

Economics 8784: Economic Development

Spring 2022

M/W 12:45PM-2:00PM

Room: ECON 5

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

No Class: Jan 17 (MLK Day) Mar 21-25 (Spring Break)

Professor Francisca Antman

Office: Economics 222

Office Hours in person or through Zoom: M/W 11AM-12PM and by appointment

<https://cuboulder.zoom.us/my/francisca.antman>

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 You will write one referee report (3-4 pages long double spaced) on an unpublished paper selected from a set of recent job market candidates in the field.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 hand in a hard copy of the Referee Report and also 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 (hard copy) in class before we are scheduled to begin discussion of the relevant paper and should also 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) the day 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.
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. 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. You should hand in a hard copy of your Research Proposal and also upload an electronic copy to the course website by the due date listed below.
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 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

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

Requirements for COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu). If you are not able to attend class for any reason, please email me as soon as you are able to alert me about your absence.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member 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](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, 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 academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, 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 the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and the 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 of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, 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 see me as soon as possible if you foresee a conflict.

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

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 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.

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.

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. 2018. "Long-term and Intergenerational Effects of Education: Evidence from School Construction in Indonesia." NBER Working Paper No. 25265.
- *Cellini, Stephanie Riegg and Hernando Grueso. 2021. "Student Learning in Online College Programs." NBER Working Paper No. 28522. Available at <http://www.nber.org/papers/w28552>
- *Duflo, Esther, Pascaline Dupas, and Michael Kremer. 2021. "The Impact of Free Secondary Education: Experimental Evidence from Ghana." NBER Working Paper No. 28937. Available at <http://www.nber.org/papers/w28937>

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 Pouliquen. 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.
- *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.
- *Field, Erica M. and Elisa M. Maffioli. 2021. "Are Behavioral Change Interventions Needed to Make Cash Transfer Programs Work for Children? Experimental Evidence from Myanmar." NBER Working Paper No. 28443. Available at <http://www.nber.org/papers/w28443>
- *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*.
- 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.
- 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.
- 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.
- 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.
- Miguel, Edward and Michael Kremer. 2004. "Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities." *Econometrica*, 72(1): 159-217.
- 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.
- *Knight, Brian G., Maria Mercedes Ponce de Leon, Ana Tribin. 2021. "Crime and Gender Segregation: Evidence from the Bogota 'Pico y Genero' Lockdown." NBER Working paper No. 28686. Available at <http://www.nber.org/papers/w28686>
- *Melnikov, Nikita, Carlos Schmidt-Padilla, Maria Micaela Sviatschi. 2020. "Gangs, Labor Mobility and Development." NBER Working Paper No. 27832. Available at <http://www.nber.org/papers/w27832>
- 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.
- 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.
- *Mukherjee, Sanghamitra W., Lauren F. Bergquist, Marshall Burke, and Edward Miguel. 2021. "Unlocking the Benefits of Credit through Saving." NBER Working Paper No. 29542. Available at <http://www.nber.org/papers/w29542>

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 Conflict

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.

*Acemoglu, Daron, Suresh Naidu, Pascual Restrepo and James A. Robinson. 2019. "Democracy Does Cause Growth," *Journal of Political Economy*, 127(1): 47-100.

*Burgess, Robin, Remi Jedwab, Edward Miguel, Ameet Morjaria, Gerard Padro-i-Miquel. 2015. "The Value of Democracy: Evidence from Road Building in Kenya", *American Economic Review*, 105(6), 1817-1851.

Blouin, Arthur, and Sharun W. Mukand. 2019. "Erasing Ethnicity? Propaganda, Nation Building and Identity in Rwanda", *Journal of Political Economy*, 127(3): 1008-62.

Hjort, Jonas. 2014. "Ethnic Divisions and Production in Firms", *Quarterly Journal of Economics*, 1899-1946.

Rao, Gautam. 2019. "Familiarity does not breed contempt: Diversity, Discrimination and Generosity in Delhi Schools", *American Economic Review*, 109(3): 774-809.

Background & Further Reading

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.

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).

Beaman, Lori, Raghavendra Chattopadhyay, Esther Duflo, Rohini Pande and Petia Topalova. 2009. "Powerful Women: Does Exposure Reduce Bias?" *The Quarterly Journal of Economics*, 124(4): 1497-1540.

Chattopadhyay, Raghavendra and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica*, 72(5): 1409-1443.

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.

Mauro, Paolo. 1995. "Corruption and Growth." *The Quarterly Journal of Economics*, 110(3): 681-712.

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.

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.

VIII. Course Review and Critiques

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.

Deaton, Angus. 2010. "Instruments, Randomization, and Learning about Development." *Journal of Economic Literature*, 48(2): 424-55.

Articles from the popular press. Consult course website.

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>)

Deaton, Angus and Nancy Cartwright. 2018. "Understanding and Misunderstanding Randomized Controlled Trials." *Social Science and Medicine*, 201:2-21.

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 2022

Week	Dates	Material
1	Jan 10	Introduction --What is economic development? --Global Poverty and the Economic Development Agenda
2	Jan 19	Poverty traps and income mobility --Theory and Measurement
3	Jan 24-26	Gender, Bargaining, and Intra-household Allocation --Testing the unitary model --Household Bargaining
4	Jan 31-2/2 Feb 2	Education --Program Evaluation Methodologies & Returns to Schooling Informal Discussion of Possible Student Research Questions
5	Feb 7-9	Education, continued -- Randomized Evaluations and Experiments
6	Feb 14-16	Health and Environment --Pollution, Nutrition, and Water
7	Feb 21-23	Labor and Migration --Currently Developing Countries
8	Feb 28-3/2	Labor and Migration --Continued
9	Mar 7 Mar 9	Student Presentations (Research Questions) Student Presentations (Research Questions)
10	Mar 14 Mar 16 Mar 17	Savings and Credit No class in lieu of Individual Meetings to Discuss Research Presentations Referee Report Due by 11:59PM via Canvas and ECON 222
11	Mar 21-23	No classes—Spring Break
12	Mar 28-30	Political Economy --Institutions
13	Apr 4-6	Political Economy --Conflict and Ethnic Divisions
14	Apr 11 Apr 13	Student Presentations (Research Proposals) Student Presentations (Research Proposals)
15	Apr 18 Apr 20	Student Presentations (Research Proposals) Student Presentations (Research Proposals)
16	Apr 25-27 Apr 28	Course Review and Critiques Final Research Proposals Due by 11:59PM via Canvas and ECON 222
	Wed May 4	Final Exam 1:30-4PM, ECON 5 unless otherwise noted