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Spring 2021

## DIPL 6170 WB Advanced Topics in Economic Development

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*Seton Hall University*

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# Advanced Topics in Economic Development

## *DIPL 6170WB*

*ASYNCHRONOUS WEB BASED*

**SPRING 2021**

### Instructor Information

Instructor: Prof. Omer Gokcekus

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### Course Description

The main premise of graduate level work is change. Change requires openness to new ideas. It also requires willingness to abandon old ones. In order to be successful in this course, you should be willing to unlearn and rethink many of the perceptions you might have about economic development: You already know a great deal, taught by politicians, media, roommates, friends, and relatives. Most of these are either incomplete or simply wrong!

Accordingly, to better understand different aspects of economic development, we provide in depth analysis of current aspects of economic development. To do so, instead of picking the issues haphazardly, we focus on the issues highlighted in one of the most recent World Development Reports, *World Development Report 2017 (WDR 2017): Governance and the Law*. We answer following questions: Why are carefully designed, sensible policies too often not adopted or implemented? When they are, why do they often fail to generate development outcomes such as security, growth, and equity? And why do some bad policies endure?

However, before we study specific issues from the report (module 3), in order to better understand them and being able to put them in a proper context, first (module 1), we will read three papers on history, evolution, and current status of the economic development thinking, and the three main dimensions of economic development—poverty, growth, and inequality; second (module2), we will read various articles on different current themes of economic development such as growth and productivity; entrepreneurship and access to credit; infrastructure, competition, and growth; and labor laws, jobs, and education.

## Course Goals/Outcomes

At the end of this course, students will:

1. Explain essential theorems, approaches, and concepts required to understand the issues associated with economic development.
2. Conceptualize and assess a recent development challenge.
3. Get familiarized with different policy reforms and projects designed to tackle these problems; and evaluate these reform attempts.

## Course Materials

Required book:

World Bank (2017). World Development Report 2017: Governance and the Law; which is free to download at this url: <https://www.worldbank.org/en/publication/wdr2017#a>

Required articles:

Various papers and proceedings of the 2015 Annual Bank Conference on Development Economics, "Productivity, Growth, and the Law", June 15–16, 2015 Mexico City, are available in the Supplement to the *World Bank Economic Review, Volume 30, 2016* which are free to download and can be found at this url: <https://openknowledge.worldbank.org/bitstream/handle/10986/32225/Papers-and-Proceedings-of-the-Annual-Bank-Conference-on-Development-Economics.pdf?sequence=1&isAllowed=y>

Three World Bank publications, which are free to download and can be found at this url: <http://documents.worldbank.org/curated/en/home>

## Prerequisite Information

No prerequisite course, but introductory level microeconomics is required.

## Expectations

Students

- Use their Seton Hall email address when emailing the Instructor and fellow students
- Review the how to get started information located in the course content area
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Interact online with instructor and peers

- Review and follow the course calendar
- Submit assignments by the corresponding deadline

#### The instructor

- Turnaround time for feedback and graded assignments: I will read every one of your postings and comment in a general note to the entire class within 48 hours of that class. Occasionally, I will offer specific comments on your individual postings. Papers and drafts, unless in exceptional circumstances, will be commented on and graded (if applicable) within a week.
- Response time for email – week day/ week end: I will check my email daily, and will do my best to respond to you within 24 hours during the week (There may be days where it will take a little longer for me to respond to your e-mail). On Fridays, I will not answer e-mails after 4pm EST. And I will not respond to e-mails on Saturdays and Sundays.
- Virtual office hours: I will be available for calls, video conferences, and chats via Microsoft Teams on Mondays and Tuesdays from 3pm-5pm. To schedule Microsoft Teams calls, video conferences, or chat meetings at other times, please email me.

