

McGill University
Department of Economics

PRELIMINARY COURSE OUTLINE August 31, 2023

ECON 634: Economic Development 3
Fall 2023

Instructor Contact Information:

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Office hours : By zoom on demand

Regular Classes:

Times: Tuesdays and Thursdays: 10:05am to 11:25pm
Room: LEA 834

Barring another COVID-19 outbreak, I expect that the great majority of the regular classes will be on campus in Leacock 424. However, given the state of my health (recovering from cancer surgery) it may be that medical appointments will, in some occasions, get in the way of teaching. If so, I may then teach the conflicting sessions on line, via zoom live sessions and/or recordings using MyCourses as the main support.

Course Description:

The aim of this course is to examine how the basic tools of economic analysis can be used in studying the process of economic development. The field of economic development covers quite a wide array of topics and this course does not pretend to be an exhaustive survey. Indeed, the focus of ECON634 is on studying the implications of economic models for what we find in reality and in discussing how we might test these models empirically on available data. This reading list is preliminary as more material will be added during the term as more papers and web links become available. The course will use a limited amount of formalism for which calculus will be needed and some knowledge in statistics and econometrics will also be useful.

Course Evaluation:

1. Presentation and report (Date TBA):
 - You will be expected to present a paper (indicated by \$ in the reading list).
 - You will be evaluated on a 20 minute presentation (**worth 20%**) and on a critical review of the paper (**also worth 20%**).
 - Please let me know which paper you have selected by September 26th
 - Papers will be presented on a date to be determined with me. Presentation and report grades will be given to you only once everyone has presented.

- You may have to present in teams. Though very unlikely, I will tell you how many students should be in a team, depending on the number of students in the course. In that case, both the presentation and the critical review will be done in teams, with one single document per team.

2. Final exam (60%) (date TBA,)

There is no course textbook. A large number of useful readings will be made available. Most of them are available electronically. If some of the links do not work because of text software compatibility issues, please use the direct references and use the library site.

More readings may also be added during the course, depending on the course of events and/or new publications. For example, not only the world feels the effects of the Ukraine-Russia war, but there are other instances such as the civil conflicts in Sudan, in Ethiopia, the drought in the horn of Africa, floods in Pakistan, the repercussions of COVID-19 in developing countries, the debt burden of several countries (i.e. Sri Lanka) etc. These issues are multi-faceted, but one may certainly want to look at the economic factors underlying them.

There are a lot of websites you can use to have information about development economics, development policies as well as current events (and even have some views about them):

General information

<https://www.gapminder.org>

www.ourworldindata.org

Academic and Policies:

<https://www.ibread.org>,

www.cgdev.org

<http://www.3ieimpact.org>

Some multilateral organizations:

<https://www.worldbank.org/en/home>

<https://www.imf.org/en/Home>

Current events:

www.ft.com

<https://www.economist.com>

<https://www.aljazeera.com>

<https://www.theguardian.com/international>

<https://www.semafor.com>

<https://www.bbc.com/news> (with their Asia, Africa, Latin America sections)

Development business, affairs and policies:

<https://www.devex.com>

I will refer to the websites above often during the term. Some are even free for McGill students (FT). Though sometimes it may be difficult to see, there are links between academic research, policies and current events. An occasional glance at these websites will help you getting a grasp of how development economics may (or not) relate to the real world (whatever that might be!).

