Advanced Seminar in Economics
Tuesdays and Thursdays 6:30 pm

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Office hours: Tuesdays and Thursdays 5:30 to 6:30pm

SEMINAR OVERVIEW

In this seminar students will read, discuss, and write about topics which are related with the socio-economic problems and opportunities that Guatemala faces, the seminar will explore the dilemmas and lessons of social and economic change. The approach will be interdisciplinary, and it will include the evaluation of cases from other countries and regions of the world. Broadly speaking the seminar will cover three topics: culture and social change, micro-finance and social change, and violence and social change.

CLASS ASSIGNMENTS AND GRADING

<table>
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<tr>
<th>Participation in class</th>
<th>20%</th>
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<td>Papers (3 essays, 8 – 10 pages each)</td>
<td>80%</td>
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<tr>
<td>At least two visits to office hours are required</td>
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Participation in class

Since this class is designed as a seminar, we will use the Socratic Method. This means that I will not teach in the traditional way, students will read in advance and will bring comments and questions to the class. Our purpose is to explore ideas by discussing intensely the content of the readings. I will ask questions in class to motivate discussions. Students can have a clearer perspective of our class dynamic by reading this article about the Socratic method at the University of Chicago: [http://www.law.uchicago.edu/socrates/soc_article.html].

Each student must submit a one-page discussion guide based on one of the readings assigned to every day of classes. The submission of the discussion guide is a requirement to participate in the discussion of the day. This means that students who do not write their guides will not be allowed in class. The guide should be submitted at least one day before of the class.

The discussion guide must include the following:

1) A summary of an article assigned for that day.
2) The description of two references cited in the article. Students must explain how these references are related with the main argument of the article.
3) Explain two concepts mentioned in the article unknown by the student.
4) Find one article, not included in the references of the main article, and explain its relationship with the argument of the main article.

5) Three questions that the student would address to the author of the main article.

Students can see an example of a discussion guide in MiU [https://miu.ufm.edu/ingreso2.asp], the document is called “Guia de discussion seminario avanzado 2007”, this discussion guide is based in the article called “Is good policy unimplementable” which is also available in MiU.

Papers
Each paper must be 8 to 10 page-long, double spaced. Students are expected to supplement sources with at least 5 academic sources (journal articles or books), at least 2 from the reading list, and at least 2 books from the Ludwig Von Mises library. Students can write this paper in English if they feel comfortable doing so.

The three papers will be written on forthcoming topics to be discussed in class. They will be analytical in nature, rather than descriptive or historical. The purpose of the papers is to think through your ideas on the readings and to present reasoned arguments in favor, against, or undecided. The third paper will weigh 30% of your grade, more than the other two (each 25%), the third paper will be presented to the class.

Attendance to office hours
At least two visits to office hours are required, so that students have the chance to ask or discuss general issues of the class or specific questions about their papers.

Late work will not be accepted

Academic dishonesty will not be tolerated.
Academic dishonesty includes, but is not limited to, cheating, plagiarism, falsifying identity or academic records, and being an accessory to acts of academic dishonesty. Ignorance about what counts as plagiarism is not an acceptable excuse. Each student is required to maintain the standards of integrity set forth in the Francisco Marroquín handbook for academic excellence.

IMPORTANT DATES
July 31 First class (introduction)
We will not have a class on August 2.
September 11 First paper is due
October 9 Second paper is due
November 26 Third paper is due

READING LIST. Each day we will discuss a paper or a chapter of a book. Readings with asterisk [*] will be available in Grafipronto; the others are available through JSTOR.

Culture and social change:
Week August 6 and 10 (culture and economic development)


Week August 13 and 17 (culture and economic development)


Week August 20 and 24 (economics and culture – social capital)


**Week August 27 and 31 (culture and social and economic structures)**


**Week September 3 and 7 (culture and social and economic structures)**


**Week September 10 and 14 (economics and religion)**


**Week September 17 and 21(economics development and religion)**


**Week September 24 and 28 (economic development and religion – the case of Islam)**


**Week October 1 and 5**


**Microfinance and social change**

**Week October 8 and 12**


Empowering Women with Micro Finance: Evidence from Bangladesh

Mark M. Pitt / Shahidur R. Khandker / Jennifer Cartwright

*economic development and cultural change* Volume 54, Number 4, July 2006

**Symposium on Microcredit Policy Studies Journal:**


**Week October 15 and 19**

*Symposium on Microcredit Policy Studies Journal - cont:*


**Week October 22 and 26**


**Week October 29 November 2 (Thursday is holyday)**


**Week November 5 and 9**


Handy, Jim. ‘Democratizing What? : Some Reflections on Nation, State, Ethnicity, Modernity, W