

---

**Department of Agricultural and Applied Economics**  
**University of Wisconsin-Madison**

**AAE/International Studies 374**  
**Spring 2025**

**Professor: Jeremy Foltz**  
**TA: Kit Wong**

**The Growth and Development of Nations in the Global Economy**

**Monday - Wednesday 9:55 – 10:45 pm, 150 Russell Labs**

\* All lectures will be recorded and made available on Canvas.  
CANVAS link: <https://canvas.wisc.edu/courses/432087>

---

***Course Description***

This course uses economic theory and evidence to better understand the factors that shape the wealth and well-being of nations and people in the world around us, with a focus on growth and globalization. It is also designed to impart basic economic and statistical literacy. Problem sets will be used to develop these skills by using real data to examine substantive issues from the lectures and readings. By completing this course you will gain an understanding of basic models of international trade and economic growth, simple statistics, a working knowledge of available data on the global economy, and the ability to analyze relevant contemporary issues both qualitatively, and quantitatively using real data and economic tools.

***Office hours and contact information***

Jeremy Foltz  
Thursday 10:00-Noon  
Online or in person, 421 Taylor Hall  
[jdfoltz@wisc.edu](mailto:jdfoltz@wisc.edu)

Kit Wong  
Tuesday 3:00-5:00pm  
Online or in person, 304 Taylor Hall  
[Swong26@wisc.edu](mailto:Swong26@wisc.edu)

***Learning outcomes***

1. Evaluate the importance of economic growth and globalization in the process of economic development of nations.
2. Understand how economic theory and data can help identify and measure factors contributing to economic growth and the effects of globalization
3. Assess the historical and recent evolution of economic growth and globalization over time and across countries
4. Understand the role of policy and its effects on economic growth, globalization, and on the process of economic development
5. Learn basic economic and statistical literacy for evaluating economic growth and globalization
6. Explain the social, economic, and/or environmental dimensions of the sustainability challenges of economic growth and globalization.
7. Describe the social, economic, and environmental dimensions of economic growth and globalization and identify potential tradeoffs and interrelationships among these dimensions at a level appropriate to the course.

***Prerequisite***

The prerequisite for the course is an introductory college-level economics course. Students without the prerequisite should seek permission to enroll from the professor before enrolling in the course.

## ***Overview***

Despite the many achievements of globalization, poverty and income inequality remain prevalent. Controversy over the role of trade and global markets in economic growth and poverty alleviation has perhaps never been greater.

Understanding these controversies requires delving into key questions about the market forces, institutions, and policies that shape the growth and development of nations in the global economy. That is what we address in this course. After a brief survey of broad patterns of growth and living standards, we first explore the basic economics of international trade. Taking technology and nations' endowments of productive resources as given, the doctrine of comparative advantage suggests that trade between poor and rich countries can be mutually beneficial, raising aggregate income in both. We explore the logic of comparative advantage and some critiques on how it shapes growth and development. We also consider how barriers to trade such as tariffs may alter the size and the distribution of gains from trade.

The second part of the course examines the forces and institutions that shape the endowments of people, skill, capital and technology that basic trade theory takes as given. Drawing on economic growth theory, this part of the course explores the “drivers” of economic growth and the reasons why growth experiences vary across nations and over time.

In the third part of the course, we bring the trade and growth stories together. We delve deeply into how endowments, technology, inequality, and institutions interact to shape growth and development outcomes. We characterize 21st century patterns of trade and global market interactions including global supply chains, outsourcing and foreign investment and revisit trade, growth and development controversies taking these into account. If time permits, we will look at the current US economy through the same lenses.

This course uses economic theory and evidence to better understand the factors that shape the wealth and well-being of nations and people in the world around us. It is also designed to impart basic economic and statistical literacy. Problem sets will be used to develop these skills by using real data to examine substantive issues from the lectures and readings. By completing this course you will gain an understanding of basic models of international trade and economic growth, simple statistics, a working knowledge of available data on the global economy, and the ability to analyze such data using spreadsheet software packages.

### ***Required texts***

The following required books are recommended, but not required (all readings will be made available online, along with lecture slides/notes and lecture videos):

*Economic Growth*, David Weil, Addison Wesley (2013). Any edition is OK.

*Understanding Global Trade*, Elhanan Helpman, Harvard University Press (2011).

*Trade and Poverty: When the Third World Fell Behind*, Jeffrey G. Williamson, MIT Press (2011). Electronic copy available in UW library.

### ***Course page on Canvas***

Lecture notes, problem sets, data sets, answer sheets and other material for the course will be posted on the course Canvas page: <https://canvas.wisc.edu/courses/432087>

### ***Course requirements and grading***

You are encouraged to discuss problem sets with each other and to work together. However, **the written/typed work you submit must be yours alone.**

The grade for this course will be based on the following:

- 3 Problem Sets and 3 Reaction Papers (equally weighted. Together, these will be worth **48%** of total grade). The dates/timeline for the problem sets are provided on Canvas in the document called “Timeline”.
- 2 Exams (equally weighted will be worth **52%** of total grade). The exams will be in-person written exams ([Yay bluebooks!](#)).
- Participation & attendance in class and TA sections is expected.

