

**University of Waterloo**  
**Global Business and Digital Arts Program, Stratford Campus**  
**GBDA305 Global Development & Business**  
**Winter 2016**  
**Course Outline**

**Instructor:** Vivian Yang

**Contact:** [vivyang@uwaterloo.ca](mailto:vivyang@uwaterloo.ca), 519-888-4567 Ext. 33560 (Waterloo) or 23028 (Stratford). If I am not in the office to answer your calls, please send emails instead of leaving voicemail messages. I may not respond to voicemails promptly.

**Lecture Hours & Location:** Wednesdays, 10:00- 12:50, DMS 2022

**Office Hours:** Wednesdays, 1:00 to 2:30 and Fridays 12:00 to 1:00 (Other times by appointments only), DMS 3008

**Note:**

Regarding e-mail communication, students should use university e-mail address. When sending emails, “GBDA 305” must appear in the subject line and the message must include your full name and ID number.

**Course Description:**

This course will look at the processes of industrialization and economic development and the relation of these processes to the present state of global economic interconnectedness. The course will examine how these processes affect the allocation and distribution of economic opportunities, benefits, risks, etc. While examining these larger themes, the course will be organized around a series of case studies, for which students will be called upon to analyze and develop practical responses. The course will focus on the following main topics (for further details on this please refer to Class Schedule section of this syllabus):

- Principles and concepts of global economic development
- Domestic problems and policies in a global economy with a focus on developing countries
- International problems and policies in a global economy
- International institutions
- Firms in the global economy: export decisions, outsourcing, and multinational enterprises

**Required Textbook**

Todaro, Michael P. and Stephen C. Smith, **Economic Development**, 12<sup>th</sup> edition, published by Pearson/Prentice Hall, 2015.

**Useful Website Links**

- World Bank ([www.worldbank.org](http://www.worldbank.org))
- Countries and Regions ([www.worldbank.org/html/extldr/regions.htm](http://www.worldbank.org/html/extldr/regions.htm))
- World Bank Development Data and Statistics ([www.worldbank.org/data/](http://www.worldbank.org/data/))
- International Monetary Fund ([www.imf.org](http://www.imf.org))
- IMF World Economic Outlook (<http://www.imf.org/external/pubs/ft/weo/2014/02/>)
- United Nations Economic and Social Development ([www.un.org/ecosocdev/](http://www.un.org/ecosocdev/))
- United Nations Statistics Division ([unstats.un.org/unsd/](http://unstats.un.org/unsd/))
- United Nations Development Program ([www.undp.org](http://www.undp.org))
- Human Development Report (<http://hdr.undp.org/en/>)

## Class Schedule

The final delivery of the topics and time below may change due to class ability and interest in the lecture materials.

# of week	Week of	Date	Topic Category	Sub-topic	Chapter from the textbook
1	January 4 to 8, 2016	06-Jan-16	Principles and concepts of global economic development	Introducing Economic Development: A Global Perspective	Ch. 1
2	January 11 to 15, 2016	13-Jan-16		Comparative Economic Development	Ch. 2
3	January 18 to 22, 2016	20-Jan-16	Domestic problems and policies in a global economy with a focus on developing countries	Poverty, Inequality, and Development	Ch. 5
4	January 25 to 29, 2016	27-Jan-16		Population Growth and Economic Development: Causes, Consequences, and Controversies	Ch. 6
5	February 1 to 5, 2016	03-Feb-16		Urbanization and Rural-Urban Migration: Theory and Policy and Human Capital: Education and Health in Economic Development	Ch. 7 and Ch. 8
6	February 8 to 12, 2016	10-Feb-16		Agricultural Transformation and Rural Development and The Environment and Development; Online Quiz 1 due on February 12.	Ch. 9 and Ch. 10
7	February 15 to 19, 2016	No Class	Reading Week – no classes		
8	February 22 to 26, 2016	24-Feb-16	International problems and policies in a global economy	International Trade Theory and Development Strategy	Ch. 12
9	February 29 to March 4, 2016	02-Mar-16		Balance of Payments, Debt, Financial Crises, and Stabilization Policies	Ch. 13
10	March 7 to 11, 2016	09-Mar-16	International Institutions	Development Policymaking and the Roles of Market, State, and Civil Society	Ch. 11
11	March 14 to 18, 2016	16-Mar-16		International Institutions and Regional Economic Integration	slides and assigned readings
12	March 21 to 25, 2016	23-Mar-16	Firms in the Global Economy	Export Decisions, Outsourcing, and Multinational Enterprises; Group Project DVD due in class on March 23; Online Quiz 2 due on March 25; Case analysis due on March 25.	slides and assigned readings
13	March 28 to April 1, 2016	30-Mar-16		Remainder/Group Project Exhibition; Short Paper due on April 1, Friday.	NA

