**Political Economy: Entrepreneurship and Development**

**International Affairs 3303/8303**

**Georgia Tech, Spring Semester, 2018**

Thomas D. Boston, Professor of Economics and International Affairs

Class Location: Habersham Building Room 136

Class hours: Tuesday and Thursday: 9:30 – 10:45 AM

Office Location: Room 150, Habersham Bldg.

781 Marietta St. NW.

Atlanta, GA 30332

T: 404.894.5020

[Thomas.Boston@inta.gatech.edu](mailto:Thomas.Boston@inta.gatech.edu)

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

RA: Funke Adebola email: oadebola3@gatech.edu

This course is an elective offering for students interested in the School of International Affairs’ Minor in Global Development. The course is designed to give students a unique opportunity to apply the technical knowledge and skills they have acquired in the classroom to help solve world problems of extreme poverty, inequality, and non-inclusive human development; especially in low-income developing countries.

The class seeks to acquaint students with the worldwide struggle to eradicate extreme poverty and create a more sustainable, inclusive development.

Students will be required to combine their social science learning, engineering and technology skills with creative ideas and business designs for solving practical problems in the developing world.

1. **Course Objectives**
2. Familiarize students with the key development challenges of low-income countries.
3. Sensitize students to the diverse environments, institutions, and challenges in developing countries.
4. Acquaint students with entrepreneurship principles and practices as applied to the development context.
5. Provide students information on successful case studies of sustainable business models in development
6. Give students an understanding of the value of teamwork when attempting to address problems of extreme poverty and sustainable development.
7. Give students the practical experience of creating a business idea for improving human development, and writing a business plan that will allow the idea to be commercialized.
8. **INTA Learning Outcome**

**Problem Solving in International Affairs**: By the end of the semester, each student must be able to describe the challenges and barriers faced by low-income developing countries in regards to eradicating extreme poverty and creating inclusive, sustainable development. Additionally, working in two person groups, students must conceptualize and write a business plan that contains a feasible business solution for reducing poverty or improving sustainable development. The business concept must represent a sustainable business model. Sustainability in this context means a business solution that is not exclusively dependent upon public funding for its success. Working in groups of two persons, each student must participate in submitting a final business plan that contains the required attributes for solving an international development problem. No student can successfully complete the class without fulfilling this fundamental requirement.

1. **Seminar Method**

We will use the seminar method of teaching and learning. Each student will be required to present material and actively participate in classroom discussions.

Material to be covered in each class will be assigned ahead of time.

Economic development is a normative process, which means there are no fixed solutions or universally agreed upon theories and paradigms. Opinions differ. Therefore, each student MUST give full respect and consideration to differences of opinion, belief, and philosophical and political outlooks. At the same time, every student should feel free to express her or his views. I strongly encourage it.

1. **Class Reference Sources**

There is no required textbook, and all required readings will be available at T-square. A major resource is the United Nations Development Program’s Library and World Bank Open Knowledge Library. Both are publicly accessible at no charge.

1. **Grading**

Grades will be based the following activities: (1) one midterm examination - 35%; (2) leading seminar discussion topics -10%; (3) Participating in seminar discussions -5%; (4) Periodic class exercises- 10%; (5) Developing a Business Plan Proposal -10%; (5) Final Group Business Plan 25%. Students will work in two-person groups. Graduate students will be assigned additional presentation topics. All work must be submitted on time. Work that is submitted late will receive an automatic reduction of 10% credit unless the lateness is approved. 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. Review this code to make sure you understand your responsibilities. Plagiarism or other forms of violations of this Code are not acceptable. Unless specified as a group assignment, all assignments, examinations and presentations are to be done independently.

**Relevant official school calendar dates**

January 15, Official School Holiday

January 22, All Instructors required to verify student participation in class

March 14, Last day to withdraw from courses

March 29-23, Spring break

April 23-24, Final Instructional Class Days, No Tests or Quizzes Allowed

April 25, Reading Period, No exams allowed

April 26 -May 3, final examinations

May 5, End of term

May 7, grade submission deadline

**Topic 1. Entrepreneurship and Development (January 16, 18)**

N. Oyku Iyigun. What Can Entrepreneurship Do for Sustainable Development? A Corporate Social Responsibility-based Approach. (İyigün, 2015)

