

University of Wisconsin – Stevens Point
Economic Development
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Introduction

The majority of the earth's population lives in what we call the underdeveloped or developing world. While these regions often enjoy rich cultural heritage and long histories, they remain economically undeveloped.

Economic underdevelopment encompasses various aspects of human suffering such as poverty, inequality, illiteracy, urban crowding, environmental degradation, short life span, high infant mortality and the like.

This course has three aims: (a) It tries to describe the experience of underdevelopment from an economic point of view, (b) it tries to explain the economic causes and consequences of economic underdevelopment and, (c) it tries to suggest how economic policies and reforms can help to improve the welfare of the peoples of the developing world.

Background

You need a solid understanding of micro- and macroeconomics to succeed in this class. This class will also make some use of algebra and statistics for the discussion and illustration of economic policies.

Textbook

This class will use the book Economic Development 10e by Michael Todaro and Stephen Smith. (Addison Wesley Longman, New York, 2009).

Learning Objectives

Students that complete this class successfully will be able to **explain** the relationship between poverty, human resources, urbanization, environmental degradation, population growth, income distribution, institutions and economic development. The exams and homework assignments are the major tools through which your ability to **describe** the major issues in economic development will be tested. At the end to the class you will also be able to **analyze** and **evaluate** the situation of a country from the point of view of economic development and you will be able to **apply** your economic knowledge to suggest solutions how the situation of underdeveloped countries can be improved. These last three learning objectives (analyze, evaluate, apply) will be tested through the quality of your paper, your presentation, and your general class participation.

Assignments

The course will have a **midterm exam**, a **final exam**, several **homework** and **in-class** assignments, two **presentations**, and a **paper**. More detailed information about the presentation and the paper will be provided during class.

FINAL EXAM: Exam Group: Thursday, May 17th 12:30-14:30

Grading

Exam 1	15%
Final Exam (not cumulative)	15%
Homework	15%
Literature Review (Research Paper)	30%
Presentation of topic for Paper	5%
Presentation of Paper	10%
Participation	10%

Policies:

Check your email at least twice a week for important updates and information about the course; no excuses for missed or late assignments due to hardware and/or software failure will be accepted; Makeup exams will only be provided with proper medical or legal documentation. Regular attendance is crucial for success in this class.

Notes:

I would like to encourage you to form study groups. Study groups are extremely helpful for several reasons: If you struggle to understand a certain topic you can quickly ask one of your classmates during a study group meeting; you can discuss homework problems together; explaining topics from class to your classmates is the best practice you can get.

Several books are available on the market, which explain how to learn more efficiently. Based on my own experience as a student, I can highly recommend working with one of these books. Please contact me for more detailed information.

Guidelines for presentation of paper topic

Identify your why you want to write about the topic why you think your topic is important for the area of Economic Development. The presentation should be about five minutes long. Use PowerPoint to support your presentation; practice before you present; use a large font size for your PPT slides (font size of 28 assures that everybody can read the text on your slide); use bullet points instead of complete sentences on your slides.

Guidelines for final presentation:

Identify your main point and state it at the beginning of your presentation. Explain why you think your topic is important for the area of Economic Development. Your presentation should include information from the outline of your paper. The presentation should be about five minutes long. Use PowerPoint to support your presentation; practice before you present; use a large font size for your PPT slides (font size of 28 assures that everybody can read the text on your slide); use bullet points instead of complete sentences on your slides.

Guidelines for Paper (Literature Review)

You may choose ANY topic of personal interest to you for your literature review, as long as the topic can be tied to the economic development. A literature review is much more than an annotated bibliography or a list of separate reviews of articles and books. It is a critical, analytical summary and synthesis of the current knowledge of a topic. Thus it should compare and relate different theories, findings, etc, rather than just summarize them individually. In addition, it should have a particular focus or theme to organize the review. It does not have to be an exhaustive account of everything published on the topic, but it should discuss all the significant academic literature important for that focus. A literature review allows the reader to be brought up to date regarding the state of research in the field and familiarizes the reader with any contrasting perspectives and strengths, weaknesses, and gaps in previous research. Graphs, figures, and data should be used to support the main argument of the paper. The paper should be between 8-12 pages long. Use double-spacing and 12 point font times new roman with 1 inch margins top, bottom, left, and right.

Bibliography: The final bibliography has to include a MINIMUM of 10 juried, journal publications (for example: Journal of Development Economics, Journal of Economic Growth, World Development, etc), it can also include various other resources including the internet, popular press materials, texts, etc which are current, relevant & factual, and support the idea presented in the paper. However, you are not allowed to use more than three sources such as internet publication (blogs, etc), popular press materials (Newsweek, Wall Street Journal ...).

The preliminary annotated bibliography has to include at least 5 peer-reviewed journal publications (for example: Journal of Development Economics, Journal of Economic Growth, World Development, etc). You are required to write a short note for each title of the bibliography, explaining why this title should be included in your paper.

