

Economic Growth, ECON 4794

Professor Carol H. Shiue

Tuesdays & Thursdays 12:45 p.m. - 2 p.m. (remote/online)

Office Hours: Thursdays, 2:00-3:00 p.m.

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Required Text

David N. Weil, Economic Growth, 3rd edition.

Objectives of the course

Economic Growth has emerged as an independent field of active research in Economics. The aim of this course is to synthesize recent ideas and approaches to understanding economic growth at the undergraduate level and to survey the leading explanations for the causes of growth. This course is organized into three substantive sections. The first examines the degree to which income variations across countries can be attributed to variations in factor accumulation, and, the determinants of factor accumulation. In the second part of the course, we study the role of productivity and technology in explaining income differences. The third section explores the deeper or fundamental characteristics of countries that may underlie differences in factor accumulation and productivity among countries. We will supplement textbook material with articles about the economic history of country experiences and contemporary topics of interest/F2 12 Tfc530.970

2 Quizzes (15% each)	30%
Country Analysis Paper	20%
Presentation of an Article on the Syllabus	10%
Discussion (5%) and Canvas Assignments (5%)	10%
Final Exam	30%

Country Analysis Paper: The aim of your

Canvas Assignments will be posted regularly on Canvas throughout the semester. The assignments are closely related to the material we are working on during class. However, everyone must individually submit answers to receive credit. There is only one deadline for all of the Canvas assignments in this course, **May 1 at 11 p.m.** All homework assignments must be completed by that time. No extensions.

To earn points on Discussions of Student Presentations, post comments in Canvas in response to the questions posed in the Student Article Presentations. You can earn full points in this category just by posting to 5 articles, but extra credit may be earned if you post on more than 5 articles, including the article you will present yourself—simply post a response to someone else’s comment. Grading is simple: 5 points for considered, thoughtful comments that demonstrate you read the article and listened to the presentation; 1 point for relatively cursory posts; and 0 points if nothing is posted. The Discussion board will close on **May 1 at 11 p.m.** All posts must be completed by that time. No extensions.

Policy on Late Papers and Missed Quizzes: If you miss a quiz for any reason, contact me immediately. The Country Analysis Paper is a long-term project; plan accordingly. To ensure I have sufficient time to read the paper and turn in grades, late papers will be penalized by one letter grade per day late, i.e., a paper that would have received an “B” grade if turned in on time will instead receive a C grade if turned in during any 24-hour period after the deadline. Reports that are 3 days late will not be graded.

Quizzes and Final Exam: There are two Quizzes. The Final Exam for this course has been scheduled by the CU Registrar for **May 2, 4:30 - 7 p.m.** The Final Exam will be comprehensive. All students must take the final exam to pass the course.

Note: You will need a laptop with a camera or a webcam. We will be using the [Proctorio Online Exam Proctoring Service](#) in this course. Proctorio is a software extension in Chrome that uses your computer’s screen, webcam, and microphone to create a remote proctored environment, and enables you to take exams via Canvas in the location of your choice. You must have a strong and stable internet connection for Proctorio to work well. During the exam, you, your computer, your BuffOne Card, and the environment you are taking the exam in may all be recorded.

For information about Proctorio’s privacy policies, please visit [OIT’s Proctorio Privacy page](#). The instructor of this course is the only one who will view the recordings. CU’s Proctorio administrators also have access to all recordings. The Chrome browser extension must be installed before you can take the exam, and you can [remove it once the exam is complete](#).

I will be giving a practice run so you can become familiar with Proctorio, and surface any issues you may encounter with Proctorio.

There are limitations in [Proctorio’s accessibility](#) for those who utilize screen readers and keyboard navigation. Also, you must be over the age of 18 to consent to use Proctorio. If you have concerns about your ability to use or consent to use Proctorio, please contact me at least two weeks ahead of the exam to discuss alternate arrangements.

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Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and [Student Code of Conduct](#).

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy reg

Student Presentation E: Tiloka de Silva and Silvana Tenreyro, “Population Control Policies and Fertility Convergence,” *Journal of Economic Perspectives*, 31(4): 205-228, Fall 2017. [[Link](#)]

Chapter 6: The Effect of Human Capital on Growth

Theory: Returns to Education.

Student Presentation F: Tessa Bold et al. “Enrollment without Learning: Teacher Effort, Knowledge, and Skill in Primary Schools in Africa.” *Journal of Economic Perspectives*, 31(4): 185-204, Fall 2017. [[Link](#)]

III. Productivity

Chapter 7: How much does productivity growth differ among countries?

Theory: Growth Accounting, Total Factor Productivity

Reading:

Student Presentation G: Barry Bosworth and Susan M. Collins, “Accounting for Growth: Comparing China and India,” *Journal of Economic Perspectives*, 22(1), Winter 2008. [[Link](#)]

Chapters 8 and 9: Can technological gaps explain differences in productivity?

Theory: Model of Technological Change

Reading:

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Student Presentation H: Michael Bailey, Rachel Cao, Theresa Kuchler, Johannes Stroebel, and Arlene Wong, "Social Connectedness: Measurement, Determinants, and Effects." *Journal of Economic Perspectives*, 32 (3): 259-80, 2018.

Chapter 10: How much of productivity differences come from inefficiency?

Theory: Decomposing productivity into technology and efficiency

Reading:

Student Presentation I: Nicholas Bloom and John Van Reenen, "Why Do Management Practices Differ Across Firms and Countries?" *Journal of Economic Perspectives*, 24(1), 2010.

Student Presentation J: Sergei Guriev, Daniel Treisman, "Informational Autocrats," *Journal of Economic Perspectives*, 33(4), 2019.

IV. Historical (Fundamental) Factors of Growth