

Syllabus: AEB 4283
International Development Policy
Fall 2018
Travis McArthur

Class schedule:	3:00 – 3:50pm Mon, Wed, Fri
Location:	303 Mechanical and Aerospace Engineering A
Contact Email:	tmcArthur@ufl.edu
Phone number:	352-294-7696
Office Hours	Monday 4:00 – 6:00pm, Thursday 3:00 – 4:00pm, & by appointment
Office Location	1123 McCarty B
Website	https://ufl.instructure.com/courses/357494
Teaching Assistant:	Joanna van Asselt
TA Email	joannavanasselt@ufl.edu
TA Office Hours	Wednesday & Friday 10:00 – 11:00am. 1094-G 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 successfully 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 10%
- Attendance and Top Hat responses, worth 4%
- 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. A physical copy of the assignments must be turned in at the beginning of class on their due dates. An electronic version should also be uploaded to Canvas. 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 5% 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. On days that a reading is due, a reading quiz will occur with 25 percent probability. You will then answer one of the questions for the reading due that day. Quizzes with your lowest two scores, including zeros for absences, will be dropped from the calculation of your final grade. If you have an excused absence on a day a quiz occurs, you can make up the quiz at the end of each month. A question will be chosen randomly from the pool of all readings for that month.

Top Hat

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. Up to 5 classes will be dropped from the attendance portion of your grade in case of problems with technology or absence.

- You can visit the Top Hat Overview (<https://success.tophat.com/s/article/StudentTop-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.
- An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/399591> Note: our Course Join Code is 399591
- Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.
- Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Exams

- Midterm: Monday October 1, 3:00 - 3:50pm in 303 Mechanical and Aerospace Engineering A
- Final: December 10, 10:00am - noon in 303 Mechanical and Aerospace Engineering A

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 and schedule of readings will likely change as the semester proceeds. Check the E-learning website for alterations.

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

<u>Date</u>	<u>Reading</u>
(a) Fri 8/24	• B&D Forward and Chapter 1: “Think Again, Again” (through page 9 only)
(b) Mon 8/27	• Banerjee, A. V. & E. Duflo (2007), “The Economic Lives of the Poor,” <i>Journal of Economic Perspectives</i> 21(1), 141–167.
(c) Wed 8/29	• D&S “Development goes beyond Income, but can Income Growth Deliver Development?” pages 70-72.

2. Measurement of Poverty and Inequality

(a) Fri 8/31	• T&L pages 75-76; 90-96; 110-124 (Purchasing Power Parity, Poverty, Gini Index)
(b) Wed 9/5	• None

3. Effectiveness of Foreign Aid

(a) Fri 9/7	• D&S, Chapter 19 “Development Aid and its Effectiveness”
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4. Impact Evaluation of Development Programs

(a) Mon 9/10	• D&S, pages 147-165 “Impact Evaluation of Development Policies and Programs”
(b) Wed 9/12	• None
(c) Fri 9/14	• D&S, pages 165-189 “Impact Evaluation of Development Policies and Programs”
(d) Mon 9/17	• None

5. Nutrition and Health

(a) Wed 9/19	• B&D Chapter 1.2 “Trapped in Poverty” • B&D Chapter 3 “Low-Hanging Fruit for Better (Global) Health?”
(b) Fri 9/21	• None

6. Education, Conditional Cash Transfer Programs, and Intra-household Bargaining

(a) Mon 9/24	• B&D Chapter 4 “Top of the Class”
(b) Wed 9/26	• None
(c) Fri 9/28	• 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.” <i>Review of Educational Analysis</i> . • <i>The Economist</i> (2013) “Pennies from Heaven,” October 26, 2013.

Mon 10/1 Midterm exam

(d) Wed 10/3	• T&L: “Inside the Household” pages 238 - 240 and Sidebar 9.4
(e) Fri 10/5	• Barry, Ellen. (2017) “How to Get Away With Murder in Small-Town India.” <i>New York Times</i> . August 19, 2017

7. Population Growth and Demographic Transition

(a) Mon 10/8	• D&S “History of World Population and Demographic Transition” pages 412-427
(b) Wed 10/10	• B&D Chapter 5: “Pak Sudarno’s Big Family”

8. The Environment and Natural Resources
 - (a) Fri 10/12 • Michael Todaro and Stephen Smith (2015). “The Environment and Development,” *Economic Development*. 12th Edition. Pages 502-518; 526-532.
 - (b) Mon 10/15 • None
 - (c) Wed 10/17 • D&S pages 560-563 "Introducing New Markets: Payments for Environmental Services"
 - (d) Fri 10/19 • None
9. Microfinance
 - (a) Mon 10/22 • B&D Chapter 7. “The Men from Kabul...”
 - (b) Wed 10/24 • B&D Chapter 8. “Saving Brick by Brick”
10. Agriculture and Rural Life
 - (a) Fri 10/26 • D&S: “Agriculture for Development” pages 634 - 649
 - (b) Mon 10/29 • T&L: “Agriculture” pages 217 - 233
 - (c) Wed 10/31 • Michael Todaro and Stephen Smith (2015). “The Microeconomics of Farmer Behavior and Agricultural Development,” *Economic Development*. 12th Edition. Pages 462 - 466
 - (d) Mon 11/5 • Julie Schaffner (2014) “Agricultural Market Interventions and Extension”. *Development Economics*. pages 442-446; 464-467; 523-533
11. Labor, Migration, and Remittances
 - (a) Wed 11/7 • 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) Fri 11/9 • None
 - (c) Wed 11/14 • None
12. Trade and Foreign Direct Investment
 - (a) Fri 11/16 • T&L pages 334-363 “International Trade and Globalization”
 - (b) Mon 11/19 • None
13. Macroeconomic Growth
 - (a) Mon 11/26 • D&S pages 129-139. “Selected Schools of Thought in Development”
 - (b) Wed 11/28 • None
14. Institutions
 - (a) Fri 11/30 • B&D Chapter 10. “Policies, Politics”
 - (b) Mon 12/3 • D&S “Seven Strategies to Limit Rent-seeking” pages 763-767.
15. Conclusion
 - (a) Wed 12/5 • 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;
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.

Instructor evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: <https://evaluations.ufl.edu> Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results>