

EEP 152: Advanced Topics in Economic Development
Instructor: Jeremy Magruder
Fall, 2010
Syllabus

Information about the course, including the syllabus, outline and lecture notes, will be available on B-space.

This is a 3-unit course with 2 hours of lecture and 1 hour of discussion section each week. You must sign up for discussion sections through Tele-Bears. Lectures are held Mondays and Wednesdays from 9-10 AM in 534 Davis Hall.

There are 2 discussion sections for this course, as follows:

Wednesday, 5-6 PM, 2301 Tolman

Friday, 9-10 AM, in 2304 Tolman

The GSI for this course is Kelly Jones (kelly.jones@berkeley.edu). She will head the discussion sections.

Office hours are as follows:

Jeremy: 10-11 AM Mondays and Wednesdays, 219 Giannini Hall

Kelly: TBA

Textbook: Debraj Ray, *Development Economics*, 6th edition, Princeton University Press.

We will also read sections of De Soto, Hernando. *The Other Path*.

This book is available on reserve at the library. It is an independently interesting book, and available for purchase on amazon.com. However, I don't require you to purchase a copy, as we will only read a few chapters.

Student Learning Goals: This course has 3 primary goals.

- Students will learn about a variety of education, health, credit, and other interventions which have been effective (or ineffective) in improving development outcomes.
- Students will develop a critical approach to how development interventions can be evaluated
- Students will carefully evaluate economic models of microeconomic problems faced in developing countries

Course description: This course will focus on the microeconomics of development. That is, we will discuss at length several issues in household and individual decision-making which are relevant to poor countries, but will not often explicitly consider the mechanisms through which these decisions lead to (or hinder) economic growth. Specific topics to be considered include fertility, migration decisions, agricultural contracts, risk, formal and informal labor market institutions, property rights, and credit;

investments in education and health; intra-household decision-making and the HIV/AIDS epidemic. The textbook and approach for this course are chosen to closely resemble the approach of formal economics. That is, for each topic, a simplified model will be discussed at length to provide a structured framework for considering the issue. Following, empirical investigations into the topic will be considered.

The first goal of this course is to encourage you to think about how economics can structure our thoughts on the behavior of individuals faced with the different, and often difficult, constraints relevant to policy in developing countries and hence understand how we anticipate policies to be received and responded to. The second goal is to understand how researchers may test the validity of these economic models. As such, we will assign a variety of problems to encourage consideration of the benefits (and limitations) of these models.

Grade Determination:

There are two inputs to your grades for this course.

1): Problem sets (50 percent): 5 problem sets will be given. You will receive 50 percentage points of your grade for your performance on the best 4 of these (i.e. you get one drop). Late problem sets will not be accepted. You are expected to work alone on these problem sets, though you may use the textbook, course notes, and other resources in helping with them.

2): The remainder of your grade (50%) will be determined by a final exam. It will be held Thursday, 12/16, from 7-10 pm. The exam will be similar in structure to the problem sets – except, of course, that it will take place in class.