



THE UNIVERSITY OF TEXAS AT DALLAS
School of Economic, Political and Policy Sciences

Course syllabus

IPEC 3349 - World Resources and Development

Fall 2024

August 2024 (subject to updates)

Course overview

Course number: [IPEC 3349](#)
Course title: World Resources and Development
Professor: Elías Cisneros
Term: Fall 2024
Meetings: Mondays and Wednesdays, 11:30 am – 12:45 pm, [JO 4.102](#)

Contact information

| | | | |
|----------------------|--|----------------------------|--|
| Instructor: | Dr. Elías Cisneros | Teaching Assistant: | Sonali Singh |
| Email: | elias.cisneros@utdallas.edu | Email: | sonali.singh2@utdallas.edu |
| Office: | GR 3.230 | Office: | 3.314 (6) |
| Office hours: | Monday, 1–3 pm (in exceptional cases online - appointments via email) | Office hours: | Wednesday, 1–3 pm |

General course information

Pre-requisites: No prerequisites

Course description: This course provides an analysis of resource mobilization and economic development from a multidisciplinary perspective, with a primary focus on the challenges faced by less-developed countries. The course explores various topics, including technology transfer, education policy, population growth, health policy, as well as the role of natural resources and the environment in economic development.

Learning outcomes and objectives

1. Students will learn to assess the role of global resource issues in economic development.
2. Students will learn to develop analytical and research skills to critically evaluate empirical papers and draw meaningful conclusions from the findings.
3. Students will foster their ability to synthesize information, analyze complex problems, and formulate evidence-based arguments related to world resources and development.
4. Students will be able to demonstrate critical thinking by developing a research question and writing a term paper.

5. Students will learn to effectively communicate and present a research plan, strategy, and results in public.

Texts & materials

- Essential reading and material:
 - *Main textbook* (marked with “*”)
 - *Perkins, D. H., S. Radelet, D. L. Lindauer, and S. A. Block (2012): *Economics of Development*. W. W. Norton & Company, Inc., 7th edition. ISBN 978-0393123524
 - Some additional book chapters
 - *Todaro, M. P. and S. C. Smith (2014): *Economic Development*. Pearson, 12th edition. ISBN 978-0133406788
 - *Perman, R., Y. Ma, J. McGilvray, and M. Common (2011): *Natural resource and environmental economics*, volume Pearson Education Limited. Addison Wesley Longman, 4th edition
 - Discussion papers marked with †
 - All material used during class, e.g., lecture slides

Course assignments

Overview This course will use several types of assignments to assess your learning.

| Item | Points |
|-----------------------------------|--------------------------------|
| Weekly assignments | $\min\{20, 14 \times 2\} = 20$ |
| Midterm exam I | 20 |
| Midterm exam II | 20 |
| Final exam | 20 |
| Individual presentations | 20 |
| Maximum achievable points: | 100 |

Weekly assignments Each week, you will answer a particular question related to the course. Assignments are due on Fridays at 11:59 pm. In case the submitted answers are equal, each student receives 0 points. No Generative AI tools may be used in this assignment (see course policies below).

Midterm exams Midterm exams will be held in class. Exams contain multiple-choice questions, short-answer questions, and essay questions. Please refer to the course outline for specific dates. No Generative AI tools are allowed in this assignment (see course policies below).

Individual presentations We will have individual presentations of research papers. See details in class. Potential research papers that can be presented are listed in the course plan.

Final exam The final exam will be held in class containing multiple-choice questions, short-answer questions, and essay questions. Please refer to the course outline for specific dates.

Individual presentations Each presentation will focus on a specific research paper and topic. Details will be discussed in class.

Grading

Grading Your final letter grade will be determined by the percentage of points you achieve relative to the maximum number of points possible. The following scale will be used:

| Grade | Range | Grade | Range | Grade | Range | Grade | Range | Grade | Range |
|-------|---------|-------|--------|-------|--------|-------|--------|-------|-------|
| A+ | 97-100% | B+ | 87-89% | C+ | 77-79% | D+ | 67-69% | F | < 60% |
| A | 93-96% | B | 83-86% | C | 73-76% | D | 63-66% | | |
| A- | 90-92% | B- | 80-82% | C- | 70-72% | D- | 60-62% | | |

