

## **Economics 8784: Economic Development**

Spring 2013

M/W 12:00-1:15 PM

Room: Economics 5

Class Website through Desire2Learn: <https://learn.colorado.edu/>

No Class: 1/21 (MLK), 3/25-3/29 (Spring Break)

Professor Francisca Antman

Office: Economics 102

Office Hours: M 3-4PM, W 10:15-11:15AM, and by appointment

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### **Course Description & Objectives**

This course is one of a two-part series which, along with ECON 8774, makes up the development economics field at the University of Colorado. In this class we will focus primarily on microeconomic issues from a largely empirical perspective. Some of the topics covered include the distribution of resources within households, human capital development such as health and education, migration, poverty traps, 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 You will write two referee reports (3-4 pages long double spaced) on unpublished papers from a set of recent job market candidates in the field. Each referee report should briefly summarize the work, critique the article, and provide suggestions for improvement. I will provide some guidance on writing referee reports in advance of the assignment as well as the set of papers to review. Please see the schedule below for due dates.
2. Class participation is required and you will be graded on your contributions 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 section of the syllabus (not background or further reading), excluding overview papers which cover several research projects. At minimum, each summary should (1) identify the main research question, (2) discuss the empirical strategy 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 in class before we are scheduled to begin discussion of the relevant paper.

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, empirical strategy, 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

4. Research Proposal: 30%
5. 1 Presentation of Research Proposal: 10%
6. Final Exam: 20%

Every written assignment/exam should be accompanied by a signed cover sheet (available at the course website) affirming that it is your own original work.

**Class Policies**

There is no excuse for missing an exam unless there is a documented medical or family emergency. Note that you are required to submit documentation of any emergency. In all other cases, failure to take an exam will result in a zero for that exam. If a legitimate emergency arises, other graded work will be re-weighted; no make-up exams will be given. If you foresee any legitimate conflict with the dates of the assignments or exams, please see me at the beginning of the semester or as soon as possible.

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Students and faculty each have responsibility for maintaining an appropriate learning

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*

## **Course Outline**

The articles under the topic headings below are required reading for everyone in the class. The last page lists specific articles that will be presented by a student, but everyone should read those articles for class discussion as well. Articles under the Background

Duflo, Esther. 2003. "Grandmothers and Granddaughters: Old-Age Pensions and Intrahousehold Allocation in South Africa." *The World Bank Economic Review* 17(1): 1-25.

Background & Further Reading

Deaton (1997), Ch. 4.

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

Bobonis, Gustavo J. 2009.





\*Qian, Nancy. 2008.



### Background & Further Reading

Deaton (1997), Ch. 6.

Bardhan and Udry (1999), Ch. 7 & 8.

Ray (1998), Ch. 14-15.

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



