

ECO2701H1S
Development Economics I
Department of Economics
University of Toronto
Winter 2022

Contact Information

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Virtual Office Hours: [Thursday 3:00 pm – 4:00 pm](#)

Time Zone Information

Class time: Thursday 11:00 am – 1:00 pm

Course Description and Learning Objectives

This is a graduate course in development economics, appropriate for graduate students in the Department of Economics and other students with preparation in microeconomic theory and econometrics. The focus is on the application of economic theory, and especially econometrics, to a variety of questions important for understanding household and government behaviour in developing countries. A further purpose is to demonstrate how the analytic techniques used in applied microeconomics can be used to inform public policy in these countries. The material covered draws on (calculus-based) microeconomic theory and econometrics; it is suitable for both MA and PhD students. The emphasis of the course is on the interpretation and evaluation of empirical evidence relevant for the conduct of public policy in developing countries.

We will use both economic theory and empirical evidence during the course. The theoretical arguments will guide us in understanding the mechanisms and forces driving poor household decisions in developing countries. The empirical tools and existing evidence will help us bring those models to real settings and evaluate the success of implemented policies in poverty alleviation. Our objective is to develop a deep understanding of economic development and the lives of the poor that allow students to contribute with their own research to the global debates around the topic.

Meetings

All lecture times, tutorial times, exam times, deadlines, etc. are stated in local Toronto time. Please note that Toronto adheres to Eastern Standard Time until Sunday, March 14, 2021, 2:00 am, followed by Eastern Daylight Time. It is your responsibility to correctly convert local Toronto time to your time zone: we will not accept confusion about deadlines as an excuse for lateness or missed tests/work.

The delivery model for this course is in person. However, during the first month, the delivery mode will be “online synchronous” via Zoom. Students are expected to attend all sessions and actively participate in discussions and activities. Students should attend the class via Zoom, but the lectures will be posted for those in other time zones. The link for the lecture is [here](#) and the passcode is 674356. In-class discussions and activities are designed to help students assimilate key concepts, connect ideas, and build their ability to engage with arguments and evidence about social phenomena. In doing so, attendance and participation will help students achieve the learning objectives for this course. The links and the recordings will be available on Quercus.

Communication and Email Policy

The preferable method of communication is to attend office hours of the instructor. However, we understand that for some queries, students might prefer email. Please keep in mind the following guidelines for its use.

- Email can be a useful tool in facilitating communication between faculty and students, but there are serious limitations to how useful email can be to address questions in economics.
- If the response requires more than one sentence, email is not the appropriate medium for discussion of course materials. If it takes more, class time, or office hours are the more appropriate venue.
- In conformance with university policy, students are advised to **ONLY** use their utoronto email addresses.
- While I endeavor to respond to emails within 48 hours (except on weekends), if you do not get a response to your email, please contact the instructor after class or in office hours.
- Please also note that it is not appropriate to request marks, or the solutions to problem sets or midterm questions by email.

Evaluation

- **Class participation** (5%): To earn full marks for participation, you will be expected to participate in class discussions. An essential requirement of the class is the mandatory paper readings. You must read these papers extremely carefully. We will discuss these papers at length in class. I will assume you have read them, so please be prepared. All papers are available on Quercus.
- **Assignments** (2 assignments, 15% each for PhD students, 25% each for MA students): There will be two assignments. These will be a mix of theoretical exercises and empirical exercises on relevant papers that we will not discuss during the lectures. You will need to use the statistical package Stata (or R) to complete the assignments. PhD students are expected to answer more questions than MA students.
- **Referee report (only for PhD students)** (15%): Peer-review is an important element to advance science in the profession. As part of the tasks for the course, you will write a referee report on a recent job market paper. I will post three options on Quercus. The details of the report will be discussed later in the semester, but you will follow the [general guidelines](#) of the American Economic Association. You
- **Research paper/proposal or policy brief** (25% for PhD students, 20% for masters students): The research paper may be a first draft of some original work or a research proposal that outlines the steps you would take to produce original work. The purpose of the research paper is to get you started thinking about how empirical research is actually done. You must submit a brief paragraph on at least one potential research topic (and hopefully a paragraph each on a couple of backup ideas) by March 3rd at 11:59pm on Quercus; we will set up meetings to discuss your idea(s) for the week of March 10th. MA students can choose a paper and write a policy brief as the ones on the [J-PAL website](#). The paper is due April 7th at 11:59 pm.
- **Final exam** (25%): The final exam will be a take-home test; we will discuss it in class closer to the end of the semester. The centerpiece will be the theoretical and empirical analysis of economic development issues in the context of the course readings and class discussions. The final examination will be cumulative.

Below you will find the key dates of assessments in this course.

