

Topics in Development Economics  
Economics 4830/6350

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It is your responsibility as a student to be aware of and to abide by the University's policies regarding academic misconduct, e-mail communication, maintaining copies of out-of class assignments, what to do when you cannot meet a course requirement and the drop date for this semester. To better understand these policies, please visit:

<http://www.economics.uoguelph.ca/student-responsibilities-policies.asp>

**Objective:** This course examines aspects of inequality and changes in health during economic development, and methodologies for analyzing the relationship between development and health.

**Organization:** The class is organized in a seminar format with open discussion following an initial presentation. The instructor leads the discussions until September 22. The remaining classes are devoted to case studies and student research projects. Each student typically with a partner will present one case study. The research projects are presented in a series of meetings beginning November 8.

**Schedule**

September 8 Instructor: Introduction  
September 13 Instructor: The Long-term Pattern of Economic and Demographic Change  
September 15 Instructor: Industrialization and Economic Growth  
September 20 Instructor: Mortality and Health in the Long Run  
September 22 Instructor: The Evolution of Global Food Supply, Demand and Nutrition  
September 27 Case Study 1: 18<sup>th</sup> Century Japan  
September 29 Case Study 2: Inequality and Welfare in 19<sup>th</sup> Century Britain  
October 4 Case Study 3: Historical Demography of China  
October 6 Case Study 4: Infant Mortality in Scandinavia  
October 11 Case Study 5: Nutrition in 20<sup>th</sup> Century Russia and the Soviet Union  
October 13 Case Study 6: Long-term Effects of the Great Leap Forward Famine  
October 18 Case Study 7: Long-term Impact of Food Aid to Ethiopia  
October 20 Case Study 8: Effects of Famine in an Undernourished Population: Zimbabwe  
October 25 Case Study 9: Effects of Famine in an Undernourished Population: Tanzania  
October 27 Case Study 10: Inequality and Malnutrition in Guatemala  
November 1 Case Study 11: Meta-studies of Longitudinal Perspectives on Malnutrition  
November 3 Case Study 12: Meta-studies of Longitudinal Perspectives on Gender Inequality  
November 8, 10, 15, 22, 24, 29 research project/essay presentations (no class Nov 17)

## Evaluation

presentation and leading the discussion of a case study	15%
preparatory questions for case study discussions	10%
presentation and leading the discussion of draft research projects	10%
critique of draft research projects/essays	15%
final written report of the research project/essay	50%

## Useful Background

Malcolm Gillis et al, Economics of Development (New York: Norton) HC 59.7.E314 1996.  
Massimo Livi-Bacci, A Concise History of World Population, 2<sup>nd</sup> edition, translated by Carl Ipsen (Oxford: Blackwell, 1997) HB 871.L56513.

**Case Study Discussion:** Each case study seminar is organized around one or two journal articles or book chapters. In preparation for the discussion all students will circulate the previous evening two questions that address interesting or important aspects of the readings and would be useful to discuss. The questions generated about the case studies are assessed and contribute collectively 10% of the final grade.

Each case study discussion begins with a short presentation by one, two or three students working together. Presentations are restricted to a maximum 20 minutes. The presentation is not a description of the assigned reading. Everyone in the class is expected to complete the readings and to have thought about them sufficiently to participate in the discussion. Therefore no more than a brief analytical summary is needed from the presenter(s) who should identify the objective, methodology, evidence and significance and point to possible weaknesses, implications and extensions. It is often useful to identify how the reading fits into a larger literature and explore the important points on which arguments turn. The case study presentation contributes 15% to the final class grade.

**Research Projects/Essays:** Each student will submit an independent research essay or project that reports an empirical analysis, develops a theoretical model or builds an argument based entirely on secondary research. The research project/essay is a major commitment; it is worth 50% of the course grade (and another 10% is allocated for the presentation of a preliminary draft). Students may work in small groups although of course expectations are revised upward if more than one person contributes to the project/essay. The nature and organization of the project/report will vary with the topic, available data, relevant literature and personal styles and interests. Students are encouraged to consult the instructor regarding their plan for the project/essay. All research topics must be submitted to the instructor by November 1 in order to develop a schedule for presentations later in the month. Any topic that is not submitted by November 1 cannot be presented, in which case the 10% presentation grade is forfeited.

Following the presentation of each draft project/essay all other students will send to the presenter/s and to the course instructor constructive comments or a critique that will help the presenter/s prepare the final version. The purpose of these comments is to help each other prepare the best possible final draft of the paper. *Comments must be sent within 96 hours (four days) of the presentation.* The critiques of draft research presentations contribute collectively 15% of the final grade.

