

Economics 682
Department of Economics
Development Economics
Fall 2004
11:30 MWF
E. Wayne Nafziger (nafwayne@ksu.edu)
Waters 350
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Office hrs: 10:30-11:20 MWF, or appointment, Waters 312.

Required Text: Nafziger, Economics of Developing Countries (Prentice Hall, 1997) (in bookstores)

Objectives: The major objectives of the course are to: (1) understand the economic development of the developing countries of Asia, Africa, Latin America, and Eastern and Central Europe; (2) analyze the economic problems of developing countries, especially problems related to slow growth, stagnation, high poverty rates, high income inequality, and chronic external crises; and (3) discuss strategies for accelerating growth, attaining sustainable development, reducing poverty and income inequality, and decreasing external imbalances.

To attain the background essential to meet these objectives, the student needs to read the textbook and attend lectures and class discussions. In class, I will include substantial material complementary to but not in the Nafziger text; but I will also explain text material or respond to inquiries about your reading.

Resources on Developing Countries: <http://www.ksu.edu/economics/nafwayne/edc.htm>, my internet resource on economic development and developing countries, lists general resources in economic development, sources on news of developing countries, country and map information, online journals and databases, search engines, and general references.

KSU library resources are limited, but KSU has most of the journals listed on pp. 7-8 of the text. In addition, *Environmental and Development Economics*, the *Journal of International Development*, and *Oxford Development Studies* are useful. Some journals can be accessed on-line by KSU eID and password. <http://www.helsinki.fi/WebEc/journals.html> lists economic journals. On campus, by clicking library on KSU's home page, <http://www.ksu.edu>, you have access to Lexis-Nexis (<http://web.lexis-nexis.com/universe>) that would enable you to get information on a third-world economy by topic.

The home pages of international agencies provide information and sometimes free downloads of articles: the World Bank (<http://www.worldbank.org/>), the International Monetary Fund (<http://www.imf.org/>), the United Nations (<http://www.un.org/>), the United Nations Development Program (<http://www.undp.org/indexalt.html>), and others. Other useful resources are at my website.

A number of job vacancies in International Environment and Development field are posted on the website of DevNetJobs.org at <http://www.devnetjobs.org>. For free weekly updates on vacancies, send a blank email to developmentjobs-subscribe@yahoogroups.com

Grades: I plan four one-hour examinations, each worth 100 points (total 400 points); two to three 36-point multiple-choice exams (72 or 108 points total); and some internet assignments (10 points each) and minute papers (5 points each, worst one dropped). I have indicated tentatively the coverage of each one-hour examination (the readings and corresponding lectures just before the listing of the examination). Each one-hour exam is roughly half objective (mostly multiple choice) and half essay/problem, with an occasional short identification or explanation question (the questions at the end of the chapters give an indication of the type of essay/problem questions asked). To find out the type of exams, peruse development exams in 2003 and before in MS Word or PDF Format, at <https://www.ksu.edu/economics/nafwayne/exams/index.htm> (KSU computing ID and password required). Minute papers ask the student, in 2-3 minutes, to respond to questions such as: “What was the most important thing you learned during this class?” and “What important question remains unanswered for you?”

Students who make an excellent contribution to class can raise their semester numerical grade. Students should feel free to volunteer discussion of news items or other items of interest that have implications for the topic at hand.

Grades will be posted on K-State Online.

Graduate students will have an additional requirement, indicated separately.

Alternative to the Second or Third Exams: For either or both the second and third exams, the student may write a paper instead of taking the exam (the paper must be a topic related to the readings and material to be covered on the exam), provided the student notifies the instructor by e-mail or in writing (e.g., on a 3" by 5" card) what topic s/he is writing on by the second class after the previous exam; notifies the instructor in writing of any changes in the topic; attends class regularly; and hands in the paper at or before the time the one-hour exam is given. (In the past, one student both took the exam and wrote the paper, enabling that student to get the better of the two grades!). The average length of the paper is about 7-12 pages. You are expected to use standard bibliographical and citation procedures (if in doubt, use the procedures of a recent *American Economic Review*). For material on the web, the bibliographical citation must be complete, for example, Stanley Fischer, “The Asian Crisis: the Return of Growth,” International Monetary Fund, Washington, D.C., paper presented to the Asia Society, Hong Kong, June 17, 1999, <http://www.imf.org/external/np/speeches/1999/061799.HTM>. Feel free to hand in an earlier draft so that I can give you comments that will allow you to improve your paper (but give me a few days to respond), or ask questions about your progress at earlier stages of work on your paper.