Date	Assignment	Material covered	Weight
February 3th	Assignment 1 posted	Weeks 1-4	
February 24th	Assignment 1 due	Weeks 1-4	15%
March 10th	Assignment 2 posted	Weeks 5-9	
March 31st	Assignment 2 due	Weeks 5-9	15%
March 17th	Referee report		15%
March 4th	Research proposal or policy brief proposal		5%
April 7th	Research paper or policy brief		20%
TBD	Final	Weeks 1-12	25%

Course Materials

General readings

Not required reading for this class, but you will find them useful and probably you will want to read them at some point if you are planning to work in this field.

Books

- Ray, Debraj. Development Economics. Princeton University Press, 1998. Available online via the library: <http://go.utlib.ca/cat/8839558>
- Bardhan, Pranab and Christopher Udry. Development Microeconomics. Oxford: Oxford University Press, 1999.
- Banerjee, Abhijit and Esther Duflo. Poor Economics. Public Affairs, 2011.

Methods (not required but suggested):

- Angrist, Josh and Stephen Pishke. Mostly Harmless Econometrics. Princeton and Oxford: Princeton University Press, 2009.
- Imbens, Guido and Donald Rubin. Causal Inference for Statistics, Social, and Biomedical Sciences: An Introduction. Cambridge University Press, 2015.
- Banerjee, Abhijit and Esther Duflo. Handbook of Field Experiments. North Holland, 2017.

We will also rely heavily on journal articles. You can access online articles for this class by browsing the links on Quercus. There are many readings for this class. You are not expected to read every single article in detail, but you are expected to understand the methods used by the authors to reach their conclusions. Required readings have stars. Lecture notes/slides will be posted on Quercus. Slides are not a substitute for attending/watching the lectures, but rather a study aide. The Reading List will be updated throughout the course. Please check it regularly.

Course Topics and Schedule

Week	Date	Topic
1	January 13	Introduction
2	January 20	Poverty traps

3	January 27	Health
4	February 3	Education
5	February 10	Gender
Reading week		
6	February 24	Credit markets
7	March 3	Labor
8	March 10	Land
9	March 17	Firms
10	March 24	Behavioral: Social Preferences
11	March 31	Public Finance
12	April 7	Political Economy

January 13th: Introduction

- ***Banerjee, Abhijit V., and Esther Duflo (2007). "The Economic Lives of the Poor." *Journal of Economic Perspectives*, 21 (1): 141-168.
- Poor Economics: Foreword and Chapter 1.
- Acemoglu, Daron, Simon Johnson, and James A. Robinson (2002). "Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution." *Quarterly Journal of Economics*, 117(4), 1231-1294.
- Banerjee, Abhijit (2008). "Big Answers for Big Questions: The Presumption of Growth Policy."
- Bills, Mark and Pete Klenow (2000). "Does Schooling Cause Growth?" *American Economic Review*, 90(5), 1160-1183.
- Burnside, Craig, and David Dollar. 2000. "Aid, Policies, and Growth." *American Economic Review*, 90 (4): 847-868.
- Dollar, David and Aart Kraay (2002). "Growth Is Good for the Poor." *Journal of Economic Growth*, 7, 195-225.
- Easterly, William. 2003. "Can Foreign Aid Buy Growth?" *Journal of Economic Perspectives*, 17 (3): 23-48.
- Mankiw, N. Gregory, David Romer, and David N. Weil (1992). "A Contribution to the Empirics of Economic Growth." *The Quarterly Journal of Economics*, Vol. 107, No. 2, 407-437.
- Sala i Martin, Xavier (2006). "The World Distribution of Income: Falling Poverty and Convergence, Period." *Quarterly Journal of Economics*, Vol. 121, No. 2: 351-397.
- World Bank. ["World Development Indicators Report."](#)

January 20th: Poverty traps (non-convexities)

- ***Theoretical model: Ray, pp. 272-279; Ray, pp. 489-504.
- ***Balboni, Clare and Bandiera, Oriana and Burgess, Robin and Ghatak, Maitreesh and Heil, Anton (2020). "Why Do People Stay Poor?". CEPR Discussion Paper No. DP14534, Available at SSRN: <https://ssrn.com/abstract=3594155>
- Poor Economics: Chapter 2
- Banerjee, Abhijit and Esther Duflo (2004). "Growth Theory through the Lens of Development Economics."
- Deaton, Angus and Jean Dreze (2009). "Nutrition in India: Facts and Interpretation." *Economic and Political Weekly*, 14 February 2009.
- Dasgupta, Partha and Debraj Ray (1986). "Inequality as a Determinant of Malnutrition and Unemployment: Theory." *The Economic Journal*, Vol. 96 (384), pp. 1011-1034.

