RUSTEM NUREEV

DEVELOPMENT ECONOMICS.

SYLLABUS

Moscow
2004
The syllabus of “Development Economics” is arranged in accordance with requirements of RF Ministry of education (federal component) towards the obligatory minimum of contents and level of graduate specialist preparation (bachelor, master) in “General humanitarian and social-economic disciplines” state educational standards of higher vocational education of second generation, and also the NTF requirements, demanded from the new streamlined curriculum of academic courses, developed in the framework of Syllabus in ”Teaching development of social-economic disciplines in institutes of higher education” for innovation project of education development.

Syllabus is prepared with NTF assistance – National Training Foundation training in the framework of “Teaching development of social-economic disciplines in institutes of higher education” for Innovation project of education development

Author (compiler) Dr. of Economic Sciences, Professor Nureev R.M.,

Reviewers: ________________________________
(F.N.S., degree, university)
I. ORGANIZATIONAL METHODICAL ISSUE

1. Course objective

Development economics is a one-term course for the 4-th year ICEF students. This introductory course of development economics is for the students, specializing in the sphere of economics. Its props are micro- macroeconomics (introductory course), economic history, institutional economics and also courses of mathematical and applied statistics as well as econometrics.

The emphasis in the course is placed on substantial meaning of facts, methods and approaches of economic analysis towards developing countries. Conclusions and proofs are given for the base models, what gives a possibility to understand the principles of development economics construction.

Course objective is to provide an understanding of specific problems and development of the given group of countries and the extent of general theory of market economy applicability towards realities of the third world countries, to teach the student understand the problems, which are faced by developing countries, ability to give an appraisal and make conclusions basing on adequate analytical methods and statistical sources systematically.

2. Methodical novelty of the course (new methods, forms of work, author’s techniques in teaching)

Methodical novelty of the course lies in that it is for the first time, when the full range of methodical aids for lecturers and students, including: 1. Detailed course syllabus in development economics with bibliography and web-resources (1,6 quire). 2. Study guide (2,6 quires). 3. Test bank (2,5 quires). 4. Instructor's manual (4,5 quires). 5. Reader (15 quires).

1. Detailed course syllabus in development economics with bibliography and web-resources (1,6 quire).

2. Study guide (2,6 quires)

Includes the necessary materials to each TOPIC of the course:
- Argument (Defining the goals of the teaching, List of economic instruments and method, developed and used in the following theme);
- List of the main ideas and concepts, which the student has to acquire and explain;
- Questions and problems for discussion in classes,
- Tests for self-examination with answers,
- Exercises for statistical data and facts,
- Recommended essays' topics;
- Draft examination (test) questions list;
- Possible choices of research – themes of term and qualification papers,

3. Test bank (2,5 quires)

- Multiple-choice questions,
- Theoretical questions with answers,
- Quantitative tasks with answers (main types),
- Examination questions samples.

One of the traits is considered to be the analysis of economics development problem from the point of view of institutional economics. Dignity – analysis of econometric models, offered in 80-90 s XX century

4. Instructor's manual (4,5 quires).

Includes:
- Comment of the main and additional literature and internet resources,
- Analysis of econometric models, used in the development economics,
- Solutions and annotations to the questions and tasks of test collection,
• Plan of classes,
• Methodical recommendation concerning studies of the following TOPIC and research conduction.

5. **Reader** (15 quires.).

3. **The place of the course in the system of socio-humanitarian education**

   Nowadays, as a result of deep transformational recession Russia remains behind the advanced countries, more and more becoming the third world country, much critical now stands a task to assimilate the whole prosperity of economic thought different schools. First of all it concerns the theory of economic development, which represents not only theoretical, but also practical interest to our country. Development is a many-dimensional process, including deep changes in technical, economical, social and political spheres.

   It wouldn’t be true to say, that the development economics has fully disappeared from the minds of Russian economists. But anyway for the best native works to a greater or lesser extent traditional approach was typical, which didn’t take into account the latter progresses in micro- and macroeconomics and econometrics. At the same time even the best foreign text books don’t take into account the fact, that many of the developing countries’ problems of Asia, Africa, Latin America have common streaks with transitive economy.

