

ECONOMIC DEVELOPMENT I

ECONOMICS 3324G-001

Department of Economics
Western University

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Office hours: T 2-3:00p.m., Th 1-2:00p.m.

Class times: T 11:30-1:30, Th 11:30-12:30, UCC 54B

Course Website: <https://owl.uwo.ca/portal>

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January 2018

Registration

You are responsible for ensuring you are registered in the correct courses. If you are not registered in a course, the Department will not release any of your marks until your registration is corrected. You may check your timetable by using the Login on the Student Services website at <https://student.uwo.ca>. If you notice a problem, please contact your home Faculty Academic Counsellor immediately.

Prerequisite Note

The antirequisite for this course is **Economics 2124A/B**; the prerequisites are **Economics 2221A/B** and **2261A/B**.

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an anti-requisite course. Lack of pre-requisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed.

If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Course Description

This course examines alternative economic approaches to understanding the process of development; institutional and microeconomic aspects of development; poverty and inequality; and development policies such as microfinance, targeted cash transfers, and public health programs. The course is complementary to Economics 3325A/B, which focuses on growth and macro aspects of development.

The first part of this course discusses the concept and process of economic development, wellbeing, poverty and inequality (sections I, II, III). The second part of the course examines the choices and behaviour of microeconomic actors in developing countries and the market and institutional context in which they operate (IV, V, VI). The third part of the course turns to development policies and programs that aim to promote the wellbeing of households such as cash transfer programs, microfinance, infrastructure investments, and health and education interventions (VII). This last part of the course will involve group work and presentations. *Please note that this course is being substantially redesigned this year, so the content and schedule are tentative and will evolve as we go along.*

Learning Outcomes

- Students will learn stylized facts, core concepts, theories and evidence in the field of microeconomic development economics.
- Students will gain skills in independent learning and research, specifically, how to find and interpret data and statistics from developing countries; how to identify, read and evaluate economic research and journal articles; how to work collaboratively with others.
- Students will learn the main features of and approaches used to evaluate the impacts of development policy interventions such as microfinance programs, infrastructure projects, cash transfers, and workfare.
- Students will learn skills in writing and oral presentation and in team work as relevant to economics and more generally.

Course Requirements

Student participation is important for this class to work well. Students must attend class regularly, complete readings and assignments on time, and participate in class. *If you expect that you cannot attend class regularly and cannot keep on top of the readings and assignments, DO NOT take this class.*

The **midterm exam** will be in class, closed book, and cover material from the first two parts of the course. A *tentative* date is listed below under “Important Dates.”

Short assignments will include (but not be limited to): a country profile assignment, one or more short papers based on the readings, and one or more assignments related to essay writing. When calculating the average mark for short assignments, the lowest short assignment mark will be dropped. Short assignments will be given out as we go along, with the timing based on progress through course material.

The last few weeks of the term will be devoted to the **writing and presentation of policy briefs by student teams**. Each team will submit a written policy brief that describes and evaluates the effectiveness of a specific policy intervention based on a survey of relevant economics literature, and each team will give a presentation to the class on the content and conclusions of the brief. The instructor will give detailed instructions later in the term and assign each team its policy intervention topic after consultation with the teams. *Attendance of all students at all presentations is mandatory.* Depending on class size, some panel presentations may have to be scheduled outside of regular class meeting times.

The **essay** should be roughly 10-15 pages long (double spaced, 11 or 12 point font, double spaced, standard margins) on the topic of a specific policy intervention. The instructor will give instructions later in the term. The essay is due on the last day of class.

There is no final exam.

Unless specified otherwise, the exam and all assignments are expected to be your own, individual work. Group assignments are expected to be the work of members of your group. **Plagiarism, whether intentional or unintentional, is unacceptable and will be treated as a scholastic offence.** Take care not to borrow the wording of others, and be sure to cite all sources and references. I strongly recommend all students do the plagiarism quiz and tutorial at http://lib.usm.edu/plagiarism_tutorial.html.

Grading:

The course mark will be calculated as follows:

- **short assignments:** 25%
- **midterm exam:** 25%
- **essay:** 30%
- **policy brief and presentation:** 20% (*typically all members of a team receive the same mark*)
- **participation:** active class participation can increase your course mark by up to 3 percentage points; frequent absences and lack of participation, e.g., during class discussions and presentations, can decrease your course mark by up to 3 percentage points.

