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.
Aim of 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.

Instructors Information

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Office Hours:

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Goals

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.
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.

Teaching Strategy

<table>
<thead>
<tr>
<th>Method of Delivery</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Lectures</strong></td>
<td>One (1) 2-hour lecture session per week:</td>
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<tr>
<td></td>
<td>• Wednesdays 1-3pm FSS</td>
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<tr>
<td><strong>Tutorials</strong></td>
<td>1. Students are required to attend and participate in tutorial sessions. <em>In this connection students should be guided by Regulation 19.</em></td>
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<tr>
<td></td>
<td>2. Tutorial sheets are designed to help students internalize and apply concepts taught during the lectures. It is expected that students will complement material covered in the lecture sessions with use of the recommended readings. Students will be provided with tutorial questions which they are required to prepare before the weekly tutorial session. Every effort should be made to complete each tutorial sheet and ensure that the tutorial questions are prepared to maximize benefits from the tutorials!</td>
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<tr>
<td></td>
<td>3. Please visit the my e-learning course site at: <a href="http://myelearning.sta.uwi.edu/course/view.php?id=10467">http://myelearning.sta.uwi.edu/course/view.php?id=10467</a> to select and register for tutorial and lecture sessions for ECON 3002. You may also download the tutorial sheets for the course from this site. <strong>Students MUST be registered for a tutorial session and MUST attend that tutorial session in order to facilitate proper record keeping of attendance as per Examination Regulation 19 stated below.</strong></td>
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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 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.

**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 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.

Reading List

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


### 2.5 Vulnerability and volatility in Small States


### 2.6 Crime and its Socio-Economic Implications

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.”


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


3.4 Fiscal Response


POLICIES TO NOTE

1. Students are reminded of UWI Examination regulation no. 78 which states, inter alia,

   - 78. (i) Cheating shall constitute a major offence under these regulations.
   - (ii) Cheating is any attempt to benefit one’s self or another by deceit or fraud.
   - (iii) Plagiarism is a form of cheating.
   - (iv) Plagiarism is the unauthorised and/or unacknowledged use of another person’s intellectual efforts and creations howsoever recorded, including whether formally published or in manuscript or in typescript or other printed or electronically presented form and includes taking passages, ideas or structures from another work or author without proper and unequivocal attribution of such source(s), using the conventions for attributions or citing used in this University.

   In addition to the above, Students are reminded that deliberate collaborations during the completion of any University Examination inclusive of online quizzes regardless of location will also constitute cheating and will be penalized accordingly.
2. **UWI Examination Regulation No. 19** “Any candidate who has been absent from the University for a prolonged period during the teaching of a particular course for any reason other than illness or whose attendance at prescribed lectures, classes, ... tutorials, ... has been unsatisfactory or who has failed to submit essays or other exercises set by his/her teachers, may be debarred by the relevant Academic Board, on the recommendation of the relevant Faculty Board, from taking any University examinations. The procedures to be used shall be prescribed in Faculty Regulations.”

Students who are absent from tutorial sessions MUST inform the tutor and course coordinator via email and may attempt to sit in to a make-up session during the SAME week of absence. In addition, documentation of illnesses or otherwise must be submitted to the Department of Economics for excuses of absence to be considered.

### Marking Scheme for Examinations in the Faculty of Social Sciences

21. (i) *In the determination of GPA, the grades with corresponding quality points shall be as defined in the University Regulations governing the GPA.*

The authorized marking scheme as of Academic Year 2014/2015 is as follows:

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<tr>
<th>Grade</th>
<th>% Range</th>
<th>Grade Point</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
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<tr>
<td>A</td>
<td>80-89</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>75-79</td>
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<tr>
<td>B+</td>
<td>70-74</td>
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<tr>
<td>B</td>
<td>65-69</td>
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<tr>
<td>B-</td>
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<td>C+</td>
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<td>F</td>
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**Department of Economics**  
**January 2017**