

FALL 2023 – Independent (Directed) Study

Latest Version: September 1, 2023

Meeting days: Monday	Instructors: Robert Gailey, Ph.D. and Alix Henderson, MBA
Meeting times: 7:00-9:30 AM	Phone: Alix’s mobile: 619.416.7534 Rob’s WhatsApp: 619.384.0714
Meeting location: FR201 - TBD	E-mail: AlixHenderson1708@pointloma.edu and RobertGailey@pointloma.edu
Final Exam: TBD – most likely Monday morning during Finals week (during normal class time)	Office hours (preferred times to schedule a meeting): T/Th: TBD for Rob (via Zoom) and Alix

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

A globally focused course exploring economic development in-depth and considering how the poorest half of the world’s population lives. Topics include population growth, healthcare and education services, political organizations, agricultural challenges, business, finance, and core economic theories from historic and modern eras. The topics are considered at different levels, including the family,

community, national, regional, and global levels. Considerations of poverty and poverty alleviation approaches are investigated for effectiveness and potential application.

Prerequisite(s): ECO 1001 and ECO 1002 or consent of instructor

Personal Introduction

For Alix

This Theories of Economic Development class is one of the classes that solidified to me that my “calling” is to serve the “least of these”. I began studying Economics at The University of Edinburgh before transferring to PLNU. In Edinburgh, my economics classes were in traditional economics, rather than behavioral economics and it was here I was introduced to basic economic concepts like supply and demand and scarcity. I could not wrap my head around the fact there is an abundance of (albeit limited) resources in the world but simultaneously there are people living in extreme poverty. This injustice sparked my interest in the use of economic tools to alleviate global poverty, which I later learned fell under the discipline of economic development – thanks to an event organized by Dr. Gailey. When I transferred to PLNU, I majored in International Development and minored in Economics before going on to do my M.B.A. I have completed several research roles with organizations working for various causes within the realm of international development and want to commit my life to poverty alleviation. This class puts into perspective our privilege and equips us with tools to use this privilege to serve our global neighbors. I am excited to start the semester and learn with you all!

For Rob

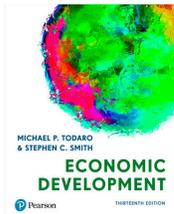
When I was a college student, I felt a personal call/conviction to dedicate my life to helping God’s church serve poor people and work towards alleviating global poverty. I have spent more than 30 years either doing poverty alleviation work or researching and teaching about it here at PLNU. Too often I find well-meaning people (many of them professing Christians) who want to alleviate poverty, but who are not willing to commit the time and effort to study what poverty looks like and better understand the different levels and duration of poverty as well as the systemic, institutional, and personal causes of poverty. Nor have I found many people willing to take the time to listen and learn from other people and organizations that have been studying and working on these issues for a very long time. This class provides an opportunity for us all to better understand global poverty, different approaches (historic and current) to poverty alleviation, and what different organizations (government, nonprofits, businesses, and the church) have done and are doing in this important area. I look forward to you joining in the discussion and learning this semester!

COURSE LEARNING OUTCOMES

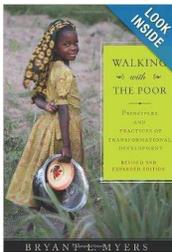
1. Analyze the role that culture and social values play in the creation of institutions that foster or hinder development (PLO 1, 4 & E1).
2. Compare features of less developed countries with more developed countries, considering the breadth and depth of economic poverty among the people in these countries (PLO E1 & E3).
3. Critique historic, modern, and unconventional theories of economic development (PLO 1 & E1).
4. Analyze the impacts on poor people in underdeveloped countries due to decisions made by developed countries (PLO E1 & E2).
5. Examine personal values as they relate to global economic development (PLO 4).
6. Demonstrate effective communication through written and verbal means (PLO 3).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Required Texts



Economic Development (13th edition) (2020) – Michael P. Todaro and Steve C. Smith

