
Description: The questions inspired by the issues around economic growth are staggering in their scope and importance. General questions addressed by the economic growth literature include: “Why are some countries so rich and others so poor? Does it have to be this way? Are there factors that we can point to (and perhaps change) that lead to these enormous gaps?” Weil (2005, p3). These questions have been central in economics at least since Adam Smith’s (1776) treatise, “An Inquiry into the Nature and Causes of the Wealth of Nations”. This course critically examines some leading models used to explain economic growth.

Pre- and co-requisites: You should be comfortable with material covered in MATH 208 and ECON 350 (i.e. differentiation, integration, limits, optimization, and exponential and log functions). As this course uses simple economic dynamics, ECON 351 is a co-requisite and we will go slow on the math dynamics.


This macroeconomics text provides an advanced undergraduate level introduction to some of the leading literature. We will be covering only about 1/8 of the textbook, chapter 1, and parts of chapters 3 and 4. For these chapters the 4th edition is fine.

Evaluation: Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>5%</td>
</tr>
<tr>
<td>Reading notes, pop quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Mini-Midterm</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>30% (15%)</td>
</tr>
<tr>
<td>Final examination</td>
<td>45% (60%)</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
The midterm is scheduled in the evening (either Feb 25, 26, 27, 28, and the date will be confirmed on the 1st day of class). It tests analytical questions related to growth models. The final exam is up to 3-hours long and will cover material from the entire course. It will include analytical questions but will focus mainly on essay-like questions that require you to synthesize your understanding of the different models and theories. If you do better on the final exam than the midterm, I will shift some of the weight from that midterm to the final (in which case the final exam will have weight of 60%). You will be allowed a two-page handwritten crib sheets (to be described) for the final exam.

The assignments and reading notes are designed to help you get into this challenging material. In addition to the standard textbook modelling, we will be discussing several readings. To help you through the readings and encourage class discussion, I will assign questions for particular classes and readings. You are expected to type up answers to these reading note questions. (These answers should be your work and not plagiarize from the papers or from other students.) After the discussion, I will toss a dice and depending on the outcome collect your answers for marking. Bonus marks will be awarded for outstanding answers.

At least 5 pop quizzes will be given. Each quiz is worth 1% of the course grade and you will receive 50% for attendance and 50% for your answer. In each class, I will give you a hint about what the quiz might be for the next class. These quizzes are to encourage you to attend and keep on top of the material. The efficient way to learn the material is to attend the classes and review your notes.

Please participate. Class questions and comments are most welcome. As a token incentive of appreciation, 2 bonus marks will be awarded to those that make more than 4 contributions (corrections/questions/statements) in class. Up to 5 bonus marks will be awarded to students who make regular “good” contributions.

Course letter grade - numerical score (%) equivalencies used at UVic are as follows:

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>85-89</td>
<td>80-84</td>
<td>77-79</td>
<td>73-76</td>
<td>70-72</td>
<td>65-69</td>
<td>60-64</td>
<td>50-59</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Policies:

Department policies regarding academic integrity, attendance, grading, academic concessions, travel plans, students with a disability, and inclusivity and diversity, are detailed at: http://www.uvic.ca/socialsciences/economics/undergraduate/home/courses/course-policies.php.

Adds/Drops. Students are responsible for checking their own records and registration status. For important dates please see https://web.uvic.ca/calendar2018-09/general/dates.html.

Academic Concession. Consideration for missed midterm or other tested material will be given only on the basis of documented illness, accident or family affliction, and for no other reasons. If you miss the midterm without providing documentation with 10 days, I will assume that you simply chose not to write the midterm. In the event of a missed final exam, students are advised to follow the regulations in the University Calendar.
*Courtesy*. Please try to make it to class on time, and I’ll endeavor to not run over time by more than a minute. Those who are late more than twice without prior consultation with me may be asked to leave the class. If you need to leave the class early, please mention it to me and sit by an aisle towards the back.

*Electronic Devises.* The following article adds to the literature which finds that classroom laptop/tablet/phone use not only dramatically lowers education outcomes for users but also for those around them: [NY Times article](https://www.nytimes.com)! New research shows that old fashion pen and paper is on average a much better way to learn: [NPR article](https://www.npr.org).

Since it appears that laptops impose a large *negative externality* on others, please do not laptops in class other than when indicated (or unless you have prior approval). Instead, please make hard copies of the text(s) notes and articles.

*E-mail correspondence.* Emails should be limited to critical matters, such as inability to attend exams, or prolonged illness, and should include the course name and number in the subject line. Questions on course material should be asked during office hours or in class.

The standard format for writing a letter must be used. This means it should start off with a salutation (e.g. Dear…), include full sentences and conclude with a signature that includes your name (e.g. “Sincerely, your full name”). Text message lingo should not be used.

*Course Experience Survey* (CES). I’ve put considerable thought into designing this course and value your feedback in helping me improve it. Towards the end of term, you will have the opportunity to anonymously complete the CES. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. If you do not receive an email invitation to complete the CES, you can go directly to [http://ces.uvic.ca](http://ces.uvic.ca). I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.”

**Background References:** References for mathematical methods (on reserve):
- Differential Equations: Chapters 17, 21, 22.
Jones (2001, HD75 J66) *Introduction to Economic Growth* (used in ECON 333)
- Appendix A: Mathematical Review.

Excellent textbooks on economic growth from simplest to the most challenging include:
**Growth Economics Blog** – “This Blog takes Robert Solow Seriously”, as do we.

**SYLLABUS:**

This outline of topics and readings is tentative and changes may be made as the course progresses, see CourseSpaces for updates. The key readings in each section are indicated with a star *. If the links below don’t work, please access the paper through the UVic library site.

1. **Introduction**
   * Romer, Introduction, Ch. 1.1

2. **The Solow Growth Model with Exogenous Technological Change**
   * Romer, Ch. 1.2-1.8

3. **Does Human Capital Account for Cross Country Income Differences?**

4. **Social Infrastructure and Convergence**
   * Romer, Ch. 4.3 - 4.6

   * Acemoğlu and Robinson (2012), *Why Nations Fail?*, Chapter 3

5. **Technological Innovation and Endogenous Growth**
   * Romer, Ch. 3.1-3.2, 3.4, 3.7


* The Committee for the Prize in Economic Sciences in Memory of Alfred Nobel, Scientific Background on the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel 2018.


6. Environment and the Limits to Growth

* Romer 1.8


* The Committee for the Prize in Economic Sciences in Memory of Alfred Nobel, Scientific Background on the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel 2018


7. Growth of What?

