Course prescription
The development of the international economy and changing economic relationships that have taken place since the late nineteenth century. The causes and consequences of growing interdependency among nations are examined. Changing patterns of trade and migration of capital and labour are analysed, as are cyclical and secular trends in output, employment and investment. The focus is on the development of institutions as well as the economic and social conditions that induce and validate change.

Course advice
Prerequisites: Econ 151 or equivalent.
This course will provide good foundations for Stage III and Honours/Master's courses in economic policy, international economics and development economics.

Goals of the course
The goal of the course is to introduce the macroeconomic issues concerning development of the international economy. This course will have a special focus on the importance of equal access to education and health, and reduction of gender inequality on economic growth, income inequality, environment and the overall standard of living in an open economy. It will address questions related to economic development. Why do some countries achieve high levels of economic development and others do not? What are the policies governments can implement to change the growth path of their countries? What factors contribute to large economic fluctuations, global imbalance, and hyperinflation?

Learning outcomes (LO)

<table>
<thead>
<tr>
<th>#</th>
<th>Learning outcome</th>
<th>Graduate profile capability*</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>Understand the fundamental conceptual foundations of development economics</td>
<td>1. Disciplinary knowledge and practice</td>
</tr>
<tr>
<td>LO2</td>
<td>Identify policy challenges facing developing countries and be aware of empirical trends in development-related data.</td>
<td>2. Critical thinking</td>
</tr>
<tr>
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<td>Learning outcome</td>
<td>Graduate profile capability*</td>
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<tr>
<td>LO3</td>
<td>Understand the relationship between growth and development and their key components.</td>
<td>3. Solution seeking</td>
</tr>
<tr>
<td>LO4</td>
<td>Assess the limitations of markets, the role of institutions and culture in determining market allocations and understand how governments can sometimes improve on market allocations</td>
<td>6a. Social responsibilities</td>
</tr>
<tr>
<td>LO5</td>
<td>Collaborate with fellow students in groups to investigate a critical issue or an important topic covered in lecture and then take a quiz individually on that topic.</td>
<td>4c. Engagement</td>
</tr>
<tr>
<td>LO6</td>
<td>Locate and assess multiple information sources to produce coherent and well-reasoned analysis of topics set in tests and assignments</td>
<td>4b. Communication (Written)</td>
</tr>
</tbody>
</table>

* See the graduate profile this course belongs to at the end of this course outline.

**Content outline**

<table>
<thead>
<tr>
<th>Week/ Module</th>
<th>Topic</th>
<th>Relevant learning resources/activities</th>
<th>Assessment due this period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week/Module</td>
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<tr>
<td></td>
<td>International Economy (LO4)</td>
<td></td>
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<tr>
<td>Module 4</td>
<td>Special Topics: Missing Women, Youth Unemployment, Child Poverty,</td>
<td>References from recently published sources (to be provided on Canvas).</td>
<td>Essay Assignment</td>
</tr>
<tr>
<td>(Weeks 10 -</td>
<td>Ageing, and Conflicts (LO6).</td>
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<tr>
<td>12)</td>
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**Learning and teaching**

The course is offered in semester 2. There will be a total of four hours of lectures and tutorials per week. Please consult SSO for exact days, times and location of lectures and tutorials.

The tutorials are optional but highly recommended. These are excellent practice for tests and exams.

**Teaching staff**

Lecturer: Dr Debasis Bandyopadhyay

OGGB Level 6, Room 690

d.bandyopadhyay@auckland.ac.nz

Tutor: TBA

**Learning resources**

There are no required textbooks. Recommended resources are as follows:

4. Additional resources including a detailed list of easily accessible readings will be posted on CANVAS.

**Assessment information**

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight %</th>
<th>Group and/or individual</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>10%</td>
<td>Group and Individual</td>
<td>During class time</td>
</tr>
<tr>
<td>Essay assignment</td>
<td>20%</td>
<td>Group and Individual</td>
<td>Student Resource Centre, Level 0 OGGB</td>
</tr>
<tr>
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<td>Weight %</td>
<td>Group and/or individual</td>
<td>Submission</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-------------------------</td>
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</tr>
<tr>
<td>Midterm Test</td>
<td>20%</td>
<td>Individual</td>
<td>Evening Test</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 %</td>
<td>Individual</td>
<td>Exam venue</td>
</tr>
</tbody>
</table>

