



Economic Development

Eco 334

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Office Hours: Tuesdays and Thursdays 10:30 am to 11:30 am or by appointment

◆ **Course objective:** Why do some people around the world have more food to eat, better shelter and public services, while others live on less than a dollar per day? How do geography, urbanization, agricultural productivity, public health, education and technology affect development in a particular country? How do the global economy and its institutions affect development around the world? How can we compare the development experiences of countries in Africa, Asia, Latin America and East Europe? The objective of Development Economics is to provide some answers to these questions by using the available models in development theory, and studying real-world country cases. This course fulfills the Summit in the Social Sciences Requirement (for students entering the college in Fall 2015) and the Social Science Distributional (for students who entered prior to Fall 2015). This course is also a Global Elective course that fulfills Summit Global Learning Specialization requirements.

◆ **Student learning outcomes:** Students will

- understand the nature of development economics, the traditional economic measures of development, the new economic view of development, and Sen's "capabilities" approach; Students will also understand the three core values of development and objectives of development.
- know how to define the developing world (including calculating Human Development Index), and use relevant measures (such as income, purchasing power parity etc.) to describe the developing world; understand the structural diversity of developing economies and common characteristics of developing nations.
- know the three factors of economic growth (capital, labor, and technology) and use PPF to represent impacts on growth from changes in these factors; understand Kuznet's six characteristics of modern economic growth and the limited value of the historical growth experience on today's developing countries;

- know the assumptions, basic structure (equations and graphical representations), implications to growth and limitations of classic growth theories including the Harrod-Domar growth model, Rostow's stages of growth model, the Lewis structural-change model, the neocolonial dependence model and Solow model as well as contemporary development theories such as the "big-push" theory and coordination failure theory.
- learn how to measure inequality and poverty; represent dualistic development by shifting Lorenz curves; understand Kuznets's inverted-U hypothesis, economic characteristics of poverty groups and policy options to reduce poverty.
- know the basic structure of the world's population; identify the hidden momentum of population growth with population pyramids and the three stages of the demographic transition; know the assumptions, basic structure (equations and graphical representations), implications to growth and limitations of the Malthusian population trap theory and the microeconomic household theory of fertility; know policy debates and options on population growth.
- know the trend of rural-to-urban migration and the role of cities and urban informal sectors in growth; know the assumptions, basic structure (equations and graphical representations), implications to growth policy and limitations of the Harris-Todaro migration model.
- understand the basic issues of agricultural transformation and rural development, environment and development.
- know the importance of trade for development; understand demand elasticities and export earnings instability; know the assumptions, basic structure (equations and graphical representations), implications to growth and limitations of the comparative advantage trade model and the relative factor endowments model as well as trade policy debates on export promotion and import substitution, and the development assistance debate on foreign aid.

◆ **Credit and workload:** Eco 334 is a 4-credit course. In addition to in-class time, you will be spending a minimum of 3 hours per week in preparation for our class sessions, including viewing material posted on Moodle, and completing reading assignments before coming to class. You should also plan to spend an additional 5-7 hours per week working on assignments, presentation projects, and studying for exams for this course.

◆ **Prerequisite:** Eco 104 and Eco 105.

◆ **Lectures:** Tuesdays and Thursdays, 11:30 am – 12:45 pm at Campbell 215.

◆ **Textbooks:** Economic Development, 11th edition, by Michael Todaro and Stephen Smith. You can also use the 12th edition.

Optional textbook: The Elusive Quest for Growth, by William Easterly

◆ **Selecting a country:** Each student will select a developing country at the beginning of the semester. Choose a developing country you have been to, your ancestors are from, your best friend is from, or simply you would like to know more about. The idea is that you become an expert on that country during the course. There are two activities in the class that will make you an expert in the country of your choice: first, you have to keep updated on the economic and political news of the country in order to participate in “Developing World News”, as explained below. Second, sometimes homework and writing assignments will involve finding data on the country in order to describe the different issues we will study in class, such as growth, poverty, inequality, urbanization, public health, education, agriculture, the environment, trade and foreign aid.

◆ **Writing assignments:** You will turn in a written report by the end of the reading days (report due at 5 pm on May 3). There will be a series of writing assignments to help you prepare the report during the term. These assignments will become the main sections of the final report and you will get feedback before you turn in your final report through a class presentation on your findings (see the section below for more details). In general, writing assignments consist of finding data from the country of your choice and discussing different aspects of economic development in that country. You should be prepared to discuss your answers with your classmates. Throughout the semester we will have special in-class sessions where you will share your findings from these writing assignments with the rest of the class.

◆ **Presentation of writing assignments:** In addition to the in-class sessions mentioned above, you will also make a short presentation of your final paper (based on the previous writing assignments) at the end of the semester (see course outline). Attendance of all students is required for these presentations. You will gather questions, comments and suggestions from the audience through a survey after your presentation. You should address these questions and incorporate your responses to good comments and suggestions when you turn in the final report. Presentation order will be posted at least two weeks before the presentation starts. Unprepared “presenters” by the scheduled date will lose the credit on presentation grade. Since you are given advanced notice of your scheduled presentation time, missing your presentation will result in a total loss of your presentation grade. Only in very exceptional cases (such as serious illness and death of an immediate family member), students may re-schedule their presentation. Enough written evidence of the calamity must be provided. I will re-schedule your presentation only when the conditions just specified are met.

