ECONOMICS 677
Graduate Seminar in Economic Development

Prerequisite

Students enrolling in this seminar are expected already to understand the basic principles of economic development, to the extent that they are explained in an undergraduate textbook, such as (of of) the following:

Charles Kindleberger and Bruce Herrick, Economic Development.
Clarence Zuevaks, Economic Development: An Introduction.

Any student without this background may still be admitted to the seminar, provided he/she promises to read one of these three books (or similar text) during the first three weeks.

Modus Operandi

The professor will make some introductory presentations during the first two meetings (Jan. 23 and 30). Thereafter, a series of debates will ensue, one each week for the remainder of the course except that the professor will sum up on the final night (May 7). Students will be assigned debate topics and sides (negative or positive) by lot. After the initial assignment, students may trade if they wish. A student is encouraged, however, not to trade for the sole reason that he/she disapproves of the side of the debate to which he/she has been assigned. Arguing a side that one intellectually opposes can be a very educational experience, from which one may learn more than one does by arguing the side one favors. Therefore, a student is encouraged to trade in order to argue a position that he/she opposes intellectually. The extent to which this is done depends on you, as well as on the "market" for trading (among ).

All students in the seminar will be expected to be prepared in advance on the general subject matter of each debate. Therefore, the debaters need not provide background to their audience. They should step immediately into the issue, defining it as necessary, and arguing their cases concisely. Each debater will be allowed only 25 minutes. A warning bell will sound after 20 minutes, and after 25 minutes the debater will be stopped peremptorily, even if in the middle of a sentence. No overtime allowed.

Following the presentations by both sides, there will be a coffee break, followed by discussion and questions (with Professor Powelson presiding). This discussion period may be open-ended, but would normally be expected to last an hour to an hour and a half. Students may feel free to leave at 9:45 even if the discussion goes on longer.

Reading Material

Students will be expected to cover all the materials in two textbooks, as follows:


William Loehr and John P. Powelson, The Economics of Development and Distribution, to be published (1981) by Harcourt, Brace, Jovanovich. Xerox copies are available on reserve in Norlin or may be purchased at Kinko's.

Meier is also used by Professor El Mallakh in Econ. 678; some students will therefore have read it. These students may add to their reading lists by selecting additional articles from the bibliography.

In addition to the above, students are encouraged to select articles and books from the seminar bibliography. This bibliography, which has been years in the making, has long been too big to be xeroxed and distributed to students (as was the case many years ago). Last year it was published; John P. Powelson, A Selected Bibliography in Economic Development, Boulder, Colorado, Westview Press, 1979. Copies are available on reserve in Norlin, or any
student may buy his/her copy from Westview Press, here in Boulder at 5500 Central Avenue. This bibliography is up-to-date through January, 1979. It is being kept up-to-date in a card file, which will be brought to every meeting of the seminar. Students are encouraged to consult this file before or after the seminar, or during coffee break. By reading the annotations, one may get a general idea of recent debates in any of the subfields of development.

NOTE: In the course evaluation last year, one student complained that he/she had not been provided with a list of articles on economic development. Having just prepared a 450-page list (the published bibliography), I was somewhat taken aback by this remark. Obviously, however the student had expected me to spoon-feed him/her (those are my words, not his/hers), stating which articles he/she should choose their own reading. My list (from which to choose) is long, comprehensive, up-to-date, and annotated. Graduate students should read whatever is necessary to become basically conversant with the field of economic development, and to concentrate on two or three subtopics of particular interest to them. A good test of whether you are a scholar in economic development is whether you can comfortably converse with a scholar in the field, on almost any subtopic, and if there are one or two such subtopics on which you can tell the other expert a thing or two (assuming he/she has specialized a bit differently from you). If you do this, you will be prepared for the comprehensive examination in economic development.

**Debate Topics**

The following debate topics have been selected. They may be changes by agreement: either re-worded, or different topics selected. Negotiations for change may begin after you have been assigned one or two topics, and a side for each.

Feb. 6: Resolved: that economic growth in its early stages requires an increasingly unequal distribution of income.

Feb. 13: Resolved: that growth models have outstripped their usefulness in explaining economic development.

Feb. 20: Resolved: that dualism is an essential stage of development.

Feb. 27: Resolved: that the urban problem can only be solved through rural development.

Mar. 5: Resolved: that government must be the prime agent for mobilizing capital in LDCs.

Mar. 12: Resolved: that multinational corporations hinder the development of the domestic economy and should be severely curtailed.

Mar. 19: Resolved: that small-scale, labor-intensive technology should be promoted in LDCs.

Apr. 2: Resolved: that family planning should be more assiduously promoted in LDCs, to solve the population problem.

