

University of Missouri
ECONOM 4360/7360: Economic Development
Fall 2022

Course Information

Class Format: In-Person
Lecture Time: MWF 10:00 -10:50 am
Location: Strickland hall 109

Course Instructor

Name: Manda Tiwari
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Office Hours: W 1:00-3:00 pm
Location: E213 Locust Street Building

Course Description

¹This course will focus on the economic development of low-and middle-income countries. Using the current empirical and theoretical literature, we will analyze the behaviour of individuals and households in the developing world. This class will be taught through the lens of microeconomics, so macro topics such as growth, trade, foreign aid, and globalization will not be the focus of this course. We will discuss measures of development, the causes (correlates) of poverty, the role of human capital in development, targeted government policies, and the impacts of anti-poverty programs especially in the context of Sub-Saharan Africa and South Asia. Topics include cash transfers, education, child health and nutrition, women empowerment, labor market discrimination, property rights, savings and credit market. This course will also familiarize you with academic journals and empirical research though the focus will not be on understanding the validity of statistical or econometric models.

Prerequisites

1. Required: Econ 4351 Intermediate Microeconomics or ECON 3251: Managerial Economics
2. Knowledge of basic microeconomics and macroeconomics concepts such as GDP, GNP, growth, inflation, consumer surplus, budget constraints, indifference curve etc.
3. Understanding of regressions and simple graphs.
4. Basic knowledge of either Excel, Stata, or R (or any other statistical software)

Communication

Email: If you have any questions or comments, please email me using your university email account. I will answer within 24-48 hours. However, I will not discuss grades via email. If you have questions that require detailed responses, my office hours are more appropriate than email. Email should be professional and should include a greeting (Dr. Tiwari) and a subject line.

Office Hours: **Time: Wednesday, 1:00-3:00 pm.** Please email me to set up an appointment if my usual office hours don't work for you. If you prefer an online office visit, please let me know ahead of time and I will send you a Zoom link.

Canvas: I will use Canvas to post announcements, homework, and grades. It is your responsibility to check canvas in a timely manner.

¹This syllabus is subject to change. If I change anything, I will announce it during class and in Canvas and provide an updated syllabus.

Readings and Textbooks

Textbooks

1. Ray, D. (1998). Development economics. Princeton University Press.
2. Duflo, Esther, and Abhijit Banerjee. Poor economics. Vol. 619. PublicAffairs, 2011.
3. Lybbert, Travis J., and J. Edward Taylor. Essentials of development economics. University of California Press, 2020.

Other resources

1. Todaro, Michael P. and Stephen C. Smith (2015), Economic Development, 12th Edition, Addison Wesley
2. Journal articles: I will provide you with a list of academic journal articles that are available through the library's electronic journals or are available for free online.
3. Econometrics Book : <https://theeffectbook.net/>
4. Data and Figures: <https://data.worldbank.org/indicator>
5. Our World in Data <https://ourworldindata.org/>
6. Basic Microeconomics and Macroeconomics : <https://mru.org>

Grading

Exams

There will be two midterm exams and a final. Each exam will be comprised of multiple choice, short answer questions and long answer questions to ensure the understanding of the class materials.

No makeup exams will be administered.²

Assignments

Written Assignments: All written assignments should be typed using Times New Roman, font size 12, double spaced, and should be submitted online via Canvas (only PDF) unless it is an in-class assignment.

Please do not email me your assignments. Late assignments will not be graded (so will receive score of 0).

However, I will drop your lowest grade.

1. **Summary of journal articles and podcasts :** You will be asked to submit short summaries of journal articles or podcasts. You should feel free to discuss with your peers but your writings should be your own. Work that is not original will not be given credit. I might ask you to provide your opinion about these articles or podcasts during class so you should always be prepared to respond during the class.
2. **Problem Sets:** I will assign problem sets intermittently. These problem sets serve as valuable practice for exams. You can work with your peers but you have to submit your own work to receive credit. Some problem sets will require you to plot graphs or pull data from online sources and occasionally will require you to perform basic statistical work either using Excel or stata or R.

²Unless you miss an exam due to your illness, illness of an immediate family member under your care, religious observance, representation of the University of Missouri in an official capacity, or some other unforeseen circumstances I will decide if you are eligible to take a makeup exam on case by case basis. I might require you to submit proof in some cases.

