

JAN 16 1995

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 166
Action approved
2/2/95

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor James A. Dyal Phone 357-2640
- (X) Writing Workshop? (If not at IUP, where? when?) _____
- (X) Proposal for one W-course (see instructions below)
- (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) James A. Dyal

Department Chairperson Dawalher 1/13/95

College Dean [Signature] 1/18/95

Director of Liberal Studies Deleene Richardson 2/2/95

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

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Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

COURSE SYLLABUS
Economic Development I EC339

I. CATALOG DESCRIPTION

EC 339 Economic Development I
Prerequisites: EC121, EC122

3c-01-3sh

Theory of growth; theory of economic development of underdeveloped countries.

II. COURSE OBJECTIVES

- A. To provide you with a foundation for: 1) identifying the problems and goals of developing nations, 2) using tools to analyze current economic development issues in a systematic fashion, and 3) formulating policy options designed to help these countries achieve their objectives.

- B. To improve your skills in writing, communicating orally, and working effectively in teams. These skills have become increasingly important in professional work. Written and oral communication (both individually and in groups) is one of the best ways to think, discover, and learn. Since this is a writing intensive course, we will be frequently engaged in a variety of activities to strengthen your abilities in the basic skills of writing (including focus, organization, reasoning, style as well as grammar, spelling, and punctuation).

III. COURSE OUTLINE

- A. Principles and Concepts (2 weeks)
 - 1. Economics, Institutions, and Development: A Global Perspective
 - 2. Diverse Structures and Common Characteristics of Developing Nations
 - 3. Historic Growth and Contemporary Development: Lessons and Controversies
 - 4. Theories of Development: A Comparative Analysis

- B. Problems and Policies: Domestic (6 weeks)
 - 1. Growth, Poverty, and Income Distribution
 - 2. Population Growth and Economic Development: Causes, Consequences, and Controversies
 - 3. Education and Development

4. Unemployment: Issues, Dimensions, and Analyses
5. Urbanization and Rural-Urban Migration: Theory and Policy
6. Agricultural Transformation and Rural Development
7. The Environment and Development

C. Problems and Policies: International (4 weeks)

1. Trade Theory and Development Experience
2. International Finance, Third World Debt, and the Macroeconomic Stabilization Controversy
3. The Trade Policy Debate: Export Promotion, Import Substitution, and Economic Integration
4. Direct Foreign Investment and Foreign Aid: Controversies and Opportunities

D. Possibilities and Prospects (2 weeks)

1. Planning, Markets and the Role of the State
2. Financial Systems and Fiscal Policy
3. Critical Issues for the 1990s

IV. EVALUATION METHODS

Your overall grade will be based on the following weights: exams (50 percent), in-class essays (10 percent), papers (25 percent), and class participation (15 percent). See Writing Summary for details.

Please feel free to meet me either with a study group or individually to discuss course material before the exams and in-class essays are given. There will be no extra credit. You are responsible for all material covered in class as well as for all assignments. Makeups will be given to persons with a valid reason for missing a scheduled essay or in-class essay if they inform me as soon as possible.

The following numerical scale will be used for determining the minimum overall letter grades for the course as well as for each individual graded activity (i.e., exams, in-class essays, papers, participation):

88-100 A
77- 87 B
63- 76 C
51- 62 D
0- 50 F

IV. REQUIRED READING

Text:

M.P. Todaro. Economic Development, 5e. New York: Longman, 1994.

Portions of Books on Reserve

World Bank, World Development Report 1993: Investing in Health. N.Y.: Oxford University Press, 1993.

World Bank, World Development Report 1992: Development and the Environment. N.Y.: Oxford University Press, 1992.

WRITING SUMMARY -- Economic Development I EC339

EC339 "Economic Development I" is proposed for identification as a "W" course. The course is taught every Fall and is listed in the Undergraduate Catalog under Liberal Studies Electives as a course which "Fulfills LS Non-Western Requirement Only." Most students in the class are juniors and seniors; a few may be sophomores. Students are drawn from a variety of majors; class size is limited to 20. The course will count toward an economics major or minor.

- A. Exams (50% of grade). Four written hourly exams will be given in class, each requiring students to write an average of five pages. [See Sample Exam.] The purposes of these exams are to evaluate student understanding as a basis for grading, to force students to read and absorb assignments, and to reinforce basic writing skills.