- Haushofer, Johannes and Jeremy Shapiro (2016). "The Short-term Impact of Unconditional Cash Transfers to the Poor: Experimental Evidence from Kenya." *The Quarterly Journal of Economics*, 131 (4): 1973–2042.
- Subramanian, Shankar and Angus Deaton (1996), "The Demand for Food and Calories." *Journal of Political Economy*, Vol. 104 (1), pp 133-62.
- Strauss, John (1986), "Does Better Nutrition Raise Farm Productivity?," *Journal of Political Economy*, Vol. 94, 297-320. Final

January 27th: Health

- ***Baird, Sarah, Joan Hamory Hicks, Michael Kramer, and Edward Miguel (2016). "Worms at Work: Long-Run Impacts of a Child Health Investment," *The Quarterly Journal of Economics*, 131 (4): 1637-1680.
- ***Das, Jishnu, Alaka Holla, Aakash Mohpal, and Karthik Muralidharan. 2016. "Quality and Accountability in Health Care Delivery: Audit-Study Evidence from Primary Care in India." *American Economic Review*, 106 (12): 3765-99.
- ***Miguel, Edward and Michael Kremer (2004). "Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities." *Econometrica*, 72 (1), 159-217.
- Poor Economics: Chapter 3.
- Almond, Douglas (2006). "Is the 1918 Influenza Pandemic Over? Long-term Effects of In Utero Influenza Exposure in the Post-1940 U.S. Population." *Journal of Political Economy*, 114 (4): 672-712. Final
- Bleakley, Hoyt (2006). "Disease and Development: Evidence from Hookworm Eradication in the American South." *Quarterly Journal of Economics*, Vol. 122, No. 1, Pages 73-117.
- Bleakley, Hoyt (2010). "Malaria Eradication in the Americas: A Retrospective Analysis of Childhood Exposure." *American Economic Journal: Applied Economics*, 2(2): 1-45.
- Cohen, Jessica and Pascaline Dupas (2010). "Free Distribution or Cost-Sharing? Evidence from a Randomized Malaria Prevention Experiment." *Quarterly Journal of Economics* 125 (1), pp.1-45.
- Cohen, Jessica, Pascaline Dupas, and Simone Schaner (2015). "Price Subsidies, Diagnostic Tests, and Targeting of Malaria Treatment." *American Economic Review* 105(2), pp. 609-645.
- Das, Jishnu, Jeffrey Hammer, and Kenneth Leonard. 2008. "The Quality of Medical Advice in Low-Income Countries." *Journal of Economic Perspectives*, 22 (2): 93-114.
- Duflo, Esther, Pascaline Dupas and Michael Kremer (2015). "Education, HIV and Early Fertility: Experimental Evidence from Kenya." *American Economic Review*. Working Paper
- Dupas, Pascaline and Edward Miguel (2017). "Impacts and Determinants of Health Levels in Low-Income Countries." Draft prepared for the Handbook of Field Experiments.
- Dupas, Pascaline (2014). "Short-Run Subsidies and Long-Run Adoption of New Health Products: Evidence from a Field Experiment." *Econometrica* 82(1), pp. 197-28.
- Giné, Xavier, Dean Karlan, and Jonathan Zinman. 2010. "Put Your Money Where Your Butt Is: A Commitment Contract for Smoking Cessation." *American Economic Journal: Applied Economics*, 2 (4): 213-35.
- Karing, Anne (2018). "Social Signaling and Childhood Immunization: A Field Experiment in Sierra Leone". Working paper.
- Schilbach, Frank. 2019. "Alcohol and Self-Control: A Field Experiment in India." *American Economic Review*, 109 (4): 1290-1322.
- Thornton, Rebecca L. (2008). "The Demand for, and Impact of, Learning HIV Status," *American Economic Review*, 98(5): 1829-1863.

