Development Economics
Courses At Cornell University

2010
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The following packet was assembled in May-June 2010 by Ivi Demi at the request of Professor Chris Barrett as background information for Cornell faculty and students in development economics. The syllabi provided are the most recent (2008 or more recent) for courses taught by Profs. Barrett, Basu, Berry, Christy, Fields, Kanbur, Lee, Pinstrup-Andersen, Prasad, and Sahn that might broadly be thought of as falling under the general heading of “development economics.” Syllabi provided were retrieved from professors directly or relevant course websites.

Faculty Websites:

Chris Barrett - http://aem.cornell.edu/faculty_sites/cbb2/
Kaushik Basu - http://www.arts.cornell.edu/econ/kb40/
Jim Berry - http://www.arts.cornell.edu/econ/jwb295/
Ralph Christy - http://aem.cornell.edu/faculty_content/christy.htm
Gary Fields - http://www.ilr.cornell.edu/directory/gsf2/
Ravi Kanbur - http://www.kanbur.aem.cornell.edu/
David Lee - http://aem.cornell.edu/faculty_content/lee.htm
Per Pinstrup-Andersen - http://epe.cornell.edu/faculty/pinstrup_andersen.htm
Eswar Prasad - http://prasad.aem.cornell.edu/
David Sahn - http://www.nutrition.cornell.edu/che/bio.cfm?netid=des16
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Name</th>
<th>Semester Last Offered</th>
<th>Semester Next Offered</th>
<th>Frequency Regularly Offered</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrett, Chris</td>
<td><strong>AEM 4551/CRP 6490/SOC 4450: Comparative Perspectives in Poverty Reduction Policy</strong></td>
<td>Spring 2010</td>
<td>Not sure</td>
<td>Experimental in spring 2010 ... maybe alternating years?</td>
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<td></td>
<td>This course builds student understanding of facts about poverty domestically and internationally and of different policies intended to reduce the incidence and persistence of poverty. It exposes students to different disciplinary and geographic perspectives on issues of poverty dynamics and socioeconomic mobility and to the evidence on different policy interventions.</td>
</tr>
<tr>
<td>Barrett, Chris</td>
<td><strong>AEM 7620: The Microeconomics of International Development</strong></td>
<td>Fall 2008</td>
<td>Not sure</td>
<td>Every other year ... but may discontinue during IGERT period (2010-2014)</td>
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<td>Focuses on models of individual, household, firm/farm, and market behavior in low- and middle-income developing economies. Topics include agricultural land, labor, and financial institutions; technology adoption; food security and nutrition; risk management; intra-household analysis; reciprocity networks; and product/factor markets analysis. Emphasizes empirical research.</td>
</tr>
<tr>
<td>Barrett, Chris</td>
<td><strong>AEM 7650: Development Microeconomics Graduate Research Seminar</strong></td>
<td>Spring 2010</td>
<td>Fall 2010</td>
<td>Every semester</td>
<td>Graduate students and the instructor present draft research proposals, papers, and preliminary thesis results for group review and discussion. Students who actively participate by offering written and oral comments on others’ work receive 1 credit. Students who also present their own proposal or paper receive 2 credits. Presentations last 75 minutes and thus represent a substantial investment of time. Students who present a second proposal or paper receive 3 credits.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Frequency</td>
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<tr>
<td>ECON 7730</td>
<td>Economic Development</td>
<td>Spring 2009</td>
<td>Spring 2011</td>
<td>Every other spring</td>
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<tr>
<td>ECON 3710</td>
<td>Development Economics</td>
<td>Spring 2010</td>
<td>Spring 2011</td>
<td>Every spring</td>
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<tr>
<td>AEM 4420</td>
<td>Emerging Markets</td>
<td>Fall 2009</td>
<td>Fall 2010</td>
<td>Every fall</td>
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</tr>
<tr>
<td>ECON 7720/ILRLE 7490</td>
<td>Economics of Development</td>
<td>Fall 2008</td>
<td>Fall 2010</td>
<td>Every fall</td>
<td></td>
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</tbody>
</table>

Concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.

Examines microeconomic issues in developing countries, with an emphasis on recent research in the field. Studies the theoretical and empirical aspects of current economic and policy questions. Topics include education, health and nutrition, insurance and credit, gender and family, agricultural contracts, and corruption.

Provides a framework for examining the effectiveness of marketing strategies in economies in transition and identifying the challenges and opportunities for firms in low-income economies to access industrial markets. Appraises the risk of entering markets in low-income economies and assesses the political, legal, cultural, and economic forces. Analyzes and discusses case studies of companies.

Analytical approaches to the economic problems of developing nations. Topics include old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, and public policy evaluation. Prerequisites: First-year graduate economic theory and econometrics (Economics 6090 and 6100, 6130 and 6140, 6190 and 6200).
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Title</th>
<th>Spring 2009</th>
<th>Spring 2011</th>
<th>Every spring</th>
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<tbody>
<tr>
<td>Fields, Gary</td>
<td><strong>ILRIC 6350: Labor Markets, Income Distribution, and Globalization</strong></td>
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<td>The first half of the course is on distribution and development: theory and evidence. The second half is on labor markets in a globalized world.</td>
</tr>
<tr>
<td>Kanbur, Ravi</td>
<td><strong>AEM 6670/ECON 7700: Topics in Development Economics</strong></td>
<td>Spring 2010</td>
<td>Spring 2012</td>
<td>Every other spring</td>
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<td>Topics vary from year to year but may include poverty, inequality, intra-household allocation, structural adjustment, and debt. Examination is by term paper.</td>
</tr>
<tr>
<td>Kanbur, Ravi</td>
<td><strong>AEM 7350/ECON 7350: Topics in Public Economics</strong></td>
<td>Spring 2010</td>
<td>Spring 2012</td>
<td>Every other spring</td>
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<td>Topics vary from year to year, but may include Theory of Public Goods, Regulation and Enforcement, and Optimal Taxation. Examination is by term paper, where the general concepts may be applied to developed or developing countries.</td>
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<td>Examines selected topics in agricultural and economic development, technology assessment, ecosystem management and the environment, with a focus on developing countries. Topics include production, poverty, and environmental tradeoffs; sustainable technology development; trade and environment linkages; economics of conservation and development; and alternative methodologies for analyzing these interactions. Readings emphasize the economic literature, but also draw from the biophysical sciences, ecosystem management, and the broader social sciences.</td>
</tr>
<tr>
<td>Pinstrup-Andersen, Per</td>
<td><strong>AEM 4450/NS 4450: Food Policy for Developing Nations</strong></td>
<td>Fall 2009</td>
<td>Fall 2010</td>
<td>Every fall</td>
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<td>Comprehensive presentation and discussion of policy options for a sustainable global food system, with focus on developing countries. Topics include economic policy related to nutrition, health, consumption, production, natural resource management, trade, markets, gender roles, armed conflict, and ethics. A social entrepreneurship</td>
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<tr>
<td>Instructor</td>
<td>Course Title</td>
<td>Semester</td>
<td>Year</td>
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<tr>
<td>Pinstrup-Andersen, Per</td>
<td>AEM 6420/NS 6420: Globalization, Food Safety, and Nutrition</td>
<td>Fall 2009</td>
<td>Fall 2010</td>
<td>Every fall</td>
</tr>
<tr>
<td>Prasad, Eswar</td>
<td>AEM 4540/ECON 4540: China's and India's Growth Miracles</td>
<td>Fall 2009</td>
<td>Fall 2010</td>
<td>Every fall</td>
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<tr>
<td>Prasad, Eswar</td>
<td>AEM 7670/ECON 7670: Topics in International Finance</td>
<td>Fall 2009</td>
<td>Fall 2010</td>
<td>Every fall</td>
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</table>
require extensive student involvement in preparing research proposals and critiques of existing literature.

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<tr>
<th>Instructor</th>
<th>Course Title</th>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sahn, David</td>
<td><strong>NS 4570: Health, Poverty, and Inequality: A Global Perspective</strong></td>
<td>Fall 2009</td>
<td>Fall 2010</td>
<td>Every fall</td>
<td>The course focuses on issues of global health inequality. We explore the nature and extent of global inequalities in health, and the possible policy responses to improving health and well-being, and reducing observed disparities. We examine global health inequalities at various levels, including across countries, at the national level, and even within the household. Likewise, the class examines the implications of the health crisis that afflicts the poorest countries, especially in Africa. Special attention is given to problems such as malnutrition and HIV/AIDS. The ethics of dealing with problems of global health inequality, as well as some policy options are also discussed. The latter issue of how to most cost-effectively address global health problems is the subject of class projects.</td>
</tr>
<tr>
<td>Sahn, David</td>
<td><strong>NS 6850/ECON 7710: Empirical Methods for the Analysis of Household Data: Applications to Health, Education, and Poverty</strong></td>
<td>Spring 2009</td>
<td>Spring 2011</td>
<td>Every other spring</td>
<td>Course description: This is an advanced course that explores recent empirical research that relies on the analysis of household survey data. It focuses on issues of multidimensional poverty, health, nutrition, and education. The course covers empirical methods as they apply to a series of measurement and modeling issues, as well as the evaluation of interventions and public policy. While we briefly review underlying theory and econometric techniques, the course attempts to bridge the gap between theory and practice, addressing issues such as model identification, functional form, estimation techniques to control</td>
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for endogeneity and heterogeneity, and so forth. In addition, we review various empirical and measurement issues such as the multidimensional nature of poverty and benefit incidence. We also focus on the literature in the areas of anthropometry, HIV/AIDS, and cognitive outcomes, examining both the non-experimental and program evaluation literature.
# Future Semester Offerings

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
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<tbody>
<tr>
<td>AEM 4450/NS 4450: Food Policy for Developing Countries</td>
<td>AEM 7650: Development Microeconomics Graduate Research Seminar</td>
<td>AEM 4450/NS 4450: Food Policy for Developing Countries</td>
<td>AEM 6670/ECON 7700: Topics in Development Economics</td>
</tr>
<tr>
<td>AEM 4540/ECON 4540: China’s and India’s Growth Miracles</td>
<td>ECON 3710: Development Economics</td>
<td>AEM 4540/ECON 4540: China’s and India’s Growth Miracles</td>
<td>AEM 7350/ECON 7350: Topics in Public Economics</td>
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<td>ECON 7720/ILRLE 7490: Economics of Development</td>
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<td>NS 4570: Health, Poverty, and Inequality: A Global Perspective</td>
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</tbody>
</table>
Following are the syllabi for the listed courses in the order they are presented in the table of contents.
COURSE SYLLABUS

AEM 4420 – Emerging Markets

Lecture: Wednesday, 7:30 – 9:30pm in Warren 131 (sections listed at end of this document)

This course provides students with a framework for examining the effectiveness of marketing strategies in economies in transition, and for identifying the challenges and opportunities for firms in low-income economies to access markets in developed countries. The risk of entering markets in low-income economies will be appraised and assessment of the political, legal, cultural, and economic forces will be discussed. Case studies of companies, industries, and economies will be analyzed.

