

**Texas A&M University**  
**Departmental Request for a New Course**  
**Undergraduate ♦ Graduate ♦ Professional**  
 ♦ Submit original form and attach a course syllabus.♦

**Form Instructions**

1. Course request type:  Undergraduate  Graduate  First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Agricultural Economics

3. Course prefix, number and complete title of course: AGEC 608 - Economics of Foreign Intervention, Conflict, and Development

4. Catalog course description (not to exceed 50 words): Expose students to economic models of conflict and development, socio-political models of conflict; conflict and vulnerable groups; advanced quantitative tools and methods in conflict and development research; interaction between poverty, natural resources and conflict in developing countries; role of multilateral, bilateral, and strategic stakeholders in conflict resolution and economic development.

5. Prerequisite(s): \_\_\_\_\_

Cross-listed with: \_\_\_\_\_ Stacked with: AGEC 408

6. Is this a variable credit course?  Yes  No If yes, from \_\_\_\_\_ to \_\_\_\_\_

7. Is this a repeatable course?  Yes  No If yes, this course may be taken \_\_\_\_\_ times.

Will this course be repeated within the same semester?  Yes  No

8. Will this course be submitted to the Core Curriculum Council?  Yes  No

9. How will this course be graded:  Grade  S/U  P/F (CLMD)

10. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12.  I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (<http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education>).

13. **Course Information**

Prefix	608	ECON OF CONFLICT AND DVL MNT											
Credits	3.00	3.00	0101030005	0140	15	-	16	0	0	3	6	3	2

Approval recommended by:  
  
 Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date  
 (if cross-listed course)

Dean of College Date

Submitted to Coordinating Board by:  
 Associate Director, Curricular Services

Chair, GC or UCC Date  
 Date Effective Date

**AGEC 608**  
**Economics of Foreign Intervention, Conflict and Development**  
**Spring 2015**

**Instructor:** Edwin C. Price, H.G. Buffett Foundation Chair on  
Conflict and Development  
Office: 362 Agriculture and Life Sciences Building (AGLS) ([map](#))  
Phone: 979-450-0751  
Skype: ConDevCenter  
E-mail: [ec-price@tamu.edu](mailto:ec-price@tamu.edu)

**Assistant:** Melanie Balinas, Program Coordinator, Center on Conflict & Development  
Office: 411 Agriculture and Life Sciences Building (AGLS) ([map](#))  
Phone: 979-458-9399  
E-mail: [mbalinas@gmail.com](mailto:mbalinas@gmail.com)

**Teaching Assistant:** Jaehyun Ahn  
Email: [jaehyunahn.tamu@gmail.com](mailto:jaehyunahn.tamu@gmail.com)

**Office Hours:** Tuesdays 1:00pm-3:00pm and by appointment

**Class Location:** AGLS 109  
Tuesday/Thursday 9:35-10:50am

**Learning Objective**

This course is intended to expose students to the economic models of conflict and development; dynamic socio-political models of conflict; conflict and vulnerable groups; quantitative techniques and methods in conflict and development research; interaction between poverty, natural resources and conflict in developing countries; role of multilateral, bilateral, and strategic stakeholders in conflict resolution and promotion of economic development. Classroom sessions will include an introduction to the topic for each classroom session, followed by student and lecturer discussions. There will be occasional guest lectures.

Each student in the class seeks to achieve the following objectives:

- 1 Gain an understanding of the socio-economics of countries in conflict regions around the world focusing particularly on the interaction of human and institutional capital, natural resources, and science and technology with conflict.
- 2 Develop and understanding of the factors associated with conflict including food insecurity, competition for natural resources, youth lacking opportunity, communities without voices in their national political economy.

- 3 Learn the tools of economic analysis needed to understand the underlying causes of conflict and the impact of conflict on the economic development of the country.
- 4 Expose students to the quantitative methods used to develop and test theories of conflict and development, to assess pre-conditions of conflict, to measure the cost of conflict on society, and to assess the impacts of alternative policy outcomes on conflict and conflict resolution.
- 5 Provide students with tools applicable in assessing programs to minimize conflicts and promote development, impacts on vulnerable groups, especially women and children, and the contribution of multilateral, bilateral, civic and private strategic stakeholders in conflict prevention and promotion of economic development.

