

Miyazaki International College
 Course Syllabus
 FALL SEMESTER 2023/2024

Course Title (Credits)	ECO 306 Economics of Development
Course Designation for TC	N/A
Content Teacher	
Instructor	PAWEL MLODKOWSKI
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Office hours	Tuesday: 8:30-9:00; Wednesday: 13:00-14:30; Thursday 8:30-9:00
Language Teacher	
Instructor	
E-mail address	
Office/Ext	
Office hours	

Course Description:
<p>Much of the world's population is affected by severe and persistent problems of under-production, unemployment, poverty, and numerous attendant hardships such as overpopulation, congestion, and ecological degradation. This course explores the forms and causes of these problems and the alternative theories for affecting economic development, using examples and cases to identify the constituent elements of development and the constraints facing development efforts.</p> <p>Students examine theories and issues, internal and external challenges, and alternative policy options relating to sustainable economic development. Topics include a comparative analysis of the leading theories of economic growth, development, and sustainability; lack of economic growth, poverty, and income distribution; consequences of population growth and technological change; employment and migration, human capital, agriculture, and rural development; international trade and commercial policy, foreign investment, and aid; and global integration, economic transition, and environmental degradation.</p>
Course Objectives:
<p>After completing this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe appropriate measures or indicators of development. 2. Explain economic growth and development theories, and their implications on sustainable development.

3. Identify the conditions of underdevelopment and the challenges for sustainability.
4. Discuss poverty, income distribution, and the causes and consequences of population growth.
5. Summarize the process of sustainable economic development.
6. Critique the significance of employment, migration, human capital development, rural development, international trade, and foreign aid and investment on sustainable economic development.
7. Appraise economic transition and environmental degradation.
8. Relate the effect of globalization on sustainable economic development.

Active learning

Student-lead discussions in which one student acts as the facilitator and the other students participate based on explicit instructions and guidance with regard to their assigned or chosen roles.

Day	Topic	Content/Activities
1	UNIT ONE: Introduction to the class goals	Introduction of the teachers Presentation of the syllabus Explanation of the terms of engagement Presentation of the teacher's expectations Reading assignment for the next session An introduction to the study of economic development Handout 1: Economic Development basic concepts
2	UNIT TWO: Issues of Definition and Measurement	Introduction to the nature and scope of development economics
3		Use of appropriate measures for development
4		The structure of Third World economies
5		Common characteristics of developing nations
6		Assessment 1: group presentations on – 10%.
7	UNIT THREE: Historical Perspective on Growth & Theories of Development	A comparative analysis of the leading theories of economic development
8		The linear-stages models
9		The structural-change models
10		The international-dependence models
11		The neoclassical models
12		The new growth models
13	UNIT FOUR: The Conditions of	An examination of the conditions of underdevelopment
14		

15	Underdevelopment and Challenges for Sustainability	Lack of economic growth
16		
17		Poverty and income distribution
18		
19		Causes and consequences of population growth
20	UNIT FIVE: The Process of Sustainable Economic Development	
21		An examination of internal and external dimensions of economic development
22		Employment and migration Human capital
23		Agriculture and rural development
24		
25		International trade and commercial policy
26		Foreign investment and aid
27	UNIT SIX: Integration: Globalization, the Environment and Sustainable Development	An examination of the challenges faced by developing economies
28		The ongoing process of global integration
29		Economic transition and environmental degradation
30	Finals	Final examination

Required Materials:

Reference Texts

Todaro, Michael P. and Stephen C. Smith, Economic Development, 11th Edition, Pearson, 2012.

Course Policies (Attendance, etc.)

Participation is required at all classes. Students are expected to attend all the classes on time, participate actively in all class activities and complete all assignments on time. As a criteria to pass this course, students are required to attend at least 80% of the total class time. If you have four or more 'unexcused absences' you will be asked to withdraw from the class. All kind of absences must be presented with concrete documents and will be approved case by case. Problems related to your class performance should be brought up to the instructor as soon as possible.

An 'unexcused absence' is any absence for which you do not have permission. Medical reasons, family emergencies and so on are NOT counted as "unexcused absences" and will NOT INFLUENCE YOUR GRADE.

Class Preparation and Review

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework. The reading materials must be read and prepared before class. Lectures will stress the most important issues addressed in the materials, and may go beyond the scope of the handouts for certain topics. Therefore, it is important for you to attend class.

Grades and Grading

Assignment 1: Presentation: 10%

Assignment 2: Quiz: multiple-choice questions: 10%


Participation: 10%

Final report: 70%

Attendance as such is not part of the final grade – BUT participation is! Participation means asking questions, answering questions, and demonstrating the willingness to try to work at a serious level.

Notes:

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<p>文部科学省から採択された 大学教育再生加速プログラム</p> 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	<p>Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</p>	<p>Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.</p>	<p>Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships</p>	<p>Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis</p>	<p>I had no idea that this student was even enrolled in my class ←that is how underwhelming this student's performance was!</p>
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	<p>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</p>	<p>Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.</p>	<p>Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.</p>	<p>Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.</p>	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	<p>Fully engaged in current events and shows and understanding of</p>	<p>Student is aware of current events and world cultures, but is</p>	<p>Exhibits interest and intrigue in current events and world</p>	<p>Student expresses one-sided ideals from an</p>	
	Awareness of					

	Current Events & Global Issues	social inequalities and cultural differences.	unable to apply macro-level situations to her/his own life.	culture, but has difficulty understanding relevancy.	ethnocentric point of view. Completely lacks awareness of world issues or events.	
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Writing					
	Oral Communication					