

Economics for Development
ECON 325 Section 01
Fall 2017 Syllabus

Instructor: Dr. Beatriz Maldonado

Office: Beatty 325

Office Hours: MW 1:30pm – 3:00pm, and by appointment

Email: maldonadobirdba@cofc.edu

Class Location: Tate Center Room 132

Meeting Times: MWF 10:00 – 10:50 am

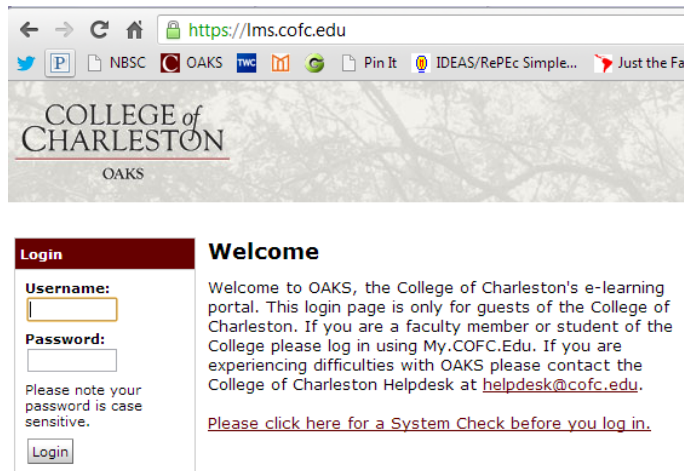
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
8:30 AM					
9:00 AM	Dr. M's Other Class		Dr. M's Other Class		Dr. M's Other Class
9:30 AM					
10:00 AM	ECON 325 Class!		ECON 325 Class!		ECON 325 Class!
10:30 AM					
11:00 AM	Dr. M's Other Class		Dr. M's Other Class		Dr. M's Other Class
11:30 AM					
12:00 PM					
1:00 PM					
1:30 PM	Dr. M's Office Hours: 1:30 - 3:00 pm		Dr. M's Office Hours: 1:30 - 3:00 pm		
2:00 PM					
3:00 PM					

Prerequisites:

ECON 200, ECON 201, MATH 105 or MATH 120; or permission of the instructor.

Textbook and class materials:

- There is no required text for this course.
- **Oaks:** Reading materials, including excerpts from textbooks and articles will be posted on Oaks as well as homework materials/ practice problems. You can access Oaks through My Charleston (<https://my.cofc.edu/>) or directly at <https://lms.cofc.edu/>




- **Email:** I will often send out emails to the class about upcoming deadlines and events that are relevant to the class. Please make sure to regularly check your university email.

Course Description

An analysis of international poverty and inequality, dualistic development, the employment problem, mobilization of domestic resources, mobilization of foreign resources, human-resource development, agricultural strategy, industrialization strategy, trade strategy, development planning, and policy making.

Course Objectives

The central objective of the course is to introduce and familiarize students with some central themes and issues of economic development, research, and practices. Upon completion of the course students should be able to:

- Identify and describe current approaches to international development
- Analyze and critique development literature and other materials such as reports and videos published by development organization.

School of Business Learning Goal:

- Global and Civic Responsibility - Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues
- Implementation - Students are exposed to and analyze topics which are of import to global economic development. The topics include social, ethical, environmental and economic challenges at local, national and international levels.
- Demonstration of achievement: Each student will display an understanding of the social, ethical, environmental and economic challenges through the three exams given in the course.

Department Learning Outcomes

The Department of Economics evaluates this course and its contribution to student learning related to “synthesis” and “communication skills.”

- Synthesis refers to students demonstrating the ability to access existing knowledge by retrieving, assembling, and organizing information on particular topics and issues in economics. This will be assessed in the components of the research paper.
- Communication skills refer to students’ ability to clearly communicate the analysis of an economic issue. This outcome is assessed through your research paper and oral presentation.

Grades:

- *Class Participation:* Students will be required to participate in class discussion. It is difficult to participate in class discussion if you are not present during class. Attendance will be taken at every class period and will count towards (but is not the entire) participation grade.
 - Just showing up for class is not sufficient to get anything but a D- in this category!