Note: This course will not provide assessment of work accounting for 15% of the final grade before the March 7 drop deadline. The Dean of the Faculty of Social Science has approved an exemption from this policy for this course.

Late assignments and make ups: Short assignments will not be accepted late. There will be no make up for the midterm. Inability to take the midterm due to documented, approved reasons will receive a reweight. Late essays and policy briefs will lose the equivalent of 5 points out of 100 for each 24 hours late.

Readings and Textbook: A list of readings is attached. The textbook, *Development Economics*, by J. Schaffner (2013), is available at the bookstore and on reserve at Weldon. A fair number of chapters from the book *Understanding Poverty* by A. Banerjee, R. Bénabou and D. Mookherjee are assigned as readings. Copies are available at the bookstore and a copy is on reserve at Weldon. It's a good read; you may want to buy it.

IMPORTANT DATES

Jan. 9 (Tu)	First class meeting
Feb. 19-23	Reading Week
March 20 (Tu)	Midterm examination (<i>date is tentative</i>)
Late March/early April	Presentations
April 10 (Tu)	Last class, essay due

COURSE OUTLINE

(with approximate time frames)

- I. Introduction: Economic Development and Wellbeing** (1 week)
- II. Non-Neoclassical Theories: Labour Surplus Dualistic Development** (2 weeks)
- III. Poverty and Inequality** (2 weeks)
- III. Households: Choice and Behaviour** (2 weeks)
- IV. Markets in Developing Countries** (2 weeks)
- V. Institutions and Governance** (as time allows)
- VII. Development Policy Interventions, Panel Presentations** (3 weeks, or as needed)

EC3324G READING LIST

Important info about readings:

- **Readings without any asterisks or pound signs are required readings.** Asterisks (*) denote recommended, *optional* readings. **Pound signs (#)** denote required readings for the student teams assigned to that topic for their policy briefs and presentations.
- “**Schaffner**” refers to the textbook, *Development Economics*, by Julie Schaffner.
- **Where to find readings:** Copies of the textbook can be purchased or are available on reserve in the library. Other readings are mostly available online, mostly through Western libraries or through a link provided in the course outline. A few readings not otherwise available may be posted on the course website or put on reserve at Weldon Library.

I. Economic Development and Wellbeing

What is economic development? How does development affect the lives and wellbeing of households and individuals?

Jack, Andrew, “Sustainable Development: Experts Divided over Value of UN Sustainable Development Goals,” *Financial Times*, Sept. 15, 2015. [<http://www.ft.com/cms/s/2/1ac2384c-57bf-11e5-9846-de406ccb37f2.html#axzz3tq2k2UT4>]. *Discusses different views among economists about progress in recent decades towards the UN Millennium Development Goals, and pros and cons about the new Sustainable Development Goals.*

“Let’s Talk Development,” World Bank blog at <http://blogs.worldbank.org/developmenttalk/>. *You should read this blog once a week throughout the term. From time to time we may discuss it in class and I might base a short assignment on it.*

Schaffner, chapters 1, 2.

Banerjee, Abhijit V. and Esther Duflo, “Think Again, Again,” chapter 1 in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, New York: Public Affairs, 2011, pp. 1-16.

*World Bank Data Catalog <http://data.worldbank.org/data-catalog>. *This gives a list of online data resources from the World Bank relevant to the first short assignment, e.g., Country At-a-Glance Tables (AAG); Country Profiles; Health, Nutrition and Population Statistics (HNP); GNI per capita Rankings; and Education Data. Statistics by country and country group are at <http://data.worldbank.org/country>.*

*Deaton, Angus, 2010, “Understanding the Mechanisms of Economic Development,” *Journal of Economic Perspectives*, 24(3), 2010, pp. 3-16. *A cautionary tale about data and theory.*

II. Non-Neoclassical Theories: Labor Surplus Dualistic Development

A different model of the process of growth and development that incorporates heterogeneous sectors, actors, markets, and institutions.

