**Political Economy of Entrepreneurship and Development**

**International Affairs 3303/8303**

**Georgia Tech, Spring Semester, 2016**

Thomas D. Boston, Professor of Economics and International Affairs

Class Location: Habersham Building Room G – 17

Class hours: Tuesday and Thursday: 9:35 – 10:55 AM

Office Location: Room 150, Habersham Bldg.

781 Marietta St. NW.

Atlanta, GA 30332

T: 404.894.5020

Thomas.Boston@inta.gatech.edu

Office hours: 11:00 – 1:00 TTH and by apt.

This course is an elective offering for students interested in the School of International Affairs’ Minor in Global Development. The concentration in Global Development is designed to give students a practical opportunity to apply their technical knowledge and skills to help solve pressing problems of extreme poverty, inequality and human development; especially in low income developing countries.

Eradicating extreme poverty and creating a more inclusive, sustainable development are the core objectives of the new global development agenda. These principles are embodied in the Sustainable Development Goals (SDGs) recently approved in the fall of 2015 by member states of the United Nations.

The Minor in Global development provides a vehicle through which students can become engaged in the struggle to eradicate world poverty and create a more sustainable inclusive global development.

The Global Development Minor seeks to be a vehicle whereby students can combine engineering, technology, and design with the social sciences and humanities to solve practical problems in the developing world.

1. **Course Objectives**

Political Economy of Entrepreneurship and Development will teach students how to combine their technical expertise and analytical skills to solve practical problems of development and sustainability. It will achieve these objectives by doing the following:

1. Familiarizing students with the key development challenges of low income countries, particularly as embodied in the new agenda for Sustainable Development Goals. This includes increasing their understanding and appreciation of the unique political, economic, historical and institutional conditions that influence the process of development and underdevelopment.
2. Sensitizing students so that they appreciate and respect the culturally diverse environments in low income developing countries
3. Equipping students with a detailed knowledge of entrepreneurship principles, which are indispensable for creating sustainable solutions to world poverty
4. Acquainting students with successful case studies and business models that have been used to eradicate poverty in local areas.
5. Giving students the experience of working in teams to design creative business solutions for eradicating poverty and achieving sustainable development. And
6. Giving students the experience of writing a business plan that contains a realistic model for reducing poverty and enhancing sustainable development.
7. **Learning Outcomes- By the end of the course;**
8. Students will be able to describe the challenges faced by low income developing countries and the barriers that prevent them from eradicating extreme poverty and creating a more shared, sustainable development. (This is a Social Science Learning Outcome)
9. Students will be familiar with the case studies of successful business models that have been used to eradicate poverty and increase sustainable development in various low income countries globally (This is a global perspective learning outcome)
10. Students will be able to develop at least one feasible solution for mitigating some aspect of poverty or improving some component of sustainable development in a low income country. (This is a global perspective learning outcome)
11. Students will learn how to work in a team to write a business plan that assesses the social, economic and political feasibility of implementing their business solution to eradicating poverty and or increasing sustainable development. (This is a group/team learning outcome)
12. **Seminar Method**

The seminar method of teaching and learning will be used. This approach places great emphasis on active student participation in the learning process. Each student will present and discuss case studies of successful development projects.

Material to be covered in each class will be assigned ahead of time, along with the student who is designated to lead the discussion. All students are expected to read the material and come to class prepared to actively engage in informed discussions.

Students MUST give full respect and consideration to differences of opinion, belief, philosophical and political outlooks. Each student is strongly encouraged to express his or her views and should have an expectation that her opinion can be expressed without concern, criticism or retribution.

1. **Class Reference Sources**

There are numerous readings for the course. However, there is no assigned textbook. Readings will be posted at T-square and they can be downloaded electronically. All readings are taken from the resource libraries at the United Nations Development Program and the World Bank Open Knowledge Library

1. **Grading**

Grades will be based the following activities: (1) one midterm examination - 30%; (2) Leading a seminar discussion topic-15%; (3) Participating in seminar discussions -5%; (4) Two In-class exercises- 5%; (5) Developing and presenting a Business Plan Proposal -10%; (5) Business Plan 30%; (6) Poster Presentation of Business Plan – 5%.

The grading scale is as follows: A = 90% to 100%; B = 80% to 89.9%; C = 70% to 79.9%; D = 60% to 69.9%.

1. **Scholarly Conduct**

The Georgia Tech Honor Code is in effect throughout this course. You should review this code and make sure you understand your responsibilities. Plagiarism or other forms of violations of this Code will not be tolerated.

All work must be completed on time. Work that is submitted late will receive reduced credit, except in highly unusual instances. Usually, 10% of the total possible points will be deducted for each school day that an assignment is late.

All presentation slides and written work is expected to be polished and professional. Clarity of expression, organization of materials, absence of typographical errors, correctness of grammar and spelling, and other communication skills are considered in evaluating written assignments. All oral presentations are expected to be well organized, professional, and with appropriate graphical or visual aids.

Students must enter all citations and corresponding entries in the list of references according to the MLA guidelines or other widely accepted referencing sources. This is important in regards to quoting, paraphrasing, or copying and pasting from material written by others.

