



**LUND**  
UNIVERSITY

School of Economics and Management

## **EKHM84, Economic History: Institutions, Economic Growth and Equity, 7.5 credits**

*Ekonomisk historia: Institutioner, ekonomisk tillväxt och rättvisa,  
7,5 högskolepoäng*  
Second Cycle / Avancerad nivå

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### **Details of approval**

The syllabus was approved by The Board of the Department of Economic History on 2016-10-11 and was last revised on 2016-10-11. The revised syllabus applies from 2017-01-16, spring semester 2017.

### **General Information**

This is a course at the graduate level, which can become part of a Master of Science degree. The course is mandatory for the master's programme EAETU Economic Growth, Population and Development tracks EKUT Economic development and EKHI Economic History (year 2). It is optional at the master's programme EAETU Economic Growth, Population and Development, track EKDE Economic Demography, and at the programmes EAISD Innovation and Spatial Dynamics, EAGCH International Economics with a Focus on China and EAEUT Economic Development and Growth. It can also be studied as a single-subject course. The language of instruction is English.

*Language of instruction:* English

*Main field of studies*

Economic History

*Depth of study relative to the degree requirements*

A1N, Second cycle, has only first-cycle course/s as entry requirements

### **Learning outcomes**

On a general level the student will acquire advanced knowledge about theories of the development of institutions in history.

More specifically, to pass the assessments students will be able to:

## **Knowledge and understanding**

- demonstrate knowledge about the interrelationship between institutions and modern economic growth
- account for their understanding about the empirical relevance of institutional theory to both developed and developing countries

## **Competence and skills**

- analyse the historical development of institutions in the modern world
- make use of institutional theory and concepts in research on economic growth and distribution
- analyse how (in)equality between individuals in terms of resources and opportunities may have effects on the pace and nature of economic growth and on institutional development

## **Judgement and approach**

- critically analyse theories of institutions, and their role in long-run economic growth
- assess the development and role of specific institutional arrangements in developed as well as developing countries

## **Course content**

The content of the course is delimited of both teaching and literature. Historical evidence suggests that the quality and efficiency of a country's institutions, such as law enforcement, property rights, and civil rights, are significant elements of its economic and development performance. Furthermore, the extent of inequality in a society is highly related to the quality of institutions and thereby to the possibilities for economic growth. The latter is particularly relevant for the formation of public institutions for provision of social security, education and health care. This course studies such connections and interactions between institutions, modern economic growth, and equality. Problems in the world of today are taken as points of departure for a comparative historical analysis of countries and regions in different parts of the world. Four themes are focused. The first deals with differences between countries with regard to institutional arrangements for property rights and markets and analyses possible outcomes thereof. The second theme concerns institutional evolution; how and why institutions conducive to economic and social development may, or may not, develop. The third theme focuses on the relationship between the distribution of resources and institutional development, and the importance thereof for economic growth. The fourth theme investigates attempts towards institutional reform in the modern world, with a focus on developing and emerging economies.

## Course design

The course is designed as a series of lectures, exercises and work with projects reports.

## Assessment

Grading is based on individual performance, via written exams, paper, presentations and other mandatory activities. Attendance at no less than three of four teaching occasions is required. Examination may draw on teaching as well as the course literature.

The University views plagiarism very seriously, and will take disciplinary actions against students for any kind of attempted malpractice in examinations and assessments. Plagiarism is considered to be a serious academic offence. The penalty that may be imposed for this, and other unfair practice in examinations or assessments, includes suspension from the University.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## Grades

Marking scale: Fail, E, D, C, B, A.

At the School of Economics and Management grades are awarded in accordance with a criterion-based grading scale UA:

- A: Excellent
- B: Very good
- C: Good
- D: Satisfactory
- E: Sufficient
- U: Fail

### Grade (Definition). Characteristic

**A** (Excellent). A distinguished result that is excellent with regard to theoretical depth, practical relevance, analytical ability and independent thought.

**B** (Very good). A very good result with regard to theoretical depth, practical relevance, analytical ability and independent thought.

**C** (Good). The result is of a good standard with regard to theoretical depth, practical relevance, analytical ability and independent thought and lives up to expectations.

**D** (Satisfactory). The result is of a satisfactory standard with regard to theoretical depth, practical relevance, analytical ability and independent thought.

**E** (Sufficient). The result satisfies the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought, but not more.

**F** (Fail). The result does not meet the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought.

To pass the course, the students must have been awarded the grade of E or higher.

Students who do not obtain grades A-E on their written class room exam will be offered opportunities to retake the exam in which case the student will be assessed according to regular procedure. In the case of home exams that are handed in after the set deadline the teacher can: a) hand out a new exam which will be assessed

according to regular procedure, b) may penalize the student by handing out a lower grade on the assignment in question unless the student can demonstrate special circumstances for the delay.

### **Entry requirements**

Students accepted for the following master's programmes are qualified for this course: EAETU Economic Growth, Population, and Development, EAEUT Economic Growth and Development, EAISD Innovation and Spatial Dynamics EAGCH International Economics with a Focus on China. Other students applying for this course should have at least 60 credit points in either economic history, economics, history, economic and social geography, sociology or the equivalent knowledge.

### **Further information**

This course was previously labelled EKHP05 and EKHM42 Institutions, Economic Growth and Equity and cannot be included in the same degree as any of these courses. It can also not be combined with the preceding courses EKH482 or the D-level Klassikerkurs in a degree.

## Subcourses in EKHM84, Economic History: Institutions, Economic Growth and Equity

Applies from V17

1601 Institutions, Economic Growth and Equity, 7,5 hp  
Grading scale: Fail, E, D, C, B, A