Description
In the new millennium rock stars and famous economists disputed the best ways to solve global poverty and produce sustainable economic development. The World Trade Organization’s first “Development Round” of global trade talks collapsed. Yet at the same time, China and India experienced dramatic growth and poverty reduction after radically changing their development strategies. Is there a solution to global poverty? Can countries follow a development strategy that will work? Does “globalization” hurt or help economic development? This course introduces students to development economics theory and policy debates. Examining domestic and international economic policy choices in Asia, Africa, and Latin America, we explore how countries can raise incomes, grow faster, and reduce poverty and inequality.

Learning goals
1. Intellectual: Use economic theory and data to understand how countries develop, and evaluate the effects of current development strategy proposals.

2. Technical: Evaluate a country’s development performance, using both data and the analytical tools from development economics.

3. Professional: Apply economic and data analysis skills to research a current economic development policy debate, evaluate evidence and present findings.

• This course emphasizes student participation and integration of economic theory and data. It combines seminar/roundtable discussions of new evidence and proposed development strategies, lectures/discussions that expand students’ economic analytical skills, and conference-style presentations by students of their research findings.

Prerequisites: At least one semester of undergraduate microeconomics and one semester of undergraduate macroeconomics, or the equivalent.

Required reading and textbook

Additional required reading: Three e-chapters from R. Feenstra and A. Taylor, International Economics (details provided in class). All other readings are posted on our class LATTE page.
Grading
1. Country Performance Evaluations (4) 30%
2. Brandeis WDR Background Paper 30%
3. In-class presentations 30%
   • Strategy Roundtable (15%)
   • Student Paper Symposium (15%)
4. Class discussion 10%
   • VOX, Roundtable, and general

Requirements (further details on each assignment provided in class)
1. Country Performance Evaluations (30%)
   There will be four (4) take home country performance evaluations (CPEs), covering the major topics discussed in class. In each CPE, students will choose a country, and answer questions that assess the specific development objective and/or policy choice under evaluation. These evaluations will require use of both the economic tools/concepts from class and the data from major databases of the World Bank, the IMF, and other global institutions.

2. Brandeis WDR Background Paper (30%)
   Annually, the World Bank invites external researchers to write background papers for the World Development Report. Each student will write a Brandeis “WDR Background Paper” on an economic development policy issue of his/her choice. All topics must be approved by the professor.

3. In-Class Presentations
   • Strategy Roundtable (15%) Each student will take the lead in presenting a short summary of one Strategy Roundtable paper in the course outline. The class will then discuss the paper in-depth.
   • Student Paper Symposium (15%) Each student will present his/her WDR Background Paper in the symposium held at the end of the semester.

4. Class Participation (10%)
   • Students are expected to attend class and to be ready to discuss the assigned readings. Grades will be based on discussion of VOX articles, Strategy Roundtable papers, and material from the text.

SYLLABUS STATEMENT ON ACADEMIC HONESTY
You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty—such as plagiarism—can include failing grades and/or suspension from the university. It is your responsibility to accurately cite any words, ideas, data, charts, etc., from any sources you use in your work. Citation and research assistance can be found at LTS - Library guides.

SYLLABUS STATEMENT ON DISABILITIES
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

SYLLABUS STATEMENT ON WORKLOAD
Success in this four-credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).
Introduction

1. Rock Stars, Famous Economists, and Global Poverty: How Do We Make a Difference?


      *Jeffrey Sachs Response and Easterly Counter-response, Washington Post, March 2005

   C. Overview: *PRLB, Chapter 1

Optional reading:
World Bank, World Development Report 2018
Symposium on Economic Development, Journal of Economic Perspectives (JEP), Summer 2010

Economic Development Goals

2. Promoting Economic Growth


   B. Measurement and Analysis
      *PRLB, Chapters 2, 4, and 3

   C. Growth Strategy
      JEP, Winter 2017

Optional reading:
J. Bhagwati and A. Panagariya, eds. India's Reforms: How They Produced Inclusive Growth, 2012
3. Reducing Poverty


B. *Measurement and Analysis
   *PRLB, Chapter 6, pp. 180-214

C. *Poverty Strategy

*Optional reading:
A. Banerjee and E. Duflo, “The Economic Lives of the Poor,” *JEP*, Summer 2010
World Bank *Workshop on Multidimensional Poverty Measures 2010* (James Foster, Martin Ravallion)

4. Reducing Inequality


B. *Measurement and Analysis
   *PRLB Chapter 6, pp. 165-180, and Chapter 16, pp. 590-603

C. *Inequality Strategy

*Optional reading:

**International Trade Policy Strategies**

5. Agriculture and Primary Export-Led Growth


B. *Economic Analysis
   *PRLB, Chapter 18

C. *Agricultural Trade Policy Strategy
   *A. Venables, “Using Natural Resources for Development: Why Has It Proven So Difficult?”

*Optional reading:
A. Panagariya, “Agricultural Liberalisation and the Least Developed Countries: Six Fallacies,”
6. Import Substitution Industrialization

A. *VOX: C. Bown (2018), “Protectionism was threatening global supply chains before Trump”

B. Economic Analysis
   *PRLB, Chapter 19, pages 709-725

C. *ISI Strategy

*Optional reading:*

7. Trade Liberalization, Openness and Growth


B. Economic Analysis
   *PRLB, Chapter 19, pages 725-755

C. *Trade Openness Strategy

*Optional reading:*

**Macroeconomic Policy Strategies**

8. States, Markets, and Fiscal Policy


B. Economic Analysis
   *PRLB, Chapters 5 (Chapter 11 optional)
   *Feenstra and Taylor, Ch. 18, Output, Exchange Rates and Short Run Macro Policy

C. *Fiscal Policy Strategies

*Optional reading:*
J. Williamson, “From Reform Agenda to Damaged Brand Name,” *Finance and Development*, 2003
9. Monetary Policy and Inflation

A. *VOX: C. Abuka, et al. (2017) “Monetary policy, credit dynamics, and economic activity in developing countries”

B. Economic Analysis
   *PRLB, Chapter 12, pp. 421-442

C. Monetary Policy Strategies
   *J. Ocampo, “Latin America’s Growth and Equity Frustrations During Structural Reforms,” JEP, Spring 2004

Optional reading:

10. Foreign Debt and Financial Crisis


B. Economic Analysis
   *PRLB, Chapters 13
   Optional: Feenstra and Taylor, Ch. 20, Exchange Rate Crises

C. Debt Policy Strategies

Optional reading:

11. Special Topic (if time permits)

12. Student Symposium: WDR Background Papers