COURSE TITLE: Social Economics

COURSE CODE: ECON 3002

LEVEL: 3

SEMESTER: 2

NO. OF CREDITS: 3

PRE-REQUISITE(S): ECON 2002 and ECON 2003

INSTRUCTOR INFORMATION

Name of instructors: Mr. Roger Mc Lean
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Office hours: Wednesday 3-5pm

Preferred method of contact: Face to face during office hours
LETTER TO THE STUDENT

Welcome to ECON 3002: Social Economics. This course will be delivered using a blended approach, i.e. you will have both face-to-face and online teaching. Activities include group work, and class discussion, as well as online discussions.

EXPECTATIONS

As a student enrolled in ECON 3002, we expect that you will be fully engaged in both the traditional classroom and online activities. Research has shown that students learn best through collaboration and interaction, so we encourage you to participate in and complete all online assignments, course work and classroom activities.

COURSE DESCRIPTION

This course is designed to give students a feel for the “economics” around the key social challenges faced by developing counties in general and Caribbean territories in particular. It focuses on the applying the tools of economic analysis to such areas as Poverty alleviation, Equity, Unemployment, Health, Gender and Demographic change. Social Economics, in addressing these areas, adopts a holistic approach and one that is skewed toward the normative and historical side of Economics.

PURPOSE OF THE COURSE

Social Economics exposes students to different view of the discipline. It exposes students to a different understanding of economic issues in general and the economics around key social issues specifically. Through this course, students will be given a thorough understanding of how social issues can be analyzed from an economic perspective.

The course is designed for students reading B. Sc. Economics programs.
CONTENT

This course is structured around three aspects of the economics of social sector issues. These aspects are labeled: *Introduction, Rationale and Response*.

1. Under *Introduction and Rationale* the following topics are addressed:
   1.1 Definition of Social Economics

2. Under *Rationale* the following topics are addressed:
   2.1 Growth and Unemployment
   2.2 Unemployment and Poverty
   2.3 Poverty and Equity
   2.4 Demographic and Related Transitions in the Midst of New Threats
   2.5 Vulnerability and Volatility in Small Island States
   2.6 Crime and its Socio-economic implications

3. Under *Response* the following topics are addressed:
   3.1 The Social Policy Response
      3.1.1 Social Safety Net
   3.2 Health and Development
      3.2.1 Social Determinants of Health
      3.2.2 Health Sector Reform
   3.3 Gender and Development
   3.4 The Fiscal Response

Each of these areas raises important economic questions and the course will explore both the theoretical and policy dimensions of these questions.

GOALS/AIMS

The goal of this course is to build an understanding of the philosophical underpinnings of Social Economics and the importance of the key issues of the course to the achievement of sustainable growth and development of Caribbean economies among our students.
GENERAL OBJECTIVES

This course seeks to expose students to the required tools and approaches that will provide them with the ability to:

1. Assess the economic dimensions of the key social challenges that are faced by small island territories;
2. Identify the factors that are central to these social challenges; and
3. Identify the key policy requirements for addressing these challenges that will ultimately achieve a sustainable path to development.

OBJECTIVES FOR BROAD SECTIONS

At the end of section 1, Introduction students must be able to:
- Have a clear understanding of the genesis of Social Economics,
- Understand and identify the philosophical underpinnings of Social Economics and the issues that are central to the area

At the end of section 2, Rationale, students must be able to:
- Identify the key social challenges faced by SIDS of the Caribbean that are linked to areas that include Unemployment, Poverty, Demographic and Related Transitions and Crime; and
- Identify the inter-relatedness of these challenges by analyzing the trends associated with these social “ills”.

At the end of section 3, Response, students must be able to:
- Identify the theoretical framework behind the provision of support to vulnerable segments of society and highlight, through empirical evidence, the lessons to be learnt in the administering of such programmes that are applicable to the Caribbean context;
- Identify the relationship between health and development, and its key socio economic drivers, using this to identify and critically evaluate this sector’s response in the Caribbean and the economic implications of the response to date; and
• Identify the relationship between gender and development using this to identify and critically evaluate the response to key gender related issues in the Caribbean and the economic implications of the response to date.

COURSE ASSESSMENT

Students will be assessed by means of a course work assignment, which accounts for 25% of the full mark and a final exam which accounts for the remaining 75% of the total mark.

The coursework assignment will take the form of a group project. These group projects are to be presented to a panel headed by the course lecturer and comprising lecturers, and other specialists in the field. One quarter of the coursework mark will be based on the presentation of the group research project.

The Final Examination will take place at the end of the semester and will entail a two (2) hour paper. Students will be required to answer three (3) questions, one of which will be compulsory. The examination will cover all areas of the course.

Both the course work assignment and the final examination will be assessed on the basis of the course objectives outlined above.

EVALUATION

The tutorial sessions as well as the lecturer’s office hours are provided as the avenues through which students are urged to give feedback about the various topics covered during the Course. Meetings with the lecturer outside of office hours can be arranged by contacting the Department of Economics or via email to the lecturer or Course Tutor(s).

