Executive Summary

The Fletcher School (FL) and the School of Arts and Science propose to initiate a joint doctoral program in Economic Policy, with particular focus on economic development and attendant issues of energy use, climate and environmental effects, the long-run sustainability of economic growth, and the political economy of making policy to confront these challenges. These concerns are central to current policy debates. Scholars in the Economics Department of A&S and the Fletcher School have an established record of leading research in these areas. Increasingly, the two programs are also building a record of collaboration. The new doctoral program will build on these strengths while providing the training and research critical to successful public policy. It will also serve to further integrate the School of Arts & Sciences with the Fletcher School more generally, and thereby exploit the opportunities for synergistic collaboration in the future.

The mission and rationale for this partnership is focused on the training of new scholars and policy-makers to address the emerging critical issues centered on economic development, the rising demand for energy that economic growth and development imply, and the environmental and climate consequences of such progress. Integrating comparative and international political economy perspectives will add to the uniqueness of this proposed degree. The Economics Department has a large cohort of prominent scholars trained in the technical modeling and empirical research techniques essential for accurate policy analysis and formulation. The Fletcher School has a smaller, but equally skilled group of economists as well as a large number of other well-established social scientists with the institutional and cultural expertise necessary for developing integrated policy proposals that can be truly effective. Scholars from each of these two parts of the Medford campus have established reputations for excellence in research and have also played prominent roles in policy making at both the federal and state levels. In addition, alumni from both programs serve as political leaders, academics, judges, corporate executives, diplomats, and senior military leaders further evidencing the strength of their Tufts training.

The joint Ph.D. program will bring benefits to both Economics and the Fletcher School and hence, to Tufts University broadly. It builds on clear strengths in both Economics and Fletcher and promises to provide graduates with a valuable skill-based education that will enhance Tufts’ pedagogical reputation. The proposed program will also serve to strengthen school ties between the School of Arts & Sciences and the Fletcher School and this integration will facilitate the pursuit of joint research projects, grant awards, and academic events. While neither Economics nor Fletcher have the resources to provide such a program alone, working together allows Tufts to exploit synergies to offer a high-quality, distinctive doctoral degree. These gains have been unanimously recognized by the Economics Department, the Fletcher Academic Council, GSAS Policy & Programs committee, and the academic administrators of both the School of Arts & Sciences and the Fletcher School.

Rationale for a Joint Program in Economic Policy

Even a casual perusal of current news media quickly reveals that issues of climate change and climate justice, energy and food security, and more broadly, the sustainability of economic development and growth have become central policy concerns of our time. Yet addressing these issues successfully requires careful analysis that integrates theory and empirical
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investigation with recognition of the constraints imposed by political and cultural institutions.

The Economics Department and the Fletcher School are uniquely positioned to offer a program that provides the integrated training described above. The Economics Department has several well-established scholars whose work centers on development, energy, and environmental issues, political economy and, in particular, on the intersection of these concerns. Likewise, the Fletcher School has an even larger number of prominent development economists along with high-profile political scientists and other scholars working in sustainable development, energy and environmental policy, political economy, international relations, and security studies. (See Appendix A for biographical sketches of key faculty.)

Increasingly, scholars in both the Economics Department and the Fletcher School have recognized the commonality of their research interests and agendas in development, energy, and environmental policy. This recognition has in turn led to a rising level of cross-school cooperation. Fletcher faculty hold courtesy appointments in the Economics Department. Economics faculty teach classes at Fletcher. Research seminars now routinely involve faculty from both schools. Similarly, proposals for grants are increasingly submitted jointly by Economics and Fletcher faculty.

Rationale

The proposed Ph.D. builds on the solid foundations of graduate education at the Master’s level in both Economics and Fletcher. The Fletcher School’s MALD program is one of the longest standing graduate program in international relations in the United States. Its superb reputation for high level training and world-class preparation for a variety of career paths enables it to enroll a diverse cohort of high quality students Master’s students each year. While much younger, the Economics Department’s Master’s program is also thriving. It annually enrolls a diverse group of 40 or more very technically skilled students. It is not uncommon that students from one program cross-register for classes in the other.

The foundation established by both Economics and Fletcher master’s programs makes it possible now to create a doctoral program that allows students to integrate and extend their graduate education further while also giving them the opportunity to work with faculty on extended independent research. Indeed, as described below, we envision the curriculum of the program to be rooted in the core courses of the Economics Master’s program and a roughly equal number of classes from the Fletcher MALD program. This will provide the blend of technical training, institutional, and political economy understanding necessary to address issues in economic development, energy and environmental policy in a truly interdisciplinary fashion that is needed for policy effectiveness. The extended training and subsequent dissertation project will then further train students in the practice of original scholarship in a way that is not possible at the master’s level. Such training though is crucial to the development of independent scholars able to form and evaluate workable policy proposals.

Research these days is typically collaborative. Uniting Economics and Fletcher in a joint Ph.D. program will facilitate scholarly, and often interdisciplinary collaboration among both students and faculty at Tufts. In addition, having a cohort of highly trained student scholars will provide research assistance and a cadre of young collaborators to faculty as well. Such cross collaboration will not only raise Tufts scholarly profile, it will also greatly enhance the ability of Tufts scholars to access funding and grant support.

Admissions and Enrollment Strategy

Students will be formally enrolled in the Graduate School of Arts & Sciences (GSAS). However,
admission to the program will be overseen by a joint committee of Economics Fletcher faculty and GSAS. This committee will work in collaboration with GSAS admissions personnel. We expect that a large proportion of the initial applicants will be drawn from the existing master’s programs in both Economics and Fletcher. However, we are open to outside applicants and a prior MA is not a prerequisite to admission.

The proposed Ph.D. program will provide competitive funding to attract quality students. That funding will begin when a student starts the new program and be comprised of a combination of pure fellowship and compensation for teaching assistant and research assistant work. At least one semester of work as a teaching assistant will be required of each student. It is anticipated that such funding will extend for five years for students who enter the program de novo. However, because eligibility for such funding does not begin until a student officially enters the program, those students who enter the program from existing master’s programs in either the Economics or Fletcher program will not receive stipends until their first semester after admission to the new doctoral program per se (expected to be in the Fall).

