**Syllabus INTA 4740 A**

**Seminar in International Political Economy**

**Georgia Tech, Fall Semester 2017**

Thomas D. Boston, Professor of Economics and International Affairs

Class Location: Habersham Building Room G – 17

Class hours: Tuesday and Thursday: 9:30 – 10:45 AM

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Office hours: 11:00 –12:30 TTH and by apt.

This is part one of the capstone course for majors in Economics and International Affairs (EIA). The course is designed to reinforce the learning objectives of the major and achieve three outcomes:

1. Strengthen your understanding of economic theory and international relations and their application to international political developments.
2. Strengthen your understanding of the interdependent, multicultural world in which we live.
3. Strengthen your econometric skills to such an extent that you will be able to construct econometric models that are designed to monitor and evaluate the impact of micro, macro and international policies, projects and programs and assess their local, national and international implications where relevant.

**INTA LEARNING OUTCOMES**

At the end of the class you should be able to conduct a scientific analysis of an international policy, project or program. The class will focus specifically on implications for low income developing countries. You should be proficient in the basic quantitative skills that are required to collect data and conduct research using standard econometric models to evaluate the impact of policies, programs and projects in the international affairs arena.

**Related Learning Objective:** By the end of the class you are expected to have mastered three related skills:

1. The ability to collect primary or secondary data and use it to build an econometric model to monitor and evaluate the impact of a policy, program or project related to international relations or international economic development.

2. The ability to research and examine the problem in the area of international relations or development, write a proposal/research design for the evaluation, collect data, design the empirical methodology, and conduct research to evaluate or make recommendations regarding a policy, program or project related to international relations or economic development.

3. The ability to make a professional presentation of your research findings.

**Means of Assessment**

Each student will be assessed on his or her ability to make formal presentations to class on key discussion topics related to international relations and development policy. In addition, students will also be assessed on their ability to design an effective impact evaluation, collect data, and apply [an econometric] to conduct empirical research. The class does not assume that you have a working knowledge in statistics or econometrics. Students will also be assessed on the ability to write and present the findings and results before an audience of their peers.

. At the end of the semester, students must demonstrate a mastery of the following skills:

1. Make an informative and persuasive presentation on the on international policy or development issues.
2. Successfully complete several econometric exercises using econometric software. The specific techniques include Ordinary least squared regression; Difference in Difference Methods; Logistic Regression; and Propensity Score Matching**.**
3. Successfully demonstrate the ability to conduct applied econometric research by preparing a research proposal, collecting data, designing a research methodology, writing a research paper, and presenting results before peers.

**Seminar Method**

The seminar method of teaching and learning will be used. Students are encouraged and expected to participate actively in all topic discussions.

In all cases, full respect and consideration must be given to all students. These include respect for differences of opinion, beliefs, and political philosophies.

1. **Other Specific Learning Outcomes:**

* Develop a knowledge of world development and the key challenges to global relations and development
* Understand 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 current state of low income and middle income developing countries and the historic and institutional factors that contribute to the current state of underdevelopment
      * Understand the key challenges confronting low-income developing countries
      * Become more aware of the diversity of cultural and ethical systems in the world.
      * Understand how one evaluates the impact on international economic, social and political policies.

**Specific Quantitative Skills 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

1. **Class Reference Material**

**Required and Supplemental books:**

**Required:** 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 free at the World Bank website Open Knowledge Repository: <https://openknowledge.worldbank.org/handle/10986/2699>

World Bank Group, Governance and the Law, 20187. United Nations. © 2017 International Bank for Reconstruction and Development / The World Bank. 307pp.

<http://www.worldbank.org/en/publication/wdr2017>

**Grading**

Grades will be based the following activities (1) Mid-term examination (30%); (2) participation in seminar discussions and leadership of seminar topics (20%); (3) Econometric Exercises (10%); (5) Research design, literature review, and data compilation (15%); (6) Final research paper and presentation (25%).

**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%.

**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*](http://www.honor.gatech.edu)*.”* Unless informed otherwise, all assignments, examinations and presentations are to be accomplished independently

**Lectures Topics**: (note: the discussion leaders’ names follows each topic. The discussion leader should prepare a 20 minute presentation on the topic and be prepared for questions and answers of approximately 10 minutes. You should stimulate the question-and-answer by posing three questions that relate to the essence of the topic. Afterwards, I will go into each topic more extensively. Following each presentation, the student is required to submit her/his PowerPoint presentation to me, or notes if that is what is used in class, and it will be posted on T-square).

