

Syllabus INTA 4740 A
Seminar in International Political Economy
Georgia Tech, Fall Semester 2015

Thomas D. Boston, Professor of Economics and International Affairs
Class Location: Habersham Building Room G – 17
Class hours: Tuesday and Thursday: 935 – 10:55 AM

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This is a senior seminar for majors in Economics and International Affairs (EIA). The course is designed to encapsulate the three primary learning objectives of the EIA major:

1. Reinforce understanding of economic theory and practice in the contemporary world.
2. Reinforce understanding of the global, interdependent, and multicultural environment in which we live.
3. Provide quantitative and qualitative analytical skills for evaluating policy-oriented issue that are critical to the present and future economic and international environments.

I. General Learning Outcomes

A fundamental learning objective is to reinforce in students the skills and knowledge they have acquired in previous classes regarding how to interpret domestic and international economic and political events and actions.

The class is also intended to build student confidence and wherewithal to conduct quantitative research that evaluates the impact of economic and political policies, programs and strategies. As a result, the following will be emphasized:

1. The analytical skills needed to conduct research and evaluate the impact of public policies, projects and programs and economic activities.
2. The ability to lead informed discussions on seminar topics
3. The ability to conduct research and write reports
4. The ability to present research results persuasively

A second objective is to help prepare students to pursue graduate and professional education and/or employment in public and private sector organizations that have internationally oriented positions.

As part of the teaching and learning process, students will demonstrate the following outcomes:

Knowledge learned in his or her major area of study

Ability to write a research paper and present the findings before peers

Opportunity to receive guidance from a faculty in conducting quantitative research on a defined topic

Seminar Method

The seminar method of teaching and learning will be used. This approach emphasizes the acquisition of knowledge through active student discussion and faculty interaction. In this regard, students will participate in presenting and discussing material, under the guided direction of the instructor.

Guest lecturers will make presentations throughout the semester.

Material to be covered in each class will be assigned ahead of time, along with the student who is designated to lead the discussion. All students are expected to read the material and come to class prepared to actively engage in discussions.

In all cases, the instructor will, and students must, give full respect and consideration to differences of opinion, beliefs philosophical and political outlooks.

II. Specific Learning Outcomes:

Social Science Learning Objectives

- Be able to compare and contrast the leading theories and ideas about how national and international economies work
- Understand the historic context within which modern states, economies and international relations evolved
- Understand the relationship between economic policies, public policies and social outcomes
- Understand the current state of low income and middle income developing countries
- Understand the historic and institutional factors that contribute to the current state of underdevelopment
- Understand the key challenges confronting low-income developing countries

Global Perspective Learning Outcomes

- Develop an in-depth knowledge of world development; in particular, be knowledgeable of human, social and economic challenges faced by a large percentage of the world's population
- Understand the historic origin and contemporary status of the Millennium Development Goals
- Understand why the current world agenda is to promote more sustainable and equitable development
- Gain a better appreciation of how economic and political policies affect human development in low income countries

INTA and Economic Group Outcomes

- Develop problem solving skills in economic policy and international affairs. Students will be able to use their knowledge of economic theory and international relations as a framework for proposing practical solutions to world development issues. They will gain knowledge of how certain governance policies have impeded or contributed to solutions for unemployment, price stability, political stabilization and sustainable development.
- Cultural and ethical awareness. Students will become more aware of the diversity of cultural and ethical systems in the world and how history has conditioned current views and outcomes regarding world development and underdevelopment.
- Develop skills at monitoring and evaluating the impact of economic, social and public policies and programs.

Class Specific Outcomes

- Develop an understanding of various macroeconomic theories and paradigms in the historical and contemporary context
- Understand the political and institutional context within which current international relations evolved
- Be able to interpret and measure the state of world development and underdevelopment
- Be able to collect, code and analyze data for the purpose of model construction
- Be able to confidently use economic models to evaluate policies, programs and impacts
- Be able to write a research paper or report
- Be able to present research findings in a professional and persuasive manner

Specific Quantitative Skills Based Learning Objectives

- Use data and models to evaluate the impact of policies and projects

- Collect and organize data for the purpose of conducting evaluations
- Formulate metrics for base lines, targets and outcomes
- Know how to select the appropriate impact evaluation models
- Conduct econometric research on experimental and quasi-experimental data
- Use IBM/SPSS statistical software
- Write and present a proposal for an impact evaluation research paper
- Write an impact evaluation research paper

III. Class Reference Sources

Library resource links: <http://libguides.gatech.edu/inta4740>

Required books:

