

Semester at Sea, Course Syllabus  
Colorado State University, Academic Partner

**Voyage:** Spring 2017  
**Discipline:** Economics  
**Course Number and Title:** ECON 460 Economic Development  
**Division:** Upper  
**Faculty Name:** Tisha Emerson  
**Semester Credit Hours:** 3

**Prerequisites:** One intermediate macroeconomics course

### **COURSE DESCRIPTION**

Two-thirds of the world population lives in “developing” countries under conditions incredibly different from those in the “developed” world. In this course we consider the question of what makes some countries rich and others poor. We study issues such as poverty, inequality, health, the Colonial legacy, environmental issues, population and fertility, gender, and education in the developing country context. We will also consider attempts made by “developed” countries to aid those in the “developing” world in order to gain a better understanding for when and why aid is and is not effective. Special attention will be paid to issues in the countries on the Semester at Sea spring 2017 itinerary.

### **LEARNING OBJECTIVES**

At the conclusion of this course students should:

1. Understand the particular structural characteristics of developing countries.
2. Identify the specific problems developing countries face and consider policies to address those problems.
3. Understand the causes of poverty and inequality in the developing world.
4. Recognize the role that gender plays in economic development.
5. Consider the concept of sustainable development.
6. Understand issues involved in the globalization of markets and their consequences for developed and developing countries.
7. Understand when and why aid to developing countries is and is not effective.

### **REQUIRED TEXTBOOKS**

**AUTHOR:** Michael P. Todaro and Stephen C. Smith  
**TITLE:** Economic Development  
**PUBLISHER:** Pearson  
**ISBN #:** ISBN-13: 9780133406788  
**DATE/EDITION:** 2015, 12<sup>th</sup> Edition

### **TOPICAL OUTLINE OF COURSE**

Depart Ensenada — January 5

**B1 — January 8: Introduction to Economic Development**

Topic: Introduction to the course and Economic Development; review of syllabus  
Reading: Chapter 1

**B2 – January 10: Sustainable Development Goals**

Topic: Sustainable Development Goals

Reading: “Transforming our World: The 2030 Agenda for Sustainable Development”

Honolulu – January 12

**B3 – January 13: Comparative Economic Development I**

Topic: Measuring Development and Characteristics of the Developing World

Reading: Chapter 2

**B4 – January 15: Comparative Economic Development II**

Topic: Comparison of Developing Countries Today and Developed Countries Then

Reading: Chapter 2

**B5—January 18: SAS Itinerary and Economic Development**

Topic: An Overview of Economic Development across the SAS Travel Itinerary

No class January 19

**B6 – January 21: Comparative Development Readings**

Topic: Comparison of Economic Development in China, India and Africa

Reading: “Accounting for Growth: Comparing China and India”; “Why has Africa Grown Slowly?”; “Mobile Phones and Economic Development in Africa”

**B7 – January 23: Poverty, Inequality and Development I**

Topic: Measuring Poverty and Inequality, Who are the Poor?

Reading: Chapter 5

Assignment: Economic Comparison of Developed and Developing Countries – due

Kobe – January 24 - 28

**B8 – January 30: Poverty, Inequality and Development II**

Topic: Policy Options for dealing with Poverty and Inequality

Reading: Chapter 5

Shanghai – January 31 – February 5

**B9 – February 7: Poverty and Inequality Readings**

Topic: Poverty and Inequality in the Middle East and Africa

Reading: “The Top 1 Percent in International and Historical Perspective”; “Is India’s Economic Growth Leaving the Poor Behind?”

**B10 – February 9: Population Growth and Economic Development I**

Topic: The Relationship between Population Growth and Quality of Life  
Reading: Chapter 6  
Assignment: Poverty and Inequality in Developed and Developing Countries – due

Ho Chi Minh City – February 10-14

**B11 – February 16: Population Growth and Economic Development II**

Topic: Policy Options  
Reading: Chapter 6

No Class February 17

**B12 – February 19: Population Readings**

Topic: Population Growth in Developed and Developing Countries  
Reading: “Carrots and Sticks: Fertility Effects of China’s Population Policies”; “Will the Stork Return to Europe and Japan? Understanding Fertility within Developed Nations”

Yangon – February 20-24

**B13 – February 26: Human Capital: Education and Health I**

Topic: The Central Roles of Education and Health in Promoting Economic Development  
Reading: Chapter 8