- *Reading quizzes and homework:*
 - Quizzes consisting of short response to readings, articles, or videos will be given during class. These are pass/fail.
 - **There are no make-up quizzes.** The two lowest grades in this category will be dropped.
 - Quizzes will usually be given in the first ten minutes of class so it is important to be on time. If you are late to class and miss the quiz, it will be scored as a zero.
 - There will also be periodic homework assignments that deal with the topics being covered in the class. Each homework assignment is the equivalent of two quizzes. No homework assignments will be dropped.
- *Exams:* There will be *two* exams. The **tentative** date for the first exam is Wednesday Oct. 4 and for exam 2 is Friday Dec. 1.

Research Paper and Presentation: A research paper on a development topic spanning at least two geographic regions. More details will be given later in the semester.

- *Proposals with annotated bibliography* – Due Sept. 22
- *Final papers* – Due Nov. 13
- *Research Presentation:* Research presentations will be given the last day of class (Dec. 4) and during the final exam period. Our scheduled final exam period is Dec. 8 from 8:00 am – 11:00am. Attendance during all presentations is required. Failure to attend will result in 50% deduction of the presentation grade.

- *Final Grade Calculation:* The final grade in this class will be calculated as follows:

Class Participation	10%
Reading Quizzes and Homework	15%
Exam 1	20%
Exam 2	20%
Research Paper and Presentation Overall	25%
Proposal	10%
Final Paper	15%
Research Presentation	10%

- *Grade Scale:*



A	93.5 – 100	C	72.5 – 75.4
A -	89.5 – 93.4	C -	69.5 – 72.4
B+	86.5 – 89.4	D+	66.5 – 69.4
B	82.5 – 86.4	D	62.5 – 66.4
B -	79.5 – 82.4	D -	59.5 – 62.4
C+	75.5 – 79.4	F	<59.5

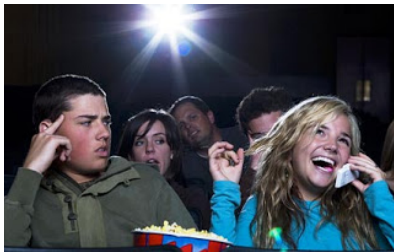
- Any disagreement with the grade given in any quiz, homework, or exam can only be contested in a written form. Submit in writing (not email) both the question which you believe was unfairly graded along with economic reasoning for why your answer was correct. A written response will be given to you afterwards.
 - Under no circumstances will a grade be changed by email or any other means.
 - In addition, grades may not be discussed over email.

Attendance:

Attendance will be taken at every class meeting. It is important to highlight that every in-class quiz or assignment that you miss is automatically granted a zero. More than six absences will lead to automatic failure of the course (WA). I strongly suggest you save these absences for illnesses and emergencies. It is my decision whether or not an absence is “excused” - absence memos and athletic events do not automatically make an absence count as excused.

If you miss class, you will need to obtain a copy of the notes from another student. The instructor will NOT provide copies of class notes.

Cell Phone Policy:



for that exam.

Please turn off cell phones as you enter class. While this is not a theatre, the same courtesies should be followed. It is distracting to your instructor as well as your neighbor when phones go off. If I hear or see a student using a cell phone, the student will receive a 50% reduction for that week’s quiz grade. If a cell phone rings (or vibrates audibly) during an exam that student will receive a 10% reduction

Reasonable accommodation policy:

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least 48 hours before accommodation is needed.

Writing Lab

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit <http://csl.cofc.edu/labs/writing-lab/>.

Honor Code:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.



Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

Tentative Course Outline:

Topic 1: Introduction to Economic Development

- Wheelan, Charles (2010) – “Development Economics: The wealth and poverty of nations” Chapter 13 in *Naked Economics: Undressing the Dismal Science*.

