

NAME OF THE COURSE		THEORIES OF DEVELOPMENT				
Code	EUEA03	Year of study	III			
Course teacher	Professor Maja Fredotović, PhD Assistant Professor Slađana Pavlinović Mršić, PhD	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			26		13	
Status of the course	elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The objective is to get the students acquainted with basic theoretical principles of different theories of growth and development as well as their practical implications through economic policy.					
Course enrolment requirements and entry competences required for the course	Prerequisites defined by the Faculty Statute and the regulations on studying and study programmes.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Differentiate the notions, phenomena and indicators of economic growth and development 2. Identify and analyse relevant factors of development 3. Identify and analyse development phenomena 4. Identify and compare basic assumptions of different development theories and their practical implications 5. Identify theoretical background of different economic policies					
Course content broken down in detail by weekly class schedule (syllabus)	Predavanja		Vježbe			
	Tema	Sati	Tema	Sati		
	Basics of economic development theory. Notions of growth and development.	2	Student orientation and explanation of syllabus.	1		
	Growth and development in the history of economic thought. New insights in economic growth and development.	3	Measurement and missmeasurement of economic growth and development.	1		
	Factors of economic development. Theoretical aspects. Structure of development factors and its changes.	4	Linkages between factors; case studies; discussion.	2		
	Theory of equilibrium and balanced growth.	2	Balanced growth model; discussion.	1		
	Business cycles theories. Theories of stagnation.	3	Comparisson of basic theoretical approaches; case studies; discussion	2		
	Welfare theory. Theory of underdevelopment.	2	Case studies; lessons learnt; discussion	1		
	Contemporary theories of economic growth.	2	Different growth scenaria analysis; discussion	1		
	Institutions, institutionalism and development theory.	3	Case studies analysis; discussion	2		

	Development theory and globalisation. Theory of development in postmodern era.	2	Case studies; lessons learnt; discussion	1		
	Theory of development; economics of development and planning. Theory of development and economic policy.	3	Case studies; discussion.	1		
Format of instruction	<div><input type="checkbox"/> <u>lectures</u> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <u>exercises</u> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> <u>partial e-learning</u> <input type="checkbox"/> field work</div> <div><input type="checkbox"/> <u>independent assignments</u> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</div>					
Student responsibilities	Student has to attend 50% of contact hours delivered. Student also has to fulfil predefined assignments and take a proactive role during the course. Student attendance, activities and performance will be recorded, as the prerequisite for taking the exam.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1 ECTS	Research	1 ECTS	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests (midterm exams)	2 ECTS	Oral exam	2 ECTS*	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Two midterm exams will be organized during the semester. Final grade equals to average grade on both midterm exams. If the student fails one of the midterm exams, he/she can take final exam at the end of semester. Final exam and midterm exams are oral exams. * If the student passes both midterm exams, he/she does not need to take final exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	OECD (2018), <i>Perspectives on Global Development 2019: Rethinking Development Strategies</i> , Perspectives on Global Development, OECD Publishing, Paris (chosen chapters)				online	
	Todaro, M.P.; Smith, S.S.: <i>Economic Development</i> , 12th ed., Addison-Wesley, 2015.			2	online	
	Todaro, M.P.; Smith, S.S.: <i>Economic Development</i> , 11th ed., Addison-Wesley, 2011.			1	online	
	Economic Resilience: Insights from the post-1970 record of severe recessions and financial crises, OECD economic policy paper, December 2016, No. 20				online	
	Teaching materials on Moodle				intranet	

Optional literature (at the time of submission of study programme proposal)	<p>Aghion, P.: The economics of growth, The MIT Press, 2009.</p> <p>Bourguignon, F.; Plaskovic, B. (ur.): Rethinking infrastructure for development, World Bank Conference on Development Economics, The World Bank, Washington, 2008.</p> <p>Grabowski, R.; Self, S.; Shields, M.P.: Economic Development – A Regional, Institutional and Historical Approach, ME Sharpe, Inc, New York, 2007.</p> <p>Salvadore, N. (ed.): Old and New Growth Theories: An Assessment, Edward Elgar Publishing, Ltd., Chetlenham, 2004.</p> <p>Boyer, R.: The Future of Economic Growth; As New Becomes Old, Edward Elgar Publishing, Ltd., Chetlenham, 2004.</p> <p>Held, D.; McGrew, A.; Goldblatt, D.; Perraton, J.: Global Transformations, Politics, Economic, Culture, Polity Press, 2000.</p> <p>Rostow, W.W.: Theorists of Economic Growth from David Hume to the Present, Oxford University Press, 1990.</p>		
Quality assurance methods that ensure the acquisition of exit competences	<p>Registering students' attendance and success in carrying out of their duties (lecturer).</p> <p>Monitoring lectures and practice sessions (Vice Dean for Education).</p> <p>Students' Performance analysis in each course (Vice Dean for Education).</p> <p>Student questionnaire on the quality of lecturers and lessons for each course (University of Split, Quality Assurance Centre).</p> <p>Examination is used as an instrument to evaluate individual course outcomes by the course lecturer. The content of exam is reassessed periodically in order to assure compliance with the course outcomes.</p>		
Other (as the proposer wishes to add)			