

GOV 355M (38970): International Political Economy of Lower-Income Countries

Instructor Information

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Course Information

Description

This course focuses on the international political economy of lower-income countries. Traditionally, the field of international relations has fixated on interactions among the “great powers” of Europe and North America, with occasional reference to Japan in East Asia. However, with the rise of China and India as formidable powers in their own right, and with the resurgence of Russia and the entry of other middle powers in Brazil and South Africa, this emphasis is shifting. Moreover, as the world becomes increasingly interconnected by telecommunications and transportation technologies, even poor and remote countries can matter for the world economy and global security. This course will explore these changing dynamics. More importantly, as students you will undertake focused experiments to learn the causal effects of interventions you select on outcomes in transnational relations between high- and lower-income countries or among the lower-income countries themselves. You will thus contribute new knowledge to this growing field.

Prerequisites

None

Materials

Books

Sharman, J.C., 2019. *Empires of the Weak: The Real Story of European Expansion and the Creation of the New World Order*. Princeton, NJ: Princeton University Press.

Rosling, Hans. 2018. *Factfulness*. New York: Flatiron Books.

Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs.

Rivoli, Pietra. 2014. *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*. New York: John Wiley & Sons.

Bullough, Oliver. 2019. *Moneyland: The Inside Story of the Crooks and Kleptocrats Who Rule the World*. New York: St. Martin's Press.

Gates, Melinda. 2019. *The Moment of Lift: How Empowering Women Changes the World*. New York: Flatiron Books.

Journal Articles

Additional course readings will cover articles published in academic journals. PDF versions of these articles can be found in the “Files” tab on Canvas.

Learning Outcomes

With progress to be assessed by student performance in class discussion and on assignments.

Learn the Experimental Method

Use appropriate methods of sampling, intervention, random assignment, measurement, and statistical analysis in constructing and executing an original experiment in political science.

Effective and Professional Writing

Write a professional grade research paper on the international relations of developing countries.

Effective Oral Communication

Communicate effectively by presenting ideas in high-quality oral presentations.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Substantive Knowledge of International Political Economy

Learn the major categories of thinking on the international relations of lower-income countries.

Grading Policy

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Deadlines

All assignments, readings emails and the final exam are due on the date and time specified in the syllabus. Late assignments will be penalized. If assignments are turned in the first five minutes after the deadline but on the same day, a five percent penalty applies. If an assignment is turned in the day after it is due, a ten percent penalty applies. For each day after that an additional three percent penalty will accumulate. Thus, an assignment turned in five days late will receive a twenty-two percent penalty. Six days late, twenty-five percent, and so on.

Participation Policy

As you see from the class point breakdown, one fifth of your grade will come from your in-class participation and your participation on the online platform Packback. You will be graded on both the *quantity* and the *quality* of your participation. I will look for each of you to comment regularly in class and to engage the online Packback forum. I recommend that you come prepared with questions and interventions that demonstrate that you have done the reading and thought about it carefully.

Attendance Policy

This is a small section, and participation is a key part of the course. Thus, it is important that you attend each session as part of your participation grade. You may miss a few days of class without penalty, but more than a few absences will negatively affect your participation grade.

Assignments

Grade Breakdown

Assignment	% of Grade
Packback Participation:	10
In-Class Participation:	10
Abstract:	3
Institutional Review Board Protocol Application:	10
Literature Review:	7
Research Design & Preregistration Document:	10
Protocol Revision:	10
Earlier Draft of Research Paper:	15
Final Draft of Research Paper:	25

In-Class Participation

Due: Every course period

You are expected to read the assignment for the day, engage on Packback, and come to class prepared with questions to discuss. You are also expected to provide useful feedback on your fellow class members' ideas and projects.

Packback Questions Participation

Due: Mondays at 1pm on the assigned readings for the week.

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 10% of your overall course grade.

