

1. Horario atención a estudiantes, correos electrónicos y nombres de los profesores complementarios

Clase magistral

Horario Clase: Martes, 15:00 – 16:50

Salón: AU-304

Profesor: Rachid Laajaj (r.laajaj@uniandes.edu.co)

Atención a estudiantes: miércoles, 10:00 - 12:00, Oficina W-817

Complementario / monitor: Sara Maria Ramirez Arias (sm.ramirez1323@uniandes.edu.co)

Horario de atención a estudiantes:

Lugar de atención a estudiantes:

2. Introducción y descripción general del curso

This course is a micro development seminar focusing on some aspects of development which are believed to be key to reducing poverty and promoting development.

Studies show that long term growth and poverty reduction are largely determined by productivity gains, hence we will pay a lot of attention to how to increase the productivity of small and medium producers. Among the main questions that are raised in the seminar, we will ask why some producers do not adopt technologies that should enhance their productivity? What is the role of Information? Of human capital? What are the policies that can improve productivity? How does corruption and other institutional features affect productivity and how can it be tackled?

The seminar combines a mix a theoretical and empirical analysis, with an intention to better understand these issues and think together of solutions and policy implications. The seminar is given in English but questions in Spanish are welcome.

3. Objetivos de la materia

The Development Seminar introduces the students to some of the literature in Development Economics and some of the tools commonly used. At the end of the class, the students should be more familiar with some of the problematics related to development, and have developed their critical mind. They should be able to discuss how to promote development using analytical tools and empirical evidence. They should also start developing

their capacity to implement their own research about what are identifying obstacles to Development and evaluating potential solutions.

4. Organización del curso

The first class will include an overall introduction to development economics and some debates. It will also start presenting some of the arguments in the literature.

From class 2 to 12 (11 classes) during each class two papers of the literature will be presented by students. The presentations will be followed by a discussion about the paper, and what can be learned from it about causes and solutions to underdevelopment issues. All students are expected to read the two papers per week. The classes will also be complemented by teaching from the professor, and guidelines about how to conduct your own research. Some quizzes will be applied to ensure that papers are read.

Classes 13 to 15 (3 classes) will be dedicated to the students presenting their own research.

5. Metodología

The class will have short sessions of course from the professor, but will mostly be composed of presentations of papers and discussions of the content of the papers, their rigor and credibility of the results, usefulness and policy implications. The first series of papers will be papers from the development literature. Typically 2 papers will be presented per class (unless part of the course is dedicated to other tasks).

Later in the semester, students will present their own piece of research and debate it. We will try to concentrate all the presentations of papers written by the students into 3 classes around the end of the semester.

6. Competencias (Escriba 2 o 3 competencias que Ud. podría comprometerse a desarrollar en este curso)

Ability to read and understand papers in the development economics literature
Increase your knowledge of the development literature
Ability to develop logical argument in presentations, debates and essays
Ability to write your own research, using economic arguments, theory and empirical analysis

7. Criterios de evaluación (Porcentajes de cada evaluación)

The final grade will be calculated as follows:

- 50 % of the total grade will be based on the readings, and homework:
- Quizzes on readings: 10%
 - Class Participation: 15%
 - Presentation of a paper (from literature): 10%
 - Homeworks: 15%

50 % of the total grade will be based on your own paper:

- 1st version (literature review and initial idea and strategy): 10%
- Presentation of your paper: 10%
- Final paper: 30%

Low participation to classes (absenteeism above 20%) may affect the participation grade substantially.

Reclamos (Artículo 62 y 63 del Reglamento General de Estudiantes de Pregrado)

“Todo estudiante que desee formular un reclamo sobre las calificaciones de cualquier evaluación o sobre la nota definitiva del curso, deberá dirigirlo por escrito y debidamente sustentado al profesor responsable de la materia, dentro de los ocho (8) días hábiles siguientes a aquel en que se dan a conocer las calificaciones en cuestión. El profesor dispone de diez (10) días hábiles para resolver el reclamo formulado; vencido el término informará al estudiante la decisión correspondiente.”

“Si el estudiante considera que la decisión no corresponde a los criterios de evaluación, podrá solicitar la designación de un segundo calificador mediante un escrito debidamente sustentado, dirigido al Consejo de Facultad o de Departamento, según el caso, dentro de los ocho (8) días hábiles siguientes al conocimiento de la decisión. Si el Consejo encuentra fundada la solicitud, procederá a designar, solamente para tal efecto, un segundo calificador cuya decisión debidamente sustentada será definitiva e inmodificable. En ningún caso, el segundo calificador podrá desmejorar la nota inicialmente asignada por el profesor.”

