ECON 225: Economic Development
Syllabus
Sebastian Anti, Assistant Professor of Economics
Bryn Mawr College

A GENERAL NOTE: All syllabi are broad initial plans for the administration of a class and are subject to change throughout the semester.

"Most people in the world are poor. If we knew the economy of being poor, we would know much of the economics that really matter."

- *Theodore W. Schultz, 1979 Nobel Memorial Prize in Economic Sciences Co-Recipient*

"This urge to reduce the poor to a set of clichés has been with us for as long as there has been poverty: The poor appear, in social theory as much as in literature, by turns lazy or enterprising, noble or thievish, angry or passive, helpless or self-sufficient. It is no surprise that the policy stances that correspond to these views of the poor also tend to be captured in simple formulas: "Free markets for the poor," "Make human rights substantial," "Deal with conflict first," "Give more money to the poor," "Foreign aid kills development," and the like."

- *Esther Duflo and Abhijit Banerjee, 2019 Nobel Memorial Prize in Economic Sciences Co-Recipients*

1. Instructor Information

Phone: 610.526.5150

Email: santi@brynmawr.edu

Website: https://www.sebastiananti.com/

Office Location: Dalton Hall 204

Office Hours: Tuesday 12:00 PM to 1:30 PM
Thursday 12:45 PM to 2:15 PM
Other days by appointment

Note: If you wish to contact me, please know that I don't respond to email outside of business hours (8:30 am to 5:00 pm Mon.-Fri.)

Title: I like to be called by my first name “Sebastian.” If you prefer to be more formal feel free to use “Prof.” or “Dr.”

Pronouns: He/Him/His

Schedule Time in Office Hours: https://calendly.com/santi-8/15min?month=2021-02

2. Meeting Information

Class Meeting Times: Tuesdays and Thursdays 10:10 PM to 11:30 PM

Classroom: Taylor Hall C

3. Course Materials

Required Textbook: There is no required textbook for this class

Moodle Site: The syllabus, problem sets, assigned papers, and answer keys can be found on Moodle when they become available

4. Course Description, and Objectives

4.1 Course Description

Development economics is the subfield of economics concerned with how economies grow, contract, stagnate, and generally evolve. Of particular concern is explaining why certain people are poor and others are rich, or at least not poor.

These seemingly simple questions are in fact endlessly complex and notoriously difficult to answer. Just defining “poverty” empirically is a tough task. However, economists have devised important approaches to measure poverty, wealth, and growth as well as useful theories that describe the main drivers of development, and have applied econometric techniques in exciting ways to quantify those drivers.

This class introduces undergraduates to these measures and theories, and develops skills in critiquing and analyzing econometric evidence explaining and measuring the development process. It also acquaints students with the dimensions of the academic literature on development that are relevant to policy makers and provides an opportunity to engage economic development policy directly through assignments.

4.2 Pre-requisites

Essential: An interest in economic development; eagerness to learn, ECON B105 or equivalent

4.3 Course Objectives

1. Acquaint students with the basic tools economists use for measuring poverty, wealth, and growth,
2. Develop fluency in the economic models used to characterize economic growth and economic crises and contraction,
3. Train students in frameworks used by policy makers and policy analysts for understanding policy interventions and outcomes
4. Introduce the basics of econometrics in measuring the effects of policy or program interventions on development outcomes,
5. Develop the ability to critically analyze econometric research analyzing development drivers and policy interventions, and

5. Exams, Assignments, and Grading

5.1 Exams

I require two exams: a mid-term exam and a final exam. The first exam will focus on development measurements and various economic models we will study. The first problem set will help you to prepare and study for the first exam.

The second exam will focus on your understanding of various articles we read in the second half of the class. The "article briefs" (see below) and practice questions I provide will help you prepare for this exam. For this exam you will be allowed to bring in one sheet of paper. You can write anything you want on it (front and back), but I highly recommend you use this to distill all your learnings and paper summaries from the second half of the course.

5.2 Problem Set

Learning economics well requires getting your hands dirty with problems. Practicing these problems and discussing them with your classmates is an extremely effective way to work through the challenges the models and concepts present.

I require one problem set in ECON B225.

