



**Fermanian School of Business**  
**ECO 4070 Contemporary Development**  
**Planning**  
**3 Units**

**SPRING 2023**

*Latest Version: January 4, 2023*

<b>Meeting days:</b> Mondays/Wednesdays	<b>Instructor:</b> Robert Gailey, Ph.D.
<b>Meeting times:</b> 1:25pm - 2:40pm	<b>Phone:</b> 619.849.2786 – Office
<b>Meeting location:</b> FSB #105	<b>E-mail:</b> RobertGailey@pointloma.edu
<b>Final Exam:</b> <u>Friday, May 5<sup>th</sup> from 1:30pm-4:00pm</u>	<b>Office location:</b> #124 in the FSB building <b>Office hours (preferred times to schedule a meeting):</b> M/T/W/Th: 10:30am-12:30pm

**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**

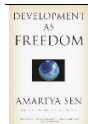
This course explores the role of development planning in a Global South context. Topics include consideration of historic approaches to development planning, the United Nation's Sustainable Development Goals, current market-driven, innovative approaches to alleviate poverty, and ways businesses and nonprofits can support the involvement and voices of people at the localized, grass-roots level for planning purposes. The effectiveness of different strategies and approaches to development planning policies and programs are also explored.

## COURSE LEARNING OUTCOMES

Upon the completion of this course, students should be able to:

1. Examine personal values as they relate to poverty alleviation engagement.
2. Analyze the shift from centralized planning towards market-driven approaches to alleviate poverty and address inequality in contemporary development planning
3. Critique historic, modern, and unconventional approaches to development planning.
4. Demonstrate effective communication through written and verbal means.
5. Articulate the role of culture and values in the creation of formal and informal institutions that foster development.

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES



- Sen, Amartya, [Development as Freedom](#), 2001, Oxford University Press



- Duflo and Banerjee, [Good Economics for Hard Times](#) (Paperback), 2021, PublicAffairs (ISBN-10:154178894X or ISBN-13:978-1541788947)

- Additional current articles/videos may be assigned during the course

## ASSESSMENT AND GRADING

Students are expected to attend all class sessions, participate in class activities, complete exams as scheduled, and turn in assignments on time, or risk the loss of points.

Approximate points available are as follow:

Graded Event	Max Points Available (% of grade)	Notes
<b>Class Attendance/Engagement/Survey</b>	100 (10%)	Points for attendance, participation, and course evaluation
<b>Chapter Presentation</b>	100 (10%)	Each student will present to the class a summary of a selected chapter from <i>Good Economics for Hard Times</i>
<b>Reading Reports</b>	50 (5%)	Each student will submit weekly reading reports for 10 weeks of the class.
<b>Individual SDG Country Presentation</b>	100 (10%)	Each student will present to the class on a Global South country and the country's progress towards fulfilling the SDGs
<b>GovLab Course completion</b>	150 (15%)	Each student completes on-line GovLab course " <i>Solving Public Problems</i> "
<b>Impact Management Project Assessment Presentation</b>	100 (10%)	Each student will present to the class a summary of a selected assessment tool/document from the Impact Management Project
<b>Weekly Discussion Board Posts (Canvas)</b>	200 (20%)	14 weeks of post-class discussion posts on Canvas (using sources) – 1 <sup>st</sup> week (5 pts), next 13 weeks (15 pts/week)
<b>Final Exam</b>	200 (20%)	Comprehensive exam over course materials – see elsewhere for time/date
<b>Total</b>	1,000	

Extra credit assignments, if/when offered, will be no greater than 5% (50 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**

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 if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

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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](#) for definitions of kinds of academic dishonesty and for further policy information.

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### **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](mailto: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.

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

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Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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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 the appropriate grade for their work and participation.

### **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day (Friday May 5<sup>th</sup>, 1:30pm-4:00pm)**. No requests for early examinations or alternative days will be approved.

## COURSE SCHEDULE AND ASSIGNMENTS

Week #	DATE-M/W	CLASS CONTENT OR ASSIGNMENT	Topic for Week
1	Tuesday (class - Monday schedule)	PLNU Spring 2022 Semester begins on <b>Tuesday, January 10<sup>th</sup></b> – all weeks follow	Introduction to course
1	Wednesday	Introduction to course and course format Review Syllabus and Course Assignments Opening Discussion Commanding Heights Series and Discussion	Commanding Heights Discussion
2	Monday	No class – MLK Day	
2	Wednesday	Books Discussion – Dr. Gailey provides example of expectations for the semester – Read Sen <b>“Introduction: Development as Freedom”</b> Book chapter presentation sign-up Assessment presentation sign-up SDG Country Presentation sign-up GovLab course sign-up	Introduction to Course materials and Sign-up for presentations
3	Monday	Read Sen <b>“The Perspective of Freedom”</b> (Dr. Gailey leads discussion) Read GEHT <b>“MEGA: Make Economics Great Again”</b> (Assigned student leads discussion)	Fundamentals of Economics
3	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training <b>“Why Public Problems Cannot Be Solved”</b> Post on Canvas Discussion	
4	Monday	Read Sen <b>“The Ends and Means of Development”</b> (Dr. Gailey leads discussion) Read GEHT <b>“From the Mouth of the Shark”</b> (Assigned student leads discussion)	Development Economics
4	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training <b>“Innovative Problem Solving Pathways”</b> Post on Canvas Discussion	
5	Monday	Read Sen <b>“Freedom and the Foundations of Justice”</b> (Dr. Gailey leads discussion) Read GEHT <b>“The Pains from Trade”</b> (Assigned student leads discussion)	Freedom essential for Development