4. **Requirements towards the level of mastering of the course contents**

   During the course the students use knowledge acquired from the introductory courses in micro-, macroeconomics, economic system theory and econometrics.

   Self-study consists not mainly of theoretical material, but also the mastering of application methods towards solutions of practical tasks.

II. **COURSE CONTENTS**

1. **Novelty of the course (scientific, substantial, comparative analysis with similar courses in Russia and abroad)**

   ♦ Teaching methodical materials for the course "Development Economics" appear to be the first native manual for introductory level;
   ♦ During the course the concepts of ”economic growth” and “economic development", are widely discussed, the conditions and factors of economic growth and development of the third world countries are analyzed. Major attention is paid to the investigation of the concrete experience of social-economic transformations in developing countries on the way of market relations. The role of external and internal factors in economic development in conditions of globalization is analyzed.
   ♦ The basis of the aid is made of analysis of classical works on development economics, translated, as well as not translated into Russian language
   ♦ The project is quite complex and includes the preparation of detailed syllabus of the course for the bachelor of science, collection of teaching materials for students, tests and aid for the lecturer;
   ♦ For the first time vast arrays of statistical data in development economics for students self-study are engaged;
In the lecturer aid the evolution of development economics and the history of elaboration of each problem is described in details;

Major attention is devoted to questions, having the significance for economic development in Russia in the post soviet period.

2. **Parts of the course**

   PART 1. FOUNDATION OF MODERN DEVELOPMENT ECONOMICS
   PART 2. DEVELOPMENT ECONOMICS: CURRENT ECONOMIC PROBLEMS
   PART 3. RUSSIAN PROBLEMS IN THE CONTEXT OF DEVELOPMENT ECONOMICS

3. **Topics and argument**

   PART 1. FOUNDATION OF MODERN DEVELOPMENT ECONOMICS.

   **TOPIC 1. Foundation of Modern Development Economics: Keynesian Models of Development**

   Presuppositions of backwardness theories formation. Treatment of the backwardness by mercantilists. Neoclassical economic theory.
   Underdevelopment, as a result of limiting factors influence. Demographical determinism. Geographical determinism. Technological determinism.
   General characteristics of Keynesian approach towards the analysis of underdeveloped countries. Specificity of government concepts application at the periphery of industrial world. Concept of rapid capitalist industrialization: its merits and demerits.
   “Big push” theories: "minimum critical effort" H. Leibenstein; "balanced set of investment" R. Nurkse; unbalanced development A.O. Hirschman; "balanced growth by means of unbalanced investment "G. Singer.

   **TOPIC 2. Foundation of Modern Development Economics: Neoclassical Approach**

   Economics and development economics. Notions of growth and development.
   Dualistic economy theory (V.A. Lewis). Dualism overcoming mechanisms. The theory of stagnant traditional society. Social and technological dualism and its various interpretations.
   Dualistic economy models. The essence of dualistic economy with the excess labour force J. Fey and G. Ranis. Perfection and development of two sector models. Significance and limited nature of dualistic economy models.
Monetarists and their recommendations for the development of market economy in Chile. Suppositions and economic matter of monetary models.
The role of the market in economic self-development of the outlying districts. Decentralization dilemma. Contemporary interpretations.

**TOPIC 3. Foundation of Modern Development Economics:**

**The Role of Institutions**

First experience of economic and political democracy. Private property formation. Foundations of rational house-keeping.
Community criteria in the developing countries. Uneven development and differentiation at the periphery of the world economy. Developing countries classification.
De Soto about good and bad laws. Law as a social capital. Constitutional economics and its role in the formation of the market. Rise and fall of mercantilism. Significance of ‘third world countries’ experience for modern Russia.

**TOPIC 4. The Left Wing Critique**

Results of closed economy analysis: correlation of neokeynesian, neoclassical and institutional approaches. Open economy: theories of absolute and comparative advantages.
Formation of peripheral consciousness. Anticolonial ideology of liberation. Nationalism and distinctive features of ‘third world’ countries leaders’ economic thinking. Fundamental economic concepts of the developing countries in “periphery economy; “dependent development”; “rest upon own strengths”; new international economic order.
The origins of modern dependent theory (mercantilist views, theory of absolute and comparative advantages D. Ricardo, capital accumulation R. Luxemburg). Theories of economy in the periphery.
Concept of unequal exchange by A. Emmanuel. Theory of trading “imperialism”. Basic regulations of unequal exchange concept (A. Emmanuel). Discussion concerning this concept.