5.3 Journal Article Brief

The main content for roughly the second half of this class will be journal articles using econometrics to uncover and measure the effects of various determinants of development. These articles are dense and complex and reading them critically is a skill that this class seeks to develop in you.

To practice this and to generate a class-sourced study guide, you will be required to complete one short "article brief" on an assigned paper in the second half of the semester. **You will do this with a partner that I will assign (or by yourself if the class does not have the enrollment necessary to partner up).** These briefs will follow a template I provide and should be exactly one page in length with single spacing. An example of a good article brief from past classes will be available on Moodle.

All briefs will be posted on Moodle so that everyone in the class will be able to access it. The collection of these briefs will then form a valuable resource that you can use to study for the final exam.

You must submit your brief to me by email at least 24 hours before the class day we are scheduled to discuss it so your peers can consult it as they prepare for class.

Any late submissions of briefs will result in a penalty of -4 points on your final exam score. If you do not submit an article brief it will result in a penalty of -8 points on your final exam score.

5.4 Policy Memorandum Assignment

Development economics is an academic discipline which has direct application to real-world policy decisions made by important global institutions such as the World Bank, various agencies at the United Nations, and national development agencies from across the world (i.e. the US Agency for International Development, the UK Department for International Development, the Danish International Development Agency, etc.), and transnational non-governmental organizations (i.e. Mercy Corps, Oxfam, One Acre Fund, etc.), not to mention low-income country governments themselves, among many others.

Policy makers in these institutions frequently ask development economists to advise them on important strategic decisions regarding their programs. The resulting work product is a particular type of paper that are complex pieces of academic and professional work. They summarize the relevant literature related to the policy maker's questions and offer an argument for what answers it provides in a short amount of space (usually five double-spaced pages) In this class you will work on a paper project in this format.

For this project, you will identify an economic policy intervention of interest to a hypothetical policy maker and identify a question that they would likely have regarding that intervention (who it affects, how it affects them, externalities, etc.). You will then write a memo that is **exactly** five pages long (double spaced) to that policy maker. Since your audience is a busy professional, you should be writing in a formal professional tone and efficient manner. Although you are limited to those five pages of text, **you have unlimited space in appendices** for you to provide detailed supporting information and explanation for the claims you make and positions you take in your memo. I will be looking at these appendices closely in my grading of your work to make sure that you have adequate supporting evidence for your claims in the memo. **<u>Do not neglect the appendix. Typically, the best memos have at least three pages of appendix material.</u>**

More details with a grading rubric for this assignment will be provided during the semester.

<u>5.5 Grading and Weights</u>

Exams (Total: 60%):
- Midterm: 30%
- Final: 30%

Problem Set: 10%
Policy Memo: 30%

Note: Remember a short article brief is also your responsibility. If you fail to complete it I will deduct points from your final exam score.

To convert your score to Bryn Mawr's A-F scale, I use the following criteria,

$94 \leq A,$
$90 \leq A- < 94,$
$87 \leq B+ < 90,$
$83 \leq B < 87,$
$80 \leq B- < 83,$
$77 \leq C+ < 80,$
$73 \leq C < 77,$
$70 \leq C- < 73,$
$67 \leq D+ < 70,$
$60 \leq D < 67,$
$F < 60.$

I use criterion-based grading. So if everyone earns an A, everyone in the class will receive an A. There is no curve.

I generally grade exams out of 100. While the final amount I deduct for mistakes is ultimately up to my discretion, I generally take points off according to the following criteria:

1. Minor mistake related to algebra or mislabeling: -1 to -4 (Note if you make a mistake that carries through other parts of a multipart problem, I only take off the first time you make the mistake),
2. Misuse of a term or misstatement of fact indicating confusion or lack of clarity on a concept: -2 to -6,
3. Leaving out an important point in response to a question: -4 to -7,
4. Mistake indicating serious misunderstanding of a class concept: -6 to -10,
5. No engagement with a question: -10 to -40,

6. Other mistakes not fitting the previous categories: My discretion.

6. Course Policies

6.1 Attendance and Participation

Gaining competence in the material in this class often requires multiple attempts to engage it and work with it. The lectures are an important part of this process. There is no formal requirement for attendance. However, realistically if you are trying to be successful in this class, you will need to attend lectures.