Schaffner, chapter 4. *Lectures will mainly focus on section 4.2C (pp. 62-65), which describes the Lewis model of labor-surplus dualistic development. Other parts of this chapter should also be read as they give a good review of the main theories of economic growth and development.*

Binswanger, Hans B. and Mark R. Rosenzweig, “Contractual Arrangements, Employment and Wages in Rural Labor Markets: A Critical Review,” chapter 1 in H. P. Binswanger and M. R. Rosenzweig, eds., *Contractual Arrangements, Employment, and Wages in Rural Labor Markets in Asia*, New Haven: Yale University Press, 1984, pp. 1-14 only. *Discusses institutions in rural developing areas, which are relevant to the dualistic development model.*

Knight, John, “China, South Africa and the Lewis Model,” UNU-WIDER Research Paper No. 2007/82, December 2007. <https://www.wider.unu.edu/sites/default/files/rp2007-82.pdf>. *Examines the relevance of two-sector models to two important developing countries.*

Wang, Xiaobing and Nick Weaver, “Surplus Labor and Lewis Turning Points in China,” *Journal of Chinese Economic and Business Studies* 11(1), 2013, pp. 1-12. <http://dx.doi.org/10.1080/14765284.2012.755303>.

*Eswaran, Mukesh and Ashok Kotwal, “The Role of Agriculture in Development,” chapter 8 in Abhijit Banerjee, Roland Benabou and Dilip Mookherjee, eds., *Understanding Poverty*, New York: Oxford University Press, 2006, pp. 111-123. *A general discussion of the role of agriculture in development, which provides context for surplus labour models.*

*Ranis, Gustav and John C.H. Fei, “A Theory of Economic Development,” *American Economic Review* 51(4), 1961, pp. 533-565. *This is the original article by Fei and Ranis about their two-sector model. May be useful as a supplement to the lectures.*

*Herrendorf, Berthold, Richard Rogerson and Ákos Valentinyi, “Growth and Structural Transformation,” in Philippe Aghion and Steven Durlauf, eds., *Handbook of Economic Growth*, Volume 2, New York: Elsevier, 2014, chapter 6, pp. 855-941 (**focus on pp. 855-869**). [<http://www.public.asu.edu/~bherrend/Published%20Papers/Handbook%202013.pdf> or via Western Libraries online]. *Provides evidence on patterns of structural change and discusses efforts to modify growth theory to allow for structural change.*

III. Poverty and Inequality

What are inequality and poverty? How are they measured? What is their relationship to economic growth and policies? Definitions, measurement, and a look at some stylized facts and empirical evidence for developing countries.

Martin Ravallion talks about recent poverty trends in this brief video: Poverty: The Last 30 Years and the Next 30, <https://www.youtube.com/watch?v=3tpPvNdnIY4&feature=youtu.be>. Posted Dec. 12, 2015, by UNU-WIDER.

Schaffner, chapter 5, pp. 84-107.

World Bank. 2016. *Poverty and Shared Prosperity 2016: Taking on Inequality*. Washington, DC: World Bank, 2016, chapters 2 and 4, pp. 35-51 and 69-99 (focus on the main text of the chapters). doi:10.1596/978-1-4648-0958-3. <https://openknowledge.worldbank.org/bitstream/handle/10986/25078/9781464809583.pdf>. *These two chapters present recent statistics on poverty and inequality worldwide.*

Deaton, Angus, “Measuring Poverty,” chapter 1 in Abhijit Banerjee, Roland Benabou and Dilip Mookherjee, eds., *Understanding Poverty*, New York: Oxford University Press, 2006, pp. 3-15. http://www.princeton.edu/~deaton/downloads/Deaton_Measuring_Poverty.pdf. *Discusses some of the challenges involved in measuring poverty.*

*Haughton, Jonathan and Shahidur R. Khandker, *Handbook on Poverty and Inequality*, Washington, D.C.: The World Bank, 2009

[<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0,,contentMDK:22405907~pagePK:148956~piPK:216618~theSitePK:430367,00.html>]. *This online book is an excellent resource on the how-to of poverty and inequality analysis. Some chapters explain the basics of poverty measurement and inequality measurement that we will cover in class; other chapters discuss more in-depth or advanced methods.*

*Ravallion, Martin. 2012. "Why Don't We See Poverty Convergence?" *American Economic Review* 102(1): 504-23.

