**ECON 236 – Globalization Issues: Quest for Economic Growth**  
**Fall 2014 Syllabus**

<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>TTh 8.30–10.00am, Hepburn 011</th>
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<tr>
<td>Instructor</td>
<td>Dr. Emir Malikov</td>
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<tr>
<td>Office</td>
<td>Hepburn 204</td>
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<tr>
<td>Phone</td>
<td>(315) 229–5436</td>
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<tr>
<td>Email</td>
<td><a href="mailto:emalikov@stlawu.edu">emalikov@stlawu.edu</a></td>
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<tr>
<td>Office Hours</td>
<td>MW 3.00–5.00pm, whenever my door is open</td>
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<td>(usually, in afternoons) or by appointment</td>
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**COURSE DESCRIPTION**

The fundamental question of economic growth can be succinctly summarized in a title that the renowned economic historian David S. Landes chose for his address at the annual meeting of the American Economic Association in 1989 — “Why Are We So Rich and They So Poor?” This age-old question has preoccupied economists across the globe for centuries; so will we look into this issue.

The goal of this course is to study the modern theories of economic growth that have been developed to explain the real world phenomenon of the income divergence across nations, as well as to explore whether the implications of these theories can be reconciled with empirical data. Throughout the semester, we will encounter several ideas that have already earned Nobel Prizes and several more with Nobel potential.

The course is split into three parts. We will first focus on explaining economic growth from the perspective of the so-called “factor accumulation”, i.e., physical and human capital accumulation and population growth. Then, we will move onto the analysis of productivity and technological change. Having studied these immediate determinants of a country’s income, we will then look at the deeper, underlying factors of growth — the “fundamentals”: openness and globalization, culture, government policy and institutions, inequality, geography and climate among many others.

**TEXTBOOK & READINGS**

Assigned readings will come from three sources: (i) textbook, (ii) papers from academic journals and (iii) articles from *The Economist*.

**Required textbook.** *Economic Growth*, 3rd Ed., by David Weil of Brown University. Should you decide to purchase an older edition of the textbook, please be prepared for discrepancies in the text which I will not be able to help you with.

**Journal articles.** In order to link the class discussions to current scholarly work in economics, we will supplement the material we learn in class by articles published in top academic journals. Most of these articles are the review papers that discuss recent developments in research on economic growth, specifically written for the general audience. The journal articles will be posted on *Sakai*.

We will often read these articles by focusing on the most important parts only (omitting technical sections, if any). To help you read and fully understand the papers, (i) I will be providing you with a list of key points/questions to pay attention to while reading the papers, which you will be asked to turn in as a part of your homework assignment, and (ii) you will be asked to present/discuss these papers (in groups) to the rest of the class.
**The Economist articles.** To relate our in-class discussion to real world events and problems, you will also be occasionally asked to read brief articles from *The Economist*. We will discuss these articles in class. I may also ask you to answer questions and/or provide your critical opinion on them on the quizzes. In order to access *The Economist* articles online, do not go to *The Economist*’s website but rather google the title of the article. By doing so, you will be accessing the cached version of the article and thus will not be subject to the magazine’s subscription restriction.

**PREREQUISITE KNOWLEDGE**

While we will not be using any calculus in this course, the basic (high school level) knowledge of algebra is however expected. Be comfortable with the letter/symbol based representation of equations. Throughout the semester, we will be playing with exponents and logarithms. All necessary concepts will be reviewed in class at the beginning of the semester.

A couple of journal articles that we will be reading also use basic regression analysis. Knowledge of the latter is neither required nor expected of you — I will explain every concept you need to understand in class as well as provide you with some easy-to-read handouts.

**GRADING & ASSIGNMENTS**

Your course grade is made up of the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
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<tr>
<td>Exams (×3)</td>
<td>45% (15% each)</td>
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<tr>
<td>Presentation</td>
<td>20%</td>
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At the end of the course, your score on each of the above components will be converted to a 100 point based scale. Your final score in the class will be a weighted average of these points. I will then map your final score (also on a 100 point based scale) to the grade you will receive in the course using the following table.

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Min Final Score</th>
<th>Course Grade</th>
<th>Min Final Score</th>
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<tbody>
<tr>
<td>4.00</td>
<td>95</td>
<td>2.25</td>
<td>73</td>
</tr>
<tr>
<td>3.75</td>
<td>91</td>
<td>2.00</td>
<td>70</td>
</tr>
<tr>
<td>3.50</td>
<td>88</td>
<td>1.75</td>
<td>67</td>
</tr>
<tr>
<td>3.25</td>
<td>85</td>
<td>1.50</td>
<td>64</td>
</tr>
<tr>
<td>3.00</td>
<td>82</td>
<td>1.25</td>
<td>61</td>
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<tr>
<td>2.75</td>
<td>79</td>
<td>1.00</td>
<td>51</td>
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<tr>
<td>2.50</td>
<td>76</td>
<td>0.00</td>
<td>50 and below</td>
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**NOTE #1:** Depending on how hard the homework and exams turn out to be, I may need to reduce the points required for each grade. I will notify you of any such changes.

