Evans School of Public Affairs: 533  
*Economics of International Development*

**DRAFT SYLLABUS**

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**Winter 2016**

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**Class location:** SAV 156  
**Class hours:** Friday 9:00-11:50  
**Office hours:** Tues 11:30-12:30 and by apt.

**Recommended Texts:**

Debraj Ray’s *Development Economics*, Princeton University Press, 1998, is an excellent text and highly recommended for those of you wanting to explore development economics more thoroughly. Ray’s text focuses on markets and is considered a traditional economics undergraduate development text.


Required Readings: available on the course website. Other references are listed for your interest. Some readings are on the course website but most are easy to find in the UW system or online.

**Course Objective**

This course consists of two parts:

A. **Definition, Measurement, Theory, Evidence:** What is economic development (defining it), how do we measure it, and what explains differences (theory and evidence)?

B. **Policy Responses:** What are the program and policy responses to development gaps, and how effective have they have been (evaluation and learning)?

We begin by defining what it is we are hoping to accomplish: what is development and how do we measure it? Understanding why it differs across countries (a question that goes back to Adam Smith’s 1776 *An Inquiry into the Nature and Causes of the Wealth of Nations*), involves theories about what underlies differences in growth and distribution – the allocation of scarce resources. These theories guide what we measure (the causal factors and outcomes) and the policies that we believe create the incentives to promote desired outcomes. Without theory it is difficult to interpret our evidence and understand “why” success or failure is realized, so progress -- via evaluation and learning -- is limited.

This course is a broad survey to introduce you to a selected set of “topics” in development economics, and scholars who have influenced the debate and agenda over the last thirty years – familiarizing you with some of these writers is behind the book options and “other readings.” My goal is for you to be comfortable with the language of basic international macroeconomics and the jargon of development economics and to be able to think analytically using some of the most basic tools of economics. We will spend time developing an economics glossary during the class, and I encourage you to add to this through your own reading.
**Course Requirements**

Quality participation in class (at least one contribution to “current world events”), attendance, building a glossary, and contributions to the group presentation – 20%

Group Presentation (ppt deck and presentation) – (30 minutes) 30%

Book report (1000 words) – 20%

Final Exam – 30%

**Class participation:** to tap into the diverse academic and professional backgrounds and experiences of your IDCP cohort, I want to encourage class participation. At the end of the quarter I will ask each of you to evaluate the quality of the participation of your peers. I will use your comments as a guide in my evaluation.

Note that “quality” commonly involves thoughtful, well-timed, and respectful comments, and support for your classmates outside of the classroom. I will regularly ask the class about current events that relate to economic development, so please share the world news that you follow with the class. Please refer to the community conversation norms below.

**Book report** – read a contemporary development economics book by a well-respected scholar and write an approx. 1000 word book review. Great advice on writing nonfiction book reviews is available on line from writing centers at UNC and Indiana.

Book options include:


**Exam:** this will likely be an in class exam as scheduled by the registrar with one 8.5 x 11 sheet of notes permitted. Sample questions will be handed out in advance from which the final questions will be selected.

**Group Presentation:** You will be randomly assigned to a group of approximately 5-6 students. Each group will be given the task of presenting a 30 minute power point presentation that is the product of a literature and evidence review (with definitions/measures, global statistics/estimates, and any current or important historical theories and debates on) answering the question of “what do we really know about the relationship between (final list TBD):

- GDP growth and poverty reduction
- economic inequality and conflict
- remittances and inequality
- international trade and food security
- climate change and GDP
- education and poverty
- poverty and mobile use

You will be asked to present this information to the class and lead a discussion on the hypothesized relationships, evidence and policy implications.

All assignments will be graded on two criteria:
   i. Substance: appropriate depth and breadth of argument, citing and accuracy
   ii. Presentation: clarity, organization, writing quality, responses to questions

The exact nature of the course requirements and evaluation criteria may change slightly based on class composition. You will be notified of any changes in advance.

**Course Dates**

Jan: 8, 15, 22, 29  
Feb: 5, 12, 19, 26  
Mar: 4, 11

02/19: Book report due  
03/16: Final exam Wednesday, March 16, 2016, 1230-220 pm, SAV 156

**Community Conversation Norms (sections up to “evaluation” from AD Joaquin Herranz)**

Please note that everyone in our course is expected to behave ethically and professionally at all times. By registering for this course, you agree to abide by the ethical and civil discourse norms of the Evans School and the University of Washington. Specifically, you agree to: 1) not claim the work of others as your own; and to 2) not disrespect members of our Evans School learning community.

