



Faculté des sciences sociales | Faculty of Social Sciences
Département de science économique | Department of Economics

Development Economics II ECO6171
Winter Term 2023

Course Information

Class Schedule:

TUES 08:30 - 11:20
129 Louis Pasteur (LPR) 154

In Person

Instructor Information:

Name: Abel Brodeur
Email: abrodeur@UOTTAWA.CA
Office Hours: TUES 1 – 2:30PM (In Person)
FRIDAY 10 – 11:30AM (Virtual)

Communication Preferences: Email

Call Me: Abel

Short Bio: See my webpage for an overview of my research: <https://sites.google.com/site/abelbrodeur/>.
I like empirical research (i.e., data).

Before emailing a question, please *fully* read this syllabus and explore the associated resources. The answers to many questions can be found in this document and students may be referred to the syllabus if the answer is already available. Please allow at least two **(2) business days** for responses to inquiries before pursuing another route of communication.

Official Course Description

This course focuses on a selection of topics currently at the frontier of research in development economics. Possible topics include poverty and income distribution, labour markets, financial markets, and education, among others.

Course Learning Outcomes

This course will cover the major econometric techniques used by development economists. At the end of the course, you should have a good idea of research questions and the most relevant methods to answer research questions in development economics.

Required Materials

No textbook for this course. Scientific articles can be downloaded on and off campus:
<https://www.uottawa.ca/library/services/connect-campus>.

If you feel like it, here is a short list of great books on development economics:

Understanding Poverty, A. Banerjee, R. Benabou and D. Mookherjee, Editeurs, Oxford University Press, March 2006.

Development Economics, Debraj Ray, New York University. March 2007.

The Great Escape: Health, Wealth, and the Origins of Inequality, Angus Deaton, Princeton University Press, 2013.

Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty, A. Banerjee and E. Duflo, April 2011.

Guidelines on recording Class Sessions

Classes or synchronous online sessions may be recorded if required to meet an approved academic accommodation plan for one or more students. Access to recordings for those students will only be available through Brightspace and will be removed after 150 days. Recordings are the intellectual property of the professor and are protected by copyright. Students authorized to receive recordings are not permitted to share or download them, and they will lose the right to their accommodation if they do.

Notice: Collection of Personal Information with Class Recordings: In accordance with the Ontario Freedom of Information and Protection of Privacy Act and with University Policy 90, your personal information is collected under the authority of the University of Ottawa Act, 1965. Classes will only be recorded for purposes consistent with the fulfillment of the course learning activities and outcomes. The recording may include the use of your video presence, picture, and voice, depending upon the technology used. You may ask your instructor to inform you of the specifics of the technology. If you choose not to have your video presence, picture or voice recorded, you may disable the audio and video functionality (in the case of synchronous online sessions) or request accommodation from your instructor (in the case of in-person classes). The recording will be available only to authorized individuals through University of Ottawa systems. If you have questions about the collection, use and disclosure of your personal information in this notice, please contact your instructor.

Assessment Strategy

	Weight	Date
Midterm exam	30 %	Feb 28th
Presentation	10 %	After midterm
Reproductions	10 %	After midterm
Data exercises	15%	Feb 3rd and Feb 17th
Final exam	35 %	

Exams and other assignments are In Person.

Assessment Policies and Expectations

Attendance

No marks for attendance.

Mobile Devices

Unless explicitly requested, please refrain from using mobile devices during class. As in class time is quite limited, I would ask that you prioritize using this time to engage with class discussions and other content-related activities. Active participation and engagement with the content and your peers helps ensure full participation marks for your contributions this semester.

Late Assignments

All assignments are to be submitted by their due date and time.

All late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 3 days, *including weekends*. **After 3 days all outstanding assignments will be given a zero (0%) grade.**

Exceptions are made only for illness or other serious situations deemed as such by the instructor. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. Absence for any other serious reason must be justified in writing, to the professor, within five business days following the date of the exam or submission of an assignment.

The Faculty reserves the right to accept or refuse the reason; **reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.**

Missed exams and requests for deferral

An absence from an evaluation that is not excused will result in a mark of 0. According to Academic Regulation I-9.5, students can request to be excused from only one evaluation per course. An absence will be excused only in the case of illness or other serious situations. The Faculty reserves the right to accept or refuse the reason. Conflicts due to travel, jobs, or any misreading of the examination timetable are not acceptable reasons.

Students who wish to be excused for an absence must complete a deferral form and submit credible external documentation (e.g. medical certificate, police report, death certificate, etc.) within five working days of the evaluation. Students whose request is approved for deferring the midterm will be facing a reweighting:

Final exam 60% instead of 35%

First data exercise 10% instead of 5%.

For the final exam, the date of the deferral is [May 12 or 13 still to be determined].

