

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016

Discipline: Economics

Course Title: Development Economics

Division: Upper

Faculty Name: Dr. Chandrashekhar (Chandra) G. Ranade

Credit Hours: 3; Contact Hours: 38

Pre-requisites:

Macroeconomics or Introduction to Economics

COURSE DESCRIPTION

What is economic growth? What causes it, and what are its effects? What is development, and how is it linked to growth? These are the key questions that will be answered in this course. The course will apply the theories and experience of economic development and growth to the process of industrialization followed by today's developed nations, to pinpoint the common factors that coincided with their move to higher levels of income and welfare. With these theories in hand, the course will analyze the special economic and socio-political features of developing countries in Asia, Africa, Latin America and the Middle and Far East. It will classify today's developing countries into groups and explore what features of domestic policymaking, governance, resource endowments or their cultural or social environments might aid or hamper development and growth. It will also address the problems of poverty, hunger, population growth and the environment. The field visits to the countries visited will bring students closer to the real world situations and will help in reflecting what they have learned in the classrooms. Students will be evaluated on the midterm exam, reports on the field visits, ability to integrate other global courses they will attend on the ship, attendance and participation, and a final exam.

COURSE OBJECTIVES

At the end of the course the students will be able to

1. see a clear difference between growth and development,
2. explain various theories of growth and development,
3. explain how those theories reflect or do not reflect the real world situation,
4. explain what are the actions taken by bilateral and multilateral donors, and
5. project futures for poor countries, emerging market economies and the developed world.

REQUIRED TEXTBOOKS

AUTHOR: Todaro Michael P. and Stephen C. Smith

TITLE: Economic Development

PUBLISHER: Pearson

ISBN-10: 0138013888 • **ISBN-13:** 9780138013882

DATE: 03/16/2011

EDITION: 11 E

COST: \$220

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 7:

B1- January 8:

What is Economic Development? What are various stages of Development?

Reading:

Chapter 1

Questions

Why study development economics?

What is the main difference between Development and Growth?

Assignment:

Questions on the Moodle on Chapter 1.

B2-January 10:

Measurement of Development

What are the classifications of countries used by the World Bank and to which classifications do the countries to be visited belong, and why?

Reading:

Chapter 2

Assignment:

Question on the Moodle on Chapter 2.

Honolulu: January 12

B3- January 13:

Models of Economic Development

Reading

Mellor and Ranade paper published in the Pakistan Development Review

Question:

What are various models of economic development?

Assignment:

Quiz on Chapters 1 and 2.

B4-January 15:

Measuring Inequality

Reading:

Chapter 5 and Abenomics

Questions:

How to measure Poverty and Inequality

What is the main driver of Japanese Growth?

Assignment:

What is the answer for improving competitiveness of the US based on Richard Elkus's analysis?

B5-January 18:

Poverty and Inequality

Reading

Chapter 5: Population, Inequality and Development (Pages 204 to 235)

Chandra Ranade: An exercise in class.

World Development Reports: For years 2000, 2006.

Questions:

How is poverty measured?

What is the status of various countries in terms of these measures?

Assignment:

What is the level of poverty and inequality in South Korea and Japan?

Study Day: January 19

B6- January 21:

Population Growth and Presentation of Case Studies

Reading

Chapter 6 on Population Growth

Question

What is the population and its composition now, and what will it be in 2060?

Assignment

Group Work and Presentation on 6 country cases from the first 6 chapters.

B7-January 23:

Population Growth (Continued)

Reading

Chapter 6.

Assignment

Exercise from Chapter 6.

Yokohama: January 24-25

In-Transit: January 26

Kobe: January 27-28

B8- January 30:

Japan's Economic Growth and China's Economic Growth

Guest Lecture by Inter-port scholar

Question

TPP: Trans Pacific Partnership with focus on Japan

Has China achieved geographical balance in growth?

Reading:

Yukong Huang: China Conundrum

Shanghai: January 31-February 1

In-Transit: February 2-3

Hong Kong: 4-5

B9- February 7:

Environment and Development

Reading:

Chapter 10: Environment and Development

WDR 2013

Question

Can economic growth be environmentally sustainable?

Assignment

Quiz 2 on Chapter 5

Measurements on the cost of growth with respect to externalities.

Ho Chi Minh: February 8-12

B10- February 14:

Environment and Development (contd.)

Chapter 10: Environment and Development

WDR 2013

Question

Can economic growth be environmentally sustainable?

Reading Assignment

Compare Vietnam with Cambodia on terms of development indicators

B11-February 17:

Environment and Development (contd.)

Chapter 10: Environment and Development
WDR 2013

Question

Can economic growth be environmentally sustainable?

Yangon: February 18-22

B12-February 24:

Economic Development in South Asia

Reading:

Chapter 8: Education and Health

Questions

What is the global experience of the focus on primary education and primary health on economic development?

Assignment:

Role of primary education in South and South East Asia (Thailand and India)

B13- February 26:

Mid Term Examination (Chapters 1, 2, 5 and 10)

Economic Development in India (Union Lecture)

Reading:

Chapter 9: Agricultural Transformation and Rural Development

Chapter 12: International Trade and Theory of Development

Question

What is the role of BRICS nations in the World?

