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Spring 2-1-2022

### ECNS 450.01: Advanced Topics in Economic Development

Katrina L. Mullan

*University of Montana, Missoula*, [katrina.mullan@umontana.edu](mailto:katrina.mullan@umontana.edu)

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**ECNS 450: ADVANCED TOPICS IN ECONOMIC DEVELOPMENT**  
**Spring 2022      Syllabus**

**Logistics**

- Time: Tuesday/Thursday 12.30-1.50pm
- Classroom: Liberal Arts Building, Rm 302
- Instructor: Katrina Mullan
  - [Email](mailto:katrina.mullan@umontana.edu): katrina.mullan@umontana.edu
  - Office hours: Tuesday, 2-3pm; Thursday, 9-10am; or by appointment
  - Liberal Arts Building, Rm 412 or Zoom, Meeting ID 92798874718
- Teaching Assistant:
  - [Email](#): Patrick Boise
  - Office hours: Tuesday and Thursday 10-12.30; or by appointment
  - Office hours via [Zoom](#)
- Required textbook: Roland, G. (2014) *Development Economics*. Routledge.
- Recommended textbook: Banerjee, A. and E. Duflo (2012) *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. [available online from Mansfield Library]
- Course website: I will post assignments, readings and any additional information on the class Moodle page. Announcements will be emailed via Moodle. Please ensure that you regularly check both the Moodle page and the email account associated with it.

**Prerequisites**

Principles of Microeconomics (ECNS 201)

If you need or would like extra practice with any of the introductory concepts, let me know as early in the semester as possible so I can point you towards some useful materials.

**Course Description and Learning Outcomes**

This is a course in development economics structured for upper-level undergraduate students and graduate students in economics. We will use economic theory and empirical evidence to examine processes of development and the challenges faced by individuals in poor countries.

Students who successfully complete this course will understand:

- Global distribution of income and comparative growth rates
- Challenges in measuring poverty and inequality
- Patterns of population growth associated with development, and determinants of demographic transition
- Patterns and drivers of structural change
- Role of institutions and corruption in development and underdevelopment
- Relationship between development, political institutions and conflict
- Role of credit in persistence of poverty
- Current approaches to evaluating the impacts of development interventions
- Theory and evidence on interventions to improve health and education in poor countries

**Class assignments**

Homework assignments consisting of a mix of short-answer questions, essay questions and analysis of data.

Reading, answering written questions on, and discussing journal articles and book chapters

Two midterms, held during class time on **Thursday Feb 17<sup>th</sup>** and **Thursday Mar 31<sup>st</sup>**, and a final exam at **8-10am on Monday May 9<sup>th</sup>**, all consisting of short-answer questions, long-answer questions and numerical problems.

There will be a graduate increment involving an essay on the theory and empirical evidence relating to an applied development topic. This will be worth 20% of the overall grade and the other graded components will be scaled accordingly.

Detailed guidelines for each assignment will be posted on the course Moodle page. Assignments must be submitted by the deadline for full credit, but I will give partial credit for late assignments where possible and encourage you complete and submit all assignments for your own learning.

### Grading

<u>Assignment</u>	<u>Percent of Grade</u>
Homework assignments	40%
Written questions and in-class discussion of articles and chapters	20%
Exams	40%

### Academic Conduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University (for more details on [Student Conduct Code](http://life.umt.edu/VPSA/student_conduct.php), go to: [http://life.umt.edu/VPSA/student\\_conduct.php](http://life.umt.edu/VPSA/student_conduct.php)). Students are expected to do their own work in their own words, without seeking inappropriate assistance in preparing for or completing exams or assignments. I require that you will work to uphold high standards of integrity.

### Students with Disabilities

Whenever possible, and in accordance with civil rights laws, The University of Montana will attempt to provide reasonable modifications to students with disabilities who request and require them. Please feel free to set up a time with me to discuss any modifications that may be necessary for this course. For more information, visit the [Disability Services for Students website](http://www.umt.edu/disability) at <http://www.umt.edu/disability>.

### Covid-19 precautions

- All class participants are required to wear an appropriate mask that securely covers their nose and mouth while in the classroom and when attending office hours.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, I will support you to ensure continued academic progress by providing class materials and holding zoom meetings as needed.
- UM recommends students get the COVID-19 vaccine and booster. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts. I will record class attendance and ask you to sit in the same seats every class to support contact tracing efforts.
- Please avoid drinking liquids and eating food within the classroom.
- I have designed this course to be in-person with in-class lectures, discussions, and exams. However, it is possible that we will move to a remote format during the semester to help ensure our health and safety.

I recognize that the last two years have been particularly challenging. If you are struggling with life, with classwork or with trying to combine the two, I will do what I can to help you succeed in this class. This is easier if you can communicate with me, so please send me a message or come to my office hours if you are facing any difficulties at all.

## Outline Schedule

<i>Week</i>	<i>Begins</i>	<i>Tentative topics (we may go faster or slower)</i>	<i>Readings for the topic</i>
1	Jan 17	Introduction; The Development Gap	Ch. 1 and MDG Gap Report (2015)
2	Jan 24	Poverty and Inequality and Impact Evaluation	Ch. 2, Appendix and Baird et al (2011)
3	Jan 31	Poverty and Inequality cont.	Ch. 2 and Sen (1983)
4	Feb 7	Population Growth	Ch. 3 and Rosling lecture
5	Feb 14	Economic Growth	
		<b>Midterm Thursday Feb 17<sup>th</sup></b>	
6	Feb 21	Economic Growth cont.	Ch. 4 and Duflo (2001)
7	Feb 28	Structural Change	Ch. 4 and Mobarak policy brief / Ch. 5
8	Mar 7	Institutions and Economic Development / Corruption	Ch. 5 and Poor Economics Ch. 7
9	Mar 14	Political Institutions	Ch. 7, Ch. 19 and Fisman and Miguel (2008)
10	Mar 21	<b>Spring Break, no classes</b>	
11	Mar 28	Conflict	Ch. 9 and Poor Economics Ch. 10
		<b>Midterm Thursday March 31<sup>st</sup></b>	
12	Apr 4	The Role of Credit Markets in Development	Ch. 20 and Hsiang et al. (2013)
13	Apr 11	American Indian Economic Development	Ch. 9 and Poor Economics Ch. 7
14	Apr 18	Health Care Delivery in Developing Countries	Akee et al (2010)
15	Apr 25	Education Delivery in Developing Countries	Ch. 16 and Maccini and Yang (2009)
16	May 2	Wrap up and review	Ch. 17 and Baland and Robinson (2000)
17	May 9	<b>Final Exam – 8-10am, Monday May 9<sup>th</sup></b>	