◆ **Exercise questions:** Exercise questions will be posted online to help you learn the class material and practice for exams. Check the course outline for due dates to help you stay on track. Solutions will be posted and discussed in class.

◆ **Assignments grading policy:**

- To get full credit for your assignments, you must hand them in on time, that is, at the end of the class on the due date.
- Homework handed in after the end of class on the due date is considered late homework. The penalty for lateness is 1/3 of the assignment grade for every day late.

For example, if your score is 90/100 but you are two-days late, then your homework score will be $90 - (2/3)*100$. After three days you will get no credit.

◆**The “Developing World News”**: As part of some of the lectures throughout the semester we will have our “Developing World News”. The objective of this activity is to enhance your involvement in our class by allowing you to participate more, while also learning about what is going on in developing countries around the world. Students should be prepared to report the news from the country each selected, along with a brief analysis using the concepts learned in class. Students will be selected to be the “reporters of the day.” Unprepared “reporters” will lose the credit on presentation grade.

◆**Attendance and Class Participation**: Academic work is the heart of the college experience and academic success at Agnes Scott College is directly related to class attendance. Attendance is part of the student’s overall responsibility and performance in a given course.

If you do not attend at least **two-thirds of the classes**, you will fail the course.

You are allowed to drop **two** no-show records at the end of the semester, but you will lose the attendance and participation credit for this class by **10** per cent for each additional no-show record. Since you are given the chance to drop two no-show records, no additional excuses will be granted for missing classes. Only in very exceptional cases (such as severe illness or family emergencies), students may be allowed to drop additional no-show records. Enough written evidence of the calamity must be provided. Late attendance will count only if you arrive within **10** minutes of the class start time. If you arrive later, it will count as **one-third** of an absence.

A student on academic probation is permitted only one absence in each academic course that is not due to serious illness, death of an immediate family member, and religious observance.

◆**Exams and Grading**: There will be three exams. Only the best 2 out of 3 exams will count toward the final grade of this course. Please check the exam dates in the “Course Outline” of the syllabus.

The final grade will be a weighted average as follows:

Two best exams 37.5% each (total 75%)
One writing assignment (5%)
Final report (10%)
Class participation total 5% (including 2.5% on “Developing World News” and 2.5% on presentation of final report)
Attendance 5%

The course letter grades are determined as follows:

93 – 100	A	4.0
90 – 92.99	A –	3.67
87 – 89.99	B +	3.33

83 – 86.99	B	3.0
80 – 82.99	B –	2.67
77 – 79.99	C +	2.33
73 – 76.99	C	2.0
70 – 72.99	C –	1.67
67 – 69.99	D +	1.33
63 – 66.99	D	1.0
60 – 62.99	D –	.67
< 60	F	0

◆ **Exam policy:**

- Since you are already given an exam that you can drop for the final course grade, **no make-up exams will be made.** If a student does miss a test, the make-up test will be the 3rd exam at the end of the semester. If a student misses more than one exam without an extraordinary reason, her final grade will be reduced proportionately.

If you are unable to take the in-class tests when scheduled, with at least 48-hour notice, I may give the test early. But I will not give the optional final test early. Please do not make arrangements to leave for home before the semester officially ends.

- Only in very exceptional cases (such as serious illness and death of an immediate family member), students may be excused from missing an exam. Enough written evidence of the calamity must be provided. I will give make-up exams only when the conditions just specified are met.

◆ **Academic honesty** The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.

- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.)

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college.

◆ Policy on technology in the classroom

The use of electronic devices during class can be discourteous and disruptive. Any student who wishes to use a tablet or a computer for notetaking should be aware of three important considerations:

- (1) Research shows that people who take notes electronically end up with poorer-quality notes and poorer recall.
- (2) Classmates and instructors may be distracted or irritated by the sound of a clacking keyboard during class.
- (3) Computers and tablets create an often irresistible temptation to multi-task during class, which impedes concentration and causes students to miss out on valuable content.

For these reasons, the use of electronic devices is strongly discouraged in this course, unless a student has received accommodations from the Office of Academic Advising and Accessible Education that specify the use of a computer or tablet. Any student who has not received accommodations may earn the right to use a computer or tablet for notetaking by completing the optional extra writing assignment outlined below. All cellphones must be turned off and put away during class time.

Electronics Exercise (optional)

Read the following two articles and write an essay of at least three paragraphs (500-600 words) in which you: (a) offer a thorough summary of each article; and (b) make a case for why you think that the use of a computer or tablet will enhance rather than impair your note-taking and your ability to participate responsibly in class.

- Maggy McGloin, “What You Miss When You Take Notes on Your Laptop,” *Harvard Business Review*, July 31, 2015. [<https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>]
- Susan M. Dynarski, “For Better Learning in College Lectures, Lay Down the Laptop and Pick up a Pen.” Report of the Brookings Institute, August 10, 2017. [<https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/>]

Submit via email to the Professor. If you successfully complete this assignment, the instructor will permit you to bring a computer or tablet to class *for note-taking purposes only*.

