

Academic Year: (2022 / 2023)

Review date: 19/05/2022 14:22:31

Department assigned to the subject: Economics Department

Coordinating teacher: FERNÁNDEZ-HUERTAS MORAGA, JESÚS

Type: Electives ECTS Credits : 6.0

Year : Semester :

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

Basic knowledge of Econometrics.

OBJECTIVES

The subject offers an overview of the field of economic development. The objective of the course is to understand how public economic policy tools can be used to improve economic and social performance and well-being within low-income countries. Economic development is a multidimensional concept, which includes wealth and income, but also health, education, gender equality, the environment, political freedoms, absence of discrimination based on income, ethnicity, religion, political preferences...

In this course we will analyze how to improve the living conditions of the inhabitants of developing countries. Every week we will analyze a particular topic: health, education, etc., and we will comment on recent scientific articles. We will focus on current issues and key areas of debate on public policy.

From a microeconomic perspective, we will try to understand how the inhabitants of developing countries make their decisions, decisions that are often very complex and can have serious consequences. Although many people live on less than \$ 1.90 a day, deciding how to spend it, given the constraints they face, is not simple. Why do the poor go less to schools and health services? Why don't they vaccinate their children, don't buy medicine, and buy things like coffee? Do microcredits work? Why do they have more children? How do they act when institutions do not work and property rights are not well defined? Why don't they invest in improving agricultural technology? Why are there fewer women than men in some countries? How will climate change affect them, and what consequences does pollution have in these countries?

We will also analyze questions at a more macroeconomic level: the importance of institutions in developing countries, corruption, does democracy improve growth and well-being in these countries? Should they have more women or individuals from minority groups in parliaments?

The focus of the subject will be fundamentally empirical. We are going to base ourselves on empirical evidence and articles with simple methodology that analyze how to solve all these problems giving credible results.

DESCRIPTION OF CONTENTS: PROGRAMME

- Introduction
- Institutions
- Decentralization and public goods
- Regulation and development
- Health (I & II)
- Education (I & II)
- Environment and development
- Media, policy and development
- Social capital and social networks
- Land redistribution

LEARNING ACTIVITIES AND METHODOLOGY

The main lectures will include the theoretical content of the subject, but in them we will also comment on recent articles and current topics.

There will be two midterm exams: one on the first part of the syllabus and one at the end of the course (second part of the syllabus).

In the recitations, students will present short summaries of scientific papers related to what we see in the theory class. They will also expand the information with recent data, information on NGOs, information on development programs or specific countries (to be chosen by the students), always related to the theme of the week. Half of the presentation will be the summary of the paper, and the rest of the material the other half.

ASSESSMENT SYSTEM

% end-of-term-examination/test:	0
% of continuous assessment (assignments, laboratory, practicals...):	100

CONTINUOUS ASSESSMENT: Each of the partial exams includes half of the theoretical and practical content and accounts for 30% of the grade, presentations another 30%, and 10% of the grade is class participation. If the continuous evaluation is passed, the subject is passed.

FINAL EXAM: Students can also decide to sit for the final exam, in which they will be asked about all the theoretical and practical material of the course. In this case, the final exam will count for 50% and the continuous assessment will count for 50%.

EXTRAORDINARY CALL: It includes all the material of the theoretical and practical classes. The continuous evaluation is only taken into account in the final grade if doing the average benefits the student (50%).

BASIC BIBLIOGRAPHY

- Abhijit Banerjee y Esther Duflo Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty, PublicAffairs, 2012
- Ray, Debraj Development Economics, Princeton University Press, 1998

BASIC ELECTRONIC RESOURCES

- . Poverty Action Lab: <https://www.povertyactionlab.org/>
- . World Bank Microdata: <http://microdata.worldbank.org/index.php/home>
- . World Bank: <http://www.worldbank.org/>
- . BREAD: <http://ibread.org/>
- . BREAD (DATA): <http://ibread.org/bread/data>
- . IPUMS(DATA): <https://www.ipums.org/>