

Economics of Development

Course Details

Instructor's Contact Information

Instructor: B. Oak McCoy

Email: brandon_mccoy@redlands.edu

Office Hours:

- Tuesday 11:00 am – 12:00 pm
- Tuesday 1:00 pm – 4:00 pm
- [And by appointment. Follow this link to schedule an appointment.](#)

Course Contact Times and Location

ECON 221-01

Contact Day & Time: Tuesday 11:00 am -12:00 pm and 1:00 pm - 4:00 pm

Discussion Day & Time: Thursday 11:00 am - 12:00 pm

[Link to Meeting Place.](#)

Course Information and Resources

Course Description:

Development theories grounded in the development patterns of Western and Eastern Europe, North America, Latin America, Australia, and Southeastern Asia. Issues of development and income distribution, population growth, poverty, and countries' cultural and economic openness. Comparison of development and growth theory.

Required Readings

The required readings can be found on the course website.

[Link to course website.](#)

Intended Outcomes:

In keeping with the liberal arts tradition and educational goals, this course aims to support the students' growth in critical thinking, problem solving, and communication skills. This course stresses the application of the scientific process to economic phenomena and analyzes the ways in which economic forces affect development.

Information Literacy.

Students will be able to:

1. Understand and interpret both mathematical and graphical presentations of economic models.
2. Identify, find, cite, process, and interpret current and historical economic data to communicate information about related economic phenomena.

Visual Literacy.

Students will be able to:

1. Interpret, create, and use graphical representations of theoretical models and understand their limitations.
2. Interpret, create, and use graphical and tabular representations of data and empirical models and understand their limitations.
3. Utilize clear and appropriate labels and captions for graphs, tables, and images.
4. Use visuals in their written work and presentations, including graphs and tables representing data or theoretical and empirical models, to effectively summarize research and communicate information.

Technology literacy.

Students will be able to:

1. Retrieve data and import it to appropriate software.
2. Use software to create graphical and tabular representations of data.

Oral Communication.

Students will be able to:

1. Explain economic phenomena using models and acknowledge the limitations of those models.
2. Discuss data summaries presented in graphs and tables.
3. Work in groups to do assignments/projects/presentations and/or provide critique to peers' work.
4. Present (informational or advocacy) to economists and non-economists alike.

Course Outline

The following outline is tentative and subject to modification.

Mod 1. Economic Development

Mod 1 assignment due Sunday 9/20

Week 1 8/26-8/30

Read:

- (1a) *Broad & Cavanaugh Development redefined. How the market met its match. Ch. 1 "What is development?"*

Week 2 8/31-9/6

Read:

- (1b) Ha-Joon Chang, *Bad Samaritans*, Prologue– “How to escape poverty.” Ch. 1– “Myths and facts about globalization.” and Ch. 2– “How did the rich countries become rich.”

Lecture:

- *The development imperative.*

Week 3 9/7-9/13

Read:

- (1c) Mark Weisbrot and Rebecca Ray, "The Scorecard on Development, 1960-2010: Closing the Gap?" Center for Economic and Policy Research, April 21, 2011.
- (1d) Robert Bissio, "Eradicating Poverty by Lowering the Bar," *Third World Network*, June 19, 2013.

Lecture:

- *Measuring growth and development*

Week 4 9/14-9/20

Read:

- (1e) Martin Hart-Landsberg, "Africa and Globalization," *Reports from The Economic Front*, July 8, 2014. (4)
- (1f) Ha-Joon Chang, "Africa Needs an Active industrial Policy to Sustain its Growth," *The Guardian*, July 15, 2012. (3)

Lecture:

- *Development in a historical perspective*

Mod 2. Development Theories

Mod 2 assignment due 10/11

Week 5 9/21-9/27

Read:

- (2a) Martin Hart-Landsberg, *Capitalist Globalization*, Ch. 1 “The Internationalization of Production and its Consequences.” and Ch. 2 “Neoliberalism: Myths and Reality.”

