



Environmentally Sustainable Economic Development Economics 260

Credit hours: 3

Grading: A/B/C/D/F

Class meeting time(s): TTh 2:00 - 3:20

Prerequisite Course(s): Economics 201 or 202

LAC/Gen Ed designation: None

Economists were invented to make weather forecasters look accurate.

Instructor(s): Wilfrid W. Csaplar Jr., Ph.D.

Contact Information: wcsaplar@bethanywv.edu

Office: x7856

Home: 829-4348

<http://www.WCsaplarJr.info>

Office Location: 022 Richardson

Office Hours: MWF: 2:15 - 2:50

TTh: 1:30 - 1:50

I. Rationale: This course evaluates both the macroeconomic and the microeconomic problems facing developing countries. It helps the students to understand the economic problems facing the majority of people in the world. This course helps the student to understand the benefits and drawbacks to various solutions proposed to solving the problems. The student will also learn how different the countries of the world are and how there are no solutions that will work in all countries.

II. Course Description: *Environmentally Sustainable Economic Development* examines major analytical and environmental policy issues facing the “lesser developed” nations of the world. Development is defined and contrasting policies of individual countries that have succeeded or failed are examined. The developmental role of agriculture, export-oriented polices, women, labor markets, multinational corporations, the public sector, the World Bank, and the International Monetary Fund upon the environment and economy are also considered.

IIIA. Course Delivery Mode and Structure: This course will be an in-class course only. If necessary, it will become a hyflex course. In that case, I will be teaching the class in the scheduled room at the scheduled time and everybody who is not excused will be in the room

Course Syllabus

Teaching and Learning form the mission of Bethany College

with me. I will also be recording it on Zoom via Canvas for the students who cannot make it to class.

IIIB. Course Communication Plan: Announcements will be made on my personal webpage, <http://www.WCsaplarJr.info>. I generally check my e-mail irregularly, but at least on a daily basis in the evening. I normally reply to an e-mail once I have read it. I expect the student will reply within 24 hours to an e-mail.

IVA. Student Learning Outcomes: You will analyze one aspect of a developing country. The topic could be education, life expectancy, roles of women, inequality of income, output per capita, the environment, or any other aspect of life which is major problem for that country. That analysis will explain why the government's action(s) or inaction is bad and advise them on what they should be doing.

IVB: Topics: The students will know how we determine if a country is a developing country, and the problems with that definition. They will also know alternative measures. The students will know what helps economies to grow fast and what economic policies can achieve that. They will be able to use the two-sector demand for labor model to explain how different events affect wages in the economy and employment in the two sectors. The students will know how market failures require government intervention and how improper government intervention can worsen the problem. Students will know how we measure poverty and inequality, and the problems caused by both. Students will also understand the causes and effects of population growth as well as what can be done about them. Students will understand the costs and benefits of increased human capital as well as the effects of government policies about them. Students will also understand the measures of the healthiness of people in a country and how government actions can affect them. Students will understand the theories of savings and how savings relates to investment and economic growth. Also, the costs and benefits of domestic private investment, FDI, domestic public investment, and joint ventures with MNCs. Students will learn the basics of fiscal and monetary policy, how they affect the economy including the problems caused by them. The students will know the positive and negative aspects of foreign aid. Students will know the advantages and disadvantages of foreign borrowing. Students will know how to evaluate the environmental impact of activities and the impacts of various types of government environmental policies. Students will also be able to examine a country's economic situation, determine its strengths and weaknesses, and give advice as to how to improve the situation.



Course Syllabus

Teaching and Learning form the mission of Bethany College

IVC. Technical Requirements:

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Canvas course site can be accessed at <https://bethanywv.instructure.com>. Your Bethany College username and password are used to access the system.