♦ **Pocketpoints.com to reward you for staying off your cell phone during class (use code 48799)**

♦ **Disabilities:** If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the Office of Academic Advising to register for services. Students that receive accommodation checklists, please meet with me to discuss the provisions of those accommodations as soon as possible.

♦ **Course Evaluations:** Course evaluations are completed online. Near the end of the semester, you will receive an e-mail message that will provide a link to follow in order to complete the evaluation online, outside of class. Student evaluations provide feedback that is valuable to the instructor, and I hope that all members of the class will complete this form.

♦ **Title IX:** For the safety of the entire community, any incidence of, or information about, sexual misconduct must be reported immediately to Title IX Coordinator Marti Fessenden (mfessenden@agnesscott.edu, 404-471-6547), Deputy Title IX Coordinator Karen Gilbert (kgilbert@agnesscott.edu, 404-471-6435), or Vice President for Student Life and Dean of Students Karen Goff (kgoff@agnesscott.edu, 404-471-6449).

♦ **Diversity and Inclusion:** This course adheres to the principles of diversity and inclusion integral to the Agnes Scott community. We respect people from all backgrounds and recognize the differences among our students, including racial and ethnic identities, religious practices, and gender expressions. We strive for our campus to be a safe space in which all students feel acknowledged and supported. At the same time, we understand that course content, critical inquiry, and classroom dialogues give us opportunities to examine topics from a variety of perspectives. Such discourse is a defining feature of a liberal arts education, and can compel debates that challenge beliefs and positions, sometimes causing discomfort, especially around issues related to personal identities. While we uphold and preserve the tenets of academic freedom, we request and invite your thoughtful and constructive feedback on ways that we can, as a community of learners, respectfully assist and challenge one another in our individual and collective academic work.

Reading List and Tentative Course Outline (Any changes will be updated on Moodle)

Week #			Topic	Readings:	Exercise Questions
				Chapters: TS // E	Due
1. PRINCIPLES AND CONCEPTS					
1	Tue	Jan 9	Introduction and a global perspective	1//1	
	Thu	Jan 12	Comparative Economic Development	2	
2	Tue	Jan 16	Comparative Economic Development <i>Writing Exercise 1 due</i>	2	
	Thu	Jan 18	Comparative Economic Development	2	<i>Exercise questions #1</i>
3	Tue	Jan 23	Classic Theories of Economic Growth and Development	3 // 2, 3	
	Thu	Jan 25	Classic Theories of Economic Growth and Development	3 // 8, 9, 10	
4	Tue	Jan 30	Classic Theories of Economic Growth and Development & Discussion on “Commanding Heights”		<i>Exercise questions #2</i>
	Thu	Feb 1	Contemporary Models of Development and Underdevelopment	4 // 11, 12, 13	
5	Tue	Feb 6	Contemporary Models of Development and Underdevelopment/Lab session: writing exercises 2 (researching major social, economic and geographic indicators)	4 // 11, 12, 13	
	Thu	Feb 8	Review Session <i>Writing Exercise 2 due</i>		
2. PROBLEMS AND POLICIES: DOMESTIC					
6	Tue	Feb 13	Poverty and inequality		
	Thu	Feb 15	Poverty and inequality	5 // 4	
7	Tue	Feb 20	First Exam (Chapters 1 – 4)		
	Thu	Feb 22	Poverty and inequality	5 // 4	<i>Exercise questions #3</i>

8	Tue	Feb 27	Population growth <i>Writing Assignment # 1 due</i>	6 // 5	
	Thu	Mar 1	Population growth	6 // 5	
9	Tue	Mar. 6	Journeys/Peak Week		
	Thu	Mar. 8	Journeys/Peak Week		
10	Tue	Mar. 13	Spring Break		
	Thu	Mar. 15	Spring Break		
11	Tue	Mar. 20	Urbanization	7	<i>Exercise questions #4</i>
	Thu	Mar. 22	Urbanization	7	
12	Tue	Mar. 27	Human Capital (Education and Public Health)/Agriculture/Environment	8, 9, 10	<i>Exercise questions #5</i>

3. PROBLEMS AND POILCIES: INTERNATIONAL

	Thu	Mar. 29	International Trade	12	
13	Tue	Apr. 3	International Trade/Review	12	
	Thu	Apr. 5	Second Exam (Chapters 5 – 7)		
14	Tue	Apr. 10	Foreign aid/ Presentation and Discussion of Report	14 // 6,7	
	Thu	Apr. 12	Presentation and Discussion of Report		<i>Exercise questions #6</i>
15	Tue	Apr. 17	Presentation and Discussion of Report		
	Thu	Apr. 19	Presentation and Discussion of Report		
16	Tue	Apr. 24	SpARC (No Classes)		
	Thu	Apr. 26	Presentation and Discussion of Report/Review		
17	Tue	May 1	Third Exam (Chapters 8 – 10, 12, 14)		
	Thu	May 3	Written report due on 5 pm		