

LSC # _____
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- () Professor YAW A. ASANO AH Phone X2641
() Writing Workshop? (If not at IUP, where? when? # 1/90)
() Proposal for one W-course (see instructions below)
() Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- () Department Contact Person _____ Phone _____
() Course Number/Title _____
() Statement concerning departmental responsibility _____
() Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
() Course Number/Title _____
() Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) A. Asano

Department Chairperson D. [Signature]

College Dean R. [Signature]

Director of Liberal Studies Chad [Signature] 2-8-90

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.

(Revised) Proposal for a Writing-Intensive Course:
EC339 Economic Development I

I: Course Narrative

I would like my EC339 Economic Development I course to be designated as a "W" course in the new Liberal Studies program. I teach a section of the course each Fall semester and expect to continue to do so in coming years. Students who take this course are typically upper-class economics, business, or international studies majors who have completed two semesters of introductory economics. Because of the heavy grading load, class size is limited to 25 students and the section closes every year.

This introductory course on economic development helps students understand the processes which foster the economic growth and development of nations, and the role which several factors play in promoting or retarding a nation's economic development. These include the nation's resource base; its economic, social and cultural institutions; government policy; and the world economy.

Students in this class grapple with many issues about the economies of under-developed countries. The list of issues includes, but is not limited to: the meaning of 'development'; the sources of economic growth; the relationships between growth and income distribution; and between population growth and development; rural-urban migration; unemployment; the role of educational systems in less developed countries (LDCs) in their development; how agricultural and rural development can best be promoted to improve the living standards of the three-quarters of LDC populations that live in the countryside; the role of international trade in development; whether exports of primary products such as agricultural commodities should be promoted, or whether LDCs should attempt to industrialize by quickly developing their own heavy manufacturing.

While examining these issues, students get the opportunity to think critically about economic problems and issues, and also to formulate judgments and conclusions based on applicable economic principles and data. A course on economic development investigates issues within some institutional, social or political context; as such, there is no set answer to the issues explored in the course. But this is what gives economic development its essential beauty, and makes it such a terrific vehicle for enhancing the student's writing skills. Because solutions to the problems of economic development are complex, mastery of the course material requires, above all else, unclouded thinking and clarity of expression. This is why enhancing the student's writing skills is such an important collateral objective of this course.

II: Writing Summary

Writing is currently used in this course in three ways:

- (i) essay examinations
- (ii) a country-study research paper
- (iii) extensive note-taking in class.

In addition, if this proposal is approved, I intend to introduce another aspect of writing into the course by switching from a wholly oral to a mixed form of class participation. In what follows I will offer a little detail of how each form of writing is (or will be) used in the course.

1. The essay exams (please see the attached samples) typically ask students to explain, in their own words, basic concepts, issues and problems in economic development, and to indicate their significance in development theory or policy. The midterm exam will consist of three essay questions that will be handed out in class on the third day of class. I will expect students to prepare answers to these take-home essays well before the day of the exam (the exact date will be announced at least a week before the exam). On the day of the exam, I will choose one of the three take-home questions for the students to answer in class without the benefit of any notes. After grading and scoring the in-class essay drafts, I will return them with comments for further revisions to be made; and the final draft, to be no more than four pages long, would be handed in two weeks after the the graded drafts are returned. Each student's score on the midterm exam will be the average of what he earned from his in-class draft and his finished paper. For obvious reasons the final exam will be in-class, and will feature several short-essay questions.

I grade these exams very strictly: I give students a premium for expressing themselves clearly, and for addressing the issue in question. Those who cannot express themselves clearly usually flunk. Students, especially those who have performed poorly in the mid-term exam, are encouraged to go over the list of key concepts at the end of each chapter of the text and explain, in their own words, each concept in the list that was covered in class, and indicate why that concept is important in development theory or policy. I also make it a point to grade the exams on an 'anonymous' basis, so that personal sympathy for the student whose work is being graded would not be a distraction. To that end, I ask my students to identify their work by means of only their social security numbers. These two exams together determine 70% of the course grade: the mid-term exam is worth 30 percentage points, the final exam 40.

2. The Research Paper. I also require my students to write a 12-page "country study paper". It is designed to get the student to apply theories of economic development to the growth experience of real nations, to understand the role which interest group politics and government policies, among others, play in the development process, and to teach students the process of writing a research paper. This paper is intended to be the outcome of the following semester-long, multi-stage writing process:

Step I: I plan to announce the requirement on the first day of class, hand out written guidelines for the paper and ask the students to start thinking about their subject country.

Step II: I would ask students to submit, by the third week, a one-page "exploratory" report on their subject country. This introductory section of the paper should cover items such as the country's geographical setting, its history, resource base, the economic and cultural characteristics of the population, the country's class structure, and the economic relationships with its trading partners.

