

**Canadian Mennonite University**  
**BUSI-3500 Development Economics 2010**  
**Course Syllabus**  
**Winter Term 2021-22**

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Lecture Times: Tuesday and Thursday 8:30-9:45am (In-person: M211; Virtual: Zoom meeting ID: 817 2252 2525; Passcode: 177662)

Office Hours: Tuesday and Thursday 1-215pm (Zoom Meeting ID: 816 6867 7724; Passcode: 855562)

Examination Date, Time, and Duration: Take home exam handed out 7 April and due 21 April

Voluntary Withdrawal Date: 21 March 2022

*CMU is located on Treaty One territory, the ancestral lands of the Anishinaabe, Cree, and Dakota, and the homeland of the Métis. As a non-Indigenous 'settler' Canadian, I am grateful for the care Indigenous Peoples have taken of the land, and I want to acknowledge the need for active reconciliation between Indigenous and Settler peoples, as advanced by the Truth and Reconciliation Commission. Interested to learn more? Check this out: <http://www.trcm.ca/multimedia/lets-talk-treaty/>.*

## **Course Description**

ECON/IDS-2010 Economics of Development: (3.0 credit hours) This course introduces neoclassical and alternative economic theories relevant to understanding various aspects of development: (i) national aspects, including theories of growth, inequality, labour, and the role of the state; (ii) international aspects, including theories of finance, international financial institutions, trade and globalization; and (iii) sub-national aspects of development, including theories of growth linkages, micro-credit and community economic development. Prerequisites: IDS-1110 or both ECON-1000 and 1010.

This course examines economic theory and its application to business in international contexts. The course will address social, environmental, ethical and economic issues associated with international business, including the interaction between government and business.

## **Learning Goals**

- Apply orthodox and heterodox economic theory to understand development gains and losses in the Global South and parts of the Global North.
- Understand the concept of economic convergence and how this is contributing to global climate change and other environmental problems.

- Apply orthodox and heterodox economic theory to particular aspects of development problems and solutions.
- Since the Global South is so diverse apply these concepts and theories to a sub-set of countries.

## Assignments

Your grade will be assessed based on a series of tests & assignments listed below. More details on certain assignments are found below.

Assignment	Value (%) towards final grade	Deadline or Date
Textbook chapter written comment	5%	Date that the chapter is covered in class. See class schedule
Presentation on your comment	2.5%	
Presentation on your reaction to other student's comments	2.5%	
Take-home 'test-essay' quiz	15.0	Available: 15 Feb; Due 18 Feb
Present plan to small group	1%	15 Feb
Report country carbon emissions reduction strategy	29.0%	5 Apr
Presentation of findings on country and CO2 emission reduction plan	7.5%	31 Mar & 5 Apr
Participation	7.5%	All classes
Final take-home 'test-essay' exam	30.0%	Handed out last day of classes 7 April Due: 21 April
	100.0	

### Textbook chapter commentary, reaction & presentations

With the instructor (to prevent more than one student choosing a chapter), each student will choose one chapter from the textbook, and do the following,

- 1. Write a maximum 400-word commentary including, a summary (150 words) and highlight on one critical concept from the chapter (critique, support, and/or provide an interesting example) (250 words)
- 2. Share your summary with the class in 5-minute presentation
- 3. Comment on at least one other student's summary

- Finally, each student will share their comments, in 5-minutes, with the class, by participating in one other student's presentation.

Assignments are due to instructor and commenter one week before class in which the topic is covered (see outline, below). Assignment of chapters will be done in the first week of classes and will be on a first come first served basis.

#### Quiz 1

The quiz is timed in the middle of the term and will cover material for the first portion of the course. The format of the quiz is open-book and will involve short essay style questions. You will have some choice in most sections. One source of the questions are discussion and short answer questions found in the instructor's manual for the textbook.

#### Report on a country's carbon emissions reduction strategy

Research and write a report on a country's plan to reduce their carbon emissions. The ideal report will be 9- to 11-pages and include a description of the country (population, per capita income, inequality, other development indicators), a presentation of its carbon emissions reduction strategy, and a critique of this strategy. The format of the ideal paper, with appropriate citations and adequate (a minimum of 3 to 4 academic sources), could be as follows,

- Introduction of report: topic, purpose, audience, outline [1 page]
- Analysis
  - o Description of the organization (mission, activities, operations) [2 pages]
  - o Presentation of its carbon emissions reduction strategy [2-3 pages]
  - o Critique of this strategy [3-4 pages]
- Conclusion: restate purpose and key purpose [1 page]

#### Presentation of findings on country's CO<sub>2</sub> reduction plan

We will establish a hypothetical international commission, made up of class members, who will adjudicate each student's presentation (the presenting student absented). The international commission has been established by international agreement requiring all countries to submit a plan to meet carbon neutrality by 2030. Countries that cannot present an adequate plan will face an international carbon tax that will increase each year as we approach 2030.

