

Economics of Growth and Development

Course: ECON 4340.001

(in-person course Tuesday & Thursday from 2:00 – 3:20 in COB 227)

Course duration: August 26, 2024 – December 4, 2024

Office hours: By appointment (ccuellartapia@uttyler.edu).

Instructor: Dr. Cecilia Cuellar

Course Objective and Description

This undergraduate course provides an in-depth exploration of the theories, models, and empirical evidence surrounding economic growth and regional economic development. The course is designed to equip students with a comprehensive understanding of the dynamic processes that drive economic growth at both the national and regional levels, as well as the factors that contribute to regional disparities in economic performance.

Students will engage with a range of theoretical frameworks, from classical and neoclassical growth theories to more contemporary models of endogenous growth, which emphasize the roles of innovation, knowledge, and institutions in fostering long-term economic development. The course also examines the geographic and spatial dimensions of economic growth, highlighting the importance of location, infrastructure, and urbanization in shaping regional development outcomes.

A key feature of this course is its project-based approach, which encourages students to apply theoretical concepts to real-world scenarios. Throughout the course, students will participate in a series of collaborative projects, including case studies, policy design simulations, data analysis, and geographical mapping exercises. These projects are designed to deepen students' understanding of the material and develop their analytical, research, and presentation skills.

By the end of the course, students will be able to critically assess the factors that influence economic growth and regional development, evaluate the effectiveness of various economic policies, and propose innovative solutions to address regional disparities. The course culminates in a capstone project, where students will conduct a comprehensive analysis of a selected region's economic trajectory and present actionable recommendations for promoting sustainable and inclusive growth.

Learning Objectives:

1. **Theoretical Mastery:** Understand and critically evaluate key economic growth theories, including classical, neoclassical, and endogenous growth models.
2. **Policy Analysis:** Analyze the impact of economic policies on growth and regional development and assess their effectiveness in different contexts.
3. **Geographical Insights:** Explore the role of geography, urbanization, and infrastructure in regional economic development, and apply spatial analysis tools to real-world scenarios.
4. **Empirical Skills:** Develop proficiency in statistical methods for analyzing regional economic data, including the use of software tools like R or Microsoft Excel.
5. **Project-Based Application:** Engage in collaborative projects that apply theoretical knowledge to practical problems in economic growth and regional development, culminating in a comprehensive capstone project.
6. **Critical Thinking:** Enhance the ability to think critically about the causes and consequences of regional economic disparities and propose innovative solutions for addressing these challenges.
7. **Communication:** Develop strong written and oral communication skills through the presentation of project findings and policy recommendations.

Note on Course Dynamics

This is an entirely in-person class, this means we'll meet in the classroom at scheduled times throughout the semester, and students are expected to attend class. The Discussions link on Canvas is an additional forum through which students may exchange questions/ideas.

Important Deadlines

The University calendar is available here: <http://www.uttyler.edu/calendar/> . It is important that each student keeps track of drop dates and other important dates given in the University calendar. It is the student's responsibility to keep track of all important dates (including withdrawal dates). Students who do not withdraw by the required date (as stated by the University) will end up with a final grade based on their course work during the semester. Other important deadlines are provided in the course syllabus and course schedule.

Grading – Weights

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|---|-----|
| Attendance | 5% |
| Class Journal and Participation | 10% |
| In-class group/individual activities | 20% |
| Capstone Project Presentation | 30% |
| Final Capstone Project (Research Paper) | 35% |

Letter Grade Curve

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|---|------------|
| A | 100% - 90% |
| B | 89% - 80% |
| C | 79% - 70% |
| D | 69% - 60% |
| F | 59% - 0% |

Expectations

Students are expected to complete all assessments on time. Students are expected to meet all deadlines and work as independently as possible. Students are expected to keep track of all deadlines, and University Calendar for course drop out dates and other important dates.

Copyright

All the course material available on Canvas is copyrighted.

Communication

You can reach me via email at ccuellartapia@uttyler.edu

Please give me between 24 and 48 hours to respond to your email during the week, and during weekends it may take more than 48 hours to respond.

Please feel free to email me to schedule an appointment (office hours). Office hours will take place via Zoom or in-person meeting. For more information on Zoom for UT-Tyler students please visit uttyler.zoom.us. The link “Zoom” on your Canvas course page has more information.

IMPORTANT

1. Students are required to attend class regularly, actively participate, and submit all assignments by the designated deadlines while working independently.
2. It is the student's responsibility to stay informed about important course dates, including the deadline for dropping the class. If a student fails to drop the class within the established time frame set by UT-Tyler, their final grade will be based on the work they have completed in the course.
3. To ensure a smooth learning experience, it is essential to have a reliable internet connection, functioning hardware, and up-to-date software. Students will not receive extensions if they encounter any issues related to their internet connection, hardware, or software. It is recommended that students complete assessments well in advance of the deadline to avoid last-minute problems.
4. All times are referenced in Central Standard Time (CST).

