

**Fall 2019**  
**College of Business and Economics**  
**ECON 433: Applied Economics of the Middle East**  
**3 Credit Hours**  
**Department of Innovation in Government and Society**

**Course No:** ECON 433 (Section 51 – CRN 12348) (Section 01 – CRN 12849)

**Course Title:** Applied Economics of the Middle East

**Instructor:** Dr. Wasseem Mina

**Credit Hours:** 3

**Pre-requisites:**

ECON 211 Theory of Microeconomics

ECON 212 Theory of Macroeconomics

ECON 231 Econometrics

**Meeting time and location:**

Female Students: MW: 3:30-4:45 (C1-1004)

Male Students: MW: 12:30-1:45 (H3- 0029)

**Office Hours:**

Female students: MW 2-3 or by appointment

Male students: MW 12-12:30 or by appointment

**Course Description:**

This course aims to provide students with an understanding of the socio-economic and structural characteristics of the Middle East and North African economies. The course analyses the contemporary opportunities and challenges facing these economies, with a specific focus on the Gulf region. Learning methods require students to analyze academic articles on the region and utilize econometric techniques.

Among the topics covered are developments in the oil and gas sector, labor markets and migration, the implications of changing demographics such as declining birth rates, the role of inter-regional and international trade, capital flows, the role of government policy, economic reforms and diversification, and finally the significance of banks and financial markets in the region's economic development.

**Textbook(s):**

Cammett, M., Diwan, I., Richards, A., & Waterbury, J. (2015). *A Political Economy of the Middle East* (4<sup>th</sup> edition). Boulder: Westview Press.

**Optional Textbooks:**

Devlin, J. C. (2010). *Challenges of Economic Development in the Middle East and North Africa Region*. World Scientific Publishing. (Available as an eBook in the UAEU library)

**Course Learning Outcomes (CLOs)**

Upon completion of the course, students should be able to:

1. Assess the applicability of development theories to the economies in the Middle East.
2. Explain structural transformation and growth in the Middle East.
3. Identify demographic changes in the Middle East and their economic consequences.
4. Discuss the economic teachings of Islam.
5. Express the role of oil and gas production in development of the Middle East.
6. Evaluate the role of international and intra-national trade in the economic development of the Middle East.

**Instructional Material & Learning Resources:**

Aleksynska, M., & Schindler, M. (2011). Labor market regulations in low-, middle- and high-income countries: A new panel database. IMF Working Paper 11/154.

Assad, R., & Barsoum, G. (2019). Public employment in the Middle East and North Africa. IZA World of Labor, 463 doi: 10.15185/izawol.463

Collier, P. (2006). African growth: Why a "big push"? *Journal of African Economies*, 15(Supplement 2), 188-211.

Dorfman, R. (1991). Review article: Economic development from the beginning to Rostow. Nashville, Tenn: American Economic Association.

van der Ploeg, F. (2011). Natural resources: Curse or blessing? *Journal of Economic Literature*, 49(2), 366-420.

Kotwal, A., Ramaswami, B., & Wadhwa, W. (2011). Economic liberalization and Indian economic growth: What's the evidence? *Journal of Economic Literature*, 49(4), 1152-1199.

Mitra, A., Bang, J.T. & Biswas, A. (2015) Gender equality and economic growth: Is it equality of opportunity or equality of outcomes? *Feminist Economics*, 21(1), 110-135.

Murphy, K. M., Shleifer, A., & Vishny, R. W. (1989). Industrialization and the big push. *Journal of Political Economy*, 97(5), 1003-1026.

- Rauch, J. E. (1997). Balanced and unbalanced growth. *Journal of Development Economics*, 53(1), 41-66.
- Sachs, J. D., & Warner, A. M. (1999). The big push, natural resource booms and growth. *Journal of Development Economics*, 59(1), 43-76.
- Smeets, R., & de Vaal, A. (2016). Intellectual property rights and the productivity effects of MNE affiliates on host-country firms. *International Business Review*, 25(1), 419-434.
- Stevens, P., & Dietsche, E. (2008). Resource curse: An analysis of causes, experiences and possible ways forward. *Energy Policy*, 36(1), 56-65.
- Sutcliffe, R. B. (1964). Balanced and unbalanced growth. *The Quarterly Journal of Economics*, 78(4), 621-640.
- World Bank (2012). *World Development Report 2012: Gender Equality and Development*. Washington DC: World Bank.
- World Bank (2013). *World Development Report 2013: Jobs*. Washington DC: World Bank.
- World Bank (2014). *World Development Report 2014: Risk & Opportunity: Managing Risk for Development*. Washington DC: World Bank.
- World Bank (2015). *World Development Report 2015: Mind, Society and Behavior*. Washington DC: World Bank.
- World Bank (2016). *World Development Report 2016: Digital Dividends*. Washington DC: World Bank.
- World Bank (2017). *World Development Report 2017: Governance and the Law*. Washington DC: World Bank.
- World Bank (2018). *World Development Report 2018: Learning to Realize Education's Promise*. Washington DC: World Bank.
- World Bank (2019). *World Development Report 2019: The Changing Nature of Work*. Washington DC: World Bank.

