

2020 KOICA-KDIS

COURSE SYLLABUS

SAMPLE

**Trade and Industrial Policy
for Sustainable and Inclusive Growth**



KDI SCHOOL
KDI School of Public Policy and Management

THE CURRICULUM AND SYLLABUS PROVIDED ARE SUBJECT TO CHANGE

Analysis of Market and Public Policy (4)

<General Information>

Year	2019	Semester	Spring
Course Type	2 Classes / Week	Credits	3
Class Hours	Tue, Thu / 10:20 ~ 12:00	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Baek, Ji Sun	Email	jbaek@kdischool.ac.kr
Office	S341	Contact Number	044-550-1016
Office Hour	TBA	Con	Core

<Course Information>

Keyword	
Description	This course is an introduction to the microeconomic concepts and theories for public policy analysis. The primary goal is to achieve the understanding of economic agents' behaviors in the competitive markets which consists of the foundation underlying the demand and supply mechanisms. Market failures including monopolies, externalities, public goods and informational asymmetries will also be explored. While the major objective of the course is to provide students with basic tools for economic analysis, there will also be emphasis on application to public policy issue and we seek to apply the concepts discussed in this course to policy examples.
Evaluation	Class Participation (5%), one Report Assignment (15%), 4 quizzes (10%) Midterm (30%) and Final Exam (40%). See the attached document for the detail.
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.

Week	Course Description
Week 1	See the attached document for the detail
Week 2	See the attached document for the detail
Week 3	See the attached document for the detail

KDI SCHOOL OF PUBLIC POLICY AND MANAGEMENT

Spring 2019

ANALYSIS OF MARKET AND PUBLIC POLICY

Tuesdays and Thursdays: 10:20AM~12:00PM

Lecture Room: TBA

Instructor: Jisun Baek(room S341)

Tel: 044) 550-1016

jbaek@kdischool.ac.kr

Office Hour: TBA

Teaching Assistant: TEN, Gi Khan (ten.andrey@kdis.ac.kr) and TBA

Class Assistant: TBD

COURSE DESCRIPTION

This course is an introduction to the microeconomic concepts and theories for public policy analysis. The primary goal is to achieve the understanding of economic agents' behaviors in the competitive markets which consists of the foundation underlying the demand and supply mechanisms. Market failures including monopolies, externalities, public goods and informational asymmetries will also be explored. While the major objective of the course is to provide students with basic tools for economic analysis, there will also be emphasis on application to public policy issue and we seek to apply the concepts discussed in this course to policy examples.

TEXTBOOKS

Pindyck and Rubinfeld (2012) *Microeconomics*, 8th edition, Prentice Hall (hereafter PR)

The recommended textbook covers a broad range of topics in Microeconomics and examples. The lectures will mostly follow [PR], but the lecture notes provided during the class may contain additional examples.

Students wishing to see more examples and applications might want to see Perloff, *Microeconomics: Theory and Application with Calculus*, 2nd edition (Addison-Wesley, 2010). Another option is a free online textbook by McAfee titled introduction to Economics Analysis. (<http://www.mcafee.cc/Introecon/IEA.pdf>) Although technically McAfee book is an intro-level textbook, it presents material in a mathematically sophisticated manner that is similar to Perloff. Nicholson and Snyder, *Microeconomic Theory: Basic Principles and Extensions*, 11th edition (South-Western, 2012) can be considered as a bridge to more advanced level.

EVALUATION

The best way to learn microeconomic theory is to stay on top of it as you go along. The worst way is to cram the night before exams. The following weighting scale should encourage you to learn the material in the best way: Class Participations (5%), one Report Assignment (15%), 4 quizzes (10%) Midterm (30%) and Final Exam (40%).

Class Attendance

Please be on time. Arriving late disturbs other students.

If you are more than 10 minutes late, you are considered as being late, and three times being late will be considered as being absent once. If you are more than 30 minutes late, you are considered as being absent.

Report Assignment

The topic will be given via e-education. Your report must be typed and follow the given format. You must submit your report by **Friday of the week 11 (Apr. 26)**.

Quizzes

There will be 4 quizzes during the semester, and the quizzes will be worth 10% of your overall grade. The scores from each quiz will be standardized to have the mean of 60 and the standard deviation of 20. The overall quiz score will be calculated based on the average of the standardized scores from quizzes after dropping the lowest one.

All the quizzes will concentrate on the material presented in class and provided problem sets, and will take place ONLINE (via ekdis) for 30~60 minutes. Make-up quizzes will be arranged only in the cases of medical or family emergencies, proven by official documents. If a student misses a quiz without prior arrangement of make-up quiz, he or she will receive zero. The schedule of the quizzes is to be announced.

Midterm and Final Examination

On **Thursday of the week 6 (in class on Mar. 21)**, a midterm examination will take place in class. On **Thursday of the week 12 (in class on May 2)**, students will take a final exam. Both exams will be closed-book, in-class examinations. All the exams will concentrate on the material presented in class and provided problem sets. Make-up exams are available only in the cases of medical or family emergencies, proven by official documents.

COURSE OUTLINE

Throughout this course, you need basic knowledge on calculus including graphs and derivatives. Please check your understanding of calculus before the semester begins.

PART I: INTRODUCTION_

Week 1: Introduction to Economic Models

[PR] Chapter 1 Introduction/ Chapter 2 The Basic of Supply and Demand

PART II: CHOICE AND DEMAND

Week 2: Preferences and Utility Maximization

[PR] Chapter 3 Consumer Behavior

Week 3: Consumer Demand

[PR] Chapter 4 Individual and Market Demand

Week 4: Application of Welfare Programs

[PR] Chapter 4 Individual and Market Demand

Friedman, Lee S. (2002) *The Microeconomics of Public Policy Analysis*, Princeton University Press, p79-119

PART III: PRODUCTION AND SUPPLY

Week 5: Production and Cost Functions

[PR] Chapter 6 Production

[PR] Chapter 7 The Cost of Production

Week 6: Supply and Profit Maximization

[PR] Chapter 8 Profit Maximization and Competitive Supply

*Midterm Exam on Thursday Mar. 21

PART IV: COMPETITIVE MARKETS

Week 7-8: Partial Equilibrium and Applications

[PR] Chapter 9 The Analysis of Competitive Markets

PART V: NON-COMPETITIVE MARKETS AND MARKET FAILURE

Week 9-10: Market Failures

[PR] Chapter 10 Market Power: Monopoly and Monopsony

[PR] Chapter 17 Markets with Asymmetric Information

[PR] Chapter 18 Externalities and Public Goods

Weimer, David L. and Vining, Aidan R. (2011) *Policy Analysis: Concepts and Practice*, 5th ed., Longman, p71-112

Week 11: Reading Week

*We may have a make-up class. (Apr. 23)

*Friday: Deadline of the report assignment (Apr. 26)

Week 12: Final Exam

*Thursday, May 2

Quantitative Methods (1)

<General Information>

Year	2019	Semester	Fall
Course Type	2 Classes / Week	Credits	3
Class Hours	Mon, Wed / 14:30 ~ 16:10	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Kim, Dongseok	Email	dongseok@kdischool.ac.kr
Office	S338	Contact Number	044-550-1031
Office Hour	Monday and Wednesday 4:30-6 PM (tentative)	Con	Core

<Course Information>

Keyword	
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Description	<p>***** Welcome to Quantitative Methods course! *****</p> <p>The goal of this course is to provide fundamental knowledge and training in statistics and econometrics at introductory/intermediate level. The course will cover major issues in probability theory, statistical inference and introductory regression analysis.</p> <p>***** Welcome to Quantitative Methods course with Adaptive Learning! *****</p> <p>This course will utilize ALEKS system, an adaptive learning system by McGraw-Hill. Adaptive learning is a pedagogy which tries to deliver customized knowledge based on individual students' knowledge level and learning demand using artificial intelligence algorithm. The concept of adaptive learning was first introduced in 1970s, but rapid development of ICT, in particular, of artificial intelligence, in recent years enabled wide application of adaptive learning in classrooms and industries.</p> <p>The core of adaptive learning system is to accurately assess the knowledge level of students as quickly and objectively as possible, which heavily depends on computer science, artificial intelligence, big data, psychometrics, psychology, brain science, etc. The system also provides instructors with rich information regarding individual students' knowledge level and progress in real time so that the instructor can fine-tune the contents and progress of the course and provide customized learning, so that the amount of learning can be maximized. Another important advantage of adaptive learning pedagogy is that students can follow the course at her or his own pace!</p> <p>***** Welcome to Quantitative Methods course with ALEKS! *****</p> <p>ALEKS (Assessment and LEarning in Knowledge Spaces) is a commercial version of adaptive learning system provided by McGraw-Hill. It was initially developed at UC Irvine in 1994 with support from National Science Foundation, and was acquired by McGraw-Hill in 2013.</p> <p>ALEKS provides wide range of courses in mathematics, statistics, and science at various levels. Each course consists of a number of topics, and each topic consists of (around 10) questions and supporting materials. The questions in each topic are composed in such a way that not only the student's knowledge level can be assessed as quickly and accurately as possible, but also students can better and more clearly understand the course material.</p> <p>***** Excellent Supporting Materials of ALEKS *****</p> <p>ALEKS also provides excellent and helpful supporting materials such as</p> <ul style="list-style-type: none"> - context-sensitive video clips: you can view the video clips on the topic you are working on. - context-sensitive e-textbook: you can view the section of the textbook on the topic you are working on. (Actually, you can view the entire textbook for free inside ALEKS!)
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Description	<ul style="list-style-type: none"> - very convenient calculator specialized for statistics - glossary: you can find the explanation of mathematical and statistical concepts and terminologies. - dictionary of important formulas - message center: you can send e-mails to the instructor from inside ALEKS. (You can easily insert various mathematical and statistical notations and even graphs in e-mails!) - printing: you can print questions and supporting materials so that you can bring them with you. - solutions: solution to the question you could not solve <p>***** Flow of the course *****</p> <p>Each student is supposed to take the Initial Knowledge Check at the beginning of the course. It is kind of a placement test to determine how much of the course material you already know.</p> <p>The course consists of conventional lectures in the classroom. You are supposed to attend lectures and then to enter ALEKS and solve the questions related with the topics covered in the lectures, by 11:59 pm on Sunday in the same week. (The questions you will be asked to solve depend on your performance on the initial knowledge check and subsequent topics.)</p> <p>The instructor's module in ALEKS provides the instructor and the TAs with detailed information as to the students' progress and performance on each topic. This information will be used in fine-tuning the lectures and in providing customized TA sessions in the next week.</p>
Evaluation	<p>[05%] Attendance [25%] Progress in ALEKS [20%] Problem Sets [50%] Final Exam</p> <p>(subject to minor changes)</p>
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	<p>(The weekly schedule below is subject to minor changes.)Introduction to StatisticsDescriptive Statistics*****First class on Monday September 2nd will be held in the Computer Lab, next to the library on the 3rd floor.*****</p>
Week 2	ProbabilityDiscrete Probability Distribution
Week 3	Continuous Probability DistributionSampling
Week 4	Point EstimationInterval Estimation
Week 5	Hypothesis Test
Week 6	Hypothesis Test (continued)

Week	Course Description
Week 7	Analysis of Variance
Week 8	CorrelationSimple Regression Analysis
Week 9	Simple Regression Analysis (continued)Multiple Regression Analysis
Week 10	Multiple Regression Analysis (continued)
Week 11	Reading Period (No class)
Week 12	Final Exam

<Additional Information>

Text Book	<p>The following is the textbook of this course.</p> <p>Allan G. Bluman, Elementary Statistics: A Step By Step Approach, 10th Edition, McGraw-Hill.</p> <p>The textbook will be on reserve at the school library. Also, you can view the electronic version of the textbook inside ALEKS.</p>
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KDI SCHOOL OF PUBLIC POLICY AND MANAGEMENT

Fall 2020

Trade and industrial policy for the 21st Century

Lecture hours: Mondays 19:00 ~ 22:30

Lecture Room: TBA

Instructor: Siwook LEE

E-mail: siwook@kdischool.ac.kr

COURSE DESCRIPTION

This course is an introductory for Trade and Industrial (TI) Policy Concentration. It is designed to provide comprehensive understandings of the current trade-related issues in the global economy, especially from the development perspectives. This course reviews the theoretical basis of trade and industrial policy and the empirical evidence concerning its role and effectiveness in economic development. In particular, we will extensively examine the rapid changes in the world economic environment due to the acceleration of globalization - including the rising income inequality, global value chains and emigration – and extract major policy implications for economic development. Special emphasis will be given to the role of trade in economic growth and income inequality.

GRADING

Class Participation	20%
Group Presentation	30%
Final Exam	50%

Make-up exams are available only in the cases of medical or family emergencies, proven by an official document.

PREREQUISITE

Analysis of Market and Public Policy

COURSE OUTLINE AND READING LIST

While there is no specific textbook for this course, students are strongly encouraged to complete required readings prior to each class (Required readings are denoted with an asterisk(*) on the reading list below).

Week 1 Course Overview

- *Rodrik, D. (2008), *The Death of the Globalization Consensus*, Policy Innovations
(<http://www.policyinnovations.org/ideas/commentary/data/000072>)
- Wade, R.H. (2009), "Is the Globalization Consensus Dead?" *Antipode* 41(Suppl. 1), pp.142-165.

Week 2 Globalization and the World Economy

- *Bordo, M.D.(2002), *Globalization in Historical Perspective*
(<http://econweb.rutgers.edu/bordo/nabe.pdf>)
- O'Rourke, K.H. and J.G. Williamson (2000), "When Did Globalization begin?," NBER Working Paper No.7632.
- Baldwin, R.E. and P. Martin (1999), "Two Waves of Globalization: Superficial Similarities, Fundamental Differences," NBER Working Paper No.6904.
- Lindert, P.H. and J. G. Williamson (2003), "Does Globalization Make the World More Unequal?," Bordo, M.D. et al. (Eds), *Globalization in Historical Perspective*, University of Chicago Press.
- WTO (2019), *World Trade Statistical Review* 2019.
- WTO, *World Trade Report*, various issues.

Week 3 Industrial Policy: Basic Concepts and Historical Evolution

- *Wade, R.H. (2009), "Rethinking Industrial Policy for Low Income Countries," *African Development Review* 21(2), pp.352-366.
- Aiginger, K. (2007), "Industrial Policy: A Dying Breed or a Re-emerging Phoenix," *Journal*

of Industry, Competition and Trade 7(3-4), pp.292-323.

Rodrik, D. (2004), "Industrial Policy for the Twenty-First Century," mimeo.

Rodrik, D. (2010), "Diagnostics before Prescription," *Journal of Economic Perspectives* 24(3), pp. 33-44.

Felipe, J. et al. (2011), "Rethinking the Growth Diagnostics Approach: Questions from the Practitioners," *Journal of International Commerce, Economics and Policy* 2(2), pp.251-276.

Week 4 Industrial Policy: Lessons from Korean Experience

*Westphal, L.E. (1990), "Industrial Policy in an Export- Propelled Economy: Lessons from South Korea's Experience," *Journal of Economic Perspectives* 4(3), pp. 41-59.

Mah, J.S. (2007), "Industrial Policy and Economic Development: Korea's Experience," *Journal of Economic Issues* 41(1), pp.77-92.

Hong, W. (1987), "Export-oriented Growth of Korea: A Possible Path to Advanced Economy," *Seminar Paper No.382*, Institute for International Economic Studies.

Week 5 Export Diversification and Economic Development

Hidalgo, C.A. et al. (2007), "The product space conditions the development of nations," *Science* 317(5837), pp. 482-487.

Cadot, O. et al. (2011), "Export Diversification: What's Behind the Hump?" *Review of Economics & Statistics* 93, pp.590-605.

Lederman, D. and W.F. Maloney (2007; eds), *Natural Resources, Neither Curse Nor Destiny*, the Stanford University Press.

Belloc, M. and M. Di Maio (2011), "Survey of the literature on successful strategies and practices for export promotion by developing countries," *Working Paper 11/0248*, International Growth Center.

Week 6 Trade Liberalization and Economic Growth

*Singh, T. (2010), "Does International Trade Cause Economic Growth? A Survey," *The World Economy* 33(11), pp.1517-1564.

López, R.A. (2005), "Trade and Growth: Reconciling the Macroeconomic and Microeconomic Evidence," *Journal of Economic Surveys* 19(4), pp. 623-648.

Wagner, J. (2007), "Exports and Productivity: A survey of the evidence from firm level

data,” *The World Economy* 30(1), pp. 60-82.

Week 7 Global Value Chains and FDI

*Timmer, M.P. et al. (2014), “Slicing Up Global Value Chains,” *Journal of Economic Perspectives* 28(2), pp. 99-118.

Johnson, R.C. (2014), “Five Facts about Value-Added Exports and Implications for Macroeconomics and Trade Research,” *Journal of Economic Perspectives* 28(2), pp. 119-142.

Athukorala, P. (2010), “Production Networks and Trade Patterns in East Asia: Regionalization or Globalization?” *ADB Working Paper Series on Regional Economic Integration No.56*, Asian Development Bank.

Farole, T. and G. Akinci (2011; eds), *Special Economic Zones: Progress, Emerging Challenges, and Future Directions*, the World Bank.

Week 8 Tertiarization and Service Liberalization: The Case of Korea

*Francois, J. and B. Hoekman (2010), “Services Trade and Policy,” *Journal of Economic Literature*, Vol. 48, No. 3, pp. 642-692.

Jones, R. S. (2009), “Boosting Productivity in Korea's Service Sector”, *OECD Economics Department Working Papers*, No. 673.

Week 9 Globalization, Migration and Income Inequality

*Alvaredo, F. et al. (2013), “The Top 1 Percent in International and Historical Perspective,” *Journal of Economic Perspectives* 27(3), pp. 3-20.

Banerjee, A.V. and E. Duflo (2008), “What is Middle Class about the Middle Classes around the World?” *Journal of Economic Perspectives* 22(2), pp. 3-28.

Haskel, J. et al. (2012), “Globalization and U.S. Wages: Modifying Classic Theory to Explain Recent Facts,” *Journal of Economic Perspectives* 26(2), pp. 119-140.

Freeman, R.B. (2006), “People Flows in Globalization,” *Journal of Economic Perspectives* 20(2), pp. 145-170.

Yang, D. (2011), “Migrant Remittances,” *Journal of Economic Perspectives* 25(3), pp. 129-152.

Gibson, J. and D. McKenzie (2011), “Eight Questions about Brain Drain,” *Journal of Economic Perspectives* 25(3), pp. 107-128.

Week 10 Foreign Aid and Economic Development

*Easterly, W. and T. Pfitze (2008), “Where Does the Money Go? Best and Worst Practices in Foreign Aid,” *Journal of Economic Perspectives* 22(2), pp. 29-52.

E. Paul (2006), “A Survey of the Theoretical Economic Literature on Foreign Aid,” *Asian-Pacific Economic Literature*, May 2006.

Week 11 Study Week (No Class) or Make-up Class

Week 12 Final Exam

KDI SCHOOL OF PUBLIC POLICY AND MANAGEMENT

Fall 2020

Analytic Methods for Trade and Industrial Policy

Lecture hours: TBA

Lecture Room: TBA

Instructor: Siwook LEE

E-mail: siwook@kdischool.ac.kr

Office Hours: TBA

COURSE DESCRIPTION

This course is designed to enhance the knowledge of quantitative economic methods and data sources for trade and industrial policy analysis and thus to stimulate evidence-based policy making in the public sector. The course reviews various analytical techniques and the data requirement for analysis and provides opportunity to pursue illustrative applications and exercises on trade and industrial issues. By covering the most widely used approaches for trade and industrial policy analysis, this course aims to improve students' ability to compare different methodologies and to select the best-suited to address the issues in concern.

GRADING

Class Participation	20%
Exercise Assignments	40%
Final Exam	40%

Make-up exams are available only in the cases of medical or family emergencies, proven by an official document.

PREREQUISITE

Quantitative Methods (QM)

TEXTBOOKS

WTO (2012), *A Practical Guide to Trade Policy Analysis*.

This textbook not only provides detailed explanations of analytical techniques but also a comprehensive guide for data requirements necessary to undertake analysis, along with practical datasets and program files (STATA format). The textbook, datasets and application files are all downloadable at <https://vi.unctad.org/tpa/web/vol1/vol1home.html>).

UNCTAD (2016), *Structural Transformation and Industrial Policy*.

This textbook explores the linkages between structural transformation and economic growth and the role of industrial policy stimulating them. It offers a baseline theoretical framework and the empirical tools needed to examine structural transformation and industrial policy. It is freely downloadable at <https://vi.unctad.org/stind/indpolfull.pdf>.

OTHER READING MATERIALS

Baum, C. F. (2011), Introduction to STATA (<http://fmwww.bc.edu/GStat/docs/StataIntro.pdf>)

OECD (2001), Measuring Productivity: Measurement of Aggregate and Industry-level Productivity Growth (<http://www.oecd.org/sdd/productivity-stats/2352458.pdf>).

Singh H.V. et al. (2018), Product Space Analysis and Industrial Policy (<https://www.brookings.edu/wp-content/uploads/2018/08/Product-Space-Analysis-and-Industrial-Policy.pdf>)

United Nations (2018), Handbook on Supply, Use and Input-Output Tables with Extensions and Applications (https://unstats.un.org/unsd/nationalaccount/docs/SUT_IOT_HB_wc.pdf)

UNCTAD (2018), Trade Policy Frameworks for Developing Countries: A Manual of Best Practices (https://unctad.org/en/PublicationsLibrary/ditctncd2017d5_en.pdf)

USEFUL DATA SOURCES

Students could get some useful information on publications and basic economic data from

following sources:

World Trade Organization (www.wto.org)

The World Bank (www.worldbank.org)

International Monetary Fund (www.imf.org)

Organization for Economic Cooperation and Development (www.oecd.org)

United Nations Industry and Development Organization (www.unido.org)

United Nations Conference on Trade and Development (www.unctad.org)

U.S. International Trade Commission (www.usitc.gov)

U.S. Trade Representative's Office (www.ustr.gov)

COURSE OUTLINE

Week 1 Course Overview and Introduction to STATA

Week 2 Productivity Analysis

Week 3 Input-Output Analysis

Week 4 Indicators for Trade Policy Analysis

Week 5 Product Space Analysis

Week 6 Gravity Analysis

Week 7 Analysis on Global Value Chains

Week 8 Practice Session I: Productivity and Economic Growth

Week 9 Practice Session II: Determinants of International Trade

Week 10 Practice Session III: Distributional Effects of Trade Policies

Week 11 Study Week (No Class)or Make-up Class

Week 12 Final Exam

Productivity and Economic Growth

<General Information>

Year	2019	Semester	Spring
Course Type	2 Classes / Week	Credits	3
Class Hours	Mon, Wed / 10:20 ~ 12:00	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	No

<Lecture Information>

Professor	Kim, Dongseok	Email	dongseok@kdischool.ac.kr
Office	S338	Contact Number	Office 044-550-1031, Mobile 010-5235-7091
Office Hour	Mon, Wed / 13:30 ~ 15:00 (tentative)	Con	SD

<Course Information>

Keyword	
Description	<p>The purpose of this course is to expose the participants to recent development in the fields of economic growth and productivity measurement, and to provide hands-on experience in empirical study in these fields.</p> <p>Economic growth has become one of the most popular and important fields in economics and related social sciences in recent decades, although the field has a much longer history. The first half of this course will provide a review of major developments in this field. The second half will concentrate on the measurement of productivity, around which empirical researches in economic growth are centered. Various definitions of productivity and empirical methods to measure them will be covered. Various methods of growth accounting, or, accounting for economic growth, will also be covered in the second half of the course.</p> <p>The target audience of this course are those interested in empirical studies and/or policy researches, rather than in theoretic analysis, such as early- or mid-level government officials, researchers in think tanks, graduate students majoring in related fields, and so on. This course will try to cover the issues with minimum mathematics so that those without strong background in economics and mathematics can take the course.</p>
Evaluation	Final grades will be determined based on class participation (5%), three problem sets (35%) and a final exam (60%, open-book). There will be no mid-term exam. Problem sets will be given out during the course, and students are required to answer the questions individually (not in groups) in their own writing.

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	Introduction
Week 2	Solow Model
Week 3	Population and Economic Growth
Week 4	Capital Accumulation
Week 5	Technology
Week 6	Productivity I
Week 7	Productivity II
Week 8	Productivity III
Week 9	Growth Accounting
Week 10	Special Issues I
Week 11	Reading Period
Week 12	Final Exam

〈Additional Information〉

Text Book	Weil, David N., Economic Growth, 3rd Edition, Routledge, 2013.
Course Requirements (Pre-requisites)	<p>This course is self-contained, and no prerequisite courses are required to take this course. However, a course in Principles of Economics would be helpful although not required.</p> <p>This course requires knowledge of elementary calculus, which will be covered in the course. Basic knowledge of Microsoft Excel will be helpful, which also will be covered in the course.</p>
Readings	<p>We will use a number of literature, in addition to Weil's textbook, for the second half of the course. OECD's manuals on the measurement of productivity and on the measurement of capital stock, and classic works on growth accounting will be used.</p> <p>OECD, Measuring productivity: OECD Manual - Measurement of Aggregate and Industry-Level productivity Growth, 2001. OECD, Measuring Capital: OECD Manual, Second Edition, 2009.</p>

Industrialization and Economic Development

<General Information>

Year	2019	Semester	Spring
Course Type	1 Class / Week	Credits	3
Class Hours	Sat / 09:00 ~ 12:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	No

<Lecture Information>

Professor	Ahn, Sanghoon	Email	ahn@kdi.re.kr
Office	TBD	Contact Number	044-550-4770
Office Hour	TBD	Con	TI, SD

<Course Information>

Keyword	economic development economic growth industrialization
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Description	<p>“Industrialization” is a process in which a society or country transforms itself from a primarily agricultural society into one based on manufacturing and services. This transformation has been accompanied by factory production, division of labor, concentration of industries and population in certain geographical areas, and urbanization. Changes that took place in Britain during the Industrial Revolution of the late 18th and 19th centuries provided a prototype for the early industrializing nations of Western Europe and North America. More recently, a number of countries formerly classified as less developed are becoming rapidly industrialized. In the 1970s and 1980s, “newly-industrialized economies (NIEs)” including Hong Kong, South Korea, Singapore, and Taiwan underwent rapid industrial growth, attracting significant financial investment, and they are now associated with high-technology industries. In addition, a growing number of countries including Thailand, China, and Malaysia have been classified as newly industrializing countries.</p> <p>The advent of a new industrial revolution is upon us. History reveals that the first industrial revolution arrived with steam engines and railways while the second replaced steam with electricity to enable mass production, and the third brought us into the Information Age. Now, the foundations of industry as we know it are once again being reshaped as the rapid emergence and dissemination of computers, the internet and mobile phones empower the integration and fusion of ICT and conventional industries. Digital information will become the driving force of the fourth industrial revolution and a key to competitiveness. Companies can now conquer entire markets by securing big data to create new business opportunities and minimize risks. Moreover, the competition between global platform leaders to dominate the industrial ecosystem is becoming increasingly fierce.</p> <p>This course aims to provide a theoretical and empirical overview on industrial transformation and economic development, with a focus on various policy issues. The course begins with a brief review of macro- and micro-economic approaches to economic growth and globalization. A special emphasis is given to policy influences and responses to industrialization and the “4th industrial revolution”. In its main part, the course closely examines major policy issues related with investment, innovation, and competition, based on empirical evidence from Korea and other countries.</p>
Evaluation	Course grades will be determined on the basis of class participation (10%), a mid-term examination (30%), group presentation (20%) and a final examination (40%).
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	- Overview: Industrialization and Economic Development- Industrialization and Economic Development in Korea
Week 2	- Culture, Geography, and Institutions- A Tale of Two Cities
Week 3	- What Makes a Country Grow?- Theories of Economic Growth
Week 4	- Why Do We Trade?- Theories of International Trade
Week 5	- Making a Miracle- Inclusive Growth
Week 6	- From Imitation to Innovation- Technological Learning and Industrialization

Week	Course Description
Week 7	- Picking Winners?- Industrial Policy
Week 8	- Doing Business- Regulatory Reform
Week 9	- Group Project Presentation I
Week 10	- Group Project Presentation II
Week 11	Reading Week
Week 12	Final Exam

<Additional Information>

Industrial Policy and International Trade Regulation

<General Information>

Year	2019	Semester	Summer
Course Type	12 weeks	Credits	3
Class Hours	Sat / 09:00 ~ 12:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Shadikhodjaev, Sherzod	Email	sherzod1@kdischool.ac.kr
Office	S-340	Contact Number	044-550-1113
Office Hour	by appointment only	Con	TI, ID

<Course Information>

Keyword	
Description	<p>In pursuing their industrial policy goals, countries tend to use various trade instruments. For instance, in order to protect domestic producers, they regulate market access to imported goods through tariff and non-tariff measures - such as customs duties, quotas, import licenses, etc. - as well as trade defense measures, such as safeguards, anti-dumping or countervailing duties. Apart from these protective measures, they also use various tools - such as subsidies - to nurture new sectors or further develop existing industries. Virtually all of these trade instruments are subject to both multilateral trade rules (WTO disciplines), as well as regional (preferential) trade agreements (RTAs or PTAs).</p> <p>This course intends to provide both theoretical and practical knowledge on critical topics of industrial policy and trade, such as market access regulation, subsidies, green-growth related issues, special economic zones, raw materials/energy issues, investment and others. Throughout this course, we will refer to concrete examples and cases from national practices, relevant rules, and WTO/RTA cases.</p>
Evaluation	<p>Final grades will be determined on the basis of the following criteria:</p> <ul style="list-style-type: none"> • Class participation: 20% (10% for class attendance & 10% for participation in class discussions) • Team Work: 30% • Final exam: 50% <p>* About 50% of students may get scores within the range of “A” and “A-” .</p>

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	<p>Border Measures and Industrial Policy Scope: • Introduction to WTO & RTAs; trade liberalization, import duties, quantitative restrictions, customs administration etc. Readings: Legal Texts: Marrakesh Agreement Establishing the World Trade Organization; General Agreement on Tariffs and Trade (GATT); Rules of Origin, http://www.wto.org/english/docs_e/legal_e/legal_e.htm WTO Secretariat, Understanding the WTO, 5th ed (2011): Chapter 1 ('Basics') http://www.wto.org/english/thewto_e/whatis_e/tif_e/understanding_e.pdf</p>
Week 2	<p>Non-tariff Measures and Industrial Policy Scope: • Fiscal measures, import licenses, technical standards etc. Readings: Legal Texts: Import Licensing; Technical Barriers to Trade, http://www.wto.org/english/docs_e/legal_e/legal_e.htm World Trade Report 2012, 'Trade and Public Policies: A Closer Look at Non-Tariff Measures in the 21st Century', http://www.wto.org/english/res_e/booksp_e/anrep_e/world_trade_report12_e.pdf</p>
Week 3	<p>Promotion of Domestic Industry Scope: • Role of subsidies in industrial development, definition, forms and types of subsidies etc. Readings: Legal Texts: Subsidies and Countervailing Measures, http://www.wto.org/english/docs_e/legal_e/legal_e.htm World Trade Report 2006, 'Exploring the Links between Subsidies, Trade and the WTO', http://www.wto.org/english/res_e/booksp_e/anrep_e/world_trade_report06_e.pdf</p>
Week 4	<p>Protection of Domestic Industry Scope: • Protection of local producers through anti-dumping, countervailing and safeguard measures Readings: Legal Texts: Anti-dumping (Article VI of GATT 1994), Subsidies and Countervailing Measures, and Safeguards, http://www.wto.org/english/docs_e/legal_e/legal_e.htm US ITC, Antidumping and Countervailing Duty Handbook, 2008, http://www.usitc.gov/trade_remedy/documents/handbook.pdf</p>
Week 5	<p>'Greening' Industrial Policy Scope: • Green growth and industrial policy, carbon reduction measures, climate change and trade-related issues etc. Readings: WTO-UNEP Report, 'Trade and Climate Change', 2009, http://www.wto.org/english/res_e/booksp_e/trade_climate_change_e.pdf Sherzod Shadikhodjaev, 'First WTO Judicial Review of Climate Change Subsidy Issues', American Journal of International Law, Vol. 107, No. 4 (2013) Sherzod Shadikhodjaev, 'Renewable Energy and Government Support: Time to "Green" the SCM Agreement?', World Trade Review, Vol. 14, No. 3 (2015)</p>
Week 6	<p>Free (Special) Economic Zones (FEZs) Scope: • FEZs and industrial policy, definitions, world practice and trade rules, etc. Readings: Sherzod Shadikhodjaev, 'International Regulation of Free Zones: An Analysis of Multilateral Customs and Trade Rules', World Trade Review, Vol. 10, No. 2 (2011) Michael Engman, Osamu Onodera and Enrico Pinali, 'Export Processing Zones: Past and Future Role in Trade and Development', OECD Trade Policy Working Paper No. 53, TD/TC/WP(2006)39/FINAL (23 May 2007).</p>

Week	Course Description
Week 7	Natural Resources and Industrial Policy Scope: • Natural resources, energy (oil, gas etc.), export restrictions, promotion of downstream production etc. Readings: World Trade Report 2010, 'Trade in Natural Resources', http://www.wto.org/english/res_e/booksp_e/anrep_e/world_trade_report10_e.pdf Julia Ya Qin, 'Reforming WTO Discipline on Export Duties: Sovereignty over Natural Resources, Economic Development and Environmental Protection', Journal of World Trade, Vol. 46, No. 5 (2012) Sherzod Shadikhodjaev, "Russia and Energy Issues under the WTO System", Journal of World Trade, Vol. 50, No. 4 (2016)
Week 8	Investment and Industrial Policy Scope: • Investment measures and trade rules, bilateral investment treaties (BITs) etc. Readings: Legal Texts: Trade-Related Investment Measures, http://www.wto.org/english/docs_e/legal_e/legal_e.htm WTO, 'Technical Information on Trade and Investment', http://www.wto.org/english/tratop_e/invest_e/invest_info_e.htm Asian Development Bank, 'How to Design, Negotiate, and Implement a Free Trade Agreement in Asia', 2008, pp. 75-83 ('Investment'), http://www.adb.org/sites/default/files/pub/2008/FTA.pdf
Week 9	Team Work Group presentations and discussions on specific topics of industrial policy, such as, for instance, East Asian industrial development policies, local-content requirements (localization policy) and digital trade (e-commerce).
Week 10	Team Work Group presentations and discussions on specific topics of industrial policy, such as, for instance, East Asian industrial development policies, local-content requirements (localization policy) and digital trade (e-commerce).
Week 11	Reading Period
Week 12	Final Exam

<Additional Information>

Text Book	<p>Recommended literature</p> <ul style="list-style-type: none"> • Sherzod Shadikhodjaev, Industrial Policy and the World Trade Organization: Between Legal Constraints and Flexibilities, Cambridge University Press, 2018 • Michael Trebilcock, Robert Howse and Antonia Eliason, The Regulation of International Trade, 4th edition, Routledge, 2013 • Petros C. Mavroidis, Trade in Goods, 2nd edition, Oxford University Press, 2012
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Readings	<p>Reading materials are available online, or will otherwise be provided in electronic files. Legal texts in ‘Readings’ in the Course Outline below refer to specific trade rules. In order to better understand the contents of each lecture, students are strongly advised to pre-read these rules, or at least their summaries both of which are accessible online. As for RTAs, we will refer to common patterns of provisions which can be found in e.g. Korea, US, EU, ASEAN and other countries’ RTAs.</p> <p>Recommended literature</p> <ul style="list-style-type: none"> • Sherzod Shadikhodjaev, Industrial Policy and the World Trade Organization: Between Legal Constraints and Flexibilities, Cambridge University Press, 2018 • Michael Trebilcock, Robert Howse and Antonia Eliason, The Regulation of International Trade, 4th edition, Routledge, 2013 • Petros C. Mavroidis, Trade in Goods, 2nd edition, Oxford University Press, 2012 <p>Main Web-Resources for Students’ Reference:</p> <ul style="list-style-type: none"> • World Trade Organization, http://www.wto.org • WorldTradeLaw.net, The Online Source for World Trade Law (WTO Dispute Settlement Commentaries etc.), http://www.worldtradelaw.net • WTO Database on RTAs (RTA-IS), http://rtais.wto.org/UI/PublicMaintainRTAHome.aspx • HeinOnline, Legal Research Database, http://heinonline.org/HOL/Welcome • K-Developedia, Online Database on Korea’s Socioeconomic Development including Trade Policy, https://www.kdevelopedia.org
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Theory and Policy of International Trade

<General Information>

Year	2019	Semester	Summer
Course Type	1st (6 weeks)	Credits	3
Class Hours	Mon, Wed / 14:30 ~ 18:00	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	No

<Lecture Information>

Professor	Tabakis, Chrysostomos	Email	ctabakis@kdischool.ac.kr
Office	S432	Contact Number	044-550-1024
Office Hour	Wednesday 18:00~19:00, or by appointment	Con	TI, ID

<Course Information>

Keyword	Globalization Trade policy Trade theory
Description	This is an introductory course on international trade. The main objective of this course is to provide students with a basic understanding of international trade theory and international trade policy. The following four themes will be covered: (i) the pattern of trade; (ii) the gains from trade; (iii) protectionism; and (iv) multilateral trade cooperation. Throughout the course, students will be exposed to numerous case studies. In addition, they will be presented with challenging problems so that they thoroughly grasp the concepts and theories analyzed in class.
Evaluation	Final grades will be determined on the basis of class participation (10%), a midterm examination (40%), and a final examination (50%). An A will be awarded to the top 20% of the class, while an A- will be awarded to the next 30% of the students. The rest of the class will be awarded a B+ or a lower grade.
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here .

