**ECONOMICS 349-01: EMERGING MARKET ISSUES**

**COURSE SYLLABUS**

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| Course & Section | ECO 349-01 |
| Course Title | Emerging Markets Issues |
| Semester & Year | Winter 2023 |
| Course Meeting Days/Times | 2:30-3:45 PM, TR |
| Building & Room Number | SCB 2020 |
| Instructor | Kuhelika De, PhD  Associate Professor, Economics |
| Instructor Office Hours | Office hours: By appointment |
| Email | dek@gvsu.edu |
| Phone | (616)-331-7460 |
| Office Location | 3072 SCB |

**Please Note**: Every effort has been made to outline the semester and course expectations as known. Given the unprecedented uncertainties caused by the COVID pandemic, we reserve the right to make adjustments as needed to the course syllabus in order to achieve the course outcomes.

**Course Description**

Important problems in emerging markets throughout the world, such as: policies to stimulate growth via international trade; foreign aid and multinational investment in transitional economics; the use of natural resources and agriculture in economic development; and the relationship of economic development to education, health, and migration.

**Course Objectives**

After successful completion of the course, students will be able to:

1. Analyze data: Locate, interpret, and analyze economic data about emerging economies

2. Employ cost-benefit analysis:

1. Apply critical thinking and analytical reasoning to economic issues in emerging markets
2. Use economic tools to evaluate various policies concerning economic growth and development

3. Achieve the Gen-Ed learning outcomes located further down on this syllabus

**Prerequisites**

ECO 200 or ECO 210; and Junior Standing are prerequisites for this course.

**Course Material**

Textbook: Economic Development, 13th edition, by Michael P. Todaro and Stephen C. Smith

**Course Expectations**

This course will be taught using a combination of lectures, student presentations, and class discussion. You are strongly encouraged to ask questions, make comments, or ask for further clarification on the topic being presented. The principle of “opportunity costs” dictates that class attendance is not required. It is all but assured, however, that if you do not attend class, you will not do well in this course. I expect you to be on time during face-to-face class on Tuesday-Thursday. If you miss the class, it is your responsibility to obtain the information missed. Special accommodations will be made for extenuating circumstance/medical conditions. A module wise schedule is uploaded on BB. You are expected to:

1. Attend class face to face every Tuesday and Thursday
2. Read textbook chapter

**Tentative Course Outline from textbook**

**Economic Development, 13th edition, by Michael P. Todaro and Stephen C. Smith**

**Learning Module I: Comparative Economic Development and Growth**

Chapter 1 Introducing economic development: A global perspective

Chapter 2 Comparative economic development

Chapter 3 Contemporary Models of Development and Underdevelopment

Chapter 5 Poverty, Inequality, and Development

**Learning Module II: Human Capital, Migration, and Economic Development**

Chapter 6 Population Growth and Economic Development: Causes, Consequences, and Controversies

Chapter 7 Urbanization and Rural–urban Migration: Theory and Policy

Chapter 8 Human Capital: Education and Health in Economic Development

Chapter 9 Agricultural Transformation and Rural Development

**Learning Module III: International Aspects of Economic Development**

Chapter 13 Balance of Payments, Debt, Financial Crises, and Sustainable Recovery: Principles, Cases and Policies

Chapter 14 Foreign Finance, Investment, Aid, and Conflict: Controversies and Opportunities

Chapter 15 Finance and Fiscal Policy for Development

**Group Project**s: There are two group projects in this course.

1. **Research Paper:** For your research paper you must select a developing/underdeveloped country of your choice. You will be required to empirically investigate two major current economic issues confronting the country using macroeconomic data and present your findings and policy recommendation in the form of a research paper. The research paper is designed to promote the following skill set:

* obtain, interpret, and synthesize data and information from different sources
* analyze and interpret economic data using MS Excel
* communicate findings using charts and graphs
* demonstrate an effective writing process
* conduct literature review
* accurately and appropriately present research findings
* apply economic reasoning to policy issues in a critical manner
* apply an evidence-based approach to problems

1. **Research Presentation: You will do a group presentation summarizing your research paper**

**Exams and Grading**

I will base the grading system on the following work

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| --- | --- | --- |
| Assignment | Due Date | % of Grade |
| Mid-Term I | Thursday, February 9 | 20% |
| Mid-Term I | Thursday, March 23 | 20% |
| Research Paper | Monday, April 17 | 20% |
| Research Presentation | April 18, 20 | 15% |
| Cumulative Final Exam | Thursday, April 27, 2:00 pm - 3:50 pm | 25% |

I will assign grades for the class as follows:

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| --- | --- |
| **Letter Grade** | **Range** |
| A | 93-100 |
| A- | 90-92.999 |
| B+ | 87-89.999 |
| B | 83-86.999 |
| B- | 80-82.999 |
| C+ | 77-79.999 |
| C | 73-76.999 |
| C- | 70-72.999 |
| D+ | 67-69.999 |
| D | 60-66.999 |
| F | 0-59.999 |

**Make-up Policy**

All students are expected to take the examinations on the scheduled date. Only university approved excuses, supported by official verifiable documentation, will be an acceptable reason for a student missing an exam. A student who misses an examination without notifying the instructor prior to the examination (and receiving the permission to miss the exam) will be assigned a grade of zero. There will be no make-up for mid-term exams. If a student misses a mid-term for an extenuating circumstance/medical condition supported by official verifiable documentation (for example a doctor’s note) then the weight of the missed mid-term will be added to the ﬁnal exam.