**B14 – February 28: Human Capital: Education and Health II**

Topic: A Closer Look at Education Developing Countries  
Reading: Chapter 8  
Assignment: The Relationship between Fertility and Growth– due

Cochin – March 1-6

**B15 – March 8: Human Capital: Education and Health III**

Topic: A Closer Look at Health in Developing Countries  
Reading: Chapter 8

**B16 – March 11: Human Capital and Health Readings**

Topic: Women and Children’s Work and Health in the Developing World  
Reading: “Quality of Medical Advice in Low-Income Countries”; “Women’s Work and Economic Development”; “Child Labor in the Global Economy”

Mauritius – March 12

**B17 – March 14: The Environment and Economic Development**

Topic: Environment and Development: Basic Issues and Economic Models  
Reading: Chapter 10

No Class March 15

**B18 — March 17: Topics in the Environment-Development Debate**

Topic: Global Warming, Urban Development, Rain Forest Destruction and Policy Options

Reading: Chapter 10

Assignment: The Relationship between Education and Health – due

Cape Town — March 19-24

**B19 — March 25: Environmental Kuznets Curve**

Topic: The Environmental Kuznets Curve

Reading: “Confronting the Environmental Kuznets Curve”

**B20 — March 27: Microfinance I**

Topic: What is Microfinance and does it work?

Reading: Chapter 15.3 (pp. 792-8)

No Class March 29

**B21 — March 30: Microfinance II**

Topic: Economic Lives of the Poor

Reading: “Economic Lives of the Poor”; “Giving Credit Where it is Due”

Tema — March 31-April 3

**B22 — April 5: Remittances, Foreign Aid, and Development Assistance**

Topic: Remittances and Foreign Aid

Reading: Chapter 14.3 and 14.4 (pp. 744-56)

**B23 — April 7: Foreign Aid and Growth**

Topic: Foreign Aid, NGOs and Economic Growth

Reading: “Can Foreign Aid Buy Growth?”; “Where Does the Money Go? Best and Worst Practices in Foreign Aid”; “What Do Nongovernmental Organizations Do?”

**B24 — April 9: Summary of Course and Review**

Study Day April 10

Assignment: Field Class Assignment – due

Casablanca — April 11-April 14

**B25 Finals — April 16: Final Exam**

Assignment: Photo Essay – due

Arrive Hamburg — April 19

## FIELD WORK

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course.

### Field Class and Assignment

*The Field Class for this course will take place on Friday, March 31, 2017 in Accra (Tema), Ghana.*

#### Economic Development in Ghana

The class will visit MCC, USAID and IPA related sites, observe issues in economic development, and dialogue with experts and practitioners in the field of economic development.

#### Learning Objectives:

- Students will learn about the work being conducted by the Millennium Challenge Corporation (MCC) and USAID in Ghana – and how this work aims to achieve the Sustainable Development Goals (for MCC) and US foreign policy goals (USAID).
- Students will observe the effects of the MCC and USAID work on development in Ghana.
- At Innovations for Poverty Action (IPA), students will learn about current research projects of economic researchers. Generally, the object of these projects is to determine the efficacy of various interventions intended to promote economic growth.
- Students will observe first hand conditions in a developing country so as to better appreciate the challenges faced in these nations and thus gain better perspective on the various topics covered in the course.

### Field Class Assignment

Students will observe a variety of challenges and issues restricting economic growth in Ghana. After the field class, a subset of the issues observed will be identified and students will be asked to select one issue from the identified list, to describe the challenge, analyze the relevant issues, and to propose an innovative solution to the problem. Field assignments are to be 3-5 pages in length and will be due by 5pm on Monday, April 10.

### Independent Field Assignments

During the entirety of the voyage, students will compile a photo and written journal.

Written Journal: Journal entries should record experiences or observations in the field as they relate to topics addressed in class. Students should also draw comparisons between the developing and developed nations that we visit. The journal entry for each of the eight major

ports (not including Honolulu and Mauritius) should be ½ to 1 page in length, typed, double spaced. After each port, students should electronically submit their journal entry for that port by the start of the next class day post port. Each journal entry will be graded on a pass/fail basis.

