

ECON 4415-OS/ ECON/INTA 8803-OS
Conflict and Security in Developing Countries

Fall 2015

Tuesday/Thursday 9:35 – 10:55am

LOCATION: DM Smith 104

Course Website: <https://t-square.gatech.edu/>

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ECON 4415—Fall 2015 Class Policies and Course Outline

1. Course Summary and Goals

This course will engage undergraduate students in the analysis of multiple dimensions of contemporary civil conflict and will also serve as an introduction to economic studies of terrorism. The first part of the course will cover six topics: the causes of civil war, short and long term effects of civil wars on population, patterns of recruitment and participation, the organization of rebel groups, strategies used by warring factions, bargaining in the context of peace processes and civil war termination. The second part of the course will cover terrorism, counterterrorism and strategic behavior, review statistical studies of terrorism and the economic effects of international terrorism. In the process, we will also learn about datasets and empirical methods used in economics and political science to analyze armed conflict and terrorism.

Every second or third week we will introduce a new theme and discuss the major theoretical and empirical issues surrounding the topic. The course will be delivered through a combination of lectures and seminars. The seminars will be structured discussions with class participants taking turns in leading the discussion.

Learning outcomes

- Students will be able to explain how the social, political, and economic forces influence behavior, economic outcomes and recovery process in the developing countries affected by armed conflict.
- Students will be able to explain the goals and strategies of combatants and ways to minimize the chances of outbreaks of violent conflicts in developing countries and alleviate their effects on populations.
- Students will understand the role of greed and grievances in the context of civil war outbreak and termination.
- Students will demonstrate the ability to analyze data typically used in development economics in the analysis of causes and consequences of armed conflicts and interpret the obtained results.
- Students will be able to analyze the terrorism and counterterrorism in a game-theoretical framework that will help them to understand the motives and analysis behind repeated interactions and one-shot games.
- Students will be able to discuss leading issues in the analysis of armed conflict and terrorism and the research methods used. These skills are best developed through practice. Our discussions of readings, written exams, empirical assignments and exploration of students' own research interests through choice of discussion readings and presentations are intended to provide this.

2. Brief Course Outline

Weeks	Topic
1	Introduction. Data and Methods. Civil War and its Causes; Economic Roots of Civil Wars
2	The economic and social effects of conflicts, Neighborhood and global effects of civil wars
3	The economic and social effects of conflicts, Neighborhood and global effects of civil wars
4	Theories and Empirics of Recruitment
5	STATA session (Location: TBA, bring your laptop computer: dates: Sept 15th and 17th)

6	Theories of Organization and Economic Activities of Rebel Groups
7	Student Group Presentations
8	Student Group Presentations
9	Policies for Peace. An Agenda for International Action. Local Policies. DDR
10	<i>Midterm Exam, Oct 22nd</i>
11	New Data and Methods
12	What Makes a Terrorist? Definitions and History
13	Economic and Political Conditions and Terrorism
14	Statistical Studies and Terrorist Behavior. Counterterrorism and Transference
15	The Economic, Psychological and Political Consequences of Terrorism. The Future of Terrorism
15 & 16	Board Game Presentations
16	Review and Preparation for Final Exam (FE: Dec 10 th , Thursday, 8:00am - 10:50am)

Note: the syllabus & class policies are subject to change as the semester progresses if I believe that this will enhance student learning and the overall quality of the course. Changes will be discussed with students in class or on-line, student input sought, and notifications sent out well before initiation of any changes.

3. Readings

Many of the required readings (marked with *) for the class will come from the books listed below under “Required”. All books should be available for purchase from the GT Engineers Bookstore. Published academic papers listed in the course outline can be accessed through the GT library catalogue; working papers can be downloaded from author(s) web-pages.

Required:

Collier, Paul. "*Breaking the conflict trap: civil war and development policy*", Washington, DC: World Bank; [New York]: Oxford University Press, c2003. [C2003] (available at the GT library in an electronic form).

Enders, Walter and Todd Sandler. "*The Political Economy of Terrorism*", Cambridge [England]; New York: Cambridge University Press, 2012. [ES2012]

Kohler, Ulrich and Frauke Kreuter. "Data Analysis Using Stata" Stata Press; 3rd edition.

