As of August 27, 2018

COURSE AND CONTACT INFORMATION
Course: Economics 6350 Applied Development Economics
Section: Section 10 (CRN 27179)
Semester: Fall 2018
Time: W 6:10 – 8:40pm
Location: Monroe 115

INSTRUCTOR
Name: Matthew Flagge
Campus Address: Monroe 340, Department of Economics
2115 G St., NW, Washington, DC 20052
Phone: 202-994-6150
E-mail: mflagge@gwu.edu
Office Hours: By appointment

GRADUATE ASSISTANTS
Name: Mr. Feng Zhang (for discussion section)
Email: zhangfeng@gwmail.gwu.edu
Time and Location: M/R 3:00 – 4:30, Monroe 324

Name: Ms. Shuang Wu (for computer lab)
Email: swu2@gwmail.gwu.edu
Time and Location: M/R: 4:30 – 6:00, Monroe 324

COURSE DESCRIPTION
This course will be an introduction to the field of Development Economics. We will provide a broad survey of various areas of research and activity in the field of development, to help ground students in an understanding of the complex causes of underdevelopment and modern views about how to best make development succeed. We will focus on both the theory underlying development economics, as well as the analytical tools used in development research, in order to empower students to be participants in this rapidly evolving field.

PREREQUISITES
Students should have taken Probability and Statistics (ECON 6374) and Mathematical Methods for Economics (ECON 6300) prior to enrolling in the course. Applied Econometrics (ECON 6375) should be taken prior to or concurrently with this course. If you wish to take the course prior to completing the prerequisites, please email the instructor to discuss your situation.
TEXT
The primary text for this course will be Alain de Janvry and Elisabeth Sadoulet, Development Economics: Theory and Practice, Routledge, 2016. There is only one edition. Either the hardcover or softcover version will suit the needs of this course.

Note that the text is also available as an ebook and can be rented. As of this writing, the digital version of the textbook could be rented for the semester for about $36 on Amazon.

Some other reference texts that may be helpful for this course:


  The text can be purchased online, but The World Bank also has a PDF scan of the book available for free on their website, which students are welcome to use if they do not wish to pay for the text:


Supplemental readings will be posted on Black Board.

AVERAGE MINIMUM AMOUNT OF INDEPENDENT, OUT-OF-CLASS, LEARNING EXPECTED PER WEEK
In a 15-week semester, including exam week, you should expect to spend a minimum of 4 hours a week for each hour of instruction. For a 2 ½ hour course, this means that you should expect to study a minimum of 10 hours outside of class each week. In addition, you should plan to spend at least two hours working on each reading assignment.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Final</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Problem Sets</td>
<td>10%</td>
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<tr>
<td>Research Paper/Presentation</td>
<td>25%</td>
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EXAMS
There will be an in-class midterm covering topics from the first half of the course. The final exam will be cumulative and given on the day prescribed by the University.
PROBLEM SETS
There will be approximately four problem sets assigned throughout the course of the semester. They will include the use of statistical software, such as Stata, to apply techniques learned in class; traditional problems, involving math or diagrams; and critical thinking components involving short answers or essays (~ 1 page max). Answers to the critical thinking questions will be graded based on the clarity, logical structure, and persuasiveness of the students’ arguments. Students are permitted to work in small groups on the problem sets to facilitate discussion and debate.

Problem sets should be handed in at the beginning of class on the day they are due. Late problem sets will not be accepted. Only one problem set should be handed in from each group. Please put the names of all students in your group at the top of the problem set.

Note that you are expected to have access to Stata. (We’ve been told that it is available to students.) Some of the problems will have accompanying data sets that may be in Stata format, or guidance will be given on how to solve a problem based on commands available in Stata. You are not required to use Stata, but if you choose a different statistical package, you will be responsible for adapting the problems into your chosen environment.

We will not be distributing solutions to the problem sets, but we encourage you to work with the graduate assistants if you are having difficulty.

RESEARCH PAPER / PRESENTATION
The class will include a short research paper on a topic in development of interest to the student. It should include a review of recent literature as well as an analytical component performed by the student. Throughout the course, we will be introducing students to an assortment of development-related data sources they may find useful for completion of their papers, though students are welcome and encouraged to use data not mentioned explicitly in class. The final class will consist of presentations of the research topics. Clarity of writing and presentation will be considered in the paper grades.

The papers will be no more than 10 pages (double-spaced, with normal margins and type face), including charts, figures, and tables, but excluding references. They are due at the beginning of class on the last day of class.

You should email me your paper topic no later than the 7th week of class, and an outline of the paper by the 10th week of class.

