



AREC 360: THE POVERTY & DEVELOPMENT OF NATIONS*

Spring Semester 2019
Monday-Wednesday-Friday
12:00 - 12:50 PM
McClelland Park 103

	Instructor	Teaching Assistant
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Website:	D2L	

Course Description: Nearly one billion people live on \$2.00 or less per day. This course is designed to introduce students to the causes, constraints, contexts, and potential solutions associated with poverty and economic development. Although this class is an economics course, helpful insights from anthropology, political science, ethics/world-view, psychology, sociology, history, etc. are incorporated into the presentations and discussions to capture the multi-dimensionality (i.e. holistic nature) and complexity of economic development.

Prerequisite: Students must have (1) junior or senior standing and (2) completed ECON 200 or the equivalent.

Credit Hours: 3

Texts (Required):

- Taylor, J. Edward and Lybbert, Travis J. 2015. *Essentials of Development Economics, 2nd Edition*. Oakland: University of California Press.
- Banerjee, Abhijit V. and Duflo, Esther. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs.

Text (Recommended, not required):

- Todaro, Michael P. and Smith, Stephen C. 2015. *Economic Development, 12th Edition*. New York: Pearson.

Learning Outcomes: At the completion of this course, students should be able to:

1. Build an appreciation for the complex nature of poverty and development in developing countries. [UNDERSTANDING, EMPATHY]
2. Be familiar and conversant with the key theories of economic development and the empirical evidence that supports or challenges these theories. [ECONOMICS SKILLS]
3. Be capable of critically analyzing economic development strategies, programs, and projects in both higher and lower income countries. [CRITICAL THINKING AND ANALYSIS]
4. Be prepared to critically analyze global economic issues as they arise in the future. [REFLECTIVE THINKING]
5. Be equipped to work for an international non-governmental organization (NGO) or government agency in relief and development. [JOB APPLICABILITY]

*Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course Structure: The course will roughly follow the chapters listed in Taylor and Lybbert (from now on *TL*).

Most Mondays and Wednesdays I will lecture. A more detailed schedule attached at the end of this syllabus indicates what material will be covered and what readings you should complete before each lecture. You should read the suggested material before coming to class to obtain a general background of the upcoming lecture(s). You are responsible for all material contained in the readings even if I do not cover the material in class. Course material, outside of the books, will be posted on D2L and it is your responsibility to obtain this material and any new material posted throughout the course.

My goal is to make lectures as useful as possible for you. To do this, I will be using teaching techniques that education experts have found are effective in helping students learn. For example, I will ask you to participate in techniques broadly categorized as “[active learning](#),” in which students actively engage with course material during class. For example, during class I may ask you to write down your answer to a question, then share it with a partner, and then we will synthesize as a group (called “think-pair-share”).

In general, I will hold “labs” on Friday, which will allow you to apply the economic concepts taught earlier in the week to contemporary issues in the development sector. We will accomplish this primarily through reading and discussing Banerjee and Duflo (from now on *BD*). These discussions will be supplemented with review questions and teaching basic computer skills and statistical tools of analysis needed for the different problem sets.

The goals of these breakout sessions are: a) to let students ask questions, b) review and augment the material taught in the lectures earlier in the week and c) to develop effective reading, verbal communication, and analytical reasoning skills. At the beginning of the term students will be assigned to groups of three to five people. Ahead of each lab, each member in the group will be expected to have read the relevant chapter in *BD*. In labs, you will meet up with your group to discuss the assigned reading. As a group you will need to respond to a set of questions that I will hand out during the class and which I will collect at the end of class time. You will be assigned to a new group periodically throughout the semester.

Problem Sets: With your lab groups, you will work on problem sets and submit a single set of problem solutions for your group. Since development economics relies heavily on empirical analysis, these problem sets will incorporate basic data analysis. They will require the use of Microsoft Excel. Note that Microsoft Office 365 (which includes Excel) is [free to all UA students](#). *Problem sets are always due at the start of class on Friday of the week they are due.*

The problems sets will come with a “cover sheet” which will be a sheet where you enter key information such as your names and solutions. The primary purpose of this form is to expedite the grading process, to make sure I have all relevant information (e.g., name and student ID number), and to ensure that each group member is contributing equally. On the cover, you will also be asked to write (as a group) a short summary of each team member’s participation in the group project (their role, what they did, etc.). Also, while you will be working in teams, you are expected to know all the material covered by the problem set for the exams. *If your problem set is turned in without a cover sheet, each team member will lose 5% of the grade for that problem set automatically.*

Journal Article Review: This assignment is designed to expose you to current research on an economic development issue. You are asked to use the [UA Library](#) to find a peer-reviewed article on a development topic or issue that is of interest to you. The boundaries on this search are:

1. The article must be taken from the journal *World Development*.
2. The article must have been published no earlier than 2008. So your article must have a 2008-2019 publication date.

Your review will be 5-7 pages (double spaced with 1-inch margins and 12-pt font) and will summarize your understanding of the research. Please attach a copy of the article to your review when you turn it in on March 22. Make sure you can print the article you have selected for your review.

More details on how to prepare your review will be discussed early in the semester.

A hard copy of the citation for your article must be turned in, in class, on Friday, February 22. Your citation should follow the citation guidelines of *World Development*. Your citation represents a commitment to review this specific article; changing the selected article later in the semester will be penalized, so choose carefully. The due date for the review is 10 weeks away; so no late papers will be accepted.