PART 2. DEVELOPMENT ECONOMICS: CURRENT ECONOMIC PROBLEMS

TOPIC 5. The New Growth Theory (Contribution of Human Capital)


Total factor productivity and the East Asia miracle.


Todaro model of internal immigration, and its development taking into consideration the factors of uncertainty.

TOPIC 7. Inequality, Poverty and Development

Economic inequality, reasons and means of measurement. Inequality, income and growth. The inverted-U hypothesis. Testing the inverted-U hypothesis. Income and inequality: Uneven and compensatory changes. Inequality, savings, income and growth. Inequality, political redistribution, and growth. Inequality and demand composition. Inequality and development: Human capital.

Poverty: First principles. Poverty measures.


Functional impact of poverty. Poverty, credit, and insurance. Poverty and the household.

Methods of lowering the poverty: results of 90s. The role of informal sector.

Credit and insurance as forms of struggle with poverty: example of the Grameen Bank in Bangladesh.
TOPIC 8. Land Reform: the Role of Property Rights
Agrarian reforms and their contribution into society development. The role of agrarian reforms in overcoming the poverty: experience of independent India. Agrarian reform and agricultural growth in China. Complex development of the country side.

TOPIC 9. Public Policy and it's criticism in Mass Media
Mass-media in a 'battle' with starvation: experience of independent India. Nongovernmental organizations and their role in provision of public goods.

TOPIC 10. Regulation and Development. Role of the Liberalization
Operational regulation theory and evidences. Enterprise as a skills of getting on with governmental regulative agencies.
Development economics: tendencies and mechanisms of growth, benefits and losses.

PART 3. RUSSIAN PROBLEMS IN THE CONTEXT OF DEVELOPMENT ECONOMICS

TOPIC 11. Development in Russia
Entrepreneurial subjects and the forms of business activity during transitional period. New forms of agriculture in agrarian sphere. Mixed enterprises, problems of free economic areas foundation.

4. **Approximate list of exam (test) questions for the whole course**

1. Neoclassical economic theory.
3. Contents of “vicious circle of poverty” theory and its different versions.
4. General characteristics of Keynesian approach towards the analysis of underdeveloped countries and specificity of concepts application at the periphery of industrial world.
5. Concept of rapid capitalist industrialization. Models with two deficits.
7. R. Solow model and its application upon the developing countries.
8. V.A. Lewis Theory of dualist economy.
10. Monetarists and their recommendations for the development of Chile.
11. The role of the market in the economic self-development at the periphery. Decentralization dilemma.
14. Basic needs satisfaction model.
15. Institutionalism role in the formation of the developing countries theory.
17. Genesis of economic thought of developing countries. Formation of peripheral consciousness.
18. Fundamental economic concepts of the developing countries in “periphery economy; “dependent development”; “rest upon own strengths”; new international economic order.
23. Concept of dependent capitalist development.
24. General theory of developing countries: results and perspectives of research.

5. **Approximate subjects of papers.**

3. Bandiera,O and Rasul,I, 2001: "Social Networks and Technology Adoption in Northern Mozambique"
III. Distribution of the hours by subjects and types of the work

<table>
<thead>
<tr>
<th>№</th>
<th>Title of the themes and sections</th>
<th>Total (hours)</th>
<th>Auditorium Studies (1 hour)</th>
<th>Self-studies</th>
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<tr>
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<td>Lectures</td>
<td>Classes</td>
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<tr>
<td>1.</td>
<td>Foundation of Modern Development Economics: Keynesian Models of</td>
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<td>Development</td>
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<td>2.</td>
<td>Foundation of Modern Development Economics: Neoclassical Approach</td>
<td>8</td>
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<td>3.</td>
<td>Foundation of Modern Development Economics: The Role of Institutions</td>
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<td>4</td>
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<td>4.</td>
<td>The Left Wing Critique</td>
<td>8</td>
<td>2</td>
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<td>5.</td>
<td>The New Growth Theory (Contribution of Human Capital)</td>
<td>8</td>
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<td>6.</td>
<td>Market failure: Labor.</td>
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<td>7.</td>
<td>Inequality, Poverty and Development</td>
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<td>8.</td>
<td>Land Reform: the Role of Property Rights</td>
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<td>9.</td>
<td>Mass Media and Public Policy</td>
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<td>10.</td>
<td>Regulation and Development. Role of the Liberalization</td>
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<td>11.</td>
<td>Development in Russia</td>
<td>8</td>
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<td></td>
<td><strong>Total sum:</strong></td>
<td><strong>96</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
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</table>

