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

Prerequisites:  
Intermediate Macroeconomics

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  
DATE/EDITION: 2015, 12th Edition

TOPICAL OUTLINE OF COURSE  
Depart Ensenada—January 5
A1—January 7: Introduction to Economic Development
Topic: Introduction to the course and Economic Development; review of syllabus
Reading: Chapter 1

A2—January 9: Sustainable Development Goals
Topic: Sustainable Development Goals
Reading: “Transforming our World: The 2030 Agenda for Sustainable Development”

A3—January 11: Comparative Economic Development I
Topic: Measuring Development and Characteristics of the Developing World
Reading: Chapter 2

Honolulu—January 12

A4—January 14: Comparative Economic Development II
Topic: Comparison of Developing Countries Today and Developed Countries Then
Reading: Chapter 2

A5—January 17: SAS Itinerary and Economic Development
Topic: An Overview of Economic Development across the SAS Travel Itinerary

No class January 19

A6—January 20: 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”

A7—January 22: 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

A8—January 29: Poverty, Inequality and Development II
Topic: Policy Options for dealing with Poverty and Inequality
Reading: Chapter 5

Shanghai – January 31 – February 5

A9—February 6: 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?”
A10—February 8: 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

A11—February 15: Population Growth and Economic Development II
Topic: Policy Options
Reading: Chapter 6

No Class - February 17

A12—February 18: 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

A13—February 25: Human Capital: Education and Health I
Topic: The Central Roles of Education and Health in Promoting Economic Development
Reading: Chapter 8

A14—February 27: 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

A15—March 7: Human Capital: Education and Health III
Topic: A Closer Look at Health in Developing Countries
Reading: Chapter 8

No Class – March 9

A16—March 10: 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”

A17—March 13: The Environment and Economic Development
Topic: Environment and Development: Basic Issues and Economic Models
Reading: Chapter 10

No Class – March 15
A18—March 16: 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

A19—March 18: Environmental Kuznets Curve
Topic: The Environmental Kuznets Curve
Reading: “Confronting the Environmental Kuznets Curve”

Cape Town—March 19-24

A20—March 26: Microfinance I
Topic: What is Microfinance and does it work?
Reading: Chapter 15.3 (pp. 792-8)

A21—March 28: Microfinance II
Topic: Economic Lives of the Poor
Reading: “Economic Lives of the Poor”; “Giving Credit Where it is Due”

No Class – March 29

Tema – March 31-April 3

A22—April 4: Remittances, Foreign Aid, and Development Assistance
Topic: Remittances and Foreign Aid
Reading: Chapter 14.3 and 14.4 (pp. 744-56)

A23—April 6: Foreign Aid and Growth
Topic: Foreign Aid, NGOs and Economic Growth

A24—April 8: Summary of Course and Review
Study Day – April 10
Assignment: Field Class Assignment – due

Casablanca – April 11-April 14

A25 Finals – April 15: Final Exam
Assignment: Photo Essay – due

Arrive Hamburg—April 19

FIELD WORK
Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Spring 2017 Courses and Field Class page when available.

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, and will be developed and led by the instructor.

FIELD CLASS AND ASSIGNMENT

FIELD CLASS

- Title: Economic Development in Ghana
- Port: Accra, Ghana
- Date: Friday, March 31, 2017
- Number of Projected Participants: class enrollment
- Duration (hours) of lab: 8 hours

In-Country Faculty/Contact(s): TBD

Academic 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 Description:

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

FIELD ASSIGNMENTS

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 Saturday, April 15.

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:

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

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

A list of films to be shown on the ship film loop is forthcoming.

AUTHOR: Yunus, Muhammad
TITLE: Banker To The Poor: Micro-Lending and the Battle Against World Poverty
PUBLISHER: Public Affairs
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
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
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 the other sources, but the data from the World Bank is downloadable in its entirety. My students will need to have access to this data for their various course projects.