Course Objective:

To develop an understanding of the process of planning and executing the concepts of pricing, promotion, and distribution of ideas, products and services in emerging markets (EM). Emphasis is placed primarily on the marketing decisions facing a private firm manager, but the marketing issues confronting public policy makers are considered also.

Students will be expected to:
1) Apply fundamental analytical tools to various marketing problems in emerging markets;
2) Identify the marketing challenges and opportunities specific to selected consumer product and industrial product industries, and
3) Present sound, well-reasoned arguments regarding the role of marketing in both private and public organizations within emerging markets.

Instructors:
Ralph D. Christy Edward Mabaya Laura Cramer
204 Warren Hall 207 Warren Hall 204 Warren Hall
rdc6@cornell.edu, 255-2194 em37@cornell.edu, 255-7531 lkc9@cornell.edu, 255-8846

Office Hours: Tuesdays 4:00- 5:00pm or by appointment Administrative T.A’s
Administrative Assistant: Maleeha Rizwan Tianli Zhao Beth Robertson
Carol Thomson
106 Warren Hall
mrt67@cornell.edu tz49@cornell.edu

Required Text and Cases:
✓ Compilation of Case Studies
COURSE OUTLINE

PART 1: MARKETS, PROPERTY RIGHTS AND CAPITAL

Week

1 EMERGING MARKETS: AN INTRODUCTION (Sept. 2)
Why study emerging markets? What is market-led development?
Forces: Trade barriers falling, information technology, competition in matured markets, buying power in emerging markets, FDI
Global Business Paradigm Shifts
What are emerging markets?

Readings:

Section (Case & Assignment)
Guidelines for Preparing a Written Case Report (Class Handout) – Discussion/Presentation

2 THEORIES OF MARKETS (Sept. 9)
Key Concepts: Market, Marketing, Strategic Behavior, Emerging Markets, Market Failure...
Theories and conceptual frameworks...

Readings:
✓ Christy, EMH, Chapter 2

Section (Case & Assignment)
Market-led Strategies are positive influences on the Economic Development of Emerging Markets: Pro or Con? Assignment A, due Sept. 9

3 THE LEGAL FOUNDATION AND INSTITUTIONS FOR MARKET-BASED ECONOMIES (Sept. 16)
Property Rights
Corporate Governance
Readings:

Section (Case & Assignment)
Case Study “Business Corruption in China” Assignment B, due Sept. 16

4 FINANCIAL MARKETS AND ECONOMIC PROGRESS (9/23)
Emerging Financial Markets and Economic Growth and Development
Foreign Direct Investment and Economic Progress
Financial Crises: Mexico 1994-95, Asia 1997-8, South American (Argentina, Brazil) 2001-02

Readings:
✓ Christy, EMH, Chapter 3 and 4

Section (Case & Assignment)
Financial Crises: Mexico 1994-95, Asia 1997-98, South American (Argentina, Brazil) 2001-02 (Group Presentations).

5 MICRO-FINANCE INSTITUTIONS (Sept. 30) – Part 1
Readings:
✓ Christy, EMH, Chapter 5

Section (Case & Assignment)
HBCS, “Micro Insurance Agency: Helping the Poor Manage Risk” – Assignment C, due Sept. 30

MICRO-MARKETS ENTERPRISE (Sept. 30) – Part 2
• Entrepreneurial-Centered Economic Development
Readings:
Christy, EMH, Chapter 9
PART 2: PLANNING, STRATEGY AND EVALUATION

Week 6 MARKET ORIENTED STRATEGIC PLANNING (Oct. 7)
Readings:
✓ Christy, EMH, Chapter 6
✓ Illbury Chantell and Clem Sunter. The Mind of a Fox: Scenario Planning in Action

Section (Case & Assignment)
HBSC: “Sandhar Technologies Group, LTD” - Report #2, due Oct. 7

7 MARKET STRATEGY (Oct. 15)
Market Strategy and Network Building (SODP Presentation, Dr. Mabaya)
Transfer of Technology

Readings:
✓ Christy, EMH, Chapter 7

Section (Case & Assignment)
HBCS, “Novartis Agricultural Discovery Institute, Inc. (A)” (2000) – Assignment D, due Oct. 15
EMP “FICA Seeds”- (Group Case Study Discussion)

8 CUSTOMERS (Oct. 21)
Readings:
✓ Christy EMH, Chapter 7

Section (Case & Assignment)
HBCS: “Splash Corporation (A): Competing with the Big Brands” - Report #3, due Oct. 21

9 COMPETITION (Oct. 28)
• What is Competition?
• Competitors Analysis
Readings:
✓ Christy, EMH, Chapter 7

Section (Case & Assignment)
• HBCS: “Robert Mondavi and the Wine Industry” – Report #4, due Oct. 28 Prof. R. D. Christy & Dr. E. Mabaya Page 5 Fall 2009 EMP - Cornell University
10 TARGET MARKETING (Nov. 4)
Readings:
✓ Christy, EMH, Chapter 7

Section (Case & Assignment)
• WildFoods: Commercializing Natural Products to Improve Rural Livelihoods in Southern Africa– Assignment E, due Nov. 4

11 EVALUATING THE PERFORMANCE OF MARKETING EFFORTS: SUMMARY AND SYNTHESIS (Nov. 11)

Readings:
✓ Christy, EMH, Chapter 7

Section (Case & Assignment)
Case Study “Singapore Airlines: Global Challenges” (2004), Assignment F, due Nov. 11
Strategies That Fit Emerging Markets

PART 3: GLOBAL FIRM AND ECONOMIC PROGRESS
Week
12 NATIONAL FIRMS IN GLOBAL MARKETS (Nov. 18)
• Contracts
• Joint Ventures
• Foreign Direct Investments

Readings:
✓ Christy, EMH, Chapter 8

Section (Case & Assignment)
HBCS: “Natura: Global Beauty Made in Brazil”, Report #5, due Nov. 18
Prof. R. D. Christy & Dr. E. Mabaya Page 6 Fall 2009 EMP - Cornell University
THANKSGIVING RECESS (Nov. 25)

13 CREATING AN ENABLING ENVIRONMENT (Dec. 2)

- Economic Correctness
- Corporate Social Responsibility
- Global Business Principles
- What Happens When Governments and Markets Fail?

Readings:
✓ Christy, EMH, Chapter 10

Section (Case & Assignment)

DISCUSSION SECTIONS SCHEDULE
Wed 9:30-10:30pm Warren 201
Thurs. 10:10-11:00am Warren 361
Thurs. 2:45-3:35 pm Warren 261
Friday 10:10-11:00am Warren 361
Friday 2:30-3:25pm Warren 361

GRADING POLICY:
Class Participation/ Presentation 10%
Assignments/ Case Summaries 10%
Case Study Analysis 40% (The highest 4 of 5)
Final Project 40% (Due on Friday, December 4, 2009)
CORNELL UNIVERSITY  
Nutritional Sciences 4450  
Applied Economics and Management 4450  
Towards a Sustainable Global Food System:  
Food Policy for Developing Countries  
Fall 2009, T R 10:10-11:25 a.m.  
3 credits

Instructor: Per Pinstrup-Andersen (pp94)  
305 Savage Hall (255-9429)

Office Hours: Tuesdays and Wednesdays, 2:00-4:00 p.m.

TA: Emily Bielecki (emb56)  
213 Savage Hall (255-2968)

Office Hours: Wednesdays, 9:30-11:30 a.m.; Thursdays, 2:45-4:00 p.m.

Assistant: Mary-Catherine French (mcf4)

Website: http://www.blackboard.cornell.edu  
http://cip.cornell.edu/gfs

Venue: 200 Savage

Description: This course is about government policy for the global food system with emphasis on developing countries. A social entrepreneurship approach based on case studies prepared for this course and active participation by students and instructor will be used. The lectures, topics and cases to be covered are listed below. Except for the lectures and discussions, each session will be dedicated to one case, to be presented by a team of three students and discussed by all students in the course. The team should prepare a two-page written answer to the case assignment and give a 10-15 minute oral presentation to the class. The written note and PowerPoint presentations must be emailed to the instructor (pp94@cornell.edu) and to the teaching assistant (emb56@cornell.edu) by 8:30 a.m. on the morning of the scheduled oral presentation. The written note and PowerPoint presentations will be posted on the Blackboard site. The instructor will present a short summary during the last 5-10 minutes of each session, highlighting the key lessons from the case and placing them in a broader context. In order for this participatory approach to work, it is essential that all students read the case to be discussed and any other relevant readings prior to class, as well as each draft textbook chapter and view each lecture prior to the relevant session. All cases, lectures, and draft chapters are available on the following web site: http://www.blackboard.cornell.edu. i-Clickers are required for the course and can be purchased at the Cornell Store.

Course Grades: Each student will be graded on his/her team’s oral and written presentation of the case-specific assignments (1/3), his/her class participation in the
discussion (1/3), and the average grade from the mid-term and final exam (1/3). Only letter grades will be given. An absolute grading scale is used: 100-97 % = A+, 96-93 % = A, 92-90 % = A-, 89-87 % = B+, 86-83 % = B, 82-80 % = B-, etc. less than 60% = F. The instructor determines all graded assignments. Students will have an opportunity to appeal their grades within two weeks from the date grades are returned.

**Academic Integrity**: Every student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work a student submits for academic credit will be the student’s own work.

**Topics, Lectures and Cases:**

**Introduction and General Policy Issues**
- Aug. 27. Course Outline, the Social Entrepreneurship Approach and Lecture 2: Nature and Implementation of Food Policy
- Sep. 1. Team Formation and Lecture 1: The Global Food System and Driving Forces
- Sep. 3. Discussion of Lectures and Chapters 1 and 2.