Each exam will have two parts. Section A (weighted 33% of exam score) will ask students to answer two of three *short-essay* questions without the use of notes. The essay topics will have a narrow focus to permit students to finish this part of the exam within 20 minutes (e.g., questions which ask them to briefly analyze or to describe, identify, or define concepts). After this section is turned in, Section B (weighted 67% of exam score) will be handed out asking students to answer two of four *long-essay* questions. Students should be able to anticipate the general nature of these questions from their reading assignments, lectures, and class participation. The essay topics will be broader or deeper in nature than the short-essay questions to give students additional experience in organizing and clarifying their thoughts. Students will be encouraged to use their hand-written notes taken in class and out-of-class. Use of any other material will be prohibited (e.g., the required readings, borrowed notes duplicated with a copier).

- B. In-Class Essays (10% of grade). Four essays (20 minutes each) will be given in class, each requiring students to write an average of two pages. [See Sample In-Class Essay.] The primary purpose of these in-class essays is to help prepare students for their exams. They also serve the same objectives as the exams (i.e., evaluation, forcing students to do assignments, and to reinforce basic writing skills).
- C. Papers (25% of grade). Students will be required to write three five-page reaction papers outside of class concerning current issues covered in the course. [See Instructions for Writing Papers.] The purpose of the papers is to enable students to apply what they have learned, to engage in creative thought and self-expression, to enhance writing skills, and to serve as a basis for grading. In reacting to the news articles, students must integrate knowledge gained in the course and to express their opinion in evaluating issues (including debates over the significance and source of the problem, tradeoffs, and policy options). They are required to keep the summary of the article brief. Since the key to good writing involves the process of revision, they are expected to use word processing. They will be required to go to the Writing Center for assistance after they discuss the initial rough draft of each paper with me in conference. Copies of some papers may be distributed to the class for discussion.

- D. **Class Participation** (15% of grade). Students are expected to actively participate in class activities, including informal writing exercises, class discussion, and group projects. Participation in each class will be scored 2 points (satisfactory), 1 point (unsatisfactory), or 0 points (no participation). Final grades for class participation will be calculated as the percentage of actual points earned relative to the maximum total possible by the end of the semester (minus six points to adjust for three allowable missed classes).
- E. **Note-Taking** (not graded). As noted above, students will be permitted to use their notes on the long-essay section of their exams. This will encourage them to take notes not only in class, but also as they do their assigned readings outside of class. In addition, this will give them an incentive to organize their thoughts in writing before they take an exam—especially since they should be able to anticipate the general nature of the exam questions from their reading assignments, lectures, and class participation. This will be a valuable informal writing experience for them. The amount of effort each devotes to this activity should be reflected in the grades they earn in the assignments described above.

Summary of Writing Assignments for EC 339					
Assignment	Total Pages	# of Assignments	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
In-Class essays	8	4	yes	10	10
Exams	20	4	yes	no	50
Papers	15	3	yes	yes	25
Informal writing (with class participation)	N/A	variable	yes	no	15
Note-taking	N/A	variable	no	no	0

INSTRUCTIONS FOR WRITING PAPERS--Economic Development I EC339

You are expected to write three five-page papers outside of class *reacting* to a news article concerning a topic covered in the course. Each paper should systematically analyze the causes of a significant development problem and formulate/evaluate policy options designed to help the developing country or countries reduce or eliminate this problem, using the news article as a springboard for thought. In reacting to the news article, you are expected to integrate knowledge gained in the course and to express your opinion in evaluating issues. Keep your summary of the article brief--you can assume that the reader has read the article. The purpose of the papers is to enable you to apply what you have learned, to engage in creative thought and self-expression, and to enhance your writing skills.

Topics to be covered in the course include: 1) domestic problems (poverty, population growth, unemployment, urbanization and rural-urban migration, agriculture and rural development, the environment, and education), and 2) international problems (international finance, third world debt, direct foreign investment, and foreign aid). See the detailed table of contents of the Todaro textbook for a listing of possible topics.

Since the key to good writing involves the process of revision, you are expected to use word processing. You will be required to go to the Writing Center located in 218 Eicher for assistance after you discuss the initial rough draft of each paper in conference with me. After you go over each assignment with the tutor, ask him or her to send me the appropriate form verifying your visit and describing what you accomplished. To use the computers at the center or other labs on campus you will need to bring your own 3.5-inch formatted diskette.

As noted on the course syllabus, each paper must be five double-spaced pages, excluding tables, graphs, and diagrams. Working drafts and the final papers must adhere to the following format: letter quality print, double spacing, 12 CPI, one-inch margins with left justification. Copies of your papers may be distributed to the class for discussion.

