Economic Development Syllabus

Evangelical Advocacy: A Response to Global Poverty

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Fall 2010

ECON 513
Economic Development of Developing Countries
Section 11: Tuesdays, 9:00-12:00 pm
ELC 103

Faculty:
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Course Description from Catalogue
The purpose of this course is to develop a better understanding of the macroeconomic problems of developing countries, theories of economic development and methods and techniques needed to resolve problems, promote growth, and meet the needs of developing nations at national and global levels.
Expanded Course Description
This course reviews the evolution of international economic development theory and practice. While it draws most heavily on development economics, it adopts an interdisciplinary approach to understanding the multiple actors, ideologies, and practices that make up the field of development, and the relationships between them. In particular, it looks at the history of policies designed and implemented by multilateral and governmental aid agencies; the rise and praxis of the non-governmental sector and its relationship with the official sector; and critical insights from academia that help shape the debates and practice, especially on issues of power, race, gender, class, and North/South relationships. This course is underpinned and shaped by a constant reflection on theology of development, looking at the problems of the inherent sinfulness of human beings, the limits of knowledge, and ways that Christians and Christian organizations can and have contributed to engaging in international development in a way that is obedient to the two main commandments laid out in Scripture (Matthew 22:37-40).

Course Objectives
Upon completion of this course, students should be able to:

1. Articulate a clear understanding of the main tenets of economics and their application to a wide range of issues in development.
2. Articulate a clear understanding of the main theories of development economics and how they have shaped policy and debates in the last six decades.
3. Articulate a clear understanding of the history of the praxis of the non-governmental sector in development over the last six decades and the theories and insights on which they have drawn.
4. Identify the key variables and strategies for creating and sustaining effective policies and programs in the development of low-income countries.
5. Articulate the way that Christians and Christian organizations can engage in an effective and holistic ministry in international development.

Required Books

**Class Attendance**
Regular attendance and informed participation in classroom discussion are essential to the completion of the course, and it is expected that students will attend all classes. I understand that there are some unique situations and emergencies that may warrant absence from class, but you must discuss these situations in advance with me and receive permission to miss class ahead of time. I reserve the right to drop the student’s course grade by one third of a full grade (e.g., from a “B+” to a “B”) for EACH unexcused absence. Since being late to class causes a disruption for other students, I expect you to be in class on time. Finally, please bring your Bible to class!

**Administrative Matters**
If you have any documented special educational needs, please advise me at the beginning of the semester so that appropriate accommodations can be made for you. I am willing to work with the Cushing Center for Counseling and Academic Support in any way to facilitate your education.

Please note that all University policies pertaining to academic dishonesty, drop/add procedures, and grade appeals should be followed by students enrolled in this class. Consult the graduate catalog or ask me if you have questions about any of these policies.

**Basis for Course Evaluation (Grade)**
This course is designed primarily around a seminar format, and will be a combination of lecture and discussion.

The grade for the course will be assigned based on 4 required elements:

1. **Weekly Reflections:** By 8:00 am of each class day, you are required to send me by e-mail a 250-500 word reflection, question, or something else that jumped out about the readings for that day. From time to time I may also require you as part of the reflection to identify an article or news item that supplements and/or illustrates a point that the reading is making. These reflections are to be informal, although they should be grammatically well expressed. **They will not be graded for content,** only whether you hand them in or not. These will represent 10% of your grade. Failure to turn one or more in will be grounds for a substantial drop in your final grade.
2. **Research Preparation**: By September 28, class time, a 2-3 page report on your research for your major paper is due. Please send me it to me by e-mail. This report is to consist of the following, and will represent 5% of your grade:
   a. A description of the research you have done up to date in terms of the way you have searched for literature on the subject you have chosen (including key words used and databases accessed), focusing on identifying journal articles, books, and material on the web.
   b. A bibliographic list of sources that you have compiled so far.

3. **Short Paper**: By October 26, an 8-10 page paper, double spaced, is due by class time. Please send it to me by e-mail. This paper must critically summarize, contrast, and evaluate the different theories and approaches to development that have been covered in the course up to, and including the readings for the week of October 12. You must ensure that you do so both from a “technical” and a Christian perspective. This will represent 20% of your grade.

4. **Research Paper**: By November 31, a 30 page paper minimum, double spaced, is due by class time. Please send it to me by e-mail. For this paper, pick any development issue of interest to you and research and critically evaluate the way it has been approached and acted on. Make sure that you integrate a Christian perspective into this paper, including a theological foundation for the perspective you present. This will represent 35% of your grade.

5. **Final Exam**: A final take-home exam will be due by December 7, midnight. Please send it to me by class time. I will hand out the exam the week before. This will focus on the more “technical” aspects of the course. This will represent 30% of your grade.

