

Economics 8784: Economic Development

Spring 2018

M/W 9:30-10:45 AM

Room: Economics 5

Class Website through Desire2Learn: <https://learn.colorado.edu/>

No Class: 3/26-3/30 (Spring Break)

Professor Francisca Antman

Office: Economics 222

Office Hours: T/Th 10:50AM-12:20PM, F 9:15-10:45AM

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Course Description & Objectives

This course offers a Ph.D.-level introduction to the field of development economics, focused 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, political economy, 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 You will write one referee report (3-4 pages long double spaced) on an unpublished paper selected from a set of recent job market candidates in the field. The referee report should briefly summarize the work, critique the article, and provide suggestions for improvement. I will provide some guidance on writing referee reports and assign the paper you will review.
2. Class participation and attendance is required, including contributing 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 a minimum, each summary should (1) identify the main research question, (2) discuss the methodology 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, methodology, 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. Please plan to email the class your slides (as a PDF file) the day before your presentation and bring a hard copy of your slides with you to class.

4. You will make one in-class computer-based presentation on the research idea you are pursuing for your research proposal (see below). This presentation should emphasize the preliminary research question you are pursuing and the methodology you propose to answer it. Your presentation should last 5 minutes with no interruptions and will be followed by a class discussion to provide you with feedback on your proposed research. I will also meet with you individually to discuss your progress. Please bring a hard copy of your slides with you to class on the day of your presentation.
5. 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. 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.
6. 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 (see above), and should last 15 minutes with no interruptions except for straightforward clarifying questions. 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. Please bring a hard copy of your slides with you to class on the day of your presentation.
7. There will be a final exam based on the articles on the reading list and the material we cover in class. You may consult your notes and assigned readings during the exam, 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.

Please hand in an assignment cover sheet with all written assignments. It is available at:
<http://www.colorado.edu/Economics/graduate/AcademicIntegrityAgreement.pdf>

The assignments will be weighted as follows:

1. Referee Report: 10%
2. Participation (including 10 summaries): 10%
3. Presentation of an Article on the Syllabus: 10%
4. Presentation of Research Idea: 10%
5. Research Proposal: 30%
6. Presentation of Research Proposal: 10%
7. Final Exam: 20%

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.

University Policies

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with me.

Religious Holidays

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 review the course schedule at the beginning of the semester and see me regarding any anticipated conflicts due to religious observances.

See the [campus policy regarding religious observances](#) for full details.

Classroom Behavior

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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. 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. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

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

- Bardhan, Pranab and Christopher Udry. 1999. *Development Microeconomics*. New York: Oxford University Press.
- Deaton, Angus. 1997. *The Analysis of Household Surveys: A Microeconometric Approach to Development Policy*. Baltimore, Maryland: The World Bank.
- H. Chenery, T.N. Srinivasan, J. Behrman, T. Schultz, and J. Strauss, eds. *Handbook of Development Economics*, Vol. 1-4. Published by Elsevier.
- Ray, Debraj. 1998. *Development Economics*. Princeton, N.J.: Princeton University Press.
- Angrist, Joshua D. and Jorn-Steffen Pischke. 2009. *Mostly Harmless Econometrics*. Princeton, N.J.: Princeton University Press.
- Wooldridge, Jeffrey M. 2001. *Economic Analysis of Cross Section and Panel Data*. Cambridge, MA: The MIT Press.