The research project/essay is due December 1 (December 5 for those who present their research on November 29). The penalty for late submission is 5 percentage points per day. Late submission without penalty requires prior written approval of the instructor and is granted only on compassionate or other exceptional grounds. It may not be possible for the instructor to provide full written comments on late arriving papers.

The research project/essay may be an historiographical or theoretical exploration of a broad range of historical experience, an analysis specific to a time and place, a survey of some relevant applied economics literature or an empirical estimation on appropriate data. Preparation of the project/essay provides the opportunity to examine in a more detailed way a particular region, activity or process, ie a case study of some sort. You are also permitted to extend or build on a topic related to one of the case study seminar discussions (in which case assessment is based on 'value added' beyond the case study article and class discussion).

A project/essay that incorporates formal modeling is not required, although analysis of some kind is the core of any good project/essay. Hypothesis-testing that relies on econometric techniques is not required although of course you will want to substantiate your argument with evidence of some kind. If you do enlist the support of formal modeling and/or econometric analysis, please be sure to build them into the argument of your project/essay (rather than trying to structure the project/essay around the model). You need to be able to motivate, contextualize and more generally express the argument and associated evidence using ordinary language.

Guidelines for the writing of reports and essays are distributed separately. They may be useful especially if you lack experience in writing. Please note the section on use and citation of web-accessed resources. Also you must read carefully the instructions on how to avoid a charge of plagiarism and accompanying discussion of academic misconduct in the academic calendar.

As part of essay preparation and submission you will have to access <http://turnitin.com/static/index.php>, which gives feedback on the originality of your paper. Of course you are responsible for making your own judgement about acceptable practice. Submission of the paper copy must be accompanied by a printing of the *first page only* of email confirmation of submission from [turnitin](http://turnitin.com). No paper can be graded without this confirmation. In order to gain access to the class page at [turnitin](http://turnitin.com) you must create an account and then login using the class ID and enrollment password.

**class ID:** 4315200

**enrollment password:** Econ483-635

**Readings:** Readings for discussions led by the instructor are recommended. All other readings are required. Where there are multiple readings for a single meeting I recommend that you look at them in the order listed. The required readings are selected to convey empirical description/context and analysis in an accessible manner although, inevitably, some of the journal articles rely on advanced economic theory and/or empirical methodology. *If you take this course you must be prepared to try to understand these articles.* Even if you do not understand everything in the article, you should be able to say why this kind of method/modelling is used and what conclusions are being drawn. And you should be able to evaluate less-technical

aspects of whether or not the article is persuasive (for example relationship between empirical results and broader conclusions, relationship to a broader literature or policy, appropriateness of data that are used etc).

September 13 Instructor: The Long-term Pattern of Economic and Demographic Change  
Angus Maddison, *The World Economy: A Millennial Perspective* (Paris: OECD, 2001) ZZ ED86, pp. 27-48

N.F.R. Crafts, "The Human Development Index, 1870–1999: Some revised estimates", *European Review of Economic History* 6 (2002), pp. 395-405

Rasmus Heltberg, "Malnutrition, Poverty and Economic Growth" *Health Economics* 18 supplement 1 (2009), pp s77-s88.

September 15 Instructor: Industrialization and Economic Growth

E.A. Wrigley, *Continuity, Chance and Change: The Character of the Industrial Revolution in England* (Cambridge: Cambridge University Press 1988) HC255.W83, pp. 7-33, 68-97

Richard Easterlin, *Growth Triumphant: The Twenty-First Century in Historical Perspective* (Ann Arbor: University of Michigan Press, 1996) HD75.E168 1996, pp. 1-54

Michael Haines, "Growing Incomes, Shrinking People: Can Economic Development Be Hazardous To Your Health", *Social Science History* 28 n.2 (summer 2004), pp. 249-270

September 20 Instructor: Mortality and Health in the Long Run

Richard Easterlin, *Growth Triumphant: The Twenty-First Century in Historical Perspective* (Ann Arbor: University of Michigan Press, 1996) HD75.E168 1996 pp. 69-82

David Cutler, Angus Deaton and A. Lleras-Muney, "The Determinants of Mortality", *Journal of Economic Perspectives* 20 n3 (summer 2006), pp. 97-126

September 22 Instructor: The Evolution of Global Food Supply, Demand and Nutrition

Tim Dyson, *Population and Food: Global Trends and Future Prospects* (London: Routledge, 1995) HD9000.5 .D97, pp. 1-23, 201-209

