Boston University College and Graduate School of Arts & Sciences

Undergraduate Academic Program Office
725 Commonwealth Avenue, Room 102

CAS/GRS Course Revision Proposal Form

This form is to be used when proposing a revision of an existing CAS or GRS course.

Once completed, this form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu.

For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Pardee School DATE SUBMITTED: September 19, 2016
CURRENT COURSE NUMBER: GRS IR 704
CURRENT COURSE NAME: Global Economic & Development Policy

CURRENT 40 WORD COURSE DESCRIPTION:
Intermediate level survey of the contemporary politics, economics and policy questions in the international economy: theories of international political economy and international economics; politics of international economic institutions; analyses of industrial development, foreign investment, global and regional trade, and poverty alleviation.

CURRENT CROSS-LISTING DEPARTMENT/PROGRAM, if any: n/a
TO BE OFFERED NEXT: Spring 2018
INSTRUCTOR(S): Prof. Kevin Gallagher
DEPARTMENT CONTACT NAME AND POSITION: Elaine Bidianos, Academic Affairs Manager
DEPARTMENT CONTACT EMAIL AND PHONE: elaineb@bu.edu 3-9282

ITEMS PROPOSED FOR REVISION (check all that apply):

| X | Course Number | ☐ 40 Word Description |
| ☐ | Title | ☐ Prerequisites |
| ☐ | Short Title | ☐ Divisional Studies Credit |
| ☐ | Credits | ☐ Other (Explain) |
| ☐ | Cross-listing |

Notes: The “short title” appears in the course inventory and on student transcripts and must be 15 characters maximum including spaces. The “40 word description” appears in the CAS/GRS Bulletin.

PROPOSED REVISIONS: For each item checked above, provide the current information, then the proposed information, then a brief explanation for the proposed change, including the intended impact of the change.
1. Course Number
   a. Current information: GRS IR 704
   b. Proposed information: GRS IR 606
   c. Explanation & impact: Changing this course number will help to create a full introductory sequence of the 6 required MA courses.

2. [Second item checked]
   a. Current information:
   b. Proposed information:
   c. Explanation & impact:

IMPACT ON OTHER DEPARTMENTS/PROGRAMS: Will any of these changes have an impact on students pursuing the degree requirements or expectations of other departments, programs, or schools?
Check one: ☐ Yes ☒ No

If YES, please identify impacts and attach cognate comment from the appropriate department/program/school.

RESOURCE NEEDS: STAFFING, FACILITIES, AND EQUIPMENT: As a result of the proposed changes, will there be any changes in the staffing, special facilities or equipment needs of the course (e.g. laboratory, library, instructional technology, technical resources, etc)?
Check one: ☐ Yes ☒ No

If YES, explain further and indicate whether currently available staffing, facilities, and equipment are adequate for the proposed course. (NOTE: Approval of proposed revisions does not imply a change in resource commitments on the part of CAS.)

FURTHER INFORMATION THAT MUST BE SUBMITTED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

1. A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the proposed changes (see guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website. Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

2. Cognate comment from chairs or directors of relevant departments and/or programs. Use the form available here. You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT APPROVAL: ____________________________________________ Associate Dean for Academic Affairs __________ Date
Overview

For future leaders seeking to enable human progress, it is essential to understand the economic context of world affairs. To that end, this class is an intermediate-level survey of the key theories, trends, tools, and debates that scholars and policy-makers engage with in the world we live in. More specifically, the course will cover theories of economic growth and development, trade and industrial policy, international finance and crises, and sustainable human development. Students will combine theoretical understandings, statistical analysis, case study research, and political economy applications to these topics.

Prerequisites:

Students should have taken IR 603 or equivalent.

Grading and Assignments:

Course Grades will comprise of the following:

- Attendance and Participation 15%
- Problem Sets 40%
- Exam/paper 30%
- Reading analyses 15%

Attendance and Participation: Regular attendance will be taken and students will be expected to contribute to general discussions during class periods.

Problem Sets: Students are required to do two problem sets that will be available on blackboard.

Exam: There will be one take home exam/paper.

Reading Analysis: Over the course of the semester students have to write two short papers contrasting two views of a particular issue (2-3 pages single spaced)

Choose two:

1. Randomized trials
Attendance

Great importance will be placed on attendance and timely submission of assignments. There will be a penalty for late submissions of assignments and for irregular attendance. However, individual emergencies will be accommodated as far as possible. In such cases, students should make every effort to talk with the instructor in advance. Student participation will be an important part of the class and students should come prepared to be called upon.

Any of the following will adversely affect student grades:

- Being irregular in attendance (including arriving late or leaving early).
- Failing to have read all assigned readings before the class for which they are listed.
- Late submission of assignments
- Lack of participation in class discussions.

