



School of Economics and Management

EKHT46, Economic History: Advanced Topics in Economic Development - The State in the Development Process, 7.5 credits

Ekonomisk Historia: Fördjupningskurs i Ekonomisk utveckling - Statens roll i utvecklingsprocessen, 7,5 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by The Board of the Department of Economic History on 2020-03-10 to be valid from 2020-08-01, autumn semester 2020.

General Information

This is a graduate level course, which can become one of two mandatory tutorial courses in the second year of the master's program EAETU Economic Growth, Population Studies and Development, track EKUT Economic Development.

Language of instruction: English

Main field of studies

Economic History

Depth of study relative to the degree requirements

A1F, Second cycle, has second-cycle course/s as entry requirements

Learning outcomes

The student will acquire advanced knowledge about major debates on the role of the state in the development process. In particular, s/he will be taught different theories of the role of the state and how they have been applied to explain economic development. The student will also acquire substantial knowledge about the different quality and competence of the state in the development process.

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

Knowledge and understanding

- Demonstrate knowledge of theories and empirical patterns of the role of the state in the development process

Competence and skills

- Apply theories and analytical concepts from the literature of the role of the state in the development process and critically examine their limitations

Judgement and approach

- Make critical use of empirical evidence in addressing different dimensions of the role of the state in the development process
- Discuss and defend theoretically and empirically sound analyses of the role of the state and its relation to the development process in the global South
- Analyse and evaluate different roles of the state among developing countries after WW II.

Course content

The significant but elusive role of the state in the development process for long-term economic growth, poverty reduction and improving quality of life is a classic theme in both Economic History and Development Economics. The balance between the State and the Market or the State and Society has been, and still is, subject to vivid and sometimes animated debates. For instance, the state as a guarantor of functioning institutional arrangements, provider of public goods and orchestrator of development initiatives are central items of these debates. So are the different qualities and competences that are required to handle rapid change of exogenous factors such as liberalization, globalization and technological changes.

This tutorial provides the tools to go into depth on the dynamics and variation of these processes in the developing world. In this course we will review the theoretical debates on the role of the state both in terms of its mechanisms of change and its interaction with other sectors. Empirically, the course will have a broad geographical scope including experiences from Asia, Latin America and Africa. This will allow for a deeper understanding of not only cases where the state has played a prominently conducive role for development but also cases where the state has impeded economic and social progress.

Course design

The course consists of a number of mandatory group meetings where the student is expected to actively discuss and in writing reports of significant theoretical and empirical literature in the discussion of the role of the state in the development process. The course ends with a paper assignment focusing on a debate, theoretical problem or empirical case(s) that also is presented for the group.

Assessment

Grading is based on individual performance both orally and in writing.

Grading is continuous throughout the course.

The greatest weight is given to the final paper.

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

Sub-courses that are part of this course can be found in an appendix at the end of this document

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

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). 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 second year of the master's programme EAETU 'Economic Growth, Population and Development', track EKUT 'Economic Development' and students that have already acquired the equivalent knowledge are qualified for this course.

Subcourses in EKHT46, Economic History: Advanced Topics in Economic
Development - The State in the Development Process

Applies from H20

2001 The State in the Development Process, 7,5 hp
Grading scale: Fail, E, D, C, B, A