Week	Course Description
Week 1	i) Introduction ii) An Overview of World Trade iii) The Ricardian Model

Week	Course Description
Week 2	i) The Specific Factors ModelCase Studies: a) Trade and Unemployment; b) Wage Convergence in the Age of Mass Migrationii) The Heckscher-Ohlin ModelCase Studies: a) North-South Trade and Income Inequality; b) Skill-Biased Technological Change and Income Inequalityiii) The Standard Trade ModelCase Study: Has the Growth of Newly Industrializing Countries Hurt Advanced Nations?
Week 3	i) External Economies of Scale and International Tradeii) Midterm Examination (May 29th)
Week 4	i) Firms in the Global EconomyCase Studies: a) The Emergence of the Turkish Automotive Industry; b) Antidumping as Protectionism; c) Patterns of Foreign Direct Investment Flows Around the World; d) Shipping Jobs Overseas? Offshoring and Unemployment in the United Statesii) The Instruments of Trade PolicyCase Studies: a) Europe's Common Agricultural Policy; b) An Import Quota in Practice: U.S. Sugar; c) A Voluntary Export Restraint in Practice: Japanese Autos
Week 5	i) The Political Economy of Trade PolicyCase Studies: a) The Gains from 1992; b) Trade Diversion in South Americaii) Trade Policy in Developing CountriesCase Study: Mexico Abandons Import-Substituting Industrializationiii) Controversies in Trade PolicyCase Studies: a) When the Chips Were Up; b) A Tragedy in Bangladesh
Week 6	Final Examination (June 19th)

<Additional Information>

Text Book	Paul R. Krugman, Maurice Obstfeld, and Marc J. Melitz (2015) International Economics: Theory & Policy, 10th edition (Global Edition), Pearson
Readings	Please see course syllabus.

Trade Law and Policy in Practice

<General Information>

Year	2019	Semester	Summer
Course Type	12 weeks	Credits	3
Class Hours	Wed / 19:00 ~ 22:30	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Shadikhodjaev, Sherzod	Email	sherzod1@kdischool.ac.kr
Office	S-340	Contact Number	(044) 550-1113
Office Hour	by appointment only	Con	TI, ID

<Course Information>

Keyword	
Description	<p>Trade is a collective term for imports and exports of goods and services. Trade creates jobs, contributes to the economic growth of every country, and promotes international economic cooperation. In many cases, certain governmental measures - be it tariff or non-tariff restrictions, protectionist actions and etc. - may affect other countries' interests. This induces governments to negotiate international agreements with a view to balancing various concerns surrounding trade and related areas. International trade law and policies are regulated at a global, regional or bilateral level.</p> <p>This course intends to provide students with better understanding of basic issues dealt with, at a global level, in the rules administered by the World Trade Organization (WTO). The course is designed for both students who have already taken closely-related disciplines on trade and industrial policy and those who are new in this field.</p> <p>This course aims to adopt a balanced approach in order to take into account the needs and interests of both groups of students - with good and bad (or no) knowledge of this subject. In overall, this is essentially a practical and case-study-oriented course.</p>
Evaluation	<p>Final grades will be determined on the basis of the following criteria:</p> <ul style="list-style-type: none"> • Class participation: 20% (10% for class attendance & 10% for participation in class discussions) • Team work: 30% • Final exam: 50% <p>* About 50% of students may get scores within the range of "A" and "A-".</p>

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	<p>Introduction to International Trade Law & Policy Scope • Overview of WTO law and policy: history, structure, legal status, etc. Readings Legal Text: Marrakesh Agreement Establishing the World Trade Organization, http://www.wto.org/english/docs_e/legal_e/legal_e.htm WTO Secretariat, Understanding the WTO, 5th ed (2011): Chapter 1 ('Basics') http://www.wto.org/english/thewto_e/whatis_e/tif_e/understanding_e.pdf Andrew T. Guzman and Joost H.B. Pauwelyn, International Trade Law, Aspen Publishers, 2009: Chapter 4 ('The WTO: History and Structure')</p>
Week 2	<p>Resolution of Trade Disputes Scope • WTO dispute settlement system, retaliation, compensation, transparency etc. Readings Legal Text: Dispute Settlement Understanding, http://www.wto.org/english/docs_e/legal_e/legal_e.htm WTO Secretariat, Understanding the WTO, 5th ed (2011): Chapter 3 ('Settling Disputes') http://www.wto.org/english/thewto_e/whatis_e/tif_e/understanding_e.pdf Andrew T. Guzman and Joost H.B. Pauwelyn, International Trade Law, Aspen Publishers, 2009: Chapter 6 ('Special Topics in WTO Dispute Settlement') Sherzod Shadikhodjaev, Retaliation in the WTO Dispute Settlement System, The Netherlands: Kluwer Law International, 2009</p>
Week 3	<p>Non-Discrimination Scope • The principles of most-favored-nation treatment and national treatment Readings Legal Text: General Agreement on Tariffs and Trade (GATT 1947): Articles I and III, http://www.wto.org/english/docs_e/legal_e/legal_e.htm Andrew T. Guzman and Joost H.B. Pauwelyn, International Trade Law, Aspen Publishers, 2009: Chapter 11 ('Most-Favored-Nation Treatment') Peter Van den Bossche, The Law and Policy of the World Trade Organization: Text, Cases and Materials, Cambridge University Press, 2005, pp. 326-364</p>
Week 4	<p>Tariff and Non-Tariff Barriers Scope • Tariffs, schedule of concessions, quantitative restrictions, import licensing etc. Readings Legal Text: GATT 1947: Articles II, XI, XXVIII; Import Licensing, etc. http://www.wto.org/english/docs_e/legal_e/legal_e.htm WTO Secretariat, Understanding the WTO, 5th ed (2011): Chapter 2 ('The Agreements', See only Sections 2 ('Tariffs: ...') and 9 ('Non-tariff barriers: ...')) http://www.wto.org/english/thewto_e/whatis_e/tif_e/understanding_e.pdf</p>
Week 5	<p>Trade Remedies Scope • Dumping, anti-dumping, subsidy, countervailing measures, safeguards etc. Readings Legal Texts: Anti-dumping (Article VI of GATT 1994), Subsidies and Countervailing Measures, Safeguards, http://www.wto.org/english/docs_e/legal_e/legal_e.htm WTO Secretariat, Understanding the WTO, 5th ed (2011): Chapter 2 ('The Agreements', See only Section 8 on 'Anti-dumping, subsidies, safeguards: contingencies, etc') http://www.wto.org/english/thewto_e/whatis_e/tif_e/understanding_e.pdf</p>
Week 6	<p>Standards and Safety of Products Scope • Technical regulations/standards, harmonization, sanitary/phytosanitary measures etc. Readings Legal Text: Technical Barriers to Trade: Sanitary and Phytosanitary Measures, http://www.wto.org/english/docs_e/legal_e/legal_e.htm WTO, 'Technical Information on Technical Barriers to Trade', http://www.wto.org/english/tratop_e/tbt_e/tbt_info_e.htm WTO, 'Understanding the WTO Agreement on Sanitary and Phytosanitary Measures', http://www.wto.org/english/tratop_e/sps_e/spsund_e.htm</p>

Week	Course Description
Week 7	Regulation of Services Trade Scope • Trade in services, schedule of commitments, exceptions etc. Readings Legal Text: General Agreement on Trade in Services (GATS) http://www.wto.org/english/docs_e/legal_e/legal_e.htm WTO, 'The General Agreement on Trade in Services (GATS): Objectives, Coverage and Disciplines', http://www.wto.org/english/tratop_e/serv_e/gatsqa_e.htm
Week 8	Trade and Intellectual Property Scope • Coverage of intellectual property, WTO legal regime, protection etc. Readings Legal Text: Trade-Related Aspects of Intellectual Property Rights (TRIPS), http://www.wto.org/english/docs_e/legal_e/legal_e.htm WTO, 'Overview: the TRIPS Agreement', http://www.wto.org/english/tratop_e/trips_e/intel2_e.htm
Week 9	Team Work WTO case law studies: group presentations and discussions
Week 10	Team Work WTO case law studies: group presentations and discussions
Week 11	Reading Period
Week 12	Final Exam

<Additional Information>

Readings	<p>Reading materials are available online, or will otherwise be provided in electronic files. Legal texts in 'Readings' in the Course Outline below refer to specific WTO agreements and provisions. Students are strongly advised to read them in advance and bring them to each class as they may need to consult relevant rules.</p> <p>Recommended literature</p> <ul style="list-style-type: none"> • Michael Trebilcock, Robert Howse and Antonia Eliason, <i>The Regulation of International Trade</i>, 4th edition, Routledge, 2013 • Mitsuo Matsushita, Thomas J. Schoenbaum and Petros C. Mavroidis, <i>The World Trade Organization: Law, Practice, and Policy</i>, 2nd edition, Oxford University Press, 2006, etc. <p>Main Web-Resources for Students' Reference:</p> <ul style="list-style-type: none"> • World Trade Organization, http://www.wto.org • WorldTradeLaw.net, The Online Source for World Trade Law (WTO Dispute Settlement Commentaries etc.), http://www.worldtradelaw.net • TradeLawGuide, WTO Jurisprudence and Dispute Documents, http://www.tradelawguide.com • HeinOnline, Legal Research Database, http://heinonline.org/HOL/Welcome • K-Developedia, Online Database on Korea's Socioeconomic Development including Trade Policy, https://www.kdevelopedia.org
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FDI Marketing & Promotion

<General Information>

Year	2019	Semester	Summer
Course Type	12 weeks	Credits	3
Class Hours	Sat / 09:00 ~ 12:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	No

<Lecture Information>

Professor	Michell, Anthony	Email	investment47@hotmail.com
Office	0323	Contact Number	01099967840
Office Hour	Sat 8.30am to 1 pm	Con	SM, ID

<Course Information>

Keyword	
Description	<p>The course studies FDI from the perspective of the agency promoting FDI and the national strategy for economic development including FDI. The course may be altered slightly to suit the background and interests of the students.</p> <p>How should a country promote and market the opportunities and attractiveness of investing? We study success cases and students propose their own case studies. The syllabus includes both the appropriate marketing tools and other promotion techniques which are effective. We also look at the customer point of view - the companies and organizations which will invest and how they choose their locations, and how countries compete for investment. Because tourism income is important in many countries, due attention will be given to tourism and tourism investment (hotels and infrastructure). At the end of the course a student should be able to produce an FDI marketing plan. The course includes a visit to an FDI site, normally Invest Korea and the Office of Investment Ombudsman, though this may be changed if other opportunities present themselves.</p> <p>The older book Marketing Asia Places, Wiley 2000 is referred to, but students find that web based sources are more upto date and sources will be handed out in each session with the lecture material</p>
Evaluation	<p>The key points in evaluation beyond weekly participation 25% are a mid term exam which consists of a takeaway single essay from a choice of 14, and a final ppt presentation presenting a case of marketing or promoting a particular country, city or industry. Finals is 45% and Mid Term 30%</p>

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	1.FDI Marketing and Promotion. Why is FDI desirable at different stages of growth? The importance of deciding what kind of investment to attract - targeting The principles of marketing. How place marketing works. Relationship with tourism promotion. FDI promotion is essentially G2B, while Tourism is B2C or G2C, so needs special skills although practitioners normally are government officials and not trained in marketing. Structure of the course and student group work. How to find sources on line.
Week 2	2. Attracting the investor Introduces the concept of competition for investment in relation to investor decision making processes, and the stages of marketing, establishing an identity in the investors's mind, outline of key attractive features of a country from an investors point of view, detailed comparison of alternative sites. Basic details in Marketing Asian Places
Week 3	3.The concept of positioning and its application to the marketing of places The evolution of the practice of marketing. Al Ries Positioning.the Battle for Your Mind How is this applied to places and countries and its role in attracting investors?
Week 4	4. Information, Websites Why the investment organizations website is the core tool for the stages of marketing. Website component examination. Evolution of websites.
Week 5	5.IPAs (Investment Promotion Agencies) Discussion of the evolution of IPAs, different kinds of IPAs. Examination of Korea's Foreign Investment and Promotion Act (FIPA) Local promotion agencies.
Week 6	6. Think like an investor Further examination of multinational investment strategies with case studies.
Week 7	7. Field trip Visit to Invest Korea or other location e.g. local investment promotion organization and industrial estate
Week 8	8. Segments and Clusters New theories in making FDI work for investor and host. Case studies of clusters. Promoting a city not a country
Week 9	9. The economics of FDI and marketing plans Revision of the view of why FDI is desirable. Discussion of online marketing plan Riverview Hotel and adaptations to promote an industrial estate
Week 10	10. Tourism vs FDI Understanding the principles and problems of competing agencies IPA vs Ministry of Tourism. Competition for resources. Economic benefits compared
Week 11	Reading week
Week 12	Final Exam

<Additional Information>

Text Book	The course is built round on-line material. The older book Kottler et al Marketing Asian Places 2000 is out of print but available in the library. Key issues are flagged in the class material. As the subject is an evolving one, all material except for Al Reis classic Positioning the Battle for Your Mind is on line and the course encourages students to research using the internet to find relevant material . The other key reference is the annual report of UNCTAD UNCTAD World Investment Report http://unctad.org/en/PublicationsLibrary/wir2018_en.pdf . The 2019 report will appear within the class period usually about June 20, and any new insights will be included in classes after its appearance.
Course Requirements (Pre-requisites)	No pre-requisites, the principles of G2B are explained in the class so previous marketing experience not required.
Readings	Readings are on line updated a week before the class, and links are provided on the class lecture material . Students are encouraged to search for relevant material as the course progresses. A familiarity with the style and contents of the UNCTAD World Investment Report is recommended http://unctad.org/en/PublicationsLibrary/wir2018_en.pdf
Additional Information	Students who have taken this course are more likely to remain in touch with me than other course that I teach, as they frequently go back country positions involved in the promotion of FDI. A a result new practical issues are added to the course from time to time

Understanding the World Trading System

<General Information>

Year	2019	Semester	Summer
Course Type	12 weeks	Credits	3
Class Hours	Sat / 14:00 ~ 17:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Lee, Sung-Joo	Email	sentier50@yahoo.co.kr
Office	S 422	Contact Number	010-3475-5443
Office Hour	Sat / 9:30~ 12:00	Con	TI, ID

<Course Information>

Keyword	GATS GATT international trade MFN national treatment trade disputes TRIPS WTO
Description	<p>The objective of this course is to provide a general overview of the global trading system.</p> <p>The course aims to introduce the basic concepts and key principles of the world trading system and examine how they have been applied in practice in the three major areas of international trade, namely trade in goods, trade in services and protection of intellectual property rights.</p> <p>The latter part of the course will be devoted to case studies of select topics, where the students will be given the opportunity to conduct group research and present the results of their work on cases or topics, which will be specified during the course.</p> <p>The course is designed for students with interest in public policy and international relations. Technical and legal details will be limited to a necessary minimum and most of topics will be presented and explained in plain language to allow the participation of students of all background.</p>
Evaluation	<p>Final grades will be determined on the following basis:</p> <ul style="list-style-type: none"> - Class attendance will count up to 10%, - Mid-term assignment will count up to 25%, - Group research and presentation will count up to 25%, and - Final examination will count up to 40% respectively of the final grade. <p>Final Examination</p> <ul style="list-style-type: none"> - Students are required to take an exam at the end of the semester in week 12, which is an in-class closed-book examination.

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	Introduction to the WTO: History, Major Functions, Institutional Structure ☒ Understanding the WTO, Basics
Week 2	Basic Concept and Key Principles ☒ Understanding the WTO, Basics ☒ The World Trade Organization: Law, Economics and Politics, Chapter 2, pp 14-27
Week 3	Dispute Settlement Mechanism ☒ Understanding the WTO, Settling disputes ☒ The World Trade Organization: Law, Economics and Politics, Chapter 5, pp 77-82
Week 4	Major Exceptions to the Rules: Environmental issues and the WTO ☒ WTO rules and environmental policies, (refer to the following sub-headings: Introduction, Key GATT disciplines, GATT exceptions, Other relevant WTO texts) https://www.wto.org/english/tratop_e/envir_e/envt_rules_intro_e.htm
Week 5	Trade in Goods: Tariffs, Quotas, Non-Tariff Barriers ☒ Understanding the WTO, The Agreements, the first 5 subtitles ☒ The World Trade Organization: Law, Economics and Politics, Chapter 3, pp 28-62
Week 6	Trade in Goods: Trade Remedies, Subsidies ☒ Understanding the WTO, The Agreements, the eighth subtitle
Week 7	Trade in Services: GATS Overview, Schedule of Commitments ☒ Understanding the WTO, The Agreements, the sixth subtitle ☒ The World Trade Organization: Law, Economics and Politics, Chapter 4, pp 63-71
Week 8	Intellectual Property Rights: TRIPS Overview, Copyrights, Patents, Trademarks, Geographical Indications ☒ Understanding the WTO, The Agreements, the seventh subtitle ☒ The World Trade Organization: Law, Economics and Politics, Chapter 4, pp 71-76
Week 9	Case Studies- Group research and presentation
Week 10	Case Studies- Group research and presentation
Week 11	Reading Period
Week 12	Final Exam

<Additional Information>

Text Book	<p>No text book, but students are strongly recommended to refer to the following:</p> <ul style="list-style-type: none"> - World Trade Organization (2011), Understanding the WTO, https://www.wto.org/english/thewto_e/whatis_e/tif_e/tif_e.htm - Bernard M. Hoekman and Petros C. Mavroidis (2007) The World Trade Organization: Law, Economics and Politics, Routledge, available in PDF form at course reserve
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Input/Output Analysis

<General Information>

Year	2019	Semester	Summer
Course Type	12 weeks	Credits	3
Class Hours	Mon / 19:00 ~ 22:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	No

<Lecture Information>

Professor	Kim, Dongseok	Email	dongseok@kdischool.ac.kr
Office	S338	Contact Number	1031
Office Hour	Monday 2-4 PM(tentative) + additional appointments	Con	TI, SD

<Course Information>

Keyword	
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Description	Which industry produces what and how much? Who buy them and how much? What are the relationships among various industries, and among firms, households, the government and foreign countries?
	What are the characteristics of individual industries in various aspects, e.g., cost structure, market structure, upstream and downstream linkage effects, etc.? How have they changed over time? How are they different among various countries?
	What happens to firms' activities when there is a demand shock for a certain product? For example, suppose there is an increase in automobile exports. What will happen to the production, value-added, and employment of individual industries as well as of automobile industries? What will be the impact of a rise in crude oil prices on the prices of other goods and services, and on the profitability of individual industries?
	These are a few of the questions you can answer after finishing this course on input-output analysis ('IO analysis'). IO analysis is an analytical tool using input-output table ('IO table'), which records the input structure of industries and the distribution of goods and services, recorded in a systematic way devised by Wassily Leontief in 1940s.
	IO analysis helps you to easily understand the structure of an economy and the impact of external shocks. In particular, IO analysis has been extensively used in forecasting the impact of external demand shocks on supply side, and, for the same reason, has been extensively utilized in economic planning in many developing countries.
	Finally, this course puts more emphasis on the practical applications of IO tables and analyses, rather than on the theoretical aspects, and could be beneficial to students with a wide spectrum of orientations, including government officials interested in forecasting the impact of external demand shocks on the economy and also in economic planning, and researchers - in think tanks, academia or firms in both public and private sectors - interested in the structure of an economy and the characteristics of various industries, and so on.
Evaluation	Final grades will be determined based on class participation (5%), problem sets (35%), and a final exam (60%). Problem sets will be given out during the course, and students are required to answer the questions individually in their own writing. Final Exam is an open-book exam taken in the 12th week. There will be no mid-term exam.
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.

Week	Course Description
Week 1	Week 1: Introduction - Circulation of a national economy - Basic concepts
Week 2	Week 2: Structure of IO table - I - Input structure (cost structure) of firms - Distribution of goods and services
Week 3	Week 3: Structure of IO table - II - Purchaser's price vs. producer's price, domestic goods vs. imported goods - Annex tables
Week 4	Week 4: Identities inside and among IO tables
Week 5	Week 5: Some Preparation - Linear algebra / STATA programming
Week 6	Week 6: Coefficient Analysis - Various coefficients inside and among IO tables

Week	Course Description
Week 7	Week 7: Impact of demand shock - I - Simple case / general case
Week 8	Week 8: Impact of demand shock - II - Influence vs. sensitivity coefficients - Classification of sectors
Week 9	Week 9: Case studies I
Week 10	Week 10: Case studies II and further issues in IO analysis
Week 11	Week 11: Reading Week (No Class)
Week 12	Week 12: Final Exam

<Additional Information>

Text Book	Please, refer to the 'Readings' section below.
Course Requirements (Pre-requisites)	<p>No prerequisite courses are required to take this course, and, in particular, no prior knowledge in macroeconomics or quantitative method is necessary.</p> <p>This course is self-contained and all necessary tools will be covered in the class. This course requires knowledge of basic linear algebra, which will be covered in one two-hour lecture. Also, we will use STATA, a computing software, which will also be covered in another two-hour lecture. STATA is installed in all PCs in the computer lab located next to the library.</p>

Readings	<p>There is no textbook in this course. Instead, lecture notes will be provided via the School's e-education system, which will contain everything covered in the classes.</p> <p>For those who want to learn more on IO analysis, a few references are introduced here. First, the most famous textbook in IO analysis is by Ronald Miller, and its latest edition, coauthored with Peter Blair, was published in 2009;</p> <p>Miller, Ronald E., and Peter D. Blair, <i>Input-Output Analysis: Foundations and Extensions</i>, 2nd Edition, Cambridge University Press, 2009.</p> <p>In most countries that produce IO tables, manuals are published when new IO tables are compiled and published, and usually include the basic principles of IO tables and IO analyses, and detailed explanations regarding the procedures for producing IO tables.</p> <p>Bureau of Economic Analysis (BEA), U.S. Department of Commerce, <i>Concepts and Methods of the U.S. Input-Output Accounts</i>, 2009.</p> <p>Bank of Korea, <i>Guide to Input-Output Analysis</i> (in Korean), 2014.</p> <p>OECD compiles IO tables of its member countries and publishes the 'OECD IO Database.' The following is the latest version of the manual of the OECD IO Database.</p> <p>OECD, <i>OECD Input-Output database: 2006 Edition</i>, 2010.</p> <p>The following are a few examples of policy research at KDI utilizing IO analyses. The first three are written in Korean, and the translated version will be provided.</p> <p>Kim, Dongseok, "Impact of Exports on GDP: Analysis using Input-Output Tables," <i>KDI Economy Outlook</i>, Vol. 21, No. 2, KDI, 2004, pp.115~124.</p> <p>Cho, Dongchul and Dongseok Kim, "Macroeconomic Effects of Exchange Rate Appreciation and Oil Price Hikes," <i>KDI Economic Outlook</i>, Vol. 22, No. 1, KDI, 2005, pp.139~149.</p> <p>Kim, Dongseok, "Impact of Oil Price Hikes on the National Economy and Its Trends," <i>KDI Economy Outlook</i>, Vol. 28, No. 1, KDI, 2011, pp.61~74.</p> <p>Kim, Dongseok, "Value-Added Contents of Korea's Export: Trend and Policy Implications," mimeo, presented at the International Symposium on Recent Developments in Econometric Theory with Applications, June 20-21, 2015, The Wang Yanan Institute for Studies in Economics, Xiamen University, 2015.</p>
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Impact evaluation methods

<General Information>

Year	2019	Semester	Fall
Course Type	2 Classes / Week	Credits	3
Class Hours	Mon, Wed / 16:20 ~ 18:00	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Kim, Booyuel	Email	bkim@kdischool.ac.kr
Office	343	Contact Number	044-550-1023
Office Hour	Monday and Wednesday 15:30 PM ~ 16:20 PM	Con	RE, SD

<Course Information>

Keyword	
Description	<p>Impact evaluations analyze the changes that can be attributed to a particular intervention, such as a project, program or policy. In contrast to outcome monitoring, which examines whether targets have been achieved, impact evaluations are designed to answer the question: how would outcomes such as participants' test score have changed if the intervention had not been undertaken? This involves counterfactual analysis, that is, "a comparison between what actually happened and what would have happened in the absence of the intervention." Impact evaluations seek to answer cause-and-effect questions looking for the changes in outcome that are directly attributable to a project, program or policy. In this course, various impact evaluation methods such as randomized controlled trial (RCT), instrumental variables (IV), differences-in-differences (DD), fixed effects (FE), and regression discontinuity (RD) would be discussed assuming that students already know the core concepts of simple and multiple regression analysis. Unlike Econometrics 1 and 2, this course would not cover detailed econometric foundation of each impact evaluation methods. Rather, the core concept and its practical implementation in STATA would be emphasized throughout the coursework.</p>

Evaluation	<p>GRADING Homework Assignments: 30% / In-class Presentation: 10% / Mid-term Exam: 25% / Final Exam: 35% The final letter grade will be based on the following scheme: A : 20% / A- : 30% / B+ : 30% / B or below : 20%</p> <p>HOMEWORK ASSIGNMENTS (30%) You will have homework assignments during the course. Students will be assigned two (2) individual and four (4) group homework assignments. Individual assignments would require students to write 2~3 page summary report on the assignment papers and group assignments would ask students to replicate the main regression results of assigned papers, which require students' modest level of knowledge on how to use STATA program.</p> <p>IN-CLASS PRESENTATION (10%) You (as a group) will be required to make one in-class presentation about papers being discussed in the class. This in-class presentation including Q&A will be 45 minutes and no more than 20 PPT slides long. Eligible papers are those listed (with *) in the syllabus.</p> <p>MID-TERM (25%) and FINAL EXAMS (35%) There will be the mid-term and final exams. All material discussed in class, whether in the textbook or the lecture notes, will be on the mid-term and final exams. It will be a closed book test and will be given in the classroom. Please note that no makeup or alternative exam will be given without valid proof (i.e., hospital record).</p>
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.</p>

Week	Course Description
Week 1	Week 1 (9/2, 9/4) Review of Simple Regression Model / Stock and Watson Ch. 4 - 5
Week 2	Week 2 (9/16, 9/18) Review of Multiple Regression Model / Stock and Watson Ch. 6 - 7
Week 3	Week 3 (9/23, 9/25) Assessing Studies Based on Multiple Regression Rubin's Potential Outcome Model / Stock and Watson Ch. 9 / Rubin (1974)
Week 4	Week 4 (9/30, 10/2) Ideal Randomized Controlled Experiments / Stock and Watson Ch. 13 / Angrist and Pischke Ch. 1
Week 5	Week 5 (10/7, 10/9) No class (make-up classes will be held in Week 11 Reading Period)
Week 6	Week 6 (10/14, 10/16) Instrumental Variables Regression / Stock and Watson Ch. 12 / Angrist and Pischke Ch. 3
Week 7	Week 7 (10/21, 10/23) Instrumental Variables Regression / Midterm Exam (10/23)
Week 8	Week 8 (10/28, 10/30) Panel Data: Differences-in-Differences / Stock and Watson Ch. 13 / Angrist and Pischke Ch. 5
Week 9	Week 9 (11/4, 11/6) Panel Data: Fixed Effects Regression / Stock and Watson Ch. 10

Week	Course Description
Week 10	Week 10 (11/11, 11/13) Regression Discontinuity / Angrist and Pischke Ch. 4 / Lee and Lemieux (2010)
Week 11	Week 11 (11/18, 11/20) Regression Discontinuity / Angrist and Pischke Ch. 4 / Lee and Lemieux (2010)
Week 12	Week 12 (11/25) Final Exam

<Additional Information>

Text Book	<p>TEXTBOOK</p> <p>[1] Joshua D. Angrist & Jorn-Steffen Pischke, Mastering 'Metrics: The Path from Cause to Effect, 2015, Princeton University Press.</p> <p>[2] James Stock and Mark Watson, Introduction to Econometrics, 3rd Edition, Addison Wesley</p> <p>In addition, lecture notes will be distributed during the course. The textbooks are reserved in the School library.</p>
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Cost-Benefit Analysis for Policy Decision Making

<General Information>

Year	2019	Semester	Summer
Course Type	1st (6 weeks)	Credits	3
Class Hours	Mon, Wed / 14:30 ~ 18:00	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Kim, Jungwook	Email	kskim@kdi.re.kr
Office	S345	Contact Number	044-550-4748
Office Hour	TBA	Con	RE, PA

<Course Information>

Keyword	
Description	This course provides concepts and practice in the most widely used policy assessment method, namely the cost-benefit analysis (CBA). The course introduces microeconomic foundations and financial methodologies for CBA. A wide range of practice applying CBA is discussed including project appraisal, social return on investment analysis, and regulatory impact analysis to name a few. It also deals with extensions of CBA including cost-effectiveness analysis and multi-criteria decision making. Upon completion of this course, students will be capable of conducting CBA in various areas; be aware of the strengths as well as limitations of CBA; and be capable of interpreting results from CBA for policy evaluation.
Evaluation	In-class quizzes: 20% Mid-term exam: 30% Final exam: 50% Class participation: extra (no more than 5%) The final letter grade will be based on the following scheme: A/A- 40-50%, B+/B 30-40%, and B- or below 10-20%.
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.

Week	Course Description
Week 1	Introduction to CBA Foundations of CBA

Week	Course Description
Week 2	Social CBA I: Primary MarketsSocial CBA II: Secondary Markets
Week 3	DiscountingNon-Use Values
Week 4	Midterm ExamPractice I: Project Appraisal Part 1
Week 5	Practice I: Project Appraisal Part 2Practice II: Social Return on Investment AnalysisPractice III: Regulatory Impact Analysis
Week 6	Final Exam

<Additional Information>

Korean Economic Development (1)

<General Information>

Year	2019	Semester	Summer
Course Type	2nd (6 weeks)	Credits	3
Class Hours	Tue, Thu / 14:30 ~ 18:00	Lecture Room	205
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Kim, Joon-Kyung	Email	joon@kdischool.ac.kr
Office	S429	Contact Number	010-5292-4221
Office Hour	16:30-18:30	Con	TI, ID

<Course Information>

Keyword	
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Description	<p>There can be little doubt that foreign assistance was invaluable in aiding Korea's survival in the tumultuous years following its liberation in 1945 until the years immediately after the Korean War broke out in 1950. Korea received massive amounts of aid, nearly US \$16 billion in economic and military assistance during 1945 to 1976, most of it from the US, and most of it in the form of grants. Indeed, much of the aid provided critical humanitarian relief in the decade following 1945; but it also went into public investments in human capital development such as education and health during this period, the basic pre-conditions that arguably set the stage for take-off in the mid 1960s.</p> <p>It is worth noting that aid alone cannot fully explain Korea's economic development. Aside from being in a favorable climate region and geographic location surrounded by waters, Korea's colonial heritage left it the institutional building blocks, the infrastructure, the beginnings of an industrialization, from which to build, unlike many other developing countries unable to lift themselves out of the so called "poverty trap." Once economic growth took off, Korea was able to institutionalize many of the reforms, gradually wean itself from aid, and thus, secure a more sustainable growth trajectory after the mid 1960s.</p> <p>Korea has been able to achieve rapid sustained growth with highly equal income distributions since the mid 1960s, becoming the leader among the countries of the East Asian Miracle. Absolute poverty declined steeply from 48% in 1961 to less than 10% entering 1980s. The overall gap between urban and rural incomes was smaller than other developing countries. Smaller income gaps contributed to overall social stability, thus enhancing the environment for pro-growth policies. Korea's performance of the growth with equity contradicts Kuznet's hypothesis, in that distribution of income would worsen during the early stage of industrialization. The purpose of this course is to study Korea's experience of shared growth during the take-off period in the 1960s and 1970s to draw policy implications for poverty reduction and economic development.</p> <p>Throughout this course, we study following issues: 1) How foreign aids were allocated in Korea? Given that what matters for economic development is not just the size of aids alone but how are allocated and whether they are productively employed. 2) What led to the comprehensive land reform after the liberation from the Japanese occupation? 3) How did the Korean government carry out the reforms for broad access to education? In particular, we will discuss how the rapid decline in the illiteracy rate (78% in 1945 → 15% in 1968) among adults early in Korea's development was crucial to achieving "democratic ownership" in Korea. 4) What led to the opening of economy and the switch from the inward-looking development strategy (import substitution) to the outward-looking development strategy (export promotion) in the mid-1960s? We discuss the role of IMF's policy appraisal and advice through the Article IV Consultations with Korea on major reforms in the areas of foreign exchange (elimination of multiple exchange rate system) and import regulations. We discuss further how the Korean government implemented such market liberalization reforms. Anne Krueger (1979) called these series of reform "the most dramatic and vivid change in any developing country since the WWII." 5) How to build a business-friendly environment? We identify selective interventions such as directed credit, selective industrial promotion, and export-push trade policies. We discuss how the government created the stick-and-carrot approach in linking the government support with the performance-based standards of success. 6) How to promote and secure skilled workers during the Heavy and Chemical industrial drive in the 1970s? We discuss the role of technical and vocational high schools as well as vocational training centers established at industrial complexes. 7) How could the Korean government carry out anti-corruption and tax administration reforms in 1966? In particular, we will discuss how these reforms enable Korea to take ownership of the development process. 8) How to promote dynamism in agricultural sector with high productivity? How the Saemaul (New Village) Movement (rural community development program) was designed and implemented in the 1970s? We discuss how the Saemaul Movement helped to not only increase income in rural regions but also change the behavior of people and build social capital such as trust and cooperation. 9) How to recruit and promote competent and relatively honest technocratic cadres and insulate them from day-to-day political interference? Korean government was successful at communicating with private sector by holding forums, so called deliberation councils. We discuss the role of Monthly Export Promotion Meeting (prepared by Ministry of Commerce and Industry) and Monthly Economic Trends Report Meeting (prepared by Economic Planning Board) as trouble-shooting sessions in implementing policies. 10) What was the nature and extent of the government control over finance in the early stages of economic development in Korea? How can we characterize the institutional arrangements for the relationship among the government, financial institutions, and the chaebols during the 1960s – early 1980s? What led to the financial and capital liberalization before 1997 financial crisis? How had the relationship among the government, financial institutions, and the chaebols (so called "quasi-internal organization") evolved in the process of financial and capital liberalization?</p>
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Evaluation	<p>1) Mid-term Exam (in class): short essay questions (30%)</p> <p>2) Term paper (15 pages, double spaced) and PPT presentation (Teams of two or three shall submit one topic) (50%)</p> <p>* Foreign students may consider how Korea's experience compares to other countries and how it would apply in a different setting.</p> <p>3) Participation in overall class and discussion (20%)</p>
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	<p>Long term overview of Korea's economic development and recent trends of the Korean economy</p> <p>US Aid Policy in Korea and Allocation of Aids</p>
Week 2	<p>Land Reform and Educational Revolution in the 1950s</p> <p>Opening of Economy and Shift from Import Substitution to Export-led Growth</p>
Week 3	<p>Promotion of heavy and chemical industries</p> <p>Promotion of Skilled Workers, Technician and Engineers</p>
Week 4	<p>Anti-Corruption and Tax Administration Reform in the 1960s and Its Implications on Taking Ownership of the Development Process</p> <p>Rural Community Development: Saemaul Movement</p>
Week 5	<p>Rural Community Development: Saemaul Movement</p> <p>Reforestation Policy</p>
Week 6	<p>The Role of Technocrats and Deliberation Councils</p> <p>The Role of Chaebols in Korea's Industrialization</p>

<Additional Information>

Text Book	
Course Requirements (Pre-requisites)	
Readings	
Additional Information	

Attachment	
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Science and Technology Policy

<General Information>

Year	2019	Semester	Fall
Course Type	1 Class / Week	Credits	3
Class Hours	Sat / 09:00 ~ 12:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Lee, Ju-Ho	Email	jhl@kdischool.ac.kr
Office	328	Contact Number	445501043
Office Hour	1-2 PM Saturday	Con	TI, SD

<Course Information>

Keyword	
Description	Korean government had drastically increased its spending on Research and Development from 11 billion USD in 2008 to 19 billion USD in 2015, and became the country with the fifth highest spending on R&D in the world behind U.S., Japan, China, and Germany. Extremely fierce technological competition between U.S. and China might potentially reshape global innovation ecosystem and international economic governance. Most countries, including Korea, U.S. and China, have been increasingly resorting to science and technology policy as effective means of boosting the economy and enhancing the standards of life. This has made many policy makers and analysts around the world keen to have in-depth analytical capacity and broad-based framework for science and technology policy. This course first helps students to enhance their analytical capabilities based on economics of science and innovation, and then makes them to examine innovation ecosystems in different countries, and finally encourages them to attempt to find out policy options addressing the challenges posed by the fourth industrial revolution.
Evaluation	Class participation (15%), Short essay (800 Words, 15%), In-class presentation (20%), Final essay (2,000 Words, 50%).
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.