**Health, Nutrition, Food Security, and Poverty Policies**
- Sep. 8. Discussion of Chapters 3, 4 and 5 and Videotaped Lecture 3: Health, Nutrition, Food Security and Poverty Policies
- Sept. 10. Case 3-1: HIV/AIDS, Gender and Food Security in SSA
- Sept. 15. Case 3-7: Biofortification as a Vitamin A Deficiency Intervention in Kenya
- Sept. 17. Case 3-9: The Nutrition Transition and Obesity in China
- Sept. 22. Case 3-1: HIV/AIDS, Gender and Food Security in SSA
- Sept. 24. Case 3-7: Biofortification as a Vitamin A Deficiency Intervention in Kenya

**Production, Supply, and Natural Resource Management Policies**
- Sep. 29. Discussion of Chapters 7 and 8 and Videotaped Lecture 4: Production, Supply and Natural Resource Management Policies
- Oct. 1. Case 7-1: The 2002 Malawi Famine
- Oct. 8. Case 8-4: Allocating Irrigation Water in Egypt

**Domestic Market Policies**
- Oct. 20. Discussion of Chapter 6 and Videotaped Lecture 5: Domestic Market Policies
- Oct. 20. Mid-Term Exam, 7:30-9:00 pm, 100 Savage Hall

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Oct. 22. Case 6-2: A Revolution in the Making: The Case of Agro-Food Retailing in India
Oct. 27. Case 6-4: Smallholder Farmers’ Access to Markets for High-Value Agricultural Commodities in India
Oct. 29. Case 6-1: Concentration in Agribusiness and Marketing: A Case Study of Arla Foods
Nov. 3. Case 6-10: The Growing Trend of Farmers’ Markets in the United States

**Governance, Institutions, Trade, and Globalization Policies**

Nov. 5. Discussion of Chapters 9 and 10 and Videotaped Lecture 6: Governance, Institutions, Trade and Globalization Policies
Nov. 10. Case 10-1: Globalization and the Nutrition Transition: A Case Study
Nov. 12. Case 9-5: The Sugar Controversy
Nov. 17. Case 10-8: The Coffee Crisis: Is Fair Trade the Solution?
Nov. 19. Case 10-5: The Impact of U.S. Subsidies on West African Cotton Production

**Ethics, Hunger, and Food Policies**

Nov. 24. Discussion of Chapter 11 and Videotaped Lecture 7: Ethics, Hunger and Food Policies
Dec. 1. Case 11-1: Food Policy and Social Movements: Reflections on the Right to Food Campaign in India

**Conclusions**

Dec. 3. Class Discussion: Bringing it all together.
Dec. 16. Final Exam, 2:00-4:00 pm, 219 Ives Hall
AEM/ECON 4540
China’s and India’s Roles in the World Economy
Fall 2009
Professor Eswar Prasad

The growing economic might of China and India and their increasing integration into global trade and finance have put them firmly on the center stage of the world economy. In this course, we will undertake a comparative analysis of the growth experiences of these countries through the twin lenses of international finance and development economics. We will examine the roles of trade and financial openness, institutions, government policies, and labor markets in determining the trajectory of growth. In particular, we will focus on the roles of domestic financial sector development and international financial integration, and the interaction between them, in the process of economic development. This will essentially serve as a guided tour through key concepts in international trade and finance. Finally, we will discuss growth prospects for China and India, the myriad domestic and external challenges that they face in sustaining high growth, and the implications for the world at large.

Prerequisites: Intermediate-level courses in macroeconomics, international economics, and econometrics/statistics.

Lecture hours: Wednesdays, 10:10 a.m. - 12:35 p.m.
245 Warren Hall
Grading: Letter grade only. Grade will be based on assignments, term paper and class participation
Credits: 3
Teaching Assistant: Rahul Anand (ra254)
TA’s Office Hours: Tuesdays 2:00 p.m. - 4:30 p.m.
431 Warren Hall
Course Support: Carol Thomson (cmt8)
106 Warren Hall

COURSE SCHEDULE

Week 1, September 2
Week 2, September 9

Topic: Determinants and Implications of Growth Patterns in China and India


In addition to this material, we will have guest presentations about data resources
available at Cornell to work on China and India, and also to generate comparative perspectives with other emerging market economies. Some data issues (and potential pitfalls) will also be discussed.

**Week 3, September 16**  
**Topic: Balance of Payments, Exchange Rates**  

**Week 4, September 23**  
**Topic: Capital Controls, Capital Account Liberalization**  

**Week 5, September 30**  
**Topic: Exchange Rate Regimes, Monetary Policy**  

Week 6, October 7

Topic: Trade Liberalization, Composition of International Trade


Week 7, October 14

Topic: Finance and its Role in Growth

Week 8, October 21

Topic: Macroeconomic Policies and Growth in India

Guest Lecture by Dr. Kalpana Kochhar, IMF

*Before class, read the latest IMF Staff Report on India (for 2008), available online at: http://www.imf.org/external/pubs/cat/longres.cfm?sk=23025.0
There are also some interesting analytical chapters in the IMF’s Selected Issues Paper: http://www.imf.org/external/pubs/cat/longres.cfm?sk=23022.0

Week 9, October 28

Topic: Sustainability of Growth, Domestic and External Risks, Comparative Perspectives on Long-Term Growth Prospects


Week 10, November 4

Topic: Policies and Growth Prospects in China and the Asian Region

Guest Lecture by Dr. Joshua Felman, IMF

Before class, read the latest IMF Staff Report on China (for 2006), available online at: http://www.imf.org/external/pubs/cat/longres.cfm?sk=20060.0
*IMF Asian Regional Economic Outlook (May 09)

Week 11, November 11

Guest Lecture by Dr. Indermit Gill, Chief Economist, Europe and Central Asia Region and Director of the World Development Report 2009, World Bank.

World Development Report, 2009

Week 12, November 18

Topic: Different Approaches to Reform, Socio-Political Considerations

Lau, Lawrence, Gerard, Roland, and Yingyi Qian, 2000, “Reform without Losers: An


**Week 13, November 25**

**Review Session**

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**Week 14, December 2**

**Topic: Implications of China’s and India’s Emergence and Future Growth for World Economy**


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**BACKGROUND READINGS & REFERENCE MATERIALS**


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**COURSE ASSIGNMENTS AND REQUIREMENTS**

**Common Points about Formatting, Submission of Assignments**

1. All text should be double-spaced (except footnotes and references, which can be single-spaced).
2. Use 12-point font (important: do not use smaller font size), at least 1” margins on all
sides.
3. Put on the subject line “4540: Assignment I” or whatever the relevant document is.
4. Email the documents in pdf format to Rahul Anand (ra254) and Carol Thomson (cmt8).
5. Put your name at the top right corner of each assignment.

Assignment I
Growth Data
(due Friday, September 11 @ noon)

Assignment II
Trade Balance and Exchange Rates
(due Friday, September 25 @ noon)

Assignment III
Data Note
(due Monday, October 5 @ noon)

Structure: This assignment involves original research work. At least one table or figure
(more is fine) that you have created yourself, along with at most one page of doublespaced
text describing the data and what’s interesting about it. You can replicate existing
work with new data or using data for a different country but should not directly reproduce
existing tables or figures from anyone else’s work.

Sample data notes from private sector analysts are on the course blackboard site.

Assignment IV
Research Note
(due Friday, October 16 @ noon)

Structure: This assignment involves original research work—it can be (but does not have
to be) related to your work for the previous assignment, but needs to be much more
substantive and original. More original work (rather than a derivative of someone else’s
work) will receive a higher grade. One lead-in paragraph (200 words at most)
summarizing highlights of your findings and their implications. Then analyze the data,
with supporting charts and/or tables, and discuss implications. You do not need to
extensively cite previous literature, but you should acknowledge explicitly (at least in a
footnote) if your work is building on or is an extension of someone else’s work. [See next
page for format]

Format: Maximum of three pages of double-spaced text. Tables and figures do not count
towards 3-page limit.

Assignment V
Paper Proposal
(due Monday, October 26 @ noon)

Structure: Brief summary of question you plan to address, why it is interesting (from
analytical and policy angles), how you plan to address it, how it builds upon and differs
from existing work, what data and methodology you plan to use, and preliminary results
or at least some plots/tables showing your data. It can be (but does not have to be) related
to the topic(s) of the two previous assignments.

Format: Maximum of 3 pages of double-spaced text. References, tables, figures do not
count towards 3-page limit.

Assignment VI
Preliminary Draft of Paper  
(due Monday, November 16 @ noon)  
Same structure and format as final draft (see below). I do not expect a full and polished paper but you should have made significant progress on your paper relative to your proposal, including at least a few key charts and tables. This is also an opportunity to get detailed feedback on your paper before handing in your final version.  

Assignment VII  
Final Draft of Paper  
(due Monday, December 7 @ noon)  
*Structure:* Introduction should state the main problem, motivate why it is interesting and summarize the key findings of your paper. Paper should contain clear descriptions of data and methodology; literature review (if relevant, but keep this to 1-2 pages at most); main results and their implications; and a brief concluding section that discusses implications of your analysis/results and could also mention ideas for extending the analysis.  

*Format:* Maximum 20 pages of text, including references and appendixes but excluding figures and tables (which can be at the end of the paper). Proofread paper carefully before submitting.  

Send final draft of paper by email to me (eswar.prasad), with cc to Rahul Anand (ra254) and Carol Thomson (cmt8). Put “4540: Final Paper” in the subject line of the email. Paper must be received by deadline, or you will receive an incomplete on the course and your eventual final grade will be reduced. No exceptions.  

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Indicative Grade Allocation  
Assignment I: 5 percent  
Assignment II: 10 percent  
Assignment III: 10 percent  
Assignment IV: 15 percent  
Assignments V-VII: 60 percent (10+20+30)
AEM 4551/CRP 6490/SOC 4450
Comparative Perspectives in Poverty Reduction Policy
Spring 2010
Mon/Wed 2:55-4:10 PM
146 Myron Taylor Hall (Institute for Social Science conference room)
(Directions to the Institute for Social Sciences in Myron Taylor Hall can be found at:
http://www.socialsciences.cornell.edu/about.html#Dir)
Chris Barrett Susan Christopherson
Applied Economics & Management City & Regional Planning
cbb2@cornell.edu smc23@cornell.edu
315 Warren Hall 204 Sibley Hall
TEACHING ASSISTANT:
Graduate TA: Hope Michelson (hcm23@cornell.edu)
COURSE OBJECTIVE:
This course aims to build student awareness and understanding of facts about poverty
domestically and internationally and of policies intended to reduce the incidence and
 persistence of poverty. The course exposes students to varied disciplinary and geographic
perspectives on issues of poverty dynamics and socioeconomic mobility and to the evidence
on a range of policy interventions. Sponsored by the Institute for the Social Sciences
2008-11 theme project on Persistent Poverty and Upward Mobility
(http://socialsciences.cornell.edu/0811/desc.html).
COURSE PREREQUISITES:
Open to juniors, seniors and graduate students by application. By January 10, submit a one
page statement of interest to Profs. Barrett and Christopherson, identifying prior relevant
academic training and personal and/or professional experience that will enable contributions
to the seminar and prepare the student to fully engage with the course material. All
applicants will be notified of their status by January 18.
READINGS:
The readings are posted on the course Blackboard site. The Iceland book is available
through the Campus Store.
HOME PAGE:
The course home page is on Blackboard. The page provides you with announcements,
information about the course, links to the syllabus, lecture notes, useful web sites, and all
the usual, good things available on Blackboard sites. We strongly recommend that you check
the course web site frequently during the semester, especially for announcements prior to
class.
ACADEMIC INTEGRITY:
We strictly enforce Cornell’s Code of Academic Integrity. We strongly encourage you to
discuss course material with your classmates outside of class. However, the written work
you turn in and the oral presentations you make must be entirely your own. At the minimum,
a violation of the code of academic integrity will result in a failing course grade.
GRADERS AND POINT ALLOCATION:
There is no “curve” in this class; you are not competing against your classmates.
Exercise Points
Weekly discussion questions 50%
Course term paper 50%
There are no examinations in this course.
No extensions are granted. Late or missed assignments will receive a grade of zero.
WEEKLY DISCUSSION QUESTIONS:
Each week, students will be expected to reflect on the readings and lecture presented on
Wednesday and prepare a set of questions for discussion the following Monday. These
questions should be posted to the course Blackboard site by Sunday at 4pm so that
everyone can review the questions before the Monday discussion. The questions should be in
short paragraph form and provide a context for how and why the question emerges from the
lecture and readings. Examples of question format will be provided on the blackboard site. Questions will be graded for the understanding they evince of the readings and lecture and for their contribution to stimulating a useful group discussion in class.

