ECON 319: Economics of Less Developed Countries
Spring 2012
MW 3:30-5 PM in Sage Hall 1235

Instructor: Dr. Sarinda Taengnoi
Office: Sage Hall 2479
Phone: 424-0979
Email: taengnos@uwosh.edu
Office hours: M,W 1:50 – 2:50 PM; T 1-3PM or by appointment
Pre-requisite: Econ 204 or 209 and Econ 206 or 208, with an average grade of C or better.

Course Description:

With a boom in its economy, is China or India still a less developed country? Did you know that over $1 billion people live on less than $1 a day? Did you know that over 10 million children in less developed countries die before turning 5 due to diarrhea, measles and other diseases that can be easily cured and prevented in the U.S.? Did you know that in the least developed countries, the life expectancy at birth is only 55 years?

This class will explore many interrelated issues currently facing less developed countries (LDCs), or loosely referred to as developing countries, which include growth, poverty, inequality, population, urbanization, education, health, and trade policy. Additionally, we will analyze the process of economic development, relevant policies and their outcomes.

Required Materials:
1. No required textbook for this course. There will, however, be articles from various sources assigned on a regular basis.
2. D2L. I will post assignments, supplemental readings, grades, and course announcements there. Students are advised to access the course’s site frequently.

Recommended Materials:
1. Current news related to economic development of less developed countries.
   Suggested sources:
   • The Economist: http://www.economist.com/
   • Foreign Policy: http://www.foreignpolicy.com/
   • World Bank blog: http://blogs.worldbank.org/
   • United Nations news: http://www.undispatch.com/category/development
   • Reputable online newspaper such as The New York Times, Washington Post, and BBC News.

2. Books. These are good books on economic development.
Course Objectives:
This course will integrate economic theories into fundamental issues of less developed countries. A comparison with developed countries will be made, when appropriate. Policy implications and suggestions will also be discussed.

After taking this course, students are expected to achieve the followings
1) Understand the substance of economic development in less developed countries.
2) Learn theories and models in economic development and economic growth.
3) Have greater knowledge of less developed countries and policies aiming to improve socioeconomics condition and to achieve satisfying level of growth and development.
4) Develop a sense of understanding and empathy toward the poor in less developed countries.
5) Be aware of contemporary issues occurred in less developed countries.

Method of Instruction:
The class will be taught with a combination of lecture and discussion. Each topic will start by introducing relevant theories, latest data/statistics, important characteristics faced by less developed nations and how they differ from highly developed nations. This will then be followed by case studies and ended with some policy suggestions.

Course Requirements:

1. Quizzes (1.5% each, total of 15% of the grade)

Quizzes will be given toward the end of class on Wednesdays (except Feb 1st, March 14th and May 9th; 11 quizzes in total). They are multiple-choice and fill in the blanks questions, and include materials discussed in class as well as the required reading in that week. Therefore taking good notes, paying attention in class, and doing the reading are necessary. The lowest quiz score will be dropped.

2. Writing Assignment (2.5% each, total of 15% of the grade)

Students are required to submit six reaction papers on current events related to economic development issues (see the course outline for appropriate topics) throughout the semester. They are to be turn in on the following dates: Feb 13, Feb 27, March 12, April 2, April 16, and April 30.

The paper should include a brief description of the article and demonstrate analytical thought: your explanation as to why the article qualifies as a development topic, your opinion and/or suggestions about the issue, application to class material, and a bibliographic reference. The length of the paper should be about 400-500 words, typed, double spaced, 12 point font. Only hard copy will be accepted.

3. Attendance and Participation (10% of the grade)

As stated above, this course format is lecture and discussion. Student participation is therefore crucial. To earn points, you are expected to come to class prepared (by reading assigned articles) and engage with questions, answers, and comments. I will call on people (especially when
no one volunteers) and will record your attendance and participation class on a regular basis. Keep in mind that your presence in class alone is not sufficient. For instance, if you have excellent attendance, but have “poor” participation (do not answer questions, or demonstrate a lack of preparation for class readings), you would receive only 5% for your attendance and participation grade.

