

Mayville State University
Economics 332 The Global Economy and the Developing World
Instructor: John M. Pederson, Ph.D.
Spring 2025
3 Credit Hours

Office: Classroom Building 111 A

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Office Hours: MWF 10:30 AM – Noon; 1:00 - 2:00 PM; T/Th 8:30 – 11:00 AM; and by appointment.

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Instruction Mode: Face – to - Face

Meeting Time and Location: Tuesday, Thursday 2:00 – 3:15 AM, Education 122

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Required Texts:

Sachs, Jeffry. *The Age of Sustainable Development*.

Abhijit V. Banerjee, Abhijit V. and Duflo, Esther. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*.

Zakaria, Fareed. *Ten Lessons for a Post-Pandemic World*.

Course Description

A study of local, national, and global economic life describing and explaining the geographic factors involved in the production, distribution and consumption of the major commodities and resources of the world. Special emphasis is placed upon the global issue of the developing countries and theories that have been developed to explain spatial structure. Prerequisite: Sophomore standing or consent of instructor.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

Students will demonstrate reading and discussion skills.

Students will demonstrate writing skills.

Students will develop and exercise critical thinking skills.

Students will understand and be able to explain:

The concept of sustainable development;

The degree and significance of global inequality;

The historical patterns of economic development and the importance of geography;

Why some countries became rich while others remained poor;

Potential ways to end extreme poverty;

The concept and significance of planetary boundaries;

The importance of social inclusion;

The role of educational institutions for developing countries;

The role of health care for developing and advanced countries;
The global issues of food insecurity;
The role of cities in the present and the future;
The causes and consequences of climate change;
Proposals to address climate change;
How economic development impacts biodiversity and ecosystems;
The United Nations' sustainable development goals;
The unique risks that the global poor confront in their daily lives;
Saving and investing challenges for the global poor;
The consequences of the three I's - ideology, ignorance, and inertia;
The effectiveness of microlending;
Policies that may improve the lives of the global poor;
The global consequences of the pandemic;
The differences and similarities of the challenges confronting developing countries and the wealthy advanced countries.

Standards Alignment (Social Science Education Program Approval Standards-ND ESPB):

15035.1 In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (eighteen semester hours) and at least two of the following three core areas: political science and civics (twelve semester hours), economics (twelve semester hours), and geography (twelve semester hours). Additional electives to the social studies composite may include: sociology (six semester hours) or psychology (six semester hours) or anthropology (six semester hours) or global studies (six semester hours).

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course addresses Social Science and Social Science Education SLO 1: Students will explain and demonstrate content knowledge in various formats.

Instructional Strategies and Learning Experiences

This course utilizes direct instruction, discussion, cooperative learning, papers, PowerPoint, video presentations, podcasts, and written essays. Listed class readings are to be completed prior to the start of class on the respective day they are listed in the syllabus semester schedule below. Forming questions and answering questions of classmates is a daily activity. For each reading in Sachs you will be asked to prepare two questions.

Evaluation Methods and Grade Policy

Your performance on the items listed below will determine your grade.

First Essay	100	Daily Questions	50	Concept Map	50
Second Essay	100	Discussion Facilitations	50		
Third Essay	100	Other Participation	50		
Total Potential		500			

Grading Scale. Grading is on the following point scale (450 possible points)

A = 405 or more (90 % +); B = 360 - 404 (80 % +);
C = 315 - 359 (70 % +); D = 270 - 314 (60 % +); F = 269 or below

Student Led Discussions. Students will lead discussions for two different class periods. Each student will be responsible for one chapter from Abhijit V. Banerjee and Esther Duflo's *Poor Economics*, and one chapter from Fareed Zakaria's *Ten Lessons for a Post-Pandemic World*. Students are to select the chapter they prefer, provided someone else has not selected it. On your day you will be expected to provide a 1 - 2-minute introduction to the reading, prepare 4 - 5 discussion questions, and a 1 - 2-minute summary at the end. Each chapter discussion facilitation is 25 points. The deadline for requesting your preferred chapter for each book is March 4 for Banerjee and Duflo, and for Zakaria.

Concept Map. Students will select one concept from the course to create a concept map. The student will show and describe the concept map during the final test period.

Expectations and Student Responsibilities

Students are to attend each class on time, having completed the reading assignment for that day. Your preparation is essential for your success and that of the whole class. Student participation is expected during discussion of course readings and every student should prepare for class by identifying two questions about the assigned reading. At the start of class, you will be asked to write your questions on the whiteboard. Your participation/discussion score is 30 percent of your total grade (150 out of 500 points). Your participation score will be based upon your attendance, your prepared questions, and the quality of your class contributions. Class will meet during the final exam period.