**TERM PAPER:**
Each student will be required to write a 10-20 page research paper. The paper should take the form of a critical, interpretive literature review focused on a topic related to the course. A list of possible topics will be provided but each student will work out a topic with one of the instructors. The paper will be graded on the thoughtfulness and comprehensiveness of the literature review and whether it illuminates key questions in the topical area. Papers will also be graded on the overall quality of the written product. Students with writing problems are urged to seek help from the Cornell Writing Center in order to improve the quality of their papers. The paper will be due May 14.

**OFFICE HOURS:**
Prof. Barrett’s spring 2010 office hours are Tuesdays 2:00-3:00 PM in 158B Myron Taylor Hall and Wednesdays 10:00 AM – 12 noon in 315 Warren Hall. Outside those times, please feel free to email questions to me or to call for an appointment; feel free to drop by my office any time, but please understand that I may not be available without prior notice.

Prof. Christopherson’s regular office hours are 1:30-2:45 M/W by appointment. To make an appointment, email me and let me know the reason for the appointment so I can prepare. I also make appointments outside these hours when necessary. I can deal with many problems by email and respond rapidly.

TA office hours will be held in Ms. Michelson’s office, 425 Warren, Thursdays 3:00-4:30 PM

**COURSE OUTLINE:**
The course consists of several modules, each with lecture and discussion sessions. After the first week, discussions will be held on Mondays, lectures on Wednesdays. The intent is that students absorb the lecture material and associated reading, then prepare the discussion questions due on Sunday for Monday’s in-class seminar discussions. This sequencing allows students ample time to absorb and reflect on the core material and strikes a good balance between faculty lectures and more inclusive discussions.

Key
CB=Chris Barrett, D=Discussion, GL = Guest lecture, L=Lecture, SC=Susan Christopherson

**Week #:Dates Monday Wednesday**

1: Jan 25-27 L: Introduction (SC) Poverty/Mobility Concepts/Measures (CB)

2: Feb 1-3 D: Concepts/Measures
Module 1: Domestic Poverty Policy

2: Feb 1-3 L: Spatial/Racial Dimensions (SC)
Readings: Iceland (2006), Poverty in America, Chapters 4, 5, 6, pp. 38-117
3: Feb 8-10 D: Spatial/Racial Dimensions (SC) L: Spatial/Racial Dimensions (SC)

4: Feb 15-17 D: Spatial/Racial Dimensions (SC)
Module 2: International Poverty Policy
4: Feb 15-17 L: Transfers, targeting & safety nets (CB)

5: Feb 22-24 D: Transfers/targeting/safety nets L: Agricultural and rural dev’t (CB)

6: Mar 1-3 D: Agricultural and rural development
Module 3: Human Capital
6: Mar 1-3 GL: Health in developing countries (David Sahn)

7: Mar 8-10 D: Health in DCs GL: Education and US poverty (Steve Morgan)

8: Mar 15-17 D: Education GL: Food security in rich countries (Christine Olson)
Reading: Pelletier DL, Olson CM and Frongillo EA. Food insecurity, hunger and

9: Mar 29-31 D: Food security
Module 4: Demography and Labor Markets
9: Mar 29-31 GL: Work-based anti-poverty policy (J. Matsudaira)

10: Apr 5-7 D: Work-based policy GL: Demographic Approaches (Dan Lichter)

11: Apr 12-14 D: Demographic approaches GL: Job Access/Mobility (M. Freedman)

12: Apr 19-21 D: Job Access/Mobility
Module 5: Political Economy of Poverty

12: Apr 19-21 GL: Africa (Nic van de Walle)

13: Apr 26-28 D: Africa GL: OECD countries (Chris Anderson)
Anderson, Christopher J., and Pablo Beramendi. 2008. “Income, Inequality, and

14: May 3-5 D: OECD countries L: Wrap-up (SC/CB)
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CORNELL UNIVERSITY
Nutritional Science 6420
Applied Economics and Management 6420
Globalization, Food Security, and Nutrition
Section 2
Fall 2009, Wednesdays, 10:10 am – 11:00 am
2 credits
Instructor: Per Pinstrup-Andersen, 305 Savage Hall (255-9429), pp94
Office Hours: Tuesdays and Wednesdays, 2:00-4:00 p.m.
Web Site: http://www.blackboard.cornell.edu
Assistant: Mary-Catherine French, 307 Savage Hall (255-9429), mcf4
Venue: 232 Savage Hall
Description:
This is a 2-credit hour directed readings course with 13 discussion sessions throughout the semester.
The course is developed for graduate students in nutrition, agricultural economics, and other relevant fields who wish to explore how globalization may affect poverty, food security, and nutrition in developing countries and how national policies and international agreements and institutions may influence the outcome. The discussion sessions will be based on assigned readings for each session. In order to facilitate such discussions, the number of students will be limited to 12. A basic understanding of economics and nutrition is a prerequisite and students should contact Per Pinstrup-Andersen (pp94@cornell.edu) for permission to enroll.
Required Readings:
A schedule of required readings and a reference list are attached. All readings are available on the Blackboard site.
Graded Assignments:
There are 12 graded assignments for this course. Each assignment, consisting of two typed pages, is due at the time of the session covering the topic of the assignment. Note that a score of zero will be assigned for any assignment missed without prior approval.
The professor determines all graded assignments. Students will have an opportunity to appeal their assignment grades.
Appeals:
To have any graded material reevaluated, submit an appeal directly to the professor via e-mail explaining and justifying your position concisely and clearly. Supportive citations from discussion sessions and/or course readings will bolster your request for additional consideration. The deadline for
appeals is two weeks from the date grades are returned.

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**Academic Integrity:**
Every student in this course is expected to abide by the Cornell University Code of Academic Integrity.
Any work a student submits for academic credit will be the student’s own work.

**Course Grades:**
A written summary of the main points for each of the assigned readings for the session must be submitted to the instructor at each discussion session except as noted in the schedule. The summary must not exceed two typed pages. Each of the 12 summaries will be graded and together they will account for 75% of the final grade. The remaining 25% of the final grade will be based on participation in class discussion.
An absolute grading scale is used: 97-100% = A+, 93-96% = A, 90-92% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-, etc. Less than 60% = F.

**NS6420/AEM6420**
**FALL 2009 SCHEDULE OF DISCUSSIONS and READINGS**
(Subject to Change)
All sessions are held from 5:30 pm-6:20 pm, except Session 4 (September 22) which will be held from 6:00-6:50 pm; and Session 6 (October 8), which will be held from 6:30 pm – 7:20pm

**Session 1: Overview of the Course and the Global Food Situation**
**September 2 (No Assigned Readings and No Assignments)**
**Session 2: What is Globalization?**
**September 8 Readings:**
• World Commission, 2004b., Chapter II.2.
• Bardhan, Bowles, and Wallerstein, 2006, Introduction.
• Dunning, 2003, Chapter 1.

**Session 3: Globalization, Equity, and Poverty**
**September 15 Readings:**
• United Nations, 2003a., Chapter 1.
• Nissanke and Thorbecke, 2007, Chapter 2.
• Bardhan, 2007, Chapter 6.
• Dinello and Squire, 2005, Chapter 1.
• Ajayi, 2005, Chapter 3.

**Session 4: Globalization and Food Security**
**September 22 Readings:**
6:00-6:50 pm
• Madeley, 1999.
• FAO, 2005, Chapter 6.
• von Braun, 2008, Chapter 2.

**Sessions 5: Food Safety**

**September 29 Readings:**
• Caswell and Friis Bach, 2007, Chapter 16.
• Josling, Roberts, and Orden, 2004, Chapter 5.

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**Sessions 6: Globalization, Health, and Nutrition**

**October 8 Readings:**
6:30-7:20 pm
• Babinard and Pinstrip-Andersen, 2001, Brief 5.
• Pinstrip-Andersen, 2007a, pp. 187-198.
• Hawkes, 2008, Chapter 7.

**October 13 NO CLASS**

**Sessions 7: Globalization, Agriculture, and the Environment**

**October 20 Readings:**
• von Braun and Diaz-Bonilla, 2008, Chapter 1.
• Narayanan and Gulati, 2008, Chapter 4.
• Pinstrip-Andersen and Watson, 2009.

**Session 8: Globalization and Agricultural Trade Policies**

**October 27 Readings:**
• Koning and Pinstrip-Andersen, 2007, Chapter 1.
• Murphy, 2007, Chapter 13.
• Hoda and Gulati, 2007, Chapter 2.
• Watkins, 2008, Chapter 5.
• Murphy, 2008, Essay 2.

**Session 9: Globalization, Agricultural Research and Technology, and Intellectual Property Rights**

**November 3 Readings:**
• Sell, 2002, Chapter 8.
• Pinstrip-Andersen and Mengistu, 2008, Chapter 3.

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**Session 10: Globalization, Markets, and Transnational Corporations**

**November 10 Readings:**
• Reardon and Barrett, 2000, pp. 195-205.
• Korten, 2001, Part III.
• Reardon and Timmer, 2008, Chapter 6.

**Session 11: Governance and Institutions at the International Level**

**November 17 Readings:**
• Nayyar, 2002a., Chapter 1.
• Nayyay, 2002b, Chapter 14.
• World Commission, 2004d, Chapter III.2.
• Diaz-Bonilla, 2008, Chapter 8.

**Session 12: Policies and Institutions at the National Level**
November 24 Readings:
• World Commission, 2004c, Chapter III.1.

Session 13: Globalization, Hunger, and Ethics

December 1 Readings:
• World Commission, 2004a, Chapter I.
• Pinstrup-Andersen, 2007b, Chapter 2.
• Marinoff, 2007, Chapter 3.
• Pinstrup-Andersen, 2005, pp. 1097-1112.

REFERENCE LIST


Development Institute (ODI) Briefing Paper 14.
E. (Eds.), *Globalization of Food and Agriculture and the Poor*, pp. 1-45. Delhi: Oxford University Press.