Step III: In the next portion of the project (due in the fifth week), students would outline identifiable development strategies pursued by their subject country. Students would be required to indicate the relationship between the items enumerated in Step I and these strategies. Those who are having trouble identifying a development strategy for their adopted country will be given the option of choosing another LDC, but they will have to repeat Step II for their newly chosen country.

Step IV: By the seventh week, students would be asked to turn in a three page draft in which they present the economic policies that were put into effect during the period under review, and a discussion of the social, political and economic forces that gave rise to these policies.

Step V: For the ninth week, students would concentrate on the specific steps taken by the government of their subject country to carry out the policies in question; they would be asked to provide the economic rationale behind the use of these government actions, and evaluate the effectiveness of the policies, using data to support their conclusions.

Step VI: By week 11, students should have turned in the final piece which would focus on the distributional aspects of their subject country's policies: their two-page piece would identify the economic sectors, geographical regions and political interest groups which benefitted from, or were hurt by the identified policies or strategies;

Step VII: Finally, a composite paper combining the several pieces that were written in the earlier stages would be collected around the end of the term. This is the stage at which I will expect students to have incorporated any previously offered ideas and suggestions. They would also have to offer their own projections of where the country is headed.

I expect to guide the students through these steps by presenting model papers in class, and sharing with them the commendable aspects of these models. If there is any particular aspect of the paper I want them to focus on, I plan to ask them to write me an abstract of that portion.

3. Note-Taking. Because the study of economic development is inter-disciplinary, no single textbook can present the full complexity of any issue in development. As such, we frequently discuss material which are not covered in the text. Since most of my exam questions are based on lectures and class discussion, students who develop their note-taking skills in my class tend to do very well. I direct students to the extensive list of suggested readings at the end of each chapter of the text. These are only meant to supplement the material discussed in class.

4. Class Participation. If this proposal is approved, I intend to switch to a writing-intensive format for class participation. Currently I encourage students to be active in oral discussions in class; 10 percent of their grade is based on this requirement. I think I can motivate them to stretch this into the written world by asking each of them to come to class with a written question on any issue in economic development. I would select the more interesting, relevant, and tractable ones and ask the students to offer a written comment on an approach to the issues. These could then be discussed in the first fifteen minutes of class during the following week. While I do not intend to grade this work, I will monitor student participation by requiring that their comments be turned in; those who do not will be penalized. This idea is not mine; I stole it from Robert Stonebraker's proposal to designate his EC333 Regulation of Industry as a writing-intensive course.

III. Amount of Writing

The two exams easily average about 1,500 words. The 12-page country-study paper should add another 3,000 words. Considering the additional note-taking and written class participation exercises, students should easily exceed the 5,000-word guideline.

IUP
Department of Economics
Fall 1989

Course: EC 339, Economic Development I
Instructor: Dr. Asamoah
Office: Keith 145 Telephone: 357-2641
Office Hours: MWF 8:00-9:00 a.m., TR 11:15-12:15.
Text: Michael P. Todaro, Economic Development in the Third World, 4th ed., Longman, 1989.

Course Requirements

The final grade will be determined as follows:

<u>Item</u>	<u>% of Final Grade</u>
Midterm Exam	30
Country Study Paper	20
Final Exam	40
<u>Class Participation</u>	<u>10</u>
Total	100

The midterm exam will be given in class; the exact date will be announced in class at least a week prior to the exam. The final exam will be partially comprehensive and will be given as scheduled during final exams week. Each exam will be made up of several short-essay questions, and will be based on material presented in class and on the assigned readings from the text. I will give a rare make-up exam for those who come to see me at least 2 days before the exam.

You are also required to submit a country study paper surveying an under-developed economy of your choice. Your choice of LDC and a 2-page outline of your survey should be turned in by October 10. The finished paper should be typed, double-spaced, no more than 12 pages long, and should be handed to me in class on Tuesday, December 5. Papers turned in after this deadline will be penalized at the rate of 5 percentage points per day. A separate handout will be issued in class to give you an idea of what I will be looking for in your paper.

Since class participation makes up part of your grade, you have an extra incentive to attend class. Needless to say, if you miss class it is your responsibility to find out what you missed from your classmates.

C. Dualism

- (i) Rural-Urban Migration Ch. 9
- (ii) Agriculture Ch. 10
- (iii) Industry pp. 245-46

D. Technology

(Reading assignment
to be announced)

- (i) Characteristics of Technology
- (ii) Choice of Technology
- (iii) Appropriate Technology
- (iv) Effects of New Technology on
the Pattern of Development

E. Financing Capital Formation

- (i) Domestic Saving Ch. 17
- (ii) Foreign Investment Ch. 15, pp. 468-81
- (iii) Overseas Development Assistance Ch. 15, pp. 481-500
- (iv) Borrowing from Abroad Ch. 13, pp. 401-411

F. Trade

- (i) Trade as a vehicle
for development Ch. 12
- (ii) Trade as a barrier to
development: Dependency Theory Ch. 12; pp. 78-81;
pp. 100-107
- (iii) Export Promotion Ch. 14, pp. 427-35
- (iv) Import Substitution Ch. 14, pp. 435-65
- (v) Export Price Stabilization Schemes
- (vi) The Debt Crisis Ch. 13 pp. 411-26;
pp. 597-98
- (vii) The New International
Economic Order Ch. 18-, pp 598-608

GUIDELINES FOR WRITING THE COUNTRY PAPER

Your paper should be organized into three major parts: an introduction, a development performance section, and a concluding paragraph which projects future changes in the selected country's economy.