Cormac Ó Gráda, "Making Famine History", *Journal of Economic Literature* 45 (2007), pp. 5-38

Shankar Subramanian and Angus Deaton, "The Demand for Food and Calories," *Journal of Political Economy*, 104 n1 (1996), pp. 133-162

September 27 Case study 1: 18<sup>th</sup> Century Japan

Susan Hanley, *Everyday Things in Premodern Japan* (Berkeley: University of California Press, 1997) GN635.J2 H35 (available as e-book from library), ch 8

September 29 Case study 2: Inequality and Welfare in 19<sup>th</sup> Century Britain

Sara Horrell, David Meredith, Deborah Oxley, "Measuring Misery: Body Mass, Ageing and Gender Inequality in Victorian London", *Explorations in Economic History* 46 (2009), pp. 93-119

October 4 Case Study 3: Historical Demography of China

Jame Lee and Wang Feng, *One Quarter of Humanity* (Cambridge: Harvard University Press, 1999) HB3578 .L44, chs. 2-3 (pp. 14-41) or 'Malthusian Models and Chinese Realities: China's Demographic System 1700-2000', *Population and Development Review* vol. 25

no. 1 (March 1999), pp. 33-66 HD 848.P62

October 6 Case study 4: Infant Mortality in Scandinavia

Sören Edvinsson, Ólöf Garðarsdóttir and Gunnar Thorvaldsen, “Infant mortality in the Nordic countries, 1780–1930”, *Continuity and Change* v23 n3 (Dec 2008), pp. 457–485.

October 11 Case study 5: Nutrition in 20<sup>th</sup> Century Russia and the Soviet Union

Elizabeth Brainerd, “Reassessing the Standard of Living in the Soviet Union”, *Journal of Economic History*, 70 n1 (March 2010), pp 83-117

October 13 Case Study 6: Long-term Effects of the Great Leap Forward Famine

Cheng-Ye Ji, Seiji Ohsawa and Naomi Kasm, “Secular Changes in the Stature, Weight, and Age at Maximum Growth Increments of Urban Chinese Girls from the 1950s to 1985”, *American Journal of Human Biology* 7 (1995), pp. 473-484.

Y. Chen, L.-A. Zhou, “The long-term health and economic consequences of the 1959–1961 famine in China”, *Journal of Health Economics* 26 (2007), pp. 659–681

October 18 Case Study 7: Long-term Impact of Food Aid to Ethiopia

Takashi Yamano, Harold Alderman and Luc Christiaensen, “Child Growth, Shocks and Food Aid in Rural Ethiopia”, *American Journal of Agricultural Economics* 87 n2 (2005),, p.273-288

Stefan Dercon and Catherine Porter, “[Live aid revisited: long-term impacts of the 1984 Ethiopian famine on children](#)”, Centre for the Study of African Economies, University of Oxford 2010, CSAE WPS/2010-39

October 20 Case Study 8: Effects of Famine in an Undernourished Population: Zimbabwe

H.H. Alderman, J. Hoddinott and W. Kinsey W, “Long term consequences of early childhood malnutrition”, *Oxford Economic Papers* 58 (2006), pp. 450–474.

October 25 Case Study 9: Effects of Famine in an Undernourished Population: Tanzania

H.H. Alderman, H. Hoogeveen and M. Rossi, “Preschool nutrition and subsequent schooling attainment: longitudinal evidence from Tanzania”, *Economic Development and Cultural Change* 57 (2009), pp. 239–260

October 27 Case Study 10: Inequality and Malnutrition in Guatemala

J. Hoddinott, J.A. Maluccio, J.R. Behrman, R. Flores, R. Martorell, “Effect of a nutrition intervention during early childhood on economic productivity in Guatemalan adults”, *Lancet* 371 (Feb 2008), pp. 411–416.

J.A. Maluccio, J. Hoddinott J, J.R. Behrman, R. Martorell, A.R. Quisumbing, A.D. Stein, “The impact of improving nutrition during early childhood on education among Guatemalan adults”, *Economic Journal* 119 (2009), pp. 734–763.

November 1 Case Study 11: Meta-studies of Longitudinal Perspectives on Malnutrition

C.G. Victora, L. Adair, C. Fall, P.C. Hallal, R. Martorell, L. Richter, H. Singh Sachdev, “Maternal and child undernutrition: consequences for adult health and human capital”, *Lancet* 371 (2008), pp. 340–357.

