CGS 3516F  
Economies of Development  
Matthew McBurney

Office: Benson 2  
e-mail address: mmcburn2@uwo.ca  
Scheduled class times: Tuesdays 8:30am-11:30am  HUC W6  
Office Hours: Tuesday 11:30am – 12:30pm or by appointment

Prerequisites: 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

COURSE DESCRIPTION
This course critically examines tools for assessing development, such as development indicators and indices (GNP/GDP, Human Development/Poverty Indices, Physical Quality of Life Index, Gender Empowerment Measure), community-based indicators, and explanations of economic development in micro and macro contexts. A critical perspective will be used to analyze the validity and usefulness of these tools.

COURSE LEARNING OBJECTIVES
Learning Outcomes

On completing this course it is envisaged that students will have:
- Demonstrate analytical knowledge of various economic strains of thought and the evolution of these thoughts in relation to development.
- Critically assess and engage with organizational policy literature on global development.
- Demonstrate familiarity with existing tools and measures for assessing development.
- An ability to present and evaluate some of the key debates over development strategy and practices.
- Demonstrate and convey these competencies in a clear, critical and reflexive communication style.

DESCRIPTION OF CLASS METHODS
Classes will consist of a combination of lecture and participatory learning methods, such as circle workshops and discussion groups. However, each class will require high levels of participation from students. It is expected that each student will arrive at each class having read all of the week’s readings, and students are required to engage with the readings and with each other during the weekly seminar.

During lectures and classroom learning methods, students are expected to be respectful and to not distract fellow students or the instructor. If you would like to send text messages, browse irrelevant websites, or talk without contributing to class discussion, please do so elsewhere.

REQUIRED RESOURCES
EVALUATION

Class Participation 15%
Considering the fact that this is an upper year course, emphasis will be placed on student participation and interaction. Students are required to come to class having read the material and ready to participate in discussions and group work. Participation is not graded on the number of times a student speaks, but also the quality of each interjection and discussion created by the student. Various group learning and participatory methods will be used throughout the course which require active participation on the part of each student.

Policy Brief Analysis Project 20% Presentation 10%
This assignment is designed to be done in a group (maximum 3 students). For this assignment, students will be asked to analyze a current policy brief from an international development organization or government. The group will then be asked to provide an alternative policy brief to the one analyzed. The policy brief analysis will be a document (1500 words) which outlines the rationale for choosing a particular policy alternative or course of action in a current policy debate. The policy must be related to the topics covered in the course about global development economics. The purpose of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or course of action outlined by the student(s). Students will be graded on their ability to analyze critically the suggested policy and to put forth viable alternatives. Each group will present their policy brief analysis in class. Project Due October 2, Presentations Week 5 (October 16)

Millennium Development Goals Project Proposal 10%
The proposal will be a maximum 2 page proposal for the MDG project. The proposal must include a description of and justification for the chosen MDG, a thesis statement, a brief outline of the final essay, and an annotated bibliography with a minimum of 5 scholarly sources. Due October 20

Millennium Development Goals Project 30%
Students will be asked to elaborate a critical analysis of one of the MDGs as it relates to a specific country and/or region. This analysis must take into account readings discussed during the course and show the ability to engage critically with development policies and the tools used to measure them, such as the MDGs. Students must analyze the achievement (or failure to achieve) one of the MDGs as it relates to the chosen country/region. Students must also show how the country/region is attempted to achieve the chosen MDG through development policies and projects and provide a critical analysis of these projects and policies. Students will be required to discuss both the positive and negative aspects of his/her chosen MDG and suggest alternatives, if possible. The assignment must be between 2,000-2,500 words and must use a minimum of 10 scholarly sources. The format of the project is an essay and will be graded using the following grading scheme: Due November 20

