

1. Horario atención a estudiantes, correos electrónicos y nombres de los profesores complementarios

Clase magistral

Horario Clase: lunes y miércoles, 11:00am – 12:15pm
Salón: O403

Profesor: Rachid Laajaj (r.laajaj@uniandes.edu.co)
Atención a estudiantes: Jueves, 8:00 - 9:00,
Lugar de atención a estudiantes: Oficina W-817

Asistente Graduado: Douglas Newball (d.newball10@uniandes.edu.co)
Horario de atención a estudiantes: lunes de 3:00pm a 5:00pm
Lugar de atención a estudiantes: por definir

2. Introducción y descripción general del curso

This micro development class focuses on some questions that are key for poverty reduction in developing countries. What is the role of human capital in development, and how to promote it? In rural areas how do we help farmers adopt new technologies to get out of poverty? What policies can help tackle corruption? How do inequalities or environment affect development?

The seminar combines empirical analysis with some theoretical work, all at a micro level. It has the intention to better understand these issues and think together of solutions and policy implications. We read and analyze critically many recent papers on this topic in order to develop your knowledge of the literature, your ability to read and understand academic papers and to write your own.

Another objective of this course is to develop the skills, competences, and intuition of students to do applied research in the area of economic development. Throughout the semester we will explore some theoretical models related to the microeconomics of development with a special emphasis on methodologies and related empirical applications. At the end of the semester I expect students to have an advanced knowledge of the main topics and applications in these areas and to conduct their own analysis, present their work and discuss that of others.

Students interested in economic development topics may use this course as an opportunity to produce an advanced paper corresponding to their doctoral/master thesis. However, this is not mandatory, and it should in any case be a good learning experience to practice producing your own research even if you decide not to pursue this work for your thesis.

3. Objetivos de la materia

The Development Seminar introduces the students to some of the literature in Development Economics and some of the tools commonly used. At the end of the class, the students should be more familiar with some of the problematics related to development and have developed their critical mind. They should be able to discuss how to promote development

using analytical tools and empirical evidence. They should also develop their capacity to implement their own research to better understand the obstacles to Development and evaluating potential solutions.

Nombre del curso: Seminario Development Economics	
Objetivos de aprendizaje del curso	
1	Introduces the students to some of the literature in Development Economics
2	Develop empirical and theoretical tools and how to apply them to Development Economics problems
3	Develop your ability to analyze critically recent papers in Development
4	Start developing your own research about what the obstacles to Development are and to evaluate potential solutions
5	Think about how to apply lessons from the development literature to real life development challenges

4. Organización del curso

Week	Day	Activity	Week	Day	Activity
1	24/01/2022	-	9	28/03/2022	Student presentations
	26/01/2022	-		30/03/2022	Student presentations
2	31/01/2022	-	10	4/04/2022	Magistral Class
	2/02/2022	-		6/04/2022	Paper Discussion
3	7/02/2022	Impact Evaluation Review		11/04/2022	SEMANA SANTA – DE
	9/02/2022	Impact Evaluation Review		13/04/2022	TRABAJO INDIVIDUAL
4	14/02/2022	Impact Evaluation Review	11	18/04/2022	Magistral Class
	16/02/2022	Paper Discussion		20/04/2022	Paper Discussion
5	21/02/2022	Magistral Class	12	25/04/2022	Magistral Class
	23/02/2022	Paper Discussion		27/04/2022	Paper Discussion
6	28/02/2022	Magistral Class	13	2/05/2022	Magistral Class
	2/03/2022	Paper Discussion		4/05/2022	Paper Discussion
7	7/03/2022	Magistral Class	14	9/05/2022	Paper Discussion
	9/03/2022	Paper Discussion		11/05/2022	Student presentations
8	14/03/2022	Student presentations	15	16/05/2022	Student presentations
	16/03/2022	Student presentations		18/05/2022	Student presentations
	21/03/2022	SEMANA DE RECESO	16	23/05/2022	Student presentations
	23/03/2022			25/05/2022	Student presentations

Research paper deadlines:

day	Work to be handed
18/03/2022	1st written proposal of your ideas and work
31/05/2022	Final version of your article

In a typical week, our Monday class would be dedicated to a magistral class and our Wednesday class would be dedicated to a paper presentation by students followed by a broader discussion about the paper, and what can be learned from it about causes and solutions to underdevelopment issues.