## **Grading**

The final grade for the course will be determined according to the following formula:

<b>Category</b>	<b>Type of Evaluation</b>	<b>Weight</b>	<b>Due Day</b>
Class Contribution	Individual	15%	Self-evaluation due at the end of the semester
Short paper and presentation	Individual/Two student group	20%	Paper due April 1, 2016 (Friday); Presentation varies
Two quizzes (done online through LEARN)	Individual	15%	Online submission: Quiz 1 by Feb 12 and Quiz 2 by March 25, 2016
Case Analysis	Individual	20%	March 25th (Friday), 2016
Group Project	Team	30%	March 23th (Wednesday in class), 2016

### **1. Class Participation (individual) (15%)**

The class participation refers to more than class attendance, but mainly includes contribution to class activities and also discussion board on LEARN. Keep in mind that merely being present and sitting in class is not participation. Active engagement in class is expected. During the semester, topics and discussion questions will be posted to the discussion board on LEARN. Students' participation in the discussion board activities will be judged by the # of postings, quality of the postings, and reviewing and responding to others' discussion.

Please use the following guidelines in considering the mark you recommend for yourself.

- A(13 to 15) attended at least 90% of classes, had high level activities in each class, took risks in attempting to answer difficult question, added substantial value to class discussion and was very active in the discussion board with high quality postings;
- B(9 to 13) attended at least 80% of classes, had some high level and some medium level activities in each class, made comments that add value to the discussion at a level beyond the mere restatement of facts and was active in the discussion board with good quality postings;
- C(1-8) attended at least 60%, had a mix of high, medium and low activities in each class, showed knowledge of case/readings and other relevant course materials, and had moderate involvement in the discussion board; and
- F (0) missed half or more of classes, had mostly low activities in each and had minimal involvement in the discussion board.

At the end of the semester, each student will be asked to submit a recommendation for your mark for participation. The instructor reserves the right to assign a different grade if I believe a student's self-evaluation is inaccurate. Students not submitting an evaluation will receive a 0 grade for participation.

### **2. Short Paper (individual or group of two persons) (20%)**

Students will need to finish a short paper and present it to the class. You can either choose to finish this with another student in a two-person group or finish this as an individual assignment. Either way, the grading standard will be the same. At the first class, the instructor will ask you to make the decision on this to decide the # of short papers/presentations to arrange the schedule of the presentation, i.e., # of presentation per lecture and the starting date.

#### **A. Topic**

You can select an economic development topic for a country based on your interest. The objective is to cover as many topics as possible and keep the later presentation to class more interesting. For example, if the rural

development issue in China is already selected by another student, you cannot discuss this issue. However, you can discuss the rural development issue in India, or the environment issue in China.

Please see the procedure under presentation below on how you can provide your selection of topics to the instructor. Topic needs to be approved by the instructor.

### **B. Presentation**

Students need to present their short paper at the beginning of each class. The time slots are allocated on a first-come, first-served basis. The instructor will set up the procedure in selecting topic and time slots at the beginning of the semester and provide instruction.

By the time of presentation, you are not expected to finish the short paper but you are expected to already decide your topic and perform a relatively thorough research to demonstrate why the topic is of interest, relevant facts and your initial opinion on the topic.

