

Special Topics in Political Institutions and Economic and Social Policy

POL-UA9795-B01

Instructor Information

TBA

Course Information

This course explores the way in which public policies (Economic, Social, and other) emerge out of the interactions of various economic, social, and political actors. The second half applies this logic to the specific issue of poverty. We will pay special attention to institutions and to the way in which various actors influence the policymaking process. The class will attempt to blend abstract theoretical views from economics and political science with attention to the nuances and details of a developing country context. The professors will supplement the theory and empirical content of the course with examples of economic and social problems and policy-making in different contexts in Latin America. The primary focus will be on economic and social issues and policies in Latin American countries in recent times, particularly Argentina, a country in which the professors have extensive top-level policy-making experience.

- Mondays 5:15-8:30
- Borges classroom, Academic Center

Upon Completion of this Course, students will be able to:

- Have an understanding of the way in which economic and social policies are determined in the political arena, and of the role played by political institutions and interest organization.
- Be familiar with some of the main developments in modern political economy.

Course Requirements

Class Participation

We expect students to participate in class by intervening in debates on class topics and readings.

Weekly Reading Assignments

There will be mandatory weekly readings.

Reading Reports

Each student has to present throughout the course 5 one-page reports on the readings and class discussion of that week. We recommend that students plan these reports early so as not to bunch all the work towards the end of the semester.

Working in Groups

Students will have the option of turning the two main assignments below either individually or in groups of 2 or 3 students. **Working in groups is encouraged.**

Midterm Paper

Each student or group of students is expected to write a 1500-2000-word (5 pages) report based on the readings for sessions 4, 5, and 6 on policymaking in Congress, the Executive, federalism and the judiciary. Only Word documents by email are accepted; no Google Docs. **Due Monday March 21st. Topics will be distributed by email one week in advance.**

Final Paper

Each student or group of students is expected to write a 2500-3000 word (7 pages) research paper on a particular topic within “The Political Economy of Poverty and Social Policy,” based on the readings for sessions 8 through 14. (More precise instructions will be given after the Spring Break.) **Due May 9th.**

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class participation	10%
Weekly Reading Assignments (5 reports)	20%
Midterm Paper (5 pages)	30%

Assignments/Activities	% of Final Grade
Final Paper (7 pages)	40%

Course Schedule

Session/ Date	Topic	Reading
Session 1 Jan. 31 Feb. 7 Tommasi/ Feierherd	Introduction to course. Social choice, collective action, agency in politics	<p>Acemoglu, D. and Robinson, J. A. (2000). Political losers as a barrier to economic development. <i>American Economic Review</i>, 90(2):126–130.</p> <p>Downs, Anthony. "An economic theory of political action in a democracy." <i>Journal of political economy</i> 65, no. 2 (1957): 135-150.</p> <p>Spiller, P. T. and Tommasi, M. (2003). The institutional foundations of public policy: a transactions approach with application to Argentina. <i>Journal of Law, Economics, and Organization</i>, 19(2):281–306.</p>
Session 2 Feb. 7 Feb. 14 Feierherd	Institutions and development	<p>Douglass C North. <i>Institutions, Institutional Change, and Economic Performance</i>. Chapters 1, 2 and 7. Cambridge University Press, 1990.</p> <p>Helmke, Gretchen, and Steven Levitsky. "Informal institutions and comparative politics: A research agenda." <i>Perspectives on politics</i> 2.4 (2004): 725-740</p> <p>Glaeser, E. L., Di Tella, R., and Llach, L. (2018). Introduction to Argentine exceptionalism. <i>Latin American Economic Review</i>, 27(1).</p>
Session 3 Feb. 14 Feb. 21 Feierherd (Make-up day)	The party system	<p>Jones, M. P., Saiegh, S., Spiller, P. T., and Tommasi, M. (2002). Amateur legislators–professional politicians: The consequences of party-centered electoral rules in a federal system. <i>American Journal of Political Science</i>, pages 656–669.</p> <p>Jones, M. P. (2010). Beyond the electoral connection: the effect of political parties on the policymaking process. In Carlos Scartascini, E. S. and Tommasi, M., editors, <i>How Democracy Works: Institutions, Actors, and Arenas in Latin American Policymaking</i>, pages 19–46. Inter-American Development Bank.</p>

