

CARLETON UNIVERSITY
DEPARTMENT OF ECONOMICS
ECON 5505/ECO 6172 – SELECTEC TOPICS IN DEVELOPMENT ECONOMICS
FALL 2023

Contact Information:

Prof. Ana C. Dammert

E-mail: ana_dammert@carleton.ca

Course delivery: In person.

Class location: Log into Carleton Central to view the location on your class schedule.

Virtual office hours: Thursdays, 10 am – noon (zoom) or by appointment. The zoom link is available at Brightspace.

Sign up for online office hours here: <https://calendly.com/cuecongrad/cu-office-hours>

OFFICIAL COURSE DESCRIPTION

Overview of selected topics of current interest in the field of development economics from both a theoretical and empirical perspective.

COURSE REQUIREMENTS

The course involves lectures and discussions (lectures followed by discussions on each topic). Course grade will be based on exams, assignments, and a research proposal.

Assignments (2):	30%	15% each, due Oct 16, and Nov 27
Research Proposal:	35%	Topic selection due Oct 9, paper due Dec 4
Final Exam (in person):	35%	To be scheduled by the University.

October 9th: Holiday, no classes

October 23-27th: Fall Break, no classes

Last day of classes: December 8th (Friday) – follow a Monday schedule.

Students are expected to participate in class by coming prepared to discuss the assigned material(s). Students must have read assigned papers prior to class and be prepared to discuss the papers.

Late assignments will receive a 10-percentage points penalty for every 24 hours that your assignment is late. Extensions will not be granted except in exceptional circumstances if a self-declaration of illness form is submitted at least 24 hours before the assignment is due.

E-proctoring will not be used for evaluations on this course.

Research Proposal (35%): Each student will write a 10–12-page research proposal for an original project on a development economics topic. The topic of the research proposal could be the same as the one presented in ECON 5500/ECO 6170 (Theory of Development Economics / Development Economics I). Your proposal should clearly specify the research question and include a critical review of the existing literature, the contributions of your project to the literature, a description of the data to be used, and the proposed empirical strategy. Note that the project will not actually be carried out as part of this course. PhD students wishing to carry out an empirical paper should contact me at the beginning of class.

Students are expected to send me your topic and get approval no later than **October 9**. The research proposal is due on **December 4** at 11:30 am and should be submitted via Brightspace. No late research proposals will be accepted.

Satisfactory Performance Criteria: Students must fulfill all the preceding course requirements in order to achieve a passing grade (D- or higher). Application to write a deferred final examination must be made at the Registrar's Office no later than three working days after the original final examination was scheduled. See Academic Regulation 2.3 for the meaning of this and other grades and note that it stipulates that no course grades are final until approved by the Faculty Dean.

E-Mail Policy: I will do my best to respond to e-mail within 24 hours on a weekday. Please use your Carleton email address and include ECON 5505 in the subject line. For detailed questions or questions regarding the results of graded material, please see me during office hours.

Copyright: Student or professor materials created for this course (including presentations and posted notes, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Plagiarism: The University [Academic Integrity Policy](#) defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;

- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. For the full policy please refer to the [Academic Integrity Policy](#).

Academic Accommodation: You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation	Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (click here).
Religious obligation	Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click here
Academic Accommodations for Students with Disabilities	If you have a disability requiring academic accommodations in this course, please contact Paul Menton Centre for Students with Disabilities at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam.
Survivors of Sexual Violence	As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: https://carleton.ca/equity/sexual-assault-support-services
Accommodation for Student Activities	Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided for students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

TOPICS (TENTATIVE):

Poverty, Inequality, and Development

- Ray, *Development Economics*, Princeton University Press, 1998, Chapters 1, 2, 6, 7
- Banerjee, A. and E. Duflo (2007), "The Economic Lives of the Poor," *Journal of Economic Perspectives*, 21(1): 141-167.
- Subramanian, S. and A. Deaton (1996). "The Demand for Food and Calories." *Journal of Political Economy* 104(1), 133-162.
- Strauss, J. (1986). "Does Better Nutrition Raise Farm Productivity?" *Journal of Political Economy* 94, 297–320.
- Almas, I., J. Haushofer and J. Shapiro. (2019). "The Income Elasticity for Nutrition: Evidence from Unconditional Cash Transfers in Kenya." National Bureau of Economic Research WP No. w25711.
- Jensen, R. and N. Miller (2008) "Giffen Behavior and Subsistence Consumption" *American Economic Review*, 98(4): 1553-1577