Students should reflect deeply before requesting a deferred evaluation, since they can only receive one deferral per course. Students who are struggling to keep up with their schedule may find it worthwhile to withdraw from the course and take it again at a later date. In Winter 2023, the deadline to withdraw from a course (without financial reimbursement) is March 31. For further information, consult the link <https://www.uottawa.ca/course-enrolment/withdrawing-from-a-course> .

- Professors may decline to offer a deferred exam and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule and the final exam rule

Exam conflicts

- Any conflict with a midterm exam schedule should be reported to the Professor at the beginning of the term. This request is especially applicable to the type 3 conflict (two in-class exams back-to-back) for students with special learning needs.
- Any conflict with a final exam schedule should be reported to the Faculty's undergraduate office as soon as the final examination schedule is released.

Policy on the EIN grade (incomplete):

In all economics courses, students who fail to complete work (either a single piece of work or a combination of work) worth a total of 25% or more of the final grade will receive a grade of EIN in the course. The EIN grade is equivalent to a failure mark (F). See Regulation 10.6 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>) for details. Please note that a denied request for a deferral may therefore lead to failing the course.

Course Calendar

1. Introduction (January 10th)

Angrist, J. D., and J.-S. Pischke. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton university press, 2008.

Knittel, C. R. and K. Metaxoglou, 2016. "Working with Data: Two Empiricists' Experience" *Journal of Econometric Methods (Practitioner's Corner)*: 1-12.

Ogura, L. M. 2010. "Template-Based Introductory Guide to LaTeX for Economics," Grand Valley State University.

Quick Stata Guide, Liz Foster: <http://www.princeton.edu/wwac/academic-review/stata/>

2. Program evaluation (January 17th)

Angrist, J. D., and J.-S. Pischke. Mostly Harmless Econometrics: An Empiricist's Companion. Princeton university press, 2008.

Duflo, E., R. Glennerster and M. Kremer, 2008. "Using Randomization in Development Economics Research: A Toolkit," Handbook of Development Economics, Elsevier.

Ravallion, M, 2001. "The Mystery of the Vanishing Benefits: An Introduction to Impact Evaluation," World Bank Economic Review, 15(1), 115-40.

3. Randomized Control Trial: Human Capital Health (January 24th)

Burtless, G., 1995. "The Case for Randomized Field Trials in Economic and Policy Research," Journal of Economic Perspectives, 9.2: 63-84.

Crépon, B., E. Duflo, M. Gurgand, R. Rathelot, and P. Zamora, 2013. "Do Labor Market Policies Have Displacement Effects? Evidence from a Clustered Randomized Experiment," Quarterly journal of economics, 128.2: 531-580.

Duflo, E., R. Glennerster and M. Kremer, 2008. "Using Randomization in Development Economics Research: A Toolkit," Handbook of Development Economics, Elsevier.

Kling, J. R., J. B. Liebman, and L. F. Katz, 2007. "Experimental Analysis of Neighborhood Effects," Econometrica, 75(1): 83-119.

Miguel, E., and M. Kremer, 2004. "Worms: identifying impacts on education and health in the presence of treatment externalities," Econometrica, 72.1: 159-217.

4. Regression Discontinuity Design: Institutions: Role of History (January 31st)

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

Dell, M., 2010. "The Persistent Effects of Peru's Mining Mita," Econometrica, 78(6): 1863-1903.

Hahn, J., P. Todd, and W. Van der Klaauw, 2001. "Identification and Estimation of Treatment Effects with a Regression-Discontinuity Design," Econometrica, 69(1): 201-209.

Imbens, G. W., and T. Lemieux, 2008. "Regression Discontinuity Designs: A Guide to Practice," Journal of Econometrics, 142(2): 615-635.

Lee, D. S., and T. Lemieux, 2010. "Regression Discontinuity Designs in Economics," *Journal of Economic Literature*, 48: 281-355.

5. Instrumental Variable: Institutions: Role of History (February 7th)

Angrist, J. D., and A. B. Krueger, 2001. "Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments," *Journal of Economic Perspectives*, 15(4): 69-85.

Angrist, J. D., 1990. "Lifetime Earnings and the Vietnam Era Draft Lottery: Evidence from Social Security Administrative Records," *American Economic Review*, 80(3): 313-336.

Angrist, J. D., and A. B. Krueger, 1991. "Does Compulsory School Attendance Affect Schooling and Earnings?," *Quarterly Journal of Economics*, 106(4): 979-1014.

Bound, J., D. A. Jaeger and R. 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.

6. Differences-in-Differences: Human Capital Education (February 14th)

Bertrand, M., E. Duflo, and S. Mullainathan, 2004. "How Much Should We Trust Differences-in-Differences Estimates?," *Quarterly Journal of Economics*, 119(1): 249-275.

Card, D. and A. B. Krueger, 1994. "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania," *American Economic Review*, 84.(4): 772-793.

