Amman Study Center, Jordan

Course name: Development Economics in the Middle East
Course number: ECON 3001 AMJO
Programs offering course: Middle East Studies
Language of instruction: English
U.S. Semester Credits: 3
Contact Hours: 45
Term: Spring 2018

Course description
This course is about the economic structures, institutions and policy challenges in the countries of the Middle East and North Africa (MENA). The course starts with a broad economic history of the region in the 19th Century and goes on to address selected aspects of economic policy in the contemporary period in these countries. The contemporary natures of the problems facing the MENA countries are addressed throughout the course.

Learning Outcomes

Upon successful completion of this course, the student will be able to:

- Understand the features and structural characteristics of the MENA economies.
- Enhance their critical analysis of economic problems and policies in the region.
- Explore and discuss critically specific policy approaches to identified economic problems of the region.
- Explore key policy options in regional and international contexts.
- Articulate the development of development economics from Mercantilism to modern growth models.
- Understand the socio-economic features and structural characteristics of the MENA economies.
- Develop a broad understanding of the economic history of the region, and be able to assess the impact of integration into the international economy, in particular.
- Understand and differentiate between different types of economies within the MENA region (oil and non-oil economies, labour surplus and labour deficit economies, small and large, agrarian and non-agrarian economies, etc).
- Discuss and apply key concepts of economic policy analysis to contemporary problems and opportunities facing MENA countries.
- Focus on thematic policy issues relating to a wide range of topics within the MENA countries.
- Appreciate the position of these countries in the wider context of the international economy.

Course Prerequisites:
None.
Methods of instruction:
- Lectures
- Questions using the net to find out the latest information about different MENA countries.
- Group discussion

Assessment and Final Grade:

Class presentation 5%
3-5 pages report on the class presentation article 5%
Midterm Exam 20%
Research Paper assignment: 20%
Presentation of the research paper 10%
Take-home final exam 40%

The referee report is a critical (but constructive) evaluation of an academic paper. The list of papers is available on the class presentations (not yours) or any other article from the additional sources. Please limit your writing of the referee report to five pages.

Attendance Policy:

This class follows the CIEE attendance policies:
Attendance is required. That means you are required to attend all classes, arrive on-time, and stay for the entire class period each and every time it meets. Any Unexcused absences will be noted by your instructor and will count against your attendance/participation (presentation) grade.
More than ONE (for classes that meet once a week) or TWO (for classes that meet twice a week) unexcused absence will automatically result in a failing grade.

What is excused by CIEE?
1. Illness documented by a physician's report
2. Family emergencies
3. Host Family Events
4. Rare and Vital Learning Experiences

What is not excused by CIEE?
1. Personal rest days
2. Absences due to poor choices or poor planning
3. Travel

What should you do if you are absent?
1. Regardless of why you are late or absent you must inform resident staff and your instructors. If you simply don't show up to class, we assume something serious has happened to you.
2. Submit an Absence Notification Form at least three days prior to a planned absence or three days after an unplanned absence. If your absence is excused, resident staff will place an Excused Absence Confirmation in your mailbox (usually by the next business day). You must show this Excused Absence Confirmation to the instructors of the classes that you missed.
3. Contact the instructors of all classes that you miss to notify them of the reason for your absence and to find out what you missed and what you can do to make up missed work. Note that instructors are not obligated to allow a student to make up missed assignments or exams if the student's absence is not excused.

*Please refer to your handbook for more details.*

**Weekly Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Source/Article/Chapter</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Development Economics</td>
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<td>2</td>
<td>Chapter 20: Income inequality, Poverty, and Discrimination</td>
<td>Macroeconomics, 18/e</td>
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<td>3</td>
<td>Chapter 25: Economic Growth</td>
<td>Macroeconomics, 18/e</td>
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<td>4</td>
<td>Chapter 39W: The Economics of Developing Countries.</td>
<td>Macroeconomics, 18/e</td>
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<td><strong>7</strong></td>
<td><strong>MIDTERM EXAM</strong></td>
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**Solow-Swan model (Neoclassical growth theory)**

Aghion, Philippe and Peter W. Howitt (2009), "The Economics of growth"
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<thead>
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<th>Page</th>
<th>Title</th>
<th>PDF Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Research Presentations</td>
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<td>14</td>
<td>Research Presentations</td>
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<tr>
<td>15</td>
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<td>16</td>
<td>Final</td>
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**Reading articles is a skill you need to develop.** When reading, it is useful to think about the following questions:

1. What question is the article trying to answer (question)?
2. Why is the question interesting (motivation)?
3. How does the article answer the question (method)?
4. What are the main results (findings)?
5. What are potential problems with the interpretation of results put forward by the authors (limitations)?
6. What potential policy conclusions can you draw from the findings (policy)?