*Alvarado, Facundo and Leonardo Gasparini, "Recent Trends in Inequality and Poverty in Developing Countries," chapter 9 in A. B. Atkinson and F. Bourguignon, eds., *Handbook of Inequality*, Volume 2A, New York: Elsevier, 2013. (Available as an e-book from Western Libraries.) *These sections discuss the determinants of inequality and poverty, including their relationship with growth.*

*Engerman, Stanley L. and Kenneth L. Sokoloff, "Colonialism, Inequality, and Long-Run Paths of Development," chapter 3 in Abhijit Banerjee, Roland Benabou and Dilip Mookherjee, eds., *Understanding Poverty*, New York: Oxford University Press, 2006, pp. 37-61.

*Piketty, Thomas, "The Kuznets Curve, Yesterday and Tomorrow," chapter 4 in Abhijit Banerjee, Roland Benabou and Dilip Mookherjee, eds., *Understanding Poverty*, New York: Oxford University Press, 2006, pp. 63-72.

*Palma, Jose Gabriel, "Homogeneous Middles vs. Heterogeneous Tails, and the End of the 'Inverted-U': It's All About the Share of the Rich," *Development and Change* 42(1), 2011, pp. 87–153.

IV. Households: Choice and Behaviour

Understanding the economic constraints, choices and behaviour of households in developing countries.

Schaffner, chapters 6 and 7, pp. 108-173. *Discusses the choices and behavior of the actors in the process of development: consumers, producers and consumer-producer households.*

Banerjee, Abhijit and Esther Duflo, "The Economic Lives of the Poor," *Journal of Economic Perspectives*, 21(1), 2006, pp. 141-167. *A look at the actual economic conditions of poor households.*

Fox, Louise. 2015. "Are African Households Heterogeneous Agents? Stylized Facts on Patterns of Consumption, Employment, Income and Earnings for Macroeconomic Modelers." IMF Working Paper WP/15/102. May 2015. <https://www.imf.org/en/Publications/WP/Issues/2016/12/31/Are-African-Households-Heterogeneous-Agents-Stylized-Facts-on-Patterns-of-Consumption-42902>. *Gives a data-based picture of the diverse types of households in developing countries, and discusses the implications for economic analysis and for policy.*

V. Markets in Developing Countries

What is the nature of markets in developing countries, and how do they shape economic outcomes?

Schaffner, chapters 8, 9 and 10, pp. 174-279. *These chapters look at different kinds of markets as they operate in developing countries—markets for goods and services, labor markets, and financial/investment markets.*

Dillon, Brian and Christopher B. Barrett, "Agricultural factor markets in Sub-Saharan Africa: An updated view with formal tests for market failure," *Food Policy* 67, 2017, pp. 64-77. Available through Western Libraries or here https://ac.els-cdn.com/S0306919216303827/1-s2.0-S0306919216303827-main.pdf?_tid=9f433842-ec0e-11e7-89de-0000aabb0f01&acdnat=1514493500_26877bf74c0ccd190e318beafcf5401a. *Discusses and tests empirically for market failure in Sub-Saharan Africa by analyzing the impact of market access on household choices.*

VI. Institutions and Governance

What are the roles of institutions and governance in developing countries? How do they influence the effectiveness of development interventions? Additional readings may be added to this section.

Schaffner, chapters 12 and 13, pp. 314-376. *These chapters discuss the role of institutions and governance in development.*

Banerjee, Abhijit V. and Esther Duflo, "Policies, Politics," chapter 10 in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, New York: Public Affairs, 2011, pp. 235-266.

VII. Development Policy Interventions

In this section of the course we will examine the design, evaluation, and impact of development policy interventions. I will assign (in consultation with you) students into teams, and each team will examine one of the different types of policy interventions listed below (for which I have provided a few relevant readings). Each team will give a presentation and write a policy brief about its assigned policy intervention. I may give one or more lectures to provide some background.

Some of the topics listed below cover a range of different, related types of policy interventions that can have a broad range of possible outcomes. So, your group may need to narrow down the topic to a subset of related interventions and/or outcomes.

