

Format: Asynchronous distance learning. Recorded lectures will be available on Blackboard. Five live Collaborate sessions will be scheduled throughout the semester. Assignments are submitted through Blackboard.

Description: This course provides the practitioner with tools of economic analysis that are necessary for effective development practice. Economic theories and principles are examined in relation to development policies and strategies. We will draw upon both microeconomics and macroeconomics. The course explores how markets, property rights, social institutions, government policies, environmental conditions and cultural values interact to produce development outcomes. Domestic and international economic development issues that affect countries in all stages of development are explored.

Objectives:

- Master the language, theory, and tools used in economic development.
- Develop the ability to describe your community's strengths and challenges in the context of economic development.
- Develop the ability to frame your project's proposed impact in terms of economic development, for community members, policy makers, funders, and other key leaders.

Texts: The required text for this course:

- Abhijit V. Banerjee and Esther Duflo, *Poor Economics* (Public Affairs, 2012)

Poor Economics is an inexpensive book – it is available in paperback from Amazon for about \$10, and is commonly stocked in public libraries. A Kindle version is also available.

Non-required texts:

- Ron Schaffer, Steven Deller, and Dave Marcouiller, *Community Economics: Linking Theory and Practice* (Blackwell Publishing, 2004)
- Daron Acemoglu and James Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* (Crown Publishers, 2012); and
- Dean Karlan and Jacob Appel, *More than Good Intentions* (Dutton, 2011)
- Michael P. Todaro and Stephen C. Smith, *Economic Development* (Addison-Wesley, 11th edition).

There will also be a number of articles posted to Blackboard.

If you are interested in texts that cover fundamental economic theory (microeconomics, macroeconomics, development economics, or political economy) please let me know and I can make suggestions for texts that are appropriate to your interests and academic background.

General Set-up: The course is divided into eight Modules. The Modules generally cover two weeks each.

Most Modules will include readings, a presentation, and discussion. We will have five live presentations with both live and online discussions, two pre-recorded presentations with online discussions, and a concluding online discussion in the last Module. Live Collaborate sessions will meet for either one hour or two hours, depending on the purpose of that session. The pre-recorded presentations will be about half an hour each.

Please be sure to finish the readings/ course content prior to participating in the discussions. For the two discussions following pre-recorded presentations, please be sure to watch the presentations prior to participating in the discussions. All of these items can be found on Blackboard.

In general, I will provide a question or two to spur the online and live discussion, ***but I will expect students to lead the discussion.*** Also, while I will read every online post, I will not “jump in” to comment unless there is a need for a moderator.

The final three Live Collaborate sessions will consist primarily of group Case Study presentations. We will set up groups in the first two weeks of class to give you plenty of time to coordinate with your groups, and each group will schedule at least one live Collaborate or Skype meeting with me prior to your presentation.

General Pace: Our week will begin on “Monday morning” and go until “Sunday evening” EST. All Collaborate sessions are scheduled for Wednesday evenings from 4:45-6:15 pm or from 4:45-7:00 pm, depending on the purpose of that session.

General Considerations: We are scattered around the globe, and have many other responsibilities during the semester. Please err on the side of over-communication, both with me and with your colleagues. If you know that you have an important deadline, event, travel, or family circumstance that will make it difficult for you to keep pace, please let us all know a) so that we can make a plan and b) so that we don’t worry about you.

You are expected to begin and end the Module content contemporaneously with your colleagues. Please do not expect to get all of the work done on your own in the first month so that you can have the rest of the semester “off.” In my opinion, the most rewarding aspect of this program is the opportunity to learn from and with colleagues with whom you may otherwise never have an opportunity to interact.

Online Access : This is an online course, and you are expected to have consistent access to the internet and the appropriate resources (hardware and software) to participate. If you anticipate that there will be some gaps in your access to materials during the semester, please contact me ASAP so that we can make a plan to keep you on track.

Communication: There will be a “General Discussion” Forum on Blackboard. Please use this forum to ask any clarifying questions about the course, course materials, Blackboard, etc. Please ask any content or theory-related questions in the Module discussion section, so that I can respond to the group as a whole. If you need to make

alternative arrangements or need to have private communication, please send me an email using the jill.fitzsimmons@unh.edu email address.

I am available to talk via Skype as well. Please email me if you would like to set up a Skype appointment.

Blackboard:

All content, discussions, and presentations will be conducted on Blackboard.

However, in the past there have been some significant problems with the Blackboard Collaborate Live tool. IF you cannot access Blackboard ten minutes before a scheduled meeting time, please :

- 1) Send me an email right away.
- 2) Wait for a Group email from either me or one of your colleagues letting you know what steps to take to try to join the session.
- 3) Send UNH IT an email explaining that you tried to access the Collaborate Session and what went wrong.

