

LSC Use Only

Number: _____

Action: _____

Date: _____

UWUCC Use Only

Number: _____

Action: _____

Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: EC339 Economic Development I

Suggested 20 Character Course Title: Economic Development I

Department: Department of Economics

Contact Person: Donald A. Walker

II. If a course, is it being Proposed for:

Course Revision/Approval Only

X

Course Revision/Approval and Liberal Studies Approval

Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

[Signature]
Department Curriculum Committee

[Signature]
Department Chairperson

[Signature]
College Curriculum Committee

[Signature] 1/27/72
College Dean *

[Signature]
Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

to UWUCC: _____

CHECK LIST — NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- ☒ Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied and not merely cursory coverage of lists of topics.
- ☒ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- ☒ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- ☒ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- ☒ Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- ☒ Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art language, literature, ethics, as well as other dimensions of the cultural milieu.
- ☒ Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- ☐ Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- ☒ Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- ☐ Although a course may deal with a single culture,...
- ☒ ... comparative courses addressing relationships among cultures are encouraged.
- ☐ A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- ☒ A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.

- _____ Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- _____ An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- _____ An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- _____ ✓ Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

LIBERAL STUDIES COURSE APPROVAL. PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

☐ First Composition Course
☐ Mathematics

☐ Second Composition Course

KNOWLEDGE AREAS:

☐ Humanities: History
☐ Humanities: Philos/Rel Studies
☐ Humanities: Literature
☐ Natural Sci: Laboratory
☐ Natural Sci: Non-laboratory

☐ Fine Arts
☐ Social Sciences
☒ Non-Western Cultures
☐ Health & Wellness
☐ Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

- | | | | | |
|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--|
| ☒ | ☐ | ☐ | ☐ | A. Intellectual Skills and Modes of Thinking: |
| | ☒ | ☐ | ☐ | 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process. |
| | ☒ | ☐ | ☐ | 2. Literacy—writing, reading, speaking, listening. |
| | ☒ | ☐ | ☐ | 3. Understanding numerical data. |
| | ☒ | ☐ | ☐ | 4. Historical consciousness. |
| | ☒ | ☐ | ☐ | 5. Scientific Inquiry. |
| | ☒ | ☐ | ☐ | 6. Values (Ethical mode of thinking or application of ethical perception). |
| | ☐ | ☐ | ☒ | 7. Aesthetic mode of thinking. |
| ☒ | ☐ | ☐ | ☐ | B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person |
| | ☒ | ☐ | ☐ | C. Understanding the Physical Nature of Human Beings |
| | ☒ | ☐ | ☐ | D. Collateral Skills: |
| | ☒ | ☐ | ☐ | 1. Use of the library. |
| | ☐ | ☐ | ☒ | 2. Use of computing technology. |

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

- ☒ 1. Confront the major ethical issues which pertain to the subject matter, realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- ☒ 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
- ☒ 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- ☐ 4. Recognize creativity and engage in creative thinking.
- ☒ 5. Continue learning even after the completion of their formal education.
- ☒ 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

- IV. A. This course is typically taught in one section by the same instructor.
- B. The position of women and ethnic minorities is an integral part of this course. A few illustrations: in population studies, demographers have shown that different cultural values and attitudes toward women give rise to different types of fertility behavior. For example, it is no secret that in 19th century Western Europe, tolerance of female celibacy, and other norms that supported the postponement of marriage tended to dampen fertility rates, whereas in today's LDCs, attitudes toward women, and women's attitudes toward marriage and fertility tend to stimulate high fertility rates. (Incidentally, this indicates that government policies that delay the onset of marriage for women in LDCs may be helpful.) Secondly, in many LDCs, especially Africa, the clear division of rural labor along gender lines has to be reckoned with. Village women perform a dominant portion of household and farm work, and a recognition of this pattern of specialization is important, because government incentives for food crop production are more likely to be successful if they are targeted at women. In addition, whether the issue under discussion is education (female literacy being only two-thirds that of males, and girls' primary school enrollment rates being a little over half that of boys'), or employment (female wages are, on average, only two-thirds those of men), the issue of gender disparities in LDCs is central in economic development. Finally, whether we are talking about agricultural development, industrialization, trade policy or educational policy, it is clear that government policy has distributional consequences. The question of which interest group (or geographical region) gains or loses is always addressed in economic development.
- C. To complement our introductory survey of the problem and process of development, students will be required to read a short paperback selected from a list of fictional writings that highlight the daily struggle for subsistence in the developing world. For an example of this list, please see section V.
- D. This is not an introductory course.
- V. Please see the attached check-list for Non-Western Cultures Criteria.

VI. Course Syllabus

I. CATALOG DESCRIPTION

EC 339 Economic Development I

3c-0l-3sh

Prerequisites: EC121, EC122

Introduces the student to the theories of growth and the theories of economic development of underdeveloped countries.