### **Course Teaching & Learning Methods:**

This 400-level course emphasizes independent learning in every respect. The course is taught through a combination of lectures, independent readings of class material whether textbook or assigned articles, watching documentaries, group discussions, research paper(s). It is important that students read MENA and GCC news in order to broaden and deepen their understanding of the Middle East economies. Blackboard is used extensively to communicate course news and developments. I use Smart Board and PPT slides in my class.

**Course Policies:**

Attendance will be taken regularly and the UAEU attendance policy will be applied. Being an upper level course, you are strongly encouraged to participate in class. Class participation through material presentation carries a weight of 20 percent. To be able to do so you need to come to class well prepared (by reading and thinking ahead) and presenting the assigned material in class. Students will take turns in presenting material in groups. I am not required to remind you of the material you are supposed to read for class. Remember this is an independent learning course.

**Course Evaluation and Grading:**

Course evaluation is based on an individual essay, group chapter report/critique and presentation, a term paper, and class participation.

The weight for each grading component is as follows:

- |    |                                    |     |
|----|------------------------------------|-----|
| 1. | Midterm exam (essay)               | 30% |
| 2. | Term paper (individual/group)      | 30% |
| 3. | Material presentation (individual) | 30% |
| 4. | Class participation                | 10% |

Note that presenting material *on time* will guarantee that you get half of class participation grade. If you do not, you will lose half of the class participation grade.

**Rubrics:**

I will post the rubrics used in grading the term paper on Blackboard.

**Feedback:**

Feedback on course assignments are provided to students. Students may seek feedback while work on assignments is in progress (while conceptualizing the term paper for example) or post completion.

### Course Outline:

<b>Topics</b>	<b>Weeks</b>	<b>CLOs</b>	<b>Course Activities/ Teaching &amp; Learning Methods</b>	<b>Assessment Tools</b> (e.g., assignments, quizzes, etc.)
Introduction (Chapter 1)	<b>1-2</b>	1	Class discussions	Class participation, chapter reports, and presentations
Economic performance and social outcomes (Chapter 2)	<b>2-3</b>	1	Class discussions	Class participation, chapter reports, and presentations
Human capital: Health and education (Chapter 5)	<b>3-4</b>	1	Class discussions; student presentations	Class participation, chapter reports, and presentations
The impact of demographic change (Chapter 4)	<b>4-5</b>	3	Class discussions; student presentations	Class participation, chapter reports, and presentations
Water and food security (Chapter 6)	<b>5-6</b>	2 /3	Class discussions; student presentations	Class participation, chapter reports, and presentations
The rise and fall of state-led development (Chapter 7)	<b>6-7</b>	1, 2	Class discussions; student presentations	Class participation, chapter reports, and presentations
Structural adjustment and the rise of crony capitalism (Chapter 8)	<b>7-8</b>	2	Class discussions; student presentations	Class participation, chapter reports, and presentations
The effects of oil on development and the rise of the GCC (Chapter 9)	<b>8-9</b>	5	Class discussions; student presentations	Class participation, chapter reports, and presentations

<b>Topics</b>	<b>Weeks</b>	<b>CLOs</b>	<b>Course Activities/ Teaching &amp; Learning Methods</b>	<b>Assessment Tools</b> (e.g., assignments, quizzes, etc.)
Regional and global economic integration (Chapter 13)	<b>9-10</b>	6	Class discussions; student presentations	Class participation, chapter reports, and presentations
Is Islam the solution? (Chapter 12)	<b>11-12</b>	4	Class discussions; student presentations	Class participation, chapter reports, and presentations
Industrialization	<b>12-13</b>	2	Class discussions; student presentations	Class participation, chapter reports, and presentations
Term paper presentations	<b>14-15</b>	5, 6	Class discussions; student presentations	Class participation, chapter reports, and presentations  <b>Term paper due on Nov. 20.</b>

Notes: Sequence may diverge from schedule due to holidays. CLOs are subject to revision.

**Academic Integrity:**

Academic integrity is of central importance to education at UAEU. Students have the responsibility to know and observe the requirements of the UAEU Code of Academic Honesty available:

[https://www.uaeu.ac.ae/en/catalog/plagiarism and academic integrity.shtml](https://www.uaeu.ac.ae/en/catalog/plagiarism%20and%20academic%20integrity.shtml) and the penalties resulting from violation of this code. This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Cheating in any form and on any academic work results in serious penalties that include dismissal from the university.

**Students with Special Needs:**

Students with special needs are encouraged to discuss their needs with the course instructor. You need to contact the Special Needs Services Center at +971 3 7134264 or email ([disabilityservices@uaeu.ac.ae](mailto:disabilityservices@uaeu.ac.ae)). All academic accommodations must be arranged through that office: [http://www.uaeu.ac.ae/en/student services/special needs/](http://www.uaeu.ac.ae/en/student%20services/special%20needs/)

**Student Support Services:**

If you need more support please go to the Student Academic Success Program: [http://www.uaeu.ac.ae/en/university college/sasp/](http://www.uaeu.ac.ae/en/university%20college/sasp/). This program provides students with academic support services such as Independent Learning Centers (ILCs), Tutorials, Writing & Speaking Centers. All students are encouraged to use these Centers.