

**University of Waterloo**  
**GBDA305 Global Development & Business**  
**Winter 2017**  
**Course Outline**

**Instructor:** Vivian Xiaofei Yang

**Office:** DMS3008

**Phone:** 519-888-4567 Ext. 37073 (emails are preferred over voicemail messages)

**E-mail:** [vivyang@uwaterloo.ca](mailto:vivyang@uwaterloo.ca)

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

**Office Hours and Office Location:** DMS3008, Wednesdays, 1:00 to 2:00 (Other times by appointments only)

**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.

The lectures will roughly follow the textbook, but often will not cover every chapter. Conversely, lectures sometimes will go beyond what is covered in the text. Class notes and additional readings (if applicable) will be posted on LEARN periodically.

**Resources**

All supplementary course materials (lecture slides/notes, quizzes, announcements, etc.) will be posted on LEARN, <http://learn.uwaterloo.ca>

**Other Useful Website Links**

- World Bank ([www.worldbank.org](http://www.worldbank.org))
- Countries and Regions ([www.worldbank.org/html/extdr/regions.htm](http://www.worldbank.org/html/extdr/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/>)

**Email**

I may not always have access to voicemail. As such, email is a preferred way to reach me. I will try my best to respond as soon as I can. Please include “GBDA 305” in the subject line.

### Electronic Device Policy

Cell phones, pagers, and other electronic devices must be either turned off or muted during classes. Laptops are permitted in class for note-taking and in-class activities only. Devices must be closed, disabled, and/or set aside when requested by the instructor. Students who do not comply with the electronic device policy may be asked to leave a class. Students who have made arrangements through the Office for Students with Disabilities may use electronic devices as an academic accommodation related to their disability.

### Attendance Policy

Students are expected to attend all scheduled classes in the term to keep up with course material. This is especially important as the material builds each week. Attendance is based on class participation measured via clickers. Please see the policy on clickers in the later sections of “Clicker Participation”.

### 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.

### Tentative 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 Class Date	Class Date	Topic Category	Topic	Chapters from the textbook	Due dates during the week
1	Jan 2 to Jan 6	Jan 4 (W)	Principles and concepts of global economic development	Introducing Economic Development: A Global Perspective	Ch. 1	
2	Jan 9 to Jan 13	Jan 11 (W)		Comparative Economic Development	Ch. 2	
3	Jan 16 to Jan 20	Jan 18 (W)		Domestic problems and policies in a	Poverty, Inequality, and Development	Ch. 5
4	Jan 23 to Jan 27	Jan 25 (W)	global economy with a focus on developing countries	Population Growth and Economic Development: Causes, Consequences, and Controversies	Ch. 6	Quiz 1 due by the end of Jan 29 on LEARN
5	Jan 30 to Feb 3	Feb 1 (W)		Urbanization and Rural-Urban Migration: Theory and Policy and Human Capital: Education and Health in Economic Development	Ch. 7 and Ch. 8	
6	Feb 6 to Feb 10	Feb 8 (W)		Agricultural Transformation and Rural Development and The Environment and Development; Online Quiz 1 due on February 12.	Ch. 9 and Ch. 10	Quiz 2 due by the end of Feb 12 on LEARN
7	Feb 13 to Feb 17	Feb 15 (W)	International problems and policies in a global economy	International Trade Theory and Development Strategy	Ch. 12	
8	Feb 20 to Feb 24	Feb 22 (W)		Study week, No class		
9	Feb 27 to Mar 3	Mar 1 (W)		Balance of Payments, Debt, Financial Crises, and Stabilization Policies	Ch. 13	
10	Mar 6 to Mar 10	Mar 8 (W)	International Institutions	Development Policymaking and the Roles of Market, State, and Civil Society	Ch. 11	Quiz 3 due by the end of Mar 12 on LEARN
11	Mar 13 to Mar 17	Mar 15 (W)		International Institutions and Regional Economic Integration	slides and assigned readings	
12	Mar 20 to Mar 24	Mar 22 (W)	Firms in the Global Economy	Export Decisions, Outsourcing, and Multinational Enterprises	slides and assigned readings	Group Project due by the end of Mar 24
13	Mar 27 to Mar 31	Mar 29 (W)		Remainder/Group Project Exhibition	NA	Quiz 4 due by the end of Apr 2 on LEARN; Short Paper due on March 31 (Friday)

## Grading

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

Category	Type of Evaluation	Weight	Due Day
Clicker participation	Individual	15%	
Short paper and presentation	Individual/Two student group	20%	Paper due March 31 (Friday) online; Presentation varies
Four quizzes (done online through LEARN)	Individual	30%	Due on LEARN on Jan 29, Feb 12, Mar 12 and Apr 2, respectively.
Group Project	Team	35%	By the end of Mar 24 (Friday)

### 1. Clicker Participation (individual) (15%)

This course will be using the i>clicker student response system in class.

#### *i. Why are clickers used in this course?*

i>clicker helps me to understand whether you have grasped the concepts and adjust class progress accordingly. It also gives everyone a chance to participate in class and also understand different opinions on discussion topics.

Quote from Wood's paper *Clickers: A Teaching Gimmick that Works*, describes advantages of using clickers in a large class for both students and instructors.