Photo Essay: The port journal entries will be used in conjunction with the photos students compile during the voyage to create a photo essay. Students will select 1-3 photos from each port (not including Honolulu and Mauritius) that illustrate topics related to class concepts. Each photo should have a 1-3 sentence caption explaining the relevance of the photo to economic development. Students should identify a major theme for their photo essay. An example might be housing across the economic development spectrum where the photo essay would contain photos of housing in each of the ports and the differences in the housing characteristics would illustrate differences in economic development levels across the Spring 2017 SAS itinerary. Another example would be where students select a particular topic, perhaps poverty or the role of women, and select photos from each port that represent different aspects of that topic. Photo essays will be graded on relevance and consistency of photos to the chosen theme, quality of photo captions, and originality. The photo essay will be due by 5pm on Sunday, April 16.

#### **METHODS OF EVALUATION / GRADING SCALE**

Grades are based on a final, four written assignments, a presentation of a journal article, the field class assignment, the photo essay, and the field journal. There are a total of 550 points possible throughout the semester distributed as follows: final (100), written assignments (50 points each for a total of 200), journal article presentation (60), field class assignment (100), photo essay (50), and field journal (40).

Written Assignments: There are a total of four written assignments that provide students the opportunity to delve deeper into topics discussed in class and to apply course concepts to the real world. Students will also gain experience working with data. The assignments will require 2-3 written pages each and are worth 50 points apiece. More details about each assignment will be provided in class.

Journal Article Presentation: Students will present and lead a discussion on one of the journal articles assigned as reading throughout the course. Depending on enrollment, students will either present articles in small groups of 2 or individually. Students will be graded both on the quality of their presentation and the quality of the handout they create to summarize the article. More details about the presentation and handout will be provided in class.

Field Class Assignment: More information is provided in the Field Work section of the syllabus and additional description of the assignment will be provided in class.

Photo Essay: The photo essay should include an entry for each of the eight major ports (not including Honolulu and Mauritius). More information is provided in the Field Work section of the syllabus.

Field Journal: A minimum of eight, ½ to 1 page entries should be contained in the journal (one for each port, not including Honolulu and Mauritius). More information is provided in the Field Work section of the syllabus.

Final Exam: There will be a cumulative final exam. The exam will contain a mixture of multiple choice and short answer questions.

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
94-96%: A	84-86%: B	70-76%: C	
90-93%: A-	80-83%: B-	60-69%: D	

### **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor's discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

### **LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to [academic@isevoyages.org](mailto:academic@isevoyages.org).

### **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative

commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## **RESERVE BOOKS AND FILMS FOR THE LIBRARY**

**AUTHOR:** Yunus, Muhammad

**TITLE:** Banker To The Poor: Micro-Lending and the Battle Against World Poverty

**PUBLISHER:** PublicAffairs

**ISBN #:** 978-1586481988

**DATE/EDITION:** October 14, 2003, paperback

**AUTHOR:** Karlan, Dean and Appel, Jacob

**TITLE:** More Than Good Intentions: Improving the Ways the World's Poor Borrow, Save, Farm, Learn, and Stay Healthy

**PUBLISHER:** Plume

**ISBN #:** 978-0452297562

**DATE/EDITION:** March 27, 2012, paperback

**AUTHOR:** Collier, Paul

**TITLE:** The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It

**PUBLISHER:** Oxford University Press

**ISBN #:** 978-0195373387

**DATE/EDITION:** August 22, 2008, paperback

**AUTHOR:** Bhagwati, Jagdish

**TITLE:** In Defense of Globalization

**PUBLISHER:** Oxford University Press

**ISBN #:** 978-0195330939

**DATE/EDITION:** September 4, 2007, paperback

**DOCUMENTARY:** Inequality for All

**DIRECTOR:** Jacob Kornbluth

**DATE:** 2013

**DOCUMENTARY:** Life and Debt

**DIRECTOR:** Stephanie Black

**DATE:** 2001

**DOCUMENTARY:** Poverty, Inc.

**DIRECTOR:** Michael Matheson Miller

**DATE:** 2014



DOCUMENTARY: The End of Poverty?  
DIRECTOR: Philippe Diaz  
DATE: 2008

## **ELECTRONIC COURSE MATERIALS**

AUTHOR: Aker, Jenny C. and Mbiti, Isaac M.  
ARTICLE/CHAPTER TITLE: Mobile Phones and Economic Development in Africa  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 24(3)  
DATE: Summer 2010  
PAGES: 207-232

AUTHOR: Alvaredo, Facundo, Atkinson, Anthony B., Piketty, Thomas, and Saez, Emmanuel  
Saez  
ARTICLE/CHAPTER TITLE: The Top 1 Percent in International and Historical Perspective  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 27(3)  
DATE: Summer 2013  
PAGES: 3-20