There will be a Weekly Deadline Monday at 1:00PM CST for submissions. In order to receive full credit, you should submit the following per each deadline period:

- **1 open-ended Question every week** with a minimum Curiosity Score of 60 (assigned by Packback's artificial intelligence algorithm), worth 33.33% of each assignment grade. The question needs to carefully and thoughtfully engage the assigned readings for the week. This means you will need to be reading ahead. You can pose your question about any of the assigned readings for the coming week.
 - You should **fully cite the assigned reading** (including author, year, publisher name, publisher location, and page number) that provoked your question and probe something you found interesting but not fully answered by the assigned reading.
 - **These should not be fishing questions** that have a definite answer provided by the assigned reading, but rather should be open-ended and likely to spark discussion among your peers.
 - Some questions to think about as you craft your Packback questions:
 - What important questions were left unanswered?
 - How does the assigned reading relate to other ideas you have had or reading you have done?
 - What prior beliefs does it contradict, correct, or extend?
 - What bearing does the reading have on current happenings in the world?
 - In your questions, you should demonstrate that you have read the assigned readings and have thought about them critically.
- **2 Responses every week** with a minimum Curiosity Score of 60, worth 66.67% of each assignment grade (scored by Packback's AI). For your responses, you may respond to any question posted by your peers for the readings from the coming week or from the immediately prior week.
 - In one of your two Packback responses, you will need to **find and cite one additional academic article or paper published or written since 2010 that is**

- not included on the syllabus.** This outside article should directly address the question posed by your peer but might also pose new questions to answer.
- In the other of your two responses, **you should carefully engage the assigned reading itself**, probing its possible answers or additional questions left unanswered. When you engage the assigned reading, be sure to provide a full citation to it.
 - Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account"
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
Community Lookup Key: 94fc9add-cbcd-428a-8ec6-5bb164146ead
3. Follow the instructions on your screen to finish your registration.
Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

Abstract

Due: Week 2

The first assignment requires that you submit a single paragraph describing the planned research, also called an *abstract*. An abstract is a terse, one-paragraph summary of the paper's:

1. Research question,
2. Hypothesis,
3. Intervention/treatment, and
4. Research design, which includes:

- a. Method of sampling and random assignment,
- b. Method of administering the treatment and control conditions,
- c. Measurement of the outcome of interest, and
- d. Strategy for analyzing the data using statistics.

Abstracts are required for most scholarly writing. They greatly help the reader identify the main points of a paper and follow its contents.

Your abstract should not be longer than 300 words. Please provide a word count.

You are not locked into the topic you choose for this assignment, but writing on the topic that most interests you will get you one step closer to a successful experiment. In other words, think hard about this assignment before you compose it. It is short but very important.

Institutional Review Board Protocol Application

Due: Week 4

All research projects involving human subjects must be evaluated and approved by the university's Institutional Review Board (IRB). To learn how this process works and the importance of obtaining IRB approval, you need to prepare an application and turn it in to me. With feedback, you will revise the application and, if so advised, submit it to the IRB for approval. It is likely that I can approve the project for instructional use as long as the findings are not disseminated beyond the class. I have created a template in MS Word that you will need to fill out and submit for the assignment.

The most involved part of the IRB application is Part D - "Complete Description of Study." You should think through each of the elements of this sections as you complete them. I will grade each of the components here as the key part of the assignment. The form does a good job of guiding you through the sections, but you will need to give the most attention to "5. A step by step description of each procedure...." Here you will need to include any survey questions for survey experiments, procedures for lab experiments, and treatment language or examples for field experiments. As you develop your experiment, it will help to complete the following steps:

Determine Your Question and the Scope of Your Project

Formulate a research question that can be answered with an experiment. For example, your main research interest may involve the effects of successive rounds of the General Agreement on Tariffs and Trade (GATT) on the flows of exports and imports among nations. But, of course, GATT rounds cannot be manipulated experimentally, so the general question cannot be answered directly through experiments.

However, with a survey experiment, you could randomly assign one set of respondents – the treatment group – to learn about the GATT's provisions protecting intellectual property rights. The control group would receive no additional information. Using questions in the

survey, you could then assess the differences between the treatment and control groups' attitudes toward downloading pirated movies or songs from the Internet.

Alternatively, you might conceive a lab experiment where subjects could play a game where they produce and trade simulated commodities and assess taxes on imports to raise revenue. In the treatment condition subjects might be allowed to communicate and negotiate anti-tariff agreements; in the control condition you could prevent them from communicating. Total simulated trade volume could then be assessed in treatment and control conditions, with the difference determining the average treatment effect.

