Foundations of Development Economics
AAE 642

Professor Paul Castañeda Dower
Spring 2022

1 Preliminaries

Course schedule: TuTh 9:30am-10:45am
Office: 411 Taylor Hall
E-mail: pdower@wisc.edu
Office Hours: Wed. 1:30-2:30pm
Credit Hours: 3 Credits
Course URL: canvas.wisc.edu/courses/295068
Course Materials: readings available on course website

2 Course description

This course provides an overview of development economics. The topics covered include the concept of development, the measurement of poverty, inequality, and factor misallocation, theories of economic growth, human capital accumulation (and policies to encourage accumulation), agricultural household models, technology adoption, migration, credit, savings and insurance and the political economy of development. 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:
CLO1 Articulate and critique theories of development economics, including basic closed and open economy macroeconomic models, microeconomic models of 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.

CLO2 Calculate measures of poverty and inequality using household data.

CLO3 Identify and apply empirical approaches used to analyze problems in development, including the use of observational data, both cross-sectional and panel, natural experiments, and intentional experiments.

CLO4 Use economic models and empirical methods to evaluate development policy or issues relevant to developing economies and be able to clearly communicate this analysis orally and in writing.

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 Discussion classes

Throughout the semester, you will be asked to make and assist with short paper presentations. You will be expected to give a 15-20min conference-style presentation of the paper. We will then discuss the paper as a class. These papers are marked with (A) or (B) 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) review of the relevant literature in development economics that demonstrates how your planned research project makes a contribution. 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. A rough outline of the research question and contribution will be due approximately halfway through the semester on March 19. The proposal should include a discussion of the previous literature as it relates to what you plan to do and should discuss roughly 10 cited works. The cited works should come from the following sources, or journals of similar quality: 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.

You have the opportunity to submit a draft proposal before April 12 to obtain comments from me and an option to revise your draft before the final deadline of May 1. I will then circulate the proposals before your presentations and randomly assign you to give peer feedback on the proposal as part of a take-home final exam.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Homework 1</td>
<td>10</td>
<td>Feb 15</td>
</tr>
<tr>
<td>Homework 2</td>
<td>10</td>
<td>March 1</td>
</tr>
<tr>
<td>Homework 3</td>
<td>10</td>
<td>March 31</td>
</tr>
<tr>
<td>Homework 4</td>
<td>10</td>
<td>Apr 19</td>
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<tr>
<td>In-class presentations</td>
<td>20</td>
<td>Varies</td>
</tr>
<tr>
<td>Research proposal</td>
<td>25</td>
<td>March 19 (Outline) &amp; May 1 (Final proposal) and presentation</td>
</tr>
<tr>
<td>Final exam</td>
<td>15</td>
<td>May 3 or May 5</td>
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Grades will be awarded according to the following scale:

\[
\begin{align*}
& \geq 93\% : A \\
& < 93 \& \geq 88 \% : AB \\
& < 88 \& \geq 83 \% : B \\
& < 83 \& \geq 78 \% : BC \\
& < 78 \& \geq 70 : C \\
& < 70 \& \geq 60 : D \\
& < 59 : F
\end{align*}
\]
5 Class readings schedule

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

1. Introduction
HW 1 due Feb 15

(a) Stylized facts

(b) Measurement of Poverty and Inequality

(c) Measurement of Misallocation and the Agricultural Productivity Gap
2. Theories of Economic Growth

HW 2 Due March 1

(a) Solow Model

- [Feb 3] Romer, Advanced Macroeconomics, Ch. 1

(b) Development traps: Initial Conditions


(c) Development traps: Multiple equilibria


(d) Global interdependence and growth


(e) Comparative development: Proximate vs. Deep Determinants

3. Human capital

(a) Health


(b) Policy evaluation


(c) Discussion on intrahousehold bargaining and health outcomes:


(d) Education


(e) Discussion on supply vs. demand in education:


• [Mar 8] Baird, McIntosh, and Ozler “Cash or Condition: Evidence from a cash transfer experiment” Quarterly Journal of Economics, 126 (4) (2011) (B)

4. Agriculture production

HW 3 Due Mar 31

(a) Agricultural household models

• [Mar 10] Bardhan and Udry, chapter 2


(b) Technology adoption

• [Mar 22] Bardhan and Udry, chapter 12


(c) Discussion on fertilizer adoption


5. Labor

(a) Labor Markets and Migration

- [Mar 29] Bardhan and Udry, chapter 5

(b) Discussion on the returns to migration


6. Land

**HW 4, Due April 19**

(a) Land reform and tenancy

- [Apr 5] Bardhan and Udry, ch. 6

(b) Discussion on property rights and investment incentives
7. Rural financial markets

(a) Credit


(b) Risk and Insurance


(c) Discussion on alleviating financial constraints


8. Political Economy
(a) Distribution of Power

- [Apr 21]

(b) Transitions

- [Apr 26] Acemoglu and Robinson.

Discussion on Corruption:


Draft proposal due April 26

9. [May 3, 5] 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