#### Discussion Forums

- The Discussion Board forum for the specific week will become available at the beginning of each week. The weeks are from Monday morning at 12:01 am through Sunday at 11:59 pm.
- You will receive a grade for “participation” based on your meaningful postings and responding to other students’ posts. A meaningful posting is a posting that is clear, substantive, and most importantly relates to the readings. Neglecting to post or posting/responding inadequately will result in a low class participation grade.
- Instructor will be reading all postings, monitoring the discussions and when necessary ask for further explanations for clarification.
- Our interactions must be characterized by collegiality and professionalism. All participants should feel free to express their own ideas and opinions, and in order to foster an environment in which this can take place, we must consistently treat one another with respect. Should any student in the course violate this policy by engaging in insults or affronts toward other participants, I will send this student a private email to ask the student to refrain from further comments on the forum in question, and the student will receive no credit for the assignment. All Discussion Board responses must be in clearly-understandable, error-free prose. Of course, to express our ideas effectively and completely, we will write in full and correctly-constructed sentences.

#### Assignments/Activities

##### **Weekly journals:**

- To encourage you to read the assigned materials, you are required to keep a journal.

- You will write at least two pages long (double spaced) note summarizing the main points of each article or chapter of the reading assignments.
- You will turn in your journal via Assignment Page at Blackboard.
- Turned in journals will receive a “check,” i.e., full credit.

#### **Weekly discussion questions:**

- Each week, a relevant question will be posted, and you will be expected 1) to post and 2) respond to another student’s post at least once within the week.
- A meaningful posting of 100-200 words and responding is a posting that is clear, substantive, and most importantly relates to the readings. Neglecting to post or posting/responding inadequately will result in a low class participation grade. Discussion grades will be determined based on your meaningful posting and responding to another student’s post. Students will receive full credit of 2 points based on the following criteria:
  1. Posted in a timely fashion, before the due date, giving others an opportunity to respond
  2. Connections made to the course content.
  3. Written clearly, showing depth of thought and critical thinking.
  4. Extends discussions already taking place, posing new possibilities or opinions not previously voiced.
  5. Replies to at least one other student in a manner that continues the conversation, adding value to their contribution.
  6. References cited were appropriate.
- Each forum will stay open for a week.

#### **Term paper:**

To apply what you have learned in this course, you will read and write further on an issue from WDR 2017 that you are deeply interested in.

- The process of writing your term paper has four steps:
  - Choose a specific topic from WDR 2017 that interests you and submit a one-paragraph research idea note to get my approval. This is a crucial step and reports on unapproved topics will not be accepted and will result in “zero” points.
  - Identify one or two ‘starter’ article(s) on your topic from the background papers (<https://www.worldbank.org/en/research/brief/world-development-2017-background-papers>) and send them for the instructor’s approval.
  - Once the approval process is completed, you will need to pick further four articles on your topic. All of these articles should be from the reference lists of the background papers you read, and peer-reviewed academic economics journals.
  - After reading these six articles carefully, prepare your paper.
- You will submit your term paper at the end of week 9 via Assignment Page at Blackboard.
- Guidelines for submitting your term paper will be made available at the beginning of week 8.

#### **Report on a World Bank Project:**

This assignment is designed to accomplish two main things: (1) to learn about actual projects addressing a development challenge from the WDR 2017; and (2) to become familiarized with the documents and procedures used by the World Bank to initiate and to implement these projects.

- Pick a project from World Bank. To do so, go to the following web page: <https://projects.worldbank.org/> When choosing your project, you need to satisfy the following conditions:
  - All of the key project's documents, such as financing agreement, program document, letter of development policy, program information document, are available on-line.
  - The project's theme should consistent with WDR 2017, preferably closely related to your **Term Paper**.
  - If you are taking this class for a REGIONAL SPECIALIZATION, then the project needs to be about this region (or a country in this region)
  
- In your report, address the following:
  1. Key development issues and rationale for Bank involvement; project development objective(s); safeguard policies that might apply; financing; strategic context and rationale; and appraisal summary
  2. how this project fits into a country's policies and programs to promote growth and reduce poverty, focus on relevant sections of the country's Country Partnership Framework—CPF (Each country has a CPF, and its CPF is available on-line at the World Bank's web page for that county.
  
