2012

ECON 341-01 Economy of Developing Countries

Hasan Faruq
faruqh@xavier.edu

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Instructor: Dr. Hasan Faruq
Office: Smith 322
Office Hours: Tuesday and Thursday: 12:00-2:00 pm,
               Monday and Wednesday: 1:30-2:30 pm and by appointment
Email: faruqh@xavier.edu
Phone: (513) 745-3054

WCB Mission Statement:
“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

Course Overview:
This course introduces you to some of the issues and problems facing developing countries. We will explore both the historical experience and current setting of a variety of less developed countries to answer such questions as: (1) why some countries are under-developed, while others are experiencing rapid economic growth, (2) how trade, foreign investment, and education influences the pattern of development, and (3) how corruption and political institutions influence economic well-being. Throughout the course, you will learn to understand and apply some of the theoretical and empirical tools used by economists in this field. By the end of the semester, you will hopefully have acquired an appreciation of the wide variety of paths that can be taken towards economic development.

Textbook and Pre-requisites:
The pre-requisite for this course is ECON 201: Macroeconomic Principles with a minimum grade of D.

Assignments and Grading:
Your final grade will be determined on the basis of:
   (1) Assignments, class participation and discussion (15%),
   (2) Short group presentation (5%),
   (3) Two midterms (25% each),
   (4) Final exam (30%, cumulative but more focus on material covered after the second midterm)

Assignment due dates will be announced in class. Exams will consist of short descriptive questions, analytical problems, and essay questions. The exam questions will be somewhat similar to the assignments but they may also require you to show your knowledge of other concepts discussed in class that were not emphasized in the assignments. You may bring a basic calculator for the exam. Cell phones or calculators with a memory function are not permitted.

For the short presentation, you will work with another student throughout the semester to create a program proposal that addresses a need or problem in a developing country (imagine you are a team of World Bank consultants). You will have to identify a problem, research the underlying causes, and
propose a program that may help address the problem. You will present your finding to the class in a 5 minute presentation on April 25th and April 27th and provide me a one page summary of your research question and proposed solution. Group assignments will be made within the first two weeks of class.

Final grades will be determined as per the following absolute scale expressed as a percentage out of 100 points.

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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94%+</td>
<td>B-</td>
<td>80-82.99%</td>
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<tr>
<td>A-</td>
<td>90-93.99%</td>
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<td>70-79.99%</td>
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<tr>
<td>B+</td>
<td>87-89.99%</td>
<td>D</td>
<td>60-69.99%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99%</td>
<td>F</td>
<td>Below 60%</td>
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</tbody>
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I may curve your grades if the class average is very low, but there is no guarantee that I will do this.

Tentative Course Schedule:

This schedule may change depending on our progress. Any changes will be announced in class. All readings below are from Perkins, Radelet and Lindauer. Supplementary readings will be distributed in class.

**Topic 1: Development and growth**
- Patterns of development (Chapter 1)
- Measuring economic growth and development (Chapter 2)
- Economic growth: concepts and patterns (Chapter 3)
- Theories of economic growth (Chapter 4)
- States and Market (Chapter 5)

**Topic 2: Distribution and human resources**
- Inequality and poverty (Chapter 6)
- Education (Chapter 7)
- Population (Chapter 8)
- Health (Chapter 9)

**Topic 3: Saving and Investment**
- Saving and resource mobilization (Chapter 10)
- Investment, productivity, and growth (Chapter 11)
- Fiscal and financial policy (Chapter 12)
- Foreign aid, foreign debt and financial crisis (Chapters 14 and 15)

**Topic 4: Production and Trade**
- Agriculture and development (Chapter 16)
- Primary exports (Chapter 17)
- Trade and development (Chapter 19)

**Topic 5: The role of social and political institutions (time permitting)**
- Impact of corruption, political instability, democratic status, etc. on investment, income, growth
Important dates:

No classes: 01/11 (ASSHE conference in Atlanta); 01/16 (MLK day)
3/02 (BUAD 480 China-Korea trip); 03/05, 03/07, 03/09 (Spring Break)
4/06, 04/09 (Easter Break)
Midterm exam: 02/08, 03/19
Research day: 03/12
Group presentations: 04/25 and 04/27 (PPT slides and 1 page summary due by 04/23)
Final exam (comprehensive): Wednesday, 05/02, 1:00 pm - 2:50 pm

Administrative Issues:

Please read these course policies carefully.