### **Americans with Disabilities Act Statement**

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Texas A&M University has a strong institutional commitment to the principle of diversity in all areas. In that spirit, admission to Texas A&M University and any of its sponsored programs is open to all qualified individuals without regard to subgroup, class or stereotype.”

“Disability Services offers accommodations counseling, evaluation referral, disability-related information, adaptive technology services, sign language interpreting and transcription services for academically related purposes. Although Disability Services does not offer disability evaluation and/or testing, tutoring, personal expenses, attendants or scholarships, Disability Services will provide resources and referral information.”

If you believe you have a disability requiring accommodation, please contact Department of Disability Services in Room B118 of the Cain Hall Building. The phone number is 845-1673 and the email is [disability@tamu.edu](mailto:disability@tamu.edu) --ADA accommodations will be made in accordance with the law.

### **The Aggie Honor Code**

*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*

### **Grading and Course Expectations**

The course is offered online comprising 7, 2-week blocks of learning activity. Learning activity includes five parts: (1) 2-5 readings per two-week block; (2) At least one 15-minute lectures per block, (3) One discussion relevant to the readings and lectures each block, (4) a minimum 3-page write-up every two-weeks on a choice of topics based on reading, lectures, or special assignments or events, (5) mid term exam, (5) Final exam. See note below regarding additional expectations of graduate students.

## Additional Graduate Student Requirements

Graduate students will be assigned additional readings in each of the seven blocks in the curriculum. Graduate students will also have two additional questions on the mid-term and final exams. Graduate students will have the option to write a research paper in place of the final exam, and that decision by the student should be made and discussed with the instructor by February 20.

Final grades will be based on:

Activities	Percentages
Write Ups on readings and lectures	30%
Mid-term Exam	25%
Final exam	30%
Class Discussion	15%

One or two lectures and one or two of the readings in each block will focus on analytical tools and models related to the topic. In the Block 7, analytical methods and findings will be reviewed.

Students will be invited for face-to-face discussions and special events on a non-credit basis. Office hours are available via Skype and face-to-face discussions.

This is a new area of study and substantial thought and innovative contribution will be expected from all students.

- Block 1: Introduction: Concepts of Development and Conflict (Jan. 20- Jan. 24)  
**Block 1 Write-up and Discussion Handouts January 20**  
**Block 1 Write-up and Discussion Participation Due: Jan. 29 @ 5:00pm**
- Block 2: Geography of Poverty, Conflict and Foreign Assistance (Jan. 27- Feb. 6)  
**Block 2 Write-up and Discussion Handouts February 1**  
**Block 2 Write-up and Discussion Participation Due: Feb. 6 @ 5:00pm**
- Block 3: Foreign Assistance and Conflict. (Feb. 9- Feb. 20)  
**Block 3 Write-up and Discussion Handouts February 15**  
**Block 3 Write-up and Discussion Participation Due: Feb. 20 @ 5:00pm**

- Block 4: Natural Resources and Conflict (Feb. 23- Mar. 6)  
**Block 4 Write-up Discussion Handouts March 1**  
**Block 4 Write-up and Discussion Participation Due Mar. 6 @ 5:00pm**  
**Mid-term Exam Blocks 1-4 (Posted Mar. 8 -- DUE Mar. 20 at 5:00pm)**
- Block 5: Science, Technology and Food Security and Conflict (Mar. 23 – Apr. 3)  
**Block 5 Write-up and Discussion Handouts March 29**  
**Block 5 Write-up and Discussion Participation Due Apr. 3 @ 5:00pm**
- Block 6: Human Capital, Institutions and Policy and Conflict (Apr. 6- Apr. 17)  
**Block 6 Write-up and Discussion Handouts April 12**  
**Block 6 Write-up and Discussion Participation Due Apr. 17 @ 5:00pm**
- Block 7: Empirical Methods and Findings on Conflict and Development (Apr. 20- May 1)  
**Block 7 Write-up and Discussion Handouts April 26**  
**Block 7 Write-up and Discussion Participation Due May 1 @ 5:00pm**  
**Final Exams Posted: May 1**  
**Final Exams Due for Graduating Students: May 6 @ 5:00pm**  
**Final Exams Due for Non-Graduating Students: May 7 @ 5:00pm**

Readings will be assigned mainly from the list below, but will be specified by block rather than by week. **The list below is subject to revision.** Readings will be assigned at least one-week before the beginning of each block.

