *Economic Development and Cultural Change*.

5. Chang, Ha-Joon. "How the Economic and Intellectual Histories of Capitalism Have Been Re-Written to Justify Neo-Liberal Capitalism."
6. Chang, Ha-Joon. 2002. "Breaking the Mould: An Institutionalist Political Economy Alternative to the Neo - Liberal Theory of the Market and the State." *Cambridge Journal of Economics* 26.5: 539-559.

POVERTY AND INEQUALITY

1. Addison, T. 2009. 'Chronic Poverty in the Global Economy'. *European Journal of Development Research*, 21(2): 174-178. doi:10.1057/ejdr.2009.6 2.
2. Dollar, D. & Kraay, A. 2002. 'Growth Is Good for the Poor'. *Journal of Economic Growth*, 7: 195-225.
3. Kanbur, R. 2002. 'Conceptual Challenges in Poverty and Inequality: One Development Economist's Perspective' from <http://www.arts.cornell.edu/poverty/kanbur/CCPI.pdf>
4. UNDP (United Nations Development Programme). 2013. *Humanity Divided: Confronting Inequality in Developing Countries*. Oxford University Press, New York.
5. Fosu, A.K. 2014. 'Growth, Inequality, and Poverty in Sub-Saharan Africa: Recent Progress in a Global Context'. CSAE Working Paper Series 2014-17, Centre for the Study of African Economies, University of Oxford.
6. Ravallion, M. 2004. 'Pro-poor Growth: A Primer'. World Bank Policy Research Working Paper 3242. March 2004.
7. Ravallion, M. & Chen, S. 2003. 'Measuring Pro-poor Growth'. *Economic Letters*, 78(1): 93-99.
8. Kanbur, K. 2011. 'Poverty Professionals and Poverty', Contribution to a Festschrift for Robert Chambers, March 2010. Revised version published in A. Cornwall and I. Scoones (Ed.) *Revolutionizing Development*. Earthscan, pp 211-216, 2011.
9. Bardhan, P. 2007. 'Poverty and Inequality in China and India: Elusive Link with Globalisation'. *Economic and Political Weekly* (September 22), pp.3849- 3852.
10. Naschold, Felix. 2002. "Why inequality matters for poverty." ODI Inequality Briefing Paper 2.
11. Majid, N. 2003. National income, its distribution and the poor: Some differences between present day developing countries. International Labour Office.

SOCIAL POLICY: EDUCATION

1. Bayat, A., Louw, W., & Rena, R. 2014. Is The School Governing Body a Determining Factor in the Under-Performance Of Secondary Schools in the Western Cape Province, South Africa? *Issues and Perspectives*. *Africa Review*, 6 (2), 121-137.
2. Bayat, A., Louw, W., & Rena, R. 2014. Investigating the Confluence of Factors Impacting on Underperformance at Selected Secondary Schools in the Western Cape, South Africa.
3. Case, A. & Deaton, A. 1999. 'School Inputs and Educational Outcomes in South Africa'. *Quarterly Journal of Economics*, 114(3): 1047-1084.
4. Van der Berg, S. 2008. 'How effective are poor schools? Poverty and educational outcomes in South Africa'. *Studies in Educational Evaluation* 34(3): 145-154.
5. Beets, P. 2012. 'An Analysis of Education Assessment Policies in South Africa after 1994'. *Journal of Social Sciences*, 33(1), 5-19.
6. Right to Education Project. 2014. *Privatisation of Education: Global Trends of Human Rights Impacts*. London: Right to Education Project.
7. Geraint, J. and Johnes, J. 2004. "International Handbook on the Economics of Education". UK: Edward Elgar Publishing Ltd. 6. Aghion, P., Boustan, L., Hoxby, C. & Vandenbussche, V. 2009. "The Causal Impact of education on Economic Growth: Evidence from U.S." from 6 http://www.brookings.edu/economics/bpea/~media/files/programs/es/bpea/2009_spring_bpea_papers/2009_spring_bpea_ghion_etal.pdf

SOCIAL POLICY: SOCIAL SECURITY

1. Case, A. & Deaton, A. 1998. 'Large cash transfers to the elderly in South Africa'. *Economic Journal*, 108(450): 1330-1361.
2. Van der Berg, S. 1997. 'South African social security under apartheid and beyond'. *Development Southern Africa*, 14(4): 481-503.
3. National Treasury. 2013. 'Budget Review 2013: Social Security and Social Wage', Chapter 6. Retrieved from <http://www.treasury.gov.za/documents/national%20budget/2013/review/chapter%206.pdf>

EMERGING ECONOMIES

1. Ajakaiye, O. & Kaplinsky, R. 2009. 'China in Africa: A Relationship in Transition'. *European Journal of Development Research*, 21(4): 479–484. doi:10.1057/ejdr.2009. 30
2. Ayodele, T. & Sotola, O. 2014. 'China in Africa: An Evaluation of Chinese Investment'. IPPA Working Paper Series 2014. Retrieved from http://www.ippanigeria.org/china_africa_working.pdf
1. Kaul, I. 2013. 'The Rise of the Global South: Implications for the Provisioning of Global Public Goods'. Occasional paper 2013/08. UNDP (United Nations Development Programme).
2. IMF (International Monetary Fund). 2014. 'World Economic Outlook: Recovery Strengthens remains uneven'. Retrieved from <http://imf.org/external/np/exr/facts/changing.htm>.
3. Milanovic, B. 2003. The Two Faces of Globalization: Against Globalization as We Know It. *World Development*, 31(4), 667-683.
4. Besada, H., Tok, E., & Winters, K. 2013. 'South Africa in the BRICS: Opportunities, Challenges and Prospects'. *Africa Insight*, 42(4), 1-15.
5. BRICS Joint Publication 2013 available [BRICS/FINAL_BRICS%20PUBLICATION_PRINT_23%20MARCH%202013_Reworked.pdf](http://www.bricspublications.org/BRICS/FINAL_BRICS%20PUBLICATION_PRINT_23%20MARCH%202013_Reworked.pdf) retrieved on 14 July 2014.