IV. Form of Final Control.

All students’ works, covered by the plan, are fixed to the price of ten-point system. During the course studies student are obliged to write an essay (grade with weight 0.2), then perform a test (weighed 0.4) and also the final exam at the end of the course (weighed 0.4).

Final result is conducted as an outcome of the weighed grade calculated.

Ten-point system.

1- Unsatisfactory  
2- Very bad  
3- Bad  
4- Satisfactory  
5- Quite satisfactory  
6- Good  
7- Very Good  
8- Almost excellent  
9- Excellent  
10- Brilliant
Final Exam:

I. Choose the correct answer (each values 2 points)

1. According to the “vicious circles” of political instability the latter stimulates:
   A) Low transactions costs
   B) High level of internal and external investment
   C) The threat of property rights violation
   D) A and C are true

2. Which of the following is understood as a development in the model with two deficits:
   A) Deep structural modifications? Covering major branches of national economy
   B) Ousting of external financial sources by internal, replacement of foreign wares by domestic, creation of prerequisites to overcome external financial independence
   C) Is synonym to high growth rates
   D) Increase in the satisfaction of the societal members needs

3. Use of labor intensive technologies in the model of Fey-Ranis leads to:
   A) Shift of employment curve down and to the left, output increases, closing in labour conditions both sectors, dualism decreases;
   B) Shift of employment curve down and to the left, output decreases, closing in of labour conditions in both sectors, dualism decreases;
   C) Shift of employment curve down and to the right, output increases, closing in labour conditions in both sectors, dualism decreases;
   D) Shift of employment curve down and to the left, output increases, closing in of labour conditions in both sectors, dualism increases.

4. Which of the indexes are not included in Human Development Index computation:
   A) Life expectancy.
   B) Integral standard of education index.
   C) Unemployment level.
   D) Living standard, measured in Real GDP per capita

5. A. Emmanuel distinguishes the following forms of nonequivalent exchange:
   A) Intrinsic And Visual;
   B) Collateral and profound;
   C) Intrinsic and Collateral;
   D) All answers are correct.

6. Why “Lucas’s economy” is not always efficient:
   A) Lucas model doesn’t take into account the growth of population, concentrating only on human capital;
   B) Due to externalities;
   C) Equilibrium in the model is unstable;
   D) Human capital is hardly identified parameter.

7. Global stability in the model of Mankiw-Romer-Weil is obtained when
   A) h*>k*;
   B) h*=k* =0;
   C) h*=k*;
   D) h*<k*.

8. In Mankiw-Romer-Weil model human capital is defined as:
   A) Portion of population, which studies in the higher school of age 17-22;
   B) Portion of population which studies in the secondary school from 12 to 17 years multiplied by the portion of working capacity from 15-19 years old;
   C) Portion of population which studies in the secondary school from 12 to 17 years divided by
the portion of working capacity from 15-19 years old;
D) Portion of population which studies in the secondary school 12-17 years;

9. *qq*’ curve in Todaro model shows gross salary with condition that:
   A) $L_M = \text{const}$;
   B) $W_A = \text{const}$;
   C) $W_A*LA = \text{const}$;
   D) $W_M*L_M = \text{const}$.

10. The most numerous type of individuals in post-soviet Russia is:
   A) Progressive adaptants;
   B) Progressive nonadaptants;
   C) Regressive adaptants;
   D) Regressive nonadaptants.

