

**CBN COLLABORATIVE POSTGRADUATE PROGRAMME
DEPARTMENT OF ECONOMICS, UNIVERSITY OF NIGERIA NSUKKA
WORK PLAN**

NAME OF LECTURER:

COURSE: ECO 561 DEVELOPMENT ECONOMICS I

| Study Week | TOPIC SUB-TOPIC | RESULTS LEARNING | TIME Hrs | METHODS | Suggested YouTubes & Videos |
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| 1 | <p>1.1 What is Development Economics all about with emphasis on history, ideologies and methods; development experience from 1950 to present.</p> <p>1.2 Patterns of Development.</p> <p>1.3 Measuring Economic Growth and Development.</p> | <p>The student can:</p> <ul style="list-style-type: none"> ✓ Briefly explain development economics. ✓ Trace the history, ideology, methods and patterns of development economics. ✓ Briefly explain how economic growth can be measured. ✓ Briefly explain how economic development can be measured. | 3 hrs | <ul style="list-style-type: none"> ✓ The students will learn through a combination of face – to - face contact and guided study. ✓ Personal contact sessions will include: Presentations, Case Study analysis and Quizzes. | There are many good YouTubes & Videos available on the Internet. |
| 2 | <p>2.1 The Development Process: Rostow’s Growth theories,</p> <p>2.2 Balanced and Unbalanced Growth and the Big Push;</p> <p>2.3 Structural Change Models of Growth.</p> | <ul style="list-style-type: none"> ✓ Describe Rostow’s stages of economic growth. ✓ Explain Big push theory ✓ Explain the structural models of growth | 3 hrs | <ul style="list-style-type: none"> ✓ Guided study will include text readings and the use of a wide | |

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| <p>3</p> | <p>3.1 The Harrod-Domar model, the Two-Gap Model, 3.2 Structuralists, Centre-periphery and dependency theories, Todaro's model of urbanization and unemployment, 3.3 the neoclassical/neoliberal 'counter-revolution'.</p> | <ul style="list-style-type: none"> ✓ Explain the Harrod-Domar model ✓ Explain the Two Gap model ✓ Explain structuralists theory ✓ Explain the centre-periphery and dependency theories ✓ Discuss Todaro's model of urbanization and unemployment ✓ Discuss the neoclassical and neoliberal counter revolution arguments. | <p>3 hrs</p> | <ul style="list-style-type: none"> ✓ The students will learn through a combination of face – to - face contact and guided study. ✓ Personal contact sessions will include: Presentations, Case Study analysis and Quizzes. ✓ Guided study will include text readings and the use of a wide range internet based resources. ✓ Lectures, tutorials and field trips/industrial visit (if any). | <p>There are many good YouTubes & Videos available on the Internet.</p> |
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| <p>4</p> | <p>4.1 Input-output analysis and other aggregate models</p> <p>4.2 Choice of planning techniques in national development plans</p> <p>4.3 Analysis of planning models used in Nigeria and other LDCs</p> <p>4.4 Planning problems involving manpower demand and supply,</p> <p>4.5 Regional development</p> | <p>✓ Explain input-output model and other aggregate models</p> <p>✓ Explain the rationale for choice of planning techniques</p> <p>✓ Analyse the planning models used in LDCs.</p> <p>✓ Enumerate planning problems common in Nigeria.</p> <p>✓ Explain the relevance of regional development in national development</p> | <p>3 hrs</p> | <p>✓ Students will learn through a combination of face – to - face contact and guided study.</p> <p>✓ Personal contact sessions will include: Presentations, Case Studies, Analysis and Quizzes.</p> <p>✓ Guided study will include text readings and the use of a wide range internet-based resources.</p> | |
| <p>5</p> | <p>5.1 Agricultural development, food supply and rural transformation: output and productivity changes</p> | <p>✓ Trace the developments in agriculture using output and productivity</p> | <p>3 hrs</p> | <p>✓ Students will learn through a combination of face – to - face contact and</p> | <p>There are numerous YouTubes and Videos available on the Internet.</p> |

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| | <p>5.2 Agriculture's role in economic growth</p> | <p>changes.</p> <ul style="list-style-type: none"> ✓ Explain the role of agriculture in economic growth | | <p>guided study.</p> <ul style="list-style-type: none"> ✓ Personal contact sessions will include: Presentations, Case Study analysis and Quizzes. ✓ Guided study will include text readings and the use of a wide range internet-based resources. ✓ Lectures, tutorials and field trip/industrial visit (if any). | |
| <p>6</p> | <p>6.1 Agricultural growth and poverty reduction;</p> | <ul style="list-style-type: none"> ✓ Discuss agricultural growth and poverty | <p>3 hrs</p> | <ul style="list-style-type: none"> ✓ Students will learn through a combination of | |