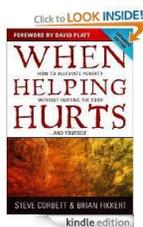


Walking with the Poor: Principles and Practices of Christian Transformation (Revised and Updated edition) (2011) – Bryant Myers

Other required reading: The *Economist* and other journal/news articles/websites posted on Canvas and Canvas discussions as assigned

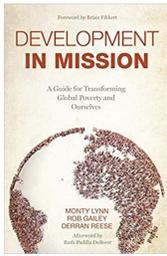
Recommended Resources

2 chapters of the following book are provided, so you don't need to purchase but should if you like it.



When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor... and Yourself (Expanded edition) (2011) – Steve Corbett and Brian Fikkert

This is the book I (Rob) co-authored (2021) for Christians/Churches interested in helping address global poverty. I plan to provide sections of this book and many ideas/principles from it in class.



Development in Mission: A Guide for Transforming Global Poverty and Ourselves (2021) – by Monty Lynn, Rob Gailey, and Derran Reese

ASSESSMENT AND GRADING

Evaluation (see further below this document for more details on each item)

Grading will be based on the following activities:

Attendance/Class Discussions/Course Evaluation (up to 50 points):	5%
Weekly Canvas Homework Assignments (up to 250 points):	25%
Weekly Group Activity Assignments (up to 200 points):	20%
Mid-term exam (up to 150 points):	15%
Final exam (up to 150 points):	15%
Course Semester Project (up to 200 points):	20%

Extra credit assignments, if/when offered, will be no greater than 15% (150 points) total for the course.

GRADING SCALE

Final grades will approximately follow this scale:

A	930 – 1000 points	C	730 – 769 points
A-	900 – 929 points	C-	700 – 729 points
B+	870 – 899 points	D+	670 – 699 points
B	830 – 869 points	D	630 – 669 points
B-	800 – 829 points	D-	600 – 629 points
C+	770 – 799 points	F	599 points or less

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. **Since this is an Independent/directed study class, together we will need to determine the day/time for the final exam.** If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain, or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course but only in support of generating ideas and slides/images, not for text to answer questions related to content that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor. Any work that utilizes AI-based tools should be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>"

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be

de-enrolled without notice until the university withdrawal date or, after that date, receive the appropriate grade for their work and participation (in most circumstances an “F” grade).

USE OF TECHNOLOGY

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use for any online or hybrid classes. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

COURSE SCHEDULE AND ASSIGNMENTS

Week	CLASS SESSION	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
1	Over Zoom	Watch the Movie (2004) Yesterday	Listed in Canvas
2	In Person	Discuss the Movie (2004) Yesterday in class Introductions/Opening Exercise – on Canvas Discussion of Syllabus and Course Schedule, Semester Project	
3	In Person	Read and Prepare to Discuss: <ul style="list-style-type: none"> - T+S, Chpt. 1 – Introducing Economic Development: A Global Perspective - T+S, Chpt. 2 – Comparative Economic Development <ul style="list-style-type: none"> ● Canvas Homework #1 	Listed in Canvas
4	In Person	Read and Prepare to Discuss: <ul style="list-style-type: none"> - Myers, Chpt. 1 – Charting the Course - Myers, Chpt. 2 – Development - The Origins of an Idea - Myers, Chpt. 5 – Perspectives on Development <ul style="list-style-type: none"> ● Canvas Homework #2 ● Group Activity #1 	Listed in Canvas

