If the world were just one market and every country a corporation, what would the market structure look like? Probably something very much like what we have today. Six of 7 billion people on the planet live in relative poverty with respect to the inhabitants of advanced countries, 1 billion of them in dire need. Development is the name we give to the universal game of their attempts to grow into a world of improved living standards. Is there room at the top for all? Or is this a zero-sum game? While development strategy and economic policy are clearly the major considerations in this process, other factors such as domestic governance, international relations and global market conditions play an important role in the success or failure of efforts by less developed economies (LDCs).

This is a course designed for students with a strong interest in the economic aspects of international affairs because of their explanatory power in related fields of inquiry. Such students may not have majored in economics, but have taken courses and possess a basic background in the subject. This course seeks to provide them with a rich view of common issues and realities faced in the challenges of development, and of the evolution of thinking within the international development aid community regarding different country strategies and priorities. While avoiding a concentrated quantitative focus, it requires familiarity with the analytical tools of economics and a basic grasp of statistics.

The course is aimed at graduate students choosing the Global Economic Policy concentration in the Master of International Affairs degree program, but should be of interest to anyone wishing to familiarize themselves with current development issues from a practitioner’s viewpoint. As such, it will also provide a broad overview of key concepts and information that will be useful to students who choose other concentrations in the MIA program.

Graduate students in the fields of Public Administration, Political Science, International Relations and Economics are welcome to take this course. Select undergraduate seniors from the above majors and Globalization Studies, as well as students in the Honors College, are encouraged to apply for enrollment subject to the instructor's permission.

**Instructor:** Prof. Kenneth G. Coates, kcoatesspry@albany.edu

**Class Time and Place:** The class will meet Wednesday evenings 5:45PM - 9:25 PM in Milne 215. This is a synchronous distance-learning course with students in both Milne 215 and in the SUNY Global Center in NYC; Professor Coates will be teaching from NYC but will hold class on campus at least twice during the semester.

**Office hours:** By arrangement via Skype or Zoom, or during announced campus visits.

**Prerequisite:** Completion of introductory economics courses at the undergraduate level.
Course objectives:

By the end of this course, students should have become familiar with the concept of economic development and:

- Understood the immense challenges involved in this undertaking, both in seeking out the spaces for economic growth internally and on competitive global markets, as well as putting in place the appropriate domestic institutions and policies.

- Appreciated the aims of economic development in raising the living standards of the vast majority of the world’s population, in particular those living in abject poverty.

- Become acquainted with the structure of the international development aid community and the evolution of its approaches to the issues of development.

- Become aware of the proposition that – beyond certain minimum living standards – development is a relative concept that must take into account the sustainability of the quality of life for future generations.

Teaching and learning modalities:

This course will be taught as a combination of lectures, group discussions and audio-visual presentations. The course work will include reading assignments for each session, group projects, quizzes, and a final exam. In addition to class and online discussions via Blackboard, we will utilize the synchronous distance-learning tool, Zoom, to enable members of the class and guest lecturers to join class from remote locations as well as to enable groups of students to work together on group projects. The mastering of these interaction techniques should be considered an integral part of the learning process in preparing participants for insertion in today’s hi-tech workplace, by allowing them to sharpen their interpersonal, communication and presentation skills.

There will be a strong emphasis on class participation. Students are expected to attend class and contribute with questions, comments and a critical view of the assigned readings for each session. The classroom experience – whether direct or remote – should be enjoyable; the only stressful element should be a lack of preparation.

The purpose of the periodic quiz (three in the semester) is to ensure students are keeping up with and understanding the readings and presentations. In this sense, it complements class participation as an indicator. Group projects, on the other hand, allow for teamwork, research, critical thinking and the development of written and verbal communication skills at a self-imposed pace. The nature and topic for the project shall be defined by February 15th. The midterm and final exams are aimed at testing whether students have understood and retained sufficient course content to apply newly acquired analytical skills in a more demanding context. Their weight in a graduate course is focused primarily on differentiating between levels of understanding and achievement.
Grading:

The approximate weights of the different contributors to the evaluation of a final grade shall be:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>attendance</td>
<td>12%</td>
</tr>
<tr>
<td>class participation</td>
<td>3%</td>
</tr>
<tr>
<td>scoring on quizzes (3)</td>
<td>15%</td>
</tr>
<tr>
<td>midterm exam</td>
<td>20%</td>
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<tr>
<td>team project</td>
<td>20%</td>
</tr>
<tr>
<td>final exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

Textbook and Required Reading:


Selected readings from other sources have been set in preparation for sessions and will be uploaded to Blackboard when possible. Additional readings may be set during the course.

Outline of Topics and Readings:

Jan 25  
Session 1) - What do we mean by economic development? - Development indicators - definitions of poverty and prosperity – absolute vs relative poverty – the problems with measurement – distribution. Reading: Sachs Ch. 1-2; World Bank Development Indicators 2016.

Feb 1  

Feb 8  
Session 3) - Moving up the ladder – success stories - the causes of wealth – the need for markets – access to technology - social and political experiments in central planning. Reading: “New Growth Theory, Technology and Learning: A Practitioner’s Guide” Joseph Cortright Impresa, Inc 2001; Sachs Ch. 3-5;

Feb 15  
Session 4) - The institutions of growth – private enterprise - the role of government – political stability - legal certainty – education – health – intellectual property rights – credit markets. Reading: Sachs Ch. 8-9
Feb 22
Session 5) - Inward vs Outward looking growth models – trade vs protectionism - implications and vulnerabilities – industrialization and value added - internal factor mobility Reading: Globalization and the Least Developed Countries: Potentials and Pitfalls, David Bigman. Ch 5

Mar 1

Mar 8

Mar 22

Mar 29

Apr 5

Apr 19
Apr 26
Session 12) - The development ceiling: imposed from above or below? – Middle income trap - politics vs policies – democracy vs autocracy – populism and the problem of irrational expectations – the global village “Avoiding middle-income growth traps” Agénor, Canuto and Jelenic, World Bank, December 2012

May 3