Topic 2: How to Measure Development and Basic Economic Concepts

- Wheelan, Charles (2010) "Keeping Score: Is my economy bigger than your economy?" Chapter 9 in *Naked Economics: Undressing the Dismal Science*.
- Video: TED Talk- Hans Rosling – “Let My Dataset Change Your Mindset”
- World Economics (2015) - Measuring GDP in Africa (**optional**)
- Podcast: Development Drums Episode 46: Morten Jerven (2015) (**optional**)

Topic 3: Modern Economic Growth Theory

- Easterly, William (2001). "Chapter 3: Solow's Surprise" in *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*.

Topic 4: Inequality and Poverty

- Deaton, A. (2006). Measuring Poverty. In: A. Banerjee, R. Benabou and D. Mookherjee, ed., *Understanding Poverty*, 1st ed. New York: Oxford University Press, pp.3-15.
- Banerjee, Abhijit V. and Esther Duflo (2007). "The Economic Lives of the Poor." *Journal of Economic Perspectives*, Vol. 21(1)

Topic 5: Health

- Banerjee, Abhijit V. and Duflo, Esther. (2011). "Chapter 3: Low Hanging Fruit for Better (Global) Health." *In Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: PublicAffairs.
- Caramani, D. (2008). "Chapter 5 – Control" in *Introduction to the comparative method with Boolean algebra* (Vol. 158). Sage publications. **(optional)**
- J-PAL Policy Bulletin. 2012. "Deworming: A Best Buy for Development." Cambridge, MA: Abdul Latif Jameel Poverty Action Lab
- Worms Wars:
 - Video: Carroll, Aaron (2015). "Replication, Re-analysis, and Worms Wars". Healthcare Triage. **(optional)**
 - Blattman, Chris (2015) - The 10 things I learned in the trenches of the Worm Wars **(optional)**
 - Davey, C., Aiken, A. M., Hayes, R. J., & Hargreaves, J. R. (2015). Re-analysis of health and educational impacts of a school-based deworming programme in western Kenya: a statistical replication of a cluster quasi-randomized stepped-wedge trial. *International journal of epidemiology*, 44(5), 1581-1592. **(optional)**
 - Hicks, J. H., Kremer, M., & Miguel, E. (2015). Commentary: Deworming externalities and schooling impacts in Kenya: a comment on Aiken et al.(2015) and Davey et al.(2015). *International journal of epidemiology*, 44(5), 1593-1596.**(optional)**
- Fox, Matthew, et al. (2004) "The Impact of HIV/AIDS on Labour Productivity in Kenya," *Tropical Medicine and International Health*, 9(3), 318-324
- Video: TED Talk- Sonia Shah – "3 Reasons we still haven't gotten rid of Malaria"
- The Economist, Oct. 10, 2015. "Malaria eradication: Breaking the Fever" **(optional)**

Topic 6: Education

- Easterly, William (2001). "Chapter 4: Education for What?" in *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*.
- Banerjee, Abhijit V. and Duflo, Esther. (2011). "Chapter 4: Top of the Class." *In Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: PublicAffairs.

Topic 7: Foreign Aid and NGO's

- Moyo, Dambisa (2009). "Chapter 2: A Brief History of Aid" in *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*.
- Easterly, William (2006). "Chapter 2: The Legend of the Big Push" in *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*.
- Sachs, J. (2009, June 24). Aid Ironies. Retrieved March 13, 2014.
- Sachs, J. (2014, January 21). The Case for Aid. Retrieved March 13, 2014.
- Werker, Eric, and Faisal Z. Ahmed (2008). "What Do Nongovernmental Organization Do?" *Journal of Economic Perspectives*. Vol. 22(2): pp. 73-92.
- Video: TED Talk- Damberger – "Learning from Failure"

Topic 8: Household Distribution, Bargaining, and Violence

- The Economist, Dec. 17, 1998. "6.3 brides for seven brothers".
- The Economist, April 17, 2003. "Missing sisters".
- The Economist March 4, 2010. "The worldwide war on baby girls".
- The Economist April 18, 2015. "Bare branches, redundant males".
- The Economist Jul. 11, 2015. "Tales of the unexpected".
- The Economists Aug. 22, 2015. "Asia's new family values".
- Zhang, Junsen (2017). The Evolution of China's One-Child Policy and Its Effect on Family Outcomes. *Journal of Economic Perspectives*, 31(1), 141-160.
- Fisman, Raymond and Miguel, Edward (2008) "Chapter 6: Death by a Thousand Small Cuts" in *Economic Gangsters*
- Miguel, Edward. (2005). Poverty and witch killing. *The Review of Economic Studies*, 72(4), 1153-1172. **(optional)**

