

**FALL 2020**

*Latest Version: August 8, 2020*

<b>Meeting days:</b> Tuesdays/Thursdays	<b>Instructor:</b> Robert Gailey, Ph.D.
<b>Meeting times:</b> 11:00am - 12:15pm	<b>Phone:</b> : 619.849.2786 – Office, 619.384.0714 - Mobile
<b>Meeting location:</b> Fully online – if we go F2F, we will be in LSCC #204B	<b>E-mail:</b> RobertGailey@pointloma.edu
<b>Final Exam:</b> <u>Tuesday, Dec 1<sup>st</sup> from 10:30am-1:00pm</u>	<b>Office location:</b> On-line via Zoom <b>Office hours (preferred times to schedule a meeting):</b> M/W: 10:30am-12:30pm T/Th: 9:00am-10:00am

**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 101 and ECO 102 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 20 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**

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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).

## **COURSE CREDIT HOUR INFORMATION**

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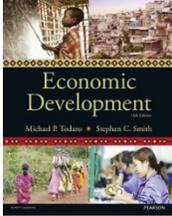
In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

<b>Assignments and Activities</b>	<b>Course Hours</b>
Readings	22
Discussions in person and on Canvas (individual and group)	25
Weekly Homework assignments	16
Lectures/Presentations Watching	18
Sustainable Development Goal Project	20
Presentation Led	3
Mid-term Exam	3
Final Exam	5
<b>Total</b>	<b>112</b>

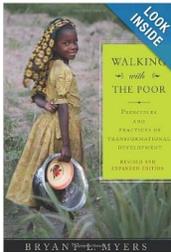
## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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### Required Texts



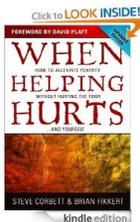
Economic Development (12<sup>th</sup> edition) (2014) – Michael P. Todaro and Steve C. Smith



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 Resource** (2 chapters provided on Canvas so 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

## ASSESSMENT AND GRADING

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### Evaluation

Grading will be based on the following activities:

Class Discussions and Group Engagement (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.*

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

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## **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.

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## **SPIRITUAL CARE**

Please be aware 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 the [Office of Spiritual Development](#)

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## **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.

<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

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## **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.

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## **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 in the PLNU Catalog for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

### **Fully online 3-unit course:**

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

## USE OF TECHNOLOGY

In order to be successful in the online environment, 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 compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

## COURSE SCHEDULE AND ASSIGNMENTS

Week	CLASS SESSION	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
1	Aug. 18 <sup>th</sup> or 20 <sup>th</sup>	Introductions/Opening Exercise – on Canvas Discussion of Syllabus and Course Schedule, Semester Project Canvas Activities – other day of week Watch the Movie (2004) – Yesterday (\$3.99 to rent on <a href="#">itunes</a> or <a href="#">Youtube</a> ) – I believe it is free to watch on HBO Max if you have an account or can gain access to one to see it	Listed in Canvas
2	Aug. 25 <sup>th</sup> or 27 <sup>th</sup>	<b>Read and Prepare to Discuss:</b> <ul style="list-style-type: none"><li>- T+S, Chpt. 1 – Introducing Economic Development: A Global Perspective</li><li>- T+S, Chpt. 2 – Comparative Economic Development</li><li>• Devotional Discussion</li><li>• Canvas Homework #1</li></ul>	Listed in Canvas
3	Sept. 1 <sup>st</sup> or 3 <sup>rd</sup>	<b>Read and Prepare to Discuss:</b> <ul style="list-style-type: none"><li>- Myers, Chpt. 1 – Charting the Course</li><li>- Myers, Chpt. 2 – Development - The Origins of an Idea</li><li>- Myers, Chpt. 5 – Perspectives on Development</li><li>• Devotional Discussion</li><li>• Canvas Homework #2</li><li>• Canvas Group Activity #1</li></ul>	Listed in Canvas
4	Sept. 8 <sup>th</sup> or 10 <sup>th</sup>	<b>Read and Prepare to Discuss:</b> <ul style="list-style-type: none"><li>- Myers, Chpt. 3 – Theology, Poverty and Development</li></ul>	Listed in Canvas

