

* Please ensure that you use the official UGR nomenclature and terminology (ES-EN) available in [UGRTerm](#) for the names of programmes, courses, faculties/schools, departments, competences/skills, teaching methodology, etc.

SEMESTER	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
3rd	4	Elective	Face-to-face	English
MODULE		Master en Economics		
SUBJECT		Growth and Development Economics		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Master in Economics		
FACULTY / SCHOOL		Faculty of Economics		
TEACHING STAFF ⁽¹⁾				
Simone Fari				
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OFFICE HOURS		Monday: 12:30-14:00 and 15:30-17:00 Tuesday: 12:30-14:00 and 15:30-17:30		

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(cc) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" (<http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/>)

GENERAL AND SPECIFIC COMPETENCES

GENERAL COMPETENCES

CG1 - That the student has capacity for analysis and synthesis, which involves being able to define, distinguish and relate both the basics like the premises on which the exposure of any argument is built, as well as to state and Synthetic base its content and critically, in the context, what scientific, political, economic, organizational or type in sea they presented.

BASIC COMPETENCES

CB6 - Knowledge and understanding that provide a basis or opportunity to be original in the development and / or application ideas, often in a research context.

CB7 - That the students can apply their knowledge and ability to solve problems in environments new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

CB8 - Those students are able to integrate knowledge and face the complexity of formulating judgments from information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of knowledge and judgments.

CB9 - Those students can communicate their conclusions and the knowledge and rationale underpinning public skilled and unskilled in a clear and unambiguous.

CB10 - Students must possess the learning skills that enable them to continue studying in a way that will be of be largely self-directed or autonomous.

SPECIFIC COMPETENCES

CE1 – Acquire bibliographical information on the current state of economics research

CE2 – Acquire bibliographical information on the current state of business research

CE3 – Understand the relevant existing theories, tendencies and debates

CE20 – Draw up scientific articles

CE22 – Public presentation and defence of own work

CE23 – Get to know the principal differences between countries (cultural effects) of economic values

CE24 – Get to know the principal differences between countries (cultural effects) of economic results

OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

Student will be able to:

- Know the concepts of Economic History.
- Identify the various source for the study of Economic History.
- Knowledge of economic growth and development in the long-period.
- Identify the role of the state in economic development in the different stages of development of the twentieth century

BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

Macroeconomics in the long-run
Development and growth in the very large period
From the Nation State to Globalization
Industrial and Technological revolutions

SYLLABUS

Unit 1: Growth and Development in the long-run: general concepts



Unit 2: Why we have crisis? cases and explanation

Unit 3: Development, Economic growth and Economic theories

Unit 4: The history of the future: from globalization to the Fourth Industrial Revolution

REQUIRED AND RECOMMENDED READING

The teachers provide students a copy of the articles and of book chapters to be worked in each session.

Anyway this is a basic bibliography:

Autor David. 2015. "Why Are There Still So Many Jobs? The History and Future of Workplace Automation", *Journal of Economic Perspectives* 29 (3): 3-30.

Autor David. 2013. "The Growth of Low-Skill Service Jobs and the Polarization of the US Labor Market", *American Economic Review* 103(5): 1553-1597.

Barrat James, *Our final Invention: Artificial Intelligence and the End of the Human Era*, Thomas Dunne Books, St. Martin's Press, 2013

Bessen James. 2016. "How Computer Automation Affects Occupations: Technology, Jobs, and Skills", Boston University School of Law, Law and Economics Working Paper n. 15-49.

Brynjolfsson Erik and Andrew McAfee, *The Second Machine Age. Work, Progress and Prosperity in a Time of Brilliant Technology*, Norton, 2004.

Cowen Tyler, *Average is over*, Dutton, 2013

Deaton Angus, *The Great Escape: Health, Wealth, and the Origins of Inequality*, Princeton University Press, 2013.

Diamandis Peter, *Abundance: The Future is Better than You Think*, Steven Kotler, 2012.

Ford Martin, *The Rise of the Robots: Technology and the Threat of Mass Unemployment*, Oneworld Publications, 2013.

Frey, Carl Benedikt, and Michael A. Osborne, "The Future of Employment: How Susceptible are Jobs to Computerization?". Oxford Martin School, September 2013.

Gordon Robert, "The Demise of U. S. Economic Growth: Restatement, Rebuttal, and Reflections", NBER Working Paper No. 19895, 2014.

Higgs Kerry, *Collision Course: Endless Growth on a Finite Planet*, MIT Press, 2014.

Kaplan Jerry, *Humans Need Not to Apply. A guide to Wealth and Work in the Age of Artificial Intelligence*, Yale University Press, 2015.