Introduction

- Bardhan, P. 1993. “[Economics of Development and the Development of Economics](#),” *Journal of Economic Perspectives*, Vol. 7 (2): 129-142.
- Besley, T. and R. Burgess. 2003. “[Halving Global Poverty](#)”, *The Journal of Economic Perspectives*, Vol. 17, No. 3 (Summer, 2003), pp. 3-22
- Duflo, E. 2006. “[Poor but Rational?](#)” in Banerjee, A., R. Benabou and D. Mookherjee (eds.). *Understanding Poverty*. Oxford University Press.
- Deaton, A. 2008. “[Income, Health, and Well-Being around the World: Evidence from the Gallup World Poll](#)” *Journal of Economic Perspectives* Vol. 22(2): 53-72.
- Easterly, W. and T. Pfutze. 2008. “[Where does the Money Go? Best and Worst Practices in Foreign Aid](#),” *Journal of Economic Perspectives* Vol. 22(2): 29-52.
- Deaton, A. 2010. “[Understanding the Mechanisms of Economic Development](#),” *Journal of Economic Perspectives*, vol. 24, iss. 3, pp. 3-16.
- McKenzie, D. and A. L. Paffhausen. 2015. [Development Economics as Taught in Developing Countries](#). BREAD working paper 470.
- Stiglitz, J. 2011. “[Rethinking Development Economics](#),” *World Bank Research Observer*, Vol. 26(2): 230-236.
- Amartya Sen, A., A. Deaton, and T. Besley, 2020 [Economics with a Moral Compass? Welfare Economics: Past, Present, and Future](#) Annual Review of Economics 2020 12:1, 1-21
- Nunn N. [The Historical Roots of Economic Development](#). Science. 2020; 367 (6485) : eaz9986.
- Nunn N. **Innis Lecture: Rethinking Economic Development**. Canadian Journal of Economics. 2019; 52 (4) : 1349-1373.

I. Poverty and Inequality

I.1. Meaning and Measurement

Basu, K. and Nolen, P. 2004. “[Vulnerability, Unemployment and Poverty: A New Class of Measures, Its Axiomatic Properties and Applications](#)” BREAD Working Paper No. 069.

Deaton, A. 1997. Chapter 3. *Analysis of Household Surveys*

- Deaton, A. 2006. "[Measuring Poverty](#)," in Banerjee, A., R. Benabou and D. Mookherjee (eds.). *Understanding Poverty*. Oxford University Press.
- Deaton, A. 2003. "[How to monitor poverty for the Millennium Development Goals](#)", *Journal of Human Development* Vol. 4(3): 353-78.
- Deaton, A. 2005. "[Measuring poverty in a growing world \(or measuring growth in a poor world\)](#)", *Review of Economics and Statistics* Vol. 87(1): 1-19.
- Dollar, D. and Kraay, A. 2002. "[Growth Is Good for the Poor](#)," *Journal of Economic Growth* Vol. 7 (3): 195-225.
- Dollar, David; Kleineberg, Tatjana; Kraay, Aart. 2016. [Growth still is good for the poor](#). *European Economic Review* Vol. 81: 68-85.
- Pritchett, L. 2006. "[Who is not Poor? Dreaming of a World Truly Free of Poverty](#)", *World Bank Economic Observer* Vol. 21(1): 1-23.
- Ravallion, M. 2020. [On Measuring Global Poverty](#) Annual Review of Economics 2020 12:1, 167-188

