**Class Contract**

Please read the next page carefully as it is essential to your performance in this class

1. You have successfully graduated High School. As such I regard you as adults, I am not your baby-sitter.
2. Due dates are announced in at least one of 3 ways:
	1. in class
	2. on Canvas
	3. on the syllabus

Your failure to check due dates is ultimately your fault, and does not constitute an emergency that warrants an extension.

1. Assignments will be accepted on the due date only. Should you not be able to meet the deadline for an assignment you will have to communicate with me **BEFORE** the assignment is due to qualify for an extension.
2. No extension will be given **AFTER** the deadline has passed. **NO EXCEPTIONS!** Asking for an extension **AFTER** the deadline has passed will result in losing 1 percentage point of your final grade, each time you ask.
3. I will go out of my way to meet with you and help you understand the material in office hours. However, it is your responsibility to seek help. It’s as easy as sending me an email.
4. This class is hard. That is not a bad thing. You should want to be challenged.
5. Trying is unfortunately not good enough to deserve a good grade. You need to actually understand the material.
6. There is no extra credit. **NO EXCEPTIONS!** Asking for extra credit will result in losing 1 percentage point of your final grade, each time you ask.
7. I will provide you with lectures, presentation slides, and practice problems.
8. I will NOT provide study guides, formula sheets or typed up answer keys. If you want a study guide or formula sheet make one yourself. I can proof read it. If you want the answers to practice problems, come to class. Each practice problem will be discussed in class. If you missed class, get the answers from a fellow student, or come by my office.
9. Do not ask me for answer keys via email….seriously! I don’t have them typed up.
10. To prove that you read and understood this “contract” print your name on the BOTTOM LEFT CORNER and return the page to me. By doing so you will receive extra credit (1 percentage point increase of your final grade). Not returning it will result in no punishment.
11. Should you find that the class is moving too fast for you please slow me down. On average, I ask 8.5 times during class if there are any questions. That’s a great time for you to slow me down and ask questions. You will have many…
12. Finally, don’t ask me a question the syllabus can answer…You guessed it, if you do, I’ll take 1 percentage point of your final grade, each time you ask.

**That being said:**

COVID-19 sucks, but we have to make the best out of it. As you know, Xavier University adopted a strategy that allows for face-to-face teaching, however, at a reduced class-room capacity. Given our classroom size and class size, we are forced to split up into 2 cohorts. I will refer to one cohort as the Blue cohort, and the other as the Grey cohort. We will rotate face-to-face instruction on a **weekly** basis. At the end of this document, you will find a color-coded course outline. It tells you, for any given day and week, what topic we will learn, and which cohort will be in class. For example, during week 1, the Blue cohort will learn about “Why Nations Fail” in class, while the Grey cohort will learn about it remotely. In week 2 we switch. The Grey cohort will learn about “Poverty” in class, while the Blue cohort will learn about it remotely…and so on and so on.

You can find your cohort on Canvas. It is, for the most part, assigned randomly and will not be changed. Exceptions include those mentioned to you in the email I sent out before the semester, such as being roommates with a class member, or on the same sports team…In that case it makes sense that I put you in the same cohort…

The remote group will have access to a ton of supplemental material, including live stream of the in-class instruction, some pre-recorded lecture videos, practice problems, slides, textbook and some more. You will probably not need all these extra materials, but I wanted to provide them so everybody can decide for themselves what they want to use. Some people prefer videos, some slides, some the textbook.

**Mask Policy**

Every student will wear a mask at all times, unless I tell you personally otherwise. Your perceived “freedom” to not wear a mask is not more important than your classmate’s right to stay healthy. If you don’t wear a mask, I will ask you nicely to put one on once. The second time I will drop you from the course.

**Attendance Policy**

Usually, I don’t have an attendance policy. I understand opportunity costs, and if you think your time is spent better elsewhere then I don’t care. However, with the new Zoom Classroom feature, too many students took advantage of this policy last year and stayed home when they were supposed to be in class. This created a negative externality for me and fellow students. It is just not fun for anybody to teach in a class room with 5 students. Therefore, I chose to adopt an incredibly strict policy.