Readings for Everyone

The Economist, "Free Exchange: Aid to the Rescue," 16 August 2014 [<http://www.economist.com/news/finance-and-economics/21612183-new-research-suggests-development-aid-does-foster-growth-but-what-cost-aid>]. *A recent article about whether or not foreign aid is effective that gives a nice discussion of empirical challenges in measuring the impact of aid with reference to some recent empirical studies on the topic. Provides an example of the sorts of empirical issues and studies that you will be learning about.*

Schaffner, "Appendix A: Interpreting and Evaluating Empirical Evidence." *This Schaffner appendix provides important background relevant for all policy intervention topics.*

Hagen-Zanker, Jessica, Maren Duvendack, Richard Mallett and Rachel Slater, with Samuel Carpenter and Mathieu Tromme, "Making Systematic Reviews Work for International Development Research," Secure Livelihoods Research Consortium (SLRC) Briefing Paper No. 1, January 2012. <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/7861.pdf>. *Gives an introduction to systematic reviews and discusses their pros and cons for international development policy research.*

Here are some optional, more in-depth readings that discuss empirical methods commonly used for evaluation of policy interventions in developing countries. As you can see, there is considerable debate on this topic.

*Deaton, Angus, “Instruments, Randomization and Learning about Development,” *Journal of Economic Literature* 48(2), 2010, pp. 424-455. *Discusses different econometric approaches used to evaluate the effectiveness of development policies, with reference to the impact of foreign aid. Not a fan of experiments/randomized control trials.*

*Imbens, Guido, “Better LATE Than Nothing: Some Comments on Deaton (2009) and Heckman and Urzua (2009),” *Journal of Economic Literature* 48(2), 2010, pp. 399-423. *Carries the flag for randomized control trials.*

*Ravallion, Martin, “Evaluating Anti-Poverty Programs,” chapter 59 in *The Handbook of Development Economics, Volume 4*, Amsterdam: Elsevier, 2008, pp. 3787-3846. *Discusses different approaches to evaluation—experiments versus regular econometric approaches, propensity matching, etc.*

*Lee, David S. and Thomas Lemieux, “Regression Discontinuity Designs in Economics,” NBER Working Paper No. 14723, 2009. *Discusses and explains the use of quasi-experiments as an empirical approach that can be used to evaluate the impact of policy interventions.*

*Heckman, James J. and Jeffrey A. Smith, “Assessing the Case for Social Experiments,” *The Journal of Economic Perspectives* 9(2), 1995, pp. 85-110. *Another critique of randomized control trials.*

A. Targeted transfer programs: unconditional and conditional

This is one of the broader topic areas, so groups should narrow their focus to a subset of interventions.

#Schaffner, chapter 15. *On targeted transfer programs.*

#Bastagli, Francesca, Jessica Hagen-Zanker, Luke Harman, Valentina Barca, Georgina Sturge and Tanja Schmidt, with Luca Pellerano, “Cash transfers: what does the evidence say? A rigorous review of programme impact and of the role of design and implementation features,” London: Overseas Development Institute, 2016. <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10749.pdf>. *A systematic review of the literature on the impact of cash transfer programs in developing countries. Covers a range of different cash transfer programs and outcomes.*

#Ravallion, Martin, “Transfers and Safety Nets in Poor Countries: Revisiting the trade-offs and policy options,” chapter 14 in Banerjee et al., *Understanding Poverty*, New York: Oxford University Press, 2006, pp. 203-299.

#Fiszbein, Ariel and Norbert Schady, *Conditional Cash Transfers: Reducing present and future poverty*, Washington, D.C.: The World Bank, 2009. *Read the overview and take a look at other sections, as relevant.* http://siteresources.worldbank.org/INTCCT/Resources/5757608-1234228266004/PRR-CCT_web_noembargo.pdf

*Coady, David Margaret E. Grosh, John Hoddinott, *Targeting of Transfers in Developing Countries*, Washington, D.C.: The World Bank, 2004. *Especially chapters 2 & 4. (Available in hard copy at Weldon.)*

*Baird, S., Ferreira, F., Özler, B., & Woolcock, M., “Conditional, Unconditional and Everything in Between: A Systematic Review of the Effects of Cash Transfer Programmes on Schooling Outcomes,” *Journal of Development Effectiveness* 6(1), 2014, pp. 1-43. *Systematic review of the impact of cash transfers on one set of outcomes, schooling.*

*Parker, Susan W., Luis Rubalcava, and Graciela Teruel, “Evaluating Conditional Schooling and Health Programs: Review Article,” *Handbook of Development Economics* Vol. 4, New York: Elsevier, 2007, chapter 62, pp. 3963-4035. (Available as an e-book from Western Libraries.)