Lewis W. Arthur, *Theory of Economic Growth*, Routledge, 1955.

Maddison Angus, *Contours of the World Economy 1-2030 AD: Essays in Macro-Economic History*, Oxford University Press, 2007.

Mokyr Joel, Chris Vickers and Nicolas L. Ziebarth. 2015. "The History of Technological Anxiety and the Future of Economic Growth: Is This Time Different?", *Journal of Economic Perspectives* 29(3): 31-50.

Morris, Ian, *The measure of Civilization: How Social Development Decides the Fate of Nations*, Princeton University Press, 2013.

Polany Karl, *Great Transformation: The Political and Economic Origin of Our Time*, Beacon Press, 2001.

Pomeranz Kenneth, *The Great Divergence: China, Europe, and making of the Modern World Economy*, Princeton University Press, 2001.

Rodrik Dani, *In Search of Prosperity: Analytic Narratives on Economic Growth*, Princeton University Press, 2003.

Rostow Walt W., *The Stages of Economic Growth: a Non-communist Manifesto*, Cambridge University Press, 1962.

Schumpeter Joseph Alois, *Business Cycles: a theoretical, historical and statistical analysis of the capitalist process*, Mc Graw Hill, 1939.

Schwab Klaus, *The Fourth Industrial Revolution*, World Economic Forum Kindle Edition, 2016.

Sen Amartya, *Development as Freedom*, Oxford University Press, 2001.

USEFUL LINKS (OPTIONAL)



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TEACHING METHODOLOGY

The teaching methodology is similar for each Unit, articulated based on the selection, reading and general discussion of a selected number of book chapters and research papers considered by the professor. These materials are relevant on each of the topics covered by the program.

ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)

According to the Rules of assessment and grading of the students of the University of Granada (latest modification approved by the Governing Board on 26th October 2016), the assessment of students' academic performance will reflect public, objective and impartial criteria, and will preferably be continuous and ongoing.

With the purpose of assessing the acquisition of the contents and competencies to develop in the subject, the following assessment procedure will be used, continuous assessment being optional.

Mandatory attendance and class assignments are required in at least 70% of the classes. Besides, the students could fulfill the final grade, only with a positive grade in final exam.

Under these two conditions, the evaluation and graduation system is:

- Final exam (open and closed answers about the subjects of the syllabus): 50%.
- Research paper (elaboration of written paper): 50%

Special Exam Session

Students who failed or don't do the assessment of the first call (ongoing evaluation or single final assessment) may do a special exam.

Special exam sessions will take place in September. Date of the special exam will be fixed at least 15 days before the exam.

100% of the grade will correspond to that obtained in a final assessment of the following type:

- Final exam (open and closed answer about the subjects of the syllabus): 50%
- Research paper: 50%

DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT "EVALUACIÓN ÚNICA FINAL" (AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT) AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

Special Exam Session

Students who failed or don't do the assessment of the first call (ongoing evaluation or single final assessment) may do a special exam.

Special exam sessions will take place in September. Date of the special exam will be fixed at least 15 days before the exam.

100% of the grade will correspond to that obtained in a final assessment of the following type:

- Final exam (open and closed answer about the subjects of the syllabus): 100%

SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

TUTORIALS



TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
Simone Fari Tuesday 9.30-14.30 Thursday 17-18 Leonardo Caruana de las Cagigas Monday: 12:30-14:00 and 15:30-17:00 Tuesday: 12:30-14:00 and 15:30-17:30	Digital, using video conference tools (Skype, Hangout...)
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
The usual methodology in face to face classes. In addition, virtual tools (video conference, e-mail...) will be used if necessary	
MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)	
Ordinary assessment session	
50% final exam 50% final essay	
Extraordinary assessment session	
<ul style="list-style-type: none"> • 50% final exam • 50% final essay 	
Single final assessment	
<ul style="list-style-type: none"> • 100% final exam 	
SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)	
TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
Simone Fari Tuesday 9.30-14.30 Thursday 17-18 Leonardo Caruana de las Cagigas Monday: 12:30-14:00 and 15:30-17:00 Tuesday: 12:30-14:00 and 15:30-17:30	Digital, using video conference tools (Skype, Hangout...)
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
Lessons in streaming; Uploading of recording video lessons; Creation of Practical activities in Prado: Forum, Wiki text, glossary.	
MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)	



Ordinary assessment session
50% final exam 50% final essay
Extraordinary assessment session
50% final exam 50% final essay
Single final assessment
<ul style="list-style-type: none">• 100% final exam

