Economics 8784: Economic Development
Spring 2011
T/Th 12:30-1:45 PM
Room: Economics 5
Class Website through CULearn:  https://culearn.colorado.edu/
No Class: 3/22-3/24 (Spring Break)

Professor Francisca Antman
Office: Economics 14b
Office Hours: Tuesday/Thursday 2:00-3:00PM and by appointment
Phone: (303) 492-8872
Email: francisca.antman@colorado.edu (preferred method of contact)

Course Description & Objectives
This course is one of a two part-series which, along with ECON 8774, makes up the development economics field at the University of Colorado. In this class we will focus primarily on microeconomic issues from a largely empirical perspective. Some of the topics covered include the distribution of resources within households, human capital development such as health and education, migration, poverty traps, and gender issues relevant for developing countries. The objective of the course is to provide an overview of the microeconomics of development and to prepare students for doing original research in the field.

Prerequisites: Ph.D. Microeconomic Theory and Econometrics. See me if you have not taken these courses.

Textbook: There are no required texts for this course. Consult the reading list for texts that may be useful supplementary material for understanding the articles we will discuss.

Assignments & Grading:
1. You will write two referee reports on unpublished papers from a set of recent job market papers in the field. Each referee report should be about 3 pages long (double-spaced), briefly summarize the work, critique the article, and provide suggestions for improvement. I will provide some guidance on writing referee reports in advance of the assignment as well as the set of possible papers to review. Please see the schedule below for due dates.
2. Class participation is required and you will be graded on your contributions to our class discussions. Reading the articles in advance of lectures will help you in this respect. Your participation grade will also reflect satisfactory completion of one-page (max) summaries of 10 articles from the main section of the syllabus (not background or further reading), excluding overview papers which cover several research projects. At minimum, each summary should (1) identify the main research question, (2) discuss the empirical strategy used to answer the question and (3) state the main results. It should also be obvious from your summary that you read the entire paper. These summaries are due in class before we are scheduled to begin discussion of the relevant paper.
3. You will make 1-2 in-class, computer-based, presentations of selected articles from the reading list. Each presentation should last about 30 minutes and should both summarize the article focusing on the empirical strategy and provide the basis for a critical discussion of the article in class.

4. You will write a 5-7 page (double-spaced) research proposal on a topic of your choice, related to the themes explored in this class. Over the course of the semester, you will be expected to meet with me at least once to discuss your research idea in advance. The proposal should outline your research question in detail and explain the contribution your work would make to the existing literature on the subject. The paper should also address the empirical strategy and the data set you expect to use. If you have access to the data, this would be an excellent opportunity to develop your research further by presenting some preliminary data analysis. If you are an advanced student that has already begun working on a paper, we can discuss modifying this project to be of greater value to you.

5. There will be a final exam based on the articles on the reading list and the material we cover in class. I will provide discussion questions to prepare you for the types of questions you will see on the final.

These assignments will be weighted as follows:

1. 2 Referee Reports: 15%
2. 1-2 Presentation(s): 15%
3. Participation—including 10 summaries: 15%
4. Research Proposal: 30%
5. Final Exam: 25%

Every written assignment/exam should be accompanied by a signed cover sheet (available at the course website) affirming that it is your own original work.

**Class Policies**

There is no excuse for missing an exam unless there is a documented medical or family emergency. Note that you are required to submit documentation of any emergency. In all other cases, failure to take an exam will result in a zero for that exam. If a legitimate emergency arises, other graded work will be re-weighted; no make-up exams will be given. If you foresee any legitimate conflict with the dates of the assignments or exams, please see me at least two weeks beforehand or as soon as possible.

If you miss a class, you are responsible for obtaining notes on the material we covered from another classmate. I encourage you to come to my office hours to discuss the material you missed, but not before you have gone over the material yourself. If you miss the date of your presentation because of a medical or family emergency or because class has been cancelled, you will make up the presentation at a later date in the semester.

Unless otherwise noted, assignments are due in class at the beginning of lecture on the dates specified. Following a 15-minute grace period, your assignment grade will be lowered by one
grade level for every day that the assignment is late (with a zero being the minimum obtainable score). It is important that you demonstrate that you are thinking independently as I will compare your responses to those of other students in the class.

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please see me at least two weeks prior to any conflicts due to religious observances. See full details at http://www.colorado.edu/policies/fac_relig.html

**Other Policies**

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, C4C building, and http://www.colorado.edu/disabilityservices/

If you have a temporary medical condition or injury, see guidelines at http://www.colorado.edu/disabilityservices/go.cgi?select=3Dtemporary.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/studentconduct/code.html#student_code

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh/

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-
academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/
Economics 8784: Economic Development
Reading List
Professor Francisca Antman

Lectures and discussions will primarily be drawn from journal articles and working papers. Although there is no required textbook for the course, the textbooks and methods articles listed below may be useful for you to consult for a more thorough presentation of the theory and methods used in the articles we will review.