Tentative schedule

| W | Mon. | Topic | Wed. | Topic |
|----|-------|--------------------------------|-------|---------------------------------|
| 1 | 08/21 | Introduction | 08/23 | Presentation guide |
| 2 | 08/28 | Literature search | 08/30 | Regression table interpretation |
| 3 | 09/04 | Measurement | 09/06 | |
| 4 | 09/11 | Growth & Theories of Growth | 09/13 | <i>Labor day</i> |
| 5 | 09/18 | States & Markets | 09/20 | |
| 6 | 09/25 | Poverty | 09/27 | Midterm exam I (Topics 1–6) |
| 7 | 10/02 | Inequality | 10/04 | |
| 8 | 10/09 | Education and Health | 10/11 | |
| 9 | 10/16 | Agriculture and Development | 10/18 | |
| 10 | 10/23 | Agriculture and Institutions | 10/25 | |
| 11 | 10/30 | Trade, Dev. and Trade Policies | 11/01 | Midterm exam II (Topics 7–11) |
| 12 | 11/06 | Sustainable Development | 11/08 | |
| 13 | 11/13 | Planetary Boundaries | 11/15 | |
| / | 11/20 | <i>Fall break</i> | 11/22 | <i>Thanksgiving</i> |
| 14 | 11/27 | Env. damages and growth | 11/29 | |
| 15 | 12/04 | Natural res., CC, and growth | 12/06 | Final exam (Topics 1–15) |
| / | 12/11 | <i>Exam week</i> | 12/13 | <i>Exam week</i> |

Course outline

Week 1: Introduction

- *Perkins et al. (2012), Ch. 1.

Week 2: Regression table interpretation

- Videos to watch before class:
 - [Linear Regression: Correlation and Causation](#)
 - [How to interpret Regression Tables](#)
 - [Instrumental Variables](#)
 - [Regression Discontinuity](#) (at least videos 1–3)
 - [Difference in Difference](#)

Week 2: Measurement

- *Perkins et al. (2012), Ch. 2.
- †Angrist, N., P. K. Goldberg, and D. Jolliffe (2021): Why is growth in developing countries so hard to measure? *Journal of Economic Perspectives* 35 (3): 215–242, [link](#).
- Andreoni, A., H. joon Chang, and I. Estevez (2021): The missing dimensions of the human capabilities approach: *Collective and productive* 33 (2): 179–205

Week 4: Growth and Theories of Growth

- *Perkins et al. (2012), Ch. 3 and 4.
- Block, S. A. (2001): Does Africa grow differently? *Journal of Development Economics* 65 (2): 443–467, [link](#).
- Todaro and Smith (2014): “Case Study 15: How two African success stories have addressed challenges: Botswana and Mauritius”, pp. 836ff, (pdf on eLearning).
- Acemoglu, D., S. Johnson, and J. A. Robinson (2002): An African success story: Botswana. Technical Report 304100, [link](#).

Week 5: States & Markets

- *Perkins et al. (2012), Ch. 5.
- †Bologna, J. and A. Ross (2015): Corruption and entrepreneurship: Evidence from Brazilian municipalities. *Public Choice* 165 (1): 59–77, [link](#).

Week 6: Poverty

- *Perkins et al. (2012), Ch. 6.
- †Ravallion, M. (2014): Income inequality in the developing world. *Science* 344 (6186): 851–855, [link](#).
- Meyer, B. D. and J. X. Sullivan (2012): Identifying the disadvantaged: Official poverty, consumption poverty, and the new supplemental poverty measure. *Journal of Economic Perspectives* 26 (3): 111–136, [link](#).

Week 7: Inequality

- *Perkins et al. (2012), Ch. 6.
- †Ravallion, M. (2014): Income inequality in the developing world. *Science* 344 (6186): 851–855, [link](#).
- Meyer, B. D. and J. X. Sullivan (2012): Identifying the disadvantaged: Official poverty, consumption poverty, and the new supplemental poverty measure. *Journal of Economic Perspectives* 26 (3): 111–136, [link](#).

Week 8: Education and Health

- *Perkins et al. (2012), Ch. 8, 9.
- †Banerjee, A. V., E. Duflo, R. Glennerster, and D. Kothari (2010): Improving immunisation coverage in rural India: Clustered randomised controlled evaluation of immunisation campaigns with and without incentives. *BMJ* 340 (may17 1): c2220–c2220, [link](#).
- †Gertler, P. J., S. W. Martinez, and M. Rubio-Codina (2012): Investing cash transfers to raise long-term living standards. *American Economic Journal: Applied Economics* 4 (1): 164–192, [link](#).
- Li, H., P. Loyalka, S. Rozelle, and B. Wu (2017): Human capital and China’s future growth. *Journal of Economic Perspectives* 31 (1): 25–48, [link](#).
- Woessmann, L. (2016): The importance of school systems: Evidence from international differences in student achievement. *Journal of Economic Perspectives* 30 (3): 3–32, [link](#).