Recommended:

Hoffman, Bruce. *Inside Terrorism*. Columbia University Press; Revised & enlarged edition (July 16, 2006)

Kalyvas, Stathis N. *The Logic of Violence in Civil War*, Cambridge: New York: Cambridge University Press, 2006.

Krueger, Alan B. "*What Makes a Terrorist: Economics and the Roots of Terrorism*" (Lionel Robbins Lectures). Princeton University Press (August 16, 2007). [K2007]

Pape, Robert. *Dying to Win: The Strategic Logic of Suicide Terrorism*. Random House Trade Paperbacks (July 25, 2006).

Sageman, Marc. *Understanding Terror Networks*. University of Pennsylvania Press (April 16, 2004)

The World Bank: [The World Development Report 2011](http://wdr2011.worldbank.org/): Conflict, Security, and Development. [WDR2011]. Available at <http://wdr2011.worldbank.org/>. (Free of charge)

4. Detailed Course Outline and Readings

Part 1: Economics of Civil Wars and Armed Conflict

Weeks 1 and 2

i) What is civil war? The economic and social effects of conflicts, Neighborhood and global effects of civil wars

*[C2003], ch.1-2

Armed Conflict and Economic Development**ii) Causes of Conflict, Patterns of Recovery**

Why does conflict arise?: Collier vs. Fearon, greed vs. grievance

*Fearon, James, and David Laitin. "Ethnicity, Insurgency, and Civil War." *American Political Science Review*, 2003, 97(1), pp. 75-90.

*Miguel, Edward, Shanker Satyanath, and Ernest Sergenti. (2004). "Economic Shocks and Civil Conflict: An Instrumental Variables Approach", *Journal of Political Economy*, 112(4), 725-753.
[http://www.econ.berkeley.edu/~emiguel/pdfs/miguel_conflict.pdf]

Field, Erica; Matthew Levinson, Rohini Pande and Sujata Visaria. "Segregation, Rent Control, and Riots: The Economics of Religious Conflict in an Indian City." *American Economic Review: Papers & Proceedings*, 2008, 98(2), pp. 505-10.

*WDR 2011: Conflict and Economic Development.

Weeks 2 and 3**iii) Microeconomic Effects of Civil Wars**

*Bellows, John and Miguel, Edward. "War and Local Collective Action in Sierra Leone." *Journal of Public Economics*, 2009, 93(11-12), pp. 1144-57.

*Akresh, Richard, Tom Bundervoet, and Phillip Verwimp. 2008. "Health and Civil War in Rural Burundi". IZA Discussion Paper. No. 2951.

*Kondylis, F. (2009). Conflict displacement and labor market outcomes in post-war Bosnia & Herzegovina. *Journal of Development Economics*.

*Minoiu, C. and O. N. Shemyakina (2014). "Armed conflict, household victimization, and child health in Côte d'Ivoire." *Journal of Development Economics* **108**(0): 237-255.

*Shemyakina, Olga. "The Effect of Armed Conflict on Accumulation of Schooling: Results from Tajikistan." *Journal of Development Economics*, 2011, 95(2), pp. 186-200.

Papers for student presentations:

Collier, Paul and Anke Hoeffler. 2004. "Greed and grievance in civil war." *Oxford Economic Papers* 56(4): 563-595.

Davis, Donald R., and David Weinstein. (2002). "Bones, Bombs, and Breakpoints: The Geography of Economic Activity", *American Economic Review*, 92(5).

Bohlken, Anjali Thomas and Ernest John Sergenti. "Economic Growth and Ethnic Violence: An Empirical Investigation of Hindu-Muslim Riots in India." *Journal of Peace Research*, 2010, 47(5), pp. 1-12.

Voors, Maarten J., Eleonora E. M. Nillesen, Philip Verwimp, Erwin H. Bulte, Robert Lensink, and Daan P. Van Soest. "Does Conflict Affect Preferences? Results from Field Experiments in Burundi." *American Economic Review*, 2012, 102(2), pp. 941-64.

Brück, Tilman; Michele Di Maio and Sami Miaari. "Exposure to Violence and Student Achievement in Palestine: Evidence from the Second Intifada," Berlin, Germany: Presentation at the 12th Jan Tinbergen Conference, 2012.

Di Maio, Michele and Tushar K. Nandi "The Effect of the Israeli–Palestinian Conflict on Child Labor and School Attendance in the West Bank." *Journal of Development Economics*, 2013, 100(1), pp. 107–16.