Academic Honesty

The American College Dictionary defines plagiarism as “Copying or imitating the language, ideas, or thoughts of another author and passing off the same as one’s original work.” Plagiarism is intellectual theft and violates the student honor code. Exact quotations must have quotation marks and the appropriate citation. Paraphrases, even if not exact quotes, must nonetheless have the appropriate citation. Submitting a paper written by someone else, whether ‘borrowed’ from a friend or purchased from a ‘service’, even if updated, constitutes plagiarism. Using the Internet for research is encouraged but plagiarizing its resources is not allowed. Cheating of any sort, submitting the same work for more than one course, deliberately impeding the academic performance of others, and other forms of academic misconduct are serious offenses. As a general rule, if you have any doubts, give credit to the source; if you have any questions, talk to the instructor.

Refer to the Academic Conduct Code for further information. The university rules and the academic code will be followed in every case.

Required Books:

Rodrik, Dani (2012), The Globalization Paradox, Norton
Course Outline

Class 1: Introduction: Economics, Institutions, and Development (Sep 5)

Todaro and Smith, Chapter 1

World Bank (2013), World Development Indicators, “Chapter 1: World View”

On blackboard:
If you need a review on the basics of micro-economics:
Harris, Jonathan, “Basic Supply and Demand Theory.”

Class 2: Theories of Economic Growth and Development (Sep 12)

Todaro and Smith, Chapters 2 and 3
Duflo and Banerjee, 1

Skills: mapping the global economy

Class 3: Diversification and Development (Sep 19)

Todaro and Smith, Chapter 4

On blackboard:


Skills: Excel for basic economic analysis

Class 4: Agriculture and Rural Development (September 26)

Todaro and Smith, Chapter 9

On blackboard:

De Schutter, Olivier (2011), *Agroecology and the right to food*, United Nations Food and Agriculture Organization.


**Skills: How to read a regression table**
http://dss.princeton.edu/online_help/analysis/interpreting_regression.htm

http://www.columbia.edu/~jfs2106/teaching/causality/readings/MeierRauchAppendix_small.pdf

**Class 5: Poverty and Inequality: (October 3) (Ann Helwege Guest)**
Todaro and Smith, Chapter 5
Duflo and Banerjee, Part 1-5.

**Skills: Calculating Lorenz Curves and Poverty Analysis**

**Class 6: Poverty and Inequality (October 10)**
Duflo and Banerjee rest of book

On blackboard

http://wer.worldeconomicsassociation.org/article/view/42

-DFID (2012). Executive Summary: *Cash Transfers: A Literature Review*, United Kingdom, Department of International Development.

-Roodman, David, (2012) **Chapter 1: Due Diligence: An Impertinent Inquiry into Microfinance**, Washington, Center for Global Development
http://www.cgdev.org/content/publications/detail/1425809/

**Class 7: Environment and Development (October 17)**
Todaro and Smith, Chapter 10

On blackboard:


**Skills:** Cost-Benefit Analysis

**Class 8: Theories of International Trade (October 24)**
PROBLEM SET ONE DUE

Todaro and Smith, Chapter 12

**Skills:** Understanding Trade Models

**Class 9: Trade, FDI, and “Catch-up” (October 31)**
Todaro, 685-96
Rodrik, Chapters 3, 4, 7, 8

On blackboard:

**Debate: The Trans-Pacific Partnership**

**Class 10: Macroeconomics in Context (November 7)**
Todaro and Smith, Chapter 15

On blackboard:

Hoover, Kevin, “The New Classical Macroeconomics,” Concise Encyclopedia of Macro-economics:
Blinder, Alan, “Keynesian Economics,” Concise Encyclopedia of Macro-economics
Class 11: Balance of Payments and Exchange Rates (November 14)
Todaro and Smith, Chapter 13
Rodrik, Chapter 5, 6

The Economist Big Mac Index:
http://www.economist.com/search/apachesolr_search/big%20mac%20index

Class 12: International Financial Crises (November 21)
PROBLEM SET TWO DUE

Film:

On blackboard:


Class 13: Reforming Global Finance (December 5)

On blackboard:


Grading and Assignments:

Course Grades will comprise of the following:

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**Attendance and Participation:** Regular attendance will be taken and students will be expected to contribute to general discussions during class periods.

**Problem Sets:** Students are required to do two problem sets that will be available on blackboard.

**Exam:** There will be one take home exam/paper.

**Reading Analysis:** Over the course of the semester students have to write two short papers contrasting two views of a particular issue (2-3 pages single spaced)

Choose two:

5. Randomized trials
6. Industrial Policy
7. Trade liberalization
8. Capital controls

**Attendance**

Great importance will be placed on attendance and timely submission of assignments. There will be a penalty for late submissions of assignments and for irregular attendance. However, individual emergencies will be accommodated as far as possible. In such cases, students should make every effort to talk with the instructor in advance. Student participation will be an important part of the class and students should come prepared to be called upon.

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