Useful Methods Articles

- Deaton, Angus. 1993. "Data and Econometric Tools for Development Analysis." *Handbook of Development Economics*, Vol. 3, Ch. 33, Ed. J. Berhman and T.N. Srinivasan.
- Angrist, Joshua D. and Alan B. Krueger. 1999. "Empirical Strategies in Labor Economics." *Handbook of Labor Economics*, Vol. 3, Ch. 23, Ed. O. Ashenfelter and D. Card.
- Duflo, Esther, Rachel Glennerster, and Michael Kremer. 2008. "Randomization in Development Economics Research: A Toolkit." *Handbook of Development Economics*, Vol. 4, Ch. 61.
- Todd, Petra E. 2008. "Evaluating Social Programs with Endogenous Program Placement and Selection of the Treated." *Handbook of Development Economics*, Vol.4, Ch. 60. Pp. 3847-3894.
- Angrist, Joshua D., Guido W. Imbens, and Donald B. Rubin. 1996. "Identification of Causal Effects Using Instrumental Variables." *Journal of the American Statistical Association*, 91(434): 444- 455.
- Angrist, Joshua D. and Alan B. Krueger. 2001. "Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments." *The Journal of Economic Perspectives*, 15(4): 69-85.
- Meyer, Bruce D. (1995). "Natural and Quasi-Experiments in Economics." *Journal of Business and Economic Statistics*, 13(2): 151-161.
- Bound, John, David A. Jaeger, Regina M. Baker. 1995. "Problems with Instrumental Variables Estimation When the Correlation Between the Instruments and the Endogenous Explanatory Variable is Weak." *Journal of the American Statistical Association*, 90(430): 443- 450.
- Imbens and Wooldridge. 2009. "Recent Developments in the Econometrics of Program Evaluation." *Journal of Economic Literature*, 47(1): 5-86.

Preliminary Course Outline

The articles under the topic headings below are required reading for everyone in the class. Some of this material 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 have copies of the papers available in class so that you can refer to them during our discussion.*

I. Poverty

a. Poverty in the Developing World

Besley, Timothy and Robin Burgess. 2003. "Halving Global Poverty." *Journal of Economic Perspectives* 17(3): 3-22.

Banerjee, Abhijit and Esther Duflo. 2007. "The Economic Lives of the Poor." *Journal of Economic Perspectives* 21(1): 141-167.

b. Poverty Traps and Income Mobility

Antman, Francisca and David McKenzie. 2007. "Poverty Traps and Nonlinear Income Dynamics with Measurement Error and Individual Heterogeneity." *Journal of Development Studies*, 43(6): 1057-1083.

Background & Further Reading

Ray (1998), p. 272-279. 489-504.

Deaton (1997), Section 2.7

Dasgupta, Partha and Debraj Ray. 1986. "Inequality as a Determinant of Malnutrition and Unemployment: Theory." *The Economic Journal*, 96(384): 1011-1034.

II. Gender, Bargaining, and Intra-household Allocation

Thomas, Duncan. 1990. "Intra-Household Resource Allocation: An Inferential Approach. *The Journal of Human Resources*, 25(4): 635-664.

Udry, Christopher. 1996. "Gender, Agricultural Productivity and the Theory of the Household. *The Journal of Political Economy* 104(5): 1010-1046.

Duflo, Esther. 2003. "Grandmothers and Granddaughters: Old-Age Pensions and Intrahousehold Allocation in South Africa." *The World Bank Economic Review* 17(1): 1-25.

Background & Further Reading

Deaton (1997), Ch. 4.

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

- Ashraf, Nava, Erica Field, and Jean Lee. 2014. "Household Bargaining and Excess Fertility: An Experimental Study in Zambia." *American Economic Review*, 104(7): 2210-37.
- Bobonis, Gustavo J. 2009. "Is the Allocation of Resources within the Household Efficient? New Evidence from a Randomized Experiment." *Journal of Political Economy*, 117(3): 453-503.
- Browning, M. and P. A. Chiappori. 1998. "Efficient Intra-Household Allocations: A General Characterization and Empirical Tests." *Econometrica* 66(6): 1241-1278.
- Benjamin, Dwayne. 1992. "Household Composition, Labor Markets, and Labor Demand: Testing for Separation in Agricultural Household Models." *Econometrica*. 60(2): 287-322.
- Deaton, Angus and Christina Paxson. 1998. "Economies of Scale, Household Size, and the Demand for Food." *The Journal of Political Economy*, Vol. 106, No. 5 (Oct., 1998), pp. 897-930.
- Deaton, Angus. 1989. "Looking for Boy-Girl Discrimination in Household Expenditure Data." *The World Bank Economic Review*. 3 (1): 1-15.
- Duflo, Esther and Christopher Udry. 2004. "Intrahousehold Resource Allocation in Cote d'Ivoire: Social Norms, Separate Accounts and Consumption Choices." NBER Working Paper No. 10498.
- Strauss and Thomas. "Human Resources: Empirical Modeling of Household and Family Decisions." *Handbook of Development Economics*, Vol. 3A, Ch. 34.

