



St. Francis Xavier University

Department of Economics

ECON 305/DEVS 305: Economic Development I

Instructor: Zeynep Ozkok

Fall 2023

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Classes: Tuesday 4:00 pm – 5:15 pm and Thursday 2:30 pm – 3:45 pm
Office Hours: Monday 11:30 am – 12:30 pm and Thursday 1:00 pm – 2:00 pm.

Description

This course provides an overview of the most pressing issues and problems facing present day developing countries. It focuses on the economic development strategies and prospects used around the world. We study the common features shared by many developing countries and examine economic models for these countries to follow in their transformation to become developed nations. Overall, the course offers a detailed analysis on the progress of developing countries and underlines the remaining problems and challenges that need to be addressed in the future. Topics include perspectives on economic development; poverty and inequality; past and present theories of economic growth; alternate approaches to economic development; models of development and underdevelopment; population growth; rapid urbanization, rural-urban migration and the informal economy; education and health in economic development.

Objectives and Learning Outcomes

The course has four main objectives:

- (1) To provide a broad understanding of the existing economic realities in developing countries.
- (2) To help students develop analytic skills and broaden their perspectives of the wide scope of development economics.
- (3) To present a clear analysis on what has been accomplished and what remaining problems have to be addressed for developing countries.
- (4) To foster students' ability to understand contemporary economic problems of developing countries and help reach independent and informed judgments and policy conclusions about their possible resolution.

Prerequisites

ECON 101 and 102.

Textbook

Todaro, Michael P., and Stephen C. Smith. (2020). *Economic Development*. 13th Edition. Pearson- Addison Wesley. (**Note:** The same textbook will be used for ECON/DEVS 306 in the Winter 2024 semester. You **CAN** also use the 12th Edition or older editions.)

Recommended reading

- Banarjee, Abhijit V., and Esther Duflo. (2012). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs.
- Gates, Melinda. (2019). *The Moment of Lift: How Empowering Women Changes the World*. New York: Flatiron Books.
- Rosling, Hans, Ola Rosling, and Anna Rosling Ronnlund. (2018). *Factfulness: Ten Reasons We are Wrong About the World – and Why Things are Better Than You Think*. New York: Flatiron Books.

Evaluation

The course grade is based on a midterm exam, three assignments, a reading response, a takeaway and a final exam, as follows:

- Midterm exam: 25%
- Assignments (3): 15%
- Reading response: 15%
- Takeaway: 5%
- Final exam: 40%

Please note that this in-person course will switch to online delivery if circumstances related to Covid-19 require it in the Fall term.

Students are expected to attend all lectures. The midterm exam is scheduled for **October 19** during class time. Should a student miss a midterm for a medical reason, they should contact the professor immediately.

Students may drop a course, online in Banner, on or before the relevant deadline. The drop date is **November 1, 2023** for first-term, three-credit courses. Note that the permission to drop or change a course after the course drop/change deadline can only be granted by the Dean's office.

The final exam, to be scheduled by the examinations office in December 2023, will be cumulative.

Three assignments will be given throughout the term. Students are free to work with other students on these assignments and submit their work in groups of 1, 2 or 3. Assignments should be handed in during the start of the lecture in which they are due. Late assignments will not be accepted and will receive a mark of zero. Assignments will include theoretical questions, as well as empirical ones that require obtaining data and making tables. The solutions for the assignments will be posted on Moodle.

A reading response (or opinion piece) will be given during this term. The response will be based on readings, which will be posted on Moodle. These readings will be related to the content covered in class and will offer an additional analysis on the topics discussed in this course. Students are asked to provide a response of **two pages (typed, single-spaced, 11 font (Calibri font preferred))** to the readings. The response should not be shorter than two pages and not be longer than three pages. Given the nature of the reading response, students are required to work **alone** and submit their own work. The response should be printed out and handed in during the start of the lecture in which it is due. Late reading responses will not be accepted. For writing advice and the grading rubric to be used in this course, please see the end of the syllabus.

Takeaway (the elevator pitch) will be an open short answer response (300 words) which the students can complete on Moodle at any time throughout the term. The deadline for completion is **November 28, 2023**. Until this date, the Moodle submission will stay open. Late takeaway responses will not be accepted. In completing the takeaway, the students will be asked to think about any of the topics covered during the course, as well as the data and other information provided to complement the theories discussed in class. The students will then be asked to find a concept, a topic, or an area that has sparked their interest in development economics. The takeaway piece could be something related to development economics in general or it could be more focused; i.e. an issue related to health, education, poverty, inequality, population, economic growth, or urbanization. The short answer response should explain why this area/issue/concept has been influential for them, why others should care about this, and what could be done in the future to improve on this issue/area. Given the word limit on the takeaway (300 words), the written argument should be concise and punchy. It should have content and it should be motivational. Students are asked to provide their own opinion clearly.

