

FALL 2026

Latest Version: August 17, 2026

Meeting days: Tuesdays/Thursdays	Instructor: Robert Gailey, Ph.D.
Meeting times: 11:00am - 12:15pm	Phone: 619.849.2786 – Office
Meeting location: FSB #105	E-mail: RobertGailey@pointloma.edu
Final Exam: Tuesday, Dec. 15 th from 10:30am-1:00pm	Office location: #124 in the FSB building Office hours (preferred times to schedule a meeting): T and Th: 8:00am-9:00am, 1pm-4:30pm

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

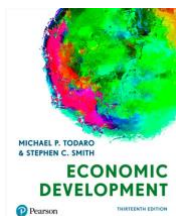
When I was a college student, I felt a personal call/conviction to dedicate my life to helping God's church serve poor people and work towards alleviating global poverty. I have spent more than 30 years either doing poverty alleviation work or researching and teaching about it here at PLNU. Too often 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

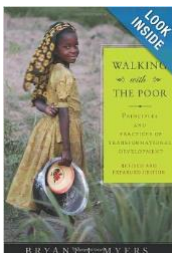
1. Analyze the role that culture and social values play in the creation of institutions that foster or hinder development (PLO 1, 4 & E1).
2. Compare features of less developed countries with more developed countries, considering the breadth and depth of economic poverty among the people in these countries (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

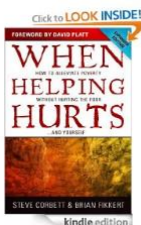


Walking with the Poor: Principles and Practices of Christian Transformation (Revised and Updated edition) (2011) – Bryant Myers

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

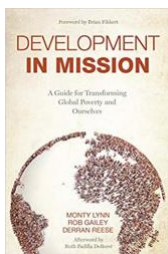
Recommended Resources

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

Lomabooks Instructions for Students:

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks**, please go: [HERE](#)*

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.

GENERAL COURSE CONCERNS

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

SPIRITUAL CARE

PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students 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](#).

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas and to create presentation materials (graphs, images) that will be submitted to be graded for this course. **However, please do not use AI for substantive content that should be your original work and be sure to properly cite your sources, including use of AI tools.** If you have any doubts about using AI, please gain permission from the instructor. [APA Style: How to Cite ChatGPT](#)

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 [Traditional Undergraduate Records: Final Exam Schedules](#) site. 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.

PLNU ACADEMIC BEHAVIOR POLICY

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

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](#). 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](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

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 RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the

University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email](#) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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 drop date or, after that date, receive an "F" grade.

COURSE SCHEDULE AND ASSIGNMENTS

Week	CLASS SESSION	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
1	Tuesday+ Thursday	Introductions/Opening Exercise – on Canvas Discussion of Syllabus and Course Schedule, Semester Project. Watch and discuss Movie (2004) Yesterday	Listed in Canvas
2	Tuesday+ Thursday Professor Travelling	Guest Speakers Read and Prepare to Discuss: - T+S, Chpt. 1 – Introducing Economic Development: A Global Perspective - T+S, Chpt. 2 – Comparative Economic Development • Devotional Discussion • Canvas Homework #1 • SDG Group Activity	Listed in Canvas
3	Tuesday+ Thursday	Read and Prepare to Discuss: - Myers, Chpt. 1 – Charting the Course - Myers, Chpt. 2 – Development - The Origins of an Idea - Myers, Chpt. 5 – Perspectives on Development • Devotional Discussion • Canvas Homework #2 • Group Activity #1	Listed in Canvas
4	Tuesday+ Thursday	Read and Prepare to Discuss: - Myers, Chpt. 3 – Theology, Poverty and Development - Myers, Chpt. 6 – Towards a Christian Understanding of Transformational Development Found in Canvas: - Mullainathan and Shafir, <u>Scarcity</u>, Chpt. 2 – The Bandwidth Tax • Devotional Discussion • Canvas Homework #3 • Group Activity #2	Listed in Canvas
5	Tuesday+ Thursday	Read and Prepare to Discuss: - T+S, Chpt. 5 – Poverty, Inequality, and Development - Myers, Chpt. 4 – Poverty and the Poor Found in Canvas: - Corbett and Fikkert, Chpt. 4 – Not All Poverty Is Created Equal [in Canvas]	Listed 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] • Devotional Discussion • Canvas Homework #4 • Group Activity #3 • Canvas: Semester Project update	
6	Tuesday+ Thursday	Read and Prepare to Discuss: - 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 - T+S, Chpt. 7 – Urbanization and Rural-Urban Migration: Theory and Policy • Devotional Discussion • Canvas Homework #5 • Group Activity #4	Listed in Canvas
7	Tuesday+ Thursday	Read and Prepare to Discuss: - Myers, Chpt. 9 – Learning Toward Transformation - Myers, Chpt. 10 – Christian Witness and Transformational Development Found in Canvas: - 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 • Devotional Discussion • Canvas Homework #6 • Group Activity #5	Listed in Canvas
8	Tuesday	Mid-Term Exam – on Canvas so bring device to access Canvas: Semester Project Update	Listed in Canvas
8	Thursday	Fall Break – No class	Listed in Canvas