Late problem sets will be deducted points automatically by Canvas.

The grading scheme is: A: 92-100%, AB: 86<92, B: 80<86, BC: 74<80, C: 68<74, D: 62<68, F: <62.

### ***Lectures and Materials***

Lecture slides and videos of the lecture will be posted after the class period. There is a fair bit of “technical” material in the class. This includes economic models, data, and some statistical analysis. The syllabus provides you with readings and other resources that will help you get acquainted with this material. *I encourage you to have read these ahead of class sessions, this will allow more time for discussion.*

### ***Instructional Mode***

Classes will be in person with recorded lectures available on Canvas.

## **Assignment and Exam Schedule**

<i>Assignment</i>	<i>Date Available</i>	<i>Date Due</i>
Reaction Paper 1: Do we need Free Trade?	Jan 22	Feb 7
Problem Set 1: Comparative advantage and trade	Jan 31	Feb 14
Reaction Paper 2: Contemporary trade issues	Feb 7	Feb 21
Problem Set 2: Economic Growth: Unconditional Convergence	Feb 14	Feb 28
EXAM 1 (in class)		March 5
Problem Set 3: Economic Growth: Conditional Convergence	Mar 7	April 4
Reaction Paper 3: Inequality and growth	April 4	April 25
EXAM 2, 10:05am – 12:05am Room TBA		May 5

### ***Discussion Sections***

A1 DIS 301 : 150 Russell Laboratories, 9:55 AM - 10:45 AM, F

A1 DIS 302 : 222 Ingraham Hall, 11:00 AM - 11:50 AM, F

## ***Schedule***

### **I. INTRODUCTION TO THE GROWTH AND WEALTH OF NATIONS IN THE GLOBAL ECONOMY (Jan 22, 27)**

Lecture 1: Introduction to growth and globalization  
Lecture 2: Basic building blocks for course  
Section: Basic building blocks review, and techniques for problem sets

*Readings*

**HEPLMAN** Chapter 1.  
**WILLIAMSON**, Chapter 1.

*Supplemental*

“The Worldwide Standard of Living since 1800,” Richard A. Easterlin, *Journal of Economic Perspectives*, 14, 1 (2000): 7-26.

CORE, “How the integration of national economies into the global system of trade and investment provides opportunities for mutual gains and conflicts over the distribution of gains.” in *The Economy*: Unit 18 *The Nation and The World Economy*.

### **II. TRADE UNDER COMPARATIVE ADVANTAGE**

A. *Comparative Advantage & North-South trade*(Jan 29, Feb 3)  
Lecture 3: Basic trade models  
Lecture 4: North-South Trade  
Section: Problem Set 1

*Readings*

**HEPLMAN**, Chapter 2, pp. 11-13, 28 - 45  
**WILLIAMSON**, Chapter 3

*Supplemental*

New York Federal Reserve. “Foreign Trade and Exchange” p. 1-12.

Appleyard et al. “The Classical World of David Ricardo and Comparative Advantage,” pgs 27-38 & “Neoclassical Trade Theory,” pgs 85-99.

**REACTION PAPER 1 DUE February 7 (In Canvas): “Do we need Free Trade?”.**

B. *North-South Trade and Comparative Advantage Based on Factor Endowments* (Feb 5) *Critiques of Free Trade 1*, (Feb 10)  
Lecture 5: Who benefits from N-S trade  
Lecture 6: Critiques of Free Trade  
*Readings*  
**HEPLMAN**, Chapter 2, pp. 28-45.

**PROBLEM SET 1 DUE FEBRUARY 14: “Comparative Advantage and Trade”**

### **III. COMPARATIVE ADVANTAGE: CRITIQUES**

A. *Trade Inequality and Development* (Feb 12)

**HELPMAN**, Chapter 3.

Appleyard, D., A. Field, and S. Cobb, “International Economics”, 5th Ed., pp. 413-418.

The Economist, “It’s all natural”, Special Report: Latin America (2010).

B. *The Natural Resource Curse (Feb 17)*

**WILLIAMSON**, Chapter 4 (skim Chapter 5 as supplement).

Halvor Mehlum et al., “Cursed by Resources or Institutions?” *The World Economy*, 116 (2006): 1117-1131.

**Supplemental reading**

**Weil**, Chapter 15.3.

Cerrutti and Mansilla, “Bolivia: The Hydrocarbons Boom and the Risk of Dutch Disease”, IMF Working Paper, WP/08/154 (2008).