One useful reading strategy is to start with a careful reading of the introduction of the article, then skim through the tables and figures and read the conclusion. After this you should delve into the article and try to understand its main message. This is a useful strategy because most of the articles will have a thorough introduction in
which they discuss all six questions mentioned above. You should note that you are not expected to understand all the technical details of the articles but you should be able to understand and intuitively explain their results and potential limitations.

<table>
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<th>Class Presentations</th>
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<td><strong>Inequality</strong></td>
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Neoclassical and endogenous economic growth


Neoclassical and endogenous economic growth


Empirics of economic growth


Growth strategies


Empirics of economic growth

Aghion, P. and S. Durlauf: chapter 8. [*]

Notes: Any make up session will be held on a Saturday

Paper Assignment (20%):
The assignment should be 10 to 12 pages (typed, double-spaced, 12-pt font- Times New Roman). It should be written in the third person and include the following:

1. Introduction:
   a. The purpose.
   b. Why it is important. Articulate the practical and theoretical dimensions of the problem as well as the expected contribution of the study – to business and to discipline.

2. Review of the literature— This will NOT include your opinion, but rather, the opinions of those already published. – Literature Review to support the study, which includes:
   - Introduction to the Literature Review; Literature to support the problem; Literature to support the global model or environment; Literature to support the research model or environment; Literature to support the hypotheses; Literature to support the variable definitions and measurements.

What a Review of Literature should do:

- A Review of Literature is the most important part of your paper (or chapter in a dissertation/thesis).
- It identifies, describes, evaluates, and summarizes the current information in your field.
- It presents and analyzes the empirical and theoretical sources covering your variables.
- It demonstrates your mastery and understanding of your chosen field.
- Doing a thorough Review of Literature takes time. Each book, article, or web site must be read and reviewed for ideas that will help your project. Identify how each piece can help you, and where. A thorough Review of Literature is critical to all other aspects of your dissertation!
3. Methodology: how you go about answering the research question in your paper is your methodology. It is your strategy for discovering the answer systematically. Define terms, review of the literature, describe the setting, time observed, survey of interviews—who, etc., and indicate the focus of your observation. Research Methodology, which includes: Introduction to the methodology, Research strategy, Research population, Sampling methodology, Instrumentation, Research sample, Method for establishing validity, Reliability test results, and Data analysis methodology.

4. Bibliography (References): All references and citations are to be in current APA style—An APA’s Web site provides answers to frequently asked questions about style (http://www.apa.org).

   Citing a book with one author:

   Citing an article in a journal:

   Citing an abstract of a journal article:

   Citing an article in a magazine:

   Citing an article in a newspaper:

   Citing an article in an online journal:

   Citing a journal article from an electronic database:

   Citing an abstract from an electronic database:

5. Analyses
6. Findings
7. Conclusion.
8. Paper is due by the final day before the final exam.

Make-up Exams: Each student is expected to take all the exams at the designated time and place. Students who miss any exam without a CIEE-accepted excuse will receive the grade of zero for the missed exam.

Course Requirements: Students are expected to attend all class sessions, participate in all class activities, complete exams as scheduled, and turn in all assignments on time. Failure to do so may result in the loss of points.

Classroom Rules of Conduct
- Punctuality is essential.
- The use of mobile phone is prohibited in class.
- To pass the course, the student should attend at least 75% of the classes.
- University rules will be applied in case of misconduct.

**Diversity:** Learning to work with and value diversity is essential in every business program. Students are required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop management skills and judgment appropriate to such diversity in the workplace.

**Civility:** As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior include but are not limited to the following: -Conflicting opinions among members of a class are to be respected and responded to in a professional manner. Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations. There are to be no offensive comments, language, or gestures.

**Ethics:** Ethical behavior in the classroom is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

**Academic Dishonesty** Academic dishonesty will be dealt with in the strictest possible manner as per the University/Institution guidelines. Students are expected to exhibit honesty in all work. Plagiarism is the presentation of someone else’s ideas or work as one’s own. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University/Institution Catalog.

**Textbooks:**

**Other books and articles (Additional resources):**


Pissarides, Christopher A and Marie AngeVéganzonès –Varoudakis (2005) Labor markets and economic growth in the MENA region


I. Facts and historical perspective


D. Mookherjee and D. Ray (2001): chapters 1 and 2. [*]


II. Neoclassical and endogenous economic growth

Barro, R. and X. Sala-i-Martin (2004): chapters 1 and 2. [*]


III. Empirics of economic growth

Aghion, P. and S. Durlauf: chapter 8. [*]


IV. Poverty traps


V. Geography and endowments


VI. Institutions


VII. Inequality


VIII. Environment and development


Frankenberg, E.; D. McKee and D. Thomas (2005) "Health consequences of forest fires in Indonesia" Demography, 42(1):109-129. [*]

**IX. Corruption**


**X. Growth strategies**

Aghion, P. and S. Durlauf: chapter 14[*] and 15.


