

Course syllabus «Население и экономическое развитие» («Population changes and economic development»)

Утверждена
Академическим советом ООП
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Authors	S. Researcher D. Ivanov, As. Prof. Vladimir Kozlov
Number of credits	5
Contact hours	60
Self-study hours	130
Course	1
Educational format	Without use of online course

I. Aim, Results of Mastering the Discipline and Perquisites

The present syllabus sets up minimal requirements and course objectives for students, defines the content of lectures and seminars and lays out students' evaluation criteria. The course is designed for professors teaching this course, their teaching assistants and MA students majoring in "Public Administration" (38.04.04).

The syllabus meets:

- FSES of 38.04.04 «Public Administration»;
- the educational standards of the Higher School of Economics developed for MA program 38.04.04 "Public Administration" (0401000.68 «Social sciences»)
- the curriculum of the MA program 38.04.04 "Public Administration".

The course is taught on the 1st year

The course introduces the students with the basic concepts of economic and human development, problems of inequality and basic demographic challenges. It combines some theoretical models with broad empirical evidence. Within the discipline students can realize the interconnections between social and economic development and demographic behavior

The aim of the course is to explain students the demographic and social economic aspects of the human development. Within this course the connections between demographic, social economic and political processes are observed as well as their influence on social and human development and possible causal mechanisms.

In the first part, we will take a look at the contemporary differences in various development outcomes across nations. Once we realize that these differences were (and indeed had to be) in the making since at least a couple of centuries, and possibly way more, it becomes imperative to turn our attention to possible answers to the two fundamental questions: (1) Why are contemporary societies so much richer than their distant ancestors? (2) Why are some nations so much wealthier than others today?

In the second part of the course, we will briefly discuss the history of global economic growth and the history of divergence between rich and poor nations, with particular emphasis on the Industrial Revolution and various hypotheses on its causes. Next, we will consider individual factors of economic development, like geography, human capital and institutions, and analyze how they contribute to economic development and to the observed between-country economic inequality,

using both historical and contemporary material. Finally, we will examine topics especially salient for the developing countries, like coping with advantages and challenges of ethnolinguistic and religious diversity; the resource curse issues; the debate on long-run benefits of international development aid.

II. Content of the Course

- Section 1. Introduction to the course
- Section 2. Population growth and development. Sustainable development
- Section 3. Human development index concept
- Section 4. Development goals and International organizations
- Section 5. Social capital and development
- Section 6. Great Divergence / Industrial Revolution
- Section 7. Geography and economic development
- Section 8. Human capital and economic development
- Section 9. Concept of institutions
- Section 10. Institutions and economic development
- Section 11. Diversity and Development
- Section 12. Resources and Development
- Section 13. Development Aid

III. Grading

The grade is based on participation in the hands-on lab sessions and finalizing the small exercises for each of them (assignments and projects, 25%), a essay in a form of revision (25%), and a final written ex-amination in the form of test (25%) and a final group project (15%), seminars activity (10%).

IV. Grading Tools

Type of control	Form of control	1 nd year				Parameters
		1	2	3	4	
Current	Essay			*		Revision of the articles
Final	Written examination + Project			*		Test with opened questions

Essay (review)

Please give a review of the paper based on the following points:

- 1) Title of the submitted paper
- 2) What is the paper about? What is the issue under study? Why this issue is interesting and/ or important? To what extent this issue has been studied in previous research?
- 3) What the author does in the paper in order to study that issue? (You should describe that methodology used and explain how it helps to study/answer the research question).

4) What are the main results/findings of the paper? Why they are interesting and deserve attention? What are the possible implications of this paper? What about policy implications?

5) What are the advantages of this paper?

6) What are the drawbacks of this paper?

Literature for the essay (review)

1. Acemoglu, D., Gallego, F. A., & Robinson, J. A. (2014). Institutions, human capital, and development. *Annual Review of Economics*, 6(1), 875-912.
2. Acemoglu, D., & Cantoni, D. (2011). The Consequences of Radical Reform: The French Revolution. *American Economic Review*, 101, 3286-3307.
3. Alesina, A., Giuliano, P., & Nunn, N. (2013). On the origins of gender roles: Women and the plough. *The Quarterly Journal of Economics*, 128(2), 469-530.
4. Alsan, M. (2014). The effect of the tsetse fly on African development. *The American Economic Review*, 105(1), 382-410.
5. Bai, Y., & Kung, J. K. S. (2015). Diffusing knowledge while spreading God's message: Protestantism and economic prosperity in China, 1840–1920. *Journal of the European Economic Association*, 13(4), 669-698.
6. Bertocchi, G., & Dimico, A. (2014). Slavery, education, and inequality. *European Economic Review*, 70, 197-209.
7. Bleakley, H. (2007). Disease and Development: Evidence from Hookworm Eradication in the American South. *The Quarterly Journal Of Economics*, 122(1), 73-117.
8. Bleakley, H. (2010). Malaria Eradication in the Americas: A Retrospective Analysis Of Childhood Exposure. *American Economic Journal: Applied Economics*, 2(2), 1-45.
9. Burgess, R., Jedwab, R., Miguel, E., & Morjaria, A. (2015). The value of democracy: evidence from road building in Kenya. *The American Economic Review*, 105(6), 1817-1851.
10. Cagé, J., & Rueda, V. (2016). The long-term effects of the printing press in Sub-Saharan Africa. *American Economic Journal: Applied Economics*, 8(3), 69-99.
11. Cantoni, D., & Yuchtman, N. (2014). Medieval universities, legal institutions, and the commercial revolution. *The Quarterly Journal of Economics*, 129(2), 823-887.
12. Clark, G. (2016). Microbes And Markets: Was The Black Death An Economic Revolution?. *Journal Of Demographic Economics*, 82(2), 139-165.
13. Cogneau, D., & Moradi, A. (2014). Borders that divide: Education and religion in Ghana and Togo since colonial times. *The Journal of Economic History*, 74(3), 694-729.

