

# Regional Development Syllabus

Department of Economics

ECON 2336, Winter 2024

*Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.*

*Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.*

<b>Course Instructor(s)</b>		
Name	Email	Office Hours
Daniel Rosenblum	Daniel.Rosenblum@dal.ca	Fridays 11AM-noon or by appointment, C22 in the Economics Department (6220 University Ave)
TA: Md Ashraf	md757301@dal.ca	Fridays 12PM-1PM, Virtual

## Course Description

Why are some countries or regions poor? Why have the relative positions of different countries and regions shifted over the last several decades? This course seeks to answer these questions focusing on India.

## Course Prerequisites

ECON 1101 and ECON 1102

## Course Exclusion

None.

## Learning Objectives

- Understand the historical context of development in India
- Analyze the path of economic growth in India after independence
- Analyze and evaluate recent economics research on India
- Synthesize knowledge from the course through assignments and exams.

### **Student Resources**

Please see the course Brightspace page for a list of Faculty of Science Student Resources and Support. Your professor and TA will be available during the semester for office hours. If you are unable to meet your professor during regular office hours, please e-mail him to schedule an appointment. Your professor will only respond to e-mails during normal working hours (8:30AM-4:30PM) on weekdays. Your professor will generally respond to e-mails within 1-2 business days.

### **Course Structure**

#### *Course Delivery*

The course will be in-person. Lectures will not be recorded.

#### *Lectures*

TR 2:35PM - 3:55PM; Chemistry 223

#### *Laboratories*

None

#### *Tutorials*

None

### **Course Materials**

- Required textbook: *An Uncertain Glory: India and Its Contradictions*, Dreze and Sen, Princeton University Press, 2013
- All other required readings of research articles will be available via Brightspace.

### **Assessment**

<b>Component</b>	<b>Weight (% of final grade)</b>	<b>Date</b>
3 Assignments	15%	Jan 26, Feb 9, Mar 14
4 In-class Quizzes	15%, lowest grade dropped	Jan 18, Feb 1, Mar 7, Mar 21
Midterm Exam	25%	Feb 15
Final Exam	45%	Scheduled by Registrar

#### *Assignments*

Assignments are to be done **individually** and are due by the end of the day (11:59PM) on the above due dates.

#### *Quizzes*

There will be 4 in-class, short quizzes on the above dates. The lowest quiz grade will be dropped

### *Midterm Exam*

The midterm exam is an in-class, hour and twenty minute, closed book exam. If the Midterm Exam is missed for **any reason**, the grade weight will be applied to the final exam (the final exam would then be worth 70% of the final grade).

### *Final Exam*

The final exam is a two-hour, closed-book exam scheduled by the registrar.

Conversion of numerical grades to final letter grades follows the

[Dalhousie Grade Scale](#)

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-54)
A (85-89)	B (73-76)	C (60-64)	F (0-49)
A- (80-84)	B- (70-72)	C- (55-59)	

## **Course Policies on Missed or Late Academic Requirements**

Unless an extension is approved **ahead of time** or there is an emergency, **late assignments will be given a grade of zero**. Medical notes are **NOT** required and will not be accepted. You also do **NOT** need to submit a Student Declaration of Absence form for missed assignments or the midterm exam. However, **if you miss the Final Exam, you must submit a Student Declaration of Absence form ahead of time or receive a zero for the Final Exam**.

Missing a quiz means a zero grade on a quiz. However, the lowest quiz grade is dropped, so you can miss one quiz without it adversely affecting your grade.

If you are absent for the midterm, the weight of the midterm will be applied to the final exam. That is, your final exam would then be worth 70% of your final grade instead of 45%. **There is no make-up midterm exam.**

## **Course Policies related to Academic Integrity**

### **Collaboration Policy**

You are not allowed to work in groups for your assignments. All assignments must be completed **individually**. Students should never submit an assignment that is a copy of another student's work.

### **Plagiarism Detection Software**

Assignments containing written components may be checked for plagiarism with the Turnitin software program on Brightspace.

**Academic Integrity:** Dalhousie University defines plagiarism as “the submission or presentation of the work of another as if it were one’s own.” All of the content of your assignments and final exam is expected to be your own thoughts and words unless that content is cited appropriately. If you have any questions about whether you may or may not be violating the university’s academic integrity policy, contact your professor before submitting the assignment/exam for assistance.