**REACTION PAPER 2 DUE FEBRUARY 21:** “Contemporary trade issues”

**IV. OBJECT GAPS: GROWTH THROUGH FACTOR ACCUMULATION**

A. *Harrod-Domar and Pure Physical Capital (Feb 19)*

**WEIL**: Chapters 2.

**EASTERLY**: Chapter 2.

B. *Physical Capital: Solow Growth Model and Convergence (Feb 24, Feb 26)*

**WEIL**: Chapter 3.

**EASTERLY**: Chapter 3.

**PROBLEM SET 2 DUE February 28:** “Economic Growth—Unconditional Convergence”.

C. *Human Capital (Health and Education) (March 3) (not on the mid-term exam)*

**WEIL**: Chapter 6, 7.3.

**EASTERLY**: Chapter 4.

Nelson, Richard R “What enables rapid economic progress: What are the needed institutions?” *Research Policy*, 37 (2008): 1-11.

**\*\*EXAM 1: March 5, IN-CLASS\*\***

**No discussion sections on March 7**

**V. IDEA GAPS: INCREASING RETURNS AND ECONOMIC GROWTH**

A. *Exogenous Technology and Technology Transfer: China example (March 10, 12)*

**WEIL**: Chapter 7.1 and 7.4, Chapter 8, Chapter 9.1, Chapter 15.1.

Selected readings on the Chinese economy

B. *Increasing Returns to Scale and “Endogenous Growth” (March 17)*

**WEIL:** Chapter 9.3.

**EASTERLY:** Chapter 8 and Chapter 9.

Wright, Gavin “The Origins of American Industrial Success, 1879-1940”, *American Economic Review*, September 1990: 651-668.

C. ‘External’ Scale Economies, Endogenous Growth and the Dynamics of Comparative Advantage (March 19, March 31)

**PROBLEM SET 3 DUE April 4** “Economic Growth—Conditional Convergence”.

**HELPMAN** Chapter 4.

Krugman and Obstfeld, *International Economics*, pages 136-151.

Larry Westphal, “Industrial Policy in an Export-Propelled Economy: Lessons from South Korea’s Experience,” *Journal of Economic Perspectives* 4, 3 (1990): 41-59.

## VI. EXCHANGE GAPS: TRADE AND GROWTH

A. *Growth in the open economy* (April 2, 7)

Helpman, Elhanan. *The Mystery of Economic Growth*. Chapter 5, pp. 55- 85.

B. *Country cases study on trade and growth: (April 9)*

*India: Trade, industrialization, and human capital*

*Ireland: How Ireland became rich*

*Readings:* Smith, Noah. “How Ireland Got So Rich” Blog post 11/6/23

*Supplement:*

Page, John M. "The East Asian miracle: An introduction." *World Development* 22.4 (1994): 615-625.

## VII. MONETARY GAPS: INEQUALITY AND GROWTH

A. *Measures and Sources of Inequality (April 14, 16)*

**WEIL:** Chapter 13.1-2.

*Supplement*

The Economist, “Inequality in China: To each, not according to his needs” (Dec 15th, 2012)

The Economist, “The rich and the rest”, Special Report on The World Economy (Oct 13th, 2012)

Knight, John. “Inequality in China: An Overview” *The World Bank Research Observer*, 29 (2014):1-19

Technical note: <http://siteresources.worldbank.org/PGLP/Resources/PMch6.pdf>  
(on various measurements of inequality)

B. *Inequality's effects on Growth (April 21)*

**WEIL:** Chapter 13.3.

**EASTERLY:** Chapter 13.

**WILLIAMSON:** Chapter 9.

**REACTION PAPER 3 DUE April 25:** Trade, Globalization, and Inequality

**VIII. CLIMATE CHANGE AND GLOBAL GROWTH AND TRADE (April 23)**  
*Readings: TBD*

**IX. COMPARATIVE TRADE AND GROWTH IN SINGAPORE AND MALAYSIA (April 28)**  
*Kit Wong Guest lecture.*  
*Readings: TBD*

**X. CONCLUSION: Policy choices for economies on trade and growth (April 30)**

**WILLIAMSON:** Chapter 14.

Williamson and O'Rourke "Globalization and History" Chapter 14.

CORE, "How the integration of national economies into the global system of trade and investment provides opportunities for mutual gains and conflicts over the distribution of gains." in *The Economy*: Unit 18 *The Nation and The World Economy*.

---

**\*\*EXAM 2, MAY 5, 10:05am – 12:05am Location TBA\*\***

## **Other Information and Logistics**

### **Course credit information**

This is a 3-credit course. One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities. This option may be useful for nontraditional formats, “flipped” courses, lab courses, seminars, courses with substantial meeting time and little out-of-class work, or any time this is a better fit for learning activities than the Carnegie definition.

### **Rules, rights & responsibilities**

See the Guide's [Rules, Rights and Responsibilities](#)

### **Academic integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

### **Accommodations for students with disabilities**

**McBurney Disability Resource Center syllabus statement:** “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

### **Diversity & inclusion**

**Institutional statement on diversity:** “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>