Presentations will last no longer than 5 minutes. Time limits will be enforced ruthlessly. Slides and/or other materials to be used on the presentation must be sent to the instructor at least 24 hours before your presentation. You do not need to make it a formal slide presentation. Be creative and use whatever methods or visual aids that may work to make the presentation informative, interesting and interactive.

### **C. Final Submission of the Paper**

After your presentation, you will need to submit a short paper (4 to 6 pages in length, font-size 12, double-spaced) on the topic you have selected and presented. The due date of the short paper is our last class, March 30. Although the groups who present early in the semester may have more time working on writing and finalizing the paper, I suggest you either start writing the paper while preparing the presentation or right after to be more efficient while you still have a fresh memory from the presentation.

The grading of this component depends on both the presentation and the paper submitted. A rubric will be available at the beginning of the semester on LEARN.

No late submission is allowed unless under special circumstances and obtaining permission from the Instructor prior to the due date.

### **3. Online Quizzes (individual) (15%)**

Two online quizzes will be done through LEARN, due by February 12 and March 25, respectively. The quizzes will be available on LEARN around two days prior to the submission deadline. You can decide when to finish the quiz during the two day frame. But once you start the quiz, you will only have a certain limited time (e.g., 30 minutes) to finish the quiz.

The quizzes are supposed to be **open book** and **individual** work. You shall **NOT** discuss or work collaboratively with your classmates while finishing the quizzes. Please see “Academic Integrity” and university policy on this in later section of this syllabus.

There are **no deferred or make-up quizzes** if you missed the deadline of the quizzes. If you miss one of the quizzes due to illness and have a valid medical documentation, the weight of the quiz will be shifted to the other quiz. Otherwise, a mark of zero will be given to the missed quiz.

### **4. Case Analysis (Individual) (30%)**

Each student will submit an individual case analysis.

#### **A. Selection of a Case**

You can select your case from the following:

- The 15 case studies at the end of each chapter of the textbook. Some of the case studies are under

chapters that we are not covering in class. However, if you are interested in any of these case studies, you can select as well.

- Alternate case studies that the Instructor will post on LEARN at the beginning of the semester.
- Any other case studies relevant for our class that you are interested in. You are encouraged to select a case of your interest different from the above two sources. However, you will need to let the Instructor know as soon as you have decided to get an approval on the relevance of the case.

The case analysis is supposed to be **individual** work. Two students can select **the same case** to analyze; however, you shall **NOT** work collaboratively with your classmates preparing the case analysis. Please see “Academic Integrity” and university policy on this in later section of this syllabus.

### **B. Submission of the Case Analysis**

Your case analysis needs to be turned in a written format by March 25 (6 to 10 pages in length, double spaced, using 12-point Times New Roman font and 1” margins). The case analysis rubric will be posted on LEARN at the beginning of the semester.

Dimensions you may want to consider in your written case analysis report include:

#### **Part One**

This part is the case overview. This part of your paper only serves the function of building the foundation of your analysis, so do not dedicate more space than necessary.

#### **Part Two**

This part is the most important section of your report. This is where you will apply your understanding of what the data means (if applicable) and to add value to your paper by your critical analysis of the case. Here are some of the key dimensions of a case analysis:

- a) Analysis and Problem Identification
  - If your topic is one of the 15 cases at the end of the textbook or the ones that the Instructor posts on LEARN, pick one or several **discussion questions included** at the end of the case that you think are most relevant for your analysis and answer them.
  - Identify the problems to be treated and explain why they must be immediately addressed
- b) Recommendations and Implementation
  - List and explain the criteria to be used for picking the best alternative for each problem
  - Make recommendations for each problem identified in a) above
  - Justify your recommendations, and explain why the other alternatives were not chosen
  - Identify possible obstacles to implementing your recommendations, and how to avoid or minimize them

#### **Part Three**

In this part, you will need to conclude your analysis and further emphasize the problems and potential recommendation to solve the issues.