Lecture:

- *Classical and neoclassical theories of development.*

Week 6 9/28-10/4

Read:

- (2b) Rostow Walt Whitman. - *The Stages of Economic Growth. A Non-Communist Manifesto*

Lecture:

- *Developmentalist theories of economic development*

Week 7 10/5-10/11

Read:

- (2c) Robin Broad and John Cavanagh, "Reframing Development in the Age of Vulnerability: From Case Studies of the Philippines and Trinidad to New Measures of Rootedness," *Third World Quarterly*, 32. 6 (2011)

Lecture:

- *Heterodox theories of economic development*

Midterm

Week Midterm 10/12-10/18

Mod 3. Structural Transformation

Mod 3 assignment due 11/15

Week 8 10/19-10/25

Read:

- (3a) Martin Hart-Landsberg, *Rush to Development, Part I.*

Lecture:

- *The state as a potential agent of transformation*

Week 9 10/26-11/1

Read:

- (3b) Ha-Joon Chang, *Bad Samaritans*, Ch. 3– "Is free trade always the answer." Ch. 4– "Should we regulate foreign investment?" Ch. 5– "Private enterprise good, public enterprise bad." Ch. 6– "Is it wrong to borrow ideas?" Ch. 7– "Can financial prudence go too far?"

Lecture:

- *The initial structural transformation*

Week 10 11/2-11/8

Read:

- (3c) Martin Hart-Landsberg, "Challenging Neoliberal Myths, A Critical Look at the Mexican Experience," *Monthly Review*, December 2002.
- (3d) Eduardo Zepeda, Timothy A. Wise, and Kevin P. Gallagher, *Rethinking Trade Policy for Development: Lessons from Mexico Under NAFTA*, Carnegie Endowment for International Peace, Policy Outlook, 2009.
- (3e) Alfredo Saad-Filho, "The Political Economy of Neoliberalism in Latin America" in Alfredo Saad-Filho and Deborah Johnston (eds), *Neoliberalism: A Critical Reader*, 2005.

Lecture:

- *Strategy switching and industrial policies*

Mod 4. Problems and Issues.

Mod 4 assignment due 11/29

Week 11 11/9-11/15

Read:

- (4a) *Martin Hart-Landsberg, "Free Trade Agreements and Corporate Power," Reports from The Economic Front, May 29, 2013.*
- (4b) *Vandana Desai, Rob Potter - The Companion to Development Studies, Third Edition- Routledge (2014) Ch. 3.7 "Corporate social responsibility."*
- (4c) *Isolda Agazzi, "Corporations Win Big in Battle Against Investment Regulation," IPS, May 6, 2012.*

Lecture:

- *Transnational corporations and economic development*

Week 12 11/16-11/22

Read:

- (4d) *Dunmenil and Levy "The neoliberal revolution." in Alfredo Saad-Filho and Deborah Johnston (eds), Neoliberalism: A Critical Reader, 2005.*
- (4e) *Torporowski "Neoliberalism: The eastern European frontier." in Alfredo Saad-Filho and Deborah Johnston (eds), Neoliberalism: A Critical Reader, 2005.*
- (4f) *Bond "Neoliberalism in sub-Saharan Africa: from structural adjustment to NEPAD." in Alfredo Saad-Filho and Deborah Johnston (eds), Neoliberalism: A Critical Reader, 2005.*

Lecture:

- *The debt problem and development*

Week 13 11/23-11/24

Read:

- (4g) *Richard Peet, Unholy Trinity, The IMF, World Bank and WTO, Chapter 3 ("The International Monetary Fund").*
- (4h) *Kenneth Rogoff, "The IMF is Not the Problem," IMF, October 2002.*
- (4i) *Kenneth Rogoff, "The IMF Strikes Back," Foreign Policy, January/February 2003.*

Lecture:

- *International institutional linkages: the IMF, World Bank, and foreign aid.*

Fall break 11/25-11/27

Study day 12/1

Finals 12/2-12/5

Assignment, Class Debate, and Exam Dates

Group Mod Assignments

- Mod 1 due Sunday 9/20
- Mod 2 due Sunday 10/11
- Mod 3 due Sunday 11/15
- Mod 4 due Sunday 11/29

Class Debates

- Initial arguments due Wednesday.
- Follow up arguments due following Friday.
- Revision due Wednesday the week after initial arguments.
- Strengthen due Friday the week after initial arguments.
- Evaluation due Wednesday of the following week.

Midterm Exam

Week 8 10/12 - 10/18

Final Exam

- Will be available 12/2
- Must be submitted by 12/5

Evaluation

Grading Scale

A	93% and above	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66.5%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% and below

Assessment

Virtual meeting (individual)	5%
Mod assignments (group)	30%
Debates (group)	30%
Midterm (individual)	15%
Final (individual)	20%

Grading rubric

	Poor 55% (-)	Fair 70% (✓)	Good 85% (✓+)	Excellent 100% (+)	Total
1. Content & Development 75%	<ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear and /or persuasive 	<ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Research is inadequate or does not address course concepts. - Content is inconsistent with regard to purpose and clarity of thought. 	<ul style="list-style-type: none"> - Some Content is comprehensive, accurate, and persuasive. - Major points are somewhat clear and are well supported. - Research is adequate and addresses course concepts. - Content and purpose of the writing are somewhat clear. 	<ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Research is adequate, timely and addresses course concepts. - Content and purpose of the writing are clear. 	
2. Structure & Organization 15%	<ul style="list-style-type: none"> - Organization and structure detract from the message. - Writing is disjointed and lacks transition of thoughts. 	<ul style="list-style-type: none"> - Structure of the writing is not easy to follow. - Paragraph transitions need improvement. 	<ul style="list-style-type: none"> - Structure of the writing is organized, but not clear and easy to follow. 	<ul style="list-style-type: none"> - Structure of the writing is clear and easy to follow. 	
3. Grammar, Punctuation, & Spelling 10%	<ul style="list-style-type: none"> - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone. 	<ul style="list-style-type: none"> - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone. 	<ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are used; spelling does not distract. - Language is brief and precise; sentences display structure. 	<ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure. 	

Virtual Meeting 5%

Schedule a meeting with the instructor. The meeting needs to happen by Friday- 9/4.

Appointments can be scheduled on my website <https://oakonomicus.com/appointment-scheduler/>

Mod Assignments 30%

The Mod Assignments will be completed as a group and will require your group to explain and support your own economic views and reflect on the course materials examined in the lectures.

The assignments are designed to generate thought and reveal personal engagement with the materials at hand and allow your group to show that you can explain, critically examine, and support your thoughts and positions on certain economic matters.

There are 4 mod assignments, each assignment is worth 9% of your final grade. Cumulatively the mod assignments account for 30% of the final grade. You might have noticed that $4 \cdot 9\% > 30\%$; in fact, if you receive full credit on all assignments you would earn an extra 6% to your final grade.

Only one person from the group needs to submit the assignment, but it must be submitted in .pdf format via Moodle before 11:59 pm on the due date.

Late assignments will have the grade reduced by 25% every day.

Cheating will result in an automatic failure of the course and referral to the Dean for academic dishonesty.

Debates 30%

There are 5 debates and each debate is worth 7% of the final grade. Again, notice that $5 \cdot 7\% > 30\%$; indeed, it is another opportunity for extra credit.

For more detailed instructions on the debate process see the handout on the [course website](#).

Midterm 15%

The midterm exam covers content from the first two mods and constitutes 15% of the total course grade and is open note / open book.

The exam will consist of several short answer questions covering all lecture materials and course readings, in-class activities and exercises, and any other special topics covered during the first two mods.