II. ANSWER THE QUESTION (each values 4 points)

11. Initially GDP equals to $Y_0=5000$, Marginal propensity of capital is $15\%$, norm of savings $20\%$.
   A) Determine the value of GDP in the following period according to E. Domar model on the assumption of dynamical equilibrium preservation.
   B) Determine the changes in the volume of capital for this period.
   C) Determine incremental capital productivity ratio.
   D) What is the disadvantage of E. Domar model?

12. Lets consider model of economic growth with two deficits. Initially: income $Y_0=5000$, maximum possible investment growth rate is equal to $20\%$, marginal norm of savings is $5\%$, incremental capital coefficient is $0,1$.
   A) Determine the amount of foreign assistance to the point of first stage of modernization completion.
   B) Determine the size of investment for this period.
   C) What are the remedies to terminate savings deficit?
   D) What are the corrections to be included in the model to account the influence of foreign resources increase and exports upon the amount of internal savings and also account of the retirement and overhead expenses?

13. Determine the growth rate of capital ratio in the Lucas model, if education efficiency is $50\%$, the share of expenses in human capital is $40\%$, no externalities.
   A) $0,3$;
   B) $0,6$;
   C) $0,2$;
   D) Can't determine.

14. In Mankiw-Romer-Weil model we know the following parameters: $Y(t)=K(t)^{1/4} H(t)^{1/4}$
[A(t)L(t)]^{1/2}, $s_k=0.2$, $s_h=0.3$, $n=0.05$, $g=0.05$, $\sigma=0.05$. Find the value of $k^*$:
   A) $2,11$;
   B) $2,09$;
   C) $3,76$;
   D) $2,19$.

15. Consider, that in country A population, living under international line of poverty is divided into 6 equal groups according to gross revenue per month: 0,5 mln., 1 mln., 1,5 mln., 2 mln., 2,5 mln., 3 mln. Find the level of poverty in the country A, if we know that, international poverty line goes through the limit of 30$ per month, and average income per capita in country A is 20$.

III. ANSWER THE QUESTIONS OF HIGHER COMPLEXITY.
Choose any 6 questions. (the value of each is 10 points)

16. Analyze the concept of transition to the self-sustained growth (W. Rostow) and answer the following questions:
   A) On the graph below mark the stages of economic growth, drafted by W. Rostow.
   B) What are the main conditions to be fulfilled in Rostow model for the growth to be automatic?
   C) Examine the sphere of agriculture on each of the stages.
   B) Formulate the conditions of self-sustained growth.
   D) What is the essence of the ‘sixth stage’? Why was it proposed by Rosotow

17. What are the advantages and disadvantages of dualist economy theory?
   A) What is the difference between U. Lewis concept and model with two deficits?
   B) Which of the Lewis regulations are developed in model of dualist economy?
   C) What are the similarities and differences between the model of dualist economy and institutional concepts of countries?
   D) What are the drawbacks, from your point of view of the Fey-Ranis model?

18. Why the illegal sector in Peru appeared to be more efficient than the legal one?
   A) What are the reasons, in opinion of H. De Soto, that force people to interact in the illegal operations?
   B) What are the transaction costs of legal and illegal activities?
   C) What is the worthiness and what are the shortcomings of the illegal sector rapid growth?
   D) What are the other spheres of illegal activity typical to developing countries except those listed by De Soto
   E) Is it always true that illegal sector existence has only negative consequences for the society (H. De Soto). Explain your answer.

19. Characterize the effect of Multinational corporation activity on economic position of developing countries
   A) What are the merits and demerits of this influence?
   B) Why do the representatives of Left(-wing) radicals evaluate the influence of Multinational corporations upon economic position of developing countries negatively? Illustrate your answer with specific examples.
   C) What are the consequences of the multinationals’ activity in developing countries for the developed?
   D) Can we say that globalization of economy is the result multinationals’ activity? Explain you answer.

20. Solow model and possibilities if its use for analysis of transitional economy.
   A) Characterize prerequisites of Solow model. To what extent are they realistic? Can we consider these prerequisites to be enough for analysis of transitional economy?
B) Do you agree with the interpretation of human capital used in the Mankiw-Romer-Weil model? Can we apply it to the developed countries? To the postsoviet Russia?

C) Can we include all of the major sources of economic growth of modern Russia into Solow model? How do you think, why?