February 3rd: Education

- ***Duflo, Esther. 2001. "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment." *American Economic Review*, 91 (4): 795-813.
- ***Jensen, Robert (2010). "The (Perceived) Returns to Education and the Demand for Schooling," *The Quarterly Journal of Economics*, 125 (2): 515–548.
- Poor Economics: Chapter 4.
- Angrist, Joshua and Victor Lavy (1999). "Using Maimonides' Rule to Estimate the Effect of Class Size on Scholastic Achievement," *Quarterly Journal of Economics*, Vol 114 (2), pp. 533-575.
- Angrist, Joshua, Eric Bettinger, Erik Bloom, Michael Kremer and Elizabeth King (2002). "Vouchers for Private Schooling in Colombia: Evidence from Randomized Natural Experiments." *The American Economic Review*, December, Volume 92(5) 1535-1558.
- Angrist, Joshua, Eric Bettinger, and Michael Kremer, (2006). "Long-Term Educational Consequences of Secondary School Vouchers: Evidence from Administrative Records in Colombia." *American Economic Review*. Volume 96(3) 847- 862.
- Bobonis, Gustavo and Frederico Finan, "Neighborhood Peer Effects in Secondary School Enrollment Decisions", *Review of Economics and Statistics* 91 (4) (2009), 695–716.
- Chaudhury, Nazmul, Jeffrey Hammer, Michael Kremer, Karthik Muralidharan, and F. Halsey Rogers (2005)."Teacher Absence in India: A Snapshot." *Journal of the European Economic Association*. Vol. 3, No. 2-3, Pages 658-667
- Banerjee, Abhijit and Esther Duflo (2006). "Addressing Absence." *Journal of Economic Perspectives*, 20(1) 117-132.
- Dizon-Ross, Rebecca (2019). "Parents' Beliefs about Their Children's Academic Ability: Implications for Educational Investments." *American Economic Review*, 109 (8): 2728-65.
- Duflo, Esther, Pascaline Dupas, and Michael Kremer (2011). "Peer Effects, Teacher Incentives, and the Impact of Tracking: Evidence from a Randomized Evaluation in Kenya." *American Economic Review*, 101 (5): 1739-74.
- Duflo, E., Hanna, R., & Ryan, S. P. (2012). "Incentives Work: Getting Teachers to Come to School." *The American Economic Review*, 102(4), 1241-1278.
- Glewwe, Paul and Michael Kremer (2006). "Schools, Teachers, and Education Outcomes in Developing Countries." in *Handbook of the Economics of Education*, Elsevier.
- Jayachandran, Seema and Adriana Lleras-Muney (2009). "Life Expectancy and Human Capital Investments: Evidence from Maternal Mortality Declines." *The Quarterly Journal of Economics*, 124 (1): 349–397, <https://doi.org/10.1162/qjec.2009.124.1.349>.
- Muralidharan, Karthik (2017). "Field Experiments in Education in Developing Countries." Draft prepared for the *Handbook of Field Experiments*.
- Muralidharan, Karthik and Venkatesh Sundararaman (2011). "Teacher Performance Pay: Experimental Evidence from India." *Journal of Political Economy*, Vol. 119, No. 1, pp. 39-77.
- Romero, Mauricio, Justin Sandefur, and Wayne Aaron Sandholtz. 2020. "Outsourcing Education: Experimental Evidence from Liberia." *American Economic Review*, 110 (2): 364-400.

February 10th: Gender

- ***Bursztyl, Leonardo, Alessandra L. González, David Yanagizawa-Drott, (forthcoming) "Misperceived Social Norms: Women Working Outside the Home in Saudi Arabia". *American Economic Review*.

- ***Beaman, Lori, Raghavendra Chattopadhyay, Esther Duflo, Rohini Pande, and Petia Topalova, (2009). "Powerful Women: Does Exposure Reduce Bias?." *The Quarterly Journal of Economics*, Volume 124 (4): 1497–1540.
- ***Qian, Nancy (2008). "Missing Women and the Price of Tea in China: The Effect of Sex-Specific Earnings on Sex Imbalance." *The Quarterly Journal of Economics*, 123 (3): 1251–1285.
- Ashraf, Nava (2009). "Spousal Control and Intra-Household Decision Making: An Experimental Study in the Philippines." *American Economic Review* 99, no. 4 (September 2009): 1245-1277.
- Browning, Martin and Pierre-André Chiappori, (1998). "Efficient Intra-Household Allocations: A General Characterization and Empirical Tests." *Econometrica*, Vol. 66, No. 6 (Nov., 1998), pp. 1241-1278.
- Chiappori, Pierre-André, Bernard Fortin and Guy Lacroix (2002). "Marriage Market, Divorce Legislation, and Household Labor Supply." *Journal of Political Economy*, vol. 110(1), 37-72.
- Dhar, Diva, Tarun Jain, and Seema Jayachandran. Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India (2018). Working Paper 25331. National Bureau of Economic Research.
- Drèze, Jean, and Amartya Sen (2002): "Gender Inequality and Women's Agency," in India: Economic Development and Social Opportunity, chap. 7, pp. 140-178. Oxford University Press, Delhi.
- Duflo, Esther and Christopher Udry (2004). "Intra-household Resource Allocation in Côte d'Ivoire: Social Norms, Separate Accounts and Consumption Choices." NBER Working Paper No. 10498.
- Duflo, Esther (2003). "Grandmothers and Granddaughters: Old Age Pension and Intra-household Allocation in South Africa." *World Bank Economic Review*, Vol. 17 (1), pp. 1-25.
- Jayachandran, Seema (2020). "Social Norms as a Barrier to Women's Employment in Developing Countries". Working Paper 27449. National Bureau of Economic Research.
- Jensen, Robert (2012). "Do Labor Market Opportunities Affect Young Women's Work and Family Decisions? Experimental Evidence from India," *The Quarterly Journal of Economics*, 127(2), p. 753 – 792.
- McKelway, Madeline (2020). "Women's Employment in India: Intra-Household and Intra-Personal Constraints". MIT Mimeo.
- Udry, C. 1996. "Gender, Agricultural Production and the Theory of the Household." *Journal of Political Economy*.

