

McGill University
Department of Economics
Econ 416 - 001
Topics in Economic Development 2
Winter 2022
Course Outline

Professor: Email: Lectures: Office Hours	Georgi Boichev georgi.boichev@mcgill.ca MW 8:35 – 9:55 (BURN 1B36) M 10:30 – 11:30 (LEA 433)
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Course Description

Prerequisites: ECON 230 or ECON 250 and ECON 227D1/D2 or equivalent, or permission of the instructor.

This course gives students a broad overview of the economics of developing countries. The course covers micro and macro topics, with particular emphasis on the economic analysis at the micro level.

Course Objectives

The course objectives are both theoretical and empirical in nature.

Theoretical:

- Develop an increased understanding of the development process and the challenges confronting developing economies.
- Develop an increased ability to apply economic tools to analyse problems of underdevelopment and to critically assess the economic policies of developing economies.

Empirical:

- Become acquainted with policy evaluation models. These models are based on the statistical and econometric techniques introduced in ECON 227D1/D2.
- Develop an increased ability to interpret and critically evaluate empirical evidence.

Required textbook

There is no required textbook. Although there is no textbook for this course, an extensive set of typed lecture notes will be posted on myCourses for each topic. In addition, there are required readings listed under each topic that will be posted on course reserve.

Mode of Delivery

This class is scheduled by the university to be delivered in-person.

Due to a university mandate, the scheduled classes and office hours that fall between January 5 and January 23 are to be delivered remotely. The lecture material for these classes could be delivered either

synchronously or asynchronously, which will be announced via myCourses. Some synchronous activities such as scheduled lectures will be recorded.

Students are expected to check the announcements page on myCourses regularly.

Evaluation

Component	Weight (% of Total Grade)	Date
Midterm Exam I	20 %	Wednesday, February 16 in class
Midterm Exam II	20 %	Wednesday, March 23 in class
Term Paper	20 %	Due Tuesday, April 12 at 17:00
Final Exam	40 %	TBA by the Exams Office

Each student will have the option of reducing the weight of their lowest score midterm exam from 20 % to 10 % of the total grade, while increasing the weight of the final exam from 40 % to 50 % of the total grade. This option will be applied automatically.

All exams are closed book and timed. Midterm exams take place during the scheduled class time in the scheduled by the university classroom. The final exam is scheduled during the exam period by the Exams Office. While the professor will announce the date and time of the final exam, the student is ultimately responsible for ensuring the accuracy of the information.

The final exam is cumulative with respect to topics. The tentative coverage of topics for each exam is listed under the Tentative Class Schedule.

There are no make-up, deferred or supplemental midterm exams. The weight of any midterm exam missed for a valid documented reason will be transferred to the final exam.

The term paper is due on Tuesday, April 12 at 17:00 and must be submitted via myCourses. Detailed guidelines about the term paper will be posted over the course of the semester. Late submissions will not be accepted.

Letter	Points	Percent	Letter	Points	Percent	Letter	Points	Percent
A	4.0	85 – 100	B	3.0	70 – 74	C	2.0	55 – 59
A-	3.7	80 – 84	B-	2.7	65 – 69	D	1.0	50 – 54
B+	3.3	75 – 79	C+	2.3	60 – 64	F	0.0	00 – 49

All grades are subject to departmental approval. The grade distribution must comply with the department's grading norms. In case of conflict between the grade criterion and department policy, the department policy prevails. Adjustments (up or down) made to comply with department policy cannot be used as grounds for appeals.

Tentative Class Schedule

Note that some course material may not be covered and other may be added at a later point in time.

1. Introduction, Dates: Jan. 5

Readings:

Class lecture notes

2. The Development Gap, Dates: Jan. 10

Required readings:

Class lecture notes

Bourguignon and Morrison (2002), "Inequality among World's Citizens 1820-1992", *American Economic Review*, 92 (4), 727-744.

3. Theories of Economic Growth: The Harrod Domar Model, Dates: Jan. 12 – 17

Required readings:

Class lecture notes

Easterly, W. (2003), "Can Foreign Aid Buy Growth?", *The Journal of Economic Perspectives*, 17(3), 23-48.