I.2. Policies, Programs and Targeting

- Besley, T. and R. Kanbur. 1993. "[The Principles of Targeting](#)" in Lipton, M. and J. van derGaag (eds.) *Including the Poor*, Washington, D.C. The World Bank (linked article is the 1990 working paper)
- Dercon, S., 2009. "[Rural Poverty: Old Challenges in New Contexts](#)," *World Bank Research Observer*, Vol. 24, No. 1, February 2009.
- Fiszbein, A. and N. Schady 2009 "[Design and Implementation Features of CCT Programs](#)." In Fiszbein, A. and N. Schady. *Conditional Cash Transfers: Reducing Present and Future Poverty* World Bank Press.
- Haushofer, J. and J. Shapiro. 2016 "[The Short-Term Impact of Unconditional Cash Transfers to the Poor: Experimental Evidence from Kenya](#)." Forthcoming *Quarterly Journal of Economics*
- Mullainathan, S. 2006. "[Better Choices to Reduce Poverty](#)," in Banerjee, A., R. Benabou and D. Mookherjee (eds.). *Understanding Poverty*. Oxford University Press.
- Ravallion, M., 2009. "[How Relevant Is Targeting to the Success of an Antipoverty Program?](#)" *World Bank Research Observer*, Vol. 24, No. 2, August 2009.
- Ravallion, M., 1991. "[Reaching the Rural Poor Through Public Employment: Arguments and Lessons from South Asia](#)." *World Bank Research Observer* Vol 6(2): 153-75.
- Ravallion, M. 2006. "[Transfers and Safety Nets in Poor Countries: Revisiting the Trade-offs and Policy Options](#)," in Banerjee, A., R. Benabou and D. Mookherjee (eds.). 2006. *Understanding Poverty*. Oxford University Press.
- Ravallion, M. 2007. "[Evaluating Anti-Poverty Programs](#)" in Shultz, T.P. and J. Strauss (eds.) *Handbook of Development Economics*, Vol. 4. Amsterdam: Elsevier North-Holland.
- Sahn, D. and Alderman, H. 1996. "[The Effect of Food Subsidies on Labour Supply in Sri Lanka](#)," *Economic Development and Cultural Change* Vol. 45(1): 125-146.

I.3. Somewhat Recent Numbers on Poverty, Inequality and Policies

- Chen, S.; Ravallion, M. 2012. “[More relatively-poor people in a less absolutely-poor world](#)” Policy Research working paper, WPS 6114. Washington, World Bank.
- Comboni, M., Inchauste, G., Olivieri, S., Saavedra, J., Winkler, H. 2012. “[What is behind the decline in poverty since 2000? evidence from Bangladesh, Peru and Thailand.](#)” Policy Research working paper WPS 6199. Washington D.C. - The World Bank.
- § Glewwe, H. Hoang Dang, 2011. “[Was Vietnam’s Economic Growth in the 1990s Pro-Poor? An Analysis of Panel Data from Vietnam,](#)” *Economic Development and Cultural Change* Vol. 59(3):583-608.
- Ravallion, M. 2013. “[How long will it take to lift one billion people out of poverty?](#)” Policy Research working paper no. WPS 6325. Washington D.C. - The World Bank
- § Hai-Anh H. Dang and Peter F. Lanjouw, 2018 , [Poverty Dynamics in India between 2004 and 2012: Insights from Longitudinal Analysis Using Synthetic Panel Data](#) *Economic Development and Cultural Change*.

Time permitting, we will look at some policy issues:

- CCT, UCT and UBI, BIG

Haushofer, J. and J. Shapiro. 2013. “[Policy Brief: Impacts of Unconditional Transfers](#)” (

Lowry, A. 2017. “[The Future of Not Working](#)” *The New York Times Magazine* Feb 23rd, 2017.

Ozler, B. 2017. “[Fact checking universal basic income: can we transfer our way out of poverty?](#)” World Bank Development Impact Blog. Feb 27th, 2017.

<https://www.worldbank.org/en/news/video/2018/10/17/new-ways-of-looking-at-poverty>

Banerjee, A., .I Niehaus, and T. Suri [Universal Basic Income in the Developing World](#) *Annual Review of Economics* 2019 11:1, 959-983

Economist on extreme poverty

https://www.youtube.com/watch?v=HEB4tvIRTXo&feature=emb_rel_end

COVID and Poverty

<https://www.youtube.com/watch?v=V27AIFjiDpo>

Sabine Alkire on COVID and Multidimensional poverty:

<https://www.youtube.com/watch?v=UEZiISuno5I>

- Fragile States

<https://www.worldbank.org/en/topic/poverty/publication/fragility-conflict-on-the-front-lines-fight-against-poverty>

- Graduation Programs:

Laszlo, S. 2019. “The Gender Transformative Potential of Graduation Programs.” GrOW Research Working Paper Series No. 25. Institute for the Study of International Development, McGill University, Montreal, Canada.

