

Course Code & No. - Section: INTB 301-1
Course Title (Credits): Development Economics
Term & Year: Fall / 2014
Course Ref. No. (CRN): 80124
Instructor: Stacy Taylor, MBA
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Office: TCES, 2nd floor offices
Office Hours: M and W 1:30-4:00. T, Th by appointment

Class Meeting Time: Section 1: T, Th 4-5:15

Location: TCES 206
Prerequisites: Econ 102, Econ 101
Corequisites: None

The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**.

Course Description

This course examines growth and development. It provides an in-depth investigation into the reasons why so many nations are poor. It provides a dispassionate analysis of the numerous failed attempts by the World Bank, the IMF, and other international organizations during the last 50 years in helping poor nations become rich. Moreover, it utilizes modern economic growth theory to examine the difficult problem of turning poor countries into rich countries. Lastly, it investigates possible solutions that could help these poor nations progress.

Student Outcomes:

Upon successful completion of this course, a student will be able to:

- Describe the various branches of study within the field of Economic Development.
- Utilize the models of Economic Development to describe and compare levels and rates of development between nations.
- Explain the difference in growth patterns within developing nations and explore possible explanation for the differences in growth.
- Define the roles of inequality, demographics, education and health in Economic Development.
- Determine the role of economic policy in determining development, including fiscal policy, investment, savings, inflation and foreign debt.
- Examine the role of aid from various sources including the World Bank, the IMF and foreign aid and the in development patterns of various nations.
- Analyze the effectiveness or ineffectiveness of various aid strategies and their long term effect.
- Explore new avenues for aid and development and how technology may influence the long range outcomes in developing nations.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. Economic news discussions at the start of each Monday class, based on media posted on Moodle Thursday.
2. Formal mid-term and final examinations emphasizing application of knowledge and principles
3. Written analysis of a selected reading in economic development, using tools learned in class.
4. Team project and presentation of ideas for a solution to a current economic problem.

Instructional methodology

This course will emphasize the application of economic thinking to actual situations and current events. In order to master the tools of economic analytic thinking, students will practice using the tools and applying them to actual problems. Since it is assumed that students in the course can read the material presented and explained in the required texts, in-class lectures will be kept to a minimum and will primarily serve to clarify or amplify material explained in the text. Therefore, it is expected that all students will have completed any required reading or assigned work prior to the class session(s) to which it pertains. Not all material appearing in the textbook may be covered in class or in assignments, but all such material is eligible for inclusion in the quizzes and exams. Assigned reading will include articles, film clips and other media sources, which will also be included in exams.

Required Texts and Material

Perkins, Radelet, Lindauer, Block. *Economics of Development*, 7th edition, WW Norton and Company, 2013

Attendance

In order to maximize your learning, you are expected to attend class. Most of the learning will occur as we work together to apply the concepts learned in the readings and in study groups. You are expected to be a part of the learning community and participate fully in each class session. In addition, Discussion points can **only** be earned if you attend. Use of electronic devices is limited to using a laptop or tablet to take notes. Other uses such as texting, surfing the internet, or making calls are disrespectful to the learning community. If you are engaging in these activities, you will be asked to leave the classroom.

Team policy/absence policy: Ski team and La Crosse members and other absences may be able to get credit for discussions by turning in equivalent work prior to the discussion day, if the absence is pre-arranged.

Study groups

Because of the nature of the material and the value of working with students from a wide variety of backgrounds and disciplines, study groups are highly recommended. Working as part of a group while preparing CPAs, discussing assigned media reviews and preparing for quizzes and exams is very helpful. During the first few weeks of class it is suggested you work to form groups to help maximize your learning and opportunity for points.

Course Expectations

The table below clarifies the minimum respective responsibilities of students and the instructor in this class. Failure by students to meet with these responsibilities will diminish their educational experience, performance, and/or course grade. Noncompliance by an instructor may affect his/her personal performance rating.

STUDENT RESPONSIBILITIES	FACULTY RESPONSIBILITIES
1. Students are responsible for their own educational achievement.	1. Faculty members are responsible for facilitating a classroom learning environment in each class session in which all students have an opportunity to achieve the learning outcomes of the course.
2. Students are responsible for coming to all class sessions fully prepared to participate in discussions and/or activities scheduled for the period. This includes	2. Instructors are responsible for ensuring that class preparation assignments, homework, etc. is relevant to the planned topic for the class and overall