1. Acemoglu, Daron, and James Robinson. 2013. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Reprint edition. New York, NY: Crown Business.
2. Fukuyama, Francis. 2014. *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. New York: Farrar, Straus and Giroux.
3. Trevor Williams and Victoria Turton . 2014. *Trading Economics: a Guide to Economic Statistics for Practitioners and Students*. (Great Britain: Wiley)
4. Shahidur Khandker; G. Koolwal and H. Samad. 2010. *Handbook on Impact Evaluation: Quantitative Methods and Practices* (Washington DC: The World Bank) 239 pp. Available for purchase at the World Bank website or download free at Open Knowledge Repository: <https://openknowledge.worldbank.org/handle/10986/13949>

Supplemental Books (not required)

Ernesto Screpanti and Stefano Zamagni 2004. *An Outline of the History of Economic Thought* (Great Britain: Oxford University Press).

Linda Morra-Imas and Ray Rist 2009 *The Road to Results: Designing and Constructing Effective Development Evaluations* (Washington DC: The World Bank) 582 pp. Available for purchase at the World Bank website or download free at Open Knowledge Repository: <https://openknowledge.worldbank.org/handle/10986/2699>

IV. Grading

Grades will be based the following activities (1) one examination; (2) participation in seminar discussions (3) Leading seminar topics (4) Research proposal (5) final research paper and presentation

a. Georgia Tech Honor Code will be enforced at all times.

Since many assignments require writing, it is particularly important that you observe MLA guidelines in writing. This is important in regards to quoting, paraphrasing, or copying and pasting from material written by others, including “word”. *“For any questions involving these or any other Academic Honor Code issues, please consult me, my teaching assistants, or www.honor.gatech.edu.”* Unless informed otherwise, all assignments, examinations and presentations are to be accomplished independently

b. Basis for calculating final grade:

- Examination-30%
- Leading Seminar Discussions – 25%
- Class Participation - 5%
- Practical exercise assignments 5%
- Research proposal – 10%
- Final Research Paper – 25%

c. Grading Scale

The grading scale is as follows: A = 90% to 100%; B = 80% to 89.9%; C = 70% to 79.9%; D = 60% to 69.9%.

- d. A presentation grading matrix will be used as a guide to evaluate student seminar presentations and provide feedback to students. Students will be given a copy of this matrix.

V. Important Dates and Assignments

Date	Activity
August 17	First Day of Classes
September 7	Labor Day, School Holiday
October 13	Examination
November 3	Select research paper topic
November 5	Submit literature review
November 10	Identify data set
November 12	Design research methodology
November 17	Present research proposals
November 19	Present research proposals
November 26 - 27	Thanksgiving Break
December 4	Last day of classes
December 7 – 11	Present research paper, final examination hours

VI. Lectures Topics:

1. **Topic #1 Introduction to the Course, Student Introductions, discussion of course objectives, overview of course material.**

An Overview of Concepts, Methods and Topics: **August 17 Boston**

Guest lecture: Dr. Catherine Ross, Director, Center for Quality Growth and Regional Development: **August 19 Ross**

Part I: Review of Political Economy

2. **Topic # 2: Current State of World Development – World Development Report and Report on Millennium Development Goals**

Assignment of Student Discussion Topics: **August 25 Boston**

Seminar Discussion Topics:

History and Theory: Ioannis Lianos, A. Mateus and A Rasian. 2012. Development Economics and Competition: A Parallel Intellectual History. Centre for Law, Economics and Society. CLES Working Paper Series, 1/2012. - **August 25 Boston**

World Development Report: The World Bank. 2014. 2014 World Development Indicators. (Washington: International Bank for Reconstruction and Development). **September 1 (two persons)**

Millennium Development Goals: United Nations. 2014. Millennium Development Goals Report, 2014. **September 1 (two persons)**

Gender Equity: Janet Hunt. Gender and Development, chapter 10 in Damien Kingsbury, Joe Remenyi, John McKay and Janet Hunt. 2004. Key Issues in Development Economics (New York: Palgrave MacMillan) **September 3**

Youth Unemployment: Deon Filmer, Louise Fox. 2014. Youth Employment in Sub-Saharan Africa. The World Bank African Development Forum **September 3**

Food Security: The World Bank. 2011. Missing Food: the Case of Postharvest Grain Losses in Sub-Saharan Africa. **September 8**

Sustainable Development, Post MDG Agenda: World Bank Group, Policy Research Report. 2015. A Measured Approach to Ending Poverty and Boosting Shared Prosperity: Concepts, Data and the Twin Goals **September 8**

Silvia Ardagna and A. Lusardi. 2008. Explaining International Differences in Entrepreneurship: the Role of Individual Characteristics and Regulatory Constraints. National Bureau of Economic Research Working Paper Series, 14012.