Week	Course Description
Week 1	<p>PART 1: ECONOMICS OF SCIENCE AND INNOVATION&lt; Week 1: Science, Innovation, and Economy&gt; 1: Science, Innovation and Economic GrowthGordon, Roberts, 2014. &quot;The Demise of U.S. Economic Growth: Restatement, Rebuttal, and Reflections,&quot; NBER Working Paper 19895.Gordon, Robert, 2012. "Is U.S. Economic Growth Over? The Second Machine Age Faltering Innovation Confronts The Six Headwinds," NBER Working Paper 18315Abramovitz, M. 1986. "Catching Up, Forging Ahead, and Falling Behind," Journal of Economic History, 46(2): 385-406. Scotchmer, Suzanne, 2004. "Chapter 1, Institutions: A Brief Excursion through History," with Stephen Maurer, in Innovation and Incentives, MIT.2: Digital Revolution and Economic TransformationBrynjolfsson, Erik and Andrew McAfee, 2014. The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies, W. W. Norton & CompanyBrynjolfsson, Erik and Andrew McAfee, 2011. Race against the Machine: How the Digital Revolution is Accelerating Innovation, Driving Productivity and Irreversibly Transforming Employment and the Economy, Digital Frontier Press.Frey, Carl Benedikt and Michael Osborne, 2017. "The Future of Employment: How Susceptible Are Jobs to Computerization?" Technological Forecasting & Social Change, 114: 254-280.Schwab, Klaus, 2016. The Fourth Industrial Revolution, World Economic Forum.</p>
Week 2	<p>3: Technological Catch-up of KoreaLee, Keun, Building Technological Capabilities and Economic Development in Korea, eKSP lecture. KDI.Module 1: Economic Development in Korea and Technological Catch-up TheoryModule 2: Establishing a State-owned Enterprise and Subsequent Privatization: The Case of POSCOModule 3: State-led R&D Program: The Case of the Telephone Switch Module 4: Public-Private Development Led by Private Firms: The Case of the Digital TVLee, Keun. and Byung-Yeon Kim. 2009. "Both Institutions and Policies Matter but differently for different Income Groups of Countries: Determinants of Long-run Economic Growth Revisited," World Development, 37(3):533-49.4: Transformation of Korea from Fast-Follower to First-MoverLee, Ju-Ho, Hyeok Jeong, and Song-Chang Hong, 2018. Human Capital and Development: Lessons and Insights from Korea's Transformation; Chapter 7.Suh Joonghae, "Korea's Innovation System: Challenges and New Policy Agenda," The United Nations University INTECH Discussion Paper, 2000.</p>
Week 3	<p>5: Patents: intellectual property or intellectual monopoly? Boldrin, Michele and David K. Levine, 2013. "The Case against Patents," Journal of Economic Perspectives, 27(1): 3-22.Boldrin, Michele and David K. Levine, 2010. Against Intellectual Monopoly, Cambridge University Press. Chapters 9: The Pharmaceutical IndustrySampat, Bhaven, 2006."Patenting and US academic research in the 20th century: The world before and after Bayh-Dole," Research Policy 35: 772-789.6: Software IP, Copyright and PiracyBoldrin, Michele and David K. Levine, 2010. Against Intellectual Monopoly, Cambridge University Press; Chapters 2 & 5.Waldfoegel, Joel, 2011. "Bye, bye, Miss American Pie: The Supply of Recorded Music since NAPSTER," NBER Working Paper 16882.</p>
Week 4	<p>7: Incentives for Scientists: Puzzles, Ribbons and GoldStephan, Paula, 2012. How Economics Shapes Science, Harvard University Press, Chapter 1, 2, 3.Kremer, Michael, and Heidi Williams. 2009. "Incentivizing Innovation: Adding to the Toolkit."in Innovation Policy and the Economy, Vol. 10, edited by Josh Lerner and Scott Stern, 1-17. Chicago University Press.Azoulay, P., Graff Zivin, J.S., and Manso, G., 2011. "Incentives and creativity: evidence from the academic life sciences", RAND Journal of Economics, 42(3), pp.527-554.8: Production of and Funding for ResearchPCAST (President's Council of advisors on Science and Technology), 2012. Transformation and Opportunity: The Future of the U.S. Research Enterprise, Report to the President, Washington D.C.Jones, Benjamin, 2010. "As Science Evolves, How Can Science Policy?" NBER Working Paper 16002.</p>

Week	Course Description
Week 5	<p>PART 2: INNOVATION ECOSYSTEM 9: National System of Innovation Freeman, C., 1995. "The national system of innovation in historical perspective," Cambridge Journal of Economics 19: 5-24. Nelson, R., 2008. "Economic development from the perspective of evolutionary economic theory," Oxford Development Studies 36(1): 9-21. Nelson, R., 1993. Introduction Chapter, National Innovation Systems: A Comparative Analysis. Oxford University Press, Oxford. 10: Innovation Ecosystem Deborah Jackson, 2011. What is an Innovation Ecosystem? National Science Foundation. Barclays, 2013. Innovation Ecosystems: Empowering Entrepreneurs and Powering Economies.</p>
Week 6	<p>11: Funding Agency: National Science Foundation (NSF) Bush Vannevar, 1945. Science: The Endless Frontier, Transactions of the Kansas Academy of Science 46(3): 231-264. Kleinman, Daniel L. 1994. "Layers of Interests, Layers of Influence: Business and the Genesis of the National Science Foundation," Science, Technology & Human Values, 19: 259-282 Stokes, Donald E. 1997. Pasteur's Quadrant: Basic Science and Technological Innovation, The Brookings Institution, Chapters 3, 4, 5. 12: Project Agency: Defense Advanced Research Project Agency (DARPA) Fuchs, Erica R. H., 2010. "Rethinking the role of the state in technology development: DARPA and the case for embedded network governance;" Research Policy 39: 1133-1147. Mehra, Varun, 2013. "ARPA-E is Here to Stay," Science Progress www.scienceprogress.org Van Atta, R., 2007. "Energy Research and the DARPA Model," Subcommittee on Energy and Environment, Committee on Science and Technology. Washington D.C.</p>
Week 7	<p>13: Innovations of Universities Aghion, Philippe, Mathias Dewatripont, Caroline M. Hoxby, Andreu Mas-Colell, André Sapir, 2010. "The Governance and Performance of Research Universities: Evidence from Europe and the U.S." Economic Policy, 25(61): 7-69. Aghion, Philippe, Mathias Dewatripont, and Jeremy C. Stein, 2008. "Academic Freedom, Private-Sector Focus, and the Process of Innovation," The Rand Journal of Economics, 39(3): 617~635. Aghion, Philippe, Mathias Dewatripont, Julian Kolev, Fiona Murray, and Scott Stern, 2010. "The Public and Private Sectors in the Process of Innovation: Theory and Evidence from the Mouse Genetics Revolution," American Economic Review, 100(2): 53~158. Dosi Giovanni, Patrick Llerena and Mauro Sylos Labini, 2006. "The relationships between science, technologies and their industrial exploitation: An illustration through the myths and realities of the so-called 'European Paradox'," Research Policy 35: 1450-1464. Etzkowitz, Henry, Andrew Webster, Christiane Gebhardt and Branca Regina Cantisano Terra, 2000. "The future of the university and the university of the future: evolution of ivory tower to entrepreneurial paradigm," Research Policy 29: 313-330. 14: Innovation of Companies Chesbrough, Henry, 2003. Open Innovation: The New Imperative for Creating and Profiting from Technology, Harvard Business School Press; Chapter 1, 2, 3, 5, 7. Josh Lerner, 2012. The Architecture of Innovation: The Economics of Creative Organizations, Harvard Business Review Press; Part 2, 3.</p>
Week 8	<p>15: Entrepreneurial State Mazzucato, Mariana, 2013. The Entrepreneurial State: Debunking Public vs. Private Sector Myths, Anthem Other Canon Economics. Josh Lerner, 2009. Boulevard of Broken Dreams: Why Public Efforts to Boost Entrepreneurship and Venture Capital Have Failed and What to do about It, Princeton University Press. 16: Innovation Clusters and Startup Communities Moretti, Enrico, 2012. The New Geography of Jobs, Mariner Books Feld, Brad, 2012. Startup Communities: Building an Entrepreneurial Ecosystem in Your City, John Wiley and Sons. Jee, Sang Hoon, Ju-Ho Lee and Ho Young Oh, "An Empirical analysis on the Geography of Korea's High-Tech Jobs and Start-Ups, KDI School Working Paper 2016-11.</p>
Week 9	Two Guest Lectures; TBA

Week	Course Description
Week 10	A. World Economic Forum, 2018. Reshaping Urban Mobility with Autonomous Vehicles Lessons from the City of Boston.B. World Economic Forum, 2018. Blockchain Beyond the Hype: A Practical Framework for Business Leaders, White Paper. C. World Economic Forum, 2018. Artificial Intelligence Collides with Patent Law, White Paper.D. World Economic Forum, 2018. Industrial Internet of Things: Safety and Security Protocol, White Paper.E. World Economic Forum, 2018. The Next Economic Growth Engine: Scaling Fourth Industrial Revolution Technologies in Production, White Paper.F. World Economic Forum, 2018. Shaping the Sustainability of Production Systems: Fourth Industrial Revolution technologies for competitiveness and sustainable growth, White Paper.G. World Economic Forum, 2018. Leading through the Fourth Industrial Revolution: Putting People at the Centre, White PaperH. World Economic Forum, 2018. Dialogue Series on New Economic and Social Frontiers: Shaping the New Economy in the Fourth Industrial Revolution, White Paper.I. Rifkin, Jeremy, 2014. The Zero Marginal Cost Society: The Internet of Things, the Collaborative Commons, and the Eclipse of Capitalism, Palgrave Macmillan.
Week 11	Reading Period
Week 12	Final Essay

<Additional Information>

Text Book	No Textbook Students can refer to K-Developedia (www.kdevelopedia.org).
Readings	Students are asked to read 3-7 papers / chapters every week.

Korean Human Development

<General Information>

Year	2019	Semester	Fall
Course Type	1 Class / Week	Credits	3
Class Hours	Sat / 14:00 ~ 17:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Lee, Ju-Ho	Email	jhl@kdischool.ac.kr
Office	328	Contact Number	Tel: 044-550-1043
Office Hour	1-2 PM Saturday	Con	PF, SD

<Course Information>

Keyword	
Description	Although Korea started industrialization much later than the West, it achieved astonishing economic development and democracy, mainly thanks to its investment in people. Political leaders and policy makers in the world have praised for remarkable accomplishments of Korean human development. However, Korea's rapid educational expansion masks its own problems, such as enormous burdens of private tutoring and test-oriented education. Korea has also been struggling to make positive changes in education to nurture 21st century skills for its next generation. This course equips students with the analytical capabilities to draw useful lessons from Korea's experiences and to explore policy solutions for diverse challenges that countries are facing in human development. Students will examine various policy issues in the area of schooling for cognitive skills, policies to foster non-cognitive abilities, skill formation, and higher education.
Evaluation	Class participation (15%), Short essay (800 Words, 15%), In-class presentation (20%), Final essay (2,000 Words, 50%).
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.

Week	Course Description
Week 1	<p>PART 1: OVERVIEW AND THEORETICAL BACKGROUND&lt; Week # 1 &gt; 1: Human Capital in KoreaLee, Ju-Ho, Hyeok Jeong, and Song-Chang Hong, 2018. Human Capital and Development: Lessons and Insights from Korea's Transformation (Textbook 1); Chapter 1. 2, 3.2: World Educational Crisis & Learning RevolutionWorld Bank, 2018. Learning to Realize the Education Promise, World Development Report 2018; Overview.The International Commission on Financing Global Education Opportunity, 2017. The Learning Generation: Investing in Education for a Changing World; Executive Summary.Lee, Ju-Ho and Liesbet Steer, 2019. "Combining High-Tech and High-Touch to Personalize Learning for Every Child," website of The Education World ForumEmmanuel Jimenez, Elizabeth M King, Ju-Ho Lee, 2018. "Innovating to Learn," website of the Education Commission.</p>
Week 2	<p>3: Human Capital as Engine of GrowthEhrlich, Isaac, 2007. "The Mystery of Human Capital as Engine of Growth or Why the US Become the Economic Superpower in the 20th Century, NBER Working Paper 12868.Duflo, E., 2001. "Schooling and labor market consequences of school construction in Indonesia: Evidence from an unusual policy experiment," American Economic Review 91(4): 795-813Goldin, Claudia and Lawrence Katz, 2008. The Race between Education and Technology, Harvard University Press; Chapter. 1 & 9.Heckman, James, 2003. "China's Investment in Human Capital," Economic Development and Cultural Change, 51(4): 795-804.Li, Hongbin, Prashant Loyalka, Scott Rozelle, and Binzhen Wu, 2017. "Human Capital and China's Future Growth," Journal of Economic Literature, 31(1): 25-48.4: Human Development as EqualizerUNDP, 1990. Human Development Report; Chapter 1.Suri, Tavneet, Michael A. Booser and Gustav Ranis, 2010, "Paths to Success: The Relationship Between Human Development and Economic Growth," World Development 39(4): 506-522.Glaeser, Edward and Rafael La Porta, 2004. "Do Institutions Cause Growth?" Journal of Economic Growth 9:271-303Winthrop, Rebecca, 2018. Leapfrogging Inequality: Remaking Education to Help Young People Thrive, Brookings Institution; Chapter 3, 4, 5, 6.</p>
Week 3	<p>PART II: SCHOOLING FOR COGNITIVE SKILLS5: Education TechnologyEscueta, Maya, Vincent Quan, Andre Joshua Nickow, and Philip Oreopoulos, 2017. "Education Technology, An Evidence-Based Review,"NBER Working Paper No. 23744.Muralidharan, Karthik, Abhijeet Singh and Alejandro J.Ganimian, 2018. "Disrupting Education? Experimental Evidence on Technology-Aided Instruction in India,"American Economic ReviewPathways Commission, 2019. Positive Disruption: Health and Education in a Digital Age.Omidyar Network, 2019. Scaling Access & Impact: Realizing the Power of EdTech; Executive Summary.6: National Test and School AccountabilityWoo, Seokjin, Soohyung Lee, Kyunghee Kim, 2015, "Carrot and Stick? Impact of a low-stakes school accountability program on student achievement," Economics Letters 137:195-199Ju-Ho Lee, Sang Hoon Jee, and Jin-Yeong Kim, 2017. "Does School Accountability Improve Equality in Education?" KDI School Working Paper.Deer, T. and B. Jacob, 2010. "The Impact of No Child Left Behind on Students, Teachers, and Schools,"Brookings Papers on Economic Activity, 149-194.Mbiti, Isaac, 2016. "The Need for Accountability in Education in Developing Countries," Journal of Economic Literature, 30(3): 109-132.Banerjee, A., R. Benerji, E. Duflo, R. Glennerstier and S. Khenami. 2010. "Pitfalls of Participatory Programs: Evidence from a Randomized Evaluations in Education in India," American Economic Journal: Economic Policy, 2(1): 1-30.</p>

Week	Course Description
Week 4	<p>7: Equalization Policy and School Choices Lee, Ju-Ho, 2004. "The School Equalization Policy in Korea: Past Failures and Proposed Measure for Reform," Korea Journal, 44(1): 221-234. Kim, Taejong, Ju-Ho Lee and Young Lee, 2008. "Mixing versus Sorting in Schooling: Evidence from the Equalization Policy in South Korea," Economics of Education Review, 27: 697-711. Chabrier, Julia, Sarah Cohodes, and Philip Oreopoulos, 2016. "What Can We Learn from Charter School Lotteries?" Journal of Economic Literature, 30(3): 57-84. Fryer, Roland, 2012, "Learning from the successes and failures of Charter Schools," The Hamilton Project Discussion Paper 2012-06.8: Private Tutoring Kim, Sunwoong and Ju-Ho Lee, 2010. "Private Tutoring and Demand for Education in South Korea," Economic Development and Cultural Change, 58(2): 259-296. Lee, Ju-Ho et. al. (ed.), 2012. Positive Changes: The Education, Science & Technology Policies of Korea, Seoul: Korea Economic Daily Inc, (Textbook 2); Chapter 6 & 9. Dang, H. A. and Rogers F. Halsey, 2008. "The Growing Phenomenon of Private Tutoring: Does It Deepen Human Capital, Widen Inequalities, or Waste Resources," World Bank Research Observer, 23(2): 161-200. Dawson, Walter, 2010. "Private Tutoring and mass schooling in East Asia: reflections of inequality in Japan, South Korea, and Cambodia," Asia Pacific Education Review, 11:14-24.</p>
Week 5	<p>9: School Systems and Management Woessmann, Ludger, 2016. "The Importance of School Systems: Evidence from International Differences in Student Achievement, Journal of Economic Literature, 30(3): 3-32 Hanushek, Eric and Ludger Woessmann. 2012. "Schooling, Educational Achievement, and the Latin American Growth Puzzle." Journal of Development Economics 99(2): 497- 512. Mingat, Alain, 1998. "The Strategy Used by High-performing Asian Economies in Education: Some Lessons for Developing Countries.," World Development 26(4): 695-715 Bloom, Nicolas, 2015. "Does Management Matter in Schools?" The Economic Journal, 125(May): 647-674. PART III: POLICIES TO FOSTER CREATIVITY AND CHARACTER SKILLS 10: Psychology, Brain Science, and Economics of Human Development OECD, 2007. Understanding the Brain: the Birth of a Learning Science; Chapter 1, 2, 3, 6, 7. Heckman, James and Tim Kautz, 2013. "Fostering and Measuring Skills: Interventions that Improve Character and Cognition, Human Capital and Economic Opportunity Global Working Group Working Paper No. 2013-019.</p>
Week 6	<p>11: Teachers and Teaching Practices Kim, Min Ji and Ju-Ho Lee, 2018. "How Good Are Korean Teachers?" KDI School Working Paper Staiger, D. and J. Rockoff. 2011. "Searching for Effective Teachers with Imperfect Information," Journal of Economic Perspectives, 24(3): 97-118. Muralidharan, K. and V. Sundararaman. 2011. "Teacher Performance Pay: Experimental Evidence from India," Journal of Political Economy, 119(1): 39-77 OECD, 2019. Teaching for the Future: Effective Classroom Practices to Transform Education; Introduction & Chapter 5. Pasi, Sahlberg, 2010. The Secret to Finland's Success: Educating Teachers, Stanford Center for Opportunity Policy in Education Research Brief 12: Reforms in Teaching, Curriculum & Assessment Lee, Ju-Ho, Hyeok Jeong, and Song-Chang Hong, 2018. Human Capital and Development: Lessons and Insights from Korea's Transformation, Edward Elgar. (Textbook 1); Chapter 6. Junghee Choi, Ju-Ho Lee, and Booyuel Kim, 2019. "How Does Learner-Centered Education Affect Teacher Self-Efficacy? The Case of Project-Based Learning in South Korea," Teaching and Teacher Education, Vol. 85, pp. 45-57. Junghee Choi, Ju-Ho Lee, and Booyuel Kim, 2019. "How Learner-Centered Teaching is Associated with Teacher Self-Efficacy and Job Satisfaction: Analysis of Data from 31 Countries," Journal of International Cooperation in Education, Vol. 20-21, No. 2, pp. 63-79. Algan Yann, Pierre Cahuc, and Andrei Shleifer, 2013. "Teaching Practices and Social Capital," American Economic Journal: Applied Economics, 5(3):189-210 Fullan, Michael and Maelia Langworthy, A Rich Seam: How New Pedagogies Find Deep Learning, Pearson, 2014. Conley, David and Linda Darling-Hammond, Creating Systems of Assessment for Deeper Learning, Stanford Center for Opportunity Policy in Education</p>

Week	Course Description
Week 7	<p>13: Bullying Prevention, Social Skills and Character Education Lee, Ju-Ho et. al. (ed.), 2012. Positive Changes: The Education, Science & Technology Policies of Korea, Seoul: Korea Economic Daily Inc. (Textbook 2); Chapter 6 & 9. Lee Young, Policy and Systematic Support against School Violence and Bullying in Korea, Ministry of Education in Korea, 2017. UNESCO. School Violence and Bullying: Global Status Report, 2017. Elias, Maurice, 2009. “Social-Emotional and Character Development and Academics as a Dual Focus of Education Policy,” Educational Policy 23(6): 831-846. Deming, David, 2015. “The Growing Importance of Social Skills in the Labor Market,” NBER Working Paper 21471. PART IV: SKILL FORMATION 14: Human Capital Policies to Reduce Inequality Corak, Miles, 2013. “Income Inequality, Equality of Opportunity, and Intergenerational Mobility,” Journal of Economic Perspectives, 27(3): 79-102 Greenstone, Michael, Adam Looney, Jeremy Patashink, and Nuxin Yu, 2013, “Thirteen Economic Facts about Social Mobility and the Role of Education,” The Hamilton Project Policy Memo. Acemoglu, Daron, 2001. “Human Capital Policies and the Distribution of Income: A Framework for Analysis and Literature Review,” Treasury Working paper 01/03.</p>
Week 8	<p>15: Meister High Schools in Korea Lee, Ju-Ho, Hyeok Jeong, and Song-Chang Hong, 2018. Human Capital and Development: Lessons and Insights from Korea’s Transformation (Textbook 1); Chapter 4. Ashiton, D., Francis Green, Johnny Sung, and Donna James, 2002. “The Evolution of Education and Training Strategies in Singapore, Taiwan, and S. Korea: A development model of skill formation,” Journal of Education and Work, 15(1): 5-30. Green, Francis, David Ashiton, Donna James, and Johnny Sung, 1999. “The Role of the State in Skill Formation: Evidence from the Republic of Korea, Singapore, and Taiwan,” Oxford Review of Economic Policy, 15(1): 82-96. 16: Skill Formation and Vocational Training Lee, Ju-Ho, Hyeok Jeong, and Song-Chang Hong, 2018. Human Capital and Development: Lessons and Insights from Korea’s Transformation (Textbook 1); Chapter 8. Cullen, Julie Berry, Steven D. Levitt, Erin Robertson and Sally Sadoff, 2013. “What Can Be Done to Improve Struggling High Schools?” Journal of Economic Perspectives, 27(2): 133-152 Rosenbaum, James, and Janet Rosenbaum, 2013. “Beyond BA Blinders: Lessons from Occupational Colleges and Certificate Programs for Nontraditional Students,” Journal of Economic Perspectives, 27(2): 153-172 Steedman, Hilary, 1993. “The Economics of Youth Training in Germany,” The Economic Journal, 103: 1279-1291. Soskice, David, 1994. “Reconciling Markets and Institutions: The German Apprenticeship System.” in Lisa M. Lynch (ed.), Training and the Private Sector, University of Chicago Press.</p>
Week 9	<p>PART V: HIGHER EDUCATION 17: University Reform and Market Competition Lee, Ju-Ho et. al. (ed.), 2012. Positive Changes: The Education, Science & Technology Policies of Korea, Seoul: Korea Economic Daily Inc. (Textbook 2); Chapter 13, 14, 15. Kim, Sunwoong and Ju-Ho Lee, 2006. “Changing facets of Korean higher education: market competition and the role of the state,” Higher Education, Vol. 52, 557-587. Aghion, Philippe, Mathias Dewatripont, Caroline Hoxby, Andreu Mas-Colell and Andre’ Sapir, 2010. “The governance and performance of universities: evidence from Europe and the US,” Economic Policy, 25(61): 7-59. Clotfelter, Charles T., 2010. “Introduction.” in Clotfelter, Charles T. (eds.), American Universities in a Global Market, University of Chicago Press. Freeman, Richard B., 2010. “What Does Global Expansion of Higher Education Mean for the United States?” in Clotfelter, Charles T. (eds.) 2010. American Universities in a Global Market, University of Chicago Press. 18: Innovative Universities Aoun, Joseph E., 2017. Robot-Proof: Higher Education in the Age of Artificial Intelligence, MIT Press; Chapter 3, 4, 5. Crow, M. M. and Dabars, W. B., 2015. Designing the new American university. Baltimore, Maryland: Johns Hopkins University Press; Chapter 7. Willetts, David, 2017. A University Education, Oxford University Press; Chapter 12 & 13.</p>

Week	Course Description
Week 10	<p>19: Student Loans and Financial Aid Lee, Ju-Ho et. al. (ed.), 2012. Positive Changes: The Education, Science & Technology Policies of Korea, Seoul: Korea Economic Daily Inc. (Textbook 2); Chapter 16. Ehrenberg, Ronald G. 2012, "American Higher Education in Transition," Journal of Economic Perspectives, 26(1): 193-216. Deming, David J., Claudia Goldin, and Lawrence F. Katz, 2012. "The For-Profit Postsecondary School Sector: Nimble Critters or Agile Predator," Journal of Economic Perspectives, 26(1): 139-164. Susan Dynarski, 2014. "An Economist's Perspective on Student Loans in the United States" EWC-KDI Conference.</p> <p>20: Brain Drain and Market for PhDs Kim, Sunwoong, 2012. "From Brain Drain to Brain Competition: Changing Opportunities and the Career Patterns of US-Trained Korean Academics," in American Universities in a Global Market, ed. Chaeles T. Clotfelter, NBER, The University of Chicago Press. Gi-Wook Shin and Joon Nak Choi, 2015. "Indian Expatriate and Korean Engineering," in Global Talent: Skilled Labor as Social Capital in Korea, Stanford: Stanford University Press. Malamud, O. and A. Wozniak, 2012. "The Impact of College on Migration Evidence from the Vietnam Generation," Journal of Human Resources, 47(4): 913-950. Gibson, John and David McKenzie, "Eight Questions about Brain Drain," Journal of Economic Perspectives, 25(3): 107-128.</p>
Week 11	Reading Period
Week 12	Final Essay

<Additional Information>

Text Book	<p>1. Lee, Ju-Ho, Hyeok Jeong, and Song-Chang Hong, 2018. Human Capital and Development: Lessons and Insights from Korea's Transformation, Edward Elgar</p> <p>2. Lee, Ju-Ho et. al. (ed.), 2012. Positive Changes: The Education, Science & Technology Policies of Korea, Seoul: Korea Economic Daily Inc.</p>
Readings	three to seven papers or book chapters every week (refer to course description)

Regulation Reforms and Practices

<General Information>

Year	2019	Semester	Summer
Course Type	1st (6 weeks)	Credits	3
Class Hours	Mon, Wed / 14:30 ~ 18:00	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Kang, Young-Chul	Email	yc_kang@kdischool.ac.kr
Office	TBD	Contact Number	01093025668
Office Hour	TBD	Con	TI, PA

<Course Information>

Keyword	
Description	<p>The first and foremost goal of any governments is to provide better regulations to people. Better regulations mean, by definition, to achieve societal goals and to promote people's wellbeing while imposing the least possible costs to the society. However, regulatory practices around the world witness that this is not always the case. The course will discuss better regulatory practices around the world especially from OECD countries. Korean history of regulatory reform will be discussed as well. The primary purpose of this course is to train students to be 'better regulators.' It is expected that students get knowledge on when and how to intervene to business, how to reduce regulatory burdens and how to execute comprehensive regulatory reform.</p>
Evaluation	<p>1. Class Participations (10%) 2. Team Research Presentation (90%).</p> <p>Each 3-member team will select one controversial regulatory issue in one country (or one of the countries that represent the nationality of team members if the team is composed of multinational backgrounds) and present how to solve the issue by using various tools and guidelines offered by the class. This is not a research paper, but a PowerPoint presentation. Class members will participate in evaluating each team's presentation (so-called peer evaluation which counts up to 50% out of 90%). The professor's evaluation of the student presentations will count up to 40% out of 90%.</p> <p>Class Attendance Please be on time. Arriving late disturbs other students. If you are more than 10 minutes late, you are considered as being late, and three times being late will be considered as being absent once. If you are more than 30 minutes late, you are considered as being absent.</p>

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	WEEK 1: WHY REGULATORY REFORM? Required Readings: Susan Dudley and Jerry Brito (2012), Regulation: A Primer,, 2nd edition, Mercatus Center
Week 2	WEEK 2: THEORIES OF REGULATION, PRINCIPLES OF BETTER REGULATION Required Readings: Susan Dudley and Jerry Brito (2012), Regulation: A Primer,, 2nd edition, Mercatus Center Jelly Ellig (2013), 10 Principles for Better Regulation, Mercatus Center Available at https://www.mercatus.org/system/files/Ellig_10RegPrinciples_v1.pdf
Week 3	WEEK 3: HOW TO WRITE A 'BETTER' REGULATION Required Readings: Susan Dudley and Jerry Brito (2012), Regulation: A Primer,, 2nd edition, Mercatus Center Optional: OECD Framework for Regulatory Policy Evaluation (2014). Available at http://www.keepeek.com/Digital-Asset-Management/oecd/governance/oecd-framework-for-regulatory-policy-evaluation Green Book: Central Government Guidance on Appraisal and Evaluation, HM Treasury, UK Government. Available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/60000/green-book-central-government-guidance-on-appraisal-and-evaluation
Week 4	WEEK 4: REGULATORY ENFORCEMENT AND INSPECTION Required Readings: OECD Best Practice Principles for Regulatory Policy: Regulatory Enforcement and Inspection (2014). Available at http://www.keepeek.com/Digital-Asset-Management/oecd/governance/regulatory-enforcement-and-inspection Optional OECD Framework for Regulatory Policy Evaluation (2014). Available at http://www.keepeek.com/Digital-Asset-Management/oecd/governance/oecd-framework-for-regulatory-policy-evaluation
Week 5	Week 5: BEHAVIORAL INSIGHT Optional Readings: Regulatory Policy and Behavioural Economics, Pete Lunn, OECD. Available at http://www.keepeek.com/Digital-Asset-Management/oecd/governance/regulatory-policy-and-behavioural-economics Chapter 3, Behavioural Insights and Public Policy: Lessons from around the world, OECD, 2017. Available at http://www.keepeek.com/Digital-Asset-Management/oecd/governance/behavioural-insights-and-public-policy Behavioural Insights and new approaches to policy design: the view from the World, OECD, 2015. Available at https://www.oecd.org/gov/behavioural-insights-summary-report-2015.pdf
Week 6	WEEK 6: KOREAN EXPERIENCE AND TEAM PROJECT PRESENTATION Required Reading: OECD (2017), Regulatory Policy in Korea: Towards Better Regulation (To be distributed in the Class)

<Additional Information>

Text Book	<p>Susan Dudley and Jerry Brito (2012), Regulation: A Primer,, 2nd edition, Mercatus Center, George Mason University.</p> <p>Each week you will have different recommended reading materials which can be viewed online via URLs provided below (some of the readings are available in downloadable PDF file).</p>
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Competition, Innovation and Firm Dynamics

<General Information>

Year	2019	Semester	Fall
Course Type	1 Class / Week	Credits	3
Class Hours	Sat / 09:00 ~ 12:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Ahn, Sanghoon	Email	ahn@kdi.re.kr
Office	TBD	Contact Number	TBA
Office Hour	TBD	Con	TI, ID

<Course Information>

Keyword	
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Description	<p>Competition has pervasive and long-lasting effects on economic performance by affecting economic actors' incentive structure, by encouraging their innovative activities, and by selecting more efficient ones from less efficient ones over time. Dynamic competition incessantly weeds out less efficient firms from more efficient ones and reallocates productive resources from shrinking/exiting firms to entering/growing ones. Firm dynamics (i.e., birth and death, growth and decline of individual firms) make an integral part of dynamic competition. An increasing number of theoretical and empirical studies focused on firm-level or plant-level dynamics show that aggregate productivity of an industry is significantly affected by compositional changes in the industry due to firm dynamics and by resource reallocation across firms and sectors. A theoretical framework for dynamic competition and firm dynamics can be found in the notion of "creative destruction" by Schumpeter. Dynamic competition is a process in which innovators with new technology enter a market and compete with incumbents with conventional technology. If the innovation is successful, the entrants will be able to replace the incumbents. If not, they will fail to survive. Indeed, such dynamic competition "from the new commodity, the new technology, the new source of supply, the new type of organizations" strikes "not at the margins of the profits and the outputs of the existing firms but at their foundations and their very lives" (Schumpeter, 1934). While incumbents having accumulated substantial experience with conventional technology are less enthusiastic about taking risks of adopting new technology, new entrants aggressively experimenting with new technology can be a driving force of innovations. Incumbents are also forced to innovate themselves by the competitive pressure coming from the existence of actual and/or potential entrants. Aggregate productivity evolves with successive innovations through selection process of firm dynamics under competitive pressure. This course aims to explore diverse links between competition, innovation, and firm dynamics, with a focus on various policy issues. The course offers a broad overview of theoretical and empirical approaches to innovation and firm dynamics. Special attention is given to the recent discussions on new technologies and public policy. The course closely examines</p>
Description	major policy issues related with competition and innovation, based on empirical evidence from Korea and other countries.
Evaluation	Course grades will be determined on the basis of: Class participation and online discussions (20%); Mid-term examination (25%); Group presentation (25%); and, Term paper (30%).
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	New Technologies and Productivity PuzzlesBrynjolfsson, Rock, and Syverson (2017), “Artificial Intelligence and the Modern Productivity Paradox: A Clash of Expectations and Statistics,” NBER Working Paper No.24001.Paul A. David (1990), “The Dynamo and the Computer: A Historical Perspective on the Modern Productivity Paradox,” American Economic Review, Vol. 80, No. 2.Robert J. Gordon (2016), “Perspectives on The Rise and Fall of American Growth,” American Economic Review: Papers and Proceedings, Vol.106, No.5.
Week 2	Perspectives on Productivity SlowdownByrne, Fernald, and Reinsdorf (2016), “Does the United States Have a Productivity Slowdown or a Measurement Problem?” Brookings Papers on Economic Activity, Spring 2016.Feldstein (2017), “Underestimating the Real Growth of GDP, Personal Income, and Productivity,” Journal of Economic Perspectives, Vol. 31, No. 2. Syverson (2017), “Challenges to Mismeasurement Explanations for the US Productivity Slowdown,” Journal of Economic Perspectives, Vol. 31, No. 2.
Week 3	Competition and Firm DynamicsAhn (2001), Firm Dynamics and Productivity Growth: A Review of Micro Evidence from OECD Countries,”OECD Economics Department Working Papers, No. 297.Foster, Haltiwanger, and Syverson (2008), “Reallocation, Firm Turnover, and Efficiency: Selection on Productivity or Profitability?” American Economic Review, Vol. 98, No. 1. Foster, Haltiwanger, and Syverson (2016), “The Slow Growth of New Plants: Learning about Demand?” Economica, Vol. 83.
Week 4	Innovation and ProductivityAhn (2002), “Competition, Innovation and Productivity Growth: A Review of Theory and Evidence,” OECD Economics Department Working Papers, No. 317. Bartelsman and Doms (2000), “Understanding Productivity: Lessons from Longitudinal Microdata,” Journal of Economic Literature, Vol.38, No.3.Syverson (2011), “What Determines Productivity?” Journal of Economic Literature, Vol.49, No.2.
Week 5	Innovation and JobsAutor and Salomons (2018), “Is Automation Labor-Displacing? Productivity Growth, Employment, and the Labor Share,” Brookings Papers on Economic Activity (BPEA Conference Drafts).Frey and Osborne (2015), “The Future of Employment: How Susceptible are Jobs to Computerisation?” Technological Forecasting and Social Change, Vol. 114.
Week 6	Firm Dynamics and DivergenceAndrews, Criscuolo, and Gal (2015), “Frontier Firms, Technology Diffusion and Public Policy: Micro Evidence from OECD Countries,” OECD Productivity Working Papers, No. 2.Autor, Dorn, Katz, Patterson, and Van Reenen (2017), “The Fall of the Labor Share and the Rise of Superstar Firms,” NBER Working Paper, No.23396.Moretti (2013), The New Geography of Jobs.
Week 7	Policies for InnovationLerner, Josh (2009), Boulevard of Broken Dreams: Why Public Efforts to Boost Entrepreneurship and Venture Capital Have Failed and What to Do About It, Princeton University Press. Mazzucato, Mariana (2013), The Entrepreneurial State: Debunking Public vs. Private Sector Myths, Anthem Press. OECD (2017), The Next Production Revolution: Implications for Governments and Business, OECD Press.
Week 8	Policies for Inclusive GrowthAndrews, Criscuolo, and Gal (2016), “The Best versus the Rest: The Global Productivity Slowdown, Divergence across Firms and the Role of Public Policy,” OECD Productivity Working Papers, No. 5.OECD (2014), All on Board: Making Inclusive Growth Happen, OECD Press.
Week 9	Evidence-Based Policymaking, Data-Driven InnovationCommission on Evidence-Based Policymaking (2017), The Promise of Evidence-Based Policymaking.National Academy of Sciences (2017), Innovations in Federal Statistics: Combining Data Sources While Protecting Privacy.OECD (2015), Data-Driven Innovation: Big Data for Growth and Well-Being, OECD Press.

