

**ECONOMICS 423-001**  
**Economics of Less Developed Countries**  
**Fall 2021**  
**2:00 PM – 3:15 PM, MW**  
**HLH 138**

**Instructor:** Dr. Uchechukwu (Uche) Jarrett  
**Office:** HLH 525T  
**Email:** ujarrett2@unl.edu  
**Office Hours:** M/W: 11:00AM-1:00 PM or by appointment (You can also meet me via Zoom by appointment using <https://unl.zoom.us/my/uche.jarrett>)  
  
**TA:** Lahiru Somaratne  
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**Prerequisites:** ECON 211 and 212 or ECON 210

**Course Description**

This course provides an advanced survey of development problems and goals; roles of land, labor, capital, entrepreneurship, and technical progress in economic growth of the less developed countries. Theories and strategies relating to international trade and economic development, as well as the potential for other international economic relationships or resource abundance that could influence the development of these countries.

**Course Objectives**

By the end of this course, you will be able to:

1. Properly identify poverty in all its forms in any given country
2. Separate the concept of economic growth from economic development
3. Quantitatively and qualitatively measure poverty
4. Identify and analyze the relationship between poverty, inequality and economic development
5. Identify potential sources of (or reasons for) economic deficiencies
6. Prescribe solutions that improve economic growth and development
7. Identify problematic poverty alleviation policies
8. Advise policy makers on best practices where economic development is concerned
9. Analyze the relationships between developed and developing countries
10. Identify and synthesize the effect of trade on development discerning between developed and developing countries.

**Class Materials**

1. Most Critical: YOU!!!
2. Your email: Please check your email regularly for class updates and announcements
3. I will make use of **Top hat** for attendance, and in class questions. The Top hat course for this class is **F20 Econ 423-001: Economics of Less Developed Countries and the join code is 640670**

4. **Your cell phone**, (yes I know, o happy day), to use the top hat app (only when prompted)
5. **Zoom**: This is a cloud based web collaboration that connects remote users for meetings and group projects. This will be the primary method of video communication with me (either one on one meetings or group meetings) for students as an alternative to in-person office hours. This should be installed on your computer or you can get the app on your smartphone.
6. I will also make use of **Canvas** to create groups for assignments, upload class materials, assignments and grades. Module zero created on canvas will contain the necessary information to assist with class logistics, e.g. Class syllabus, tophat join code, and the grade simulator. Should you have any question, check module 0, if your concerns are not addressed, then send me an email.
7. **Michael P. Todaro and Stephen C. Smith. *Economic Development*. Twelfth edition**

**All Inclusive access:** You will have access to the e-text of the book immediately through UNL's Follett Access program.

To access the e-text, go to Module 0 and click on the red shelf link. You have until September the 1st to decide if you want to opt out of this program and get your materials elsewhere.

If you DO NOT opt out, the cost of these materials will be billed directly to your MyRed account. I selected this program as it ensures the best possible price for the package. If you find a better deal, please feel free to opt out and let me know so I can put some pressure on the publishers.

You should have received an email with details on how to opt out of the program

Note: the access code above provides access to the course. It does not provide payment for the course.

## **Grades**

Final grades for this course will be a combination of the following:

### **Discussion Participation (through Yellowdig engage): 5%**

In studying a topic like economic development, practical examples are required and as such, we will be going beyond just what is discussed in the classroom to gain a better (and deeper) understanding of the issues facing developing countries using relevant, appropriate and sometimes current examples. In this class, we will further this understanding through discourse and theoretical association through Yellowdig engage on canvas.

Yellowdig is a social learning platform designed to encourage student engagement through discussions around content relevant to the course. This platform will allow you share videos, articles, and other web-based content, all of which should be relevant to the issues addressed in the course. Points will be earned based on number of words in pins and comments, likes, instructor badges. Note that full points will only be realized at the end of the class as yellowdig requires students to participate consistently over the entire semester so that points are accumulated gradually. Regularly participating via Yellowdig will account for 5% of your grade.

To sync your discussion participation with the grade book in Canvas, you must first click on the YellowDig Activation assignment. Once you have activated your account, you can access Yellowdig from the menu on the left hand side of canvas. Post your first pin to start seeing your points accrue. **Note that your points will build up to 100% each week, based on the number of weeks that have passed. For example, in week 1, 100% will be based on 1 week's worth of discussions, for week 2 however, 100% will be based on 2 weeks' worth of discussions. So at the start of the new week, you will most likely see an automatic reduction of your yellowdig grade. Let this serve as a reminder of what you have left to do for that week to get back to 100%.**

**Every week, I will post a discussion prompt to help guide you in your discussion, you are free to follow the prompt and provide any appropriate web based content to make your case, discuss a previous or future topic, or go off script completely as long as your pin is relevant to International economics.**

#### **Within Yellowdig points break down**

Total Points Possible on Yellowdig for 15 weeks: 15,000 (Not a typo)

Maximum points per week 1,250 points

Posting a pin (minimum of 50 words): 250 Points

Commenting on a pin (minimum of 30 words): 150 points

Receiving comments on your pin: 100 points

Each reaction to your pin (likes, thumbs up and such): 50 points

Instructor Badges: Ranging from 75 to 400 points

**Note that any points earned after 1:00AM CST on Monday morning will not count towards the previous week.**

You can always check on your progress on the left hand side of your YellowDig engage Feed

#### **In class questions (through tophat): 10%**

There will be a minimum of 80 in class questions given throughout the semester (10 after each major topic we cover). Since these are primarily for review purposes, half the points awarded will be participation and the other half will be correctness. As with the discussions, 85% score on this is all that is required to get the full 10%, which means you can miss 12 questions and still get full points.

