



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

**SPRING 2024**

*Latest Version: March 5, 2024*

<b>Meeting days:</b> Tuesdays/Thursdays	<b>Instructor:</b> Robert Gailey, Ph.D.
<b>Meeting times:</b> 1:30pm - 2:45pm	<b>Phone:</b> 619.849.2786 – Office
<b>Meeting location:</b> FSB #103	<b>E-mail:</b> RobertGailey@pointloma.edu
<b>Final Exam:</b> Tuesday, April 30 <sup>th</sup> from 1:30pm-4:00pm	<b>Office location:</b> #124 in the FSB building <b>Office hours (preferred times to schedule a meeting):</b> <b>M/W:</b> 1:00pm-2:30pm, <b>T:</b> 3-5:00pm, <b>Th:</b> 11:30am-1pm

**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**

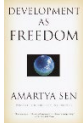
This course explores the role of development planning in a Global South context. Topics include consideration of historic approaches to development planning, the United Nation’s Sustainable Development Goals, current market-driven, innovative approaches to alleviate poverty, and ways businesses and nonprofits 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

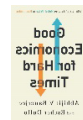
Upon the completion of this course, students should be able to:

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 Assessment Presentation</b>	100 (10%)	Each student will present to the class a summary of a selected assessment tool/document
<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

### **INCOMPLETES AND LATE ASSIGNMENTS**

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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.

### **SPIRITUAL CARE**

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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 your professor or the [Office of Spiritual Life and Formation](#).

### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

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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. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU COPYRIGHT POLICY**

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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**

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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.

## **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.

## **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.

## **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 and is scheduled for **Tuesday, April 30<sup>th</sup> from 1:30-4:00pm**. 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.

## **COURSE SCHEDULE AND ASSIGNMENTS**

<b>Week #</b>	<b>DATE-M/W</b>	<b>CLASS CONTENT OR ASSIGNMENT</b>	<b>Topic for Week</b>
<b>1</b>	<b>Tuesday</b>	Introduction to course and course format Review Syllabus and Course Assignments Talk about Wednesday's chapel and after chapel presentation – to cover 1/23 class	<b>Introduction to course</b>
<b>1</b>	<b>Thursday</b>	Review Cho's presentations Opening Discussion over NCHS Paper: <i>"How Should We Define and Prioritise Humanitarian Need?"</i>	<b>Class Discussion</b>
<b>2</b>	<b>Tuesday</b>	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	<b>Introduction to textbook and Sign-up for presentations</b>

		Enroll in GovLab course Introduction to SDGs	
2	Thursday	Read and Discuss in class Chapter One of <i>Reclaiming Our Democracy: Every Citizen's Guide to Transformational Advocacy</i> in preparation for event on 2/12@4pm Read Sen " <b>The Perspective of Freedom</b> " (Dr. Gailey leads discussion)	<b>Fundamentals of Economics</b>
3	Tuesday	No class – Cho (1/10) and Daley-Harris (2/12) events to replace this class time	
3	Thursday	Read GEHT " <b>MEGA: Make Economics Great Again</b> "(Assigned student(s) leads discussion) Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training " <b>Why Public Problems Cannot Be Solved</b> " Post on Canvas Discussion	
4	Tuesday	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(s) leads discussion)	<b>Development Economics</b>
4	Thursday	Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training " <b>Innovative Problem Solving Pathways</b> " Post on Canvas Discussion	
5	Tuesday	Read Sen " <b>Freedom and the Foundations of Justice</b> " (Dr. Gailey leads discussion) Read GEHT " <b>The Pains from Trade</b> "(Assigned student(s) leads discussion)	<b>Freedom essential for Development</b>
5	Thursday	Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training " <b>Defining a Public Problem</b> " Post on Canvas Discussion	
6	Tuesday	Read Sen " <b>Poverty as Capability Deprivation</b> " (Dr. Gailey leads discussion) Read GEHT " <b>Likes, Wants, and Needs</b> "(Assigned student(s) leads discussion)	<b>Capability Deprivations and Poverty</b>
6	Thursday	Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training " <b>Defining Problems with Data</b> "	