Week 9: Agriculture & Development

- *Perkins et al. (2012), Ch. 16.
- †Abman, R. and C. Carney (2020): Agricultural productivity and deforestation: Evidence from input subsidies and ethnic favoritism in Malawi. *Journal of Environmental Economics and Management* 103: 102,342, [link](#).
- †Pan, Y. and S. Singhal (2019): Agricultural extension, intra-household allocation and malaria. *Journal of Development Economics* 139: 157–170
- Alston, J. M. and P. G. Pardey (2014): Agriculture in the global economy. *Journal of Economic Perspectives* 28 (1): 121–146, [link](#).
- Diao, X., P. Hazell, and J. Thurlow (2010): The role of agriculture in African development. *World Development* 38 (10): 1375–1383, [link](#).
- Johnston, B. F. and J. W. Mellor (1961): The role of agriculture in economic development. *The American Economic Review* 51 (4): 566–593, [link](#).
- Timmer, C. P. (2002): Chapter 29: Agriculture and economic development. *In: Agriculture and its External Linkages*, pp. 1487–1546. Elsevier, [link](#).

Week 10: Agriculture & Institutions

- *Perkins et al. (2012), Ch. 17.
- †Huning, T. R. and F. Wahl (2021): The fetters of inheritance? Equal partition and regional economic development. *European Economic Review* 136: 103,776, [link](#).
- †Pailler, S. (2018): Re-election incentives and deforestation cycles in the Brazilian Amazon. *Journal of Environmental Economics and Management* 88: 345–365, [link](#).
- Barrows, G., S. Sexton, and D. Zilberman (2014): Agricultural biotechnology: The promise and prospects of genetically modified crops. *Journal of Economic Perspectives* 28 (1): 99–120, [link](#).

Week 11: Trade, Development and Trade Policies

- *Perkins et al. (2012), Ch. 18, 19.
- †Amiti, M., S. J. Redding, and D. E. Weinstein (2019): The impact of the 2018 tariffs on prices and welfare. *Journal of Economic Perspectives* 33 (4): 187–210 [link](#).
- †Kis-Katos, K. and R. Sparrow (2015): Poverty, labor markets and trade liberalization in Indonesia. *Journal of Development Economics* 117: 94 – 106 [link](#).
- Feenstra, R. C. (2018): Alternative sources of the gains from international trade: Variety, creative destruction, and markups. *Journal of Economic Perspectives* 32 (2): 25–46, [link](#).
- Gygli, S., F. Haelg, N. Potrafke, and J. Egbert Sturm (2019): The KOF globalisation index – revisited. *The Review of International Organizations* 14 (3): 543–574, [link](#).

Week 12: Sustainable Development

- *Perman et al. (2011) Ch. 2, (pdf on eLearning).
- *Perkins et al. (2012), Ch. 20.
- †Jayachandran, S., J. De Laat, E. F. Lambin, C. Y. Stanton, R. Audy, and N. E. Thomas (2017): Cash for carbon: A randomized trial of payments for ecosystem services to reduce deforestation. *Science* 357 (6348): 267–273, [link](#).

- †Alix-Garcia, J. M., K. R. E. Sims, and P. Yañez-Pagans (2015): Only one tree from each seed? Environmental effectiveness and poverty alleviation in Mexico's payments for ecosystem services program. *American Economic Journal: Economic Policy* 7 (4): 1–40, [link](#).
- Dragusanu, R., D. Giovannucci, and N. Nunn (2014): The economics of fair trade. *Journal of Economic Perspectives* 28 (3): 217–236, [link](#).

