Course overview

This course aims to introduce the students to the theories on economic development and underdevelopment. As in all other fields of economics, there are various competing theories in the development economics field. This course aims to give you a broad overview of these different theories, while at the same time equipping you with the necessary tools and concepts. The main objective of the course is to help you develop a critical understanding of theories that attempt to explain why most countries in the world are economically ‘underdeveloped’ and various policy suggestions and practices to overcome this situation.

Learning objectives

By the conclusion of this course, students are expected to:

- Identify definitions for terminology critical to understand global economic development
- Describe, compare and contrast different theoretical approaches to development
- Articulate the importance of controlling crime for economic development
- Find, interpret and analyze measures of economic development
- Apply the acquired knowledge to the analysis of the economic development of a selected country
- Persuasively argue a position on a policy question concerning economic development

Course prerequisites

This course's prerequisite is ECO 101.

Course materials


Other readings listed below will be posted on Blackboard.
Course website

Use of the course web site and e-mail is required for all students. The course web site is located on Blackboard: [http://www.jjay.cuny.edu/blackboard](http://www.jjay.cuny.edu/blackboard) Since I often send out more than one e-mail message per week, you must check your e-mail account and Blackboard account frequently.

Blackboard support

Classroom Lab Support Services (CLSS) forms the Blackboard Student Support Group to provide John Jay College students with a dedicated team of staff to smooth students' academic experiences of integrated Blackboard education. Established on September 2009 students with any Blackboard issues or questions may visit and consult with the team located in CLSS office L2.73.10 NB during normal business hours or send their questions to blackboardstudent@jjay.cuny.edu or call 212-237-8200. For student Blackboard online tutorials and FAQ, please see the link below: [http://www.jjay.cuny.edu/blackboard-student-support](http://www.jjay.cuny.edu/blackboard-student-support)

Work requirements

(1) Each Monday during the semester you must log on to the course website and view the course objectives for that week, readings and assignments. Read the course objectives for that week and the lecture notes before you begin doing the assigned readings.

(2) More than once each week you must log on and participate in the online course discussion forum.

(3) Each Sunday, you must submit the assignment for the week through the Blackboard system.

(4) There will be two exams, one at the approximate midpoint of the semester and the second during the last week of the semester. You will have three days to complete each of them.

Grading:

Exam I 30 %
Exam II 30 %
Assignments 30%
Contribution to the discussion forum 10%

Your overall performance will be evaluated using the standard John Jay College grading scale.
Grade Numerical Value Percentage Equivalent:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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Academic Honesty and Plagiarism

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotations are acceptable forms of restatement, as long as the source are cited. Students, who are unsure how and when to provide documentation, are advised to consult with me. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)

Plagiarism and other forms of academic dishonesty will result in a grade of “F” for the course, and a formal report of the incident to your department chair and the dean.

The Writing Center

The Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it as well as applying APA. The Writing Center is a valuable resource, and I encourage you to use it.

Miscellenaous information

This syllabus contains all the information you need to navigate the course over the term and it is imperative that you use it to plan your course work. It is your responsibility to read and understand all the material in this syllabus. The professor reserves the right to make adjustments and amendments to the syllabus as he sees fit. Before such adjustments and amendments, the professor will provide appropriate notice through Blackboard or email of any such adjustments or amendments.

Americans with disabilities act

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the professor.
COURSE OUTLINE AND READINGS

This is a tentative outline of course readings. Each week please check the “Weekly Lessons” under Blackboard for that week’s readings and other materials.

* indicates required reading
** indicates suggested reading

Week 1: Concept of development

* Cypher, Chapter 1

Week 2: Measuring economic growth and development

* Cypher, Chapter 2

Week 3: Development in historical perspective

* Cypher, Chapter 3
* Ha-Joon Chang, (2003) “Kicking away the ladder: The ‘real’ history of free trade”
* Frederick Engels, “The great towns” Chapter 3 in Condition of the Working Class in England
** Eduardo Galeano, “Lust for Gold, Lust for Silver,” Chapter 1 in The Open Veins of Latin America
** Andre Gunder Frank “Why did the West Win (Temporarily)” Chapter 6 in Reorient: The Global Economy in the Asian Age.

Week 4: Classical and neoclassical models

* Cypher, Chapter 4, pp. 103-120

Week 5: Developmentalist and stagist theories

* Cypher, Chapter 5
** Walt Whitman Rostow- The Stages of Economic Growth,
** Karl Marx- Bourgeois and Proletarians, Chapter One of Manifesto of the Communist Party,
** Gerschenkron, A. “Reflections on the concept of ‘prerequisites’ of modern industrialization” Chapter 2 in Economic Backwardness in Historical Perspective.

Week 6: EXAM WEEK
Week 7: Heterodox theories
* Cypher, Chapter 6

Week 8: Role of the state in economic development
* Cypher Chapter 7

Weeks 9-10: Import substitution industrialization vs. export oriented industrialization
* Cypher Chapters 9 and 10

Week 11: Globalization and development
* Cypher Chapter 14

Week 12: Financialization and development
* Cypher Chapter 16
* Akyüz, Y. 2015. “Internationalization of finance and changing vulnerabilities in emerging and developing economies,” South Centre Research Papers 60.

FINAL EXAM