**AI/ Large Language Models (LLM):** Unless you are told to use an AI/LLM program, such as ChatGPT, as part of the instructions of an assignment, **you are not allowed to use Generative AI/LLM programs to assist you in writing your assignments.**

**Other Course Policies:**

**Students are not allowed to use phones, tablets, or computers during class** without the permission of the professor. Use of such devices may reduce your course grade.

**Course Content: Tentative Schedule and Required Readings (subject to change by the professor)**

**Week 1: Introduction (Jan 9, 11)**

*An Uncertain Glory:* Chapters 1-3

**Week 2: Overview of Development in India (Jan 16, 18): Quiz on Jan 18**

*An Uncertain Glory:* Chapters 4-10

**Week 3: Economic History, Development, and India (Jan 23, 25): Assignment 1 due on Friday, Jan 26.**

Nunn, N. (2020). The historical roots of economic development. *Science*, 367(6485), eaaz9986.

Iyer, L. (2010). Direct versus indirect colonial rule in India: Long-term consequences. *The Review of Economics and Statistics*, 92(4), 693-713.

**Week 4: Research on Colonial India (Jan 30, Feb 1): Quiz on Feb 1**

Colleoni, M. (2023). The long-term welfare effects of colonial institutions: Evidence from Central India. *Journal of Development Economics*, 103170.

Dincecco, M., Fenske, J., Menon, A., & Mukherjee, S. (2022). Pre-colonial warfare and long-run development in india. *The Economic Journal*, 132(643), 981-1010.

Donaldson, D. (2018). Railroads of the Raj: Estimating the impact of transportation infrastructure. *American Economic Review*, 108(4-5), 899-934.

Fenske, J., Kala, N., & Wei, J. (2023). Railways and cities in India. *Journal of Development Economics*, 161, 103038.



**Week 5: Caste (Feb 6, 8): Assignment 2 due on Friday, Feb 9**

Lowe, M. (2021). Types of contact: A field experiment on collaborative and adversarial caste integration. *American Economic Review*, 111(6), 1807-1844.

Munshi, K. (2019). Caste and the Indian economy. *Journal of Economic Literature*, 57(4), 781-834.

Sharma, S. (2015). Caste-based crimes and economic status: Evidence from India. *Journal of comparative economics*, 43(1), 204-226.

Coffey, D., Deshpande, A., Hammer, J., & Spears, D. (2019). Local social inequality, economic inequality, and disparities in child height in India. *Demography*, 56(4), 1427-1452.

**Week 6: Review and Midterm (Feb 13, 15)**

Feb 13: Review

Feb 15: In-class, closed book midterm.

**Winter Break: Feb 19-23**

**Week 7: The Household Economy (Feb 27, 29)**

Chiplunkar, G., & Weaver, J. (2023). Marriage markets and the rise of dowry in India. *Journal of Development Economics*, 164, 103115.

Anukriti, S., Kwon, S., & Prakash, N. (2022). Saving for dowry: Evidence from rural India. *Journal of Development Economics*, 154, 102750.

Khanna, M., & Kochhar, N. (2023). Do marriage markets respond to a natural disaster? The impact of flooding of the Kosi river in India. *Journal of Population Economics*, 1-36.

Menon, S. (2020). The effect of marital endowments on domestic violence in India. *Journal of Development Economics*, 143, 102389.

Castilla, C. (2019). What's yours is mine, and what's mine is mine: Field experiment on income concealing between spouses in India. *Journal of Development Economics*, 137, 125-140.

**Week 8: Labor Markets (Mar 5, 7): Quiz on Mar 7**

Dean, J. T., & Jayachandran, S. (2019, May). Changing family attitudes to promote female employment. In *AEA Papers and Proceedings* (Vol. 109, pp. 138-142). 2014 Broadway, Suite 305, Nashville, TN 37203: American Economic Association.

Amirapu, A., & Gechter, M. (2020). Labor regulations and the cost of corruption: Evidence from the Indian firm size distribution. *Review of Economics and Statistics*, 102(1), 34-48.

Liu, M., Shamdasani, Y., & Taraz, V. (2023). Climate change and labor reallocation: Evidence from six decades of the Indian Census. *American Economic Journal: Economic Policy*, 15(2), 395-423.



Fenske, J., Gupta, B., & Yuan, S. (2022). Demographic shocks and women's labor market participation: Evidence from the 1918 influenza pandemic in India. *The Journal of Economic History*, 82(3), 875-912.