Week	Course Description
Week 10	Group Project Presentation
Week 11	Reading Week
Week 12	Final Examination

<Additional Information>

Readings	<p>REFERENCES</p> <p>This course requires no specific textbooks. Instead, following readings are recommended in the course for more fruitful discussions and further studies. Extra readings from newspapers and magazines will be assigned throughout the semester.</p> <p>Acemoglu, Daron and James A. Robinson (2012), <i>Why Nations Fail: The Origins of Power, Prosperity, and Poverty</i>, Crown Business.</p> <p>Ahn, Sanghoon (2001), <i>Firm Dynamics and Productivity Growth: A Review of Micro Evidence from OECD Countries</i>, OECD Economics Department Working Papers, No. 297.</p> <p>Ahn, Sanghoon (2002), "Competition, Innovation and Productivity Growth: A Review of Theory and Evidence," OECD Economics Department Working Papers, No. 317.</p> <p>Andrews, Criscuolo, and Gal (2015), "Frontier Firms, Technology Diffusion and Public Policy: Micro Evidence from OECD Countries," OECD Productivity Working Papers, No. 2.</p> <p>Andrews, Criscuolo, and Gal (2016), "The Best versus the Rest: The Global Productivity Slowdown, Divergence across Firms and the Role of Public Policy," OECD Productivity Working Papers, No. 5.</p> <p>Autor, Dorn, Katz, Patterson, and Van Reenen (2017), "The Fall of the Labor Share and the Rise of Superstar Firms," NBER Working Paper, No.23396.</p> <p>Autor and Salomons (2018), "Is Automation Labor-Displacing? Productivity Growth, Employment, and the Labor Share," Brookings Papers on Economic Activity (BPEA Conference Drafts)</p> <p>Baldwin, Richard (2019), <i>The Globotics Upheaval: Globalization, Robotics, and the Future of Work</i>, Oxford University Press.</p> <p>Brandenburger, Adam M. and Barry J. Nalebuff (1996), <i>Co-opetition: A revolutionary mindset that combines competition and cooperation, The Game Theory strategy that's changing the game of business</i>.</p> <p>Brynjolfsson, Rock, and Syverson (2017), "Artificial Intelligence and the Modern Productivity Paradox: A Clash of Expectations and Statistics," NBER Working Paper, No.24001.</p> <p>Byrne, Fernald, and Reinsdorf (2016), "Does the United States Have a Productivity Slowdown or a Measurement Problem?" Brookings Papers on Economic Activity, Spring 2016.</p> <p>Christensen, Clayton (1997), <i>The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail</i>, Harvard Business School Press.</p> <p>Commission on Evidence-Based Policymaking (2017), <i>The Promise of Evidence-Based Policymaking</i>.</p> <p>David, Paul A. (1990), "The Dynamo and the Computer: A Historical Perspective on the Modern Productivity Paradox," <i>American Economic Review</i>, Vol. 80, No. 2.</p> <p>Feldstein, Martin (2017), "Underestimating the Real Growth of GDP, Personal Income, and Productivity", <i>Journal of Economic Perspectives</i>, Vol.31, No.2.</p> <p>Foster, Haltiwanger, and Syverson (2008), "Reallocation, Firm Turnover, and Efficiency: Selection on Productivity or Profitability?" <i>American Economic Review</i>, Vol. 98, No. 1.</p> <p>Frey, Carl Benedikt, and Michael A. Osborne (2015), "The Future of Employment: How Susceptible are Jobs to Computerisation?" <i>Technological Forecasting and Social Change</i>, 114: 254-280.</p> <p>Gordon, Robert J. (2016), <i>The Rise and Fall of American Growth: The U.S. Standard of Living since the Civil War</i>, Princeton University Press.</p>

Readings	<p>Helpman, Elhanan (2004), <i>The Mystery of Economic Growth</i>, Harvard University Press.</p> <p>Kahneman, Daniel (2011), <i>Thinking, Fast and Slow</i>, FSG.</p> <p>Kim, Linsu and Richard Nelson (2000), <i>Technology, Learning and Innovation: Experiences of Newly Industrializing Economies</i>, Cambridge University Press.</p> <p>Lerner, Josh (2009), <i>Boulevard of Broken Dreams: Why Public Efforts to Boost Entrepreneurship and Venture Capital Have Failed and What to Do About It</i>, Princeton University Press.</p> <p>Mazzucato, Marian (2013), <i>The Entrepreneurial State: Debunking Public vs. Private Sector Myths</i>, Anthem Press</p> <p>Moretti, Enrico (2013), <i>The New Geography of Jobs</i>.</p> <p>National Academy of Sciences (2017), <i>Innovations in Federal Statistics: Combining Data Sources While Protecting Privacy</i>.</p> <p>OECD (2014), <i>All on Board: Making Inclusive Growth Happen</i>, OECD Press.</p> <p>OECD (2015), <i>Data-Driven Innovation: Big Data for Growth and Well-Being</i>, OECD Press.</p> <p>OECD (2017), <i>The Next Production Revolution: Implications for Governments and Business</i>, OECD Press.</p> <p>Posner, Eric A. and E. Glen Weyl (2018), <i>Radical Markets: Uprooting Capitalism and Democracy for a Just Society</i>, Princeton University Press.</p> <p>Shapiro, Carl and Hal R. Varian (1999), <i>Information Rules: A Strategic Guide to the Network Economy</i>, Harvard Business School Press.</p> <p>Schumpeter, J. A. (1934), <i>The Theory of Economic Development</i>, Harvard University Press.</p> <p>Warsh, David (2006), <i>Knowledge and the Wealth of Nations: A Story of Economic Discovery</i>, Norton.</p>
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International Macroeconomic Theory and Policy

<General Information>

Year	2019	Semester	Fall
Course Type	2 Classes / Week	Credits	3
Class Hours	Tue, Thu / 14:30 ~ 16:10	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	No

<Lecture Information>

Professor	Kim, Hyeon-Wook	Email	hyeonwook@kdischool.ac.kr
Office	S 332	Contact Number	010-2703-7077
Office Hour	Thursday 10:30 ~ 12:00	Con	FM

<Course Information>

Keyword	Exchange Rates International Finance Open Economy Macroeconomics
Description	<p>This course is an introduction to open-economy macroeconomics and international finance. The core objective of the course is to enhance students' understanding of international economics and to further your ability to apply your knowledge of macroeconomics to analyze international economic questions and related policies. We will examine the exchange rate determination process and the implications of various exchange rate regimes (fixed vs. floating) will be analyzed based on the macroeconomics framework. The course will also present the evolution of the international monetary system, which can be applied towards gaining an understanding of recent events such as global financial imbalances, financial crisis, China's exchange rate policy, and the European debt crisis. Then we will discuss the policy cases of Korea to cope with currency crisis including the experiences of different exchange rate regimes and policy reactions to the 1997 currency crisis and the 2008 global crisis.</p>

Evaluation	<p>Final grades will be determined on the basis of class participations (10%), problem sets (10%), a midterm exam (30%), and a final exam (50%).</p> <p>Problem Sets Problem sets will be given out during the course roughly one week before they are due. They are intended to help you learn the material, not as take-home exams. Students may work together on problem sets, but are required to turn in answers individually, not in groups, and it should be in their own writing or in their own word processing.</p> <p>Examination There will be a midterm and a final exam. The midterm will cover material up to and including 'Exchange Rate Determination in the Short-run' (KOM, Chapter 6). The final will be comprehensive.</p>
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	<p>Week 1: National Income Accounting and the Balance of Payments Extend national income accounts to the open economy to incorporate international transactions. (Readings) KOM, Chs. 1 and 2 Martin Wolf, "Donald Trump creates chaos with his tariffs trade war," Financial Times, July 11, 2018. The Economist, "A number of great import: China has the world's biggest trade deficit in services," February 15, 2014.</p>
Week 2	<p>Week 2: Exchange Rates and the Foreign Exchange Market: An Asset Market Approach Consider the role of the exchange rates in international trade, and how exchange rates are determined. (Readings) KOM, Ch. 3</p>
Week 3	<p>Week 3: Money, Interest Rates, and Exchange Rates Build a model to examine how monetary developments influence exchange rates. (Readings) KOM, Ch. 4 The Economist, "What a carry on - Monetary policy drive currency volatility," November 21, 2015. The Economist, "Phoney currency wars - The world should welcome the monetary assertiveness of Japan and America," February 18, 2013.</p>
Week 4	<p>Week 4: Price Levels and the Exchange Rate in the Long Run Extend the model to understand how exchange rates behave in the long run. (Readings) KOM, Ch. 5 The Economist, "Investors are gorging on American assets - An update to the Big Mac index," July 14, 2018. The Economist, "The Big Mac index: Our Interactive Currency Comparison Tool," July 11, 2018. Michael Pakko and Patricia Pollard, "Burgernomics: A Big Mac Guide to Purchasing Power Parity," Federal Reserve Bank of St. Louis Review, Nov/Dec. 2003, pp. 9-28.</p>
Week 5	<p>Week 5: Output, Exchange Rate in the Short Run, and Macroeconomic Policies Study how output is determined by combining models of exchange rate determination with a theory of output determination in the short run. (Readings) KOM, Ch. 6 The Economist, "What a rising current-account surplus means for the euro area - A question of balance," August 25, 2018. *** Midterm Exam ***</p>
Week 6	<p>Week 6: Fixed Exchange Rates and Foreign Exchange Intervention Examine how authorities can fix their country's exchange rate, and how this can affect the economy. (Readings) KOM, Ch. 7 George Magnus, "China's 'trilemma' makes it vulnerable to more shocks," Financial Times, February 22, 2016.</p>

Week	Course Description
Week 7	Week 7: International Monetary SystemsPresent a historical overview of the international monetary system, as well as its key players.(Readings)KOM, Ch. 8The Economist, “Not floating, but flailing - The global monetary system,” July 5, 2014.The Economist, “The long arm of the dollar - How to escape a hegemonic currency,” May 19, 2018.
Week 8	Week 8: Financial Globalization: Opportunities and CrisisExamine the benefits and risks of the international capital market, and what caused its rapid growth over the past 50 years.(Readings)KOM, Ch. 9The Economist, “The crisis of Macrinomics - Argentina’s economic woes,” May 12, 2018.The Economist, “Capital bonanzas - Does Wall Street’s meltdown show financial globalization itself is part of the problem?” September 27, 2008.The Economist, “An on-off relationship - Counter-cyclical capital controls are great in theory but less useful in practice,” December 13, 2014.
Week 9	Week 9: Optimum Currency Area and the EuroStudy the trade-offs between different types of exchange regime arrangements, focusing on Europe’s experience of monetary unification.(Readings)KOM, Ch. 10Jürgen Stark, “The historical and cultural differences that divide Europe’s union,” Financial Times, February 12, 2015.Martin Wolf, “The Italian challenge to the eurozone,” Financial Times, June 20, 2018.
Week 10	Week 10: Developing Countries: Growth, Crisis, and Reform Study developing countries’ past experiences and challenges, as well as their potential gains from participation in the international capital market.(Readings)KOM, Ch. 11The Economist, “A run for your money - Emerging-market debt,” August 28, 2010.The Economist, “Some like it hot - Which emerging economies are at greatest risk of overheating?” July 2, 2011.The Economist, “How India got its funk - India on the brink,” August 24, 2013.The Economist, “Financial indulgence - Cheap credit is tempting emerging markets towards risky borrowing,” April 7, 2014.
Week 11	Week 11: Reading Period
Week 12	Week 12: Final Exam

〈Additional Information〉

Text Book	<p>TEXTBOOKS</p> <p>Besides the lecture notes prepared by the instructor, students may refer to the followings:</p> <p>Required</p> <p>Krugman, Paul R., Maurice Obstfeld, Marc J. Melitz (KOM), International Finance: Theory and Policy, 11th edition, Pearson, 2018.</p> <p>Optional</p> <p>Feenstra, Robert C., and Alan M. Taylor (F&T), International Macroeconomics, 4th edition, Worth Publishers, 2016.</p> <p>Kim, Hyeon-Wook, “Macroeconomic Policies of Korea to Cope with the Crisis,” in Maurice Obstfeld, Dongchul Cho and Andrew Mason, eds., Global Economic Crisis: Impacts, Transmission and Recovery, KDI/EWC Series on Economic Policy, Edward Elgar, Northampton, MA, USA, 2012, pp. 204-227.</p>
Course Requirements (Pre-requisites)	<p>Familiarity with the principles of macroeconomics is necessary, particularly standard models of monetary and fiscal policy and their effects on interest rates and income.</p> <p>In addition, although real-world examples are sprinkled throughout, the course relies on algebraic and graphical analysis, as is customary in economics classes. Therefore, some comfort with quantitative thinking is also desirable, but definitely not essential.</p>

Readings	<p>Further readings (such as academic papers or articles from the Financial Times, The Economist, the Wall Street Journal, and other press) may be posted on the course website and discussed during the course. All course material (slides, readings, assignments, etc.) will be posted on the course website, so please visit it frequently during the semester.</p> <p>It is also strongly recommended that students try the suggested practice problems from the textbook. Students do not have to hand them in, but the material in this class is best learned by practice and attempting these problems on a regular basis will be very helpful for you.</p>
Additional Information	<p>Instructor: Hyeon-Wook Kim Office Hours: Thursday 10:30~12:00 (by appointment via e-mail or text message) Office: S332 Tel: (office) 044-550-1075, (cell) 010-2703-7977 E-mail: hyeonwook@kdischool.ac.kr</p>

Foreign Aid, Finance and Economic Development: Case of Korea

<General Information>

Year	2019	Semester	Fall
Course Type	1 Class / Week	Credits	3
Class Hours	Thu / 19:00 ~ 22:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Kim, Joon-Kyung	Email	joon@kdischool.ac.kr
Office	S429	Contact Number	010-5292-4221
Office Hour	16:30-18:30	Con	FM, SD

<Course Information>

Keyword	development finance financial crisis financial liberalization financial supervision foreign aid
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Korea has been transformed from one of the poorest aid-dependent countries to a self-sustained economy boasting 12th in GDP in the world. The purposes of this course are to discuss the role of foreign aids and development finance in sustainable development during the take-off period, and the changes thereof up to the 1997 financial crisis and the financial reform in the post-crisis Korea.

Part 1 studies the impact of aid on Korea's development. Aid was critical in averting a humanitarian crisis in the wake of WWII and the Korean War in a poor country that had just been freed of its colonial rule. Aid had a huge impact on Korea's reconstruction; it raised to a large extent Korea's capital stock primarily in human capital (education and health) and basic physical infrastructure (roads, railways, and power). Perhaps the event that had the most profound and lasting impact on Korea's development prospects did not come from in the form of aid but of policies and chance events such as land reform and the re-privatization of colonial properties under the heavy influence of US. The land reform conspired to level the playing the field by flattening the income distribution, resulting in a relatively high degree of equality not seen in many countries. But assessing the longer term impact of foreign aid on Korea's development presents a more complex challenge. Corruption and rent-seeking behavior had taken hold of a government dependent on aid, itself becoming an obstacle to reform and progress. Part I also discusses the importance of tax revenue mobilization in the context of Korea's development. Soon after Park Chung-Hee took power through a military coup in 1961, the government systemically implemented tax administration reform and took apart the government-business apparatus of crony capitalism. After the tax reforms in 1966, tax revenues grew rapidly, doubling to average about 17% as a share of GNP in 1975. This led to a sound fiscal base that allowed Korea to maintain macroeconomic stability; to implement social and economic policies for broad social benefits like investment in physical and human capitals. The rapid expansion of tax revenues due to the efforts in tax administration reform and anti-corruption was a critical turning point in Korea's development; Korea went from being aid dependent to taking ownership of its development process, which as defined under the OECD DAC (Development Assistance Committee) principles means "Developing countries set their own development strategies, improve their institutions and tackle corruption."

Part 2 studies the role of development finance in rapid industrialization during the take-off period. From the 1960s to late 1970s, Korea's economic system became to be known as a state-led economy or developmentalism. Although it was basically a capitalistic market economy, it differed from the Anglo-American system in that the state held a commanding position in resource allocation through its control of the financial system. In other words, this was a period during which the so-called financial repression was widely practiced in Korea. The banks, the main component of Korea's financial system of that time, which lacked well-developed bond and equity markets, functioned largely as an instrument for allocating credits to support an industrial policy regime directed to export promotion where export performance was one of the most important criteria for credit allocation for bank borrowers. The Korean financing and developmental experience suggests that the government can play an important role in laying the groundwork for rapid industrialization in the early stages of economic development. We highlight the success of the Korean government in working closely with the private sector and relentlessly monitoring and evaluation of the performance of the directed credit programs. If governmental involvement in the credit allocation is predicated on close consultation with industry, and if it is implemented within a competitive business environment, it can be reasonably successful at overcoming financial market imperfections, thereby fueling rapid industrialization. In the presence of a poorly developed risk capital market, the Korean government exerted its control over financing - and particularly over banks - and coordinated a close relationship with banks and industrialists (the Korea's large family owned conglomerates called the chaebols) and thus became an effective risk partner of private industry (the chaebols). This state-led system of the economy resembled a system used in Japan in the post-World War II era to achieve rapid economic growth and catch up with the advanced economies of the West.

Description

Description	<p>Part 3 studies the background and consequences of financial liberalization and opening since the early 1980s. By the end of 1970s, many believed that the effectiveness of the government-controlled strategy for economic growth had diminished. With changes in political leadership, the government undertook financial liberalization including bank privatization, entry relaxation and interest rate deregulation as part of its overall structural adjustment program, which was quite akin to what the so-called Washington Consensus (a set of reform package encompassing policies in such areas as macroeconomic stabilization, opening in both trade and investment, financial liberalization and the expansion of market forces within the domestic economy) would have prescribed. We argue that haphazard deregulation and the opening of the capital account in the absence of appropriate institutions necessary for a liberal financial system were a root cause of the 1997 financial crisis. In the wake of the crisis, Korea's corporate and financial sectors underwent massive reforms. Within the financial sector, the financial supervision system was specifically targeted for overhaul. Indeed, the system of supervision was consolidated and reorganized, and regulators were equipped with better tools for prudential supervision. Post-crisis full liberalization and opening of its financial markets have led Korea to make a great deal of progress in building a market-based financial system, and left Korea seemingly more vulnerable to external shocks. At the same time, Korea has also experienced a higher frequency of home-grown financial crises albeit at a much smaller scale since the 1997 crisis. Korea was hit with a credit card crisis in 2003, which was followed by the mutual savings bank crisis in 2011. This begs the question what has really changed since 1997? Post-crisis financial supervisory reform was not deep enough or has not been implemented properly. Financial liberalization, clearly, is no panacea. Lastly, we try to assess the effects of financial market liberalization and opening on growth, productivity, efficiency, equity and stability in the Korean economy since the early 1980s. Our conclusions, based on the empirical analyses, are broadly negative. In the Korean case, financial liberalization and opening have delivered less than promised.</p>
Evaluation	<p>1) Final Exam (in class): short essay questions (40%) 2) Term paper (15 pages, double spaced) and PPT presentation (Teams of three shall submit one topic) (40%) * Foreign students may consider how Korea's experience compares to other countries and how it would apply in a different setting. 3) Participation in overall class and discussion (20%)</p>
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.</p>

Week	Course Description
Week 1	Allocation of US aid and Japan's reparation fund
Week 2	Anti-corruption and tax administration reform in the 1960s
Week 3	The nature and extent of government control over financeAllocation of domestic savings: export credit programs
Week 4	Allocation of domestic savings: National Investment Fund to support Heavy and Chemical Industrialization (HCI) Management and allocation of foreign loans
Week 5	Institutional arrangements for the relationship among the government, financial institutions, and the chaebols: Quasi Internal Organization for effective policy implementation
Week 6	InstInstitutionalization of informal credit markets and financial inclusion in Korea

Week	Course Description
Week 7	Key regulatory changes in deregulation and market opening since the 1980s
Week 8	Increasing dominance of chaebols over non-banking financial institutions (NBFIs) and causes of 1997 financial crisis
Week 9	The post-crisis financial reform/restructuring
Week 10	Supervisory failures: The 2003 crisis of credit card companies and the 2011 crisis of mutual savings banks
Week 11	Effects of post-crisis financial reform on growth, equity and stability
Week 12	reading week

<Additional Information>

Readings	<p>Joon-Kyung Kim, Impact of Aid on Korea's Development 2012 May</p> <p>Joon-Kyung Kim, Institutionalization of Informal Credit Market and Financial Inclusion in Korea</p> <p>Cho Yoon-Je and Joon-Kyung Kim, Credit Policies and the Industrialization of Korea</p> <p>Joon-Kyung Kim (2018), "Financial Liberalization and Regulatory Changes in Korea," KDI School Working Paper Series, 2018-17</p>
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Public Investment Management

<General Information>

Year	2019	Semester	Spring
Course Type	2 Classes / Week	Credits	3
Class Hours	Tue, Thu / 14:30 ~ 16:10	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Lee, Jongyearn	Email	jonlee@kdischool.ac.kr
Office	S345	Contact Number	044-550-1030
Office Hour	TBA	Con	RE, PA

<Course Information>

Keyword	
Description	<p>This course provides concepts and practices in the public investment. It consists of three parts: 1) roles and contributions of public investment in economic growth, 2) best practices in public investment management (PIM) throughout the life span of state-funded projects and programs, and 3) selected topics in public investment that are recently spotlighted. In the first part, the course introduces economic models that explain the contribution of public investment to economic growth and compares them with empirical findings in several countries to figure out the importance of PIM. In the second part, it deals with practices and institutions of PIM reform initiatives in each stage of project lifecycle such that appraisal, selection, implementation, adjustment, operation, and evaluation. The third part in this semester is devoted to two selected topics: attaining the balanced regional development (BRD) via PIM and issues in land expropriation using eminent domain. Rich real-world cases in the Republic of Korea are provided throughout the course. Other countries' practices are to be researched by students and the lessons as well as policy implications are shared via in-class presentations. Upon completion of this course, students will be aware of the roles/strengths of PIM and be equipped with extensive policy tools in PIM ready to be applied for enhancing efficiency in public investment and ultimately fostering economic growth.</p>
Evaluation	<p>Case study report/presentation: 50% Final exam: 50% Class participation: extra (no more than 5%) The final letter grade will be based on the following scheme: A/A- 40-50%, B+/B 30-40%, and B- or below 10-20%.</p>

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	IntroductionPART I (Growth): Growth Model
Week 2	PART I (Growth): Role of Public Investment
Week 3	PART II (PIM): PIM System
Week 4	PART II (PIM): PIM System in Korea
Week 5	PART II (PIM): Project Appraisal I. PFS
Week 6	PART II (PIM): Project Appraisal II. PPP
Week 7	PART II (PIM): Program Evaluation. IEBP
Week 8	PART III (Selected Topics): BRD
Week 9	PART III (Selected Topics): Eminent DomainCase Presentation
Week 10	Case Presentation
Week 11	Case Presentation
Week 12	Final Exam/Deadline for Case Study Report

〈Additional Information〉

Text Book	<p>Rajaram, A., T.M. Le, K. Kaiser, and J.-H. Kim, 2014, The Power of Public Investment Management: Transforming Resources into Assets for Growth, World Bank Group.</p> <p>Romer, D., 2012, Advanced Macroeconomics, 4th edition, New York: McGraw-Hill/Irwin (Chapter 1).</p> <p>Kim, I, H. Lee, and I. Somin, 2017, Eminent Domain: A Comparative Perspective, Cambridge University Press.</p>
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Income Inequality and Public Policy

<General Information>

Year	2019	Semester	Fall
Course Type	1 Class / Week	Credits	3
Class Hours	Sat / 14:00 ~ 17:30	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Yun, Heesuk	Email	heesuk@kdischool.ac.kr
Office	S344	Contact Number	0445501121
Office Hour	Tue 15:00~16:00	Con	PF

<Course Information>

Keyword	Income Inequality Inter-generational Mobility Poverty
Description	This course will examine the nature and extent of inequality triangle (income inequality, poverty, and intergenerational immobility), its causes and consequences, and existing/proposed policy tools from the historical and global perspective. Although growing inequality is one of the biggest political and economic challenges of our time, the emotive element and a concern with social justice may lead to strong, often unsubstantiated views. However, there are many dimensions of inequality and alternative ways of conceptualizing it that further compound measuring extent and establishing policy directions. This taken into considerations, the course primarily aims to help students understand the current debate on inequality issues, develop their own views, and articulate where they stand. Also, throughout the course, comparative and historical perspective on the inequality issues will be emphasized. The first part of the course will focus on the concepts and empirical facts about various aspects of inequality, while the second part on policy tools and future directions.
Evaluation	Final Exam: 50%, Policy Memo: 20%, Quiz: 20%, Class Participation: 10% * The quiz will test students' understanding of main concepts in the course up to class 7. It will be held at the first part of class 8.
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.

Week	Course Description
Week 1	Class 1 Overview, Concepts, and Measurement • Inequality Issue: Why Now, Why This Way? • The Meanings and Measurement of Income Inequality • Various Forms of Social Welfare Functions and Criterion for Social JusticeJ. Roemer (2011), Ch. 2 “Equality: Its Justification, Nature, and Domain” in W. Salverda et al., The Oxford Handbook of Economic Inequality, Oxford University Press. G. Fields (2001), Ch. 2 “The meaning and Measurement of Income Inequality” in G. Fields, Distribution and Development, MIT Press. M. Sandel (2017), “Lessons from the Populist Uprising” in Project Syndicate The Year Ahead 2017.
Week 2	Class 2 Economic Growth and Inequality: Historical and Global Context • The Wax and Wane of Inequality in the Historical and Global Context • The Kuznets Curve and Revisionist ViewsR. Korzeniewicz and T. Moran (2010), Ch. 1 “Rethinking Inequality from a World-Historical Perspective” in C. Suter(ed), Inequality Beyond Globalization, Transaction Publishers. W. Scheidel (2017), Introduction in The Great leveler, Princeton Univ. Press.The Economist, “Breaking the Camel’s Back” Oct 4, 2014.
Week 3	Class 3 Causation between Growth and Inequality • Impact of Economic Growth on Inequality • Impact of Inequality on Economic Growth • Impact of Redistribution on Economic Growth • Social Welfare Expenditure and InequalityK. Deininger and L. Squire (1998), “New Ways of Looking at Old Issues: Inequality and Growth” Journal of Development Economics, 57 (2).A. Deaton (2013), Introduction in The Great Escape, Princeton University Press. T. Persson and G. Tabellini (1994), “Is Inequality Harmful for Growth: Theory and Evidence” American Economic Review, 84(3).The Economist, “Inequality v Growth” Mar 3, 2014
Week 4	Class 4 Mobility and Wealth/Income Inequality • Inequality and Immobility • Mobility v Equality of Opportunity • Wealth Concentration and ImmobilityG. Fields (2001), Ch. 6 “The Meaning and Measurement of Income Mobility” in G. Fields, Distribution and Development, MIT Press.M. Corak (2006), “Do Poor Children Become Poor Adults? Lessons from a Cross Country Comparison of Generational Earnings Mobility” IZA DP NO. 1993.The Economist, “Nomencracy” Feb 9, 2013.
Week 5	Class 5 Poverty • Measurement of Poverty • Poverty in the Global Context • Multidimensionality of Poverty and Social Exclusion G. Fields (2001), Ch. 4 “The Measurement of Poverty” in G. Fields, Distribution and Development, MIT Press.F. Ferreira and M. Ravallion (2011), Ch. 24 “Poverty and Inequality: the Global Context” in W. Salverda et al., The Oxford Handbook of Economic Inequality, Oxford University Press.J. Silber (2007), “Measuring Poverty: Taking a Multidimensional Perspective” FEDEA, 2007-14.The Economist, “Towards the End of Poverty” Jun 1, 2013.
Week 6	Class 6 Income Inequality and the Labor Market • Earning, Employment, and Income Inequality • Low Pay Work and Working Poor • Joblessness and Poverty • The Changing Importance of Household Structure and Demography OECD (2011), “Divided We Stand: Why Inequality Keeps Rising” OECD Publishing. F. Blau and L. Kahn (2011), Ch. 8 “Inequality and Earnings Distribution” in W. Salverda et al., The Oxford Handbook of Economic Inequality, Oxford University Press.The Economist, “Age Invaders” Apr 26, 2014.
Week 7	Class 7 Discrimination • Anti-discrimination Law and Its Impact • Structural Understanding of Pay Gap • Labor Market Dualism and DiscriminationD. Laing, Ch. 11 & 12, “Discrimination: Theory, Evidence and Policy” in Labor Economics, W.W. Norton & Company, 2011, 327-413.B. Palier and K. Thelen, “Institutionalizing Dualism: Complementarities and Change in France and Germany” Politics & Society, 38(1), 2010.OECD, The Price of Prejudice, Labor Market Discrimination on the Grounds of Gender and Ethnicity, 2008The Economist, “The Gender Gap” Oct 7, 2017.

Week	Course Description
Week 8	Class 8 Impact of Technical Change on Inequality • Cause and Effect of Job Polarization and Wage Inequality • Skill Bias of Technology and Demand for Skilled WorkersD. Acemoglu (2002), “Technical Change, Inequality and the Labor Markets” Journal of Economic Literature 40(1).D. Autor (2013), “The Task Approach to Labor Markets: An Overview” NBER Working Paper 18711.The Economist, “Automation and Anxiety” June 25, 2016.
Week 9	Class 9 Impact of Globalization on Inequality • Unequal Benefits and the Backlash against Globalization • Soaring Top Income Share and Labor Share Decrease • Adapting to External ShocksD. Rodrik (2011), Ch. 3 “Why Doesn’t Everyone Get the Case for Free Trade?” in D. Rodrik, The Globalization Paradox, W.W. Company. C. Dustmann et al. (2014), “From Sick Man of Europe to Economic Superstar: Germany’s Resurgent Economy” Journal of Economic Perspective, 28(1). A. Atkinson, T. Piketty and E. Saez (2011), “Top Incomes in the Long Run of History” Journal of Economic Literature 49(1). The Economist, “Forget the 1%” Nov 6, 2014.The Economist, “Labor Pains” Oct 31, 2013.
Week 10	Class 10 Institutions and Inequality • Distribution Mechanism Embedded in Institutions • Policy Tools for Building Inclusive InstitutionsD. Acemoglu and J. Robinson (2012), “The Making of Prosperity and Poverty” in Why Nations Fail, Crown Business. C. Fischer et al., Ch. 3 “Inequality by Design” in D. Grusky and S. Szelenyi ed. The Inequality Reader, Westview Press. G. Esping - Andersen and J. Myles (2011), Ch. 25 “Economic Inequality and the Welfare State” in W. Salverda et al., The Oxford Handbook of Economic Inequality, Oxford University Press.The Economist, “For Richer, For Poorer” Oct 13, 2012.
Week 11	Reading Period
Week 12	Final Exam

<Additional Information>

Course Requirements (Pre-requisites)	AMPP
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Gender and Development

<General Information>

Year	2019	Semester	Summer
Course Type	2nd (6 weeks)	Credits	3
Class Hours	Mon, Wed / 10:20 ~ 14:20	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Baek, Kyungheun	Email	kyungheun@ewha.ac.kr
Office	TBA	Contact Number	TBA
Office Hour	Anytime by appointment on Mon & Wed	Con	PF, SD

<Course Information>

Keyword	
Description	<p>This course critically appraises mainstream 'development' paradigm from gender perspective and searches for alternative 'development' paradigm for gender equality. This course does not only 'add' gender to the mainstream paradigm, but try to see 'development' in a transformative way through a gender lens. This course introduces 'feminism' and feminist theories of development and examines how capitalism and patriarchy are interlocking by marginalizing women in the developmental process both at local and international level in neoliberal and globalized context. Also this course examines various dimensions of development from gender perspective based on the theoretical understanding. Throughout this course, students are expected to have ability to analyze and find solutions for development and policy issues from gender perspective. This course strongly encourages students to engage their real life and professional experiences that come from various career and cultural backgrounds in the class discussions to enrich mutual understanding.</p>

Evaluation	<p>EVALUATION</p> <p>Final grades will be determined on the basis of class participation and attendance(10%), discussion participation(10%), 4 times one-page comments paper(20%), in-class (group) presentation and term paper(30%) and a final exam(30%).</p> <p>Comments paper</p> <p>Students are required to select and read at least one reading material before class and submit one-page comments on it at least four times during the semester(Class 2 to Class7).</p> <p>In-class (group) presentation and term paper</p> <p>Students are required to select one topic and prepare in-class presentation on it. Depending on the class size, presentation type will be determined either group or individual project. Based on the presentation contents, students are expected to submit term paper(3-4 page).</p>
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	<p>Class 1: Course Introduction☒ Course introduction☒ Feminism, Gender and Development☒ Why gender matters in developmentReading:Sittirak, Sinith(1996), Daughters of Development, WENIT.Reeves, Hazel and Sally Baden(2000), Gender and Development: Concepts andDefinitions, UNDP, Bridge. Report No 55.</p> <p>Class 2: Theoretical Framework on Women, Gender and Development☒ Feminist theories on development☒ Approaches to gender and development: WID, WAD, GAD, WED and PADReading:Peet, Richard and Elaine Hartwick(2009), Theories of Development: Contentions,Arguments, Alternatives, Second Edition, Guilford. Ch. 7 &quot;Feminist Theories ofDevelopment&quot;, pp. 240-274.Kriemild Saunders(ed.)(2002), Feminist post-development thought: rethinking modernity,post-colonialism & representation, ZED, Ch. 1.Suggested additional reading:Sharlene Nagy Hesse-Biber(2012), Handbook of Feminist Research: Theory and Praxis,SAGE Publications, Inc. Chapter 1. Feminist Research, pp. 2-26.Beneria and Sen(1997). &quot;Women&#39;s Role in Economic Development&quot; in The Women,Gender and Development Reader. Zed Books, pp. 42-51.</p>

Week	Course Description
Week 2	<p>Class 3: Geography of gender inequality in development☒ Economic development and human development☒ Gender and indicators☒ Economic empowerment and feminist empowermentReading:Nussbaum, Martha C.(2011), Creating Capabilities, The Human Development Approach,The Belknap Press of Havard University Press. Ch.1.Kabeer, Naila(2015), &quot;Gender, poverty and inequality: a brief history of feministcontributions in the field of international development&quot;, Gender and Development, 23:2,pp. 189-205.Chant, Sylvia and Caroline Sweetman(2012), &quot;Fixing women or fixing the world? &#39;Smarteconomics&#39;, efficiency approaches, and gender equality in development&quot;, Gender andDevelopment, 20:3, pp. 517-529.Chant, Sylvia(2012), &quot;The disappearing of &#39;smart economics&#39;? The World DevelopmentReport 2012 on Gender Equality: Some concerns about the preparatory process and theprospects for paradigm change&quot;, Global Social Policy, 12(2), pp. 198-218.Suggested additional reading:Beneria, Lourde(2003), Gender, Development, and Globalization: Economics as if allpeople mattered, Ch. 1-2.Kabeer, Naila (2016) Gender equality, economic growth, and women’s agency: the“endless variety” and “monotonous similarity” of patriarchal constraints. FeministEconomics, 22 (1). pp. 295-321.Class 4: Patriarchal Capitalism and Development☒ Gendered Division of Labor and International Division of Labor☒ Neoliberalism, Globalization and WomenReading:Mies, Maria(2014), Patriarchy and Accumulation on a World Scale: Women in theInternational Division of Labour, Third Edition, Zed Books. Ch. 1, 3, 4Suggested additional reading:Beneria, Lourde(2003), Gender, Development, and Globalization: Economics as if allpeople mattered, Ch.. 3, 4News Article: Geier, Katheleen and Curve Contributors(2014. 6. 11), &quot;Does FeminismHave a Class Problem?&quot;, , https://www.thenation.com/article/does-feminism-have-class-problem/</p>
Week 3	<p>Class 5: Gender and Work in Development☒ Production and Reproduction(& Care)☒ Job segregation by gender☒ Family wageReading:Folbre, Nancy(2002). The Invisible Heart: Economics and Family Values, The NewPress. Ch. 1, 2Fraser, Nancy(1994), &quot;After the Family Wage: Gender Equity and the Welfare State&quot;,Political Theory, Vol. 22, No. 4, pp. 591-618.Suggested additional reading:Lourdes Beneria(1999), &quot;The enduring debate over the unpaid labour&quot;, InternationalLabour Review, Vol. 138, No. 33, pp. 287-309.News article: Stone, Deborah(2000. 2. 23), &quot;why we need care movement&quot;, , https://www.thenation.com/article/why-we-need-care-movement/Class 6: Body, Sexuality and Development☒ Tourism and Sexuality☒ Body and Birth ControlReading:Kriemild Saunders(ed.)(2002), Feminist Post-Development Thought: Rethinking Modernity,Post-colonialism, London: Zed. Ch. 15 &quot;Revisiting the Population Question,&quot;Kriemild Saunders(ed.)(2002). Feminist Post-Development Thought: Rethinking Modernity,Post-colonialism, London: Zed, Ch. 16. &quot;Reproductive Technologies: A Third WorldFeminist Perspective“Barry, Kathleen(1995), Prostitution of Sexuality, New York University Press, Ch. 4.Additional Suggested reading:Cornwall, A. and S. Jolly(eds.)(2008). Development with a Body: Sexuality, HumanRights and Development, Londong and New York: Zed, Ch. 1, 2.</p>

Week	Course Description
Week 4	<p>Class 7: Immigration, Trafficking and Development ☒ Feminization of Immigration ☒ Gendered Trafficking Reading: Parrenas, Rhacel Salazar (2001). <i>Servants of Globalization: Women, Migration and Domestic Work</i>, Stanford University Press. Ch. 3 Tronto, Joan C. (2002), "The 'Nanny' Question in Feminism," <i>Hypatia</i>, 17(2), pp. 34-51. Additional Suggested reading: D'Cunha, Jean (2002). <i>Trafficking in persons: a gender and rights perspective</i>. Expert Group Meeting on "Trafficking in women and girls" 18-22 Nov. 2002, Glen Cove, New York, USA. Barry, Kathleen (1995), <i>Prostitution of Sexuality</i>, New York University Press, Ch. 5, 9. UNODC (2014). <i>Global Report on Trafficking In Persons 2014</i>. Class 8: Development Aid and Gender Mainstreaming ☒ Gender Equality and Development Aid ☒ Gender Mainstreaming Reading: Moser, Caroline O. N. (1989). "Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs," <i>World Development</i>, Vol. 17, No. 11, pp. 1799-1825. Moser, Caroline and Annalise Moser (2010), "Gender mainstreaming since Beijing: A review of success and limitations in international institutions," <i>Gender and Development</i>, Vol. 13, Issue 2, pp. 11-22.</p>
Week 5	<p>Class 9: Gender Governance and Development & Alternative Development Paradigm ☒ Government, NGO (feminist activism) and Academia ☒ Alternative Paradigm ☒ Gift Giving ☒ Reading: Chang, Pilwha (2008), "Feminist Consciousness and Women's Education: The Case of Women's Studies," <i>Ewha Womans University Journal of Women's Studies</i>, Vol. 14, No. 2, pp. 7-29. Myoung-sun, Lee (2013), <i>Producing Gender Specialists through Women's Studies in Universities</i>, Korean Women's Development Institute. Myoung-sun, Lee (2014), "Asian Feminist Pedagogy and Women's Empowerment: A Preliminary Analysis of EGEP," <i>Asian Journal of Women's Studies</i>, Vol. 20, No. 2, pp. 7-33. Suggested additional reading: Vaughan, Genevieve (2006), <i>Homo Donan</i>. Rejali, Saman (2014), "Footbinding and Its End (1839-1911) - the History of the Anti-Footbinding Movement and the Histories of Bound-feet Women in China," <i>PRANDIUM-The Journal of Historical Studies</i>, Vol. 3, No. 1, pp. 1-8. Class 10: Final (Group) Presentation</p>
Week 6	<p>Class 11: Reading week (No Class) Class 12: Final Exam</p>

<Additional Information>

Readings	<p>READING Materials Reading materials will be available through the course reserve system in KDI e-library.</p>
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Global Health and Development