III. Education

a. Returns to Schooling

- Duflo, Esther. 2001. "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment." *The American Economic Review*, 91(4): 795-813.

*Jensen, Robert. 2010. "The (Perceived) Return to Education and the Demand for Schooling." *Quarterly Journal of Economics*, 125(2): 515-548.

b. Conditional Cash Transfers

- Schultz, T. Paul. 2004. "School Subsidies for the Poor: Evaluating the Mexican Progresa Poverty Program." *Journal of Development Economics*, 74(1); 199-250.

*Benhassine, Najy, Florencia Devoto, Esther Duflo, Pascaline Dupas, and Victor Pouliquen. 2015. "Turning a Shove into a Nudge? A "Labeled Cash Transfer" for Education." *American Economic Journal: Economic Policy*, 7(3): 86-125.

c. Classroom Interventions

- Angrist, Joshua D. and Victor Lavy. 1999. "Using Maimonides' Rule to Estimate the Effect of Class Size on Scholastic Achievement." *The Quarterly Journal of Economics*, 114(2): 533-575.

Background & Further Reading

- Jayachandran, Seema and Adriana Lleras-Muney. 2009. "Life Expectancy and Human Capital Investments: Evidence from Maternal Mortality Declines." *Quarterly Journal of Economics*, 124(1): 349-397.
- Baird, Sarah, Craig McIntosh and Berk Ozler. 2011. "Cash or Condition: Evidence from a Randomized Cash Transfer Program," *Quarterly Journal of Economics*, 126(4): 1709-1753.
- Banerjee, Abhijit and Esther Duflo. 2006. "Addressing Absence." *Journal of Economic Perspectives*, 20(1): 117-132.
- Card, David. 1999. "The Causal Effect of Education on Earnings." *Handbook of Labor Economics*, Vol. 3, Ch. 30.
- Duflo, Esther, Rema Hanna and Stephen Ryan. 2007. "Monitoring Works: Getting Teachers to Come to School." BREAD Working Paper No. 103.
- Foster, Andrew D. and Mark R. Rosenzweig. 1996. "Technical Change and Human Capital Returns and Investments: Evidence from the Green Revolution." *The American Economic Review*, 86(4): 931-953.
- Glewwe, Paul and Michael Kremer. 2006. "Schools, Teachers, and Education Outcomes in Developing Countries." *Handbook of the Economics of Education*, Vol. 2, Ch.16.
- Kremer, Michael. 2003. "Randomized Evaluations of Educational Programs in Developing Countries: Some Lessons." *The American Economic Review*, Papers and Proceedings of the One Hundred Fifteenth Annual Meeting of the American Economic Association, Washington, DC, January 3-5, 2003, 93(2): 102-106.
- Kremer, Michael, Rebecca Thornton, and Edward Miguel. 2009. "Incentives to Learn." *Review of Economics and Statistics*, 91(3): 437-56.
- Rosenzweig, Mark R. 2010. "Microeconomic Approaches to Development: Schooling, Learning, and Growth." *Journal of Economic Perspectives*, 24(3): 81-96.

IV. Health, Disease, and Mortality

a. Randomized Evaluations & Experiments

- Miguel, Edward and Michael Kremer. 2004. "Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities." *Econometrica*. 72(1): 159-217.
- *Baird, Sarah, Joan Hamory Hicks, Michael Kremer, and Edward Miguel. 2016. "Worms at Work: Long-run Impacts of a Child Health Investment." *Quarterly Journal of Economics*, 131(4): 1637-80.
- Cohen, Jessica and Pascaline Dupas. 2010. "Free Distribution or Cost Sharing? Evidence from a Randomized Malaria Prevention Experiment." *Quarterly Journal of Economics*, 125(1): 1-45.

b. Exploiting Spatial and Temporal Variability

- Jayachandran, Seema. 2009. "Air Quality and Early-Life Mortality: Evidence from Indonesia's Wildfires." *Journal of Human Resources* 44(4): 916-54.