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| | <p>6.2 Technological changes in agriculture – a challenge to food security?</p> <p>6.3 Agricultural development: challenges, policies and structures.</p> | <p>reduction</p> <p>✓ Explain food security and the challenges of technological changes in agriculture.</p> <p>✓ Enumerate briefly the structural and policy challenges inhibiting agricultural development.</p> | | <p>face – to - face contact and guided study.</p> <p>✓ Personal contact sessions will include: Presentations, Case Study analysis and Quizzes.</p> <p>✓ Guided study will include text readings and the use of a wide range internet-based resources.</p> <p>✓ Lectures, tutorials and field trips (if any).</p> | |
| 7 | 7.1 Industrialization and development: structural change and economic growth; | ✓ Trace the pattern of industrialization and its | 3 hrs | ✓ Students will learn through a combination of | Slide Power Point and Tutorial Note |

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| | <p>7.2 Promoting industrialization: Prebisch-Singer Hypothesis;</p> <p>7.3 Industrialization strategies: import substitution versus export promotion;</p> <p>7.4 Industrial policy – developed economies versus developing economies</p> | <p>impact on growth</p> <ul style="list-style-type: none"> ✓ Explain the Prebisch-Singer hypothesis ✓ Explain the competing strategies of industrialization ✓ Discuss the constraints to a robust industrial development policy in developing countries as against developed countries. | | <p>face – to - face contact and guided study.</p> <ul style="list-style-type: none"> ✓ Personal contact sessions will include: Presentations, Case Study analysis and Quizzes. ✓ Guided study will include text readings and the use of a wide range internet-based resources. ✓ Lectures, tutorials and field trip/industrial visit (if any). | |
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| MID-SEMESTER BREAK | | | | | |
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| 8 | 8.1 Foreign Aid to developing countries and demonstration effects | <ul style="list-style-type: none"> ✓ Explain the impact of foreign aid on developing countries. ✓ What do we mean by demonstration effects? | 3 hrs | <ul style="list-style-type: none"> ✓ Students will learn through a combination of face – to - face contact and guided study. ✓ Personal contact sessions will include: Presentations, Case Study analysis and Quizzes. ✓ Guided study will include text readings and the use of a wide range internet-based resources. ✓ Lectures, tutorials and field trip/industrial visit (if any), | |
| 9-11 | 9.1 Sustainable development; definitions, | <ul style="list-style-type: none"> ✓ When is development | 3 | <ul style="list-style-type: none"> ✓ The students | |

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| | <p>implications for policy sustainability in practice</p> <p>10.1 Environmental evaluation and natural resources: environmental policies for developing economies</p> <p>11.1 SDGs 1-17: Why are prospects for sustainable development under threat;</p> <p>11.2 Sustainable development: definitions, implications for policy sustainability in practice, environmental policies for developing economies.</p> | <p>said to be sustainable?</p> <ul style="list-style-type: none"> ✓ What is environmental evaluation of natural resources? ✓ What is inclusive development? ✓ Enumerate briefly the environmental policies that can spur sustainable development. | | <p>will learn through a combination of face – to - face contact and guided study.</p> <ul style="list-style-type: none"> ✓ Personal contact sessions will include: Presentations, Case Study analysis and Quizzes. ✓ Guided study will include text readings and the use of a wide range internet-based resources. ✓ Lectures, tutorials and field trip/industrial visit (if any). | |
| <p>12 - 13</p> | <p>12.1 Rethinking Africa’s development policy solution through technological innovation</p> | <ul style="list-style-type: none"> ✓ What is technological innovation? | <p>3</p> | <ul style="list-style-type: none"> ✓ Students will learn through a combination of | <p>Web links, Internet Exercises and Virtual Tours can be found on</p> |

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| | 13.1 Nigeria's Development through Scientific and Technological Innovation | <ul style="list-style-type: none"> ✓ Mention some development policies that can spur technological innovation. ✓ Mention current policy initiatives that can lead to scientific and technological progress. ✓ | <ul style="list-style-type: none"> face – to - face contact and guided study. ✓ Personal contact sessions will include: Presentations, Case Study analysis and Quizzes. ✓ Guided study shall include the use of a wide range internet-based resources. | the website. |
| STUDY WEEKS (WEEK 1 – 13) | | | | |
| 14. | REVISION WEEK | | | |
| 15. | FINAL EXAMINATION | | | |

LECTURER:

PROGRAMME LEADER