As you can see, it may take a few minutes for our live sessions to get rolling. So, please schedule yourself from 4:45 to 7:00 pm for each session, so that we can absorb any Collaborate challenges.

Readings/ Course Content

Content will be added to Blackboard as the semester progresses. Please be sure to visit the Blackboard Modules as they open to keep up-to-date.

Assignments:

Detailed instructions for the introductory paper, case studies and critiques, will be available in the Module in which they are assigned. This section is intended to give you a general idea of what to expect, and the overall workload.

Submit ALL written assignments via Blackboard, as **Microsoft Word documents**.

ALL written assignments will be turned in via the plagiarism prevention tool.

Grading rubrics and course grade breakdowns are detailed below.

Introductory paper. This paper should be 2-3 pages, 12 point Times New Roman font, 1.5 spaced, with standard margins. It is an exploratory paper - not an in-depth research paper. This assignment will be shared with the class. Remember to submit this to me in a Microsoft Word document AND post in the Module 1 Discussion. Further instructions are posted on Blackboard in Module 1 Assignments.

Weekly Discussion. For weeks with live lectures, discussion will generally begin online, and continue during our meeting time. The goals of the discussions are to confirm basic comprehension of the material, and to analytically apply the theories to our understanding of the world and each student's project and community. Each student will be graded on the following:

- a. Each student initiates and follows up with responses to at least one "unique discussion thread." Please be sure to clearly and succinctly post the discussion question you are engaging at the top of the thread.
- b. Each student engages and responds to at least two different discussion threads, in addition to the thread that they began.
- c. Each student demonstrates a familiarity with the assigned readings/ Module content
- d. Posts are on-topic, substantive, well-constructed, properly cited, and respectful.

I highly recommend drafting and editing your online discussion in a word processing document and copying and pasting your text into Blackboard. See the grading rubric below for more details on discussion expectations.

Each week, I will post some potential discussion threads in that week's Module in Blackboard. When you begin a thread, you may want to respond to these questions, or pose an entirely new discussion question and respond to that. If possible, I would prefer that each student use a unique discussion question when beginning a thread. However, if you have a different angle on a discussion question, go ahead and start a new thread using that discussion question.

Case Studies. These 4-5 page papers will ask you to evaluate a real-world economic development challenge.

1. Case Study 1 – All students will all be given the same source materials, and will evaluate the same economic development challenge. The objective of this assignment is to 1) Introduce and practice the Case Study method; 2) Introduce and practice interpreting primary and secondary "economic impact" resources; 3) Practice writing about economic development. Students individually prepare a short presentation.

Case Study 2 – Each student will prepare a Case Study that evaluates the economic develop challenges of their community/ project. Students work in Groups to prepare a presentation.

Case Study 2 Critiques.— Each case study will be posted online, and two people will be assigned to provide constructive feedback on the case study. Each student will critique two case studies over the course of the semester.

Grading:

Your grade in the course will be determined by the following:

Item	Description	Number	Points Each	Total
Weekly Discussion	Weekly online or live discussion, including responses to readings and lectures (8)	8	5	40
Introductory Paper	Short introductory paper, to be shared with class, describing your community, its dominant economic challenges, and how your project relates to these challenges.	1	4	4
Live Session Participation	Participation in Live Sessions	5	2	10
Case Study 1	4-5 page paper addressing the assigned topic within the context of economic development challenges	1	8	8
Case Study 1 Slides/ Presentation	Prepare and Present 3 Slides on Case Study 1	1	2	2
Case Study 2	4-5 page paper addressing the economic development challenges in your community	1	14	14
Case Study 2 Group Presentation	40 minute group presentation	1	12	12
Case Study 2 Critiques	1-page critique of another student's case study	2	5	10
TOTAL				100

GRADING RUBRIC

Scores for course requirements are based on the following:

For graded Discussion (maximum of 5 points)

- Quality of initial posting and subsequent follow-up on responses to your initial posting (maximum of 2 points)
 - Posting is directly related to and sufficiently addresses the assignment topic/question

- When posting non-original assertions (e.g., from a published work), sources are properly cited
- Demonstrate familiarity with assigned Module readings/ content
- Quality of response postings (Same criteria as above) (maximum of 2 points)
 - Postings and responses are not mere paraphrases of lecture/readings or other students' postings (e.g., "I agree")
 - Responses are directly related to the posting being commented on
- Frequency of postings (maximum of 0.5 points)
 - Minimum of 3 postings/responses
- Timeliness of postings (0.5 point)
 - No postings/responses will be allowed after the deadline