		<ul style="list-style-type: none"> <li>- Myers, Chpt. 6 – Towards a Christian Understanding of Transformational Development</li> </ul> <p><b><u>Found in Canvas:</u></b></p> <ul style="list-style-type: none"> <li>- Mullainathan and Shafir, <u>Scarcity</u>, Chpt. 2 – The Bandwidth Tax</li> <li>• Devotional Discussion</li> <li>• Canvas Homework #3</li> <li>• Canvas Group Activity #2</li> </ul>	
5	Sept. 15 <sup>th</sup> or 17 <sup>th</sup>	<p><b>Read and <u>Prepare to Discuss:</u></b></p> <ul style="list-style-type: none"> <li>- T+S, Chpt. 5 – Poverty, Inequality, and Development</li> <li>- Myers, Chpt. 4 – Poverty and the Poor</li> </ul> <p><b><u>Found in Canvas:</u></b></p> <ul style="list-style-type: none"> <li>- Corbett and Fikkert, Chpt. 4 – Not All Poverty Is Created Equal [in Canvas]</li> <li>- 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]</li> <li>• Devotional Discussion</li> <li>• Canvas Homework #4</li> <li>• Canvas Group Activity #3</li> <li>• Canvas: Semester Project update</li> </ul>	Listed in Canvas
6	Sept. 22 <sup>nd</sup> or 24 <sup>th</sup>	<p><b>Read and <u>Prepare to Discuss:</u></b></p> <ul style="list-style-type: none"> <li>- Myers, Chpt. 7 – Development Practice: Principles and Practitioners</li> <li>- Myers, Chpt. 8 – Designing Programs for Transformation</li> <li>- T+S, Chpt. 6 – Population Growth and Economic Development: Causes, Consequences, and Controversies</li> <li>- T+S, Chpt. 7 – Urbanization and Rural-Urban Migration: Theory and Policy</li> <li>• Devotional Discussion</li> <li>• Canvas Homework #5</li> <li>• Canvas Group Activity #4</li> </ul>	Listed in Canvas
7	Sept. 29 <sup>th</sup> or Oct. 1 <sup>st</sup>	<p><b>Read and <u>Prepare to Discuss:</u></b></p> <ul style="list-style-type: none"> <li>- Myers, Chpt. 9 – Learning Toward Transformation</li> <li>- Myers, Chpt. 10 – Christian Witness and Transformational Development</li> </ul>	Listed in Canvas

		<p><b><u>Found in Canvas:</u></b></p> <ul style="list-style-type: none"> <li>- <b>Journal of Theology for Southern Africa – “Of Agency, Assets and Appreciation: Seeking Some Commonalities Between Theology and Development” by Steve de Gruchy</b></li> <li>- <b>Corbett and Fikkert, Chpt. 6 – McDevelopment: Over 2.5 Billion People NOT Served</b> <ul style="list-style-type: none"> <li>• Devotional Discussion</li> <li>• Canvas Homework #6</li> <li>• Canvas Group Activity #5</li> </ul> </li> </ul>	
8	Oct. 6 <sup>th</sup> or 8 <sup>th</sup>	<p><b>Mid-Term Exam</b> – on Canvas using Honorlock Canvas: Semester Project Update</p>	Listed in Canvas
9	Oct. 13 <sup>th</sup> or 15 <sup>th</sup>	<p><b><u>Read and Prepare to Discuss:</u></b></p> <ul style="list-style-type: none"> <li>- <b>T+S, Chpt. 8 – Human Capital: Education and Health in Economic Development</b> <ul style="list-style-type: none"> <li>• Devotional Discussion</li> <li>• Canvas Homework #7</li> <li>• Canvas Group Activity #6</li> </ul> </li> </ul>	Listed in Canvas
10	Oct. 20 <sup>th</sup> or 22 <sup>nd</sup>	<p><b><u>Read and Prepare to Discuss:</u></b></p> <ul style="list-style-type: none"> <li>- <b>T+S, Chpt. 9 – Agricultural Transformation and Rural Development</b></li> <li>- <b>T+S, Chpt. 10 – The Environment and Development</b> <ul style="list-style-type: none"> <li>• Devotional Discussion</li> <li>• Canvas Homework #8</li> <li>• Canvas Group Activity #7</li> </ul> </li> </ul>	Listed in Canvas
11	Oct. 27 <sup>th</sup> or 29 <sup>th</sup>	<p><b><u>Read and Prepare to Discuss:</u></b></p> <ul style="list-style-type: none"> <li>- <b>T+S, Chpt. 12 – International Trade Theory and Development Strategy</b></li> <li>- <b>T+S, Chpt. 13 – Balance of Payments, Debt, Financial Crises, and Stabilization Policies</b></li> </ul> <p><b><u>Found in Canvas:</u></b></p> <ul style="list-style-type: none"> <li>- <b>The Economy Project, “The Unfreedom of the Free Market” by William T. Cavanaugh</b></li> <li>- <b>Daniel M. Bell, “What is Wrong with Capitalism? The Problem with the Problem with Capitalism,” The Other Journal</b> <ul style="list-style-type: none"> <li>• Devotional Discussion</li> <li>• Canvas Homework #9</li> <li>• Canvas Group Activity #8</li> </ul> </li> </ul>	Listed in Canvas
12	Nov. 3 <sup>rd</sup> or 5 <sup>th</sup>	<p><b><u>Read and Prepare to Discuss:</u></b></p> <ul style="list-style-type: none"> <li>- <b>T+S, Chpt. 14 – Foreign Finance, Investment, and Aid: Controversies and Opportunities</b></li> </ul>	Listed in Canvas