5	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training <b>“Defining a Public Problem”</b> Post on Canvas Discussion	
6	Monday	Read Sen <b>“Poverty as Capability Deprivation”</b> (Dr. Gailey leads discussion) Read GEHT <b>“Likes, Wants, and Needs”</b> (Assigned student leads discussion)	Capability Deprivations and Poverty
6	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training <b>“Defining Problems with Data”</b> Post on Canvas Discussion	
7	Monday	Read Sen <b>“Markets, State, and Social Opportunity”</b> (Dr. Gailey leads discussion) Read GEHT <b>“The End of Growth?”</b> (Assigned student leads discussion)	Markets and Nation-states
7	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training <b>“Defining Problems with Human-centered Design”</b> Post on Canvas Discussion	
8	Monday	Read Sen <b>“The Importance of Democracy”</b> (Dr. Gailey leads discussion) Read GEHT <b>“In Hot Water”</b> (Assigned student leads discussion)	Democracy and Development
8	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training <b>“Fast Field Scanning”</b> Post on Canvas Discussion	
Spring	Break	<b>No class or assignments due</b>	
Spring	Break	<b>No class or assignments due</b>	
9	Monday	Read Sen <b>“Famines and Other Crises”</b> (Dr. Gailey leads discussion) Read GEHT <b>“Player Piano”</b> (Assigned student leads discussion)	Crises in Development
9	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training <b>“Expanding Your Solution Toolkit”</b>	

		Post on Canvas Discussion	
10	Monday	Read Sen “ <b>Women’s Agency and Social Change</b> ” (Dr. Gailey leads discussion) Read GEHT “ <b>Legit.gov</b> ” (Assigned student leads discussion)	<b>The Role of Women in Development</b>
10	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training “ <b>Developing Solutions with Collective Intelligence</b> ” Post on Canvas Discussion	
11	Monday	Read Sen “ <b>Population, Food and Freedom</b> ” (Dr. Gailey leads discussion) Read GEHT “ <b>Cash and Care</b> ” (Assigned student leads discussion)	<b>Population, Freedom and Food</b>
11	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training “ <b>Writing the Letter</b> ” Post on Canvas Discussion	
12	Monday	Read Sen “ <b>Culture and Human Rights</b> ” (Dr. Gailey leads discussion) Read GEHT “ <b>Conclusion: Good and Bad Economics</b> ” (Assigned student leads discussion)	<b>Human Rights in the context of Culture</b>
12	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training “ <b>Powerful Partnerships</b> ” Post on Canvas Discussion	
13	Monday	No class – Easter Break	
13	Wednesday	Assigned student provides summary of selected Impact Management Project assessment document and then leads class discussion Class reflects on PubGov training “ <b>Experiments for Change</b> ” Post on Canvas Discussion	
14	Monday	Read Sen “ <b>Social Choice and Individual Behavior</b> ” and “ <b>Individual Freedom as a Social Commitment</b> ” (Dr. Gailey leads discussion) Read article: <b>Blattman, C., &amp; Niehaus, P. (2014). “Show Them the Money.” <i>Foreign Affairs</i>, 93(3), 117–126.</b> (Assigned student leads discussion)	<b>Solutions for Poverty</b>
14	Wednesday	Course Wrap-up Class reflects on PubGov training “ <b>Writing the Killer Memo</b> ” and entire course	<b>Concluding the Course</b>

15	<b>Monday</b>	Student SDG Country Presentations	<b>SDG Country Presentations</b>
15	<b>Wednesday</b>	Student SDG Country Presentations Review for Final Exam	
16	<b>Wednesday</b>	<b>Final Exam: Friday, May 5<sup>th</sup> from 1:30pm-4:00pm</b>	<b>FSB #105</b>

*The information in this syllabus is subject to change. I will announce changes in class and on Canvas early enough to give you time to meet assignment deadlines, etc. It is your responsibility to maintain your schedule, making the changes as necessary. I will not consider absence an excuse for not keeping your schedule updated. Check your PLNU e-mail and Canvas regularly.*

## **INSTRUCTOR'S BACKGROUND**

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

I am a Christian 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 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 4070 this semester. You can view my PLNU page [here](#) and my LinkedIn profile [here](#). I am in my 18th year teaching at PLNU and look forward to getting to know you this semester and sharing in the pursuit of learning about international business.

### **A little on my personal journey:**

My wife, Wanda, and I have been married for over 30 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 created a vlog about their travel adventures in 2019-2020 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](#). 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 served several years on the board of [Lazarian World Homes](#). 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 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 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.