TEACHING STRATEGIES

The course will be delivered through two hours of formal lectures and one hour of tutorials per week. The course will also include guest lectures from experts in a number of the subject areas identified in the outline. Students are urged to participate fully during these guest lectures.

Students are required to attend all lecture discussions hosted by the Department, Faculty or wider University related to the subject areas covered in the course. Students will be informed of these lecture discussions as they arise.
COURSE CALENDAR

SECTION ONE: INTRODUCTION

1.1 Introduction: Social Economics - Its Genesis and Foundations


SECTION TWO: RATIONALE

2.1 Growth and Unemployment: A Case of Misplaced Faith


2.2 Unemployment and Poverty: The Terrible Twins


2.3 Poverty and Equity: The Substance of Development


Sanjay G. Reddy1 and Thomas W. Pogge2. How Not To Count The Poor. October 3rd, 2005


2.4 Demographic and related Transitions in the Midst of New Threats


Dr. Eldemire-Sherarer 2004. Organisation of Services for Long-Term Care for Seniors. Department of Community Health & Psycharity, University of the West Indies, Mona Campus, Jamaica, W.I. (Power Point Presentation)


Camara, Bilali, Shelton Nicholls, Roger Mc. Lean, Ralph Henry et al. Modelling and Projecting HIV and its economic impact in the Caribbean: the experience of Trinidad and Tobago and Jamaica, Summary Report. 1997


2.5 Vulnerability and volatility in Small States


2.6 Crime and its Socio-Economic Implications


McElroy, Jerome L. and Andrea J. Roccanti. Crime in the Caribbean: Provisional Evidence


SECTION THREE: THE RESPONSE

3.1 The Social Policy Response


3.2 Health and Development – Response & Reform Initiatives

Cumper, George. “Economic Development, Health Services and Health.”


Dean Jamison et al (Eds). Disease Control Priorities in Developing Countries (2nd Edition). World Bank

Report on Caribbean Commission on Health and Development. PAHO/CARICOM, 2006. (Relevant Chapters)

Tanya Telfair Sharpe, Kathleen Mc David Harrison, and Hazel D. Dean. Summary of CDC Consultation to Address Social Determinants of Health for Prevention of Disparities in HIV/AIDS, Viral Hepatitis, Sexually Transmitted Diseases, and Tuberculosis. Public Health Reports 2010 Supplement 4. Volume 125


Also available from: URL: http://www.who.int/social_determinants/ the commission/finalreport/en/index.html

Evans RG, Barer ML, Marmor TR. Why are some people healthy and others not? The determinants of health of populations. Hawthorne (NY): Aldine de Gruyter; 1994.


Theodore, Karl. 1998. “Health Financing and Health Reform in the Caribbean: Where do we go from here?” Health Economics Unit, University of the West Indies, St. Augustine.


Thomason, Jane. 1999. “Health Sector Reform in Developing Countries: A Reality Check.” Australian Centre for International and Tropical Health and Nutrition. Australia.

3.3 Gender and Development


UNECLAC/CDCC. 2000. “A Study of Gender Mainstreaming in the Caribbean.” UNECLAC.

3.4 Fiscal Response


HOW TO STUDY FOR THIS COURSE

It is strongly suggested that students cover the required readings for this course and prepare the questions listed in the tutorial for presentation. This will ensure that both the lecturer and the assigned teaching assistant are in a better position to evaluate and assess the quality of analytical and writing competency of the student and advise accordingly.

COURSE EVALUATION

At the end of each unit and at the mid-point of the course, the lecturer will solicit feedback on how the information is being processed and the course in general. The feedback will be used to make improvements, correct errors, and try to address the students need. Additionally, at the end of the course, the Institutional Development Unit (IDU) will evaluate the course, so it is important that you are in attendance during that time.

CLASS ATTENDANCE POLICY

Regular class attendance is essential. A student who misses a class will be held responsible for the class content and for securing material distributed. Attendance is the responsibility of the student and consequently nonattendance will be recorded. Students would be reminded of the implications of non-responsible attendance.

COURSEWORK LATE SUBMISSION POLICY

Students are required to submit coursework by the prescribed date. Coursework will only be accepted after the deadline, in extenuating circumstances, with the specific written authority of the course lecturer and in any event, not later than the day before the start of the relevant end of semester examinations of the semester in which the particular course is being offered.

EXAMINATION POLICY

Please review the handbook on Examination Regulations for First Degrees, Associate Degrees, Diplomas, and Certificates available via the Intranet.
POLICY REGARDING CHEATING

Academic dishonesty including cheating is not permitted. For more information, read Section V (b) Cheating in the Examination Regulations for First Degrees, Associate Degrees, Diplomas, and Certificates online via the Intranet.

STATEMENT OF DISABILITY PROCEDURES

The University of the West Indies at St. Augustine is committed to providing an educational environment that is accessible to all students, while maintaining academic standards. In accordance with this policy, students in need of accommodations due to a disability should contact the Academic Advising/Disabilities Liaison Unit (AADLU) for verification and determination as soon as possible after admission to the University, or at the beginning of each semester.

POLICY REGARDING INCOMPLETE GRADES

Incomplete grades will only be designated in accordance with the University’s Incomplete Grade Policy.