

Syllabus Fall 2024 - Spring 2 2025
Harvard Kennedy School of Government
Harvard University

APPLICATIONS AND CASES IN INTERNATIONAL DEVELOPMENT
DEV-401Y
2024-2025 Academic Year

COURSE INFORMATION

The first day of class is Wednesday afternoon, September 4th, 2024 in **plenary (L-140)**

Fall Semester:

Plenary: Monday 3:00 pm – 4:15 pm*, Classroom L-140

Sections: Wednesday

Group A: 10:30 am – 11:45 am, Classroom Wex-332

Group B: 3:00 pm – 4:15 pm, Classroom L-140

*Sometimes, it will shift to morning 10:30–11:45 am due to speaker availability; students will be advised accordingly. Some weeks the course meets for sections on Mondays (please see Calendar).

Teaching team

Faculty: Juan Jimenez (he, him, his) - juanjimenez@hks.harvard.edu

Office L-108

Office hours: Thursdays, 4:30-6:30 pm or by appointment (sign up [here](#))

Assistant: Beth Tremblay (she, her, hers) - beth_tremblay@hks.harvard.edu

Course Assistants:

Name	Email	Office hours
Paula Mella	paulamella@hks.harvard.edu	Tuesdays 5-6 pm Flexible OH by appointment in this link .
Daniela Monsalve	dmonsalve@hks.harvard.edu	Fridays 2-3 pm Flexible OH by appointment in this link .
Motoy Kuno-Lewis	mkunolewis@hks.harvard.edu	Fridays 9-10 am Flexible OH by appointment in this link .

COMMUNICATION NORMS

My office hours are Thursdays from 4:30 pm - 6:30 pm, either in person or via Zoom, along with several other openings which are available via this [link](#). During office hours students are welcome to discuss

topics and cases already seen in previous meetings, or to clarify doubts regarding cases that would be later seen in class. However, students should not expect to discuss cases in advance or to obtain the teaching team's view on a particular case, as case preparation should be done individually and with the study group.

Additionally, I am happy to meet with students to discuss their career path, their experience in the school or any other topic that could contribute to their professional development.

Students can also contact me by email if they have a question they think could be answered by email. I will respond to your email within two business days. However, weekend messages will be returned on Tuesday. Please email me directly via HKS email and not through Canvas. I will use your HKS email accounts.

COURSE DESCRIPTION

DEV-401Y is a year-long course designed to help MPA/ID students develop analytical skills that are necessary in the policy arena by using frameworks and theories from economics and other social sciences to understand social phenomena, diagnose policy problems, and draft possible solutions that are technically correct, politically supportable, and administratively feasible.

The course uses case studies, simulations, and debates from the real world to deepen understanding of concepts and techniques from other core MPA/ID courses by illustrating their application in the diagnosis of development change and policy design. Additionally, the course includes interactions with practitioners and advisors to discuss their approach to policy problems.

COURSE LEARNING GOALS

By the end of the course, students will be able to:

1. Identify the appropriate framework to understand a social phenomenon and diagnose a policy problem.
2. Use data to discern the underlying causes of a social phenomenon or a policy problem.
3. Identify possible policy responses to address the underlying causes of a policy problem.
4. Identify the pros and cons of each possible policy response, including how it would affect different stakeholders.
5. Formulate policies that are technically correct, politically supportable, and administratively feasible.
6. Think iteratively about the policy diagnosis and design process.

COURSE ORGANIZATION AND PEDAGOGICAL APPROACH

Course Organization & Workload Expectations

The class involves meeting on Wednesdays in subgroups (Group A meets in the morning, and Group B meets in the afternoon) to have an intense discussion regarding a particular real-world problem, using case discussion, simulations, and debates. In each class, students are expected to present their points of view and argue in favor of them, being explicit about the theory or framework and the data that supports their position. The class would not seek consensus, as most policy challenges have a variety of solutions, but rather the class would seek informed discussions and understanding of different points of view.

To prepare for Wednesday classes, students need to read and analyze the material, and students are encouraged to meet with study groups to discuss the cases. All students are required to answer the pre-class questions by filling out an electronic quiz by no later than Tuesday noon.