Yoonyoung Cho et. al (2014) Supporting Self-Employment and Small-Scale Entrepreneurship: Potential Programs to Improve Livelihoods of Vulnerable Workers. World Bank Group.Pp1-26. **Robert 1/16**

Report to the Secretary-General of the United Nations. Unleashing Entrepreneurship: Making Business Work for the Poor. (UNDP, 2004) **Robert 1/16**

Ute Stephan, et al. Understanding Motivations for Entrepreneurship. (Department for Business Innovation & Skills, 2015)  **Savannah 1/18**

Gradl and Kenkins. Tackling Barriers to Scale: from Inclusive Business Models to Inclusive Business Ecosystems. (Gradl & Jenkins, 2011) Niya 1/23

**Topic 2: Evolution of Entrepreneurship and Development Economics (January,25.30)**

Timothy Warlow. Mid-18th Century Changes: The Rise of Adam Smith and Decline of Mercantilism (Warlow et al., 2005) Class **1/25**

Ricardo Contreras, Competing Theories of Economic Development. (Contreras, 1999) **Quinton 1/30**

Debraj Ray Development Economics, (Ray, 2007) Class **1/30**

**Topic 3. The Millennium Development Goals (February 1, 6, 9)**

David Hulme (2009) Governing Global poverty? Global Ambivalence in the Millennium Development Goals. (Hulme, 2009) **Lindsey** 2/1

United Nations. The Millennium Development Goals Report, 2014. (United nation, 2014)

**Lindsey** 2/1

UN Task Force, Review of the Contributions of the MDG Agenda to Foster Development: Lessons for the Post – 2015 (United Nations, 2012), **Class 2/6**

GCPSE. Is the Private Sector More Efficient. (GCPSE, 2015) **Student Assignment 2/9**

**Topic 4. The Sustainable Development Goals (February 13,15,20)**

Jeffrey D Sachs 2012. “From Millennium Development Goals to Sustainable Development Goals”. (Sachs, 2012) **Quinton 2/13**

United Nations General Assembly, Resolution Adopted by the General Assembly on 25 September 2015. “Transforming Our World: The 2030 Agenda for Sustainable Development”(United Nations (UN), 2016) **Quinton 2/13**

Rahdari. Achieving sustainability through Schumpeterian social entrepreneurship: The role of social enterprises.(Rahdari, Sepasi, & Moradi, 2016) **Mallory**  2/15

UNDP. Time for Global Action (United Nations Development Program, 2015) **Mallory**  2/15

**Topic 5. Case Studies in Entrepreneurship and Development (February 22, 27 March 1)**

**At the end of your case study discussion, emphasize the key lessons learned and potential policy implications**

China: Poverty Reduction Scaling up Local Innovations for Transformational Change in Agriculture Extension Services (United Nations Development Program, 2011) **Isabel - 2/22**

Bangladesh: Scaling up Islamic Micro-Finance in Bangladesh through the Private Sector

Mexico: scaling up Progressa-conditional cash transfer program (Banihani, 2012) **Grace 2/22**

Tanzania: Services and Supply Chains, the Role of the Domestic Private Sector and Water Service Delivery (Bayliss, Tukai, & United Nations Development Programme, 2011) **Michael**  **2/27**

Mexico: scaling up Progressa-conditional cash transfer program. (United Nations Development Program, 2011) **Kasey 2/27**

Mongolia: Institutional Transformation, Story of XacBank of Mongolia. (United Nations Development Program, 2011) **Erin 3/1**

Nepal: Scaling up Decentralized Energy Services. (Unit & Cooperation, 1996) Class 3/1

**Topic 6. How to Create a Business Plan (March 6 ,9)**

The Prince ’ S Trust Business Plan Pack the Guide. (Guide, n.d.)

**Midterm Examination (March 13 Part 1, March 15 Part 2)**

**Topic 7. Writing the Business (March 27 – in the class)**

The Prince ’ S Trust Business Plan Pack the Pack- A Template. (Guide, n.d.)

Document\_Business-Plan\_Business-Plan-Template-Spreadsheet(“Document\_Business-Plan\_Business-Plan-Template-Spreadsheet,” n.d.)

