FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST Graduate Programs

Department

UGPC Approval
UFS Approval
SCNS Submittal
Confirmed
Banner
Catalog

ATLANTIC	Commineu	
UNIVERSITY College Business	Banner	
Business	Catalog	
	rent Course Title	
Prefix and Number ECO 6709 Ad	vanced International Development	
Syllabus must be attached for ANY changes to current course details. See <u>Template</u> . Please consult and list departments that may be affected by the changes; attach documentation.		
Change title to:	Change description to:	
Change prefix		
From: To:		
Change course number	Change prerequisites/minimum grades to:	
From: To:		
Change credits*	Change corequisites to:	
From: To:		
Change grading		
From: To:	Change registration controls to:	
Academic Service Learning (ASL) **		
Add Remove		
* See <u>Definition of a Credit Hour</u> . ** Academic Service Learning statement must be indicate syllabus and approval attached to this form.	Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year	Terminate course? Effective Term/Year	
for Changes: Spring 2025	for Termination:	
Faculty Contact/Email/Phone William Luther / wluther@fau.edu / 561.297.0690		
Approved by	Date	
Department Chair Monica Cscalera College Curriculum Chair Robert Pinske	<u>9/24/24</u>	
College Curriculum Chair Robert Pinski	<u> 10/4/24</u>	
College Dean <u>Marc Rhorer</u>	10/4/24	
UGPC Chair	10/30/2024	
UGC Chair	10/30/2024	
Graduate College Dean	10/30/2024	
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



This syllabus is subject to change announced in class for which students are responsible.

Professor Information

JOÃO RICARDO FARIA

Office: OD 201H Email: jfaria@fau.edu Phone: 561-297-2397

Office Hours

M: 1:30-3:30 p.m. or by appointment.

Course Description

Why are some countries rich and others poor? In 2013, the average income per person in the poorest country in the world was \$270. In the richest country in the world (guess which?) it was \$102,610 per year. Unfortunately almost a billion people live in the poorest countries. Fortunately, things don't always stay the same.

The process of development has raised the standard of life in many countries. In the last 50 years, the people of China and South Korea have enjoyed a 10 fold increase in their real per capita incomes – a journey which has taken South Korea from one of the poorer countries in the world in 1964 to one of the richest today. During the same time period, Kenya's income stayed essentially the same.

The purpose of this course is to acquaint you with the economic characteristics of a group of countries collectively known as 'developing' countries. We will study the causes of poverty and underdevelopment and look at the prospects for growth and change for these countries. This course aims to examine the fundamental causes of underdevelopment and development.

Instructional Method In-Person w/Live Remote Option

Prerequisites/Corequisites

Graduate standing

Credit hours: 3

You are expected to read the PowerPoints, chapters and articles before class. You are also expected to read the papers assigned for presentation.

Course Objectives/Student Learning Outcomes

The goal for the class is to understand models dealing with factors, internal and external to countries, which influence their standard of living and its growth. You will be expected to give presentations of academic papers and textbook chapters, write summaries of these material and write an original research paper.

Recommended Texts and Materials

Development Macroeconomics 1999 by Pierre-Richard Agenor and Peter J. Montiel

Analytical Development Economics 2003 by Kaushik Basu

<u>Development Economics</u> 1998 by Debraj Ray

<u>Development Economics: Theory and Practice</u> 2016 by Alain De Janvry and Elisabeth Sadoulet. Economic Development, 10th -12th edition, by Michael P. Todaro and Stephen C. Smith.

We will follow chapters of these textbooks along with a mix of lecture notes and journal papers.

An excellent source of data and information about development is the annual World Development Report from the World Bank and their website, www.worldbank.org Additional readings will be posted on canvas.

Course Evaluation Method

Your grade will be determined by:

Weekly summaries (25% of final grade). Students will write a summary of the chapters and materials covered every week in the course (maximum length 2500 words). I only accept hard copies.