**Pass requirements**

Plussage applies. The Final Grade will be the better of

**EITHER:**

(i) Quiz (10%) + Essay Assignment mark (20%) + Midterm Test mark (20%) + Final Exam mark (50%)

OR:

(ii) Final Exam mark (100%)

There is no requirement to qualify for plussage by achieving any specific mark in the test. The above formula will be applied to all students and the final grade will be determined by the highest mark obtained using the plussage rule stated above. The dates for the term test and for handing in the essay will be announced at the beginning of the semester. Information about final exam date will be available via SSO.

**Description of assessment tasks**

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Learning outcome to be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz: This task requires one to collaborate with fellow students in small groups as a part of the preparation for each quiz, which will be available online for each students to take individually during specified periods.</td>
<td>LO 5</td>
</tr>
<tr>
<td>Assignment: The assignment will be in the format of a written essay, complete with correct APA citing and referencing of your sources. It can be written individually or in groups of two to three.</td>
<td>LO 1-4, 6</td>
</tr>
<tr>
<td>Midterm Test: The structure of the midterm test will be announced on CANVAS</td>
<td>LO 1-4</td>
</tr>
<tr>
<td>Final exam: The final exam will require answers in essay format, reinforcing the attention this course pays to developing students’ academic writing skills in order to prepare them for success in their subsequent courses.</td>
<td>LO 1-4</td>
</tr>
</tbody>
</table>

**Inclusive learning**

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

**Academic integrity**

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student’s own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student’s
assessed work may be reviewed against electronic source material using computerised
detection to provide an electronic version of their work for computerised review.

Student feedback
We regularly seek feedback from students in order to shape and improve this and all
courses on the programme. Students will be asked to complete a formative feedback
form early in the semester, and course and teaching evaluations at the end of the
course. In addition, each course will seek volunteers to serve as class reps.

In the event of an unexpected disruption
We undertake to maintain the continuity and standard of teaching and learning in all
your courses throughout the year. If there are unexpected disruptions, the University
has contingency plans to ensure that access to your course continues and your
assessment is fair, and not compromised. Some adjustments may need to be made in
emergencies. In the event of a disruption, the University and your course coordinators
will make every effort to provide you with up to date information via Canvas and the
University website.

Graduate profile for B.Com (Economics)
The following six themes represent the capabilities that the Business School seeks to
foster in all of its graduates. The development of these capabilities does not come all at
once, but rather is expected to build from year to year. Each course is not expected to
contribute to all capabilities, but each course will have its own goals and learning
outcomes that relate to the overall development of this profile.

1) DISCIPLINARY KNOWLEDGE AND PRACTICE - Graduates will be able to demonstrate
and apply a breadth of knowledge across disciplines, as well as specialist knowledge
within one or more of them, while recognising the relevancy of this knowledge within a
global context
   Disciplinary knowledge and practice
2) CRITICAL THINKING - Graduates will be able to analyse and critique theory and
practice to develop well-reasoned arguments
   Critical thinking
3) SOLUTION SEEKING - Graduates will be able to identify and frame problems using
analytical skills to create and evaluate innovative solutions.
   Solution seeking
   Quantitative reasoning
4) COMMUNICATION AND ENGAGEMENT - Graduates will be able to collaborate and
communicate effectively in diverse business contexts using multiple formats.
   Oral communication
   Written communication
   Engagement
5) INDEPENDENCE AND INTEGRITY - Graduates will be able to respond professionally
and ethically, demonstrating a capacity for independent thought and learning.
   Independence
   Integrity
6) SOCIAL AND ENVIRONMENTAL RESPONSIBILITIES - Graduates will recognise the
significance of the principles underpinning the Treaty of Waitangi and consider their
obligations in relation to sustainability, whilst displaying constructive approaches to
diversity.
   Social responsibility
   Environmental responsibilities