A student may instead present a 20-minute or so talk, as long as the student notifies the instructor as indicated in the previous paragraph. In addition, the student must arrange with the instructor ten days in advance to present the talk, which should be given near the time the subject is discussed in class.

No alternative is possible for the first exam or for the last exam, Friday, December 17, 11:50-1:40. All students are required to take these exams.

Plagiarism: University policy is: “Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.” For more information refer to “Academic Dishonesty,” <http://www.ksu.edu/uauc/fhbook/fhxf.html>.

Honor system: The university has an honor system based on personal integrity, which is presumed to be sufficient assurance that in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate students, by registration, acknowledge the jurisdiction of the Undergraduate Honor System. The policies and procedures of the Undergraduate Honor System apply to all full and part-time students enrolled in undergraduate courses on-campus, off-campus, and via distance learning. A prominent part of the Honor System is the inclusion of the Honor Pledge, which applies to all assignments, examinations, or other course work undertaken by undergraduate students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." This statement means that the student understands and has complied with the requirements of the assignment as set forth by the instructor. A grade of XF can result from a breach of academic honesty. An XF would be failure of the course with the X on the transcript indicating failure as a result of a breach of academic honesty. For more information, refer to <http://www.ksu.edu/honor>.

Academic Accommodations for Students with Disabilities: If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it or which will require academic accommodations, please notify me in the first two weeks of the course.

Copyright of lectures and handouts: The lectures and handouts for this course are copyrighted by the instructor, E. Wayne Nafziger, who does not approve of the taking of notes for commercial purposes in the course.

Outline

PART I BASIC PRINCIPLES AND CONCEPTS

1. Introduction (Read for Friday, August 20)
 2. The Meaning and Measurement of Economic Development (Read for Friday, August 20)
 3. Economic Development in Historical Perspective
 4. Profile of Developing Countries
- Video – Poverty and Illiteracy: Poor Campesinas in Bolivia (Global Change – The Power to Change #3)

MULTIPLE-CHOICE EXAMINATION

5. Theories of Economic Development

ONE- HOUR EXAMINATION

PART II POVERTY ALLEVIATION AND INCOME DISTRIBUTION

6. Poverty, Malnutrition, and Income Inequality

Video – Bangladesh’s Grameen Bank’s Loans to Poor Women and Microenterprises (Power to Change #1))

7. Rural Poverty and Agricultural Transformation

Video – Extending The Green Revolution in Indonesia (The Power to Change #1)

PART III FACTORS OF GROWTH

8. Population and Development

ONE-HOUR EXAMINATION, Friday, October 8

9. Employment, Migration, and Urbanization

10. Education, Training, and Human Capital

11. Capital Formation, Investment Choice, and Technical Progress

Video – Village Investment in India (The Power to Change #3)

12. Entrepreneurship, Organization, and Innovation

13. Natural Resources and the Environment

Video - Investing In Natural Capital

MULTIPLE-CHOICE EXAM

PART IV DOMESTIC RESOURCE POLICIES

14. Sources of Capital Formation

15. Monetary, Fiscal, and Incomes Policy, and Inflation

PART V THE INTERNATIONAL ECONOMICS OF DEVELOPMENT

16. Balance of Payments, Aid, and Foreign Investment

17. The External Debt Crisis

18. International Trade

PART VI DEVELOPMENT STRATEGIES

19. Planning and the Market

ONE-HOUR EXAMINATION (Friday, December 3)

20. Stabilization, Adjustment, Reform, and Privatization

ONE-HOUR EXAMINATION, FRIDAY, DECEMBER 17, 11:50-1:40 in WATERS 350.