

University of Waterloo
GBDA305 Global Development & Business
Winter 2019
Course Outline

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Lecture Hours & Location: DMS 2022 Tuesdays, 10:00- 12:50 (section 001), and 2:00 to 4:50 (section 002)

Office Hours and Office Location: DMS3008, Tuesdays 1:00 to 2:00 and by appointments

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, etc. We will focus on the following main topics (for further details please refer to the Tentative 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
- Regional economic integration
- International institutions

Required Textbook

Todaro, Michael P. and Stephen C. Smith, **Economic Development**, 12th 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, assignments, announcements, etc.) will be posted on LEARN, <http://learn.uwaterloo.ca>

Other Useful Website Links

- World Bank (www.worldbank.org)
- Countries and Regions (www.worldbank.org/html/extdr/regions.htm)
- World Bank Development Data and Statistics (www.worldbank.org/data/)
- International Monetary Fund (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/)
- United Nations Statistics Division (unstats.un.org/unsd/)
- United Nations Development Program (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 and class content responses. For details please refer to the sections in the syllabus explaining the grading components.

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%	
Class Content Responses	Individual	20%	By the Wednesday of each week (excluding 1st and last week).
Short paper and presentation	Individual/Two student group	30%	
Topic Brief		2%	Topic brief due by Feb 1 (Friday)
Final Written Paper		18%	Final Paper due April 5 (Friday)
Presentation		10%	Presentation time varies
Group Video Project	Team	35%	By the end of Mar 31 (Sunday)

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 (under Syllabus folder) 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 **second week of classes** (Week of January 14 to 18). 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 80% of total questions asked (participation portion) and 50% of total questions correctly (performance portion). As these percentages (80% and 50%) already take into consideration 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 correct answers. 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 of how this grade is calculated.

Example:

Likely there will be 9 to 10 sessions overall with clicker questions through the semester and between 2 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 for 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 80% 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, once during the term and once more at the end of the semester. Students are responsible for checking their clicker grade once posted and notifying the instructor of any potential issues in a timely manner.

2. Class Content Responses (16%, @2% for each)

For each class, except for the first and the last week, you will be asked to post **three bullet points** to the appropriate LEARN dropbox for that week, containing:

- A paragraph briefly summarizing the lecture content;
- something important you learned in that class; and
- an idea and/or a question arising out of the content of that class

Your instructor may provide more specific requirements on any given day. Your post will either be judged complete (pass) or incomplete (fail) by the teaching assistant and instructor. The drop box for each class is open until the end of the Wednesday during that week. Any submission beyond the due time will NOT be accepted. Your **best 8 responses** (out of 10 weeks) will be counted towards your grade, i.e., you are allowed to drop two responses due to various reasons (sickness, incomplete etc.).

3. Short Paper (individual or Two-person group) (30%)

Students will need to finish a short paper and present it to the class. You can either choose to finish the paper with another student (two-person group) or finish it as an individual assignment. Either way, the grading criteria will be the same. During the first week, the instructor will ask for your decision to determine the number of short papers/presentations and scheduling.

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 all presentations more interesting. For example, if the rural development issue in China is already selected by another student/group, you can NOT select this topic. However, you can discuss rural development in India, or environment issue in China.

At the beginning of the term, a discussion board will be set up on LEARN for you to submit your topic. Only a topic is needed at this point. It is students' responsibility to check all topics submitted before submitting their topics. Every group/student needs to submit their **topic as soon as possible, and definitely before your presentation**. Groups/students presenting and/or writing about the same topic may be penalized subject to the instructor's discretion.

This assignment includes the following **three components**.

A. Topic Brief (2% out of 30%)

You will need to **submit a topic brief** to the instructor for approval **by Feb 1 (Friday)**. A drop box will be created on LEARN for this purpose.

Your topic brief should be a PDF or word document including the following:

- a) Short Paper Title: Your paper should have a catchy title that captures the essence of your content
- b) Research Question: Your research question should be a clear, focused question that summarizes the issue that you, the researcher, will investigate. When properly written, a research question is neither too narrow or broad and will help to guide the writing of your report.
- c) Methodology: Outline how you will conduct research on your topic. For example, will you rely on online resources, articles, personal experiences, surveys etc.

Note: You may change your paper prior to the actual presentation, but the change needs to be approved by the instructor.