Outline: Outlines are expected to include the following: Introduction, THESIS STATEMENT, Body (with sections as appropriate), and Conclusion. All sections of the paper should be developed based on this framework making logical argument/points supporting the thesis statement, and tying the considerations directly back to the Thesis.

Rough Draft: It is expected that the MAJORITY of research has been completed at this time,(including 10 juried, journal publications supporting the major concepts the writer intends to incorporate in their work). Several written sections of the document should be developed. It is understood that this document is a work "in progress", however, clear ties to the thesis should be apparent. The author may indicate research directions, other concerns, open questions etc during this draft. *This working draft is NOT expected to be grammatically correct, or in a polished final form.*

FINAL DRAFT: It is expected the final draft is grammatically correct, polished, clearly and completely addresses the selected topic. A MINIMUM of 10 juried, journal publications, as well as various other resources including the internet, popular press materials, texts, videos, etc which are current, relevant & factual, supporting the idea presented in the thesis are included in body citations and in a reference listing at the end of the document. The document is in a format that could be converted to a manuscript format for submission for publication (follow APA style).

Course Outline

Week 1	Monday, January 23, 2012	Syllabus and introduction to topics in Economic development
	Wednesday, January 25, 2012	1. Background
Week 2	Monday, January 30, 2012	1. Background
	Wednesday, February 01, 2012	2. Evidence
Week 3	Monday, February 06, 2012	2. Evidence
	Wednesday, February 08, 2012	2. Evidence
Week 4	Monday, February 13, 2012	3. Growth
	Wednesday, February 15, 2012	Prepare paper topics and submit
Week 5	Monday, February 20, 2012	3. Growth
	Wednesday, February 22, 2012	3. Growth
Week 6	Monday, February 27, 2012	3. Growth
	Wednesday, February 29, 2012	4. Development
Week 7	Monday, March 05, 2012	Prepare preliminary bibliography for paper and submit
	Wednesday, March 07, 2012	Exam
Week 8	Monday, March 12, 2012	Presentations of paper topics (5min presentations)
	Wednesday, March 14, 2012	Presentations of paper topics (5min presentations) - Outline due
Week 9	Monday, March 19, 2012	SPRING BREAK
	Wednesday, March 21, 2012	SPRING BREAK
Week 10	Monday, March 26, 2012	Population Growth
	Wednesday, March 28, 2012	Population Growth
Week 11	Monday, April 02, 2012	Inequality
	Wednesday, April 04, 2012	Inequality
Week 12	Monday, April 09, 2012	prepare and submit draft of paper
	Wednesday, April 11, 2012	Poverty
Week 13	Monday, April 16, 2012	Human Capital
	Wednesday, April 18, 2012	Human Capital
Week 14	Monday, April 23, 2012	Trade
	Wednesday, April 25, 2012	Trade
Week 15	Monday, April 30, 2012	Environment
	Wednesday, May 02, 2012	present paper (10 min presentations) - attendance mandatory
Week 16	Monday, May 07, 2012	present paper (10 min presentations) - attendance mandatory
	Wednesday, May 09, 2012	present paper (10 min presentations) - attendance mandatory

Prescription for Success

- 1) **Attend class.** Prepare for each class by reading the relevant lecture notes and sections of the textbook before and then again after the material is covered in class. Take the time that is necessary to comprehend fully the course material. ***For every hour spent in class, spend an additional two hours outside of class studying the course material.***
- 2) **Review** the lecture notes **daily**. Reconstruct (not just recopy) all graphs and explanations; that is, be able to illustrate and explain the various concepts and models.
- 3) **Ask** questions if you are confused or simply do not fully understand something. By asking questions, you (and other students in the class who probably have the same question) will benefit by understanding the material more quickly and efficiently.
- 4) **Study and work through** the available questions in the book. A study guide is online at: http://www.aw-bc.com/todaro_smith; on this site you can find additional Questions, Practice Exams, and summaries of each chapter.
- 5) **Complete** all homework assignments.
- 6) **Read** the Financial Times, The Economist, and/or Wall Street Journal other economics and business publications to observe and learn how the economic principles developed in class are used to analyze, explain and understand “real-world” economic and business phenomena. You can also read on the many econ-blogs that are available online (just do an online search for “economics blogs”).

Academic Honesty & Misconduct

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

Plagiarism - presenting someone else's words, ideas, or data as your own work.

Fabrication - using invented information or the falsifying research or other findings.

Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work;
2. Allowing another learner to copy from your work;
3. Using resource materials or information to complete an assessment without permission from your instructor;
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor;
5. Taking a test for someone else or permitting someone else to take a test for you.

Academic Misconduct - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes. **Academic dishonesty is NOT ACCEPTABLE.** UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf for more information. For more detailed information Academic Misconduct and a list of Students Rights and Responsibilities please refer to: <http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf> and <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>

UWSP Policies

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current college catalog or student handbook.

ADA Statement

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. Please let me know if you require additional online "classroom" or test accommodations for a disability or functional limitations within two weeks from the first day of class. I will make every effort to provide reasonable accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UW-Stevens Point, Stevens Point, WI 54481