Topic 9: Demographics and Population Policy

- Easterly, William (2001) "Chapter 5: Cash for Condoms" in *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*
- Melinda Gates Ted Talks – Let's Put Birth Control Back on the Agenda. (Video)
- Hans Rosling – Religions and Babies Ted Talk (Video)
- The Economist, Oct. 29, 2009. "Falling Fertility"
- The Economist, Oct. 29, 2009. "Go Forth and Multiply A Lot Less"
- Mosher, Steven W. (1998) "In Peru, Women Lose the Right to Choose More Children" *The Wall Street Journal* Friday, February 2

Topic 10: Banking, Lending, and Saving

- Yunus, Muhammad (2007). "Chapter 5: A Pilot Project is Born" in *Banker to the Poor: Micro-Lending and the Battle Against World Poverty*.
- Films for the Humanities and Social Sciences (1996). *The Women's Bank of Bangladesh*. (Video)
- BBC Religion & Ethics Jul. 26, 2013. "Usury and Money Lending – What does religion say?" **(optional)**
- Zimmerman, Jamie and Jamie Holmes (2010). "Foreign Policy: The Mobile Banking Revolution." *NPR*. August 30.
- Kristoff, Nicholas D (2010). "I've Seen the Future (in Haiti)." *New York Times*.

Topic 11: Colonialism, Factor Endowments, and Geography

- Sokoloff, Kenneth L. and Stanley L. Engerman (2000). "History Lessons: Institutions, Factor Endowments and Paths of Development in the New World." *Journal of Economic Perspectives*. Vol. 14(3), pp. 217-232.
- Bloom, David E., Jeffrey D. Sachs, Paul Collier, and Christopher Udry (1998). "Geography, Demography, and Economic Growth in Africa." *Brookings Papers on Economic Activity*. Vol. 1998 (2) pp. 207-295. *Read to 243 Only*
- Acemoglu, Daron, Simon Johnson, and James A. Robinson (2001). "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review*, 91(5): 1369-1401. **(optional)**
- McArthur, J. W., & Sachs, J. D. (2001). *Institutions and geography: comment on Acemoglu, Johnson and Robinson (2000)* (No. w8114). National bureau of economic research. **(optional)**
- Sachs, J.D., 2001. *Tropical underdevelopment*(No. w8119). National Bureau of Economic Research. **(optional)**
- Sachs, J.D., 2003. *Institutions don't rule: direct effects of geography on per capita income* (No. w9490). National Bureau of Economic Research. **(optional)**
- Rodrik, D., Subramanian, A. and Trebbi, F., 2004. Institutions rule: the primacy of institutions over geography and integration in economic development. *Journal of economic growth*, 9(2), pp.131-165. **(optional)**
- Grier, R. and Maldonado, B., 2015. Electoral Experience, Institutional Quality and Economic Development in Latin America. *Oxford Development Studies*, (ahead-of-print), pp.1-28. **(optional)**

Topic 12: Corruption

- Werker, Eric (2006). "How Much is a Seat on the Security Council Worth?" *Foreign Aid and Bribery at the United Nations.* *Journal of Political Economy*, Vol. 114(5).
- Fisman, Raymond and Miguel, Edward (2008) "Chapter 4: Nature or Nurture? Understanding the Culture of Corruption" in *Economic Gangsters*.
- Fisman, R. and Miguel, E., 2007. Corruption, norms, and legal enforcement: Evidence from diplomatic parking tickets. *Journal of Political economy*, 115(6), pp.1020-1048. **(optional)**

Topic 13: Climate and Conflict

- Miguel, Edward (2014): "Climate, Conflict, and African Development." *TedxBerkeley*.