Human Capital Investment: Education

- 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.
- Schultz, T. P. (2004). "School subsidies for the poor: Evaluating the Mexican Progresa poverty program." *Journal of Development Economics*. 74(1), 199-250.
- Baird S, C. McIntosh and B. Ozler (2011). "Cash or condition? Evidence from a cash transfer experiment." *Quarterly Journal of Economics* 126, 1709-1753.
- Banerjee, A., Cole, S., Duflo, E., and L. Linden (2007) "Remedying Education: Evidence from Two Randomized Experiments in India", *Quarterly Journal of Economics*, 122(3): 1235-1264.
- Jensen, R. (2010) "The (Perceived) Return to Education and the Demand for Schooling," *Quarterly Journal of Economics*, 125(2): 515-548.
- Dizon-Ross, R. (2019) "Parents' Beliefs about Their Children's Academic Ability: Implications for Educational Investments." *American Economic Review*, 109 (8): 2728-65

Human Capital Investment: Health

- Dupas, P (2009) "Health Behavior in Developing Countries" *Annual Review of Economics* 3(1):425-449
- Das, J., J. Hammer, and K. Leonard (2008). "The Quality of Medical Advice in Low-Income Countries." *Journal of Economic Perspectives*, 22(2): 93–114.
- Maccini, S. and D. Yang (2009). "Under the weather: Health, schooling and economic consequences of early life rainfall." *American Economic Review* 99(3), 1006-36.
- Ashraf, N., J. Berry and J. Shapiro (2010). "Can Higher Prices Stimulate Product Use?," *American Economics Review* 100(5), 2383-2413

- Jalan, J. and E. Somanathan (2008) "The Importance of Being Informed: Experimental Evidence on Demand for Environmental Quality" *Journal of Development Economics*, 87:14-28
- Banerjee, A., A. Chandrasekhar, E. Duflo, and M. Jackson (2019). "Using Gossips to Spread Information: Theory and Evidence from two Randomized Controlled Trials." *The Review of Economic Studies* 86, no. 6: 2453-2490.

Intra-household Allocation and Gender

- Jayachandran, S. (2015) "The Roots of Gender Inequality in Developing Countries" *Annual Review of Economics* 7:1, 63-88
- Duflo, E. (2002). "Granddaughters and grandmothers: Old age pensions in South Africa." *World Bank Economic Review*, 17 (1), 1–25.
- Ashraf, N. (2009) "Spousal Control and Intra-Household Decision Making: An Experimental Study in the Philippines." *American Economic Review*, 99(4), 1245-77.
- Jensen, R. (2012). "Do Labor Market Opportunities Affect Young Women's Work and Family Decisions? Experimental Evidence from India", *Quarterly Journal of Economics*, 127(2): 753-792.

Labor Markets

- Behrman, J. (1999). "Labor Markets in Developing Countries." In: *Handbook of Labor Economics* Volume 3. Ed. by Orley Ashenfelter and David Card. Elsevier, pp. 2859–2939.
- Beaman, L. and J. Magruder. (2012). "Who Gets the Job Referral? Evidence from a Social Networks Experiment." *American Economic Review*, 102 (7): 3574-93.
- Blattman, C. and S. Dercon. (2018). "The Impacts of Industrial and Entrepreneurial Work on Income and Health: Experimental Evidence from Ethiopia." *American Economic Journal: Applied Economics*, 10 (3): 1-38.
- Alfonsi, L., Bandiera, O., Bassi, V., Burgess, R., Rasul, I., Sulaiman, M. and Vitali, A. (2020) "Tackling Youth Unemployment: Evidence from a Labor Market Experiment in Uganda" *Econometrica*, 88: 2369-2414.
- Bardhan, P. and C. Udry (2000). *Development Microeconomics*, Chapter 2, "Household Economics", 7-19.
- Fink, G., K. Jack, and F. Masiye. (2020). "Seasonal Liquidity, Rural Labor Markets, and Agricultural Production" *American Economic Review*, 110 (11): 3351-92.
- LaFave, D. and D. Thomas (2016). "Farms, Families, and Markets: New Evidence on Completeness of Markets in Agricultural Settings." *Econometrica*, 84(5), 1917-60

Child Labor

- Basu, K. (1999) "Child Labor: Cause, Consequence, and Cure, with Remarks on International Labor Standards" *Journal of Economic Literature*, 37(3):1083-1119
- Edmonds, Eric and N. Pavcnik (2005). "Child Labor in the Global Economy." *Journal of Economic Perspectives* 19(1): 199–220.

- Edmonds, E. and M. Shrestha (2014) “You Get What You Pay For: Schooling Incentives and Child Labor” *Journal of Development Economics*, 111: 196-211.
- Edmonds, E and C. Theoharides (2020) “The Short Term Impact of a Productive Asset Transfer in Families with Child Labor: Experimental Evidence from the Philippines”, *Journal of Development Economics*, 146

Disclaimer: I may make modifications/additions to the list of readings. Any such modifications will be announced in a timely fashion in class and Brightspace. All material will be available at either Ares or Brightspace.