**NOTE #2:** Requests to revise grades on exams, homeworks and other assignments are accepted in writing only. Please compose a brief letter argumentatively explaining (point by point) why you think your grade should be changed, then turn in this letter along with the original assignment back
to me. You may contest your grade within two weeks from the date your graded assignments was returned to you.

**Class participation.** The success of the course depends heavily upon the contributions of each student. It is you who makes the class more fun! I expect you to come to class prepared and willing to contribute to the class discussion, which constitutes a part of your course grade. Hence, make sure to do readings on time and bring the article print-outs with yourself to the class to be used for your reference. This is an easy way to earn points, so do not miss out.

**Attendance.** While attendance is not required *per se*, it is still expected of you. Clearly, attendance is necessary for class participation for which you earn credit. Further, I often teach material that goes beyond the textbook as well as make important announcements in class about assignments which you do not want to miss.

**Quizzes.** To entice you to keep up with the course material, I will occasionally give you a short in-class quiz (10 to 15 minutes). All quizzes are at the beginning of class, hence, you do not want to be late. I will announce the quiz one class in advance (yet another incentive for the class attendance). There will be no make-up quizzes.

**Homework (including response papers).** Homework assignments are the mixture of (i) standard assignments, where you will be asked to work on both analytical and quantitative problems based on the material learned in class, and (ii) very short “response papers”, where you will be asked to answer a few questions about the journal article. These response papers are designed to help you understand and critically analyze assigned papers as well as to be prepared to participate in discussion following the in-class presentation of the paper by your fellow students.

Homework due dates will be determined by the flow of the course. All assignments (including response papers) are due at the beginning of class. Only hard copies will be accepted — please do not email me your assignments. **No late submissions** will be accepted since the solution keys will be posted shortly after the deadline.

Each homework question (or a sub-question within a problem), including questions from response papers, will be graded on a scale of 2 (all correct), 1 (partially correct) and 0 (incorrect). Please do your homework neatly. All of your answers must be written as complete thoughts in well-written sentences. “Yes” or “no” are not acceptable answers and will be given a grade of zero. Whenever sensible, the use of graphs in answering questions is encouraged, but graphs do not stand alone without discussion. If more than one sheet of paper is required, make sure to staple them together with your name on each sheet. Unstapled assignments will not be accepted. The grade for each homework will be based on the percentage of available points that you earn, i.e., converted to a 100 point based scale. For instance, if there are 5 problems then there are 10 available points, if you earn 8 of these, your grade will be 80 (out of 100).

You are encouraged to work out the problems as well as discuss assigned journal articles in a group with your classmates. However, each of you must submit a separate work of your own. I recommend that you sit on your own when completing the final draft of your homework and/or response paper. If I suspect that two or more students have turned in substantially identical work, I will ask the academic honor council to determine if academic dishonesty has occurred. If they deem that academic dishonesty has occurred on the homework I will recommend a zero for the entire homework portion of your final grade.

**Midterm and final exams.** The three exams are comprehensive with a focus on the most recent material. They may include multiple-choice and short essay type questions along with quantitative and analytical problems. Exams are always and everywhere your work. If I find that you have copied off a classmate, I will forward the case to the academic honor council with the recommendation
that you fail the course if found guilty.

The dates of midterm exams are to be determined depending on the flow of the class. You should expect them around the beginning of October and mid November. I will announce the exact dates of both midterms at least two weeks in advance. The final exam will take place from 1.30 to 4.30 pm on Wednesday, December 17.

**Group presentations.** I will ask you to form groups of two-three people to present (at least) one of the assigned journal articles in class. The goal of such presentations is to help the whole class (including presenters themselves) understand and critically assess the arguments made in the paper. The time allotted for the presentation (20 to 30 minutes) will vary with the length and significance of the paper. I will tell you how much time you have. Following your presentation, the rest of class will be given the opportunity to ask you questions and/or express their opinions about the paper, for which you should also be prepared.

Each group will be required to meet with me at least three calendar days prior to the date of their presentation to discuss the paper. This is your opportunity to ask me questions about the paper and presentation. During this meeting, I will also tell you what major points of the paper you should be focusing on during your presentation.

For your presentation, you will need to put together some slides, which will then be distributed among the rest of the class to be used as a study guide for tests and quizzes.