*“For the students:*

- *They are answering anonymously - no one has to worry about the possible humiliation of giving a "dumb" answer.*
- *Those who did not "get it" realize they are not the only ones. In a typical lecture situation, such students are often inhibited from asking a question by the belief "everyone but me probably understood."*
- *Those who apparently did not "get it" often find out the reason was not their lack of knowledge, but an unclear or ambiguous question from the instructor.*
- *Most important, the students are actively engaged with the topic at hand and, therefore, more likely to understand and retain it better than if they were only sitting passively and listening to the instructor.*

*For the instructor:*

- *S/he can later find out from the software which students are present and give credit, if desired, for in-class participation.*
- *S/he knows immediately, in real time, what fraction of the students didn't "get it," information that often does not become apparent in a standard lecture course until after the next exam, when it's too late to do much about it”.*

#### *ii. Registration of your i>clicker*

Students are responsible for buying a clicker (first generation clickers or the new version of clickers both work), bringing it to every class and ensuring that the batteries work.

You must register your i>clicker in order to receive participation credit. I cannot match your answers to your name unless you register your i>clicker to your name using UW internal registration link

Below is an instruction of how to register your i>clicker from UW's i<clicker FAQ page.

*“To register your clicker in your LEARN course. You will find a link to the clicker registration page somewhere on the Content tab within the LEARN/D2L course.*

*Follow the instructions on this registration page to enter your clicker ID number (located on the back of the clicker) into the answer box.*

*If you replace your clicker then register the new clicker ID number in the same manner as above.*

*The clicker ID number is printed on the back of the clicker near the bottom, sometimes in very small type. An example is 12873CAB. Other numbers on the back like T24-RLR13 or 6495A-RLR13 are **not** clicker IDs. Clicker ID numbers sometimes use the numeral 0 (zero) or 1 (one), but never use the capital*

letter O (Oh) or lowercase letter l (el). Ask a fellow student or your instructor if you can't locate the clicker ID”

Registration is only needed once. A single registration will work for all your clicker courses and all terms. Your registration on official clicker webpage is **NOT** going to work for our purposes. Please use the UW internal registration listed above for registering your i>clicker. FAQ for students about clickers can be found on the following link: <http://www.math.uwaterloo.ca/~pkates/CTE/clickers/clicker-student-faq.html#faq-register-what>

### **iii. Grading Policy**

Class participation will begin in the **third week of classes** (Week of January 16 to 20). The clicker grade considers both response rate (i.e., how many questions you have answered out of total questions asked) and performance (i.e., how many questions you have answered **CORRECTLY** out of total questions).

i>clicker grade will account for 15% of your overall grade for this course. To receive a full mark for the clicker grade, you will need to answer at least 75% of total questions asked (participation portion) and 50% of total questions correctly (performance portion). As these percentages (75% and 50%) already take into consideration of special situations (e.g., sick days or other conflicts and times you forget to bring your clicker to class), being sick will not exempt you or shift the weight of clicker grade for that day.

The i>clicker questions may cover lecture content, which usually have a correct answer. In some occasions, the i<clicker questions are also used for open-ended discussion questions, which do not have one correct answer. In the second case, all answers to open ended discussion questions are considered correct when i<clicker grade is calculated.

The following is a hypothetical example on how this grade is calculated.

#### *Example:*

Likely there will be 9 to 10 sessions overall with clicker questions through the semester and between 3 to 6 questions for each session. Assume there are 50 clicker questions in total and you miss 2 sessions or 8 clicker questions (due to absence under various reasons) i.e., answering 42 clicker questions. Also assume out of the 42 questions, you answer 28 questions correctly. According to this, the percentage of response is 84% ( $=42/50$ ) and accuracy is 56% ( $=28/50$ ). As such, both the response percentage and accuracy are higher than the 75% and 50%, respectively. You receive a full mark for the 15% participation grade.

The clicker grade will be updated twice on LEARN throughout the semester, one during the term and one at the end of the semester. Students are responsible for checking their clicker grade once posted and notifying the lecturer of any potential issues in a timely manner.

## **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 March 31, by the end of the day. 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) (30%)**

Four online quizzes will be done through LEARN, due by Jan 29, Feb 12, Mar 12 and Apr 2, 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. Group Project (35%)**

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

### **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 the short paper, but cannot be duplicated with other teams. We will establish a discussion tread on LEARN for you to submit your topic at the beginning of the semester. You will not be able to work on a topic that other teams already submitted on LEARN. 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.

## **B. Reference list**

Each group also needs to submit a written Reference List. Your Reference List must include a citation for every source, popular or scholarly, that your group consulted. Format your Reference List according to the instructions in Chapter 15 ‘Documentation II: Author-Date References’ in the Chicago Manual of Style Online. To access the Chicago Manual of Style Online: log in to the University of Waterloo Library using your WatCard barcode and last name > in the general Library Catalogue search box on the Library’s homepage, enter Chicago Manual of Style Online > from the search results, select Chicago Manual of Style Online > select Online resource > select Open source in a new window. Use the Table of Contents to navigate to Chapter 15.

## **C. 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. Both the reference list and the video are due by the end of **March 24<sup>th</sup>, 2016.**

## **D. 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.

## **Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009**

**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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

**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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**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](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

**Note for students with disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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.

**Other sources of information for students:**

[Academic Integrity website \(Arts\)](#)

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

[Academic Integrity Office \(UWaterloo\)](#)

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