B. Employment Programs

Interventions to promote employment can take different forms, e.g., guaranteed employment programs (workfare), entrepreneurship programs, cash transfers, etc. Groups may want to narrow their focus to one of these types of interventions.

#Schaffner, chapter 16. *On workfare.*

#Banerjee, Abhijit V. and Esther Duflo, “Reluctant Entrepreneurs,” chapter 9 in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, New York: Public Affairs, 2011, pp. 205-234.

#Blattman, Christopher and Ralston, Laura, “Generating Employment in Poor and Fragile States: Evidence from Labor Market and Entrepreneurship Programs,” unpublished paper, July 19, 2015.

[<http://ssrn.com/abstract=2622220> or <http://dx.doi.org/10.2139/ssrn.262.2220>.] *Not a systematic review, but nevertheless a good review of the issues, a discussion of the range of possible employment interventions, and a survey of evidence on outcomes from different interventions.*

#Hagen-Zanker, Jessica, Anna McCord and Rebecca Holmes, with Francesca Booker and Elizabeth Molinari, “Systematic Review of the Impact of Employment Guarantee Schemes and Cash Transfers on the Poor,” Overseas Development Institute, 2011. <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/7161.pdf> *A systematic review of employment guarantee versus cash transfer programs—focus on the sections of the article about employment guarantee programs, but it’s worth considering how their impact compares to that of cash transfer programs.*

#Grimm, Michael, and Anna Luisa Paffhausen, “Do interventions targeted at micro-entrepreneurs and small and medium-sized firms create jobs? A systematic review of the evidence for low and middle income countries,” *Labour Economics* 32 (January), 2015, pp. 67-85. <https://doi.org/10.1016/j.labeco.2015.01.003>. *Systematic review of another approach to generating employment in developing countries—programs promoting micro-entrepreneurs and small/medium sized businesses.*

*Del Ninno, Carl, Kalanidhi Subbarao, and Annamaria Milazzo, “How to Make Public Works Work: A Review of the Experiences,” World Bank Social Protection Discussion Paper No. 0905, 2009. <http://siteresources.worldbank.org/SOCIALPROTECTION/Resources/SP-Discussion-papers/Safety-Nets-DP/0905.pdf>. *On workfare.*

*Escudero, Veronica, “Workfare programmes and their impact on the labour market: Effectiveness of Construyendo Perú,” International Labour Office Research Department Working Paper no. 12, 2016. http://www.ilo.org/wcmsp5/groups/public/@dgreports/@inst/documents/publication/wcms_475102.pdf. *An evaluation of a workfare program in Peru (mixed results).*

*Murgai, Rinku, Martin Ravallion, and Dominique van de Walle, “Is Workfare Cost-effective against Poverty in a Poor Labor-Surplus Economy?” *The World Bank Economic Review* 30(3), 2016, pp. 413–445. <https://doi.org/10.1093/wber/lhv038>. *Evaluates the impact of a workfare program in Bihar, India, with special attention to foregone earnings.*

C. Child Labor Programs

#Schaffner, chapter 6 section 6.3C (pp. 127-131). *On child labor*.

#Paruzzolo, Silvia, “The Impact of Programs Relating to Child Labor Prevention and Children's Protection: a Review of Impact Evaluations up to 2007,” Understanding Children's Work Project Working Paper, Washington, DC: World Bank, March 2009. <http://documents.worldbank.org/curated/en/872791468152387187/The-impact-of-programs-relating-to-child-labor-prevention-and-childrens-protection-a-review-of-impact-evaluations-up-to-2007>. *A semi-systematic review of the literature on child labour and child protection programs. Focus on the sections about child labour.*

*Udry, Christopher, “Child Labor,” chapter 16 in Banerjee et al., *Understanding Poverty*, pp. 203-229. New York: Oxford University Press, 2006. *On child labor*.

*Basu, Kaushik, “Policy Dilemmas for Controlling Child Labor,” chapter 17 in Banerjee et al., *Understanding Poverty*, pp. 203-229. New York: Oxford University Press, 2006. *On child labor*.

