# Economia dello sviluppo

## Prof. Lucia Corno

***OBIETTIVO DEL CORSO E RISULTATI DI APPRENDIMENTO ATTESI***

Il corso mira a fornire agli studenti gli strumenti di base teorici ed empirici per comprendere le determinanti della crescita economica e dello sviluppo economico. Il corso analizzerà i principali vincoli allo sviluppo, quali accumulazione di capitale umano e fisico (cioè istruzione, salute, accesso al credito, corruzione, norme sociali etc), così come le caratteristiche principali delle politiche di lotta alla povertà implementate dalle Organizzazioni Internazionali, come la Banca Mondiale. Il corso si propone di fornire strumenti teorici e analitici per (i) imparare a leggere articoli/documenti in economia dello sviluppo con uno sguardo critico e interpretare la letteratura in questo campo; (ii) comprendere i recenti dibattiti in economia dello sviluppo; (iii) sviluppare un pensiero critico sulle politiche pubbliche dei paesi in via di sviluppo; (iv) imparare le metodologie alla base della ricerca in economia nei paesi in via di sviluppo.

***PROGRAMMA DEL CORSO***

– Come misurare lo sviluppo economico?

– Come misurare l’efficacia dei programmi di sviluppo? RCTs e DID

– Istruzione

– Salute

– Il mercato della terra

– Il mercato del credito

– Le istituzioni

– Corruzione

– Conflitti

– Diversità etnica

– Media e sviluppo

– Norme sociali

– La famiglia

***BIBLIOGRAFIA***

\*Papers obbligatori

Libri

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Banerjee A., Duflo E, Poor Economics, Public Affairs 2011 (da ora BD)

*Topic 1: Come misurare lo sviluppo economico?*

Capitolo 2 and Capitolo 8 (fino 8.3) - DR

Capitolo 1-2 - BD

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*Topic 2: Come misurare l’efficacia dei programmi di sviluppo? RCTs e DID*

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\*Duflo, Glennerster and Kremer “Using Randomization in Development Economics Research: A Toolkit“, Chapter 1, 2.1., 2.2.

*Topic 3: Istruzione*

\*Capitolo 3 - BD

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\*Duflo Hanna, Ryan (2012), "Monitoring works: Getting teachers to come to school“

\*Duflo E, 2001. "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment," American Economic Review, American Economic Association, vol. 91(4), pages 795-813.

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*Topic 4: Salute*

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\*Miguel and Kremer, 2004 “Worms: identifying impacts on education and health in the presence of treatment externalities”, Econometrica, Vol. 72, No. 1 159–217

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*Topic 5: Il mercato della terra*

\*DR, ch. 12

\*Shaban, R. (1987), “Testing between competing models of sharecropping”, Journal of Political Economy, 95(5), reprinted in BU2, ch.5

\*Banerjee, A., P. Gertler and M. Ghatak (2002), “Empowerment and efficiency: Tenancy reform in West Bengal”, Journal of Political Economy, 110(2), 239-280.

\*Field, E. (2007), “Entitled to Work: Urban Property Rights and Labor Supply in Peru”, Quarterly Journal of Economics, 122(4), 1561–1602.

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*Topic 6: Il mercato del credito e la microfinanza*

\*Stiglitz, J. and A. Weiss (1981), “Credit rationing in markets with imperfect information”, American Economic Review, 71, 393-410.

\*Aleem, I. (1993), “Imperfect information, screening, and the costs of informal lending: A study of a rural credit market in Pakistan”, in K. Hoff, A. Braverman and J. Stiglitz (eds.), The Economics of Rural Organization, Oxford University Press.

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*Topic 7: Storia, sviluppo economico e il ruolo delle istituzioni*

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*Topic 8: Corruzione*

\*Olken B. (2007), “Monitoring Corruption: Evidence from a Field Experiment in Indonesia”, Journal of Political Economy, 2007, vol. 115, no. 2]

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*Topic 9: Conflitti*

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*Topic 10: Diversità etnica*

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*Topic 11: Media e sviluppo*

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\* La Ferrara, E., A. Chong, and S. Duryea (2012), “Soap Operas and Fertility: Evidence from Brazil.” American Economic Journal: Applied Economics, 4(4): 1-31

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*Topic 12: Norme sociali*

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***DIDATTICA DEL CORSO***

Lezioni frontali

***METODO E CRITERI DI VALUTAZIONE***

Esame finale. Non è prevista la prova parziale.

Il voto sarà composto per il 20% da una presentazione in inglese di un articolo nella reading list non segnato con \* e per l’80% da un esame scritto.

Il voto della presentazione sarà tenuto buono fino all’appello estivo (i.e. luglio).

Il voto dell’esame scritto varra’ per il 100% solo nell’appello di settembre.

***AVVERTENZE E PREREQUISITI***

È consigliata la conoscenza degli argomenti e degli strumenti di base della microeconomia, statistica e econometria.

Nel caso in cui la situazione sanitaria relativa alla pandemia di Covid-19 non dovesse consentire la didattica in presenza, sarà garantita l’erogazione dell’insegnamento in distance learning con modalità che verranno comunicate in tempo utile agli studenti

*Materiale*

Le slides e gli articoli verranno caricati sulla pagina personale del docente.