Syllabus – Summer 1, 2017

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Econ. 3479 – Economic Growth
Credits: 3
Format: online
Prerequisites: Econ. 2202 – Intermediate Macroeconomics
Professor: Francis Ahking

Email: francis.ahking@uconn.edu
Telephone: (860) 486-3026
Other: (If applicable)
Office Hours/Availability: I will respond to your email no later than the next business day, usually within 24 hours.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Bookstore carries the required texts and materials, and they may be shipped via its online service (for a fee). For more information, see Textbooks and Materials on our Enrolled Students page.

Required Materials:

The required text for this course is Economic Growth, 3/e, by David N. Weil, published by Routledge (previously published by Pearson/Addison Wesley). You can purchase a new copy from Routledge, or you can purchase a used copy from Amazon.com or other online sellers. There is also a paperback edition of this textbook available from many other online sellers. It is an international edition of the book, and it is not identical to the U.S. edition. The contents are identical, but some exercises and examples in the international edition are different from the U.S. edition. I know many students who have used the international edition without any problem, however. There are many other websites on the internet that sell used/new textbooks or rent them. You are encouraged to check them out on your own. If you check on the internet, you’ll be able to find inexpensive used copies of this book. The choice is yours.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources.

Course Description

Course Description (from Course Catalog):

Causes and consequences of economic growth examined through theory, data, and economic history. Interactions between economic growth and population growth, technology, education, health and life expectancy, and social institutions. Public policies to promote growth.
Additional faculty description:

In 2009, the richest country in the world had GDP per capita of about $159,469 and the world average GDP per capita was $9,909. The U.S. had GDP per capita of $41,099. Put differently, the GDP per capita of the richest country in 2009 was 16 times that of the average world GDP per capita. Moreover, 20% of the world’s population lived in countries receiving 60% of the world income. In the same year, China had an average annual growth rate of 7.5% to 8.0% over the preceding 35 years, while for the same period, Liberia had an annual average growth rate of -4.0% to -4.5%. How can we explain the great disparity in GDP per capita among countries? How can we explain the great disparity in growth rates among countries? Providing explanations to these two questions are the central objectives of this course. Relating to these two central questions, we’ll also examine what has become an increasingly important question recently, and that is the question of income distribution among countries. We’ll find out that economic factors are important but fall short of providing a comprehensive picture of the economic growth process. In addition, government, culture, and geographic factors, including the availability of natural resources are also important.

There are twelve lecture modules made available at the beginning of the class. Each module corresponds to chapters in your textbook. All tables and figures, except for one, are the same as in your textbook. The numbering of tables and figures follows that of the textbook, but note that I don’t necessary discuss all the tables and figures in my lecture modules in the same order as in the textbook, and I don’t also necessary discuss the topics in the same order as the textbook. You can find all the equations in the lecture modules in the textbook also.

There are “box” articles throughout your textbook; I have incorporated some into my lecture modules. These are interesting additional information and applications of concepts from your textbook. You are responsible for all the “box” articles, however.

Course Objectives

By the end of the semester, students should be able to:

1. Explain how differences in factor accumulation can explain differences in income among countries
2. Explain how technological progress, economic efficiency, and openness to international trade are important determinants of economic growth
3. Discuss the role of institutions such as government and culture in the growth process
4. Describe the role of geographic factors, including the availability of natural resources, in determining economic growth

Course Outline and Calendar

This course is organizes into twelve modules consisting of 17 chapters to be covered in five weeks. We will cover six modules consisting of chapters 1 – 10 in the first three weeks, ending with the mid-semester examination. We will then cover the next six modules consisting of chapters 11 – 17 in the last two weeks of the semester, ending with the final examination. Modules 1 – 4 look at the contributions of physical capital and labor, including human capital, in determining economic growth. In modules 5 – 7, we look at how technological innovations, economic efficiency, and international trade also contribute to economic growth. We examine the role of the government in the growth process in modules 8, and 9. Module 10 looks at how cultural differences may be a factor in determining economic growth. In module 11, we examine the question of how natural resources may contribute and limit economic growth. Also in this module, we will try to answer the important question of whether or not economic growth and environmental degradation are inevitable. In the last module, module 12, we put this course in perspective and ask the final question of whether or not growth could bring us happiness.
Please note: All deadlines are U.S. Eastern Standard Time