<General Information>

Year	2019	Semester	Fall
Course Type	1 Class / Week	Credits	3
Class Hours	Wed / 19:00 ~ 22:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	No

<Lecture Information>

Professor	Shin, Jaeun	Email	jshin@kdischool.ac.kr
Office	438	Contact Number	1037
Office Hour	By Appointment	Con	SD, PF

<Course Information>

Keyword	
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Description	<p>This course focuses on the macro- and micro-economic analyses of health and health care system from a global development perspective. Topics include: (1) the importance of population health in achieving economic growth and human development, (2) the production of health and the role of health care market and health insurance, (3) challenges and strategies to build up an equitable, efficient, and affordable health care system towards Universal Health Coverage, and (4) health programs to deal with emerging risks in a developing world. We overview health challenges around the globe. A variety of health-related issues such as the prevalence of chronic illness, the costs of epidemic diseases, increasing risks in public health, inequity in health care, and financial fragility of health care system will be described as potential impediment to economic growth. Next, we examine causal relationship of ‘economic growth’ and ‘health’. Theoretical model and empirical evidence on the dynamics of health, human development and economic growth will be examined in-depth. Different channels through which health can affect income are discussed both at the aggregate level and at the individual level.</p> <p>Health economic analysis on health, health care, and health insurance will be discussed to understand the structure of a health care system and how various elements - patients, providers, insurers, and governments - of a health care system are interplayed. Diverse types of health care systems shaped across countries are briefly compared how it performs to promote good population health, equity and financial efficiency. Case studies on the Korean National Health Insurance system and selected countries will be presented to analyze implementation strategies towards Universal Health Coverage (UHC) in developing countries. Lastly, we will conduct case studies on health care reforms and health programs such as provider payment reform in Rwanda, claim management reform in Ghana, conditional cash transfer program for maternal health in India, Malaria prevention and child health in Kenya, and ICT in public health in Zambia, and more.</p> <p>By completing this course, students will be capable of understanding the value of health in economic development; conceptualizing health and health care from a market perspective; applying economic principles to issues in health, health care and health care system; and effectively dealing with local and global health challenges with practical capacity of policy designing, implementation and evaluation for sustainable development.</p>
Evaluation	<ul style="list-style-type: none"> o Class Participation 10 percent <p>All students must come to every class prepared to participate actively in discussions and to answer questions. Voluntary in-class presentations on pre-selected readings are highly encouraged. Schedules and topics will be announced for sign-up.</p> <ul style="list-style-type: none"> o Assignments 40 percent o Final Paper 50 percent
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	Overview: Health and Development ☒ What is health? Concept and Measurement ☒ Health in the Sustainable Development Goals ☒ Challenges in the global health and economic development
Week 2	Health, Human Development and Economic Growth ☒ Investment on health and human development ☒ Health and income growth: “THE” puzzle ☒ Linkages between health and income ☒ Health-poverty traps ☒ Direction of causality: empirical evidence Assignment 1

Week	Course Description
Week 3	Health, Human Development and Economic Growth (continued) Assignment 2
Week 4	Health Economics ☒ Determinants of health ☒ Demand for health and health care ☒ Health care market
Week 5	Health Economics (continued) ☒ Health insurance ☒ Market failure and the role of government Assignment 3
Week 6	Health Care System Analysis ☒ Structure of health care systems ☒ Health care system typology: governance, financing and service delivery ☒ International comparison of health care systems: equity and efficiency Assignment 4
Week 7	Universal Health Coverage (UHC) ☒ What is UHC? Why UHC? ☒ Implementation of UHC: Approaches, Success, and Challenges ☒ Korean experience of UHC: National Health Insurance (NHI) system Assignment 5
Week 8	Universal Health Coverage (UHC) - Country Case Studies
Week 9	Health Care Reforms and Health Programs - Case Study ☒ Payment reform in Rwanda ☒ Claims management reform in Ghana ☒ Conditional cash program for maternal health in India ☒ Malaria prevention and child health in Kenya ☒ ICT in public health in Zambia
Week 10	Health Care Reforms and Health Programs - Case Study (continued) * Student Final Paper Proposal Presentations
Week 11	Reading Week
Week 12	Final Examination Week

<Additional Information>

Text Book	Refer to the Syllabus
Course Requirements (Pre-requisites)	Refer to the Syllabus
Readings	Refer to the Syllabus

Labor Economics and Public Policy

<General Information>

Year	2019	Semester	Fall
Course Type	2 Classes / Week	Credits	3
Class Hours	Mon, Wed / 14:30 ~ 16:10	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Shin, Jaeun	Email	jshin@kdischool.ac.kr
Office	438	Contact Number	044 550 1037
Office Hour	By appointment	Con	PF, SD

<Course Information>

Keyword	labor demand labor policy labor supply unemployment wage determination
Description	<p>This course is essentially an application of economic frameworks to analyze various labor issues, mainly focusing on how wage and employment are determined and how labor policies are engaged to address various labor issues such as unemployment and (labor) income inequality. Labor market is regarded as an institutional ground for the interplay between labor demand (by firms) and labor supply (by workers). Firms' decisions on labor demand are ruled by profit maximization and workers' decisions on labor supply are the outcomes of utility maximization. The dynamics of labor demand and labor supply will, through the market mechanism, settle the equilibrium wage and employment. Key labor statistics will illustrate global, regional, and country-specific characteristics and policy issues in labor markets.</p> <p>Lectures and reading materials will be the primarily venue to discuss labor economic frameworks and related labor policy issues. Students will conduct in-class activities and assignments to build up practical expertise through conceptual diagnosis, data exercise, case studies, and policy evaluation. Topics to be covered include minimum wage, efficiency wage, immigration, unemployment insurance, wage differentials, human capital investment, job training, gender wage gap, income subsidy program, and employment subsidy program. Emerging global challenges in the modern labor markets will be our last, but not the least, topics, such as technology innovation and labor market flexicurity.</p> <p>The objectives of this course are to equip students with (1) theoretical and practical knowledge to understand the market process of wage and employment determination, (2) analytical skills of examining the impact of various labor policies on unemployment and wage inequality, and (3) problem-solving capacity to deal with complex and emerging challenges in the labor market.</p>

Evaluation	<ul style="list-style-type: none"> o Class Participation 10 percent o Assignments 40 percent o Final Paper 50 percent
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	Introduction ☒ Basic concepts to understand labor market ☒ Labor statistics: measurement and trends☒ Labor market outlook: OECD, World Bank, and ILO database
Week 2	Labor Market Analysis ☒ Labor demand, labor supply, employment, and wage ☒ Labor market equilibrium: Exercise
Week 3	Labor Demand ☒ Firm behavior, profit maximization, labor demand curve☒ Wage elasticity of labor demand
Week 4	Labor Demand and Unemployment☒ Minimum wage☒ Efficiency wage☒ Employment subsidy☒ Immigration
Week 5	Labor Supply ☒ Individual decisions: labor force participation and hours of work ☒ Income effects on labor supply☒ Family decisions to work: home production and child care
Week 6	Welfare Programs and Labor Supply ☒ Unemployment insurance ☒ Earned Income Tax Credit (EITC)☒ Child care subsidy
Week 7	Wage Differentials and Active Labor Market Policy☒ Age-earning profiles ☒ Human capital investment ☒ Labor market frictions ☒ Gender wage gaps☒ Vocational training programs
Week 8	Wage Differentials and Active Labor Market Policy (continued)
Week 9	Global Challenges in the Labor Market: “Decent Job for All” ☒ Technology innovation☒ Labor market flexicurity
Week 10	Student Presentations: Final Paper Proposals
Week 11	Reading Period
Week 12	Final Examination Week

<Additional Information>

Text Book	Ronald G. Ehrenberg and Robert S. Smith, Modern Labor Economics: Theory and Public Policy, 12th Global Edition, Pearson Prentice Hall. [MLE]
Course Requirements (Pre-requisites)	Analysis of Market and Public Policy, Quantitative Methods (or equivalent knowledge)
Readings	Refer to the Syllabus

KDI SCHOOL OF PUBLIC POLICY AND MANAGEMENT

TECHNOLOGY AND FINANCIAL INCLUSION

Time :

Venue :

Instructor: Kun-Ho Lee

Room

khleekif@gmail.com

Office Hour: to be announced and by appointment

COURSE DESCRIPTION

Financial inclusion provides billions of people who lack access to traditional financial services opportunities to participate in the financial ecosystem. It not only alleviates poverty by providing people access to payments and savings and protection against crises but also bolsters economic growth by mobilizing resources for investment and consumption. Consequently, it is today a stated goal for many public- and private-sector actors. International organizations and bank regulators in many jurisdictions have a mandate to promote financial inclusion, and many countries have set formal targets and national strategies for financial inclusion.

Purpose of this course is to understand impacts and effectiveness of financial inclusion and the role of technology. Innovations in financial inclusion has recently been driven by technological advances; digital financial products and services delivered through mobile phones have made it cost-effective to reach low-income consumers and process small transactions. Accordingly, we study various aspects of financial inclusion and innovations led by new technology during the first half of this semester, In the second half, we study current states and trends in the various parts of the world. The reading list includes many research papers published by international organizations that will help interested student to develop ideas for the theses in this field.

EVALUATION

Final grades will be determined on the basis of class participation (20%), group project (40%),

and a final exam (40%)

PROJECTS AND EXAMINATION

Each group will submit during the 10th week a report on a topic assigned by the instructor. The report should not exceed 10 pages. Topics for group projects are determined based upon the size of the class. The final exam will be an in-class, closed-book examination.

COURSE OUTLINE

Week 1: Introduction: From Access to Economic Empowerment

Readings: [1] [2] [3]

Week 2: Microfinance, Islamic Banking, Women's Financial Inclusion

Readings: [4] [5]

Week 3: Fintechs and Financial Inclusion

Readings: [6]. [7]

Week 4: Fintechs and Financial Inclusion (continued)

Week 5: Liquidity, Credit Risk, Consumer Protection

Readings: [8] [9] [10]

Week 6: Asia-Pacific

Readings: [11] [12]

Week 7: Sub-Saharan African Countries

Readings: [13]

Week 8: Europe and Central Asia

Readings: [14]

Week 9: Latin America and the Caribbean

Readings: [15] [16]

Week 10: Case: Digital Credit in Kenya / Presentation of Group projects

Readings: [17]

Week 11: Reading Week (No Class)

Week 12: Final Exam

READING LIST

Given the wide scope of topics covered, there is no main textbook for this course. Some of the books, papers, and presentations relevant to the course are as follows.

1. WEF and Tata Consultancy Services (2018) *Advancing Financial Inclusion Metrics: Shifting from access to economic empowerment*,
http://www3.weforum.org/docs/WEF_White_Paper_Advancing_Financial_Inclusion_Metrics.pdf
2. Agarwal, Sumit, Thomas Kigabo, Camelia Minoiu, Andrea Presbitero and Andre Silva (2018) *Financial Inclusion Under the Microscope*, WP/18/208, IMF
https://www.elibrary.imf.org/doc/IMF001/25471-9781484376362/25471-9781484376362/Other_formats/Source_PDF/25471-9781484379622.pdf
3. Bateman, Milford (2018), *From Panacea to “Anti-Development” Intervention: The Rise and Fall of Microcredit*, in Diana Barrowclough ed. *The Ins and Outs of Inclusive Finance: Some Lessons from Microfinance and Basic Income*, UNCTAD, United Nations pp19-57
https://unctad.org/en/PublicationsLibrary/gdsmdp2017d3_en.pdf
4. Naceur, Sami Ben, Adolfo Barajas, and Alexander Massara (2015) *Can Islamic Banking Increase Financial Inclusion?*, WP/15/31, IMF
<https://www.imf.org/en/Publications/WP/Issues/2016/12/31/Can-Islamic-Banking-Increase-Financial-Inclusion-42710>
5. Deléchat , Corinne, Monique Newiak, Rui Xu, Fan Yang, and Göksu Aslan (2018) *What is Driving Women’s Financial Inclusion Across Countries?*, WP/18/38 – IMF
<https://www.imf.org/en/Publications/WP/Issues/2018/03/05/What-is-Driving-Womens-Financial-Inclusion-Across-Countries-45670>
6. Murthy, Gayatri, Maria Fernandez-Vidal, Xavier Faz, and Ruben Barreto (2019) *Fintechs and Financial Inclusion: Looking past the hype and exploring their potential*, CGAP
(Consultative Group to Assist the Poor)
https://www.cgap.org/sites/default/files/publications/2019_05_Focus_Note_Fintech_and_Fi

[nancial Inclusion 1 0.pdf](#)

7. Gayatri, Murthy and Maria Fernandez-Vidal (2019) *Fintechs and Financial Inclusion: Lessons Learned - Five Innovation Areas*, CGAP
https://www.cgap.org/sites/default/files/publications/2019_05_Case_Study_Fintech_and_Financial_Inclusion.pdf
8. Nancy Kiarie, Ian Odongo, and Vera Bersudskaya (2018) *Fitting the Pieces of the Liquidity Management Puzzle*, Helix Institute https://www.microsave.net/wp-content/uploads/2018/11/Liquidity_Management_Puzzle.pdf
9. Bazarbash, Majid (2019) *FinTech in Financial Inclusion: Machine Learning Applications in Assessing Credit Risk*, WP/19/109, IMF
https://www.elibrary.imf.org/doc/IMF001/26044-9781498314428/26044-9781498314428/Other_formats/Source_PDF/26044-9781498316057.pdf
10. Mazer, Rafe and Kate McKee (2017) *Consumer Protection in Digital Credit*, Focus Note No.108, CGAP <https://www.cgap.org/sites/default/files/researches/documents/Focus-Note-Consumer-Protection-in-digital-Credit-Aug-2017.pdf>
11. Jahan, Sarwat, Jayendu De, Fazurin Jamaludin, Piyaporn Sodsriwiboon, and Cormac Sullivan (2019) *The Financial Inclusion Landscape in the Asia-Pacific Region: A Dozen Key Findings*, WP/19/79, IMF https://www.elibrary.imf.org/doc/IMF001/25886-9781498305440/25886-9781498305440/Other_formats/Source_PDF/25886-9781498311298.pdf
12. Hahm, Hongjoo, Tientip Subhanij and Rui Almeida (2019) *Finteching remittances in Paradise: a path to sustainable development*, MPFD Working Papers WP/19/08, Macroeconomic Policy and Financing for Development Division, ESCAP (Economic and

Social Commission for Asia and the Pacific), United Nations

<https://www.unescap.org/sites/default/files/publications/WP-19-08%20Fintech%20and%20Remittance%20Paper.pdf>

13. Sy, Amadou N. R., Rodolfo Maino, Alexander Massara, Hector Perez-Saiz, and Preya Sharma (2019) *FinTech in Sub-Saharan African Countries: A Game Changer?*, No 19/04 African Department, IMF https://www.elibrary.imf.org/doc/IMF087/25592-9781484385661/25592-9781484385661/Other_formats/Source_PDF/25592-9781484399477.pdf
14. Demircuc-Kunt, Asli, Bingjie Hu, and Leora Klapper (2019) *Financial Inclusion in the Europe and Central Asia Region: Recent Trends and a Research Agenda*, Policy Research Working Paper 8830, World Bank
<https://openknowledge.worldbank.org/bitstream/handle/10986/31585/WPS8830.pdf?sequence=4&isAllowed=y>
15. Dabla-Norris, Era, Yixi Deng, Anna Ivanova, Izabela Karpowicz, Filiz Unsal, Eva VanLeemput, and Joyce Wong (2015) *Financial Inclusion: Zooming in on Latin America*, WP/15/206, IMF https://www.elibrary.imf.org/doc/IMF001/22858-9781513568928/22858-9781513568928/Other_formats/Source_PDF/22858-9781513527000.pdf
16. Li, Chuan and Joyce Wong (2018) *Financial Development and Inclusion in the Caribbean*, WP/18/53, IMF https://www.elibrary.imf.org/doc/IMF001/24997-9781484345306/24997-9781484345306/Other_formats/Source_PDF/24997-9781484347751.pdf
17. Sivalingam, Isvary, Olivia Obiero, Evelyne Matibe, Rahul Chatterjee, Karthick Morchan, Anup Singh and Leonard Kambona (2019) *Making Digital Credit Truly Responsible:*

Insights from analysis of digital credit in Kenya, MicroSave Consulting (MSC)

<https://www.microsave.net/wp-content/uploads/2019/09/Digital-Credit-Kenya-Final-report.pdf>

KDI SCHOOL OF PUBLIC POLICY AND MANAGEMENT

ENVIRONMENTAL ECONOMICS AND POLICY

Day & Time: Wed. 19:00 ~ 22:30

Lecture Room: Rm. S204

Instructor: LEE, Myung Kyoon (room K371)

Tel: 044) 550-4863

mk.lee@kdi.re.kr

Office Hour: Mon. & Wed. 15:00 ~16:00

COURSE DESCRIPTION

This course is to analyze environmental problems and seek solutions from the economic perspective. The participants will think about and discuss why the environmental problems are caused, how the environment and economy interact, what sustainability is, and how economics addresses environmental problems through various policies and market instruments.

The primary objectives of the course are i) to familiarize the students with the terminology and issues of environmental problems, ii) to help the students understand various policies and market instruments to solve environmental problems and iii) to equip them with the capability of adopting and practicing relevant policies and instruments.

The course will start from the cases of societal collapse to which environmental problems contribute and journey through diverse texts and articles to achieve the abovementioned primary objectives.

Knowledge of Introductory Microeconomics will be useful but is not a must. Lecture notes and hand-outs will be distributed before and/or after classes with reading assignments.

* This course includes Korean development experience.

Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit [here](#).

TEXTBOOKS

There is no single textbook. References will be selected from various books and articles. References are subject to change, add, or drop without a prior notification.

References (but not limited to)

Selected chapters from the books such as:

- The Armchair Economist, Steven E. Landsburg, The Free Press, 2012
- Collapse, Jared Diamond, Viking Press, 2005
- Cost-Benefit Analysis: Concepts and Practice, Boardman et al., Prentice Hall, 2006
- The Economic Appraisal of Environmental Projects and Policies, OECD, 1995
- Economic Values and the Natural World, David W. Pearce, The MIT Press, 1993
- Energy and the Environment, James A. Fay and Dan S. Golomb, Oxford University Press, 2002
- Harvard Business Review on Business and Environment, Harvard Business School Press, 2000
- Policy Instruments for Environmental and Natural Resource Management, Thomas Sterner, RFF, 2003

Selected articles and reports:

- *The Nature of the Firm*, R. H. Coase, *Economica*, Vol. 4, No. 16, Nov., 1937, pp. 386-405.
- *Economic Growth and the Environment*, Gene M. Grossman and Alan B. Krueger, *The Quarterly Journal of Economics*, Vol. 110, No. 2, (May, 1995), pp. 353-377
- *The Tragedy of the Commons*, Garrett Hardin, *Science*, Vol. 162, No. 3859 (Dec. 13, 1968), pp. 1243-1248
- *Environmental Kuznets Curve Hypothesis and Carbon Dioxide Emissions*, K. Uchiyama, Development Bank of Japan Research Series, DOI 10.1007/978-4-431-55921-4_2, 2016

The final grade will be given by class participation (10%), in-class presentation (25%), a mid-term (30%), and the final exam (35%).

Class Attendance and participation

Being more than 15 minutes late is tardy, and three times being tardy is one absence.

Active participation in class is very welcome.

In-class presentation

During the course, the students will make an in-class presentation on selected environmental policies in their own interests. Depending upon the number of students, it can be either an individual presentation or a group presentation. Each presentation will be made in a ppt format and accompanied by a written report based on their researches on the topic.

The list of selected topics and submission deadline will be informed later.

Mid-term and Final Examination

A mid-term will be given in week 6 and the final in week 12. Both are closed-book and in-class. Make-up exams are allowed only in the cases of medical or family emergencies, proven by official documents.

COURSE OUTLINE

Week 1: Introduction to the Environment and Economy

Stories of societal collapse due to environmental problems

Economics: art of incentive design as well as a science of decision-making

Ref.:

- Collapse: Chs. 2, 14, 15
- The Armchair Economist: Chs. 1, 8

Week 2: Environmental Problems We are Facing

Local, Regional, and Global

Ref.:

- Energy and the Environment: Chs. 1, 9

Week 3: Causes of Environmental Problems from Economist's Perspective

Market Failure, Externalities, Public Goods, Carrying capacity

Ref.:

- Principles of Economics, N.G. Mankiw, Chs. 7, 10, 11

Week 4: Environmental Policies and Market Instruments (I)

Command & Control: regulations, standards, etc.

Market Instruments: tradable permits

Ref.:

- Policy Instruments for Environmental and Natural Resource Management: Chs. 6, 7

Week 5: Environmental Policies and Market Instruments (II)

Market Instruments: taxes, subsidies

Ref.:

- Policy Instruments for Environmental and Natural Resource Management, Chs. 8, 9

Week 6: Environmental Policies and Market Instruments (III)

Market and Legal Instruments: deposits, Coase Theorem

Ref.:

- Policy Instruments for Environmental and Natural Resource Management, Ch. 10
- *The Nature of the Firm*, R. H. Coase

* Midterm

Week 7: Ecosystem Services and Valuation

Use Value vs. Non-use Value, Willingness-to-Pay, Cost-Benefit Analysis

Ref.:

- The Economic Appraisal of Environmental Projects and Policies, OECD, 1995
- Economic Values and the Natural World, David W. Pearce, The MIT Press, 1993
- Cost-Benefit Analysis: Concepts and Practice, Boardman et al.

Week 8: Sustainability and Economic Growth

Sustainable Development, Growth and Environment, Environmental Kuznets Curve

Ref.:

- *Economic Growth and the Environment*, Gene M. Grossman and Alan B. Krueger
- *The Tragedy of the Commons*, Garrett Hardin
- *Environmental Kuznets Curve Hypothesis and Carbon Dioxide Emissions*, K. Uchiyama,

Week 9: Business and Environment

Cases, CSR (Corporate Social Responsibility), DJSI (Dow Jones Sustainability Index)

Ref.:

- Harvard Business Review on Business and Environment: Chs. 2, 3, 4, 7, 8

Week 10: Climate Change and MEAs (Multilateral Environmental Agreements)

Science and Economics of Climate Change, UNFCCC, Montreal Protocol, CBD, etc.

Ref.:

Energy and Environment: Ch. 10

Week 11: Reading Week

Week 12: Final Exam

Policies on Climate Change

<General Information>

Year	2019	Semester	Summer
Course Type	1st (6 weeks)	Credits	3
Class Hours	Tue, Thu / 14:30 ~ 18:00	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	JUNG,Hong-Sang	Email	hsjung2@gmail.com
Office	S 416	Contact Number	010-9204-2262
Office Hour	Tue, Thr pm 1:30~2:30	Con	RE, SD

<Course Information>

Keyword	
Description	<p>This course explores climate change issues from the perspective of (to-be) policy practitioners. In this course students will first review and learn climate change issues and relevant analytical tools. After being equipped with these basic knowledges, students will examine various policy issues focusing on practical application.</p> <p>The course will cover: (i) basic science and special features of climate change; (ii) decision-making framework; (iii) economic theories on externalities, cost benefit analysis, and behavioral aspects; (iii) policies on mitigation including carbon pricing, policies on energy; policies on land use; (iv) policies on adaptation; and (v)international cooperation issues.</p>
Evaluation	<p>The final grade will be given by class participation (10%), in-class presentation (10%), the mid-term exam (40%), and the term paper (40%).</p> <p>In-class presentation During the course, the students will make an in-class presentation on a case included in the course outline. Depending upon the number of students, it may be either an individual or a group presentation. Presentation ppt needs to be printed out and be submitted after presentation.</p> <p>Midterm exam The midterm exam will be taken in Week 3 class.</p> <p>Term paper A term paper will replace the final exam. Students will prepare a policy paper on a specific policy issue on climate change. In week 5, students will make a short presentation on his/her term paper in class.</p>

Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here .
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Week	Course Description
Week 1	Week 1-1: Introduction and overviewBasic science; features of climate change issues. - S. Gardiner, "A Perfect Moral Storm: Climate Change, Intergenerational Ethics and the Problem of Moral Corruption." Environmental values (2006).Week 1-2: Different views and approachesDifferent views on climate change; linkage to sustainable development; decision making on climate change.- William Nordhaus, The climate casino (2013), Ch. 3: The economic origins of climate change.
Week 2	Week 2-1: Decision making for social choiceEnvironmental social choice; cost-benefit analysis and pricing.- Charles D. Kolstad, Intermediate environmental economics, 2nd ed. (2011), Ch 3, Ch 6~7- Stephane Hallegatte et al., Investment decision making under deep uncertainty: application to climate change, World Bank (2012), Policy research working paper 6193.Week 2-2: Economic solutions to externalities Economic solutions to environmental externality problems.- Charles D. Kolstad, Intermediate environmental economics, 2nd ed. (2011), Ch 11~13.
Week 3	Week 3-1: Behavioral solutionsUsing behavioral insights to tackle externality problems.- World Bank, World Development Report 2015, Mind, society, and behavior, ch. 1~3, 9.Week 3-2: Mid-term exam
Week 4	Week 4-1: Mitigation policiesMitigation policies such as carbon pricing, renewable energy, and land use.- OECD, Climate and carbon: aligning prices and policies (2013), Ch 1~3.- IRENA et al., Renewable Energy Policies in a Time of Transition (2018), Ch 1. Introduction and background.- OECD, Cities and Climate Change (2014).Week 4-2: Adaptation policiesAdaptation policies in disaster risk management, agriculture, water, health.- World Bank, Future of food: Shaping a climate-smart global food system (2015).- OECD, Water and climate change adaptation (2013).- World Bank, The Sendai report (2012).- US Global change research program, Climate change impacts in US (2014).
Week 5	Week 5-1: International cooperationInternational negotiation; finance; technology transfers.- UNFCCC, UNFCCC process, Kyoto protocol, Paris agreement.- OECD, Financing climate change action (2014).- CTCN, "2017 Progress report"Week 5-2: Term paper presentations
Week 6	Reading Period (Review Period) & Final Exam Period

<Additional Information>

Text Book	Parts of the following books will be used, together with other readings which are specified in the course outline. - Charles D. Kolstad, Intermediate environmental economics, 2nd ed. (2011). - William Nordhaus, The climate casino (2013).
Course Requirements (Pre-requisites)	Basic economics
Readings	Please refer week schedules.

Additional
Information

* This schedule is subject to change if necessary.

Sustainable Energy Policy

<General Information>

Year	2019	Semester	Summer
Course Type	1st (6 weeks)	Credits	3
Class Hours	Tue, Thu / 19:00 ~ 22:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	OH,Jin-GYU	Email	jinohecc@gmail.com
Office	TBA	Contact Number	010-3234-5576
Office Hour	TBA	Con	RE, SD

<Course Information>

Keyword	
Description	<p>This course deals with sustainable energy policy in a broad and practical perspective. It discusses energy policies in relation to the climate change and sustainable development, which have effected energy policies substantially over the last three decades. Focusing on policy oriented energy issues, it discusses most up-to-date sustainable energy policy, drawn from analysis and reports of the authoritative international organizations, including International Energy Agency (IEA), OECD, and government reports.</p> <p>The aim of this course is, 1) to have understanding on inevitable and strong linkages of energy policies and climate change and sustainable development, and global response to climate change, 2) to have overview on global energy markets, including coal, oil, and gas, 3) to have understanding on sectoral energy policies with focus on demand side, which includes industrial, transport, commercial, residential, and power sectors, and 4) to have understanding on energy policies with supply perspective, including coal, oil, gas, with particular focus on renewable energy.</p> <p>Classes will, in principle, proceed in a mixture of lecture and seminar type. The lecturer will present basic and main issues of the topic. After lecture, students will give a presentation on the topic assigned before, which will be followed by group discussion.</p>

Evaluation	<p>The grade will be determined on the basis of:</p> <ul style="list-style-type: none"> - Active participation in class discussion (20%) - In-class presentation (40%) - Final exam: Research term paper (40%) <p>In-class presentation This course will proceed with lecture followed by in-class presentation by students on topics assigned before. The purpose of the in-class presentation is to facilitate and familiarize topics of the class.</p> <p>Examination There will be no mid-term examination and no final examination. Mid-term examination will be replaced by in-class presentation to be given on 7th (7th Jun)class. Final examination will be replaced by research term paper, to be presented on 20th June. Topics will be given beforehand.</p> <p>Class Attendance and participation Being more than 15 minutes late is tardy, and three times being tardy is one absence.</p>
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.</p>

Week	Course Description
Week 1	<p>Class 1: Introduction and Determinants of Energy Demand1. Course Introduction2. Basics of energyhttps://www.eia.gov/energyexplained/index.php?page=about_home3. Determinants of energy demand4. Modelling energy demand- World Energy Model (International Energy Agency, IEA):https://www.iea.org/weo/weomodel/- National Energy Modeling Systems (Department of Energy, DOE, U.S.A): https://www.eia.gov/outlooks/aeo/info_nems_archive.php- https://www.eia.gov/energyexplained/index.php?page=about_home (U.S. energy information agency of Department of Energy, U.S.)Class 2: Sustainable Energy Future and World Energy Outlook1. Defining Issues on Energy Use: Sustainable Development- IEA (2001), Toward a Sustainable Energy Future, OECD/IEA, Paris. Ch. 1. Ch. 2, Ch. 8.2. World Energy Outlook (WEO) Scenarios (Three scenarios) (WEO2017, Ch.1. (Introduction and scope)): Sustainable Scenario.3. Energy policies by sectors in Scenarios.4. Main features of world energy outlook-2017: 1 (WEO2017, Ch 2. (Overview).5. Main features of world energy outlook-2017: 2 (Ch. 3. (Energy, emissions and universal access)).</p>
Week 2	<p>Class 3: Climate Change, Climate Convention and Energy Response1. Defining Issues on Energy Use: Climate Change2. Features of Climate Change- https://19january2017snapshot.epa.gov/climatechange_.html (archived USEPA web)3. Global Response to Climate Change: Convention on Climate Change (1992): Principles, Commitment debate.4. Guidelines for National Communication (National Report)Class 4: Economics (I) of Energy Policies for Demand Sectors1. Economics of Energy Efficiency- References: Gillingham Kenneth, R. Newell, K. Palmer (2009). Energy Efficiency Economics and Policy, National Bureau of Economic Research, MA, U.S.A.2. Sectoral Energy Policy: Industry, Transport, Building, Residential- References: IEA (2010), Energy Efficiency Governance (Handbook), Ch. 1 (Energy efficiency drivers and barriers).</p>

Week	Course Description
Week 3	<p>Class 5: Response to Climate Change and National Communication1. Energy Response to Climate Convention: Energy Policy Elements in the National Communications by Countries- The First National Communication by Japan (1994), Ch. 3 (parts)- The First National Communication by Germany (1994), Ch. 5 (parts)- The First National Communication by Korea (1998), Ch. Five (parts)Class 6: National Communication and Energy Policy of Korea1. Recent Energy Response to Climate Change (5th, 6th National Communication)- The Fifth National Communication by Japan (2010), Ch. 3, 4 (parts)- The Sixth National Communication by U.S.A. (2014), Ch. 3, 4 (parts)2. Analysis of Energy Policy of Korea- References: IEA (2012), Energy Policies of the Republic of Korea (2012 Review).</p>
Week 4	<p>Class 7: Paris Agreement and Country Study (In-Class Presentation)1. Recent Development on Global Climate Change: Paris Agreement (2015), Issues in the Debate on Negotiation2. INDCs of Parties of participantshttp://www4.unfccc.int/Submissions/INDC/Submission%20Pages/submissions.aspx3. In-Class Presentation: Analysis of Energy Policy of Countries of Participants- IEA Country Reports of the Selected CountriesClass 8: Renewable Energy Policy1. Policies: Feed In Tariff (FIT), Renewable Energy Certificates (REC)2. Photovoltaic, Winds3. Water Resources and Hydro-References: IEA (International Energy Agency) (2017), World Energy Outlook-2017, OECD/IEA, Paris. Ch. 7.3. (Renewable).</p>
Week 5	<p>Class 9: Fossil Fuel: Issues and Policies1. Outlook for Coal, Oil, Gas2. Issues: CO2 issues, Emergency Stockpiling3. Mix in Power, Nuclear- References: IEA (International Energy Agency) (2017), World Energy Outlook-2017, OECD/IEA, Paris. Ch. 4.1, 4.2(Oil), 5.1, 5.2(Coal), 6.1, 6.2(Electricity), 8.1, 8.2(Gas)- IEA (2014), Energy Supply security, Emergence Responses of IEA Countries, Ch.1 (Overview).Class 10: Sustainable Energy Future1. Energy Technology2. Energy Access3. Summary and Sustainable Energy Revisited- References: IEA (International Energy Agency) (2017), World Energy Outlook-2017, OECD/IEA, Paris. Ch. 3.3.1(Outlook for Energy Access)- IEA, Technology Roadmap, Hydropower, IEA, Paris.</p>
Week 6	<p>Class 11: Reading WeekClass 12: Final Exam: In-Class Presentation of Research Term paper</p>

<Additional Information>

Text Book	<p>Text Book and Readings</p> <p>There is no textbook for this course. References are provided from various sources, books and articles. Required readings will be given in advance of classes. To better prepare classes, students are to read materials of the required reading beforehand.</p> <p>References</p> <ul style="list-style-type: none"> - Mintzer, Irving and J. Leonard (1994) edited, Negotiating Climate Change, Stockholm Environment Institute, Cambridge University Press. Ch. 2 (Prologue to the Climate Change Convention). - IEA (International Energy Agency) (2017), World Energy Outlook-2017, OECD/IEA, Paris. - Bhattacharyya Subhes C. (2011). Energy Economics, Concepts, Issues, Markets and Governance, Springer. - Bodansky Daniel, Jutta Brunnee, and Lavanya Rajamani (2017), International Climate Change Law, Oxford University Press. - National Communications under the U.N. Framework Convention on Climate Change - Sources on internet from IEA, OECD, EIA (U.S.A.), UNFCCC.
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Water Engineering

<General Information>

Year	2019	Semester	Summer
Course Type	1st (6 weeks)	Credits	3
Class Hours	Mon, Wed / 14:30 ~ 18:00	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Kang, Seoktae Kang, Doosun	Email	stkang@kaist.ac.kr
Office	TBD	Contact Number	TBA
Office Hour	TBD	Con	

<Course Information>

Keyword	
Description	<p>The course will introduce the basic science and engineering concepts on waters. The course will be consisted with three parts; hydrology and hydraulics, water and wastewater engineering, water-energy nexus.</p> <p>In the first part, students will learn about theory and modeling of hydrology and hydraulics, drinking water distribution system, and application of optimization algorithm to water engineering problems.</p> <p>During the lectures on water and wastewater engineering, the discussion about the needs for water quality control will be made, then conventional physical, chemical, and biological unit processes will be explained to achieve proper drinking water and wastewater treatment. Lastly, theory and simple application of water-energy nexus will be provided.</p>
Evaluation	Final exam- 80%, attendance-20%
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	Theory and modeling of hydrology Theory and modeling of hydraulics
Week 2	Theory and modeling of drinking water distribution system Application of optimization algorithms to water engineering problems

Week	Course Description
Week 3	Water quality parameters: DO, Turbidity, TOC etc. Unit processes in water treatment I: Coagulation Unit processes in water treatment II: Sedimentation, Filtration, Disinfection
Week 4	Basics on microbiology: Growth, BOD, COD, Nutrient uptake, SS, etc Wastewater characteristics: Organic loading Unit process in wastewater treatment: Activated sludge, Anaerobic digestion, Biofilm, MBR
Week 5	Advanced water and wastewater treatment: AOP, Membrane, Water reuse Water-energy nexus: from theory to application
Week 6	Final exam

<Additional Information>

Text Book	Related materials will be provided before each class
Additional Information	Email: Dr. Seoktae Kang (stkang@kaist.ac.kr), Dr. Doosun Kang (doosunkang@khu.ac.kr)

Global Governance: Issues, Divisions & Cooperation

<General Information>

Year	2019	Semester	Summer
Course Type	12 weeks	Credits	3
Class Hours	Sat / 14:00 ~ 17:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Kim, Byoung-Joo	Email	bjkim@kdis.ac.kr
Office	S418	Contact Number	044-550-1025
Office Hour	Fridays 5:30PM~6:30PM / Saturdays 11:00AM~12:00PM	Con	GP

<Course Information>

Keyword	
Description	The primary objective of this course is to help students develop their own independent understanding of how major issues of global governance have emerged in the past, how the world community has been struggling to address them, and what kinds of new challenges have additionally emerged in our time.
Evaluation	Class Participation: 30%, Presentations:10%, Mid-term Exam: 20%, Final Exam: 40%
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.