Curriculum & Degree Requirements
All students will complete the first year MA core methods courses in Economics (micro, macro, econometrics). This comprises six, one-term courses. Students entering from the MALD program will complete these core courses in their second year.

All students will choose two fields of study from among: 1) Development Economics; 2) Energy and Environmental Policy; and 3) Comparative and International Political Economy. Each field will require three courses for completion, including core and electives drawn from the current course offerings in both the Economics Department and the Fletcher School. Each student’s transcript will indicate his or her field of study. (See Appendix B for a list of methods and field courses to be offered in this program.)

Progression through the program will require that students demonstrate “Acceptable” performance. This will include earning passing (B-) marks in all courses. It will also require passing field exams in two of the three fields listed above. These exams will be written and administered jointly by faculty from Economics and the Fletcher School.

Each student will need to apply for admission to doctoral candidacy. Beyond the requirements for acceptable performance just described, admission will also require successful completion of a major research paper in the student’s second year. This paper can be based on work from a field course or done through an independent study.

Students are not guaranteed admission to degree candidacy, and may be denied admission based on inadequate performance with regard to any of the preceding requirements. Students who do not proceed to doctoral candidacy will receive a master’s degree.

Student dissertation projects will require three academic advisors. At least one of these will be from each of the Economics and Fletcher faculties. One reader may be chosen from outside of Tufts subject to approval by program faculty. However, in all cases, the primary advisor must be a faculty member in either the Economics Department or Fletcher. Admission to doctoral candidacy will also require that students successfully defend a dissertation prospectus before their thesis committee. Graduation from the program will require that students successfully defend their thesis in a public forum and before their full thesis committee.

Administration of the Degree
The Economics Department and the Fletcher School will establish a joint committee of key
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faculty and administrative staff to oversee this program. This committee will meet regularly. Its multiple roles include: 1) participating in admissions decisions, 2) reviewing and approving changes to the curriculum, 3) overseeing students’ fulfillment of degree requirements (including overseeing administration of qualifying exams and ensuring standards for research papers), 4) approving outside thesis advisors, and 5) writing annual reports to the program’s funder. This committee will either include or report to the Chairman of the Economics Department, the Dean of the Graduate School of Arts & Sciences, and the Academic Dean of the Fletcher School.

Administrative Approvals
This proposal has the full and enthusiastic endorsement of the Dean of the School of Arts & Sciences, the Dean of the Graduate School of Arts & Sciences, the Dean and the Academic Dean of the Fletcher School, as well as the Economics Department, and Academic Council of The Fletcher School and the GSAS Policy and Programs committee. They recognize the many benefits outlined above of establishing a doctoral program in Economic Policy that will provide scholars and policy-makers with the analytic tools and interdisciplinary perspective needed to address the issues of sustainable economic development, energy use and climate change, and environmental problems more generally. They recognize as well that such a program will help Tufts leverage existing strengths effectively thereby enhancing its ability to attract high quality students, excellent faculty, and funding support. In this light, it is self-evident why their endorsement of the proposal has been unanimous.

Business & Evaluation Plan
Generous funding of student stipends by the Joseph Neubauer Foundation makes this venture possible. Each student in this program will receive from the Foundation an annual stipend of $30,000, for up to five years per student. The initial donation covers up to five students per year, for a total donation of $3.75 million over 10 years. In recognition of the Foundation’s generosity, students admitted to the program will be known as Neubauer Fellows in Economics and International Relations.

At the end of the third year of the program, a full review will be undertaken by the University to determine the program’s strengths and weaknesses. If the program is deemed to be successful based on this review, the University will present a plan to raise the funds needed to sustain the program going forward. The donor has committed to consider further funding proposals to either endow the joint program or to fund it for a specific number of additional years. If the program is deemed to be unsuccessful at the end of year 3, the first three cohorts of students would continue to be funded for their full five years of study; however, the balance that remains uncommitted will be redirected towards another purpose to be decided in consultation with the donor.

Roll Out
We propose to admit the first Neubauer Fellows to begin their studies in Fall term 2017. This will require immediate initiation of a campaign to advertise the program, with the goal of accepting applications this winter and making admissions decisions in the spring of this academic year. We anticipate that the first cohort will be recruited from existing master’s students.
Appendices: Relevant Faculty Bios & Course Descriptions

A. Faculty Biographical Sketches

Methodology Faculty

Forthcoming

Track 1: Environment/Energy/Development

JENNY C. AKER
Associate Professor of Development Economics

Biography
Jenny C. Aker is an Assistant Professor of Development Economics at the Fletcher School and Department of Economics at Tufts University. She is also a Non-Resident Fellow at the Center for Global Development, a member of the Advisory Board for CDA, Frontline SMS and the Boston Network for International Development (BNID). She also serves as the Deputy Director of the Hitachi Center for Technology and International Affairs and is the Interim Director for the Center for International Environment and Resource Policy (CIERP). After working for Catholic Relief Services as Deputy Regional Director in West and Central Africa between 1998 and 2003, Jenny completed her PhD in agricultural economics at the University of California-Berkeley. Jenny works on economic development in Africa, with a primary focus on the impact of information (and information technology) on development outcomes, particularly in the areas of agriculture, agricultural markets, adult education and financial inclusion; the determinants and impacts of agricultural technology adoption; and the impact of different mechanisms and modalities of social protection (cash and in-kind transfers). Jenny has conducted field work in Benin, Burkina Faso, Burundi, Chad, DRC, The Gambia, Ghana, Guinea, Kenya, Liberia, Mali, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, South Sudan and Tanzania, as well as Haiti and Guatemala.

STEVEN A. BLOCK
Academic Dean, Professor of International Economics, Director of the Program on International Development

Biography
Steven A. Block is Academic Dean, Professor of International Economics, and Director of the Program on International Development. His research focuses on food and agricultural policy in developing countries, and on the political economy of policy reform. Much of his work concentrates on sub-Saharan Africa and his current research focuses on agricultural productivity there. He is co-author of a leading textbook on development economics. His other recent publications include: “The Political Economy of Agricultural Trade Interventions in Africa” and “Revisiting African Agriculture: Institutions and Productivity Growth” (both with Robert Bates), “Does Child Undernutrition Persist Despite Poverty Reduction in Developing Countries? Quantile Regression Results” (with Will Masters and Priya Bhagowalia), and “Up in Smoke: Tobacco Use, Expenditure on Food, and Child Malnutrition in Developing Countries” (with
Patrick Webb). He teaches courses on development economics, agricultural policy, and political economy. Professor Block earned his MPP and PhD (in political economy) from Harvard University.