The in-class presentations (25% of final grade). The in-class presentations will be a mix of chapters and papers written by other authors that you will present and presentations of your research paper at various stages. You will be evaluated on your presentation as well as your participation, via questions and comments on your classmates' presentations. Being absent on presentations will result in a loss of points in this section.

There are a number of chapters and papers listed on the course outline. Each of you will pick one paper to present. You can select any chapter/paper listed. You need to present it on the date scheduled for the topic. Each student must pick a different paper. You may also present a paper that is not listed here as long as it is on topic, with my approval. The papers are all available in pdf form on canvas. There are additional papers than listed on the syllabus and you may pick from those as well.

You will also make two presentations based on your research paper. In the first presentation, you will discuss the topic you have picked and present preliminary data. This is along the lines of a research proposal presentation and we will discuss whether the proposed methodology, variables and ideas are adequate. I expect you to discuss the variables you will be using, the time frame and present descriptive statistics (means, time trends, correlations) for those variables.

The second presentation is of the finished paper.

One Research Paper (50% of final grade). This will be an original research paper using data from the World Development Indicators and some econometric analysis. More details will be provided in class. First semester students unfamiliar with statistics may choose a literature survey instead of a data based project.

Course Grading Scale

The grading scale is as follows:

A-: 88% and up B- to B+: 78 - 87 % C to C+: 67 - 77% D- to D+: 50 - 66% F: below 50%

For those of you who slip through the gaps on this scale, your grade will depend on class participation and attendance, at my discretion.

Additional Course Policies

Missing Summaries

There is a penalty (very high) for late summaries; you have only two additional days to turn them with a penalty.

Attendance Policy

You are expected to attend all classes. If you do miss a class, you should call a classmate to find out what you missed.

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Anti-plagiarism Software

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed above.

Classroom Etiquette Policy

Please switch off your mobile phones.

COURSE OUTLINE

(This is a tentative outline. Pdfs of papers are on canvas.)

WEEK 1: Syllabus and Basic Macroeconomics

WEEK 2: Introduction to development economics, (Student presentation)

De Janvry & Sadoulet Chps. 1, 2 and 3.

Richard A. Easterlin (2000) The Worldwide Standard of Living since 1800. Journal of Economic Perspectives, 14, pp. 7-26

WEEKS 3-4: Production, market structure and behavioural functions

Agenor and Montiel, Chps. 2 and 3

WEEKS 4-5: Public economics and financial markets

Agenor and Montiel, Chps. 5 and 6

WEEK 6: Geography and institutions, (Student presentation)

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

Daron Acemoglu, Simon Johnson, James A. Robinson (2002) Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution. Quarterly Journal of Economics, Vol. 117, pp. 1231-1294.

WEEK 7: The vicious cycle of poverty

Basu, Chp.2

WEEK 8: Poverty, Inequality and Growth (Student presentation)

Miles Corak (2013) Income Inequality, Equality of Opportunity, and Intergenerational Mobility. Journal of Economic Perspectives, 27, pp. 79–102.

Abhijit V. Banerjee and Esther Duflo (2007) The Economic Lives of the Poor. Journal of Economic Perspectives, 21, pp. 141–167.

Timothy Besley and Robin Burgess (2003) Halving Global Poverty. Journal of Economic Perspectives, 17, pp. 3-22

Benjamin Marx, Thomas Stoker, and Tavneet Suri (2013) The Economics of Slums in the Developing World, Journal of Economic Perspectives, 27, pp.187–210

WEEK 9: Neoclassical growth and new growth

Ray, Chps. 3 and 4.

WEEK 10: Population and Development (student presentation)

Siwan Anderson and Garance Genicot (2015) Suicide and property rights in India, Journal of Development Economics 114, 64–78

James Foreman-Peck (2011) The Western European marriage pattern and economic development, Explorations in Economic History, 48, pp. 292–309

Ronald Lee (2003) The Demographic Transition: Three Centuries of Fundamental Change. Journal of Economic Perspectives, 17, pp. 167-190.