Final Capstone Project and Presentation

The primary objective of this project is to enable you to evaluate a selected geography's development trajectory and suggest pertinent policy recommendations. To achieve this, you will be required to present the findings of your analysis and submit a final paper. In particular, you will be assigned to an East Texas' county, and you will employ one or more of the models covered in class (e.g., the Solow development model) to analyze its development process. It is crucial to gather essential data to support your analysis.

Final paper: It is required that you submit a final paper that provides an overview of a county's economic, political, and social frameworks, including your findings, charts, and tables, as well as the sources utilized in your analysis. Please upload the completed paper to Canvas.

Your paper should consist of the following sections:

Section 1 –ABSTRACT: In 150 to 250 words, please provide a brief overview of the country you have chosen to analyze, explain the reasons behind your selection, and present a summary of your primary findings.

Section 2: ECONOMIC OVERVIEW (1-2 pages): describe the county's economy and its growth experience over time. Additionally, analyze the key factors that have contributed to this experience, and include relevant key economic indicators in your analysis.

Section 3- THE ECONOMIC DEVELOPMENT PROCESS (4-5 pages): Please provide a concise and clear description of the county's development process, including its key development indicators and the challenges it faces in its development journey.

Section 4 – POLICY RECOMMENDATIONS (5 pages): Develop a strategy that is supported by the analysis presented in section 3 to provide evidence for your policy recommendations.

Section 5 – REFERENCES (Following APA format).

Presentation: The aim of this presentation is to showcase the analysis of the final paper. It is expected that you will provide a comprehensive overview of the factors that led you to choose the country you are examining, the pertinent data you have utilized, the country's development process, and the obstacles it faces, and suggest feasible policy options. The duration of the presentation will be determined in due course. Kindly submit your slides to the canvas platform.

Grading (paper and presentation)

1. **The final paper is worth 100 points.** Please upload your paper on Canvas.
 - a. Evaluation and grading of the report will be based on:
 - i. Your ability to include relevant data, conduct all relevant analysis to develop policy recommendations in the context of social and economic development challenges.
 - ii. Your ability to present your results in a clear, organized and concise manner.

Final paper grading

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|-----------|-----|
| Section 1 | 5% |
| Section 2 | 25% |
| Section 3 | 30% |
| Section 4 | 35% |
| Section 5 | 5% |

Capstone Project Note

Important Note:

As an additional incentive, the best capstone projects from this course will be considered for publication in a special edition of the East Texas Economic Handbook of the Hibbs Institute for Business and Economic Research, scheduled for release in February or March of 2025. This is a unique opportunity to gain real-world experience in academic publishing, similar to submitting an article to a professional journal.

If your project is selected, you will be responsible for addressing any editorial corrections or suggestions provided by the reviewers. The process will mirror the peer-review and revision stages that are standard in academic publishing. As the author, your name will be credited, and you will have the opportunity to contribute to the scholarly discourse in the field of economic growth and regional development.

This experience not only enhances your academic portfolio but also provides a valuable steppingstone for future academic or professional endeavors. Ensure that your work is rigorous, original, and well-presented to maximize your chances of being selected for publication

2. **The presentation is worth 100 points.** Please upload your slides on Canvas.
 - a. Evaluation and grading of the presentations will be based on:
 - i. Your ability to include relevant data, clearly present all relevant analysis necessary to develop policy recommendations in the context of the development challenges.
 - ii. Your ability to present your results in a clear, organized and concise fashion using relevant presentation aids such as power point slides.