Useful Books

Useful Methods Articles
Course Outline

The articles under the topic headings below are required reading for everyone in the class. The last page lists specific articles that will be presented by a student, but everyone should read those articles for class discussion as well. Articles under the Background sections may be useful to you but may not be included in lectures and are thus optional readings unless otherwise noted. For many of these papers, multiple versions are available. To ensure that we are all reading the same paper, please read the version that is referenced below and use the recommended means of access if one is offered. Please make sure to bring copies of the papers to class so that you can refer to them during our discussion.

I. Poverty
   a. Poverty in the Developing World


   b. Poverty Traps and Income Mobility


Background
Deaton (1997), Section 2.7

II. The Family & Intra-household Allocation
   a. Modeling the Household


   b. Testing the Unitary Model

c. Gender and Distribution


Background & Further Reading


Deaton (1997), Ch. 4.

Bardhan & Udry (1999), Ch. 1-2.

III. Education

a. Returns to Schooling


b. Program Evaluation


c. Classroom Interventions


**Background**


**IV. Health, Disease, and Mortality**

**a. Randomized Evaluations & Experiments**


**b. Exploiting Spatial and Temporal Variability**


c. Missing Women


Background


V. Environment & Natural Resources (Water)


Background

Bardhan & Udry (1999), Ch. 13.

VI. Labor and Migration


**Background**
Ray (1998), Ch. 10.
Bardhan & Udry (1999), Ch. 5.

**VII. Land & Agriculture**


**Background**
Ray (1998), Ch. 12.
Bardhan & Udry (1999), Ch. 6

**VIII. Savings & Credit**


**Background**
Deaton (1997), Ch. 6.
Bardhan and Udry (1999), Ch. 7 & 8.


IX. Political Economy
   a. Institutions & Corruption


b. Political Representation


Background


X. The Future of Development Economics


d_mar09_all.pdf](http://www.princeton.edu/~deaton/downloads/Instruments%20of%20development%20v1
d_mar09_all.pdf))


Background


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<tr>
<th>Week</th>
<th>Dates</th>
<th>Material</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 11-13</td>
<td>Poverty</td>
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<td>-Poverty in the developing world</td>
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<td>-Poverty traps and income mobility</td>
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<td>2</td>
<td>Jan 18-20</td>
<td>The Family/Household</td>
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<td>-Agricultural households</td>
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<td>-Modeling the household</td>
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<td>3</td>
<td>Jan 25-27</td>
<td>The Family/Household, continued</td>
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<td>-Testing the unitary model</td>
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<td>-Gender &amp; distribution</td>
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<td>4</td>
<td>Feb 1-3</td>
<td>Education</td>
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<td>-Program Evaluation Methodologies</td>
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<td>-Returns to Schooling</td>
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<td>5</td>
<td>Feb 8-10</td>
<td>Education, continued</td>
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<td>-Program Evaluation (Student Presentation 2/8: Kremer, et al.)</td>
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<td>-Classroom Interventions</td>
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<td>6</td>
<td>Feb 15-17</td>
<td>Health</td>
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<td>-Randomized Evaluations and Experiments (Student Presentation 2/15: Thornton)</td>
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<td>-(Student Presentation 2/17: Cohen &amp; Dupas)</td>
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<td>Thu 2/17</td>
<td><strong>Referee Report 1 due at beginning of class</strong></td>
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<td>Feb 22-24</td>
<td>Health continued</td>
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<td>-Randomized Evaluations, cont. (Student Presentation 2/22: Thomas, et al.)</td>
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<td>-Spatial and Temporal Variation (Student Presentation 2/24: Bleakley)</td>
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<td>Mar 1-3</td>
<td>Health &amp; Environment</td>
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<td>-Missing Women (Student Presentation 3/1: Qian)</td>
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<td>-Water (Student Presentation 3/3: Galiani, et al.)</td>
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<td>Mar 8-10</td>
<td>Labor and Migration</td>
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<td>-Networks (Student Presentation 3/8: Yang)</td>
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<td>-Productivity (Student Presentation 3/10: Jayachandran)</td>
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<td>Mar 15-17</td>
<td>Land &amp; Agriculture</td>
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<td>-Tenancy (Student Presentation 3/15: Field)</td>
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<td>Mar 29-31</td>
<td>Savings &amp; Credit</td>
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<td>-Savings (Student Presentation 3/29 Ashraf, et al.)</td>
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<td>-Alternative Credit Strategies</td>
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<td>13</td>
<td>Apr 5-7</td>
<td>Political Economy</td>
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<td>-Institutions (Student Presentation 4/5: Acemoglu, et al.)</td>
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<td>-Corruption (Student Presentation 4/7: Olken)</td>
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<td>Political Economy, continued</td>
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<td>-Political Representation (Student Presentation 4/12: Chattopadhyay &amp; Duflo)</td>
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<td>15</td>
<td>Apr 19-21</td>
<td>Future of Development Economics</td>
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<td>-Theory vs. Empirics?</td>
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<td>Apr 26-28</td>
<td>Review for Final Exam</td>
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<td>Thu 4/28</td>
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<td>Tue 5/3                                      Final Exam 4:30-7PM</td>
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