Emran, M.S., V. Robano, S. Smith. 2014. “Assessing the frontiers of Ultrapoverty Reduction: Evidence from Challenging the Frontiers of Poverty Reduction/Targeting the Poor, an Innovative Program in Bangladesh” *Economic Development and Cultural Change* Vol. 62 (2): 339-380.

Banerjee, A., E. Duflo, N. Goldberg, D. Karlan, R. Osei, W. Parienté, J. Shapiro, B. Thuysbaert, C. Udry. 2015. “A multifaceted program causes lasting progress for the very poor: Evidence from six countries” *Science* Vol. 348, Issue 6236.

Bandiera, O., R. Burgess, N. Das, S. Gulesci, I Rasul, and M. Sulaiman. 2017. “Labor Markets and Poverty in Village Economies” *Quarterly Journal of Economics*: 811-870

- Poverty traps

<https://voxdev.org/topic/it-time-rethink-poverty-policy>

Clare Balboni, Oriana Bandiera, Robin Burgess, Maitreesh Ghatak and Anton Heil, “[Why Do People Stay Poor?](#)” Working Paper March 2020

- Poverty and COVID-19

COVID-19 is having a profound impact on poverty. We will discuss some issues currently on the radar :

<https://www.worldbank.org/en/publication/global-economic-prospects#overview>

<https://www.worldbank.org/en/topic/poverty/brief/projected-poverty-impacts-of-COVID-19>

<https://economicsandpoverty.com/2020/05/25/can-the-worlds-poor-protect-themselves-from-the-new-coronavirus/>

<https://www.worldbank.org/en/topic/poverty/brief/poverty-and-distributional-impacts-of-covid-19-potential-channels-of-impact-and-mitigating-policies>

And we will look at some of the other issues discussed by Martin Ravallion, a wonderful man who unfortunately died last year, in his blog on poverty:

<https://economicsandpoverty.com>

Having looked at the general picture of poverty, we will then look at how decisions are made and some ensuing markets

II. Decision-Making

I. Intra-household allocation

- Alderman, H. Chiappori, P.-A., Haddad, L., Hoddinott, J., Kanbur, R. 1995. "[Unitary versus collective models of the household: Is it time to shift the burden of proof?](#)" *The World Bank Research Observer* Vol. 10(1): 1-19.
- \$ Ashraf, Nava, Erica Field, and Jean Lee. 2010. "[Household Bargaining and Excess Fertility: An Experimental Study in Zambia.](#)" Harvard Working Paper
- \$ Basu, K., Narayan, A. and M. Ravallion. 2002. "[Is Literacy Shared Within Households? Theory and Evidence for Bangladesh.](#)" *Labor Economics* 8: 644-665.
- \$ Bobonis, G. 2009. "[Is Allocation of Resources within the Household Efficient? New Evidence from a Randomized Experiment](#)" *Journal of Political Economy* 117(3): 453-503.
- Deaton, A. 1997. Chapter 4.2
- \$ Hoddinott, J. and Haddad, L. 1995. "[Does Female Income Share Influence Household Expenditures? Evidence from Côte d'Ivoire.](#)" *Oxford Bulletin of Economics and Statistics* Vol. 57: 77-96.
- \$ Udry, C. 1996. "[Gender, Agricultural Production, and the Theory of the Household.](#)" *Journal of Political Economy* Vol. 104: 1010-1046.

II. Behavioural Economics and Development

- Cardenas, J.C. and J. Carpenter. 2008. "[Behavioural Development Economics: Lessons from Field Labs in the Developing World](#)" *Journal of Development Studies*. Vol. 44(3): 311-338.
- Datta, S. and S. Mullainathan. 2014. "[Behavioural Design: A New Approach to Development Policy](#)" *Review of Income and Wealth* 60(1): 7-35
- \$ Ashraf, N., J. Berry, and J. M. Shapiro. "[Can Higher Prices Stimulate Product Use? Evidence from a Field Experiment in Zambia.](#)" *American Economic Review* 100, no. 5 (December 2010): 2383-2413
- Delavande, A., X. Giné and D. McKenzie. 2011. "[Measuring Subjective Expectations in Developing Countries: A Critical Review and New Evidence](#)" *Journal of Development Economics* Vol. 94: 151-163.