Week	Course Description
Week 1	Course Introduction
Week 2	Rise of Populism: End of Global Governance?
Week 3	Liberalism vs. Democracy : Oscillating Focus?
Week 4	Elites vs. The Rest: Globalization No More?
Week 5	Changing Global Order : US Leadership & Roles of Hegemon

Week	Course Description
Week 6	G2 vs. Multilateralism : New World Order or Disorder?
Week 7	Game Theory, Public Goods, Dilemma of Collective Action
Week 8	Cooperation Theory, 2-Level Games
Week 9	Security Cooperation
Week 10	Financial, Monetary & Trade Cooperation
Week 11	Environmental & Climate Cooperation
Week 12	Final Exam

<Additional Information>

ICT for SDGs

<General Information>

Year	2019	Semester	Fall
Course Type	1 Class / Week	Credits	3
Class Hours	Fri / 14:00 ~ 17:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Lee, Taejun	Email	davidtjlee@kdischool.ac.kr
Office	333	Contact Number	044-550-1119
Office Hour	Anytime by appointment	Con	PA, SD

<Course Information>

Keyword	
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Description	<p>Digital technologies and data are transformational. People, firms and governments live, interact, work and produce differently than in the past, and these changes are accelerating rapidly. How can we realize the immense promises of digital technologies and data for sustainable development goals in a fast evolving world? Indeed, Information, Communication, Technologies (ICT) are accelerators, amplifiers, and augmenters of change. They make it feasible to more flexibly and dynamically reconfigure, and hence transform all aspects of how resources are produced and used, fundamentally restructuring economies and redefining how we interact with each other and the world around us. ICTs facilitate real-time communications, data analysis and decision-making, accelerating the pace of economic change and increasing market volatility. With this backdrop, this seminar is part of a shared, ongoing effort to make the benefit of ICT as an incredible platform for achieving the SDGs by demonstrating how ICT is paving the way for a profound transformation of society where digital technologies are the key contributing to human and planetary wellbeing.</p> <p>We will strive to develop both a critical understanding and a creative appreciation of the distinct multi-disciplinary and strategic perspectives that are foundational to this area. Because this is a graduate-level seminar intended to nurture strategic thinking and problem solving capacity in development and management activities, we will focus on reading primary research articles and policy reports/publications from the major outlets in ICT & SDG and allied disciplines. We will actively present and critique this literature in class. We will also be encouraged to nominate and review other articles on the topics for discussion. In this manner, we will help you explore implications of the role of ICT on the SDG and develop a detailed mental representation and policy framework of major learning areas for development and management institutions interested in and in charge of improving the effectiveness, efficiency, ethics and accountability of the SDG projects and campaigns in digital economy.</p> <p>To this end, we will accumulate and share lessons learnt from ICT for SDG policies and practices highlighting how government, private companies, citizens, civil organization society, academic institutions, and media properly use ICT for solving the world's major challenges - ending poverty and hunger, ensuring universal access to basic services, and making the transition to a low-carbon economy. Put simply, in our era, this seminar provides students a wide range of insights into innovation-driven leadership and social entrepreneurship that can effectively and ethically harness ICT as a policy and strategic tool for common good to achieve and extend SDG objectives in the following:</p> <ul style="list-style-type: none"> o This seminar provides new insights into the state of the digital transformation by mapping indicators across a range of areas - from education and innovation, to trade and economic and social outcomes - against current digital policy issues. We will identify seven policy dimensions (i.e., access, use, innovation, jobs, society, trust, market openness for growth and well-being) that allow governments - together with citizens, firms and stakeholders - to shape digital transformation to achieve SDGs. o This seminar highlights key opportunities, challenges and policies related to each dimension, offers new insights, evidence and analysis, and provides recommendations for better policies in the digital age. In so doing, it identifies gaps in the current measurement framework, assesses progress made towards filling these gaps and sets-out a forward-looking measurement roadmap. The goal is to expand the evidence base, as a means to lay the ground for more robust policies for growth and well-being in the digital era.
Description	<ul style="list-style-type: none"> o This seminar provides you with a formal mandate and specific targets to raise awareness, build knowledge and inspire people to cultivate public sector leadership and entrepreneurship based on ICT topics and issues. This seminar seamlessly integrates and transforms the ICT story that students need to tell about how ICT incorporate development policies and about what and how their organizations are doing to achieve SDGs in a public policy and development context.

Evaluation	<ul style="list-style-type: none"> o Research Paper (Individual) 50% of grade o Discussion Leading (Group) 40% of grade o Class participation (Individual) 10% of grade
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	Week 1. Digital Economy Outlook: Science, Technology, and Innovation (Part I) <ul style="list-style-type: none"> o The Innovation Imperative: OECD Innovation Strategy o Measuring the Digital Transformation: A Roadmap for the Future
Week 2	Week 2. Digital Economy Outlook: Science, Technology, and Innovation (Part II) <ul style="list-style-type: none"> o Going Digital: Making the Transformation Work for Inclusive Growth and Well-being o Going Digital: Shaping Policies, Improving Lives
Week 3	Week 3. Emerging and Disruptive Technologies that will Transform Life, Business and the Global Economy (Part I) <ul style="list-style-type: none"> o SMAC: Social media, Mobile technology, Analytics of big data, and Cloud computing
Week 4	Week 4. Emerging and Disruptive Technologies that will Transform Life, Business and the Global Economy (Part II) <ul style="list-style-type: none"> o BRAID: Blockchain, Robotics, Automation of knowledge and work, Internet of things, Digital fabrication/Disinformation, and Artificial intelligence
Week 5	Week 5. Theories and Policy Framework on ICT for SDGs (Part I) <ul style="list-style-type: none"> o Sustainable Development Goals (SDGs) and Development Paradigms o Embracing Innovation in Public Governance: A Behavioral Approach o Achieving SDGs through ICT Policies and Services as a Catalyst for Achieving the SDGs
Week 6	Week 6. Theories and Policy Framework on ICT for SDGs (Part II) <ul style="list-style-type: none"> o Monitoring Progress: ICT Indicators for the SDGs o Connecting the Unconnected o Digital Identity and the SDGs
Week 7	Week 7. ICT & SDGs Case Study (Part I) <ul style="list-style-type: none"> o Connected Car o Smart Factory o Smart Farm
Week 8	Week 8. ICT & SDGs Case Study (Part II) <ul style="list-style-type: none"> o Smart Education o Smart Healthcare o Fintech
Week 9	Week 9. ICT & SDGs Case Study (Part III) <ul style="list-style-type: none"> o Smart Cities o Disaster Management o Public Safety
Week 10	Week 10. ICT & SDGs Case Study (Part IV) <ul style="list-style-type: none"> o Immersive Media o Tourism o Logistics & Retail
Week 11	Week 11. Reading Period
Week 12	Week 12. Research Paper Submission

<Additional Information>

Financial Innovation for Sustainable Development

<General Information>

Year	2019	Semester	Spring
Course Type	2 Classes / Week	Credits	3
Class Hours	Tue, Thu / 10:20 ~ 12:00	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Cho, Man	Email	mancho@kdischool.ac.kr
Office	S444	Contact Number	044-550-1280
Office Hour	By appointment	Con	FM, SD

<Course Information>

Keyword	
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Description	<p>Public policy goals toward the financial service sector have been shifting in the recent years, due in large part to two on-going and inter-related trends: first, since the recent global financial crisis (GFC) and its contagions to the real economy (often referred to as Great Recession), the policy goals are becoming more diverse given those emerging issues of importance - in particular, financial stability, financial inclusion, and financial consumer protection; second, the revolutionary advancement of information and communication technologies (ICT) relevant to the players of the sector, conveniently called as FinTech, RegTech and CapTech, is rapidly changing the landscape of financial intermediation with a dramatic efficiency gain in terms of transaction costs, information asymmetries, and match (between savers and borrowers) asymmetries. The two trends are inter-twined given the shift in the philosophy of, and the requirements from, the prudence regulations for financial institutions in the post-GFC era. This course aims to expose students to the key elements of these evolving policy and ICT changes, and to assess them in the perspective of Sustainable Development Goals (SDGs) as promulgated by the United Nations in 2014 provided that finance is one of the crucial means of implementation in fostering an inclusive and equitable society with a sound economic and social growth. To that end, the relevant policy cases compiled from Korea and other countries will be utilized.</p> <p>The course will consist of three sequential segments. First, the two post-GFC trends will be surveyed to lay out the agenda of the course: (1) the cause, consequence, and fallout of GFC with a special focus on the emerging new policy instruments such as the macro-prudential regulations, various measures (or “good practices”) for financial consumer protection, and the loan modification and other ex post policy responses; and, (2) the advancement of the core technologies (Block Chain, Wireless Communication Technologies, Artificial Intelligence, and other related ICT) and their applications in financial intermediation and regulatory reporting. Second, conceptual frameworks to be utilized will be discussed, including: the role of financial intermediation in achieving SDGs; the asset and leverage cycles and early indicators thereof; and, the regulatory framework in the post-GFC era. Third, five specific FinTech areas along with those selected public policy issues of relevancy (for a structured class discussion) will be covered, with the following as a list of topics to be included:</p> <ul style="list-style-type: none"> ☒ Block chain & cryptocurrency ☒ Crowdfunding and P2P(Peer-to-Peer) lending ☒ Mobile pay and settlement systems ☒ AI and Robo-Advisor ☒ RegTech and Regulatory Sandbox ☒ On the future of international money transfer ☒ On the future of relationship banking ☒ On the future of financial consumer protection ☒ On the future of on-line credit evaluation ☒ On the future of macro-prudential regulation
Evaluation	<p>Grading Components</p> <ul style="list-style-type: none"> • Project 40% • Final 50% • Attendance 10%
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	<p>1. Scope and Roadmap ☒ Syllabus, roadmap, & getting-to-know☒ Special lecture (1): “GFC: Causes, Consequences, & Lessons”☒ Special lecture (2): “FinTech Development: An</p>

Week	Course Description
Week 2	2. Conceptual framework (1): ☒ Financial markets, institutions, and taxonomy of financial risks☒ Asset price and leverage cycles ☒ New regimes of prudential regulation ☒ Reading: Brunnermeier et al. (2009), Ch. 1~2 ☒ Topic Note: Valuation of financial assets
Week 3	3. Conceptual framework (2):☒ Behavioral research and achieving SDGs☒ Consumer protection measures (those in Korea as a case study)☒ More on the prudential regulations: A set of usual indicators☒ Reading: The World Bank (2015); Le Blanc (2015)☒ TopicNote: Value-at-Risk (VaR), Monte Carlo Simulation, and Stress Test
Week 4	4. Conceptual framework (3): ☒ Capital regulations (Basle I, II, and III)☒ Credit scoring model (as a risk identification tool)☒ On managing the credit and liquidity risks ☒ Reading: BCBS (2017); Berg et al. (2018)☒ TopicNote: Credit Scoring and Capital Regulations
Week 5	5. FinTech & policy case (1): Block Chain (BC) & Cryptocurrency ☒ BC & Cryptocurrency: Current state and future prospect ☒ On the future of international money transfer (as an application of BC)☒ Guest speaker: Prof. Gijin Yang, Cheonbuk University ☒ Reading: Mills et al. (2016)
Week 6	6. FinTech & policy case (2): Crowdfunding and P2P lending☒ Crowdfunding and P2P lending: Current state and future prospect☒ On the future of relationship banking☒ Presentations of the group projects ☒ Reading: Chava et al. (2018)
Week 7	7. FinTech & policy case (3): Mobile pay and settlement systems ☒ Mobile pay and settlement systems: Current state and future prospect ☒ On the future of financial consumer protection☒ Presentations of the group projects ☒ Reading: Hildebrand et al. (2013); Cho (2018)
Week 8	8. Policy cases (4): AI and Robo-Advisor☒ AI and Robo-Advisor: Current state and future prospect☒ On the future of on-line credit evaluation ☒ Presentations of the group projects ☒ Reading: Citi GPS (2018)
Week 9	9. Policy cases (5): RegTech and Regulatory Sandbox ☒ RegTech and Regulatory Sandbox: Current state and future prospect ☒ On the future of macro-prudential regulation☒ Presentations of the group projects ☒ Reading: Arner et al. (2017)
Week 10	10. Wrap-up ☒ Wrap-up discussions (on technologies, on the inclusion, & on the stability)☒ Matrix of public policy issues (by development stage and by financial sector) ☒ Course review
Week 11	11. Reading period
Week 12	12. Final exam

<Additional Information>

Course Requirements (Pre-requisites)	Pre-requisites: There is no prerequisite for this course. Nonetheless, basic understanding of the financial service sector in general and an introductory-level statistical analysis will equip students better in getting maximum out of the course.
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Readings	<p>Reading materials</p> <ul style="list-style-type: none"> • There is no particular text book for the course, although the following will be an useful reference for general issues as to the financial markets and institutions: Saunders/Cornett, 2015, “Financial Markets and Institutions,” 6th edition, McGraw-Hill Education. • The lecture notes and the topic notes (both to be circulated by the instructor), and the references as listed in the back will be the main course materials to be used.
Additional Information	<p>References</p> <p>Academic articles/reports (required or optional)</p> <ol style="list-style-type: none"> 1. Arner, D. W., J. Barberis, and R. P. Buckley. 2017 “FinTech, RegTech and the Reconceptualization of Financial Regulation.” Forthcoming in Northwestern Journal of International Law and Business. 2. Basel Committee on Banking Supervision (BCBS), 2017, “High-level summary of Basel III reforms,” December 2017. 3. Berg, T., V. Berg, A. Gombovic, and M. Puri, 2018, “On the rise of FinTechs - Credit Scoring Using Digital Footprints,” manuscript, presented at the 2018 Cambridge CCAI Conference. 4. Brunnermeier, M., A. Crockett, C. Goodhart, A. Persaud, and H. S. Shin. 2009. The Fundamental Principles of Financial Regulation. Geneva: International Center for Monetary and Banking Studies. 5. Chava, S., and N. Paradkar, 2018, “Winners and Losers of Marketplace Lending: Evidence from Borrow Credit Dynamics,” manuscript, presented at the 2018 Cambridge CCAI Conference. 6. Cheng, J., and B. Geva, 2016, “Understanding Block Chain and Distributed Financial Technology: New Rails for Payments,” Business Law Today, March 2016). (Optional) 7. Cho, Man, 2018, “Financial Consumer Protection in the Household Lending Sector: An Assessment of the Korean Case,” Forthcoming in International Review of Financial Consumer, Vol 2(2). 8. Cho, Man, 2017, “Contagious Housing Price Cycles: Drivers, Contagion Channels, and Policy Responses,” Real Estate Finance, Winter 2017. 9. City GPS, 2018, “Bank of the Future: The ABCs of Digital Disruption in Finance,” Citi Global Public Service, March 2018. 10. Financial Stability Board, 2017, “Financial Stability Implications from FinTech.” 11. He et al., 2017, “Fintech and Financial Services: Initial Considerations,” IMF Discussion Note. 12. Hildebrand, T., M. Puri, and J. Rocholl, 2013, “Adverse Incentives in Crowdfunding,” Management Science, Vol. 63(3), pp. 587-606. 13. Le Blanc, D., 2015, “Towards integration at last? The sustainable development goals as a network of targets,” The United Nations, DESA Working Paper No. 141.

Additional Information	<p>14. Reinhart, C., and K. Rogoff, 2008, "Is the 2007 US Sub-Prime Financial Crisis So Different?: An International Historical Comparison," American Economic Review: Papers & Proceedings 98(2), 2008. (Optional)</p> <p>15. Mills, D., et al., 2016, "Distributed ledger technology in payments, clearing, and settlement," Federal Reserve Board.</p> <p>16. Modularization of Korea's Development Experience (MKDE), 2013(a), "Institutionalization of the Informal Credit Market and Financial Inclusion in Korea" (Optional)</p> <p>17. The World Bank, 2015, "Mind, Society, and Behavior," The 2015 World Development Report.</p> <p>Articles from popular press (optional)</p> <p>18. Financial Times, 2017.4.17, "The new back office: inside Goldman Sachs' Bangalore hub."</p> <p>19. The Economist, 2015.10.31, "The promise of the blockchain: The trust machine."</p> <p>20. The Economist, 2018.5.9, "Slings and arrows: Financial technology will make banks more vulnerable and less profitable. But it is unlikely to kill them off."</p> <p>21. The Economist, 2018.6.12, "Exclusive excess: Financial inclusion is making great strides."</p> <p>22. The Economist, 2018.6.12, "How mobile money is spreading: The payment industry is undergoing a revolution."</p> <p>23. The Economist, 2018.6.12, "The bottom rung: Financial inclusion in the rich world."</p> <p>24. The Economist, 2018.6.12, "Stack'em high: India's digital platforms."</p> <p>25. The New York Times, 2008.10.5, "Tipping point" towards the high risk-taking (the Fannie Mae story)."</p> <p>26. The New York Times Magazine, 2009.1.2, "Risk Management."</p> <p>27. The Washington Post, 2008.12.29, "The Beautiful Machine (the AIG story, 1st of three parts)."</p> <p>28. The Washington Post, 2008.12.30, "A Crack in The System (the AIG story, 2nd of three parts)."</p> <p>29. The Washington Post, 2008.12.31, "Downgrades And Downfall (the AIG story, 3rd of three parts)."</p>
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KDI SCHOOL OF PUBLIC POLICY AND MANAGEMENT

BLOCKCHAIN AND CRYPTOCURRENCIES

Time :

Venue :

Instructor: Kun-Ho Lee

Room

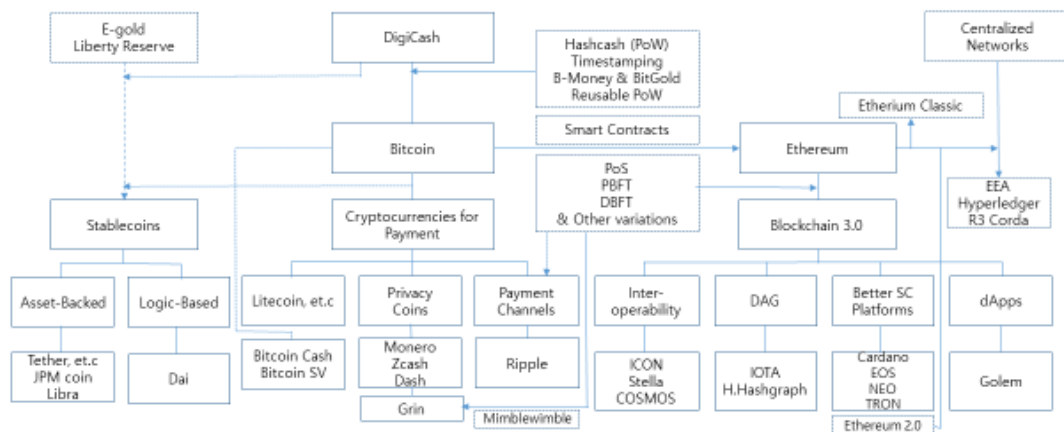
khleekif@gmail.com

Office Hour: to be announced and by appointment

COURSE DESCRIPTION

This course is an introductory level course on blockchain, cryptocurrencies, and smart contracts, designed for students without proper background knowledge in engineering or computer science. Following figure shows the cryptocurrencies and relevant technologies/protocols to be covered during the semester.

Cryptocurrencies at a Glance



The purpose of the course is to provide students with in-depth understanding of the blockchain technology and its applications in finance, but lectures will focus more on high-level discussions rather than on technical details. Some of the topics depend heavily on mathematics, computer sciences and cryptography, but no previous knowledge in the relevant fields is required for this

course: The instructor will exert every effort to keep the course self-contained. Coverage of topics related to investment methodologies will be minimized because there is no established or otherwise widely accepted methodologies for cryptocurrencies yet.

EVALUATION

Final grades will be determined on the basis of class participation (20%), group project (30%), individual project (20%), and a final exam (30%)

PROJECTS AND EXAMINATION

During the 10th week, each group will submit and present a group report in class. Topics will be determined based upon the size of the class and assigned to each group by the instructor. Each student will also submit a short note explaining concepts and terminology assigned individually. The final will be an in-class, closed-book examination.

COURSE OUTLINE

Week1: Introduction: What is Money?

Readings: [1] [2] [3]

Week2: Introduction to Cryptocurrencies

Readings: [4] [5]

Week3: How Bitcoin works: Cryptography in Bitcoin

Readings: [6].[7] [8]

Week4: How Bitcoin works: Cryptography in Bitcoin (continued)

Week 5: Other Cryptocurrencies for Payments

Readings: [9] [10] [11]

Week 6: Smart Contracts and Ethereum

Readings: [12] [13]

Week 7: Blockchain 3.0 & Other Issues

Readings: [14] [15] [16]

Week 8: Blockchain 3.0 & Other Issues (continued)

Readings: [17] [18]

Week 9: Initial Coin Offerings and Investing in Cryptocurrencies

Readings: To be announced

Week 10: Regulatory Perspectives

Readings: [19] [20] [21]

Week 11: Reading Week (No Class)

Week 12: Final Exam

READING LIST

There is no main textbook for this course because most textbooks on cryptocurrencies either rely too much on knowledge in technical aspects or provide too little insights to the relevant technology. Some of the books, papers, and presentations relevant to the course are as follows.

- [1] World Economic Forum with Oliver Wyman (2016), *The Role of Financial Services in Society: Understanding the impact of technology-enabled innovation on financial stability*, http://www3.weforum.org/docs/WEF_FS_RoleFinancialServicesSociety_Stability_Tech_Recommendations_2016.pdf
- [2] Szabo, Nick (2002), *Shelling Out: The Origin of Money*, Satoshi Nakamoto Institute, <http://nakamotoinstitute.org/shelling-out/>
- [3] Friedman, Milton (1991) *The Island Of Stone Money*, Working Papers in Economics E-91-3, The Hoover Institution, Stanford University, February 1991, <https://www.digitalfrontiersinstitute.org/resources/item/the-island-of-stone-money>
- [4] Narayanan, Arvind, Joseph Bonneau, Edward Felten, Andrew Miller, and Steven Goldfeder (2016) *Preface: The long Road to Bitcoin*, Bitcoin and Cryptocurrency Technologies: A Comprehensive Introduction, Princeton University Press (A pre-publication draft of the book is available for download at https://d28rh4a8wq0iu5.cloudfront.net/bitcointech/readings/princeton_bitcoin_book.pdf)
- [5] Goyal, Swati (2018) *The History of Blockchain Technology: Must Know Timeline*, Reviews, 101blockchains.com, <https://101blockchains.com/history-of-blockchain-timeline/>
- [6] Driscoll, Scott (2013), *How Bitcoin Works under the Hood*, Imponderable Things (Scott Driscoll's Blog), <http://www.imponderablethings.com/2013/07/how-bitcoin-works-under-hood.html>
- [7] Nakamoto, Satoshi (2008), *Bitcoin: A Peer-to-Peer electronic Cash System*, Bitcoin White Paper, www.bitcoin.org
- [8] Bower, Bruce (2018) *How an ancient stone money system works like cryptocurrency*, Vol. 194, No. 3, Science News, August 4, 2018, p. 18, <https://www.sciencenews.org/article/yap-stone-money-bitcoin-blockchain-cryptocurrency>
- [9] Moskov. Alex (2018) *What is Litecoin (LTC)?: The Silver to Bitcoin's Gold*, Guides. Coincentral.com, <http://coincentral.com/what-is-litecoin/>

- [10] Cata, Justin, (2018), *Everything to know about Ripple – Part 1: How Ripple Works*, Medium.com, <https://medium.com/@jcata018/everything-to-know-about-ripple-part-1-how-ripple-works-f7404aa4a8d1>
- [11] CoinSwitch (2018) Overview Of Privacy Coins, <https://blog.coinswitch.co/overview-of-privacy-coins-e38091671d38?gi=49893961cf3f>
- [12] Szabo, Nick (1996), *Smart Contracts: Building Blocks for Digital Markets*, Alamut, http://www.alamut.com/subj/economics/nick_szabo/smartContracts.html
- [13] Blockchain Review (2018) *Ethereum White Paper Made Simple*, https://blockchainreview.io/wp-content/uploads/2018/03/02.01_final_Ethereum-White-Paper-Made-Simple.pdf
- [14] Ackermann, Jakob and Maximilian Meier (2018), *Blockchain 3.0 - The next generation of blockchain systems*, https://www.researchgate.net/publication/327672110_Blockchain_30_-_The_next_generation_of_blockchain_systems
- [15] Zheng, Zibin; Shaoan Xie; Hongning Dai; Xiangping Chen and Huaimin Wang (2017). *An Overview of Blockchain Technology: Architecture, Consensus, and Future Trends*, <https://ieeexplore.ieee.org/document/8029379>
- [16] Meiklejohn, Sarah (2017) *Top Ten Obstacles along Distributed Ledgers' Path to Adoption*, R3 Reports, <https://www.r3.com/research/>
- [17] World Economic Forum with Deloitte (2016) *The future of financial infrastructure: An ambitious look at how blockchain can reshape financial services*, <https://www.weforum.org/reports/the-future-of-financial-infrastructure-an-ambitious-look-at-how-blockchain-can-reshape-financial-services>
- [18] World Economic Forum with Deloitte (2016) *A Blueprint for Digital Identity: The Role of Financial Institutions in Building Digital Identity*, http://www3.weforum.org/docs/WEF_A_Blueprint_for_Digital_Identity.pdf
- [19] Bank for International Settlements (2017) *Distributed ledger technology in payment, clearing and settlement: An analytical framework*, Committee on Payments and Market Infrastructures, <https://www.bis.org/cpmi/publ/d157.pdf>
- [20] Yanagawa , Noriyuki and Hiromi Yamaoka (2019), *Digital Innovation, Data Revolution and Central Bank Digital Currency*, No.19-E-2, Bank of Japan Working Paper Series, Bank of Japan, http://www.boj.or.jp/en/research/wps_rev/wps_2019/data/wp19e02.pdf
- [21] Casper, Christopher (2018), *What is the BitLicense? Understanding New York's Crypto Laws*, Resource Guides, CoinIQ, <https://coiniq.com/what-is-the-bitlicense/>

KDI SCHOOL OF PUBLIC POLICY AND MANAGEMENT

Digital Transformation and Urban Development

Area of Concentration: FM/SD

Instructor: Man Cho

Tel: 044-550-1280

Mobile: 010 5312 2990

e-mail: mancho@kdischool.ac.kr

Office Hour: By appointment

COURSE DESCRIPTION

Two on-going global trends, which represent the main topics to be covered in this course, should be properly managed in public policy point of view. First, a rapid and sustained urbanization (or rural-to-urban migration) is the prevalent phenomenon in the context of most developing countries. As one World Bank report put it, “no country has industrialized without urbanization.” Its outcomes, however, are both positive and negative: that is, the agglomeration economy in the form of productivity growth on the one hand, but various forms of dis-agglomeration such as congestion, pollution, and spatial mismatches in providing basic urban services. Second, the digital transformation, thanks to the revolutionary advancement of information and communication technologies (ICT) along with the extended applications of conventional and non-conventional data, adds another dimension to managing the urban development processes of different countries. The sectors in urban economy that are heavily dependent upon this second trend include SmartCity, SmartX industries (e.g., smart home, smart mobility, smart energy grid, smart factory, smart farm, and so on), FinTech (Financial Technology), and PropTech (Property Technology).

This course aims to expose the students to the key elements of these two global trends, in terms of their drivers and consequences, as well as to the analytical frameworks to assess their pros and cons in the context of a particular urban setting. The latter will largely rely on the tradition of urban and managerial economics, with the main topics to be covered including urban spatial structure as indicated by the micro-economic models, construction process and outcome (i.e., stock-flow adjustment of living or working spaces) as examined by the typical real estate market models, and the business model canvass (BMC) as applied to SmartCity. Those concepts will be

utilized in analyzing the different policy objectives in pursuing SmartCity – enhancing quality of life via advanced urban infrastructure, promoting a sustainable regional development, and reforming urban governance, in examining proper role of financial sector (in particular, that of the FinTech industry), and in designing a policy regime in this ICT- and data-enabled environment. Those public policy issues to be covered are data privacy, cyber-crime and cyber-security, consumer protection, and digital democracy. Assorted empirical evidences and real world cases from Korea and other countries will be utilized to promote class interaction.

COURSE REQUIREMENTS

Pre-requisites: There is no prerequisite for this course. Nonetheless, basic understanding of the micro-economic analysis and an introductory-level statistical analysis will equip students better in getting maximum out of the course.

Reading materials

- Geltner, D., and N. Miller. 2007. Commercial Real Estate: Analysis and Investment. 2nd Edition. Thomson South-Western. (*Selected chapters*)
- The lecture notes and the topic notes (both to be circulated by the instructor), and the references as listed in the back will be the main course materials to be used.
- Readings (both required and optional readings) and the occasional topic notes to be circulated by the instructor (see in the back)

Grading Components

- | | |
|-----------------|-----|
| • Project | 30% |
| • Mid-term exam | 20% |
| • Final exam | 40% |
| • Attendance | 10% |

WEEKLY SCHEDULE

1. Scope and Roadmap

- Syllabus, roadmap, & getting-to-know
- Special lecture: “Digital Transformation and Urban Development: An Overview”
- Reading: OECD (2019a), Cho et al. (2016)

2. Analytics (1): Urban spatial structure as envisioned by microeconomics

- Location decisions and urban spatial structure
- Monocentric urban economic model
- Agglomeration vs. dis-agglomeration economies
- Reading: Geltner, Ch. 2

3. Analytics (2): Construction process as examined by the real estate market model

- The 4-quadrant (DiPasquale-Wheaton) model
- Determinants of four “endogenous” variables (rent, price, construction, & stock)
- Comparative statics, & dynamic implications
- Readings: Geltner, Ch. 4

4. Analytics (3): Business Model Canvass (BMC) as applied to SmartCity

- BMC, the underlying concept and its applications
- SmartCity(SC)-BMC
- Lighthouse SC cases as examined by SC-BMC
- Readings: Timeus et al. (2017)

5. SmartCity to enhance QOL

- Rating SmartCity initiatives by global cities
- Next-generation urban infrastructure services by SmartX industries
- Concept of an environment-friendly Green City
- Good/best practices being emerged
- Reading: MGI (2018), Joo (2019)

6. SmartCity to promote a sustainable regional development

- Disruptive innovations by DNA (Data–Network-AI) and urban development
- Elements of agglomeration economy under data economy
- Concept of a balanced regional development
- Good/best practices being emerged
- Reading: OECD (2019b), Gleazer et al. (1992)

7. SmartCity to reform urban public governance

- Concept of digital democracy
- Open Government and Living Lab as key policy instruments
- Varying forms of Public Private Partnership (PPPP, and PPAP)
- Good/best practices being emerged
- Reading: Cochia (2014), He et al. (2017)

8. FinTech and urban development

- Role of technology in financial intermediation
- Concept of crowdfunding and mobile banking
- FinTech and SDGs: What linkages?
- Future of relationship banking and financial inclusion
- Reading: Cho (2019); Berg et al. (2018)

9. On the new regulatory regime

- On data privacy and cyber-security
- On financial consumer protection
- On digital democracy
- Reading: The World Bank (2015) (selected chapters)

10. Group presentations and wrap-up

- Group presentations and wrap-up discussion
- Matrix of public policy issues (by development stage and policy topic)
- Course review

11. Reading period

12. Final exam

Readings (required & optional)

1. Berg, T., V. Berg, A. Gombovic, and M. Puri, 2018, “On the rise of FinTechs – Credit Scoring Using Digital Footprints,” manuscript, presented at the 2018 Cambridge CCAI Conference.
2. Cocchia (2014), *Smart and Digital City: A Systematic Literature Review*, Smart City, Springer International Publishing.
3. Cho (2019), “FinTech Mega-trends: Their current states & policy implications,” https://www.youtube.com/watch?v=m15bDP_gXkg.
4. Cho, Man, 2017, “Financial Consumer Protection in the Household Lending Sector: An Assessment of the Korean Case,” *Forthcoming in International Review of Financial Consumer*, Vol 2(2).
5. Cho, Man, Kyung-Hwan Kim, Soojin Park, and Seung Dong You, “The Land and Housing Delivery System in Korea: Evolution, assessment, and implications to other countries,” *Presented at the 2016 UHK-Peking Univ. Conference*, May 2016.
6. Frost, J., L. Gambacorta, Y. Huang, H.S. Shin, and P. Zbinden, “BigTech and the changing structure of financial intermediation,” *BIS Working Papers No 779*, 2019.
7. Gartner, 2017, “Top Trends in the Gartner Hype Cycle for Emerging Technologies” <https://www.gartner.com/smarterwithgartner/top-trends-in-the-gartner-hype-cycle-foremerging-technologies-2017/>.
8. Gleazer, E., H. Kallal, J. Scheinkman, and A. Shleifer, “Growth in Cities,” *Journal of Political Economy*, Vol. 100(6), 1992.
9. He et al., 2017, “Fintech and Financial Services: Initial Considerations,” *IMF Discussion Note*.
10. Joo, Y., 2019, “Smartization of global cities in Asia: The cases of Singapore and Seoul,” *Working Paper*, National University of Singapore.
11. Le Blanc, D., 2015, “Towards integration at last? The sustainable development goals as a network of targets,” *The United Nations, DESA Working Paper No. 141*.
12. McKinsey Global Institute (MGI), 2018, “SMART CITIES: DIGITAL SOLUTIONS FOR A MORE LIVABLE FUTURE,” *McKinsey & Company*.
13. Navigant Research, 2017, “Smart City Tracker 1Q17,” <https://www.navigantresearch.com/research/smartcity-tracker-1q17>.
14. OECD, 2019a, “THE DIGITAL INNOVATION POLICY LANDSCAPE IN 2019,” *OECD SCIENCE, TECHNOLOGY AND INNOVATION POLICY PAPERS*, May 2019 No. 71.
15. OECD, 2019b, “Measuring the Digital Transformation: A Roadmap for the Future,” *OECD Publishing, Paris*. <https://doi.org/10.1787/9789264311992-en>.

16. The World Bank, 2015, “Mind, Society, and Behavior,” The 2015 World Development Report.
17. Timeus, K., J. Vinaixa, F. Pardo-Bosch, and T. Ysa, 2017, “Smart and sustainable?: New business models for smart city services,” Technical Report (DOI: 10.13140/RG.2.2.19791.18082), REPLICATE.

Smart City

<General Information>

Year	2019	Semester	Fall
Course Type	1 Class / Week	Credits	3
Class Hours	Fri / 14:00 ~ 17:30	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Joo,Yu Min	Email	yjoo@kdischool.ac.kr
Office	TBA	Contact Number	TBA
Office Hour	TBA	Con	RE

<Course Information>

Keyword	
Description	<p>This course examines smart cities, a globally trending topic, covering relevant theoretical concepts, empirical examples, and policy discussions. It introduces different dimensions, interpretations, and critiques of smart cities—with emphasis on policy implications and issues—that are widely discussed both in the academic literature and the policy arena. The course also exposes students to a number of concrete case studies of smart cities in different parts of the world (e.g., Europe, Asia, North America, and Latin America). Through the course, students are expected to develop a contextually grounded and multi-faceted understanding of smart cities, as they review the diverse smart city experiences of developed and developing countries and the varying concepts and arguments from different perspectives. Overall, the course aims to deliver a more comprehensive, nuanced, and policy-relevant examination of smart cities, thereby allowing public policy students to gain a better grasp of the phenomenon that has been spreading rapidly across the urbanizing globe.</p>
Evaluation	<p>Final grades will be determined on the basis of class participation and performance (15%), a group project presentation (approximately 30 minutes) (35%), and a take-home final exam (50%).</p>
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	1st Week Introduction to the course and smart cities Glasmeier, A., & Christopherson, S. (2015). Thinking about smart cities. <i>Cambridge Journal of Regions, Economy and Society</i> , 8(1), 3-12. Nam, T., & Pardo, T. A. (2011). Conceptualizing smart city with dimensions of technology, people, and institutions. <i>Proceedings of the 12th Annual International Digital Government Research Conference on Digital Government Innovation in Challenging Times - Dg.o'11</i> , 282.
Week 2	2nd Week Studying smart cities: key theories, concepts, analytical frameworks, and policy implications. Rabari, C., & Storper, M. (2015). The digital skin of cities: urban theory and research in the age of the sensed and metered city, ubiquitous computing and big data. <i>Cambridge Journal of Regions, Economy and Society</i> , 8(1), 27-42. Angelidou, M. (2015). Smart cities: A conjuncture of four forces. <i>Cities</i> , 47, 95-106. Yigitcanlar, T., Kamruzzaman, M., Buys, L., Ioppolo, G., Sabatini-Marques, J., da Costa, E. M., & Yun, J. J. (2018). Understanding 'smart cities': Intertwining development drivers with desired outcomes in a multidimensional framework. <i>Cities</i> , 81, 145-160. Lee, J. H., Hancock, M. G., & Hu, M.-C. (2014). Towards an effective framework for building smart cities: Lessons from Seoul and San Francisco. <i>Technological Forecasting and Social Change</i> , 89, 80-99.
Week 3	3rd Week Main policy challenges of smart cities: big data, open data, cyber-security, and implementation issues Barns, S. (2016). Mine your data: open data, digital strategies and entrepreneurial governance by code. <i>Urban Geography</i> , 37(4), 554-571. Kitchin, R. (2014). The real-time city? Big data and smart urbanism. <i>GeoJournal</i> 79(1), 1-14. Joo, Y.-M., & Tan, T.-B. (2018). Smart Cities: A New Age of Digital Insecurity. <i>Survival</i> , 60(2), 91-106. Taylor Buck, N., & While, A. (2017). Competitive urbanism and the limits to smart city innovation: The UK Future Cities initiative. <i>Urban Studies</i> , 54(2), 501-519.
Week 4	4th Week Corporate smart cities and policy interventions Söderström, O., Paasche, T., & Klauser, F. (2014). Smart cities as corporate storytelling. <i>City</i> , 18(3), 307-320. Hollands, R. G. (2015). Critical interventions into the corporate smart city. <i>Cambridge Journal of Regions, Economy and Society</i> , 8(1), 61-77. Wiig, A. (2015). IBM's smart city as techno-utopian policy mobility. <i>City</i> , 19(2-3), 258-273
Week 5	5th Week Citizen-centric smart cities Joss, S., Cook, M., & Dayot, Y. (2017). Smart Cities: Towards a New Citizenship Regime? A Discourse Analysis of the British Smart City Standard. <i>Journal of Urban Technology</i> , 24(4), 29-49. Vanolo, A. (2016). Is there anybody out there? The place and role of citizens in tomorrow's smart cities. <i>Futures</i> , 82, 26-36. Cardullo, P., & Kitchin, R. (2019). Being a 'citizen' in the smart city: up and down the scaffold of smart citizen participation in Dublin, Ireland. <i>GeoJournal</i> , 84(1), 1-13. Kummitha, R. K. R., & Crutzen, N. (2019). Smart cities and the citizen-driven internet of things: A qualitative inquiry into an emerging smart city. <i>Technological Forecasting and Social Change</i> , 140, 44-53.
Week 6	6th Week Living labs Naumann, S., Davis, M., Moore, M.-L., & McCormick, K. (2018). Utilizing Urban Living Laboratories for Social Innovation. In T. Elmqvist, X. Bai, N. Frantzeskaki, C. Griffith, D. Maddox, T. McPhearson, ... M. Watkins (Eds.), <i>Urban Planet</i> (1st ed., pp. 197-217). Meijer, A., & Thaens, M. (2016). Urban Technological Innovation: Developing and Testing a Sociotechnical Framework for Studying Smart City Projects. <i>Urban Affairs Review</i> , 54(2), 363-387. Bifulco, F., Tregua, M., Amitrano, C. C.. (2017). Co-Governing Smart Cities through Living Labs. <i>Top Evidences from EU. Transylvanian Review of Administrative Sciences</i> , 2017(50E), 21-37.