On most Mondays, the class will meet in plenary for a speaker series, usually related to the policy challenges discussed in class. Nevertheless, some Mondays the group will meet in sections for regular discussions.

Instructional Methods

This course develops analytical skills via:

- Case discussions: students will have to solve a policy problem, for which they will have background information (case studies, articles, videos) and supplementary tables that would help them understand the nuances of the problem and decide their diagnosis and proposed solutions. During class discussion, students will present their arguments and discuss why their approach is the most suitable. Students should expect to be cold called during the case discussions.
- Simulations: using a real case, students will be assigned a role that they should represent at the discussion table, for which they would need to put themselves in the shoes of people in the assigned group and anticipate their approach. Then, they would need to develop the arguments leading the audience to choose their approach over other groups.
- Debates: students will be assigned a conclusion and need to develop the arguments to convince the audience that their assigned conclusion is correct.
- Speakers: the class will have guest lectures that combine analytical approaches and personal experience in real-world policy situations.

Course Materials

[All the necessary material will be available online on Canvas.](#)

COURSE REQUIREMENTS AND GRADING

General requirements

The main goal of this course is to help students develop the skills they need to understand social phenomena and design public policies to solve social problems. For that reason, the class emphasizes practicing the application of those theories and frameworks in real-world settings, as skills development requires frequency and intensity in practice.

To achieve this, we expect students to exhibit the highest professional and ethical standards for every activity in the course, including preparation before class and participation in class. Class participation is mandatory, but if a situation prevents you from attending class, please communicate with the teaching team as early as possible.

The class grade will be based on the following criteria:

- 50% - Class participation and engagement
 - 30% Frequency
 - 20% Quality
- 20% - Two Memos
- 10% - Pre-class online quizzes
- 20% - Final Assignment

Since this is a yearlong course, the grade for the fall semester will account for 2/3 of the final grade, and the grade from the spring semester will account for the remaining 1/3.

Class participation and engagement (50%): Includes attending every class, actively participating in classes (at least ten times during the semester), and quality of the arguments in the discussion. To assess the quality, in case discussions at the end of each class, CAs will be asked to select the five students with the most interesting comments and arguments, and the five winners will get 1 point. In simulations and debates, the rest of the teams will vote for a winning team, which would get 3 points.

Pre-class quizzes (10%): Each pre-class quiz will have five open-ended questions to help students prepare for Wednesdays' class discussion. The quiz deadline for each Wednesday is Tuesday noon.

Memos (20%): Students must write two memos (macro and micro memo) aimed at an informed policy maker. The macro memo asks students to compare the growth experience of two Latin-American countries (the Dominican Republic and Colombia) using the growth decomposition technique learned in DEV-101 and hypothesize on possible ultimate causes, specifying the evidence they would expect in case each one of the hypothetical ultimate causes is the main reason. The micro memo asks students to diagnose maternal mortality in Bangladesh and decide if it is a supply- or demand-driven problem, specifying the evidence that they would expect to see in case the hypothesized reason was the main reason. Both memos connect with the DEV-101 material and the API-209 final assignment.

Final assignment (25%): The final assignment for DEV-401 is combined with API-209 final assignment. Students in either the macro or micro teams should design a public policy to implement the recommendations concluded in the API-209 final assignment.

Re-grading policy

After receiving the feedback and grade for a memo or the final assignment, look carefully through the observations and comments provided by the teaching team and the attached grading rubric. If a student thinks the score does not reflect the characteristics of the memo, the student should email Professor Jimenez (copying all the CAs) and ask for a meeting with the teaching team to discuss the grade. They should request the re-grade within two weeks of receiving the feedback and grade. The teaching team will assign a different grader and re-evaluate the assignment using the same grading rubric. Students should expect a revised grade in two weeks.

The class participation and engagement score is not subject to regrade as it is an objective counting of the number of times the student participated in class or the number of times a student or group was elected as the best by the CAs or the rest of the class.

