

SYLLABUS

COURSE

DEVELOPMENT ECONOMICS

(EKO1217)



IPB University
— Bogor Indonesia —

Lecturer Team:

- 1. Dr. Ir. Wiwiek Rindayanti, M.Si**
- 2. Dr. Widyastutik, SE, M.Si**
- 3. Dr. Muhammad Findi Alexandi, S.E., M.Si**
- 4. Dr. Ir. Sri Mulatsih, M.Sc, Agr**

**DEVELOPMENT ECONOMICS STUDY PROGRAM
DEPARTMENT OF ECONOMICS
FACULTY OF ECONOMICS AND MANAGEMENT
IPB UNIVERSITY
2024**



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**IPB UNIVERSITY
FACULTY OF ECONOMICS AND MANAGEMENT
DEPARTMENT OF ECONOMICS
DEVELOPMENT ECONOMICS STUDY PROGRAM**

SEMESTER LESSON PLANS (RPS)

Course Name (MK)	Course Code	Course Cluster	Weight (credits)		Semester	Approval Date		
Development Economics	EKO1217	Foundational Literasies, Academic Core Courses	Lecture: 3	Practicum: 0	3	August 12, 2024		
			Total student workload:	Face-to-face:			Independent learning:	Maximum class size:
			135 Hours	50 Hours			85 Hours	100 Students
AUTHORIZATION / APPROVAL	RPS Developer Lecturer		Course Coordinator		Head of Study Program			
	Signature Dr Ir. Wiwiek Rindayati, M.Si		Signature Dr Ir. Wiwiek Rindayati, M.Si		Signature Dr Tony Irawan SE MAppEc			
Course Category	CCC/FC/FL/ACC/IC/ Final Year Project (cross out unnecessary words)							
Course Description	This course provides knowledge about the definition and importance of development economics, the scope, measurement concepts, and analytical framework of the economic development process; theories of development economics; elements in the development process along with their issues and obstacles, as well as the foundations of policies							
Intended Learning Outcomes (ILOs) of the Study Program	Study Program Learning Outcomes assigned to the Course							
	ILO 1	Have the skills to apply analysis methods, concepts, and economic theories in accordance with the developments in science and technology for decision making, problem solving, and planning, both on a micro and macro scale, for the purposes of development, social issues, and business.						
	ILO 2	Master the concepts, theories, and analytical methods in the field of economics, both micro and macro, as well as its branches.						
	ILO 3	Able to apply economic science principles in the context of current economic issues.						
	ILO 4	Able to explain and apply economic models based on theory for decision making, problem solving, and planning in the field of economics.						
	ILO 5	Able to demonstrate oral and written communication skills in various forms based on logical, creative, and innovative thinking.						
	ILO 6	Able to work independently and collaboratively effectively and adaptively while emphasizing professional integrity and ethical values.						
	ILO 7	Demonstrate leadership skills in problem-solving.						
Course Learning Outcomes	Learning Outcomes (CLOs)							
	CLO 1	Students are able to understand and explain the concepts of measurement and analytical frameworks in the process of economic development.						

	CLO 2	Students are able to understand and explain the theories of development economics.			
	CLO 3	Students are able to understand and explain the elements in the development process along with the associated problems and obstacles.			
	CLO 4	Students are able to understand and explain the elements in the development process along with the associated problems and obstacles.			
	Sub-Learning Outcomes (Sub-CLOs)				
	Sub-CLO 1	Students are able to explain the definition of development economics and its analytical framework			
	Sub-CLO 2	Students are able to understand the characteristics of Developing Countries (Third World)			
	Sub-CLO 3	Students are able to understand theories of economic development.			
	Sub-CLO 4	Students are able to understand the concepts of economic growth and contemporary development			
	Sub-CLO 5	Students are able to understand the concepts of poverty, inequality in development, and policy alternatives.			
	Sub-CLO 6	Students are able to understand the concepts of population growth and economic development			
	Sub-CLO 7	Students are able to understand the concepts of unemployment, migration, and urbanization			
	Sub-CLO 8	Students are able to understand the concept of human resource investment: the roles of education and health in development			
	Sub-CLO 9	Students are able to understand agricultural transformation and rural development			
	Sub-CLO 10	Students are able to understand the environment and development			
	Sub-CLO 11	Students are able to understand planning, markets, and the role of the state.			
	Sub-CLO 12	Students are able to understand trade theory and industrialization strategies			
	Sub-CLO 13	Students are able to understand the balance of payments, foreign debt, foreign investment, and international finance			
	Sub-CLO 14	Students are able to understand the controversies and opportunities: finance, investment, and foreign aid.			
Relevance of CLO and Sub-CLO <i>Tick (✓) according to relevance</i>		CLO 1	CLO 2	CLO 3	CLO 4
	Sub-CLO 1	√	√		
	Sub-CLO 2	√	√		
	Sub-CLO 3	√	√		
	Sub-CLO 4	√	√		
	Sub-CLO 5	√	√		
	Sub-CLO 6	√	√		
	Sub-CLO 7	√	√		
	Sub-CLO 8	√	√	√	√
	Sub-CLO 9	√	√	√	√
	Sub-CLO 10	√	√	√	√
	Sub-CLO 11	√	√	√	√
	Sub-CLO 12	√	√	√	√