Each student will present the case for the country that they have researched and then the commission will vote on whether the plan meets international requirements or that it does not. Commissioners will include one member from each group and facilitated by the instructor.

#### Participation

Your participation in class is a critical part of the learning process. Receiving a top grade in this requires that you practice good participation skills (see below), regularly engage in class and regularly engage in small group discussion. The numbered points address five categories of effective class participation in discussions:

- 1) listening,
- 2) preparation,
- 3) ‘cognitive’ quality of contributions (cf. Bloom’s taxonomy),
- 4) frequency and quality of discussion, and
- 5) impact on the class.

A student’s participation in class will deserve the grade that corresponds to that student’s quality of discussion in most categories most of the time.

- A. Demonstrates ongoing and very active involvement in discussion.
- B. Demonstrates consistent ongoing involvement in discussion.
- C. Demonstrates sporadic involvement in discussion.
- D. Demonstrates very infrequent involvement in discussion.
- F. Absent.

Near the end of each term you will be asked to assess your participation and justify it based on the points above. Please keep track of your attendance, reading, and engaging in small and class discussions.

#### Final take-home exam

This take-home exam is open-book and organized more like a topic-based essay where, like the quizzes, you respond to a sub-set of short answer and/or short essay questions. There will be choice. The material is comprehensive over term. The exam will be provided to you at the last class and the deadline to hand it in will be two weeks later. One source of the questions are discussion and short answer questions found in the instructor’s manual for the textbook.

#### Assignment requirements

##### Writing projects & grading rubric

For writing projects, please be attentive to content that you are sharing and that it is delivered in a way that the reader can follow.

Excellent	Average	Satisfactory	Unsatisfactory
Organize information well for the reader including introduction, body, and conclusion	Organize information reasonably well for the reader including introduction, body, and conclusion	Weak organization of information for the reader	Disorganized information
Original thinking and a superior grasp of the subject matter	Some original thinking and a grasp of the subject matter	Little original thinking and a weak grasp of the subject matter	No original thinking and a poor grasp of the subject matter

A well-developed capacity for analysis, synthesis, and critical evaluation	Some capacity for analysis, synthesis, and critical evaluation	A limited capacity for analysis, synthesis, and critical evaluation	Insufficient capacity for analysis, synthesis, and critical evaluation
Clear and appropriate description, with evidence of an extensive knowledge base on topic	Modest description, with evidence of reasonable knowledge base on topic	Weak description, with limited evidence of knowledge base on topic	Ambiguous description, with little evidence of knowledge base on topic
Clear and thorough documentation of research sources making consistent use of an established academic format	Modest documentation of research sources making consistent use of an established academic format	Weak documentation of research sources and inconsistent use of an established academic format	Unclear documentation of research sources

- All assignments must be typed, double-spaced, with standard font and margins.
- Use a consistent system of citing and referencing is an important part of writing an essay. You need to select an appropriate referencing system, e.g., Turabian, MLA, etc and use this for your citations and bibliography.
- Do not plagiarize: ensure that all points taken from other sources are properly referenced. This includes quotes (verbatim material) & general ideas. If you have any doubts about what plagiarism is, please contact the instructor. Please check this resource from the library: <https://www.youtube.com/watch?v=UvFdxRU9a8g>.

#### Presentations & grading rubric

For presentations, please pay attention to the content that you are sharing and the style in which you share it.

	Excellent	Average	Satisfactory	Unsatisfactory
Issues 30%	Covers key important aspects of paper / chapter	Addresses most topics in paper	Misses a key topic	Neglected key topics and points
Stimulating understanding and discussion 20%	Uses visuals or participatory methods that encourages deeper understanding	Uses some visuals or Participatory methods that promotes deeper understanding	Uses few visuals or methods that promote understanding of issue	Does not use visuals or methods that promote understanding of issue

Presentation 20%	Speaks articulately and confidently. Effective use of voice/gesture and makes eye contact	Speaks clearly. Shows interest and Enthusiasm through voice, gesture and eye contact.	Audible speaking voice and makes some eye contact. Shows some enthusiasm.	Shows need for more practice in speaking clearly to make eye contact and enjoy the presentation.
Engagement & Questions 30%	Engages by creative means, such as role-play, etc. Was able to answer in depth questions.	Engages class in a Participatory way. Was able to answer the question but not in-depth.	Engages with only one or two questions. Only touched on the answer a bit when questioned.	No engagement through questions or other means. Was unable to answer questions.