Harold Alderman, “The economic cost of a poor start to life”, *Journal of Developmental Origins of Health and Disease* (2010), 1(1), 19–25

Optional: L.H. Lumey, Aryeh D. Stein, and Ezra Susser, “Prenatal Famine and Adult Health”, *Annual Review of Public Health* 32 (2011), pp. 237–62

November 3 Case Study 12: Meta-studies of Longitudinal Perspectives on Gender Inequality

Sonia Bhalotra and Samantha B. Rawlings, “Intergenerational persistence in health in developing countries: The penalty of gender inequality?”, *Journal of Public Economics* 95 (April 2011), pp. 286-299

## **Guidelines for Writing Essays and Project Reports**

The ability to write clearly and concisely can contribute enormously to your personal and career success. None of us is born with an innate ability to write well, and all of us through practice can improve. The more you write, the better you will communicate.

There is no universal template to structure a research essay or report. Different kinds of topics may recommend an alternate approach. Nevertheless the following comments may help you to reflect upon the challenge of improving your writing. More detailed 'how to' instruction is available from any one of Margaret Northey's Making Sense books (available in the campus bookstore most semesters).

### ***The Introduction***

In most writing your most important paragraph is the first one. Begin with a clear and concise statement of the principal point (or thesis or purpose) of the paper. Allow yourself another two or three sentences to state why the thesis is interesting, important or significant. By the end of the first paragraph the reader should have a clear sense of why this paper is worth reading. Most readers form an overall impression of an essay within five minutes of beginning to read. For that reason alone, your last work on the paper apart from a spell-check is likely to be a final revision of your introduction.

The second and subsequent paragraphs in a research essay typically describe the organization of the paper and how the major points are to be made. Most authors write and rewrite these first few paragraphs several times. The second paragraph should end with a transition to the following material which is likely to include a brief survey of relevant historical background and/or a literature review. The first paragraph already will have established the markets or institutions on which you will focus. It is often useful to provide additional background about important trends in demand and/or supply, institutional features, the international environment and the nature of previous writing on the topic. In any review of previous work on the topic, try to distinguish the logic or type of reasoning from the kind of evidence considered by these authors. Indicate whether or not you are satisfied with their logic. Are they correct as far as they go but do they fail to consider certain aspects of the problem? Possibly their logic is fine but they don't use the right evidence in evaluating it. You must analyze rather than simply repeat or describe what the authors say.

### ***The Thesis***

The nature of the introduction depends somewhat upon your hypothesis or thematic topic. The thesis is central to the essay. One test of a good thesis is whether or not you can state it clearly in one or two sentences. The thesis directs you to specific sources and provides criteria to select specific information or evidence. The thesis provides the principles for organizing your evidence and analytical discussion. A clear understanding of your thesis will allow you to see the faults in your logic or inadequacies in the evidence. Without a clearly-conceived thesis, you will have trouble in all these areas.

The thesis may be a broad statement such as 'fertility declined due to economic development' or a narrower topic such as 'before 1914 the Irish birth rate fell wherever a growing demand for small livestock products increased the income of rural women'. In general, it is easier to write on an essay on a narrow topic. Writing about a very general topic or theme can be rather difficult.

Regardless of the scope of your thesis, the essay sooner or later must analyze the behaviour of people. It may be a specific individual such as the Finance Minister or the prospector who struck it rich, or it may be a class of anonymous individuals such as workers in a slow-growing region, the typical farm family or investors trying to exploit new opportunities. Always, always identify and keep in mind the people whose behaviour you are analyzing, because this analysis is at the core of any good essay. All essays should stress analysis and interpretation, keeping narrative or descriptive details to the minimum necessary to sustain your conclusions. A clear analytical focus will make it easier to identify the broader significance of your topic.

You may find that by the end of your research the thesis is no longer the same as that with which you began. This is natural. Almost everyone finds that the thesis changes somewhat as she or he learns more about the subject and begins to marshal evidence. Nevertheless, it is important to begin with a clear sense of what you are looking for. Don't allow your learning during the course of essay research to become an excuse for not making explicit a preliminary hypothesis.

### ***Style and Organization***

Answer the question as posed, omitting all material that is not relevant. The exclusion of all material that is not directly relevant to your argument will contribute to a unity of thought in relation to the theme or "thesis" of the paper. State your general thesis as part of the opening statement of the essay. Develop your exposition directly and logically from those opening paragraphs to reach the conclusions which sustain that thesis. Try to have a sense of the structure of the paper: that it starts and ends in particular places, and in between it follows from point to point in an organized way. Each paragraph should flow logically from the previous paragraph and lead on to the next one.