Assignments:
- Assignments are due at the beginning of class on the due dates. For obvious reasons, any assignments I receive after the answers have been discussed in class will not receive any credit.
- Bring 2 copies of the assignment to class on the due dates so that we can go over the answers together in class (no email submissions please).
- Assignments will be handed out well in advance, so if you are likely to miss class on a day on which an assignment will be due, you can submit your assignment to me earlier.
- You may work with other students on the assignments, but the final answer should be written using your own words.

Attendance:
- I encourage you to attend class regularly. Although I will try to follow the textbook closely, the lecture material will not always be organized in the same order as the textbook. So, having a good set of lecture notes is essential for doing well in this class. Anything discussed in class (even if it is mentioned very briefly) will be considered fair game for the exams.
- If you miss a class, please get the lecture notes from one of your classmates. After going through the notes, feel free to talk to me if you have any questions.

Class conduct:
- I will factor in your class conduct during class/office hours/email in determining your final grade. Arriving to class on time and staying in class till it ends, submitting assignments on time, and maintaining a positive and constructive attitude during class will reflect favorably on your final grade.
- I received complaints from some students in the past that they have been distracted by the use of electronic devices (e.g. laptops, ipads, etc.) by the person sitting next to them. So, please minimize the use of these and other non-class related materials during class.

Makeup exams:
- A make-up exam will only be given in the case of a documented emergency and if you notify me in advance. The exam will be on the same topics, but I may change the exam questions so that there are no significant advantages to taking it later.
- Your documentation (e.g. doctor’s note) should clearly specify why you are unable to come to class on the day of the exam.
Re-grading:
- If you would like me to re-grade an exam, submit your request in writing on a separate sheet of paper. Write down the question number(s) you want to be re-graded along with the reason for it.
- Re-grading requests must be made within a week of receiving the graded exam.
- Upon receiving your re-grading request, I may re-grade the entire exam.

Email:
- Please use email mainly for emergencies or for setting up appointments to see me.
- Questions about assignments, exams, grades, etc. should be addressed to me in person during class or in my office.
- Due to the volume of emails I receive each semester, please be patient if you do not receive an immediate response to your email. Ask your questions well before an exam or assignment due date to receive an answer in time.
- Before sending an email, check this syllabus to see if your question has already been answered.

Academic honesty:
Xavier has a strict policy for cheating/plagiarism. The minimum penalty is a grade of “F” in the course and any such incident will be reported to the Dean. If you are not sure about what constitutes cheating/plagiarism, please come and talk to me.

Other grade-related issues:
Please refrain from requesting a grade increase citing personal reasons. I understand that some students may have personal circumstances that may make it challenging for them to do well in the course. In fairness, everyone faces challenges throughout the term, so it will be unfair to the other students if I only respond to those students who ask for special considerations. If you need to get a good grade in the class, work hard from the beginning. Come to class, pay attention, do the assignments carefully and talk to me whenever you have any questions about anything. I want each of you to succeed in this class and I will do my best to help you with the course material.

Accommodations for disability:
Anyone who feels he/she may need an academic accommodation based on the impact of a disability (e.g.: sensory, learning, psychological, medical, mobility) should contact me to arrange an appointment to discuss your needs as soon as possible. I rely on the Disability Services Office for assistance in verifying your eligibility for academic accommodations related to your disability. If you have not previously contacted Disability Services, I encourage you to do so at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514 or e-mail Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations.

About the course:
This is an interesting but challenging course. If you want to do well in this course, you should study both your class notes and the textbook. Start working on the problem sets as soon as they are handed out. Participate in class discussions and feel free to talk to me whenever you have any questions. At the same time, have fun! From past experience, I know that students enjoy seeing real world applications of the concepts they learn in this class.

If you feel that the course is moving too fast for you, stop by my office during my office hours or set up an appointment with me. On the other hand, if you are doing very well in the class, please understand that there are other students in class who may have a different background from you, and I may need to accommodate them as well. I want to make the classroom environment relaxed and interactive so that everyone feels comfortable asking questions and participating in class discussions.