For Introductory Paper (maximum of 4 points)

- Quality of work (maximum of 3.5 points)
 - Submitted work is directly related to and sufficiently addresses the assignment topic/question
 - When posting non-original assertions (e.g., from a published work), sources are properly cited
- Timeliness of submission (maximum of .5 points)
 - For assignments submitted after the deadline, 1 point is deducted per day; no assignments will be accepted two days after the deadline

For Case Studies 1 & 2 (maximum of 8 & 14 points, respectively)

- Quality of work (maximum of 7 & 13 points)
 - Submitted work is directly related to and sufficiently addresses the assignment topic/question
 - When posting non-original assertions (e.g., from a published work), sources are properly cited
 - Effectively and accurately applies economic development theories
- Timeliness of submission (maximum of 1 points)
 - For assignments submitted after the deadline, 1 point is deducted per day; no assignments will be accepted two days after the deadline

Case Study 1 Slides/ Presentation (maximum of 2 points)

- Quality of work (maximum of 1.5 points)
 - Presentation slides are clear and concise
 - Submitted work is directly related to and sufficiently addresses the assignment topic/question
 - When posting non-original assertions (e.g., from a published work), sources are properly cited
 - Effectively and accurately applies economic development theories
 - Student is prepared for Live Collaborate presentation
- Timeliness of submission (maximum of .5 points)
 - For assignments submitted after the deadline, 1 point is deducted per day; no assignments will be accepted two days after the deadline

Case Study 2 Group Presentation

- Quality of work (maximum of 11 points)
 - Group suggests appropriate reading material for the class in a timely fashion
 - Presentation slides are clear and concise
 - Presentations demonstrate equitable effort by all group members
 - Submit class readings/ content for Presentation to Jill at least one week before scheduled presentation
 - Presentations effectively communicate both the individual Case Study and some unifying economic themes among the group's Case Studies.
 - Submitted work is directly related to and sufficiently addresses the assignment topic/question
 - When posting non-original assertions (e.g., from a published work), sources are properly cited
 - Effectively and accurately applies economic development theories
 - Student is prepared for Live Collaborate presentation
- Timeliness of submission (maximum of 1 points)
 - For assignments submitted after the deadline, 1 point is deducted per day; no assignments will be accepted two days after the deadline

For Case Study 2 Critiques (maximum of 5 points)

- Quality of work (maximum of 4 points)
 - Submitted work is directly related to and sufficiently addresses the assignment topic/question
 - When posting non-original assertions (e.g., from a published work), sources are properly cited
- Timeliness of submission (maximum of 1 point)
 - For assignments submitted after the deadline, 1 point is deducted per day; no assignments will be accepted two days after the deadline
 - Submitted work is directly related to and sufficiently addresses the assignment topic/question.
 - When posting non-original assertions (e.g., from a published work), sources are properly cited.

ONLINE ETIQUETTE

(from <http://tltc.findlay.edu/onlinesupport/Guidelines/index.html>)

1. When responding to another person's comment, start your reply by using the name of the person, such as "John, I think . . ."
2. Make your comments brief. Six to eight lines would be the maximum.
3. Limit your entries to one thought or point per comment. If you have more than one point you want to make, post another entry.
4. Think of your comments as being printed in a newspaper. Don't say anything online you wouldn't want to see printed in a newspaper.

5. Use your real name. Avoid aliases. In a serious conversation everyone wants to know who the participants are.
6. Use polite and understated language.
7. Be respectful of others' ideas, but also feel free to share different perspectives or opinions. When disagreeing with another person's position, do so positively and politely. That way you'll stay friends with those with whom you disagree and you'll be more likely to get your point across. Remember that these discussions are "public" and meant for constructive exchanges. Treat the other participants as you would want them to treat you.
8. Avoid negativity. The purpose of an online conversation should be constructive. If another person posts a comment or question that is disrespectful or antagonistic, simply do not reply. Let the matter drop.
9. Don't disrupt an ongoing conversation. If there's a conversation on a particular topic, feel free to join in. But don't just jump in to change the subject.
10. When contributing to threaded discussions, focus on one subject per message and always include a pertinent subject title for the message, so everyone can easily identify the subject of the message.
11. If you want an answer from a specific person, address your comments to that person. If, on the other hand, you wish to address the whole class, simply say something to the effect of "Hello everyone."
12. When quoting from an outside resource, edit out whatever isn't directly applicable to your reply. Take the time to edit any quotations down to the minimum necessary to provide context for your comment.
13. Cite all quotes, references and sources and respect copyright and license agreements.
14. You may use *Asterisks* surrounding a word to make a stronger point.
15. Use the underscore symbol before and after the title of a book, i.e. _Development as Freedom_
16. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Please do not use emoticons in online discussion.