In order to achieve continuity between paragraphs, always observe the cardinal rule of the topic sentence: it must govern all the statements in that paragraph, and directly connect it with the preceding paragraph, so that one paragraph flows smoothly into the next. Failure to observe this rule is certainly the most common fault in essay writing. Read over the first draft of your essay to see if indeed your topic sentences do permit each sentence and each paragraph to flow logically and coherently into the next. Any abrupt transition is a sign that you must either re-write your topic sentence(s), or re-organize the structure of those paragraphs concerned.

You will find it easier to maintain a coherent structure if you focus carefully on a single theme and avoid the trap of trying to do too much. It is better to focus on the main features of your topic in order to do a good job on a small number of points. Do not resort to sub-headings in order to organize your material. If you cannot link together your material without sub-headings, then probably you are trying to do too much or too many different things in a short paper.

It is always worthwhile to revise an essay at least once after it has been written. A final revision that re-organizes the material and improves sentence structure almost always produces an essay that is more concise, more clear and generally better. The ability to write clearly and concisely is one of the most important skills that you might hope to develop at the University of Guelph.

### *Acknowledgement of Sources*

Plagiarism is the unacknowledged use of the work of another writer. It is "literary theft". Not all guilty students guilty of plagiarism may be caught, but those who are caught will suffer a severe penalty. Every year disciplinary action at the University of Guelph is taken against students who have submitted work that borrows unduly from a textbook, journal articles or the work of another student. Careful consideration of the Academic Calendar description of Academic Misconduct and the following comments will protect your career from the irrevocable damage and disgrace of being suspected of plagiarism.

Of course you must take facts and ideas from other writers, but you should rethink and restate those ideas in your own words, or quote the source directly. Slight rearrangements of an author's words or sentences are not acceptable and will be regarded as plagiarism if they occur persistently. Although you must acknowledge all passages that are not of your own composition, you may include no more than two (2) quotes from secondary sources. There is no limit to number of quotations from primary or documentary sources as is useful. An excessive use of direct quotations will disrupt the flow of your exposition, especially if the contrast in styles is glaring. Worse, undue reliance on direct quotes may inhibit your own thinking, especially thinking critically about the ideas that you are presenting. Needless to say, the sources of all quotations must be cited fully in footnotes.

Give footnotes references for important ideas that are not your own, and for borrowed opinions that need the support of authority since they are not fully supported by the evidence you offer, or ideas which you do not feel warranted in advancing, or do not wish to acknowledge as your own.

Footnotes are also used:

- to cite the source of all statistical data;
- to cite the source of facts not commonly known. A source is needed for statements such as 'the growth of the Chinese economy accelerated during the 1630s' but not for statements such as 'Canada has a Parliament consisting of the Queen, Senate, and House of Commons');
- to provide ancillary data, conflicting viewpoints or cross-references within the essay that would otherwise disrupt the main flow of the text.

There are standard ways to acknowledge borrowing. For example, short direct prose quotations should be incorporated in the text of the essay and enclosed in double quotation marks. But when a prose quotation runs to two or more sentences (or four or more lines), it should be set off from the text in a single spacing and indented in its entirety with no quotation marks at the beginning and end.

Consult a style guide on the use a standard footnote form; almost any standard form is acceptable as long as it is used consistently and provides all the necessary information. It is important, however, that the reader is able to find a source in order to check a dubious fact or verify a

seemingly incorrect quotation. Footnotes should normally be placed at the bottom of the page on which the item they refer to appears.

Append a bibliography of the sources consulted for your essay. The bibliographic citation must include the author's full name, the full title of the book or article (and if an article, also the full name of the journal, with its volume number, year and pagination) the place of publication, name of the publisher, and date of publication.

### ***Web-based Resources***

The increasing availability of web-based resources, beyond standard journals and books with digital access, requires a special comment. As you know, all sorts of digital information can be found through web searches. I encourage you to research your essay in whatever manner seems best to you. However, if you use the web, please keep in mind three concerns. First and most obviously, all the rules about plagiarism and academic misconduct apply. Second, the reader must be able to check all sources. In the case of web-based sources, the possibility that a website may disappear makes it necessary that you identify the date at which the url was accessed and to supply with your essay a complete printing of the web page at that date. This does not apply to standard journals and books for which the Library provides digital access.