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

Midterm exam: February 28th

7. Studies in *Journal of Development Economics* (March 7, 14, 21 and 28th and April 4th)

- a. Presentations
- b. Reproductions

Data Exercise #1

Objectives:

- Use statistical software

Tasks:

- Run a wage regression using Stata

Le but de cet exercice de données est de vous faire découvrir le logiciel statistique Stata (ou R). Vous devez soumettre votre estimation préférée (et le do-file/script qui la génère) pour une fonction de salaire par semaine qui a comme régresseurs : l'éducation, le statut marital, l'âge, le sexe et la province. Nous nous intéressons aux coefficients de genre et d'éducation.

Cet exercice utilisera le General Household Survey 2019 South Africa, 2019 (à fournir). Utiliser le fichier individu (zaf-statssa-ghs-2019-person-v1). Vous devez également fournir un court document dans lequel vous décrivez vos résultats. Le court article ne doit inclure que le tableau. Inutile de décrire vos résultats.

The purpose of this data exercise is to help you discover the statistical software Stata. You need to submit your preferred estimate (and do-file that generates it) for a weekly earnings function that has as regressors: Education, marital status, age, gender and province.

This exercise will use one quarter from the General Household Survey 2019 South Africa. Use the person file (zaf-statssa-ghs-2019-person-v1). I will explain you in class how to download it. You also need to provide a short paper in which you copy paste your regression output. The short paper should include only the table. No need to describe your results.

The data exercise is due on February 3rd.

The mark breakdown for the data exercise will be as follows:

Text (Clarity/Organization/Style)	/0
Results and do-file	/5

You should do this without consulting other class members! Plagiarism is a serious offence and will not be tolerated!!!!

Data exercise #2

Objectives:

- Use statistical software

Tasks:

- Run OLS and IV regressions using Stata
- Download GDP data

Instructions:

Read the article "THE LONG-TERM EFFECTS OF AFRICA'S SLAVE TRADES": https://scholar.harvard.edu/files/nunn/files/empirical_slavery.pdf. We will discuss this article in class.

I will provide you with two data files. The file "Slave exports" includes slave traded per country (in person). The variables provided are in log per capita and per geographical area. The file "control variables" includes the control variables. You are missing the dependent variable "log of GDP per capita for any year from 2000 to 2020. You have to find this variable online (e.g., World Bank).

You have to (i) merge the two data files, (ii) find the GDP data, (iii) merge the GDP data with other data sets, (iv) read the article to make sure you understand the regressions, (v) run the regression following equation from the paper:

$$(1) \ln y = \beta_0 + \beta_1 \ln(\text{exports} / \text{area}) + C' \delta + X' \gamma + \varepsilon$$

See Table 3, column 5 for the control variables to be included in your regressions. Do not forget to include colonizer fixed effects.

Then run the 2SLS (IV) regression using the instruments included in the article. Use ivreg or ivreg2 in stata for the instrumental variable estimation.

You need to send me your do-file and your regressions output in word/pdf.

The data exercise is due on February 17th.

The mark breakdown for the data exercise will be as follows:

Text (Clarity/Organization/Style)	/0
Results and do-file	/10

You should do this without consulting other class members! Plagiarism is a serious offence and will not be tolerated!!!!

PRESENTATION and REPRODUCTIONS

Tasks and objectives:

- Read scientific articles
- Prepare a presentation
- Run codes of other researchers

For the presentation:

- 1- **Choose an article in the list provided in class.**
- 2- **Send me the title of the article selected by email.**

I will provide detailed information about the presentation in class after the midterm exam.

Structure: (10 minutes)

Intro : 2 minutes (1 slide)

Literature review: less than 1 minute (1 slide)

Conceptual framework: 2 minutes (1 slide). Discuss mechanisms or RCT or IV, etc.

Database and descriptive statistics: 1 minute (1 slide, or 2 slides for RCT if showing randomization worked).

Identification strategy: 1 minute (1 slide).

Results: 3 minutes (2 slides).

Conclusion: 0 minute.

Reproductions:

More information on reproductions will be given just before the midterm. Each student will have to make two reproductions of articles. I will propose articles to be reproduced.

Objectives include reproducing numerical results from published studies and familiarizing students with econometric techniques used by economists.

Students will be expected to (i) read published studies, (ii) become familiar with the authors' reproduction package (stata), (iii) run the codes, and (iv) reproduce the numerical results of the studies. Students will need to identify the key results of the studies and find where these are calculated in the do-file. Students will receive a guide and a platform to perform the reproductions.

The distribution of scores for reproductions is 5 per reproduction.