Agroecosystems, Economic Development and the Environment
AEM 6600

Spring Semester, 2010

Instructor: Prof. David R. Lee, 441 Warren Hall, 255-7685 (O), DRL5@cornell.edu

Lecture: 12:20am-1:35pm, Monday & Wednesday, 201 Warren Hall

Credits: 3-4 (1-credit optional weekly session – see below)

Course Summary: This course examines selected topics in economic and agricultural development, technology assessment, ecosystem analysis and environmental management, with a focus on developing countries. Topics covered include sustainable economic development; the tradeoffs between production, poverty, and environmental outcomes; tradeoffs in conservation and development; assessment and adoption of low-input sustainable technologies; climate change, development and growth; biotechnology impacts; trade and environment linkages; and alternative methods for analyzing these interactions. Readings and lectures emphasize the economic literature, but draw widely from the biophysical sciences, ecosystem management, and the broader social sciences. Enrollment by graduate students outside of economics, as well as those in economics fields, is encouraged. A special weekly session focusing on the economic literature may be scheduled for one extra course credit.

Course Outline:

Week/Topic

Introduction to course; sustainability and approaches to sustainable development.

Production, poverty and environment linkages – macro-level tradeoffs, the Environmental Kuznets Curve, etc.

3 Production, poverty and environment linkages – micro (household)-level tradeoffs, alternative analytical frameworks and case studies
4 Ecosystem and agroecosystem analysis – principles of ecosystem management, applications to agricultural development and natural resource management.

Ecosystem valuation and environmental services.

6 Sustainable technology adoption – technological options and case studies, Green Revolution vs. low external input systems, biophysical vs. economic assessment.

7 Conservation and development – biophysical and economic tradeoffs, integrated conservation and development paradigm, social dimensions.

8 Climate change, agriculture and development

9 *Spring Break*

10 Biotechnology and development – implications of biotechnology innovations for developing countries.

11 Trade, environment and development – implications for developing countries.

12 Institutional issues in agriculture, conservation and development – governance, institutions, international public goods.

13-14 Student paper presentations

**Meeting hours:** Monday and Wednesday: 12:20-1:35PM, 201 Warren Hall. An additional one-credit, one-hour weekly section may be arranged for economics students, depending on enrollment and student interest.

**Prerequisites:** Limited to graduate students. S-U grades optional. Auditing OK.

**Readings:** A list of required and optional readings for each week’s classes will be made available the previous week. Reading lists, required readings and necessary citations will be available on the course’s Blackboard web site.
**Grading:** Based on course paper (60%) and final written take-home exam (40%). Depending on enrollment, an article review and critique may be included as part of the grade. Anticipated paper length is 20-25 pages (approx.). Paper proposals will be due **March 17**. Presentation based on the papers will be given (approximately 10-12 minutes each) during the last two weeks of class. Additional guidelines on the proposal, paper and presentation will be available later in the semester.

**Contact Information:**

Professor David R. Lee: Office – 441 Warren Hall. Phone: 255-7685. Email: DRL5@cornell.edu. Office hours are 2:00pm – 3:00pm Tuesday and Thursday, or for an appointment, please phone or email the instructor.

Course Administrative Assistant: Carol Thomson, 106 Warren Hall, Phone: 255-5464. Email: cmt8@cornell.edu.
The course is targeted to graduate students who have done the basic courses and are now looking to develop Doctoral or Masters thesis topics. It is not a standard "lectures plus written test" course. There will be lectures, but the core of the course is independent reading and research leading to a term paper. All those registered for the course will be required to do the term paper. In close interaction with me, each student will define and develop a specific topic, do a literature search and critical review, highlight some open questions for research and, hopefully, make some headway on one or more of these questions. The term paper is expected to be around 35 pages double space, all-inclusive, in length. There will be a presentation of the term paper to the class towards the end of the semester.

The overall plan for the semester is as follows. During the first weeks I will lecture on topics of interest to me, suggesting ideas for research and literatures for review. Students will present papers from the literature. During the last weeks of the semester students will make presentations based on their term papers. In between, students will work independently on the papers, with frequent and structured interaction with me, requiring the submission of different drafts of the term paper. Extensive office hours, during which students will come and discuss their work with me, form an important part of this course.

Among the topics on which term papers are invited this semester are Poverty, Inequality and Labor. This is to be interpreted broadly, covering classical labor issues as well as income distribution, poverty, and household economics including gender. The themes are suggestive but not restrictive. I will be happy to discuss with students topics that fall outside this spread.

The papers I will cover during my lectures include the following, and students are invited to look at them to get an idea of the content and coverage of the course:


http://www.kanbur.aem.cornell.edu/papers/MacroCrisesAndTargetingThePoor.pdf
The Time Table for the semester is as follows.
1/27 Office Hours 10am-6pm; Lecture 7pm-10pm
1/28 Office Hours 10am-6pm
2/3 Office Hours 10am-6pm; Lecture 7pm-10pm
2/4 Office Hours 10am-6pm
2/10 Office Hours 10am-6pm; Lecture 7pm-10pm
2/11 Office Hours 10am-6pm; 2/15
Deadline for submission of 5 page outline
2/17 Office Hours 10am-6pm; Lecture 7pm-10pm
2/18 Office Hours 10am-6pm;
2/22 Deadline for submission of 10 page outline
2/24 Office Hours 10am-6pm
2/25 Office Hours 10am-6pm
3/3 Office Hours 10am-6pm
3/4 Office Hours 10am-6pm
3/8 Deadline for Submission of 20 page draft
3/10 Office Hours 10am-6pm
3/11 Office Hours 10am-6pm
3/31 Office Hours 10am-6pm
4/1 Office Hours 10am-6pm
4/7 Office Hours 10am-6pm
4/8 Office Hours 10am-6pm
4/12 Deadline for submission of 35 page draft. NO EXCEPTIONS.
4/14 Office Hours 10am-6pm; Class Presentations 7pm-10 pm
4/15 Office Hours 10am-6pm
4/21 Office Hours 10am-6pm; Class Presentations 7pm-10 pm
4/22 Office Hours 10am-6pm
4/28 Office Hours 10am-6pm; Class Presentations 7pm-10 pm 4/29 Office Hours 10am-6pm
5/5 Office Hours 10am-6pm 5/6 Office Hours 10am-6pm
5/8 6pm. Deadline for final submission of term paper. NO EXCEPTIONS. HALF GRADE
PENALTY FOR EACH DAY OF DELAY.
Ravi Kanbur 309 Warren Hall x57966 sk145@cornell.edu

AEM 7350/ECON 7350 Topics in Public Economics

Spring 2010. Prerequisite: Basic graduate courses in AEM or ECON, or equivalent with Instructor’s permission. Class meets: Thursdays 7-10 pm. Location: Warren 360.

This course is targeted to graduate students who have done the basic courses and are now looking to develop Doctoral or Masters thesis topics. It is not a standard "lectures plus written test" course. There will be lectures, but the core of the course is independent reading and research leading to a term paper. All those registered for the course will be required to do the term paper. In close interaction with me, each student will define and develop a specific topic, do a literature search and critical review, highlight some open questions for research and, hopefully, make some headway on one or more of these questions. The term paper is expected to be around 35 pages double space, all-inclusive, in length. There will be a presentation of the term paper to the class towards the end of the semester.

The overall plan for the semester is as follows. During the first weeks I will lecture on topics of interest to me, suggesting ideas for research and literatures for review. Students will present papers from the literature. During the last weeks of the semester students will make presentations based on their term papers. In between, students will work independently on the papers, with frequent and structured interaction with me, requiring the submission of different drafts of the term paper. Office hours, during which students will come and discuss their work with me, form an important part of this course. Students are asked to contact my assistant Sue Snyder (sms237@cornell.edu, x48856) to fix up appointments.

Among the topics on which term papers are invited this semester are on Voluntary Provision of Public Goods, and on Regulation and Enforcement.

On the former, students can look at the special issue of Journal of Public Economics, Volume 91, No. 9, September 2007, edited by James Andreoni and Ravi Kanbur. As will become clear, the "private provision of public goods" is a metaphor for a wider range of issues in public economics.


The above themes are suggestive, not restrictive. I will be happy to discuss with students topics for term papers that might fall outside this spread.
The Time Table for the semester is as follows.
1/27 Office Hours 10am-6pm 1/28 Office Hours 10am-6pm; Lecture 7pm-10pm
2/3 Office Hours 10am-6pm 2/4 Office Hours 10am-6pm; Lecture 7pm-10pm
2/10 Office Hours 10am-6pm 2/11 Office Hours 10am-6pm; Lecture 7pm-10pm 2/15 Deadline for submission of 5 page outline
2/17 Office Hours 10am-6pm 2/18 Office Hours 10am-6pm; Lecture 7pm-10pm
2/22 Deadline for submission of 10 page outline
2/24 Office Hours 10am-6pm 2/25 Office Hours 10am-6pm
3/3 Office Hours 10am-6pm 3/4 Office Hours 10am-6pm
3/8 Deadline for Submission of 20 page draft
3/10 Office Hours 10am-6pm 3/11 Office Hours 10am-6pm
3/31 Office Hours 10am-6pm 4/1 Office Hours 10am-6pm
4/7 Office Hours 10am-6pm 4/8 Office Hours 10am-6pm
4/12 Deadline for submission of 35 page draft. NO EXCEPTIONS.
4/14 Office Hours 10am-6pm 4/15 Office Hours 10am-6pm; Class Presentations 7pm-10pm
4/21 Office Hours 10am-6pm 4/22 Office Hours 10am-6pm; Class Presentations 7pm-10pm
4/28 Office Hours 10am-6pm 4/29 Office Hours 10am-6pm; Class Presentations 7pm-10pm
5/5 Office Hours 10am-6pm 5/6 Office Hours 10am-6pm
5/8 6pm. Deadline for final submission of term paper. NO EXCEPTIONS. HALF GRADE PENALTY FOR EACH DAY OF DELAY.
AEM 7620: The Microeconomics of International Development

Fall 2008
Instructors:
Chris Barrett Felix Naschold
315 Warren Hall 313a Warren Hall
255-4489 254-1593
cbb2@cornell.edu fn23@cornell.edu
Office hours: T 11:15-12:45 and F 8:30-9:45 AM W and F 11:45 AM -1:00 PM
Course time, location and website:
WF 10:10-11:45
Warren 245
http://moodle.cit.cornell.edu/

Course description: This course is designed for students with graduate level training in microeconomics and econometrics and an interest in international development. It focuses on the specification, estimation and interpretation of models of individual, household, firm/farm, and market behavior. A wide range of topics are covered. The intent is to provide an in depth survey of the research frontiers in various areas of the microeconomics of international development. Students from other fields are welcome and prior background will be taken into consideration in evaluating students’ course papers.

Our basic philosophy in this course is to assist the transition from student to scholar. We do not assign homework or exams and do not expect anyone to read everything on the syllabus. Rather, the intent is to expose students to seminal bits of several interrelated literatures, to explain the mechanics of key theories and methods, to encourage students to think critically about what these literatures tell us about microeconomic behavior in the low-income world, and to help train them how to undertake original research of their own as well as to offer constructive criticism of others’ research.