For guidance on how to behave respectfully with other members of the Evans School community, please refer to the Evans School’s **Community Conversation Norms** ([http://evans.uw.edu/myevans/community-conversation-norms](http://evans.uw.edu/myevans/community-conversation-norms)):

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. We also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
- **Sharing** and teaching each other generously
- **Clarifying** the intent and impact of our comments
- **Giving and receiving** feedback in a “relationship-building” manner
- **Working** together to expand our knowledge by using high standards for evidence and analysis

**Evans School Policy on Academic Integrity**

You are joining a learning community in the Evans School of Public Affairs that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect and integrity, and you accept the responsibility to encourage others to adhere to these standards. You also have a responsibility to conduct yourself in adherence to the University's Student Conduct Code, and to maintain good academic standing in the program. In addition to these expectations of responsibilities, you also have rights and recourses to address grievances. *It is your responsibility to understand these expectations now.*

**Student Conduct Code**

The first expectation is that Evans students adhere to the University's Student Conduct Code. The following is an abbreviated version. The complete code is available in Washington Administrative Code, Chapter 478-120.

"Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

- academic and professional honesty and integrity,
- refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others, and
- complying with the rules and regulations of the University and its units.

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University."

**ASPA Code of Ethics**

In addition, the American Society for Public Administration has its own [Code of Ethics](#), including "(6) Demonstrate personal integrity: Adhere to the highest standards of conduct to inspire public confidence and trust in public service." Your time at the Evans School will give you an opportunity to practice these codes.

**Student Academic Conduct**

Students at the Evans School are expected to maintain the highest standards of academic conduct, and of course most do. Cheating harms the person cheating, as it deprives them of the opportunity to learn the material. It also harms honest students who are frustrated by the unfairness of cheating that goes undetected and therefore unpunished.

Academic misconduct occurs if you present as your own work something that you did not do. It is also considered academic misconduct if you help someone else present work that is not his or her own.

**Plagiarism**

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1 This section is drawn primarily from the Committee on Academic Conduct in the College of Arts and Sciences.
One of the most common forms of cheating is plagiarism, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. **Using another writer's words without proper citation.** If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.

2. **Using another writer's ideas without proper citation.** When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

3. **Citing your source but reproducing the exact words of a printed source without quotation marks.** This makes it appear that you have paraphrased rather than borrowed the author's exact words.

4. **Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.** This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words.

5. **Borrowing all or part of another student's paper or using someone else's outline to write your own paper.**

6. **Using a paper writing "service" or having a friend write the paper for you.** Regardless of whether you pay a stranger or have a friend (inside or outside the School) do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper. This includes internet paper-writing resources. Note that it is also considered academic misconduct if you are the friend who willingly wrote a paper for someone else or shared your work for copying.

**What happens if there is a suspected violation?**

It is the Evans School's policy that instructors maintain discretion over whether and how any suspected academic misconduct should be reflected in the grade for that assignment, exam, or for the course. This may include a zero grade. Students who disagree with the instructors' assessment should follow the University's normal grade appeal process. Proven academic misconduct as outlined above could also result in disciplinary action from the Graduate School, including probation or dismissal from the University. Instructors will report suspected misconduct to the Graduate Program Coordinator.
Tentative Course Outline

Part A: Definition, Measurement, Theory and Evidence

Lecture 1: How is economic development defined?

Syllabus review (expectations, contacting me), Groups for the presentation

1. What are the desired outcomes of economic development?

Summaries of class survey:

i. What do you believe are the top three economic development challenges for 2016;

ii. If you had $10 million to invest, where (any particular geography or group) in what sector (e.g. health, education, agriculture) and what activity (impact research, technology development, monitoring and evaluation, service delivery) would you put your money?

We begin by briefly covering the basic point of economics (allocation of scarce resources), the history of international economic engagement, current actors, and the various concepts and definitions of development commonly used before narrowing in for a closer look at those most commonly used (GDP variations, poverty, inequality, SDGs).

Readings:

EPAR Brief 309: Review of Human Development Indices, 2015 (first 18 pages only)


Homi Kharas 10/15: http://www.brookings.edu/blogs/future-development/posts/2015/10/08-sustainable-development-goals-kharas

Finn, Stokey, Schelling: Copenhagen Consensus Outcome document, 2015

Other readings if you are interested:

- Julie Schaffner, Chapter 1, “Contemporary Development Efforts and the Role of Economic Analysis” 2013
Lecture 2: Measuring GDP and National Economies

We take a closer look at how the size and growth of economies are measured conceptually (macroeconomics) and accounted for in the National Income and Product Accounts (NIPA). This is followed by looking at some of the challenges of these data.

Reading:


Other reading if you are interested:
- Bureau of Economic Analysis, Measuring the Economy: A Primer on GDP and the National Income and Product Accounts, December 2015

Lecture 3: Measuring Poverty

Most development practitioners agree that reducing poverty is a primary goal. Chen and Ravallion (2008) provide a snapshot of how poverty has changed over the past several decades. We look at how we measure the breadth and depth of poverty across and introduce some of the “axioms” of good indices.


Other reading if you are interested:

http://povertydata.worldbank.org/poverty/home/

http://www.slideshare.net/nayomikankanamge/measurements-of-poverty?next_slideshow=1