<http://www.nber.org/papers/w14012> **September 8**

3. Topic #3: History and Institutions in Economic Development: from mercantilism to the present: Merchant Capitalism, Slavery and colonialism, industrial revolution through globalism

Seminar Discussion Topics:

Patrick J O'Brien. 2006. The Formation of the Mercantilist State and the Economic Growth of the United Kingdom 1453 – 1815. Research Paper Number 2006/75. United Nations University **September 10**

Boston, Thomas D. (1992) NEA Presidential Address: Sixteenth-Century European Expansion and the Economic Decline of Africa (in Honor of Walter Rodney). The Review of Black Political Economy. Spring. Pp. 5-38. **September 10**

Supplemental Reading

Warren Whatley. 2012. The Trans-Atlantic Slave Trade in the Evolution of Political Authority in West Africa. Munic Personal RePEc Archive

4. Topic #4: History of Economic Thought, from classical political economy through modern economic thought.

Seminar Discussion Topics:

Ernesto Screpanti and Stefano Zamagni 2004. An Outline of the History of Economic Thought (Great Britain: Oxford University Press) Chapter 2. The Laissez-Faire Revolution and Smith in Economics **September 15**

Chapter 4. Socialists Economic Thought and Marx. **September 15**

Chapter 5. The Triumph of Utilitarianism in the Marginalist Revolution. **September 17**

Chapter 7. John Maynard Keynes. **September 17**

Supplemental Reading

Nicholas Crafts 2000. Development History. Working paper, Department of economic history, London school of economics

5. Institutions, History and the Political Economy

Seminar Discussion Topics:

Nathan Nunn. 2009. The Importance of History for Economic Development. NBER working paper series, working paper 14899. **September 22**

Ha-Joon Chang 2006 Understanding the Relationship between Institutions and Economic Development: Some Theoretical Issues. United Nations University Discussion Paper no. 2006/05. **September 22**

Acemoglu, Daron, and James Robinson. 2013. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Reprint edition. New York, NY: Crown Business.

The class will separate into two teams that will present and discuss the book.

September 24: Team 1 (first half of book)

September 29: Team 2: (second half of book)

Fukuyama, Francis. 2014. *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. New York: Farrar, Straus and Giroux.

The class will separate into two teams that will present and discuss the book.

October 1: Team 1 (first half of book)

October 6: Team 2: (second half of book)

6. Understanding the Contemporary World Economy

Trevor Williams and Victoria Turton . 2014. *Trading Economics: a Guide to Economic Statistics for Practitioners and Students*. (Great Britain: Wiley) **October 8 (group of four)**

EXAMINATION October 13

PART II: DESIGNING AND CONDUCTING APPLIED EMPIRICAL RESEARCH AND BUILDING REPORT WRITING SKILLS

7. Topic #6. Overview of techniques and methods for conducting applied empirical research: Topics will be covered successively between October 16 – November 22 - Boston

Introduction to Specific Evaluation Techniques to be Learned

A. Ordinary Least Squares Regression

Analysis of Random Experimental Designs

Double Difference Methods

B. Logistic Regression Analysis

Propensity Score Matching Methods

Cox Survival Regression Models

Generalized Estimating Equations

C. Instrumental Variables & Two Stage Least Squares

Reading Material:

Shahidur Khandker; G. Koolwal and H. Samad. 2010. *Handbook on Impact Evaluation: Quantitative Methods and Practices* (Washington DC: The World Bank) 239 pp. Available for purchase at the World Bank website or download free at Open Knowledge Repository: <https://openknowledge.worldbank.org/handle/10986/13949>

Supplemental Text for IBM/SPSS (any IBM/SPSS reference manual for advanced statistical analysis. Many are available on-line)

9. Preparing a Research Proposal and Writing the Research Paper

Be sure to make use of Library resource link to review the following topics:

<http://libguides.gatech.edu/inta4740>

Writing the Literature Review **November 3 (team of two)**

Reference Sources **November 5 (team of two or three)**

Data Sets **November 5 (team of two or three)**

Final Seminar Discussion Topics

Morra-Imas 2009 The Road to Results: Designing and Constructing Effective Development Evaluations: Chapter 1, Introducing Impact Evaluation: **November 3 - Boston**

Chapter 2, Understanding the Issues Driving Evaluations; **November 5 - Boston**

Chapter 4, Understanding the Context of Evaluation **November 10 - Boston**

Chapter 7, Selecting Designs for Cause and Effect Evaluations **November 12 - Boston**