Week 13: Planetary Boundaries

- *Rockström, J., W. Steffen, K. Noone, Å. Persson, F. S. Chapin, E. F. Lambin, T. M. Lenton, M. Scheffer, C. Folke, H. J. Schellnhuber, B. Nykvist, C. A. D. Wit, T. Hughes, S. V. D. Leeuw, H. Rodhe, S. Sörlin, P. K. Snyder, R. Costanza, U. Svedin, M. Falkenmark, L. Karlberg, R. W. Corell, V. J. Fabry, J. Hansen, B. Walker, D. Liverman, K. Richardson, P. Crutzen, and J. A. Foley (2009): A safe operating space for humanity. *Nature* 461 (7263): 472–475, [link](#).
- *Steffen, W., K. Richardson, J. Rockström, S. E. Cornell, I. Fetzer, E. M. Bennett, R. Biggs, S. R. Carpenter, W. de Vries, C. A. de Wit, C. Folke, D. Gerten, J. Heinke, G. M. Mace, L. M. Persson, V. Ramanathan, B. Reyers, and S. Sörlin (2015): Planetary boundaries: Guiding human development on a changing planet. *Science* 347 (6223): 736, [link](#).
- *Liang, Y., I. Rudik, and E. Zou (2021): The environmental effects of economic production: Evidence from ecological observations. NBER Working paper 29357, National Bureau of Economic Research, [link](#).

Week 14: Environmental damages and growth

- *Todaro and Smith (2014), Ch. 10.1, 10.2, 10.4.
- †Dell, M., B. F. Jones, and B. A. Olken (2012): Temperature shocks and economic growth: Evidence from the last half century. *American Economic Journal: Macroeconomics* 4 (3): 66–95, [link](#).
- Zheng, S. and M. E. Kahn (2017): A new era of pollution progress in urban China? *Journal of Economic Perspectives* 31 (1): 71–92, [link](#).

Week 15: International Environmental Cooperation

- *Perman et al. (2011) Ch. 9 “International environmental problems”, (pdf on eLearning).

Week – (–/–): Natural Resources, Climate Change, and Growth

- *Todaro and Smith (2014), Ch. 10.1., 10.2.
- *Kolstad (2011), Ch. 2.
- *Perkins et al. (2012), Ch. 20 Section: “Saving for a sustainable future”
- *Stern, N. and J. E. Stiglitz (2023): Climate change and growth. *Industrial and Corporate Change* 32 (2): 277–303, [link](#).
- †Venables, A. J. (2016): Using natural resources for development: Why has it proven so difficult? *Journal of Economic Perspectives* 30 (1): 161–184, [link](#).
- †Auffhammer, M. (2018): Quantifying economic damages from climate change. *Journal of Economic Perspectives* 32 (4): 33–52, [link](#).

- Liang, J., T. W. Crowther, N. Picard, S. Wiser, M. Zhou, G. Alberti, E.-D. Schulze, A. D. McGuire, F. Bozzato, H. Pretzsch, S. de Miguel, A. Paquette, B. Hérault, M. Scherer-Lorenzen, C. B. Barrett, H. B. Glick, G. M. Hengeveld, G.-J. Nabuurs, S. Pfautsch, H. Viana, A. C. Vibrans, C. Ammer, P. Schall, D. Verbyla, N. Tchebakova, M. Fischer, J. V. Watson, H. Y. H. Chen, X. Lei, M.-J. Schelhaas, H. Lu, D. Gianelle, E. I. Parfenova, C. Salas, E. Lee, B. Lee, H. S. Kim, H. Bruelheide, D. A. Coomes, D. Piotto, T. Sunderland, B. Schmid, S. Gourlet-Fleury, B. Sonké, R. Tavani, J. Zhu, S. Brandl, J. Vayreda, F. Kitahara, E. B. Searle, V. J. Neldner, M. R. Ngugi, C. Baraloto, L. Frizzera, R. Bałazy, J. Oleksyn, T. Zawila-Niedźwiecki, O. Bouriaud, F. Bussotti, L. Finér, B. Jaroszewicz, T. Jucker, F. Valladares, A. M. Jagodzinski, P. L. Peri, C. Gonmadje, W. Marthy, T. O'Brien, E. H. Martin, A. R. Marshall, F. Rovero, R. Bitariho, P. A. Niklaus, P. Alvarez-Loayza, N. Chamuya, R. Valencia, F. Mortier, V. Wortel, N. L. Engone-Obiang, L. V. Ferreira, D. E. Odeke, R. M. Vasquez, S. L. Lewis, and P. B. Reich (2016): Positive biodiversity-productivity relationship predominant in global forests. *Science* 354 (6309), [link](#).
- Stern, N. (2007): *The economics of climate change: the Stern review*. Cambridge University press, [link](#).
- Tol, R. S. J. (2009): The economic effects of climate change. *Journal of Economic Perspectives* 23 (2): 29–51, [link](#).