February 24th: Credit Markets

- ***Meager, Rachael. 2019. "Understanding the Average Impact of Microcredit Expansions: A Bayesian Hierarchical Analysis of Seven Randomized Experiments." *American Economic Journal: Applied Economics*, 11 (1): 57-91.
- ***Townsend, R. M. and J. Kaboski (2011), "A Structural Evaluation of a Large-Scale Quasi-Experimental Microfinance Initiative." *Econometrica* 79(5), September 2011: 1357-1406.
- Poor Economics: Chapter 7 and Chapter 9.
- Attanasio, Orazio, Britta Augsburg, Ralph De Haas, Emla Fitzsimons, and Heike Harmgart (2015). "The Impacts of Microfinance: Evidence from Joint-Liability Lending in Mongolia." *American Economic Journal: Applied Economics*.
- Banerjee, Abhijit and Esther Duflo (2010). "Giving Credit Where it is Due." *Journal of Economic Perspectives*, Vol. 24(3): 61-79.
- Banerjee, Abhijit and Esther Duflo (2014) "Do Firms Want to Borrow More? Testing Credit Constraints Using a Directed Lending Program." *Review of Economic Studies* (2014) 81 (2): 572-607.

- Banerjee, Abhijit, Dean Karlan and Jonathan Zinman (2015). "Six Randomized Evaluations of Microcredit: Introduction and Further Steps." *American Economic Journal: Applied Economics*, 7(1): 1-21.
- Banerjee, Abhijit, Esther Duflo, Rachel Glennerster, and Cynthia Kinnan (2015). "The Miracle of Microfinance? Evidence from a Randomized Evaluation." *American Economic Journal: Applied Economics*, 7(1): 22-53.
- Banerjee, Abhijit and Kaivan Munshi (2004). "How Efficiently is Capital Allocated? Evidence from the Knitted Garment Industry in Tirupur." *Review of Economic Studies*, 71(1): 19-42.
- Blouin Arthur and Rocco Macchiavello, "Strategic Default in the International Coffee Market", *Quarterly Journal of Economics* 134 (2) (2019), 895–951.
- Field, Erica, Rohini Pande, John Papp, and Natalia Rigol. 2013. "Does the Classic Microfinance Model Discourage Entrepreneurship among the Poor? Experimental Evidence from India." *American Economic Review*, 103 (6): 2196-2226.
- Giné, Xavier and Dean Karlan (2014). "Group versus Individual Liability: Short and Long Term Evidence from Philippine Microcredit Lending Groups." *Journal of Development Economics*, 107: 65–83.
- McKenzie D., S. de Mel, and C. Woodruff (2008). "Returns to Capital: Results from a Randomized Experiment." *The Quarterly Journal of Economics*, 123(4): 1329-72, 2008.
- Meager, Rachael (2018). "Aggregating Distributional Treatment Effects: A Bayesian Hierarchical Approach to the Microcredit Literature." Mimeo, MIT.
- Karlan, Dean and Jonathan Zinman (2009). "Observing Unobservables: Identifying Information Asymmetries with a Consumer Credit Field Experiment," *Econometrica*, 77(6): 1993-2008.

March 3rd: Labor

- ***Benjamin, Dwayne (1992). "Household Composition, Labor Markets, and Labor Demand: Testing for Separation in Agricultural Household Models," *Econometrica*, 60(2): 287–323.
- ***LaFave, Daniel and Duncan Thomas (2016). "Farms, Families, and Markets: New Evidence on Completeness of Markets in Agricultural Settings." *Econometrica*, 84(5): 1917-1960.
- Alfonsi, Livia, Oriana Bandiera, Vittorio Bassi, Robin Burgess, Imran Rasul, Munshi Sulaiman, and Anna Vitali (2017). "Tackling Youth Unemployment: Evidence from a Labor Market Experiment in Uganda."
- Baseler, Travis (2019). "Hidden Income and the Perceived Returns to Migration: Experimental Evidence from Kenya." Working paper.
- Bazzi, Samuel, Arya Gaduh, Alexander D. Rothenberg, and Maisy Wong (2016). "Skill Transferability, Migration, and Development: Evidence from Population Resettlement in Indonesia." *American Economic Review*, 106(9): 2658–2698.
- Besley, Timothy and Robin Burgess (2004). "Can Labor Regulation Hinder Economic Performance? Evidence from India." *Quarterly Journal of Economics*, 109 (1): 91-134.
- Breza, Emily, Supreet Kaur, and Nandita Krishnaswamy (2018). "Scabs: The Social Suppression of Labor Supply."
- Bryan, Gharad, Shyamal Chowdhury, and Ahmed Mushfiq Mobarak (2014). "Underinvestment in a Profitable Technology: The Case of Seasonal Migration in Bangladesh." *Econometrica*, 82(5): 1671-1748.
- Jayachandran, Seema (2006). "Selling Labor Low: Wage Responses to Productivity Shocks in Developing Countries," *Journal of Political Economy*, 114(3): 538-575.
- Kaur, Supreet (2019). "Nominal Wage Rigidity in Village Labor Markets." *American Economic Review*, 109 (10): 3585-3616.