**AVERY COHN**
Assistant Professor of Environment and Resource Policy

**Biography**
Avery Cohn is an Assistant Professor of Environment and Resource Policy at The Fletcher School, Tufts University. His research examines how policies can promote sustainable global land use. He employs a mixture of methods including modeling, field social science research, statistical approaches, experimental social science, and qualitative case study research. His current research examines climate change adaptation and mitigation dimensions of agricultural development in Northern Brazil. He holds a PhD in Environmental Science, Policy, and Management from the University of California, Berkeley; a Master’s of Environmental Science from the Yale School of Forestry & Environmental Studies; and a B.S. from the University of California, Davis. He also maintains research affiliations with the Environmental Change Initiative at Brown University, and the Integrated Assessment Modeling Group at the National Center for Atmospheric Research. He recently completed a fellowship supported by the UC Berkeley Energy Biosciences Institute on pasture to cropland transitions in Brazil.

**KELLY SIMS GALLAGHER**
Professor of Energy and Environmental Policy, Director of the Center for International Environment & Resource Policy

**Biography**
Kelly Sims Gallagher is Associate Professor of Energy and Environmental Policy. She directs the Center for International Environment and Resource Policy’s (CIERP) at Fletcher. She is also Senior Research Associate at the Harvard Kennedy School’s Belfer Center for Science and International Affairs, where she previously directed the Energy Technology Innovation Policy (ETIP) research group. Broadly, she focuses on energy and climate policy in both the United States and China. She is particularly interested in the role of policy in spurring the development and deployment of cleaner and more efficient energy technologies, domestically, and internationally. A Truman Scholar, she has a MALD and PhD in international affairs from The Fletcher School at Tufts University, and an A.B. from Occidental College. She speaks Spanish and basic Mandarin Chinese. She is the author of China Shifts Gears: Automakers, Oil, Pollution, and Development (MIT Press, 2006), editor of Acting in Time on Energy Policy, No Great Wall: The Global Diffusion of Clean Energy Technologies (MIT Press, 2014) and numerous academic articles and policy reports. In 2014-2015, Professor Gallagher is on leave to serve as Senior Policy Advisor in the White House Office of Science and Technology Policy.

**Professional Activities**
Director of Energy, Climate, and Innovation program in Fletcher’s Center for International Environment and Resource Policy (CIERP)

Lead Author of the Global Energy Assessment

Senior Associate and Member of the Board, Belfer Center for Science and International Affairs, Harvard Kennedy School

Consultant to the U.S. Department of Energy, National Commission on Energy Policy, and
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China Council for International Cooperation on Environment and Development
former director of the Energy Technology Innovation Policy research group at the Harvard Kennedy School
Deputy Director of The Hitachi Center for Technology and International Affairs

Affiliations
Center for International Environment and Resource Policy
The Hitachi Center for Technology and International Affairs

Research Interests
Energy and climate change policy in the United States and China
Processes of technological innovation (especially the role of public policy) with a particular emphasis on the deployment of advanced energy technologies, including the transfer of technologies from one country to another
The intersection of science and technology with public policy.

JULIE SCHAFFNER
Visiting Associate Professor of Development Economics

Biography
Julie Schaffner is a Visiting Associate Professor of Development Economics and the author of Development Economics: Theory, Empirical Research, and Policy Analysis (Wiley, 2014). Her research relates to labor markets and poverty dynamics in developing countries, and to program evaluation. Her teaching emphasizes the skills required for rigorous, evidence-based work in poverty reduction and development. In 2008, she received the Fletcher School’s James L. Paddock Teaching Award. Before coming to the Fletcher School, she served as Assistant Professor in the Department of Economics, and Deputy Director of the Center for Research on Economic Development and Policy Reform, at Stanford University. She received her Ph.D. in Economics from Yale University.

Professional Activities
Vice President, Association of Christian Economists
Consultant to the World Bank and UNESCO
Senior Research Scholar and Deputy Director, Stanford University Center for Research on Economic Development and Policy Reform (1997-98)
Assistant Professor and Lecturer, Stanford University, Department of Economics (1986-99)
Lecturer, Boston University, Department of Economics (1999-2002)

Affiliations
Institute for Human Security

SHINSUKE TANAKA
Assistant Professor of Economics

Biography
Shinsuke Tanaka is Assistant Professor of Economics. His research interests are in the fields of
health economics and environmental economics, with a focus in developing countries. Broadly, he is interested in the interactions between environmental issues, human capital development, and economic activities, and how the interactions relate to economic development in low-income countries. His current work investigates the effect of environmental regulations in China on air pollution and infant mortality; the effect of environmental regulations on industrial activities in China; the impact of abolishing user fees from healthcare on child health status in South Africa, and its long-term effect on schooling; and long-term impact of early childhood exposure to heat in the United States. He has a PhD in Economics from Boston University, a M.A. in international and development economics from Yale University, and a B.A. in liberal arts from Soka University of America.

Affiliations
Center for International Environment and Resource Policy
Water: Systems, Science and Society

Research Interests
Development Economics
Environmental Economics
Health Economics
Applied Econometrics
Policy Evaluation

Track 2: International & Comparative Political Economy

H. ZEYNEP BULUTGIL
Assistant Professor of Comparative Politics

Biography
H. Zeynep Bulutgil is an Assistant Professor of Comparative Politics. She received her Ph.D. from the University of Chicago in 2009 and was a postdoctoral researcher at the Woodrow Wilson School at Princeton University prior to joining The Fletcher School. Her research focuses on two areas. Her first project explores the conditions and processes that lead to (or prevent) ethnic cleansing. This project has resulted in a forthcoming book titled, The Roots of Ethnic Cleansing in Europe (Cambridge University Press) as well as an article that has been accepted with minor revisions at the Journal of Peace Research. Her second and more recent project explores the conditions under which the legal structures of countries become divorced from religious actors and regulations. To explore this question, she has compiled a historical-cross-national dataset on institutional secularization that covers the post-1850 period. Her work-in-progress uses this data-set along with historical case studies to analyze the conditions under which countries adopt secular legal systems.