AUTHOR: Bosworth, Barry and Collins, Susan M.  
ARTICLE/CHAPTER TITLE: Accounting for Growth: Comparing China and India  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 22(1)  
DATE: Winter 2008  
PAGES: 45-66

AUTHOR: Collier, Paul and Gunning, Jan Willem  
ARTICLE/CHAPTER TITLE: Why has Africa Grown Slowly?  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 13(3)  
DATE: Summer 1999  
PAGES: 3-22

AUTHOR: Datt, Gaurav and Ravallion, Martin  
ARTICLE/CHAPTER TITLE: Is India's Economic Growth Leaving the Poor Behind?  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 16(3)  
DATE: Summer 2002  
PAGES: 89-108

AUTHOR: United Nations  
REPORT TITLE: Transforming our World: The 2030 Agenda for Sustainable Development  
DATE: 2015  
PAGES: 1-41

URL: <https://sustainabledevelopment.un.org/post2015/transformingourworld/publication>

AUTHOR: Werker, Eric and Ahmed, Faisal Z.  
ARTICLE/CHAPTER TITLE: What Do Nongovernmental Organizations Do?  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 22(2)  
DATE: Spring 2008  
PAGES: 73-92

AUTHOR: Easterly, William and Pfutze, Tobias  
ARTICLE/CHAPTER TITLE: Where Does the Money Go? Best and Worst Practices in Foreign Aid  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 22(2)  
DATE: Spring 2008  
PAGES: 29-52

AUTHOR: Easterly, William  
ARTICLE/CHAPTER TITLE: Can Foreign Aid Buy Growth?  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 17(3)  
DATE: Summer 2003  
PAGES: 23-48

AUTHOR: McElroy, Marjorie and Yang, Dennis Tao  
ARTICLE/CHAPTER TITLE: Carrots and Sticks: Fertility Effects of China's Population Policies  
JOURNAL/BOOK TITLE: American Economic Review  
VOLUME: 90(2)  
DATE: May 2000  
PAGES: 389-92

AUTHOR: Edmonds, Eric and Pavcnik, Nina  
ARTICLE/CHAPTER TITLE: Child Labor in the Global Economy  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 19(1)  
DATE: Winter 2005  
PAGES: 199-220

AUTHOR: Dasgupta, Susmita; Laplante, Benoit; Wang, Hua; and Wheeler, David  
ARTICLE/CHAPTER TITLE: Confronting the Environmental Kuznets Curve  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 16(1)  
DATE: Winter 2002  
PAGES: 147-68

AUTHOR: Banerjee, Abhijit and Duflo, Esther  
ARTICLE/CHAPTER TITLE: The Economic Lives of the Poor  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives

VOLUME: 21(1)  
DATE: Winter 2007  
PAGES: 141-68

AUTHOR: Banerjee, Abhijit and Duflo, Esther  
ARTICLE/CHAPTER TITLE: Giving Credit Where it is Due  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 24(3)  
DATE: Summer 2010  
PAGES: 61-79

AUTHOR: Das, Jishnu; Hammer, Jeffrey; and Leonard, Kenneth  
ARTICLE/CHAPTER TITLE: The Quality of Medical Advice in Low-Income Countries  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 22(2)  
DATE: Spring 2008  
PAGES: 93-114

AUTHOR: Feyrer, James; Sacerdote, Bruce; and Stern, Ariel Dora  
ARTICLE/CHAPTER TITLE: Will the Stork Return to Europe and Japan? Understanding Fertility within Developed Nations  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 22(3)  
DATE: Summer 2008  
PAGES: 3-22

AUTHOR: Mammen, Kristin and Paxson, Christina  
ARTICLE/CHAPTER TITLE: Women's Work and Economic Development  
JOURNAL/BOOK TITLE: Journal of Economic Perspectives  
VOLUME: 14(4)  
DATE: Fall 2000  
PAGES: 141-64

### **ADDITIONAL RESOURCES**

It would be incredibly helpful for the students to have access to the data from the World Bank (<http://data.worldbank.org/>), Penn World Tables (<http://cid.econ.ucdavis.edu/pwt.html>), CIA Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>), United Nations database (<http://data.un.org/>), and the IMF (<http://www.imf.org/en/Data>). I'm not sure of