#### ***Criteria for evaluation of Case analyses reports***

- **Theory:** How well do you apply and integrate appropriate concepts, theories and other materials from the chapters, readings and lectures?
- **Data (if applicable for the specific case):** How efficiently do you utilize evidence from case materials in order to develop your arguments, to draw proper inferences, & to support your arguments?
- **Analysis:** How well do you integrate theory and information in order to present a coherent/integrated picture of the case and in the identification of the key managerial and organizational issues?
- **Recommendations and implementation:** By making use of the facts of the case, how well can you translate your analysis into an action plan that can prove to be helpful in solving the issues and problems of the current case? Also discuss the way in which your recommendations can be implemented

- **Organization and Writing:** How clear and well organized is your writing? Please remember it needs to be of professional quality.

### 5) Group Project (30%)

The class will be divided into teams of 3-4 students. Each team will create a 10- 15 minute video clip on DVD.

#### A. Content and Topic

The video should be about a contemporary economic development issue. In your video, you can leverage from movies, T.V. special/documentary, T.V. series and/or news, you can conduct interviews with friends to learn their views on the topic, you can create animation, and you can use any other methods and format that help deliver your message effectively to the audience and raise interest.

The topic can be the same to any team member's topic on case analysis or short paper, but cannot be duplicated with other teams. As such, please send me your choice as soon as you have it and that topic will be reserved for your group. You should view the video clip as an opportunity to show off your creativity, to hone your research and presentation skills, and to attack a real issue. The due day is **March 23<sup>th</sup>, 2016** in class.

#### B. Evaluation

The rubric will be available on Learn at the beginning of the class. In the last class, we will play all the video clips created by each team. Each person is also responsible to provide evaluation inputs for other teams' work. The final grade of the group project will be decided by the Instructor after considering the quality of the video clip and other students' evaluation inputs.

#### C. Individual effort on team work

Teamwork might be a main feature of your future job. That's why it is important to prepare yourself for this matter. For the teamwork on group project, only your outputs as a team will be graded, this is why each team member will receive the same basis for his/her grade. Team tasks should be given team rewards. This means that you not only must make a direct contribution to the development of the teamwork, but that you also have an obligation to make your team work effectively.

However, to create conditions to avoid the free rider problem, each student has the opportunity to provide peer evaluation for other team members. No need to do it for a student that you believe has made a fair share of the work. However, if you believe one made a remarkable contribution or an inappropriate contribution, then you should report it. You should describe the contribution of others but you must not give a grade. Also you cannot report about yourself. Based on these, a notch up or down the group grade will be attributed to the student who receives a peer evaluation and the peer evaluation is believed to be done with a reasonable basis. In certain situation, more than one notch grade difference from the group grade may be given if warranted. There will be no more than one student per group that can receive an upgrade from the group grade.

Also along the semester, as soon as you perceive that a member consistently does not make fair contribution to the team, you are responsible to communicate this to the Instructor to resolve such issues **as soon as possible**, not waiting to the semester end.

#### Other Notes:

##### **Expectations**

You are expected to be fully engaged in the entire learning process. This means devoting time to preparation before class, listening to others during class discussions and engaging in class discussions.

##### **Electronic Device Policy**

Cell phones must be turned off or muted for the duration of the lecture. Laptop/tablet may only be used to view lecture material.

## **Classroom Protocols**

The highest level of courtesy and professional behaviour is expected from every student. In particular, be punctual and turn off all audible ringers on all devices during class. As a courtesy to the custodial staff, if you have coffee, water, etc., please dispose of your garbage when you leave the classroom.

## **University Policy**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71) (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71)

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70) (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72) (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

### **Other sources of information for students:**

#### [Academic Integrity website \(Arts\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour)

<https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour>

#### [Academic Integrity Office \(UWaterloo\)](https://uwaterloo.ca/academic-integrity/)

<https://uwaterloo.ca/academic-integrity/>

**Note for students with disabilities:** The [AccessAbility Services](https://uwaterloo.ca/disability-services) office (https://uwaterloo.ca/disability-services), located on the first floor of the Needles Hall extension, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.