In magistral classes, the professor will provide lessons with a general overview about the topics that we study, some theory and some of the tools that are necessary to better understand the papers and to help you conduct your own research.

The discussion of each paper is an occasion for you to raise the parts that you did not understand in the paper (you are not expected to understand everything, most papers are recently published at the “frontier” of economic development research, so don’t be afraid to ask things).

All students are expected to read the papers assigned. Some quizzes will be applied to ensure that papers are read. They may be given after the presentation by the students, and after you are given a chance to ask about things that you did not understand.

As you can see in the chronogram, some classes will be dedicated to the students presenting their own research idea. This final work will be requested at the end of the semester.

5. Metodología

The seminar class will have magistral sessions from the professor but will also be composed of presentations of papers from the development literature. We will discuss the content of the papers, their rigor and credibility of the results, usefulness and policy implications.

For this, students must prepare for classes by reading the articles assigned each week. With this, a permanent discussion is sought throughout the class with an active participation of the students.

Students will be assigned at least one meeting with the graduate assistant to get direct feedback. Students can also attend the lecturer's office hours when they deem it necessary (or make an appointment with the teacher).

Since a primary objective is to strengthen students' ability to do independent research, throughout the course students will develop a research paper. The work is divided into one advance and one final delivery (see the document "Guidelines for research work"). In addition, it seeks to strengthen the communicative ability of the students with the presentation of the work in the course.

6. Competencias

Ability to read and understand papers in the development economics literature

Increase your knowledge of the development literature

Ability to develop logical argument in presentations, debates and essays

Ability to write your own research, using economic arguments, theory and empirical analysis

Ability to present the research of others and your own research

7. Criterios de evaluación (Porcentajes de cada evaluación)

The final grade will be calculated as follows:

30 % of the total grade will be based on the readings and homework:

- Class Participation: 10%
- Presentation of a paper (from literature): 5%
- Quizzes on readings and material presented in class: 5%
- Problem set: 5%
- Referee report: 5%

70 % of the total grade will be based on your own paper:

- 1st written proposal of your ideas and work: 15%
- Presentation of your first proposal: 10%
- Provide constructive feedback on the proposal of another student: 5%
- Paper final presentation: 15%
- Final Work: 25%

Specific guidelines will be provided for each task.

Absenteeism during classes directly affects participation since absenteeism means 0 participation for this class (unless a justification is provided), but if absenteeism exceeds 20% of classes then it may have additional consequences.

Reclamos (Artículo 62 y 63 del Reglamento General de Estudiantes de Pregrado)

“Todo estudiante que desee formular un reclamo sobre las calificaciones de cualquier evaluación o sobre la nota definitiva del curso, deberá dirigirlo por escrito y debidamente sustentado al profesor responsable de la materia, dentro de los ocho (8) días hábiles siguientes a aquel en que se dan a conocer las calificaciones en cuestión. El profesor dispone de diez (10) días hábiles para resolver el reclamo formulado; vencido el término informará al estudiante la decisión correspondiente.”

“Si el estudiante considera que la decisión no corresponde a los criterios de evaluación, podrá solicitar la designación de un segundo calificador mediante un escrito debidamente sustentado, dirigido al Consejo de Facultad o de Departamento, según el caso, dentro de los ocho (8) días hábiles siguientes al conocimiento de la decisión. Si el Consejo encuentra fundada la solicitud, procederá a designar, solamente para tal efecto, un segundo calificador cuya decisión debidamente sustentada será definitiva e inmodificable. En ningún caso, el segundo calificador podrá desmejorar la nota inicialmente asignada por el profesor.”

Los reclamos serán válidos siempre y cuando el quiz, el parcial y el examen final hayan sido resueltos en esfera. Para las evaluaciones resueltas a lápiz, el reclamo se debe presentar en el momento en que las pruebas se entreguen calificadas.