- Your report will be a short summary of the project. 12 PAGES MAXIMUM!
  - Your report should very clearly show your findings from (1) and (2) of the previous section.
  - In allocating the pages, it will be wise to devote about 5 pages on (1), about 3 pages on (2), and about 2 pages for concluding remarks for briefly highlighting how and whether this project addresses a challenge described in WDR 2017.
  - Finally, adding a nice introduction (not longer than 2 pages) and a reference list should be sufficient.
  
- You will submit your report at the end of week 10 via Assignment Page at Blackboard.
- Guidelines for submitting your report will be made available at the end of week 9.

## Grading Policies

### Grading weights:

Weekly Journals	16 points (8 @ 2 points each)
Discussion Forums	16 points (8 @ 2 points each)
Term paper	34 points

Report on a WB project 34 points

**Late policy:**

For each assignment, the penalty for late work is 20% points per day.

**Extra credit policy:**

There is no extra credit option in this course.

**Grade scale:**

Grade Ranges			
A	95% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	65% - 69%
B-	80% - 83%	D	60% - 64%
		F	< 60%

Table 1: Grade Scale

Course Schedule

Week # Date	Learning Objectives	Readings and Instructional Materials	Assignment: Student Task	Assignment: Instructor Task
Week 1: January 27	Getting familiarized with the course contents, rules of the game, expectations, etc.	Blackboard site and syllabus	Reviewing the how to get started information located in the course content area  Introducing yourself to the class by posting a self-introduction in the appropriate discussion forum	Monitoring the posts
<b>Module 1: Economic Development: Main theories, policies, and indicators</b>				
Week 1: ...	<b>Economic Development: Lessons of Experience</b>  Understanding history, evolution,	<a href="#">The Evolution of Thinking on Development:</a> <a href="#">Theory and Policy</a> Gustav Ranis	Submitting Journal 1  Participating Discussion 1	Checking journal submission  Monitoring participation to the discussion

Week # Date	Learning Objectives	Readings and Instructional Materials	Assignment: Student Task	Assignment: Instructor Task
	and current status of the economic development thinking	<a href="#">A Half Century of Development</a> Richard N. Cooper		
Week 2: February 3	<b>Economic Development: The three key development indicators</b>  Understanding the three main dimensions of economic development	<a href="#">Poverty-Growth-Inequality Triangle</a> Francois Bourguignon	Submitting Journal 2  Participating Discussion 2	Checking journal submission  Monitoring participation to the discussion
<b>Module 2: Economic Development: Current themes</b>				
Week 3: February 10	<b>Growth and Productivity</b>  Understanding different aspects of growth and productivity	On the Origins and Development of Pakistan's Soccer-Ball Cluster David Atkin, et. al  Cross-Sector Misallocation with Sector-Specific Distortions Julio Leal  From Firm Productivity Dynamics to Aggregate Efficiency Bernabe Lopez-Martin	Submitting Journal 3  Participating Discussion 3	Checking journal submission  Monitoring participation to the discussion
Week 4 February 17	<b>"free" week to catch up on your work</b>			
Week 5: February 24	<b>Entrepreneurship and Access to Credit</b> Understanding the linkage between	Psychometrics as a Tool to Improve Credit Information Irani Arraiz, et. al	Submitting Journal 4  Participating Discussion 4	Checking journal submission