Pool of papers for individual presentation

- Bauhoff, S. and J. Busch (): Does deforestation increase malaria prevalence? evidence from satellite data and health surveys 127: 104,734
- Gehring, K., L. C. Kaplan, and M. H. Wong (2022): China and the world bank—how contrasting development approaches affect the stability of african states. *Journal of Development Economics* 158: 102,902
- Dreher, A., A. Fuchs, R. Hodler, B. C. Parks, P. A. Raschky, and M. J. Tierney (2019): African leaders and the geography of china’s foreign assistance. *Journal of Development Economics* 140: 44–71
- Greenstone, M. and R. Hanna (2014): Environmental regulations, air and water pollution, and infant mortality in india. *American Economic Review* 104 (10): 3038–72
- He, G., S. Wang, and B. Zhang (2020): Watering Down Environmental Regulation in China*. *The Quarterly Journal of Economics* 135 (4): 2135–2185
- Cai, X., Y. Lu, M. Wu, and L. Yu (2016): Does environmental regulation drive away inbound foreign direct investment? evidence from a quasi-natural experiment in china. *Journal of Development Economics* 123: 73–85
- Zheng, S. and M. E. Kahn (2017): A new era of pollution progress in urban China? *Journal of Economic Perspectives* 31 (1): 71–92
- Parker, D. P., J. D. Foltz, and D. Elsea (2016): Unintended consequences of sanctions for human rights: Conflict minerals and infant mortality. *The Journal of Law and Economics* 59 (4): 731–774
- Berman, N., M. Couttenier, D. Rohner, and M. Thoenig (2017): This mine is mine! how minerals fuel conflicts in africa. *American Economic Review* 107 (6): 1564–1610
- Caselli, F. and G. Michaels (2013): Do oil windfalls improve living standards? evidence from brazil. *American Economic Journal: Applied Economics* 5 (1): 208–38
- Aragón, F. M. and J. P. Rud (2013): Natural resources and local communities: Evidence from a peruvian gold mine. *American Economic Journal: Economic Policy* 5 (2): 1–25
- Balán, P., A. Bergeron, G. Tourek, and J. L. Weigel (2022): Local elites as state capacity: How city chiefs use local information to increase tax compliance in the democratic republic of the congo. *American Economic Review* 112 (3): 762–97

- Campos, F., M. Goldstein, and D. McKenzie (2023): How should the government bring small firms into the formal system? experimental evidence from malawi. *Journal of Development Economics* 161: 103,045
- Unfried, K., K. Kis-katos, and T. Poser (2022): Water scarcity and social conflict. *Journal of Environmental Economics and Management* 113: 102,633
- Humphreys, M. (2005): Natural resources, conflict, and conflict resolution: Uncovering the mechanisms. *Journal of Conflict Resolution* 49 (4): 508–537
- Rocha, R. and R. R. Soares (2010): Evaluating the impact of community-based health interventions: evidence from brazil’s family health program. *Health Economics* 19 (S1): 126–158
- Mattos, E. and D. Mazetto (2019): Assessing the impact of more doctors’ program on healthcare indicators in brazil. *World Development* 123: 104,617
- Joseph, I.-L. (2022): The effect of natural disaster on economic growth: Evidence from a major earthquake in haiti. *World Development* 159: 106,053
- Cavallo, E., A. Powell, and O. Becerra (2010): Estimating the Direct Economic Damages of the Earthquake in Haiti. *The Economic Journal* 120 (546): F298–F312
- Prem, M., J. F. Vargas, and D. Mejía (2023): The Rise and Persistence of Illegal Crops: Evidence from a Naive Policy Announcement. *The Review of Economics and Statistics* 105 (2): 344–358
- Camacho, A. and C. Rodriguez (2013): Firm exit and armed conflict in colombia. *Journal of Conflict Resolution* 57 (1): 89–116
- Prem, M., S. Saavedra, and J. F. Vargas (2020): End-of-conflict deforestation: Evidence from colombia’s peace agreement. *World Development* 129: 104,852
- Angrist, J. D. and A. D. Kugler (2008): Rural windfall or a new resource curse? coca, income, and civil conflict in colombia. *The Review of Economics and Statistics* 90 (2): 191–215
- Carneiro, J., M. A. Cole, and E. Strobl (): The effects of air pollution on students’ cognitive performance: Evidence from brazilian university entrance tests 8 (6): 1051–1077
- Heissel, J. A., C. Persico, and D. Simon (2022): Does pollution drive achievement? the effect of traffic pollution on academic performance. *Journal of Human Resources* 57 (3): 747–776
- Chen, S., P. Oliva, and P. Zhang (2018): Air pollution and mental health: Evidence from china. Working Paper 24686, National Bureau of Economic Research
- Tanaka, S. (2015): Environmental regulations on air pollution in china and their impact on infant mortality. *Journal of Health Economics* 42: 90–103
- Dreher, A., A. Fuchs, R. Hodler, B. C. Parks, P. A. Raschky, and M. J. Tierney (2019): African leaders and the geography of china’s foreign assistance. *Journal of Development Economics* 140: 44–71
- Cai, X., Y. Lu, M. Wu, and L. Yu (2016): Does environmental regulation drive away inbound foreign direct investment? evidence from a quasi-natural experiment in china. *Journal of Development Economics* 123: 73–85
- Pelzl, P. and S. Poelhekke (2021): Good mine, bad mine: Natural resource heterogeneity and dutch disease in indonesia. *Journal of International Economics* 131: 103,457
- Pelzl, P. and S. Poelhekke (2021): Good mine, bad mine: Natural resource heterogeneity and dutch disease in indonesia. *Journal of International Economics* 131: 103,457
- Koren, O. (2018): Food abundance and violent conflict in africa. *American Journal of Agricultural Economics* 100 (4): 981–1006

