

Econ 491 - Issues in Economic Development
Winter 2025 Quarter

Seth Garz

sgarz 'at' uw.edu

Radu Ban

raduban 'at' uw.edu

University of Washington, Department of Economics

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Class Meeting: Tuesday & Thursday 3:30p-5:20p in Savery Hall 131

Office Hours: Thursday 5:30-6p (directly after class) and by appointment

Department Contact: Department of Economics Undergraduate Advising, econadv@uw.edu

Course Description and Goals: According to the World Bank, approximately 700 million people, half of which are children, live in extreme poverty, subsisting on less than US\$2.15/day. Almost half of the world's population lives on less than US\$6.85/day. Within low-income countries, infant mortality dropped by nearly 50 percent from 2000 to 2010, but only by 35 percent in the last 15 years. A similar slowdown can be observed in the decline of child stunting and more than a third of children under five in low-income countries are stunted (i.e. short for their age). The Covid pandemic, inflation, and related global crises stalled what was an encouraging trend of declining world poverty and infant mortality. Why do so many people remain poor, so many kids short, and what interventions and policies might reduce these numbers?

With a focus on the Global South², this course will encourage students to become familiar with and think critically about the causes and consequences of poverty and infant mortality. We will train in critically and efficiently reading and interpreting empirical academic articles and policy evaluations from the Development Economics field and will review common social science research designs that aim to unpack cause and effect with a focus on randomized control trials and various approaches to analyzing natural experiments. Students will be exposed to practical elements of measuring, monitoring, and evaluating interventions to reduce poverty and improve child growth, but will also be pushed to deeply consider the relationship between economic theory, empirical evidence, and policy.

We aim to anchor the course in practical questions and choices facing policymakers and practitioners with the ultimate goal of understanding the opportunities (and potential limitations) for Development Economics research to inform policies aimed at reducing poverty and/or infant mortality.

¹ This syllabus builds on the syllabi from prior Econ 491 instructors, including Profs. Emma Riley, Rachel Heath, and Alan Griffith.

² Though imperfect, we prefer the term "Global South" to terms like "Third World" or "Developing" in referring to low-, lower-middle-income, or otherwise marginalized countries.

Heterogeneity of experiences living in poverty and in the effectiveness of interventions across various populations will be a regular theme with differences/similarities by gender as a recurring topic.

To be clear, the course will not thoroughly explore international finance, macroeconomics, or research on poverty in the US/Global North.

Prerequisites: The listed prerequisites for this course include Econ 300 (Intermediate Micro) and Econ 301 (Intermediate Macro). It will also be helpful if you have some familiarity with statistics or econometrics, such as Econ 382 or 482. While the course is aimed at upper-level undergraduates, it is also appropriate for MA-level students in related fields (such as public policy) who have an interest in economic development, provided you have sufficient quantitative training. Please talk to me after the first class if you have questions about this.

Add Codes: Assuming you have sufficient quantitative training, we can provide a limited number of add codes. It is department policy to prefer economics majors in this process, but some may be available for non-majors who are unable to register for the course without an override. Please talk to me after the first class if you need an add code.

Class Attendance, Remote Learning, and Classroom Engagement:

Lectures are Tuesday & Thursday 3:30p-5:20p in Savery Hall 131. We intend for classes to be in person with the likely exception of **two classes on January 28 and 30**, which will be virtual on Zoom. In-person quizzes and class engagement will count towards your grade.

Office Hours: Office hours will be offered in person and on Zoom. We are available to discuss just about anything in office hours; however, our meetings will be far more productive if you come prepared with an agenda or specific questions/topics. Exams will likely be given in person. If you plan to miss either Midterm because of an unavoidable conflict, please let us know ahead of time. If you miss the Midterm because you experience an unexpected emergency, please let us know as soon as possible. Those that miss the Midterm exams may be given a different make-up exam or an alternative assignment to evaluate your knowledge of the material.

Assignments and Quizzes: Assignments must be submitted remotely via Canvas. Assignments are generally designed to either prepare students for the subsequent classes or to provide us with feedback so we can adjust the course pace/content or even review important topics. Late assignments, which will therefore be less useful, will not receive full credit. We will frequently give short quizzes at the beginning of class. This is designed to encourage students to come prepared to actively engage in discussion during the class meetings. Class will be far less interesting, fun, and engaging if students are not prepared to discuss, debate, and critique the material. If you come prepared, it should be trivially easy to receive full credit for quizzes. We understand life gets busy and people may fall behind some weeks, **so every student can drop or get a “pass” for two quizzes without it effecting your grade.** By extension, this means that you are required to attend class to receive full credit for quizzes and class engagement, but that missing up to two classes will not affect your grade directly; though, it will likely make understanding the material more difficult.