14. Dennison, T., & Ogilvie, S. (2014). Does The European Marriage Pattern Explain Economic Growth? *The Journal Of EconomicHistory*, 74(3), 651-693.
15. Dittmar, J., & Meisenzahl, R. R. (2016). *State Capacity and Public Goods: Institutional Change, Human Capital and Growth in Early Modern Germany*. CEP Discussion Paper No 1418.
16. Fujiwara, T. (2015). Voting technology, political responsiveness, and infant health: Evidence from Brazil. *Econometrica*, 83(2), 423-464.
17. Grosjean, P., & Senik, C. (2011). Democracy, market liberalization, and political preferences. *The Review of Economics and Statistics*, 93(1), 365-381.
18. Guriev, S., & Vakulenko, E. (2015). Breaking out of poverty traps: Internal migration and interregional convergence in Russia. *Journal of Comparative Economics*, 43(3), 633-649.
19. Hornbeck, R., & Naidu, S. (2014). When The Levee Breaks: Black Migration And Economic Development In The American South. *The American Economic Review*, 104(3), 963-990.
20. Kantor, S., & Whalley, A. (2014). Knowledge spillovers from research universities: evidence from endowment value shocks. *Review of Economics and Statistics*, 96(1), 171-188.
21. Michalopoulos, S., & Papaioannou, E. (2013). National institutions and subnational development in Africa. *The Quarterly Journal of Economics*, 129(1), 151-213.
22. Michalopoulos, S., & Papaioannou, E. (2013). Pre-Colonial ethnic institutions and contemporary african development. *Econometrica*, 81(1), 113-152.
23. Michalopoulos, S., & Papaioannou, E. (2016). The long-run effects of the scramble for Africa. *The American Economic Review*, 106(7), 1802-1848.
24. Miller, M. K. (2015). Electoral authoritarianism and human development. *Comparative Political Studies*, 48(12), 1526-1562.
25. Nunn N, Qian N. (2011) The Potato's Contribution to Population and Urbanization: Evidence from a Historical Experiment. *Quarterly Journal of Economics*. 126 (2), 593-650.

Seminars discussion

Questions Suitable for discussions on Sustainable Development Goals and MDGs

1. What are the Sustainable Development Goals?
2. What happened to the MDGs?
3. How are the SDGs different than the MDGs?

4. Are the SDGs attainable?
5. Who is going to pay for all of these goals?
6. Which countries ranked the highest in the attainment of the MDGs?
7. What factors aided the successes?
8. Which countries ranked the worst?
9. What factors were responsible for the failures?

Group project

Please find the development problem and suggest the possible solutions based on the theoretical, empirical and case-study materials answering the following questions

1. What is a problem?
2. Why are you interested in this problem and no other?
3. What is the scope of the problem? (regional, country, international)
4. How does it affect development of the particular territory and world development? What are the externalities of this problem?
5. Who are the main beneficiaries of this problem solution?
6. Who could be the other interested parties in the solution as partners or/and beneficiaries?
7. How are you going to solve the problem? (main mechanisms)
8. What are the funding sources for this problem solution?
9. What is the public and private balance for the solution? What is the role of non-commercial and international organizations in this process?
10. What are the possible risks within the process of solution?
11. Are there any parts that will lose from the problem solution? How these losses can be compensated?

The solution should be done in the written form (no more than 12 000 characters, excluding literature review and annexes with statistical information). The texts should avoid plagiarism, be logically coherent and written with introduction, conclusion, literature review, footnotes.

V. Sources

5.1 Main Literature

Taylor, J. Edward, and Travis J. Lybbert. *Essentials of Development Economics*, University of California Press, 2015. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1747548> .

Applied Economics for Development : Empirical Approaches to Selected Social and Economic Issues in Transition Economies, edited by Mahmut Zortuk, Vernon Press, 2017. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=5113135>.

Additional literature

Mokyr, Joel. A Culture of Growth : The Origins of the Modern Economy, Princeton University Press, 2016. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4729402>.

Choi, J. Jay. Neo-Transitional Economics, edited by Yusaf H. Akbar, and Rustam Jamilov, Emerald Publishing Limited, 2015. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=2007424> .

5.2 Software

№ п/п	Name	Access conditions
1.	MicrosoftWindows 7 Professional RUS MicrosoftWindows 10 MicrosoftWindows 8.1 Professional RUS	<i>From the university's internal network (contract)</i>
2.	Microsoft Office Professional Plus 2010	<i>From the university's internal network (contract)</i>

5.3 Material and technical support

Classrooms for lectures on the discipline provide for the use and demonstration of thematic illustrations corresponding to the program of the discipline, consisting of:

- PC with Internet access (operating system, office software, antivirus software);
- multimedia projector with remote control.