

Syllabus: AEB 4283
International Development Policy
Fall 2017
Travis McArthur

Class schedule:	Monday	3:00 - 3:50pm & 4:05 - 4:55pm
	Wednesday	3:00 - 3:50pm
Location:	G086 McCarty B	
Contact Email:	tmcarthur@ufl.edu	
Office Hours	Monday 5:00pm - 6:00pm, Thursday 1:00 - 3:00pm, & by appointment	
Office Location	1123 McCarty B	
Website	https://ufl.instructure.com/courses/342683	
Teaching Assistant:	Lauriane Yehouenou	
TA Email	lyehouenou@ufl.edu	
TA Office Hours	Monday & Wednesday 11am - noon. 1094-A McCarty B	

Course Description

This course studies how factors such as poverty, population, technology, resources, trade and the environment affect humanity's effort to develop. The roles of the public and private sectors are discussed as well as the process of policy formulation and implementation. Emphasizes the agricultural sector and its role in the process of economic development, especially in countries where problems of hunger, demographic pressure and poverty are pervasive.

Learning Objectives

Upon completion of this course, you will:

- Understand behavior of individuals and households in developing countries given the material, informational, and institutional constraints that they face;
- Be knowledgeable about a range of policies that have sought to reduce poverty in developing countries;
- Be familiar with the evidence that shows how successful these policies have achieved their objectives;
- Possess quantitative skills that are useful for understanding economic behavior and evaluating studies of policy impacts.

Course Prerequisites

At a minimum, you must have taken one of these courses:

- AEB 3103 Principles of Food and Resource Economics
- AEB 2014 Economic Issues, Food and You
- ECO 2013 Principles of Macroeconomics
- ECO 2023 Principles of Microeconomics

Required Book

The course requires you to read most chapters in *Poor Economics* by Abhijit Banerjee and Esther Duflo. Copies for purchase are available at the UF bookstore. It is also on reserve at the UF library. All other readings will be available for download at the course's E-Learning website.

Grading

Assessment in the course is determined by:

- Four assignments, worth 36% of the total grade (9% each)
- In-class quizzes on the readings, worth 14%
- Midterm exam, worth 20%
- Final exam, worth 30%

Assignment of final letter grades

93% and above	A
90% - 92%	A-
88% - 89%	B+
83% - 87%	B
80% - 82%	B-
78% - 79%	C+
73% - 77%	C
70% - 72%	C-
68% - 69%	D+
63% - 67%	D
60% - 62%	D-
59 and below	F

Assignments

The four assignments are designed to develop quantitative skills by analyzing theoretical and empirical issues. The assignments must be turned in at the beginning of class on their due dates. Once an assignment is late, you have 24 hours to turn it in with a 20% penalty. For each additional 24 hours late, 20% will be subtracted from your assignment; you will not receive any credit for an assignment that is five or more days late. Late assignments should be turned in at my office, 1123 McCarty B, and slipped under the door if I am not present.

Responses to questions that require prose must be typed, but some questions will allow graphs and equations to be handwritten. The numerical parts of the assignments can be completed with Excel. You

will receive 3% extra credit on an assignment if you complete all numerical exercises and create all graphs with R, Stata, MATLAB, SAS, Python, or Julia. I will not provide any assistance in understanding how to use these languages to complete the assignments. You must turn in the code used to complete the work, complete with comments to indicate which question each piece of code answers.

Working in groups on the assignments is permitted, but you must turn in your own unique responses. If the responses of two or more students are exactly the same on a given assignment, the assignments of the students concerned will be marked down by 50%.

Quizzes

I will provide questions to guide interpretation of the readings. In one out of three classes there will be a quiz in class where you will answer one of the questions. Two of these quiz grades will be dropped from the calculation of the final grade.

Exams

- Midterm: October 4, 3:00 - 3:50pm in G086 McCarty B
- Final: December 15, 7:30 - 9:30am in G086 McCarty B

The final exam is not cumulative. Do not enroll in the course if you cannot take the exams at the scheduled times.

Course Plan and Readings

With the exception of Poor Economics (indicated by “B&D” here), all readings will be posted on the course’s E-learning website at <http://elearning.ufl.edu/> . The list of readings will likely change as the semester proceeds. Check the E-learning website for alternations.

D&S = Alain de Janvry and Elisabeth Sadoulet (2016), *Development Economics: Theory and Practice*.
T&L = J. Edward Taylor and Travis Lybbert (2015). *Essentials of Development Economics*. 2nd Edition.