You are responsible for having a reliable computer and internet connection throughout the term. *Caution! You will be at a disadvantage if you attempt to complete all coursework on a smartphone or tablet.* It may not be possible to submit the files required for your homework assignments.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

Feature	Laptop
Screen Size	15" or smaller or portability
Operating System	Windows 10 or Max OSX or higher recommended; Windows 7 not recommended
Base Memory	4 GB – minimum 8 GG – recommended
Hard Drive Storage	128 GB - minimum 256 GB - recommended
Optical Drive	Optional
Network/Wireless	802.11 ac Wave 2 or 802.11ax wireless – both connect at the 802.11 ac Wave 1 level, Ethernet port
Mic and Camera	Built-in microphone and webcam

Students should be able to use email, a word processor, spreadsheet program and presentation software to complete this course successfully. All students have access to Office 365 with their Bethany username and password. Students are reminded that sharing their credentials with others or using the credentials assigned to others to prepare or submit work, attend online classes, or view grades and assignments is a violation of the student code of conduct as well as academic rules. Each student should keep their password to Bethany's services confidential. [Edit as needed for specific courses.]

Course Syllabus

Teaching and Learning form the mission of Bethany College

IVD. Technical Assistance:

If you need technical assistance with access to email, Self-Service, Canvas, or Office 365, you can submit a help request to hdesk@bethanywv.edu.

If you need technical assistance at any time during the course or to report a problem within Canvas (i.e. submitting an assignment, taking a quiz, etc.), you can submit a help request to canvashelp@bethanywv.edu.

V. Format and Procedures: This course will consist of predominately modified lecture format. What I mean by that, is that I will ask questions and we will figure out the material as we go. There will be weekly homework assignments except for weeks when there is a test. We will review them when they are handed back. During these reviews, volunteers will go to the board to give their answers to the questions. The same format will be used to review the tests when they are handed back. The final will be a comprehensive exam. (See old tests on my web page for examples.) You will also do a paper described below.

VI. My Assumptions: This course has pre-requisite of either ECON 201 or ECON 202. I assume that you will attend all classes and do all of the work. See the class participation grade description for more details.

VII. Course Requirements:

(A) COVID-19 Policy: Because I am borderline of more than one group of people at a high risk for COVID-19, you will be online if sick. If you suspect that you may have COVID-19 or another serious illness, you will not come to class nor will you come to my office. The preferred contact for sick students during office hours is via Zoom. If you miss class because of exposure to COVID-19 or other illness, you are expected to watch the video of the class, either live as the class is going on, or later after it is posted.

If this class is forced to go fully online, then all aspects of this syllabus will remain the same except for class participation. I will stop recording the class participation grade. Your class participation grade for the semester will be whatever it was prior to going online. This means all class recordings will be done at the time the class is scheduled to meet. You can watch them live or at a later time. The assignments will be due when they were originally scheduled.

(B) Class attendance and participation policy: Because of the class participation grade, it is expected that you will attend all classes and actively participate. That means you will answer questions that I ask, or that other students ask, and you will ask questions when you are uncertain about something. If you miss a large number of classes, then you will have a

Course Syllabus

Teaching and Learning form the mission of Bethany College

poor participation grade, and more important, you will not have heard the material. Not hearing the material will hurt your grade more than the lower participation grade (see grading rubric below). Not participating, showing up late, or leaving early will lower your participation grade. A valid reason for missing class, as explained in *Late Work Policy* below, will not hurt your participation grade. If you are online without approval, your participation grade will drop two points.

(C) Late Work Policy: If you miss an assignment or test because of an unanticipated event like an illness, you have two choices. The first is to get me a note signed by the appropriate person, or you can tell me what the problem was and I will decide whether or not it is a valid reason for missing the assignment. **You do NOT have to tell me why you are absent.** If you know beforehand that you will be missing an exam and have a valid reason to do so, then contact me beforehand to determine how it will be made up. I may ask for external verification of your reason, so do not wait until the day before the exam. Either a note from an appropriate person **or** my personal decision can be used to determine if you have a valid explanation for missing the assignment.