My third comment about the web is a reminder that in assessing an essay, part of what I evaluate is your effort at finding good sources. It takes a lot of skill to distinguish between more and less reliable sources of evidence, ideas and arguments. You cannot expect to write a good essay if you rely on weak or unreliable sources, whether they are on the web or in the library. Therefore I encourage you to be critical in your selection of sources, and to be especially careful in your use of the web simply because a high proportion of the information found on web pages is of low quality, and little of it is refereed or assessed properly prior to posting.

You might want to consider the following questions when reviewing web pages for authority, accuracy and objectivity. Who put this page together? What is the background, credentials, or authority of the author of this web page? How would you verify the information presented on this web page? Do the author(s) distinguish fact from opinion or conjecture? Does this page present more than one viewpoint or opinion? Can you determine who or what group sponsors this web page and whether or not they hold a particular view or opinion? If you are reviewing web pages for currency and coverage, you might want to consider the following questions. What is the latest date you can find on this site? Does the site really provide information on all the aspects or areas it claims to cover? Is the information provided uniformly complete for all the aspects and areas the site claims to cover? Where could you find more up to date or complete information on your topic?

### ***A Few Practical Hints***

- (i) Some topics are intrinsically more difficult, but in general you should choose a topic that interests you. In the end this will require less effort and be more successful than choosing a topic which appears at the outset to be "easiest".
- (ii) Think carefully about your topic's presumptions, implications and connections to other

- topics. Sometimes we take for granted or overlook a obvious point which turns out to be especially important or interesting.
- (iii) As a rough rule of thumb plan to spend equal amounts of time on each of the three basic phases: researching, writing and revising.
  - (iv) A good way to begin your research is by reading over a relevant lecture or textbook passage. A textbook survey provides limited information, but it may be enough to get you started.
  - (v) Prepare a working bibliography of secondary sources by consulting titles cited in your textbook, other texts and standard bibliographic aids. You should cite at least six significant secondary sources other than textbooks and general surveys. As you read along, you should also consider the possibility of using a primary source such as newspapers, books or letters written from the period, government documents and data.
  - (vi) Read your sources carefully. Try to discern the author's thesis and biases as well as the specific information and illustrations that will help you develop your argument. Take concise notes, and be focused. Don't try to cover everything or you will soon be drowning in a sea of research notes!
  - (vii) When taking notes, record all the necessary details for later citation in footnotes. For secondary sources this means author, title, publishing information, and precise page references. Once you get the hang of it, taking notes on index cards or in database/word processing software is a big help because later you can shuffle your notes into an appropriate order. Don't be stingy: if you put too much information on each card you won't be able to shuffle them easily. Write on one side only if you are using paper or cards.
  - (viii) A table or graph may provide an economical way to present data, but do not use numbers or graphs just for the sake of having them. For most purposes quantitative evidence is important for its qualitative significance. All evidence is useful only insofar as it helps to establish a context or evaluate a hypothesis.
  - (ix) The conclusion should be a brief summing up. Resist the temptation to say it all again.
  - (x) Be prepared to write several drafts before you come up with one that pleases you. In the first draft concentrate on structure and content. Perfect your style in the final draft.
  - (xi) Avoid colloquial vocabulary and excessively casual writing, both of which make it difficult for the reader to understand exactly what you want to say.
  - (xii) Read the following list of common weaknesses in student essays. Ask yourself if the paper might be weak in any of the following ways and, if so, change it.

### ***Common Weaknesses in Content***

- the passing of judgments on mankind in general and/or pardoning anyone for anything
- writing about documents concerning the subject rather than the subject itself
- discussion of methodology which becomes so extensive that it distracts from the topic
- failure to establish a focus or single hypothesis for the paper
- failure to use books, articles or other sources that are important for the topic
- attempting to use material that you do not understand
- heavy reliance on popular journalism or other unreliable sources
- heavy reliance on textbooks rather than research monographs and articles in scholarly journals
- mistakes or confusions in economic analysis
- the presentation of evidence which is irrelevant to the hypothesis even if the statements are true
- excessively journalistic and casual analysis
- failure to examine other material which tends to refute your view or support a different interpretation, even if what you say is sensible in light of what you have read