Session/ Date	Topic	Reading
		Stokes, Susan 1999 Political Parties and Democracy <i>Annual Review of Political Science</i> . 2:1, 243-267
Session 4 March 7 Feb. 21 Feierherd	The Presidency	<p>Bonvecchi, Alejandro 2016. Crises, Structures, and Managerial Choice in Economic Policy Making: Presidential Management of Macroeconomic Policy in Argentina and the United States. <i>Presidential Studies Quarterly</i>, 46 (3): 507-530.</p> <p>Iaryczower, Matías, Pablo T. Spiller, and Mariano Tommasi. "Judicial independence in unstable environments, Argentina 1935-1998." <i>American Journal of Political Science</i> (2002): 699-716.</p> <p>Mainwaring, Scott and Matthew Shugart 1997. <i>Presidentialism and Democracy: A Critical Appraisal, Comparative Politics</i>.</p> <p>Perez-Liñán, Anibal and Andrea Castagnola, "Presidential Control of High Courts in Latin America: A Long-term View," <i>Journal of Politics in Latin America</i>, 2009</p>
Session 5 March 21 Feb. 28 Feierherd	Congress	<p>Weingast, B. R. and Marshall, W. J. (1988). The industrial organization of congress; or, why legislatures, like firms, are not organized as markets. <i>Journal of Political Economy</i>, 96(1):132–163.</p> <p>Saiegh, Sebastián 2010 Active Players or Rubber Stamps? An Evaluation of the Policy-Making Role of Latin American Legislatures. In: C. Scartascini, E. Stein and M. Tommasi, editors. <u>How Democracy Works: Political Institutions, Actors and Arenas in Latin American Policymaking</u>. Harvard.</p> <p>Jones, M. P., Saiegh, S., Spiller, P. T., & Tommasi, M. 2002. Amateur legislators--professional politicians: The consequences of party-centered electoral rules in a federal system. <i>American Journal of Political Science</i>, 656-669.</p>

Session/ Date	Topic	Reading
Session 6 March 7 March 29 Feierherd	The voters	Feierherd, G., E. Gonzalez-Ocantos and G. Tuñón. Witch Hunts? Electoral Cycles and the Judicialization of Corruption in Argentina. Forthcoming. Gervasoni, C. (2010). A rentier theory of subnational regimes. <i>World Politics</i> , 62(2):302–40. Stokes, S. C. (2005). Perverse accountability: A formal model of machine politics with evidence from Argentina. <i>American Political Science Review</i> , 99(3):315.
Session 7 This class needs to be rescheduled March 14 Feierherd	Special Interests and Policy	Baker, Andy and Vania Ximena Velasco-Guachalla. Is the informal sector politically different? Answers from Latin America. <i>World Development</i> , 102:170–182, 2018. Etchemendy, S., 2019. The Politics of Popular Coalitions: Unions and Territorial Social Movements in Post-Neoliberal Latin America (2000–15). <i>Journal of Latin American Studies</i> , pp.1-32. Fairfield, Tasha, and Candelaria Garay. "Redistribution under the right in Latin America: Electoral competition and organized actors in policymaking." <i>Comparative Political Studies</i> 50.14 (2017): 1871-1906. Holland, A. and B. Ross Schneider. Easy and hard redistribution: The political economy of welfare states in Latin America. <i>Perspectives on Politics</i> , 15(4):988–1006, 2017.
SPRING BREAK Watch these movies and this video		Movies: <ul style="list-style-type: none"> • Elefante Blanco • Cidade de Deus Video: Mayra Arenas. TED Talk. ¿Qué tienen los pobres en la cabeza? (Recommended reading: Moore, Wes 2011 <u>The Other Wes Moore. One Name, Two Fates</u> . Spiegel & Grau trade paperbacks.)
March 28 March 21	<u>Midterm paper due</u>	