II. COURSE OBJECTIVES

- 1. Students will learn about the processes of, and the distinction between economic growth and economic development.**
- 2. Students will be exposed to the theories of economic growth, and the patterns of growth which foster a more rapid economic development.**
- 3. Students will come to understand the role played by interest group politics and government policies in the economic development of a developing nation.**
- 4. Students will grapple with policy problems based on sectoral issues such as agriculture, industry, trade, and finance.**
- 5. Students will learn about the role of international economic relations in economic development.**
- 6. Students will study, as applications of concepts in economic development, policy problems drawn from less developed countries such as Brazil, Costa Rica, Mexico, Nigeria, Kenya, Egypt, Pakistan, the Philippines, Malaysia, and Indonesia.**

III. COURSE OUTLINE

Part 1. Introductory Survey of the Problem and Process of Development

A. Characteristics of Less Developed Countries (LDCs) (1 hour)

B. Growth versus Development (6 hours)

- 1. The meaning of economic growth, the meaning of economic development.**
- 2. Measurement of Growth, measures of economic development.**
- 3. Growth and Development in Historical Perspective**
- 4. Growth and Income Distribution**

C. Theories of Growth (3 hours)

- 1. The Classical (Ricardian) Model**
- 2. Marxian Theory of Growth**
- 3. The Lewis Growth Model**
- 4. The Harrod-Domar Growth Model**

Part 2. Policy Issues in Development

- D. Introduction: The Role of the State (1 hour)**
1. A Hierarchy of Policy Objectives
 2. Major Policy Instruments & their Implementation
 3. Fiscal Policy and Monetary Policy
 4. State-Owned Enterprises.
- E. Population (6 hours)**
1. Patterns of World Population Growth
 2. Demographic Transition
 3. Theories of Fertility Behavior
 4. Population Policy
- F. Poverty & Inequality; Human Resource Development (5 hours)**
1. Measuring Poverty
 2. Education
 3. Employment and Unemployment
 4. Rural-Urban Migration
- G. Agriculture (6 hours)**
1. The Role of Agriculture in Development
 2. The Performance of Agriculture in LDCs
 3. Explaining the Poor Performance of LDC Agriculture
- H. Industry and Technology in Development (6 hours)**
1. The Role of Industry in Development
 2. The Performance of Industry in LDCs
 3. Concepts and Issues in LDC Industrialization
 4. Choice of Industrial Technology in LDCs
- I. Trade and Development (6 hours)**
1. Is Trade an Engine of Growth?
 2. Import Substitution
 3. Export Promotion
 4. Export Substitution
 5. Export Price Stabilization Schemes
- J. Managing the Balance of Payments (3 hours)**
1. The Balance of Payments
 2. Balance of Payments Equilibrium
 3. Currency Over-valuation and Exchange Control
 4. Devaluation
 5. Coping with Foreign Debt

IV. EVALUATION METHODS

The final grade for the course is determined as follows:

- 60% Tests. Two tests (mid-term and final) featuring both essay and true/false (with explanation) questions.
- 25% Country Study (Research) Paper. Each student will submit a 12-page paper surveying an under-developed economy of his or her choice. The paper is designed to get students to apply the theories of economic development to the growth experience of a real country, and to help them understand the role which interest group politics and government policies, among others, play in a nation's development. It will be written in five phases or pieces, and each two-page piece has to be reviewed by the instructor. The composite country study paper will be due on the last day of classes.
- 15% Class Participation. Unannounced quizzes based on material previously covered in class will be given. The score on the quizzes and points earned through oral class participation will be the bases of each student's class participation score.

V. REQUIRED TEXTBOOK, SUPPLEMENTARY BOOKS AND READINGS

Textbook:

Todaro, M.P., Economic Development in the Third World, 4th Edition, Longman, 1989.

Works of Fiction and Nonfiction:

- Naipaul, S., An Unfinished Journey, London, Hamilton, 1986.
- Naipaul, S., Love and Death in a Hot Country, New York, Viking Press, 1984.
- Achebe, C., Anthills of the Savannah, New York, Doubleday, 1988.
- Achebe, C., The Trouble with Nigeria, London, Heinemann, 1984.
- Achebe, C., Girls at War, and Other Stories, New York, Doubleday, 1973.
- Achebe, C., A Man of the People, New York, Doubleday, 1967.
- Ngugi, wa T., Devil on the Cross, London, Heinemann, 1982.
- Ngugi, wa T., The Black Hermit, London, Heinemann, 1968.

VI. SPECIAL RESOURCE MATERIALS (None Required)

VII. BIBLIOGRAPHY

- Gillis, M. et al. Economics of Development, 2nd edition, Norton, 1987.
- Nafziger, E.W. The Economics of Developing Countries, 2nd edition, Prentice-Hall, 1990.
- Meier, G.M., Leading Issues in Economic Development, 5th Edition, Oxford University Press, 1989.
- The New Palgrave (Dictionary of) Economic Development, W.W. Norton, 1989.
- Ranis, G. and Schultz, T.P., The State of Economic Development, Basil Blackwell, 1988.
- Eicher, C. and Staatz, Agricultural Development in the Third World, 2nd Edition, Johns Hopkins University Press, 1990.
- The Economist (the London weekly).
- Finance & Development (A quarterly publication of the IMF and the World Bank).
- World Development Report, (An annual publication of the World Bank), Oxford University Press.