COURSE POLICIES

Class attendance, participation, and classroom conduct

This course will cover a wide breadth and depth of technical topics over a short period; hence every class represents a unique opportunity to further develop the skills necessary for a particular policy challenge. Therefore, **attendance is mandatory in Monday speaker series and Wednesday sections**. Students are expected to participate in class actively, as class participation is essential to your own learning and the learning of your classmates. Below are some elements that should be taken into consideration:

Engagement in class: students should give their opinion on the topic/case being discussed using frameworks and theories from social sciences, especially economics, and backing their opinions with data. Students are encouraged to think independently, permitting themselves to disagree with classmates or the faculty.

Engagement outside class: even though group meetings are not mandatory, students are encouraged to meet at least once a week in study groups to discuss the topic/case, presenting their assessment of the situation and proposed solutions. Study questions for each class will be distributed to facilitate the preparation and discussion.

Respect for different opinions: students must commit to a respectful and collaborative learning environment. There is much to learn from your peers and the teaching team, so even though discussions are expected to be intense, and disagreement is encouraged, expressing a different opinion and contradicting others should be done very respectfully, limiting the arguments to the specific discussion, not personal characteristics. Offensive language or attitudes would be penalized.

Listening to other points of view: students are encouraged to actively listen to the arguments presented by the rest of the class and evaluate the merits of the arguments in terms of the theoretical and empirical merits. In cases where a student changes their mind by listening to others, it is encouraged to express it. This means “stepping up” to participate actively and “stepping back” to contemplate and listen attentively.

Academic integrity

Students are encouraged to discuss the cases in study groups as it enriches their learning. However, **the pre-class online quiz is a mandatory individual assignment that must be answered before Tuesday noon**. Similarly, students can discuss their understanding and approach in the memos, but the memo's content is presumed original. If interactions with other classmates might produce similarities in the memos, students should list whom they worked with in an appendix to the memo.

Proper citation is expected when including ideas from other authors (any citation style is permitted, but it should be uniformly used throughout the memos).

Similarly, the final assignment is a group project, and the content is presumed to be the group's original work. Proper citation is expected in the final assignment.

More information about Harvard's policies on academic integrity may be found in the [Student Handbook](#).

Generative AI

Generative Artificial Intelligence (AI) will likely influence the way you work in your future careers. We encourage you to spend some time at HKS learning to use this powerful new tool to work more productively and learn more effectively.

For your academic work at HKS, generative AI can help you learn but can also hinder your development. You could use this technology to complete class assignments while doing little work yourself, but doing so would rob you of the learning experiences you came to HKS for. Working through the course assignments will help you develop your thinking and skills, a key goal of an HKS education. At its best, generative AI can be like an instructor with unlimited time to work with you one-on-one. This virtual instructor should be used to help you learn rather than to do the work for you.

The three guidelines below are designed to help you use generative AI to maximize your HKS experience.

1. It is generally acceptable to use generative AI to find information and solidify your knowledge of the course content. For instance, it is acceptable to use AI-powered web search and to have “conversations” with tools like ChatGPT to help you explore ideas, refine your thinking, identify examples, and better understand the course material. However, unless otherwise specified, **it violates the HKS Academic Code to incorporate into your coursework text produced predominantly by generative AI — similar to copying from a book or article.** For example, it would be inappropriate to rewrite an AI-generated draft.
2. Generative AI can produce false or misleading information. You are ultimately responsible for the accuracy of any work you submit.
3. Given the range of learning goals at HKS, individual instructors may create course-specific policies that differ from these general guidelines. If you need clarification on whether a specific use of generative AI is permitted for an assignment or course, you should discuss it with your instructor before using it.

Inclusive citation

Students are expected to seek out a range of academic (peer-reviewed) and non-academic sources (reports, analysis, original sources, and op-eds) over the course of the semester. Often including the perspectives from underrepresented voices is a very enriching exercise, as it helps students develop a broader understanding of the policy challenge.

ACCESSIBILITY AND ACCOMMODATIONS FOR STUDENT LEARNING

Harvard University values inclusive excellence and providing equal educational opportunities for all students. Our goal is to remove barriers for disabled students related to inaccessible elements of instruction or design in this course. If reasonable accommodations are necessary to provide access, please get in touch with the local disability coordinator, Melissa Wojciechowski St. John (melissa_wojciechowski@hks.harvard.edu). Melissa is the Senior Director of Student Services in the HKS Office of Student Services. Accommodations do not alter the fundamental requirements of the course and are not retroactive. Students should request accommodations as early as possible since they may take

time to implement. Students should notify Melissa anytime during the semester if adjustments to their communicated accommodation plan are needed.