The Business Concept Overview: (March 27)

The Business Plan Draft Outline (April 5)

The Draft Business Plan (April 19)

The Final Business Plan (date of final exam, by 5 PM)

**Bibliography**

Banihani, S. (2012). Scaling up Islamic Microfinance in Bangladesh through the Private Sector :Experience of Islami Bank Bangladesh Limited (IBBL). *Undp*.

Bayliss, K., Tukai, R., & United Nations Development Programme. (2011). Services and supply chains : The role of the domestic private sector in water service delivery in Tanzania, 1–40. Retrieved from http://www.undp.org/content/dam/undp/library/Poverty Reduction/Inclusive development/Tanzania-Water.pdf

Contreras, R. (1999). Competing Theories of Economic Development. *Transnational Law Contemporary Problems*, *9*(1), 93–108.

Department for Business Innovation & Skills. (2015). Understanding Motivations for Entrepreneurship. *BIS Research Paper*, (212), 1–109.

Document\_Business-Plan\_Business-Plan-Template-Spreadsheet. (n.d.).

GCPSE. (2015). Is the Private Sector more Efficient ? A cautionary tale, 1–4.

Gradl, C., & Jenkins, B. (2011). Tackling barriers to scale: From inclusive business models to inclusive business ecosystems. *Harvard Kennedy School: Corporate Social Responsibility*, 1–36. Retrieved from http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Tackling+Barriers+to+Scale:+From+Inclusive+Business+Models+to+Inclusive+Business+Ecosystems#0

Guide, T. H. E. (n.d.). the Prince ’ S Trust Business Plan Pack the Guide.

Hulme, D. (2009). Governing Global Poverty ? Global Ambivalence and the Millennium Development Goals ( 06 May 2009 – short version ) David Hulme Brooks World Poverty Institute , and Institute for Development Policy and Management University of Manchester, (May), 1–14.

İyigün, N. Ö. (2015). What could Entrepreneurship do for Sustainable Development? A Corporate Social Responsibility-Based Approach. *Procedia - Social and Behavioral Sciences*, *195*, 1226–1231. http://doi.org/10.1016/j.sbspro.2015.06.253

Rahdari, A., Sepasi, S., & Moradi, M. (2016). Achieving sustainability through Schumpeterian social entrepreneurship: The role of social enterprises. *Journal of Cleaner Production*, *137*, 347–360. http://doi.org/10.1016/j.jclepro.2016.06.159

Ray, D. (2007). Development Economics. *Prepared for the New Palgrave Dictionary of Economics*, (March), 1–31.

Sachs, J. D. (2012). From millennium development goals to sustainable development goals. *The Lancet*, *379*(9832), 2206–2211. http://doi.org/10.1016/S0140-6736(12)60685-0

UNDP. (2004). Unleashing Entrepreneurship - making business work for the poor, 2–58.

Unit, S., & Cooperation, S. (1996). Scaling Up Decentralized Energy Services in Nepal PovErty rEDUctioN ScALiNG UP LocAL iNNovAtioNS For trANSForMAtioNAL cHANGE SNAPSHot oF tHE rUrAL ENErGy DEvELoPMENt ProGrAMME (rEDP).

United nation. (2014). The Millenium Development Goals Report 2014. *United Nations*, 32. http://doi.org/10.1177/1757975909358250

United Nations. (2012). Review of the contributions of the MDG Agenda to foster development : Lessons for the post-2015 UN development agenda Discussion Note, (March 2012), 24. Retrieved from http://www.un.org/millenniumgoals/pdf/mdg\_assessment\_Aug.pdf

United Nations (UN). (2016). Global Sustainable Development Report, 134.

United Nations Development Program. (2011). Institutional Transformation—Story of XacBank of Mongolia, 1–12. Retrieved from http://www.undp.org/content/dam/undp/library/Poverty Reduction/Participatory Local Development/Mexico\_Progresa\_web.pdf

United Nations Development Program. (2015). Time for global action, 48. Retrieved from http://www.undp.org/content/dam/undp/library/corporate/UNDP-in-action/2015/UNDP\_AR2015\_EN.pdf

Warlow, T. D., Pitts, S. T., Kamery, R. H., United Nations, United nation, & Nations, U. (2005). Mid-18 Th Century Economic Changes : the Rise of Adam Smith and the Decline of the Mercantilists and Physiocrats. *General Assembley 70 Session*, *8*(October), 67–82. http://doi.org/10.1007/s13398-014-0173-7.2