As yet another option, either as a consultant (after incorporating a business) or as a researcher interested in improving transnational commerce, you might contact a set of businesses throughout the world that may be interested in exporting or importing from abroad. You might offer to connect them to potential partner firms you learn about in your research. In a treatment condition you could inform them about GATT rules specific to their industry and in a control condition you may omit the information about GATT rules. The difference in response rate between treatment and control would indicate the treatment effect of a prompt about GATT rules. Of course, research ethics would require that you actually connect the firms to each other as promised.

Select the Type of Experiment

Political scientists employ four main types of experiments: survey experiments, list experiments, lab experiments, and field experiments. In this course we will be focusing on field experiments. Lab experiments can vary both information and the environment for subjects in controlled settings (for examples, see Iyengar et al. 1982, Quattrone and Tversky 1988, and Ostrom et al. 1992). Field experiments manipulate conditions in more natural settings, attempting to address the problem of external validity (see Karlan and List 2007 and Gerber et al. 2008 for examples).

For lab experiments (and perhaps for some field experiments), you may find online tools helpful, such as Survey Monkey or the more-advanced Qualtrics. Both have basic features – likely sufficient for your projects – available for free. More advanced Qualtrics features enable you to embed the random assignment into the survey instrument itself. With Qualtrics we recommend you, ahem, experiment.

Decide on the Outcome of Interest and the Treatment

You will need to narrow your research question to focus on a single outcome of interest or dependent variable. This is the result you want to study. This should be relatively simple conceptually and easy to measure.

For example, in a field experiment my collaborators and I have executed, the outcome of interest is whether or not incorporation services (companies specializing in setting up corporations) ask for notarized identifying documents (passport, utility bills, etc.) or not. If they fail to ask for ID, applicants can set up anonymous “shell” corporations in fictitious names that cannot be traced. Other outcomes of interest might be, for example, subjects’ attitudes expressed in a feeling barometer – on a five-point scale from very unfavorable to very favorable. Or you might measure some behavior or action that occurs in a lab or field setting.

Next, select your treatment. For examples, this can be extra information or different “framing” (the way the information is presented or “spun”) by confederates before your experiment, the prominence given stories in news programs for a lab experiment, or the promise to send subjects’ voting records to neighbors in a get-out-the-vote mailer in a field experiment.

It is best to make your treatment as simple as possible while also doing what you can to ensure it is powerful enough to see treatment effects – where there is likely to be a significant difference between treatment and control conditions. For example, the most powerful treatment in the incorporation experiment above was a request for incorporation that came from an alias purportedly hailing from Lebanon, Palestine, Pakistan, or Yemen but living in Saudi Arabia and working for an “Islamic charity” – all warning signs of possible terrorist activity. In such cases, incorporation services should vigilantly require identifying documents (though it turned out that treatment effects for compliance with identification standards were negative and significant - go figure).

Identify Your Subject Pool

Determine your unit of analysis. For most of you, your unit will be individuals. However, some projects may use companies, interest groups, or non-governmental organizations (NGOs) as the unit of analysis. These types of subjects do not fall under human subjects regulations. In many cases, as emphasized by the IRB tutorial, you will need a strategy for achieving the informed consent of your human subjects. Typically this is done by their filling out and signing a form. However, there are other ways to achieve informed consent -- or to waive the requirement altogether under the right conditions -- that the ORCA website details. Please consult the relevant material as necessary.

Unless you get prior IRB approval, you may not recruit subjects from any set of people determined to be “vulnerable” populations, defined by federal regulation as “likely to be vulnerable to coercion or undue influence” ([see <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#46.111>](http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#46.111)). Examples of such vulnerable subjects are children, pregnant women, prisoners, the mentally disabled, the poor, and the uneducated. College students are considered “emancipated adults” and therefore not “vulnerable.” (We are confident you find that comforting.) Please consult with us if you anticipate recruiting from vulnerable populations.