Course prerequisites: Completion of the first year Ph.D. course sequence in microeconomic theory (ECON 609/610/669) and econometrics (AEM 710/711 or ECON 619/620), or our permission. History shows that motivated M.S. candidates and Ph.D. candidates from allied disciplines also fare well in the course if they are willing to invest time in understanding at least the intuition of the more advanced material. Students are welcome to audit or to take the course on an S/U basis.

Evaluation: Grades will be based on a term paper (60%) and two 2-3 page formal referee reports of current working papers (40%). The working papers available for critique will be identified in the first week or two of the course. A 2-5 page, typewritten proposal for the term paper is due not later than Wednesday, October 29. The proposal must clearly identify the question(s) or puzzle(s) the paper aims to address, the literature into which this work fits, and the basic modeling approach to be followed. The paper need not be turned in this semester; students can take an incomplete and finish the paper over the following year, if they prefer. Any student not turning in a paper by November 1, 2009, will receive a failing grade.

Readings: Our detailed lecture notes are available on the course Moodle web site, for which you self-enroll. There is no course text, but we encourage students to purchase a copy of Angus Deaton’s The Analysis of Household Surveys: A Microeconometric Approach to Development Policy (Johns Hopkins University Press, 1997). It is no longer in print so the Campus Store is unable to order new copies. However, it is still available from many sellers on Amazon.com. It is also available as an online book through Cornell library. For easy access there is a link from the
7620 course website. All other readings are either available as e-journal articles through Cornell library or will be posted on the course web site. Core readings, which you are strongly encouraged to read, are denoted by an asterisk (*). Where no publication source is listed, the paper is an unpublished working paper. The reading list below uses the following abbreviations:

AER American Economic Review
AJAE American Jl of Agricultural Economics
EDCC Economic Dev’t and Cultural Change
EJ Economic Journal
ETRA Econometrica
HBS K. Hoff, A. Braverman and J.E.
HDE H.Chenery and T.N.Srinivasan, eds. (Vols. 1 and 2), or J.Behrman and T.N.
Srinivasan, eds. (Vols. 3A/3B), Handbook of Development Economics (Elsevier, various years).
JAE. J. of African Economies
JDE J. Development Economics
JDS J of Development Studies
JEL J of Economic Literature
JEP J of Economic Perspectives
JHR Journal of Human Resources
JPE Journal of Political Economy
OEP Oxford Economic Papers
QJE Quarterly J of Economics
REStat Rev Economics and Statistics
REStud Review of Economic Studies
WD World Development

I. KEY MODELING AND ESTIMATION METHODS
IA. Household and Intra-household Models
IA1. Separable and Nonseparable Household Models [August 29-September 12]
*I. Singh, L. Squire, and J. Strauss, Agricultural Household Models (1986), intro and chap. 1


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IA2. Intrahousehold Models [September 12-19]

*A. Deaton, chapter 4.2


**IB. Causal Inference: Experiments and Instruments** [September 19]


II. CONSUMPTION, NUTRITION, RISK AND POVERTY TRAPS
IIA. Consumption, nutrition, and health [September 24-26]
*A. Deaton, chapter 4.1


IIB. Consumption Smoothing: Savings, credit and insurance [September 26 – October 8]
*A. Deaton, chap. 6.2-6.5


IIC. Risk, vulnerability, variability and chronic poverty [October 10-15]


IID. Welfare Dynamics and Poverty Traps [October 15 - 24]


III. PRODUCTIVITY, AGRARIAN CONTRACTS AND FACTOR MARKETS

III.A. Smallholder Productivity

III.A1. Inverse Farm Size-Productivity Relationship [Oct 29 – Nov. 5]


III.A2. Efficiency Frontier Estimation [Nov. 7 – 12]

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*S. Sherlund, C. Barrett, and A. Adesina, "Smallholder Technical Efficiency Controlling For Environmental Production Conditions" JDE (2002).

III.B. Technology adoption [Nov. 14 - 21]


### III. Agrarian contracts

[Nov 26 – Dec 5]


C. Bell, "A Comparison of Principal-Agent and Bargaining Solutions: The Case of Tenancy Contracts," ETAL.


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AEM 7650: Development Microeconomics Graduate Research Seminar
Spring 2010
Instructor: Course time, location and website:
Chris Barrett Tuesdays 8:40-9:55
315 Warren Hall Warren 361
255-4489 http://blackboard.cornell.edu/
cbb2@cornell.edu

Course description: The seminar provides a forum for graduate students writing an MS or PhD thesis in development microeconomics to present and get feedback on their research ideas and preliminary results. Priority for speaking slots is given to students I supervise; but others are always welcome. Students in their second year or beyond (whether in a MS or PhD program) are expected to present a seminar once each semester. At a minimum, this should be extended notes about their emerging thesis or, better yet, a draft paper. A schedule of presentations is posted on the course Blackboard site.

All presenters must distribute a copy of their paper or discussion notes to the whole group no later than 5 PM on the Friday preceding their seminar in order that everyone has enough time to read it and mark it up before the discussion. Student presenters are responsible for emailing their paper (or notes) to everyone using the Communications/Send Email/All Users option in the Blackboard site. I post the papers to the Course Documents folder on the course Blackboard site.

All participants are expected to attend all other seminars, to read and mark up the draft paper in advance of the seminar, then to give the presenter written comments after the seminar (in addition to oral remarks offered during the discussion). This ensures that all presenters get substantive edits that will help their rapid progress towards completing publishable papers and acceptable thesis chapters.

In addition to getting comments on the substance of the talk, presenters also get feedback on the presentation itself. Each week the following week’s presenter is responsible for taking notes on the aesthetics of the presentation and offering constructive criticism on slides, speaking style, etc. during the final five minutes of the seminar period (i.e., providing feedback on the cosmetics of the talk rather than the content of the talk). In the last seminar of the semester, the first week’s presenter fulfills this function.

Presenters are responsible for picking up any audio-visual equipment they need for their presentation. There is a projector available in Warren 360. Email me or Erin Lentz (ecl4@cornell.edu) if you want to borrow my portable LCD projector.

Evaluation: Grades are S/U only. Audits are permitted.

Readings: Some useful background readings are also posted on the course Blackboard site. These are not required.

Tentative Schedule for Spring 2010
January 19 Russell Toth
January 26 Shung Zhang
February 2 Thomas Walker
February 9 No meeting
February 16 Sommarat Chantarath
February 23 Hope Michelson
March 2 Sudha Narayanan
March 9 Marc Rockmore
March 16 Chayanee Chawanote
March 23 No meeting
March 30 Brian Dillon
April 6 No meeting
April 13 Corey Lang
April 20 Aurelie Harou
April 27 Annemie Maertens
September 1, 2009
AEM/ECON 7670
Topics in International Finance
Fall 2009
Wednesdays 5:00 – 7:00 p.m.
Warren 345
Professor Eswar Prasad
This course will provide a selective overview of topics at the cutting-edge of academic research and policy debates about the international financial system. Main areas will include the effects of financial globalization on growth, volatility, and the transmission of business cycles. We will also examine the determinants of the direction and composition of capital flows, and analyze the implications of the rising prominence of hedge funds, sovereign wealth funds, and other institutional investors. We will discuss the causes and effects of the financial crisis and what implications it has for the research agenda in international finance and macroeconomics.

This course is intended for advanced Ph.D. students, especially those in search of thesis topics, and will require extensive student involvement in preparing research proposals and critiques of existing literature. Students will be expected to have basic graduate-level training in modeling techniques and familiarity with empirical tools (both panel data and time series).

There will be no exams. All registered candidates will be required to write a paper in order to receive a passing grade. The course will be graded S/U only.

**Background Readings**
Foundations of International Macroeconomics, Maurice Obstfeld and Kenneth Rogoff, MIT Press. [OK]

**Structure of Course**
**Topic 1: Measurement of Financial Openness**
A. Measures of Asset Market Integration Based on Price Data
B. Capital Controls
C. De Facto Measures of Integration Based on Quantities—Flows, Stocks
D. Evolution of De Facto Measures
E. Brief Presentation on Sources of International Macro Data

References for this lecture can be found in Section III of KPRW. For a different approach to construction of capital control indexes and for detailed chronologies of capital controls in specific emerging markets, see the relevant chapters in: *Capital Controls and Capital Flows in Emerging Economies: Policies, Practices, and Consequences*, 2007, Sebastian Edwards, ed. Chicago, IL: University of Chicago Press.


**Topic 2: Financial Integration and Growth**
A. Macro Evidence
B. FDI and Growth
C. Equity Market Liberalizations and Growth
D. Costs of Capital Controls
References for this lecture can be found in Sections V and VI of KPRW. Additional readings:

Topic 3: Risk Sharing
A. International Risk Sharing—Patterns and Channels
B. Intrastate Risk Sharing as a Benchmark
C. Risk Sharing, Specialization and Growth
D. Risk Pooling and GDP-Linked Bonds

Topic 4: Volatility, Crises

A. Financial Integration and Macroeconomic Volatility

B. Financial Crises

C. Globalization and the Growth-Volatility Relationship


Topic 5: A New Framework: Collateral Benefits and Thresholds

The framework is summarized in Section VII of KPRW. We will go over the specifics of this framework in detail, and critically examine its theoretical basis and empirical relevance. Sections VIII and IX of KPRW contain the key references.

For some evidence and more detailed discussion of a key collateral benefit, see:


University Press).
For a detailed literature survey and related evidence on threshold effects, see:
For skeptical views on this framework, see:

**Topic 6: Financial Globalization and Productivity Growth**
A. What Drives GDP Growth in the Long Run
C. Reconciling Effects of Financial Flows on TFP Growth and GDP Growth

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**Topic 7: International Business Cycle Transmission**
A. Properties of Business Cycles in Emerging Markets
B. How Does Financial Integration Affect Domestic Business Cycles
C. Implications of Financial Integration for Business Cycle Transmission
D. Decoupling or Convergence of International Business Cycles?


Topic 8: Global Imbalances: Facts and Implications

A. Uphill Flows of Capital

B. Implications of Capital Flows from Developing to Industrial Countries

C. Adjustment of Global Imbalances

D. Buildup of Foreign Exchange Reserves: Causes and Consequences


Topic 9: Understanding the Causes and Dynamics of the Global Financial Crisis
A. Origins of the Crisis
B. Relative Importance of Factors Underlying the Crisis
C. Domestic and International Financial Regulation
D. Policy Responses to the Crisis and Exit Strategies

Topic 10: The International Financial Architecture
A. Aid Flows and Remittances
B. Practical Approaches to Capital Account Liberalization
C. New Players: Sovereign Wealth Funds


Topic 11: Implications of Financial Globalization (and the Crisis) for Monetary Policy Frameworks in Emerging Markets
A. Monetary Policy: The New Neoclassical Synthesis
B. Does Financial Openness Make Monetary Policy Less/More Effective, Less/More Relevant
C. Optimal Monetary and Exchange Rate Policies for Emerging Markets


Key Dates

Tuesday, September 15: Panel discussion on Global Financial Crisis (Eichengreen, Kuttner, Prasad) Call Auditorium, Kennedy Hall @ 5:00 p.m.

