

California State University, Los Angeles
College of Business and Economics/Department of Economics and
Statistics
Economics 360, Developing Countries and the New Global Economy
Section 01 Winter 2012

Instructor:	Dr. Stephen K. Pollard
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Office Hours:	W 12:00-1:20PM and TH 4:40-6PM
Class Days/Time:	MW 130pm to 310pm
Classroom:	M: Online W:SHC 363
Prerequisites:	Completion of Basic Subjects (Block A) and one course from Block D.

Course Description

Overview of economic factors that influence the development and participation of today's developing countries in the global economy. Problems with economic transition, environment, technology, and impact of global financial, trade, and investment systems.

General Education Upper Division Themes

A theme consists of three interrelated courses on the same topic, designed to help students acquire knowledge of topics that are current, enduring, and of significant importance for humanity. Topics are designed to promote: an understanding of oneself and one's fellow human beings, the social and physical environment, and a wide range of cultural achievements. They also encourage an understanding of the shared concerns of all people as well as diverse cultural heritages, promote an awareness of ethical and social concerns, and a cultivation of moral responsibility.

This is a course in Theme A. Challenge of Change in the Developing World

Theme coordinator: Dr. Enrique Ochoa

This theme explores the dilemmas faced by the peoples of Africa, Asia, the Middle East and Latin America as they struggle to overcome legacies of colonialism and economic dependence. The developing countries are characterized by severe social and cultural tensions, physical complexities and challenges to themselves and the rest of the world. Their current integration into the global economy marks a crucial stage in world history. The natural science courses assess their physical settings, constraints and possibilities; the social science courses analyze social, political and economic processes of change; the humanities component examines the dynamic interplay among the arts, religion and cultural values.

Students must choose theme courses outside of their major department/division/school unless a waiver has been approved by the General Education Subcommittee. One course from three areas: Natural Sciences and Mathematics; Social Sciences and Humanities (12 units required) must be completed. The courses in this theme are listed below.

Natural Sciences and Mathematics area: [GEOG/GEOL 312](#), [GEOG 333](#), [GEOL 351](#), [HS 356](#)

Social Sciences area: [COMM/LBS 395](#), [ECON 360](#), [HIST 360](#), (d)[LAS/PAS/POLS 360](#)

Humanities area: (d)[LAS/PAS 342](#), (d)[MUS 358](#), [PHIL 334](#), [TVF 324](#)

(d) denotes diversity courses which will satisfy both the upper division and diversity requirements.

B.A. in Economics Student Learning Objectives

1. An understanding of micro- and macroeconomic concepts and theories which form a basis for understanding economic development: met by looking at simple economic theories of economic development and growth;
2. The ability to think critically, to conceptualize and analyze problems, and to communicate these analyses effectively; to possess particularly the quantitative-reasoning, data-processing, and model-building skills: met through the assignments and final exam;
3. Technological skills to identify, to evaluate, and perhaps to propose solutions to the issues facing a diverse national and global community: met through the assignments that are given and;

4. Current knowledge of the global economy, together with investigative and technical skills, for economic and social science analysis: met through the virtual field trips of the Zambian economy.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

LO1: Identify and understand contemporary issues in developing areas.

LO2: Apply, compare and contrast various theories of economic development.

LO3: Build simple economic models to analyze developing economies.

LO4: Learn how to use the World Wide Web and MS Office products to research contemporary issues in developing countries

LO4: Develop critical/analytical reasoning skills.

LO5: Undertake interactive learning exercises to improve comprehension of issues facing developing countries.

Required Texts/Readings

i. Textbook

None

ii. Other Readings

None

iii. Websites

Personal and Professional Web Site:

<http://www.calstatela.edu/faculty/spollar2>;

Companion Course Web Sites:

<http://www.bized.co.uk/virtual/dc/> (We will be exploring the country of Zambia.)

<https://moodle.calstatela.edu/> (additional material, discussion forum, and assignments)

b. Classroom Protocol

I expect students to:

1. Arrive on time so we can begin promptly.
2. The use of cell phones, texting, instant messaging devices, etc are forbidden during class sessions.
3. Reading the assigned materials and exploring linked Web sites
4. Actively participating in the online and class discussions
5. Completing homework assignments

What you can expect from me:

1. I will give you the respect that I ask you to give me and the other members of the class.
2. I will do my best to help you, but I cannot learn the material for you.
3. I will encourage and be receptive to constructive comments about my teaching.

c. Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students should be aware of the current deadlines and penalties for adding and dropping classes:

<https://get.calstatela.edu/Registrar.htm>.

d. Communication

You will need to activate your calstatela.edu email address. I will be sending announcements and course related material to this email address throughout the quarter. You can have any email sent to your calstatela.edu email address forwarded to another email address (such as hotmail, gmail, yahoo, etc.). See http://www.calstatela.edu/its/docs/pdf/forwarding_emails.pdf for information on how to do this.

e. Assignments and Grading Policy

Class Lectures and Field Trips – In Class and Online

Class lectures and discussions are based on the <http://www.bized.co.uk/virtual/dc/> website. We will be reviewing the theories

presented for each field trip, applying them to Zambia and you will be able to extend them to other countries as well. We will explore dependence on natural resources, agriculture, health, international trade, and the environment.

Worksheet Exercises

A set of worksheets for each field trip are utilized to aid in meeting course objectives. There are 11 worksheets, 1 per week by the due dates shown.

- Commodity Prices 1/17
- Development and Growth 1/24
- Population Worksheet 1/31
- Agriculture 2/7
- Cycle of Poverty 2/14
- GDP and Living standards 2/21
- Trade Policy 2/28
- Exchange Rates 3/6
- Aid, Trade and Development 3/13
- The Debt Crisis 3/20
- Externalities 3/20

Assignments are to be submitted to the instructor through the WebCT course site. **This is the only way to submit your work as other means/methods are not allowed.** Please enter your work in either the “box” provided in WebCT or as a word document attachment. It is suggested that you type your work in Word, check the spelling and grammar and the copy/paste it into this box.

Your grade in the class will be based on the following:

- Worksheets (50% of grade) **Late Homework Not Accepted.**
- Final (50% of grade) – **March 19th, 1:30 - 4:00 pm.**

Verifiable medical reasons are the only acceptable excuses for missing an exam. No make-up exams will be given. Calculators may be used during exams. Please bring a bluebook for the exam.

Grading Scale: I use the a straight grading scale and give + and - : 90 and above A range, 80 to 89 B range, 70 to 79 C Range, 60 to 69 D Range, 59 and less, F.

f. University Policies

i. Student Handbook

Information on student rights and responsibilities, academic honesty, standards of conduct, etc., can be found in the Student Handbook:

<http://www.calstatela.edu/usu/csi/handbook.htm>.

ii. Americans with Disabilities Act (ADA)

Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with disability to have an equal opportunity to be successful.