4. Theories of Economic Growth: The Solow Model, Dates: Jan. 19 – 26

Required readings:

Class lecture notes

Pritchett, Lant (1997), "Divergence: Big Time," *The Journal of Economic Perspectives*, 11 (3), 3-17.

5. Economic Growth and Income Inequality: Role of Structural Transformation and Poverty Traps, Dates: Jan. 31 – Feb. 7

Required readings:

Class lecture notes

Ghatak, M. and N. Jiang (2002), "A Simple Model of Inequality, Occupational Choice and Development", *Journal of Development Economics*, 69, 205-226.

Midterm Exam I, Date: February 16 in class.

Tentative coverage: Topics: 1 – 5.

6. Program Evaluation, Dates: Feb. 9 – 14

Required readings:

Class lecture notes

7. Population, Fertility and Health, Dates: Feb. 21 – 23

Required readings:

Class lecture notes

Banerjee, A. et al (2010), "Improving immunisation coverage in rural India: clustered randomised controlled evaluation of immunisation campaigns with and without incentives," *BMJ (published online)*.

8. Poverty, Child Labour and Education, Dates: Mar. 7 – 14

Required readings:

Class lecture notes

Kruger, D. Et al (2004), "Household Choices of Child Labor and Schooling: A Simple Model with Application to Brazil," *IZA Working Paper*

Midterm Exam II, Date: March 23 in class.

Tentative coverage: Topics: 6 – 8.

9. Institutions, Dates: Mar. 16 – 28

Required readings:

Class lecture notes

Acemoglu, Daron; Simon Johnson; James A. Robinson (2001), "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review*, 91 (5), 1369-1401.

Fujiwara, T. (2015) "Voting Technology, Political Responsiveness and Infant Health: Evidence from Brazil," *Econometrica*, 83 (2), 423-464.

10. Agriculture and Property Rights Institutions, Dates: Mar. 30 – Apr. 4

Required readings:

Class lecture notes

Banerjee, A. and L. Iyer (2005), "History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India", *American Economic Review*, 95 (4), 1190 – 1213.

11. Conflict, Dates: Apr. 6 – Apr. 11

Required readings:

Class lecture notes

Text-Matching Software:

As per McGill University's [Policy on Text-Matching Software](#), this course uses such software. Item 2 of the Policy states, in part, that, *"Students shall also be informed in writing before the end of the drop/add period that they are free, without penalty of grade, to choose an alternative way of attesting to the authenticity of their work. Instructors shall provide students with at least two possible alternatives that are not unduly onerous and that are appropriate for the type of written work."*

If you prefer an alternative way of attesting to your work's authenticity be used, you may choose to...

- Submit copies of multiple drafts;
- Submit photocopies of sources;
- Take an oral examination directed at issues of originality; or,
- Respond in writing to a quiz or questions directed at issues of originality.

Student Assessment Policy:

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. Students are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment (e.g., the timing of evaluation due dates and weighting of final examinations).

Copyrighted Materials:

Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the [Code of Student Conduct and Disciplinary Procedures](#).

Inclusive Learning:

While I endeavor to provide an inclusive learning environment, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or with the [Office for Students with Disabilities](#).

End-of-Course Evaluations:

[End-of-Course Evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available.

Students' Rights:

Additional policies governing academic issues that affect students can be found in the [Handbook on Student Rights and Responsibilities](#).

Extraordinary Circumstances Statement:

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Copyright of lectures Statement:

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for purposes of your own learning (and research, with proper referencing/citation). You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Lecture/Conference/Seminar Recording Statement:

By enrolling in a remote course, you accept that fixed sessions will be recorded. You must consent to being recorded if you attend a lecture or participate in a component of a course that is being recorded. You will be notified through a "pop-up" box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the video recording in MyCourses.

For pedagogical reasons and for the enrichment of the experience of all students, attendance may be monitored and/or active participation may be expected or required during fixed (synchronous) class time. As such, you may be asked to turn on your camera and audio. **If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so, inform your instructor *at the beginning of term* so appropriate accommodations can be made.**

In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during the lecture. As such, this personal information will be disclosed to classmates, whether during the lecture or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the lecture or when viewing the recording.

Etiquette Statement:

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak.

You should follow instructors' directions about the use of the "chat" function on remote learning platforms.