3. **Presentation:** You will present a paper of your choice from a list that I provide in the class. The presentation should be around 20 minutes long and will be graded on a rubric. Students pursuing graduate degree or honors credit will have a different criteria on the rubric.
4. **Quizzes:** There will be several random quizzes throughout the semester. This is the main way for me to track attendance as well. No makeup quizzes will be administered. **However, I will drop your lowest quiz score.**

Weights

Assignment	Percent of the Grade
Midterm 1	15%
Midterm 2	15%
Final Exam	20%
Written Assignments	20%
Presentation	10%
Quizzes	10%
Class Participation	10%

Grading Scale

100-97: A+	89.9-87: B+	79.9-77: C+	69.9-67: D+	59.9-0: F
96.9-93: A	86.9-83: B	76.9-73: C	66.9-63: D	
92.9-90: A-	82.9-80: B-	72.9-70: C-	62.9-60: D-	

This grading scale will be strictly followed. I will only consider grades to be rounded up if the following conditions hold:

1. Your final score is within a half point of a higher letter grade (i.e 89.5 to 90).
2. You completed every assignment and attended class regularly.
3. You utilized my office hours or actively participated in the class.

Responsibilities and Expectations

Course Expectation

Students are recommended to read assigned chapters or papers before coming to class. This class will be very interactive where students are expected to participate and work with their peers. Hence, going over assigned chapters or articles is super important. I expect students to spend 2-3 hours outside of class every week. Besides reviewing notes or powerpoint, it is beneficial to meet with other students and discuss class material. You are encouraged to ask questions anytime. I am here to help you so please feel free to ask questions related to class material before class, during class, after class or during office hours.

I encourage all of you to participate in this class in a lively and respectful manner. Every effort to speak up is highly appreciated. I want you to remember there is no such thing as an "Incorrect Answer" (except Exams and Assignments) in my class so please speak up.

Absence Policy

Exam questions will be based on a textbook, lecture notes, and topics that was covered in class so attending classes is indispensable to succeed in this course. When you are absent, it is your responsibility to ask for lecture notes from your peers unless it is uploaded in Canvas. Of course you are welcome to drop by my office hours when you need clarification or have questions regarding class materials.

Late Policy

It is a sign of respect to me and your classmates to be on time for class.

Electronic Devices Policy

Mute all of your electronic devices during lectures. If you wish to use electronic devices to take notes, please come talk to me. Absolutely no electronic devices during exams.

Exam Accommodations

If you are entitled to receive exam accommodations through the Office of Disability Services, you need to do the following:

1. Present a copy of your accommodations letter to your instructor as soon as possible.
2. Schedule your exam time with the Office of Disability Services at least one week in advance of the midterm exam dates (the deadline for the final exam might be more than one week in advance of the final exam date).

Contact information for the Office of Disability Services can be found in one of the sections below.

Supplementary Readings

Ahuja, A., Baird, S., Hicks, J. H., Kremer, M., Miguel, E., Powers, S. (2015). When should governments subsidize health? The case of mass deworming. *The World Bank Economic Review*, 29(suppl_1), S9–S24.

Anderson, Siwan. 2007. "The Economics of Dowry and Brideprice." *Journal of Economic Perspectives*, 21 (4): 151-174

Banerjee, A. V., Duflo, E. (2007). The economic lives of the poor. *Journal of economic perspectives*, 21(1), 141-168.

Beine, M., Docquier, F., Rapoport, H. (2001). Brain drain and economic growth: theory and evidence. *Journal of development economics*, 64(1), 275-289.

Bold, Tessa, Deon Filmer, Gayle Martin, Ezequiel Molina, Brian Stacy, Christophe Rockmore, Jakob Svensson, and Waly Wane. 2017. "Enrollment without Learning: Teacher Effort, Knowledge, and Skill in Primary Schools in Africa." *Journal of Economic Perspectives*, 31 (4): 185-204.

Clemens, Michael, A. 2011. "Economics and Emigration: Trillion-Dollar Bills on the Sidewalk?" *Journal of Economic Perspectives*, 25 (3): 83-106.