On your third **unexcused** absence I will drop you from the class. In other words, miss class twice, you are ok, miss class three times and you’re out. This only counts for the weeks you are supposed to be in class. I don’t care about the weeks you are on Zoom.

Instructor: Dr. Thomas Lebesmuehlbacher Email: lebesmuehlbachert@xavier.edu

Office: Smith 337 Phone: (706) 979 1208

Office Hours: TR 10 – 11am; By appointment

**Course Overview:**

During the last two centuries, the world has experienced an Industrial Revolution, two rounds of globalization, and unprecedented technological progress. Despite these advances, a large majority of countries and people live in abject and persistent poverty, and face its natural consequences such as disease, crime, social unrest, and the inability to participate in economic decision-making. This course analyzes the problems and issues that are fundamental to developing countries. We will focus on topics that are "internal" to developing countries, such as population growth, inequality, poverty, education, health, and nutrition. The over-riding question throughout the course will be: can public policies alleviate the problems of developing countries and generate sustainable growth? Case studies will be used throughout the semester to reinforce the material and provide some real-world context for what we’re learning. Throughout the course, you will learn to understand and apply some of the theoretical and empirical tools used by economists in this field.

**Learning Goals:**

By the end of this course, students will be able to characterize the developing world and understand the conditions that define developing countries, including the lives of the more than 5.5 billion people who live in them. Furthermore, you will be able to provide a comprehensive explanation of development and the various factors that comprise a country’s state of development. You will critically analyze problems in the process of development, including economic, demographic, socio-political, health, environmental and financial issues, and comparatively assess the advantages and disadvantages of corrective policy actions. Finally, you will learn to draw from real-world data to support your analyses and policy recommendations.

**Textbook:**

The recommended textbook for the course “*Debraj Ray, Development Economics.*” It is not required, but it will provide structure for the course and may be useful for some students to use for background reading and to review the material from lecture. Required readings will come from journal and newspaper articles and excerpts from books. These are generally brief in length (~15 pages) and will be made available on Canvas.

**Grading:**

* Exams: There will be two midterm exams during the semester covering material from readings, case studies, lectures, and class discussions. Each midterm grade will count towards 25% of the course. There will not be a Final Exam, instead there will be a short paper due at the end of the semester.
* Quizzes: There will be about 5 - 8 short quizzes during the semester covering the assigned readings. The average of the quiz grades will account for 10% of the course grade.
* Country Expert: About the second week of class, the class will be broken up into groups of 3 to 5 students and each group will be assigned a developing country. The group will prepare a 15 to 20 minute presentation that explains how the topics covered in class relates to the corresponding country. Presentations will be towards the end of the semester, with exact dates and format announced in class. These presentations will count 20% towards your final grade.
* Short Paper: Each group must complete one main writing assignment. Groups will focus on ONE topic covered in class and critically evaluate it for a developing country of their choosing. The paper should include some descriptive data analysis and critical evaluation. The exact content of this analysis will be unique to each topic, but you may want to consider things like the prevailing explanations for a problem (economic, social, political, geographic, etc.) and existing or potential policy actions and their advantages and disadvantages. The grading of the paper will be weighted in the following manner: 20% Writing/Grammar, 20% Organization and Relevance of Content, and 60% Critical Analysis. Sources, including the graphs and data, must be cited appropriately. The paper will be due at the Final Exam date and account for 20% of the final grade. The paper must not exceed 5 pages.

Summary:

* 2 Midterms: 25% each
* 5-8 Quizzes: 10%
* Presentation: 20%
* Paper: 20%

Grading Scale:

|  |  |
| --- | --- |
| A 93+ | C 73 - 76  |
| A- 90 - 92 | C- 70 - 72 |
| B+ 87 - 89 | D+ 67 - 69 |
| B 83 - 86 | D 63 – 66 |
| B- 80 - 82 | D- 60 - 62 |
| C+ 77 - 79 | F <60 |

Final grades are rounded to the nearest whole number, e.g. 89.50 is a A- and a 89.49 is a B+.