IMPORTANT CONSIDERATIONS

1. A student will be dropped from the course if she/he does not participate in 3 sessions, i.e., does not submit written assignments or does not participate in discussions.

2. A student gets an incomplete grade if he/she has not submitted 80 percent of the course requirements at the end of the term.
3. Consistent with UNH's policies, academic honesty is fully enforced in the course (e.g., plagiarism). (Rubric and considerations adapted from Jolan Rivera and Sanjeev Sharma)

Week	Date	Module Topic	Readings	Lectures	Discussions	Assignments
			<i>Readings from Poor Economics are designated by "PE: Pgs.#-#" Other Readings posted in Blackboard Modules</i>	<i>Posted on Blackboard.</i>	<i>Post Unique Thread by Fri. * at midnight. Post 2 responses to classmates' threads by Sun. * at midnight (*except Module 1)</i>	<i>Assignments should be submitted via Assignments in Blackboard, by midnight of Due date.</i>
1	Jan 26 – 31	Module 1 Intro. : 1. Course Information 2. Basic Econ. Theory 3. First Assignment	<ul style="list-style-type: none"> Review posted Lecture Slides before Feb 2 Begin Case Study Readings Esther Duflo TED Talk (video) 		ONLINE – Post Intro Paper by Sunday Feb 1. & 2 responses by Sunday, Feb 7. COLLABORATE Wed., Feb 3, 4:45-6:15 pm	Introduction paper Due Feb 1.
2	Feb 1 – Feb 7					
3	Feb 8 – 14	Module 2 History of Dev. Economics for CED	<ul style="list-style-type: none"> Deller & Goetz, "Historical description of economic development policy" Shaffer, et al. "Defining community economic development" 	TEGRITY LECTURE	ONLINE – Unique post by Feb 14, responses by Feb 21	Case Study 1 Due Feb 21 Meet via Skype with Jill & Group
4	Feb 15 -21					
5	Feb 22 – 28	Module 3 The Big Picture: Poverty, Growth, & Development	<ul style="list-style-type: none"> Hans Rosling TED talk (video) PE : Pgs. 1-70 Duncan "Community Development in Rural America: Collaborative, Regional, and Comprehensive" 	TEGRITY LECTURE	ONLINE– Unique post by Feb 28, responses by Mar 6	Three slides on Case Study 1 Due Mar 6.
6	Feb 29 – Mar 6					
7	Mar 7 – 13	Module 4 Analytical Tools for Growth and Development	<ul style="list-style-type: none"> Sachs. (2009). "Rethinking Macroeconomics," Shaffer, et al. "Tools of Community Economics" Spasha et al. "Motives behind willingness to pay for improving biodiversity in a water ecosystem: Economics, ethics and social psychology" 		ONLINE– Unique post by Mar 13, responses by Mar 27 COLLABORATE Wed. March 9, 4:45-7:00 pm	Present slides during Collaborate session March 9. Work on Case Studies and Presentations Meet via Skype with Jill & Group
8	Mar 14 -20 <i>Spring Recess</i>					
9	Mar 21 – 27					
10	Mar 28 – April 3	Module 5 Natural Resources	<ul style="list-style-type: none"> O'Hara & Pirog "Economic Impacts of Local Food Systems" TBD 		ONLINE– Unique post by April 3, responses by April 10 COLLABORATE Wed. April 6, 4:45-7:00 pm	Case Study 2 Due March 30 Group A & B Case Study Presentations
11	April 4 – April 10					
12	April 11- 17	Module 6 Credit and Saving	<ul style="list-style-type: none"> PE : Pgs. 133- 204 TBD 		ONLINE– Unique post by April 17, responses by April 24 COLLABORATE Wed., April 20, 4:45-7:00 pm	Group C & D Case Study Presentations
13	April 18 – 24					
14	April 25 – May 1	Module 7 "Policies, Politics"	<ul style="list-style-type: none"> PE : Pgs. 235 – 273 TBD 		ONLINE– Unique post by May 1, responses by May 8 COLLABORATE Wed., May 4, 4:45-7:00 pm	Group E & F Case Study Presentations
15	May 2 – May 8					
16	May 9 – May 15	Module 8 Conclusion	<i>none</i>	<i>none</i>	ONLINE 1) Post your Case Study 2 by May 9, CS 2 Critiques posted by May 19 2) Concluding Discussion Unique post by May 15, responses by May 19	All Case Study Critiques Due May 19
17	May 16 – May 19					