Economics 8784: Economic Development
Spring 2020
M/W 11:00AM-12:15 PM
Room: Economics 5
Class Website through Canvas: https://canvas.colorado.edu/
No Class: Jan 20 (MLK Day) Mar 23-27 (Spring Break)

Professor Francisca Antman
Office: Economics 222
Office Hours: Thursday 9:00AM-12:00PM and by appointment
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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 You will write one referee report (3-4 pages long double spaced) on an unpublished paper selected from a set of recent job market candidates in the field.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 and (3) state the main results. It should also be obvious from your summary that you read the entire 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 documented 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**

**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 or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website.
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. For more information, see the policies on classroom behavior and the Student Code of Conduct.

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 policy may include: 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 at the Honor Code Office website.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation
The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by 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 cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

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. For each class, check with your faculty member in advance so that you are aware of their specific requirements for accommodating religious observances.
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

Useful Methods Articles
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


Background & Further Reading
Deaton (1997), Section 2.7

II. Gender, Bargaining, and Intra-household Allocation


Deaton (1997), Ch. 4.
Bardhan & Udry (1999), Ch. 1-2.

**III. Education**

a. *Returns to Schooling*


b. *Randomized Evaluations & Experiments*


IV. Health and Environment


**Background & Further Reading**


V. Labor and Migration

a. Currently Developing Countries


b. Historical Development Literature


VI. Savings & Credit


Background & Further Reading

Deaton (1997), Ch. 6.
Bardhan and Udry (1999), Ch. 7 & 8.
VII. Political Economy
   a. Institutions


b. Conflict and Ethnic Divisions


Background & Further Reading


VIII. Course Review and Critiques


Articles from the popular press. Consult course website.

Background & Further Reading


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


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<tr>
<th>Week</th>
<th>Dates</th>
<th>Material</th>
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| 1    | Jan 13-15 | Introduction  
|      |         | --What is economic development?  
|      |         | --Global Poverty and the Economic Development Agenda                      |
| 2    | Jan 22   | Poverty traps and income mobility                                        |
|      |         | --Theory and Measurement                                                  |
| 3    | Jan 27-29 | Gender, Bargaining, and Intra-household Allocation                        |
|      |         | --Testing the unitary model                                               |
|      |         | --Household Bargaining                                                    |
| 4    | Feb 3-5  | Education                                                                 |
|      |         | --Program Evaluation Methodologies & Returns to Schooling                 |
| 5    | Feb 10-12 | Informal Discussion of Possible Student Research Questions                |
| 6    | Feb 17-19 | Health and Environment                                                   |
|      |         | --Water                                                                  |
| 7    | Feb 24-26 | Labor and Migration                                                       |
|      |         | --Currently Developing Countries                                          |
| 8    | Mar 2-4  | Labor and Migration, continued                                            |
|      |         | -Historical Development Literature                                        |
| 9    | Mar 9    | Student Presentations (Research Questions)                               |
| 11   | Mar 11   | Student Presentations (Research Questions)                               |
|      | Mar 16-18| Savings and Credit.                                                       |
|      |         | -- Individual Meetings to Discuss Research Proposals                      |
| 10   | Mar 20   | Referee Report Due by 5PM                                                |
| 11   | Mar 23-25| No classes—Spring Break                                                  |
| 12   | Mar 30- Apr 1 | Political Economy                                                     |
|      |         | --Institutions                                                           |
| 13   | Apr 6-8  | Political Economy, Continued                                             |
|      |         | --Conflict and Ethnic Divisions                                          |
| 14   | Apr 13   | Student Presentations (Research Proposals)                              |
| 15   | Apr 15   | Student Presentations (Research Proposals)                              |
| 16   | Apr 20   | Student Presentations (Research Proposals)                              |
| 17   | Apr 22   | Student Presentations (Research Proposals)                              |
| 18   | Apr 27-29| Course Review and Critiques                                              |
| 19   | Apr 30   | Final Research Proposals Due by 5PM                                     |
| 20   | Sun May 3| Final Exam 7:30-10PM, ECON 5                                            |