Your presentation will be graded based on (i) how well you convey the main arguments of the paper: its premise (hypothesis), relevance, intuition, analytical strategy and conclusions, (ii) how successful you were in identifying the key points of the paper filtering secondary information out, (iii) your preparedness for the presentation (e.g., thorough understanding of the article, ability to answer questions, etc.) and (iv) the quality of your delivery as well as slides.

**MAKE-UPS**

- No make-up quizzes/homework assignments, the lowest one will be dropped.

- No make-up exams, the lowest one will be dropped.

- If you must miss an exam/quiz because of a SLU sanctioned event, please make an arrangement with me in advance. If you fail to do so ahead of time, you will receive a zero for that exam. The format of a make-up exam/quiz is at my discretion.

**ANNOUNCEMENTS**

All announcements (including homework assignments) as well as supplementary material will be posted on *Sakai*. It is your responsibility to check for announcements at least once a day.

**OFFICE HOURS**

My posted office hours are MW 3.00–5.00pm. If you cannot make it during these hours, please email me for an appointment and we will make it work. You are also welcome to come by my office (for help, advice or just to talk) whenever my door is open. However, it is preferable to both you and I that you make an appointment with me so that I reserve enough time for us to go over whatever questions you may have.

Please also note that I’m mostly unavailable on Fridays as well as in the mornings (until noonish) on Mondays and Wednesdays.
EMAILS
If you cannot make it to see me in my office, feel free to email me with any questions — I will be happy to help. However, please keep in mind that it is nearly impossible to meaningfully answer conceptual questions via email. In such instances, I will customarily ask you to see me in person in order to get your question answered/explained.

I do not discuss students’ grades over email. While it is pleasing to see that you are concerned about your performance in class, please do not email me about the latter, but rather stop by my office to talk about it in person.

Lastly, while I am fairly quick in responding to students’ emails, emails (except those on urgent matters) sent to me over the weekend and/or after 5 pm on week days generally will not be replied to sooner than the morning of the following working week day.

CLASSROOM ETIQUETTE
Please be considerate to myself and those around you:

- Turn off your cell phones before the lecture starts. This also implies no texting/facebooking/instagraming/snapchatting or playing with your iPads during the lecture, not even under the desk. If I see you using a phone, tablet, etc., during class and it does not appear to be for a legitimate class purpose, I will call on you.
- The use of laptops is permitted for course-related purposes only. If you do use a laptop, please sit in the front row.
- Please wait until the lecture ends before gathering your belongings.
- If you need to leave early, please sit near the door. If you arrive late to class, please minimize the distraction to the lecture.
- Please do not eat in class, unless you have valid medical reasons for that.

COURSE OUTLINE
This course outline is tentative and subject to change as the semester progresses. Due to the time constraint, we most likely will be unable to fully cover all readings on the list below. Hence, I will assign articles and papers selectively. You will be notified of what readings are due via Sakai.

INTRODUCTION

- The Facts of Economic Growth
  * Weil, Ch. 1
  * Poverty: Not Always with Us. The Economist, June 1, 2013.

- Methodological Framework (and Math Review)
  * Weil, Ch. 2
  * Class notes and handouts

FACTORS ACCUMULATION
– Physical Capital
  * Weil, Ch. 3

– Population
  * Weil, Ch. 4

– Human Capital
  * Weil, Ch. 6

– Painless Intro to Regression Analysis
  * Class notes and handouts

Productivity

– Measuring Productivity
  * Weil, Ch. 7

– Technology
  * Weil, Ch. 8

– Efficiency
  * Weil, Ch 10

Fundamentals (time permitting)

– Fundamentals?

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**Openness, Globalization and Trade**
* Weil, Ch. 11

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**Government and Institutions**
* Weil, Ch. 12
* Economics Focus: Poverty and the Ballot Box. Why are Poor Democracies not Better at Ending Poverty? The Economist, May 12, 2005.

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**Income Inequality**
* Weil, Ch. 13
* Assortative Mating: Sex, Brains and Inequality. The Economist, February 8, 2014.

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**Culture and History**
* Weil, Ch. 14


**Geography, Climate and Natural Resources**

* Weil, Ch. 15


**Geography vs. Institutions?**


**ACADEMIC HONOR POLICY**
The academic honor policy outlined in the Constitution of the Academic Honor Council will be enforced in this class. An online copy of the constitution can be found [here](#).

**STUDENTS WITH DISABILITIES**
If you have a disability and may need accommodations please be sure to contact the Disability and Accessibility Services Office right away so they can help you get the accommodations you require. If you need to use any accommodations in this class, please submit to me a letter from Disability and Accessibility Services in a timely manner so that you can have the best possible experience this semester. Please inform me of any accommodations that you need at least 10 days before the exam and/or assignment deadline.

**RELIGIOUS OBSERVANCES**
If you have a conflict with a scheduled exam, assignment or some other course requirement due to religious obligations, please inform me of this at least 10 days before the exam and/or deadline.