Randomize, Randomize, Randomize

Decide how you will randomly assign your subjects to the treatment or control conditions. This is arguably the most important feature of experimentation. Statistical software such as R or Stata, have randomization scripts that you can download and implement. If you are comfortable with such software packages, I recommend *Randomizr* from the DeclareDesign team. If you are using Qualtrics, randomization can be built into the survey flow in a fairly user-friendly way.

Microsoft Excel can also generate random numbers easily using the =RAND() command. 1. List your subjects one by one. 2. Type the =RAND() command next to the name in the column you have designated for the random numbers. 3. Drag the command (in the bottom right-hand corner of the cell) down to the last row. 4. Copy and then “Paste Special” then check “Values”

from the “Edit” menu. You have now generated your random numbers. 5. From the “Data” menu, simply “Sort” from smallest to largest by the column with the random numbers. 6. Assign the top half of subjects to treatment and bottom half to control. 7. Take extra care that the subjects actually receive the treatment and control conditions as assigned.

Develop a Protocol for Administering the Treatment and Control Conditions

Decide how your subjects will participate in the laboratory exercise or field manipulation, including any surveys they will take or other actions you plan to measure. Write out each step in the process. Take great care that subjects can complete their actions as assigned and that you have covered all contingencies. Make sure that you can take careful measure of the outcome of interest or dependent variable.

The research protocol is critical. Again, *you need to map out every step you plan to take in executing the experiment*. If you plan a survey measure for blocking or measuring outcomes, you will need to include a complete copy of the survey instrument. If you plan a lab experiment, you must include the script of the dialogue you foresee using with your subjects. If you plan a field experiment using email, for example, you will need to include the complete text of the treatment and control emails. If you plan a direct-mail field experiment, you will need to enclose the text of the letters. Etc.

Literature Review

Due: Week 6

A critical literature review situates your research in the broader context of similar writings. It should be 1000 to 1250 words in length on double-spaced pages, intended for an audience of scholars and analysts doing work related to your topic. The review should cover the main arguments related to (both supporting and attacking) the theoretical approach you have adopted and the cases you have chosen. Of course, since your argument will be unique, no one will have addressed your specific approach directly, but many analysts will have developed and commented on related approaches. It is this literature you should cover in the review.

Your review should be analytical (unpacks and examines the arguments) and critical (points out flaws and weaknesses in logic, reasoning and evidence). Excellent examples of the style – though not the length – of critical literature reviews are review essays in journals such as *International Organization*, *World Politics*, and *Latin American Research Review*. You are invited to look at them as reference points for your work.

Your literature review should avoid serial killing, or treating reviewed articles one-by-one in succession. This is deadly to read and thus deadly to grades. Instead, the review should synthesize and judiciously group like-minded authors and works together in paragraphs that cover significant conceptual ground. You may paraphrase the insights from a collection of authors and then cite them all in a single in-text citation at the end of the paragraph. Or you may group them in subsets and compare and contrast them within the summary paragraph. It is important that however you approach the discussion of relevant scholarship, you

demonstrate that you have internalized and synthesized the key contributions without treating them serially.

Here is an example from work I published with two (undergraduate) co-authors:

From Christensen, Homer, and Nielson. 2011. "Dodging Adverse Selection: How Donor Type and Governance Condition Aid's Effects on School Enrollment." *World Development* (November).

A wide literature clearly indicates that universal education of a reasonable *quality* is the lynchpin for success in educational development (Bennell 2002). Much research has gone on to explore the quality of third-world education and to suggest factors that may influence educational quality and effectiveness (Banerjee 2007, Behrman 1996, Case and Deaton 1999, Scheerens 2001). Indeed, intuition coupled with much empirical evidence suggests that focusing solely on enrollment rates will tell an incomplete story of education outcomes. However, while better educational quality measures would be the preferred outcome to use for our estimation, sufficient cross-national data on standardized education outcomes is not widely available (Barro and Lee 1996, Dreher *et al* 2008).

IRB Protocol Revision

Due: Week 7

Responding to feedback from your classmates and professor, you will prepare a final game plan for executing your experiment. This is the research protocol, which you began with the IRB application. This assignment requires that you revise the protocol thoroughly.