reviewing all assigned readings, completing class preparation assignments, assigned homework, and/or other preparatory tasks assigned by the instructor.	course objectives. The professor will be able to communicate relevance to students if questioned.
3. Students are responsible for asking relevant questions about course concepts about which they are uncertain. If such questions cannot be dealt with during the regular class period, students are responsible for arranging to meet with the instructor during office hours.	3. Instructors are responsible for responding appropriately and professionally to student inquiries about course concepts, and – if required – agreeing to consult privately with students during office hours in order to clarify course concepts when not possible to do so during class without detracting from educational experience of other students.
4. Students are responsible for bringing to the instructor's attention as soon as possible the presence of any special learning needs of which the instructor should be cognizant in order to properly perform his/ her professional responsibilities. If a student requires special ADA accommodations, he/she is responsible for contacting Academic Services to discuss their needs (see Section VIII, p. 35, in the 2008-09 catalog).	4. Instructors are responsible for: (a) complying with all applicable laws, regulations and SNC policies with regard to students with academic learning challenges, and (b) taking reasonable steps to assist or counsel students in general regarding means of maximizing their educational achievement in the class.
5. Students are responsible for ensuring they understand the performance standards established for the course, and for accepting that such standards will be applied equally to all students in the interest of professional fairness and equity.	5. Instructors are responsible for measuring student outcome achievement against performance standards appropriate to the level of the course (e.g., lower vs. upper division). Moreover, instructors are responsible for communicating these standards and expectations to assess students.
6. Students are responsible for compliance with SNC policies regarding academic integrity, and for accepting the consequences of violations thereof. For additional clarification, please see p. 43 of the 2008-09 catalogs: <i>Cheating and/or Plagiarism</i> .	6. Faculty members are responsible for discussing the SNC policy regarding academic honesty, cheating, and/or plagiarism, both in syllabi and direct classroom discussion. Faculty will also make clear to students the reason for the policy, and discuss standardized protocols for attribution, through citations and references, of the original work of others.

Grading Policy

Progress toward achieving course objectives will consider both familiarity with, and ability to apply, relevant course concepts. All progress toward course objectives will be posted on Moodle. Course grades will be calculated as follows:

Course Component	Grade Points
Development Economics news discussion	50
Analysis of a selected reading	50
Mid-term	30
Final	30
Team project	40
Total points available	200

Class Schedule: Reading assignments, changes to the schedule, and adjustments to the syllabus will be posted on Moodle. Moodle is the key communication tool for this class and you will want to check it frequently.

August 18 What is development economics?

August 20 Measuring growth and development

August 25 Economic Growth

August 27 Theories of growth

September 1 Labor Day

September 3 States and Markets

September 8 Inequality and Poverty

September 10 Population and demographics

September 15 Education

September 17 Health

September 22 Investment and savings

September 24 Fiscal Policy

September 29 Inflation

October 1 Financial crisis

October 6 Summary

October 8 Review for midterm

October 13 Midterm

October 15 Foreign Aid

October 20 IMF and the World Bank

October 22 Agriculture

October 27 Agricultural development policy

October 29 Trade

November 3 Trade Policy

November 5 Sustainable Development

November 10 Work on project teams

November 12 Guest speaker

November 17 The future of development

November 19 Draft for book analysis due

November 24-28 Thanksgiving Break

December 1 Team Presentations

December 3 Prepare for finals

December 8 Study Day – no class

Final – Tuesday 12/10 3:00

Description of Course Assignments and Projects

Development Economics discussions.

These will take place in the beginning of each Monday class period. The discussion will be around news stories posted by Thursday of the prior week. Extra points may be earned by submitting a suggestion for an article, video or new piece by Wednesday of the week prior. Participation will be self-scored by the participants and reviewed by the instructor. You are responsible for ensuring your contributions are recorded. Because this accounts for 25% of your total points, **Outstanding performance in the class requires a solid performance in this category.**

Score Matrix for Discussions –

Brilliant contributor (5 pts) Student took a leadership role in the discussion while listening carefully and respectfully to other's viewpoints. Added insightful analysis and new information not included in the article.

Solid contributor (4 points) – Carefully read the article/video and added insightful analysis. Added pertinent detail and possible solutions to the issue using tools from class.

Contributor – (3 points) Read and analyzed the article/video and contributed thoughts and possible issues to the discussion.

Participant (2 points) – Did not thoroughly analyze the article. Added positive comments to the discussion on at least one occasion.

Attendee – (1 point) Student did not read article/video but made an effort to participate by listening and contributing where possible.

Bonus points – (5 points) Submitted current a media resource pertinent to the class material by Wednesday pm, which was selected for class discussion based on its relevance to the material currently being covered in class.

Team Project

You will have an opportunity to complete a two-week project with a group. The project will be a team project, allowing you to apply your best economic thinking to a current development topic. The project presentation will outline the issues and offer a potential solutions to a current development problem. (40 points)

Analysis of Selected Reading

Students will have a chance to select an outside reading on Development Economic and be asked to write an analysis of the ideas presented in the book. A list of suggested books will be posted to Moodle, though other books may be accepted with approval. All students will be asked to turn in a draft of their paper prior to Thanksgiving Break, with a final version due December 1. (50 points)

Exams

There will be two exams offered. Each exam will have 30 points available and will be comprehensive. Because the exams are comprehensive, credit will be given for material learned and skills mastered. Therefore, the final exam will be the best indicator of mastery. If you earn a higher number of points on the final exam than the mid-term, the final exam score will replace the mid-term score.

Mandatory Special Accommodations (ADA) Statement

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester

Sanctions for Cheating and/or Plagiarism**The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Disclaimer: If any part of this syllabus violates Sierra Nevada College policy or any other governing policy, that policy will take precedence.