

Course Outline for Development Economics – EC3312 Spring - 2007

Course Code and Title

Development Economics EC3312

Course Leader

Professor Michael Spagat

Aims

Develop a good understanding of the functioning of agricultural markets in developing countries. Develop skill in the application of the theoretical and empirical tools of economics. Give students an appreciation of the main questions at the research frontier in the economic analysis of conflict. Draw some policy conclusions on how the international community should deal with conflict and terrorism.

Learning Outcomes

Upon completion of this course students should:

- Have substantial knowledge of the facts about agricultural markets in developing countries and conflict.
- Be able to apply theoretical and empirical economic analysis to the study of agricultural markets in developing countries and conflict
- Have developed well-articulated views on policy toward agricultural markets in developing countries and conflict

Course Delivery

The course will be delivered through ten one-hour lectures and nine one-hour seminars. I will present the more difficult conceptual issues in lectures while the seminars will be structured discussions. I will post my lecture notes on my personal web page <http://personal.rhul.ac.uk/uhte/014/> along with other course materials. Students should also consult <http://personal.rhul.ac.uk/pkte/126/Pages/ccar.htm> which is a web site on conflict that some of us in the department maintain.

I will be available for consultation (either individually, or in small groups) during office hours or by appointment. Office hours are Tuesday, 2:30 - 3:30, Thursday 10:30 - 11:30.

Assessment

- 3-hour unseen examination, which contributes 100% of the final mark and is taken during the summer term. The format of the exam is two mandatory questions plus a choice of two out of four optional questions.
- Formative assessment will consist of an in-lecture test on February 26 and an essay due March 15 as specified in the current Student Handbook. You will be provided with standardized feedback on these pieces of work.

Reading

I give web sites for readings whenever available. To use these you should access the syllabus from the teaching section of my web site: <http://personal.rhul.ac.uk/uhte/014/Teaching.htm> Others can be accessed electronically through the College or are available in the Library in hard copy. All readings are required.

Weekly Timetable

Week 1 – Markets in Agriculture: An Introduction

At the end of this unit students should understand the main issues in the economics of agricultural markets in developing economies.

Debraj Ray, *Development Economics*, Princeton University Press, 1988. – Chapter 11

Week 2 – Land

At the end of this unit students should have an in-depth knowledge of the role of land in the economics of agricultural markets in developing economies.

Debraj Ray, *Development Economics*, Princeton University Press, 1988. – Chapter 12

Week 3 – Labor

At the end of this unit students should have an in-depth knowledge of the role of labor in the economics of agricultural markets in developing economies.

Debraj Ray, *Development Economics*, Princeton University Press, 1988. – Chapter 13

Week 4 – Credit

At the end of this unit students should have an in-depth knowledge of the role of credit in the economics of agricultural markets in developing economies.

Debraj Ray, *Development Economics*, Princeton University Press, 1988. – Chapter 14

Week 5 – Insurance

At the end of this unit students should have an in-depth knowledge of the role of credit in the economics of agricultural markets in developing economies.

Debraj Ray, *Development Economics*, Princeton University Press, 1988. – Chapter 15

Week 6 – Reading Week

Week 7 – Introduction to Economics and Conflict - Spring Test during the lecture slot on Monday

At the end of this unit students should have a broad overview of the contribution that economics has made to the study of conflict and of its future potential for continuing contributions.

Hirshleifer, Jack, “The Dark Side of the Force,” *Economic Inquiry*, Vol. 32, 1-10, 1994, also in *The Dark Side of the Force: Economic Foundations of Conflict Theory*, Cambridge University Press, 2001.

Kapstein, Ethan, “Two Dismal Sciences are Better Than One – Economics and the Study of National Security,” *International Security*, Vol. 27, No. 3 (Winter 2002/03), pp. 158-187.

Week 8 – Work Based on Cross-Country Data

At the end of this unit students should have a good knowledge of the literature on the causes of civil war.

Reading

Collier, Paul and Anke Hoeffler, 2006, Beyond Greed and Grievance: Feasibility and Civil War, [CSAE WPS/2006-10](#)

Fearon, James D. and Laitin, David D., 2003 “Ethnicity, Insurgency, and Civil Wars,” *American Political Science Review*, Vol. 97, No. 1, 75-90.

Week 9 – Conflict Surveys I – Iraq - Due – March 15

At the end of this unit students should have a deep understanding of the study of Iraq mortality recently published in the Lancet.

Gilbert Burnham, Professor Riyad Lafta, Shannon Doocy and Les Roberts, 2006, "[Mortality after the 2003 invasion of Iraq: a cross-sectional cluster sample survey](#)" The Lancet 12 October.

Material on the web site: <http://www.rhul.ac.uk/Economics/Research/conflict-analysis/iraq-mortality/>

Madelyn Hicks, 2006, "Mortality after the 2003 invasion of Iraq: Were valid and ethical field methods used in this survey?" [HiCN RDN3](#)

Hamit Dardagan, John Sloboda, and Josh Dougherty, 2006, "Reality checks: some responses to the latest Lancet estimates," [Reality Checks: responses to the latest Lancet estimates](#).

Week 10 – Conflict Surveys II -

At the end of this unit students should have a broad overview of the research frontier of conflict research based on household survey data.

Patricia Justino, 2006, "On the Links between Violent Conflict and Chronic Poverty: How Much Do We Really Know?" [HiCN WP18](#).

Olga Shemyakina, 2006, "The Effect of Armed Conflict on Accumulation of Schooling: Results from Tajikistan," [HiCN WP12](#).

Phillip Verwimp, 2003, "An Economic Profile of Peasant Perpetrators of Genocide Micro-level Evidence from Rwanda," [HiCN WP08](#)

Week 11 – Terrorism and Economics

At the end of this unit students should have good knowledge of the economics of terrorism.

Alan B. Krueger and Jitka Maleckova, 2003, "[Education, Poverty and Terrorism: Is There a Causal Connection?](#)", Journal of Economic Perspectives, Vol. 17, no. 4, pp. 119 – 144.

Claude Berri, 2003, "[Evidence About The Link Between Education, Poverty and Terrorism Among Palestinians](#)" Princeton University Industrial Relations Section Working Paper No. 477.

Tilman Brück and Bengt-Arne Wickström, 2004, "The Economic Consequences of Terror: A Brief Survey," [HiCN WP03](#).