On-Campus Course Syllabus
ECN 310
Political Economy of Development
Spring 2025

Class Information

Day and Time: Monday/Wednesday 8:00 – 9:15 a.m.
Room Number: E209

Contact Information

Instructor Name: Joshua N. Longmire, Ph.D.
Instructor Email: jlongmire@criswell.edu

Course Description and Prerequisites

This course addresses the central question of why some people live in material poverty while others seem to live in wealth. To answer this question the course focuses on two different processes of development. First, the historical process by which countries have experienced an uneven economic transformation. The second process of development teaches the goals, tools, and theories of development industry practitioners from the international to local level. (Prerequisites: ECN 202, ECN 203; Cross-listed with POL 310.)(must mirror description from current *Catalog*)

Course Objectives

1. Understand the historical evolution of global economic inequality and how some countries transformed their economies while others lagged behind.
2. Analyze key theories explaining why wealth and poverty are distributed unevenly across countries and regions.
3. Examine the institutions, policies, and global actors that influence development outcomes.
4. Explore the tools, methods, and frameworks used by development practitioners—international organizations, NGOs, and government agencies—to address poverty and foster economic growth.
5. Develop critical thinking skills to evaluate real-world development strategies and policy interventions.

Required Textbooks

Todaro, Michael P. and Stephen C. Smith. *Economic Development*. (Latest Edition). Pearson.

Course Requirements and Assignments

Course Requirements and Grading:

All assignments are due Sunday at 11:59 p.m.

- Attendance and Participation (15%)
- Weekly News Reviews (20%)
- Midterm Exam (20%)
- Reflection Paper (10%)
- Final Assignment (35%)

Course/Classroom Policies and Information

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at Criswell College Mental Health Resources, and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (https://calendly.com/criswell-tutoringcenter) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Part I: Historical Processes of Uneven Economic Transformation

Week 1: Introduction – Uneven Global Development
Topics: Defining development, historical contexts, measuring poverty and wealth
Readings:

- Todaro & Smith, Ch. 1: "Introducing Economic Development"
- UNDP, *Human Development Report* (Executive Summary)
  Assignment: Weekly News Review: Find an article on global poverty or inequality and relate it to course themes.

Week 2: Classical Perspectives and Early Industrialization
Topics: Industrial revolutions, late industrializers, colonial legacies
Readings:

- Todaro & Smith, Ch. 3: "Classic Theories of Economic Growth and Development"
- Excerpt: Niall Ferguson on colonial influence (provided on course website)
  Assignment: Weekly News Review: Identify a current piece discussing industrial policy or historical legacies in development.

Week 3: Dependency, Unequal Exchange, and Global Inequality
Topics: Dependency theory, core-periphery relationships, commodity dependence
Readings:

- Todaro & Smith, Ch. 4: "Contemporary Models of Development and Underdevelopment"
- Frank, Andre Gunder (excerpt): "The Development of Underdevelopment" (summary provided)
  Assignment: Weekly News Review: Find a recent article on global trade imbalances or dependency and link it to the readings.

Week 4: Institutions, States, and Governance in Historical Perspective
Topics: The role of political institutions, property rights, and state-building
Readings:

- Todaro & Smith, relevant sections of Ch. 11 (historical institutional development)
- North, Douglass (excerpt): "Institutions and Economic Growth"
  Assignment: Weekly News Review: Select an article on governance issues and relate it to historical institutional factors.

Week 5: Democracy, Authoritarianism, and Historical Growth Patterns
Topics: Political regimes, stability, and economic outcomes
Readings:

- Todaro & Smith, revisit Ch. 2 (political economy contexts)
- Acemoglu & Robinson (brief summary) on political regime and economic growth
  Assignment: Weekly News Review: Choose a recent article on a country's political change and link it to discussions of regime type and development.

Week 6: Social Divisions and Historical Legacies of Conflict
Topics: Ethnic divisions, social stratification, conflict and underdevelopment
Readings:

- Todaro & Smith, Ch. 5: "Poverty, Inequality, and Development" (historical drivers)
- Collier (interview summary) on conflict and economic stagnation
  Assignment: Weekly News Review: Locate a news piece on conflict or social division affecting development.

Week 7: Historical Case Studies of Transformative Development
Topics: Comparative historical experiences (East Asia, Latin America, Africa)
Readings:

- Todaro & Smith, Ch. 9: "Agricultural Transformation and Rural Development" (historical examples)
- World Bank case study on East Asian Miracle
  Assignment: Weekly News Review: Find an article discussing a country's historical rise or stagnation and connect it to course material.
  MIDTERM EXAM (end of Week 7)

Part II: Development Tools, Goals, and Theories of Practitioners

Week 8: The Development Industry – Global Actors and Frameworks
Topics: International organizations, NGOs, bilateral donors
Readings:

- Todaro & Smith, Ch. 14: "International Trade and Development Strategy" (overview of global actors)
- World Bank "What We Do" (online summary)
  Assignment: Weekly News Review: Identify a recent news story involving an international development organization's initiative.