*Jayachandran, Seema and Rohini Pande. 2017. "Why Are Indian Children So Short? The Role of Birth Order and Son Preference." *American Economic Review*, 107(9): 2600-2629.

*Bleakley, Hoyt. 2007. "Disease and Development: Evidence from the Hookworm Eradication in the American South." *The Quarterly Journal of Economics*, 122(1): 73-117.

Antman, Francisca M. 2016. "For Want of a Cup: The Rise of Tea in England and the Impact of Water Quality on Economic Development." Unpublished Manuscript. University of Colorado Boulder. Available at <http://spot.colorado.edu/~antmanf/AntmanTea&WaterQuality.pdf>

Background & Further Reading

Thornton, Rebecca L. 2008. "The Demand for, and Impact of, Learning HIV Status" *American Economic Review*, 98 (5): 1829-63

Jayachandran, Seema and Ilyana Kuziemko. 2011. "Why Do Mothers Breastfeed Girls Less than Boys? Evidence and Implications from India." *Quarterly Journal of Economics*, 126(3): 1485-1538.

Qian, Nancy. 2008. "Missing Women and the Price of Tea in China: The Effect of Sex-Specific Earnings on Sex Imbalance." *Quarterly Journal of Economics*, 123(3): 1251-1285.

Kremer, Michael and Edward Miguel. 2007. "The Illusion of Sustainability." *The Quarterly Journal of Economics*, 112(3): 1007-1065.

Strauss and Thomas. 1998. "Health, Nutrition, and Economic Development." *Journal of Economic Literature*, 36(2): 766-817.

Strauss and Thomas. 2008. "Health over the Life Course." *Handbook of Development Economics*, Vol. 4. Ch. 30, p. 3375-3474.

Subramanian, Shankar and Angus Deaton. 1996. "The Demand for Food and Calories." *The Journal of Political Economy*, 104(1): 133-162.

V. Labor and Migration

Field, Erica. 2007. "Entitled to Work: Urban Property Rights and Labor Supply in Peru" *The Quarterly Journal of Economics*. 122(4): 1561-1602.

*Bryan, Gharad, Shyamal Chowdhury, and Ahmed Mushfiq Mobarak. 2014. "Underinvestment in a Profitable Technology: The Case of Seasonal Migration in Bangladesh." *Econometrica*, 82(5): 1671-1748.

Munshi, Kaivan. 2003. "Networks in the Modern Economy: Mexican Migrants in the U.S. Labor Market." *The Quarterly Journal of Economics*, 118(2): 549-599.

*Gibson, John, David McKenzie and Steven Stillman. 2011. "The Impacts of Migration on Remaining Household Members: Omnibus Results from a Migration Lottery Program." *The Review of Economics and Statistics*, 93(4): 1297-1317.

Background & Further Reading

Ray (1998), Ch. 10.

Bardhan & Udry (1999), Ch. 5.

Antman, Francisca M. 2013. "The Impact of Migration on Family Left Behind," in: A. Constant and K. F. Zimmermann eds., *International Handbook on the Economics of Migration*.

Banerjee, Abhijit V. and Andrew F. Newman. 1998. "Information, the Dual Economy and Development." *The Review of Economic Studies*, 65(4): 631-653.

Jayachandran, Seema. 2006. "Selling Labor Low: Wage Responses to Productivity Shocks in Developing Countries." *The Journal of Political Economy*, 114(3): 538-575.

McKenzie, David and Hillel Rapoport. 2010. "Self-Selection Patterns in Mexico-U.S. Migration: The Role of Migration Networks." *The Review of Economics and Statistics*, 92(4): 811-21.

Yang, Dean. 2008. "International Migration, Remittances and Household Investment: Evidence from Philippine Migrants' Exchange Rate Shocks." *The Economic Journal*, 118(528): 591-630.

Yang, Dean. 2011. "Migrant Remittances." *Journal of Economic Perspectives*, 25(3): 129-52.