III. Credit, Risk and Insurance

III.1. Credit, Micro-credit and Micro-Finance

- Karlan Dean and Jonathan Zinman, (2006), "[Observing Unobservables: Identifying Information Asymmetries with a Consumer Credit Field Experiment](#)".
- Pitt, Khandker, (1998), "[The Impact of Group-Based Credit Programs on Poor Households in Bangladesh: Does the Gender of Participants Matter?](#)", *Journal of Political Economy*, 106(5), 958-996.
- \$ Banerjee, Duflo, Glennerster, Kinnan, 2015, « [The miracle of Microfinance? Evidence from a randomized evaluation](#)».

III.2. Risk-Sharing and Insurance

- Udry, Christopher, (1990), "[Credit Markets in Northern Nigeria: Credit as Insurance in a Rural Economy](#)", *The World Bank Economic Review*
- Cole, S. A., Gine, X. and Vickery, J. I. 2013. "[How does risk management influence production decisions? evidence from a field experiment](#)". World Bank Policy Research Working Paper (6546).
- Cole, S., Gine, X., Tobacman, J., Townsend, R., Topalova, P. and Vickery, J. 2013. "[Barriers to household risk management: evidence from india](#)", *American economic journal. Applied economics* 5(1), 104.
- \$ Karlan, D. S., Osei, R., Osei-Akoto, I. and Udry, C. 2014. "[Agricultural decisions after relaxing credit and risk constraints](#)", *The Quarterly Journal of Economics* (597-652).

IV. Education

- Edmonds, E. "[Child Labor](#)" in Shultz, T.P. and J. Strauss (eds.) *Handbook of Development Economics*, Vol. 4. Amsterdam: Elsevier North-Holland, 2007
- Glewwe, P. 1996. "[The Relevance of Standard Estimates of Rates of Return to Schooling for Education Policy: A Critical Assessment](#)." *Journal of Development Economics* 51: 267-290.
- Glewwe, P and M. Kremer. 2006. "[Schools, Teachers, and Education Outcomes in developing countries](#)." in Hanushek, E. and F. Welch Eds. *Handbook of the Economics of Education*. Vol. 2. New York, NY: Elsevier: 945- 1017
- Laszlo, S. 2013. "[Breaking down the barriers to rural education: Recent evidence from natural and randomized experiments in developing countries](#)" ISID Research to Practice Policy Brief.
- Rosenzweig, M. 1995. "[Why Are There Returns to Education?](#)" *American Economic Review* Vol. 85(2): 153-158.

IV.1 Demand-side

- \$ Behrman, J., S. Parker and P. Todd. 2011. "[Do Conditional Cash Transfer for Schooling Generate Lasting Benefits? A Five-Year Follow-up of PROGRESA/Oportunidades](#)" *Journal of Human Resources* Vol. 46 (1): 93-122
- \$ Baird, S., C. McIntosh and B. Özler. 2011. "[Cash or Condition? Evidence from a Cash Transfer Experiment](#)" *Quarterly Journal of Economics* Vol. 126: 1709-1753
- \$ Baland, J.-M. and C. Duprez. 2009. "[Are Labels Effective Against Child Labor?](#)" *Journal of Public Economics* Vol. 90(1): 1125-1130.