Grading System: Incentives are a big part of economics. As an economist, I hope I have created a grading scheme that provides incentives for you to succeed: come to class, be active in a study group, work on the problem sets, keep current with the material, find ways to understand the material that works for you, and think creatively about economics.

Your course grade will be based on the following:

Exercise	Weight of Grade	Main course objectives targeted by exercise
Group Problem Sets	15%	Economic skills, analysis, job applicability (e.g., data analysis, Excel)
Group Lab Assignments	20%	Understanding, critical thinking, analysis, reflective thinking
Individual Journal Article Review	15%	Economics skills, job applicability, critical thinking, reflective thinking
Participation and In-class Work	10%	Understanding, economics skills, reflective thinking
Midterm	20%	Primary focus on understanding, economics skills, critical thinking
Final Exam	20%	Primary focus on understanding, economics skills, critical thinking

By design, the problem set grade represents a small part of the class grade. However, if you discipline yourself to learn and understand deeply the material in the assignments, you will likely perform better on the exams. The investment required to prepare for the final will be much smaller in April if you have mastered the materials on a weekly basis.

Grading Scale: The grading scheme will be as follows (out of 100):

A: 90-100, B: 80-89, C: 70-79, D: 60-69, E: 0-59.

Exam Policies: The midterm exam will be 50 minutes long and contain short answer and short analytical problems (e.g. graphs, calculations). The final exam will be scheduled during finals week but will also be 50 minutes. The final will NOT be cumulative. If you cannot take one or more of the exams on the scheduled dates, then Prof. Michler requests that you not enroll in this course. No make-up exams are planned. But please communicate with Dr. Michler if extenuating circumstances (i.e. family emergency, athletic competitions, etc.) arise during the semester.

A Road Map for Success in AREC 360:

1. Come to class.
2. Prior to lecture, read the relevant textbook chapters and print the lecture slides. Prior to lab, complete your assigned reading.
3. Form a study group, meet regularly and participate actively.
4. Work the problem sets and ask questions of me before the due date.
5. Use the web to actively seek out other economics sources that fit your learning style and help you better understand the material.
6. Come to exams prepared to think about and apply the economic models discussed in class. Don't just memorize.
7. Communicate with your classmates, your TA, and myself.

Requests for incomplete (I) or withdrawal (W): Requests must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system>.

Grade Dispute: If the student believes there has been a mistake in the posted grade on D2L, or the final grade in the class, the student must notify the Dr. Michler no later than one week after the posting of the grade. All grades after the one-week window are final.

Absence and Class Participation Policy: The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>.

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Classroom Behavior Policy: To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a website, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

The use of mobile devices, such as phones is distracting to you the student and the instructor. Research has repeatedly shown that their use can degrade the learning environment. Therefore, students are not permitted to use phones during the class period. Students may however use laptops and tablets for classroom activities.

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations: At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell

or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-Harassment Policy: The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students: UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>.

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>.

Course Outline: The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments. Exams will always be held on Friday of the listed week. Assignments are due at the beginning of class on Friday of the listed week.

Week	Dates	Meetings	Topic	Readings	Evaluations
1	6 - 12 Jan	W, F	What Development Economics is All About	<i>TL</i> Ch. 1	
2	13 - 19 Jan	M, W, F	What Works and What Doesn't	<i>TL</i> Ch. 2; <i>BD</i> Ch. 1	
3	20 - 26 Jan	W, F	Income	<i>TL</i> Ch. 3	
4	27 Jan - 2 Feb	M, W, F	Poverty	<i>TL</i> Ch. 4; <i>BD</i> Ch. 2	
5	3 - 9 Feb	M, W, F	Inequality	<i>TL</i> Ch. 5; <i>BD</i> Ch. 3	Problem Set 1
6	10 - 16 Feb	M, W, F	Human Development	<i>TL</i> Ch. 6; <i>BD</i> Ch. 4	
7	17 - 23 Feb	M, W, F	Growth	<i>TL</i> Ch. 7; <i>BD</i> Ch. 5	Citation Due, Problem Set 2
8	24 Feb - 2 Mar	M, W, F	Institutions	<i>TL</i> Ch. 8	Midterm
	3 - 9 Mar		Winter Mid-Term Break		
9	10 - 16 Mar	M, W, F	Agriculture	<i>TL</i> Ch. 9	
10	17 - 23 Mar	M, W, F			Journal Article Review Due
11	24 - 30 Mar	M, W, F	Structural Transformation	<i>TL</i> Ch. 10; <i>BD</i> Ch. 6	
12	31 Mar - 6 Apr	M, W, F	Information and Markets	<i>TL</i> Ch. 11; <i>BD</i> Ch. 7	Problem Set 3
13	7 - 13 Apr	M, W, F	Credit and Insurance	<i>TL</i> Ch. 12; <i>BD</i> Ch. 8	
14	14 - 20 Apr	M, W, F	International Trade and Globalization	<i>TL</i> Ch. 13; <i>BD</i> Ch. 9	
15	21 - 27 Apr	M, W, F	Choose Your Own Epilogue	<i>TL</i> Ch. 14; <i>BD</i> Ch. 10	Problem Set 4
16	28 Apr - 4 May	M, W			