Instructor: Professor Örgür Orthangazi  
E-mail: oorhangazi@jjay.cuny.edu  
Office hours: by appointment

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 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

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. Your assignment will be graded within 2 days and you can log back onto Blackboard to see comments and feedback on your assignments. If you submit your assignment/response paper/discussion board post late, you will lose 10/100 points for each day after the deadline. There are no exceptions to this rule.

(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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>73.0-77.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
<td>Passing</td>
</tr>
<tr>
<td>D</td>
<td>63.0-67.0</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.9</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 60.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>
Academic Honesty and Plagiarism (Statement of College’s Policy on Plagiarism)

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
• Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
• Presenting another person’s ideas or theories in your own words without acknowledging the source
• Using information that is not common knowledge without acknowledging the source
• Failing to acknowledge collaborators on homework and laboratory assignments
Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

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. 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.

Miscellaneous 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

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic and readings</th>
<th>Assignments and exams</th>
</tr>
</thead>
</table>
| Week 1: August 27-September 1 | Concept of development  
* Cypher, Chapter 1  
| Week 2: September 2-8 | Measuring economic growth and development  
* Cypher, Chapter 2  
Weeks 1 and 2 discussion due by Sunday midnight. |
| Week 3: September 9-15 | 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 3 assignment due by Sunday midnight. |
| Week 4: September 16-22 | Classical and neoclassical models  
* Cypher, Chapter 4, pp. 103-120  
Weeks 3 and 4 discussion due by Sunday midnight. |
| Week 5: September 23-29 | 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,  
<p>| Week 6: | Heterodox theories | Week 6 assignment |</p>
<table>
<thead>
<tr>
<th>Week 7: October 7-13</th>
<th><strong>Exam week</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 8: October 14-20</strong></td>
<td><strong>Role of the state in economic development</strong></td>
</tr>
<tr>
<td><strong>Week 9: October 21-27</strong></td>
<td><strong>Import substitution industrialization</strong></td>
</tr>
<tr>
<td><strong>Week 10: October 28-November 3</strong></td>
<td><strong>Export oriented industrialization</strong></td>
</tr>
<tr>
<td><strong>Week 11: November 4-10</strong></td>
<td><strong>Globalization and development</strong></td>
</tr>
<tr>
<td><strong>Week 12: November 11-17</strong></td>
<td><strong>Financialization and development</strong></td>
</tr>
<tr>
<td><strong>Week 13: November 18-24</strong></td>
<td><strong>Corruption and development</strong></td>
</tr>
<tr>
<td>November 25-December 2</td>
<td><strong>THANKSGIVING BREAK</strong></td>
</tr>
<tr>
<td>Week 14: December 2-8</td>
<td><strong>Final exam week</strong></td>
</tr>
</tbody>
</table>