Foundations of Development Economics
AAE 642

Professor Paul Castañeda Dower
Spring 2020

1 Preliminaries

Course schedule: TuTh 9:30am-10:45am, Taylor Hall B30
Office: 411 Taylor Hall
E-mail: pdower@wisc.edu
Office Hours: Wed. 9-10am
Credit Hours: 3 Credits
Course URL: canvas.wisc.edu/courses/190971
Course Materials: readings available on course website

2 Course description

This course provides an overview of development economics. The topics covered include economic growth, trade, measurement of poverty and inequality, human capital (impacts of and policies to encourage accumulation), agricultural household models, technology adoption, migration, credit, savings and insurance. We will cover both basic theory and empirical applications.
Prerequisites: AAE 635 and 636 or equivalent.

3 Learning objectives

Students should leave this course with the following set of knowledge:

• An overview of development economic theory, including basic closed and open economy macroeconomic models as well as,
• the microeconomic relationships underlying them, including individual and household decisions to invest in human capital, agricultural household models, models of credit and insurance markets in developing countries, and a basic understanding of technology adoption decisions;

• the ability to calculate measures of poverty and inequality using household data;

• an overview of the empirical approaches used to analyze problems in development, including the use of observational data, both cross-sectional and panel, natural experiments, and intentional experiments;

• an understanding of the sources of market failures that cause households to become or remain poor and

• policies that have been effective in addressing these issues.

4 Course requirements

4.1 Participation

This is a graduate course. You are expected to come prepared to discuss and analyze the readings.

4.2 Paper presentations

Throughout the semester, you will be asked to make paper presentations. You will be expected to give a 20-25min presentation of the paper. We will then discuss the paper as a class. These papers are marked with (P) on the syllabus and you will find a signup sheet on the course website as well as brief guidelines on what you should include in the presentation or discussion.

4.3 Homework assignments

Homework assignments will combine theory and data analysis. You will need to use Stata or some similar statistical package. The computers in the department’s computer lab have Stata, and if you do not have an account for those computers please let me know and I will help you get one. If you have more questions after looking at that please feel free to contact me. One advantage of using Stata is that I should be able to respond to your programming-related questions; this may not be true with other packages.
4.4 Research proposal

An essential requirement of this class is to develop, present and submit a short research proposal. The research proposal should be 8-10, double-spaced pages. It should contain a brief (1-2 pages) survey of an existing literature in development economics that demonstrates the need for your planned research project. You do not need to carry out the project, but you should present a clear research question, describe why the question is interesting, propose a framework for understanding the question, and, if your project is empirical in nature, describe how you would estimate the effect of interest, including a description of what kind of data you might need. You will present your proposal to the class during a 10-15 minute presentation at the end of the semester. All students must meet with me outside of class to discuss their topic. The literature survey and a rough outline of the proposal will be due approximately halfway through the semester (March 15). The rough draft of your proposal can be in outline form if you wish, but your literature survey should be written and should discuss approximately 10 cited works. The cited works should come from the following sources, or journals of similar rank: *American Economic Review*, *Journal of Political Economy*, *Quarterly Journal of Economics*, any journals in the *American Economic Journal* family, *American Journal of Agricultural Economics*, *Journal of Development Economics*, *Economic Development and Cultural Change*, *Journal of Development Studies*, *Environment and Development Economics*, *Journal of the Association of Environmental and Resource Economists*, *Journal of Environmental Economics and Management*, *Journal of Human Resources*, *Review of Economics and Statistics*, *the Economic Journal*, *Journal of the European Economic Association*, *World Bank Economic Review* and *Environment and Resource Economics*.

4.5 How 3 credits are earned

The class is organized based on an expected time investment of 45 hours of work per credit hour. One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.
4.6 Grading

Assignment due dates and point distributions are given below. If you choose not to turn in an assignment on time, you will lose 20% of the total points that you earn on the assignment for each day that it is late.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Homework 1</td>
<td>10</td>
<td>Feb 13</td>
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<tr>
<td>Homework 2</td>
<td>10</td>
<td>Mar 5</td>
</tr>
<tr>
<td>Homework 3</td>
<td>10</td>
<td>Apr 9</td>
</tr>
<tr>
<td>Identification assignments</td>
<td>10</td>
<td>March 12</td>
</tr>
<tr>
<td>In-class presentations</td>
<td>15</td>
<td>Varies</td>
</tr>
<tr>
<td>Research proposal</td>
<td>25</td>
<td>April 14 (w/ option to revise)</td>
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<tr>
<td>and presentation</td>
<td></td>
<td>April 28 or 30</td>
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<tr>
<td>Final exam</td>
<td>20</td>
<td>May 9</td>
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Grades will be awarded according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>&gt;= 93%</td>
</tr>
<tr>
<td>AB</td>
<td>&lt; 93 &amp; &gt;=88%</td>
</tr>
<tr>
<td>B</td>
<td>&lt;=88 &amp; &gt;=83%</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
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5 Class readings schedule

This schedule is subject to change at any point within the semester.

1. Introduction


2. Convergence

(a) Growth in a closed economy

- [Jan 23] Romer, Advanced Macroeconomics, Ch. 1

(b) Global interdependence and growth


3. Development traps

(a) History

(b) Institutions


(c) Expectations


HW 1 due Feb 13

4. Poverty and Inequality

(a) Poverty – microstyle measurement


(b) Economic inequality – links to development and measurement


5. Human capital

(a) Health

(b) Education

HW 2 due Mar 5

6. Agriculture and rural development

(a) Household models
- [Mar 10] Bardhan and Udry, chapter 2

Identification Assignments due March 12th

(b) Technology adoption
- [Mar 24] Bardhan and Udry, chapter 12

(c) Migration
- [Mar 31] Bardhan and Udry, chapter 5

HW 3 due Apr 9

(d) Rural financial markets


(e) Land

• [Apr 16] Bardhan and Udry, ch. 6


**Draft proposal due April 21**

7. Corruption


8. [Apr 28, 30] Proposal presentations

**Final Exam due May 9**

6 Other information

*Plagiarism:* Plagiarism is a serious offense. All sources and assistance used in preparing your papers must be precisely and explicitly acknowledged. Ignorance of what constitutes plagiarism or academic misconduct is not a defense. It is your responsibility to be sure. The web creates special risks. Cutting and pasting even a few words from a web page or paraphrasing material without a reference constitutes plagiarism. If you are not sure how to refer to something you find on the internet, you can always give the URL. It is generally better to quote than to paraphrase from material on the web, because in the absence of page numbers it can be hard to find passages that are paraphrased rather than quoted. For more
information on writing and source citation, the following may be helpful http://writing.wisc.edu/Handbook/Documentation.html

**Academic Integrity:** By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct comprises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. If you have any questions about what constitutes academic misconduct, please read the following information http://students.wisc.edu/doso/acadintegrity.html or come talk with one of the instructors.

**Accommodations for students with disabilities:** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA. http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php