Week	Course Description
Week 7	<p>7th Week Smart city as a government-led development strategy: the role of government and policy challenges Mullins, P. D., & Shwayri, S. T. (2016). Green Cities and “IT839”: A New Paradigm for Economic Growth in South Korea. <i>Journal of Urban Technology</i>, 23(2), 47-64.</p> <p>Cagurullo, F. (2016). Speed kills: Fast urbanism and endangered sustainability in the Masdar City project. In Datta, A. & Shaban A., <i>Mega-urbanization in the Global South: Fast cities and new urban utopias of the postcolonial state</i>, London: Routledge.</p> <p>Joo, Y.-M., Tan, T.-B., & Foo, M.Y. (forthcoming). The Smart Nation: Unpacking Singapore’s Latest Mega-Digitalisation Push. In Joo, Y.-M., Tan, T.-B. (Eds.) <i>Asian Smart Cities: Governing Development in the Era of Hyper-Connectivity</i>.</p>
Week 8	<p>8th Week Smart city as a global model and local specificities Glasmeier, A., & Nebiolo, M. (2016). Thinking about Smart Cities: The Travels of a Policy Idea that Promises a Great Deal, but So Far Has Delivered Modest Results <i>Sustainability</i>, 8(11), 1122.</p> <p>Marchetti, D., Oliveira, R., & Figueira, A. R. (2019). Are global north smart city models capable to assess Latin American cities? A model and indicators for a new context. <i>Cities</i>, 92, 197-207.</p> <p>Mitra, R. M. (2018). Digital transformation and Industry 4.0 in Southeast Asia. In Konrad Adenauer Stiftung. (Ed.) <i>Panorama: Insights into Asian and European Affairs</i>. (P.121-145).</p>
Week 9	<p>9th Week Case studies: group presentations and discussions For group presentations, students are expected to choose one of the following options to conduct research throughout the semester and share their findings with the class during Weeks 9 and 10. Students should take this assignment as an opportunity to explore in depth a smart city or a relevant topic that they are interested in as a case study.</p> <p>Option A: Introduce and analyze an existing city (or country)’s smart city policies. Points to consider in the analysis: Who are the main actors and what are their motivations behind the smart city projects; what are the key strategies, and why and how are they suitable (or not) in addressing local challenges; what are the controversies; etc.</p> <p>Option B: Choose a specific smart city related topic or a project (e.g., smart transport, smart healthcare, living labs, e-governance, digital divide, new smart city developments, etc.) to conduct a more in-depth examination. Students are welcome to carry out a comparative case study of different cities/countries on the topic.</p>
Week 10	10th Week Case studies: group presentations and discussions (continued) & Course wrap up
Week 11	11th Week: Reading period
Week 12	12th Week : Final exam Take-home final exam (24 hours): Students will choose one of two essay exam questions and write their answer as an essay of approximately 5-8 double-spaced pages.

<Additional Information>

Text Book	No required textbook.
Readings	Please refer to the course outline.

Digital Government and Governance

<General Information>

Year	2019	Semester	Spring
Course Type	1 Class / Week	Credits	3
Class Hours	Sat / 09:00 ~ 12:30	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Lee, Taejun	Email	davidtjlee@kdischool.ac.kr
Office	333	Contact Number	044-550-1119
Office Hour	Friday 1-5 pm	Con	PA

<Course Information>

Keyword	
Description	<p>The growth of as information and communication technology (ICT) an industry and as a government strategy in our lives has grown tremendously during the past decade, and much of this growth has been fueled by ICT. Whereas ICT once offered exciting new opportunities for developing and delivering information and services to the public, it has now become a necessary and even expected facet of government operations and public governance. ICT has now become a strategic tool that enables government organizations to internally and externally make both in policy process and administrative operations more efficient and productive. Along with the growth and presence of ICT in the public sector have come a multitude of new opportunities, possibilities, challenges and issues which government officers continue to encounter. And as ICT continues to become engrained especially in the 4th industrial revolution, government organizations are asked to redefine and identify their role within this new society and culture.</p> <p>With this backdrop, intended for those interested in public policy and service delivery in the era of digitalization this course provides a broad overview of emerging opportunities, challenges and risks created by ICT in the public sector. Additionally, this course will be concerned with how ICT changes the public governance and government operations in light of the feedback loop - and thus the speed - at which government constituents can learn and adapt. Topics covered will include overall concept of digital government, and the applications of ICT within the public sector as well as their impact on governments, business and citizens.</p>

Evaluation	<p>Final Exam(40%). Final exam will cover materials presented in lectures, assigned readings, homework and any lectures. Exam is primarily hands-on application in the form of calculation questions. Portions of the exam will combine short answer, true/false and multiple choice, etc. Before exam, study guidelines and test review will be provided. There will be no make-up exams given throughout the semester with the exception of students experiencing a serious personal injury or illness that is documented by a recognized professional. Students who are affected in this way must notify me within 24 hours of the exam and must provide the appropriate documentation upon their return. After paperwork is submitted, a decision will be made as to whether or not a make-up is granted. Students with a serious, on-going illness that impacts their ability to regularly participate in class or exams should consult with me regarding options to be considered.</p> <p>Case Study(40%). Giving visibility to interesting or leading edge applications of ICT is the objective of the Digital Government and Governance Excellence Case Project. This is achieved through the publication of winning case histories submitted by contestants. The case histories are published in a book and they are also proposed to academic journals for further development and publishing. The emphasis of the case histories needs to be on innovative, creative and effective Digital Government and Governance applications. Students are expected to show how government organizations, business and/or citizens have worked or can work together to identify, design and implement innovative Digital Government and Governance service. This project will be administered as part of this course. The details regarding this group project will be disclosed during Week 2 or 3 of the semester. Towards this end, keep in mind that full case histories will be structured around the following headings when preparing your abstract:</p> <ul style="list-style-type: none"> - Introduction to the nature of the Digital Governance initiative and its specific objectives - The infrastructure i.e. people, systems, hardware, software etc. required to launch the initiative - The challenges that were encountered, how they developed and how they were overcome - How the initiative was received by the users or participants - The learning outcomes that were achieved and how they were measured and evaluated - Plans to further develop the initiative. <p>Class Participation(20%). Class participation is the student's responsibility. There will be an undetermined number of in-class exercises throughout the term. These exercises are designed to help students keep up with the pace of the class and to improve their understanding of this course. Class participation includes participating in weekly discussions and other opportunities to contribute to the learning environment. Again, overall class participation can make a difference when it comes to your final grade.</p>
Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>

Week	Course Description
Week 1	ICT Policy and Digital Development
Week 2	Open Government and Digital Economy
Week 3	ICT for Sustainable Development Goals (SDGs): Theoretical Foundations and Public Policy Framework

Week	Course Description
Week 4	ICT for Sustainable Development Goals (SDGs): Success Cases and Best Practices
Week 5	Open Government Data for Government Competence
Week 6	Open Government Data for Public Value
Week 7	Principles, Strategies and Practices of Digital Government: Theoretical Foundations and Public Policy Framework
Week 8	Principles, Strategies and Practices of Digital Government: Success Cases and Best Practices
Week 9	Smart Cities: Theoretical Foundations and Public Policy Framework
Week 10	Smart Cities: Success Cases and Best Practices
Week 11	Reading Period
Week 12	Final Exam

<Additional Information>

KDI SCHOOL OF PUBLIC POLICY AND MANAGEMENT

PUBLIC MANAGEMENT INNOVATION AND REFORM

Concentration: Public Administration and Leadership

Professor: Jin PARK (Rm 440)

E-mail: jinpark@kdischool.ac.kr **Tel:** (044) 550-1027

Time: Saturday, 14.00-17.30

Classroom: S203

Office Hour: Saturday 13-14:00

COURSE DESCRIPTION

How to reform a public sector in a country level and also an organizational level? This course will answer for the question with abundant cases and practical lessons. Processes and strategies for the public sector reform will be highlighted. At the end of the course, you are expected to come up with a practical plan to reform your organization or country. To satisfy this course objective, diverse pedagogical tools such as discussions, case studies, and student presentation, homework assignment will be utilized. The lecturer will share his experience as Director for administrative reform team under Ministry of Planning and Budget. This course is recommendable for those who are or will be working in the public sector such as central and local governments, public corporations, government-affiliated organizations and NGOs/NPOs.

ACADEMIC INTEGRITY

Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit [here](#).

EVALUATION: No Exam

Select one public organization, preferably the one that you are or will be affiliated with.

Class Participation (20%): A student is asked to actively and productively participate in class discussion.

Homework (50%): Each week, you will have homework of 3-5 slides of ppt that should be submitted in the following week. You should summarize one or two take-away points from each class, and describe the current standing of your organization or country relevant to your summary, and apply what you learn from the class to your organization or country. Each assignment will be graded with the range of 1~5 points. The best homework will be presented in the following class.

Final ppt Paper (30%): 10 Reform Agenda for your organization (around 20 slides):

- I. Introduction of your organization (3-4 slides)
- II. Identification of 10 Reform Agenda (4-5 slides)
(Explain how you selected the agenda, and why they are important to your organization.)
- III. Action Plans (10 agenda * 1 slide each)
 - 1. Reform Agenda 1
 - 2. Reform Agenda 2
 -
 - 10. Reform Agenda 10
- IV. Strategy (2~3 slides)

TEXTBOOK

David Osborne and Peter Plastrick, The Reinventors Fieldbook, 2000.

This textbook is loaded with real-life cases and practical lessons, and is based on two prominent volumes by David Osborne (and P. Plastrick), Banishing Bureaucracy (1997), and Reinventing government(1992).

A PPT lecture note will be available every week.

CLASS SCHEDULE

1st week: Introduction & Process for Reform

Process 1 - How to find reform agenda?: SWOT, Benchmarking, function review, strategic planning

Process 2 - How to make an action plan?

Jin Park, Ch. VI "A Critical Review for Best Practices of Public Entities", Transforming Korean Public Governance, OECD/Korea Policy Centre, 2008

Process 3 – How to implement the plan?

Process 4 - Evaluation of the Reform and Evaluation of the innovation level

Jin Park and Jong-In Yoon, Ch. II "Comparison of Two Government Reforms", Transforming Korean Public governance, OECD/Korea Policy Centre, 2008

*Discussion: Any reform effort in the past in your organization? Was it successful or not, and why/why not?

Homework 1

2nd week: Core strategy I

The Core Strategy - Creating Clarity of Purpose of the Public Sector

David Osborne and Peter Plastrick (2000) Ch. 1~3

*Discussion: Any possibility of application of the core strategy to your organization? Any function of your organization that should be stopped?

Market intervention by the government: regulation and promotion

Homework 2

3rd week: Core strategy II - Market Participation by the government and Privatization of SOEs

Jin Park et al., Analysis on the Market Participation of Public Institutions, Korea Institute for Public Finance, 2013.

Jin Park, Lessons from SOE Management and Privatization in Korea, KDIS working paper 09-16, 2009.

*Discussion: Current status of privatization in your country

Any success or failure story on privatization in your country?

Homework 3

4th week: Consequence strategy I

The Consequence Strategy: Performance Management

David Osborne and Peter Plastrick (2000) Ch. 4~6

*Discussion: Who evaluate your organization by what criteria?

Application - Personnel Management Reform

Jin Park, "Indonesian Bureaucracy Reform: Lessons from Korea" in Governance Reform in Indonesia and Korea: A Comparative Perspective (co-edited with A. Widaningrum), Gadjaja Mada University Press, 2011

*Discussion: What are the problems in the recruiting system and individual evaluation system in your organization?

Homework 4

5th week: Consequence strategy II - SOE (State-Owned Enterprise) management

SOE Governance System

Evaluation on SOE Management and Performance

Jin Park, et al. Evaluation System for State-Owned Enterprises, Korea Institute for Public Finance, 2013.

*Discussion: The SOE management system in your country

Homework 5

6th week: Customer strategy

The Customer Strategy – Putting the Customer in the Driver's Seat

David Osborne and Peter Plastrick (2000) Ch. 7~9

*Discussion: Who are the customers of your organization, and what do they want from your organization?

Application – Customer Satisfaction Index (CSI)

*Discussion: What are the things that you should be careful in adopting Korea's CSI?

Homework 6

7th week: Control Strategy

The Control Strategy – Shifting Control away from the Top and Center (Organizational tree of an agency)

David Osborne and Peter Plastrick (2000) Ch. 10~12

Application – Empowering local governments in Korea

*Discussion: Evaluate the level of empowerment in your organization.

Does your central government need to empower the local government more?

Homework 7

8th week: Culture strategy

The Culture Strategy – Developing an Entrepreneurial Culture

David Osborne and Peter Plastrick (2000) Ch. 13~15

* Discussion: Any success or failure experience regarding the culture strategy in your organization?

Application – Training System for Civil Servants

Jin Park, "Training System for Civil Servants: A comparative Study for Asian Countries", Comparative Studies for Better Governance in Asian Countries, OECD/Korea Policy Centre, 2007.

Jin Park et al. Korea's Technical Assistance for Better Governance: A Case Study in Indonesia, KDI School working paper WP11-11, 2011.

Homework 8 (send your homework thru email - Due on 9th class of July 8th)

9th week: Review session (No class)

Self-study for preparing the submission on the 10th week

(Chapter I and II of your final ppt paper: Introduce your organization briefly, and explain how you selected the 10 Reform Agenda for your organization.)

10th week: Necessary condition for Reform

Necessary Conditions for Reform focusing on the Leadership

Submission of Chapter I and II of your final ppt paper (No presentation)

Homework 9

11th week: Public Sector Reform in Korea

Reform leadership of Korean Presidents

Jin Park, Overcoming the 1997-98 Crisis: Public Sector Reform, KDI and Ministry of Strategy and Finance, March 2010.

Homework 10

12th week: Presentation of your final paper.

Chapter I, II, III of your final ppt paper.

SUPPLEMENTARY READING

(Optional, available in the school library)

Book by David Osborne

- D. Osborne and P. Plastrik, Banishing Bureaucracy, Addison-Wesley Pub. Co., 1997.
: A sister book with “Reinventing government” that offers 5 reform strategies based on experiences of various countries.
- Osborne, David, Reinventing government: How the entrepreneurial spirit is transforming the public sector, Addison-Wesley Pub. Co., 1992
: A well-known pioneering book which suggests 10 directions of government reform.

Reform Strategy

- Kahn, Lynn Sandra, Results at the edge : the ten rules of government reform, University Press of America, 2003
: Easy-to-read practical guideline for government service delivery to citizens, written by a psychologist
- Saint-Martin, Denis, Building the new managerialist state: consultants and the politics of public sector reform in comparative perspective, Oxford Univ. Press, 2000.
: Analyzes and compares the way that management consulting affects the public sector reform in Britain, Canada and France.
- Popovich, Mark G, Creating high-performance government organizations : a practical guide for public managers, Jossey-Bass, 1998
: With more than three dozen cases, explains the basics on preconditions and steps and ways to overcome roadblocks towards high-performance public organization

Conceptual Framework on Public Management and its Reform

- P. Dibben, G. Wood and L. Roper (edited by), Contesting Public Sector Reform, Palgrave Macmillan, 2004.
: Collection of 17 papers on the critical perspectives and international debates on public sector reform.
- R. Batley and George Larbi, The Changing Role of Government, Palgrave Macmillan, 2004.
: The final volume of a series on the reform of service delivery in developing countries.
- McLaughlin, Kate (editor), New public management: current trends and future prospects, New York, 2002.
: Collection of 20 independent papers that represents a critical evaluation of the nature and impact of new public management.

- Bok, Derek Curtis, The Trouble with government, Harvard University Press, 2001
: Political analysis on the reasons and remedies on declining faith of the U.S. citizen on their government.
- Kettl, Donald F, The global public management revolution : a report on the transformation of governance, Brookings, 2000.
: Short Brookings report on the foundation and models of the reform, and strategies with a framework that the reform is a way of governance.

Corruption

- Abed, George T, Governance, corruption & economic performance, International Monetary Fund, 2002.
: Collection of 19 papers on the causes and consequences of corruption, corruption and government expenditure - taxes - income distribution, and issues in transition economies.
- Rose-Ackerman, Susan, Corruption and Government : causes, consequences, and reform, Cambridge University Press, 1999
: Analyzes corruption from an economic, cultural, political aspect. Written by a law and political science Professor who has economics Ph.D.

Country Study on Government Reform

- Ali Farazmand (editor), Administrative Reform in Developing Countries, Praeger, 2002.
: Historical overview of the administrative reform in a dozen countries mostly in Asia.
- A. Cheung and I. Scott(Editor), Governance and public sector reform in Asia : paradigm shifts or business as usual?, RoutledgeCurzon, 2002
: Sketchy assessment on the state of governance and public sector reforms in eleven Asian countries adopted after 1997 economic crisis.
- Ayeni, Victor, Public sector reform in developing countries : a handbook of Commonwealth experiences, Commonwealth Secretariat, 2001
: Provides 2~4 paged country-by-country synopsis of the reform experiences of 40 Commonwealth developing countries. Contains a brief country profile, an outline of key reform initiatives and the process.
- C. Pollitt and G. Bouckaert, Public Management Reform: A Comparative Analysis, Oxford University Press, 2000.
: Very good comparative analysis on 10 OECD countries' reform process and result with abundant information.
- Lane, Jan-Erik (editor), Public sector reform : rationale, trends and problems, Sage Publications, 1997.
: Offers comparative analysis of the reform experiences in dozen countries with the overarching theme that public sector reform is more than just deregulation, privatization and marketization (DPM).

e-Government

- A. Pavlichev and G.D. Garson, Digital government: principles and best practices, Idea Group Pub., 2004
: Provides a comprehensive overview of various current issues in e-government written by dozens of practitioners and researchers.
- Heeks, Richard, Reinventing government in the information age: international practice in IT enabled

public sector reform, Routledge, 2003.

: Well-coordinated collection of 17 papers that provides a new model for management of 'information age reform' based on a review of more than a dozen in-depth case studies drawn from various countries.

- Holmes, Douglas, eGov: ebusiness strategies for government, Nicholas Brealey Pub., 2001.

: A definitive and comprehensive account by a journalist of where e-gov is now and where it's going.

Others

- Wollmann, Hellmut, Evaluation in public sector reform: concepts and practice in International perspective,

Edward Elgar, 2003

: Collection of 12 papers by mostly Public Management/Administration professors on the relationship between public sector reform and evaluation in different national context.

- Nagel, Stuart S, Training public administrators around the world, Quorum Books, 2000 .

: Explains training system for public administrators in Asian, Europe, Latin America, the Middle East and North America.

- Keehley, Patricia, Benchmarking for best practices in the public sector, Jossey-Bass, 1997

: KPMG Report on how to pick and best utilize good practices in the public sector.

Dispute Resolution and Negotiation (1)

<General Information>

Year	2019	Semester	Summer
Course Type	1st (6 weeks)	Credits	3
Class Hours	Tue, Thu / 14:30 ~ 18:00	Lecture Room	
Includes Korean Development Experience	No	Includes contents from KSP	No

<Lecture Information>

Professor	Kim, Dong-Young	Email	dykim@kdischool.ac.kr
Office	S347	Contact Number	044-550-1067
Office Hour	By appointment	Con	PA

<Course Information>

Keyword	
Description	<p>Confronted by the need to take effective action in the face of public dispute, public sector managers often make the mistake of turning to a flawed conventional wisdom in dealing with angry stakeholders. Too often, they lose the chance to convert a potential disaster into an opportunity to build understanding, to enlist the support of would-be detractors, and to substantively enhance their agency's image.</p> <p>This course introduces to students a powerful and proven process for dealing more effectively with disputes around public decision-making. Based on mediation and negotiation techniques, these innovative conflict resolution strategies will dramatically improve student's ability to achieve effective outcomes when they respond to stakeholder discontent or avoid adverse reactions by engaging concerned groups before problems develop.</p> <p>Students will participate in various simulation exercises, associated with important concepts and strategies of consensus building process and negotiation.</p>
Evaluation	<p>Final grades will be determined on the basis of:</p> <p>Class participation (40%): Individual student is strongly recommended to participate actively in class discussion and simulations.</p> <p>Individual Journal on negotiation simulation exercises (60%): Individual journal (essay) on his/her own experience in each negotiating simulation exercise during the course. The length of essay on each simulation exercise should not be more than two pages. The questions for journal essay will be on e-education lecture note section in advance. TA will collect individual journals on a weekly-basis.</p>

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	<p>Class 1: Challenging Conventional Wisdom in Dispute Resolution & Negotiation (1): Changing assumptionsSimulation #1Reading:" Bazerman, Max, and Margaret Neagle (1994). Part One: Common Mistakes in Negotiation. In Negotiating Rationally. The Free Press. Pp. 7-64.</p> <p>Class 2: Challenging Conventional Wisdom in Dispute Resolution & Negotiation (2): Power and NegotiationSimulation #2Readings:" Ury, W., Brett, J. and Stephen B. Goldberg (1988), Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflict (Chapter 1). Jossey-Bass Publishers, Pp. 3-19." Fisher, Roger, and William Ury (1991). "Questions about Power. " Getting to Yes: Negotiating Agreement Without Giving In (Second Edition). Penguin Books. Pp. 177-187.</p>
Week 2	<p>Class 3: Mutual Gains Approach to Negotiation: Basic Structure of NegotiationSimulation #3Reading:" Mnookin, Robert, et al (2000). Part I. The Dynamics of Negotiation." In Beyond Winning: Negotiating to Create Value in Deals and Disputes. Harvard University Press, Pp. 11-43." Susskind, L., and J. Cruikshank (1987). "Unassisted Negotiation (Chapter 4)." In Breaking the Impasse: Consensual Approaches to Resolving Public Disputes. BasicBooks. Pp. 80-125.</p> <p>Class 4: Mutual Gains Approach to Negotiation: Create Value (1) Simulation #4Readings:" Fisher, Roger, and William Ury (1991). "Chapter 3. Focus on Interests, Not Positions and Chapter 4. Invent Options for Mutual Gains" In Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books. Pp. 40-80.</p>
Week 3	<p>Class 5: Mutual Gains Approach to Negotiation: Create Value (2)Simulation #5Readings:" Lax, David, and James Sebenius (2006). "Part Three: Design Value-Creating Deals (On the Drawing Board)." In 3D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals. Harvard Business School Press, 117-147." Malhotra, Deepak, and Max Bazerman (2007). "Chapter 2: Creating Value in Negotiation." In Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond. Bantam Books, 50-82.</p> <p>Class 6: Mutual Gains Approach to Negotiation: Claim ValueSimulation #6Readings:" Fisher, Roger, and William Ury (1991). "Chapter 5. The Insist on Using Objective Criteria." In Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books. Pp. 82-94." Lax, David, and James Sebenius (2006). "Chapter Twelve: Shape Perceptions to Claim Value." In 3D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals. Harvard Business School Press, 181-203." Cialdini, Robert B. (2001). Harnessing the Science of Persuasion. Harvard Business Review. Pp. 72-79.</p>
Week 4	<p>Class 7: Mutual Gains Approach to Negotiation: RelationshipsSimulation #7Reading:" Fisher, Roger, and Scott Brown (1988). "Part II. Basic Elements of a Working Relationship." In Getting Together: Building Relationships As We Negotiate. Penguin Books, 41-131.</p> <p>Class 8: Multi-party multi-issue negotiation simulation Simulation #8Reading:General information for simulation exerciseIndividual confidential information for each role</p>

Week	Course Description
Week 5	<p>Class 9: Debriefing of Simulation and Assisted Dispute ResolutionSimulation #9Readings:&quot; Susskind, L., and J. Cruikshank (1987). Theory and Practice of Dispute Resolution (Chapter 2), and Sources of Difficulty (Chapter 3). In Breaking the Impasse: Consensual Approaches to Resolving Public Disputes. BasicBooks, 1987. Pp. 16-34, and 35-79. &quot; Sebenius, James (1996). &quot;Sequencing to Build Coalitions: With Whom Should I Talk First?&quot; In Richard Zeckenhauser, et al. (Eds.) Wise Choices: Decisions, Games, and Negotiations. Harvard Business School Press. Pp. 324-348.Optional readings for facilitation and mediation skills:&quot; Schwarz, Roger (2002). The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches (Chapter 1,2, and 3), Jossey-Bass, Pp. 3-62.&quot; Moore, Christopher (2003). The Mediation Process: Practical Strategies for Resolving Conflict (Chapter 2). Jossey-Bass, Pp. 43-81.Class 10: Conflict Assessment and Consensus Building ProcessReadings:&quot; Susskind, L., and J. Thomas-Larmer (1999). Conducting A Conflict Assessment (Chapter 2). In The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement. Sage Publications, Pp. 99-136. &quot; Ehrmann, J. R., and B. L. Stinson (1999). &quot;Joint Fact-Finding and the Use of Technical Experts (Chapter 9).&quot; In Susskind et al. (Eds.) The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement. Sage Publications. Pp. 375-399.</p>
Week 6	<p>Class 11: Challenges for Consensus Building and Wrap UpReadings: Susskind, Lawrence and Patrick Field (1996). &quot;Chapter V. Risky Business, and Chapter VII. The Media.&quot; Dealing with an Angry Public: The Mutual Gains Approach to Resolve Disputes. The Free Press. Pp. 108-151, 198-221. Kim, Dong-Young (2014). &quot;Transformation of Countervailing Power in Collaborative Governance: A Case Study of the Shi-Hwa Sustainable Development Committee,&quot; The Korean Journal of Policy Studies, 29(3):53-77.</p>

<Additional Information>

Public Investment Management

<General Information>

Year	2019	Semester	Spring
Course Type	2 Classes / Week	Credits	3
Class Hours	Tue, Thu / 14:30 ~ 16:10	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Lee, Jongyearn	Email	jonlee@kdischool.ac.kr
Office	S345	Contact Number	044-550-1030
Office Hour	TBA	Con	RE, PA

<Course Information>

Keyword	
Description	<p>This course provides concepts and practices in the public investment. It consists of three parts: 1) roles and contributions of public investment in economic growth, 2) best practices in public investment management (PIM) throughout the life span of state-funded projects and programs, and 3) selected topics in public investment that are recently spotlighted. In the first part, the course introduces economic models that explain the contribution of public investment to economic growth and compares them with empirical findings in several countries to figure out the importance of PIM. In the second part, it deals with practices and institutions of PIM reform initiatives in each stage of project lifecycle such that appraisal, selection, implementation, adjustment, operation, and evaluation. The third part in this semester is devoted to two selected topics: attaining the balanced regional development (BRD) via PIM and issues in land expropriation using eminent domain. Rich real-world cases in the Republic of Korea are provided throughout the course. Other countries' practices are to be researched by students and the lessons as well as policy implications are shared via in-class presentations. Upon completion of this course, students will be aware of the roles/strengths of PIM and be equipped with extensive policy tools in PIM ready to be applied for enhancing efficiency in public investment and ultimately fostering economic growth.</p>
Evaluation	<p>Case study report/presentation: 50%</p> <p>Final exam: 50%</p> <p>Class participation: extra (no more than 5%)</p> <p>The final letter grade will be based on the following scheme: A/A- 40-50%, B+/B 30-40%, and B- or below 10-20%.</p>

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	IntroductionPART I (Growth): Growth Model
Week 2	PART I (Growth): Role of Public Investment
Week 3	PART II (PIM): PIM System
Week 4	PART II (PIM): PIM System in Korea
Week 5	PART II (PIM): Project Appraisal I. PFS
Week 6	PART II (PIM): Project Appraisal II. PPP
Week 7	PART II (PIM): Program Evaluation. IEBP
Week 8	PART III (Selected Topics): BRD
Week 9	PART III (Selected Topics): Eminent DomainCase Presentation
Week 10	Case Presentation
Week 11	Case Presentation
Week 12	Final Exam/Deadline for Case Study Report

〈Additional Information〉

Text Book	<p>Rajaram, A., T.M. Le, K. Kaiser, and J.-H. Kim, 2014, The Power of Public Investment Management: Transforming Resources into Assets for Growth, World Bank Group.</p> <p>Romer, D., 2012, Advanced Macroeconomics, 4th edition, New York: McGraw-Hill/Irwin (Chapter 1).</p> <p>Kim, I, H. Lee, and I. Somin, 2017, Eminent Domain: A Comparative Perspective, Cambridge University Press.</p>
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Performance Management and Measurement in the Public Sector

<General Information>

Year	2019	Semester	Summer
Course Type	1st (6 weeks)	Credits	3
Class Hours	Tue, Thu / 10:20 ~ 14:20	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Liu, Cheol	Email	cliu@kdischool.ac.kr
Office	S445	Contact Number	1126
Office Hour	Anytime and by appoint	Con	PA, PF

<Course Information>

Keyword	
Description	<p>This course will help public administrators to understand the concepts and processes of performance management and measurement in public and non-profit organizations. The course will also provide students in the areas of public policy and management with fundamental knowledge and skills related to performance management. We will focus on the adoption, implementation, and application of performance management and measurement in the public sector.</p> <p>This course will cover</p> <ul style="list-style-type: none"> • The origins and importance of performance management in the public sector • Methodological elements of performance measurement systems, including performance indicators, performance data, and performance information systems • The application of performance management and measurement system: strategic planning, budgeting, and human resource management, organization management, and citizen participation with various cases • How to improve public service performance: monitoring, benchmark, contracting <p>This course helps students to understand theoretical and practical issues about performance-oriented management in the public sector. It will also help students to be exposed to international forum and special lectures relevant to the topics.</p>
Evaluation	<p>Course Evaluation and Weights</p> <ul style="list-style-type: none"> • Preparedness and participation in classes: 10% • Conceptual Map: 20% • Case-study: 30% • Final Exam: 40%

Academic Integrity	<p>Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work.</p> <p>Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies.</p> <p>For further information, please visit here.</p>
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Week	Course Description
Week 1	<p>Topic 1: Introduction to Performance Management and Measurement in the Public Sector • Overview of syllabus, class structure and expectation • Required Readings o Poister, Chapter 1- Introduction to Performance Measurement o Poister, Chapter 2. Developing Effective Performance Management Systems Topic 2: Performance Management Reforms in Public Organizations • Required Readings o Youngmin Oh. Government Reform and Policy Implications: An Evaluation Based on the New Public Management Theory, KIPFo Donald Moynihan (2006) Managing for Results in State Government: Evaluating a Decade of Reform. Public Administration Review 66(1): 78-90. • Recommended Readings o Thompson (2000) Reinvention As Reform: Assessing the National Performance Review, Public Administration Review o Steven Poister and Gregory Streib.1999. Performance Measurement in Municipal Government: Assessing the State of the Practice. Public Administration Review 59(4): 325-335.</p>
Week 2	<p>Topic 3: Developing Performance Indicators in the Public Sector • Required Readings o Poister, Chapter 3- Identifying Real Outcomes and Other Performance Measures o Poister, Chapter 4- Clarifying Program Goals and Objectives o Poister, Chapter 5- Defining Performance Indicators • Recommended Readings o Youngmin Oh and Carrie Blanchard (2015). “Challenging Public Sector Performance: Assessing the Complexity of Performance Measurement in Public Organizations”, International Review of Public Administration, 20(3): 256~273. Topic 4: Use of Performance Data and Information • Required Readings o Poister, Chapter 6- Analyzing Performance Data o Poister, Chapter 7-Reporting Performance Data o Poister, Chapter 8-Processing Performance Data • Recommended Readingso Donald Moynihan (2011) Does Involvement in Performance Management Routines Encourage Performance Information Use? Evaluating GPRA and PART, Public Administration Review</p>
Week 3	<p>Topic 5: Linking Performance Management to Strategic Plan • Required Readings o Poister, Chapter 9- Using Performance Measures to Support Strategic Planning o Steven Poister and Gregory Streib. (2005). “Elements of Strategic Planning and Management in Municipal Government”, Public Administration Review 65(1): 45-56. • Recommended Readings o Bryson, J. M. (2010). The future of public and nonprofit strategic planning in the United States. Public Administration Review, 70(s1), s255-s267. 5o Wheeland, C. M. (2003). Implementing a Community-Wide Strategic Plan: Rock Hill&#039;s Empowering Vision Ten Years Later.” American Review of Public Administration 33(1): 460-69. Topic 6: Issues of Performance Budgeting • Required Readings o Poister, Chapter 10-Incorporating Performance Measures into Budget Process • Recommended Readingso John B. Gilmour and David E. Lewis. (2006). “Assessing Performance Budgeting at OMB: The Influence of Politics, Performance, and Program Size”, Journal of Public Administration Research and Theory, 16: 169 - 186. o Yi Lu. 2007. Performance Budgeting: The Perspective of State Agencies. Public Budgeting & Finance 27(4): 1-17.o Park Nowook. (2011). &quot;Making Elusive Performance Budgeting Reform Work: A Case Study of Korea&quot;, Working Paper, World Bank, 2011</p>

Week	Course Description
Week 4	<p>Topic 7: Use of Performance Information in HRM • Required Readings o Hatry-Major Uses of Performance Information and Incentives o Leavitt, W. M., Morris, J. C. (2008) Market-Based Pay in Action: Municipal Strategies and Concerns in Cities of Hampton Roads, Review of Public Personnel Administration • Recommended Readingso Berman et al.-A Process in Search of a Technique (Performance Appraisal) o Kim, P. S. (2011) Performance Management and Performance Appraisal in the Public Sector, Working Topic 8: Improving Public Services Performance, Monitoring, Benchmark, Contracting • Required Readings o Poister, Chapter 11-Supporting Performance Management Systems o Poister, Chapter 12-Improving Quality, Productivity, and Customer Services o Poister, Chapter 13-Using Comparative Measures to Benchmark Performance • Recommended Readingso Amirkhanyan, A. A. (2009) Collaborative Performance Measurement: Examining and Explaining the Prevalence of Collaboration in State and Local Government Contracts, Journal of Public Administration Research and Theory, 19(3), pp. 523- 554. o Youngmin Oh, Jonsun Park and Seunghoo Lim (2014). “Untangling the Complexity of Public Contracting Performance in Terms of Competing Values, Journal of Self-Local Government, 12(4): 851-872</p>
Week 5	<p>Topic 9: Performance Management and Citizen Participation • Required Readings o King, Cheryl, Kathryn Feltey, and Bridget Susel. 1998. The Question of Participation. Public Administration Review 58 (4): 317-26 o Julia Melkers and John Clayton Thomas. (1998). “What Do Administrators Think Citizens Think? Administrator Predictions as an Adjunct to Citizen Surveys”, Public Administration Review, 58(4):327-334. • Recommended Readingso Ho, Alfred Tat-Kei, and Paul Coates. (2004). “Citizen-Initiated Performance Assessment - the Initial Iowa Experience”, Public Performance & Management 6 Review, 27(3): 29-50. o Neshkova, M. I., & Guo, H. D. (2012). Public participation and organizational performance: Evidence from state agencies. Journal of Public Administration Research and Theory, 22(2), 267-288. o Youngmin Oh and Jongsun Park. (2014).“Citizen Participation and Economic Development Performance: Exploring Impacts of Citizen Participation in Local Economic Development on Local Economic Prosperity and Equality”, The Korean Journal of Local Government Studies, 18(2): 285-300.</p>
Week 6	<p>Topic 10: A Case study of performance management and measurement (July 26th) • Case study: Performance Management and Measurement in Korea</p>

<Additional Information>

Text Book	<p>• Theodore H. Poister, Maria P. Aristigueta, and Jeremy L. Hall. 2015. Managing and Measuring Performance in Public and Nonprofit Organizations: An Integrated Approach. San Francisco: Jossey-Bass (ISBN: 9780787949990). (POISTER et al.)</p>
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Leadership in Government

<General Information>

Year	2019	Semester	Fall
Course Type	1 Class / Week	Credits	3
Class Hours	Mon / 19:00 ~ 22:30	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Kim, Soonhee	Email	soonheekim@kdischool.ac.kr
Office	S441	Contact Number	044-550-1228
Office Hour	BY APPOINTMENT	Con	PA

<Course Information>

Keyword	
Description	SEE THE SYLLABUS ATTACHED
Evaluation	SEE THE SYLLABUS ATTACHED
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.

Week	Course Description
Week 1	SEE THE SYLLABUS ATTACHED
Week 2	SEE THE SYLLABUS ATTACHED
Week 3	SEE THE SYLLABUS ATTACHED
Week 4	SEE THE SYLLABUS ATTACHED
Week 5	SEE THE SYLLABUS ATTACHED
Week 6	SEE THE SYLLABUS ATTACHED
Week 7	SEE THE SYLLABUS ATTACHED

Draft

Leadership in Government

Fall 2019

KDI School of Public Policy and Management

Room:	Professor: Soonhee Kim
Mondays: 19:00pm – 22:30 pm	Office: S441
	Phone: (044)550-1228
Office hours: By appointment	e-mail: soonheekim@kdischool.ac.kr

CA:	e-mail:
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Course Objectives

This course focuses on the changing managerial leadership role in the public and non-profit sectors. The context and environment of public organizations will become increasingly complex and the management of innovation is now a critical task for successful organizational leaders. The course is designed to help you build a better understanding of leadership theories and practice. The course also seeks to prepare you to be a keener analyzer of organizations and to provide you with choices on how to lead. Throughout this course, students will be exposed to materials drawn from a range of perspectives including leadership practice, organizational effectiveness, human resources management, organizational culture, organizational change, and collaboration in South Korea and abroad. Specially, this course is intended to emphasize the theory and practice of building versatile leadership capacity in public organizations. This class is designed to encourage students' active participation.