6.2 Lateness to Class

Please do not come late to class. I'm hoping not to institute a policy whereby lateness affects grades, but if it becomes an issue, I reserve the right to revisit this.

6.3 Personal Technology in the Classroom

Phones: During regular class sessions you may have smart phones as long as they never make noise and you never use them. They should never distract the class from the business at hand. I encourage you to put them in airplane mode at the start of each class and put them out of reach.

The only electronic device allowed during exams is a calculator. Smartphone calculator apps are not acceptable for this.

Laptops and Tablets: You may use laptops and tablets in class as long as they do not distract others in the classroom. You may use them to take notes, although we will be drawing a lot of graphs and using notation that is not quickly accessible through the keyboard. For this reason, I highly suggest old-fashioned pencil/pen and paper over these newer tools for note taking.

Cameras and Audio Recording: You may not record class without my written permission or an academic accommodation letter from Student Accessibility Services (SAS).

6.4 Accommodations

Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first register with Access Services. Students can call 610.526.7516 to make an appointment with the Director of Access Services, Deb Alder, or email her at dalder@brynmawr.edu to begin this confidential process. Once registered, students should schedule an appointment with me as early in the semester as possible to share the verification form and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. More information can be obtained at the Access Services website: http://www.brynmawr.edu/access-services/.

Any student who has a disability-related need to record this class first must speak with the Director of Access Services and to me. Class members need to be aware that this class may be recorded.

6.5 Religious Observances

It is the College's policy to respect students' religious identities and commitments. Any student who is unable to attend classes, exams or submit work due to a religious observance is excused and given an opportunity to make up missed work without penalty.

If you anticipate a religious holiday to affect your ability to submit work please let me know at least a week in advance of the holiday.

7. Class Schedule

The following is a tentative schedule for topics and their associated readings this semester. You are responsible for having the reading done on the day on which it is listed.

The session schedule will likely adjust as the semester progresses. The list of topics for each session is not meant to be exhaustive, only an indication of the major content we will cover.

The schedule will change as we go through the materials. Any changes will be announced in class and major changes will result in an updated syllabus that will be made available on Moodle.

Note: **Readings listed as optional are not required.** They generally use more advanced econometric techniques than we have time to cover in this class. They are meant to provide extra direction for students particularly interested in certain topics. Please see me in office hours if you read these and would like to discuss them.

MODULE I

Core Measurements and Theory

Major Themes: What is the process of development? What drives it and how can we measure it? Why do countries fail to develop and what can be done about it? This section of the class exposes students to the formal measurements and models in development economics that begin to provide answers to these questions.

Session 1: Introduction and Syllabus Review

Topics:

- Introduction to the class, your instructor, and syllabus review
- The landscape of development economics
- Historical context of development

Readings: The Syllabus

Todaro and Smith Chapter 1 (On Moodle) (Fine to read before the second class)

Session 2: Basic Poverty Measurements

Topics:

- GDP per capita
- The headcount ratio
- The poverty gap
- Purchasing power parity adjustments
- Gini index
- Economic growth and pro-poor growth

Readings: Todaro and Smith Chapter 2 (On Moodle)

Todaro and Smith Chapter 5 (On Moodle)

Session 3: Economic Growth Theory I

Topics:

- Using data to characterize low- and medium-income countries
- The Lewis Theory of Development
- The Harrod-Domar Growth Model

Readings: Todaro and Smith 108 – 115 (On Moodle)
Perkins, Radelet, Lindauer and Block 94 – 103

Session 4: Economic Growth Theory II

Topics:

- Introduction to the Neoclassical (Solow) growth model

Readings: Schaffner 4.2A, 4.2B, 4.3A, 4.3B (On Moodle)

Session 5: Economic Growth Theory III and Endogenous Models

Topics:

- Comparative statics of the Neoclassical (Solow) growth model
- Extensions of the Neoclassical (Solow) growth model

Readings: Schaffner 4.3C, 4.3D (On Moodle)

Todaro and Smith Chapter 4 (On Moodle)

Session 6: Economic Growth Theory III (Wrapping up) and (Starting) Falling Off the Growth Path I

Topics:

- Historical background of import-substitution industrialization (ISI) and structural adjustment
- Introduction to the Australian model

Readings: Perkins, Radelet, Lindauer, and Block ,Chapter 15, pages 545 to 564. (On Moodle)

Note: If you haven't met with me to discuss your paper topic, please make sure to meet with me as soon as possible.