Office hours

The office hours for this term will be conducted online, on Blackboard Collaborate. The links for the online office hours will be posted on Moodle. Please allow for 5 to 10 minutes for everyone to get on Blackboard Collaborate. Aside from the online office hours, you can also send me questions via email and you can request an in-person meeting.

Artificial Intelligence Aids

This course does NOT permit any artificial intelligence aids. It is important that students do not use AI aids in completion of assignments, the reading response, and the takeaway. The midterm and final exam will not permit the use of any aids.

Copyright policies

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<https://stfx.libguides.com/copyright/resources>

Course Outline

Part I: Principles and Concepts

	Chapter
1. Introducing Economic Development: A Global Perspective	1
2. Comparative Economic Development	2
3. Classic Theories of Economic Growth and Development	3
4. Contemporary Models of Development and Underdevelopment	4

Part II: Problems and Policies: Domestic

1. Poverty, Inequality, and Development	5
2. Population Growth and Economic Development: Causes, Consequences, and Controversies	6
3. Urbanization and Rural-Urban Migration: Theory and Policy (If time permits)	7
4. Human Capital: Education and Health in Economic Development (If time permits)	8

Important Dates

September 5: Fall term classes begin

September 28: December exam schedule is available online

September 29: National Day for Truth and Reconciliation, No classes

October 9: Thanksgiving Day, No classes

October 25: Fall term midterm grades available on Banner

November 1: Last day to drop first-term three-credit courses

November 6 - 12: Fall Study Break

November 13: Classes resume after the study break

November 30: Last day of OUR class for the term

Writing Advice

- Outline your essay before you start to write. Think about how to organize your ideas.
- You will be given questions from the readings to work around. First, think about these questions before you start the readings. As you are going through the readings, take small notes to help you structure your essay. Concentrate on these questions and try to draw a map of how and where you would like to put your arguments and opinions throughout the essay. Having a structured essay is extremely important. Once you have an outline that works begin writing your paper.
- Make sure to state the answers to the questions, your point of view and the outline of your argument up front. The goal in writing a strong essay (a reading response/opinion piece and even the takeaway) is to demonstrate how you supported the “main idea” or the thesis that you started out with, throughout your essay in a clear, organized way.
- A well-written essay has a main idea (or the thesis) that is clearly communicated to the reader in the first paragraph. The rest of the essay will develop on this main idea. Make sure to communicate your main idea and explain it without digression/repetition.
- Please read your essay through at least once before submitting it. This will help you catch any typos and parts where you may be repeating the same argument again. This is very important and is extremely helpful in developing good writing skills.
- Writing is a difficult process. Most of us cannot write a full essay in one sitting. Nevertheless, organizing and structuring ideas, and being able to communicate them through your essay is an extremely useful lifetime tool.

Grading Rubric

Reading response (or opinion piece) (15 points, 15%)

0 – not submitted

1-5 – incomplete essay (much less than two pages). No evidence of comprehension of the readings, only restates a few facts, does not answer the questions or provide opinions.

6-10 – shows some evidence of comprehending and reflecting on the readings, but the main idea is not clearly stated upfront, and not all questions are addressed. Not written in an essay format.

11-13 – shows strong evidence of comprehending and reflecting on the readings, and the main idea is clearly stated upfront. There is some degree of originality in the main idea, or in opinions. Might be missing a clear conclusion.

14 - 15 – shows strong evidence of comprehending and reflecting on the readings, answers all the questions and the main idea is clearly stated upfront. The essay contains a high degree of originality, well-expressed opinions, and shows a clear,

well-read understanding of the topic. It is well structured and has all parts of an essay.

Takeaway (or the elevator pitch) (5 points, 5%)

0 – not submitted

1-2 – incomplete (much less than 300 words). No real argument. The pitch is not clear, and the motivation behind the takeaway is not explained adequately.

3-4 – shows evidence of a motivational piece but the discussion is not concise and punchy. The importance of the opinion provided could be reinforced.

5 – shows strong evidence of motivation as well as a punchy, memorable pitch.

There is originality in the writing. It displays a clear, thoughtful discussion on the issue selected.