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# FALL 2020 ECON 460 - 801

## INSTRUCTOR INFORMATION

Instructor: Dr. Niroj Bhattarai

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Phone: ~~970-491-4167~~ (currently remote)

Communication Policy: You can contact me via Canvas email feature or my CSU email. I respond within 24 hours during weekdays.

## PREREQUISITES FOR COURSE

Intermediate Macroeconomics

## COURSE DESCRIPTION & OBJECTIVES

This course focuses on the economics of developing countries in a comparative perspective to economic conditions in developed countries. The course emphasizes the need to distinguish growth and development as distinct conceptual categories driven by different, context specific structural characteristics and conditions. It explores the processes by which countries enter into a stage where the standards of living of the masses of people are increased and these increases are sustained over time. One of the central issues in economic development is the issue of economic growth. Other issues include poverty and inequality, the Colonial legacy, the environment, institutions and globalization, technological change, the role of the state, multilateral institutions as well as the importance of gender. This course focuses on both the macro and the micro issues that are central to growth and development.

### UPON THE COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:

1. Understand the structural characteristics of developing countries and understand growth and development as distinct conceptual categories.
2. Compare and contrast theories of economic growth.
3. Identify the specific problems developing countries face and consider policies to address those problems.
4. Understand the causes of poverty and inequality in the developing world.
5. Recognize the role that gender plays in economic development.
6. Consider the concept of sustainable development.
7. Understand issues involved in the globalization of markets and their consequences for developed and developing countries.

## TEXTBOOK / COURSE READINGS

### Required Text:

James M. Cypher. The Process of Economic Development. Routledge: New York. 4<sup>th</sup> Edition, 2014.

*Additional (optional) Recommended Readings:*

Gabel, I. and Chang, H.-J. (2005) Reclaiming Development: An Alternative Economic Policy Manual, London and New York: Zed Books.

Rosling, H., Rosling, O., & Rönnlund, A. R. (2018). Factfulness: ten reasons we're wrong about the world - and why things are better than you think. First edition. New York: Flatiron Books.

## COURSE MATERIALS & EQUIPMENT

The technology requirements for this online course are listed below:

### HARDWARE

- A Windows or Macintosh computer with at least 2 GB of RAM and a fast, reliable broadband Internet connection (e.g., cable, DSL).
- Recommended computer monitor and laptop screen size be 13-inches or larger for optimum visibility of course material.
- Computer speakers or headphones to listen to recorded content. CAMERA, TOO FOR HONORLOCK!
- Enough space on your computer for 1) install the required and recommended software and, 2) save your course assignments.

### SOFTWARE (SEE [RECOMMENDATIONS FROM CSU](#))

- Web browser (GOOGLE CHROME NEEDED FOR HONORLOCK -[free download](#))
- Adobe Acrobat Reader ([free download](#))
- Flash Player ([free download](#))
- Microsoft Office ([free download](#))

## INSTRUCTIONAL METHODOLOGY AND DELIVERY

This course is delivered via distance education format using the CSU Canvas system. This format will use a combination of readings, online discussion, and other web-based resources. You will interact with the instructor and other students using the communication functions provided by Canvas. You will submit assignments in accordance with the course outline using Canvas.

## COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

### BEHAVIORAL EXPECTATIONS

In addition to adhering to the Student Code of Conduct, please review the [core rules of netiquette](#) for some guidelines and expectations on how to behave in an online learning environment.

#### MAKE-UP EXAMS

No make-up exams will be provided.

#### LATE ASSIGNMENTS

No late assignments will be accepted.

### GRADING POLICY

This class will use the following grading scale. Please note that there will be no “+” or “-” grading.

| Grade | Range     |
|-------|-----------|
| A     | 90-100%   |
| B     | 80-89.99% |
| C     | 70-79.99% |
| D     | 60-69.99% |
| F     | 0-59.99%  |

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments and quizzes will be returned within 3 days and major assignments, exams, and essays will be returned within 1 week. If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

### COURSE REQUIREMENTS

| ASSIGNMENT                       | GRADE POINTS | GRADE PERCENTAGE |
|----------------------------------|--------------|------------------|
| Discussions (top 12 x 15 points) | 180          | 18%              |
| Research Paper (1 x 210 points)  | 210          | 21%              |
| Problem Sets (5 x 42 points)     | 210          | 21%              |
| Midterm Exam (1 x 200 points)    | 200          | 20%              |
| Final Exam (1 x 200 points)      | 200          | 20%              |
| <b>Total</b>                     | <b>1000</b>  | <b>100 %</b>     |

\*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

### CLASS PARTICIPATION

This course is designed to engage you through class discussions on the topics covered in the course materials. It is important that you participate in class discussions to facilitate learning by other students and gain exposure to different viewpoints of other students in the class. It is therefore necessary to participate throughout the week in the discussion questions, not wait until the last minute to post on discussion topics.

### DISCUSSIONS (180 POINTS)

There will be online discussions for most modules. I will provide prompts to help guide the conversation. Discussion posts should be based on the module readings and materials and can be takeaways, questions, comments, or anything else that is related. Please note that your posts need to contribute to the discussion and add value to the learning process. These may be posted at your convenience prior to the due date(s). Each time you participate, you earn up to 15 points. Posts will be graded both on your original post and responses to other student's posts. Top 12 discussion post grades will be used for final grade calculation.

### PROBLEM SETS (210 POINTS)

There will be five problem sets due throughout the course. These exercises will be based on questions from the Cypher text or data collection exercises.

### EXAMS (400 POINTS)

Two exams (one midterm and one final) will each count for 20% of the final grade. Both exams will consist of essay questions. Although the final exam will not be cumulative in the strict sense, topics from the first half of the course may carry over into the second half, meaning that final exam questions may include elements from the first half of the course.

### RESEARCH PAPER (210 POINTS)

This assignment involves building/creating a report on a *developing country* of your choice (preferably choose a country for which data is available for the recent decade in World Bank's World Development Indicator database). **Do NOT choose** an advanced or developed economy for the term paper.

The purpose of the report is to get a sense of the country's (a) history, (b) experience with development, (c) current status in the development process, (d) challenges and opportunities for development and (e) prospects for the future. To build this report you should follow the chapters in the texts and collect information on your country as it pertains to the development issues raised in the book and the statistical measures highlighted therein. For example, what is the history of GNI per capita growth in your country? What is the history of income inequality (using a measure such as the Gini coefficient)? If you plot the relationship between these two what does it show? You are welcome to use data on any other indicators if it helps better explain the country's economic situation. Additional information will be posted on Canvas.

## CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the where course content, grades, and communication will reside for this course.

- Login: [canvas.colostate.edu](https://canvas.colostate.edu)
- Support: [info.canvas.colostate.edu](https://info.canvas.colostate.edu)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
  - (970) 491-7276
  - [help@colostate.edu](mailto:help@colostate.edu)

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

## ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

## UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

### THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

### COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external

sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

## UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

## TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

## RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

## CSU PRINCIPLES OF COMMUNITY

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

## DIVERSITY AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.