Examinations not submitted on time without a valid reason will receive a grade of 0. Exams not submitted for valid reasons will be accepted late and will be dealt with on an individual basis; however, the burden of proof is on you to convince me the exam was not submitted for a valid reason (convincing me of the validity of your failure to submit the exam without prior notice is much more difficult).

Cheating will result in an automatic failure of the course and referral to the Dean for academic dishonesty.

Final Exam 20%

The final exam will be comprehensive and constitutes 20% of the total course grade and is open note / open book.

The format will short answer and is *comprehensive*, covering all lecture materials and course readings, in-class activities and exercises, and any other special topics covered over the course of the semester.

The exam will resemble the mod assignments.

The final exam will be available on Moodle starting 12/2 and must be submitted before 11:59 pm on 12/5.

Examinations not submitted on time without a valid reason will receive a grade of 0. Exams not submitted for valid reasons will be accepted late and will be dealt with on an individual basis; however, the burden of proof is on you to convince me the exam was not submitted for a valid reason (convincing me of the validity of your failure to submit the exam without prior notice is much more difficult).

If I receive requests from every member on a team, the final exam can be completed as a group.

Cheating will result in an automatic failure of the course and referral to the Dean for academic dishonesty.

Important Course Information

Lectures

Interactive lectures will be posted on the course website. The lectures will be posted on Monday of the week for which the unit is assigned.

[Link to course page.](#)

Contact Hours

During the regularly scheduled class hours on Tuesday and Thursday I will be available in Teams. In addition, you can schedule an appointment with me [here](#).

Comment on group work:

There is a significant amount of group work in this course. The benefits of collaborative learning have been documented in countless studies and numerous meta-analyses. Moreover, working in a group is an intended learning outcome. When you leave U of R and go to work, you will not be asked whether you prefer to work alone or with others, and you will not be presented with a list of all the employees and asked who you would like to work with. What *will* happen is that you will be assigned to groups of coworkers by your supervisor, and your job performance rating may depend more on how well you're able to work with those people than on any other ability you may have. Since that is what you will be doing in your career, you may as well start learning how to do it now.

I will form the teams based off your responses to the "Getting to know you" questionnaire. After Mod 2 (during the week of 10/12-10/18) I will dissolve the existing groups and form new teams unless I receive individual requests to stay together from all members of a team, in which case the team will remain intact. The teams formed after Mod 2 are final.

Working together on an assignment is not the same as being a well-functioning team. Members of an effective team always work together—sometimes physically together and sometimes apart, but constantly aware of who is doing what. They take different roles and responsibilities, help one another to the greatest possible extent, resolve disagreements amicably, and keep personal issues (which may occur when any collection of people work together) from interfering with the team functioning. (Send me an email by Sunday 8/30 with a picture of a motorcycle for extra credit worth 1%.) With a group, the whole is often equal to or less than the sum of its parts; with a

team, the whole is always greater. In survey after survey of employers, teamwork skills (along with communication skills) are at the top of the list of attributes they would like to see more of in their new hires.

Each team will be given a channel on Teams to collaborate with each other. However, all graded assignments must be submitted through Moodle as .pdf file.

Professional Conduct:

You are expected to read the assigned materials every week and prior to completing the lecture.

If you decide to attend the labs, you are expected to be on time and ready to contribute to the dynamics of the class. It is hoped that there will be significant discussion, involvement, and interaction surrounding the materials investigated. Contributions and participation should be thoughtful and based on a considered examination of the material rather than merely trying to “score points.”

All grade disputes must be submitted in writing, via email and with the appropriate subject title, within 2 business days of receiving the grade. Failure to adhere to this policy will result in automatic dismissal of the dispute.

Grade disputes will not be discussed in person.

Cheating will result in an automatic failure of the course and referral to the Dean for academic dishonesty.

Readings

Mod 1. Economic Development.