If you have no valid explanation, then there will be a 10% penalty per day, including the weekend. The assignment is considered late if it is not handed in at the start of class on the day it is due and the day we go over it. It is considered to be handed in the next day if it is handed in after the start of class or if class did not meet that day, then after I leave to go home. **Makeup exams require 24 hour advance notice so that I can write another exam.** Suppose that an assignment or exam is scheduled on a Wednesday and you are sick and I determine that you have a valid reason for Wednesday and Thursday. If you turn it in on the following Monday after class has met, then it will be considered four days late. Those days are Friday, Saturday, Sunday, and Monday because it was the day that we went over it in class – it was due at the start of class – so it is counted as handed in on Tuesday.

(D) Calculators: I will not permit use of graphing calculators or any other calculator which can store equations. The HP 10B and the TI BA II Plus are acceptable in all courses in the Department of Economics and Business. The former is the preferred calculator.

(E). Course readings:

(i) Required text: *Economics of Development* by Perkins, Radelet, Lindauer, and Block. The 7th edition is copyright 2013 by W. W. Norton and Co.

(ii) Background readings: All assignments from every time I taught this course are available on my web page: <http://www.WCsaplarJr.info/>.

VIII. Grading, Evaluation and Assessment Procedures, including Grading Scale:

Course Syllabus

Teaching and Learning form the mission of Bethany College

(A) Point Distribution: There will be daily class participation, weekly homework assignments, three exams, and a final exam. Because the topics covered require analytical thought, rather than memorization, the majority of the questions will be short-essay. There may be one or two definition type questions on the exams, but, they will be rare. There are 1000 points available during the semester. The grades are calculated as follows:

Class participation	2%	20 points
10 homework assignments	10% (1% each)	100 points (100*1/10 = 10 each)
The three exams combined	63% (21% each)	630 points (150*1.4 = 210 each)
Paper	10%	100 points
Final Exam	15%	150 points (240*5/8)

(B) Grading Scale: The minimum scores necessary to get each grade will be:

A+ 97% = 970 points	A 93% = 930 points	A- 90% = 900 points
B+ 87% = 870 points	B 83% = 830 points	B- 80% = 800 points
C+ 77% = 770 points	C 73% = 730 points	C- 70% = 700 points
D+ 67% = 670 points	D 63% = 630 points	D- 60% = 600 points
	F 0%	

The borders are not firm. Any student near the border of two grades will have their case looked at on a case by case basis after the final exam has been graded.

IX. Grading Rubric:

(A) Class Participation: The class participation grade is 0 to 5. 0 means you were not in class and 5 means you were there on time, participated, did not leave in the middle or early, did not text message or use the phone, did not carry on a private conversation, did not sleep, and did not do work for another class. Each of those discouraged activities lowers your grade. If you have an excused absence, you will get no grade, so your grade is not affected. If you are not approved to be online but are online anyhow, your class participation grade will be a 3 or less.

(B) Homework Assignments: This course has weekly homework assignments. Homework assignments are the only area that I allow students to work together. In fact, I recommend that you work together on these assignments because the better students learn the material better by teaching it and the poorer students get another person teaching it and may learn it better. However, if I find that students have worked together on any assignment other than the homework assignments, I will consider it as cheating. See the next section. All homework assignments will be typed, except graphs and mathematics (which can be done by hand).

Course Syllabus

Teaching and Learning form the mission of Bethany College

(C) Paper: The paper will be an economic analysis of a developing country. You will choose a country, give an analysis of the strengths and weaknesses of the economy. You will describe current government action or inaction and you will describe what you would do, if you were the ruler of the country. All students will list two countries that they would like to research, and hand that sheet in on the second day of class. I will assign countries. You will write a short paper about the development of a particular developing country. The paper should be about 5 to 8 pages, plus graphs (if applicable), charts (if applicable), and bibliography. In it you will focus on one aspect of development like education, life expectancy, roles of women, inequality of income, output per capita, the environment, or another aspect of life that you feel is a major problem for that country. You will explain what that country has done in the past and what they are currently doing. Then you will critically analyze the policy to determine how successful the policy will be. Note that I will not assign a student to research the country they have lived in for an extended period of time.