**Note: Given the Leeway built into the discussions and in class questions, there will be no makeup should you miss either one for ANY reason. The only exception to this will be University sponsored activities and proof must be provided before allowance is made. Just make sure not to miss any beyond the cap. This will be your responsibility.**

### **Group Assignments: 15%**

You will have three group assignments throughout the semester, one before every exam (groups will be randomly assigned in the 2<sup>nd</sup> week of class to give students enough time to make up their minds regarding what classes to take). Completing all three assignments and turning them in before the deadline gets you half the assignment points and the degree of correctness gets you the remaining points. There will be a group member assessment after each assignment is due. These will be an average rating from your group members. **Useful** participation in the assignment is the requirement and as such points will not be awarded for that. However, you will lose points if you do not participate **usefully**. The system of the group assessment as well as how it will impact your assignment score will be provided with each assignment.

**Note:** “Useful” here is defined as any meaningful contribution that leads to a successful assignment. This includes but is not limited to two or more of the following: answering questions, scheduling, going over your group member’s work, aggregating different answers, meeting with group members, attending recitations, and meeting with the peer tutor and/or Professor.

**Note that all assignments have hard deadlines and as such, late submissions are not allowed**

### **Group observational Assignments: 10%**

An important part of this class is to be able to recognize the issues we discuss in whatever form they present themselves in the world and come up with potential plans and ideas to address these issues. To facilitate this process, we will have three observational assignments to emphasize these skills. One will focus on a grand tour episode where three English men visit Mozambique, the second will focus on the Black Panther movie, and the third will focus on a company and an article. All of these are designed to test your ability to identify different issues and come up with ideas that could provide a solution.

### **Exams: 60%**

You will have a total of three (3) exams in this class (two midterms and a final), all of which are independent self-contained exams this means that the exams are not cumulative. I use what I call an individually redemptive grading system for your aggregate exam grade such that your best exam will count for 30% of your final grade, with the other two each counting for 15%. Due to this system, you will not be able to check your grade on canvas during the semester. To address this inconvenience, I have provided a grade simulator to help calculate your grades throughout the semester, more on that below. These, in combination with your assignments, discussion, mini-projects, syllabus quizzes, and in class problems, give you your final grade.

**Respondus lockdown and monitor:** In this course, we will be using the LockDown Browser which is a custom browser that locks down the testing environment in Canvas which many of you may be familiar with from exams in the Digital Learning Center. Monitor integrates with LockDown Browser to monitor you with your webcams and microphones during your exams, and also records and analyzes your exam sessions.

**Click this link to [download the Respondus LockDown Browser](#)**

[Click this link for a student guide on installing respondus on Mac and windows](#) as well as instructions for accessing your exams

Monitor needs a webcam and microphone to work, so do not start the testing session until you are using a device with these hardware components. You will also need to present an identification card to Respondus as part of the Monitor start-up sequence and should have this nearby (This should be your NUID, but a government issued license can also be substituted). To get you familiar with respondus, I will provide a practice exam so that all kinks can be worked out before the first exam. Please let me know if you have any issues as soon as possible so that we can find a suitable alternative.

Midterm 1: (Available from Thursday, 30<sup>th</sup> of September, 2021 to Sunday, 3<sup>rd</sup> of October, 2021)

Midterm 2: (Available from Thursday, 18<sup>th</sup> of November, 2021 to Sunday, 21<sup>st</sup> of November, 2021)

Final Exam (Available from Monday, 13<sup>th</sup> of December, 2021 to Thursday, the 16<sup>th</sup> of December, 2021)

Exams can be taken at any point during these periods and will only be available during these periods. Remember to complete the practice exam before the first exam is due to ensure that issues with the lock down browser have been dealt with.

#### **Make up exams:**

There will be **NO makeup exams** in this class given the 3-day window allowed for the exam. If there are legitimate reasons for missing exams, your grade will be recalculated with just the exams you take. However, valid documentation or any proof of why you missed the exam will be **required** for this accommodation. **Taking less than 2 exams in the class will result in an automatic “F” grade as you will not have completed enough of the class to earn a passing grade.**

**Grade Simulator:** A grade simulator in the form of an excel sheet will be provided on canvas that will help you calculate and predict your final grade showing you what points you will need to achieve certain grades. This will serve as a guide throughout the semester that keeps you on track for your required goal. Given the complexity of my grading system, standard canvas calculations can be misleading, so I will be disabling the total score function on canvas until final grades are posted.