Classroom Engagement: Everyone is expected to actively engage in classroom discussions and activities. Part of your grade will reflect whether you engaged in the classroom. Engagement is not just a cute thing that is encouraged for show, but an important part of learning. If you cannot

explain and critique papers and ideas to classmates, you do not fully understand those papers/ideas. More importantly, by sharing and debating ideas/analysis you are likely to better understand what the theory and evidence does and does not convey, what you believe and do not believe about the content, and what may and may not be interesting to you to pursue in your own work in the future. Your personal experiences may also be quite valuable for your classmates to hear. We recognize that different people feel more and less comfortable speaking in public and participating in the classroom. We encourage those that are uncomfortable speaking publicly to lean into the discomfort; and, we also commit to coming up with lots of ways to engage that make participation accessible to all types of students. Finding comfortable ways to engage in the classroom would be a great topic to discuss in office hours for those that find this challenging. For those that engage in the classroom, this is an easy way to boost your grade.

Classroom Etiquette/Structure: Our goal is to foster a classroom atmosphere of respect, intellectual risk-taking, and compassionate honesty where students are excited and enjoy the process of learning. In practical terms, that means that students feel comfortable if not eager sharing what they authentically think and believe with the expectation that those who disagree will express their honest disagreement respectfully. That also means that students will ask critical questions and actively communicate with us and each other when they do not understand something. If you are frustrated or offended in class, do not hesitate to communicate that to us. If you are excited or inspired in class, do not hesitate to communicate that to us. The format of the class meetings may change. However, we expect we will start class with a brief activity/quiz/paper presentation. This will often be followed by a lecture. We will try to have a short break after the first hour and then finish the meeting time with a non-lecture seminar-style learning activity.

Laptops/Phones: You may choose to take notes on laptops, but we encourage you to turn Wi-Fi off so you are not distracted by email, internet, etc. We expect that any use of laptops will be in the service of participating in class or taking notes. We reserve the right to ask folks to close their laptops if we feel they are distracting others or us. **Please do not use phones in class.**

Readings: A variety of readings will be assigned, including academic articles, essays, blogs, technical documentation of surveys, etc. Class readings should be completed prior to the class for which they are listed. **Pro-tip: economics articles present the key findings in the introduction session.** This is an upper-level, seminar-style class which relies heavily upon class discussion and interaction. Read the papers with a critical eye, looking both for the good and the bad, parts that are convincing and those that are less so (most papers have some of both). Some of the material is difficult; try not to get discouraged if you need to ask a lot of questions or do not understand some of the technical details. Readings are subject to change, as we may cover some topics quicker or slower than planned. Please read the main readings as indicated. Readings marked with ** are required. The other readings are supplementary and optional: these are readings that we will discuss during the lectures, but do not expect you to have read beforehand. We are not requiring any textbooks, but the following will be useful references that we will draw on heavily in the lectures. You should consider purchasing and referencing them:

- De Janvry, A., & Sadoulet, E. (2021). [*Development Economics: Theory and Practice \(2nd ed.\)*](#). Routledge.
- Ravallion, Martin. (2016). [*The Economics of Poverty: History, Measurement, and Policy*](#). Oxford University Press.

Grading: Your final grade will reflect a combination of performance on the two midterm exams, assignments, quizzes, and classroom engagement according to the weighting scheme below. Two quizzes will be dropped. A grader will assist us in grading assignments and exams. To have any of your assignments or exams regraded, you must submit a re-grading request in writing making clear why you are disputing the original grade. Regrades may be lower or higher than the original grade.

First Midterm exam.....	25%
Second Midterm exam.....	35%
Assignments.....	30% (3 x 10% each)
Quizzes.....	5%
Classroom engagement.....	5%

Assignments (which may be subject to change depending on course progress):

1. A data analysis exercise using MS-Excel related to a topic covered in a lecture
2. An evidence brief summarizing one or two academic articles that we will select
3. A short proposal describing a research design for a hypothetical randomized control trial designed to answer a specific research question

Plagiarism: Do not cheat and do not plagiarize. We will make very clear for which assignments collaboration is permitted and you should never hesitate to ask for clarification. Anyone caught cheating or plagiarizing runs the risk of failing the class and/or being reported to the dean. The Department of Economics has a policy on [academic misconduct](#): “Academic misconduct includes plagiarism, cheating on examinations or other individual projects or assignments, and the theft or alteration of other persons’ work for the purpose of gaining academic credit or of enhancing grades. While it is perfectly fine to consult other resources for studying purposes, copying answers to homework questions from another source is considered cheating.” The University also has clear definitions of student misconduct in the [Student Governance Policy](#) if there is any uncertainty.