	Sub- CLO 13	√	√	√	√
	Sub- CLO 14	√	√	√	√
Courses offered for	✓ Major				
Main References	<ol style="list-style-type: none"> 1. Todaro, M. P., Economics Development. Twelfth Edition. New York University and The Population Council. Stephen C. Smith, George Washington University. Washington. 2015. 2. Irawan and Suparmoko, M., <i>Ekonomika Pembangunan</i>, Jogjakarta: BPFE, 1990. 3. Djojohadikusumo, S., <i>Perkembangan Pemikiran Ekonomi: Dasar Teori Ekonomi Pertumbuhan dan Ekonomi Pembangunan</i>, Jakarta: LP3ES, 1994. 4. Herrick, B and Kindleberger, C.P.. <i>Ekonomi Pembangunan</i>, Jakarta: Bina Aksara, 1992 5. Jhingan, M. L.. <i>Ekonomi Pembangunan dan Perencanaan</i>, Jakarta: Raja Grafindo Persada, 2000. 6. Ray, Debraj. <i>Development Economic</i>. Princenton University Press. New Jersey. 1998. 				
Lecturers (Teaching Team)	<ol style="list-style-type: none"> 1. Dr Ir Sri Mulatsih, MScAgr 2. Dr Widyastutik, SE, MSi 3. Dr Ir Wiwiek Rindayati, MSi 4. Dr Eisha Maghfiruha Rachbini SE, MSc 				

Table 1. Lesson Plan for Each Meeting

Week	Basic Competence/ Final Skills (Sub-CLO)	Study Material	Learning Method	Estimated Time (Minutes)	Learning Experience	Indicator	Assessment Criteria	Assessment Weight (%)
Students are able to:								
1	Students are able to explain the definition of development economics and its analytical framework.	<ul style="list-style-type: none"> • Definition of Development Economic • Framework for Development Economic Analysis • Development Indicators. 	Lecture and discussion	1x3x50''	Explain the definitions of development economics, analytical framework, and development indicators.	<i>Accuracy and completeness of explanations in answering exam questions</i>	<ul style="list-style-type: none"> • Participatory Activities • Cognitive/Knowledge: <ul style="list-style-type: none"> ○ Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.) • Midterm Exam 	7
2	Students are able to understand the characteristics of Developing Countries (Third World)	<ul style="list-style-type: none"> • A Number of Classifications of Developing Countries • Economic Structure of Third World Countries • General Characteristics of Developing Countries 	Lecture and discussion	1x3x50''	Explain the classification of developing countries, understand the economic structure of third world countries, and describe the general characteristics of developing countries.	<i>Accuracy and completeness of explanations in answering exam questions</i>	<ul style="list-style-type: none"> • Participatory Activities • Cognitive/Knowledge: <ul style="list-style-type: none"> ○ Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.) Midterm Exam 	7
3	Students are able to understand theories of economic development.	<ul style="list-style-type: none"> • Group of Linear Stage Growth Models • Theory & Patterns of 	Lecture and discussion	1x3x50''	Explain the differences among several groups of linear stage growth models, theories	<i>Accuracy and completeness of explanations in answering exam questions</i>	<ul style="list-style-type: none"> • Participatory Activities • Cognitive/Knowledge: <ul style="list-style-type: none"> ○ Assignment (When there are assignments such as writing articles, portfolios, journaling, 	7