10% will be how accurate your facts are and the number of facts. (The precise number for each grade is not precise because some countries have more available information than others.)

50% will be the quality of the economic analysis. In other words, did you avoid errors in the analysis? Did your analysis include theoretical graphs, plots of actual data, and/or regression analysis (as appropriate)? Did you explain what one of the biggest problems facing that country is and why you chose that problem? Did you explain what the government is doing about the problem, if anything? What is the economic impact of their action or inaction? Did you explain what you would do, why you would do that, and what would that achieve?

10% will be the quality of the paper. Did it look like a professional paper? Did you include a title page and a bibliography? Did you include **all web sources** on via Canvas and/or paper? Did you give me both an electronic copy in Word or WordPerfect format via Canvas and a hard copy? Were the pages numbered? Was it between 5 and 8 pages? The page count does NOT include the title page, graphs, charts, tables, and bibliography.

30% will be for the quality of the writing. It will be graded according to the following writing rubric.

A level writing demonstrates a high degree of competence in response to the assignment, although there could be a few minor errors which do not interfere with communication. The essay: is well-organized and coherently developed (purpose and structure); clearly explains and/or illustrates key ideas (development); demonstrates syntactic variety and clearly

Course Syllabus

Teaching and Learning form the mission of Bethany College

displays facility in the use of language (language and style); includes few minor errors in mechanics, usage, and/or sentence structure (mechanics); and fully acknowledges the ideas of others.

B level writing demonstrates clear competence in response to the assignment but may have minor errors which do not significantly interfere with communication. The essay: is generally well organized and coherently developed; explains and/or illustrates key ideas; demonstrates some syntactic variety and displays facility in the use of language; is generally free from errors in mechanics, usage, and sentence structure; and acknowledges the ideas of others.

C level writing demonstrates competence in response to the assignment but may have errors which only minimally interfere with communication. The essay: is adequately organized and developed; explains and/or illustrates some of the key ideas; demonstrates acceptable facility with language; displays some errors in mechanics, usage, or sentence structure, but not a consistent pattern of such errors; and usually acknowledges the ideas of others, or may inappropriately acknowledge those ideas.

D level writing demonstrates some degree of competence in response to the assignment, but includes serious flaws. The essay reveals one or more of the following weaknesses: inadequate organization or development; inadequate explanation or illustration of key ideas; a pattern or accumulation of errors in mechanics, usage, or sentence structure; limited or inappropriate word choice; and may fail to acknowledge the ideas of others.

F level writing demonstrates limited competence, serious flaws, and/or fundamental deficiencies in writing skills. The essay manifests one or more of the following weaknesses: poor organization and/or very little or no development; incoherence; little or no relevant detail; serious or persistent errors in mechanics, usage, sentence structure, and/or word choice; fails to acknowledge the ideas of others;

(D) Exams: If you are taking an exam and you are not present in the room I am giving the exam, then you will be required to be on Zoom with both the microphone and camera on.

X. Academic Honesty: Each student in this course is expected to abide by the Bethany College Policy on Academic Honesty (see College Catalogue section on Academic Honesty). Any work submitted by a student in this course for academic credit will be the student's own work.

For this course, collaboration is allowed for homework assignments. You are encouraged to

Course Syllabus

Teaching and Learning form the mission of Bethany College

study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, an electronic copy, or a hard copy. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and College disciplinary action.

I have zero tolerance for cheating, lying, copying, plagiarism, etc. The first time that I find you cheating, I will definitely give a zero for the assignment. I may also flunk you for the whole course. I have done it here and many times in the past at other schools.

XI. Behavioral Expectations, Classroom Etiquette: See grading rubric.

XII. Electronic Communication and Course Management:

My web page is <http://www.WCsaplarJr.info/>. On it will be all current syllabi, current announcements, and old assignments for all courses I have taught at Bethany College. If you miss a class, you can find the material covered and any new assignment on the page. You can also find my class and office hours' schedule. I taught this course several times in the past. Checking out those courses' exams and homework assignments could give you an idea of what my tests are like. However, not all of the exams cover the same material and the material changes slightly from semester to semester. Therefore, check the review sheets to find out what the material is covered by each exam.