KATRINA BURGESS
Associate Professor of Political Economy

Biography
Katrina Burgess is Associate Professor of Political Economy. Before joining the Fletcher faculty, she taught at Syracuse (the Maxwell School), Brown, UCLA, and the Autonomous Technological Institute of Mexico (ITAM). She is author of Parties and Unions in the New Global
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Economy, which won the 2006 Outstanding Book Award for the best publication on labor issues granted by the Section on Labor Studies and Class Relations of the Latin American Studies Association, and co-editor with Abraham F. Lowenthal of The California-Mexico Connection. She has also published numerous book chapters, as well as articles in World Politics, Latin American Politics & Society, Studies in Comparative International Development, South European Politics and Society, Comparative Political Studies, Politica y gobierno, and International Studies Review. Her current project addresses the impact of migration and remittances on the quality of democracy in developing countries. Burgess received a B.A. in political science from Swarthmore College, an M.A. in international relations from the University of Southern California, and a PhD in politics from Princeton University. She has also served as Assistant Director of the U.S.-Mexico Project at the Overseas Development Council in Washington, D.C. and Associate Director of the California-Mexico Project at USC in Los Angeles.

Professional Activities

Assistant Professor, Maxwell School of Citizenship and Public Affairs, Syracuse University (1998-2003)

Adjunct Assistant Professor of Research, Thomas Watson, Jr. Institute for International Studies, Brown University (2002-2003)

Assistant Professor, Maxwell School of Citizenship and Public Affairs, Syracuse University (1998-2003)


Academic Coordinator, PromPerú (summer 2000)

has also taught at UCLA and ITAM

Member of Latin American Studies Association and American Political Science Association

Reviewed articles submitted to Comparative Politics, Journal of Interamerican Studies and World Affairs, and International Studies Quarterly


Affiliations

Institute for Human Security

Research Interests

International and comparative political economy

political economy of development

comparative politics

DANIEL DREZNER

Professor of International Politics

Biography

Daniel W. Drezner is Professor of International Politics, a nonresident senior fellow at the Brookings Institution, and a contributing editor at the Washington Post. Prior to Fletcher, he taught at the University of Chicago and the University of Colorado at Boulder. He has previously
held positions with Civic Education Project, the RAND Corporation and the U.S. Department of the Treasury, and received fellowships from the German Marshall Fund of the United States, Council on Foreign Relations, and Harvard University. Drezner has written five books, including All Politics is Global and Theories of International Politics and Zombies, and edited two others, including Avoiding Trivia. He has published articles in numerous scholarly journals as well as in the New York Times, Wall Street Journal, Politico, and Foreign Affairs, and has been a contributing editor for Foreign Policy and The National Interest. He received his B.A. in political economy from Williams College and an M.A. in economics and PhD in political science from Stanford University. His blog for Foreign Policy magazine was named by Time as one of the 25 best blogs of 2012, and he currently writes the “Spoiler Alerts” blog for the Washington Post. His latest book, The System Worked: How the World Stopped Another Great Depression, was published by Oxford University Press in June 2014.

**Professional Activities**

Assistant Professor of Political Science, University of Chicago (1999-2006)

International Economist, Office of International Banking and Securities, Department of the Treasury (2000-2001)

Assistant Professor (1996-1999), University of Colorado, Boulder

Non-resident Transatlantic Fellowship, German Marshall Fund of the United States (2005-2006)

International Affairs Fellow, Council on Foreign Relations (2000-2001)


Member of American Political Science Association, Council on Foreign Relations, and International Studies Association


**Research Interests**

Economic statecraft

U.S. grand strategy

global civil society

forum-shopping in global governance

regulatory coordination

**NANCY HITE**

Assistant Professor of Political Economy

**Biography**

Nancy F. Hite is Assistant Professor of Political Economy. She received her PhD in Political Science at Yale University in 2012. On a Fulbright Scholarship, she earned an LL.M in Law and Economics at the University of Hamburg, Germany. She also holds a B.A. in Economics (with distinction) from the University of Texas, Austin. Her research and teaching interests lie at the intersection of comparative political economy and international relations. She focuses mostly on comparative politics in developing and transitional countries and is keenly interested in the
relationship between informal markets, access to state institutions, clientelism, and political psychology. Her book manuscript, Economic Modernization and the Disruption of Patronage Politics: Experimental Evidence from the Philippines, employs qualitative, field experimental, and quantitative research methodology to investigate how marginalized people respond to economic development.

B. Course Offerings

Economics-Fletcher Courses for The Neubauer Joint Doctoral Program

The curriculum for the proposed program includes core methods courses from the Economics MA program, and three fields of study for the joint Ph.D. program, from which students in the joint doctoral program would each be required to select two. The fields are:

I. Political Economy
II. Energy & Environmental Policy
III. Development Economics

Core Methods Courses:

Courses with a star (*) are core courses.

I. Political Economy

DHP P217: GLOBAL POLITICAL ECONOMY*

What determines the direction, magnitude, governance, and fluctuation of international economic exchange? This course surveys the theories and issue areas of the global political economy, both in the current day and in the past. Different analytical models are presented to explain the variations in economic exchange over time. The issue areas that will be examined include: world trade, monetary orders, global finance, and foreign investment. Current topics that will be covered include: the effects of the 2007-2008 financial crisis, the rise of the BRIC economies, the future of the dollar, and the future of global economic governance. Fall semester. Nancy F. Hite

DHP P201: COMPARATIVE POLITICS*

This course is designed to introduce students to the study of comparative politics. The first two weeks of the course will familiarize students with the type of questions that comparative political scientists tackle and the methodological tools that they employ. This week will also concentrate on issues such as concept formation and theory development. The rest of the course will be structured around key research areas in the field of comparative politics such as state formation, nationalism, constitutional structure of states, origins and persistence of political regimes, emergence of political parties and voting, religion and politics, political culture, and political violence. Spring semester. H. Zeynep Bulutgil