9	Tuesday+ Thursday	Read and Prepare to Discuss: - T+S, Chpt. 8 – Human Capital: Education and Health in Economic Development • Devotional Discussion • Canvas Homework #7 • Group Activity #6	Listed in Canvas
10	Tuesday+ Thursday	Read and Prepare to Discuss: - T+S, Chpt. 9 – Agricultural Transformation and Rural Development - T+S, Chpt. 10 – The Environment and Development • Devotional Discussion • Canvas Homework #8 • Group Activity #7	Listed in Canvas
11	Tuesday+ Thursday	Read and Prepare to Discuss: - T+S, Chpt. 12 – International Trade Theory and Development Strategy - T+S, Chpt. 13 – Balance of Payments, Debt, Financial Crises, and Stabilization Policies Found in Canvas: - 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 • Devotional Discussion • Canvas Homework #9 • Group Activity #8	Listed in Canvas
12	Tuesday+ Thursday	Read and Prepare to Discuss: - T+S, Chpt. 14 – Foreign Finance, Investment, and Aid: Controversies and Opportunities - T+S, Chpt. 15 – Finance and Fiscal Policy for Development • Devotional Discussion • Canvas Homework #10 • Group Activity #9	Listed in Canvas
13	Tuesday Professor Traveling	Watch Movie “Stealing Africa” and be ready to discuss in person or online. Work on SDG Project	Listed in Canvas
13	Thursday	Thanksgiving Break – No class	
14	Tuesday+ Thursday	Read and Prepare to Discuss: Found in Canvas: - Excerpts from the book Treasure Islands: Uncovering the Damage of Offshore Banking and Tax Havens by Nicholas Shaxson	Listed in Canvas

		- Mullainathan and Shafir, <u>Scarcity</u>, Chpt. 7 – Poverty • Devotional Discussion • Canvas Homework #11 (lowest score dropped) • Group Activity #10	
15	Tuesday+ Thursday	Group Project Presentations posted • Group Presentations submitted • Group Organizational Interviews submitted • Group Annotated Bibliography submitted • Group Draft RCT idea submitted for comment Comment on other groups' presentations and draft RCT idea ----- By Saturday Groups submit Final RCT version for semester project on Canvas Individuals provide peer grading for semester project and weekly group activities	Listed in Canvas
16	Dec. 15 th - Tuesday	Final Exam (10:30AM-1:00PM) – in person on Canvas Groups finalize RCT document and submit	Dec. 15 th

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.

ADDITIONAL IMPORTANT INFORMATION

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.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

LOMA WRITING CENTER

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

INSTRUCTOR'S BACKGROUND

FAITH INTEGRATION IN THE CLASSROOM

I am a follower of Christ who believes that successful businesses and nonprofits can be run with integrity, compassion, and ethics, as well as with sound business principles, and that, in fact, they go hand in hand. Your work life and actions can and should be used as a platform to model the love of Christ for others and for the most marginalized among us.

ABOUT PROFESSOR GAILEY

Welcome! My name is Robert Gailey and I am teaching ECO3015 this semester. You can view my PLNU page [here](#) and my LinkedIn profile [here](#). I am in my 22nd year teaching at PLNU and look forward to getting to know you this semester and sharing in the pursuit of learning about Economic Development.

A little on my personal journey:

My wife, Wanda, and I have been married for over 33 years. I have a son, Josh, and a daughter, Teresa. Our family loves to travel, make friends with people from other cultures, and anything to do with animals.

I grew up as a missionary kid in [Eswatini](#) (formerly Swaziland), which is located in southern Africa.

My wife and I (pre-kids) served as missionaries to [Malawi](#), located closer to central Africa.

I have worked for more than 20+ years in the field of microfinance, first with the Microcredit Summit Campaign, then with [World Relief](#). I served as faculty advisor for PLNU's Microfinance Club.

I also direct PLNU's [Center for International Development](#), a place where students can engage businesses that seek to serve the least of these (poorest 2 billion people on earth).

I am the Chair of the Board for [Urwego Finance](#), a bank in Rwanda seeking to serve those who are often neglected by commercial banks. I recently stepped down as Chair of the Board of [Nazarene Compassionate Ministries, Inc.](#) (which partners with the church's [Compassionate Ministries](#)) and served several years on the board of [Lazarian World Homes](#), which is involved in PLNU's Spring Break builds. I am a Boston sports team fan, having been born in Boston and attending college there.

My educational background includes:

A BA in Business Administration from [Eastern Nazarene College](#) (graduated in 1992).

A Masters of Divinity in Inter-cultural ministry from [Nazarene Theological Seminary](#) (1997 grad).

A Ph.D. from the [School of Leadership and Education Sciences](#) at the [University of San Diego](#) (with a concentration in nonprofit management). I graduated from USD in 2010.

My personal passions:

The things that get me up in the morning and that I feel called by God to give my life towards are: poverty alleviation (particularly in Global South countries), local church engagement, seeing students decide to engage their skills, networks, enthusiasm, idealism, and hard work to address issues of poverty, compassion, and discipleship. I believe [business can be a powerful tool to help communities flourish](#). I recently had a book (2021) published entitled: [Development in Mission: A Guide for Transforming Global Poverty and Ourselves](#) for Christians/Churches interested in helping address global poverty.