In Summary:

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<tr>
<th>Item</th>
<th>Date Due</th>
<th>%</th>
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<tbody>
<tr>
<td>1. Weekly Reflections</td>
<td>10:00 am each class day</td>
<td>10%</td>
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<tr>
<td>2. Research Preparation</td>
<td>September 28</td>
<td>5%</td>
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<tr>
<td>3. Short Paper</td>
<td>October 26</td>
<td>20%</td>
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<tr>
<td>4. Research Paper</td>
<td>November 31</td>
<td>35%</td>
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<tr>
<td>5. Final Exam</td>
<td>December 7</td>
<td>30%</td>
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**Assessment of Student Learning**

General Grading Rubric: The following are the definitions of grade levels adopted by the faculty:

A Grade of A Represents

(1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively. (2) Sound techniques of scholarship in all
projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.

A Grade of B Represents
(1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts, which are part of the subject matter of the course.

A Grade of C Represents
(1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials. (2) Competence in the techniques of scholarship. (3) Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation.

A Grade of D Represents
(1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material. (2) Very little competence in the techniques of scholarship. (3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation. There is no grade of D in the Graduate School.

A Grade of F Represents
(1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) An inability to use sound techniques of scholarship. (3) Failure to meet the standard and fulfill the requirements of the course.

I - Incomplete
W - Withdrawn

Course Outline and Readings

August 31 (Week 1) History of Grassroots, Concepts of Development, and Policy-Level Considerations of Growth


**September 7 (Week 2): Development Economics: History and Theories of Change**


**September 14 (Week 3) Structure at the Community Level**


**September 21 (Week 4) Dependency and Foreign Investment**


September 28 (Week 5): Cultural Arguments


October 5 (Week 6): Trade

Other readings on Fair Trade and Trade Agreements to be determined.

October 12 (Week 7) Neoliberalism and Development


October 19 (Week 8): The Church’s Reaction

**October 26 (Week 9): Critiques of Foreign Aid and Development**


**November 2 (Week 10): Foreign Aid Reformed**


**November 9 (Week 11) Foreign Aid Questioned**


**November 16 (Week 12): Gender**


**November 23: No Class: Early Thanksgiving Vacation**
November 30: (Week 13): Special Topics  
1. Chapter 6 (Population), pp. 273-319  
2. Chapter 8 (Education), pp. 369-430  
3. Chapter 10 (Environment), pp. 482-529

December 7 (Week 14): Final Thoughts  

Academic Policies

The following is not intended as a comprehensive restatement of the academic policies and procedures of the Campolo College of Graduate and Professional Studies. Some material is excerpted from longer statements printed in the CCGPS Catalog and the Catalog includes policies not noted here. The student and instructor are referred to the Catalog for college-wide policies and to Student and Instructor Handbooks of the programs or departments in which this course is offered for supplements or context-specific definitions of those college-wide policies.

1. **Student Disability Policy:** Students with documented disabilities are encouraged to work with the Center for Counseling and Academic Support (610-341-5837) to submit a written request for accommodations specific to this course. To receive accommodations, the professor/instructor must receive a written request from CCAS. A student must update accommodations requests with CCAS prior to each academic session.

2. **Class Attendance Policy:** This course consists of at least 14 hours of instructional time for each credit awarded. Instructional time may include formal classroom instruction, virtual classroom sessions, online discussion boards, small group activities, one-on-one interactions between a student and the instructor, among other methods. Attendance at all scheduled sessions is considered a critical element in the accomplishment of learning outcomes. Furthermore, attendance records are maintained and are essential to comply with government regulations for recipients of financial aid and assistance programs, as well as accreditation standards.

   Class attendance for an online or hybrid course is defined as an online presence demonstrated by active participation in all learning activities as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent.
It is recognized that class absences are sometimes necessary for extenuating professional or personal reasons. It is for these reasons that policies and procedures are established and published by the departments responsible for each program. Please consult your department or instructor for specific attendance policies for your program.

3. **Copies of Course Assignments:** Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.

4. **Academic Dishonesty:** The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. The definition of academic dishonesty and its penalties are defined and articulated in the CCGPS Catalog.

5. **Emergency and Crisis Information:** In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Campus Security at 610-341-1737 for emergencies on the St. Davids campus or building security or local police at other locations.

6. **Inclement Weather:** Decisions to cancel class due to inclement weather will be made by 3:30 p.m. on a weekday and 6:00 a.m. on Saturdays. Use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the class has not been cancelled, CCGPS or departmental attendance policies will apply. If the University is closed or classes are delayed due to inclement weather, there are two convenient ways for you to stay informed:

   - The CCGPS Information Bulletin Board. Please call the voice mail system at 610-225-5055; once you hear “Repartee Messaging System,” dial 2834 and the recorded message will begin. (For those making long distance calls, please feel free to dial 1-800-732-7669; at the menu, dial 2834.)
   - The Eastern University Website: School closing information can be seen at [www.eastern.edu](http://www.eastern.edu) by clicking on “School Closing Info” under the “EU Quick Links” drop-down menu at the top of the page.
   - Radio: A radio announcement will be made on KYW news radio, 1060 AM (our school closing number—1207--is listed in Delaware County) and on WARM 103 FM (in Central Pennsylvania).

Materials contained herein are the intellectual property of Eastern University, the instructor, course designer, or external parties and are thus proprietary in nature. This syllabus represents an instructional contract between the student, the instructor, and Eastern University. It serves as a basis for student and instructor evaluations. Therefore, it should not be substantively altered without appropriate communication among all parties.