

Economics 8784: Economic Development 2

Fall 2023

T/Th 11:00AM-12:15PM

Room: ECON 5

Class Website through Canvas: <https://canvas.colorado.edu/>

No Class: Nov 20-24 (Fall Break)

Professor Francisca Antman

Office: Economics 222

Office Hours: T/Th 12:20PM-1:20PM and by appointment

Email: francisca.antman@colorado.edu (preferred method of contact)

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. This is one course in a two-course sequence in development economics. Courses can be taken independently and in any order. Some of the topics discussed in this course include the distribution of resources within households, human capital development such as health and education, environment, 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 You will write one referee report (3-4 pages long double spaced) on an unpublished paper selected from a set of recent job market candidates in the field.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. You should upload an electronic copy to the course website by the due date listed below.
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 portions (Section II-VII) of the syllabus (not background or further reading or *JEP* or *P&P* articles), 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, (3) state the main results, and (4) raise any questions, critiques, and ideas for extensions prompted by your reading of the article. It should also be obvious from your summary that you read the paper. These summaries are due before we begin discussion of the relevant paper and should be uploaded to the course website.

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. You should plan to email the class your slides (as a PDF file) before your presentation and upload your slides to the course website. *Please also bring a hard copy of your slides with you to class on the day of your presentation so that I can take notes during your presentation and provide you with feedback.*
4. You will make one in-class computer-based presentation on the research idea you are pursuing for your research proposal (see more information 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. You should upload your slides to the course website before your presentation. *Please also bring a hard copy of your slides with you to class on the day of your presentation so that I can take notes during your presentation and provide you with feedback.*
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. You should upload an electronic copy to the course website by the due date listed below.
6. You will make an 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. You should upload a copy of your slides to the course website by the date of your scheduled

presentation. *Please also bring a hard copy of your slides with you to class on the day of your presentation so that I can take notes during 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 a hard copy of the assignment cover sheet with the Referee Report, Research Proposal, and Final Exam. It is available on the course website.

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 medical or family emergency. If a legitimate emergency arises, notify me as soon as possible. If you foresee any legitimate conflict with the dates of the assignments or exam, 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

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure 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.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for Infectious Diseases

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all public health orders to reduce the risk of spreading infectious diseases.

The CU Boulder campus is currently mask optional. However, if masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class. Students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct & Conflict Resolution. Students who require accommodation because a disability prevents them from fulfilling safety measures related to infectious disease will be asked to follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

For those who feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the [further guidance of the Public Health Office](#). For those who have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

[Disability Services](#) determines accommodations based on documented disabilities in the academic environment. If you qualify for accommodations because of a disability, submit your accommodation letter from Disability Services to your faculty member in a timely manner so your needs can be addressed. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.

If you have a temporary medical condition or required medical isolation for which you require accommodation, please contact Disability Services and communicate any required accommodations. Also see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: honor@colorado.edu, 303-492-5550. Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive an outreach from OIEC about their options for addressing a concern and the support resources available. To learn more about reporting and support resources for a variety of issues, visit [Don't Ignore It](#).

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 communicate any conflicts with the class as soon as possible. See the [campus policy regarding religious observances](#) for full details.

Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303)492-2277,24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.

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.

- Imbens, Guido and Thomas Lemieux. 2007. "Regression Discontinuity Designs: A Guide to Practice." NBER Technical Working Paper No. 337.
- Callaway, Brantley, and Pedro H. C. Sant'Anna. 2021. "Difference-in-differences with multiple time periods." *Journal of Econometrics*, 225(2): 200-230.
- de Chaisemartin, Clément, and Xavier D'Haultfoeuille. 2020. "Two-Way Fixed Effects Estimators with Heterogeneous Treatment Effects." *American Economic Review*, 110 (9): 2964-96.
- Goodman-Bacon, Andrew. 2021. "Difference-in-differences with Variation in Treatment Timing." *Journal of Econometrics*, 225(2): 254-277.
- Sant'Anna, P.H.C and Zhao, J. 2020. "Doubly Robust Difference-in-Differences Estimators." *Journal of Econometrics*, 219(1): 101-122.
- Sun, Liyang, Abraham, Sarah. 2021. "Estimating Dynamic Treatment Effects in Event Studies with Heterogeneous Treatment Effects," *Journal of Econometrics*, 225(2): 175-199.