Monteiro, Joanna and Rudi Rocha. (2013). [Drug Battles and School Achievement: Evidence from Rio de Janeiro's Favelas](#). ASSA meeting San Diego, CA.

Week 4:**Special Topic: Methods****An Introduction to Linear Regression****1.3 Theories and Empirics of Recruitment.****Theories of Organization and Economic Activities of Rebel Groups**

* [Lichbach, Mark. "What Makes Rational Peasants Revolutionary?: Dilemma, Paradox, and Irony in Peasant Collective Action " *World Politics*, 1994, 46, pp. 383-418.](#)

Week 5: STATA session**Readings:****Reference material for STATA session and Stata HWK:**

Chapters 1-7, 10 from Kohler, Ulrich and Frauke Kreuter. "Data Analysis Using Stata" Stata Press; 3rd edition.

STATA session

The Stata user interface. Loading data into Stata. Manipulating data. Examining and analyzing your dataset. Comparing distributions and more.

Analyzing your dataset. Linear regression. Testing hypotheses about linear combinations of coefficients. Post-estimation statistics. Basic graphs.

Keeping organized in Stata. Creating do-files.

Data management: Reading in datasets of various standard formats. Labeling variables and setting up encoded variables.

Generating new variables in an efficient fashion, including leading, lagging, generating statistics within groups, and working across variables.

Data management. Time-series operators. Combining datasets by adding observations and by adding variables.

Week 6**1.3 Theories and Empirics of Recruitment.****Theories of Organization and Economic Activities of Rebel Groups**

* [Lichbach, Mark. "What Makes Rational Peasants Revolutionary?: Dilemma, Paradox, and Irony in Peasant Collective Action " *World Politics*, 1994, 46, pp. 383-418.](#)

* Blattman, Christopher and Jeannie Annan. 2010. "The Consequences of Child Soldiering." *Review of Economics and Statistics*, (combines recruitment and consequences)

* Lessing, Benjamin. ["How to Build a Criminal Empire from Behind Bars: Prison Gangs and Projection of Power"](#). 2014.

Papers for student presentations:

* [Lecoutere, Els and Kristof Titeca. "The Opec Boys and the Political Economy of Smuggling in Northern Uganda," *Households in Conflict Network, 3rd Workshop*. 2007.](#)

* [Humphreys, Macartan, Jeremy Weinstein and PRIDE-Salone. "What the Fighters Say: A Survey of Ex-Combatants in Sierra Leone." *CGSD Working Paper No. 20*. August 2004](#)

* Levitt, Steven, and Sudhir Venkatesh. "An Economic Analysis of a Drug-Selling Gang's Finances." *Quarterly Journal of Economics*, 115(August 2000), pp. 755-89.

1.4 Theories and Empirics of Violence

* Humphreys, Macartan and Jeremy Weinstein. "Handling and Manhandling Civilians in Civil War." *American Political Science Review* 2006, (August).

* Vervimp, Phillp. 2005. "An Economic Profile of Peasant Perpetrators of Genocide". *Journal of Development Economics*, 77: 297-323.

Papers for student presentations:

Miguel, Edward; Saiegh, Sebastian M. and Satyanath, Shanker. "National Cultures and Soccer Violence." *SSRN eLibrary*, 2008. Available at: <http://dss.ucsd.edu/~ssaiegh/soccer.pdf>

* Dube, Oeindrila and Suresh Naidu “Bases, Bullets, and Ballots: The Effect of U.S. Military Aid on Political Conflict in Colombia” [<http://www.cgdev.org/content/publications/detail/1423498/>]

* Angrist, J. and Adriana Kugler “Rural Windfall or New Resource Curse? Coca, Income, and Civil Conflict in Colombia” *Review of Economics and Statistics*, May 2008, 90(2): 191-215.

Weeks 7 and 8

Student Group Presentations (SLOTS ASSIGNED IN CLASS)

Week 9: Midterm Exam, Oct 22nd

Week 9 and 10

1.5 Policies for peace. An agenda for international action

* [C2003], ch.5-6

* [WDR2011], chapters 3, 4, 6, 7

* Paluck, E.L. (2009). [Reducing intergroup prejudice and conflict using the media: A field experiment in Rwanda](#). *Journal of Personality and Social Psychology*, 96, 574-587.