DHP P219: POLITICAL ECONOMY OF DEVELOPMENT

This class offers a survey of some of the key debates and issues in the political economy of development. First, we examine alternative approaches to development and how they have informed policies in developing countries since the 1950s. Second, we compare different
patterns of interaction among the state, political parties, interest groups, and civil society and examine how they have affected development outcomes. Third, we address current topics such as the rise of China and India, new approaches to poverty alleviation, and the impact of global financial crises on developing countries. Spring semester. Katrina Burgess

**DHP P216: RESEARCH AND WRITING IN THE GLOBAL POLITICAL ECONOMY**

The goal of this seminar is to introduce students to the process of writing research papers on topics in global political economy (GPE). We will examine how domestic and international politics influence the economic relations between states, and vice versa. The course is intended to introduce students to research design and guide them in selecting a capstone research question and methodology. The course objectives are – 1) introduce seminal theoretical debates and research approaches in global political economy 2) develop skills in critical reading and writing 3) to apply the logic of the scientific method 4) to have students develop a research proposal that can ultimately be the foundation of their capstone thesis. Not offered 2015-2016. Nancy F. Hite

**DHP P218M: SURVEY DESIGN IN COMPARATIVE POLITICAL ECONOMY**

Social science surveys are a powerful research tool. When properly designed, implemented and analyzed survey instruments enable us to gain access to valuable information about an identified population and/or social phenomena. The course provides an introduction to survey design that is embedded in study of comparative political economy of developing societies. We will explore issues of survey design, as well as the myriad of challenges faced by researchers in designing valid surveys. The assignments are geared toward helping students develop effective survey instruments for policy and research applications. One-half credit. Not offered 2015-2016. Nancy F. Hite

**DHP P222: DEVELOPMENT AID IN PRACTICE**

This course provides an overview of the operational and professional world of development. It covers choices, key concepts, and the main tools in the practice of development. There will be a focus on management and leadership challenges that development professionals face, both from the policy and practitioner perspective. Students will not learn technical knowledge in education, health, infrastructure, etc., but they will learn about cross-cutting issues that appear in all fields of development cooperation. Fall semester. Robert Wilkinson

**DHP P223M: POLITICAL VIOLENCE**

This course provides a theoretical and empirical overview of different types of political violence including interstate wars, civil wars, violence within wars and occupations, mass violence targeting groups (such as genocide and ethnic cleansing), and riots. One-half credit. Not offered 2015-2016. H. Zeynep Bulutgil

**DHP P293: DEMOCRACY AND STATE REFORM IN LATIN AMERICA**

This seminar examines how democratization and market reform have interacted to reshape the state and society in Latin America. The first part of the course provides an historical overview of these processes in ten Latin American countries: Brazil, Mexico, Argentina, Chile, Peru, Venezuela, Colombia, El Salvador, Bolivia, and Ecuador. The second part of
the course addresses the region’s ongoing struggles to deepen democracy in the areas of participation, citizenship, public security, accountability, decentralization, social policy, and civil rights. Spring semester. Katrina Burgess

**DHP P294M: POLITICAL ECONOMY AND BUSINESS CONTEXT OF LATIN AMERICA**

Examination of the economic and business environment of Latin America and the policies that shape it. Consists of interrelated institutional and structural topics such as financial systems, labor markets, social security regimes, inequality and poverty, foreign direct investment, regional economic integration, privatization, infrastructure, industrial policy, and fiscal federalism, with the controversial role of the state at issue throughout. Analysis often relies on notions of welfare economics, expounded concisely at the outset. Prior command of microeconomics very helpful, but not required. For MIB students, this course is one of the regional options. Complements macro-oriented E250. One-half credit. Not offered 2015-2016. Lawrence Krohn

**DHP P296: DEMOCRACY AND AUTHORITARIANISM IN COMPARATIVE PERSPECTIVE**

Over the course of human history, most political regimes have been authoritarian. In this seminar, we will begin with the classic reading on authoritarianism (including totalitarian and military regimes) but quickly shift our focus to contemporary regimes that have been variously described as “hybrid,” “competitive authoritarian,” or “partially democratic.” Specific topics include authoritarian institutions, elections in non-democracies, political violence, and the political economy of authoritarian states. Finally, since it is impossible to study authoritarianism in isolation from the vast literature on democratization, we will also consider several prominent theories in this tradition. Prior coursework in democratization is helpful, but it is not a prerequisite for this course. Fall semester. David Art

**DHP P298: CONFLICT IN AFRICA**

During this course, students should gain a deeper understanding of the nature of contemporary violent conflict in Africa. Students will be expected to master the key theoretical approaches to violence in Africa, and to become familiar with a number of important case studies. The focus is on the origins and nature of violence, rather than policy responses and solutions. The course is inter-disciplinary and involves readings in political science, international relations, and social anthropology, while also touching on economics, environmental studies, and history. Fall semester. Alex de Waal

**EIB E220: INTERNATIONAL TRADE AND INVESTMENT**

This course investigates why nations trade, what they trade, and the distribution of the gains from trade. Topics include trade and economic growth, technology, the product cycle, multinationals, international labor integration, tariffs, regional economic integration, dumping and international competitiveness of firms and nations. Special attention is given to analyzing the effects of various policy instruments. Open to students who have completed E211. Spring semester. Carsten Kowalczyk

**EIB E221: ADVANCED INTERNATIONAL TRADE AND INVESTMENT**
This seminar explores current issues in trade policy reform and institutions. Topics include subsidies, agriculture, market access and reciprocity, the WTO Doha Development Round, preferential integration, dispute settlement, World Bank and IMF trade policy measures, trade and income distribution, and trade and the environment. The course is open to students who have completed E220 or have permission of instructor. Fall semester. Carsten Kowalczyk

**EIB E230: INTERNATIONAL FINANCE**
This course examines the determination of income, the exchange rate, and the trade balance in economies that trade goods and services, as well as assets, with the rest of the world. Theory is developed and employed to study current events, as well as historical experience. Issues studied include exchange rate determination, monetary and exchange rate policy, the causes and consequences of external imbalances, international policy coordination, financial crises, and the global capital market. Open to students who have completed E201 or equivalent. E210m is suggested, and may be taken concurrently, but is not required. Fall semester. Michael W. Klein