Contacting us: The easiest way to contact us is via email. **Feel free to email both Seth and Radu with your inquiries and we will sort out who can best provide the best answer.** Please put “[491]” in the beginning of the subject line, so that we will know that it is not spam and can filter and prioritize your messages. It is okay to ask simple questions over email, but if you have more complicated questions, including clarifications about concepts in the readings and lectures or assignments, then it is usually better to connect during office hours. If many students have similar questions, we may respond to your message through a message to the full class. We welcome you pointing out any oversights, omissions, or outright mistakes.

STUDENT RESOURCES

Economics Undergraduate Board (economics resources, tutoring, etc.): The [Economics Undergraduate Board](#) (EUB) was created in 1989 by a group of undergraduate Economics majors who wanted to improve the educational experience of students in the department. The group advocates on behalf of and liaises between students and department faculty and staff, in addition to collaborating on events with alumni and friends of the department. The EUB produces a quarterly newsletter, The Economizer, and offers free tutoring and a variety of seminars, study resources, and events.

Access and Accommodations / Disability Resources: Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with [Disability Resources for Students](#) (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact [DRS](#) directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

Mental Health Resources: You should not hesitate to seek mental health support and there are confidential and free resources available for you through the University. Your mental health should be a top priority. Unfortunately, seeking help for mental health issues can be difficult because it is embarrassing for some people or stigmatized in some communities. [The Counseling Center](#) is a mental health resource where currently enrolled students can receive assistance with adjustment issues, depression, anxiety, relationship concerns, and a variety of other challenges. The Counseling Center is staffed by psychologists and mental health counselors who provide developmentally-based counseling, assessment, and crisis intervention services. The UW Counseling Center is located at 401 Schmitz Hall or can be contacted at 206-543-1240. The Crisis Clinic can be reached directly at (206) 461-3222 or toll-free at 1-866-427-4747. If you are experiencing a life-threatening emergency, dial 911.

Sexual Misconduct Resources: Unfortunately, sexual misconduct is not uncommon in our society or even in our UW community. For those who experience sexual misconduct or have questions about sexual misconduct, including sexual violence, harassment, stalking, and other forms of misconduct, resources are available. [This website](#) has a comprehensive list of resources. [LiveWell Confidential Advocates](#) provides a safe and confidential space to help students, faculty and staff identify what they want or need after an incident of sexual assault, relationship violence, stalking or sexual harassment has occurred. Confidential Advocates do not report incidents to the University and are available by email at lwadvoc@uw.edu.

Schedule: Required readings should be prepared in anticipation of the class they are associated with below. Changes may be announced over email (so please check your official UW email regularly). Items with asterisks (**) are required readings and all others are optional (not expecting you to cover them ahead of time), but may be useful to prepare for following the lectures. Each of these topics could be an entire course and many important topics had to be excluded given limited time, so please do not construe this as a comprehensive overview of all topics relevant to Development Economics.

