

EOSE09, Economy and Society: Regional Development and Growth, 7.5 credits

Ekonomi och Samhälle: Regional utveckling och tillväxt, 7,5 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Board of the Department of Economic History on 2018-06-12 (Styr 2018/304) and was last revised on 2025-03-14 (U 2025/239). The revised syllabus comes into effect 2025-03-14 and is valid from the spring semester 2026.

General information

The course is mandatory during the fourth term of the BSc programme Economy and Society.

Language of instruction: English

<i>Main field of study</i>	<i>Specialisation</i>
Economy and Society	G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Learning outcomes

The objective of the course is to provide students with a theoretical and historical introduction to the subject of regional development and growth. The course is divided under three primary themes: the first part of the course presents a long run growth perspective based upon concepts such as structural change, urbanisation and regional inequality. Under the second theme, a simplified theoretical framework is presented in order to understand long-run regional growth. Theories from new economic geography which encompass agglomeration effects are contrasted with theories from evolutionary economic geography. In the course's final phase, the manner in which regional policy can influence long term regional trends is considered. The course adopts a long run perspective in regional development and focus is primarily given to the contemporary industrialised world. Upon completion of the course, the student should be able to:

Knowledge and understanding

- Understand foundational concepts such as market integration, structural transformation and urbanisation in addition to their impact on regional development
- Understand the basis of relevant theory in new economic geography and be able to contrast and combine these with evolutionary model explanations which emphasise historical and geographical descriptions
- Discuss long run effects of regional policy

Competence and skills

- Understand and use empirical methods to measure market integration and regional development
- Discuss and critique theoretical models of regional growth based upon alternative assumptions
- Understand and critically evaluate models of regional development and growth

Judgement and approach

- Critically relate to alternative methods of measuring regional growth and development in a historical framework
- Evaluate theoretical frameworks and understand how these influence our understanding of long run regional growth
- Independently and critically examine and evaluate the effects of regional policy based upon historical and theoretical evidence from the course
- Understand contemporary regional growth debates from a historical and theoretical perspective

Course content

The course is based upon three themes. The first section discusses the importance of market integration for regional development and inequality, how cities form, where they situate and what they mean for economic growth. The theme considers long run trends in growth, based upon concepts such as structural change, urbanisation and regional inequality. Special attention is given to different sectors (agriculture, industry and services) and their patterns of localisation through history. The hypothesis of an inverted U curve in regional inequality during the industrialisation process is critically evaluated using empirical applications from various countries and periods. The rise and importance of cities for economic growth is subsequently covered. The course discusses the causality issue between urbanisation and growth and how both urban and rural have contributed to growth during the centuries. Under the empirical theme, the course additionally considers how regional growth can be measured historically (GDP, income, degree of urbanisation etc.).

In the second section of the course, simpler theoretical frameworks are presented in order to understand long term regional growth. Theories from new economic geography which consider agglomeration effects are contrasted with theories from evolutionary economic geography. Theories of industrial specialisation, diversification and related industries will be considered in turn.

Under the third heading, the course focuses on how regional policy can effectively impact the long term regional development path. Historical policies and their long-term effects are studied, with examples based upon infrastructure, transport and sustainable energy. Finally, the course considers the residential housing market and future trends.

Course design

The course will be implemented through teaching and relevant course literature. Learning and instruction will be provided through lectures, seminars and group work.

Assessment

Grading may be based on individual performance in written assignments/exams and presentations, as well as written assignments and presentations together with other students. 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 very serious academic offence. The penalty that may be imposed for this, and other unauthorized behavior in examinations or assessments, includes suspension from the University. The standard suspension period is six weeks.

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.

Grades

Grading scale includes the grades: U=Fail, E=Sufficient, D=Satisfactory, C=Good, B=Very Good, A=Excellent

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 BSc programme Economy and Society who have obtained at least 60 credits during the program qualify for this course.