# I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>X Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Economics</td>
</tr>
<tr>
<td>Course Title</td>
<td>Economic Development</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>ECON 111 (Contigent on ASCRC course change dropping ECON 112 as an elective – separate form).</td>
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<tr>
<td>Credits</td>
<td>3</td>
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## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Jeff Bookwalter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>4667</td>
</tr>
<tr>
<td>Program Chair</td>
<td>Douglas Dalenberg</td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
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</tbody>
</table>

## III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

This course explores the theory, practice and evaluation of economic development in the context of low-income countries. This course is dedicated to covering a wide variety of these globalization and economic development issues.

## IV. Criteria:

Briefly explain how this course meets the criteria for the group. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

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<th>Indigenous and/or global courses will familiarize students with the values, histories, and institutions of two or more societies through the uses of comparative approaches.</th>
<th>During the course, students learn about numerous indigenous economic systems and how they fit into the evolving global economy.</th>
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<tbody>
<tr>
<td>Global perspective courses adopt a broad focus with respect to time, place, and subject matter and one that is transnational and/or multi-cultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.</td>
<td>This course explores the historical and social context of economies around the world. It looks specifically at how poor countries and their economies are benefited and harmed by trade, globalization and international economic integration.</td>
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## V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm
1. Place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments;

   At the end of the course students will understand a variety of ways that nations and societies produce and trade for the things necessary for survival and human development and debate the costs and benefits of engaging in the international economy.

2. Demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives;

   This course looks very specifically at the ways in which societies differ and what that means for their path of economic development.

3. Analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

   This course exposes students to the wide variations in living standards and development of societies across the world and engages students in thinking about the rights and responsibilities of developed nations with regard to developing nations.

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*
Economics 350 – Economic Development  
Professor Jeff Bookwalter  
Fall 2008 - TTH 9:40 – 11:00, LA138

Office: LA 404  
Phone and email: 243-4667 
jeff.bookwalter@mso.umt.edu  
Office Hours: TTH 8:30-9:30, W 9:30-10:30. If that is not convenient, drop by or make an appointment.  

Texts and course materials:  
*Economic Development*, 8th, 9th or 10th Edition, Michael Todaro and Steven Smith (TS)  
Numerous readings available as PDF files on the course website:  
http://www.cas.umt.edu/econ/faculty/members/bookwalter/econ350/econ350readings.htm

**General Description:** This course has several objectives. First, the course explores the theory, practice and evaluation of economic development in the context of low-income countries. Most of the semester will be dedicated to covering a wide variety of these globalization and economic development issues. Second, this course helps develop your research and writing skills using economic development as the topic. Economic Development fulfills the requirement for an upper division writing course. As such, improving as writers is a significant goal of the course. You will have many opportunities to think and write about economic development issues. As you all know, courses are dull when no one other than the instructor has read the material and has anything to contribute. Read all materials before class and come ready to participate.

**Graded Assignments:** Each student must attend (and write up a one page synopsis and response on) two relevant events on economic development. These activities might include approved brown-bag discussions, evening lectures, films and others. I will keep you informed of the relevant events and their dates as they are scheduled. Please let me know if you come across things that seem relevant and I can announce those as well. You may earn a small amount of extra credit for any additional events.  

This course will have at least four graded assignments, ranging from short papers on the readings, to pop quizzes, to current event summaries, presentations and other things. They will be announced in class and you will usually have a couple of days to complete them. These and the event write-ups will make up 20 percent of your course grade. The lowest score will be dropped.

Finally, students will join in groups of 5-6 to complete a final group project that approximates a work assignment one might receive from a non-profit research organization. Based the class’ interest, each group will be assigned a country and asked to define its most important constraint(s) to economic development. Groups will then be asked to write a 10-12 page briefing paper that: 1) analyzes the nature and complexity of the issue or problem; 2) illustrate the economic dimensions of the problem using both economic theory and data and 3) recommends an appropriate solution or policy response.

**Email List and Website:** Each student at UM is automatically assigned an email address in the following format: firstname.lastname@umontana.edu. I will use these email addresses regularly to sent out current events readings, make class announcements, provide homework answers and for others things as the need arises. There is a course website where readings, assignments and announcements will be posted:  
http://www.cas.umt.edu/econ/faculty/members/bookwalter/econ350/econ350readings.htm

**Exams:** There will be one midterm and one final exam, worth 20 and 30 percent of your course grade, respectively. Each will be a mix of short answer and essay questions. Many discussions and topics are not found in the texts, so it is important to attend class. **Except for documented emergencies and official university excused absences, make-up exams are not given.** The exam dates are:
**Grading:**

- Four or more Assignments (including short papers and presentations) 20 percent
- Midterm I 20 percent
- Final Exam 30 percent
- Paper 30 percent
- Total 100 percent

**Miscellaneous Stuff:** If you have any disability which might affect your performance in this course, if you are just learning English, or you have any other concerns regarding this course, please see me early in the quarter so we can minimize any particular difficulties you might have.

