THE UNIVERSITY OF THE WEST INDIES  
ST. AUGUSTINE, TRINIDAD AND TOBAGO  
DEPARTMENT OF ECONOMICS  
FACULTY OF SOCIAL SCIENCE  

ECON 3002 SOCIAL POLICY ECONOMICS  
SEMESTER II, UNDERGRADUATE, YEAR 3  

PREREQUISITES: ECON 2002 AND ECON 2003  
COURSE TYPE: ELECTIVE MAJOR ECONOMICS  
CREDITS: THREE  
MODE OF DELIVERY: BLENDED  
COURSE COORDINATOR: MR. ROGER MCLEAN  
CONTACT: ROGER.MCLEAN@STA.UWI.EDU  
LOCATION AND OFFICE: ROOM 222 DEPARTMENT OF ECONOMICS  
HOURS: OFFICE HOURS: WEDNESDAYS 3-5PM  

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.  

COURSE RATIONALE  
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.  

COURSE AIMS  
To provide Economics students with a thorough understanding of how social issues can be analyzed from an economic perspective and 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.

COURSE LEARNING OUTCOMES

Upon successful completion of this course students will be able:

1. To assess the economic dimensions of the key social challenges that are faced by the Caribbean;
2. To identify and evaluate the factors that are central to these social challenges and the policy responses to these challenges; and
3. To identify the key policy requirements for addressing these challenges that will ultimately achieve a sustainable path to development.

PROGRAMME GOALS AND COURSE LEARNING OUTCOMES MATRIX

<table>
<thead>
<tr>
<th>Qualities of the Distinctive UWI Graduate</th>
<th>Programme Level Learning Outcomes At the end of the programme students will be able to:</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creative and Critical Thinker</td>
<td>To develop and deliver quality research, anticipate and offer practical solutions to economic problems.</td>
<td>To identify the key social challenges faced by Caribbean countries and analyse these from an economic perspective.</td>
</tr>
<tr>
<td>2. Globally Aware</td>
<td></td>
<td>To understand the different social issues; meaning, concepts and measurements.</td>
</tr>
<tr>
<td>3. Effective Communicator</td>
<td></td>
<td>To analyse the different policy options for addressing these social ills within the context of a development path for the Caribbean.</td>
</tr>
</tbody>
</table>

COURSE ASSESSMENTS DESCRIPTION

Course Work
The course will be assessed via a coursework assignment that will account for 25% of the final grade. 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.
**Final Examination**
The Final Exam accounts for 75% of course marks and will take the form of a written exam which will be conducted over a two-hour period. Students will be required to answer three (3) questions, one of which will be compulsory. The examination will cover all areas of the course.

**UNIVERSITY GRADING SCHEME**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GPA</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>80-89</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>75-79</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>70-74</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>65-69</td>
</tr>
<tr>
<td>B</td>
<td>2.7</td>
<td>60-64</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>55-59</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>50-54</td>
</tr>
<tr>
<td>F1</td>
<td>1.7</td>
<td>40-49</td>
</tr>
<tr>
<td>F2</td>
<td>1.3</td>
<td>30-39</td>
</tr>
<tr>
<td>F3</td>
<td>0.0</td>
<td>0-29</td>
</tr>
</tbody>
</table>

**COURSE ASSESSMENT TYPE AND COURSE LEARNING OUTCOME MATRIX**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Course Learning Outcomes</th>
<th>Weighting</th>
<th>Assessment Description</th>
<th>Assessment Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Work</td>
<td>1 2 3 4</td>
<td>25%</td>
<td>Group Project based on a social issue.</td>
<td>Two months</td>
</tr>
<tr>
<td>- Group/Individual Project</td>
<td>✓ ✓ ✓ ✓ 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>✓ ✓ ✓ ✓</td>
<td>75%</td>
<td>Written Exam covering topics covered in the course.</td>
<td>Two Hours</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEACHING STRATEGIES

METHOD

LECTURES
Teaching will primarily take place through descriptive face to face lecture sessions and class discussions. Lectures will be conducted on Wednesdays 1-3pm FSS MLT. Each student is required to attend one two-hour lecture session per week.