<b><u>Standard Grading Scale:</u></b>			
<b>Your Score</b>	<b>Grade</b>	<b>Your Score</b>	<b>Grade</b>
93% to 100%	A/A+	73% to 76%	C
90% to 92%	A-	70% to 72%	C-
87% to 89%	B+	67% to 69%	D+
83% to 86%	B	63% to 66%	D
80% to 82%	B-	60% to 62%	D-
77% to 79%	C+	Below 59.5%	F

**Note: There are no extra credit opportunities in this class and the grading structure will not be changed.**

## **NOTES**

An individual in this course has a documented need for face coverings to be required in this course. Without divulging personal or identifying information, such a documented need might be that a member of their household is unable to be vaccinated or has a health condition that makes vaccines less effective for them. As a result, the College of Business has determined that ***face coverings will be required in this course***. If you are unwilling to comply with this requirement, please visit with your advisor about different sections or possible alternative courses that you might take in lieu of this one.

1. **Physical Distancing Waiver:** This course has an exemption from the physical distancing guidelines. Plexiglas shields have been placed on the round movable tables where two seats are available in order to mitigate risk in this classroom. This mitigation qualifies this classroom for a physical distancing guidelines exemption.
2. This Class is conducted in accordance with UNL Academic Policies and Procedures. Please visit the [policies and procedures link](#)
3. If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible so we can make the necessary arrangements. To receive accommodation services, students must be registered with the Services for students with Disabilities (SSD) office in 132 Canfield Administration. Please visit the [SSD webpage](#)
4. This University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for the respect of others' academic endeavors. Please see the relevant [Student academic misconduct information](#)  
But let me save you the trouble of a long read... DON'T DO IT!!!!
5. This class satisfies a general education requirement, and meets the following Achievement-Centered Education (ACE) requirement (See [Undergraduate bulletin](#))  
“ACE 9: Exhibit global awareness or Knowledge of human diversity through analysis of an Issue.”
6. The UNL Writing Center can provide you with meaningful support as you write for this class as well as for every course in which you enroll. Trained peer consultants are available to talk with you about all forms of communication, including lab reports, presentations, research papers, cover letters, and application essays. You can visit at any stage of the process, from brainstorming and organizing ideas through polishing a final draft. The UNL Writing Center is located in 102 Andrews Hall, with evening hours in the Adele Hall Learning Commons and other satellite locations. You can schedule 25- and 50-minute appointments any time by visiting [unl.mywconline.com](http://unl.mywconline.com). For more information about the Writing Center, including hours and other locations, please visit [unl.edu/writing](#).

7. This is a 3-credit course that meets two times a week. On average, students are expected to put in 6-7 hours per week reading the material, studying, and working on assignments to achieve the learning goals of this course. Some weeks will take more time than others, so this timeframe is only a guideline.

8. Safety Information

[Weather](#)

Every UNL campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency. For more information on emergency procedures visit [emergency.unl.edu](http://emergency.unl.edu).

[Medical](#)

In the event of a medical emergency in the classroom immediately call **9-1-1** and take steps to assist the individual as needed. For details on what to do during Medical Emergencies, [visit the Medical Emergencies handbook](#).

[Active Shooter/Physical Attack](#)

- **Run** - If there is a clear and safe escape route.
- **Hide** - If there is no escape and you can get to a secure location to hide.
- **Fight** - If your only option is to defend yourself, fight as if your life depended upon it.

For more details and video training for all emergency procedures visit [emergency.unl.edu](http://emergency.unl.edu).

**TENTATIVE COURSE OUTLINE** (with corresponding text book locations)

1. Introducing Economic Development: A global Perspective (**Chapter 1**)
2. Comparative Economic Development (**Chapter 2**)
3. Classic Theories of Economic growth and Development (**Chapter 3**)
4. Contemporary Models of Development and Underdevelopment (**Chapter 4**)
5. Poverty, Inequality and Development (**Chapter 5**)
6. Population Growth and Economic Development: Causes, consequences, and controversies (**Chapter 6**)
7. Urbanization and Rural-Urban Migration: Theory and Policy (**Chapter 7**)
8. Human Capital: Education and Health in Economic Development (**Chapter 8**)
9. Agricultural Transformation and Rural development (**Chapter 9**)

10. The Environment and Development (**Chapter 10**)

11. International Trade Theory and Development Strategy (**Chapter 12**)

**12. Foreign Finance, Investment Aid, and Conflict: Controversies and opportunities  
(Chapter 14)**

**Disclaimer:**

I reserve the right to modify this syllabus as the semester progresses to meet what I believe to be the needs of the class. This could include but is not limited to the addition of extra material, assignment of additional quizzes (mostly to use as a tool when people ignore in class practice problems), and the provision of supplemental videos to be viewed outside of class (in case time becomes an issue)