Session/ Date	Topic	Reading
Session 8 March 28 March 24 Tommasi	Poverty: What is Poverty?	<p>Sen, Amartya 1999 <u>Development as Freedom</u>. (Introduction and Chapter 1). Knopf.</p> <p>Banerjee and Duflo 2007 The Economic Lives of the Poor. <i>Journal of Economic Perspectives</i>—Volume 21, Number 1—Winter 2007—Pages 141–167</p> <p>Chetty et al 2016 The Association between Income and Life Expectancy in the US. <i>Clinical Review and Education. Journal of the American Medical Association. Special communication.</i></p> <p>World Bank 2015 Poverty. Ch 4 in <u>Mind, Society and Behavior</u>, World Development Report.</p> <p>Mani et al 2013 Poverty Impedes Cognitive Function.</p> <p>Kerstenetsky and Santos 2009 Poverty as Deprivation of Freedom: The Case of Vidigal Shantytown in Rio de Janeiro. <i>Journal of Human Development and Capabilities</i>, 10:2, 189-211.</p>
Session 9 April 4 March 28 Tommasi	Poverty: Characterization of poverty in Argentina and elsewhere. Intergenerational transmission of poverty.	<p>World Bank 2019 <u>Piecing Together the Poverty Puzzle</u>. Ch 3 Higher Standards for a Growing World.</p> <p>World Bank 2019 <u>Piecing Together the Poverty Puzzle</u>. Ch 4 Beyond Monetary Poverty.</p> <p>Black and Devereux 2001. Recent developments in intergenerational mobility <u>Handbook of Labor Economics</u>. (1487-1541)</p> <p>Chetty, Hendren, Kline, Saez, and Turner. 2014. “Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility.” NBER Working Paper No. 19844.</p> <p>Lustig, Neidhofer, and Tommasi 2021 Growing Educational Gaps in Latin America: How to Avoid the Most Lasting Scar from COVID-19. Future of Work in the Global South Policy Brief. December.</p>
Session 10 April 11 April 4 Tommasi (Make-up day)	The Economics of Human Development and Social Mobility	<p>Heckman, J. J., & Mosso, S. 2014 The economics of human development and social mobility. <i>Annu. Rev. Econ.</i>, 6(1), 689-733.</p> <p>Carneiro, Meghir and Paredy 2011 Maternal Education, Home Environments and the Development of Children and Adolescents</p>

Session/ Date	Topic	Reading
		<p>https://www.ucl.ac.uk/~uctppca/MS2307_revised_manuscript.pdf</p> <p>Currie, J (1995) <u>Welfare and the Well-Being of Children: The Relative Effectiveness of Cash and In-Kind Transfers</u>, Fundamentals of the Pure and Applied Economics #59, Harwood Academic Publishers, Chur Switzerland.</p> <p>Conti and Heckman 2013 Economics of Child Well-Being. In Ben Arieh et al (eds) Handbook of Child Well-Being. Springer</p> <p>Busso et al 2017 Getting an Early Start: Skills Development in Early Childhood. In <u>Learning Better. Public Policy for Skills Development</u>. IDB.</p> <p>Busso et al 2017 Adolescence: Difficult Challenges at a Difficult Age. In <u>Learning Better. Public Policy for Skills Development</u>. IDB.</p>
Session 11 April 18 April 11 Tommasi	Families and Poverty	<p>Tommasi, Edo, and Thailinger 2021 Family and human development in the XXI century. An overview and some notes for the Argentine case.</p> <p>World Bank 2015 Early Childhood Development Ch 5 of <u>WDR: Mind, Society and Behavior</u>.</p> <p>CAF 2016 Everything begins at home. The Role of the Family. In CAF <u>More Skills for Work and Life</u>.</p> <p>Lundberg et al 2016 Family Inequality: Diverging Patterns in Marriage, Cohabitation, and Childbearing. <i>Journal of Economic Perspectives</i>. 2016 ; 30(2): 79–102.</p> <p>OECD 2011 Families are Changing. Ch. 1 in OECD <u>Doing Better for Families</u> OECD Publishing.</p> <p>Carlson 2018 Families Unequal: Socioeconomic Gradients in Family Patterns across the United States and Europe. In Cahn et al <u>Unequal Family Lives</u>. Cambridge University Press.</p> <p>Esteve and Florez-Paredes 2018 Families in Latin America: Dimensions, Diverging Trends, and Paradoxes. In Cahn et al <u>Unequal Family Lives</u>. Cambridge University Press.</p> <p>Härkönen 2017 Diverging Destinies in International Perspective: Education, Single Motherhood, and Child Poverty</p>