Tuesday, October 6: Guest lectures by Dr. Ayhan Kose, IMF

Wednesday, October 7: Guest lectures by Dr. Ayhan Kose, IMF

Friday, October 16: Paper proposals due

Wednesday, October 21: Presentations of paper proposals

Friday, November 20: First drafts of papers due

Wednesday, November 24: Presentations of first drafts

Wednesday, December 9: Final drafts of papers due @ noon

Research Proposals

Maximum length of proposal: 10 pages of double-spaced text including cover page and appendixes but excluding references, charts and tables (use 12 point font, at least 1 inch margin on all sides).

Preliminary Drafts of Papers

Maximum length of draft: 20 pages of double-spaced text including cover page and appendixes but excluding references, charts and tables (use 12 point font, at least 1 inch margin on all sides).

Structure, Format for Research Paper

Final draft of paper is due on Wednesday, December 9 at 12 noon. No exceptions.

Maximum length of final draft: 25 pages of double-spaced text including cover page and appendixes but excluding references, charts and tables (use 12 point font, at least 1 inch margin on all sides). Cover page should contain an abstract—maximum of 150 words. Introduction should clearly convey the objective of your paper, provide a clear motivation (why the questions you are addressing are of interest), what the main original contribution of your paper is, and the key results.

Do not include an extensive literature survey. In the text, discuss only a few key papers that you are building on. Footnote the remaining papers.

Tables and figures should have self-explanatory titles and footnotes, with axes labeled clearly and showing relevant units.

Empirical work should be described clearly (dataset, variable transformations, exact specifications etc.) in a manner that allows for easy replication by other researchers.

Theoretical work should have clear and consistent notation.

Email all documents to me (eswar.prasad), with cc to Rahul Anand (ra254) and Carol Thomson (cmt8), with the subject line indicating “7670: Proposal” (or whatever the relevant document is).
Course Description
This course will cover topics in development economics, focusing on poverty alleviation at the micro-economic level. We will cover a range of issues that attract both research and policy attention in the field, from both a theoretical and applied perspective. The goal of this course is to both understand the microeconomic issues surrounding poverty alleviation and the tools reserachers use to study these issues. Thus, we will pay careful attention to the methods and approaches used in the articles that we study.

Prerequisites
The main prerequisite for this course is Econ 3130. A background in econometrics is useful but not required. Some econometrics is useful to understand the empirical papers we will study, and to do the problem sets. An outline of the techniques will be taught during the course as required.

Grading Policy
Grades in this course will be based on the following:
1. Six problem sets (50%)
2. Midterm Exam (25%), tentatively scheduled for Thursday, March 18th at 7:30PM.
3. Final Exam (25%), taking place during finals period

Blackboard
You should enroll in the course’s Blackboard site by going to http://blackboard.cornell.edu. The blackboard site contains the most recent electronic version of this syllabus (which links to the papers). If the syllabus is updated, it will be posted on this site. Problem sets and handouts will also be posted. Solutions to problem sets and exams will only be available in class or in one of the boxes outside of my office.

Handouts
Lecture notes will typically be handed out when we start each topic. These notes will provide an outline of the material covered in class. However, there will be some material covered in lecture that does not appear on the lecture notes, and thus reading the lecture notes should not be viewed as a substitute for coming to class.
Readings
The primary text for this course is Development Economics by Debraj Ray. You will also be responsible for several chapters of Portfolios of the Poor: How the World's Poor Live on $2 a Day by Daryl Collins, Jonathan Morduch, Stuart Rutherford, and Orlanda Ruthven. We will also cover a number of journal articles. Some of these articles contain technical material beyond the scope of this course. As you read these articles, it is important to understand the research questions, the approach and the main findings. You do not need to understand the statistical techniques not covered in lecture, but you should be able to read and understand the main tables of results.

Course Outline
Required readings are marked with **. Recommended readings are marked with *.

There are also a number of supplementary readings for each topic for those of you wishing to understand the topics in more depth. All of the articles are linked from the electronic version of this syllabus. Many of these are linked through the library, which require you to enter your Cornell ID and password. Please see me if you have any trouble accessing any of the articles.

Additional readings may be added during the semester.

1. Measuring Poverty

*Chap. 1-2 in Collins et al. [2009]
Chap. 8 in Ray [1998]


2. Education
   (a) Overview


(b) Interventions to improve education

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(c) Child Labor

3. Land
**Chap. 11 and 12 in Ray [1998]

4. Health and Nutrition
(a) The impact of poor health on development: microeconomic poverty traps
**Chap 8 and 13 in Ray [1998]
(b) Health and health care in LDCs
(c) Markets for health products

5. Gender and Family


6. Risk, Savings and Insurance

**Chap. 3-4 in Collins et al. [2009]


Chap. 15 in Ray [1998]

7. Credit, Credit Constraints and Microcredit

*Chap. 5 in Collins et al. [2009]

(a) Credit Constraints

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*Chap. 14 in Ray [1998]


(b) Microcredit

**Chap. 6 in Collins et al. [2009]


8. Institutions


9. Corruption


10. Research Methods in Development Economics (time permitting)


**Course Description:** Analytical approaches to the economic problems of developing nations. Topics include old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, and public policy evaluation.

**Prerequisites:** First-year graduate economic theory and econometrics (Economics 6090 and 6100, 6130 and 6140, 6190 and 6200).

**Contact Information:**
Professor Gary Fields, 354 Ives, gsf2@cornell.edu
Assistant: Darrlyn O’Connell, 385 Ives, dss7@cornell.edu

**Readings:**

0. **About Writing**

1. **Distribution and Economic Growth: Theory and Evidence**
   A. Distribution and development: An introduction
      - Distribution and Development, Chapter 1.
   B. Inequality and growth: Theory and evidence
      - Foster and Sen, Chapters A.2-A.4.
      - Distribution and Development, Chapters 2 and 3.
C. Poverty and growth: Theory and evidence
• Foster and Sen, Chapter A.6.
• Distribution and Development, Chapters 4 and 5.

D. Income mobility: Theory and evidence
• Distribution and Development, Chapters 6 and 7.

E. Social welfare: Theory and evidence
• Foster and Sen, Chapter A.1.
• Distribution and Development, Chapters 8 and 9.

II. Modeling Employment, Unemployment, Wages, and Labor Markets
III. Public Economics and Development Economics

A. Overall framework

B. Application to labor market policies

C. Application to other development issues
- Excerpt from Jeffrey Sachs, The End of Poverty.

IV. Nobel Laureates' Contributions to Development Economics Thinking
• Amartya Sen. "Space, Capability, and Inequality." Chapter A.7 of Sen and Foster.

Kaushik Basu and A. Chari
Tuesdays and Thursdays, 6 to 7.15 pm, Uris Hall 498  
Spring 2009

Econ. 7730
ECONOMIC DEVELOPMENT
The aim of this one-semester course is to introduce graduate students to the theoretical foundations of development economics and also to recent advances in the use of empirical methods in the study of developing countries. Students will also be introduced to several selected topics of contemporary research in development economics in order to acquaint them with the art of designing and carrying out their own research. Unlike in previous years, the course this year will be split into two parts, A and B, for which the primary responsibility will be with, respectively, Kaushik Basu and A. Chari. Each of these parts will last for approximately five and a half weeks. The last two weeks will be used for the presentation of student papers. Students taking this course for a letter grade will have to take an end-of-semester, open-book examination and also write a paper and present it in class. Those who take the course for pass or fail will have to simply write a paper at the end of the semester. Class participation will be important for all students. The reading list is longer than what we will be able to cover in class and what anyone can read (with comprehension) in a semester. It is meant to give the student a broad idea of the kind of material that will be covered and to provide a somewhat open field from which to pick and choose. It is also meant to serve as a guide to the student for choosing a topic for the class workshop. We could winnow down the list for you closer to the time of the examination.

Topics and Readings

PART A
[Professor in charge: Kaushik Basu, kb40@cornell.edu]
The book Analytical Development Economics by Kaushik Basu (MIT Press, 2003) will be used for a couple of topics and is referred to, in brief, as ADE. The first five topics below cover the early foundations of development economics—the ‘core’—and the remainder are special topics of contemporary interest.

I. The Vicious Circle of Poverty and Multiple Equilibria
ADE Chapter 2, Chapter 3 section 3.4

II. International Debt and Crises

ADE Chapter 6


III. The Dual Economy and Migration

ADE Chapters 7 & 8.


IV. The Rural-Urban Wage Gap, Unemployment and Surplus Labor

ADE Chapters 10.


V. Agrarian Structure, Credit and Tenancy

ADE Chapter 12 & 13


VI. Measuring Underdevelopment

VII. International Labor Standards and Child Labor

VIII. Household, Community, Gender and Decision-making

IX. Labor Legislation and Enterprise Reform

X. Cooperatives, Power and Institutions
Part B
This half of the course is intended to introduce students to the canonical empirical micro development literature, while also surveying some newer developments in the field. For the most part, the format will consist of discussions of published papers, along with the occasional lecture. Each paper that we will discuss will be assigned to a student, who will be responsible for writing and distributing a “referee report” on it prior to the class meeting. The papers we will discuss are available through JSTOR or other Cornell-accessible resources. There are no required textbooks, but if you have some long-term interest in development economics, it might be a worthwhile investment to obtain the following two books:

1. *Development Microeconomics*, by Pranab Bardhan and Christopher Udry
2. *The Analysis of Household Surveys*, by Angus Deaton

A tentative list of readings for the course is given below, but we may end up deviating from this template significantly. Also, if you have any particular topics or papers that you would like us to discuss in class, please let me know, and I will see if I can fit them into the schedule.

**I. Household Models, and Intra-Household Allocation**


**II. Savings, Credit, Risk and Insurance**


**Journal of Political Economy**.

Economic Studies.

III. Human Capital and Health

IV. Causal Effects

V. Industrial Development
(a) Credit and Finance
(b) Property Rights
(c) Productivity and Growth
Hsiez, C. and P. Klenow. 2009. Misallocation and Manufacturing TFP in China and India. QJE (forthcoming)
Melitz, M. 2003. The Impact of Trade on Intra-Industry Reallocations and Aggregate

(d) Corporate Organization
Final Syllabus March, 2009

Cornell University
ILR School

ILRIC 6350 Professor Gary Fields
Perspectives on the Developing World

Course Description
The first half of the course is on Distribution and Development: Theory and Evidence. Topics to be covered are: the development challenge; inequality, poverty, mobility, and social welfare; and employment, earnings, and poverty reduction.
The second half of the course is on Labor Markets in a Globalized World. Topics to be covered are: the globalization context; modeling labor markets and labor market policies; public policies to combat poverty and low earnings; and the role of the private sector in combating poverty and low earnings.
First seven weeks of Spring semester.