Roll will be taken throughout the semester. If an absence is necessary, please notify the instructor in advance. Behavior that disrupts instruction and/or learning in the class will not be tolerated, nor will academic dishonesty. Write course papers in MLA format.

Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course include utilization of Zoom and Blackboard.

Instructor/Student Communication

Students are accountable for all communication sent to their Mayville State University e-mail address. My preferred method of communication is face-to-face, before or after class, or during office hours. Speaking by telephone during office hours or e-mail are my preferred alternatives. If you contact me via e-mail or voicemail, you should expect a response within 24 hours, Monday – Friday. Please note that the telephone number listed on the syllabus is my office phone. I am not available by text message.

Given my degree, tenure and rank at Mayville State University, I prefer to be called, "Dr. Pederson" or "Professor Pederson."

Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Proctor Notification

No Proctor is required for this course.

Important Student Information

- ✓ In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:
 - ✓ Land Acknowledgement Statement
 - ✓ Academic Grievance Concerns and Instructor English Proficiency
 - ✓ NetTutor - Online Tutoring Program
 - ✓ Starfish - Student Success System
 - ✓ Students with Documented Disabilities
 - ✓ Student Learning Outcomes / Essential Learning Outcomes
 - ✓ Academic Honesty
 - ✓ Emergency Notification
 - ✓ Continuity of Academic Instruction for a Pandemic or Emergency
 - ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
 - ✓ Diversity Statement (Title IX)

Consequences of Academic Dishonesty: When a student commits academic dishonesty, he/she may be answerable to one or more of the following consequences:

1. receive an "F" for the assignment with no opportunity to redo it
2. receive an "F" for the course
3. referral of the Vice President for Academic Affairs for further disciplinary action

INTASC Principles covered in this course:	
1	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for the students.
4	Content knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Semester Schedule

The following is tentative and remains subject to change at the instructor's discretion. Remember, for each class please prepare at least two questions on the assigned reading.

WEEK	DATE	SUBJECT	READING ¹
January			
1	T - 14	Course Introduction	
	Th - 16	Sustainability & Growth	Sachs, xi - xiv, 1 - 23
2	T - 21	Poverty, Environment, Pathways	Sachs, 23 - 44
	Th - 23	Global Inequality	Sachs, 45 - 69
3	T - 28	History of Economic Development	Sachs, 71 - 99
	Th - 30	Why Some Stayed Poor	Sachs, 101 - 138
February			
4	T - 4	Ending Poverty	Sachs, 139 - 159
	Th - 6	South Asia, Millennium Villages	Sachs, 159 - 180
5	T - 11	Planetary Boundaries	Sachs, 181 - 217
	Th - 13	Social Inclusion	Sachs, 219 - 249
6	T - 18	Education	Sachs, 251 - 274
		Essay 1 Due	
	Th - 20	Health	Sachs, 275 - 301
7	T - 25	Health	Sachs, 301 - 316
	Th - 27	Food Security	Sachs, 317 - 353
March			
8	T - 4	Cities	Sachs, 355 - 391
	Th - 6	Climate Change	Sachs, 393 - 406
9	T - 11	Spring Break	No Class
	Th - 13	Spring Break	No Class
10	T - 18	Climate Change	Sachs, 406 - 433
	R - 20	Climate Change	Sachs, 433 - 445
11	T - 25	Biodiversity	Sachs, 447 - 480
	Th - 27	Sustainable Development Goals	Sachs, 481 - 511
12	T - 1	Professional Development Day	No Class
April			
	Th - 3	Poor Economics Intro	B. & D., 2 vii-xi, 1-40
		Essay 2 Due	
13	T - 8	Health Care, Lending	B. & D., 41 - 70, 157 - 181
	Th - 10	Education, Family Size	B. & D., 71 - 129
14	T - 15	Risk & Entrepreneurs	B. & D., 133 - 155, 205 - 234
	Th - 17	Savings, Policies	B. & D., 183 - 204, 235 - 273

¹ "B & D" refers to Abhijit V. Banerjee and Esther Duflo's *Poor Economics* and "Sachs" refers to Jeffry Sachs's *The Age of Sustainable Development*.

WEEK	DATE	SUBJECT	READING
April			
15	T - 22 Th - 24	The Post Pandemic World; Government Markets & Experts	Zakaria, 1 - 55 Zakaria, 56 - 96
16	T - 29 Th - 1	Digital and Social Life Inequality & Globalization	Zakaria, 97 - 146 Zakaria, 147 - 186
17	T - 6 Th - 8	Bipolarity, Idealists, and the Future Summation and Conclusions	Zakaria, 187 - 242 Zakaria, 243 - 258
Th - 15			
		Final	