

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 23
Discipline:	Economics
Course Number and Title:	ECON 460 Economic Development
Division:	Upper
Faculty Name:	Gayle Allard
Semester Credit Hours:	3

Prerequisites: One (1) intermediate macroeconomics course

COURSE DESCRIPTION

What is economic development and why is it important? This course explores how economic development relates to the human condition, focuses on the interplay of economic forces in the world's lower-income countries, and identifies the factors that can help promote development. Topics to be covered include the poverty trap, possible sources of capital to break this trap, and other "traps" on the road to development such as aid, an extractive colonial legacy, poor institutions, abundant natural resources, conflict, and others. The contributions of demography, investment, NGOs, social entrepreneurship, financial inclusion, education, environmental protection and other forces will be discussed in an effort to discern how poverty might be alleviated and the Sustainable Development Goals be met for today's lower-income nations.

Since the voyage will bring students to various developing countries, the concepts discussed in class will be applied to bring development issues to life. Indices along the lines of the Human Development Indicator will be constructed and measurements taken in port to contrast development levels in the countries visited and see firsthand what development means.

LEARNING OBJECTIVES

By the end of this course, you should be able to:

- Define development, in a broad and a narrow sense
- Understand the mechanics of the poverty trap
- Identify the different types of capital that a country can attract and deploy to break the poverty trap and clear the way to development
- Understand the role of institutions, education and health in development
- Be able to define and discuss social entrepreneurship
- Discuss how economic development could be made compatible with environmental protection
- Differentiate the growth and development strategies of India and China

- Understand demographic trends around the world and be able to discuss their role in development
- Evaluate the level of development of the countries on the voyage, using qualitative and quantitative criteria

REQUIRED TEXTBOOKS

AUTHOR: Abhijit Banerjee and Esther Duflo
 TITLE: *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*
 PUBLISHER: Public Affairs, New York.
 ISBN: 9788184001815
 DATE/EDITION: 2012

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1. Introduction to SAS (Voyage Community Values expectations around Field Work including the Field Class and Comparative Experiential Projects) and introduction to the course.
2. What is development? (Sen reading)
3. The Monsoon game 1
4. The Monsoon game 2
5. Poverty and hunger (B&D ch. 2). Individual essay due.
6. The poverty trap (Sachs reading and B&D, ch. 1).
7. Sources of capital: aid, microfinance (B&D, ch. 6-8)
8. Sources of capital: trade
9. Sources of capital: natural resources (Angola case, HBS).
10. Sources of capital: native entrepreneurs and foreign investment (B&D, ch. 9; Ethiopia case IE)
11. Presentation of group HDIs
12. Barriers to and enablers of development: Institutions and conflict (Acemoglu and Robinson reading).
13. Barriers to and enablers of development: education and health (B&D ch. 3-4)
14. Barriers to and enablers of development: environmental protection (African Parks case IE)
15. Growth strategies: India and China
16. Growth strategies: India and China
17. Social entrepreneurship case 1
18. Social entrepreneurship case 2
19. Social entrepreneurship case 3; individual essay due
20. Tourism as a source of capital and growth
21. Policy, politics and development (B&D ch. 10)
22. Demography and growth (B&D ch. 5)
23. What is development? Wrapping up

24. Country development reports
25. Final exam

Disembarkation Day – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute 20% of the contact hours for each course.

Field Class Title: Issues in development and poverty

Outcomes: Students will meet with experts working directly in the field and learn about efforts to alleviate poverty and meet the SDGs in one of the countries on our voyage.

Activities: Interview with field expert.

Assessment: Students will prepare a question before the field class and ask it during the session. They will turn in a journal entry reflecting on the session in the first class session after the Field class.

Comparative Experiential Project

The CEP is the required comparative assignment that spans multiple countries. The Comparative Experiential Project constitutes 10% of the grade for the course.

In this course, students will select in groups five indicators that they believe are important to assess a country's level of development. In all ports, they will make notes on these features of the country's life –which may not be easy to measure and may sometimes involve impressions—and develop by the last session of the course a human development index that combines data and impressions, which will be presented to the class.

METHODS OF EVALUATION

20%	Field Class & Field Class Assignment
10%	Comparative Experiential Project
10%	Individual essays
20%	Group Human Development Index
20%	Group development reports
20%	Participation

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Daron Acemoglu and James A. Robinson
TITLE: *Why Nations Fail*
PUBLISHER: Random House
ISBN: 9780307719
DATE/EDITION: 2012

AUTHOR: Paul Collier
TITLE: *The Bottom Billion*
PUBLISHER: Oxford University Press
ISBN: 9780195374
DATE/EDITION: 2008

AUTHOR: Amartya Sen
TITLE: *Development as Freedom*
PUBLISHER: Oxford University Press
ISBN: 9780198297581
DATE/EDITION: 1999

AUTHOR: Jeffrey Sachs
TITLE: *The End of Poverty*
PUBLISHER: Penguin Books
ISBN: 9780141018669
DATE/EDITION: 2005

AUTHOR: Dambisa Moyo
TITLE: *Dead Aid*
PUBLISHER: Allen Lane
ISBN: 9781846140068
DATE/EDITION: 2009

FILMS

TITLE OF FILM: Planet Earth (all episodes)
DISTRIBUTOR: BBC

ELECTRONIC COURSE MATERIALS

None