

Syllabus

Econ 322 - The Global Economy: Trade and Development

Summer 2015 (First Session, June)

Instructor: Lawrence D. LaPlue
Class Meeting: 1:30-3pm MTWTF in HBB 403
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Office: 521 Stokely Management Center (“Spam can” behind Haslam)
Office Hours: Weekdays from 10-11am and 3-4pm, or by appointment

Prerequisite: Econ 201 or 207

Course Description:

Description: We’ll learn about life in the developing world and the themes that define development, with particular emphasis on the underlying economic concepts and the economic way of thinking. Case studies will be used throughout the semester to reinforce the material and provide some real-world context for what we’re learning. We’ll cover many facets of development, including poverty and income inequality, population growth, health and education, credit, the environment, trade, foreign aid and investment. Key emphasis will be placed on critical analysis of problems and potential solutions.

Course Outcomes:

By the end of this course students will be able to:

- T** Characterize the developing world and understand the conditions that define developing countries and the lives of the more than 5.5 billion people who live in them.
- T** Provide a comprehensive explanation of development and the various factors that comprise a country’s state of development.
- T** Research and present broad complex topics related to trade and development in a manner accessible to their peers, and grandmother.
- T** Apply the economic way of thinking to issues affecting the developing world.
- T** Critically analyze problems in the process of development, including economic, demographic, socio-political, health, environmental and financial issues.
- T** Comparatively assess the advantages and disadvantages of corrective policy actions for these issues.
- T** Draw from real-world examples to support their analyses and policy recommendations.
- T** Know general schools of thought relating to development and key researchers representing those perspectives.
- T** Understand basic theories and information relating to international trade.

Required Text and Technology

Class participants are required to have access to “Poor Economics” by Abhijit Banerjee and Esther Duflo (Current edition is published in 2012).

Class participants are required to bring a Clicker (can be purchased in the UT Book Store) to class each day that is registered to their UT Student ID.

Course Environment:

Everyone is expected to contribute to learning in the classroom by being prepared and actively participating every day. Students are responsible for having done any assigned readings and should be prepared to discuss the day's material. Everyone is expected to treat each other with respect, as I will treat you all respectfully. You may address me in the manner you feel most comfortable with -- I prefer you call me Lawrence.

Cell phones may not be used during class. You won't require a laptop to take notes and using them for other purposes is distracting to others. You can wait until after class to Tweet about how much you're learning in Econ class, Facebook stalk the girl/guy you met at Einstein's before class today, update your fantasy football roster, put up one of the 300 photos that you took with your friends last night on Pinterest, or decide to check MySpace for the first time since middle school. The same goes for using cell phones: you can text your friends after class. Students seen texting or otherwise using their phones in class will have their participation grade reduced at the instructor's discretion and may be asked to leave class if the problem persists. This causes an even further distraction and I don't want to have to do it, so please be considerate and put your phone away for the hour and 30 minutes that we're together. If you absolutely must make a call or send a message, please quietly leave the room to do it. As much as I can I want to treat this as a service you are paying for and to whom I consequently have a responsibility, but there are several other stake holders that I am responsible to as well to varying degrees, and to whom you also have responsibility (the school, other students, tax payers, etc.). I want us all to make the best use of our time together as possible.

Outside Readings:

In addition to assigned sections from "Poor Economics" there will be readings, audio, and video drawn from other sources, including journal and newspaper articles and excerpts from other books. Occasionally, I will summarize more technical papers for our case studies. My intention is to keep this class as non-technical as possible and students are not required to read these, but I'll list them on the Course Schedule or the PowerPoint slides. Required assignments will be listed on the Course Schedule in **bold**, announced in class, and/or posted to BlackBoard; these assignments will generally be brief in length. There will also be a few audio/video segments that students must listen-to/watch out-of-class that will be used for in class discussions. There will generally be several assigned readings or videos for each week.

All required content will be made available/linked to on Blackboard or from the required text. Required content will be added during the semester to support the material; the instructor will notify students of all additions to the reading/video list. There will be brief quizzes over some of the required material, as is explained below.

Optional Textbook: *Economic Development*, Twelfth Edition, by Michael Todaro and Stephen Smith.

This book is not required, but it will provide the primary structure for the course and some background reading and is a nice resource on the topic. It will be especially useful for students who depend heavily on reading to provide a foundation for what they learn in the classroom or to reinforce material covered in class.

Topic Expert:

Part of academic development entails developing your ability to research broad ideas and topics and then to summarize and clarify those ideas and pieces of information and convey them to others who may be interested in them. This course lends itself to this exercise and to that end a sizeable portion of the final grade is based on your performance of these activities. There are 11 broad topics that we will cover this semester. Based on the class size, 2-3 students be able to choose each topic. This will be the broad topic that you address for the research paper requirement. Each group of students will then give a 10-15 minute presentation (depending on group size) on their topic at some point during the semester.