Again, the protocol maps out how your subjects will participate in the laboratory exercise or field manipulation, including any surveys they will take or other actions you plan to measure. Write out each step in the process. Take great care that subjects can complete their actions as assigned and that you have covered all contingencies. Make sure that you can take careful measure of the outcome of interest or dependent variable.

The research protocol is critical. Again, *you need to map out every step you plan to take in executing the experiment*. If you plan a survey measure for blocking or measuring outcomes, you will need to include a complete copy of the survey instrument. If you plan a lab experiment, you must include the script of the dialogue you foresee using with your subjects. If you plan a field experiment using email, for example, you will need to include the complete text of the treatment and control emails. If you plan a direct-mail field experiment, you will need to enclose the text of the letters. Etc.

Each research project is different, so protocol lengths may vary. You may want to keep a target of 1,500 words in mind, but your protocol may be shorter or longer depending on the complexity of your experiment and the number of supporting materials.

Research Design & Preregistration Plan

Due: Week 9

A research design is a plan of attack for a research problem. The audience for the research design is the instructor and your peers in the class. Each group should meet with me at least one week before the research design is due so that we can suggest useful sources, possible angles of attack, and potential problems. This will require a thorough revision of Part D of the IRB application assignment. You should follow the template of the [Open Science Framework](#). A link to their template will be provided on Canvas in the description of the assignment.

A quality research design includes the following:

1. It should clearly state a research question (which is not the same as a topic). The question should ask about relationships between variables.
2. It should apply a theoretical approach to research the question, drawing on relevant literature in political science (from this course and beyond it).
3. From that theoretical approach should stem hypotheses about relationships among independent and dependent variables. The hypotheses should point to causal relationships, e.g. if A then B. These hypotheses should be very clearly stated. You must include an explanation of the *causal mechanism(s)* that connects the independent to the dependent variable. You must explain the connections.
4. It should contain a discussion on how you will conduct the lab or field experiment. This will require careful revision of the research protocol developed for the IRB application.
5. It should thoroughly discuss the plan for performing statistical analysis of the data to test the hypotheses.
6. It should briefly discuss possible limitations and challenges to the research endeavor.
7. The prospectus should be 2,000 words or less in length on double-spaced pages.
Please include a word count.

Earlier Draft of Research Paper

Due: Week 13

This course is geared toward the successful completion of a major experiment and resulting research paper. You should begin now to consider possible topics. You will prepare the paper in stages: (1) conceiving an abstract; (2) preparing an application to the Institutional Review Board, which governs research on human subjects; (3) preparing a prospectus or research design; (4) finalizing the protocol, (5) executing the experiment; (6) drafting a literature review; (7) writing an earlier draft of the research paper; and (8) submitting the final draft and presenting it for review by peers and the professor.

The paper should be sound methodologically. That is, it should posit a set of related hypotheses about international development – including clearly specified relationships between independent and dependent variables – and then design a lab or field experiment to evaluate the hypotheses using a randomized controlled trial.

You will then execute the experiment with an appropriate subject pool. The experiment will require both high-level conceptualization and on-the-ground management of logistical details. As such it is an ideal learning experience -- both for you and for the future readers of any publications that result. You are not restricted as to which variables you choose, so long as they relate directly to the broad topic of international development.

The final paper should be 6,000-9,000 words in length on double-spaced pages (roughly 24-36 pages). Early drafts should be at least 5,000 words (or 20 pages). The paper should be prepared in Turabian or *Chicago Manual of Style* citation style, and it should be written in clear, grammatically correct and engaging prose.

Including the abstract, IRB application, research design, protocol, literature review, and two drafts, the paper will encompass the lion's share of your total grade for this course and should occupy a significant amount of your attention this semester. The earlier draft of the paper (which should not be your very first draft, or the grade will probably suffer) will be submitted to the peers in your group and to the professor for initial review. The final draft should address/incorporate your peers' and professor's comments and criticisms.

Final Draft of Research Paper

Due: Week 16

Based on criticisms and suggestions from your peers and professor, you will prepare a final draft of the research paper based on the criteria laid out in the Earlier Draft Assignment.