**EIB E233M: FINANCE, GROWTH AND BUSINESS CYCLES**
In this module we consider the potential role played by financial markets and the role of financial intermediation. We also study the actual structure and performance of banks, stock markets, and bond markets across a range of countries, and the extent of worldwide financial integration. There will be a focus on the worldwide financial and economic crisis that began in 2008. This module should appeal to students with interests in economic policy, financial and portfolio management, and international business. One-half credit. Spring semester. Michael W. Klein

**EIB E244M: POLITICAL ECONOMY OF REFORM, GROWTH, AND EQUITY**
This seminar explores the insights and critiques of rational political economy in explaining the determinants of reform, growth, and equity in developing countries. This approach applies tools of economic analysis to understanding political processes. In particular, the seminar will apply theories of "public choice" and collective action in explaining development policy outcomes in relevant areas including: rational delay of reform, history and institutions, the macroeconomic effects of elections, the interaction of equity, democracy, and growth, and the political economy of failed states. Students are encouraged to have completed E240. One-half credit. Not offered 2015-2016. Steven A. Block

[166 Topics in the Macroeconomics of Regions and Nations. Economic geography and its interaction with international trade; economic integration; spatial distribution of economic activity with particular reference to urban/regional structure. Macroeconomic performance and the spatial structure of the economy. Income distribution and macroeconomics. Strategic aspects of economic interdependence. Economic geography and self-organization. Prerequisites: Economics 11, 12, and one course in international economics; or consent.]

[176 Multinational Enterprises. The turn of the 21st century has seen a dramatic increase in foreign direct investment, with investment flows substantially outstripping export and import flows in most years for most developed countries. This has had an equally dramatic]
impact on the means by which companies conduct their international business. This advanced seminar course develops a systematic analysis of the motives for foreign direct investment, which creates multinational enterprises. The theoretical part of the course builds a series of models that shed light on the primary forces that motivate firms to switch from exporting to multinational production. Also investigated are some of the potential welfare impacts of the decision to become a multinational enterprise, on both host and home countries, and some of the empirical issues that arise when we try to explain patterns of international production and attempt to quantify the effects of multinationals on home and host nations. Prerequisites: Economics 11 and 13. A previous game theory and/or international economics course would also be useful.

[183 Topics in International Political Economy. Advanced seminar on current economic and political developments in the global arena. Topics may include the political underpinnings of the globalization of international financial markets, factors underpinning the political backlash against globalization, the relevance of international organizations such as the UN and the WTO, the role of the military in international economic and political affairs, and the relationship between globalization and development. Prerequisites: Economics 11 and 12.]

[184 The Number and Size of Nations. The number of sovereign states has increased dramatically from 74 in 1945 to almost 200. They come in all sizes with China at 1.2 billion people and Tuvalu, the smallest country with a seat at the United Nations, at less than 11,000. This advanced seminar examines what determines the number and size of nations and how borders change over time, how a country's size matters for economic prosperity, and how the formation and breakup of nations depend on democratization, economic integration, international conflicts and wars. These questions are addressed using the tools of economic analysis, while also taking into account insights from other disciplines, such as history and political science. Prerequisites: Economics 11 or 16 and Economics 12 or 18.]

II. Energy & Environmental Policy

DHP P250: ENVIRONMENTAL PROBLEM SOLVING*

The foundation of this course is exposure to a portfolio of (primarily) quantitative analytical techniques for assessing environmental dimensions of economic activities, policies, and technologies. The goal is for students to become informed, capable environmental analysts and discerning consumers of environmental research and analysis. The course focuses on four applied environmental problems.

Each case introduces an analytic skill and situates it in its political, regulatory and/or economic context.

Students will be evaluated on course participation (30%), problem sets (30%), and a final project (40%). For the final project, student teams will develop policy briefs on an environmental problem of their choice. Open to students who have completed E210, passed the E210 Quantitative Reasoning Equivalency Exam, or who are concurrently enrolled in E210. Fall semester. Avery Cohn

DHP P253: SUSTAINABLE DEVELOPMENT DIPLOMACY

Sustainable development diplomacy course examines how to integrate economic,
environmental and social equity goals in foreign policy-making. It discusses the emergence of sustainable development as a concept and international institutions and negotiation processes that facilitate its implementation. Focusing on climate, water and forest diplomacy, we address a range of themes including UN climate negotiations, environmental refugees, liability for climate impacts, disputes over access to and use of water, and public-private cooperation in environmental governance. The course also analyzes China and BRICS-led approaches to development and their new banks as well as offers insights from contemporary development diplomacy practice. We conduct a set of skill-building trainings including a workshop on mutual gains negotiations and a simulation of UN multiparty negotiations. Students develop expertise in policy analysis and planning, strategic thinking and feedback management. Fall semester. Mihaela Papa, Patrick Verkooijen.

DHP P254: CLIMATE CHANGE AND CLEAN ENERGY POLICY
This course examines how governments respond to the challenges posed by the complex problem of global climate change and how clean energy policies can help countries achieve multiple goals. The latest science, technological developments, economic assessments of costs and opportunities, the role of the media, domestic and international politics, and innovation are all discussed. Policy instruments for climate mitigation, adaptation, and a clean energy economy are introduced and thoroughly analyzed in a comparative way across most of the major-energy consuming countries. In-class exercises including an international negotiation simulation illuminate course themes. The course introduces and strengthens multidisciplinary policy analysis skills. Fall semester. Kelly Sims Gallagher

DHP P255: INTERNATIONAL ENERGY POLICY
Energy affects every dimension of human society and it is crucial for economic prosperity. Energy is at the heart of economic development strategies, national security challenges, and intractable environmental problems. This review course maps how challenges and opportunities differ among countries, exploring basic differences between industrialized and developing countries. The policies of major energy producers and consumers are compared. The focus is on oil and gas, but renewable energy sources are also considered. Topics include: energy and the world economy, the geopolitics of oil and gas, energy markets, energy policy and economic development, climate change, technological change and the future of energy. Spring semester. Kelly Sims Gallagher