	Date	Topics	Readings
1	Tues, Jan 7 SG & RB	Course introduction What is development?	**De Janvry & Sadoulet, <i>Development Economics</i> , Chapter 3 Feed the Future : Wholesale Flour Business Uplifts Women and Elevates Nutrition in Tanzania , 2022.
2	Thurs, Jan 9 SG & RB	Measuring poverty and inequality Measuring child outcomes: mortality, stunting Introducing causal inference	**Jean et. al. 2016. " Combining Satellite Imagery and Machine Learning to Predict Poverty ." <i>Science</i> 353 (6301): 790–94. **WHO " Stunting in a Nutshell " Videos 1 & 2 **Khandker, Shahidur R.; Koolwal, Gayatri B.; Samad, Hussain A.. 2010. Handbook on Impact Evaluation : Quantitative Methods and Practices . © World Bank. Chapter 2, pages 22-29 only Predicting Poverty video at: https://youtu.be/DafZSelGLNE De Janvry & Sadoulet, <i>Development Economics</i> , [Chapter 5 & 6] Millenium Challenge Corporation: Reducing Stunting in Indonesia , 2020.
3	Tues, Jan 14 SG	Household finance: volatile incomes, risk sharing, and debt Differences-in-Differences	**Jack, William, and Tavneet Suri. 2014. " Risk Sharing and Transactions Costs: Evidence from Kenya's Mobile Money Revolution ." <i>American Economic Review</i> 104 (1): 183–223. [Skip pp.189-191] Merfeld, Joshua D. & Jonathan Morduch. 2022. " Poverty at High Frequency ." Working Paper.
4	Thurs, Jan 16 SG	Information constraints Introduction to randomized control trials (RCTs)	**Jensen, Robert. 2010. " The (Perceived) Returns to Education and the Demand for Schooling ." <i>The Quarterly Journal of Economics</i> 125 (2): 515–48. **Duflo, et. al. 2007. " Using Randomization in Development Economics: A Toolkit ." In <i>Handbook of Development Economics</i> Vol 4. ed. T. Paul Schultz: 3895-3962. [Sections 2.1-2.2] **JPAL. " The Elements of a Randomized Evaluation " in <i>Research Resources</i> .
5	Tues, Jan 21 RB	Social protection – Big Push More on RCTs	** Bandiera, Oriana, Robin Burgess, Narayan Das, Selim Gulesci, Imran Rasul, and Munshi Sulaiman. " Labor Markets and Poverty in Village Economies ." <i>The Quarterly Journal of Economics</i> 132, no. 2 (May 1, 2017): 811–70. Banerjee, Abhijit, Esther Duflo, and Garima Sharma. " Long-Term Effects of the Targeting the Ultra Poor Program ." <i>American Economic Review: Insights</i> 3, no. 4 (2021): 471–86. Balboni, Clare, Oriana Bandiera, Robin Burgess, Maitreesh Ghatak, and Anton Heil. "Why Do People Stay Poor?*" <i>The Quarterly Journal of Economics</i> 137, no. 2 (May 1, 2022): 785–844

			Village Enterprise: Our Impact
6	Thurs, Jan 23 SG	Social protection - Cash transfers Estimating Economic Spillovers	<p>**McIntosh, Craig & Andrew Zeitlin. "Lessons from a cash benchmarking evaluation: Authors' version." Development Impact Blog.</p> <p>** Egger, D., Haushofer, J., Miguel, E., Niehaus, P. and Walker, M. (2022), General Equilibrium Effects of Cash Transfers: Experimental Evidence From Kenya. <i>Econometrica</i>, 90: 2603-2643. (only the Intro and Discussion sections)</p> <p>Angelucci, Manuela, and Giacomo De Giorgi. 2009. "Indirect Effects of an Aid Program: How Do Cash Transfers Affect Ineligibles' Consumption?" <i>American Economic Review</i> 99 (1): 486–508.</p> <p>Cunha, Jesse M, Giacomo De Giorgi, and Seema Jayachandran. 2019. "The Price Effects of Cash Versus In-Kind Transfers." <i>The Review of Economic Studies</i> 86 (1): 240–81.</p> <p>Haushofer, Johannes, and Jeremy Shapiro. 2016. "The Short-Term Impact of Unconditional Cash Transfers to the Poor: Experimental Evidence from Kenya." <i>The Quarterly Journal of Economics</i> 131 (4): 1973–2042.</p>
7	Tues, Jan 28 – ZOOM SG	Education: Demand and Supply	<p>**Mbiti, Isaac, Karthik Muralidharan, Mauricio Romero, Youdi Schipper, Constantine Manda, and Rakesh Rajani. 2019. "Inputs, Incentives, and Complementarities in Education: Experimental Evidence from Tanzania." <i>The Quarterly Journal of Economics</i> 134 (3): 1627–73.</p> <p>Oster, Emily, and Bryce Millett Steinberg. 2013. "Do IT Service Centers Promote School Enrollment? Evidence from India." <i>Journal of Development Economics</i> 104: 123-135.</p> <p>Duflo, Esther. 2001. "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment." <i>American Economic Review</i> 91 (4): 795–813.</p>
8	Thurs, Jan 30 - ZOOM RB	Health: Constraints on Adoption of Health Technologies	<p>** Meredith, Jennifer & Robinson, Jonathan & Walker, Sarah & Wydick, Bruce, 2013. "Keeping the doctor away: Experimental evidence on investment in preventative health products," <i>Journal of Development Economics</i>, Elsevier, vol. 105(C), pages 196-210.</p> <p>** JPAL Summary of Cohen, Jessica, and Pascaline Dupas. 2010. "Free Distribution or Cost-Sharing? Evidence from a Randomized Malaria Prevention Experiment." <i>The Quarterly Journal of Economics</i> 125 (1): 1–45. (only the summary, not the article itself)</p> <p>Miguel, Edward, and Michael Kremer. 2004. "Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities." <i>Econometrica</i> 72 (1): 159–217.</p>