STUDENT SUPPORT SERVICES

Students experiencing academic, personal, or mental health difficulties are encouraged to connect with [Jimmy Kane, Senior Associate Director of Student Support Services](#). Jimmy's role is to support students and connect them to resources/individuals so they can continue being successful. He will also provide outreach and support to students when someone in the HKS community has expressed concern for them.

If students are experiencing any distress and would like to connect with a counselor over the phone, in the evenings, late at night, or on the weekends, students are strongly urged to call 617-495-2042 to speak with a [CAMHS Cares Counselor](#).

RESPECT FOR DIVERSITY AND COMMITMENT TO INCLUSION

Course Diversity Statement

The learning experience at Harvard University is greatly enriched by the diversity of the students, faculty, teaching, and administrative staff, as each person brings a unique life experience that translates into interesting perspectives and worldviews that are encouraged to be discussed in classes and campus life. Therefore, being open to seeing the world through other people's lenses can further develop you as a professional and human being. In this class, students should feel free to express themselves and bring their own perspectives to the discussion or the perspective of the different groups that might be affected by the policy challenge being discussed. Along those lines, I expect students to be open to learning from others and respectful of all opinions, even the ones they might disagree with.

Please get in touch with me directly if you have ideas or concerns for enhancing inclusion. Additionally, HKS has an excellent [Office of Diversity, Inclusion, and Belonging](#).

Personal Pronoun Usage

Class rosters are provided to the instructor with each student's legal name. We will gladly honor any request to address you by an alternate name and/or gender pronoun. Please advise the teaching team of your preferences as soon as possible so that we can make appropriate changes to our records. If your name and/or gender pronoun changes during the semester, we are also happy to accommodate this.

Content Warnings

Social phenomena are complex, and every public policy decision affects many people's lives. Since the course involves real-world situations, it is possible that at some point in the semester, there might be content that will be emotionally and intellectually challenging. I will do my best to make this classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content.

Please feel free to reach out to me directly in advance if you anticipate that a discussion might end up being emotionally challenging, and feel free to contact me if you feel someone in the discussion raised a point that did not pay due respect to your traditions of worldviews.

Land Acknowledgement

Harvard University is located on the traditional and ancestral land of the Massachusett, the original inhabitants of what is now known as Boston and Cambridge. We pay respect to the people of the Massachusett Tribe, past and present, and honor the land itself, which remains sacred to the Massachusett People.

SCHEDULE OF CLASS MEETINGS, READINGS, AND ASSIGNMENTS

Fall Semester

	Date	Topic	Class dynamic	Country focus	Format
Introductory sessions					
1	4-Sept	Introduction to DEV-401 Using data to diagnose policy problems	Lecture: Juan Jimenez		Plenary L-140
2	6-Sept	Development in practice	Guest speaker: Santiago Levy		Plenary L-140
3	9-Sept	Growth versus redistribution policies	Case discussion	To be announced in class	Sections: Group A in Land Hall Group B in L-140
4	11-Sept	Growth versus redistribution policies	Open discussion	Brazil, China, India	Sections: Group A in WEX-332 Group B in L-140
5	16-Sept	Writing policy MEMOs	Guest speaker: Lauren Brodsky		Plenary L-140
On development: understanding growth experiences					
6	18-Sept	Japan's growth experience and economic policies	Case discussion	Japan	Sections: Group A in WEX-332 Group B in L-140
7	23-Sept	The gender perspective of industrial development: Japan vs Bangladesh	Open discussion	Japan and Bangladesh	Sections: Group A in Land Hall Group B in L-140
8	25-Sept	Dominican Republic's growth imperative	Debate	Dominican Republic	Sections: Group A in WEX-332 Group B in L-140
9	30-Sept	Colombia's growth imperative	Debate	Colombia	Sections: Group A in Land Hall Group B in L-140
On microeconomics: understanding agents' decisions to address policy challenges					
10	2-Oct	Dealing with rising food prices in Indonesia 1999	Cabinet meeting simulation	Indonesia	Sections: Group A in WEX-332 Group B in L-140
	4-Oct	MEMO 1 Due			