- Arezki, R., V. A. Ramey, and L. Sheng (2016): News shocks in open economies: Evidence from giant oil discoveries*. *The Quarterly Journal of Economics* 132 (1): 103–155
- Caselli, F. and G. Michaels (2013): Do oil windfalls improve living standards? evidence from brazil. *American Economic Journal: Applied Economics* 5 (1): 208–38
- Aragón, F. M. and J. P. Rud (2013): Natural resources and local communities: Evidence from a peruvian gold mine. *American Economic Journal: Economic Policy* 5 (2): 1–25
- Smith, B. (2015): The resource curse exorcised: Evidence from a panel of countries. *Journal of Development Economics* 116: 57–73
- Berman, N., M. Couttenier, and V. Girard (2023): Mineral resources and the salience of ethnic identities. *The Economic Journal* 133 (653): 1705–1737
- Toews, G. and P.-L. Vézina (2022): Resource discoveries, fdi bonanzas, and local multipliers: Evidence from mozambique. *The Review of Economics and Statistics* 104 (5): 1046–1058
- Gallego, J., S. Maldonado, and L. Trujillo (2020): From curse to blessing? institutional reform and resource booms in colombia. *Journal of Economic Behavior and Organization* 178: 174–193
- Barbier, E. B. (2020): Is green rural transformation possible in developing countries? *World Development* 131: 104,955
- Bazillier, R. and V. Girard (2020): The gold digger and the machine. evidence on the distributive effect of the artisanal and industrial gold rushes in burkina faso. *Journal of Development Economics* 143: 102,411
- Barbier, E. B. and J. C. Burgess (2019): Sustainable development goal indicators: Analyzing trade-offs and complementarities. *World Development* 122: 295–305
- Mamo, N., S. Bhattacharyya, and A. Moradi (2019): Intensive and extensive margins of mining and development: Evidence from sub-saharan africa. *Journal of Development Economics* 139: 28–49
- Mcguirk, E. and M. Burke (2020): The economic origins of conflict in africa. *Journal of Political Economy* 128 (10): 3940–3997
- Nunn, N. and D. Puga (2012): Ruggedness: The blessing of bad geography in africa. *Review of Economics and Statistics* 94 (1): 20–36
- Atangana Ondo, H. and B. Nyebe Andela (2023): Are natural resources a blessing or a curse for scientific and technical research in africa? *Resources Policy* 85: 103,759
- Gignoux, J. and M. Menéndez (2016): Benefit in the wake of disaster: Long-run effects of earthquakes on welfare in rural indonesia. *Journal of Development Economics* 118: 26–44
- Kahn, M. E. (2005): The death toll from natural disasters: The role of income, geography, and institutions. *The Review of Economics and Statistics* 87 (2): 271–284

Course Policies

Class Materials The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Attendance The University’s attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty.