The purpose of this exercise is two-fold: first, you will each become intimately and comprehensively familiar with a topic that is important to development. Second, these exercises provide you the opportunity to develop skills with broader applicability as part of your academic development: research and understand complex topics, convey important aspects in a clear and concise manner (both written and verbal), collaborate on a project with peers outside of your BFF club.

How to be Successful in this Class:

Success in this class is largely determined by two things: Active participation in the classroom and attentive preparation outside of class. Do the assigned readings, study your topic, attend class regularly and be engaged, and put the due time and energy into the assignments to be successful.

Side note: I look forward to getting to know each of you, but I may not know you well enough to gauge how satisfied you are with your performance in my class. For some students, a grade of x in this class is more than satisfactory and for other students it's very unsatisfactory. If you are unhappy with your performance in class and on assignments, it is your responsibility to come and see me so that we can work together to improve your grade. I won't change any grades retroactively, either during the semester or afterwards, but I will work with you to help improve your performance going forward. I genuinely want everyone to be successful in this class, both in what you learn and the grades that reflect that. I will make every effort possible to help you, and do so gladly, but you have to meet me in the middle by making the effort on your part.

Grading and Course Expectations: The course grade will be based upon the following:

Participation	10%
Quizzes/Short writing assignments	15%
Research Paper	20%
Group Presentation	10%
Two Exams	
Higher Grade	25%
Lower Grade	20%

Attendance and Participation (10%): This course will be driven by presentations and discussions in class, and supplemented by outside readings and research. My primary goal is to motivate thoughtful analysis of the topics in this course. Active participation and regular attendance are necessary for success in this class. There will not be a mandatory attendance policy, although I will review attendance records (gathered via Clicker and other participation assignments) when evaluating each student's participation. Instead, 10% of the student's grade will reflect his/her level of active participation during the class. Students cannot actively participate if they are not in attendance, and quiz and exam material will include subjects discussed in class that cannot be found in the readings, so students are strongly encouraged to attend every class. Classroom activities such as group or paired discussions, short presentations, and brief writing assignments will contribute to this grade.

Quizzes and short writing assignments (15%): There will be multiple short quizzes and assignments required during the semester. These quizzes (which may be unannounced) and assignments will cover the readings (or required audio/video) assigned for that day or material covered in recent classes. These are designed to encourage you to stay engaged with the class discussion and assigned material(s) as the semester progresses. The lowest two quiz or short assignment grades (including any zeroes earned for not being in attendance) will be dropped, and the remaining grades will account for 15% of each student's overall class grade.

NOTE: Quizzes and parts of the participation portion of your grade will generally be administered via Clicker. Any student who does not have a clicker (but is in attendance and submits answers via paper for a Clicker quiz) will lose 10 points on that daily portion of their grade (e.g. a student who scores an 88 on a Clicker quiz but has forgotten their Clicker, will receive a grade of 78 for that quiz).

Research Paper (20%): During the semester each student must complete one main writing assignment. By the end of the third day of class (**June 3**), each student must pick an *available* topic from the list provided at the end of this syllabus (you may email me your choice). Students who fail to do so will be automatically assigned to an available topic.

Students must critically evaluate the subject at hand. The paper needs to be three to four pages long (roughly 1200 – 1600 words), typed in 12-point Times New Roman font and double-spaced. The majority of the paper should be comprised of *your* thoughts and insight, not the article you found on Wikipedia.

The exact content of this analysis will be unique to each topic, but you may want to consider things like the prevailing explanations for a problem (economic, social, political, geographic, etc.) and existing or potential policy actions and their advantages and disadvantages. Also, geographic and country comparisons might help readers to understand the relative importance of your particular topic to development in general.

Sources must be cited appropriately using MLA, APA, or Chicago Style and included on a references sheet (that does not count towards the 3-4 page requirement). **This paper is due by Thursday, June 25** at the latest, but it may be turned in at any time before then.

All papers must be submitted electronically (by email) in a standard electronic document format (.pdf, .doc, .docx, etc.). See additional "Writing Guidelines" posted on BlackBoard for additional formatting requirements.

The grading of the paper will be weighted in the following manner: 20% Writing/Grammar, 20% Organization and Relevance of Content, and 60% Critical Analysis. The research paper counts for 20% of a student's overall grade.

Group Presentation (10%): During the semester, students assigned to a common topic will give a (roughly) 10-15 minute presentation on that topic on either **June 29 or June 30**.