11	7-Oct	Designing a cash transfer program in Indonesia	Group work	Indonesia	Plenary L-140
	9-Oct	NO CLASS: Midterms			
	14-Oct	NO CLASS: Columbus/Indigenous People Day			
	16-Oct	NO CLASS: Midterms			
12	21-Oct	How to think about development?	Speaker series: Lant Pritchett		Plenary
On macroeconomics: keeping stability and managing the business cycle					
13	23-Oct	Diagnosing unemployment in South Africa: macro or micro problem?	Case discussion	South Africa	Sections: Group A in WEX-332 Group B in L-140
14	25-Oct	Unemployment in South Africa: unexpected causes	Speaker series	South Africa	Plenary L-140
15	30-Oct	Inflation in Chile 2022: aggregate supply or aggregate demand problem? Monetary or fiscal policy solution?	Case discussion	Chile	Sections: Group A in WEX-332 Group B in L-140
16	4-Nov	Inflation in the US: transitory or not? AD vs AS	Speaker series		Plenary L-140
17	6-Nov	Economic crisis in Turkey	Case discussion	Turkey	Sections: Group A in WEX-332 Group B in L-140
	8-Nov	MEMO 2 Due			
	11-Nov	No class: Holidays			
18	13-Nov	Internal and external balance in Azerbaijan	Case discussion	Azerbaijan	Sections: Group A in WEX-332 Group B in L-140
19	18-Nov	Macroeconomic adjustment programs	Speaker series: Alexander Culiuc (IMF)		Plenary L-140
20	20-Nov	Managing price of oil boom in Nigeria 2022	Case discussion	Nigeria	Sections: Group A in WEX-332 Group B in L-140
21	25-Nov	Macroeconomics and econometrics	Speaker series: Gon Huertas (IMF)		Plenary L-140
22	26-Nov	The natural resource curse	Joint with API-119, led by Jeff Frankel		Plenary L-150
	27-Nov	NO CLASS: Thanksgiving			
23	2-Dec	The role of industrial policy in Rwanda's growth strategy	Case discussion	Rwanda	Sections: Group A in WEX-332 Group B in L-140
24	4-Dec	A career in development	Speaker series: Isabel Guerrero		Plenary L-140
	5-Dec	Final assignment Due			

READING LIST INFORMATION

All the case studies, papers, and articles for this course are available on the Canvas site. If you find a broken link, please email Beth Tremblay (beth_tremblay@hks.harvard.edu) so she can fix the Canvas page.

All required reading for this course is available on the class page on Canvas. ***Please check Canvas frequently for announcements and other information.***

Readings marked with ** are required readings for the class and students are expected to have read the material, analyzed it and discussed it in their study groups. Readings with * are readings that are strongly recommended; these will deepen your understanding of the material and will provide you with additional material you can use to better prepare for class. Some readings without any stars are for students that would like to go deeper into a topic. These papers may be important examples of the material being discussed and contribute towards enriching your knowledge on the topic. Keep in mind that the goal of the syllabus is to create a resource for you that you can use to extend the breadth and depth of your knowledge on development economics throughout your MPA/ID studies and beyond.

COURSE OUTLINE AND READINGS

**** = required readings (before lecture); * = strongly recommended readings;
no stars = additional reading for further background**

Required readings can be found on Canvas.

PART 1 - INTRODUCTORY SESSIONS

1. Introduction to DEV-401 and using data to diagnose policy problems (4-Sept). Lecture: Juan Jimenez

Required reading (4 pages):

** Gómez-Ibáñez, J. A., & Kalt, J. P. (1986). *Learning by the case method*. Case Program, Kennedy School of Government. 4 pages.

2. Development in practice (6-Sept). Guest speaker: Santiago Levy.

No readings

3. Writing policy MEMOs (9-Sept). Guest speaker.

No readings

4. Growth versus redistribution policies: a case discussion about a poor country (11-Sept). Case discussion

Required reading (6 pages):

*Pritchett, L. (2017, March 28). Getting Kinky with Chickens. *Center for Global Development blog post*. <https://www.cgdev.org/blog/getting-kinky-chickens>Links to an external site. 2 pages.