- Tsviandis, Nicholas (2019). "Evaluating the Impact of Urban Transit Infrastructure: Evidence from Bogotá's TransMilenio." Mimeo.
- Ulyssea, Gabriel. 2018. "Firms, Informality, and Development: Theory and Evidence from Brazil." *American Economic Review*, 108 (8): 2015-47.
- Young, Alwyn (2013). "Inequality, the Urban-Rural Gap, and Migration." *Quarterly Journal of Economics*, 128(4): 1727-1785.

March 10th: Land

- ***Banerjee, Abhijit V., Paul J. Gertler, and Maitreesh Ghatak (2002). "Empowerment and Efficiency: Tenancy Reform in West Bengal," *Journal of Political Economy*, 110(2): 239-280.
- *** Buchardi, Konrad, Selim Gulesci, Benedetta Lerva, and Munshi Sulaiman (2018). "Moral Hazard: Experimental Evidence from Tenancy Contracts." *Quarterly Journal of Economics*.
- Banerjee, Abhijit V. (1999). "Land Reforms: Prospects and Strategies." MIT Mimeo.
- Banerjee, Abhijit (2000). "Prospects and Strategies for Land Reforms." in B. Pleskovic and J. Stiglitz (eds), *Annual World Bank Conference on Development Economics 1999*. Washington, DC: World Bank, 253-284.
- Field, Erica (2007). "Entitled to Work: Urban Property Rights and Labor Supply in Peru." *Quarterly Journal of Economics*, 122(4): 1561-1602.
- Galán, Juan Sebastián (2020). "Tied to the Land? Intergenerational Mobility and Agrarian Reform in Colombia." Working paper.
- Goldstein, Markus and Christopher Udry (2008). "The Profits of Power: Land Rights and Agricultural Investment in Ghana." *Journal of Political Economy*, 116 (6): 981-1022.
- Laffont, Jean-Jacques, and Mohamed Salah Matoussi (1995). "Moral Hazard, Financial Constraints and Sharecropping in El Oulja." *Review of Economic Studies*, 62(3): 381-399.
- Montero, Eduardo (2019). "Cooperative Property Rights and Development: Evidence from Land Reform in El Salvador". Working paper.
- Restuccia, Diego and Raul Santaella-Llopis (2017). "Land Misallocation and Productivity."
- Stiglitz, Joseph E. (1974). "Incentives and Risk Sharing in Sharecropping." *The Review of Economic Studies*, 41(2): 219-55.
- Shaban, Radwan Ali (1987). "Testing between Competing Models of Sharecropping." *Journal of Political Economy*, 95 (5): 893-920.

March 17th: Firms

- ***Atkin David, Azam Chaudhry, Shamyra Chaudhry, Amit Khandelwal and Eric Verhoogen (2017), "Organizational Barriers to Technology Adoption: Evidence from Soccer-Ball Producers in Pakistan", *Quarterly Journal of Economics*.
- ***Bloom Nicholas, Benn Eifert, Aprajit Mahajan, David McKenzie, and John Roberts, (2013). "Does Management Matter? Evidence from India," *Quarterly Journal of Economics*, 128(1): 1-51.
- Acemoglu, Daron, Simon Johnson, and Todd Mitton (2009). "Determinants of Vertical Integration: Financial Development and Contracting Costs." *The Journal of Finance*, 64(3): 1251-1290.
- Atkin David, Amit Khandelwal, and Adam Osman (2017), "Exporting and Firm Performance: Evidence from a Randomized Trial," *Quarterly Journal of Economics*.
- Banerjee, Abhijit and Esther Duflo (2000). "Reputation Effects and the Limits of Contracting: A Study of the Indian Software Industry." *Quarterly Journal of Economics*, 115(3): 989-1017.
- Bertrand, Marianne, Paras Mehta and Sendhil Mullainathan (2002). "Ferretting Out Tunneling: An Application to Indian Business Groups." *Quarterly Journal of Economics* 117(1): 121-148.
- Hjort, Jonas (2014). "Ethnic Divisions and Production in Firms." *Quarterly Journal of Economics*.

- Iyer, Rajkamal and Antoinette Schoar (2012). "The Importance of Holdup in Contracting: Evidence from a Field Experiment." mimeo, MIT.
- Khwaja, Asim Ijaz, Atif Mian, and Abid Qamar (2011). "Bank Credit and Business Networks." HKS Faculty Research Working Paper Series RWP 11-017.
- Macchiavello, Rocco and Ameet Morjaria (2015). "The Value of Relationships: Evidence from a Supply Shock to Kenyan Rose Exports." *American Economic Review*, 105(9): 2911-45.
- McMillan, John and Christopher Woodruff (1999). "Interfirm Relationships and Informal Credit in Vietnam." *Quarterly Journal of Economics* v. 114(4): 1285-1320.
- Perez-Gonzalez, Francisco (2006). "Inherited Control and Firm Performance." *American Economic Review* 96(5): 1559-1588.
- Tirole, Jean (1996). "A Theory of Collective Reputations (With Applications to the Persistence of Corruption and to Firm Quality)." *Review of Economic Studies*, 63 (1):1-22.