Session 7: Falling Off the Growth Path II

Topics:

- Comparative statics of the Australian model

Readings: Perkins, Radelet, Lindauer, and Block Chapter 15, pages 545 to 564. (On Moodle)

Session 8: Falling Off the Growth Path III

Topics:

- Wrapping up any unfinished business of the Australian Model

Readings: Perkins, Radelet, Lindauer, and Block Chapter 15, pages 545 to 564. (On Moodle)

(Mini) MODULE II

How to Read Econometric Papers Critically

Major Themes: There are two obvious follow-up questions to the Solow model's conclusion that total factor productivity is the real driver of the development process: (1) What determines a country's total factor productivity, and (2) How might a government policy intervene to improve total factor productivity?

The primary method for assessing the evidence for the efficacy of these interventions within economics is econometrics, an application of statistical methods to quantify the relationships between factors driving economic outcomes. To engage this literature critically we will spend time in this mini module to understand the basics of econometrics and how development economists use its methods to answer these questions.

Note Well: ECON B253: Introduction to Econometrics is **not** a pre-requisite for this class. This section of the class is designed for students who have no exposure to statistics or econometrics to quickly learn the essentials enough to critically engage frontier economics papers that use these methods. So, if you are brand-new to statistics and econometrics, don't worry. If you have had these courses, this will hopefully be a useful brief review of what you learned there. Of course, this section of the class is not a substitute for ECON B253. For a complete understanding of these methods at the undergraduate level this class is essential.

Session 9: Thinking about Cause and Effect

Topics:

- Logic models/"theories of change" for policy makers
- Testable research questions
- Introduction to econometrics

Readings:

Alan O. Sykes, "An Introduction to Regression Analysis" (Coase-Sandor Institute for Law & Economics Working Paper No. 20, 1993). (On Moodle)

- Note well: This is a great resource as an introduction to regression analysis. However, there is one major incorrect statement that I must correct before you read it. In the first paragraph of the paper the last sentence should read as follows, "The investigator also typically assesses the 'statistical significance' of the estimated relationships, that is the degree of confidence that the relationship ***is not equal to zero, and not generated from noise in the sampling process.***"

"Economic Jargon Cheat Sheet" (On Moodle)

Session 10: Basics of Econometrics

Topics:

- The ordinary least squares (OLS) algorithm
- Statistical significance

- Omitted variable bias and the challenge of "identification"

Readings: "Economic Jargon Cheat Sheet" (On Moodle)

Session 11: Review Session

Topics: Review for the Exam

No readings. Review your notes and the readings. Bring questions for us to work on together.

Session 12: Midterm Exam

Midterm Exam in Class around October 8

Fall Break

MODULE III

Evidence for Proposed Drivers of Development

Major Themes: Now that we have a firm foundation for critically analyzing econometric research, we will use this third part of the class to scrutinize what the literature says about the pathways through which development happens and ways that policy makers can intervene to affect development outcomes. sandjideh

Session 13: Education and Human Capital

Topic: Improvements in education have clear implications for improving total factor productivity. They make people more efficient and capable of producing the technological innovation that underpins the concept of total factor productivity. Is this supported by the data? And, what do we really know about the ways that we can improve educational outcomes in developing countries?

Readings:
Kremer, Michael, and Alaka Holla. 2009. "Improving Education in the Developing World: What Have We Learned from Randomized Evaluations." *Annual Review of Economics*, 1: 413-542. (On Moodle)

Glewwe, Paul, Michael Kremer, and Sylvie Moulin. 2009. "Many Children Left Behind? Textbooks and Test Scores in Kenya." *American Economic Journal: Applied Economics*, 1 (1): 112-35. (On Moodle)

Session 14: Agricultural Technology Adoption

Topic: The vast majority of the of poor in low-income countries derive their income from participation in the agricultural sector. Despite this, modern agricultural inputs (like chemical fertilizer or hybrid seeds) are rarely used and the sector is highly inefficient, especially in sub-Saharan Africa. As a result, improving the sector's technology use has become an obvious focus for policy makers aiming to intervene and improve total factor productivity.

