

# 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): Department of Agricultural Economics
3. Course prefix, number and complete title of course: AGEC 408 - 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): Agec 105 or Econ 202 and Stat 303 or Stat 211 or permission of instructor and U3 or U4 classification

Cross-listed with: \_\_\_\_\_ Stacked with: AGEC 608

**Cross-listed courses require the signature of both department heads.**

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 programs(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.

Prefix	Course #	Title (excluding punctuation)													
AGEC	408	ECON OF CONFLICT AND DVLMT													
Lect.	Lab	Other	SCH	CIP and Fund Code		Admin. Unit	Acad. Year			FICE Code					
3.00			3.00	01030005		0140	17	-	18	0	0	3	6	3	2
<b>Approval recommended by:</b>															
<b>Level</b> <span style="border: 1px solid black; padding: 2px;">4</span>															

C. P. Row    4/29/16  
 Department Head or Program Chair (Type Name & Sign)    Date    Chair, College Review Committee    Date

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

**Submitted to Coordinating Board by:**    Chair, GC or UCC    Date

Associate Director, Curricular Services    Date    Effective Date

**AGEC 408**  
**Economics of Conflict, Development and Foreign Intervention**  
**Fall 2017**

**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:** Graduate Research Assistant, Center on Conflict & Development  
Office: 408B Agriculture and Life Sciences Building (AGLS) ([map](#))  
Phone:  
E-mail:

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

**Class Location: Online**

**Description**

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.

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 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.
- 3 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.
- 4 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 at 701 West Campus Blvd. 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 comprises seven 2-week blocks of learning activity. Learning activity includes five parts: (1) 2-5 readings per two-week block; (2) At least five 1-hour lectures per block, (3) Classroom discussions relevant to the readings and lectures each block, (4) a minimum 350-word write-up every two-weeks (700-word write-up for graduate students) on a choice of topics based on reading, lectures, or special assignments or events, (5) mid term take-home exam, (6) Final take-home exam.

Final grades will be based on:

Activities	Percentages
Write Ups on readings and lectures	35%
Mid-term Exam	25%
Final exam	30%
Online Discussion	10%

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 (Aug. 29 – Sept. 9)

**Block 1 Required Readings Posted on eCampus Aug. 29**

**Block 1 Write-up Due: September 9 @ 5:00pm**

Block 2: Geography of Poverty, Conflict and Foreign Assistance (Sept. 12 – Sept. 23)

**Block 2 Required Readings Posted on eCampus September 9**

**Block 2 Write-up Due: September 23 @ 5:00pm**

Block 3: Foreign Assistance and Conflict. (Sept 26 – Oct. 7)

**Block 3 Required Readings Posted on eCampus September 23**

**Block 3 Write-up Due: Oct. 7 @ 5:00pm**

**Mid-term Exam covering Blocks 1-3 Posted October 7 -- DUE Monday October 17 at 8:00 AM...**

Block 4: Natural Resources and Conflict (Oct. 10 – Oct. 21)

**Block 4 Required Readings Posted on eCampus October 7**

**Block 4 Write-up Due October 21 @ 5:00pm**

Block 5: Science, Technology and Food Security and Conflict (Oct. 24 – Nov. 4)

**Block 5 Required Readings Posted on eCampus October 21**

**Block 5 Write-up Due Nov. 4 @ 5:00pm**

Block 6: Human Capital, Institutions and Policy and Conflict (Nov. 7 – Nov. 18)

**Block 6 Required Readings Posted on eCampus Nov. 4**

**Block 6 Write-up Due November 18 @ 5:00pm**

Block 7: Empirical Methods and Findings on Conflict and Development (Nov. 21 – Dec. 7)

**Block 7 Required Readings Posted on eCampus November 18**

**Block 7 Write-up Due December 7 @ 5:00pm**

**Final Exam Covering Blocks 4-7 Posted: December 5**

**Final Exams Due for Graduating Students: December 14 @ 5:00pm**

**Final Exams Due for Non-Graduating Students: Thursday, December 17 @  
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

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 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</i></p>

		<p><i>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	Geography of Poverty, Conflict and Foreign Assistance	<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>
3	Foreign Assistance and Conflict	<p><b>Lecture Notes, Materials and Slides</b></p> <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>
		<p><b>Lecture Notes, Materials and Slides</b></p> <p>Issues of Land Tenure.</p> <p>Proxies for Poverty.</p>

5	Science, Technology and Food Security and Conflict	<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 Papers 2011.379 (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	Empirical Methods and Findings on Conflict and	<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>



	Development	<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:** Students are responsible for keeping up with the readings on their own. **It is very important that students check their email and E-Campus for announcements of events and seminars related to the course subject matter.** Students are welcome to email the instructor with any questions with the subject line “AGEC 409” and “AGEC 609” and can attend office hours for help.

**Assignments:** Undergraduate students are expected to read all the articles and course materials before every lecture session, except those additional readings designated as required for graduate students only. Undergraduate students should prepare a 350-word write-up of the readings or other topic related to the subject of each block. Write-ups will be due at 5:00 PM on Fridays the end of each Block. The write-up should consist of a summary and critique of the readings, or an essay based upon the student’s perspective on the topic of the respective block. Graduate students will be expected to complete additional reading(s) for the block, and write a 700-word critique of the readings or essay on the topic. All students should cite any references from which their ideas were derived, and include a bibliography of references.

**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 mid-semester and final exams will be take-home and will consist of two portions. The first portion will be compulsory for all students. The second portion will have a set of additional

questions directed to 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 Fall 2016 semester. Please check your email and the eCampus site for updates.