Your applied research paper should have the following sections:
1. An introduction that discusses your question and why this question is important. It should be explicit and narrowly focused so you can address it within the page limit.
2. A brief literature review/discussion of previous work of relevant papers.
3. A description of the data you will be using, as well as a few charts/tables/diagrams that summarize that data.
4. Description of the econometric or analytical method you will use to address your research question. If you have a model or equation you will be estimating, that should be included here.
5. Explanation of your results or analysis, including any relevant tables and figures.
6. Brief conclusion that summarizes what you’ve learned and areas for future research.

LEARNING OUTCOMES
As a result of taking this course, students should be able to:

- Evaluate the effectiveness of a development program using econometric tools
- Analyze a development strategy within the context of current theory and empirical work
- Synthesize and explain the current state of research and thought in the field of development economics

UNIVERSITY POLICY ON RELIGIOUS HOLIDAYS
1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance;
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations;
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

For GW’s teaching policies, see [http://www.gwu.edu/~academic/Teaching/main.htm](http://www.gwu.edu/~academic/Teaching/main.htm)

ACADEMIC INTEGRITY
I personally support the GW Code of Academic Integrity. It states: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Please note that allowing another student to copy your work is defined as cheating under the Academic Integrity code.

Common examples of academically dishonest behavior include, but are not limited to

1) Cheating
2) Fabrication
3) Plagiarism
4) Falsification and forgery of University academic documents
5) Facilitating academic dishonesty

Sanctions range from failure of the assignment, to failure of the course, to suspension or expulsion from the University. For the remainder of the code, see: [http://www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html)
All students need to be familiar with GW's Code of Academic Integrity. Item 3 in Section 1 of Article II of the Code deals with plagiarism.

“Plagiarism - intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”

For a full set of definitions, see: http://www.gwu.edu/~ntegrity/code.html#definition
For the full Code, see: http://www.gwu.edu/~ntegrity/code.html

**Plagiarism and How to Avoid It**

Plagiarism is a serious matter both inside and outside academia. Students are responsible for becoming familiar with the different forms that plagiarism can take. Ignorance doesn’t exempt students from being penalized for plagiarism. It is essential to educate yourself about what constitutes plagiarism before writing an essay for a take-home exam, a term paper, a dissertation, or a report in the workplace. Students have failed the course or been expelled because of plagiarism.

You can find a good overview of plagiarism and how to avoid it at http://widstudents.wordpress.com/tag/plagiarism/

It’s worth reading through the entire web page, including the section titled "Plagiarism Tales at GW." The following document has good examples of the different forms that plagiarism can take (in Section 4). You should read 1-4 carefully. The document should dispel the possible misconception that plagiarism is committed only when an entire paper, or large parts of a paper, are copied. That is NOT the case. Copying a sentence or even a phrase without properly attributing it constitutes plagiarism.

http://www.ece.msstate.edu/~fowler/Classes/plagiarism.pdf

On the important distinctions among quoting, paraphrasing, and summarizing, see http://owl.english.purdue.edu/owl/resource/563/01/

On the proper use of quotations, see http://writingcenter.unc.edu/resources/handouts-demos/citation/quotations
SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

DISABILITY SUPPORT SERVICES (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations.

For additional information please refer to: http://gwired.gwu.edu/dss/

UNIVERSITY COUNSELING CENTER (UCC)  202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals

http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices

SECURITY

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

TENTATIVE COURSE OUTLINE

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<th>Topics</th>
<th>Readings</th>
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<tr>
<td>8/29  What is Development?</td>
<td>JS Ch. 1</td>
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<td>9/5   Current State of Development</td>
<td>JS Ch. 2</td>
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<td>9/12  History of Thought in Economic Development</td>
<td>JS Ch. 3</td>
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<td>9/19  Impact Analysis</td>
<td>JS Ch. 4, Appendix 4.1</td>
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<td>9/26  Inequality and Inequity</td>
<td>JS Ch. 6</td>
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<td>10/3  Trade and Industrialization Strategies</td>
<td>JS Ch. 7</td>
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<tr>
<td>10/10 Social Assistance Programs and Targeting</td>
<td>JS Ch. 14</td>
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<tr>
<td>10/17 (Midterm)</td>
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<tr>
<td>10/24 Sustainable Development and the Environment</td>
<td>JS Ch. 15</td>
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<td>10/31 Common Property Resources and Cooperation</td>
<td>JS Ch. 16</td>
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<td>11/7  Development Aid</td>
<td>JS Ch. 19</td>
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<td>11/14 Institutional Innovations</td>
<td>JS Ch. 20</td>
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<td>11/21 THANKSGIVING BREAK</td>
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<tr>
<td>11/28 Political Economy and the Role of the State</td>
<td>JS Ch. 21</td>
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<tr>
<td>12/5  (Research Presentations)</td>
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