**Missed Exam:**

Absolutely no makeup exams will be given, unless PREVIOUSLY agreed upon. You are forewarned well in advance to properly schedule your time and make proper arrangements for any potential conflicts (exceptions include illness or family emergency, subject to the discretion of the instructor). You are expected to take all exams at the scheduled time in the course and section in which you are enrolled. If you arrive late to any exam, you will only be allowed to take the exam if no other students have left the exam.

**Honor Code:**

The Honor Code is taken very seriously. Cheating will not be accepted. As a Xavier student, you have accepted to abide by the University’s academic honesty code. Information about Academic Integrity can be found at http://www.xavier.edu/handbook/standards/Academic-Honesty.cfm. Lack of knowledge of this policy is not a reasonable excuse for a violation.

**WCB Mission Statement:**

“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

**Attendance, Participation and Classroom Preparation:**

This course will be driven by presentations and discussions in class, and supplemented by outside readings. My primary goal is to motivate thoughtful analysis of the topics in this course. Active participation and regular attendance are necessary for success in this class. 10% of your grade will be reflected by your performance in quizzes. Students cannot take the quiz if they are not in attendance, and quiz and exam material will include subjects discussed in class that cannot be found in the readings, so students are strongly encouraged to attend every class. In addition, please review the attendance policy at the beginning of the syllabus (page 2). If you do not show up to class, do not expect that all your questions can be answered the day before an exam at office hours. Devote as much time and effort as necessary to master the material covered in this course. Like many other skills, economics is best learned by doing. Thus, the more problems you work, and the more you participate in class, the better your understanding of the material will be.

**Disability and Health Related Issues:**

If you are a student with a disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, students with physical, medical and/or psychiatric disabilities or students with AD(H)D and/or specific learning disabilities are encouraged to contact Student Disability Services. See http://www.xavier.edu/disability-services/index.cfm for more information.

**Classroom Conduct:**

Your instructor and classmates deserve courtesy. If you must arrive late or leave early, please do so quietly. Do not talk in class, and turn off mobile phones during class. Any disruptive behavior constitutes grounds for dismissal from the course. However, constructive participation in classroom discussion/activities is highly encouraged!

**Tentative Course Outline:**

**Midterm 1: 3/9/2021 from 11.30 to 12.45 in G27 or 252**

**Midterm 1: 4/22/2021 from 11.30 to 12.45 in G27 or 252**

**Tuesday Thursday**

|  |  |  |
| --- | --- | --- |
| January |  | January |
| Day | Topic |  | Topic | Day |
| 19 | Introduction (all remote) | 1 | Why Nations Fail | 21 |
| 26 | Poverty | 2 | Poverty (Resource Curse) | 28 |
| February |  | February |
| Day | Topic |  | Topic | Day |
| 2 | Inequality | 1 | Inequality (Arab Spring) | 4 |
| 9 | BREAK | 2 | Gender Inequality | 11 |
| 16 | Gender Inequality | 3 | Population | 18 |
| 23 | Population (China One Child) | 4 | Health & Nutrition | 25 |
| March |  | March |
| Day | Topic |  | Topic | Day |
| 2 | Health & Nutrition (Nothing But Nets) | 1 | Review | 4 |
| 9 | Midterm 1 (everybody in class) | 2 | Education | 11 |
| 16 | Education (FFE) | 3 | Property Rights | 18 |
| 23 | Property Rights (Xiaogang Agreement) | 4 | Conflict | 25 |
| 30 | Conflict (Syria) | 5 |  |  |
| April |  | April |
| Day | Topic |  | Topic | Day |
|  |  |  | Domestic Migration & Labor Markets | 1 |
| 6 | Domestic Migration & Labor Markets | 1 | EASTER BREAK | 8 |
| 13 | Microfinance  | 2 | Microfinance (Grameen Bank) | 15 |
| 20 | Review | 3 | Midterm 2 (everybody in class) | 22 |
| 27 | Writing Day (all remote) | 4 | Presentations (all remote) | 29 |
| May |  | May |
| Day | Topic |  | Topic | Day |
| 4 | Presentations (10:30 – 11:30) | 1 |  |  |