Session/ Date	Topic	Reading
		<p>https://www.su.se/polopoly_fs/1.340750.1500967936!/menu/standard/file/WP_2017_04.pdf</p> <p>Institute for Family Studies 2017 The Marriage Divide_ How and Why Working-Class Families Are More Fragile Today</p> <p>Craigie, Brooks-Gunn, and Waldfogel 2010 Family Structure, Family Stability and Early Child Wellbeing https://pdfs.semanticscholar.org/fd29/2bfa835f65fc133b51c139fdca0f164124c1.pdf</p>
Session 12 April 25 April 18 Tommasi	Education and Inequality	<p>Chu 2019 What Are They Talking About When They Talk About EDUCATION USA States</p> <p>Downey and Condron 2016 50 Years of the Coleman Report: Rethinking the Relationship between Schools and Inequality. <i>Sociology of Education</i> 2016, 89(3) 207–220</p> <p>Domina, Penner, and Penner 2017 Categorical Inequality: Schools as Sorting Machines. <i>Annals Review of Sociology</i> 43: 1-27.</p> <p>Krüger, N. (2018). “An evaluation of the intensity and impacts of socioeconomic school segregation in Argentina”. In Bonal and Bellei (Eds.) <u>Understanding School Segregation: Patterns, Causes, and Consequences of Spatial Inequalities in Education</u>. Londres: Bloomsbury Academic.</p> <p>Björklund and Salvanes 2010 Education and Family Background: Mechanisms and Policies. IZA DP No. 5002. https://pdfs.semanticscholar.org/cdcf/28d969c8d36da9e4d7da3a279de89fab4499.pdf</p>
Session 13 May 2 April 25 Tommasi	Social Policy and Social Policies	<p>World Bank 2015 <u>The state of social safety nets 2015</u></p> <p>Ferreira, F. H. G. and Robalino, D. (2010). “Social Protection in Latin America: Achievements and Limitations”. Policy Research Working Paper N° 5305, World Bank.</p> <p>Cecchini and Martinez 2012 <u>Inclusive Social Protection in Latin America</u>. Ch IV Towards a comprehensive social protection system. CEPAL</p>

Session/ Date	Topic	Reading
		<p>Doyle and Aizer 2018 The Economics of Child Protection: Maltreatment, Foster Care, and Intimate Partner Violence. <i>Annu. Rev. Econ.</i> 2018. 10:87–108.</p> <p>Lindert, Peter 2012 Social Contract Budgeting: Prescriptions from Economics and History. New America Foundation. December.</p> <p>Hammer, B., Istenič, T., & Vargha, L. (2018). The Broken Generational Contract in Europe: Generous transfers to the elderly population, low investments in children. <i>Intergenerational Justice Review</i>, 4(1), 21-31.</p> <p>Hendren and Sprung-Keyser 2019 A Unified Welfare Analysis of Government Policies. NBER Working paper 26144. https://www.nber.org/papers/w26144</p>
Session 14 May 9 May 2 Tommasi	Political Economy of Poverty and Social Policy	<p>Holland and Schneider 2017 Easy and Hard Redistribution: The Political Economy of Welfare States in Latin America. <i>Perspectives on Politics</i> 15(4): 988-1006.</p> <p>Mitchell, A. E. Lépore, J. Macció, S. Lépore. (2012). “Civil Society and Development in the Slums of Buenos Aires”.</p> <p>Arroyo Abad and Lindert 2017 Fiscal Redistribution in Latin America since the XIX Century. In Bertola and Williamson <u>Has Inequality in Latin America Changed Direction?</u></p> <p>Healy and Lenz 2013 Substituting the End for the Whole: Why Voters Respond Primarily to the Election-Year Economy. <i>American Journal of Political Science</i> Vol. 58, No. 1, January 2014, Pp. 31–47</p>
May 16 May 9	Final Paper Due	