- Currie, Janet. 2009. "Healthy, Wealthy, and Wise: Socioeconomic Status, Poor Health in Childhood, and Human Capital Development." *Journal of Economic Literature*, 47 (1): 87-122.
- Das, Jishnu, Jeffrey Hammer, and Kenneth Leonard. 2008. "The Quality of Medical Advice in Low-Income Countries." *Journal of Economic Perspectives*, 22 (2): 93-114.
- Duflo, E. (2001). Schooling and labor market consequences of school construction in Indonesia: Evidence from an unusual policy experiment. *American economic review*, 91(4), 795-813.
- Duflo, E., Dupas, P., Kremer, M. (2011). Peer effects, teacher incentives, and the impact of tracking: Evidence from a randomized evaluation in Kenya. *American economic review*, 101(5), 1739-74.
- Dupas, P. (2011). Health behavior in developing countries. *Annual review of Economics*, 3(1), 425-449.
- Ghosh, P., D. Mookherjee and D. Ray (2000), "Credit Rationing in Developing Countries: An Overview of the Theory", chapter 11 in *Readings in the Theory of Economic Development*
- Handa, S., Peterman, A., Seidenfeld, D., Tembo, G. (2016). Income transfers and maternal health: evidence from a national randomized social cash transfer program in Zambia. *Health economics*, 25(2), 225-236.
- Hossain, B. (2015). Women empowerment and infant mortality in Bangladesh. *Applied Economics*, 47(51), 5534-5547.
- Islam, A., Maitra, P. (2012). Health shocks and consumption smoothing in rural households: Does microcredit have a role to play?. *Journal of development economics*, 97(2), 232-243.
- Klasen, S. (1994). "Missing women" reconsidered. *World Development*, 22(7), 1061-1071.
- Klasen, S., Wink, C. (2003). "Missing women": Revisiting the debate. *Feminist Economics*, 9(2-3), 263-299.
- Lagakos, David. 2020. "Urban-Rural Gaps in the Developing World: Does Internal Migration Offer Opportunities?" *Journal of Economic Perspectives*, 34 (3): 174-92.
- Marx, Benjamin, Thomas Stoker, and Tavneet Suri. 2013. "The Economics of Slums in the Developing World." *Journal of Economic Perspectives*, 27 (4): 187-210
- Munshi, Kaivan. 2019. "Caste and the Indian Economy." *Journal of Economic Literature*, 57 (4): 781-834.

Course Outline and Topics Covered

1. Introduction and Measurement (Definitions)
 - GDP/GNP
 - Economic growth and development
 - Measurements/Poverty/Inequality/Human Development Index
 - General Trends in Developing countries
 - Geography/ Institutions
2. Growth Model
 - Harrod Domar Model
 - Solow Growth Model
 - Endogenous Growth Model
3. Financial Incentives
 - Cash Transfers
 - In-Kind Transfers
4. Nutrition and Poverty TraP
5. Health
 - Nutrition and diseases
 - HIV/AIDS and Mental Health
 - Related Literature
6. Education
 - Low investment in education
 - Gender discrimination in education
 - Problems of teachers
7. Women and Development
 - Missing Women
 - Labor Market Discrimination
 - Women Empowerment
8. Population
9. Credit Constraints
 - Imperfect information and credit market
 - Microfinance
10. Savings

MU Policies and Expectations

ACADEMIC INTEGRITY

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor or the [Office of Academic Integrity](#).

Students are expected to adhere to this honor pledge on all graded work whether or not they are explicitly asked in advance to do so: "I strive to uphold the University values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work."

ACCOMMODATION OF DISABILITIES

The goal of the University of Missouri is to ensure an inclusive learning environment for all students. [The University of Missouri Disability Center](#) provides services and accommodations for students to participate fully in the learning experience and to experience equitable evaluation of their performance. Students (including online students) with a documented disability can contact the Disability Center to establish an [Accommodation Plan](#). Documented disabilities include hearing, vision, mobility, learning and attention, psychological health, and physical health. Students' accommodations are implemented with the input of students to maximize the learning experiences. The MU Disability Center keeps information about a student's disability confidential.

Please notify me of your eligibility for accommodations as soon as possible. Additionally, if there are aspects of the course that present as barriers, such as inaccessible course content (e.g., learning assessments, PowerPoints, non-captioned videos, images, tables, PDFs) or if you need an immediate accommodation due to an injury, please contact me or the Disability Center as soon as possible.

INTELLECTUAL PLURALISM

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director, the [Office of Academic Integrity](#), or the [MU Equity Office](#).

ACADEMIC INQUIRY, COURSE DISCUSSION, AND PRIVACY

When students record something that happens in a course (a lecture, class discussions, meetings, etc.) it has an impact on the rights of the people captured in that recording. For example, the instructor and the University may have rights to the intellectual property contained in that recording. At the same time, another student who may have been recorded has the right to privacy. In order to protect these rights, MU employs a policy (called "Executive Order No. 38") to govern both situations you may encounter while taking a course – when an instructor allows recordings and when they do not.

In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under section [240.040](#) of the Collected Rules.

Students who violate this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law designed to protect the privacy of educational records; to establish the rights of students to inspect and review their education records; and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. The law applies to any individual who is or has been in attendance at an institution and regarding whom the institution maintains educational records. Once students have matriculated to the University of Missouri, i.e. enrolled in course work, FERPA rights transfer to the student, regardless of the student's age.