DHP P256: INNOVATION FOR SUSTAINABLE PROSPERITY
Innovation is the main source of economic growth and improvements in productivity, is a key lever for catalyzing development, reducing environmental harm, improving human health and well-being, and enhances national security. This seminar explores the nature of technology, theories and “stylized facts” about innovation processes, and how to think about innovation systems. A major focus is policy for innovation. Topics include national innovation systems, management of risks, global change, actors and institutions, social innovation, private vs. public, education, cross-country comparisons, competitiveness, technology transfer and diffusion, learning and “catch-up”, IPR’s, and leapfrogging. Case studies are used to understand each topic. Spring semester. Kelly Sims Gallagher

DHP P258: APPLIED RESEARCH FOR SUSTAINABLE DEVELOPMENT
Economic Policy Doctoral Program Proposal

This course primarily consists of experiential learning through applied group research projects for clients. Students will spend the bulk of the semester conducting two projects for leading development organizations in teams of two to five. In 2015, the clients were the Overseas Development Institute, the World Bank, and the Dutch Ministry of Economic Affairs. At the beginning of the term, lectures will be conducted on the process conducting rigorous-yet applied research. We will discuss the development of testable hypotheses, the acquisition of appropriate data for hypothesis testing, the art of policy analysis, techniques for effective team research, and writing policy memos that are both technically sound and persuasive. Open to students who have completed at least one of the following courses: DHP P250; EIB B284; DHP P257; DHP P254 ; DHP P255; EIB E243; EIB E247; EIB E213 and/or EIB E246. Students interested in taking this course but who have not taken one of the pre-requisite courses MUST seek permission of the instructor. Spring semester. Avery Cohn.

EIB E246: ENVIRONMENTAL ECONOMICS

This course is designed for students who are interested in learning theoretical approaches and empirical tools economists use to analyze environmental problems and policies. Topics include: 1) Modeling environmental problems from an economic perspective, using market theory, a public goods model, and externality theory; 2) Analyzing regulatory policies and pollution-control instruments based on command-and-control approach and the market-based approach; and 3) Assessing the costs and benefits of environmental goods and policies using contingent valuation and hedonic pricing methods. Spring semester. Shinsuke Tanaka

EIB E248: AGRICULTURE AND THE ENVIRONMENT

Agriculture is an essential, politically charged source of economic growth, the primary livelihood for billions of the world’s poor, a disproportionate target for government spending, and an irreplaceable source of food and nutrition. It has come to occupy more than ¼ of the earth’s surface, wholly transforming the very natural systems on which it relies including biodiversity, hydrologic cycles, nutrient flows, and climatic conditions. Meanwhile, demand for food is projected to double by 2050, posing substantial challenges and opportunities at the intersection of agriculture and the environment. The course is designed to enable students to become informed consumers of cutting edge research, policies and business practices for balancing agricultural production with environmental protection. Specific topics explored will include climate change impacts, adaptation, and mitigation, deforestation, changing demand for agricultural products, determinants of agricultural productivity, and political and economic dimensions of agricultural development. The course will entail lecture, discussion, student-led discussion, problem sets, and a group policy memo. Prerequisites are E211 and E213 or equivalent with consent of the instructor. Not offered AY 2015-2016. Avery Cohn

DHP P259: SCIENCE DIPLOMACY: ENVIRONMENTAL SECURITY IN THE ARCTIC OCEAN

This course will address “science diplomacy” as an emerging interdisciplinary field with global relevance to promote cooperation and prevent conflict among nations. The Arctic Ocean will be used as a case-study where science-policy interactions are being used to balance national interests and common interests with regard to sustainable infrastructure
development. More specifically, lessons of science diplomacy will be illustrated in the context of environmental security as an integrated approach for assessing and responding to the risks as well as the opportunities generated by an environmental state-change. Overall, objective of this course is to consider scientific contributions to sustainable, stable and peaceful development in our world with a long-term view toward balancing economic prosperity, environmental protection, social equity and public welfare – considering the urgencies of today and the needs of future generations. Spring semester. Paul Arthur Berkman

130 Topics in Environmental Economics. Research seminar for students who wish to pursue environmental economics beyond the level of Economics 30. Topics may include the design and administration of environmental excise taxes, the theory and practice of benefit-cost analysis, the economics of renewable and exhaustible resources, and the sustainability of economic growth. Prerequisites: Economics 11 and 30, or consent.

132 Economics of Energy Markets. Analysis of energy markets and policy issues arising from our production and consumption of energy. Topics considered include the theory of depletable resources, measurement of energy externalities, market power in energy production, climate change and energy security. Prerequisites Economics 11; Economics 13 suggested.

XXX Economics of Natural Resources new course offered by Prof. U. Chakravorty

III. Development Economics

EIB E240: DEVELOPMENT ECONOMICS: MACROECONOMIC PERSPECTIVES*

This course provides an introduction to several central themes in development economics. The organizing framework is pro-poor economic growth. By combining economic models and case studies, one can draw lessons regarding what approaches have worked to alleviate poverty. The course also pays particular attention to situations that have led to economic crises, and develops models of macroeconomic management and structural adjustment. Lectures and assignments presume a background in economics at the introductory level. Open to students who have completed E201 or equivalent. Spring semester. Steven A. Block

EIB E241: DEVELOPMENT ECONOMICS: POLICY ANALYSIS*

This course equips students for rigorous economic analysis of development problems and policies. The first half of the course develops tools for studying the decisions, markets and institutions that shape development outcomes. The second half develops an approach to policy analysis that draws on those tools. Students apply the approach in the study of policy questions related to cash and food transfers, agricultural pricing, infrastructure, education, agricultural technology, microfinance, and health.