Apr. 9: Resolved: that agrarian reform can be successful only if it is done with violence, for powerful landowners will never yield their wealth in any other way.

Apr. 16: That the "big push" argument is persuasive as a strategy for industrialization

Apr. 23: That export promotion should replace import substitution industrialization as a major focus of development in LDCs.

Apr. 30: That the market is inadequate as an allocator of resources in LDCs and should largely be replace by planning.
Preparation

The following minimal reading by each student is necessary for the meeting of the seminar indicated.

Jan. 23 (for Professor's introduction): L&P preface chs. 1, 2, 4.
Feb. 6 (inequality): Meier ch. 1; L&P chs. 5, 6.
Feb. 13 (growth models): Meier ch. 2; L&P ch. 3.
Feb. 20 (dualism): Meier ch. 3.
Feb. 27 (employment, urban): Meier ch. 4; L&P ch. 7, 12.
Mar. 12 (multinational corps.): Meier ch. 6; L&P ch. 9, 10.
Mar. 19 (technology): Meier ch. 7; L&P ch. 8.
Apr. 2 (family planning): Meier ch. 8; L&P ch. 9, 10.
Apr. 9 (agrarian reform): Meier ch. 9; L&P ch. 11.
Apr. 16 Meier ch. 10 (review L&P chs. 8, 14).
Apr. 23 Meier ch. 11.
Apr. 30. Meier ch. 12, L&P ch. 15.
May 7 (for professor's and students' last words: L&P ch. 16, and postface.

Those preparing the debate are expected to select additional materials, either from the bibliography (published or on cards) or from elsewhere.

Time and Place of Meeting

The official meeting place of this seminar is Hellem 229, and the hour is Wednesdays from 7 - 9:45 p.m. However, if students approve, beginning January 23, the seminar will meet in Mr. Powelson's home. This meeting place has the advantage that all Mr. Powelson materials (books, xerox articles, files, etc.) are there and can be referred to during the seminar. Also, coffee will be available (none to our knowledge is found in Hellem). But the location must be convenient for all students; carpooling will be arranged.

Directions to Mr. Powelson's home (5 minute drive, or 25 minute walk, from campus): Drive should on 15th Street (starting at either Broadway and 15th or Baseline and 15th). Go to the end of 15th, turn right on to Bellevue (only outlet possible, where 15th ends). First street on left will be Sierra. Pass on by; take first driveway on left thereafter, which winds up hillside (Powelson mailbox is on Bellevue, to left of driveway). Go to second house on the drive. If snow is excessive, it will not be possible to drive up driveway. In that case, park on Bellevue and walk.
Requirements for Regularly-Enrolled Students

Students are expected to attend all meetings (except in the case of illness or emergency). Naturally, attendance will not be taken in a graduate seminar, but students are asked to respect the attendance policy for the quality of debate depends on it. Any student who takes advantage of other student comments on his/her paper, but is not present to do the same for other students, is not playing the game fairly.

Every student will have either two debate topics, or one debate topic and one commentary. A commentary is a five-page paper stating the student's own position on someone else's debate, and his/her reasons for it. Whether you have two debate topics or one debate and one commentary will also be determined by lot.

There will be no final examination. Each student will prepare a seminar paper, presumably on one of the topics assigned for debate (though no necessarily the same position). Obviously, it will be easier to present a paper on the debate topic that to start afresh with another topic. However, any student who has particular reason to prepare a paper on a different topic may do so, with the consent of the professor.

First draft of papers will be due March 19 (before the Spring Break). These drafts will be read and commented-on by Professor Powelson, who will then return them for final revisions. Experience in the past has shown that students who had their papers ready for comments before Spring vacation have been able to raise their grades by one letter (on average) in their revisions. Professor Powelson does not promise to read any drafts no presented by March 19. Papers are due on May 7. No extensions.

Papers must be typed neatly, words all spelled correctly (use dictionary if you are uncertain), organized well, and with a minimum of typographical errors (proofread them well). Plan your typing requirements well in advance; inability to find a typist at the last minute is not reason for an extension. Any student who does not hand in a final paper by May 7 will receive an IP, which will not be removed until the Fall Semester, since Professor Powelson may not be available to read papers during the summer.

Policy on Auditors

Graduate students in Economics will be permitted to attend the seminar if not enrolled in it, provided space is available. However, all auditors will be expected to attend regularly as regular students and to prepare one debate topic. No free-loaders.

Every student will have either two debate topics, or one debate topic and one commentary. A commentary is a five-page paper stating the student's own position on someone else's debate, and his/her reasons for it. Whether you have two debate topics or one debate and one commentary will also be determined by lot.