Session Breakdown

| Weeks | Topic | Reading List |
|--|--|---|
| Week 1 (8/26 - 8/30) | <p>Module 1: Introduction to Economic Growth and Regional Development</p> <p>Learning Module: Overview of Economic Growth Theories</p> <p>Activity: Group discussion on the current state of regional disparities in economic development.</p> | Barro, R. J., & Sala-i-Martin, X. (2004). Economic Growth, Chapter 1: Introduction. |
| Week 2 (9/02 - 9/06) | <p>Module 2: Classical Growth Theories</p> <p>Learning Module: Exploration of Classical Theories of Growth (Adam Smith, Ricardo, Malthus)</p> <p>Activity: Case study analysis of a region's growth using classical economic principles (Using the county assigned for the capstone project).</p> | <p>Barro, R. J., & Sala-i-Martin, X. (2004). Economic Growth, Chapter 2: Classical Theories of Growth.</p> <p>Smith, A. (1776). The Wealth of Nations, Book 1, Chapter 1: Of the Division of Labour.</p> |
| Week 3 (9/09 - 9/13) through Week 4 (9/16 - 9/20) | <p>Module 3: Neoclassical Growth Models</p> <p>Learning Module: Solow Growth Model and its Implications for Regional Development</p> <p>Activity: Simulation project on the impact of capital accumulation and technological change on regional growth.</p> | <p>Barro, R. J., & Sala-i-Martin, X. (2004). Economic Growth, Chapter 3: The Solow Model.</p> <p>Solow, R. M. (1956). A Contribution to the Theory of Economic Growth. Quarterly Journal of Economics, 70(1), 65-94.</p> |
| Week 5 (9/23 - 9/27) through Week 6 (9/30 - 10/04) | <p>Module 4: Endogenous Growth Theory</p> <p>Learning Module: Role of Innovation, Knowledge, and Human Capital in Growth</p> <p>Activity: Analysis on the influence of education and R&D on regional economic growth.</p> | <p>Barro, R. J., & Sala-i-Martin, X. (2004). Economic Growth, Chapter 4: Endogenous Growth Theory.</p> <p>Romer, P. M. (1990). Endogenous Technological Change. Journal of Political Economy, 98(5), S71-S102.</p> |
| Week 7 (10/07 - 10/11) | <p>Module 5: Institutions and Economic Growth</p> <p>Learning Module: The Role of Institutions in Promoting or Hindering Growth</p> <p>Activity: Group project on evaluating institutional quality in different regions and its effect on economic performance.</p> | <p>Acemoglu, D., Johnson, S., & Robinson, J. A. (2001). The Colonial Origins of Comparative Development: An Empirical Investigation. American Economic Review, 91(5), 1369-1401.</p> <p>Rodrik, D., Subramanian, A., & Trebbi, F. (2004). Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development. Journal of Economic Growth, 9(2), 131-165.</p> |
| Week 8 (10/14 - 10/18) through Week 9 (10/21 - 10/25) | <p>Session 6: Geography and Regional Development</p> <p>Learning Module: Spatial Economics and the Role of Geography in Economic Development</p> <p>Activity: R mapping project to analyze the geographical determinants of regional economic growth.</p> | <p>Fujita, M., Krugman, P., & Venables, A. J. (1999). The Spatial Economy: Cities, Regions, and International Trade, Chapter 2: The Core-Periphery Model.</p> <p>Gallup, J. L., Sachs, J. D., & Mellinger, A. D. (1999). Geography and Economic Development. International Regional Science Review, 22(2), 179-232.</p> |
| Week 10 (10/28 - 11/01) | Module 7: Economic Policies and | Barro, R. J., & Sala-i-Martin, X. (2004). |

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| | <p>Regional Development Learning Module: Impact of Fiscal and Monetary Policies on Regional Economies Activity: Policy design project where students create economic policies tailored to enhance growth in a specific region.</p> | <p>Economic Growth, Chapter 5: Policy Implications for Growth. Aschauer, D. A. (1989). Is Public Expenditure Productive? <i>Journal of Monetary Economics</i>, 23(2), 177-200.</p> |
| Week 11 (11/04 - 11/08) | <p>Module 8: Urbanization and Regional Economic Development Learning Module: The Role of Urbanization in Regional Growth Activity: Comparative analysis of urban and rural development strategies in different regions.</p> | <p>Henderson, J. V. (2003). The Urbanization Process and Economic Growth: The So-What Question. <i>Journal of Economic Growth</i>, 8(1), 47-71. Glaser, E. L., & Gottlieb, J. D. (2009). The Wealth of Cities: Agglomeration Economies and Spatial Equilibrium in the United States. <i>Journal of Economic Literature</i>, 47(4), 983-1028.</p> |
| Week 12 (11/11 - 11/15) | <p>Module 9: Regional Economic Disparities Learning Module: Causes and Consequences of Regional Inequality Activity: Data analysis project on regional income disparities using econometric techniques.</p> | <p>Rodríguez-Pose, A. (2018). The Revenge of the Places that Don't Matter (and What to Do About It). <i>Cambridge Journal of Regions, Economy and Society</i>, 11(1), 189-209. Barro, R. J., & Sala-i-Martin, X. (2004). <i>Economic Growth</i>, Chapter 7: Regional Inequality and Convergence.</p> |
| Week 13 (11/18 - 11/22) | Final Presentations | |
| Week 14 (11/25 - 11/29) | <p>Module 10 – Economic Development Problems: Artificial Intelligence Thanksgiving week</p> | <p>Rodrik, D., & Stantcheva, S. (2021). Artificial Intelligence, Economic Development, and Industrial Policy: New Technologies, Global Value Chains, and the Future of Emerging Markets (NBER Working Paper No. 29261). National Bureau of Economic Research. https://doi.org/10.3386/w29261</p> |
| Week 15 (12/02 - 12/06) | <p>Module 11 - What's next for Economic Development? Research paper submission (Due date 12/06)</p> | <p>Banerjee, A. V., & Duflo, E. (2019). <i>Good Economics for Hard Times: Better Answers to Our Biggest Problems</i>. PublicAffairs. Chapter 10: Good Economics for Good Jobs.</p> |

The professor reserves the right to change the outline and any other aspect of this syllabus throughout the semester.

Note: You may request many of these reading via the Interlibrary Loan service at the UT-Tyler library: <https://illiad.utt Tyler.edu/>.

UNIVERSITY POLICIES

Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the

guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.