VI. Savings & Credit

Ashraf, Nava, Dean Karlan and Wesley Yin. 2006. "Tying Odysseus to the Mast: Evidence from a Commitment Savings Product in the Philippines." *The Quarterly Journal of Economics*, 121(2): 635-672.

* Banerjee, Abhijit, Esther Duflo, Rachel Glennerster, and Cynthia Kinnan. 2015. "The Miracle of Microfinance? Evidence from a Randomized Evaluation." *American Economic Journal: Applied Economics*, 7(1): 22-53.

* Dupas, Pascaline, and Jonathan Robinson. 2013. "Why Don't the Poor Save More? Evidence from Health Savings Experiments." *The American Economic Review*, 103(4): 1138-71.

Background & Further Reading

Deaton (1997), Ch. 6.

Bardhan and Udry (1999), Ch. 7 & 8.

Ray (1998), Ch. 14-15.

Ashraf, Nava. 2009. "Spousal Control and Intra-Household Decision Making: An Experimental Study in the Philippines." *The American Economic Review*, 99(4): 1245-77.

Banerjee, Abhijit, Dean Karlan, and Jonathan Zinman. 2015. "Six Randomized Evaluations of Microcredit: Introduction and Further Steps." *American Economic Journal: Applied Economics*, 7(1): 1-21.

Banerjee, Abhijit and Andrew Newman. 1993. "Occupational Choice and the Process of Development." *The Journal of Political Economy*, 101(2): 274-298.

Banerjee, Abhijit V. and Esther Duflo. 2007. "Giving Credit Where It Is Due." *Journal of Economic Perspectives*, 24(3): 61-80.

Burgess, Robin and Rohini Pande. 2005. "Do Rural Banks Matter? Evidence from the Indian Social Banking Experiment." *The American Economic Review*, 95(3): 780-795.

- Cull, Robert, Asli Demirguc-Kunt, and Jonathan Morduch. 2009. "Microfinance Meets the Market." *Journal of Economic Perspectives*, 23(1): 167-192.
- Karlan, Dean and Jonathan Morduch. 2009. "Access to Finance." *Handbook of Development Economics*, vol.5. Eds. Dani Rodrik and Mark Rosenzweig. (Available at http://karlan.yale.edu/p/HDE_June_11_2009_Access_to_Finance.pdf)
- Morduch, Jonathan. 1999. "The Microfinance Promise." *Journal of Economic Literature*, 37(4): 1569-1614.
- Paxson, Christina H. 1992. "Using Weather Variability to Estimate the Response of Savings to Transitory Income in Thailand." *The American Economic Review*, 82(1): 15-33.
- Townsend, Robert M. 1994. "Risk and Insurance in Village India." *Econometrica*. 62(3): 539-591.

VII. Political Economy and Institutions

- Chattopadhyay, Raghendra and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica*, 72(5): 1409-1443.
- *Beaman, Lori, Raghendra Chattopadhyay, Esther Duflo, Rohini Pande and Petia Topalova. 2009. "Powerful Women: Does Exposure Reduce Bias?" *The Quarterly Journal of Economics*, 124(4): 1497-1540.
- Acemoglu, Daron, Simon Johnson and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *The American Economic Review*, 91(5): 1369-1401.
- *Lowes, Sara, Nathan Nunn, James A. Robinson, Jonathan L. Weigel. 2017. "The Evolution of Culture and Institutions: Evidence from the Kuba Kingdom." *Econometrica*, 85(4): 1065-1091.

Background & Further Reading

- Alesina, Alberto, Paola Giuliano and Nathan Nunn. 2013. "On the Origins of Gender Roles: Women and the Plough." *The Quarterly Journal of Economics*, Vol 128(2).
- Nunn, Nathan. 2008. "The long-term effects of Africa's slave trades", *The Quarterly Journal of Economics*, 123(1), 139-176.
- Nunn, Nathan and Nancy Qian. 2011. "The Potato's Contribution to Population and Urbanization: Evidence from a Historical Experiment." *The Quarterly Journal of Economics*, 126(2): 593-650.
- Albouy, David Y. 2012. "The Colonial Origins of Comparative Development: An Empirical Investigation: Comment." *American Economic Review*, 102(6): 3059-76.
- Aidt, Toke S. "Economic Analysis of Corruption: A survey" *The Economic Journal*, 113(491): F632-F652.
- Mauro, Paolo. 1995. "Corruption and Growth." *The Quarterly Journal of Economics*, 110(3): 681-712.
- Olken, Benjamin A. 2007. "Monitoring Corruption: Evidence from a Field Experiment in Indonesia." *The Journal of Political Economy*, 115(2): 200-249.