**Disclaimer**

The instructor reserves the right to make modifications to the syllabus in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

**Important Dates**

The dates for all exams are in this document. Unless I inform you otherwise, I will adhere to those dates.

**Winter 2023 Academic Calendar**

<https://www.gvsu.edu/registrar/academiccalendar.htm#255F44D4-A294-4C45-F1664CC6233097DC>

**GVSU Policies**

This course is subject to the policies listed at: <http://www.gvsu.edu/coursepolicies/>. Other noteworthy policies are listed below.

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| --- | --- |
| Academic Integrity and Dishonesty: | <https://www.gvsu.edu/osccr/avoiding-academic-misconduct-45.htm> |
| Commitment to Inclusion & Equity and University Anti-Harassment/Non-Discrimination Policy: | <https://www.gvsu.edu/affirmativeactionstatement.htm> |
| Face Covering Policy: | <https://www.gvsu.edu/lakerstogether/face-covering-policy-27.htm> |
| Incomplete Policy: | <https://www.gvsu.edu/catalog/navigation/academic-policies-and-regulations.htm#anchor-1>  (scroll down) |
| Religious Inclusion Policy: | <https://www.gvsu.edu/policies/policy.htm?policyId=129535EB-9F42-2683-61E9033594C870D2> |
| Student Code: The Statement of Student Rights and Responsibilities | <http://www.gvsu.edu/studentcode/> |
| Title IX Information: | <https://www.gvsu.edu/titleix/> |
| Withdrawal Policy: | <https://www.gvsu.edu/sasc/academic-policies-procedures-146.htm> |

Additional Student Resources

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| --- | --- |
| Disability Support Resources: | <https://www.gvsu.edu/dsr/> |
| Mental Health Support: |  |
| Mental health concerns, including overwhelming stress, excessive worry, difficulty participating in daily activities, and changes in mood, appetite, or sleep patterns can interfere with your academic performance.  College student surveys report that roughly 1 out of 3 students screen positive for a current mental health concern ([Healthy Minds Study](https://healthymindsnetwork.org/wp-content/uploads/2019/09/HMS_national-2018-19.pdf)). GVSU values your health and wellness and provides services to support your mental health. If you would like mental health support or are concerned for another member of our campus community, reach out to the [University Counseling Center](https://www.gvsu.edu/counsel) for free resources, self-help options, and services. Also, visit [Campus Recreation & Wellness](https://www.gvsu.edu/studentwellness/) for additional health and wellness programming. | |
| Tutoring Resources: |  |
| * Seidman Tutoring | <https://www.gvsu.edu/seidman/tutoring> |
| * GVSU Tutoring at the Student Academic Success Center | <http://www.gvsu.edu/tc/> |

**Seidman College Mission Statement**

*Seidman develops business talent that advances sustainable growth in West Michigan and the Great Lakes Region.*

*Through the exchange and application of knowledge from global and diverse perspectives, we prepare learners to make ethically informed decisions that positively impact the economy, environment, and society.*

*Our distinctiveness is grounded in strong community collaborations, applied scholarly contributions, innovative approaches to learning, and a supportive culture.*

**GENERAL EDUCATION INFORMATION**

*The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities.*

ECO 349 Emerging Markets Issues: Cultures - Global Perspectives & Issues – Globalization

Student Learning Outcomes:

1. Explain how culture affects people’s efforts to understand, use, and survive in their environments, and

how these efforts, in turn, affect culture.

2. Explain within a cultural context the worldviews, language, or ways of life of societies, nations,

regions, or peoples located outside of the United States.

3. Explain how complementary and competing perspectives contribute to the ongoing discussion about

globalization.

4. Critical Thinking – use systematic reasoning to examine and evaluate information and ideas and then

synthesize conclusions to propose new perspectives and solutions. Students will:

• Assess relevant information, perspectives and assumptions.

* Construct logical conclusions based on reason and evidence.

• Formulate novel approaches or create innovative interpretations.

• Evaluate the novel approaches or innovative interpretations.

5. Oral Communication – effectively communicate verbally with a public audience across a variety of

contexts. Students will:

• Develop content appropriate to the presentation.

• Organize the content in a logical manner appropriate for the intended audience.

• Demonstrate evidence of rehearsal during the formal presentation.

• Demonstrate effective formal presentation skills.

6. Collaboration - work together and share the workload equitably to progress toward shared objectives

learned through structured activities that occur over a significant period of time. Students will:

• Use knowledge of group dynamics to select appropriate roles.

• Use knowledge of group management to create effective plans.

• Successfully follow the group's plan.

• Assess contributions of self and others to the group dynamics.

7. Integration – synthesize and apply knowledge, experiences, and multiple perspectives to new,

complex situations. Students will:

• Connect academic theories with personal experiences to illuminate both.

• Draw conclusions connecting examples, facts, and/or theories from more than one field of study.

• Generalize skills, abilities, theories, or methodologies for solving problems in new contexts.

8. Problem Solving – design and evaluate strategies to answer open-ended questions. Students will:

• Construct clear and insightful problem statements that prioritize relevant contextual factors.

• Identify multiple approaches for solving the problem within the given context.

• Design and fully explain solutions that demonstrate comprehension of the problem.

• Evaluate the feasibility of solutions considering the context and impact of potential solutions

(e.g., historical, ethical, legal, practical).