Week 9: Measuring Poverty and Setting Goals
Topics: MDGs, SDGs, poverty lines, and impact evaluations
Readings:

- Todaro & Smith, selected sections from Ch. 2, Ch. 10 (Sustainable Goals)
- UN SDG Overview (online summary)
  Assignment: Weekly News Review: Find a current article on progress or setbacks toward the SDGs or a

poverty-reduction target.
Short Reflection Paper Prompt Distributed

Week 10: Project Design, Monitoring, and Evaluation
Topics: Logframes, cost-benefit analysis, RCTs
Readings:

- Duflo & Banerjee (J-PAL summary) on RCTs and poverty alleviation
- USAID Toolkit on M&E (brief)
  Assignment: Weekly News Review: Locate a recent article about a development project's evaluation results or methodology.
  Short Reflection Paper Due

Week 11: Industrial and Sectoral Policies in Practice
Topics: Industrial policy, agriculture, microfinance, infrastructure
Readings:

- Todaro & Smith, revisit Ch. 9 and Ch. 12
- Rodrik (policy brief) on industrial policy (summary provided)
  Assignment: Weekly News Review: Find an article discussing a sectoral development intervention (e.g., agricultural reform, infrastructure project).

Week 12: Aid, NGOs, and Conditionality in Practice
Topics: Designing and delivering foreign aid, conditionality, effectiveness
Readings:

- Easterly (short op-ed) on Aid Effectiveness
- NGO or USAID case study (online)
  Assignment: Weekly News Review: Identify a news story highlighting a foreign aid initiative or controversy.
  Final Paper Proposal (1-page outline) Due

Week 13: Trade, Technology, and the Practitioner's Toolbox
Topics: Trade facilitation, technology adoption, digital divides
Readings:

- Todaro & Smith, Ch. 14 (remainder)
- World Bank "Digital Dividends" Overview
  Assignment: Weekly News Review: Select a recent article on technology transfer, e-commerce, or trade agreements affecting development.

Week 14: Environment, Climate Adaptation, and Sustainable Solutions
Topics: Climate-smart agriculture, green growth, resilience building
Readings:

- Todaro & Smith, Ch. 10: "Environment and Development"

- UNEP summary on sustainability
  Assignment: Weekly News Review: Locate a current event related to climate adaptation, environmental policy, or sustainable solutions in developing regions.

Week 15: Local Participation and Bottom-Up Approaches
Topics: Community-driven development, participatory budgeting, grassroots movements
Readings:

- Todaro & Smith, selected from Ch. 11 (role of civil society)
- World Bank brief on community-based development
  Assignment: Weekly News Review: Find a news article about local community efforts to influence development policy or outcomes.

Week 16: Synthesis and Future Directions in Development Practice

Topics: Integrating historical perspectives with practitioner tools
Readings:

- Todaro & Smith, Ch. 16: “Development and Globalization: Issues and Policies” (Conclusion)
- Instructor’s summary of current debates and new research directions

Assignments:

All assignments are due on Sunday at 11:59 p.m.

1. Attendance and Participation (15%)
Expectations:

- Students are expected to attend all class sessions, arrive on time, and stay for the full duration of the class.
- Participation involves contributing thoughtful comments during discussions, responding to the instructor's questions, and engaging respectfully with classmates' perspectives.
- Beyond speaking up in class, students can participate by sharing relevant examples from current events, asking probing questions, or making connections to previous course material.

2. Weekly News Reviews (20%)
Format and Requirements:

- Each week (from Weeks 1–15, except Week 16), students must select a recent news article (published within the past month) from a reputable source (e.g., The Economist, Financial Times, Foreign Policy, major newspapers with international coverage, or reputable development-focused outlets such as Devex).
- Students submit a brief review (approximately 1–2 paragraphs, about 200–250 words) before class.
- The review should:
    - Summarize the key issue or event covered by the article.
    - Clearly link the article to that week's topic or readings, showing how the news item exemplifies or challenges concepts discussed in class.