Readings:

Alston, Julian M., Philip G. Pardey, Jennifer S. James, and Matthew A. Anderson. 2009. "The Economics of Agricultural R&D." *Annual Review of Economics*, 1: 537-566. (On Moodle)

Arouna, Aminou, Jeffrey D. Michler, and Jourdain C. Lokossou. 2021. "Contract Farming and Rural Transformation: Evidence from a Field Experiment in Benin." *Journal of Development Economics* 151: 102626. (On Moodle)

Optional: Kremer, Michael, Esther Duflo, and Jon Robinson. 2011. "Nudging Farmers to Use Fertilizer: Theory and Experimental Evidence from Kenya." *American Economic Review*, 101 (6): 2350-90. (On Moodle)

Session 15: Access to Financial Services

Topic: Perhaps the reasons for endemic poverty is that people are too poor to invest in profit-making opportunities and have no ability to borrow based on their low level of education and lack of credit history. This is the basis of microfinance, small loans to the poor to facilitate profit-making ventures.

Readings:

Banerjee, Abhijit Vinayak. 2013. "Microcredit Under the Microscope: What Have We Learned in the Past Two Decades, and What Do We Need to Know?" *Annual Review of Economics*, 5: 487-519. (On Moodle)

Banerjee, Abhijit, Esther Duflo, Rachel Glennerster, and Cynthia Kinnan. 2015. "The Miracle of Microfinance? Evidence from a Randomized Evaluation." *American Economic Journal: Applied Economics*, 7 (1): 22-53. (On Moodle)

Blattman, Christopher, Eric P. Green, Julian Jamison, M. Christian Lehman, and Jeannie Annan. 2016. "The Returns to Microenterprise Support among the Ultrapoor: A Field

Experiment in Postwar Uganda." *American Economic Journal: Applied Economics*, 8 (2): 35-64. (On Moodle)

Session 16: Infrastructure

Topic: Everyone who has been to a low-income country notices that on average the road networks are limited and poorly maintained compared to rich countries. Tap water is not drinkable due to sewage system problems, electricity frequently goes out (if it is provided at all), and other key pieces of infrastructure are of poor quality or non-existent. This has obvious consequences for development. Could achieving development be as simple as improving infrastructure?

Readings:

Collier, Paul, and James Crust. 2015. "Investing in Africa's Infrastructure: Financing and Policy Options." *Annual Review of Economics*, 7: 473-493. (On Moodle)

Lee, Kenneth, Edward Miguel, and Catherine Wolfram. 2020. "Experimental Evidence on the Economics of Rural Electrification." *Journal of Political Economy* 128 (4): 1523-1565. (On Moodle)

Optional: Aggarwal, Shilpa. 2018. "Do Rural Roads Create Pathways Out of Poverty? Evidence from India." *Journal of Development Economics*, 133: 375-395. (On Moodle)

Optional: Duflo, Esther, Rohini Pande. 2007. "Dams." *The Quarterly Journal of Economics,* 122 (2): 601–646. (On Moodle)

Session 17: Geography and Natural Resources

Topic: To many people, an obvious driver of development is the natural wealth of a country's territory. The Kingdom of Saudi Arabia, or the United Arab Emirates (UAE) seem like clear evidence for this pathway as their tremendous wealth in fossil fuels has certainly provided those countries with impressive economic growth in the past 60 years. However, for every country like Saudi Arabia or the UAE there is a country like Japan or Greece which have very low levels of natural resource wealth but great economic performance, and countries like the Democratic Republic of Congo, which has huge resource wealth but some of the worst poverty in the world. So, what can we really say about this relationship?