- Basu, K. 1999. "[Child Labour: Cause, Consequence and Cure with Remarks on International Labour Standards.](#)" *Journal of Economic Literature* Vol. 37 (1999): 1083-1119.
- Basu, K. and Z. Tzannatos. 2003. "[The Global Child Labor Problem: What Do We Know and What Can We Do?](#)" *World Bank Economic Review* Vol. 17 (2): 147-173.
- \$ Dammert, A. 2008. "[Child Labor and Schooling Response to Changes in Coca Production in Rural Peru](#)", *Journal of Development Economics*, 86(1): 164–180.
- \$ Das, J., Q.-T. Bo and B. Özler. 2005. "[Reassessing Conditional Cash Transfer Programs.](#)" *World Bank Research Observer* Vol. 20 (1): 57-80.
- \$ Kremer, M., E. Miguel and R. Thornton. 2009. "[Incentives to Learn](#)" *Review of Economics and Statistics* Vol. 91(3): 437-456.

IV.2. Supply-side factors

- Banerjee, A. and E. Duflo. 2006. "[Addressing Absence](#)" *Journal of Economic Perspectives* Vol. 20 (1):117-132.
- \$ Duflo, E., R. Hanna and S. Ryan. 2012. "[Incentives Work: Getting Teachers to Come to School](#)" *American Economic Review* Vol. 102(4): 1241-1278.
- \$ Glewwe, P. N. Ilias and M. Kremer. 2010. "[Teacher Incentives](#)" *American Economic Journal: Applied Economics* Vol. 2 (3): 205-227
- Glewwe, P., E. Hanushek, S. Humpage, and R. Ravina. 2011. "[School Resources and Educational Outcomes in Developing Countries](#)" NBER Working paper #17554.
- \$ Muralidharan, K. and V. Sundararaman. 2011. "[Teacher Performance Pay: Experimental Evidence from India](#)" *Journal of Political Economy* Vol. 119 (1): 39-77.
- Paxson, C. and N. Schady. 2002. "[The Allocation and Impact of Social Funds: Spending on School Infrastructure in Peru](#)" *World Bank Economic Review* Vol. 16 (2): 297-319.
- David K. Evans , Amina Mendez Acosta_ [How to recruit teachers for hard-to-staff schools: A systematic review of evidence from low- and middle-income countries](#), *Economics of Education Review* Volume 95, August 2023.
- Gautam Anand, Aishwarya Atluri, Lee Crawford, Todd Pugatch, Ketki Sheth, 2022, [Improving School Management in Low- and Middle-Income Countries: A Systematic Review](#) ,Center for Global Development

V. Health

V.1. Determinants of Health

- Strauss, J. and D. Thomas. "[Human Resources: Empirical Modelling of Household and Family Decisions.](#)" In Eds. J. Behrman and T.N. Srinivasan, [Handbook of Development Economics](#) Vol. 3A, Amsterdam: Elsevier North-Holland, 1995, Chapter 34.

- Strauss, J., Gertler, P., Rahman, O. and K.Fox. "[Gender and Life-Cycle Differentials in the Patterns and Determinants of Adult Health.](#)" *Journal of Human Resources* 28 (4) (1993): 791-837.
- Germano Mwabu "[Health Economics for Low-Income Countries](#)" in Shultz, T.P. and J.Strauss (eds.) *Handbook of Development Economics*, Vol. 4. Amsterdam: Elsevier North-Holland, 2007.

V.2. Effects of Health

- Thomas, D. and J. Strauss. "[Health and Wages: Evidence on Men and Women in Urban Brazil.](#)" *Journal of Econometrics* 77 (1997): 159-185.
- Miguel, E. and M. Kremer. 2004. "[Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities.](#)" *Econometrica* Vol. 72 (1): 159-217
- § Yang, D. and S. Maccini. 2009. "[Under the Weather: Health, Schooling, and Economic Consequences of Early-Life Rainfall.](#)" *American Economic Review* Vol. 99 (3): 1006-1026.
- § Grimard, F., S. Laszlo and W. Lim. 2010. "[Health, Aging and Childhood Socio-Economic Conditions in Mexico](#)" *Journal of Health Economics* Vol. 29(5): 630-640
- Edward Miguel and Ahmed Mushfiq Mobarak, 2022, The Economics of the COVID-19 Pandemic in Poor Countries, Annual Review of Economics Annu. Rev. Econ. 2022. 14:253–85 <https://doi.org/10.1146/annurev-economics-051520-025412>
- Orazio Attanasio, Sarah Cattan, and Costas Meghir, 2022 Early Childhood Development, Human Capital, and Poverty, Annual Review of Economics , Annu. Rev. Econ. 2022. 14:853–92, <https://doi.org/10.1146/annurev-economics-092821-053234>