A Note on Grading:

Your paper will be graded for its clarity in focus and logic as well as for style, grammar, spelling, and punctuation and adherence to the above guidelines. Since part of the assignment requires you to express your feelings, it is important for you to note the following comment (adapted from an unknown source):

There will always be a subjective character to grading an essay whose topic is a matter of opinion (meaning: not a matter of logical or mathematical proof). You will in some sense be graded on your opinion. It is not the case that one opinion is automatically as good as any other. A good opinion is one that is backed up by solid reasoning and evidence. Not only should you give sound reasons for what is said, you are expected to anticipate and address possible criticisms of your position. A bad opinion is one that is merely asserted without any justification for it. I do not have to agree, in the end, with your opinion in order to recognize that it is a good opinion. In a similar fashion, you must not expect a higher grade for offering an opinion with which I agree, without offering any

justification for why you think the position is sound. In other words, I may agree with your opinion, but I might still find that the way you presented it makes it a "bad" opinion.

SAMPLE EXAM--Economic Development I EC339

Section A

Answer only two of the following three *short-essay* questions. If you answer all three questions, only the first two will be graded. This section has a weight of one-third.

1. What are the "informal" and "formal" urban sectors of LDCs.
2. Why are young people more likely to move from rural areas to urban areas in LDCs than older people, citing the relevant benefits and costs of migration?
3. Citing examples, explain what Todaro meant when he said the Green Revolution is "scale-neutral."

Section B

Answer only two of the following four *long-essay* questions. If you answer more than two questions, only the first two will be graded. This section has a weight of two-thirds.

1. a) See Figure 1 on the chalkboard, which illustrates the case of inelastic substitution of capital for labor. Suppose the government of a LDC were to remove price distortions, allowing the price of capital (P_k) to rise relative to the wage rate (W). Using the graph to illustrate your answer, what direct effect would this policy have on unemployment and the distribution of income? Why?
- b) See Figure 2 on the chalkboard. Suppose producers in the LDC were to adopt labor-saving innovation developed in the United States. Using the graph to illustrate your answer, what direct effect would this labor-saving innovation have on unemployment and the distribution of income? Why? Your explanation should include a definition of labor-saving innovation.
2. See Figure 8.3 which has been copied from the text. The Todaro Migration Model initially assumes that the flexibility of wages in both the urban manufacturing sector (M) and the rural agricultural sector (A) generates full employment at point E, with market wages equalized between these sectors [$W_A^* = W_M^*$]. Now assume that unions/government impose an institutional wage in the urban sector W_M .

Staring at this point, discuss how the Todaro Model explains the continued migration of people from the rural sector to the urban sector despite very high urban unemployment. Use the figure to illustrate your answer. [*Hint: your discussion should include a description of the qq' line and point Z.*]

3. a) Describe the broad differences in the structure of agriculture between Latin America, Asia, and Africa.
- b) Todaro notes that "It is sometimes asserted that small peasant farmers are backward and ignorant because they seem to resist agricultural innovations that could raise farm yields substantially."

First, briefly describe the similarities in peasant agriculture (in Latin America, Asia, and Africa) and then discuss why it may be rational for peasants to resist agricultural innovations.

4. Describe the gender gap in education. Next, discuss the relationship between the education of women and economic development.

SAMPLE IN-CLASS ESSAY--Economic Development I EC339

Are rapid economic growth (either GDP or per capita GDP) and a more equitable distribution of personal income necessarily conflicting objectives? Summarize the arguments both for and against the presumed conflict of objectives, and state and explain your own view.

LIBERAL STUDIES

Director's Office: 353 Sutton Hall
Secretary's Office: 352 Sutton Hall

E-mail: DRCHRDSN
Telephone: 357-5715

February 6, 1995

SUBJECT: Writing-intensive proposal
TO: Jim Dyal, Economics Department
FROM: Darlene Richardson, Director

At our February 2, 1995, meeting the Liberal Studies Committee approved your Type I (Professor Commitment) application to have courses designated as writing-intensive. The approval means that you are free to attach a /W/ to any course you are teaching--assuming, naturally, that you intend to teach it in a writing-intensive manner. We have a copy of your syllabus for EC 339 Economic Development I because it was part of your proposal; if in the future you teach any other course as writing intensive, please remember to send us a copy of the syllabus (simply for our information--we like to keep track of what is actually available to students).

The following questions/issues were raised at the meeting and the Committee has some friendly suggestions: how does the Writing Center feel about your requiring your students to visit the Writing Center; p. 6 we assume that students' papers will be distributed in class without their names and grades; p. 5 we suggest you clarify your participation-attendance policy (for example, what does 1 point for unsatisfactory participation mean?), especially in light of the university attendance policy; and we understand that the writing summary will be handed out with the syllabus to the students.

Thanks for submitting a such a good proposal; we look forward to seeing your /W/ on the course schedule.

cc: Brenda Carter, College Dean
Donald Walker, Department Chairperson