Contemporary India

ECON 390: *Development Economics*

Course Description

Development economics brings social, political, and historical factors together with economic tools to think through the development process in the context of India. The Indian economy serves as a complex, fascinating example of high technology, expanding trade, vibrant entrepreneurship, and a highly-skilled workforce, co-existing in a sometimes tenuous balance with widespread poverty, social inequality, and critical gaps in health care, education, and infrastructure.

How will India reconcile these disparities? How has India negotiated the transition from a mostly socialist economic policy to privatization, deregulation, and liberalization, and how has this affected its vast and diverse population? How do economic factors intersect and influence the social, political, and educational currents shaping India, what challenges does this rapidly transforming economy face, and what are its most promising strategies for success?This course will explore these questions in their global contexts, giving students the analytical and intellectual tools to approach them in a sophisticated and nuanced manner.

The lectures will be both informative and analytical, with a lot of scope for discussion. No mathematical pre-requisites are required, and while a basic understanding of both microeconomic and macroeconomic theory would be preferred, it is not mandatory.

Learning Objectives

In this course, students will be expected to

- *Understand disparities in terms of global prosperity, in terms of both the underlying causes as well as their sustained persistence*
- *Achieve working knowledge of the primary theories that underpin modern development economics, and how these have evolved over time*
- *Understand primarily India's, but also all developing nation's growth prospects from the perspective of modern growth theory*
- *Understand how most of the pressing problems of the 21st century, such as climate change, urbanization, demographic transitions and migration will affect developing nations in particular*
- *Acquire proficiency in understanding the impact of a globalized trading system on the development process*

Course Schedule

Session 01/22 Introduction to Development Economics

Readings:

Dasgupta, Partha. (2007). Economics: A Very Short Introduction. Introduction.

Session 02/22 Economics, Institutions, and Development

Readings:

Todaro, M.P. and Smith, S.C. (2009) Economic Development. 8th Edition. Addison-Wesley. Ch. 1.

A Hans Rosling talk at TED (Video will be shown in class as well, with a discussion to follow)

Session 03/22 Common Ailments, Common Goals

Readings:

Todaro, M.P. and Smith, S.C. (2009) Economic Development. 8th Edition. Addison-Wesley. Ch. 2.

- An overview of the Millennium Development Goals, UNDP

Session 04- 05/22 A Global Perspective on Development

Readings:

Sachs, Jeffrey. (2006). *The End of Poverty: Economic Possibilities For Our Time*. Penguin Books. Ch. 1- 3

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 2.

Session 06-07/22 Problems of the Rural Economy

Readings:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 9.

Session 08-09/22 Historical Overview of Classic Development Theories

Readings:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 3-4.

Session 10-11/22 Growth and Equality

Readings:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 5.

(2009). *Portfolios of the Poor: How the World's Poor Live on $2 a Day.* http://www.portfoliosofthepoor.com/

Session 12/22 Measuring and Reducing Poverty

Readings:

Wikipedia. (2015). "Foster-Greer-Thorbecke indices" https://en.wikipedia.org/wiki/Foster%E2%80%93Greer%E2%80%93Thorbecke_indices

Over, Mead. (2011). "Is Poverty Measurement more like a routine checkup or battlefield triage?" *Center for Global Development.* http://www.cgdev.org/blog/poverty-measurement-more-routine-checkup-or-battlefield-triage

Collins, Matt. (2010). "Questions on the edge of poverty". *Aid Thoughts.* http://aidthoughts.org/?p=976

Session 13/22 Population Challenges: Part 1

Readings:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 6.

Session 14/22 Population Challenges: Part 2

Readings:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 7.

A McKinsey report on India's urbanization

Session 15/22 Human Capital

Readings:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 8.

Shanghai Poverty Conference. Mexico's Opurtunidades program. http://info.worldbank.org/etools/docs/reducingpoverty/case/119/summary/Mexico-Oportunidades%20Summary.pdf

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Session 16/22 A Non-Autarkic World and the Development Process

Readings:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 12-13.

Session 17/22 The Big Questions in an Open Economy

Readings:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 14.

Session 18/22 International Capital Flows and Aid

Readings:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 15.

Session 19/22 Climate Change and Development

Reading:

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley. Ch. 10.

Session 20/22 Stories From Around the World

Readings:

- Room to Read
- The Acumen Fund
- andotherplayersfromaroundtheglobe.

Session 21/22 Winding Up

Session 22/22 *Final Presentations*

Course Textbook

Readings will be given in the course reader.

Todaro, M.P. and Smith, S.C. (2009) *Economic Development*. 8th Edition. Addison-Wesley.

Evaluation

Research Assignments, Short Response Essays	30%
Final (exam or paper)	40%
Class presentation	20%
Participation	10%

Grading

Alliance programs utilize the follow standard grading policy well accepted by most US institutions.

Excellent	A	93-100%	Good	B+	87-89%	Acceptable	C+	77-79%
	A-	90-92%		B	83-86%		C	73-76%
				B-	80-82%		C-	70-72%
						Unsatisfactory	D+	67-69%
							D	63-66%
							D-	60-62%
						Failing	F	<60%

Course Policies

Exams and Assignments

Students are required to take all regularly scheduled exams in courses for which they are

registered, and to submit all assignments on time. Any compelling academic, personal, or medical reason that might justify a rescheduled exam or assignment must be brought up to the Resident Director, not program faculty. Failure to take scheduled exams or submit the requisite assignments for a course will adversely affect your grade as per the stated grading criteria for each course.

Classroom Conduct

Student punctuality is extremely important in China and India. Please do not be late for classes or other activities, as it is considered impolite to do so. It is improper to eat in class, to engage in other activities such as texting, or to slump or nap. Students are expected to be alert and engaged as a sign of respect for their professors.

Attendance

Class attendance is mandatory. It is essential that the students participate fully in the coursework and all required academic activities. Authorized absences may only be approved by the Resident Director, and students are expected to make up any missed work. Unauthorized absences will adversely affect a student's grades.