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

**Topic # 2: The Challenges of Global Development**

World Bank Group, Governance and the Law, 20187. United Nations. © 2017 International Bank for Reconstruction and Development / The World Bank. 307pp.

<http://www.worldbank.org/en/publication/wdr2017> . Read only pp 1 – 49. **Jasper Narvil**

Ricardo Contreras, Competing Theories of Economic Development, Pp 1- 12 **Boston 8/29**

David Hulme. May 2009. Governing Global Poverty? Global Ambivalence and the Millennium Development Goals pp 1 – 14 **Robert Bland 8/31**

World Bank, (2015) The Millennium Development Goals Report, 2014. Pp. 1 – 59 **Aarij Abbas & Annie Ghovsky 9/5**

UN System Task Team on the Post – 2015 Development Agenda: Review of the Contributions of the MDD Agenda to Foster Development Pp 1 – 24 **Jash Padhair 9/7**

Jeffrey D Sachs 2012. “From Millennium Development Goals to Sustainable Development Goals”. Lancet. Volume 379: pp2206 – 11. **Jash Padhair 9/7**

World Development Report 2012, Gender Equality and Development, Pp 1 – 100. **Veronica Klucik & Maria Arcaraz 9/12**

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 **Kathryn Paul 9/14**

Practical Exercise: Select a developing or industrialized country. Describe its major development or sustainability challenge – use data to support the description. Discuss the economic and political dimensions of the problem. Propose a tentative solution. **9/19**

**Topic #3: Overview of the History of Economic Thought**

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. **Grace Little 9/21**

Warlow, Timothy D.; Pitts, Sarah T.; Kamery, Rob H 2007. Mid-18th Century Economic Changes: The rise of Adam Smith and the decline of the mercantilists and physiocrats.  *Journal of* Economics *&* Economic *Education Research.* 2007, Vol. 8 Issue 3, P67-82. 16p. **Amanda Olenczuk 9/26**

Ernesto Screpanti and Stefano Zamagni 2004. An Outline of the History of Economic Thought (Great Britain: Oxford University Press) Chapter 4. Socialists Economic Thought and Marx. **James Landers 9/28**

Alan Blinder, Keeping the Keynesian Faith: The Evolution of Macroeconomics, Pp 1 – 38. **Gabriela Olenczuk 10/3**

Ha-Joon Chang 2006 Understanding the Relationship between Institutions and Economic Development: Some Theoretical Issues. United Nations University Discussion Paper no. 2006/05. **Joseph Landers 10/5**

**Fall Break 10/10**

**Topic #4. Introduction and overview of Impact Evaluation Research**

**Discussion of Research Paper Requirement 10/12**

**Midterm Examination 10/17 & 10/19**

**Topic #5 Preparing to Conduct Empirical Research 10/24- 26**

Morra-Imas, op. cit. 2009 The Road to Results: Designing and Constructing Effective Development Evaluations: World Bank website or download free at Open Knowledge Repository: <https://openknowledge.worldbank.org/handle/10986/2699>

* 1. Chapter 1: Introducing Development Evaluation: What Is Evaluation
  2. Op. Cit. Chapter 4, Understanding the Evaluation Context in the Program.
  3. Other selected chapters
  4. Discussion of Guidelines for writing research paper

**Topic # 6. Impact Evaluation Methods 10/31 – 11/9**

Techniques to be mastered using SPSS

Analysis of Random Experimental Designs with Ordinary Least Squares Regression

Double Difference Methods

Logistic Regression Analysis

Propensity Score Matching Methods

Student Econometric exercises

**Topic #7. Research Design and Research Paper**

Deadline for approval of Research Topic and background info **11/7**

Deadline for approval of Literature Review and Bibliography: **11/9**

Preliminary Research Design and Review of Data **11/14**

Deadline for having constructed research data base and submitted approved proposal **11/16**

Deadline for submitting draft of final paper **11/30**

Deadline for submitting Final Research Paper **(Time of scheduled Final exam)**