Unless specified as a group assignment, all assignments, examinations and presentations are to be accomplished independently.

| **#** | **Date** | **Topic** | **Readings** | **Person/Group Assignments** |
| --- | --- | --- | --- | --- |
| **SECTION 1: What is sustainability?** |
| 1 | 12-Jan | Orientation |  |  |
| 2 | 14-Jan | Administrative Day | Discussion of Syllabus Organization Students select topics to discuss, Student organized into three-person teams |  |
| 3 | 19-Jan | Student Presentation | Millennium Development Goals Report, 2015: Lessons Learned in Implementing the MDG’s, Assessing Progress in Africa |  |
| 4 | 21-Jan | Student Presentation | What Will It Take to Achieve the Millennium Development Goals? An International AssessmentA Measured Approach to Ending Poverty and Boosting Shared Prosperity, chapters 1 through three | Guillen, Madeline |
| 5 | 26-Jan  | Student Presentation |  A Measured Approach to Ending Poverty and Boosting Shared Prosperity, chapters four through six | Bhavsar, Arpan |
| Time for Global Action | Vincent, Leselle |
| 6 | 28-Jan | Student Presentation | Unleashing Entrepreneurship: Making Business Work for the Poor | Patel, Vivaan |
| 7 | 2-Feb | Student Presentation | Inclusive Markets Development Handbook | Happ, Erik |
| 8 | 4-Feb | Student Presentation | Brokering inclusive business models  | Ramesh, Nikhil |
| 9 | 9-Feb | **Class Exercise** | Is the Private Sector More Efficient?  |  |
| 10 | 11-Feb | Student Presentation | How to Prepare. Your Business Plan, Chapters 1 through 3 | Ray, Jayanta |
| 11 | 16-Feb | Student Presentation | How to Prepare Your Business Plan, Chapters 4 through 7 | Rodwell, Ryan |
| 12 | 18-Feb | Student Presentation | How to Prepare Your Business Plan Chapters 8 through 10 | Petosa, Nicholas |
| 13 | 23- Feb | Case Study Presentations | China Agriculture Extension Special Task Force | Huang, Emeril |
|  |  |  | Costa Rica: Contribution of National Parks and Biological Reserves to the Economic and Social Development |  Kandiakounder,Manoaj |
| 14 | 25-Feb | Case Study Presentations | Bangladesh: Scaling up Islamic Micro-Finance in Bangladesh through the Private Sector |  |
| China: Public-private partnership: equalizing education opportunities through credit insurance for you from poor households in China | Marcin, Zachary |
| 15 | 1-Mar | **Class Exercise** | Tackling Barriers to Scale: from Inclusive Business Models to Inclusive Business Ecosystems |  |
|  |   |
| 16 | 3-Mar | Case Study Presentations | Mexico: scaling up Progressa-conditional cash transfer program | Iyengar, Vishnu |
| Nepal: Scaling up Decentralized Energy Services | Ramanan, Nikhil |
| 17 | 8-Mar | Case Study Presentations | Mongolia: Institutional Transformation, Story of XacBank of Mongolia | Capuano, Matthieu |
| South Korea:Saemaul Initiative Towards Inclusive and Sustainable New Communities | Smith, Adam |
| 18 | 10-Mar | Case Study Presentations | Tanzania: Services and Supply Chains, the Role of the Domestic Private Sector and Water Service Delivery | Ramirez, Carlos |
| Local Business for Global Biodiversity Conservation: Improving the Design of Small Business Development Strategies and Biodiversity Projects | Avila-Stanley, Yamilex |
| 19 | 15-Mar | Case Study Presentations | Closing the Loop: Ecological Sanitation for Food Security | White, James |
| Missing Food: the Case of Postharvest Grain Losses in Sub-Saharan Africa | Bruno-Gaston, Edward |
| 20 | 17-Mar | **Midterm Examination** |  |  |
|  | 22-Mar | No class | SPRING BREAK |  |
|  | 24-Mar | No class | SPRING BREAK |  |
| 21 | 29-Mar | Groups Present and Discuss Business Plan Idea | Discussion of Business Plan Requirement (Groups Consist of Three-Person Teams) |  |
|  |
| 23 | 31-Mar | Groups Present and Discuss Business Plan Idea | Group Discussion of Business Plan Idea (Groups Consist of Three-Person Teams) |  |
| 24 | 5-Apr | Discussion and feedback | Work on Assembling Business Plan Proposal |  |
| 25 | 7-Apr | Discussion and feedback | Work on Assembling Business Plan Proposal |  |
| 26 | 12-Apr | **Business Plan Is Due,** Group Presentation of business plan proposal | Presentation of business plan proposal  |  |
| 27 | 14-Apr | Group Presentation of business plan proposal | Presentation of Business Plan Proposal  |  |
| 28 | 19-Apr | Feedback and discussion | Feedback on Business Plan Proposals |  |
| 29 | 21-Apr | **Submission of Business Plan** | Submission of Business Plans |  |
| 30 | 26-Apr | Poster presentations | Poster sessions of business plans |  |