MDG Project Presentation 15%
Students will present the findings of their SDG analysis and the suggestions and alternatives laid forth. Students will be graded on the quality of their presentations and ability to assess critically the suggestions in the brief and to put forth their own viable alternatives. Students will have 15 minutes to present their analysis. Last Day of Class (December 4)
<table>
<thead>
<tr>
<th>Grade</th>
<th>Research</th>
<th>Argument (Intro/Conclusion)</th>
<th>Analysis (Body of Paper)</th>
<th>Clarity</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>a significant amount of independent, scholarly research was undertaken</td>
<td>an innovative and provocative thesis is clearly stated at the beginning of the paper</td>
<td>based on excellent research and an original thesis, the analysis is strong, and clearly follows established research questions</td>
<td>the paper is easy to read, analysis flows expertly</td>
<td>TimesRoman 12pt, double spaced, 1-inch margins, page numbers</td>
</tr>
<tr>
<td></td>
<td>the majority of sources are from peer-reviewed publications, those that aren’t are used as primary research only.</td>
<td>the method of proving that thesis is established early on and justified on scholarly terms</td>
<td>the research is artfully woven throughout the analysis, shoring up and thoughtfully supporting the argument</td>
<td>language is sophisticated without using jargon</td>
<td>a cover page provides pertinent information</td>
</tr>
<tr>
<td></td>
<td>research is solidly within the parameters of the analysis and thesis argument</td>
<td>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the beginning</td>
<td>new information is well contextualized and serves to propel the argument towards a satisfying conclusion</td>
<td>terms of analysis and argumentation are clearly laid out and well-defined</td>
<td>the bibliography follows a recognized scholarly style</td>
</tr>
<tr>
<td>B</td>
<td>a reasonable amount of independent, scholarly research was undertaken</td>
<td>an interesting but predictable thesis is clearly stated at the beginning of the paper</td>
<td>the analysis is good but there are some significant weaknesses or lapses</td>
<td>the paper is well written but suffers from some significant grammatical inconsistencies or spelling errors</td>
<td>the paper basically follows the technical requirements, with a few minor exceptions citations are solid but not thorough, with some noticeable omissions</td>
</tr>
<tr>
<td></td>
<td>sources are mainly from peer-reviewed publications research is sound but predictable</td>
<td>the thesis tends toward more description than argument, leading to a weak conclusion</td>
<td>the paper occasionally drifts off-topic or into territory that isn’t adequately supported by the research</td>
<td>language is clear but lacks scholarly depth</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the methodology is there but isn’t clearly laid out, or is laid out but not followed</td>
<td>the research questions are interesting but potentially unrealistic in terms of the</td>
<td>terms are clearly laid out and explication of terms segue between points in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>The minimum amount of independent, scholarly research was undertaken. Sources also rely on non-scholarly publications. Research is weak and unoriginal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Less than the minimum amount of independent, scholarly research was undertaken. Sources depend heavily on non-scholarly publications. Research is weak and unoriginal, but also fails to adequately support the argument.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Little to no research undertaken. Scholarly or not, little evidence of scholarly research in the paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Research Undertaken:** Type and/or level of research undertaken are weak. The analysis are weak.
- **Analysis:** The thesis is fundamentally descriptive or dependent on a value judgment (good/bad, right/wrong). The method is vague or poorly laid out. The argument fails to reach a satisfying conclusion, with the paper simply petering out.
- **Language and Spelling:** There are significant but not quite major problems with grammar and spelling. Language is unclear and/or shallow.
- **Technical Requirements:** There are major problems with the technical requirements of the paper that affect the strength of the analysis. There are next to no citations and/or no bibliography or it does not follow a scholarly style.

- **Research Questions:** Research questions are poorly laid out and inadequately explored. The research does not adequately support the analysis.
- **Method:** The method is vague or poorly laid out. The argument fails to reach a satisfying conclusion, with the paper simply petering out.
- **Citations:** Citations are weak and/or the bibliography is incomplete.
SPECIAL INSTRUCTIONS
It is the expectation that students enrolled in CGS 3516F will submit electronic copies of assignments via Owl. Make sure to keep an electronic copy of your assignment until it has been graded and returned to you.

Extensions on assignments can only be requested in-person, and more than 48 hours prior to the assigned deadline. Extensions being requested for emergency or medical reasons must be approved through academic advising.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me, or without academic accommodation will be penalized 2% for every 24-hour period past the assignment deadline.

Please note that I adhere to a “24/7 rule” for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned in class.

SCHEDULE OF CLASSES

Week 1 (September 11) – Course Intro


Week 2 (September 18) – Development Economics or Economic Development?
Taylor and Lybbert. Essentials of Development Economics. Chapter 1


Week 3 (September 25) – Critiques of the Dominant Paradigms of Development Economics


**Week 4 (October 2) – Economic Growth: The Neoclassical and Endogenous Paradigm**
Taylor and Lybbert *Essentials of Development Economics* Chapter 3 and 7


**Week 5 (October 16) - Presentations**

**Week 6 (October 23) - Poverty and Inequality**
Taylor and Lybbert. *Essentials of Development Economics*. Chapter 4


**Week 7 (October 30) – Poverty Alleviation**


**Week 8 (November 6) - Foreign Aid and International Organizations – Part 1**
Taylor and Lybbert *Essentials of Development Economics* Chapter 9 - Institutions

Week 9 (November 13) - Foreign Aid and International Organizations – Part 2


The following news articles will be discussed in class:

http://www.huffingtonpost.ca/2017/01/13/canada-foreign-aid_n_14150162.html


Week 10 (November 20) – Sustainability and the Use of Natural Resources


Week 11 (November 27) – Human Development and Well-being


**Week 12 (December 4) – MDG Presentations**

Appendix to Course Outlines is posted on the OWL course site.