Siddique, Z. (2022). Media-reported violence and female labor supply. *Economic Development and Cultural Change*, 70(4), 1337-1365.

**Week 9. Education (March 12, 14): Assignment 3 due on Friday, Mar 14**

Kremer, Michael, et al, 2005, "Teacher Absence in India: A Snapshot", *Journal of the European Economic Association*.

Duflo, Esther, Rema Hanna, and Stephen P. Rya. "Incentives work: Getting teachers to come to school." *The American Economic Review* 102.4 (2012): 1241-1278.\*

Rakshit, S., & Sahoo, S. (2023). Biased teachers and gender gap in learning outcomes: Evidence from India. *Journal of Development Economics*, 161, 103041.

Dhar, D., Jain, T., & Jayachandran, S. (2022). Reshaping adolescents' gender attitudes: Evidence from a school-based experiment in India. *American economic review*, 112(3), 899-927.

Muralidharan, K., Singh, A., & Ganimian, A. J. (2019). Disrupting education? Experimental evidence on technology-aided instruction in India. *American Economic Review*, 109(4), 1426-1460.

**Week 10: Infrastructure (Mar 19, 21): Quiz on Mar 21**

Allcott, H., Collard-Wexler, A., & O'Connell, S. D. (2016). How do electricity shortages affect industry? Evidence from India. *American Economic Review*, 106(3), 587-624.

Thomas, D. R., Harish, S. P., Kennedy, R., & Urpelainen, J. (2020). The effects of rural electrification in India: An instrumental variable approach at the household level. *Journal of Development Economics*, 146, 102520.

Aggarwal, S. (2021). The long road to health: Healthcare utilization impacts of a road pavement policy in rural India. *Journal of Development Economics*, 151, 102667.

Duflo, E. and Pande, R (2007). Dams. *Quarterly Journal of Economics*, 122(2): 601-646.

**Week 11: Microfinance (Mar 26, 28)**

Banerjee, Karlan, and Zinman (2015). "Six Randomized Evaluations of Microcredit: Introduction and Further Steps." *American Economic Journal: Applied Economics*. 7(1):1-21

Banerjee, Duflo et al. (2015) "The Miracle of Microfinance? Evidence from a randomized Evaluation." *American Economic Journal: Applied Economics*. 7(1):22-53\*

Breza, E., & Kinnan, C. (2021). Measuring the equilibrium impacts of credit: Evidence from the Indian microfinance crisis. *The Quarterly Journal of Economics*, 136(3), 1447-1497.

Hoffmann, V., Rao, V., Surendra, V., & Datta, U. (2021). Relief from usury: Impact of a self-help group lending program in rural India. *Journal of Development Economics*, 148, 102567.

**Week 12: Policy and Politics and Review (Apr 2, 4)**

Bhargava, A. K. (2023). Do Labor Market Interventions Incentivize Technology Adoption? Unexpected Impacts of the World's Largest Rural Poverty Program. *Economic Development and Cultural Change*, 71(2), 567-620.

Chodorow-Reich, G., Gopinath, G., Mishra, P., & Narayanan, A. (2020). Cash and the economy: Evidence from India's demonetization. *The Quarterly Journal of Economics*, 135(1), 57-103.

Schechter, L., & Vasudevan, S. (2023). Persuading voters to punish corrupt vote-buying candidates: Experimental evidence from a large-scale radio campaign in India. *Journal of Development Economics*, 160, 102976.

**Final Exam Scheduled by the Registrar during Exam Period (April 11-23)**

## University Policies and Statements

### **Recognition of Mi'kmaq Territory**

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or [elders@dal.ca](mailto:elders@dal.ca). Additional information regarding the Indigenous Student Centre can be found at: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

### **Internationalization**

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: <https://www.dal.ca/about-dal/internationalization.html>

### **Academic Integrity**

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Additional academic integrity information can be found at:

[https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

### **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre ([https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

### **Conduct in the Classroom – Culture of Respect**

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

### **Diversity and Inclusion – Culture of Respect**



Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: <http://www.dal.ca/cultureofrespect.html>

### **Student Code of Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at:

[https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

### **Fair Dealing Policy**

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at:

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/fair-dealing-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

### **Originality Checking Software**

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)

### **Student Use of Course Materials**

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.