Students can enable certain individuals to have access to their education records by signing a FERPA waiver. The consent must specify records to be disclosed, state the purpose of the disclosure and identify the party or class of parties to whom the disclosure must be made.

NONDISCRIMINATION POLICY

The University of Missouri does not discriminate on the basis of race, color, national origin, ancestry, religion, sex* (including gender), pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. *Sex discrimination includes rape, sexual assault, sexual harassment, unwanted touching, stalking, dating/domestic violence, stalking, and sexual exploitation. Retaliation for making or supporting a report of discrimination or harassment is also prohibited.

If you experience discrimination or sexual violence, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online.

If you are a survivor, or someone concerned about a survivor, and need immediate information on what to do, see RSVP Resources page. Both the Office for Civil Rights Title IX and the RSVP Center can provide assistance to students who need help with academics, housing, or other issues.

In the event that you choose to write or speak about having experienced any of these forms of prohibited discrimination or harassment, Mizzou policies require that, as your instructor, I share this information with the MU Office for Civil Rights Title IX. They will contact you to offer information about resources, as well as your rights and options as a member of our campus community.

MENTAL HEALTH

The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care, and can help you find the best approach to treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00-5:00 M-F. After hours phone support is available at 573-882-6601. Visit our website at <https://wellbeing.missouri.edu/> to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend. Download Sanvello, a phone app

that teaches skills and strategies to help you maintain good mental health. Log in with your Mizzou e-mail to unlock all the tools available through Sanvello at no additional cost to you.

LAST DATE OF ATTENDANCE AND IMPACT ON FINANCIAL AID

Federal regulations for financial aid require the student financial aid office to document the attendance of students who have received federal financial aid if they do not successfully complete any courses during the term. As a result, the last day of attendance (or activity) for any student receiving an F, U, or FN in this course will be recorded in the grade roster and reported to the financial aid office. **Based on the last day of attendance, students may be required to repay a portion of their financial aid award for the semester.**

A student's last day of attendance (or activity) is the last day on which a student participates in an academically-related activity at the University. These include:

1. Attendance in class, lab, or an instructor's office hours
2. The completion of an assignment or examination
3. An appointment with a professor or e-mail correspondence regarding course material
4. (Online courses only) For online courses, the last day a student submits an assignment or exam. Only logging into an online class without participating is not acceptable for last day of attendance

Please note that discussing a course withdrawal or notifying the instructor of an absence in class does not constitute participation for financial aid purposes. Moreover, any office hour visits or email correspondence must be related to the course material.

NETIQUETTE

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambiance.

RELIGIOUS HOLIDAYS ACCOMMODATIONS

Many religious faiths are represented in the student body. The University of Missouri does not restrict student free exercise of religion, unless 1) the restriction is in the form of a rule of general applicability, and does not discriminate against religion or among religions; and 2) it can be demonstrated that the application of the restriction is essential to furthering a compelling university interest, and is not unduly restrictive considering the relevant circumstance. The policy of the University attempts to strike a reasonable balance between accommodating the religious practice of students and meeting academic needs and standard.

Consult IDE's [Guide to Religions](#) for the form that can be used to notify an instructor of an absence associated with religious practice. Students are expected to notify their instructor(s) by completing and

submitting this form in a manner that is consistent with the procedure outlined in the university's policy on student religious accommodation. Providing false information regarding sincerely held religious practice is a violation of the university's Standard of Conduct and will not be tolerated.

DECREASING THE RISK OF COVID-19 IN CLASSROOMS AND LABS

If you have tested positive for COVID-19 or have been identified as someone who needs to quarantine, do not attend class in person until the mandated period for isolation or quarantine has passed. Your instructor will work with you on arrangements to access class material while you are in isolation or quarantine.

Additionally, if you are experiencing any COVID-related symptoms, or are otherwise feeling unwell, do not attend in-person classes and contact your health care provider and/or student health immediately. COVID symptoms include: fever greater than 100.4 or chills; cough, shortness of breath or difficulty breathing; fatigue; unexplained muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.

Instructors or students with concerns about how a student is following any University-mandated COVID-19 policies and protocols should report those concerns to the Office of the Dean of Students. Concerns can be documented on a COVID Safety Measures Reporting Form.

Please note that sub-groups of students may have specific needs during COVID or online learning. One group is international students, who may be participating in class from their home countries and in different time zones. The instructor may be able to make reasonable accommodations to support the success of international students currently living in time zones that differ significantly from that of Columbia, MO. International students are expected to consult with their instructor about possible accommodations as soon as possible after the start of the course.