Oral Presentation

You will be required to present your paper to the members of the class and defend your ideas against criticisms and objections they have. The presentations will likely be organized as a scholarly panel, where there are presenters, discussants and an audience that engage in a discussion of the papers. Your performance in the presentation will be calculated as 15% of the grade on the final paper.

Course Schedule

Date	Topic	Reading
Week 1 Thursday Aug. 26	Introduction: IPE of Lower-Income Countries	
Week 2 Tuesday Aug. 31	Experiments	Babbie. 2007. "Experiments."
		Druckman et al. 2011. "Chapter 2: Experiments – An Introduction to Core Concepts."
Week 2 Thursday Sept. 2	Outcomes & Interventions	Humphreys & Weinstein. 2009. "Field Experiments..."
		Duflo. 2006. "Field Experiments in Development Economics."
Week 3 Tuesday Sept. 7	Randomization	Duflo, Glennerster, & Kremer. 2006. "Using Randomization in Development Economics..."
Week 3 Thursday Sept. 9	Project Conference	Fellow students' IRB protocols.
Week 4 Tuesday Sept. 14	How We Got Here: Historical Origins of the Modern World	Sharman, <i>Empires of the Weak</i> , Introduction, Chapter 1 & Chapter 2
Week 4 Thursday Sept. 16	How We Got Here: Historical Origins of the Modern World	Sharman, <i>Empires of the Weak</i> , Chapter 3 & Conclusion
Week 5 Tuesday Sept. 21	Basic Literacy on the IPE of Lower-Income-Countries	Rosling, <i>Factfulness</i> , Chapters 1-5

Week 5	Basic Literacy on the IPE of Lower-Income-Countries	Rosling, <i>Factfulness</i> , Chapters 6-11
Thursday		
Sept. 23		
Week 6	Literature Review Session	Fellow students' literature reviews.
Tuesday		
Sept. 28		
Week 6	Experimenting with Foreign Aid	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 1
Thursday		
Sept. 30		Deaton, Angus. "Randomization in the Tropics"
Week 7	Foreign Aid: Hunger & Malnutrition	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 2
Tuesday		
Oct. 5		Ip, Patrick, Frederick Ka Wing Ho, Nirmala Rao, Jin Sun, Mary Eming Young, Chun Bong Chow, Winnie Tso, and Kam Lun Hon. 2017. "Impact of Nutritional Supplements on Cognitive Development of Children in Developing Countries: A Meta-Analysis." <i>Scientific Reports</i> 7, 1: 1-9.
Week 7	Foreign Aid: Health	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 3
Thursday		
Oct. 7		Pryce, Joseph and Christian Lengeler. 2018. "Insecticide-Treated Bednets and Curtains for Preventing Malaria." <i>Cochrane Database of Systematic Reviews</i> . Issue 11. Art. No.: CD000363.
Week 8	Foreign Aid: Education	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 4
Tuesday		
Oct. 12		Bando et al. 2019. "Effect of Inquiry and Problem-Based Pedagogy on Learning." NBER Working Paper.

Week 8 Thursday Oct. 14	Foreign Aid: Population & Fertility	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 5 Dupas, Pascaline. 2005. "Do teenagers respond to HIV risk information? Evidence from a field experiment in Kenya." <i>American Economic Journal: Applied Economics</i> 3, no. 1 (2011): 1-34.
Week 9 Tuesday Oct. 19	Foreign Aid: Insurance	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 6 Kabeer, Naila, and Hugh Waddington. 2015. "Economic Impacts of Conditional Cash Transfer Programmes: A Systematic Review and Meta-Analysis." <i>Journal of Development Effectiveness</i> 7, 3: 290-303.
Week 9 Thursday Oct. 21	Foreign Aid: Lending & Microfinance	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 7 Banerjee, Abhijit, Dean Karlan, and Jonathan Zinman. 2015. "Six randomized evaluations of microcredit: Introduction and further steps." <i>American Economic Journal: Applied Economics</i> 7, no. 1 (2015): 1-21.
Week 10 Tuesday Oct. 26	Foreign Aid: Savings	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 8 Steinert, Janina I., Juliane Zenker, Ute Filipiak, Ani Movsisyan, Lucie D. Cluver, and Yulia Shenderovich. 2018. "Do saving promotion interventions increase household savings, consumption, and investments in Sub-Saharan Africa? A systematic