<table>
<thead>
<tr>
<th>Week 1: May 30 - June 4</th>
<th>Lectures</th>
<th>Activities</th>
<th>Assessments (graded)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start date:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, May 30</td>
<td></td>
<td>1. Read chapters 1, 2 (Omit section 2.2)</td>
<td>Exercise 1</td>
</tr>
<tr>
<td>at 12:01 a.m.</td>
<td></td>
<td>2. Read chapters 2, (section 2.2), 3,</td>
<td>start date: Tuesday, May 30, 12:01 a.m.</td>
</tr>
<tr>
<td>end date:</td>
<td></td>
<td>3. Read “Notes on Solow Model”</td>
<td>end date: Wednesday, May 31, 11:59 p.m.</td>
</tr>
<tr>
<td>unlimited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1</td>
<td></td>
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<tr>
<td>Module 2</td>
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<table>
<thead>
<tr>
<th>Week 2: June 5 - June 11</th>
<th>Lectures</th>
<th>Activities</th>
<th>Assessments (graded)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start date:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, June 5</td>
<td></td>
<td>1. Read chapters 4, 5</td>
<td>Exercise 2</td>
</tr>
<tr>
<td>at 12:01 a.m.</td>
<td></td>
<td>2. Read chapter 6</td>
<td>start date: Monday, June 5, 12:01 a.m.</td>
</tr>
<tr>
<td>end date:</td>
<td></td>
<td>3. Read “Notes to Chapter 6”</td>
<td>end date: Wednesday, June 7, 11:59 p.m.</td>
</tr>
<tr>
<td>Module 3</td>
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<tr>
<td>Module 4</td>
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<tr>
<th>Week 3: June 12 - June 18</th>
<th>Lectures</th>
<th>Activities</th>
<th>Assessments (graded)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start date:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, June 12</td>
<td></td>
<td>1. Read chapters 7, 8,</td>
<td>Exercise 3</td>
</tr>
<tr>
<td>at 12:01 a.m.</td>
<td></td>
<td>2. Read “Notes to Chapter 7”</td>
<td>start date: Monday, June 12, 12:01 a.m.</td>
</tr>
<tr>
<td>end date:</td>
<td></td>
<td>3. Read chapters 9, 10</td>
<td>end date: Wednesday, June 14, 11:59 p.m.</td>
</tr>
<tr>
<td>unlimited</td>
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<td></td>
<td></td>
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<tr>
<td>Module 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 6</td>
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Exercise 3

Bonus problem-solving assignment 1

Mid-semester examination (covering modules 1 – 6)

Discussion 1, Topic: Why Foreign Aid Is Hurting Africa

Quiz 2

start date: Thursday, June 8, 12:01 a.m.

end date: Saturday, June 10, 11:59 p.m. (timed, 25 minutes)

End date: unlimited but no credit will be given for posting after Sunday, June 11, 11:59 p.m.

Mid-semester examination

start date: Thursday, June 15 at 12:01 a.m.

end date: Saturday, June 17, 11:59 p.m. (timed, 1 hour 15 minutes)
## Week 4: June 19 - June 25

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Activities</th>
<th>Assessments (graded)</th>
</tr>
</thead>
</table>
| Start date: Monday, June 19 at 12:01 a.m.  
end date: unlimited  
Module 7  
Module 8  
Module 9 | 1. Read chapter 11  
2. Read chapter 12  
3. Read chapter 13  
and  
start date: Monday, June 19, 12:01 a.m.  
end date: Wednesday, June 21, 11:59 p.m.  
Quiz 3  
start date: Thursday, June 22, 12:01 a.m.  
end date: Saturday, June 24, 11:59 p.m. (timed, 30 minutes)  
Discussion 2, “Income Inequality”  
start date: Thursday, June 22, 12:01 a.m.  
end date: unlimited but no credit will be given for posting after Sunday, June 25, 11:59 p.m. |

## Week 5: June 26 – June 30

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Activities</th>
<th>Assessments (graded)</th>
</tr>
</thead>
</table>
| Start date: Monday, June 26 at 12:01 a.m.  
end date: unlimited  
Module 10  
Module 11  
Module 12 | 1. Read chapter 14  
2. Read chapters 15, 16  
3. Read chapter 17 | Exercise 5  
start date: Monday, June 26, 12:01 a.m.  
end date: **Tuesday**, June 27, 11:59 p.m.  
Bonus problem-solving Assignment 2  
start date: **Wednesday**, June 28, 12:01 a.m.  
end date: **Thursday**, June 29, 11:59 p.m.  
Final examination  
(covering modules 5 – 12)  
start date: **Wednesday**, June 28, 12:01 a.m.  
end date: **Thursday**, June 29, 11:59 p.m. (timed, 2 hours) |

## Course Requirements and Grading

**Summary of Course Grading:**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-semester examination</td>
<td>20%</td>
</tr>
<tr>
<td>Final examination</td>
<td>30%</td>
</tr>
</tbody>
</table>
Exercises

There are 5 exercises total. The weekly exercises are assessments covering the materials covered in that week’s lecture modules and reading activities. Exercises 1 - 3 have 15 multiple choice questions each while exercises 4 and 5 have 20 multiple choice questions each. Each exercise must be completed and submitted before the end date to receive credit. Exercises are not timed assessments. You can start an exercise and complete it later, provided that you save all your answers and do not submit it for grading. You must, however, submit the exercise before the end date to receive credit. For example, suppose you start and complete half an exercise one day and wish to come back the next day to finish. You save all your answers but do not submit the exercise for grading. The next day, you continue with the exercise, finish it and also make some corrections to the previous day’s answers. This time you submit the answers for grading. You’ll find information about the start and end dates of exercises from the Course Outline/Calendar section above.