Preliminary Course Outline

The articles under the topic headings below are required reading for everyone in the class. Some of these papers will be presented by a student (denoted with ***), but everyone should read those articles for class discussion as well. Articles under the Background& Further Reading sections may be useful and of interest 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. Global Poverty and the Economic Development Agenda

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.

Schilbach, Frank, Heather Schofield, and Sendhil Mullainathan. 2016. "The Psychological Lives of the Poor," *American Economic Review, Papers & Proceedings*, 106(5): 435-440.

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.

Miguel, Edward and Ahmed Mushfiq Mobarak. 2022. "The Economics of the COVID-19 Pandemic in Poor Countries," *Annual Review of Economics*, vol 14(1).

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.

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.

19-Sep ***Bazzi, Samuel, Abel Brodeur, Martin Fiszbein, and Joanne Haddad. 2023. "Frontier History and Gender Norms in the United States." NBER Working Paper No. 31079. DOI 10.3386/w31079.

Background & Further Reading

Deaton (1997), Ch. 4.

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

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.

Rangel, Marcos and Duncan Thomas. 2019. "Decision-Making in Complex Households." NBER Working Paper No. 26511.

Strauss and Thomas. "Human Resources: Empirical Modeling of Household and Family Decisions." *Handbook of Development Economics*, Vol. 3A, Ch. 34.

III. Education

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.

Akresh, Richard, Daniel Halim, and Marieke Kleemans. 2023. Long-Term and Intergenerational Effects of Education: Evidence from School Construction in Indonesia, *The Economic Journal*, 133(650): 582–612. <https://doi.org/10.1093/ej/ueac058>

28-Sep ***Parker, Susan W. and Tom Vogl. "Do Conditional Cash Transfers Improve Economic Outcomes in the Next Generation? Evidence from Mexico." *The Economic Journal*. <https://doi.org/10.1093/ej/uead049>

28-Sep ***Duflo, Esther, Pascaline Dupas, and Michael Kremer. 2021. "The Impact of Free Secondary Education: Experimental Evidence from Ghana." NBER Working Paper No. 28937.

Background & Further Reading

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 Poulliquen. 2015. "Turning a Shove into a Nudge? A "Labeled Cash Transfer" for Education." *American Economic Journal: Economic Policy*, 7(3): 86-125.

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

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

5-Oct ***Chang, Tom Y., Joshua Graff Zivin, Tal Gross, and Matthew Neidell. 2019. "The Effect of Pollution on Worker Productivity: Evidence from Call Center Workers in China." *American Economic Journal: Applied Economics*, 11 (1): 151-72.

- Antman, Francisca M. 2022. "For Want of a Cup: The Rise of Tea in England and the Impact of Water Quality on Mortality." Forthcoming, *Review of Economics and Statistics*. Available at <https://spot.colorado.edu/~antmanf/AntmanTea&WaterQuality.pdf>

- Antman, Francisca M. and James M. Flynn. 2023. "When Beer is Safer than Water: Beer Availability and Mortality from Waterborne Illnesses." Unpublished Manuscript. University of Colorado Boulder. Available at <https://spot.colorado.edu/~antmanf/AntmanFlynn-BeerWaterborneIllness.pdf>

- Ashraf, Nava. Edward Glaeser, Abraham Holland, and Bryce Millet Steinberg. 2017. "Water, Health and Wealth." NBER Working Paper No. 23807.