Regular class participation is expected regardless of course modality. Participation includes in-person attendance, and engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Participation Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those, not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Academic Dishonesty Policy Cheating and plagiarism will not be tolerated. I strongly encourage you to review the University’s policies regarding academic honesty: [UT Dallas Syllabus Policies and Procedures, Academic Dishonesty](#).

The emergence of generative AI tools¹ (such as ChatGPT and DALL-E) has sparked large interest among many students and researchers. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing. Course assignments may use Generative AI tools if indicated in the syllabus. AI-generated content can only be presented as *your own work* with the instructor’s *written permission*. Include an acknowledgement of how generative AI has been used after your reference or Works Cited page. [TurnItIn](#) or other methods may be used to detect the use of AI. Under UTD rules about due process, referrals may be made to the Office of Community Standards and Conduct (OCSC). Inappropriate use of AI may result in penalties, including a 0 on an assignment.

Sickness If you have been **exposed**, have **symptoms** or are **positive**, note that if you have a serious illness or get very sick with COVID that prevents you from attending class, you will need to consider whether you can continue in this class or others. While I will help make course materials available, you must keep up with all course deadlines and exams and you are expected to attend this class in person. I will NOT asynchronously record class for those who cannot attend — you will need to get class notes from another student. With that being said, if you must miss class due to **COVID positivity or another illness** for one week, this will not be overwhelmingly detrimental to your grades as long as you do not miss an exam. See notes on excused absences as well in this syllabus.

¹“Generative AI is a broad term that refers to a type of artificial intelligence (AI) application that is designed to use a variety of machine learning algorithms to create new content (text, images, video, music, artwork, synthetic data, etc.) based on user input that was not explicitly programmed into the AI application. Generative AI systems are “trained” by using complex algorithms to learn from an existing large corpus of datasets (often consisting of millions of examples) and to analyze patterns, rules and statistical structures from the sample data to be used in generating new content that is similar in style and characteristics to the original training datasets.” (ASU, 2023, <https://provost.asu.edu/generative-ai>)

Resources for students

Accessibility Resources Accessibility Resource Center Accommodations: If you have a certified disability from UT Dallas OSA and are in need of accommodations for this class, please contact me ASAP via email and provide me a copy of your documentation so we may discuss how to best facilitate you in the course. It is very important for students with OSA accommodations to **give prior notice** to instructors of assessment accommodations, and I ask for a two-week notice in advance as a minimum so that I can make sure that you are fully accommodated.

Disabilities Policy Please find the disability policy here: <https://go.utdallas.edu/syllabus-policies>. It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the [AccessAbility Resource Center \(ARC\)](#) is required. If you are eligible to receive accommodation and would like to request it for this course, please discuss it with me and allow one-week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact ARC for a confidential discussion. ARC is located in the Administration Building, AD 2.224. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Sharing confidential information Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching associates/assistants and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy – UTDBP3102, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), the, a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-5202. Additional information and resources may be found at <https://www.utdallas.edu/institutional-initiatives/title-ix/resources/>.

Mental health services In addition, I am sensitive to the fact that there is great anxiety and mental health challenges that our students are facing with the ongoing changes brought upon by the current public health crisis regarding COVID-19. This is a gentle reminder that you have mental health services available to you on campus. Students who experience any distress from the sensitive class materials that are covered in this course are encouraged to seek self-care via the on-campus services provided:

- Student Counseling Center Phone: 972-883-2575 Location: Student Services Building SSB 4.600 (limited physical hours— call for an appointment) If needing support or in crisis, please call 24 hours per day 972-UTD-TALK, text “Home” to 741741

The Galerstein Gender Center has compiled a short list that might help support our womxn and LGBT+ campus communities at UT Dallas during this difficult time: <https://www.utdallas.edu/gendercenter/covid-19-resources/> In addition, the Galerstein Gender Center is here for all students who need help: email gendercenter@utdallas.edu if they can assist you.

Resources for student success UTD has a constellation of resources aimed at helping students. Please find them here: <https://go.utdallas.edu/academic-support-resources> or see the UTD Student Resource Guide 2023 on eLearning. One example is the [Graduation Help Desk](#) which supports undergraduate students, faculty and staff to develop solutions to complex academic *and* non-academic issues (online appointments or write to graduationhelpdesk@utdallas.edu). Have a look at the [Comet Cupboard](#) which is a UT Dallas food pantry initiative dedicated to helping students in need. Also, take notice of the [Student Counselling Center](#) (972-883-2575).

Further UT Dallas Syllabus Policies and Procedures The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.