A) What is its essence and how does it differ from similar models?
B) How much representative are statistical data used in the model, and to what extent the chronological period of research is chosen correctly?
C) Did the land reforms influence the decline in poverty in India and how? What arrangements were the most contributive? Why?
D) What is the advantage and disadvantages of T. Besley and R. Burgess regression model?

22. What is the content and consequences of agrarian reform in China?
A) What was the idea of price reform in China 1979? Did the new price formation differ from old one. If it did, than explain how: quantitatively or qualitatively? Explain your answer.
B) Characterize econometric model of J. Lin. Characterize database, which was used by him. What was the role of institutional variables in his model?
D) What are the merits and demerits of J. Lin’s model?

23. Analyze the model of measurement of labour productivity in agriculture (Peter Timer):
A) To what extent can we suppose its assumptions to be rational? Can they be added or modified? If it is possible, than in what direction? Prove your answer.
B) What does the ray which goes through the origin in P. Timer’s model reflect?
C) What is the interconnection between tendencies of technical progress in agriculture and dynamics of agrarian population?
D) According to the model of Timer, can there be a situation when growth of population in agriculture doesn’t lead to changes in the living standard of villages?
E) What ways of perfection of the model can you suggest?

24. Characterize the echelons of world capitalism development
A) What are the peculiarities of the first echelon? Why did Russia never belong to it?
B) What are the peculiarities of the second echelon? Characterize the common and special concerning Russian empire as a country of the second echelon.
C) What are the peculiarities of the second echelon? What brings together and what differs Russian economy from the third world countries?

25. Is it possible to apply the concept of “big push” towards Russia? If your answer is ‘yes’, then explain to what extent? If not, also explain?
A) Analyze economic situation in Russia with the help of different theories in the framework of ‘vicious circles of poverty’ concept?
B) Enumerate the major demerits of the concept concerning the transition towards self-sustained growth W. Rostow and with its help analyze the usage limitation of the given model to explanation of the reasons of transformational crisis in Russia.
C) What models, balanced or not balanced are better fitted to Russian economy? Explain your answer.
D)
V. **Education Methodical supply of the course**

1. **Recommended literature (basic)**


**TOPIC 1:**

Nureev (2001), Chapter 1.

**Class Paper**


**TOPIC 2:**

Nureev (2001), Chapter 2.

**Class Paper**


**TOPIC 3:**

Nureev (2001), Chapter 3.


**Class Paper**


**TOPIC 4:**

Nureev (2001), Chapter 4.

**Class Paper**

**TOPIC 5:**
Nureev (2001), Chapter 5.

**Class Paper**

**TOPIC 6:**
Nureev (2001), Chapter 5.

**Class Papers**

**TOPIC 7:**
Ray, D. (1998), Chapters 6, 7, 8
«Доклад о мировом развитии 2000/2001 г. Наступление на бедность» Всемирный Банк 2002

**Class Papers**

**TOPIC 8:**
Nureev (2001), Chapter 6 (6.3, 6.4).

**Class Papers**

**TOPIC 9**

**Class Paper**

**TOPIC 10**

Simeon Djankov, Edward Glaeser, Rafael La Porta, Florencio Lopez-de-Silanes, Andrei Shleifer, "The New Comparative Economics", World Bank, Washington, DC 20433

Ray, D. (1998), Chapters 16 and 17

Class Papers


**TOPIC 11**

Class Paper

2. **Recommendated literature (additional)**


**TOPIC 1:**
Славный Б.И. Немарксистская политикэкономия о проблемах отсталости и зависимости в развивающихся странах. М.: Наука 1982. Гл. 1, 2. С. 21-75.

**TOPIC 2:**
Hess P., Ross С. Economic Development Ch.3. P.59-70.

**TOPIC 3:**
Зарин В.А. Институционально-социологические концепции развития общественных структур освободившихся стран. Народы Азии и Африки, 1985, №1.
Славный Б.И. Немарксистская политэкономия... Гл.3. С.75-124.

**TOPIC 4:**

**TOPIC 5:**

**TOPIC 6:**  
Колонтаев А.П. Проблема Занятости в развивающейся экономике. Опыт независимой Индии. М., Наука, 1988. Гл.2.  