<b>Week # Date</b>	<b>Learning Objectives</b>	<b>Readings and Instructional Materials</b>	<b>Assignment: Student Task</b>	<b>Assignment: Instructor Task</b>
	access to credit and entrepreneurship	Unitary or Noncooperative Intrahousehold Model? Evidence from Couples in Uganda Nathan Fiala and Xi He  Opportunity versus Necessity: Understanding the Heterogeneity of Female Micro-Entrepreneurs Gabriela Calderon, et. Al		Monitoring participation to the discussion
Week 6: March 3	<b>Infrastructure, Competition, and Growth</b>  Understanding the relationship between infrastructure, competition, and growth	Highways and Spatial Location within Cities: Evidence from India Ejaz Ghani, et. Al  ICT Use, Competitive Pressures, and Firm Performance in Mexico Leonardo Iacovone, et. al  Do Deep Trade Agreements Boost Vertical FDI? Alberto Osnago, et. al	Submitting Journal 5  Participating Discussion 5	Checking journal submission  Monitoring participation to the discussion
Week 7: March 10	<b>Labor Laws, Jobs, and Education</b>  Understanding the importance of education as well as labor laws and	Exporters, Engineers, and Blue-collar Workers Irene Brambilla, et. al	Submitting Journal 6  Participating Discussion 6	Checking journal submission  Monitoring participation to the discussion

Week # Date	Learning Objectives	Readings and Instructional Materials	Assignment: Student Task	Assignment: Instructor Task
	regulations on employment	The Causal Impacts of Child Labor Law in Brazil: Some Preliminary Findings Caio Piza and Andre´ Portela Souza  The Effect of Publicly Provided Health Insurance on Education Outcomes in Mexico Carlo Alcaraz, Daniel et. al		
Week 8: March 17	<b>"free" week to catch up on your work</b>			
<b>Module 3: Economic Development: A current topic/Governance and Law (WDR 2017)</b>				
Week 9: March 24	<b>Rethinking governance for development: A conceptual framework</b>  Understanding the conceptual framework used by international development institutions on a current economic development issue	WDR 2017 - Chapter 1: <a href="#">Governance for development: The challenges</a>  WDR 2017 - Chapter 2: <a href="#">Enhancing governance for development: Why policies fail</a>  WDR 2017 - Chapter 3: <a href="#">The role of law</a>	Submitting Journal 7  Participating Discussion 7	Checking journal submission  Monitoring participation to the discussion
Week 10: March 31	<b>Governance for development</b>  Understanding the relationship	WDR 2017 - Chapter 4: <a href="#">Governance for security</a>	Submitting Journal 8	Checking journal submission

Week # Date	Learning Objectives	Readings and Instructional Materials	Assignment: Student Task	Assignment: Instructor Task
	between governance and three key aspects of development, namely security, growth, and equity	WDR 2017 - Chapter 5: <a href="#">Governance for growth</a>  WDR 2017 - Chapter 6: <a href="#">Governance for equity</a>	Participating Discussion 8	Monitoring participation to the discussion
Week 11: April 7	<b>Easter Break</b>			
Week 12: April 14	Identifying and reading background papers and relevant articles on a specific topic from WDR 2017, and writing a <b>term paper</b>	<a href="#">WDR 2017 Background Papers</a>	Submitting a one paragraph research idea note  Submitting a “starter article” for professor’s approval  Submitting the term paper	Attending a one-on-one Microsoft Teams meeting with the professor  Grading and returning the term paper
Week 13 April 21	<b>“free” week to catch up on your work</b>			
Week 14: April 28	Picking a project from World Bank and writing a <b>report</b>	<a href="#">The World Bank Projects &amp; Operations</a>	Working on the report	
Week 15 May 5			Working on the report	

## Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at [servicedesk@shu.edu](mailto:servicedesk@shu.edu)

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Technology Blog](#).

## Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester.

For more information or to register for services, contact DSS at:

Email: [dss@shu.edu](mailto:dss@shu.edu)

Phone: 973-313-6003

Fax: 973-761-9185

Duffy Hall room 67

## Academic and Professional Integrity Policy

Students are expected to follow the Academic and Professional Integrity Policy outlined in the Student Handbook, in addition to the specific Academic and Professional Integrity Policy of his/her major school or college:

1. **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student work is expected. Any work containing plagiarized material will result in an automatic "0" for the assignment.)
5. **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.