Readings:

Wick, Katharina, and Erwin Bulte. 2009. "The Curse of Natural Resources." *Annual Review of Economics*, 1: 139-156. (On Moodle)

Sachs, Jeffrey D., and Andrew M. Warner. 2001. "The Curse of Natural Resources." *European Economic Review*, 45 (4–6): 827-838. (On Moodle)

Optional: Goltz, Jan von der, and Prabhat Barnwal. 2019. "Mines: The Local Wealth and Health Effects of Mineral Mining in Developing Countries." *Journal of Development Economics*, 139: 1-16. (On Moodle)

Session 18: Governance and Corruption

Topic: Many people argue that poor countries are poor because they are corrupt and the government cannot effectively mobilize scarce resources into constructive development initiatives. Although intuitive, this is an extremely difficult hypothesis to prove. How does one even measure something like "corruption"? Also, causality could just as easily flow in the opposite direction; there are all sorts of reasons why poverty might cause more corruption rather than the other way around. So what do we really know about corruption and its effects on development?

Readings:

Olken, Benjamin A., and Rohini Pande. 2012. "Corruption in Developing Countries." *Annual Review of Economics*, 4: 479-509. (On Moodle)

Mauro, Paolo. 1995. "Corruption and Growth." *Quarterly Journal of Economics*, 110 (3): 681-712. (On Moodle)

Optional: Reinikka, Ritva, and Jakob Svensson. 2005. "Fighting Corruption to Improve Schooling: Evidence from a Newspaper Campaign in Uganda." *Journal of the European Economic Association*, 3 (2-3): 259-267. (On Moodle)

Session 19: Institutions and History

Topic: Once again, it is easy to associate poor countries with poor institutions or historical shocks that they simply cannot overcome. However, for every poor country one might cite as an example, there is a rich country that has experienced some historical shock or period of institutional decline. For example, Germany's institutions were systematically destroyed by the Nazi regime in the 30s, its economy destroyed in 1940s, and it was partitioned for about 50 years with the historically more productive east administered as a Soviet client state, and it is now one of the richest countries in the world.

Readings:

Nunn, Nathan. 2009. "The Importance of History for Economic Development." *Annual Review of Economics*, 1: 65-92. (On Moodle)

Nunn, Nathan. 2008. “The Long-term Effects of Africa's Slave Trades.” *Quarterly Journal of Economics*, 123 (1): 139-176. (On Moodle)

Optional: 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. (On Moodle)

Session 20: Trade Liberalization

Topic: Many people point to the economic successes of Japan, South Korea, Singapore, and Taiwan as evidence that trade liberalization and a strategy of focusing on exports for growth is the best way to achieve development. Is this true for other countries besides these four, or are they special for some reason?

Readings:

Winters, L. Alan, and Antonio Martuscelli. 2014. “Trade Liberalization and Poverty: What Have We Learned in a Decade?” *Annual Review of Economics*, 6: 493-512. (On Moodle)

Billmeier, Andreas, and Tommaso Nannicini. 2013. “Assessing Economic Liberalization Episodes: A Synthetic Control Approach.” *Review of Economics and Statistics*, 95 (3): 983-1001. (On Moodle)

- Note: This paper uses a new and exciting econometric method called “Synthetic Control.” It is different from OLS. The students writing the brief for this paper should review this method in their brief. Here is a good 8-minute video that should orient you: https://www.youtube.com/watch?v=1PQfeDT8zXM

Optional: Wacziarg, Romain, and Karen Horn Welch. 2008. “Trade Liberalization and Growth: New Evidence.” *World Bank Economic Review*, 22 (2): 187-231. (On Moodle)

Session 21: Redistribution and Foreign Aid

Topic: Redistribution, both internationally through foreign aid and domestically through social welfare programs, is a constantly thorny topic among economists and policy makers partially because it is very difficult to study. Here, we’ll look at an example of literature on cash transfer programs (which are a type of domestic welfare program that is easy to study) and a reading summarizing the state of the literature on foreign aid.

Readings:

Qian, Nancy. 2015. “Making Progress on Foreign Aid.” *Annual Review of Economics*, 7: 277-308. (On Moodle)

Gertler, Paul J., Sebastian W. Martinez, and Marta Rubio-Codina. 2012. "Investing Cash Transfers to Raise Long-Term Living Standards." *American Economic Journal: Applied Economics*, 4 (1): 164-92.