### Late policy

Assignments handed in after the due date will automatically receive a penalty of 5 percent with an additional penalty of 1 percent per workday for each additional day. Extensions for assignments may be granted if there are serious, documented reasons. Extensions will only be granted if you talk with the instructor before the assignment due date.

### Numerical Marks into Letter Grades

Letter Grade	Percentage	Grade Points	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent
B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory
C	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

### Final grades

All grades submitted by CMU's instructors are provisional until they have been vetted by the Dean's Council. That process occurs early in January for fall semester grades and early in May for winter semester grades.

## Course Outline and Tentative Schedule

This is an outline of the course topics, readings, and schedule. Due to time limitations, we may not be able to cover all the topics. The dates for each reading are approximations and we may vary from them in the class. Academic dates are available here:

<https://www.cmu.ca/students/registrar/dates>

Date	Section	Topic, Readings, & Activities
11 Jan	<b>1.Introduction</b> Comparisons, Ecology, Theories, and Policies	Introductions: course topic and participants
13 Jan		Global perspective T&S, chp.1
18 Jan 20 Jan		The Environment T&S, chp.10  Korten, David 2015. <i>Change the Story, Change the Future: A Living Economy for a Living Earth</i> , Oakland, US: Berrett-Koehler, 'Our Story Problem,' chp.1. (CMU ebook)  Sachs, Jeffrey. 2015. <i>The Age of Sustainable Development</i> . New York: Columbia University Press, 'Planetary Boundaries,' chp.6. (CMU ebook)  Raworth, K. (2017). <i>Doughnut economics: seven ways to think like a 21st century economist</i> . Chelsea Green Publishing, 'Be Agnostic about Growth,' chp.7. (CMU ebook)
25 Jan		Country comparisons T&S, chp.2
27 Jan		Theories of economic development T&S, chp.3
1 Feb		Politics, policies, and development actors T&S, chp.11
3 Feb		Fiscal policy T&S, chp.15
8 Feb	<b>2.Internal Issues</b> Poverty, Population, and Human Capital, Agriculture, Rural, and Urban Change	Poverty and inequality T&S, chp.5
10 Feb		Population dynamics T&S, chp.6
15 Feb		Present the preliminary ideas for your country carbon report to small group  <b>Quiz available: 945am</b>
17 Feb		<b>No class</b>

		<b>Quiz due 18 Feb 5pm</b>
<b>21-25 Feb: No Class / Reading Week</b>		
<b>1 Mar</b>		Human capital T&S, chp.8
<b>3 Mar</b> <b>8 Mar</b>		Agriculture and rural change T&S, chp.9
<b>10 Mar</b> <b>15 Mar</b>		Urbanization T&S, chp.7
<b>17 Mar</b>	<b>3.Connecting with the Global Economy</b> Trade, Investment, Foreign Inflows, and Fiscal Policy	Trade T&S, chp.12
<b>22 Mar</b> <b>24 Mar</b>		Investment T&S, chp.13
<b>29 Mar</b>		Foreign inflows T&S, chp.14
<b>31 Mar</b>		<b>Student presentations on country CO<sub>2</sub> analyses</b>
<b>5 Apr</b>		<b>Student presentations on country CO<sub>2</sub> analyses</b>
<b>7 Apr</b>		<b>Wrap-up and distribute final exam</b> Final exam available day of classes 7 April Due: 21 April
<b>11-12 Apr</b>		<b>Reading days</b>
<b>13-27 Apr</b>		<b>Winter term exam period</b>

### Required textbook

Todaro, Michael P, and Stephen C Smith. 2009. *Economic Development*. 13<sup>th</sup> ed. New York: Pearson.

### Other important reference sources

Figueres, Christina and Tom Rivett-Carnac 2020. *The Future We Choose: The Stubborn Optimist's Guide to the Climate Crisis*, New York: Penguin.