March 24th: Behavioral (Social Preferences)

- ***Kremer, Michael, Gautam Rao, and Frank Schilbach (2019). Behavioral Development Economics. In *Handbook of Behavioral Economics*, Vol. 2. 2019.
- ***Duflo, Esther, Michael Kremer, and Jonathan Robinson. 2011. "Nudging Farmers to Use Fertilizer: Theory and Experimental Evidence from Kenya." *American Economic Review*, 101 (6): 2350-90.
- ***Rao, Gautam (2019). "Familiarity Does Not Breed Contempt: Diversity, Discrimination, and Generosity in Delhi Schools." *American Economic Review*, March 2019.
- Banerjee, Abhijit V., and Sendhil Mullainathan (2008). "Limited Attention and Income Distribution." *American Economic Review*, 98(2): 489-93.
- Baranov, Victoria, Sonia Bhalotra, Pietro Biroli, and Joanna Maselko (2019): "Maternal Depression, Women's Empowerment, and Parental Investment: Evidence from a Randomized Control Trial".
- Bessone, Rao, Schilbach, Schofield, Toma (2019) "Sleepless in Chennai: The Consequences of Increasing Sleep among the Urban Poor."
- Blattman, C, JC Jamison, M Sheridan (2017): "Reducing crime and violence: Experimental evidence from cognitive behavioral therapy in Liberia." *American Economic Review* 107 (4), 1165-1206
- Bursztyn, Ferman, Fiorin, Kanz, Rao (2018) Status Goods: Experimental Evidence from Platinum Credit Cards (with Leonardo Bursztyn, Bruno Ferman, Stefano Fiorin and Martin Kanz) *Quarterly Journal of Economics*, August 2018
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March 31st: Public Finance

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April 7th: Political Economy

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- Michalopoulos, Stelios, and Elias Papaioannou. 2016. "The Long-Run Effects of the Scramble for Africa." *American Economic Review*, 106 (7): 1802-48.
- Nunn Nathan. "The Long Term Effects of Africa's Slave Trades." *Quarterly Journal of Economics*. 2008; 123 (1) : 139-176.
- Olken, Benjamin A. (2007)."Monitoring Corruption: Evidence from a Field Experiment in Indonesia," *Journal of Political Economy*, 115(2): 200-249.

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Late Submissions

- Late assignments will be subject to a late penalty of 10% per day (including weekends) of the total marks for the assignment. Assignments submitted five calendar days beyond the due date will be assigned a grade of zero.
- Assignments handed in AFTER the work has been returned to the class cannot be marked for credit. Accommodations due to late registration into the course will NOT be approved.
- If you require an extension of time please request this at least 5 business days in advance. Asking for an extension the day before, or the day of, is not a sufficient amount of time.
- Computer viruses, crashed hard drives, broken printers, lost or corrupted files, incompatible file formats, faulty internet, battery problems, and similar mishaps are common issues when using technology, and are not acceptable grounds for a deadline extension.
- It is every student's responsibility to ensure that their online submission is submitted successfully by the due date. Accommodations will not be made for unsuccessful submissions due to, but not limited to, i) the system timing out, ii) submitting the incorrect document(s), iii) poor internet connection / no internet connection etc.

Missed Termwork

Students who miss a test / due date because of circumstances beyond their control (e.g. illness or an accident) can request that the Department grant them special consideration. The following steps must be completed in order to be considered for academic accommodation for any missed quiz/test/assignment.

1. Your absence must be declared on ACORN on the day of the missed test / due date, or by the day after, at the latest.
2. You must notify your professor by e-mail within one week of the missed test / deadline.
3. Complete an online Special Consideration Request within one week of the missed test / due date. The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation if you are experiencing COVID-19 symptoms. However, this policy may change at any point during the course. If you missed your test for a reason connected to your registered disability, the department will accept documentation supplied by Accessibility Services. If you visited a Dentist, Nurse/Nurse Practitioner, Physician/Surgeon, Psychologist, Psychotherapist or Social Worker registered and licensed in the Province of Ontario, have them fill out the University's Verification of Student Illness or Injury form. In other cases, a Verification of Extenuating Circumstances form is acceptable. Other documentation can include, but is not limited to, automobile collision or police reports, death certificates, and supporting documentation from employers, lawyers and other related personnel. Please email your form to economics.utm@utoronto.ca.
4. Consult the Office of the Registrar should your absence be lengthy or affect multiple courses.