*Blattman, C. (2017, March 30). Two Views on Fighting World Poverty. *Center for Global Development blog post*. <https://www.cgdev.org/blog/two-views-fighting-world-poverty>. 2 pages.

* O'Brian, B. (2012). Nobel Laureate Joseph Stiglitz on the Price of Inequality. *Columbia News*. <https://news.columbia.edu/news/nobel-laureate-joseph-stiglitz-price-inequality>. 2 pages.

5. Growth versus redistribution policies, a comparative analysis of Brazil, India and China (16-Sept). Open discussion

Required reading (25 pages):

** Ravallion, M. (2011). A comparative perspective on poverty reduction in Brazil, China, and India. *The World Bank Research Observer*, 26(1), 71-104. (Download PDF). 25 pages.

Required data visualization:

** World Bank. Shared Prosperity: Monitoring Inclusive Growth Webpage: <https://www.worldbank.org/en/topic/poverty/brief/global-database-of-shared-prosperity>

Suggested readings (49 pages):

* Berg, A., Ostry, J. D., Tsangarides, C. G., & Yakhshilikov, Y. (2018). Redistribution, inequality, and growth: new evidence. *Journal of Economic Growth*, 23, 259-305. 26 pages.

* Page, L., & Pande, R. (2018). Ending global poverty: Why money isn't enough. *Journal of Economic Perspectives*, 32(4), 173-200. 23 pages.

PART 2 – ON DEVELOPMENT: UNDERSTANDING GROWTH EXPERIENCES

6. Japan's growth experience and economic policies (18-Sept). Case discussion.

Required reading (13 pages):

** *Japan: The Miracle Years*. HBS Case Study 9-702-014. 13 pages, but Annexes (12 pages) are extremely important.

7. The gender perspective of industrial development: Japan vs Bangladesh (23-Sept). Open discussion

Required reading (10 pages):

** *Japan vs Bangladesh: Industrial development and female labor force participation*. 10 pages, but Annexes (8 pages) are extremely important.

8. Dominican Republic's growth imperative (25-Sept)

Suggested reading (26 pages):

* World Bank (2018). *Dominican Republic: Systematic Country Diagnostic*. Pages 1-27. 26 pages.

9. Colombia's growth imperative (30-Sept)

Suggested reading (20 pages):

* World Bank (2022). *Colombia: Systematic Country Diagnostic, Together for a Better Future*. Pages 8-28. 20 pages.

MEMO 1 DUE (Friday October 4 by 8:30 am time)

PART 3 - ON MICROECONOMICS: UNDERSTANDING AGENTS' DECISIONS TO ADDRESS POLICY CHALLENGES

10. Dealing with rising food prices in Indonesia 1999 (2-Oct). Cabinet meeting simulation.

Required readings (10 pages):

** Indonesia: The food crisis in 1999. Case study draft. 5 pages

** Soekirman, (2001), Food and nutrition security and the economic crisis in Indonesia. *Asia Pacific Journal of Clinical Nutrition*, 10: S57-S61. 4 pages.

** FAO (1999). *Rice Market Monitor*. Highlights on page 2. 1 page.

Recommended readings:

* FAO (1999). *FAO/WFP Crop and Food Supply Assessment Mission to Indonesia*. 24 pages.

11. Designing a policy response to fuel price crisis in Indonesia 2005 (7-Oct). Technical cabinet meeting simulation.

No readings

No class because of midterms: 9-Oct

No class because of holidays: 14-Oct

No class because of midterms: 16-Oct

12. How to think about development (21-Oct). Speaker series: Lant Pritchett

No readings

PART 4 - ON MACROECONOMICS: KEEPING STABILITY AND MANAGING THE BUSINESS CYCLE

13. Diagnosing unemployment in South Africa: macro or micro problem? (23-Oct). Case discussion

Required readings (12 pages):

* Unemployment in South Africa: macro or micro problem?. *Case study draft*. 12 pages.