3. Midterm Exam (20%)
Format and Scope:

- Format: Take-home exam consisting of several short-answer questions and one brief essay.
  Content: Covers Weeks 1-5, focusing on key concepts, historical developments, and basic theoretical frameworks.
  Expectations:

    - You will have 48 hours to complete the exam once it is distributed.
    - Your answers should be typed, well-organized, and demonstrate knowledge of the readings and class discussions.
      Grading Criteria:
    - Accuracy, depth of analysis, clarity of argument, and use of examples to support points.

4. Reflection Paper (10%)
Format and Requirements:

- A 3–4 page (double-spaced) analytical paper due around Week 10.

- Students pick a specific development challenge or a policy strategy mentioned by development practitioners (from lectures, readings, or news reviews). For instance, they might discuss the effectiveness of a particular agricultural intervention, an NGO-led health program, or a strategy by a multilateral agency.
- The paper should:
    - Clearly describe the chosen challenge or policy.
    - Apply relevant course concepts to analyze why it matters and how it attempts to address poverty or spur growth.
    - Critically assess the strengths and weaknesses of this intervention.

5. Final Project (35%): Development Simulation and Presentation

- Overview
    1. Instead of submitting a traditional research paper, students will form small teams (2 students) to create and present a Development Simulation based on a real-world context. The simulation should incorporate both historical perspectives and practitioner approaches, reflecting the core themes of the course—why some countries have lagged behind economically while others have prospered, and how development tools are actually applied on the ground.
- Purpose and Goals
    1. Demonstrate how colonial history, institutional development, political regimes, or social legacies influence contemporary development challenges.
    2. Show how development actors (e.g., international organizations, NGOs, government agencies) design and evaluate interventions—highlighting frameworks like logframes, RCTs, cost-benefit analyses, or participatory methods.
    3. Weigh competing priorities (e.g., economic growth vs. environmental sustainability), consider political constraints, and address cultural or community-level challenges.
    4. Work together effectively, share roles, and deliver an organized, compelling in-class presentation.
- Assignment Components
    1. Written Proposal (Individual or Group; 1–2 pages max)
- Each team will submit a brief proposal (1–2 pages) laying out:
    1. Chosen Country/Region and Provide a short background on the area's historical context and current economic or social indicators.
    2. Identify a clear issue (e.g., food insecurity, health crisis, infrastructure deficit) tied to the region's historical legacies.
    3. Briefly outline one or two potential development strategies (e.g., an agricultural extension program, microfinance initiative, infrastructure project, etc.).
    4. *Note: This proposal does not need to be a polished "paper." It is a concise plan that helps the instructor give feedback early.*
- Simulation Design and Materials (Group)
    1. Create a scenario where your team acts as a development practitioner group (e.g., NGO staff, World Bank consultants, or a local government task force) tasked with designing and pitching a feasible project.
- Key Elements to Address:

1. Show how local/regional history influences today's challenges (e.g., colonial-era trade structures, political stability, existing social hierarchies).
2. Identify relevant stakeholders (e.g., government agencies, community leaders, donors, private sector players) and how you plan to involve them.
3. Outline clear goals (e.g., reduce malnutrition by 20% in two years) and activities (e.g., demonstration farms, nutrition workshops, M&E protocols).
4. Propose a basic monitoring/evaluation framework. This could include a logic model, RCT design considerations, or key performance indicators.
5. Estimate major cost categories (e.g., staff salaries, supplies, training sessions) and propose how you might secure funding (donor grants, crowd-funding, government subsidies, etc.).
6. Identify major risks (political pushback, climate events, conflict) and propose strategies to mitigate them.
7. *Your simulation design can be delivered as a combination of short written outlines, infographics, budget tables, and slides. The format should be clear and concise, rather than a long essay.*

- **Class Presentation (Group; 15–20 minutes)**
  1. Format:
     - Treat it like you are pitching this development intervention to a funding agency or government ministry.
     - Use slides, posters, infographics, or any visual storytelling technique you find compelling.
     - Each member should speak and contribute to Q&A.
  2. Content:
     - Briefly summarize historical and institutional factors that shape your project.
     - Why is this intervention necessary, and how does it address the identified development challenge?
     - Show your budget outline, potential funding sources, stakeholder engagement strategy.
     - Introduce how success/failure will be measured (e.g., baseline vs. endline data).
     - Explicitly tie your approach to theories from the course (e.g., modernization, dependency, institutional frameworks).
- **Individual Reflection (1–2 pages)**
  1. Each student submits an individual reflection (roughly 1–2 double-spaced pages) discussing:
     - Describe your contributions and decision-making in the group process.
     - How did the simulation deepen your understanding of the complex interplay between history and development practice?
     - Reflect on difficulties faced (e.g., group collaboration, applying theoretical models, budgeting) and any lessons learned for real-world development work.