1. Introduction and Statement of the Problem

- (a) Wed 8/23 • B&D Forward and Chapter 1: “Think Again, Again” (through page 9 only)
- (b) Mon 8/28 • Banerjee, A. V. & E. Duflo (2007), “The Economic Lives of the Poor,” *Journal of Economic Perspectives* 21(1), 141–167.
• D&S pages 70-72. “Development goes beyond Income, but can Income Growth Deliver Development?”

2. Measurement of Poverty and Inequality

- (a) Wed 8/30 • T&L pages 75-76; 90-96; 110-124 (Purchasing Power Parity, Poverty, Gini Index)

3. Effectiveness of Foreign Aid

- (a) Wed 9/6 • D&S, Chapter 19 “Development Aid and its Effectiveness”

4. Impact Evaluation of Development Programs

- (a) Mon 9/11 • D&S, pages 147-165 “Impact Evaluation of Development Policies and Programs”
- (b) Wed 9/13 • D&S, pages 165-189 “Impact Evaluation of Development Policies and Programs”

5. Nutrition and Health

- (a) Mon 9/18 • B&D Chapter 1.2 “Trapped in Poverty”
• B&D Chapter 3 “Low-Hanging Fruit for Better (Global) Health?”

6. Education, Conditional Cash Programs, and Intra-household Bargaining
 - (a) Wed 9/20 • B&D Chapter 4 “Top of the Class”
 - (b) Mon 9/25 • Sandra García, Juan E. Saavedra (2017) [Skip pages 8-15]. “Educational Impacts and Cost-Effectiveness of Conditional Cash Transfer Programs in Developing Countries: A Meta-Analysis.” *Review of Educational Analysis*.
• The Economist (2013) "Pennies from Heaven," October 26, 2013.
 - (c) Wed 9/27 • D&S pages 805-808 “Intra-Household Allocation of Resources and Gender Roles”
7. Population Growth and Demographic Transition
 - (a) Mon 10/2 • D&S pages 412-427 “History of World Population and Demographic Transition”
Wed 10/4 Midterm exam
 - (b) Mon 10/9 • B&D Chapter 5: “Pak Sudarno’s Big Family”
8. The Environment and Natural Resources
 - (a) Wed 10/11 • Michael Todaro and Stephen Smith (2015). “The Environment and Development,” *Economic Development*. 12th Edition. Pages 502-518; 526-532.
 - (b) Mon 10/16 • D&S pages 560-563 "Introducing New Markets: Payments for Environmental Services"
 - (c) Wed 10/18 • No readings
9. Microfinance
 - (a) Mon 10/23 • Beatriz Armendáriz and Jonathan Morduch (2010). Chapters 1-2. *The Economics of Microfinance*. 2nd Edition.
 - (b) Wed 10/25 • B&D Chapter 7. “The Men from Kabul...”
 - (c) Mon 10/30 • B&D Chapter 8. “Saving Brick by Brick”
10. Agriculture and Rural Life
 - (a) Wed 11/1 • D&S pages 776-791 “The Economics of Farm Households”
 - (b) Mon 11/6 • Ellis, Frank (1998), “Household Strategies and Rural Livelihood Diversification”, *Journal of Development Studies* 35(1): 1-38.
 - (c) Wed 11/8 Julie Schaffner (2014) pages 442-446; 464-467; 523-538. *Development Economics*. (Agricultural Market Interventions and Extension)
11. Labor, Migration, and Remittances
 - (a) Mon 11/13 • Taylor, J. Edward (1999): “The New Economics of Labor Migration and the Role of Remittances in the Migration Process”, *International Migration*, 37(1): 63-88.
 - (b) Wed 11/15 • Kucera, David and Roncolato, Leanne (2008) “Informal Employment: Two Contested Policy Issues”, *International Labour Review*, 147(8).
12. Trade and Foreign Direct Investment
 - (a) Mon 11/20 • T&L pages 334-371 (International Trade and Globalization)
13. Macroeconomic Growth
 - (a) Mon 11/27 • D&S pages 129-139. “Selected Schools of Thought in Development”
14. Institutions
 - (a) Wed 11/29 • B&D Chapter 10. “Policies, Politics”
 - (b) Mon 12/4 • D&S pages 763-767. “Seven Strategies to Limit Rent-seeking”
15. Conclusion
 - (a) Wed 12/6 • B&D “In Place of a Sweeping Conclusion”

University Policies

Academic Honesty

The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the Student Honor Code, as part of the registration process. A fundamental principle is that the whole process of learning and pursuit of knowledge are diminished by cheating, plagiarism, and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the University will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff, and administration members who practice dishonest or demeaning behavior.

UF Services

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
 2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
 3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
- and
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Accommodations for Students with Disabilities

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Office for Students with Disabilities to assist in planning accommodations. Please see instructor outside of class time to discuss any accommodations you might need.