### ***Common Defects of Style and Organization***

- failure to follow events as they happened in an essay which adopts a narrative structure
- a first sentence which fails to attract the reader's attention
- a first page which fails to summarize the paper including (i) the hypothesis or focus, (ii) the nature of evidence and logic and (iii) the conclusion or significance of the discussion
- use of slang
- use of split infinitives
- time clauses which do not precede other clauses
- use of the personal pronoun either explicitly or implicitly
- use of a rhetorical question to avoid an intelligent transition
- references to events or people later in time than the subject under discussion
- use of negations in situations which would have permitted a positive expression
- use of THIS for THE and THE for A
- use of the passive voice in situations permitting an active construction
- use of the present voice to describe the past
- designation of persons by their last names only
- incomplete identification of a personality regardless of his or her renown
- mention of secondary sources and/or writers in the main body of the text
- inclusion of a graph, table, equation or map for any reason except to communicate concisely
- inclusion of a graph, table, equation or map to which reference is not made in the text
- deficient structure even if individual sentences and paragraphs are clear and well-organized
- style is excessively florid and/or casual
- imprecision in the use of words making it hard to determine your meaning
- errors of spelling/grammar

### ***Difficulties with Citation***

- most quotations from secondary sources
- quotations of more than three lines including block quotations
- quotations of anything that can be expressed better in your own words
- use of quotations to carry your story
- use of quotations for any purpose except to bring seasoning or colour to the paper
- citation to any sources except the original or some standard authority
- failure to combine footnotes which might be combined
- excessive discussion within the footnotes

### ***Grading Standards for Writing Assignments***

“A” work	(1) Has a thesis that falls within the framework of the course (2) Expresses its purpose clearly and persuasively (3) Begins and ends effectively (4) Provides adequate supporting arguments, evidence, examples, and details (5) Is well-organized and unified (6) Uses appropriate, direct language (7) Correctly acknowledges and documents sources (8) Is free of errors in grammar, punctuation, word choice, spelling, and format (9) Maintains a level of excellence throughout, and shows originality and creativity in realizing (1) through (6)
“B” work	Realizes (1) through (8) fully and completely -- and demonstrates overall excellence -- but shows little or no originality or creativity.
“C” work	Realizes (1) through (8) adequately -- and demonstrates overall competence -- but contains a few, relatively minor errors or flaws. A “C” paper may show great creativity and originality, but those qualities don’t make up for poor or careless writing. A “C” paper usually looks and reads like a next-to-final draft.
“D” work	Fails to realize some elements of (1) through (8) adequately -- and contains several, relatively serious errors or flaws, or many minor ones. A “D” paper often looks and reads like a first or second draft.
“F” work	Fails to realize several elements of (1) through (8) adequately -- and contains many serious errors or flaws, and usually many minor ones, as well. An “F” paper often looks and reads like a very preliminary draft.

You will be asked to complete an evaluation for this course sometime during the last two weeks of classes. The Department of Economics policy regarding the conduct and use of these evaluations can be found at:

<http://www.economics.uoguelph.ca/course-evaluation.asp>

Global Inequality: Estimates of GNP Per Capita by Country/Region Relative to Britain  
(constant dollars, Britain = 1.00 in all years)

	1500	1700	1820	1870	1913	1950	1998
Africa	0.56	0.32	0.24	0.14	0.12	0.12	0.07
Egypt					0.10	0.07	0.11
Ghana					0.13	0.17	0.07
Nigeria					0.10	0.08	0.07
South Africa					0.29	0.33	0.21
Asia	0.80	0.46	0.34	0.17	0.13	0.09	0.16
China	0.84	0.48	0.35	0.17	0.11	0.06	0.17
India	0.77	0.44	0.31	0.17	0.14	0.09	0.09
Indonesia			0.36	0.21	0.19	0.13	0.16
Japan	0.70	0.46	0.39	0.23	0.28	0.28	1.09
South Korea					0.19	0.13	0.65
Thailand				0.22	0.17	0.12	0.33
Europe - West	1.08	0.82	0.72	0.62	0.71	0.67	0.96
Britain	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Germany	0.95	0.72	0.62	0.57	0.74	0.56	0.95
Italy	1.54	0.88	0.65	0.47	0.52	0.51	0.95
Netherlands	1.06	1.69	1.07	0.86	0.82	0.87	1.08
Europe - East	0.65	0.45	0.37	0.27	0.31	0.31	0.29
Europe - former USSR	0.70	0.49	0.40	0.30	0.30	0.41	0.21
Latin America	0.58	0.42	0.39	0.22	0.31	0.37	0.31
Argentina				0.41	0.77	0.72	0.49
Brazil			0.39	0.23	0.17	0.24	0.29
Colombia					0.25	0.30	0.28
Mexico	0.60	0.45	0.44	0.21	0.35	0.34	0.36
North America - Canada			0.52	0.51	0.86	1.02	1.10
North America - USA	0.56	0.42	0.74	0.77	1.08	1.38	1.46
Australia			0.90	1.19	1.12	1.08	1.09

Source: Angus Maddison, Monitoring the World Economy (Paris: OECD, 1995) and The World Economy: A Millennial Perspective (Paris: OECD, 2001)

Note: The 1500 and 1700 data are largely conjectural. The 1820 and 1870 data for Asia (except Japan), Africa and eastern Europe are significantly less reliable.