#### READING LIST (Tentative)

Block	Topic	Lectures and Readings
1	Introduction: Concepts of Conflict & Development	<p><b>Lecture Notes, Materials and Slides</b></p> <p>Powerpoint, “Concept of Conflict”</p> <p><b>All Students read</b></p> <p>Collier, Paul. "Development and conflict." <i>Centre for the Study of African Economies</i> (2004).</p> <p>Deaton, Angus. "Income, health and wellbeing around the world: Evidence from the Gallup World Poll." <i>The journal of economic perspectives: a journal of the American Economic Association</i> 22.2 (2008): 53.</p> <p>“Economics of Development and the Development of Economics”, Pranab</p>

		<p>Bardhan. (1993) <i>The Journal of Economic Perspectives</i>, Vol. 7, No. 2, pp. 129-142</p> <p>Sen, Amartya. "The concept of development." <i>Handbook of development economics</i> 1 (1988): 9-26.</p> <p>"Income, Health, and Well-Being around the World: Evidence from the Gallup World Poll", Deaton Angus. (2008) <i>Journal of Economic Perspectives</i>, 22(2): 53–72.</p> <p><b>Grad Students ONLY</b></p> <p>Arthur Lewis, W. "The roots of development theory." <i>Handbook of development economics</i> 1 (1988): 27-37.</p> <p><b>Additional Readings</b></p> <p>Ruttan, Vernon W. <i>Is War Necessary for Economic Growth? Military Procurement and Technology Development</i>. Diss. University of Minnesota, 2004.</p> <p>"A Political Theory of Foreign Aid", Hans Morgenthau. (1962) <i>The American Political Science Review</i>, Vol. 56, No. 2, pp. 301-309.</p>
2	<p>Geography of Poverty, Conflict and Foreign Assistance</p>	<p><b>Lecture Notes, Materials and Slides</b></p> <p>Word Document, "Lecture Note Block 2.docx"</p> <p>Word Document, "Geography of Conflict.docx"</p> <p><b>All Students Read</b></p> <p>Humphreys, Macartan. "Economics and violent conflict." <i>Cambridge MA: Harvard University Program on Humanitarian Policy and Conflict Research</i> (2003).</p> <p>Klare, Michael T. "The new geography of conflict." <i>Foreign affairs</i> (2001): 49-61.</p> <p>Sachs, Jeffrey D., Andrew D. Mellinger, and John L. Gallup. "The geography of poverty and wealth." <i>Scientific American</i> 284.3 (2001): 70-75.</p>
		<p><b>Lecture Notes, Materials and Slides</b></p>

3	Foreign Assistance and Conflict	<p>Word Document, "Foreign Aid and Conflict.docx"</p> <p><b>All Students Read</b></p> <p>PDF, "Do Foreign Aid Shocks Cause Violent Conflict?"</p> <p>"Democracy, Development, and Conflict", J Collier, P. and Rohner, D. (2008) <i>Journal of the European Economic</i>, Vol.6: 531–540.</p> <p>Goodhand, Jonathan, and Philippa Atkinson. <i>Conflict and Aid: Enhancing the Peacebuilding Impact of International Engagement; a Synthesis of Findings from Afghanistan, Liberia and Sri Lanka</i>. Internat. Alert, 2001.</p> <p>"Civil War", Paul Collier and Anke Hoeffler, Department of Economics, University of Oxford, 2006</p> <p><b>Additional Readings</b></p> <p>"Unintended Consequences: Does Aid Promote Arms Races?"</p> <p>"Post-Conflict Economic Recovery", Collier, P. Department of Economics, Oxford University, 2006</p> <p>"Post-Conflict Risks," Collier, P. Hoeffler, A. and Söderbom, M. Centre for the Study of African Economies, 2006.</p>
4	Natural Resources and Conflict	<p><b>Lecture Notes, Materials and Slides</b></p> <p>PDF, "Water and Violent Conflict"</p> <p>Word Document, "Land and Conflict.docx"</p> <p><b>All Students Read</b></p> <p>Bannon, Ian, and Paul Collier. "Natural resources and conflict: What we can do." <i>Natural Resources and Violent Conflict, Options and Actions</i> (2003): 1-16.</p> <p>Haftendorn, Helga. "Water and international conflict." <i>Third World Quarterly</i> 21.1 (2000): 51-68.</p> <p>Ross, Michael. "How do natural resources influence civil war." <i>Evidence from</i> 13 (2003).</p>