- a) Broad & Cavanaugh Development redefined. How the market met its match. Ch. 1
- b) Ha-Joon Chang, Bad Samaritans, Prologue, Chs. 1 and 2.
- c) Mark Weisbrot and Rebecca Ray, "The Scorecard on Development, 1960-2010: Closing the Gap?" Center for Economic and Policy Research, April 21, 2011.
- d) Robert Bissio, "Eradicating Poverty by Lowering the Bar," Third World Network, June 19, 2013.
- e) Martin Hart-Landsberg, "Africa and Globalization," Reports from The Economic Front, July 8, 2014.
- f) Ha-Joon Chang, "Africa Needs an Active industrial Policy to Sustain its Growth," The Guardian, July 15, 2012.

Mod 2. Development Theories

- a) Martin Hart-Landsberg, Capitalist Globalization, Ch. 1 “The Internationalization of Production and its Consequences.” and Ch. 2 “Neoliberalism: Myths and Reality.”
- b) Rostow Walt Whitman. - The Stages of Economic Growth. A Non-Communist Manifesto
- c) Robin Broad and John Cavanagh, "Reframing Development in the Age of Vulnerability: From Case Studies of the Philippines and Trinidad to New Measures of Rootedness," Third World Quarterly, 32. 6 (2011)

Mod 3. Structural Transformation

- a) Martin Hart-Landsberg, Rush to Development, Part I.
- b) Ha-Joon Chang, Bad Samaritans, Ch. 3– “Is free trade always the answer.” Ch. 4– “Should we regulate foreign investment?” Ch. 5– “Private enterprise good, public enterprise bad.” Ch. 6– “Is it wrong to borrow ideas?” Ch. 7– “Can financial prudence go too far?”
- c) Martin Hart-Landsberg, "Challenging Neoliberal Myths, A Critical Look at the Mexican Experience," Monthly Review, December 2002.
- d) Eduardo Zepeda, Timothy A. Wise, and Kevin P. Gallagher, Rethinking Trade Policy for Development: Lessons from Mexico Under NAFTA, Carnegie Endowment for International Peace, Policy Outlook, 2009.
- e) Alfredo Saad-Filho, "The Political Economy of Neoliberalism in Latin America" in Alfredo Saad-Filho and Deborah Johnston (eds), Neoliberalism: A Critical Reader, 2005.

Mod 4. Problems and Issues

- a) Martin Hart-Landsberg, "Free Trade Agreements and Corporate Power," Reports From The Economic Front, May 29, 2013.
- b) Vandana Desai, Rob Potter - The Companion to Development Studies, Third Edition- Routledge (2014) Ch. 3.7 “Corporate social responsibility.”
- c) Isolda Agazzi, "Corporations Win Big in Battle Against Investment Regulation," IPS, May 6, 2012.
- d) Richard Peet, Unholy Trinity, The IMF, World Bank and WTO, Chapter 3 ("The International Monetary Fund").
- e) Kenneth Rogoff, "The IMF is Not the Problem," IMF, October 2002.
- f) Kenneth Rogoff, "The IMF Strikes Back," Foreign Policy, January/February 2003.
- g) Dunmenil and Levy. “The neoliberal revolution.” in Alfredo Saad-Filho and Deborah Johnston (eds), Neoliberalism: A Critical Reader, 2005.
- h) Torporowski. “Neoliberalism: The eastern European frontier.” in Alfredo Saad-Filho and Deborah Johnston (eds), Neoliberalism: A Critical Reader, 2005.
- i) Bond. “Neoliberalism in sub-Saharan Africa: from structural adjustment to NEPAD.” in Alfredo Saad-Filho and Deborah Johnston (eds), Neoliberalism: A Critical Reader, 2005.

Class/College Policies and Support Systems

Please Note: If you are emailing the instructor, please use the following format in the Subject line of the email:

"ECON 221 - [insert subject of email here] - [insert your name here]"

Emails are responded to once every business day upon arrival to office. Emails received after this time will not be responded to until the following business day.