		<ul style="list-style-type: none"> Structural Change ● International Dependency Revolution ● Counter-Revolution of Neoclassical Free Market ● New Economic Growth / Endogenous Growth Theory 			and patterns of structural change, the international dependency revolution, and endogenous growth theory.		<i>dispatch assessments, etc.)</i> <ul style="list-style-type: none"> ○ Midterm Exam 	
4	Students are able to understand the concepts of economic growth and contemporary development	<ul style="list-style-type: none"> ● Nature of Economic Growth ● Economic Growth and Its Component ● Characteristics of Modern Economic Growth ● Initial Differences in the Growth Process 	Lecture and discussion	1x3x50"	Explain the nature and components of economic growth and the characteristics of modern economic growth.	Accuracy and completeness of explanations in answering exam questions	<ul style="list-style-type: none"> ● Participatory Activities ● Cognitive/Knowledge: <ul style="list-style-type: none"> ○ Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.) ○ Midterm Exam 	7
5	Students are able to understand the concepts of poverty, inequality in development, and policy alternatives.	<ul style="list-style-type: none"> ● Growth Controversies ● Concept of Poverty ● Concept of Income Distribution 	Lecture and discussion	1x3x50"	Explain the concepts of economic growth, poverty, and income distribution along with	Accuracy and completeness of explanations in answering exam questions	<ul style="list-style-type: none"> ● Participatory Activities ● Cognitive/Knowledge: <ul style="list-style-type: none"> ○ Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.) 	7

		<ul style="list-style-type: none"> ● Concept of Growth with Equity ● Policy Alternatives 			policy alternatives in Indonesia.		○ Midterm Exam	
6	Students are able to understand the concepts of population growth and economic development	<ul style="list-style-type: none"> ● Population Growth and Quality of Life ● Population Growth in Numerical Studies ● Demographic Transition ● Malthusian Population Trap Model ● Microeconomic Theory of Household Fertility ● Consequences of High Fertility ● Toward a Consensus and Several Policy Approaches 	Lecture and discussion	1x3x50"	Explain several policy approaches that can be taken according to Indonesia's demographic conditions.	<i>Accuracy and completeness of explanations in answering exam questions</i>	<ul style="list-style-type: none"> ● Participatory Activities ● Cognitive/Knowledge: <ul style="list-style-type: none"> ○ Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.) ○ Midterm Exam 	7
7	Students are able to understand the concepts of unemployment, migration, and urbanization	<ul style="list-style-type: none"> ● Employment Issues ● Dimensions of Unemployment in NSB (developing 	Lecture and discussion	1x3x50"	Explain the fundamental issues of employment, particularly unemployment in NSB, along	<i>Accuracy and completeness of explanations in answering exam questions</i>	<ul style="list-style-type: none"> ● Participatory Activities ● Cognitive/Knowledge: <ul style="list-style-type: none"> ○ Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.) 	7

		<ul style="list-style-type: none"> countries) • Economic Models on Employment • Dilemma of Migration and Urbanization • Migration and Development • Economic Theory of Rural-Urban Migrations 			with the underlying theories.		<ul style="list-style-type: none"> ○ <i>Midterm Exam</i> 	
8	Exams to evaluate material mastery by students on the material of Meeting 1 up to Meeting 7	Material from Meeting 1 to Meeting 7	Completing written exam questions	2x60"	Understanding the material taught, both in theory and in its practical application in the real world.	<ul style="list-style-type: none"> • Completeness and accuracy of explanations in answering exam questions 	<ul style="list-style-type: none"> • Paper-based written exam to assess understanding of the material 	
9	Students are able to understand the concept of human resource investment: the roles of education and health in development	<ul style="list-style-type: none"> • Education and Human Resources • Education in NSB • Education and Gender Inequality • Economic Science of Education & Employment • Education, Society, and Development 	Group presentation; case study; team work mentoring	1x3x50"	Explain the role of education and human resources in development amidst several gaps.	Substance of group paper; presentation skills (group), individual activities	<ul style="list-style-type: none"> • <i>Participatory Activities</i> • <i>Cognitive/Knowledge:</i> <ul style="list-style-type: none"> ○ <i>Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.)</i> ○ <i>Final Exam</i> 	7

10	Students are able to understand agricultural transformation and rural development	<ul style="list-style-type: none"> • The Importance of Agricultural Sector Progress and Development in Rural Areas • Agricultural Growth and Stagnation • Agrarian Structure of Third World Countries • The Role of Women in Agricultural Production • Economic Science of Agricultural Development and Agricultural Development Strategies 	Group presentation; case study; team work mentoring	1x3x50"	Explain the role of the agricultural sector in the economy, issues, and several agricultural development strategies.	Substance of group paper; presentation skills (group), individual activities	<ul style="list-style-type: none"> • <i>Participatory Activities</i> • <i>Cognitive/Knowledge:</i> <ul style="list-style-type: none"> ○ <i>Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.)</i> ○ <i>Final Exam</i> 	7
11	Students are able to understand the environment and development	<ul style="list-style-type: none"> • Economics and the Environment • The Environment and Development • Environmental Degradation 	Group presentation; case study; team work mentoring	1x3x50"	Explain the importance of attention to the environment in the development process and the problems that often arise related to the environment.	Substance of group paper; presentation skills (group), individual activities	<ul style="list-style-type: none"> • <i>Participatory Activities</i> • <i>Cognitive/Knowledge:</i> <ul style="list-style-type: none"> ○ <i>Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.)</i> ○ <i>Final Exam</i> 	7