Los reclamos serán válidos siempre y cuando el quiz, el parcial y el examen final hayan sido resueltos en esfera. Para las evaluaciones resueltas a lápiz, el reclamo se debe presentar en el momento en que las pruebas se entreguen calificadas.

8. Sistema de aproximación de notas definitiva

Dando alcance a la modificación al sistema de calificaciones, el Comité Directivo, en la sesión No. 72-13 del 19 de junio de 2013, aprobó la siguiente escala de calificaciones, incluida en el art. 51 del Reglamento General de Estudiantes de Pregrado (RGEPr), el art. 49 del Reglamento General de Estudiantes de Especialización (RGEE), el art. 51 del Reglamento General de Estudiantes de Maestría (RGEMa), y el art. 61 del Reglamento General de Estudiantes de Doctorado (RGED): “Las calificaciones definitivas de las materias serán numéricas de uno cinco (1,50) a cinco (5,00), en unidades, décimas y centésimas.

9. Bibliografía

There is not one textbook recommended, but a series of papers that will be reviewed during the classes.

1) Constraints to Technology adoption and Investments

Overview of the Technology Adoption literature:

Foster, A. D., & Rosenzweig, M. R. (2010). Microeconomics of technology adoption. *Annual Review of Economics*, 2.

A) Credit Constraints:

Banerjee, A. V., Duflo, E., Glennerster, R., & Kinnan, C. (2013). The miracle of microfinance? Evidence from a randomized evaluation.

Beaman, L., Karlan, D., Thuysbaert, B., & Udry, C. (2014). Selection into Credit Markets: Evidence from Agriculture in Mali.

Karlan, D., & Zinman, J. (2009). Observing unobservables: Identifying information asymmetries with a consumer credit field experiment. *Econometrica*, 77(6), 1993-2008.

B) Learning

Foster, A. D., & Rosenzweig, M. R. (1995). Learning by doing and learning from others: Human capital and technical change in agriculture. *Journal of political Economy*, 1176-1209.

Conley, T. G., & Udry, C. R. (2010). Learning about a new technology: Pineapple in Ghana. *The American Economic Review*, 35-69.

C) Technological change and Human Capital:

Foster, A. D., & Rosenzweig, M. R. (1996). Technical change and human-capital returns and investments: evidence from the green revolution. *The American economic review*, 931-953.

D) Profitability of technologies (technical constraint):

Marennya, P. P., & Barrett, C. B. (2009). State-conditional fertilizer yield response on western Kenyan farms. *American Journal of Agricultural Economics*, 91(4), 991-1006.

2) Corruption and poor institutions: consequences and solutions

Overview:

Olken, B. A., & Pande, R. (2011). *Corruption in developing countries* (No. w17398). National Bureau of Economic Research.

Social Monitoring and Electoral Fraud: Evidence from a Spatial Regression Discontinuity Design in Afghanistan (2015, Job Market paper of Robert M. Gonzalez)

Yang, D. (2006). 18 The economics of anti-corruption: lessons from a widespread customs reform. *International handbook on the economics of corruption*, 512.

Sources of Revenue and Government Performance: Evidence from Colombia (2015, Job Market Paper of Luis R. Martinez)

Reinikka, R., & Svensson, J. (2011). The power of information in public services: Evidence from education in Uganda. *Journal of Public Economics*, 95(7), 956-966.

3) Firms and how to increase productivity

Eslava, M., Haltiwanger, J., Kugler, A., & Kugler, M. (2010). Factor adjustments after deregulation: panel evidence from Colombian plants. *The Review of Economics and Statistics*, 92(2), 378-391.

Blattman, C., Fiala, N., & Martinez, S. (2013). Generating skilled self-employment in developing countries: Experimental evidence from Uganda. *Quarterly Journal of Economics*, forthcoming.

4) Methodology

Duflo, E., Glennerster, R., & Kremer, M. (2007). Using randomization in development economics research: A toolkit. *Handbook of development economics*, 4, 3895-3962.

Fecha de entrega del 30% de las notas: 11 de marzo de 2016

Último día para solicitar retiros (no genera devolución): 18 de marzo 2016 (6pm)

Último día para subir notas finales en banner: 31 de mayo 2016