**Bibliography**

United Nations (2015). Millennium Development Goals Report, 2015: Lessons Learned in Implementing the MDG’s, Assessing Progress in Africa (pp. 1-73). New York: United Nations. Retrieved from [http://www.un.org/millenniumgoals/2015\_MDG\_Report/pdf/MDG%202015%20rev%20(July%201).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20%28July%201%29.pdf)

United Nations Development Programme (2010). *What Will It Take to Achieve the Millennium Development Goals? An International Assessment* (pp. 1-59). New York: United Nations Development Programme. Retrieved from <http://content.undp.org/go/cms-service/stream/asset/?asset_id=2620072>

International Bank for Reconstruction and Development / The World Bank (2015). A Measured Approach to Ending Poverty and Boosting Shared Prosperity Concepts, Da ta, and the Twin Goals (pp. 1-281). Washington DC: The World Bank Group. Retrieved from <https://openknowledge.worldbank.org/bitstream/handle/10986/20384/9781464803611.pdf>

United Nations Development Programme (2015). *Time for Global Action* (pp. 1-46). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/corporate/UNDP-in-action/2015/UNDP_AR2015_EN.pdf>

United Nations Development Programme (2004). Unleashing Entrepreneurship: Making Business Work for the Poor (pp. 1-48). New York: United Nations Development Programme. Retrieved from <http://www.ycsg.yale.edu/assets/downloads/unleashing_entrepreneurship.pdf>

United Nations Development Programme (2010). *Inclusive Markets Development Handbook* (pp. 1-64). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Private%20Sector/undp-psd-imdhandbook-en-2010>

United Nations Development Programme (2010). *Brokering Inclusive Business Models* (pp. 1-75). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/corporate/Partnerships/Private%20Sector/Brokering%20Inclusive%20Business%20Models.pdf>

United Nations Conference on Trade and Development (2002). *How to Prepare Your Business Plan* (pp. 1-199). Geneva/New York: United Nations. Retrieved from <http://unctad.org/en/docs/iteiia5_en.pdf>

United Nations Development Programme (2012). *Scaling up Islamic Microfinance in Bangladesh through the Private Sector: Experience of Islamic Bank Bangladesh Limited (IBBL)* (pp. 1-28). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Participatory%20Local%20Development/Bangladesh_D10_web.pdf>

United Nations Development Programme (2012). *Public-Private Partnership: Equalizing Higher Education Opportunities through Credit Insurance for Youth from Poor Households in China* (pp. 1-24). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Participatory%20Local%20Development/China_EqualizingHigherEduc_web.pdf>

United Nations Development Programme (2002). *China Agriculture Extension Special Task Force (AESTF)* (pp. 1-20). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Participatory%20Local%20Development/China_AESTF_web.pdf>

United Nations Development Programme (2013). *Costa Rica: Contribution of National Parks and Biological Reserves to Economic and Social Development* (pp. 1-20). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Participatory%20Local%20Development/CostaRica_PSC_web509.pdf>

United Nations Development Programme (2011). *Mexico: Scaling Up Progresa/Oportunidades – Conditional Cash Transfer Programme* (pp. 1-12). New York: United Nations Development Programme. Retrieved from. <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Participatory%20Local%20Development/Mexico_Progresa_web.pdf>

United Nations Development Programme (2011). *Scaling Up Decentralized Energy Services in Nepal* (pp. 1-14). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Participatory%20Local%20Development/Nepal_REDP_web.pdf>

United Nations Development Programme (2011). *Institutional Transformation—Story of XacBank of Mongolia* (pp. 1-12). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Participatory%20Local%20Development/Mongolia_XacBank_web.pdf>

United Nations Development Programme (2015). *Saemaul Initiative Towards Inclusive and Sustainable New Communities: Implementation Guidance* (pp. 1-112). New York: United Nations Development Programme. Retrieved from <http://www.undp.org/content/dam/undp/library/development-impact/Implementation%20Guidance%20WEB%20Nov.pdf>

United Nations Development Programme (2011). *Services and supply chains: The role of the domestic private sector in water service delivery in Tanzania* (pp. 1-46). New York. Retrieved from <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/Inclusive%20development/Tanzania-Water.pdf>

United Nations Development Programme (2003). *Local Business for Global Biodiversity Conservation* (pp. 1-79). New York: United Nations Development Programme. Retrieved from <https://www.cbd.int/financial/privatesector/undp-privatelocalbusiness.pdf>

Swedish International Development Cooperation Agency (2000). *Closing The Loop; Ecological sanitation for food security*. Mexico. Retrieved from <http://www.undp.org/content/dam/aplaws/publication/en/publications/environment-energy/www-ee-library/water-governance/closing-the-loop-ecological-sanitation-for-food-security-/closing_the_loop.pdf>

The International Bank for Reconstruction and Development / The World Bank, (2011). *Missing Food: The Case of Postharvest Grain Losses in Sub-Saharan Africa* (pp. 1-116). Washington DC: The World Bank. Retrieved from <http://siteresources.worldbank.org/INTARD/Resources/MissingFoods10_web.pdf>