**TOPIC 7:**  
Зарубежные концепции экономического развития стран Африки. Критический анализ. М.: Наука, 1980.  

**TOPIC 8:**  
Розенберг Н., Бирделл Л.Е. Как Запад стал богатым. Новосибирск, 1995. С.120-149.  
Тодаро М.П. Экономической развития. М.: Экономический факультет МГУ, Юнити 1997.С. 246 - 254  
Bandiera O., Levy G. Robin Hood's Compromise: The Economics of Moderate Land Reforms (http://econ.lse.ac.uk/staff/bandiera/godraft11.pdf)  

**TOPIC 9:**  
Jacobsson A., Political Media Contests and Confirmatory Bias, No 2002:3 in Research Papers in Economics from Stockholm University, Department of Economics  
TOPIC 10:

TOPIC 11:
From Plan to Market Oxford University Press. 1996.

3. Main web resources

3.1. International organizations

International Monetary Fund (IMF) http://www.imf.org
3.2. Statistics

3.2.1. International agencies

World Bank: Data and Statistics
http://www.worldbank.org/data/
World Development Reports (World Bank)
http://econ.worldbank.org/wdr/

United Nations Statistics Division
http://unstats.un.org/unsd/

United Nations Conference on Trade and Development
http://www.unctad.org/

Human Development Report
http://hdr.undp.org/default.cfm

OECD: Statistic
http://www.oecd.org/statsportal
http://www.sourceoecd.org/content/html/portal/statistics/statistics.htm?comm=statisti0000&token=00499A737D390911051FC307BE53A1

International Monetary Fund: countries data
IMF Dissemination Standards Bulletin Board
http://dsbb.imf.org/Applications/web/dsbbhome/

World Health Organization: health data
http://www.who.int/research/en/
WHO Statistical Information System (WHOSIS)
http://www3.who.int/whosis/menu.cfm

3.2.2. Regional Agencies

Asian Development Bank
http://www.adb.org/Economics/default.asp

African Development Bank Group
http://www.afdb.org/statistics.htm?n1=9&n2=0&n3=0

Inter-American Development Bank
http://www.iadb.org/intal/ingles/bdi/i-bdi.htm

3.3. Research centers and professional organizations

1. United Nations Online Network in Public Administration and Finance (UNPAN)
   http://www.unpan.org

2. United Nations Centre for Regional Development
   http://www.uncrd.or.jp

3. Division for Public Administration and Development Management (DPADM)
   http://www.unpan.org/dpepa.asp
4. United Nations Development Programme (UNDP)  
   http://www.undp.org/

5. European Development Research Network (EUDN)  
   http://www.eudn.org

6. Centre d'Études Et De Recherches Sur Le Développement International (Université d'Auvergne, Clermont, France)  
   http://www.cerdi.org

7. Center for Global Development  
   http://www.cgdev.org

8. Overseas Development Institute (UK)  
   http://www.odi.org.uk

9. Center for International Development (Harvard, USA)  
   http://www.cid.harvard.edu/

    http://www.cid.harvard.edu/bread/index.htm

11. Rural Development Research Center (Berkley University)  
    http://are3.berkeley.edu/rdrc/

12. School of Oriental and African Studies  
    (University of London)  
    http://www.soas.ac.uk

13. Institute for International Studies (Denmark)  
    http://www.cdr.dk/

14. Centre for Research in Economic Development and International Trade (Nottingham University)  
    http://www.nottingham.ac.uk/economics/credit/

15. Development Studies Institute (DESTIN) (LSE, UK)  
    http://www.lse.ac.uk/Depts/destin/

16. Suntory and Toyota International Centres for Economics and Related Disciplines (STICERD) (LSE, UK)  
    http://sticerd.lse.ac.uk/

    http://www.economics.ox.ac.uk/Research/Groups/DevEcon.asp

18. Centre for the Study of African Economies (University of Oxford)  
    http://www.csae.ox.ac.uk/

19. World Institute for Development Economics Research (Финляндия, United Nations University)  
    http://www.wider.unu.edu
20. Development Economics Research Group  
   (University of Copenhagen)  
   http://www.econ.ku.dk/DERG/  