Indicators of Growth: Estimates of GNP Per Capita by Country/Region Relative to 1913  
(constant dollars, 1913 = 1.00 for each country)

	1500	1700	1820	1870	1913	1950	1998
Africa	0.68	0.68	0.71	0.76	1.00	1.46	2.34
Egypt					1.00	1.02	4.19
Ghana					1.00	1.84	1.92
Nigeria					1.00	1.09	2.46
South Africa					1.00	1.55	2.66
Asia	0.89	0.89	0.90	0.85	1.00	0.99	4.59
China	1.09	1.09	1.09	0.96	1.00	0.80	5.65
India	0.82	0.82	0.79	0.79	1.00	0.92	2.59
Indonesia			0.67	0.72	1.00	0.95	3.35
Japan	0.36	0.41	0.48	0.53	1.00	1.39	14.72
South Korea					1.00	0.92	12.82
Thailand				0.85	1.00	1.00	7.33
Europe - West	0.22	0.29	0.35	0.57	1.00	1.32	5.16
Britain	0.15	0.25	0.35	0.65	1.00	1.40	3.80
Germany	0.19	0.25	0.29	0.50	1.00	1.06	4.88
Italy	0.43	0.43	0.44	0.58	1.00	1.37	6.93
Netherlands	0.19	0.52	0.45	0.68	1.00	1.48	4.99
Europe - East	0.30	0.37	0.42	0.57	1.00	1.39	3.58
Europe - former USSR	0.34	0.41	0.46	0.63	1.00	1.90	2.62
Latin America	0.28	0.35	0.44	0.46	1.00	1.69	3.84
Argentina				0.35	1.00	1.31	2.43
Brazil			0.80	0.88	1.00	1.99	6.51
Colombia					1.00	1.69	4.30
Mexico	0.25	0.33	0.44	0.39	1.00	1.37	3.84
North America - Canada			0.21	0.38	1.00	1.67	4.88
North America - USA	0.08	0.10	0.24	0.46	1.00	1.80	5.16
Australia			0.28	0.69	1.00	1.36	3.70

Source: Angus Maddison, Monitoring the World Economy (Paris: OECD, 1995) and The World Economy: A Millennial Perspective (Paris: OECD, 2001)

Note: The 1500 and 1700 data are largely conjectural. The 1820 and 1870 data for Asia (except Japan), Africa and eastern Europe are significantly less reliable.

Estimates of GNP Per Capita by Country/Region  
(1990 international Geary-Khamis dollars)

	1500	1700	1820	1870	1913	1950	1998
Africa	400	400	418	444	585	852	1368
Egypt					508	517	2128
Ghana					648	1193	1244
Nigeria					500	547	1232
South Africa					1451	2251	3858
Asia	572	571	575	543	640	635	2936
China	600	600	600	530	552	439	3117
India	550	550	533	533	673	619	1746
Indonesia			614	657	917	874	3070
Japan	500	570	669	737	1387	1926	20413
South Korea					948	876	12152
Thailand				717	846	848	6205
Europe - West	774	1024	1232	1974	3473	4594	17921
Britain	714	1250	1707	3191	4921	6907	18714
Germany	676	894	1058	1821	3648	3881	17799
Italy	1100	1100	1117	1499	2564	3502	17759
Netherlands	754	2110	1821	2753	4049	5996	20224
Europe - East	462	566	636	871	1527	2120	5461
Europe - former USSR	500	611	689	943	1488	2834	3893
Latin America	416	529	665	698	1511	2554	5795
Argentina				1311	3797	4987	9219
Brazil			670	740	839	1673	5459
Colombia					1236	2089	5317
Mexico	425	568	759	674	1732	2365	6655
North America - Canada			891	1620	4213	7047	20559
North America - USA	400	527	1257	2445	5301	9561	27331
Australia			1528	3801	5505	7493	20390

Source: Angus Maddison, Monitoring the World Economy (Paris: OECD, 1995) and The World Economy: A Millennial Perspective (Paris: OECD, 2001)

Note: The 1500 and 1700 data are largely conjectural. The 1820 and 1870 data for Asia (except Japan), Africa and eastern Europe are significantly less reliable.