		Post on Canvas Discussion	
7	Tuesday	Read Sen “ <b>Markets, State, and Social Opportunity</b> ” (Dr. Gailey leads discussion) Read GEHT “ <b>The End of Growth?</b> ”(Assigned student(s) leads discussion)	<b>Markets and Nation-states</b>
7	Thursday	Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training “ <b>Defining Problems with Human-centered Design</b> ” Post on Canvas Discussion	
8	Tuesday	Read Sen “ <b>The Importance of Democracy</b> ” (Dr. Gailey leads discussion) Read GEHT “ <b>In Hot Water</b> ”(Assigned student(s) leads discussion)	<b>Democracy and Development</b>
8	Thursday	Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training “ <b>Fast Field Scanning</b> ” Post on Canvas Discussion	
9	Spring Break	<b>No class or assignments due</b>	
9	Spring Break	<b>No class or assignments due</b>	
10	Tuesday	Read Sen “ <b>Famines and Other Crises</b> ” (Dr. Gailey leads discussion) Read GEHT “ <b>Player Piano</b> ”(Assigned student(s) leads discussion)	<b>Crises in Development</b>
10	Thursday	Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training “ <b>Expanding Your Solution Toolkit</b> ” Post on Canvas Discussion	
11	Tuesday	Read Sen “ <b>Women’s Agency and Social Change</b> ” (Dr. Gailey leads discussion) Read GEHT “ <b>Legit.gov</b> ”(Assigned student(s) leads discussion)	<b>The Role of Women in Development</b>
11	Thursday	Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training “ <b>Developing Solutions with Collective Intelligence</b> ” Post on Canvas Discussion	
12	Tuesday	Assigned student(s) provides summary of selected assessment document and then leads class discussion	

		Class reflects on GovLab training “ <b>Writing the Letter</b> ” Post on Canvas Discussion	
<b>12</b>	<b>Thursday</b>	No class – Easter Break	
<b>13</b>	<b>Tuesday</b>	Read Sen “ <b>Population, Food and Freedom</b> ” (Dr. Gailey leads discussion) Read GEHT “ <b>Cash and Care</b> ”(Assigned student(s) leads discussion)	<b>Population, Freedom and Food</b>
<b>13</b>	<b>Thursday</b>	Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training “ <b>Powerful Partnerships</b> ” Post on Canvas Discussion	
<b>14</b>	<b>Tuesday</b>	Read Sen “ <b>Culture and Human Rights</b> ” (Dr. Gailey leads discussion) Read GEHT “ <b>Conclusion: Good and Bad Economics</b> ”(Assigned student(s) leads discussion)	<b>Human Rights in the context of Culture</b>
<b>14</b>	<b>Thursday</b>	Assigned student(s) provides summary of selected assessment document and then leads class discussion Class reflects on GovLab training “ <b>Experiments for Change</b> ” Post on Canvas Discussion	
<b>15</b>	<b>Tuesday</b>	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(s) leads discussion)	<b>Solutions for Poverty</b>
<b>15</b>	<b>Thursday</b>	Course Wrap-up Class reflects on GovLab training “ <b>Writing the Killer Memo</b> ” and entire course	<b>Concluding the Course</b>
<b>16</b>	<b>Tuesday</b>	Student SDG Country Presentations	<b>SDG Country Presentations</b>
<b>16</b>	<b>Thursday</b>	Student SDG Country Presentations Review for Final Exam	
<b>17</b>	<b>Tuesday</b>	<b>Final Exam:</b> Tuesday, April 30 <sup>th</sup> from 1:30pm-4:00pm	<b>FSB #103</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.*

#### **ADDITIONAL IMPORTANT INFORMATION**

## **LOMA WRITING CENTER**

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The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

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. 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.

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

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)

## **LANGUAGE AND BELONGING**

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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](#).

## **INSTRUCTOR'S BACKGROUND**

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## **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 and actions can and should be used as a platform to model the love of Christ for others and for the most needy among us.

## **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 19th year teaching at PLNU and look forward to getting to know you this semester and sharing in the pursuit of learning about Sustainability in Action.

### **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.

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 have served for 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 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.

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