			Dupas, Pascaline. 2014. " Short-Run Subsidies and Long-Run Adoption of New Health Products: Evidence From a Field Experiment. " <i>Econometrica</i> 82 (1): 197–228.
9	Tues, Feb 4	Catch-up / Review for midterm	
10	Thurs, Feb 6	MIDTERM EXAM #1	
11	Tues, Feb 11 RB	Disease Environment 1	<p>** Caniglia, Ellen C., and Eleanor J. Murray. "Difference-in-Difference in the Time of Cholera: A Gentle Introduction for Epidemiologists." <i>Current Epidemiology Reports</i> 7, no. 4 (December 2020): 203–11. https://doi.org/10.1007/s40471-020-00245-2.</p> <p>** Cutler, David, and Grant Miller. "The Role of Public Health Improvements in Health Advances: The Twentieth-Century United States." <i>Demography</i> 42, no. 1 (February 1, 2005): 1–22. https://doi.org/10.1353/dem.2005.0002. (abstract and intro only)</p> <p>Pickering, Amy J, Habiba Djebbari, Carolina Lopez, Massa Coulibaly, and Maria Laura Alzua. "Effect of a Community-Led Sanitation Intervention on Child Diarrhoea and Child Growth in Rural Mali: A Cluster-Randomised Controlled Trial." <i>The Lancet Global Health</i> 3, no. 11 (November 2015): e701–11. https://doi.org/10.1016/S2214-109X(15)00144-8. (abstract only is fine)</p> <p>Evidence Action: Safe Water Now</p>
12	Thurs, Feb 13 RB	Disease Environment 2	<p>** Spears, Dean. "Exposure to Open Defecation Can Account for the Indian Enigma of Child Height." <i>Journal of Development Economics</i> 146 (September 2020): 102277. https://doi.org/10.1016/j.jdeveco.2018.08.003.</p> <p>** Spears, Dean, and Amit Thorat. "The Puzzle of Open Defecation in Rural India: Evidence from a Novel Measure of Caste Attitudes in a Nationally Representative Survey." <i>Economic Development and Cultural Change</i> 67, no. 4 (July 1, 2019): 725–55. (abstract and intro only)</p> <p>Hathi, Payal, Sabrina Haque, Lovey Pant, Diane Coffey, and Dean Spears. "Place and Child Health: The Interaction of Population Density and Sanitation in Developing Countries." <i>Demography</i> 54, no. 1 (February 1, 2017): 337–60. https://doi.org/10.1007/s13524-016-0538-y.</p> <p>Half of India couldn't access a toilet 5 years ago. Modi built 110M latrines – but will people use them? CNN 2019</p>
13	Tues, Feb 18 RB	Climate Change	**Gupta, Aashish, and Dean Spears. "Health Externalities of India's Expansion of Coal Plants: Evidence from a National Panel of 40,000 Households." <i>Journal of Environmental Economics and Management</i>