- Pande, Rohini. 2003. "Can Mandated Political Representation Increase Policy Influence for Disadvantaged Minorities? Theory and Evidence from India." *The American Economic Review*, 93(4): 1132-1151.
- Shleifer, Andrei and Robert W. Vishny. 1993. "Corruption." *The Quarterly Journal of Economics*, 108(3): 599-617.
- Fisman, Raymond and Edward Miguel. 2007. "Corruption, Norms, and Legal Enforcement: Evidence from Diplomatic Parking Tickets." *The Journal of Political Economy*, 115(6): 1020-1048.

VIII. The Future of Development Economics

- Banerjee, Abhijit V. and Esther Duflo. 2008. "The Experimental Approach to Development Economics." NBER Working Paper No. 14467. Published in 2009 Annual Review of Economics, Annual Reviews, vol. 1(1), pages 151-178, 05.
- Deaton, Angus. 2010. "Instruments, Randomization, and Learning about Development." *Journal of Economic Literature*, 48(2): 424-55.

Background & Further Reading

- Banerjee, Abhijit, Pranab Bardhan, Kaushik Basu, Ravi Kanbur (editor), and Dilip Mookherjee. 2005. "New Directions in Development Economics: Theory or Empirics? A Symposium in *Economic and Political Weekly*." Boston University Working Paper No.28. (Available at <http://www.arts.cornell.edu/poverty/kanbur/NewDirectionsDevEcon.pdf>)
- Heckman, James J. and Jeffrey A. Smith. 1995. "Assessing the Case for Social Experiments." *The Journal of Economic Perspectives*, 9(2): 85-110.
- Heckman, James. 1991. "Randomization and Social Policy Evaluation." NBER Technical Working Paper No. 107.
- Rosenzweig, Mark R. and Kenneth I. Wolpin, 2000. "Natural 'Natural Experiments' in Economics." *Journal of Economic Literature*, 38(4): 827-874.

Economics 8784 Tentative Course Outline, Spring 2018

| Week | Dates | Material |
|------|--------------------------------|---|
| 1 | Jan 17 | Introduction --What is economic development? --Poverty in the developing world |
| 2 | Jan 22-24 | Poverty traps and income mobility --Theory and Measurement |
| 3 | Jan 29-31 | Gender and Intra-household Allocation --Testing the unitary model --Household Bargaining |
| 4 | Feb 5-7 | Education --Program Evaluation Methodologies --Returns to Schooling |
| 5 | Feb 12-14 | Education, continued -- Classroom Interventions |
| 6 | Feb 19-21 | Health --Randomized Evaluations and Experiments |
| 7 | Feb 26-28 | Health continued --Spatial and Temporal Variation |
| 8 | Mar 5-7 | Labor -Migration |
| 9 | Mar 12 Mar 14 | Student Presentations (Research Questions) Student Presentations (Research Questions) |
| 10 | Mar 19-21 Mar 21 | Individual Meetings to Discuss Research Proposals During Class Time Referee Report Due by 5PM |
| 11 | Mar 26-28 | No classes—Spring Break |
| 12 | Apr 2-4 | Savings & Credit --Microfinance |
| 13 | Apr 9-11 | Political Economy --Institutions |
| 14 | Apr 16 Apr 18 | Student Presentations (Research Proposals) Student Presentations (Research Proposals) |
| 15 | Apr 23 Apr 25 | Student Presentations (Research Proposals) Student Presentations (Research Proposals) |
| 16 | Apr 30 May 2 | Future of Development Economics & Course Review Final Research Proposals Due by 5PM |
| | Sat May 5 | Final Exam 4:30-7PM, ECON 5 |