V.3. Infectious Disease

- § De Walque, D. 2007. "[How does the Impact of an HIV/AIDS Information Campaign Vary with Educational Attainment? Evidence from Rural Uganda.](#)" *Journal of Development Economics* Vol. 84(2): 686-714.
- Duflo, Esther, Pascaline Dupas, and Michael Kremer. 2015. "[Education, HIV, and Early Fertility: Experimental Evidence from Kenya.](#)" *American Economic Review*, 105(9): 2757-97.
- Greenwood, J., P. Kircher, C. Santos and M. Tertilt. 2103. "[An Equilibrium Model of the African HIV/AIDS Epidemic](#)" *NBER Working Paper 18953*
- Rao, V., Gupta, I., Loskhin, M. and S. Jana. "[Sex Workers and the Cost of Safe Sex: The Compensating Differential for Condom Use Among Calcutta Prostitutes.](#)" *Journal of Development Economics* 71 (2) (August 2003): 585-603..

V.4. Public Policy: Health Services

- Thomas, D., Lavy, V. and J. Strauss. "[Public Policy and Anthropometric Outcomes in Côte d'Ivoire.](#)" *Journal of Public Economics* 61 (1996): 155-192.

Leonard, K. "[African Traditional Healers and Outcome-Contingent Contracts in Health Care.](#)" *Journal of Development Economics* 71 (1) (June 2003): 1-22.

Other topics, if time permits. Otherwise, they will carry over into ECON734

VI. Conflict and Economic Development

- Blattman, Chris and Ed Miguel. 2010 "[Civil War](#)" *Journal of Economic Literature* Vol. 48 (1)
- Collier, Paul and Dominic Rohner. 2008. "[Democracy, Development and Conflict](#)" *Journal of the European Economic Association* Vol. 6 (2-3): 531-540.
- Bauer, M., C. Blattman, J. Chytilova, J. Henrich, E. Miguel and T. Mitts. 2016. "[Can War Foster Cooperation?](#)" *Journal of Economic Perspectives* Vol. 30(3): 249-274.
- \$ Akresh, Richard, Philip Verwimp and Tom Bundervoet 2011 "[Civil War, Crop Failure, and Child Stunting in Rwanda](#)" *Economic Development and Cultural Change* Vol. 59 (4)
- \$ Blattman, Chris and Jeannie Annan. 2010. "[The consequences of Child Soldiering](#)" *Review of Economics and Statistics* Vol. 92(4)

VII. Technology Adoption in Agriculture

- \$ Conley, T. and C. Udry. 2010. "[Learning About a New Technology: Pineapple in Ghana.](#)" *American Economic Review* Vol. 100(1): 35-69.
- \$ Dulfo, E., M. Kremer and J. Robinson. 2011. "[Nudging farmers to use fertilizer: Theory and Experimental Evidence from Kenya.](#)" *American Economic Review* 101 (6): 2350-90.
- \$ Engle-Warnick, J., J. Escobal and S. Laszlo. 2011. "[Ambiguity Aversion and Portfolio Choice in Small-Scale Peruvian Farming](#)" *B.E. Journal of Economic Analysis and Policy* 11(1): 1-56.
- Feder, G. et al. 1985. "[Adoption of Agricultural Innovations in Developing Countries: A Survey](#)" *Economic Development and Cultural Change* Vol. 33 (2): 255-298.
- \$ Foster, A. and M. Rosenzweig. "[Learning By Doing and Learning From Others: Human Capital and Technical Change in Agriculture.](#)" *Journal of Political Economy* Vol. 103(6) (Dec. 1995): 1176-1209.
- \$ Suri, T. 2011. "[Selection and Comparative Advantage in Technology Adoption](#)" *Econometrica* 79 (1): 159-209.

