

Economics 473 – Development Economics – Spring 2024
Dr. Claudio Paiva

Meetings: TTh 1 pm – 2:15 pm at BT2582 Final Exam: May 14, 10:30 am – 12:30 pm
E-mail: claudio.paiva@csuci.edu Office Hours: T 4:30 PM – 5:30 PM; Th 11:30 am – 12:30 pm
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Course Description

Economic underdevelopment and its causes from historical, institutional and structural perspectives. Theories and patterns of growth and development, and the role of government, trade, education. Regional focus may vary by semester.

Textbook: Todaro & Smith: Economic Development (11th Ed)

Course Learning Objectives

Students who successfully complete this course will be able to:

- a. identify those aspects of classical economic theory that are less applicable in the context of a developing economy;
- b. describe the types of social, historical, cultural and institutional factors that may lead to chronic underdevelopment;
- c. apply economic reasoning in the analysis of problems that characterize developing economies, such as poverty, economic inequality and population growth;
- d. describe the effects of incomplete markets, especially labor and credit markets, on economic growth and economic development;
- e. explain the role of international trade in economic development.

My Approach to Teaching

The textbook provides the foundation for the course. However, my lectures and assignments will also make extensive use of “case studies” based on current and past economic, political, and social events as reported or discussed in reputable media.

Recent reports from the world’s main international organizations may be used in addition to or in lieu of textbook chapters. We may discuss these reports in class, and they may also provide background to homework and exam questions.

My main goal will be to give you the basic tools to understand, analyze, and form a critical opinion about the main economic development issues of our time. In many instances we will also be discussing the links between economics, policies, politics, and social issues.

Grading

Mid-term exam = 25% Class participation, “check this out” and “joint homework” = 15%

Draft Research PPT = 10% Final Research PPT = 15% Final exam = 35%

The final course grade is based on the ratio of the weighted sum of all points earned to the weighted sum of all points possible. Let me emphasize that I want you to learn and do well in the course, and I will be glad to provide you with extra help if needed: please don’t hesitate to ask questions at any time during lecture, email me questions before class, log in to my office hours, or try to make an appointment with me for another time.

Exams

The exams in this course are designed to challenge your ability to apply the concepts of development and analyze real world problems - simply memorizing concepts and definitions will not get you very far. Many questions may require you to read about an economic issue or a country experience, explain the economic reasoning behind it, identify problems and suggest solutions using the concepts discussed in the course. The essay portion of the exam may give you the option to choose among different questions on different topics or country case studies.

Research: “adopt two countries” + “check this out” + draft PPT + final PPT

Working in groups of 2 or 3 students, at the beginning of the course you will “adopt” two developing countries of your choice (any country with per capita income below \$20,000). **Groups are due via email by Feb 5, 11:59 pm.** I expect you to collect data, read and research about these countries throughout the semester and provide periodic insights, aka “check this out,” to the class every couple of weeks. That simply means preparing a graph, table, or PowerPoint slide with anything you found interesting about one or both of your adopted countries and giving a brief explanation (approx. 2 min).

As a suggestion, your first “check this out” could introduce the two adopted countries to the class, with basic data and perhaps main issues (but use a comparative format, i.e., provide the same variables for both countries as to establish a contrast). Check this out activity will count as participation grade and insights may also be used in exam questions.

Your research PPT shall provide a comparison of the economic development in the two adopted countries (or the two countries v. a group of peers). You must have a comparative hypothesis based on course material supported by actual country data. Note that you will not be graded based on whether I agree with you or some report you found online supports your hypothesis. Basically, I do not care what others wrote unless it becomes a building block for your own arguments. Instead, it’s all about you developing your own views into a hypothesis/theory that is consistent with course material and adequately supported by actual country data. Think of it as a trial where you seek to find, summarize, and present evidence in a way that will convince the jury.

The first draft of your complete PPT is due April 22 at 11:59 pm (late penalty: 10% per day). A “complete draft” here means you should have a hypothesis comparing the two countries and data to support your arguments. Prepare it as if it were the final version. I suspect that I will still find ways you can improve it, and you’ll have a few weeks to do it. The final PPT is due on May 14 at 11:59 pm (same late penalty applies).

I view the research project as a crucial component of your learning experience, way more important than economic development theories. Exactly because of that, don’t count on the PPT being an “easy grade” like in other courses. I expect very good work and will be glad to discuss your ideas, arguments, data evidence and provide specific comments at any time during the semester.

Homework

If you have taken other classes with me, you probably know that I have little patience for the “socialism” revival in the US. However, I decided to introduce a “socialist” experiment in this course (just don’t tell anyone). After a major block of material, I will be posting homework questions for you to answer together, collectively. You may use the “Discussions” or any other feature on Canvas, or you may choose another route (like google docs). The idea is that someone would take a first shot at answering the questions and others would come in improving or modifying the first answer. I am hoping to see a debate among you guys. As everything in the course, I will be glad to participate and give guidance during office hours or at the beginning of regular lecture.

Participating in homework discussions will count for your participation grade. Moreover, homework questions may provide the basis for some exam questions. Hence, in addition to the participation points

you'd score contributing to the socialist homework experience, you will also be better prepared for the exam.

Class participation

I expect students to participate in class discussions. Participation may include answering questions, raising relevant questions, and making connections between the lecture/textbook material and country experiences. Reading the textbook ahead of class, reviewing lecture material, and following international developments should facilitate your participation in class. You will also be asked to share information about developments in your adopted countries and explore potential connections to the class subject.

Academic Honesty

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

6. The Academic Appeals Board shall consist of faculty and at least one student.

7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

Disability Accommodations:

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other

disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Preferred Pronouns

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in myCI Student Center. Visit, <https://www.csuci.edu/registrar/preferred-name.htm> for instructions.

Notice: Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.