Background & Further Reading

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

- 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.
- Greenstone, Michael, and B. Kelsey Jack. 2015. "Envirodevonomics: A Research Agenda for an Emerging Field." *Journal of Economic Literature*, 53 (1): 5-42. DOI: 10.1257/jel.53.1.5
- 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.
- 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.
- Kremer, Michael and Edward Miguel. 2007. "The Illusion of Sustainability." *The Quarterly Journal of Economics*, 112(3): 1007-1065.
- Miguel, Edward and Michael Kremer. 2004. "Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities." *Econometrica*. 72(1): 159-217.
- 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.
- 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.
- Thornton, Rebecca L. 2008. "The Demand for, and Impact of, Learning HIV Status" *American Economic Review*, 98 (5): 1829-63.

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.
- 17-Oct ***Melnikov, Nikita, Carlos Schmidt-Padilla, Maria Micaela Sviatschi. 2022. "Gangs, Labor Mobility and Development." NBER Working Paper No. 27832. Available at <http://www.nber.org/papers/w27832>**
- 17-Oct ***Breza, Emily, Supreet Kaur, and Yogita Shamdasani. 2021. "Labor Rationing." American Economic Review, 111 (10): 3184-3224. DOI: 10.1257/aer.20201385**
- 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.
- 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.

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.
- 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.

- Jayachandran, Seema. 2006. "Selling Labor Low: Wage Responses to Productivity Shocks in Developing Countries." *The Journal of Political Economy*, 114(3): 538-575.
- Kaur, Supreet 2019. "Nominal Wage Rigidity in Village Labor Markets." *American Economic Review*, 109(10): 3585-3616.
- 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.
- Meghir, Costas. Ahmed Mushfiq Mobarak, Corina D. Mommaerts, and Melanie Morten. 2019. "Migration and Informal Insurance." NBER Working Paper No. 26082.
- Morten, Melanie. 2019. "Temporary Migration and Endogenous Risk Sharing in Village India." *Journal of Political Economy*, 127(1): 1 - 46.
- 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

- 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.
- 2-Nov** ***Breza, Emily and Cynthia Kinnan. 2021. "Measuring the Equilibrium Impacts of Credit: Evidence from the Indian Microfinance Crisis." *The Quarterly Journal of Economics*, 136(3): 1447–1497, <https://doi.org/10.1093/qje/qjab016>
- 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.
- 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.
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Economics 8784 Tentative Course Outline, Fall 2023

Week	Dates	Material
1	Aug 29-31	Introduction --What is economic development? --Global Poverty and the Economic Development Agenda
2	Sep 5-7	Poverty traps and income mobility --Theory and Measurement
3	Sep 12-14	Gender, Bargaining, and Intra-household Allocation --Testing the unitary model --Household Bargaining
4	Sep 19 Sep 21	Education --Program Evaluation Methodologies & Returns to Schooling Informal Discussion of Possible Student Research Questions
5	Sep 26-28	Education, continued -- Randomized Evaluations and Experiments
6	Oct 3-5	Health and Environment --Pollution, Nutrition, and Water
7	Oct 10-12	Labor and Migration --Currently Developing Countries
8	Oct 17-19	Labor and Migration --Continued
9	Oct 24 Oct 26	Student Presentations (Research Questions) Student Presentations (Research Questions)
10	Oct 31-Nov 2	Savings and Credit --Microfinance
11	Nov 7-9	Political Economy --Institutions
12	Nov 14-16 Nov 16	Political Economy --Conflict and Ethnic Divisions Referee Report Due by 11:59PM via Canvas
13	Nov 20-24	Fall Break (No Classes)
14	Nov 28 Nov 30	Student Presentations (Research Proposals) Student Presentations (Research Proposals)
15	Dec 5 Dec 7	Student Presentations (Research Proposals) Student Presentations (Research Proposals)
16	Dec 12-14 Dec 14	Course Review and Critiques Final Research Proposals Due by 11:59PM via Canvas
	Dec 19	Final Exam 1:30-4PM, ECON 5 unless otherwise noted