Prerequisites
ILR 2400 or ILR 5400 or Econ 3130 or CRP 5120 or permission of instructor.

Textbooks and Readings
The following books are available in paperback and should be purchased:

• Other readings will be available in a course packet, which should also be purchased.
• Additional readings will be distributed in class.

Exams and Grading
• There will be two exams, each of which will count for half the grade. They will be held in class Monday February 9 and Wednesday March 4.
• As a rule, I do not offer makeup exams, and I will not take kindly to requests for makeups. I am telling you now when the exams will be so that you can schedule your travel and other courses accordingly.
• Students are not graded on a curve. There will be as many A grades as there are students who earn them. I encourage you to form study groups and work together outside of class. You may not work together during in-class exams.

Academic Integrity
Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student’s own work. The Code may be found at http://www.cornell.edu/University Faculty/docs/main.html

Contact Numbers and Office Hours
• Professor Gary Fields. E-mail: gsf2@cornell.edu. Office: 354 Ives East.
• Office hours: Mondays, 3:00-4:00 or by appointment.
• Assistant: Darrlyn O’Connell. E-mail: dss7@cornell.edu. Office: 385 Ives East.
OUTLINE OF TOPICS AND READINGS
(Other readings to be added)

I. Distribution and Development: Theory and Evidence
   A. The development challenge
      Salgado, Workers [On reserve in Catherwood Library]
      Jeffrey Sachs, Excerpts from “The End of Poverty”
   B. Inequality, poverty, mobility, and social welfare
      Fields, Chapters 1-9. Replace Chapter 7 by Fields, “A Brief Review of the Literature on Earnings Mobility in Developing Countries”
      Excerpts from Asian Development Bank, Inequality in Asia, 2007

II. Labor Markets in a Globalized World
   A. Employment, earnings, and poverty profiles
      Excerpts from ILO, Global Employment Trends, January, 2009
   B. The globalization context
      Handout on “Introduction to Labor Markets in a Globalized World”
      Stiglitz, Preface and Chapter 1
      Friedman, Chapter 3
   C. Labor market modeling, evaluating labor market policies
      Excerpts from Fields, “Segmented Labor Market Models in Developing Countries,” forthcoming
   D. International trade
      Ehrenberg and Smith, “Why Does Trade Take Place?”
      Friedman, Chapters 10 and 13
      Stiglitz, Chapter 3
   E. Increasing paid employment, raising the returns to self-employment
      Handout on “Increasing Paid Employment”
      Stiglitz, Chapter 7
      Handout on “Raising Self-Employment Earnings”
   F. Other development policy issues
      Fields, Distribution and Development, Section 10.3
      Handout on “Other Aspects of Development Policy for a Globalized World”
Nutritional Sciences 4570: 
HEALTH, POVERTY AND INEQUALITY: A GLOBAL PERSPECTIVE 
Fall 2009 
Professor David E. Sahn 
Course description: 
The course will focus on issues of global health inequality. We will explore the nature and extent of global inequalities in health, and the possible policy responses to improving health and well-being, and reducing observed disparities. We will examine global health inequalities at various levels, including across countries, at the national level, and even within the household. Likewise, the class will examine the implications of the health crisis that afflicts the poorest countries, especially in Africa. Special attention will be given to problems such as malnutrition and HIV/AIDS. The ethics of dealing with problems of global health inequality, as well as some policy options will also be discussed. The latter issue of how to most costeffectively address global health problems will be the subject of class projects, as discussed below.
The class will consist of lectures and student lead discussion sessions. The class size is being limited with the expectation that students will come to each class having done all the required assigned readings, including being prepared to lead and/or actively participate in a discussion. In the case of the later, students will be asked to suggest one question and/or issue for the discussion sessions no later than noon on the day before the scheduled discussion. I will select the two or three most salient questions/issues to guide our discussion. A couple of students will be also be randomly assigned to lead each discussion group. For that reason, **you must do the readings before the discussion sessions, and you must attend these sessions.** Remember that our class discussions are public goods – your preparation and participation benefit your classmates as well as yourself.
The grade will be determined based on an equal weighting of four criteria. The first is a series of short quizzes that will be given every week or two based on the readings and lectures. The second criteria will be class participation. The third evaluation criteria will be a student project that will involve a group presentation and preparation of a group report. The group report and presentation will involve students working as a team to develop a proposal for the best policies to reduce a major global health problem, given a pre-determined budget, in the style of the Copenhagen Consensus (http://www.copenhagenconsensus.com). I will assign you to a group early in the course. During the last few weeks of class, you will present this proposal to the class. The final grading criteria will be a 10-to-12 page single-spaced paper which comments on the various proposals. More specifically, you will be asked to allocate the budget among the various activities in the proposals, and justify your choice in terms of considerations such as the relative importance of the problem being addressed, and the costs associated with, and feasibility of addressing the problem.
Calendar: 
September 10: 1-2 page statement on the topic for your challenge paper 
October 8: Annotated outline for your challenge paper (~ 3 pages) 
November 3: Draft of challenge paper (~ 20 singe spaced pages – exclusive of tables and figures)
December 3: Final of Challenge paper
December 15: Final paper

**Pre-requisites:** Introductory Microeconomics and Introductory Statistics

**Meeting Time and Location:** Tuesday and Thursday 11:40-12:55

**Office Hours:** Professor Sahn will hold office hours by appointment and on Thursday afternoon from 1:30-2:30 p.m. in B16 MVR

David.Sahn@cornell.edu

**Course Website:** http://www.blackboard.cornell.edu

**Teaching Assistant:** Francis Ngure, fmn9@cornell.edu

**Note on Readings (below):** Asterisked (*) readings below are optional readings. All others are required.

**POVERTY AND INEQUALITY**


**HEALTH INEQUALITY: Concepts, Measurement and Patterns**


University Press. *On Reserve in Mann Library.*
http://www.wider.unu.edu/publications/annual-lectures/en_GB/AL10/


**INTRA-HOUSEHOLD INEQUALITY**
http://ucatlas.ucsc.edu/gender/Sen100M.html


INTRA-HOUSEHOLD INEQUALITY


**GLOBAL INEQUALITY IN BURDEN OF DISEASE/COST EFFECTIVENESS ANALYSIS**


http://www.dcp2.org/pubs/GBD.


SUPPLY OF SERVICE/EXPENDITURE INEQUALITY
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EFFECTIVENESS OF PROGRAMS AND POLICY


On Reserve in Mann Library.


FOOD AND NUTRITION


http://www.ifpri.org/publication/world-food-situation-1


http://faostat.fao.org/site/368/default.aspx - anchor

http://www.ifpri.org/publication/worlds-most-deprived

MACROECONOMICS AND HEALTH


Montgomery, Keith. The Demographic Transition.
http://www.uwmc.uwc.edu/geography/Demotrans/demtran.htm

http://www.emro.who.int/cbi/pdf/PovertyReduction.pdf

International Monetary Fund (IMF), January. *Available on the Blackboard.*

**HIV/AIDS**


Chapter 4:
- pp. 84-86 (from Poverty and Inequality up to The Weight of stigmatization)
- pp. 91-93 (Impact on children)
- pp. 96-102 (from Impact on Education to end)


**FOOD AID**


**PHARMACEUTICALS AND VACCINES**


**NUTRITION TRANSITION**


**ETHICS**


Nutritional Sciences 685 / Economics 771:
Empirical Methods for the Analysis of Household Survey Data:
Applications to Health, Nutrition and Education
Spring 2009
Professor David E. Sahn

Course description: This is an advanced seminar that explores recent empirical research that will focus on issues of health (HIV/AIDS), nutrition, education and intra-household decisionmaking.

The course will cover empirical methods as they apply to a series of measurement and modeling issues, as well as the evaluation of interventions and public policy. While we will briefly review underlying theory, and econometric techniques, the course will attempt to bridge the gap between theory and practice, addressing issues such as model identification, functional form, and estimation techniques to control for endogeneity and heterogeneity. A key objective of the class will be to focus on the merits and limitations of randomized control trials (experiments) and non-experimental designs used to evaluate social interventions, and the various types of household surveys that are employed for these purposes.

Readings will be assigned for each topic and students will be expected to do all the readings. For each meeting, one or two students will be assigned to lead a discussion, in which all the other students are expected to actively participate. Those leading the session will be expected to prepare a short and critical evaluation (of 3-5 pages) of the papers on which they are leading the discussion. These will cover central issues related to the strengths and weaknesses of the paper, and their effectiveness in addressing underlying concerns of causation, identification, external validity, and so forth.

Students will also prepare an original empirical research paper where the students will define a problem, use household survey data to analysis it, and present the results to the class. The paper should be around 20 double-spaced pages, 12-point font with standard margins, not including tables, figures and references.

The empirical paper will comprise 50 percent of the final grade. Thirty percent of the final grade will be based on how well the student leads the discussion and their related critical evaluations of the topical papers they are assigned. Class participation, including presentation and discussion of the topical papers will count for 20 percent of the grade.

Key dates include that a prospectus on the research topic is due on February 2. This should include a discussion of the research questions, the data to be used, and a bibliography. A 5-page literature review is due on March 2, which can be incorporated into the final paper. Summary statistics, including means, standard deviations, and basic cross tabulations on the variables to be used in the model will be due on March 22. The paper presentations will be held during the last few class meetings.

A preliminary reading list is found below. More details on how to organize the in-class presentations will be posted on the class web site, including the questions and issues to be addressed for each paper reviewed. Furthermore, for our discussion on experimental versus non-experimental techniques, we will organize a debate style discussion, again where I will provide prompts in advance on the website that will be debated by students in the class.

Students who have limited or no experience with STATA, SAS, or similar software will be expected to find appropriate assistance from CISER or other resources on campus, including other students.
Meeting Time and Location: Time to be determined. An organizational meeting will be held on Tuesday, January 20 at 3:30 p.m., B16 MVR.

Office Hours: Professor Sahn will hold office hours by appointment in B16 MVR Hall.

Course Website: http://blackboard.cornell.edu

WEEKS 1/2 EVALUATING SOCIAL PROGRAMS -- EXPERIMENTAL VS. STRUCTURAL MODELS


WEEK 3 HEALTH AND NUTRITION


http://weber.ucsd.edu/~tkousser/Miguel%20and%20Kremer.pdf

WEEK 4 HEALTH AND NUTRITION: CONDITIONAL CASH TRANSFERS

WEEKS 5/6 HIV/AIDS
http://home.uchicago.edu/~eoster/hivbehavior.pdf

WEEKS 7/8 EDUCATION

WEEK 9 INTRAHOUSEHOLD DECISION MAKING

WEEKS 10-13 RESEARCH PRESENTATIONS