ROLE OF THE STATE: PRIVATISATION

1. Kikeri, S. & Nellis, J. 2004. 'An Assessment of Privatization'. *World Bank Research Observer*, 19(1): 87-118.
2. Parker, D. & Kirkpatrick, C. 2005. 'Privatization in Developing Countries: A Review of the Evidence and Policy Lessons'. *Journal of Development Studies*, 41(4): 513-541.
3. Chang, H-J. 1997. 'The Economics and Politics of Regulation – A Critical Survey'. *Cambridge Journal of Economics*, 21: 703-728.
4. Megginson, W. & Netter, J. 2001. 'From state to market: A Survey of Empirical Studies on Privatization'. *Journal of Economic Literature*, 39(2): 321-389.
5. Covadonga, M. 2004. What Role for Learning? The Diffusion of Privatisation in OECD and Latin American Countries. *Journal of Public Policy*, 24, pp 299-325 doi:DOI:10.1017/S0143814X04000182.

INSTITUTIONS AND SOCIAL CAPITAL

1. Stiglitz, J. E. 2000. 'Formal and Informal Institutions'. In P. Dasgupta, & I. Serageldin, (Eds.). *Social Capital: A Multifaceted Perspective* (pp. 59-70). Washington, DC: World Bank.
2. Fine, B. 1999. 'The Developmental State is Dead-Long Live Social Capital?' *Development and Change*, 30: 1-19. Fine, B. 1999. The Developmental State is Dead-Long Live Social Capital? *Development and Change*, 30: 1-19.

6. Graduate attributes, learning outcomes and assessment

<u>UWC graduate attributes</u>	<u>Learning outcomes</u>	<u>Teaching / Learning activities</u>	<u>Assessment tasks and criteria</u>				
			<u>Oral presentation</u>	<u>Test and exam questions</u>	<u>Tutorials / Assignments</u>	<u>Practical reports</u>	<u>Portfolio</u>
Inquiry-focused	<ul style="list-style-type: none"> In-depth coverage of key issues in Development Economics Advance application of key development concepts 	Lectures Class discussion In-class exercises Individual presentations	Yes	All assessments	Assignments	N/A	N/A
Critically and relevantly literate	<ul style="list-style-type: none"> To develop the abilities to critically evaluate all relevant literature. 	Lectures Class discussion In-class exercises Individual presentations	Yes	All assessments	Assignments	N/A	N/A
Ethically, environmentally and socially aware and active	<ul style="list-style-type: none"> The nature of the course is of such a nature that students are introduced to environmental, social and ethical issues in an in-depth manner. As such it develops in them an acute understanding of these issues. 	Lectures Class discussion In-class exercises Individual presentations	Yes	All assessments	Assignments	N/A	N/A
Autonomous and collaborative	<ul style="list-style-type: none"> To be able to work independently and as a member in a team 	Lectures Class discussion In-class exercises Individual presentation	Yes	All assessments	Assignments	N/A	N/A
Skilled communicator	<ul style="list-style-type: none"> To develop effective presentation skills 	Lectures Class discussion	Yes	All assessments	Assignments	N/A	N/A

		In-class exercises Individual presentations					
Interpersonal flexibility and confidence to engage across difference	<ul style="list-style-type: none"> To work productively in co-operative learning groups 	Lectures Class discussion In-class exercises Individual presentations	Yes	All assessments	Assignments	N/A	N/A

Assessment	Weight	Date
Presentations 1- 10	40%	In class submission
Assignment	20%	27 September 2016
Module Test 1	40%	23 September 2016
Module Sick Test		To be announced
Exam		23 November 2016
Final mark is calculated as: (course mark × 50%) + (exam mark × 50%)		
Exam date will be announced later in the year.		

Assignment and Feedback on assessment

Assignments 1-10 need to be submitted on Mondays in the classroom as indicated in the Lecture/Module schedule. Assignments will be marked and returned to the students two weeks after submission.

Students should be informed of UWC policy where the general rule is that assessment tasks should be handed back to students within a period of two weeks. An exception to this may be in the case of exceptionally large classes, in which case students should be informed of the expected date of feedback.

Penalties for late assessments

For the assignments, a 5% per day penalty is imposed for late submissions.

Special Consideration and additional assessments

Special Exams and additional assessments are only allowed under certain circumstances (e.g., on medical or compassionate grounds). Please refer to the UWC General Calendar for all assessment rules.

Students should also be aware of the deadline if there is a need to query the marks received.

7. Evaluation of the learning and teaching on the module

Students will receive a module evaluation form at the end of the semester to evaluate the quality of lectures, tutorials, the lecturer(s), tutor(s) and their self-reflection on their own learning.

Part C. General Information

8. Academic honesty

Assignment 1 is an individual assignment. Students are not allowed to commit plagiarism by copying others' answers. Students committing plagiarism will receive 0%. The matter will be forwarded to the Departmental Head (HOD).