8. Sistema de aproximación de notas definitiva

Dando alcance a la modificación al sistema de calificaciones, el Comité Directivo, en la sesión No. 72-13 del 19 de junio de 2013, aprobó la siguiente escala de calificaciones, incluida en el art. 51 del Reglamento General de Estudiantes de Pregrado (RGEPr), el art. 49 del Reglamento General de Estudiantes de Especialización (RGEE), el art. 51 del Reglamento General de Estudiantes de Maestría (RGEMa), y el art. 61 del Reglamento General de Estudiantes de Doctorado (RGED): “Las calificaciones definitivas de las materias serán numéricas de uno cinco (1,50) a cinco (5,00), en unidades, décimas y centésimas.

9. Bibliografía

Useful Textbooks:

For an overview of development economics:

Ray, D., 1998. *Development economics*. Princeton University Press.

2 very useful textbook for Applied Econometrics:

Angrist, Joshua D., and Jörn-Steffen Pischke. *Mostly harmless econometrics: An empiricist's companion*. Princeton university press, 2008.

A great textbook available online (<https://mixtape.scunning.com/index.html>):

Cunningham, S., 2021. *Causal inference*. Yale University Press.

Bernal, Raquel, and Ximena Peña. *Guía práctica para la evaluación de impacto*. Ediciones Uniandes-Universidad de los Andes, 2011.

Readings

The ones with * are mandatory readings that will be presented during the classes. Others are highly recommended. You should at least have an overview of abstract and introduction of these additional readings, and more if it is a topic or methodology that you are interested in.

1) Human Capital

A) Education

(1) *Laajaj, R., Moya, A. and Sánchez, F., 2022. Equality of opportunity and human capital accumulation: Motivational effect of a nationwide scholarship in Colombia. *Journal of Development Economics*, 154, p.102754.

Reinikka, R., & Svensson, J. (2011). The power of information in public services: Evidence from education in Uganda. *Journal of Public Economics*, 95(7), 956-966.

(2) *Duflo, E., Dupas, P. and Kremer, M., 2021. *The impact of free secondary education: Experimental evidence from Ghana* (No. w28937). National Bureau of Economic Research.

Duflo, Esther, "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment", *American Economic Review*, Vol. 91, No. 4, September 2001, pp. 795-813.

Hanushek, E.A., Piopiunik, M. and Wiederhold, S., 2019. The value of smarter teachers international evidence on teacher cognitive skills and student performance. *Journal of Human Resources*, 54(4), pp.857-899.

Dustan, Andrew, Alain De Janvry, and Elisabeth Sadoulet. "Flourish or Fail? The Risky Reward of Elite High School Admission in Mexico City." *Journal of Human Resources* (2016): 0215-6974R1.

B) Health

Dupas, P., 2014. Short-run subsidies and long-run adoption of new health products: Evidence from a field experiment. *Econometrica*, 82(1), pp.197-228.

Thomas, D., Frankenberg, E., Friedman, J., Habicht, J. P., Hakimi, M., Ingwersen, N., ... & Wilopo, S. (2006). Causal effect of health on labor market outcomes: Experimental evidence.

C) Early Childhood

(3) *Andrew, A., Attanasio, O., Bernal, R., Sosa, L.C., Krutikova, S. and Rubio-Codina, M., 2019. *Preschool quality and child development* (No. w26191). National Bureau of Economic Research.

Bernal, R., 2008. The effect of maternal employment and child care on children's cognitive development. *International Economic Review*, 49(4), pp.1173-1209.

Heckman, J.J., Moon, S.H., Pinto, R., Savelyev, P.A. and Yavitz, A., 2010. The rate of return to the HighScope Perry Preschool Program. *Journal of public Economics*, 94(1-2), pp.114-128.

Attanasio, O., Cattan, S., Fitzsimons, E., Meghir, C. and Rubio-Codina, M., 2020. Estimating the production function for human capital: results from a randomized controlled trial in Colombia. *American Economic Review*, 110(1), pp.48-85.

D) Trainings

Attanasio, O., Guarín A., Medina C. and Meghir C. (2015) Long Term Impacts of Vouchers for Vocational Training: Experimental Evidence for Colombia

Blattman, C., Fiala, N. and Martinez, S., 2014. Generating skilled self-employment in developing countries: Experimental evidence from Uganda. *The Quarterly Journal of Economics*, 129(2), pp.697-752.

2) Financial constraints to development

(4) * Burgess, R., and R. Pande. "Do rural banks matter? Evidence from the indian social banking experiment." *The American economic review* 95.3 (2005): 780-795.