		review and meta-analysis." <i>World Development</i> 104: 238-256.
Week 10	Foreign Aid: Business Training Thursday Oct. 28	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 9 Banerjee, Abhijit, Esther Duflo, Nathanael Goldberg, Dean Karlan, Robert Osei, William Parienté, Jeremy Shapiro, Bram Thuysbaert, and Christopher Udry. 2015. "A multifaceted program causes lasting progress for the very poor: Evidence from six countries." <i>Science</i> 348, no. 6236
Week 11	Foreign Aid: Democracy & Governance Tuesday Nov. 2	Banerjee & Duflo, <i>Poor Economics</i> , Chapter 10 Dunning et al. 2019. "Voter-Information Campaigns...." <i>Science Advances</i> .
Week 11	Trade Thursday Nov. 4	Rivoli, <i>Travels of a T-Shirt in the Global Economy</i> , Chapters 1-7
Week 12	Trade Tuesday Nov. 9	Rivoli, <i>Travels of a T-Shirt in the Global Economy</i> , Chapters 9-15
Week 12	Money & Corruption Thursday Nov. 11	Bullough, <i>Moneyland</i> , Chapters 1-9 Findley et al. <i>AJPS</i>
Week 13	Money & Corruption Tuesday Nov. 16	Bullough, <i>Moneyland</i> , Chapters 10-19 Findley et al. <i>AJPS</i>
Week 13	Women's Needs in Development Aid Thursday Nov. 18	Gates, <i>The Moment of Lift</i> , Introduction-Chapter 4

Week 14	Women's Needs in Development Aid	Gates, <i>The Moment of Lift</i> , Chapters 5-9
Thursday Nov. 23		
Week 15	Research Project Presentations	
Tuesday Nov. 30		
Week 15	Research Project Presentations	
Thursday Dec. 2		

University & Course Policies

Academic Integrity

UT students should seek to be completely honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Students are expected not only to be honest but also to assist other students in fulfilling their commitment to be honest. While students should make a general commitment to proper academic conduct, there are still specific skills most students need to master over time in order to correctly cite sources, especially in the age of the internet, as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of plagiarizing on papers.

Writing submitted for credit at UT must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit a writing lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's *Writing Research Papers*.

Please also see the University Honor Code site for more information at:
<http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>.

Anti-Plagiarism, Re-Emphasized

Plagiarism is intellectual theft. It is one of the greatest misdeeds in the academy and is often punished thoroughly (to the extent that it can end careers). Full citations must be included for every source you utilize, including those you paraphrase even loosely. Quotation marks must be used for *directly quoted strings of three or more words*. Citations must be included if you paraphrase another author – if you use another’s ideas, even if not the exact words, you must cite the source.

Access

The University of Texas at Austin is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://ddce.utexas.edu/disability> or <http://diversity.utexas.edu/>.

Religious Holidays

By UT Austin policy, you must notify us of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergencies

Please also see the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512--471--5767, <http://www.utexas.edu/safety/>.

1. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
2. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
3. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
4. In the event of an evacuation, follow the instruction of faculty or class instructors.
5. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
6. Behavior Concerns Advice Line (BCAL): 512--232--5050.

7. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

Family

I am not aware of an official university policy on children in the classroom. The following is an attempt to insure family friendliness while also maintaining a proper learning environment. [I borrowed these policies pretty much verbatim from Mike Findley's syllabus, who in turn borrowed and adapted them from Melissa Cheyney's syllabus.]

1. All breastfeeding babies are welcome in class as often as is necessary.
2. For older children and babies, unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. If needed, these incidents will be an excused absence and I will work with you to insure you learn the material. Alternatively, while this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. I ask that all students work to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases in which babies and children come to class, please sit close to the door so that if your child needs special attention and is disrupting learning for other students, you may step outside until the child's need has been met. For my part, I will work with you should you need to step out so that you can remain caught up.
5. Finally, often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in our class regardless of parenting status, I am happy to problem-solve with you in a way that helps you feel supported as you strive for school-parenting balance.