Blattman, C. ; J. Jamilison; M. Sheridan. 2015. Reducing Crime and Violence: Experimental Evidence on Adult Non-cognitive Investments in Liberia. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2594868

Papers for student presentations:

Berman, E.; Shapiro, J. N. and Felter, J. H. "Can Hearts and Minds Be Bought? The Economics of Counterinsurgency in Iraq." *Journal of Political Economy*, 2011, 119(4), pp. 766-819.

* Berman, E.; Callen, M.; Felter, J. H. and Shapiro, J. N. "Do Working Men Rebel? Insurgency and Unemployment in Afghanistan, Iraq, and the Philippines." *Journal of Conflict Resolution*, 55(4), pp. 496-528.

Nilakantan, Rahul and Saurabh Singhal. "The Economic Costs of Naxalite Violence and the Economic Benefits of a Unique Robust Security Response," Los Angeles: University of Southern California, 2012. [HiCN WP 127](#)

* Doyle, M.W., and N. Sambanis. "International Peacebuilding: A Theoretical and Quantitative Analysis." *American Political Science Review*, 2000, 94(4), pp. 779-801.

Lessing, Benjamin. 2013. [“The Logic of Violence in Drug Wars: Cartel-State Conflict in Mexico, Brazil and Colombia.”](#)

1.6 New Data and Methods

* Raleigh, C.; Linke, A.; Hegre, H. and Karlsen, J.. "Introducing ACLED: An Armed Conflict Location and Event Dataset." *Journal of Peace Research*, 2010, 47(5), pp. 651-60.

Brück, Tilman; Justino, Patricia; Verwimp, Philip and Avdeenko, Alexandra. "Identifying Conflict and Violence in Micro-Level Surveys," *HiCN WP 79*. <http://www.hicn.org/wordpress/wp-content/uploads/2012/06/wp79.pdf>, 2010.

Papers for student presentations:

* Roberts, Les; Riyadh Lafta; Richard Garfield; Jamal Khudhari; Gilbert Burnham. "Mortality before and after the 2003 Invasion of Iraq: Cluster Sample Survey." *Lancet*, 2004, 364: 1857-64.

Murray, R., Garfield, R., and R. Muggah. [Surveying armed violence, arms and victimization in southern Sudan: findings and challenges. \(Questionnaire\)](#). HiCN 3rd Workshop paper.

Part 2: Economics of Terrorism

Week 11-12

2.0 The definition of terrorism and history of terrorism

* Hoffman, Chapter 1.

* [Rappoport, David. The Four Waves of Rebel Terror and September 11. Anthropoetics 8, no. 1 \(Spring / Summer 2002\).](#) *Organized crime vs. terrorists*

The Economist. “Has Organized Crime Adapted to Globalization” <http://www.economist.com/blogs/economist-explains/2013/08/economist-explains-9>

2.1 What makes a terrorist? Economic and Political Conditions and Terrorism

* [K2007], ch. 1-2

* [ES2012], ch. 1-2

Hoffman, Chapters 4-5

* Krueger, Alan B. and Jitka Maleckova. "Education, Poverty and Terrorism: Is There a Causal Connection?" *Journal of Economic Perspectives*, 2003, 17(4), pp. 119-44.

John W. Whitehead. Terrorism and the Media: A Symbiotic Relationship. April 18, 2013. The Rutherford Institute.(commentary)

https://www.rutherford.org/publications_resources/john_whiteheads_commentary/terrorism_and_the_media_a_symbiotic_relationship

Papers for student presentations:

* Abadie, Alberto. "Poverty, Political Freedom, and the Roots of Terrorism." *American Economic Review*, 2006, 96(2), pp. 50-56.

* Pape, Robert. "The Strategic Logic of Suicide Terrorism." *American Political Science Review*, 2003, 97(3), pp. 343-61.

Week 13**2.2 Statistical Studies and Terrorist Behavior. Counterterrorism and Transference. Game theory.**

* [ES2012] ch. 3-7

Papers for student presentations:

* Lapan, Harvey E. and Todd Sandler. "To Bargain or Not to Bargain: That Is the Question." *American Economic Review*, 1988, 78(2), pp. 16-20.