Banerjee, A. V., Duflo, E., Glennerster, R., & Kinnan, C. (2013). The miracle of microfinance? Evidence from a randomized evaluation.

Giné, X., Goldberg, J., & Yang, D. (2012). Credit market consequences of improved personal identification: field experimental evidence from Malawi. *The American Economic Review*, 2923-2954.

3) Agriculture and Technology Adoption

(5) * Carter, M. R., Laajaj, R., & Yang, D. 2021. "Subsidies and the African Green Revolution: Direct Effects and Social Network Spillovers of Randomized Input Subsidies in Mozambique." *American Economic Journal: Applied Economics*, 13 (2): 206-29. (2014).

Conley, T. G., & Udry, C. R. (2010). Learning about a new technology: Pineapple in Ghana. *The American Economic Review*, 35-69.

4) Institutions and Corruption

(6) * Colonnelli, E., Prem, M. and Teso, E., 2020. Patronage and selection in public sector organizations. *American Economic Review*, 110(10), pp.3071-99.

Ferraz, C., & Finan, F. (2007). Exposing corrupt politicians: the effects of Brazil's publicly released audits on electoral outcomes.

Gonzalez, R.M., 2021. Cell phone access and election fraud: evidence from a spatial regression discontinuity design in Afghanistan. *American Economic Journal: Applied Economics*, 13(2), pp.1-51.

Caselli, F. and Michaels, G., 2013. Do oil windfalls improve living standards? Evidence from Brazil. *American Economic Journal: Applied Economics*, 5(1), pp.208-38.

Hauk, E. and Saez-Marti, M., 2002. On the cultural transmission of corruption. *Journal of Economic theory*, 107(2), pp.311-335.

Muralidharan, Karthik, Paul Niehaus, and Sandip Sukhtankar. "Building state capacity: Evidence from biometric smartcards in India." *The American Economic Review* 106.10 (2016): 2895-2929.

Lewis-Faupel, S., Neggers, Y., Olken, B. A., & Pande, R. (2016). Can Electronic Procurement Improve Infrastructure Provision? Evidence from Public Works in India and Indonesia. *American Economic Journal: Economic Policy*, 8(3), 258-83.

5) Management and Organization:

(7) * Atkin, D., Chaudhry, A., Chaudry, S., Khandelwal, A.K. and Verhoogen, E., 2017. Organizational barriers to technology adoption: Evidence from soccer-ball producers in Pakistan. *The Quarterly Journal of Economics*, 132(3), pp.1101-1164.

Bloom, N., Eifert, B., Mahajan, A., McKenzie, D., & Roberts, J. (2011). *Does management matter? Evidence from India* (No. w16658). National Bureau of Economic Research.

6) Inequalities, Opportunities and Aspirations

(8) * Beaman, L., Duflo, E., Pande, R. and Topalova, P., 2012. Female leadership raises aspirations and educational attainment for girls: A policy experiment in India. *science*, 335(6068), pp.582-586.

Laajaj, R., 2017. Endogenous time horizon and behavioral poverty trap: Theory and evidence from Mozambique. *Journal of Development Economics*, 127, pp.187-208.

Easterly, William. "Inequality does cause underdevelopment: Insights from a new instrument." *Journal of Development Economics* 84.2 (2007): 755-776.

Genicot, G. and Ray, D., 2017. Aspirations and inequality. *Econometrica*, 85(2), pp.489-519.

7) Infrastructure

Dinkelman, T., 2011. The effects of rural electrification on employment: New evidence from South Africa. *American Economic Review*, 101(7), pp.3078-3108.

8) Environment

(9) * Overman, H., Cummings, A.R., Luzar, J.B. and Fragoso, J.M., 2019. National REDD+ outcompetes gold and logging: The potential of cleaning profit chains. *World Development*, 118, pp.16-26.

Fechas importantes:

Inicio de clases: 25 de enero.

Semana de receso: 22-26 de marzo.

Fecha de entrega del 30% de las notas en MiBanner: 1 de abril

Último día de clases: 28 de mayo.

Último día para subir notas finales en MiBanner: 9 de junio.

Último día para solicitar retiros: 10 de junio.

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