Regulation on Academic Fraud

Preamble

Academic integrity is a fundamental value at the core of all academic activities. [The regulation on academic fraud](#) defines the acts that can compromise academic integrity and outlines the various sanctions and consequences of such acts, and the procedures for handling allegations and setting sanctions. Further information on academic integrity is available on the [website of the Provost and Vice-President, Academic Affairs](#).

Definition

1. Any act by a student that may result in a distorted academic evaluation for that student or another student. Academic fraud includes but is not limited to activities such as:
 1. plagiarizing or cheating in any way;
 2. submitting work not partially or fully the student's own, excluding properly cited quotations and references. Such work includes assignments, essays, tests, exams, research reports and theses, regardless of whether the work is in written, oral or any other form;
 3. presenting research data that are forged, falsified or fabricated in any manner.
 4. attributing a statement of fact or reference to a fabricated source;
 5. submitting the same work or a significant part of the same piece of work in more than one course, or a thesis or any other piece of work submitted elsewhere without the prior approval of the appropriate professors or academic units;
 6. falsifying or misrepresenting an academic evaluation, using a forged or altered supporting document or facilitating the use of such a document;
 7. taking any action aimed at falsifying an academic evaluation.

Sanctions

1. Students who commit or attempt to commit academic fraud, or who are a party to academic fraud, are subject to one or more sanctions ([full list](#)), such as:
 1. a written warning;
 2. zero for part of the work in question;
 3. zero for the work in question;
 4. zero for the work in question and the loss of additional marks for the course in question;
 5. zero for the work in question, with a final grade no higher than the passing grade for the course in question;
 6. an F or NS grade for the course in question.

University Policies

Intellectual property right of course content

The materials you receive for this course are protected by [copyright](#) and must be used for this course only. You do not have permission to disseminate these materials, regardless of the means of

dissemination including the uploading of these materials to any website or mobile application. These materials include but are not limited to, any course notes provided by the professor, their Powerpoint presentations, and any lecture recordings you may have.

If you require clarification, please consult your professor.

© [Instructor name] All rights reserved.

Regulation on Bilingualism at the University of Ottawa

Every student has the right to require that a course be given in the language used to describe the course in the course calendar ([Academic Regulation I-2](#)).

Except in programs and courses for which language is a requirement, all students have the right to produce their written work and to answer examination questions in the official language of their choice, regardless of the course's language of instruction.

Prevention of Sexual Violence

If you feel unsafe, call 9-1-1 or reach out to Campus Protective Services at 613-562-5411.

The University of Ottawa has a zero-tolerance policy for any sexual act or act targeting a person's sexuality, gender identity or gender expression. This includes both physical and psychological acts that are committed, threatened, or attempted against a person without the person's consent, such as sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, sexual exploitation, and cyberbullying. The University, as well as various employees and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint.

Student Services & Resources

Faculty Student Experience Centre

The goal of the [Student Experience Centre](#) is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Student Experience Centre is there to help students continue on their path to success.

A student may choose to visit the Student Experience Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older students may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Student Experience Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students can voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a

more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic GPS

The *Academic GPS* hub is a one-stop shop for academic support. Whether you're an experienced student or just starting out, you'll find some great resources to help you succeed.

With the Academic GPS, you can:

- chat with a mentor seven days a week
- register for study groups
- take part in study methods workshops (note taking, time management, exam preparation, stress management, Academic Integrity Session, etc.)
- book an appointment with a mentor

Health and Wellness

Your wellness is an integral part of your success. If you don't feel well, it can be hard to focus on your studies.

Dedicated professionals and fellow students who care about you are always ready to provide advice and support. Depending on your needs, many activities and services exist to accompany you during your academic journey.

Services include:

- opportunities to connect;
- counselling sessions
- peer support;
- physical activity;
- wellness activities and workshops;
- spiritual guidance.

If you want to connect with a counsellor, you can book an appointment online or go to their walk-in clinic at 100 Marie-Curie, fourth floor.

You can also drop-in to our wellness space, chat online with a peer helper, or access 24/7 professional help through the website.

Academic accommodations

The [Access Service](#) tries to make sure all students with disabilities have equal access to learning and research environments, the physical campus and University-related programs and activities. The Academic Accommodations service works with other campus services to create an accessible campus learning environment, where students with disabilities have an equal opportunity to flourish.

We offer a wide range of services and resources, provided with expertise, professionalism and confidentiality.

Some services we offer

- Help for students with disabilities in making the transition
- Permanent and temporary accommodation measures
- Learning strategy development
- Adaptive exams
- Transcriptions of learning material
- Interpretation (ASL and LSQ)
- Assistive technologies

If you think that you might need any of our services or supports, [email the Academic Accommodations service \(adapt@uOttawa.ca\)](mailto:adapt@uOttawa.ca).

Human Rights Office

The mandate of the [Human Rights Office](#) is to provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

Contact information: 1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: respect@uOttawa.ca

Career Services

[Career Services](#) offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.