Economics 8784: Economic Development
Spring 2013
M/W 12:00-1:15 PM
Room: Economics 5
Class Website through Desire2Learn: https://learn.colorado.edu/
No Class: 1/21 (MLK), 3/25-3/29 (Spring Break)

Professor Francisca Antman
Office: Economics 102
Office Hours: M 3-4PM, W 10:15-11:15AM, 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 You will write two referee reports (3-4 pages long double spaced) on unpublished papers from a set of recent job market candidates in the field. Each referee report should 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 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 one in-class, computer-based, presentation of an assigned article from the reading list. Your presentation should last 25-30 minutes and should both summarize the article focusing primarily on the research question, empirical strategy, and results, along with any background information you think necessary. Your presentation should also raise questions, critiques, and extensions, and thus provide the basis for a critical discussion of the article in class. While you may consult with other classmates regarding the article you will present, I expect that the presentation slides will be your work alone. If you have presented or are planning to present a similar presentation to another class, you must discuss this with me first to determine whether it will be eligible for credit in this class.

4. You will write a 7-10 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 meet with me individually to discuss your proposal idea and we will discuss your research progress in class as well. The proposal should (1) outline your research question in detail along with any background information needed to understand the context, (2) explain the contribution your work would make to the existing literature on the subject, (3) present the theoretical model/framework (if any) that previews the expected results or motivates the empirical strategy, (4) discuss the empirical strategy used to answer the question, (5) review details of the data set you expect to use in the analysis, and (6) present preliminary results (if any) or discuss expected results. 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. If you have submitted, or are planning to submit a similar proposal to a different class, you must discuss this with me first to determine whether it will be eligible for credit in this class.

5. You will make one in-class, computer-based, presentation of your research proposal to the class at the end of the course. The structure should be similar to that of the research proposal above, and should last 15 minutes with no interruptions except for straightforward clarifying questions. Up to ten minutes following your presentation will be reserved for class discussion and comments. If you have presented or are planning to present a similar presentation to another class, you must discuss this with me first to determine whether it will be eligible for credit in this class.

6. There will be a take-home final exam (maximum 7 pages double-spaced) based on the articles on the reading list and the material we cover in class. You may consult your notes and the articles for your responses, but you should not consult with other people in or outside the class for formulating your responses. It is important that you demonstrate that you are thinking independently of other sources. 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: 20%
2. Participation—including 10 summaries: 10%
3. 1 Presentation of an Article on the Syllabus: 10%
4. Research Proposal: 30%
5. 1 Presentation of Research Proposal: 10%
6. Final Exam: 20%

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 the beginning of the semester 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 deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please see me at the beginning of the semester regarding any conflicts due to expected religious observances and as soon as possible prior to any unexpected conflicts that may arise. 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 your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (http://disabilityservices.colorado.edu/) and discuss your needs with me.
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, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, 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/judicialaffairs/code.html#student_code

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) 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://hr.colorado.edu/dh/

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://honorcode.colorado.edu
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 & Further Reading 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 & Further Reading


   Deaton (1997), Section 2.7


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


   b. 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 & Further Reading**


IV. Health, Disease, and Mortality
   a. Randomized Evaluations & Experiments


   b. Exploiting Spatial and Temporal Variability


   c. Missing Women


Background & Further Reading

V. Environment & Natural Resources (Water)


Background & Further Reading
Bardhan & Udry (1999), Ch. 13.

VI. Labor and Migration


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


**VII. Land & Agriculture**


**Background & Further Reading**

Ray (1998), Ch. 12.

Bardhan & Udry (1999), Ch. 6


**VIII. Savings & Credit**


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

IX. Political Economy
a. Institutions


b. Political Representation


Background & Further Reading


X. The Future of Development Economics


Background & Further Reading


### Economics 8784 Tentative Course Outline, Spring 2013

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Material</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 14-16</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 23</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 28-30</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 4-6</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 11-13</td>
<td>Education, continued</td>
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<td></td>
<td>- Program Evaluation</td>
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<td>- Classroom Interventions</td>
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<td>6</td>
<td>Feb 18-20</td>
<td>Health</td>
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<td></td>
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<td>- Randomized Evaluations and Experiments</td>
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<td><strong>M 2/18 Referee Report 1 due at beginning of class</strong></td>
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<td>7</td>
<td>Feb 25-27</td>
<td>Health continued</td>
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<td></td>
<td>- Randomized Evaluations, cont.</td>
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<td>- Spatial and Temporal Variation (Student Presentation 2/27—Bleakley et al)</td>
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<td>8</td>
<td>Mar 4-6</td>
<td>Health continued</td>
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<td>- Missing Women</td>
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<td>(Student Presentation 3/6—Qian et al)</td>
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<td>9</td>
<td>Mar 11-13</td>
<td>Environment</td>
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<td>- Water (Student Presentation 3/11—Galiani et al)</td>
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<td>(Student Presentation 3/13—Kremer et al)</td>
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<td>10</td>
<td>Mar 18-20</td>
<td>Labor</td>
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<td>- Migration (Student Presentation 3/18—McKenzie &amp; Rapoport)</td>
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<td>(Student Presentation 3/20—Gibson et al)</td>
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<td><strong>M 3/18 Referee Report 2 due at beginning of class</strong></td>
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<td>11</td>
<td>Mar 25-27</td>
<td>No classes—Spring Break</td>
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<td>12</td>
<td>Apr 1-3</td>
<td>Savings &amp; Credit</td>
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<td>- Savings (Student Presentation 4/1—Ashraf)</td>
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<td>- Alternative Credit Strategies (Student Presentation 4/3—Banerjee et al)</td>
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<td>13</td>
<td>Apr 8-10</td>
<td>Political Economy</td>
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<td>- Institutions (Student Presentation 4/8—Nunn &amp; Qian)</td>
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<td>- Political Representation</td>
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<td>14</td>
<td>Apr 15-17</td>
<td>Future of Development Economics</td>
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<td>Review for Final Exam</td>
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<td>15</td>
<td>Apr 22</td>
<td>3 Student Presentations (15 min. presentation, up to 10 min. comments)</td>
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<td>Apr 24</td>
<td>3 Student Presentations (15 min. presentation, up to 10 min. comments)</td>
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<td>16</td>
<td>Apr 29-W 5/1</td>
<td>3 Student Presentations. Distribute final exam.</td>
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<td>No class in lieu of Nava Ashraf seminar on 4/29 at 3:30PM</td>
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<td><strong>M 5/6 Take-home final exam (max. 7 pages double spaced) &amp; research proposal (max. 10 pages double spaced). Hard copies due by 4PM to ECON 102.</strong></td>
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