**Project Guidelines**

**General Comments:** Economics 350 fulfills the requirement for an upper-division writing course. As such, the course includes a significant amount of writing, and equally important, a significant amount of editing and rewriting. One of the reasons these writing assignments are required is to help you improve your writing skills. Grammar, spelling and style matter. Your grade will suffer if you turn in sloppy, poorly written work.

All of the course writing assignments are important and will be evaluated for content, style, grammar, and readability.

The group project goes through a more structured review process. At least two classmates and the instructor or graduate assistant will evaluate the paper and provide written comments. The final paper grade is based both on the quality of the paper and the incorporation of previous reviewer comments.

**Choosing a topic and creating an Annotated Bibliography:** The paper must be on a specific economic development issue in a particular country or region. The key word here is ‘specific.’ You cannot write a paper on Haiti. Or on agriculture. You probably cannot even write a paper on Haitian agriculture. You probably can write a paper on the effect of climate change on Haitian sugar cane production.

These papers need to be analytic, rather than simply descriptive. The topic proposal **must** include a thesis statement. What is the point you are going to argue and what evidence will you use to support it?

On Tuesday, October 2nd you will turn in a one page (single spaced) topic proposal and an annotated bibliography of at least eight sources. The topic proposal should clearly state your thesis and outline some of the evidence you will use to support it.

An annotated bibliography is probably a new concept to most of you. It is, in part, a list of your sources with a short summary of each of them. But, it is more than that. A good annotated bibliography shows that you have some basic understanding of the ‘landscape’ of your topic. That is, what are people writing about, and how are the writings similar, different, and/or related? You need to include enough information to show me that you have already read the sources. I’d expect it would take at least half of a single space page for each article summary, plus a little more to explain how the sources fit together to make up the landscape of your topic. Although you may use them as much as you like, the textbook and other assigned readings do not count toward the eight bibliography sources.

**Rough Draft and Reviews:** On Tuesday, November 18th you will turn in a rough draft of your paper. It should be an almost complete version of the paper. Two fellow students and the instructor or graduate
The assistant will review these drafts. The final product needs to address criticisms and suggestions for improvement. Your rough draft and final papers should be organized as follows:

- **Introduction:** This section should discuss the topic and include a clearly defined statement of your thesis.
- **Body:** The body of your paper should discuss the relevant literature, discuss the individual issues, and highlight the evidence to support your thesis. Point out criticism and where disagreements lie. Better papers will apply theory developed in the course.
- **Conclusion:** The conclusion of the paper needs to restate the major issues and summarize the arguments made in presenting your case.

**Final Draft:** The final version of the paper is due Tuesday, November 25th. Late papers lose points. The text of the final paper (not including graphs, charts, tables, etc) should be ten to twelve pages, double-spaced, in a reasonable font size. Please do not put them in binders or folders.

**Presentations:** Your group will make a 15-20 minute presentation of your findings to the class. Write up a one to two page summary of your paper for the class, develop appropriate overheads or Power Point slides as necessary, and spend your presentation time explaining how your evidence supports your thesis. I will have high expectations.

| Topic Proposal and Preliminary Bibliography | 30 pts. |
| Rough Draft | 40 pts. |
| Evaluation of rough draft | 30 pts. |
| Final Draft | 200 pts. |

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<tr>
<th>Important Paper Dates:</th>
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<tr>
<td><strong>Tuesday, September 9th</strong></td>
<td>Class meets in the Mansfield Library Student Learning Center (2nd floor).</td>
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<tr>
<td><strong>Tuesday, October 2nd</strong></td>
<td>Turn in topic proposal and an annotated bibliography. An annotated bibliography is a list of your sources with a short summary of each of them. You need to include enough information to show me that you have already read the sources.</td>
</tr>
<tr>
<td><strong>Tuesday, November 18th</strong></td>
<td>Bring to class three copies of your rough draft. One for me, and two for the others that will evaluate your rough draft. Pick up two evaluation forms from me to fill out when reading the rough drafts you will get from your classmates.</td>
</tr>
<tr>
<td><strong>Tuesday, November 25th</strong></td>
<td>Return the rough drafts you evaluated to the authors, and bring two copies of the completed evaluation form to class; one for me, one for the author.</td>
</tr>
<tr>
<td><strong>Tuesday, December 2nd</strong></td>
<td>Final draft of project due at the beginning of class. Please do not put them in folders or binders.</td>
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