The topic submission is expected to be approximately 150-200 words and will be graded as pass or fail, and account for 2% of the 30% allocated to the short paper. Comments and suggestions are only provided to topic submissions receiving 0% to assist students revising topics and preparing for the final report.

B. Presentation (10% out of 30%)

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

By the time of the presentation, you are not expected to have finished the short paper but you are expected to have already decided your topic and perform a research.

Presentations will last no longer than 5 minutes; time limits will be enforced. Slides and/or other materials to be used as a part of the presentation must be sent to the instructor at least 24 hours before the presentation. You do not need to make it a formal slide presentation. Be creative and use whatever methods or visual aids necessary to make the presentation informative, interesting and interactive.

C. Final Submission of the Paper (18% out of 30%)

After your presentation, you will need to submit a short paper (5 to 8 pages in length, font-size 12, double-spaced) on the topic you have selected and presented. The due date of the short paper is April 5 (Friday), by the end of the day.

A rubric will be available at the beginning of the semester on LEARN.

4. Group Project (35%)

The class will be divided into teams of 4 to 5 students. Each team will create a 5 to 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, television specials, documentaries, television 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 as a team member's short paper topic, but cannot be duplicated with other teams. We will establish a discussion thread 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. It is students' responsibility to check all topics submitted before submitting their topics. Groups working on the same topic may be penalized subject to the instructor's discretion.

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 for providing access to 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' assessments. Both the reference list and the video are due by the end of **March 31**

(Sunday).

D. Individual effort on team work

Teamwork might be a main feature of your future employment; that's why it is important to start preparing now. For the teamwork on group project, only your outputs as a team will be graded; each team member will be graded on the basis of the same criteria. Each student must make a direct contribution to the teamwork and have an obligation to make the team work effectively.

To create conditions designed 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 unfair share of 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. A remarkable or unfair contribution can result on an upward or downward grade adjustment. There will be no more than one student per group that can receive an upward adjustment to the group grade.

Also along the semester, as soon as you perceive that a member is consistently not making a fair contribution to the team, you are responsible to communicate this to the instructor to resolve **as soon as possible.**

Late Work

Unless there are special circumstances and permission has been obtained from the instructor prior to the due date, all late work is subject to a 10% penalty per day to a maximum of 50% of the final grade of that evaluation item.

Tentative Class Schedule

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

# of week	Week of	Class Date	Topic Category	Topic	Chapters from the textbook	Due dates during the week
1	Jan 7 to Jan 11	Jan 8 (T)	Principles and concepts of global economic development	Introducing Economic Development: A Global Perspective	Ch. 1	
2	Jan 14 to Jan 18	Jan 15 (T)		Comparative Economic Development	Ch. 2	
3	Jan 21 to Jan 25	Jan 22 (T)		Poverty, Inequality, and Development	Ch. 5	
4	Jan 28 to Feb 1	Jan 29 (T)		Population Growth and Economic Development: Causes, Consequences, and Controversies	Ch. 6	Paper Topic Brief due by Feb 1 (Friday)
5	Feb 4 to Feb 8	Feb 5 (T)		Urbanization and Rural-Urban Migration: Theory and Policy and Human Capital: Education and Health in Economic Development	Ch. 7 and Ch. 8	
6	Feb 11 to Feb 15	Feb 12 (T)		Agricultural Transformation and Rural Development and The Environment and Development	Ch. 9 and Ch. 10	
7	Feb 18 to Feb 22	Feb 19 (T)	International problems and policies in a global economy	Study week, No class		
8	Feb 25 to Mar 1	Feb 26 (T)		International Trade Theory and Development Strategy	Ch. 12	
9	Mar 4 to Mar 8	Mar 5 (T)		Trade Policy, Trade Balance and WTO	Lecture Slides/Notes	
10	Mar 11 to Mar 15	Mar 12 (T)		Foreign Direct Investment	Lecture slides/Notes	
11	Mar 18 to Mar 22	Mar 19 (T)	International Institutions	Regional Economic Integration	Lecture slides/Notes	
12	Mar 25 to Mar 29	Mar 26 (T)		International Institutions	Lecture slides/Notes	Group Project due by Mar 31 (Sunday)
13	April 1 to April 5	April 2 (T)		Group Project Showcase		Final paper due by April 5 (Friday)

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/>