Official Disclaimers:

1. Preliminary Outline

This is a preliminary outline. This reading list is preliminary as more material will be added during the term as more papers and web links become available. Furthermore, I hope to use the Webct page as a course blog to point out some of the interesting issues being discussed, papers being written, or points made by various players of the development world.

In the event of extraordinary circumstances beyond the university's control, the content and or evaluation scheme are subject to change

2. Language

*In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This right applies to **all** written work that is to be graded, from one-word answers to dissertations. This statement is not needed for courses in which acquiring proficiency in a language is one of the objectives or for courses in which students do not submit written work that is to be graded. Instructors who cannot grade French written work should consult their Chair/Director or Dean, in faculties without departments, to make arrangements for grading French submissions.*

3. Academic Integrity statement [approved by Senate on 29 January 2003]:

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr <<http://www.mcgill.ca/integrity/>> for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr <<http://www.mcgill.ca/integrity/>>).

And because this is 2023, we need to think of Artificial Intelligence (AI).

This course treats AI writing like any other form of plagiarism. AI generated text is citable discourse, i.e. students are not allowed to include it in their assignments without proper citation. This course then maintains a policy that you may use AI tools (i.e. writing, coding among others) to assist you in the process (coding, analyzing, writing, among others) of working on your report. However, all AI help needs to be explicitly acknowledged, and all AI generated text must be explicitly labelled. In handling your assignments and paper, you agree to disclose the extent to which you used #chatGPT (or any other AI tools) in your assignment and paper. All text written by AI must be quoted with the source of the model in parentheses.

At the end of your report, please include the following statement. Failure to adequately disclose your AI use will result in a zero in your assignment and paper.

Statement:

“ This assignment (or paper/report) used (or did not use) AI for the following components of the writing and analytical process: *Choose none to five of the following:* coding, analyzing, brainstorming, editing, sentence generation”

4. Final Examinations

According to Senate regulations, instructors are not permitted to make special arrangements for final exams. Please consult the calendar, section 4.7.2.1, General University Information and Regulations, at www.mcgill.ca.

Health guidelines

This course includes in-person teaching, and learning activities have been planned in accordance with public health directives and McGill’s protocols. It is important, however, to ensure you have read and abide by the following:

- Please review and follow the [Health Guidelines for Students](#), and it is imperative that you understand when to stay home if, for example, you are [experiencing COVID-19 symptoms](#).
- If you develop COVID-19 symptoms while on campus, please follow the [required guidelines](#), which include ensuring you have a mask on, isolate in a closed, private room, immediately call 1-877-644-4545 (Info-Santé) for instructions, and notify the University by calling 514-398-3000.
- **Masks are required in classrooms settings**, at all times, and masks will be available for you on campus. Masks are also to be worn when entering and circulating in buildings and classrooms.
- If you are in a situation that might require you to miss some lectures or assignments because of short-term absences due to COVID-19, you are to request an academic accommodation using the online form found under the “Personal” menu in Minerva; the form is called “**COVID-19 Academic Accommodations Request Form**”. You are asked to use this form instead of requesting accommodations directly from your instructor.
- Finally, the context of attending University during a pandemic will bring on additional stress and may impact your wellbeing. Please do not hesitate to reach out for support if necessary, and access the many resources available, including, for example, [Student Services](#), the [Office of the Dean of Students](#), and your Faculty’s Student Affairs Office.

These are guidelines for remote courses. They will be applicable if the course pivots to remote.

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.