		<ul style="list-style-type: none"> • Environmental Models from Traditional Economic Science • Urban Development & the Environment • Global Environment 						
12	Students are able to understand planning, markets, and the role of the state.	<ul style="list-style-type: none"> • The Importance of Planning • Nature of Development Planning • Logics of Planning in Developing Countries • Planning Process: Several Basic Models • Planning Crisis: Implementation Problems and Planning Failures • Government Failures and the Resurgence of Market Mechanisms 	Group presentation; case study; team work mentoring	1x3x50"	Explain the importance of planning in development, failures in planning, prerequisites for successful planning, countries, and planning: several models.	Substance of group paper; presentation skills (group), individual activities	<ul style="list-style-type: none"> • <i>Participatory Activities</i> • <i>Cognitive/Knowledge:</i> <ul style="list-style-type: none"> ○ <i>Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.)</i> ○ <i>Final Exam</i> 	7

		<ul style="list-style-type: none"> ● Prerequisites for the Success of Market Economies ● Nation and Development Planning 						
13	Students are able to understand trade theory and industrialization strategies	<ul style="list-style-type: none"> ● The Importance of International Trade and Finance ● The Role of Trade in Development ● Basics of Exchange ● Traditional Theory of International Trade ● Critique of Traditional Free Trade Theory: Empirical Conditions in NSB ● Export Promotion Strategies ● Import Substitution Strategies ● Economic Integration 	Group presentation; case study; team work mentoring	1x3x50"	Explain the role of trade in development, trade theories, and development strategies related to trade.	Substance of group paper; presentation skills (group), individual activities	<ul style="list-style-type: none"> ● <i>Participatory Activities</i> ● <i>Cognitive/Knowledge:</i> <ul style="list-style-type: none"> ○ <i>Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.)</i> ○ <i>Final Exam</i> 	7

14	Students are able to understand the balance of payments, foreign debt, foreign investment, and international finance	<ul style="list-style-type: none"> ● Balance of Payments ● Funding and Reducing the Deficit Figures ● Debt Crisis in NSB ● International Financial Flows and Sources ● Foreign Direct Investment and Multinational Corporations ● Foreign Aid 	Group presentation; case study; team work mentoring	1x3x50"	Explain the issue of the debt crisis in NSB and strategies to address the deficit.	Substance of group paper; presentation skills (group), individual activities	<ul style="list-style-type: none"> ● <i>Participatory Activities</i> ● <i>Cognitive/Knowledge:</i> <ul style="list-style-type: none"> ○ <i>Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.)</i> ○ <i>Final Exam</i> 	7
15	Students are able to understand the controversies and opportunities: finance, investment, and foreign aid.	<ul style="list-style-type: none"> ● Flow and Sources of International Finance ● Foreign Direct Investment and Multinational Corporations ● Pro and Contra of Foreign Direct Investment in Development in Indonesia 	Group presentation; case study; team work mentoring	1x3x50"	Explain the pro and contra of foreign investment (FDI and portfolio) in development, and explain the pro and contra of foreign aid/loans/debt in development in Indonesia.	Substance of group paper; presentation skills (group), individual activities	<ul style="list-style-type: none"> ● <i>Participatory Activities</i> ● <i>Cognitive/Knowledge:</i> <ul style="list-style-type: none"> ○ <i>Assignment (When there are assignments such as writing articles, portfolios, journaling, dispatch assessments, etc.)</i> ● <i>Final Exam</i> 	9

		<ul style="list-style-type: none"> Debate on Foreign Aid/Loans in Development 						
16	Students are capable of completing written exam questions to evaluate their mastery of the material from Meeting 9 through Meeting 15	Material from Meeting 9 to Meeting 15	Completing written exam questions	2x60"	Understanding the material taught, both in theory and in its practical application in the real world.	<ul style="list-style-type: none"> Completeness and accuracy of explanations in answering exam questions 	<ul style="list-style-type: none"> Paper-based written exams to assess understanding of the material 	

Table 2. Assessment Components

No	Assessment Component	Weight (%)	Description
1.	Participatory Activities	-	Student activities during presentations and Q&A session
2.	Paper Kelompok	20	Group Assignment: a. Preparation of a paper on topics related to the material and issues covered throughout the semester The assignment will be given during the final exam (UAS) session
3.	Cognitive/Knowledge		
	• Assignment	10	Individual assignments given during the midterm exam (UTS) and final exam (UAS) sessions
	• Midterm Exam	35	
	• Final Exam	35	
	Total Weight (%)	100	