Assignment:

Mid Term Examination

Cochin: February 27-March 3

B14-March 5:

The Role of State, Markets and Civil Society

Reading:

Chapter 11

Study Day: March 9

B15-March 8:

The Role of State, Markets and Civil Society

Reading:

Chapter 11 (contd.)

Assignment:

Comparison of Mauritius, South Africa, Ghana and Morocco based on the indicators provided

Chapter 14: Foreign Assistance, Finance and Aid: Opportunities and Controversies

William Easterly: White Man's Burden

Question:

Has aid helped in economic development Asia?

What are various issues in governance?

What is the status of corruption in various developing countries and its effect on development?

Assignments: Group work on the role of aid versus trade.

Port Louis: March 9

B16- March 11:

Economic Development in Sub-Saharan Africa

Reading:

Gillian Hart: Video Speech on her latest book on South Africa.

Questions:

What is the status of Economic Development in South Africa?

Assignment:

Analysis of the economic indicators of development

B17-March 14:

The Role of Multinational Corporations in Emerging Market Economies

Reading:

Video Speech of the CEO of Nestle

Question:

How MNCs operate around the world?

Assignment:

Analysis of Indicators of Economic Development in Africa

Cape Town: March 15-20

B18- March 22:

The Role of International Trade in Economic Development

Reading:

Chapter 12

Question:

What is the role of international trade in economic growth?

Quiz on Chapter 11:

B19-March 24:

Economic Development in West Africa

Reading:

Chapter 12

Question:

What is the prospect for rapid growth in Ghana?

Speech by IMF Managing Director

Assignment:

Work on Debate on the Role of State, Markets, Private Sector and Trade in Economic Development

B20-March 26:

Economic Development in Sub-Saharan Africa

Reading:

Chapter 12

Video on Federal Reserve Bank (Open and Operating)

Question:

Trade, Taxes and Exchange Rate Management

Assignment:

Group work on Macro versus Micro Issues.

Takoradi: March 27-28

Tema: March 29-31

B21- April 2:

Economic Development in Sub-Saharan Africa

Reading:

Chapter 11 and 12

Questions:

Assignment:

Summary of the Lecture by the Inter-port lecturer

Study Day: April 11

B22-April 4:

Summing Up

B23: April 6:

Review for the Final Examination

Casablanca: April 7-11

B24: April 14

Final Examination

FIELD WORK

Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

The class will be divided into various teams for the fieldwork in each port visited. Each team will track the key indicators of development in villages/towns in at least three countries visited. The development indicators are available in the World Development Reports kept on reserve. Students will check that the status of villages in terms of the development indicators from the MDGs. Each group will write a 5-10 page paper. The paper will be due no later than the second class meeting after the last port visited. Each group make a short presentation of their findings at the last regular class meeting.

Students will participate in the following required lab and make a short in-class report.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Field lab 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 lab.

The field lab for this course takes place on: Date Wednesday, March 16

Visit to Amy Biehl Foundation: Students will learn about the courageous story of Amy Biehl, her parents and the foundation established after her name. This foundation will give an example of how social harmony can be reached by tolerance and humanitarian goals so crucial for economic development of communities and nations. As a part of the field lab the students will visit the school supported by the foundation.

FIELD ASSIGNMENTS *FIELD ASSIGNMENTS*

Field assignments will be evaluated on the basis of the following rubric for the report.

CRITERIA	SCALE	Grading Numbers Rubrics	TOTAL
Knowledge level as it relates to development indicators(30%)	20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1	20= Presenter consistently demonstrated knowledge of the topics studied	
Structure of presentation (30%)	10 9 8 7 6 5 4 3 2 1	10 = Presentation followed a logical flow as follows: From data collection to the theory tested	
Handling of questions (30%)	25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1	25= Presenter was able and willing to answer all questions; responded to questions with an appropriate level of detail	
New Insight (10%)	10 9 8 7 6 5 0	10= Something completely new idea generated not discussed in the class 0=No idea	
(100%)			TOTAL

METHODS OF EVALUATION / GRADING RUBRIC

Field Work:	25%
Assignments:	20%
Quizzes	20%
Mid Term Examination	15%
Final Examination	20%

RESERVE BOOKS AND FILMS FOR THE LIBRARY

AUTHOR: William Easterly
TITLE: The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics
PUBLISHER: First MIT Press
ISBN #:026205065
DATE/EDITION: 2002/ second edition
COST: \$27

AUTHOR: William Easterly
TITLE: The White Man's Burden
PUBLISHER: The Penguin Press
ISBN: 1-59420-037-B
DATE/EDITION: 2006/ first edition

AUTHOR: World Resources Institute
TITLE: The next 4 Billion People: Market Size and Market Strategy at the Base of Pyramid
PUBLISHER: IFC/World Resource Institute
ISBM: 1-56973-625-1
DATE/EDITION: 2007
PDF

AUTHOR: Agmael, van Antoin
TITLE: The Emerging Markets Century: How a New Breed of World-Class Companies Is Overtaking the World
PUBLISHER: Free Press, New York
ISBN: 07432-9457-2
DATE/EDITION: 2007/FIRST

AUTHOR: World Bank
TITLE: World Development Reports
PUBLISHER: World Bank/Washington DC
DATE/EDITION: Reports for past 10 years.

ELECTRONIC COURSE MATERIALS

Various videos from TED and FORA.TV

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge

must be signed, or, in the case of an electronic file, signed “[signed].”