*Dammert, Ana C., Jacobus de Hoop, Eric Mvukiyehe and Furio C. Rosati, “Effects of Public Policy on Child Labor: Current Knowledge, Gaps, and Implications for Program Design,” World Bank Policy Research Working Paper WPS 7999, Washington, D.C.: The World Bank, 2017. <http://documents.worldbank.org/curated/en/108841488913017526/pdf/WPS7999.pdf>.

*de Hoop, Jacobus and Furio C. Rosati, “Cash Transfers and Child Labor,” *The World Bank Research Observer* 29(2), 2014, pp. 202–234. <https://doi.org/10.1093/wbro/lku003>.

*Winrock International, “Independent Final/Midterm Evaluation of the Community Based Innovations to Reduce Child Labor through Education Project (CIRCLE): Global Report,” Winrock report, 2007. https://www.dol.gov/ilab/projects/summaries/CIRCLEI&II_Winrock_feval.pdf. *Not a systematic review, but nevertheless an informative discussion of the factors underlying child labour and an approach to policy interventions.*

D. Agricultural interventions

Agricultural interventions are diverse, e.g., different types of programs to promote production, market improvements, land tenure and property rights improvements, infrastructure construction, etc. Groups may want to narrow their focus to one of these types of interventions.

#Schaffner, chapter 17. *On agricultural reforms and market interventions*.

#Schaffner, chapter 20. *On agricultural research and extension*.

#Policy & Operations Evaluation Department (IOB), Netherlands Ministry of Foreign Affairs, “Improving food security: A systematic review of the impact of interventions in agricultural production, value chains, market regulation, and land security,” IOB Study No. 363, 2011. <https://www.oecd.org/derec/49558328.pdf>. *A systematic review of a range of agricultural programs (e.g., agricultural production, marketing, and land security interventions) and their impacts.*

*World Bank, *World Development Report 2008: Agriculture for Development*, Washington, D.C.: The World Bank, 2007. http://siteresources.worldbank.org/INTWDR2008/Resources/WDR_00_book.pdf. *Provides a good overview of the role of agriculture in development and background on important areas of agriculture-related policy intervention.*

*Lawry, Steven, Cyrus Samii, Ruth Hall, Aaron Leopold, Donna Hornby, and Farai Mtero, “The impact of land property rights interventions on investment and agricultural productivity in developing countries: a systematic review,” *Journal of Development Effectiveness* 9(1), 2017, pp. 61-81.

<https://doi.org/10.1080/19439342.2016.1160947>. *A systematic review of interventions to strengthen land property rights.*

*Knox, J., Daccache, A. and Hess, T. (2013) “What is the impact of infrastructural investments in roads, electricity and irrigation on agricultural productivity?” Collaboration for Environmental Evidence (CEE) Review 11-007. <http://www.environmentalevidence.org/wp-content/uploads/2014/05/CEE11-007.pdf>. *A systematic review of rural infrastructure investments—roads, electrification, irrigation and telecommunications. Also relevant for the infrastructure topic.*

E. Infrastructure policies

Infrastructure policies can take different forms, e.g. , roads, water control and sanitation, electricity, telecom, and can have many different types of impacts. Groups may want to narrow their focus to one of these areas of interventions.

#Schaffner, chapter 18. *On infrastructure policies and programs.*

#Knox, J., Daccache, A. and Hess, T. (2013) “What is the impact of infrastructural investments in roads, electricity and irrigation on agricultural productivity?” Collaboration for Environmental Evidence (CEE) Review 11-007. <http://www.environmentalevidence.org/wp-content/uploads/2014/05/CEE11-007.pdf>. *A systematic review that covers a fairly wide range of rural infrastructure investments—roads, electrification, irrigation and telecommunications.*

#Devkar, Ganesh A., Ashwin Mahalingam, Akash Deep, A. Thillairajan, “Impact of Private Sector Participation on access and quality in provision of electricity, telecom and water services in developing countries: A systematic review,” *Utilities Policy* 27 (December), 2013, pp. 65-81. <https://doi.org/10.1016/j.jup.2013.08.002>. *A systematic review of the impact of involving the private sector in the provision of public utilities in developing countries.*

*World Bank, *Impact Evaluation for Infrastructure: General Guidance and Existing Evidence*, Washington, DC: The World Bank, 2012.