Course Materials

Resources

- Access your course materials: [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- Databases, journal articles, and more: [Bobst Library](https://library.nyu.edu) (library.nyu.edu)

- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (i.e., COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0
A- = 90-93 or 3.7
B+ = 87-89 or 3.3
B = 84-86 or 3.0
B- = 80-83 or 2.7
C+ = 77-79 or 2.3
C = 74-76 or 2.0
C- = 70-73 or 1.7
D+ = 67-69 or 1.3
D = 65-66 or 1.0
F = below 65 or 0

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a

student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to NYU Buenos Aires to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the [Site Director](#).

- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU [SITE].

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- **Local Phone Number:** [54 11 4828-5200](tel:541148285200)

Attendance and Tardiness

- NYU's Global Programs (including NYU Buenos Aires) must adhere to a strict policy regarding course attendance. No unexcused absences are permitted.
- Each unexcused absence will be penalized by deducting 1% from the student's final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academics Programs, Jorgelina Loza, **within one week** of your return to class.
- A doctor's note excusing your absence is mandatory.
- **The date on the doctor's note must be the date of the missed class or exam.**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director of Academic Programs, Jorgelina Loza (jml19@nyu.edu)
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director of Academics Programs)
- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. Missing one class represents one absence. For those courses that meet once a week (three- hour block), missing one class represents two absences.
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
- Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Make-up classes for Holidays are mandatory as regular scheduled classes.
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not

include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Late Assignment

- Late work should be submitted in person to the Assistant Director for Academics Programs during office hours (Mon - Fri, 10 am to 6 pm), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academic Affairs and will write the date and time of submission on the work, as above.
- Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100point scale.
- Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.
- Language Courses: Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.
- **Please note end of semester essays must be submitted on time.**

Academic Honesty/Plagiarism

- Academic Integrity is intimately related to the teaching and learning process.
- When writing research papers, you need to keep in mind that plagiarism includes the use of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally. It also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear without acknowledgment of the original source.
- For formatting in your papers, refer to MLA guidelines.
- On matters regarding academic integrity, refer to the section "Academic Standards and Discipline" in the College of Arts and Science Bulletin <http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS> and to "Statement on Academic Integrity" in NYU Expository Writing Program: Policies and Procedures: <http://cas.nyu.edu/ewp.html>
- All your written work must be submitted **as a hard copy AND in electronic form** to the instructor.
- It is expected that the student follows the rules on academic honesty and intellectual integrity established by NYU University.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Your instructors

Mariano Tommasi. PhD in Economics, U. of Chicago. Post-Doc in Political Economy Harvard-MIT. Professor of Economics, Universidad de San Andrés. Visiting Professor UCLA, Harvard, Yale, Columbia and various Latin American Universities. Fellow, Econometric Society. Was President of Latin American Economic Association (LACEA), Guggenheim Fellow, Non- Resident Senior Fellow at Brookings. Has published in *American Economic Review*, *American Journal of Political Science*, *American Political Science Review*, *Journal of Development Economics*, *Economics & Politics*, *Journal of Law, Economics and Organization*, *European Journal of Political Economy*, *Journal of Public Economic Theory*, and others. From December 2015 to April 2017 he was Coordinador de Gestión Estratégica at Jefatura de Gabinete de Ministros, Presidencia de la Nación, where one of his tasks was help coordinate the Ministries in charge of Social Policy.

Germán Feierherd is an assistant professor at Universidad de San Andrés (UdeSA) in Buenos Aires, Argentina. He received his Ph.D. in Political Science (with Departmental and University Distinction) from Yale University in December 2016. During 2016-17, he was a Pre/Postdoctoral Associate at Duke University, and in May 2017 he began a postdoctoral position at Yale's Program on Democracy. Germán conducts theoretical and empirical research on political development, with an emphasis on elections, political parties, and the politics of economic adjustment. German's work is published in the *American Journal of Political Science*, *British Journal of Political Science* and the *Journal of Politics*, among other.