Quizzes

There are 3 quizzes total. The quizzes are assessments covering the materials covered in that week’s lecture modules and reading activities. Quizzes 1 - 2 have 15 multiple choice questions each, and quiz 3 has 20 multiple choice questions. Quizzes are timed assessments. What this means is that you can start and complete a quiz within a three-day window. Once you start on the quiz within the three-day window, there is a time limit that you must complete and submit the quiz to receive credit. You are allowed two submissions for each quiz, and only the higher of the two quiz scores will be counted. After the first submission, you’ll be able to find out your score, and complete information about the assessment, e.g., your score, your choice, and the correct choice of each question will be available immediately after the due dates. Information about the start and end dates of quizzes can be found in the Course Outline/Calendar section above.

Discussions

There will also be two discussions, one before and one after the mid-term examination. Exact dates and topics can be found in the Course Outline/Calendar section above. You will also find more complete information about the online discussions, including how they are graded by going to “Information for Discussion” under “Course Content/Course Resources” on the left-hand side of the course menu in HuskyCT.

Mid-term and Final Examinations

Mid-term and final examinations are timed assessments. What this means is that you can start and complete an examination within a three-day window for the mid-term examination, and a two-day window for the final examination. Once you start on an examination, there is a time limit that you must complete and submit the examination to receive credit. You are allowed only one submission for the mid-term and final examinations. Information about the start and end dates of the mid-term and final examinations, and the time limit on each can be found in the Course Outline/Calendar section above. The mid-semester examination has 40 and the final examination has 60 multiple choice questions.

Bonus Problem Assignments

In addition, there are two bonus problem-solving assignments, each carries a maximum of 10 points. These are not multiple choice questions, but are a combination of numerical solution and written short answer/essay questions and require you to submit typed-written solutions/answers. One bonus assignment will be added to your mid-semester examination, and the second one to your final examination. These two assignments are not timed assessments but must be submitted by the deadline to receive credit.

Information about the bonus assignments, including an example and tips, can be found by going to “Course Content/Assignments” on the left-hand-side of the course menu.
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>88-91</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>83-87</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>78-82</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>73-77</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>68-72</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>63-67</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>58-62</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>54-57</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>50-53</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>46-49</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;45</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Due Dates and Late Policy

All course assessment due dates are identified in the Course Outline/Calendar section above. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated as announcements, and a copy of each announcement will be sent as an email to the email address on record.

Since this is an online course, and each assessment is available in a window of several days with clearly stated due dates, moreover, because the results of each online assessment will be made available to students after the due dates, there will be no make-up of missed assessment except under very unusual circumstance. Being away and have no access to the internet is not a valid reason. It is entirely your responsibility to make sure that you submit all your assessments on time. Please remember that many commercial establishments in the U.S. have free wi-fi access available to their customers.

Feedback and Grades

I will make every effort to provide feedback and grades in a timely manner. Feedback and grading of discussions usually will be available within one week of the due date. You can expect the grades for the written (bonus) portion of the mid-term, final examinations, and your course grade to be available within 72 hours of their due dates. The results of all online assessments, e.g., exercises, quizzes, examinations, will be available after the due dates. This includes the questions, your answer choices, and the correct answers. Note that you must have submitted the assessment to receive the results of that assessment. For example, if, for whatever reason you did not submit Quiz 1, you will not receive the results of Quiz 1. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.
You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. It is important to understand what is allowed and what isn't allowed when working on online assessments. Online assessments such as homework, quizzes, and examinations, must represent your own independent efforts. Otherwise it is a violation of the Student Code.

Here is the rule for taking online assessments: you can use your textbook (printed and/or eText), your notes, and a calculator when working on online assessments. You cannot communicate with another person with any means whatsoever. For example, you cannot be talking to your friend/room/house/floor mate in person, texting, email, or any other means. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

Anyone found in violation of the Student Code will receive an F for this course.

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an “F” on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special
arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

**Policy against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information.

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.

### Software Requirements and Technical Help

The technical requirements for this course include:

- Word processing software
- Adobe Acrobat Reader
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through HuskyTech. Students also have 24x7 Course Support including access to live chat, phone, and support documents.

### Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.
Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.