5	In Person	<p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> - Myers, Chpt. 3 – Theology, Poverty and Development - Myers, Chpt. 6 – Towards a Christian Understanding of Transformational Development <p>Found in Canvas:</p> <ul style="list-style-type: none"> - Mullainathan and Shafir, <u>Scarcity</u>, Chpt. 2 – The Bandwidth Tax ● Canvas Homework #3 ● Group Activity #2 	Listed in Canvas
6	In Person	<p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> - T+S, Chpt. 5 – Poverty, Inequality, and Development - Myers, Chpt. 4 – Poverty and the Poor <p>Found in Canvas:</p> <ul style="list-style-type: none"> - Corbett and Fikkert, Chpt. 4 – Not All Poverty Is Created Equal [in Canvas] - Chronic Poverty Research Center, CPRC Working Paper 2 – “Chronic poverty: meanings and analytical frameworks” by David Hulme, Karen Moore, and Andrew Shepherd, November 2001. [Only need to read p. 6 (section 2) through p. 18 (section 3.3) and p.27, p.28, + p.30] ● Canvas Homework #4 ● Group Activity #3 ● Canvas: Semester Project update 	Listed in Canvas
7	In Person	<p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> - Myers, Chpt. 7 – Development Practice: Principles and Practitioners - Myers, Chpt. 8 – Designing Programs for Transformation - T+S, Chpt. 6 – Population Growth and Economic Development: Causes, Consequences, and Controversies 	Listed in Canvas

		<ul style="list-style-type: none"> - T+S, Chpt. 7 – Urbanization and Rural-Urban Migration: Theory and Policy ● Canvas Homework #5 ● Group Activity #4 	
8	In Person	<p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> - Myers, Chpt. 9 – Learning Toward Transformation - Myers, Chpt. 10 – Christian Witness and Transformational Development <p>Found in Canvas:</p> <ul style="list-style-type: none"> - Journal of Theology for Southern Africa – “Of Agency, Assets and Appreciation: Seeking Some Commonalities Between Theology and Development” by Steve de Gruchy - Corbett and Fikkert, Chpt. 6 – McDevelopment: Over 2.5 Billion People NOT Served ● Canvas Homework #6 ● Group Activity #5 	Listed in Canvas
9	In Person	<p>Monday: Mid-Term Exam – Bring Computer to take exam</p> <p>Thursday: Join Hope International’s Microfinance Simulation</p>	Listed in Canvas
10	In Person	<p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> - T+S, Chpt. 8 – Human Capital: Education and Health in Economic Development ● Canvas Homework #7 ● Group Activity #6 <p>Semester Project – each group meets with Instructor to discuss progress on work</p>	Listed in Canvas
11	In Person	<p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> - T+S, Chpt. 9 – Agricultural Transformation and Rural Development - T+S, Chpt. 10 – The Environment and Development 	Listed in Canvas

		<ul style="list-style-type: none"> ● Canvas Homework #8 ● Group Activity #7 	
12	In Person	<p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> - T+S, Chpt. 12 – International Trade Theory and Development Strategy - T+S, Chpt. 13 – Balance of Payments, Debt, Financial Crises, and Sustainable Recovery: Principles, Cases, and Policies <p>Found in Canvas:</p> <ul style="list-style-type: none"> - The Economy Project, “The Unfreedom of the Free Market” by William T. Cavanaugh - Daniel M. Bell, “What is Wrong with Capitalism? The Problem with the Problem with Capitalism,” The Other Journal ● Canvas Homework #9 ● Group Activity #8 	Listed in Canvas
13	In Person	<p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> - T+S, Chpt. 14 – Foreign Finance, Investment, Aid, and Conflict: Controversies and Opportunities - T+S, Chpt. 15 – Finance and Fiscal Policy for Development ● Canvas Homework #10 ● Group Activity #9 	Listed in Canvas
14	In Person	<p>Read and Prepare to Discuss:</p> <p>Found in Canvas:</p> <ul style="list-style-type: none"> - Excerpts from the book <i>Treasure Islands: Uncovering the Damage of Offshore Banking and Tax Havens</i> by Nicholas Shaxson - Mullainathan and Shafir, <i>Scarcity</i>, Chpt. 7 – Poverty ● Canvas Homework #11 ● Group Activity #10 	Listed in Canvas
15	In Person	<p>Group Project Presentations posted</p> <ul style="list-style-type: none"> ● Group Presentations submitted ● Group Organizational Interviews submitted ● Group Annotated Bibliography submitted 	Listed in Canvas