Korten, David 2015. *Change the Story, Change the Future: A Living Economy for a Living Earth*, Oakland, US: Berret-Koehler. (CMU ebook)

Sachs, Jeffrey. 2015. *The Age of Sustainable Development*. New York: Columbia University Press. (CMU ebook)

Raworth, K. (2017). *Doughnut economics : seven ways to think like a 21st century economist*. Chelsea Green Publishing. (CMU ebook)

Wilkinson, Richard G, and Kate Pickett. 2010. *The Spirit Level: Why Greater Equality Makes Societies Stronger*. New York: Bloomsbury Press.

## On-Campus Health Guidelines

### Being on campus

As a general assumption, students, staff, and faculty are encouraged to be on campus according to their regular schedule when they are well and while symptom free, and to not be on campus when they are not well. This means not attending when a person:

- a) Is sick with a cold or flu, or having other COVID-19 like symptoms
- b) Is immuno-compromised or otherwise at health risk
- c) Lives with a child or a family member who is at health risk
- d) Is facing discomfort related to pandemic risks
- e) Learns online given inability to come from another country
- f) Has COVID-19 impacted childcare responsibilities

Students who meet one or more of the criteria listed above and seek exemption from attending classes in person all semester must complete the online studies form available at [www.cmu.ca/onlinestudiesform](http://www.cmu.ca/onlinestudiesform).

### Notification Protocol

For purposes of potential contact tracing, students, staff, and faculty are required to submit the online notification form available on the CMU website when they will not be present on campus for class, work, or any other regularly scheduled activity. The form may be found at [www.cmu.ca/notificationform](http://www.cmu.ca/notificationform).

### Self-Screening

To reduce the potential risk of COVID-19 to the community, students, staff, and faculty must complete the Manitoba Health COVID-19 online screening tool daily before they come onto campus or leave their residence room. Recommendations from the shared health screening tool must be followed. The Manitoba Health COVID-19 online screening found at <https://sharedhealthmb.ca/covid19/screening-tool>.

### Related Links

Government of Manitoba's "About COVID-19," including notable symptoms: <https://www.gov.mb.ca/covid19/updates/about.html>

Government of Manitoba Screening Tool, including contact info for Health Links: <https://sharedhealthmb.ca/covid19/screening-tool/>

[CMU Education and Operations 2020-21](#) Framework

CMU's COVID-19 Updates and Resources: <https://www.cmu.ca/covid-19/>

Student FAQ regarding COVID-19: <https://www.cmu.ca/covid-19/faq-students.php>

### **Continuity Plans During COVID-19**

Faculty at CMU will do our best to accommodate learning when individuals need to remain absent from campus for reasons listed above, under “On-Campus Health Guidelines.” In order to facilitate this, **all individuals should plan to follow the *Continuity Plans for Individuals as defined below.***

In addition to this, **individuals that anticipate needing to stay off campus for the duration of the semester** should note your situation to Academic Office as soon as possible. The VPA’s office will work with the Academic Office, Information Technology and the Coordinator of Accessibility programs and the relevant faculty members to accommodate remote learning.

Continuity plans for individual students: what to do if you can’t come to class

Students who normally attend class in-person, who are unable to attend class in-person needs to email the instructor in advance of class. Students unable to attend in person are strongly encouraged to attend class online through Zoom.

Continuity plans for the course if the instructor cannot come to class

In the case that the instructor cannot come to class, students will receive instructions via email and Moodle as to how the course will proceed in advance of the class.

Continuity plans for the course in the event of campus closure

In the case of a campus closure all in class activities will be moved to Zoom.

### **Other Requirements**

Academic Integrity—*All* material referred to in any assignment **MUST** be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU’s website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar. If you still have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found here: <http://www.indiana.edu/~istd/>.

For more information on CMU policies regarding grades, academic misconduct, appeals, and other matters, please see CMU’s *Academic Calendar*.

**Voluntary Withdrawal Date**  
25 March 2021

### **Accessibility**

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at [sloeppky@cmu.ca](mailto:sloeppky@cmu.ca) or 204.487.3300 x.340.

In recognition of individuals with asthma, allergies and severe environmental/chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

### **Support Services**

#### Academic

Student studying, tutoring, and the Peer Assisted Learning (PAL) program are offered to CMU students free of charge in the Marpeck Mezzanine.

#### Counselling

University students face many challenges and at times may benefit from having a trained professional to talk to. There are qualified counsellors at CMU who volunteer their services free of charge to students on the CMU campus. Students wishing to book an appointment with a counsellor are asked to contact the North Side Receptionist at 204.487.3300 or [info@cmu.ca](mailto:info@cmu.ca). Confidentiality is maintained at all times.

*Counselling office:* C365 (north side)

*Cost:* Free for CMU students