The presentation should use PowerPoint and should allow all students in the group roughly equal time to present. This presentation should be both informative (think Wikipedia but more interesting) and include critical analysis regarding why this topic is important to development and why some nations struggle in this area while others do not (or to a lesser degree).

Finally, each student in the group should include an interesting/important question that they will answer in the course of their presentation. These questions/answers should be emailed to the instructor in advance of the presentation. These questions will be fair game for the second exam. The higher quality the question (and answer given in the presentation) the higher the likelihood that it will end up on an exam.

Collaboration tends to be more effective when the group members actually meet and talk with other. Thus, the grading of the presentation will be weighted in the following manner (for each student): 20% attendance to 2 group meetings (date and signature required), 30% content and presentation style, 40% critical analysis, 10% required question.

A 2-slide per page printout of the presentation slides must be given to the instructor by the beginning of the presentation.

Exams (Celebration of Knowledge) (20% and 25%): There will be two exams during the semester. These will cover material from assigned readings, case studies, lectures, class discussions, and class presentations. Both exams will be during normal class time. Of these two exams, each student's higher grade will count towards 25% of his/her overall course grade, while the lower grade of the two midterms will count towards 20% of the student's grade.

Letter Grades: Letter grades for the course will be based on the following standard UT scale:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Note: Grades will be rounded to the nearest whole number in the usual manner, so that a grade of 82.5% will be rounded to an 83% and a grade of 82.49999999999999% will be rounded to an 82% (and remain a B-). I want everyone to be successful in this class and earn a grade that reflects that success, but in the interest of fairness this policy is strict and nonnegotiable

Summary of Workload: Most of the learning objectives for this class involve critical thinking and analysis, and therefore the most important time commitment is regular class attendance. Assigned readings will provide the foundation for our studies and students can expect to spend about thirty minutes to an hour per class completing the out-of-class assignments. The remaining workload is comprised of studying for the two exams, writing the research paper, and preparing and giving the topic presentation.

Missed Exams, Quizzes, and Late Assignment Policies:

There will be no makeup exams given without a valid excuse. See Hilltopics for a list of valid excuses; note that the instructor must approve any absence in advance. In the case of an excused absence, students must provide the proper documentation to the instructor at least two days before the exam will be missed. In the event of illness, students must provide the instructor with a doctor's note within three days of the missed exam. Any makeup exams will be scheduled at the instructor's convenience.

No makeup quizzes will be given, including quizzes missed for valid reasons. Allowance has already been made for the lowest quiz grade (or two depending on the number of quizzes) to be dropped. Be careful about missing class and quizzes. If you skip class early in the semester and miss a quiz or two and later in the semester you fall ill or must miss class for some documented reason, you cannot drop more quizzes than have already been allotted.

Students who fail to turn in the research paper on time may submit it as late as the following Wednesday's class. As a penalty, the highest grade any late paper will receive will be determined by the lowest grade earned by those papers turned in on time. The logic behind this: even the worst paper turned in on time could have benefitted by turning it in late. Feel free to "work ahead" on this project and turn it in early.

Additional items (smaller papers, assignments, etc.) that are turned in late will be subject to a late penalty as follows: -10 percentage point if turned in after the class it was due but by the end of the following class (e.g. work that receives an 8.7/10 would receive a 7.7 if turned in a day late). An additional 10 points will be deducted for each day the item is late after that (up to 5 days). After 5 days, late work will no longer be accepted.

Fine Print Stuff:

<i>Drop Dates:</i>	June 3	Last day to add or to drop without a "W"
	June 24	Last day to drop with a "W"

Academic Honesty: Cheating in any form is bad. Don't do it. It will not be tolerated. The consequence for cheating is an assigned "F" in the course. This includes plagiarism. If you're unsure whether the sentence/paragraph you're writing is original, cite the source! Part of doing good research is finding out what people have said regarding your topic already. Cite them, and

expand upon their work with your own original analysis. **All papers will be analyzed by plagiarism detecting software that the University has subscribed to.**

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Disability Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Office of Disability Services at 865-974-6087 in Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

Disclaimer: The instructor reserves the right to revise, alter and/or amend this syllabus as necessary. Students will be notified by email of any such revisions, alterations and/or amendments.

Feedback: I am a grad student and as such I'm still very much refining my own teaching style and skills. I value any feedback that you would like to give with reference to either my teaching or the organization of this course itself. Please feel free to talk with me directly either after class or during my office hours or send me an email.

Research/Course Topics (maximum of 3 students per topic):

- The role of markets, governments, and civil society (may potentially include Fiscal and Monetary Policy considerations)
- Poverty
- Inequality
- Population Growth
- Education
- Health and Nutrition
- Technology / Rural transformation
- Environment
- Foreign Aid
- Finance: Foreign investment, micro finance, etc.
- International Trade