		<ul style="list-style-type: none"> Group Draft RCT idea submitted for comment <p>Comment on other groups' presentations and draft RCT idea -----</p> <p>By Saturday Groups submit Final RCT version for semester project on Canvas Individuals provide peer grading for semester project and weekly group activities</p>	
16	In Person	<p>Final Exam – in person on Canvas Groups finalize RCT document and submit</p>	TBD

Course Expectations

General Expectations

1. Comprehensive, on-time reading of text and assigned materials.
2. Active participation in class and on-line discussions and activities.
3. Full participation in the course projects component of the class.
4. Demonstration of the ability to apply foundational knowledge and principles to contemporary circumstances.
5. Successful and timely completion of assignments, course projects and exams.

Attendance/Class Discussions/Course Evaluation (up to 50 points available) – 5% of Total Grade

This class is to be subject-centered, not teacher-centered nor student-centered. What this means is that everyone should prioritize attendance and contribute in class to our understanding of the subject material. For those who are not familiar with the topic, reading and asking questions to your peers and the professor will be very important. Reading assigned material prior to coming to class is essential and students need to be prepared to be involved in the presentation of material and a discussion of the ramifications of various positions presented.

You are expected to participate in class each week through in-person (classes) and on-line engagement (Canvas requirements). Students final score / grade will be impacted by their attendance, participation in class and group work, and completing the course evaluation at the end of the semester.

Weekly Canvas Homework Assignments (up to 250 points available) – 25% of Total Grade

For at least 11 weeks of the course (see course calendar), students will be given an on-line assignment to complete in response to materials from the week's required readings. These assignments will be due

before the first class of each week and no exceptions or make-ups will be allowed. There will be at least 11 assignments during the course of the semester. Individually, each assignment will be worth up to 25 points. Combined, however, this section is worth up to 250 points of your overall grade. That means your top 10 highest scores will be calculated for this section of your overall grade and your lowest score will be dropped.

Weekly Group Activity Assignments (up to 200 points available) – 20% of Total Grade

For 10 weeks of the course (see course calendar), students will be given an in-class group assignment to complete covering materials from the week's required readings. These assignments will be done in assigned groups and the group will be required to submit each assignment by the end of the class period of the second class session of the week. No exceptions or make-ups will be allowed. There will be 10 group assignments during the course of the semester. Each assignment will be worth up to 20 points. Combined, this section is worth up to 200 points of your overall grade.

Examinations (up to 300 points available) – 30% of Total Grade

Mid-Term Exam (up to 150 points available): (on Canvas in classroom)

Final Exam (up to 150 points available): (on Canvas in classroom)

There are two (2) exams scheduled. They follow the course and will cover material found in the texts, additional readings and resources assigned, class discussions, lectures, and guest lectures. Exams will vary in nature as needed to reach the course objectives. The mid-term exam will cover material up to the point of the exam. The Final exam will be comprehensive and cover the entire course material.

Please Note: Successful completion of this class requires taking the final examination on its scheduled day or alternative arrangements need to be made with the instructor ahead of time.

Major Course Semester Project (up to 200 points available) – 20% of Total Grade

This class includes a major group semester project that should be worked on throughout the semester. More details on this project will be forthcoming in class.

Acceptable Format

All written assignments are due as scheduled and must reflect a professional, consistent format. More details on this will be explained during class or in Canvas. Most importantly, please carefully cite your sources and reference course readings liberally as you seek to integrate and grapple with various perspectives and ideas. The biggest challenges for students are citing web-based materials and giving credit where credit is due in edited books with multiple authors.

Extra Credit

Occasionally, events outside the classroom will be available that touch on materials from class and will be offered as extra credit for the course. Events will require prior approval from the instructor and

evidence of your attendance. Students may suggest options for extra credit to the professor for his consideration but there are no guarantees he will use them for such purpose.
