

UNIVERSITY OF COLORADO-BOULDER

Instructor: Dr. Alpna Bhatia
Fall 2007: Econ 4774

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Office Hours: By Appointment and

Day	Time	Office	Phone
Tuesday,	9:30-10:45	Liby 140A	5-0388
Wednesday,	9:30-10:45	Econ 14C	2-7407
Thursday	9:30-10:45	Sewall	2-6608

Economic Reform in Developing Countries is a course that will look at the various reforms that are countries institute to achieve economic development? While many reforms economy-wide, some may stem from decisions made within the household. In this class, we shall explore how and why some countries have succeeded and many others have failed (so far) in the pursuit of economic prosperity.

We will explore both the dominant form of economic analysis—the neoclassical model—and also criticisms and alternatives to that model (heterodox economics). Lastly, we will incorporate some specific economic, social, and political issues and analyze them with the tools we have learned. We will also review basic statistical concepts and tools in class. How do you formulate a hypothesis? How do you empirically test a hypothesis? What is the difference between statistical significance and economic significance? How do you interpret the output from a regression? Prior programming experience is not required or expected.

This course will be a mixture of lecture and class discussion. It is also a reading-and writing intensive course and the quality of the class discussion depends on thoughtful and timely reading of the assignments. We are not constrained to follow this syllabus exactly-- if we find that there is another issue we wish to explore, we can decide to do so.

The course web page is located at <https://culearn.colorado.edu>. At that page you should be able to log on using your student user name and password. All information for the course will be posted on the web page. I will also post relevant administrative and substantive information regarding exams, and other announcements about the course at the above website. It is your responsibility to check the website for announcements, assignments, and any possible changes related to the course plan.

Course Prerequisite : This class requires previous completion of [Econ 1000, or Econ 2010 and Econ 2020](#), or the equivalent. Material covered in the prerequisite course provides background and develops tools for this course. This necessary material is not taught or developed again in this course, although I will review some material. We will use a lot of algebra and some calculus (integration and differentiation) and draw LOTS of graphs. This preparation is non-negotiable.

Required Text: There are no required texts for this class as most lectures are not in any one text. Readings, from journals and other sources, **will** be assigned during the course of the semester. **You will need to read these.** You should also try and have access to a newspaper with substantial economic reporting such as The Wall Street Journal, The New York Times, or The Financial Times. Some of these have free content available online, some have content available through Norlin.

Office Hours: Office hours are Tues, Weds, Thursday 9:30-10:45 and by appointment. Tuesdays I will hold my office hours in Liby, Wednesday office hours are in Econ, and Thursday office hours in Sewall. These hours are reserved for you, and I encourage you to spend as much of this time as you need getting help. If you are unable to make these office hours I will also schedule appointments at other times at your request.

E-mail: Email is absolutely the best way to get in touch with me, except in case of emergencies. I try to be prompt about replying to e-mail. However, you must allow me 24 hours to respond. . All email correspondence will take place using your UCB email address. Make sure this account is activated. . Email may not be sent on CULEARN.

Work: The class grade is based on one midterm exam, a final exam, inclass and online home works, two papers, peer review of papers, 1 paper presentation, reading summaries, and your class participation grade.

Final Grade:

1 midterm:	50 points	:	50
1 Final:	100points.	:	100
2 Papers:	50 points each	:	100
Peer Review:	25 points each	:	50
Paper presentation	25 points	:	25
Reading Summaries	25 points, 5 points each	:	25
Inclass or Online exercises	5 points each	:	25

Papers: There will be an extensive written component for all assessment. Understanding the difference between description and argument is essential for a good grade on these papers. You will need to **choose a developing country**; each essay should then relate the issues explored in the course to the experience of that country. This is the country you will specialize in. There are 4 possible subtopics. You will choose to write papers in 2 of these areas. You may write in response to readings, lectures, class discussions, current events, or any other ideas you might have. Each paper should include a brief summary of the issue, any economic tools that might be helpful in understanding the issue, and any personal opinions about the issue. Late papers are subject to 5 points a class penalty. There are no make up papers if you completely miss an assignment. Most importantly, the essays should be properly documented, including a bibliography, and footnotes or end notes. Papers without proper documentation will not be accepted. You will find an extensive literature on economic reform in different regions and emerging countries on the internet, and you are encouraged to make full use of these resources. The following list of sites is a good place to start to put together source materials for the country you have chosen for your essays:

[The World Bank](#)

[The International Monetary Fund](#)

[The National Bureau of Economic Research \(NBER\)](#)

Peer Review of Research Papers: I will assign you to peer review a paper from someone in class. The writer will give you a draft of their paper. You will read their paper and give the writer information that will help to improve what the writer has written so far. You should try to be honest, but not personal or unnecessarily harsh. Remember, you are critiquing the work, not the person. All students must turn in their original draft, the peer review, and their final draft to me. Refer to [Grading of Peer Review](#) for more detail.

Paper Presentation: You will present "one" of your research papers in class. Refer to [Grading of Paper Presentation](#) for more detail.

In Class Exercise: We will have a fair number of in-class exercises. I will also post some quizzes online. You must complete the assignment the week they are assigned. There are no make up problem sets if you completely miss an assignment I will grade the best 5 of your in-class or online assignments.

Reading Summaries: I expect each student to post, substantially, at least 5 times during the course of the semester. You can post on an article I have assigned integrating it with a topic I might have raised in lecture notes. You can be the first one to post on that topic or you may reply to someone's post. But the post must have **substantial information** in it to be graded for full credit. It has to be a summary and CRITICAL reaction (2-3 paragraphs) to the reading and needs to stimulate discussion; offer a different opinion than expressed by someone, and new interpretations of discussion material. Refer to [Grading of Reading Summaries](#) for more clarity on how I will be grading your reading summaries.

Extra Credit Assignments: Might be given during the class period. If so, I will announce the assignment in the class.

Attendance: I realize that a majority of students do attend class regularly, but to aid the few that don't, in order to re-enforce the importance of attendance, it will be factored into final grades. This is subjective evaluation, on my part, of your contribution to class: you show up, behave appropriately, and contribute positively. I reserve the right to record an absence or negative grade students who spend substantial class time on non-class activities (e.g. reading the paper, sleep) or leave the class early, unless I ask you to do so.

Students may be dropped administratively if they do not attend any of the first three class meetings. This deadline is imposed so that waitlisted students can roll into the class before the end of the add period, which is 5 September.

Students who miss nine class hours will lose 10% of their final grade. Nine class hours is three weeks of classes. To be clear, these absences are intended to cover both valid (religious, illness, car breaking down) and invalid reasons for missing class. Excused absences will therefore not be granted.

Discrimination & Harassment Policy: The University of Colorado at Boulder policy on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>), the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

CLASSROOM BEHAVIOR POLICY: I generally make sure that this class starts and ends on time. It is especially important that an atmosphere which facilitates the maximum opportunity for learning be present at all times. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

I, as faculty, have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. **Each student also has a responsibility for maintaining an appropriate learning environment.** Students who fail to adhere to such behavioral standards may be subject to discipline. It is expected that all students present on a given day be attentive, polite and not a source of distraction to

Class Schedule*:

	Topic	Readings**	Assignment
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