			<p>86 (November 2017): 262–76. https://doi.org/10.1016/j.jeem.2017.04.007.</p> <p>**Balboni, Clare, Aaron Berman, Robin Burgess, and Benjamin A. Olken. “The Economics of Tropical Deforestation.” <i>Annual Review of Economics</i> 15, no. 1 (September 13, 2023): 723–54. https://doi.org/10.1146/annurev-economics-090622-024705. (abstract and intro only)</p> <p>Miguel, Edward. “Poverty and Witch Killing.” <i>The Review of Economic Studies</i> 72, no. 4 (October 2005): 1153–72. https://doi.org/10.1111/0034-6527.00365.</p> <p>Clean Cooking Alliance: The Value of Clean Cooking</p>
15	Thurs, Feb 20 RB	Agricultural productivity and technology adoption	<p>**Suri, Tavneet, and Christopher Udry. 2022. “Agricultural Technology in Africa.” <i>Journal of Economic Perspectives</i> 36 (1): 33–56. https://doi.org/10.1257/jep.36.1.33.</p> <p>Duflo, Esther, Michael Kremer, and Jonathan Robinson. 2008. “How High Are Rates of Return to Fertilizer? Evidence from Field Experiments in Kenya.” <i>American Economic Review</i> 98 (2): 482–88.</p> <p>Alesina, Alberto, Paola Giuliano, and Nathan Nunn. “On the Origins of Gender Roles: Women and the Plough*.” <i>The Quarterly Journal of Economics</i> 128, no. 2 (May 1, 2013): 469–530. https://doi.org/10.1093/qje/qjt005.</p> <p>Sustainable Food Lab: Empowering Smallholder Farmers to Improve their Incomes</p>
14	Tues, Feb 25 SG	Entrepreneurship, Firms, and Capital	<p>**Cai, Jing, and Adam Szeidl. 2022. “Indirect Effects of Access to Finance.” Working Paper. Working Paper Series. National Bureau of Economic Research.</p> <p>Mel, Suresh de, David McKenzie, and Christopher Woodruff. 2008. “Returns to Capital in Microenterprises: Evidence from a Field Experiment.” <i>The Quarterly Journal of Economics</i> 123 (4): 1329–72.</p> <p>Mel, Suresh de, David McKenzie, and Christopher Woodruff. 2009. “Are Women More Credit Constrained? Experimental Evidence on Gender and Microenterprise Returns.” <i>American Economic Journal: Applied Economics</i> 1 (3): 1–32.</p> <p>Bernhardt, Arielle, Erica Field, Rohini Pande, and Natalia Rigol. 2019. “Household Matters: Revisiting the Returns to Capital among Female Microentrepreneurs.” <i>American Economic Review: Insights</i> 1 (2): 141–60.</p> <p>Cai, Jing et. al. 2021. “Microfinance.” <i>VoxDevLit</i>, 3(1). May 2021.</p>
17	Thurs, Feb 27 RB	Political economy	<p>**Olken, Benjamin A., and Patrick Barron. 2009. “The Simple Economics of Extortion: Evidence from Trucking in Aceh.” <i>Journal of Political Economy</i> 117 (3): 417–52.</p>

			<p>**Chattopadhyay, Raghavendra, and Esther Duflo. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." <i>Econometrica</i> 72, no. 5 (2004): 1409–43.</p>
16	Tues, March 4 SG	Industrial policy, manufacturing, and labor	<p>**Heath, Rachel, and A. Mushfiq Mobarak. 2015. "Manufacturing Growth and the Lives of Bangladeshi Women." <i>Journal of Development Economics</i> 115: 1-15.</p> <p>**Blattman, Christopher, and Stefan Dercon. 2017. "Everything We Knew About Sweatshops Was Wrong." <i>The New York Times</i>, April 27, 2017, sec. Opinion.</p> <p>McMillan, Margaret, and Albert Zeufack. 2022. "Labor Productivity Growth and Industrialization in Africa." <i>Journal of Economic Perspectives</i>, 36 (1): 3-32.</p> <p>De Janvry & Sadoulet, <i>Development Economics</i>, Chapter 7, pp.300-314.</p>
18	Thurs, March 6 RB	Using evidence for policy and select critiques	<p>**Hjort, Jonas et. al. 2021. "How Research Affects Policy: Experimental Evidence from 2,150 Brazilian Municipalities." <i>American Economic Review</i> 111 (5): 1442–80.</p> <p>**Jean Dreze (2018), "Evidence, Policy, and Politics"</p> <p>**Callen et al. (2017), "Three barriers that make it hard for policymakers to use the evidence that development researchers produce"</p> <p>Angus Deaton, 2020. "Randomization in the Tropics Revisited: a Theme and Eleven Variations," NBER Working Papers 27600.</p> <p>Duflo, Esther. 2017. "The Economist as Plumber." <i>American Economic Review</i>, 107 (5): 1-26.</p> <p>Bryan, G. et al. 2019. "Lessons learned from a scale-up of a seasonal migration RCT in Bangladesh," <i>International Growth Centre Policy Brief</i>, November 15, 2019.</p>
19	Tues, Mar 11	Catch-up / Review for midterm	
20	Thurs, Mar 13	MIDTERM EXAM #2	
21	Tues, March 18 & Thurs March 20	NO CLASS OR EXAM DURING FINALS WEEK	