

Syllabus Fall 2024
Harvard Kennedy School of Government
Harvard University

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

COURSE INFORMATION

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

Fall Semester:

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

Sections: Wednesday

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

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

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

Teaching team

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

Office L-108

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

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

Course Assistants:

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

COMMUNICATION NORMS

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

and cases already seen in previous meetings, or to clarify doubts regarding cases that would be later seen
view on a particular case, as case prepara

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

The class grade will be based on the following criteria:

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

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

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

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

COURSE POLICIES

Class attendance, participation, and classroom conduct

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

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

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

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

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

Attribution policy: In this classroom, **we follow the non-attribution rule+. You can share in a general way what you learned, but not who was here or who said what, without expressed permission.**

No technology policy: In this classroom, the use of cell phones, laptops, and tablets is not allowed without permission of the instructor. **Unless otherwise instructed by the teaching team, mobile phones should be either in the backpack or in the pocket.**

Academic integrity

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

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

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

For all the assignments, the teaching team will use advanced tools to check for plagiarism, improper citation, and IA usage.

[Student Handbook](#).

Generative AI

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

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

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

1. It is generally acceptable to use generative AI to find information and solidify your knowledge of the course content. For instance, it is acceptable to use AI-powered web search and to have , refine your thinking, identify

ACCESSIBILITY AND ACCOMMODATIONS FOR STUDENT LEARNING

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

STUDENT SUPPORT SERVICES

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

If students are experiencing any distress and would like to connect with a counselor over the phone, in the evenings, late at night,

Content Warnings

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

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

Land Acknowledgement

Harvard University is located on the traditional and ancestral land of the Massachusetts, the original

7 23-Sept The gender perspective of
industrial development:
Japan vs Bangladesh

19 18-Nov

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

Required reading (4 pages):

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6. (18-Sept). Case discussion.

Required reading (13 pages):

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

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

Required reading (10 pages):

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

8. Dominican Republic (25-Sept)

Suggested reading (26 pages):

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

9. growth imperative (30-Sept)

Suggested reading (20 pages):

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

**PART 3 - ON MICROECONOMICS:
POLICY CHALLENGES**

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

Required readings (10 pages):

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

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

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

Recommended readings:

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

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

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

* Yen Nee Lee (2008).

. CNBC news.

2 pages

16. Economic problems, political crisis and social unrest in Turkey (4-Nov). Speaker series.

No required readings.

17. Inflation in Chile 2022: aggregate supply or aggregate demand problem? Monetary or fiscal policy solution? (6-Nov). Case discussion.

Required readings (12 pages):

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

Suggested readings (11 pages):

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