Emphasis is on rigorous reasoning, careful synthesis of empirical evidence, and effective communication of policy analysis results. Open to students who have completed E201 or the equivalent. Fall semester. Julie Schaffner

EIB E242: DEVELOPMENT ECONOMICS: MICRO PERSPECTIVES*

This course teaches students how to use microeconomic theory and econometric skills to
analyze issues in low-income countries, develop policy interventions to address those issues, and measure the impact of such interventions in a rigorous empirical manner. It then addresses the issues that constrain and support development, particularly in sub-Saharan Africa: health and education, labor, agriculture, financial services, and institutions. Open to students who have completed E211 or an intermediate microeconomic theory course. E213 is strongly recommended. Fall Semester. Jenny C. Aker

**EIB E218: APPLIED MICROECONOMETRICS**

This course is designed for students who are interested in learning advanced econometric techniques to answer a broad array of academic empirical research questions. To this end, this course covers a set of theoretical and practical econometric techniques for conducting high-quality empirical research. The curriculum is oriented toward applied practitioners by focusing on research design and methods for causal inference. The topics include several of the most commonly used estimation techniques (i.e., matching, fixed effects, difference-in-differences, instrumental variables, and regression discontinuity). Econometrics (at the level of E213) is a strict prerequisite and may not be taken concurrently. Spring semester. Shinsuke Tanaka

**EIB E243: AGRICULTURE AND RURAL DEVELOPMENT IN DEVELOPING COUNTRIES**

This seminar examines a range of issues relating to agriculture and food policy in developing countries. Within a broad analytical framework that emphasizes the interactions between the production, consumption, and marketing of food in developing countries, central topics will include: famine, the role of agriculture in poverty alleviation, global food crises, technology, political economy perspectives, food price policy analysis, and agriculture’s contribution to economic growth. Open to students who have completed E201 or its equivalent. Not offered 2015-2016. Steven A. Block

**EIB E247: ECONOMETRIC IMPACT EVALUATION FOR DEVELOPMENT**

The course will cover econometric impact evaluation theory and empirical methods for measuring the impact of development programs (including randomization, difference-in-differences, regression discontinuity, and propensity score matching). The curriculum will combine theory and practice. The primary objectives of the course are to provide participants with the skills to understand the value and practice of impact evaluation within development economics, design and implement impact evaluations and act as critical consumers of impact evaluations. Econometrics (at the level of E213) is a strict prerequisite and may not be taken concurrently. Enrollment limited to 40 students. Fall semester. Jenny C. Aker

**EIB E250: MACROECONOMIC PROBLEMS OF MIDDLE INCOME COUNTRIES: FOCUS ON LATIN AMERICA**

Examines the diverse reasons for which many middle-income nations have failed to realize their potential in terms of economic growth and stability over the past quarter century. Emphasis placed on macroeconomic policies and their responsibility for middle-income nations’ many crises. Perspective decidedly economic, but the course never loses sight of the role played by political institutions in shaping economic policy, thus national well-being. Each problem illustrated with cases drawn from recent Latin history. Emphasis on Argentina, Brazil, and Mexico within 18-nation universe. Prior mastery of basic macroeconomic theory
EIB E262: THE ECONOMICS OF GLOBAL HEALTH AND DEVELOPMENT
This course examines economic aspects of public health issues in developing countries. As such, the course is structured into three parts. Part I illustrates an overview of current status of global health and examines the returns of health to economic development. Part II investigates constraints in demand for health that lead to suboptimal investments into health, including externalities, credit/liquidity constraint, pricing, education, and gender bias and intra-household resource allocation. Part III covers issues related to supply of health: health care delivery, quality of health care, and roles of political economy. Whereas applications to modern health issues include HIV/AIDS, malaria, air pollution, water pollution, worms, anemia, and early childhood health, this course emphasizes statistical tools and research designs used in empirical development economics. Open to students who have completed E201. E213 is strongly recommended. Not offered 2015-2016.

Shinsuke Tanaka

118 Quantitative Economic Growth. A rigorous treatment of various theoretical models of economic growth while emphasizing the link between theory and empirics. Are poor countries catching up with rich countries in terms of per capita income? Which policies promote economic development and which do not? Topics include capital accumulation models of growth, the role of technology in sustaining long-run growth, linear regression approaches to uncovering important growth determinants, issues in robustness and specification uncertainty, and the influence of "fundamentals" like institutions, geography, population diversity, and culture on development. Prerequisites: Economics 13 and 18.

127 Urban Economics. Development of modern urban areas and the application of economic analysis to the problems of location, transportation, housing, racial discrimination, public services, and finances. Prerequisites: Economics 11.

136 Topics in Economic Development. Selected major current problems in various less-developed countries. Students will be asked to utilize and extend the theoretical insights from Economics 35 by applying them in specific cases. Topics will include problems in energy, agriculture, balance of payments, and industrialization. Elements of benefit-cost analysis will also be covered. Prerequisites: Economics 11 and 35; Economics 13 suggested.

[139 Transition Economies. Analysis of the economics of transition from central planning to a market-based economy. Topics may include characteristics of socialist economies, theories of transition, transformational recession, stabilization, privatization, labor markets, financial development, trade, social safety nets, and institutional reform. Prerequisite: Economics 11.]

[144 Income Inequality, Poverty, and Economic Justice. Summary measures of income distribution and their implicit value judgments. The link between trends in relative inequality in incomes and differences in wages, earnings, and labor supply. The impact of personal...
characteristics, institutions, and macroeconomic trends on earnings. Discussion of the
pervasiveness of poverty, its causes and public policy measures for its alleviation. Economic
and philosophical aspects of an equitable and just distribution of income. Prerequisite:
Economics 11 and Economics 15 or 107.]

[165 Labor and Global Supply Chains. At the turn of the 21st century the growth of
international trade has raised concerns about working conditions in factories and plantations
producing for consumers in North America and Europe. Consumers have become
increasingly aware of the sometimes demanding and dangerous working conditions and the
plight of child workers. Workers’ organizations complain of their goods competing against
those of workers denied the rights of free association and collective bargaining. This course
examines the realities of work in global supply chains and the role that markets and market
failure play in determining working conditions. Consumer, policymaker, and labor concerns
including the establishment and coordination of international labor standards, corporate
codes of conduct, enforcement in the World Trade Organization and International Labor
Organization, monitoring of working conditions, and other remedies are analyzed. Intended
as intermediate level course. Prerequisites: Economics 13 and 16.]

Courses in brackets ([ ]) are not being offered this current academic year.