21. Institute of Development Studies (Sussex, UK)  
   http://www.ids.ac.uk/ids/  

22. European Association of Development Research  
   and Training Institutes  
   http://www.eadi.org  

23. International Food Policy Research Institute (IFPRI),  
   Washington, D.C.  
   http://www.ifpri.org  

24. Institute of Social Studies (ISS), (Den Haag)  
   http://www.iss.nl  

25. Amsterdam Research Institute for Global Issues and  
   Development Studies (Amsterdam University)  
   http://www2.fmg.uva.nl/agids/  

26. China Center for Economic Research (CCER)  
   Peking University  
   http://ccer.pku.edu.cn/en/  

27. South Asia Institute (University of Heidelberg, Germany)  
   http://www.sai.uni-heidelberg.de/abt/home_uk/  

28. Innocenzo Gasparini Institute for Economic Research  
   (IGIER) (Italy)  
   http://www.igier.uni-bocconi.it/  

29. Center for Development Research (ZEF) (Germany)  
   http://www.zef.de  

30. Amsterdam Institute for International Development  
   (Netherlands)  
   http://www.aiid.org  

31. Australian Bureau of Agricultural and Resource Economics  
   (ABARE)  
   http://www.abareconomics.com/  

32. Inter-American Institute for Social Development (INDES)  
   http://index.iadb.org/  

3.4. Additional web resources  

**Topic 1:**  
   http://econ.lse.ac.uk/courses/ec307/M/murphyetal.pdf
2. Course program and Syllabus: "Post-Keynesian Theory: Value And Production" (by Marc Lavoie, University of Ottawa)
http://aix1.uottawa.ca/~robinson/Lavoie/Courses/Eco5116.pdf
3. Keynesian Growth Theory (New School University, New York)
http://cepa.newschool.edu/het/essays/growth/keynesgrowth.htm
http://homepage.newschool.edu/het/essays/keynes/ismcont.htm

**Topic 2:**
1998 Prebisch Lecture at UNCTAD:
2. The Neoclassical Growth Model (New School University, New York)
http://cowles.econ.yale.edu/P/cp/p02a/p0241.pdf

**Topic 3:**
http://econ.lse.ac.uk/staff/bandiera/2_ExchProtMar03.pdf
http://www.nber.org/papers/w7771.pdf
4. Case studies: The Role Of Institutions In Singapore Economic Development (UNDP,)
http://www.undp.org/eo/documents/DER/Case_studies/Singapore_institutions.doc
5. Lee Willis, The Role of Institutions in the Economic Development of Brazil
http://facweb.furman.edu/~dstanford/a43papers/willis.html

**Topic 4:**
1. Radical Political Economy (New School University, New York)
http://cepa.newschool.edu/het/schools/neomarx.htm
2. Union for Radical Political Economics
http://www.urpe.org
http://ideas.repec.org/p/nbr/nberwo/4964.html

**Topic 5:**
http://econ.lse.ac.uk/courses/ec307/M/mankiw.pdf
http://papers.nber.org/papers/w5698.pdf


**Topic 6:**

**Topic 7:**

**Topic 8:**

   http://econ.lse.ac.uk/courses/ec307/summer_school/lin.pdf

5. Presentation: Schults T.W. Transforming Traditional Agriculture.
   http://www2.montana.edu/jantle/powerpoint/ch10.ppt

6. Property rights in a flea market economy (The Centre for the Study of African Economies)
   http://www.bepress.com/cgi/viewcontent.cgi?article=1110&context=cdae

**Topic 9:**

   http://econ.lse.ac.uk/staff/rburgess/wp/media.pdf

   http://econ.lse.ac.uk/courses/ec307/summer_school/shleifermedia.pdf

**Topic 10:**

   http://papers.nber.org/papers/w7852.pdf

   http://econ.lse.ac.uk/courses/ec307/L/shleiferreg.pdf

**Topic 11:**

1. Joseph E. Stiglitz, Whither Reform? Ten Years of the Transition

2. Leonid Polishchuk, Alexei Savvateev, Spontaneous (Non) Emergence of Property Rights (IRIS)

3. D. Berkowitz and David N. De Jong Policy Reform and Growth in Post-Soviet Russia
   http://www.pitt.edu/~dejong/growth.pdf