The written explanation and documentation that you submit represents an appeal from you, requesting the opportunity to account for that portion of your grade in some other manner. If an appeal is not received, or if the appeal is deemed unacceptable, you will receive a grade of zero for the item you missed. If the appeal is granted – that is, your reason for missing the item is considered acceptable by the professor – then the other quizzes' average will be assigned to the missed test.

Note that it is your responsibility to ensure that your email account is working. Claims that a Departmental decision was not received will NOT be considered as a reason for further consideration.

Note that holidays and pre-purchased plane tickets, family plans, your friend's wedding, lack of preparation, or too many other tests/assignments are not acceptable excuses for missing a quiz, a test or an item of term work.

Students who cannot complete their online final examination due to illness or other serious causes must file an online petition within 72 hours of the missed examination. Late petitions will NOT be considered. Students must also record their absence on ACORN on the day of the missed exam or by the day after at the latest. At this time, the university has temporarily suspended the requirement to provide medical documentation if illness is cited as the reason for a deferred exam request. Fees for deferred exam requests are also temporarily being waived during this examination period.

Regrade Requests

- Graded quizzes and assignments will be posted on Quercus.
- Projects and exams may be submitted for regrades to correct grading errors.
- Regrade requests are due no later than one month after the material is returned.
- Regrade requests must be clearly written and attached to the assignment.
- Regrades requests are intended to correct grading errors, NOT for negotiating a higher grade.
- When work is submitted for regrade, the entire work may be regraded, which may result in a lower grade.

Privacy and Use of Course Material

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Technology

In order to take this course, you will need reliable and regular access to a laptop/desktop; a cell phone is NOT sufficient. You will also need reliable and regular access to high-speed internet. See the University's [Recommended Technology Requirements for Remote/Online Learning](#) for more details.

Students must create an official Zoom account using their UTORid and password at <https://utoronto.zoom.us>. Logging in with an unofficial account will leave you stranded in the waiting room and unable to attend lectures / tutorials / office hours.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Students can opt-out from Turnitin.com. In this case, they need to notify the instructor by email one week before the assignment is due. Students should also include the call numbers or website addresses of all sources cited in their work.

Student Conduct

It is your responsibility as a student at the University of Toronto to familiarize yourself with, and adhere to, The Code of Student Conduct, which is a University policy that sets out expectations for student behavior, and prescribes processes for dealing with prohibited behaviour.

The Student's Companion to the Student Code of Conduct is a set of frequently asked questions and the responses about the Code of Student Conduct. It aims to simplify and clarify Code usage for the University's community members.

Netiquette: What is netiquette? Netiquette is the code of conduct that an instructor expects in an online environment that is similar to what they expect in the classroom.

- Adhere to the same standards as you would in the classroom. For example, respect your peers. Use proper and respectful language and refrain from any insults, threats or bad jokes. You may think you are being funny by the minor insults, but you are not. Not everyone will have your same sense of humor.
- Be forgiving of mistakes. Do not point out insignificant errors of other students in front of the whole class. It's counterproductive and interrupts the flow of discussion.
- It is advised to mute your microphone during lecture. Background noises are distracting to everyone including how hard you type on your keyboard. Believe it or not, it makes more noise than you think.
- When your professor asks a question please use the chat function to post your answer. This also applies if you have to ask a question. Use the chat function and your professor will answer the questions in the order they appear. Be patient. There will be delays and your instructor and/or your peers need a few moments to read.
- Before you hit the enter key to send messages through the chat function please re-read your response or question carefully and check for errors. Please note it is okay to make minor errors so long as you are understood.
- Be clear and concise but do not use texting language. Full sentences please. Note: It's okay to use emojis but do not overdo it. 😊
- Be mindful of internet language, e.g. the interpretation of all cap letters is that you are shouting.
- Do not dominate the discussion. Give other students the opportunity to join in the discussion and present their ideas.
- Be positive. Do not start "flame wars" (emotionally-charged opinions) and intervene if you see this happening in a positive manner. Challenge the idea and not the student directly. Remember the purpose of a discussion is to increase your knowledge base.
- Do not make fun of someone's ability to read, write or speak. Remember we are all here to learn in a supportive environment.
- Avoid using slang and/or vernacular language. UofT is a very diverse community and this could possibly lead to misinterpretation, especially in the chat function.
- If someone posts information that you think may have been posted accidentally, let them know about it privately. Do not spread the accidental post to your peers. Remember we all make mistakes.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement.

The University of Toronto's [Code of Behaviour on Academic Matters](#) outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UofT wishes to remind students that they are expected to adhere to the [Code of Behaviour on Academic Matters](#) regardless of the course delivery method. By offering students the opportunity to learn remotely, the university expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

- Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
- Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
- Posting test, essay, or exam questions to message boards or social media.
- Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
- Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other [institutional resources](#).