		<p><b>Grad Students ONLY</b></p> <p>“The Curse of Natural Resources”, Jeffrey D. Sachs, Andrew M. Warner. (2001) <i>European Economic Review</i>, Vol. 45, Issues 4–6, pp.827-838.</p> <p><b>Additional Reading</b></p> <p>PDF, “Resource Development and Conflict”</p>
5	Science, Technology and Food Security and Conflict	<p><b>Lecture Notes, Materials and Slides</b></p> <p>Issues of Land Tenure.</p> <p>Proxies for Poverty.</p> <p>Word Document, “Agricultural Technology in Peacebuilding.docx”</p> <p><b>All Students Read</b></p> <p>Messer, Ellen, Marc J. Cohen, and Thomas Marchione. "Conflict: A Cause and Effect of Hunger." <i>Special Reports</i> (2001): 1.</p> <p>Delgado, Christopher, et al. "Food Security and Conflict." (2011).</p>
6	Human Capital, Institutions and Policy and Conflict	<p><b>Lecture Notes, Materials and Slides</b></p> <p><b>All Students Read</b></p> <p>Justino, Patricia. "Violent Conflict and Human Capital Accumulation." IDS Working Papers2011.379 (2011): 1-17.</p> <p>Leon, Gianmarco. Civil conflict and human capital accumulation: The long term effects of political violence in Peru. No. 245. BREAD working paper, 2009.</p>



		<p>“Violent Conflict, Poverty and Chronic Poverty”, Jonathan Goodhand, Chronic Poverty Research Center Working Paper 6, 2001.</p>
7	<p>Empirical Methods and Findings on Conflict and Development</p>	<p><b>Lecture Notes, Materials and Slides</b></p> <p>“Causality, Philosophical Discussions and Notions”</p> <p>“Conflict, Aid and Poverty: Cause, Effect and Prediction”</p> <p><b>All Students Read</b></p> <p>“Disproving Causal Relationships Using Observational Data,” Bryant, H.L. D.A. Bessler, M.S. Haigh. (2009) <i>Oxford Bulletin of Economics and Statistics</i>, 71(3):357-374.</p> <p>“Income and Democracy”, Daron Acemoglu, Simon Johnson, James A. Robinson and Pierre Yared. (2008) <i>The American Economic Review</i>, Vol. 98, No. 3 pp. 808-842.</p> <p>“Using Randomization in Development Economics Research: A Toolkit,” Esther Duflo, Rachel Glennerster and Michael Kremer, 2007.</p> <p>“On World Poverty: Its Causes and Effects,” D.A. Bessler, 2002.</p>

**Class Sessions:** Class session will focus on the topics for each of the seven blocks of the course as identified in the reading list chart above. Discussions will cover current events involving conflict, topics suggested by students, readings and questions posed by the teacher. Students are responsible for keeping up with the readings on their own. **It is very important that students check their email for weekly lectures, assignments, and announcements.** Students are welcome to email the instructor with any questions with the subject line “AGEC489/689:” and can attend office hours or special appointments.

**Assignments:** The students are expected to read all the articles and course materials before each lecture session. A two/three page write up of the designated topic will be due at the beginning of each two-block. The write up should consist of a summary of the reading materials on that topic as well proposed extensions and critiques of current approaches.

**Grade:** Course grade will be determined by class participation, assignments, final exam and final article/paper.

Letter grades will be assigned using the following scale:

90 percent or above A

80 percent to 89.9 percent B

70 percent to 79.9 percent C

50 percent to 69.9 percent D

Below 50 percent F

Note: The instructor may scale down the grading, according to the relative performances of the class.

The final exam will be take-home and will consist of two portions. The first portion will be compulsory for all students. The second portion will have two set of different questions directed towards undergraduate and graduate students. Graduate students will be required to answer technically rigorous problems with a strong emphasis on quantitative theory and research methodology. The undergraduate students will be required to solve problems focused on policy issues.

NOTE: This syllabus is subject to changes throughout the Spring 2015 semester. Please check your email for updates.