XIII. Accommodations for students with disabilities: This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with the instructor, or if you need specific arrangements in case of an emergency, please let the instructor know. The instructor is committed to creating an effective learning environment for all students, but the instructor can only do so if you discuss your needs with the instructor as early as possible. The instructor promises to maintain the confidentiality of these discussions. If appropriate, also contact the McCann Learning Center (accommodations for learning disabilities) or the 504 Coordinator (medical accommodations and accessibility) to get more information about specific information. The McCann Learning Center is located on the second floor of Cramblet Hall and the 504 Coordinator is located in Student Life in Bethany House.

Course Syllabus

Teaching and Learning form the mission of Bethany College

Anti-Racism Pledge

As a member of the Bethany College faculty, I pledge to continually work to be anti-racist, to be an active ally for and create safe spaces for my students, colleagues, and community members.

XIV. Title IX Disclosure: Your instructor is a mandated reporter of suspected discrimination. Please do not share anything regarding sexual harassment or discrimination if you wish to keep it expressly confidential. Please see the College's Title IX policy in Volume VII of the Policy Manual. A hard copy can be obtained in the Office of Student Life, or an electronic copy can be found on the College's website (<http://www.bethanywv.edu/students/title-ix/>).

XV. Tentative Course Schedule:

Tuesday	Tuesday Classes	Thurs.	Thursday Classes
1/9	Chapters 1 & 2	1/11	Chapter 2
1/16	Chapter 3 Homework #1 Due	1/18	Chapters 3 & 16 Review Homework #1
1/23	$\frac{2}{3}$ Ch 16 until Page 603 & $\frac{1}{3}$ Ch 5 HW #2 Due	1/25	Chapter 5 Review Homework #2
1/30	$\frac{1}{3}$ Chapter 5 & $\frac{2}{3}$ Ch 6 Homework #3 Due	2/1	$\frac{2}{3}$ Chapter 6 Review Homework #3
2/6	$\frac{1}{3}$ Chapter 6 & $\frac{2}{3}$ Chapter 7 Homework #4 Due	2/8	$\frac{1}{3}$ Chapter 7 Review Homework #4 & #4A
2/13	Exam #1 on Chapters 1-3, 5-7, 16	2/15	Chapter 8
2/20	Review Exam #1 Homework #5 Due	2/22	Chapter 9, Review Homework #5
2/27	$\frac{1}{3}$ Chapter 9, $\frac{2}{3}$ Chapter 10, Homework #6 Due	2/29	$\frac{2}{3}$ of Chapter 10, Review HW #6
3/5	Spring Break	3/7	Spring Break
3/12	Chapter 20 Homework #7 Due	3/14	$\frac{1}{3}$ of Chapter 20, Review Homework #7 & #7A
3/19	Exam #2 on Chapters 8 - 10, most of 20	3/21	$\frac{1}{3}$ Chapter 20, $\frac{2}{3}$ Chapter 11
3/26	Review Exam #2 Homework #8 Due	3/28	Chapter 11, Review Homework #8
4/2	Chapter 12, Homework #9 Due	4/4	Honors Day
4/9	$\frac{1}{3}$ Chapter 12, $\frac{1}{3}$ Chapter 13, Review HW #9	4/11	Chapter 13
4/16	Chapter 14 Homework #10 Due	4/18	Chapter 14 review Homework #10 & 10A
4/23	Exam #3	4/25	Review Exam #3, Printout of your grades

Seniors taking *comps* will do the paper by 4/25, but not take the final. The final will be Wednesday 5/1 at 1:00 - 3:00 PM. The paper is also due at that time. The review sessions for the exams will generally be the night before the exam.

XVI. Course Materials and Copyright Statement:

Course material accessed from the Bethany College Canvas site is for the exclusive use of students who are currently enrolled in the course. Content from these courses cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law.

XVIII. Note: This syllabus is subject to change at the discretion of the professor.