

1. Record Nr.	UNINA9910822377203321
Autore	Stiglitz Joseph E.
Titolo	Creating a learning society : a new paradigm for development and social progress // Joseph E. Stiglitz and Bruce Greenwald
Pubbl/distr/stampa	New York : , : Columbia University Press, , 2014 ©2014
ISBN	0-231-52554-0
Descrizione fisica	1 online resource (677 p.)
Collana	Kenneth J. Arrow Lecture Series
Disciplina	303.3/2
Soggetti	Social learning Information society Progress
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- Preface -- Acknowledgments -- Introduction -- Part One. Creating a Learning Society -- Chapter One. The Learning Revolution -- Chapter Two. On the Importance of Learning -- Chapter Three. A Learning Economy -- Chapter Four. Creating a Learning Firm and a Learning environment -- Chapter Five. Market Structure, welfare, and Learning -- Chapter Six. The Welfare Economics of Schumpeterian Competition -- Part Two. Analytics -- Chapter Seven. Learning in a Closed economy-the Basic Model -- Chapter Eight. A two-Period, N-Good Model with endogenous Labor Supply -- Chapter Nine. Learning with Monopolistic Competition -- Chapter Ten. Long-term Growth and innovation -- Chapter Eleven. The Infant-Economy Argument for Protection: Trade Policy in a Learning environment -- Part Three. Policies for a Learning Society -- Chapter Twelve. The role of industrial and trade Policy in Creating a Learning Society -- Chapter Thirteen. Financial Policy and Creating a Learning Society -- Chapter Fourteen. Macroeconomic and investment Policies for a Learning Society -- Chapter Fifteen. Intellectual Property -- Chapter Sixteen. Social transformation and the Creation of a Learning Society -- Chapter Seventeen. Concluding remarks -- Part Four. Commentary and Afterword -- Chapter Eighteen. Introductory remarks for the First Annual Arrow Lecture / Woodford, Michael -- Chapter

Nineteen. Further Considerations / Stiglitz, Joseph E. / Greenwald, Bruce C. -- Chapter Twenty. Commentary: the Case for industrial Policy / Aghion, Philippe -- Chapter Twenty-one. Commentary / Solow, Robert -- Chapter Twenty-two. Commentary / Arrow, Kenneth J. -- Afterword: Rethinking industrial Policy / Aghion, Philippe -- Notes -- References -- Notes on Contributors -- Index

---

## Sommario/riassunto

It has long been recognized that an improved standard of living results from advances in technology, not from the accumulation of capital. It has also become clear that what truly separates developed from less-developed countries is not just a gap in resources or output but a gap in knowledge. In fact, the pace at which developing countries grow is largely a function of the pace at which they close that gap. Thus, to understand how countries grow and develop, it is essential to know how they learn and become more productive and what government can do to promote learning. In *Creating a Learning Society*, Joseph E. Stiglitz and Bruce C. Greenwald cast light on the significance of this insight for economic theory and policy. Taking as a starting point Kenneth J. Arrow's 1962 paper "Learning by Doing," they explain why the production of knowledge differs from that of other goods and why market economies alone typically do not produce and transmit knowledge efficiently. Closing knowledge gaps and helping laggards learn are central to growth and development. But creating a learning society is equally crucial if we are to sustain improved living standards in advanced countries. Combining accessible prose with technical economic analysis, Stiglitz and Greenwald provide new models of "endogenous growth," up-ending how the thinking about both domestic and global policy and trade regimes. They show well-designed government trade and industrial policies can help create a learning society, and how poorly designed intellectual property regimes can retard learning. They also explain how virtually every government policy has effects, both positive and negative, on learning, a fact that policymakers must recognize. They demonstrate why many standard policy prescriptions, especially those associated with "neoliberal" doctrines focusing on static resource allocations, have impeded learning. Among the provocative implications are that free trade may lead to stagnation whereas broad-based industrial protection and exchange rate interventions may bring benefits-not just to the industrial sector, but to the entire economy. The volume concludes with brief commentaries from Philippe Aghion and Michael Woodford, as well as from Nobel Laureates Kenneth J. Arrow and Robert M. Solow.

---