Suggested readings (33 pages):

* Shah, K. (2022). Diagnosing South Africa's High Unemployment and Low Informality. *CID Research Fellow and Graduate Student Working Paper Series*. Executive Summary, Chapter 1 and Chapter 2. 27 pages.

* Statistics South Africa (2009). *Quarterly Labour Force Survey, Quarter 4, 2008*. Chapters 1-5 and Appendix. 6 pages.

Optional readings (52 pages):

Bernstein, A. (2011). *A fresh look at unemployment: A conversation among experts*. 28 pages.

Banerjee, A., Galiani, S., Levinsohn, J., McLaren, Z., & Woolard, I. (2008). Why has unemployment risen in the new South Africa? *Economics of Transition*, 16(4), 715-740. 24 pages.

14. Unemployment in South Africa: unexpected causes (25-Oct). Speaker series.

No readings

15. Inflation in Chile 2022: aggregate supply or aggregate demand problem? Monetary or fiscal policy solution? (30-Oct). Case discussion.

Required readings (12 pages):

** How to control inflation in Chile in 2022?. Case study draft. 12 pages

Suggested readings (11 pages):

* OECD (2022). *OECD Economic Surveys Chile: Towards a more sustainable recovery*. 2 pages.

* INE (2022). *Statistical Bulletin: Consumer Price Index, October 2022*. 2 pages.

* Costa, R (2022). Monetary Policy Report: Presentation before the Finance Commission of the Honorable Senate of the Republic. Figures and tables in the Annex, pages 11-18. 7 pages.

16. Inflation in the US: Transitory or not? Aggregate demand or aggregate supply? (4-Nov). Speaker series.

No readings

17. Economic crisis in Turkey in 2018 (6-Nov). Case discussion.

Required readings (4 pages):

** Andrew Walker (2018). Is Turkey heading for an economic crisis? BBC news. 2 pages

** Yen Nee Lee (2008). What went wrong for Turkey? Its economy is 'in the midst of a perfect storm'. CNBC news. 2 pages

** Various statistics tables

MEMO 2 DUE (Friday November 8 by 8:30 am time)

No class because of holidays: 11-Nov

18. Internal and external balance in Azerbaijan 2014. Case discussion.

Required readings (11 pages):

** International Monetary Fund (2014). Article IV consultation for Azerbaijan, Figures 1-3 and Tables 1-7. Pages 22-33. 11 pages

19. Macroeconomic adjustment programs (15-Nov). Speaker series: Alexander Culiuc (International Monetary Fund)

No readings

20. Managing price of oil boom in Nigeria 2022 (20-Nov)

Required readings (17 pages):

** IMF (2023). *Nigeria 2022 Article IV Consultation*. Background (pgs. 4-6), Recent Economic Developments (pgs. 6-10), Outlook and risks (pgs. 10-12), Policy Discussion A and B (pgs. 12-17). 12 pages.

** How oil-rich Nigeria failed to profit from an oil boom: Missing an open goal. (2022, Sep 11). *The Economist (Online)*. 5 pages.

21. Macroeconomics and econometrics: IMF simulation models (25-Nov). Speaker series: Gon Huertas (International Monetary Fund)

No readings

22. The natural resource curse (26-Nov). Joint session with API-119 led by Jeffrey Frankel

No readings

No class because of Thanksgiving: 27-Nov

23. The role of industrial policy in Rwanda's growth strategy (2-Dec). Case discussion

Required readings (34 pages):

** Juhász, R., Lane, N. J., & Rodrik, D. (2023). The New Economics of Industrial Policy (No. w31538). National Bureau of Economic Research. 34 pages.

Suggested readings (134 pages):

* Crespi, G., Fernández-Arias, E., & Stein, E. (2014). Rethinking productive development. In *Rethinking Productive Development: Sound Policies and Institutions for Economic Transformation* (pp. 3-31). New York: Palgrave Macmillan US. 31 pages.

* Hufbauer, G. C., & Jung, E. (2021). *Scoring 50 years of US industrial policy, 1970–2020*. Peterson Institute for International Economics. 103 pages.

24. A career in development (4-Dec). Speaker series: Isabel Guerrero Pulgar

No readings

FINAL ASSIGNMENT (December 5)