4. **Group Project** (15% of the grade)

Students will be divided into groups of three (or two for some) and write an 8-10 page research paper on a topic related to economic development (typed, double spaced, 12 point font). You can choose one of the suggested topics or a topic of your choice. Each group must send me an email indicating your choice of topic by **Friday, March 9th 6PM**. Keep in mind that your topic must be approved by the instructor first; otherwise your paper will NOT be graded. The final draft must be submitted on the D2L “Drop-box” by **Monday. May 7th 6PM**.

**Suggested topics:**
- Infrastructure and economic development
- Foreign investment and the impact on economic development
- “Brain drain” in less developed countries
- War (or political volatility) and economic development
- Nutrition and economic development
- Sources of income inequality in less developed countries (e.g., gender inequality in education, land ownership, trade).
- Impact of foreign aid on less developed countries’ development
- Poverty and child labor

Your paper should be structured as follows:

a) **Introduction** should include your motivation (i.e. why the topic is worth exploring) and an overview of the paper.

b) **Body text** should contain detailed discussion of the topic, relevant statistics, and case studies.

Note: You must **appropriately cite your source** (in-text citations). Failure to do so is considered **plagiarism** and will result in zero point for the paper.

c) **Conclusion** should consist of a brief summary of the paper and policy recommendation.

d) **References.** Use Chicago-style citation: [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

5. **Examinations** (midterm 20% and final 25%, total of 45% of the grade)

The examinations consist of one mid-term exam and one final exam. The objective of the exams is to evaluate your understanding of the subjects presented in the class. The mid term exam will be held in class on **Wednesday March 14th** and the final exam will be on **Wednesday May 9th**. No make-up examination will be allowed (see the next section for “emergencies” and “religious observance”).
Other Important Course Guidelines and Policies

**Academic Integrity:** (from UWS 14.01, Wisconsin Administrative Code) “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.” Academic dishonesty is intolerable and will automatically result in an F for the course.

**Religious Observance:** Students who are unable to attend class or to participate in examination, study or work requirement on a particular day because of religious beliefs will be provided with a reasonable opportunity to make up such work.

**Emergencies:** In case of emergencies (such as medical necessity), a written proof of emergencies will be accepted for make-up works and exams.

**Use of Electronic Devices:** Use of electronic devices during class and exams will not be permitted unless otherwise specified by your professor. Cell phones, i-phones, calculators, laptops, and all other electronic devices should be turned off and put away if brought into class (unless the student is given approval). Students that wish to use laptops to type up class notes may be used only if given approval upon student request and if the student is willing to show the professor the class notes periodically.

**Grading Summary:**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Percent of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>15</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>15</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Group Project</td>
<td>15</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The grading scale is as follow:

- 93-100% = A
- 90-92.99% = A-
- 87-89.99% = B+
- 83-86.99% = B
- 80-82.99% = B-
- 77-79.99% = C+
- 72-76.99 = C
- 67 -71.99% = C-
- 65-66.99% = D+
- 63-64.99% = D
- 60-62.99% = D-
- Less than 60% = F
COURSE OUTLINE
The course syllabus provides a general plan for the course. Deviations may be necessary as the semester progresses. It is the student’s responsibility to be on top of changes in assignments, material to be covered, etc.

** Readings can be found on the course D2L website or on e-reserve **
** We will spend approximately 2 weeks on each topic. **

1. What is economic development?
   - Sen’s Approach
   - Growth and Development: Meanings
   - Basic Measurement of Development
   - The Millennium Development Goals

Readings
- UN Millennium Project: http://www.unmillenniumproject.org/goals/index.htm

2. Theories of Economic Growth and Development
   - Harrod-Domar model
   - Lewis Theory of Economic Development
   - Solow Neoclassical Growth Model
   - Economic growth in China and India

Readings

3. Poverty and Inequality
   - Measuring Inequality and Poverty
   - Kuznet’s Inverted –U Hypothesis
   - Growth, Globalization and Poverty
   - Microfinance

Readings

4. **Human Capital and Development**
   - Human Capital Approach: education investment
   - Child Labor
   - Brain Drain
   - AIDS in Less Developed Countries

**Readings**

5. **Population**
   - Some Basic Concepts of Population
   - The Malthusian Model
   - The Microeconomic Household Theory of Fertility
   - “Missing women”

**Readings**

6. **Urbanization and Rural-Urban Migration**
   - The Role of Cities
   - Todaro internal migration model
   - Formal and Informal Sectors

**Readings**
7. Foreign Aid

Readings