		<ul style="list-style-type: none"> <li>- <b>T+S, Chpt. 15 – Finance and Fiscal Policy for Development</b></li> <li>• Devotional Discussion</li> <li>• Canvas Homework #10</li> <li>• Canvas Group Activity #9</li> </ul>	
13	Nov. 10 <sup>th</sup> or 12 <sup>th</sup>	<p><b>Read and Prepare to Discuss:</b>  <b>Found in Canvas:</b></p> <ul style="list-style-type: none"> <li>- <b>Excerpts from the book Treasure Islands: Uncovering the Damage of Offshore Banking and Tax Havens by Nicholas Shaxson</b></li> <li>- <b>Mullainathan and Shafir, <u>Scarcity</u>, Chpt. 7 – Poverty</b></li> <li>• Devotional Discussion</li> <li>• Canvas Homework #11</li> <li>• Canvas Group Activity #10</li> </ul>	Listed in Canvas
14	Nov. 17 <sup>th</sup> or 19 <sup>th</sup>	<p><b>Group Project Presentations posted</b></p> <ul style="list-style-type: none"> <li>• Group Presentations submitted</li> <li>• Group Organizational Interviews submitted</li> <li>• Group Annotated Bibliography submitted</li> <li>• Group Draft RCT idea submitted for comment</li> </ul> <p><b>Comment on other groups' presentations and draft RCT idea</b></p>	Listed in Canvas
15	Nov. 24 <sup>th</sup>	<p>Groups submit Final RCT version for semester project on Canvas</p> <p>Individuals provide peer grading for semester project and weekly group activities</p>	Nov. 24 <sup>th</sup>
16	Dec. 1st - Tuesday	<p><b>Final Exam (10:30AM-1:00PM)</b> – in person or on Canvas using Honorlock</p> <p>Groups finalize RCT document and submit</p>	Dec. 1 <sup>st</sup>

### 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.

### **Class Discussions and Group Engagement (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 (Zoom classes) and on-line engagement (Canvas requirements). At the end of the semester, peers will grade your level of engagement in group activities and the semester project.

### **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 on-line 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):* October 6<sup>th</sup> or the 8<sup>th</sup> (on Canvas with Honorlock)

*Final Exam (up to 150 points available):* Tuesday, December 1<sup>st</sup> (10:30AM-1:00PM)

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 (Tuesday, Dec. 1<sup>st</sup> starting at 10:30am). The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## **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.

### **Incompletes and Late Assignments**

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

### **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.

## **INSTRUCTOR'S BACKGROUND**

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### **FAITH INTEGRATION IN THE CLASSROOM**

I am a Christian who believes that successful businesses 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 business life can and should be used as a platform to bring others to Christ by your actions.

### **ABOUT PROFESSOR GAILEY**

Welcome! My name is Robert Gailey and I am teaching ECO 3015 this semester. You can view my PLNU page [here](#) and my LinkedIn profile [here](#). I am in my 16th 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 more than 27 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. My kids have a vlog about their travel adventures called [321 Travelers](#).

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](#), and now with the [San Diego Microfinance Alliance](#). I serve 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 3 billion people on earth).

I currently serve on the Board of [Nazarene Compassionate Ministries, Inc.](#) (which partners with the church's [Compassionate Ministries](#)) and have served for several years on the board of [Lazarian World Homes](#). I also have worked on the [Salt and Light project](#) during the global pandemic.

Having been born in Boston and going to college in Boston, I am a serious Boston sports fan.

**My educational background includes:**

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

A Masters of Divinity in Cross-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 poorer 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 am a practitioner at heart but require an academic mind to engage positively and effectively in the things that I care about. I feel strongly that the best in research must prove useful and applicable to those on the front lines doing the real work of helping others, but the work we engage in to help others must measure up to what we know is the most effective and useful according to rigorous academic analysis. In all my classes, I ask students to engage both their hearts and their minds. My life verse is found in Luke 12:48, where it states, "to whom much is given, much is required." I have been abundantly, unbelievably, insanely blessed by God in so many aspects of my life – but, that reality suggests all the more that I am called to give back in service to God, God's church, and the hurting world that God cares so much about. My Christian faith is an important part of who I am and what I do with my life. I pray that our time together will draw you closer to God and to the richness found in Christ.

Due to the instructor's background and preference, class lectures and presentations will emphasize more the broader analysis of opportunities and challenges related to economic development, and less on hard econometric statistical analysis. Some of this analysis, however, is covered in Todaro and Smith's book and students will be expected to know enough to do well with the material during exams. A personal objective for this course is the instructor's hope that by engaging in the contents of this course and through interaction with people working on issues of international economic development, you will gain a greater appreciation for, and potential interest in how you can apply your own skills and efforts towards addressing the complex and desperate situation regarding people living in economic poverty by choosing to work on these issues either here or abroad.