David E. Bloom, David Canning and Jaypee Sevillan (2004) The Effect of Health on Economic Growth: A Production Function Approach. World Development, 32, No. 1, pp. 1–13.

WEEK 11: Term paper projects, (all Student presentation)

WEEK 12: Policies, (Student presentation)

Yasheng Huang (2012) How Did China Take Off? Journal of Economic Perspectives, 26, pp.147–170

Gertler, P., (2004) Do conditional cash transfers improve child health? Evidence from PROGRESA's control randomized experiment. American Economic Review, *94*(2), pp.336-341. Paolo Mauro (1995) Corruption and Growth. Quarterly Journal of Economics, 110, pp. 681-712

WEEK 13: Financial Services for the Poor, (Student presentation)

Cull, Robert; Demirguc-Kunt, Asli; Morduch, Jonathan (2009) Microfinance Meets the Market. Journal of Economic Perspectives, 23, pp. 167-92

Abhijit Banerjee and Esther Duflo (2010) Giving credit where it is due. Journal of Economic Perspectives, 24(3) Summer 2010, pp. 61-80.

Shakil Quayes (2021) An analysis of the mission drift in microfinance, Applied Economics Letters, 28, pp. 1310-1316,

WEEK 14: Term paper presentation, (all Students presentation)

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Selected University and College Policies Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on

personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

For more information, please see FAU Regulation 4.001 at: FAU Regulation 4.001.

Disability Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at http://fau.edu/sas/

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.

For further information, please see FAU Regulation 2.007 at: FAU Regulation 2.007.

Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Withdrawals

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in FAU Regulation 4.002.

Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-

approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Explanation - Course Name Change for ECO 6709

We are requesting the name of ECO 6709 be changed from Advanced International Development to Advanced Growth and Development to better reflect the material taught in this course given the proposed program changes.

Economic growth theory has always featured prominently in ECO 6709. However, there was previously no need to emphasize the growth theory component: since students also covered growth theory in the required ECO 6206 course, it made sense to highlight the unique international development applications considered in the ECO 6709 elective course. That is no longer the case. The proposed program changes remove the growth component from ECO 6206 and make ECO 6709 required for all MS Econ students. Given these changes, the department feels it is appropriate to more clearly indicate that growth theory is covered in ECO 6709.

cc-eco6709-adv-international-dev2

Final Audit Report 2024-10-31

Created: 2024-10-30

By: Christine Kraft (kraftc@fau.edu)

Status: Signed

Transaction ID: CBJCHBCAABAASk75hUKmf8bieVuxGoC9NqBROgmV6ol9

"cc-eco6709-adv-international-dev2" History

Document created by Christine Kraft (kraftc@fau.edu) 2024-10-30 - 7:54:27 PM GMT

Document emailed to sementel@fau.edu for signature 2024-10-30 - 7:54:34 PM GMT

Document emailed to rstackma@fau.edu for signature 2024-10-30 - 7:54:34 PM GMT

Email viewed by sementel@fau.edu 2024-10-30 - 7:57:30 PM GMT

Signer sementel@fau.edu entered name at signing as Arthur Sementelli 2024-10-30 - 7:58:27 PM GMT

Document e-signed by Arthur Sementelli (sementel@fau.edu)
Signature Date: 2024-10-30 - 7:58:29 PM GMT - Time Source: server

Email viewed by rstackma@fau.edu 2024-10-31 - 0:47:31 AM GMT

Signer rstackma@fau.edu entered name at signing as Robert W. Stackman Jr. 2024-10-31 - 0:48:13 AM GMT

Document e-signed by Robert W. Stackman Jr. (rstackma@fau.edu)
Signature Date: 2024-10-31 - 0:48:15 AM GMT - Time Source: server

Agreement completed. 2024-10-31 - 0:48:15 AM GMT