* Sandler, Todd and John Scott. "Terrorist Success in Hostage-Taking Incidents: An Empirical Study." *Journal of Conflict Resolution*, 1987, 31(1), pp. 35-53.

Week 14-15**2.3 The economic, psychological and political consequences of terrorism. The future of terrorism**

[K2007], ch. 3

* [ES2012], ch. 9-11

* Hoffman, Chapters 8-9 (available at Amazon.com for free)

Abadie, Alberto and Javier Gardeazabal. "The Economic Costs of Conflict: A Case Study of the Basque Country." *American Economic Review*, 2003, 93(1), pp. 113-32.

Papers for student presentations:

* Karolyi, George Andrew and Martell, Rodolfo, "Terrorism and the Stock Market" (June 2006). Available at SSRN: <http://ssrn.com/abstract=823465>

Weeks 15-16

Student Board Game Presentations

5. Class Conduct:

- A) All cellphones, blackberries, and other telecommunications devices are to be switched off during class.
- B) Students are required to check their email at least once per day.
- C) Students are responsible for all materials, discussions, comments, etc. covered in class (i.e. don't miss class, it may effect your grade).
- D) Absences for medical or personal emergencies will be excused upon verification by the professor. Absences for school athletics will be excused only if they are in accordance with the schedules approved and circulated by the Student Academic & Financial Affairs Committee for Travel or the Associate Athletic Director (Academic Services). Absences due to military service will be handled on a case-by-case basis and subject to verification.
- E) If you do miss class for a non-emergency or non-approved event, **do not apologize or explain why.** I

completely understand that “life happens” and that you have priorities other than this class. However, unless it’s an emergency (see above), it will not affect grading policy. That is, if you miss class for some awesome extra-curricular adventure or opportunity, I am not offended...but I cannot grant you a special tutoring session, extension, or make-up either. You will be responsible for any material, assignments, or announcements covered in class that you missed.

- F) Students who arrive late to, or leave early from, class are required to do so with minimum disturbance.
- G) Students who eat/drink during class are required to do so with minimum disturbance, and to thoroughly clean up afterwards.
- H) **Websites and online material are generally *not* accepted as legitimate sources for use or citation in your papers and presentations. Exceptions to this policy will be discussed in class. Citation of Wikipedia as a source is particularly discouraged!**
- I) Students will treat each other and the professor with respect. Constructive questioning and criticism are welcome & encouraged. Personal attacks & insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that encourages constructive and open debate; they should not be phrased as insults, threats, or in a manner that shuts down conversation or debate.
- J) Students are expected to read and abide by the Georgia Tech Student Code of Conduct and the Academic Honor Code. All violations will be reported. The complete text of these two Codes may be found at:
www.deanofstudents.gatech.edu/integrity/policies/index.html

6. Email Policy

- A) Much communication from the professor to you will sent by email. **You are therefore required to have a functioning email account**, check it daily, to alert the professor if you are not receiving emails on it, and to provide a functioning email address if this one fails to operate properly.
- B) I will check email at irregular intervals between 9am and 6pm every weekday; I reserve the right to check and respond to emails more often than this.
- C) Your emails will be responded to within 24 hours of their receipt (excluding weekends, holidays and during the professor’s absence). Answers to emails are conditional on the following:
 - Include the course number in the “Subject” line of your emails (Econ 4415).
 - Clearly identify yourself in the message.
 - Write a meaningful subject line (e.g. “ECON 4415 – “presentation rules”)
 - If you have a general question, check the syllabus, policies, T-Square *before* emailing...the answers might be in there!
 - Be sure to do the readings and listen to the lectures thoroughly *before* emailing questions about the material...the answers might be in there too!

It is the student’s responsibility to adhere to these guidelines. Any e-mail not adhering to these guidelines may be mistaken for spam (or a joke) and discarded.
- D) Unless specifically instructed, assignments are always to be submitted in **hard** copy form only; **electronic submissions serve only as backups & confirmations.** (i.e. I don’t have time to download, print, & staple two dozen papers).
- E) Absences: Only send email about absences or missed deadlines if they are the result of medical issues or serious personal emergencies (e.g. fires, natural disasters, death in the family). **Otherwise, do not send email about absences.** Also, do not send email to apologize for missing class or assignment deadlines.