Included here are lectures with experts specializing in different areas of social economics. Other lecturers/tutors of the course are:

Contact and Location
Dr. Daren Conrad
Daren.conrad@sta.uwi.edu
Room 220, Department of Economics
Office Hours: Wednesdays 9-12 noon, Fridays 12-3pm

Mrs. Roxanne Brizan-St.Martin
Roxanne.brizan@sta.uwi.edu
Room 216, Department of Economics
Office Hours: Mondays 9-11am, Wednesdays 8-10am

TUTORIALS
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! The tutor will conduct the sessions on the assumption that all students in attendance have read/prepared the required material as indicated by the tutorial assignment(s). All students are expected to participate fully in these tutorial sessions.

Each student is to register for a tutorial session which will meet once per week for one hour using the my eLearning course site. The tutor will maintain an attendance record which will be kept as part of the Department’s records. In this connection students should be guided by Regulation 19. 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. You may also download the tutorial sheets for the course from this site.
CONTENT

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

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

Under this introductory unit, students are expected 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

2. Under Rationale and Response the following topics are addressed:
   2.1 Growth and Unemployment
   2.2 Poverty and Equity
   2.3 Policy Response to Poverty and Equity
   2.4 Demographic and Related Transitions in the Midst of New Threats
   2.5 Health and Development
   2.6 Crime and its Socio-economic implications
   2.7 Gender and Development

Each of these areas raises important economic questions and the course will explore both the theoretical and policy dimensions of these questions. Under the Rationale and Response, it is expected that students must be able to:
   • Identify the key social challenges faced by the Caribbean that are linked to areas that include Unemployment, Poverty, Demographic and Related Transitions, Health; Crime, and Gender issues.
   • Identify the inter-relatedness of these challenges by analysing the trends associated with these social “ills”.
   • Identify the theoretical framework behind the both the “drivers” and the “response” to the social challenges and highlight, through empirical evidence, the lessons to be learnt in the administering of programmes that are applicable to the Caribbean context;
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Review of course outline, Course Assessment and Expectations. Social Economics- Its Genesis</td>
</tr>
<tr>
<td>2</td>
<td>Introduction</td>
<td>Social Economics- Its Genesis</td>
</tr>
<tr>
<td>3</td>
<td>Socio-Economic Profile Presentations</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Rationale and Response</td>
<td>Unemployment and Poverty the Terrible twins</td>
</tr>
<tr>
<td>5-6</td>
<td>Rationale and Response</td>
<td>Poverty and Equity: The substance of Development</td>
</tr>
<tr>
<td>7</td>
<td>Rationale and Response</td>
<td>Demographic and related Transitions in the Midst of New Threats</td>
</tr>
<tr>
<td>8-9</td>
<td>Rationale and Response and</td>
<td>Crime and Socio-Economic Implications and Social-Cohesion</td>
</tr>
<tr>
<td>10</td>
<td>Rationale and Response and</td>
<td>Health and Development: Response and Reform Initiatives</td>
</tr>
<tr>
<td>11</td>
<td>Rationale and Response and</td>
<td>Gender and Development</td>
</tr>
<tr>
<td>12</td>
<td>Course Wrap-Up</td>
<td></td>
</tr>
</tbody>
</table>

## Reading List

### SECTION ONE: INTRODUCTION

#### 1.1 Introduction: Social Economics - Its Genesis and Foundations


SECTION TWO: RATIONALE & RESPONSE

2.1 Growth and Unemployment: A Case of Misplaced Faith


2.2 Poverty and Equity: The Substance of Development


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


2.3 The Policy Response to Poverty & Inequity


2.4 Demographic and related Transitions in the Midst of New Threats


2.5 Health and Development – Response & Reform Initiatives

PAHO/WHO Health in the Americas 2017


World Health Organization (WHO) 2015. Health in 2015: from MDGs, Millennium Development Goals to SDGs, Sustainable Development Goals


UNAIDS. Global AIDS Reports


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.

2.6 Crime and its Socio-Economic Implications


2.7 Gender and Development


UNIVERSITY POLICIES AND EXPECTATIONS

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.

Accommodations for students with disabilities

Students should refer to the University of the West Indies St Augustine Campus, Student Disability policy https://sta.uwi.edu/resources/policies/Student_Disability.pdf

How to Study for this Course

Students should keep up to date with the course material via the suggested readings as well as the lecture notes and tutorial assignments. The Department is committed to supporting students in their quest to understand and indeed to excel. Please feel free to consult with your course lecturer and tutor as problems/issues arise. Students are strongly encouraged to visit the lecturer during stipulated office hours to discuss various issues and concerns. Alternatively, special appointments can be made (using the Instructor Information provided above) if necessary.

COURSE ACTIVITIES PLANNED
TBD