Academic Integrity:

Cheating and plagiarism will not be tolerated and will result in a failing grade for the course. All violations of the honor code will be reported. If the charge is sustained, the infraction may have consequences for the student beyond any grade penalty that I impose.

Academic Calendar:

Students are encouraged to review important add, drop or withdraw dates on the academic calendar.

Class recordings:

- (a) The content of the course is the intellectual property of the faculty member and should not be disseminated or reproduced without explicit consent.
- (b) To protect the privacy of all class members, no video or audio recordings of any part of video- or audio-conferences should be made without the explicit prior consent of all students and the instructor.
- (c) To protect the privacy of all class members, no screenshots or still images of videoconferences should be taken without the explicit prior consent of all students and the instructor.

Attendance Policy:

The course can be completed asynchronously. However, there is a great deal of group work which will require you to be actively engaged to pass the course.

More info will be made available about group work as the semester progresses.

Disability Support Services:

The University of Redlands has a continuing commitment to providing reasonable accommodations for students with documented disabilities. The need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing by offering classes online, and the safety protocols which will be in place should a return to campus be permitted. Students with disabilities who may need some accommodation in order to participate in this class fully are urged to contact Academic Success & Disability Services (ASDS) as soon as possible to explore what arrangements need to be made to assure access. ASDS can be reached at asds@redlands.edu, by phone at 909-748-8069, or by remote appointment on Microsoft Teams or WebEx.

Title IX:

In order to provide a safe learning environment for all students, faculty, and staff, discrimination, harassment, retaliation, including sexual misconduct, sexual harassment (i.e. sexual assault, domestic violence, dating violence, and stalking) are not tolerated at the University of Redlands. The University prohibits and will not tolerate unlawful discrimination (as defined in Section II(A) of the [Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, and Retaliation](#)) on the basis of age, color, race, ethnicity, national origin, ancestry, sex, marital status, pregnancy, status as a complaining party of domestic violence, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information, religion/creed, citizenship status (except to comply with legal requirements for employment), military/veteran status, or any other characteristic protected by law. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. You can reach out to the Office of Equity and Title IX, for reporting options and resources to support you.

All faculty and staff at the University of Redlands are considered “responsible employees,” which means that if you tell me about a situation involving any of the above, I must connect you to the Office of Equity and Title IX. Although I make that connection, you are in control of how you would like to proceed, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of reporting options available to you and have access to the resources you need.

To report an incident, you can:

- Report online at: www.redlands.edu/titleixandequity --> Report
- Contact the Director of Equity and Title IX Coordinator, Erica Moorer, at erica_moorer@redlands.edu or 909-748-8916

You can also file a report to local law enforcement at (909) 798-7681, ext. 1. If you are ever in immediate danger, please call 911 or email/text 911@redlandspolice.org if you are in a position where you cannot make a phone call.

If you wish to speak to someone confidentially (meaning not connecting with the Office of Equity and Title IX Office), you can contact any of the following on-campus resources:

- Counseling Service: 909-748-8108 or 24-Hour Crisis Line: 909-748-8960
- Chaplain’s Office: 909-748-8368

For more information, please visit www.redlands.edu/titleixandequity

University Campus Assessment, Response, and Education (CARE) Team Support Statement

The University [CARE Team](#) is a group of University professionals who work with students experiencing difficulty or distress. Their aim is to support these students and help students get connected to appropriate resources. If you have concerns about a fellow student, consider sharing your concern with the CARE Team via their [online form](#). As a faculty member, I also may refer students about whom I am concerned to the CARE Team. This is part of who we are as a caring, proactive community where we all look out for one another. Additionally, if you feel that you or someone else needs immediate help, the University has a 24/7 mental health crisis line at 909-748-8960. This phone number connects to a live, licensed counselor.