Optional: Rajan, Raghurum G., and Arvind Subramanian. 2008. “Aid and Growth: What Does the Cross-Country Evidence Really Show?” *Review of Economics and Statistics*, 90 (4): 643-665. (On Moodle)

Optional: Bitzer, Jürgen and Erkan Gören. 2018. “Foreign Aid and Subnational Development: A Grid Cell Analysis.” AidData Working Paper #55. Williamsburg, VA: AidData at William & Mary. (On Moodle)

Session 22: Conflict and War

Topic: War is obviously destructive to economic productivity and growth. We probably don’t need to go into too much research to convince us of this. However, whether war and conflict matter in the long term, and how long it takes an economy to recover from the experience of wide-scale violence and destruction is still an interesting question.

Readings:

Ray, Debraj, and Joan Esteban. 2017. “Conflict and Development.” *Annual Review of Economics*, 9: 263-293. (On Moodle)

Miguel, Edward and Gérard Roland. 2011. “The Long-run Impact of Bombing Vietnam.” *Journal of Development Economics*, 96 (1): 1-15. (On Moodle)

Optional: Hodler, Roland. 2019. “The Economic Effects of Genocide: Evidence from Rwanda.” *Journal of African Economies*, 28 (1): 1–17. (On Moodle)

Session 23: Gender Equity

Note: Gender roles, especially the extent to which women and other non-males participate in the economy is a tricky subject in development. Historical experience in the high-income countries suggests there is quite a bit of causality operating in both directions. This week we’ll try to see some papers disentangle how development affects women’s power in the household and women’s empowerment broadly.

Readings:

Jayachandran, Seema. 2015. “The Roots of Gender Inequality in Developing Countries.” *The Annual Review of Economics*, 7: 63-88. (On Moodle)

Armand, Alex, Orazio Attanasio, Pedro Carneiro, and Valérie Lechene. 2020. "The Effect of Gender-Targeted Conditional Cash Transfers on Household Expenditures: Evidence from a Randomized Experiment." *Economic Journal* 130 (631): 1875-1897.

Optional: Tolonen, Anja. 2019. Endogenous Gender Roles: Evidence from Africa's Gold Mining Industry. Oxford Centre for the Analysis of Resource Rich Economies Working Paper #209. Oxford UK. (On Moodle)

Optional: Duflo, Esther. 2003. "Grandmothers and Granddaughters: Old-Age Pensions and Intrahousehold Allocation in South Africa." *World Bank Economic Review* 17 (1): 1–25. (on Moodle)

Session 24: Improvements in Public Health

Readings:

Bleakley, Hoyt, and James Crust. 2015. "Health, Human Capital, and Development." *The Annual Review of Economics*, 2: 283-310. (On Moodle)

Miguel, Edward, and Michael Kremer. 2004. "Worms: Identifying Impacts on Education and Health In the Presence of Treatment Externalities." *Econometrica* 72: 159–217.

Optional: Brainerd, Elizabeth and Nidhiya Menon. 2014. "Season effects of water quality: The hidden costs of the Green Revolution to infant and child health in India." *Journal of Development Economics* 107: 49–64. (On Moodle)

Session 25: Development and the Environment

Readings:

Jayachandran, Seema. 2022. "How Economic Development Influences the Environment" *Annual Review of Economics* 14: 1-30.

Grossman, Gene M., and Alan B. Kruger. 1995. "Economic Growth and the Environment" *Quarterly Journal of Economics* 110 (2): 353-377. (On Moodle)

Abman, Ryan, Teevrat Garg, Yao Pan, and Saurabh Singhal, 2020. "Agriculture and Deforestation" Working Paper. Available: https://drive.google.com/file/d/18TTxAP1mKsk_oax3EalB2Szmjk4B88zE/view

Optional: Garg, Teevrat, and Ajay Shenoy. 2021. "The Ecological Impact of Place-based Economic Policies." *American Journal of Agricultural Economics* 103 (4): 1239-1250. (On Moodle)

(Scheduled) Final Exam

Location and time to be determined by the Registrar. See the Registrar's page when is updates for the current semester for time and room details:
https://www.brynmawr.edu/inside/academic-information/registrar/final-exams