7. Honor Code and Plagiarism Policy¹

Students are expected to adhere strictly to the honor code. Copying, cheating and plagiarism (copying sections of a text and passing it as your own work) are *unacceptable*. Discussion of homework is acceptable and even encouraged, but answers to the problems should be completed individually. Each student must review the Georgia Institute of Technology Honor Code. See <http://www.honor.gatech.edu/plugins/content/index.php?id=9> for details.

Georgia Tech does not have a university-wide plagiarism policy. Instead, professors are advised to tailor their own policies for each class. Therefore I have chosen to adopt the guidelines recently put forward at one of our peer institutions, MIT. For a full discussion of plagiarism, along with examples, please consult the MIT Academic Integrity Handbook available on T-Square.

¹ Brennecke, Patricia. 2005. *Academic Integrity at the Massachusetts Institute of Technology: A Handbook for Students* (MIT: Cambridge, MA).

In brief, plagiarism is defined, for the purposes of this class, as: copying, borrowing, or appropriating another person's work **and** presenting it as your own in a paper or oral presentation, deliberately or by accident. Acts of plagiarism will be reported in accordance with the Honor Code. In order to avoid being charged with plagiarism, if you use the words, ideas, phrasing, charts, graphs, or data of another person or from published material, then you must either: 1) use quotation marks around the words **and** cite the source, or 2) paraphrase or summarize acceptably using your own words **and** cite the source. Citations should include author, source, date of publication; more complete citation guidelines will be distributed in class. The plagiarism policy is not restricted to books, but also applies to video & audio content, websites, blogs, wiki's, and podcasts. **Plagiarism includes putting your name on a group project to which you have minimally contributed.**

8. Grades

Your understanding of the course material will be communicated via the following (**percentages indicate rough weightings, not a fixed formula for grade calculation**).

Please note that the class involves a fair amount of group work. You should expect to make time for group meetings or other related events and contribute your fair share (and more) to the group assignments. Free riding is not acceptable and will not be tolerated.

- 1) 15% - Country-Conflict Presentation. Working together with students in this class, you will be responsible for presenting a case-study: the start, development and termination of the civil war/ conflict in a specific country. Each group will be randomly assigned a country and a conflict during the second week of classes. You will be expected to research and present in a Power Point or video/slide show format the outline of the conflict: timeline (short), major groups and factions involved, peace negotiations, human losses, the effect of the conflict on country's population and major post-conflict developments: use of economics research papers and their findings for an illustration for this section is highly encouraged). (Maximum of four students per group.) 8% points of your grade will be based on the group output and 7% points on a peer-review form filled out by your fellow group members.
- 2) 10% - Board game. In the same group, on the basis of your presentations develop a board game that includes typical elements of an internal armed conflict. (The board game may include the following elements: peace negotiations, major factions involved and the territories controlled, assistance received from the third party countries, the effect of civil war on population, e.g. disease and health crisis (due to lack of doctors and damage to the infrastructure); food supply crisis; consequences for women and children. You can also include a path leading to the possible resolution of the conflict early on.). For ideas you can also refer to <http://www.persuasivegames.com/games>. The outline of the board game is due October 13th (Tuesday). Student groups will present their board games in class during Week 16 (last week of classes). 5% points of your grade will be based on the group's output and 5% points on the peer-review form filled out by your fellow group members.
- 3) 5% - One reflection paper that relates the content, storyline and characterization used in a major motion picture/ book related to one of the conflict topics to the theories and empirics discussed in class. The suggested list of movies/books will be provided in class. The sign-up sheet will be provided at the end of the second week. Let me know if you would like to review a movie or a book that is not on the list. (Word limit: 500 to 1000.) Due date: November 17th.
- 4) 15% - Discussion, Q&A, and readings' write-ups.
 - a) In-class class participation (5 percent): In borderline cases, the quality of classroom comments may be a factor in assigning grades. I will take attendance to monitor participation.
 - b) Online class participation (10 percent): every two-three weeks (Tuesday by 9am) you have to submit in class and on T-square one-two pages discussion (11ppt font, Times New Roman, 1 inch margins) of the selected readings assigned for the past and the coming week (1 week before that particular Tuesday and 1 week after). You can pick one or two readings of your choice. Assignments submitted via email will **not be** counted towards the participation grade. To receive full credit by the end of the semester you should submit 4 (four) such assignments. There will at least five such assignments so you can skip at least one. Students can use whatever format (bullet points, outlines, essay, short notes) they feel clearly summarizes the major points of the reading and discuss their reaction to the reading. Each write-up should separately contain one substantive question about the reading. An assignment that does not include a question or personal reaction to the readings will be graded as "fail" and assigned a score of "0".