Objectives for the course:

1. Students will become very well informed in leadership research, with knowledge of all prominent theories of leadership and their current status in the field.
2. Students will work on application of leadership concepts and behavior through class discussion, case analysis, exercises and assignments, and become familiar with various perspectives for leadership development.
3. Students will work to improve their leadership skills, including effective communications, critical thinking, ethical decision-making, intellectual stimulation, and self-assessment.

Readings and Cases:

Selected book chapters, cases and articles from diverse resources:

- Chung-yum Kim, 2011. *From Despair to Hope : Economic Policymaking in Korea, 1945-1979*

http://www.kdi.re.kr/research/subjects_view.jsp?pub_no=11820

- OECD, 2017, *Embracing Innovation in Government*, Paris: OECD

<http://www.oecd.org/gov/innovative-government/embracing-innovation-in-government.pdf>

- OECD, 2017, *Fostering Innovation in the Public Sector*, Paris: OECD

http://www.oecd-ilibrary.org/governance/fostering-innovation-in-the-public-sector_9789264270879-en

- Tina George Karippacheril, Soonhee Kim, Beschel, Robert P, Chang Yong Choi (Editors). 2016, *Bringing Government into the 21st Century: The Korean Digital Governance Experience*, World Bank Institute, World Bank, Washington D.C. USA

<http://elibrary.worldbank.org/doi/book/10.1596/978-1-4648-0881-4?chapterTab=true>

- Eun-joo Hong, Lee Eun-hyung, and Yang Jae-chan. 2014. *The Korean Miracle*, KDI Publication

- Lee Bolman and Terrence Deal. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass Publishers, 2010 (5 th edition).

- Cases from the K-Developia & other sources: <https://www.kdevelopedia.org/>

Course Reserve: Cases and other readings: Available on **course reserve (COPYRIGHT SENSITIVE)**; *Additional readings may be added throughout the semester.*

Grading and Course Requirements:

Weekly preparation and participation	15%
Group case briefing	15%
Midterm memo	25%
Paper: an innovation case	45%

Grade Scale: A = 96-100%, A- = 91-95%, B+ = 86-90%, B = 81-85%, B- = 76-80%, C+=71-75%

Grading: The following symbols are used in reporting and recording a student's grades: A superior, B above average, C average. Faculty members have the option of using plus (+) and minus (-) for grades.

1. Weekly preparation, case studies, & group assignments

Students are expected and encouraged to participate fully in class sessions. Attendance at all classes is mandatory. If you can not make the class due to family emergencies and health concerns, please inform your situation to Professor Kim and her CA. Class participation in seminar discussions is central to your learning and development as graduate students. Your job is to delve deep into the course reading materials and effectively engage in discussions and exercises. Students will be evaluated on the quality and the clarity of the points and questions that they raise, and their ability to lead an engaging intellectual discussion.

To prepare for case discussions you should thoroughly analyze each case before the class session in which it will be discussed. Come to class with your sense of the problems presented in the case, possible causes of the problems, and what key stakeholders should do and should have done. Sort out facts from assumptions and inferences. Rationales for your analysis and recommendations should be based on theories and facts drawn from the readings and ideas presented in earlier class sessions. Think about what general ideas can be drawn from the case that might have application elsewhere. An outstanding contributor to class discussions and exercises will provide major insights as well as direction for the class. Arguments presented will be persuasively presented. Questions will be insightful and reflect thoughtful engagement with the readings.

2. Group Case briefing: Problem-based Learning

Leaders and managers often need to communicate complex information quickly and effectively. Each week that a case study is due, individuals of a group from the class will be assigned to brief the class on the case study (**maximum 15 minutes for the briefing**). Several students, who are not the member of the case briefing group of the week, would be assigned as commentators for your case briefing.

Each group's presentation will include the following components:

- **Setting the context & presentation purpose/goal**
- **The problems** presented in the case related to the class theme of the week
- **Are there any reform/innovation/change efforts** for resolving the issues and problems in the case?
- How do you assess **the role of leadership** in the process of reforming or innovation?

-**If so**, evaluate leadership capacity for the reform efforts; identify the actors and institutional players the leader engaged, what *were* the success factors for making the reform happen; and analyze the strengths and weaknesses of the leadership in terms of delivering the reform/change efforts

-**If you don't see the role of leadership for the reform efforts or innovation**, propose your group's own leadership strategy for solving the problems; and analyze challenges and opportunities for delivering the reform/change efforts

-**Conclusion and Group Discussion:** Lessons from the case analysis; conclude the briefing by presenting a few further important/critical questions (related to the leadership theme of the week) for public managers **for enhancing their leadership capacity for reforming and innovating organizations** (maximum 30 minutes for the small group discussion, or a simulation exercise /role play exercise approach); and each group member as a moderator/facilitator for the small group class discussion

Grading criteria: Clarity and Organization, Presentation Style, Speakers knowledge of the topic, and rigor and creativity of the class exercise.

Group grade: For a case briefing exercise, I trust that each group member contributes to the briefing preparation fairly and manages the group work process professionally. Accordingly, I give the case briefing grade as a group grade. Please let me know if you have any concerns regarding the group work process and the group member's contribution to the case briefing preparation.

3.Case Analysis: Memorandum for leadership development (individual grade)

You are required to write a memorandum and respond to the case study assignment (which will be distributed by e-mail on **October 7, 2019**) as though you are a consultant of leadership development.

Your response should be in the format of a **1 page** leadership analysis memo (single spaced, 12 point font, 1 inch margins). Your memo should be concise and detailed. You are **not** to reiterate what is in the case. The examples and recommendations you offer must be specific. The leader requesting your memo wants recommendations that can be implemented. In order to do that, you must develop and justify your recommendation.

Part of this justification should include the implications, positive and negative, of

pursuing a particular strategy or decision based on the recommendation presented. Our natural inclination is to recommend a safe or previously tested course of action. This is fine, but I want you to see this class and the memo assignments as opportunities to be creative and take risks. It is much easier and safer to experiment in this class with risk taking and creativity in your development of recommendations than once on the job. Use this class and this assignment to do so. In the end, you want the leader to think you are the individual in the organization to go to for solid advice.

The assignment is **due in class by 5 pm on October 16th, 2019. Please submit your memo to Ms. Youjin Kang (4th floor, faculty support office)**

Please see the website link below regarding the writing of an effective memo.

https://www.umuc.edu/writingcenter/writingresources/effective_memos.cfm

4. Leadership Paper: A Case Study of Best Practices and Innovations in the Public Sector: Does Leadership Matter?

Students are required to conduct a research project (assessing and evaluating a case of best practices and innovations in public and non-profit organizations and analyzing effective leadership for successful implementation of the best practices and innovations). The final project paper is to be 12-15 double-spaced pages long (not including Appendix; 12 point font; one-inch margins). Each student will select the project paper topic and case. Students will negotiate a topic with the professor. I strongly encourage students to conduct preliminary research on the best practices and innovations in the public sector before you select the case and the topic (see course-related websites included in this syllabus). Topics must concern leadership and cutting-edge public management and public policy innovations. Each student will make an in-class presentation late in the semester and submit a final paper. Plan at least two or three interviews for the project paper and prepare either an open-ended questionnaire or semi-structured questionnaire. Students will work on this project throughout the semester and will periodically be asked to provide information about their progress. Writing counts. (See Appendix, pp.11-15, for specific project paper guideline)

Project Process:

Proposal (1 page of your proposal for my approval): Each student will submit a one-page project paper proposal. The proposal will list (a) the organization (or a case) and topic selected, and (b) a brief statement why the student selected the organization (or a case) and topic. — **Due Sep 23, 2019**

Project presentation— **Nov 11, 2019** (organize a 5 minute in-class presentation of your research project findings focusing on **leadership dimensions as success factors**)

Final written report due — **Nov 25th, 2017** (**Due by 5:00 pm, the 4th floor, Ms. Kang You-jin; Also, please send e-file of your paper to Professor Kim by e-mail.**)

5. Requirements for written work: All written assignments should be clearly written and well organized. They are to be typed, double spaced, and proofread. All written assignments must be on time. Late assignments will be penalized 20% for each day they are late.

- **Academic Integrity:** I expect students to abide by the academic rules and regulations established by the KDI School. It is your responsibility as a student to understand what plagiarism is and how correctly to reference documents and attribute other peoples' arguments that you are citing. If you have any questions about what constitutes plagiarism, or how to make references in papers, see:
- <http://researchguides.library.syr.edu/content.php?pid=28194&sid=205457>

CMS Citation Style:

<https://owl.english.purdue.edu/owl/resource/717/01/>

http://www.chicagomanualofstyle.org/tools_citationguide.html

Course Calendar and Reading Assignments

(Subject to revision as required)

9/2 **Introduction: Governance and Leadership in the 21st Century**

“What are we doing here?”

9/9 **No class: Thanksgiving Holidays**

9/16 **Leadership for Innovation in the Public Sector: Governance, Trust and Public Policy**

Kaplan (2003), “Developing versatile leadership,” *MIT Sloan Management Review*, 44(4)

Bolman and Deal, Chapter 2

Kim (2010). "Public Trust in Government: Does the Rise of Critical Citizens in Japan and South Korea Matter?" *Public Administration Review*

9/23 **Leadership for Coalition: Power, Negotiation, and Resources**
(Project paper proposal due)

Cohen and Eimicke's Chapter 11 in *The Effective Public Manager*, "Dealing with the Media, Legislative, Bodies, and Interest Groups"

The Trusted Leader (2007), Chapter 6. Collaborating across Organizational Boundaries.

Bolman & Deal, Chapters of 9 &10

Prepare Case Study: Group 1

Chapter 4, *The Korean Miracle* (pp. 159-234)

"The Economic Giant who Drove Development Decade: Deputy Prime Minister Chang Ki-yeong"

9/30 **Leadership for Coordination: Structure Design Matters**

Bolman & Deal, Chapters of 3 & 4 & 5

Shalala, Donna E. (1998). "Are Large Public Organizations Manageable?" *Public Administration Review*. 58(4): 284-289.

The Trusted Leader (2007), Chapter 4. Leading for Team Success
(Source: Terry Newell, Grant Reeher, and Peter Ronayne (2007). *The Trusted Leader: Building the Relationships that Make Government Work*. CQ Press; 1st edition)

Prepare Case Study: Group 2

Case: OECD 2017--Embracing Innovation in Government: Global Trends (pp.84-102) (Trend 6: *Breaking the norms: rethinking the machinery of government*), Available at

<http://www.oecd.org/gov/innovative-government/embracing-innovation-in-government.pdf>

10/7 Leadership for Performance: Human Resources Development

OECD, 2017. Embracing Innovation in Government: Global Trends

Trend 1: Human and machine: pairing human knowledge with innovative tools (pp.16-30). Available at:

<http://www.oecd.org/gov/innovative-government/embracing-innovation-in-government.pdf>

Bolman & Deal, Chapters of 6 &7

Condrey, Chap. 7, Valuing Diversity in the Changing Workplace

Prepare Case Study: Group 3

Case: Chapter 11, *The Korean Miracle* (pp. 495-560)

“Laying the Cornerstone to Make Korea a Science Nation”

10/14 Strategic Leadership for Organizational Effectiveness (Memo due by 7 pm)

Conversations with Leaders: A Video Overview

<http://www.youtube.com/watch?v=uF-AYQ5Osqw>

Boyne, G.A., and R.M. Walker (2010). “Strategic Management and Public Service Performance: The Way Ahead.” *Public Administration Review*, December-Special Issue, S185-192.

Mintzberg, H. (1994). “The Fall and Rise of Strategic Planning.” *Harvard Business Review*, January/February: 107-114.

Prepare Case Study: Group 4

Case: Chapter 5, *The Korean Miracle* (pp. 235-331)

“A driving force that created an epoch in Korean economic history: Deputy Prime Minister Kim Hak-ryeol”

10/21 Transformational Leadership for Change in Governance

Donahue, A.K., and R. O’Leary (2012). “Do Shocks Change Organizations?: The Case of NASA.” *Journal of Public Administration, Research, and Theory*, 22(3): 395-425.

Kotter, J.P. (2007). “Leading Change: Why Transformation Efforts Fail.” *Harvard Business Review*, January: 96-103.

Garvin, D.A., and Roberto, M.A. (2005). “Change through Persuasion.” *Harvard Business Review*, February, 104-112.

Bolman & Deal, Chapter 13

Prepare Case Study: Group 5

Case: *From Despair to Hope*: Chapters 11, 12, 13 (pp. 185-243)

10/28 Improving Leadership Practice in the Era of Governance

Guest Speaker: Dr. Yong-Sung Kim (KDI): 7:00-8:00 pm

“Enhancing Korea’s Work Competency: Focusing on Problem-solving Skills”

Bolman and Deal, Chapter 15

OECD, 2017. *Fostering Innovation in the Public Sector: Chapter 7: Data, Information and Knowledge Management for Innovation*, available also at

http://www.keepeek.com/Digital-Asset-Management/oecd/governance/fostering-innovation-in-the-public-sector/data-information-and-knowledge-management-for-innovation_9789264270879-9-en#.WQmF-FXyiYk#page30

Prepare Case Study: Group 6

Case: Bringing Government into the 21st Century: The Korean Digital Governance Experience (Chapter 3 and Chapter 6). Also, available at

<http://elibrary.worldbank.org/doi/book/10.1596/978-1-4648-0881-4?chapterTab=true>

Nov 4: Leadership for Partnership, Collaboration, and Citizen Participation

The Trusted Leader (2007), Chapter 6. Collaborating across Organizational Boundaries.

(Source: Terry Newell, Grant Reeher, and Peter Ronayne (2007). The Trusted Leader: Building the Relationships that Make Government Work. CQ Press; 1st edition)

Irvin, R.A., and Stansbury, J. (2004). "Citizen Participation in Decision Making: Is it Worth the Effort?" *Public Administration Review*, 64(1): 55-65.

Forrer, J., Kee, J.E., Newcomer, K.E., Boyer, E. (2010). "Public-Private Partnerships and the Public Accountability Question." *Public Administration Review*, 70(3): 475-484.

OECD, 2017. Embracing Innovation in Government: Global Trends: Trend 3: Citizens as experts: redefining citizen-government boundaries (pp. 43-56). Available at <http://www.oecd.org/gov/innovative-government/embracing-innovation-in-government.pdf>

Prepare Case Study: Group 7

Case: Nanjido Eco Park Restoration from Waste Dumping Site

Yoo, Keeyoung, et al, 2014, *Nanjido Eco Park Restoration from Waste Dumping Site*, Korea Development Institute (KDI) School of Public Policy and Management. Available also from website; <http://www.ksp.go.kr/publication/modul.jsp?id=179>

11/11 Project Paper Presentations and Lessons from the Leadership Project

Bolman & Deal, Chapter 19

11/18 No class: reading period

11/25 Project Paper Due by 5:00 pm (Ms. Kang You-jin, faculty assistance office at the 4th floor)

Appendix: Leadership paper guideline

A Case Study of Innovation in the Public Sector: How Does Leadership Matter?

(Assessing and evaluating a case of best practices and innovations in public and non-profit organizations; analyzing effective leadership for successful implementation of the best practices and innovations; and leadership and managing Change)

The paper will have to address an important public management and public policy issue and effective leadership in public and non-profit organizations in the states and other nations. The assignment requires students to apply many of the concepts discussed in class. The paper will require you to discuss: a public management and public policy problem; actions proposed to address the problem (best practices/innovations), efforts of problem solving (past, present, & future); expected program/project, reform/innovation outcomes; organizational leaders involved in the implementation of best practices and innovations; merit of the practice/ innovation relative to its costs; the prospects, barriers and challenges of the practice/innovation; effective leadership to overcome the unique challenges facing public managers and elected officials.

Potential cases: Best Innovation Practices in the Public Sector

Choose your home country's case or any other foreign countries' cases

Some examples of project topics for your case analysis:

Civil service reforms

Citizen Participation & Transparency

Partnership & Collaboration

Data-driven policy decision-making

Strategic Management

Program Assessment Rating Tools at OMB

Performance Management in the Department of Transportation

Performance Management in the Department of Energy

Innovations in the Office of Personnel Management

Innovations in the Department of Labor

Assessing success factors of partnerships (networks) among public, private, and non-profit sectors

Innovative Leadership development programs in public organizations

Knowledge management and Human Capital Development in NASA

Knowledge management and Human Capital Development in the U.S. Air Force

Knowledge management and Human Capital Development in the U.S. Navy

Effective project management in the public sector

Innovative diversity management in the public sector

Online citizen participation practices in the public sector

IT adoption and innovations of government service

I. Project Paper Structure

The paper length will be 12 to 15 pages (double-spaced) not including references and the Appendix; in the final report, the following items are expected:

*Cover Page: Title & Author

* Executive summary (1st page; maximum 250 words, single-spaced)

1. Introduction

- Introduce the problem
- Develop the background
- State the purpose and research questions
- Brief description of methodology
- Brief description of the paper contents

2. **Literature Review: What is your leadership analysis theory/frame/model/perspectives/theories that you want to apply to your case analysis?** A good literature survey is expected. Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

*Website related to literature review:

<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>

3. **Research Methods: Case Study**

- Describe the background information of the case organization here
- Data collection procedures and methods in detail
- If you apply a data collection process, then attach interview questions or a survey instrument as Appendix

4. **Findings or Results:** Report case analysis results focusing on leadership factors (available information & data from the case and literature review, statistical results, tables, etc.) here. If you do not have enough space presenting all of your research findings, you can attach tables, figures, and data as Appendix at the end of the paper.

5. **Lessons or Implications for leadership:** Relate the study results to the findings of the literature review. Discuss the implications of your research findings for public management practices and effective leadership.

6. **Conclusion**

- Brief Summary of research findings
- Limitations of Present Study
- Directions for Further Study
- Contributions of the study findings to public and non-profit management and leadership

7. **Reference**

- Include all the information such as full names of author(s), article title, journal name, volume number, issue number, year, & page numbers.

8. **Appendix** - put any tables, data, graph, interview questions, a survey instrument etc. here in the Appendix, not in the body statement.

II. Grading Criteria of the Project Paper

	Excellent	Very Good	Good	Fair	Poor
1. Clear purposes or research questions					
2. Well organized structure					
3. Scope of literature review					
4. Efforts of data collection					
5. Clear presentations of findings					

6. Contribution to the subject area
7. Logical coherence
8. Creativity
9. Writing
10. Clear references

Note: All criteria have equal weight.

III. Course-Related Websites

OECD, Innovative Government

http://www.oecd.org/gov/innovative-government/?utm_source=Adestra&utm_medium=email&utm_content=Innovative%20government&utm_campaign=Integrity%20Forum%202017%20Summary&utm_term=demo

www.innovations.harvard.edu

[The Ash Institute for Democratic Governance and Innovation](http://www.innovations.harvard.edu) (<http://ash.harvard.edu/>)

<http://www.princeton.edu/centers-programs>

Government Innovator's Network (<http://www.innovations.harvard.edu/>)

[The Council for Excellence in Government](http://www.excelgov.org) (www.excelgov.org)

www.aspanet.org American Society for Public Administration

International Centre of Innovation and Exchange in Public Administration
(http://www.flem.org.br/ciiap/site_ingles/index_.htm)

Center for Administrative Innovation in the Euro and Mediterranean Region
(<http://www.unpan.org/innovmed/>)

www.icma.org

www.centerdigitalgov.com

www.arnova.org (nonprofit organizations)

Internet websites of state governments
(For example, current reforms in Georgia, Washington, & Florida)

Internet websites of local governments

IV. Course-Related Journals (e-Journals in the library)

Public Administration Review

Public Performance and Management Review

Review of Public Personnel Administration

American Review of Public Administration

International Journal of Public Administration

Public Management Review

The Innovation Journal: The Public Sector Innovation Journal
(<http://www.innovation.cc/about-us.htm>)

Additional Resources

[Alliance for Redesigning Government](#)

[Council of Excellence in Government](#)

[International City/County Management Organization](#)

[National Academy of Public Administration](#)

Center for Improving Government:
http://www.napawash.org/pc_government_performance/about.html

Human Resource Management in Government

<General Information>

Year	2019	Semester	Summer
Course Type	2nd (6 weeks)	Credits	3
Class Hours	Mon, Wed / 14:30 ~ 18:00	Lecture Room	
Includes Korean Development Experience	Yes	Includes contents from KSP	Yes

<Lecture Information>

Professor	Kim, Soonhee	Email	soonheekim@kdischool.ac.kr
Office	S441	Contact Number	044-550-1228
Office Hour	by appointment	Con	PA, PF

<Course Information>

Keyword	
Description	See the syllabus attached
Evaluation	See the syllabus attached
Academic Integrity	Students have a responsibility to adhere to the standards of academic ethics and integrity in all of their academic work. Violation of academic ethics will be referred to the Academic Affairs Division for adjudication and may be subject to corresponding sanctions as defined by KDI School policies. For further information, please visit here.

Week	Course Description
Week 1	See the syllabus attached
Week 2	See the syllabus attached
Week 3	See the syllabus attached
Week 4	See the syllabus attached
Week 5	See the syllabus attached
Week 6	See the syllabus attached

<Additional Information>

(Subject to revision as required)

Human Resource Management in Government Summer 2019 (The 2nd session)

Room: TBA	Professor: Soonhee Kim
Mondays & Wednesdays: 2:30pm – 6:00 pm	Office: S441
	Phone: (044)550-1228
Office hours: By appointment	e-mail: soonheekim@kdischool.ac.kr

CA: TBA	e-mail:
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Course Objectives

This class is a graduate level introduction to human resources management in the public sector. The course will focus on the intricacies of human resources management, examining the challenges associated with human resources management in the public sector, and evaluate methods to achieve public purposes through the effective utilization of diverse human resources. The course has three overall objectives. One is to provide an understanding of current human resources management policies, problems and practices. A second is to provide some introductory skills in doing what human resource managers do. A third is to enhance public managers' leadership skills and knowledge of building human resource management capacity in public organizations.

Emphasis will be placed on student participation and discussion. Discussions will center on the analysis and critiques of assigned readings. I expect that members of the class read all of the reading assignments and actively participate in the class discussion at all times.

Students at the end of the course should

- Understand organizational environment changes and their impact on HRM.
- Appreciate the values of Strategic Human Resources Management (SHRM).
- Understand the history of public personnel administration.
- Be able to identify key legal issues for HRM.
- Recognize issues related to workforce diversity and their impact on HRM.
- Understand the role of manager in employee motivation and productivity.
- Be able to identify key issues for employee recruitment and selection.
- Understand performance appraisal systems and the role of managers.
- Be able to identify the challenging issues in current HRM.

Text

- OECD, *Engaging Public Employees for a High-Performing Civil Service* (2016)

<http://www.oecd.org/gov/pem/engaging-public-employees-for-a-high-performing-civil-service-9789264267190-en.htm>

- Stephen E. Condrey, editor, *Handbook of Human Resource Management in Government* (San Francisco, CA: Jossey-Bass, 2010, 3rd edition).
- Kong, Dongsumg, Soonhee Kim, and SeungbumYang, *Individual performance appraisal in the government of Korea* (KDI: 2013): available at https://www.kdevelopedia.org/Resources/government-law/individual-performance-appraisal-government-korea--04201306130126681.do?fldlds=TP_GOV|TP_GOV_PA#.V1gG_2IJmUk

Course Requirements

Attendance, weekly preparation and participation	15%
Group case presentation (group grade)	15%
Case memo (individual grade)	25%
Final exam: case analysis (individual grade)	45%

Grade Scale: A = 96-100%, A- = 91-95%, B+ = 86-90%, B = 81-85%, B- = 76-80%, C+=71-75%

Grading: The following symbols are used in reporting and recording a student's grades: A superior, B above average, C average. Faculty members have the option of using plus (+) and minus (-) for grades.

1. Weekly preparation, case studies, & group assignments

Students are expected and encouraged to participate fully in class sessions. Attendance at all classes is mandatory. If you can not make the class due to family emergencies and health concerns, please inform your situation to Professor Kim and her CA. Class participation in seminar discussions is central to your learning and development as graduate students. Your job is to delve deep into the course reading materials and effectively engage in discussions and exercises. Students will be evaluated on the quality and the clarity of the points and questions that they raise, and their ability to lead an engaging intellectual discussion.

An outstanding contributor to class discussions and exercises will provide major insights as well as direction for the class. Arguments presented will be persuasively presented. Questions will be insightful and reflect thoughtful engagement with the readings.

2. Problem-based Learning: Group Case briefing

Leaders and managers often need to communicate complex information quickly and effectively. Each week that a case study is due, individuals of a group from the class will be assigned to brief the class on the case study (**maximum 15 minutes for the briefing**) and to facilitate group discussion (**40 minutes**).

Each group's presentation will include the following components for the case analysis related to the class theme of the week:

- **Setting the context & purpose of the case analysis**

- **The problems** presented in the case related to the class theme of the week

- **Are there any reform/innovation/change efforts** for resolving the issues and problems in the case?

 - If so**, evaluate the reform efforts; identify the actors and institutional players, who *were* making the reform happen; and analyze the strengths and weaknesses of delivering the reform/change efforts

 - If not**, propose your group's own reform/innovation/change proposals for how to solve the problems; identify the actors and institutional players, who *will* make the reform happen; and analyze challenges and opportunities for delivering the reform/change efforts

- Conclusion**: Lessons from the case analysis

- Facilitating small group discussion**: Prepare for a few further important/critical questions (related to the theme of the week & the issues related to the case analysis) for public managers for enhancing their managerial leadership capacity and practice for HRM concerns (maximum **30 to 40 minutes** for the small group discussion: 25-30 minutes for discussion & 10 minutes for presentation by each group speaker); and each group member as a moderator/facilitator for the small group class discussion. This can range from facilitating a group discussion around a few challenging questions to the development and execution of a role play simulation in which the presentation group organizes class members into different groups with similar and conflicting interests.

Grading criteria: Clarity and Organization, Presentation Style, Speakers knowledge of the topic, and rigor and creativity of the class exercise.

Group grade: For a case briefing exercise, I trust that each group member contributes to the briefing preparation fairly and manages the group work process professionally. Accordingly, I give the case briefing grade as a group grade. Please let me know if you have any concerns regarding the group work process and the group member's contribution to the case briefing preparation.

3.Case Analysis: Memorandum (individual grade)

You are required to write a memorandum and respond to the case study assignment (which will be distributed after the class on **July 8th, 2019**) as though you are a manager

requested to provide guidance, feedback, and recommendations to the main actor in the case study.

Your response should be in the format of a **1 page** management memo (single spaced, 12 point font, 1 inch margins). Your memo should be concise and detailed. You are **not** to reiterate what is in the case. The examples and recommendations you offer must be specific. The leader requesting your memo wants recommendations that can be implemented. In order to do that, you must develop and justify your recommendation.

Part of this justification should include the implications, positive and negative, of pursuing a particular strategy or decision based on the recommendation presented. Our natural inclination is to recommend a safe or previously tested course of action. This is fine, but I want you to see this class and the memo assignments as opportunities to be creative and take risks. It is much easier and safer to experiment in this class with risk taking and creativity in your development of recommendations than once on the job. Use this class and this assignment to do so. In the end, you want the leader to think you are the individual in the organization to go to for solid advice.

The assignments must be turned in class on **July 15th, 2019**

How to write a memo?

Please see the website link below regarding the writing of an effective memo.

https://www.umuc.edu/writingcenter/writingresources/effective_memos.cfm

4.Final exam: The exam is a “take home, essay” test (3 questions); 3 pages per question. This essay test will be drawn from the text and information presented in class. Cases are useful for application of course concepts, and practice in diagnosing and responding to organization and management problems. You may get a few assigned questions for a case selected for the exam and a few general questions related to HRM. Your case analysis and responses will draw from the text and information presented in class. Exams should be typed. The exam will be distributed on **July 24th, 2019 by e-mail**. The exam is to be completed individually. Do not discuss it with anyone.

The assignment is due by **5 pm on Aug 2nd, 2019**. Please submit your paper to Ms. Youjin Kang (4th floor, faculty support office).

Exams should be typed. The main **criteria** for evaluating the essay would be clear understanding of current issues of human resource management, a logical coherence, organization and structure (i.e. an opening paragraph which sets the state for the rest of the paper; a concluding paragraph summarizes what was discussed), clear citations & references, and a creative analysis.

4. Requirements for written work: All written assignments should be clearly written and well organized. They are to be typed, double spaced, and proofread. All written assignments must be on time. Late assignments will be penalized 20% for each day they are late.

- **Academic Integrity:** I expect students to abide by the academic rules and regulations established by the KDI School. It is your responsibility as a student to understand what plagiarism is and how correctly to reference documents and attribute other peoples' arguments that you are citing. If you have any questions about what constitutes plagiarism, or how to make references in papers, see:
- <http://researchguides.library.syr.edu/content.php?pid=28194&sid=205457>

CMS Citation Style:

<https://owl.english.purdue.edu/owl/resource/717/01/>

http://www.chicagomanualofstyle.org/tools_citationguide.html

Course Calendar and Reading Assignments

(subject to revision as required)

Class 1 (6/24):

Introduction: “What are we doing here?”

OECD (2016). **Chapter 1:** From crisis to performance-Current trends and challenges in public employment

<http://www.oecd.org/gov/pem/engaging-public-employees-for-a-high-performing-civil-service-9789264267190-en.htm>

Condrey, Chap.1, The Changing Role of Human Resource Office

Class 2 (6/26):

The Evolution and Prospects of HRM in Global Communities

Ingraham, Patricia W. and Nadia Rubaii-Barrett. 2007. Human Resource Management as a Core Dimension of Public Administration. Public Administration Review, Foundations of Public Administration Series: 1-27.

“The Public Service of 2025 - Themes, Challenges and Trends”

<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan034107.pdf>

Group Discussion: Addressing the strengths and weaknesses of the civil service system in each student's home country (global knowledge sharing session)

Class 3 (7/1): Managing and Motivating People

Bolman and Deal, Chapter 7, Improving Human Resources Management

(Source: Lee Bolman and Terrence Deal. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass Publishers, 2008 (4th edition).

Condrey, Chap. 22. Motivating Employees: The Role of the Manager

(Source: Stephen E. Condrey, editor, *Handbook of Human Resource Management in Government* (San Francisco, CA: Jossey-Bass, 2010, 3rd edition).

Kim, "Participative management and job satisfaction: Lessons for management leadership" *Public Administration Review*. Washington: Mar/Apr 2002. Vol. 62, Iss. 2; p. 231, 11 pages

Class 4 (7/3): The Legal Environment of HRM

Condrey, Chap.18, The Legal Issues in Human Resource Management.

Condrey, Chap.20, Sexual Harassment

Case 1 (Group 1): Walking a fine line: Qualifications and Equal Opportunity in the Charlotte Fire Department

(Questions for consideration: Would you consider the Charlotte Fire Department and its effort to provide equal employment opportunity as a case of success? Why or why not? What has the department actually achieved? What should the leadership do in 1991 to promote organizational effectiveness?)

Class 5 (7/8): Strategic Approach to Human Resource Management
(A memo assignment will be distributed.)

Bryson, J.M. (1995). Chapter Two: “The Strategy Change Cycle: An Effective Strategic Planning Approach for Public and Nonprofit Organizations.” *Strategic Planning for Public and Nonprofit Organizations*. Jossey-Bass Publishers, San Francisco: CA.

James L. Perry. 1993. Strategic Human Resource Management. *Review of Public Personnel Administration*, Vol. 13, No. 4, 59-71 (1993) (KDI website)
OPM Strategic HRM and Accountability

Case 2 (Group 2): “Brain Drain of Health Professionals in Tanzania”

Adinan Juma, Allen G. Kangalawe, Elizabeth Dalrymple, and Tiwonge Kanyenda; 19 pp.

Available at:

<http://cip.cornell.edu/DPubS?service=UI&version=1.0&verb=Display&handle=docs.gfs/1351876999>

(Questions for consideration: How do you apply a strategic approach of HRM to this case? What could be your advice to resolve the brain drain issue of the case?)

Class 6 (7/10): Staffing in Korea & Conflict in Workplace

Staffing of the Korean Civil Service

Guest Speaker: Mr. Park Kyung-Bae (2:30 pm – 4:30 pm)

Kim, Pan Suk, 2011. “The Civil Service System in the Republic of Korea,” in *Public Administration in East Asia*. Berman, ed. E.M., M.J. Moon, and H.S. Choi. CRC Press.

Condrey, Chap. 15, *Conflict in the Workplace: Strategic choices, Great Outcomes*.

Case 3 (Group 3):

Mediation at Work: Transforming Workplace conflict at the United States Postal Service:

<http://www.businessofgovernment.org/sites/default/files/Mediation.pdf>

(Questions for consideration: What are the key lessons from the case for making the connection of HRM practices to creating a safe and productive workplace? What could be the right leadership skill, abilities and knowledge for creating a safe and productive workplace?)

Class 7 (7/15): Managing HR: Staffing

Condrey, Chap. 5, Staffing the Bureaucracy: Employee Recruitment and Selection.

Kim, Career development and Job satisfaction, ROPPA 2002

Condrey, Chap. 27, Designing and Creating an Effective Compensation Plan.

Kim, "Factors Affecting State Government Information Technology Employee Turnover Intentions," American Review of Public Administration, June 2005, 34(2): 137-156

Case 4 (Group 4)

Charles Thompson and Jonathan Walters, "The Transformation of the Government Accountability Office: Using Human Capital to Drive Change"

<http://www.businessofgovernment.org/sites/default/files/Accountability.pdf>

Supplementary reading: GAO: Great Recruiting is not Enough

<http://www.opm.gov/hiringtoolkit/docs/GAO.pdf>

(Questions for consideration: How do you apply any lessons from the case to the other executive agencies? What could be your advice to making the connection of HRM practices to a successful organization change?)

Class 8 (7/17): Employee Performance Assessment

Condrey, Chap. 23, Daley, Designing Effective Performance Appraisal Systems.

Chapter 6, Dongsung Kong, Soonhee Kim, and Seungbum Yang, 2013. *Individual Performance Appraisal System in the Government of Korea*. Knowledge Sharing Module Project Series, Seoul: Ministry of Planning and Finance

https://www.kdevelopedia.org/Resources/government-law/individual-performance-appraisal-government-korea--04201306130126681.do?fidlds=TP_GOV|TP_GOV_PA#.V1gG_2IjMUK

Optional reading: GAO (2005): Poor Performers in the Federal Workplace:

<http://www.gao.gov/new.items/d05812r.pdf>

Case 5 (Group 5):

Risher, Pay for Performance: A Guide for Federal Managers

<http://www.businessofgovernment.org/sites/default/files/Pay%20for%20Performance.pdf>

(Questions for consideration: Is the HRM system of pay for performance necessary for public organizations? How do public agencies implement the pay for performance system? What is the role of public managers for implementing the system effectively?)

Class 9 (7/22): Diversity Management

OECD (2016). Chapter 3: An engaged civil service for innovation, productivity and sustainable reform

Condrey, Chap. 7, Valuing Diversity: The Changing Workplace (KDI website)

Condrey, Chap. 8, Managing an Aging Workforce: Trends, Issues, and Strategies (KDI website)

Case 6 (Group 6):

New York City Fire Department Discrimination Case (African-Americans & staffing discrimination)

Additional information related to the case:

<https://www.reuters.com/article/us-usa-new-york-fire-lawsuit/new-york-city-settles-racial-discrimination-suit-against-fire-department-idUSBREA2H1QZ20140318>

(Questions for consideration: What are the key lessons from the case for making the connection of HRM practices to minimizing discrimination in the public sector? What

could be the right leadership skill, abilities and knowledge for creating a fair and productive workplace?)

Class 10 (7/24): Emerging HRM Issues

(Final exam questions will be distributed.)

Condrey, Chap. 12, Developing Practical Strategies for Maintaining Ethical Behavior

Kim & Lee (2006), “The Impact of Organizational Context and IT on Employee Knowledge Sharing Capabilities in Public and Private Organizations.”

Condrey, Chap. 10, Brudney, Using Volunteers in the Workplace.

Case 7 (Group 7):

Federated Human Resource Management in the Federal Government: The Intelligence Community Model

<http://www.businessofgovernment.org/sites/default/files/SeidnerReport.pdf>

(Questions for consideration: What are the key lessons from the case for making the connection of HRM practices to creating a culture of knowledge sharing and collaboration? What could be the right leadership skill, abilities and knowledge for creating a culture of knowledge sharing and collaboration?)

Class 11 (7/29-31): Reading Period (Review Period)

Class 12 (8/1-2): No class; Final Exam Test Due by 5:00 pm on Aug 2 (Please drop your paper to Ms. Kang at the 4th floor of faculty support office.)

Course-Related Websites

- **Sites about Human Resource Management**

Office of Personnel Management

<http://www.opm.gov>

Human Resources Information Management Mall

<http://www.hrimmall.com>

International Personnel Management Association

<http://www.ipma-hr.org>

Society for Human Resources Management

<http://www.shrm.org>

HRM Resources on the Net

[http://www.nbs.ac.uk/staff/lyerj/hrm link.htm](http://www.nbs.ac.uk/staff/lyerj/hrm_link.htm)

- **Course-Related Journals**

Public Administration Review; Human Resource Management

Journal of Public Administration Research and Theory

Public Performance and Management Review

Review of Public Personnel Administration

Public Personnel Management

American Review of Public Administration

Public Administration Quarterly

International Journal of Public Administration; Nonprofit and Voluntary Sector Quarterly