A. Introduction: the geographical setting, history, resource base; the economic and cultural characteristics of the population; its class structure, etc.; economic relationship with trading partners, etc.

B. Analysis of "development performance," and/or an evaluation of the country's identifiable development strategy and its results.

* Examine the economic policies that were put into effect during the period under review.

* Outline the social, political and economic forces that gave rise to these policies.

* What concrete steps the government took to carry out these policies; the economic rationale behind the use of these government actions.

* How effective these policies have been; use of data indicators to support your conclusion.

* The sectors (and regions) of the economy that benefitted from these policies or strategies; those that were hurt.

* The economic interest groups that gained, those that lost.

C. On the basis of this performance, what are your projections for the 1990's?

Section B is obviously the core of the paper. For some countries, it may be a good idea to divide the period under review into phases so that your discussion of the economic policy changes might be more focused.

My grading scheme would reflect the relative importance of the sections of your paper. Section A is worth 10 percentage points, B and C together are worth 70 points. The remaining 20 points will be awarded on the basis of the style of your paper: its organization, your spelling, grammar, use of references and their proper citation, use of data sources, etc.

A very important reference resource is the World Bank's annual publication, World Development Report, 198X. Each year's edition provides important analysis of many major topics in development, and an evaluation of the state of the developing world. It also provides a lot of data on socio-economic indicators for over 100 countries. Copies of the data pages from several editions are available at the Reserve Desk in Stapleton.

Other useful data sources include:

- * U.N. Statistical Yearbook
- * U.N. Yearbook of National Accounts Statistics
- * U.N. Yearbook of Industrial Statistics
- * U.N. Demographic Yearbook
- * U.N. Yearbook of International Trade Statistics
- * The International Monetary Fund's International Financial Statistics

EC339 Economic Development I
Mid-term Exam
Fall 1989

Answer any three of the four questions.
Write your social security number **only** on your exam.
Begin each question on a fresh page.

1. (a) Carefully explain why development means more than a mere growth of per capita income. Identify at least four statistical indicators you would use to measure development. (12)
 - (b) "Economic growth can influence the distribution of income in different ways." Identify two different types of growth, and indicate the effect of each on the distribution of income. (10)
 - (c) The Lewis theory predicts that as an economy grows, its distribution of income tends to get worse before it gets better. Explain why, according to this theory, the distribution gets worse, and why it improves later. (11)
-
2. (a) Provide a concise statement about how each of the following factors affects population growth:
 - (i) absolute poverty
 - (ii) rural-urban migration
 - (iii) availability of pensions
 - (iv) availability of health care
 - (v) availability of education
 - (vi) the rate of investment (18)
 - (b) Which of these factors are in turn affected by the rate of population growth? How? (5)
 - (c) Explain the concept of demographic transition. Compare and contrast the demographic transition of the industrialized countries with that of today's LDCs. (10)

3. (a) Suppose that the social rate of return on the production of paper is lower than the private rate of return. What does that imply? (8)
- (b) What factors cause private and social rates of return for higher education to diverge in developing countries? (10)
- (c) Studies reveal that for most LDCs, the social returns to primary education are much higher than social returns to higher education. In addition, we know that LDC governments spend more per university student than per primary school student.

What does this tell you about the education policies of these LDCs? What policy advice would you give such governments, and why? (15)

4. Choose any 4 of the following 6 paired concepts. For each pair you choose, explain both terms, and show the relationship between them. (33)
- (a) Lorenz Curve; Gini coefficient
- (b) Harrod-Domar growth model; incremental capital output ratio
- (c) microtheory of fertility behavior; opportunity costs of mother's time
- (d) the marginal product of labor in agriculture; perfectly elastic supply curve of labor to the industrial sector
- (e) hidden momentum of population growth; age structure of population
- (f) capital-intensive methods of production; dualism



Date: April 25, 1990

Subject: Writing-Intensive Proposal

To: Dr. Charles Cashdollar
Director of Liberal Studies

From: Yaw A. Asamoah
Department of Economics

I would like to teach EC345 (International Economics I) as a writing-intensive course in Fall 1990. I received a Type I approval to have my courses designated as writing-intensive last February. I have attached a copy of my current course outline for EC345.

Attachment