- 5) 10% - Each week two groups of students (2-3 in a group) will be required to lead a discussion or give a presentation based on one or two research papers. Select a presentation partner and choose a paper from the syllabus section titled “Papers for student presentations”. Other places to look for papers are: [HiCN working paper series](#), [MICROCON WP PAPERS](#) and [the WDR 2011 bibliography](#). The guidelines for the presentation will be made available on t-square.
- 6) 10% - Assignments: There will be two assignments. One empirical assignments will follow the Stata session (week 6; due Oct 6th) and one empirical assignment will be given during week 11 (due Nov 10th).
Late assignment policy:
If you submit your assignment past the due date, your maximum grade for this assignment will be determined by the lowest grade among the assignments submitted on-time. For example, if 100 points were available for HWK1, and the lowest assignment grade for HWK1 was 70 points, then your score for the late assignment (HWK1) will be multiplied by 0.7. There are no exceptions.
- 7) 15%- Midterm exam. October 22nd, in-class
- 8) 20% - Final in-class exam. December 10th, 2015: Time: 8:00am - 10:50am
- 9) NOTE: students wishing to replace Final Test with a Research paper must talk to professor by October 1st about their decision and topics.

Students should note that, for individual assignments (papers, quizzes, etc), grades in this course are not rigidly related to numerical scores, distribution functions, predetermined percentages, or your knowledge of buzzwords. As can be seen from the following grade descriptions, individual assignment grading in this course is related more directly to a student’s demonstrated mastery of the material. This also means that the relative performance of one’s peers is less important, though not irrelevant, to one’s grade. Finally, in determining an assignment’s grade, consideration is given for elegance of presentation, creativity, imagination, and originality *only* where these have been appropriately be called for, and where mastery of the fundamentals has already been demonstrated. A satisfactorily completed individual assignment will receive one of the following grades:

A: Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.
B: Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.
C: Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems.

Other grades awarded include:

D: Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.

F: Failed. Has not demonstrated familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

Note that this course’s internal grading system is based on the points accumulated through various assignment and letter grades including plus (+) and minus (-) modifiers for use with the letter grades A, B, C, and D. However, they are not officially part of students’ grades, they do not appear on Georgia Tech transcripts, and they do not affect internally or externally reported grade-point averages.

9. Grade Change Policy

Legitimate requests for grade changes are welcome and encouraged. However, you should resist the temptation to file a frivolous request just hoping to “get lucky”. Simple computational or clerical errors should be brought to the professors’ attention immediately. Otherwise:

- A) Requests for grade changes must:
 - i) be submitted in writing, both electronically and in hard-copy, and
 - ii) be submitted not sooner than 7 days and not later than 28 days of receiving the graded assignment, and

iii) be no longer than 600 words.

B) Requests for grade changes should:

- i) identify what was required in the assignment, and
- ii) describe *precisely* how these requirements were fulfilled at a level above the received grade, and
- iii) address any relevant comments written by the professor on the graded assignment (if applicable) and explain why they do not apply.

Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grading that revises your grade either up or down (or may leave unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned.

10. Special Accommodations

Students requesting academic accommodations based on a documented disability are required to register with the Access Disabled Assistance Program for Tech Students (ADAPTS). Please obtain a form from the ADAPTS office and turn it in to us during office hours or in class in the beginning of the semester.

The ADAPTS Office is located in the Smithgall Student Services Building, Suite 220. The phone number is 404-894-2563 (V). <http://www.adapts.gatech.edu/index.html>

11. Access to the course readings on GT reserves:

Link: <https://ereserves.library.gatech.edu/ares/>

Sign-in with your GT account and password and click on “Econ 4415-OS”

Please note that many of the readings are also available through direct links provided above.

If you have trouble with access after logging in, please contact reserves@library.gatech.edu with your buzzport username (username only please, and NO id numbers or passwords).

12. STATA ACCESS:

To access Stata on IAC server please follow instructions provided in this link:

<http://it.iac.gatech.edu/stats-server>

An alternative access and instructions:

<http://it.iac.gatech.edu/vlab>