*Straub, Stephane, “Infrastructure and Development: A Critical Appraisal of the Macro-Level Literature,” *Journal of Development Studies* 47(5), 2011, pp. 683-708.

*Estache, Antonio, and Marianne Fay, “Current Debates on Infrastructure Policy,” in Michael Spence and Danny Leipziger, eds., *Globalization and Growth: Implications for a Post-Crisis World*, Washington, DC: World Bank, 2010, pp. 151-193 [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSContentServer/WDSP/IB/2010/04/27/000333037_20100427004420/Rendered/PDF/542530PUB0glob101Official0Use0Only1.pdf].

F. Education policies

The literature on education interventions is large, with systematic reviews available on different subtopics. This makes it possible for groups to focus on a subset of interventions or outcomes.

#Schaffner, chapter 19. *On education policies and programs.*

#Banerjee, Abhijit V. and Esther Duflo, “Top of the Class,” chapter 4 in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, New York: Public Affairs, 2011, pp. 71-102.

#Snilstveit, Birte, Jennifer Stevenson, Daniel Phillips, Martina Vojtkova, Emma Gallagher, Tanja Schmidt, Hannah Jobse, Maisie Geelen, Maria Grazia Pastorello, et al., “Interventions for improving learning outcomes and access to education in low- and middle income countries: A systematic review,” *International Initiative for Impact Evaluation Systematic Review* 24, December 2015.

http://www.3ieimpact.org/media/filer_public/2016/07/12/sr24-education-review.pdf. *Reviews and compares a broad range of education interventions and their impact on school attendance as well as learning outcomes.*

#Banerjee, Abhijit, Paul Glewwe, Shawn Powers and Melanie Wasserman, “Expanding Access and Increasing Student Learning in Post-Primary Education in Developing Countries: A Review of the Evidence,” *Post-Primary Education Initiative Review Paper*, Abdul Latif Jameel Poverty Action Lab, 2013.

[<http://www.povertyactionlab.org/publication/expanding-access-and-increasing-student-learning-post-primary-education-developing-count>.] *An excellent overview of the range of education policy interventions and evidence on their effectiveness for post-primary education.*

#Case, Anne, “The Primacy of Education,” chapter 18 in Banerjee et al., *Understanding Poverty*, New York: Oxford University Press, 2006, pp. 269-284.

*Petrosino, A., Morgan, C., Fronius, T. A., Tanner-Smith, E. E., & Boruch, R. F. (2012). “Interventions in Developing Nations for Improving Primary and Secondary School Enrollment of Children: A Systematic Review.” *Campbell Systematic Reviews* 2012:19. <https://www.campbellcollaboration.org/library/improving-school-enrolment-developing-nations.html>. *Reviews interventions to increase school enrollments.*

Masinoa, Serena and Miguel Niño-Zarazúa, “What works to improve the quality of student learning in developing countries?” *International Journal of Educational Development* 48 (May), 2016, pp. 53-65. *Reviews interventions to improve the quality of education as measured by test scores.*

*Krishnaratne, S., White, H., & Carpenter, E. “Quality education for all children? What works in education in developing countries.” *International Initiative for Impact Evaluation Working Paper* 20, International Initiative for Impact Evaluation, 2012. http://www.3ieimpact.org/media/filer_public/2013/09/10/wp_20.pdf. *Reviews interventions to improve the quality of education.*

*Murnane, R. J., and A.J. Ganimian, “Improving Educational Outcomes in Developing Countries: Lessons from Rigorous Evaluations,” *NBER Working Paper* No. 20284, Cambridge, MA: National Bureau of Economic Research, 2014. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2471177. *Reviews the impacts of interventions to improve learning outcomes.*

*Baird, S., Ferreira, F., Özler, B., & Woolcock, M. (2014). “Conditional, Unconditional and Everything in Between: A Systematic Review of the Effects of Cash Transfer Programmes on Schooling Outcomes.” *Journal of Development Effectiveness* 6(1), 1-43. *This reading looks at the impact of cash transfer programs on schooling outcomes. It is also listed under cash transfers, but may be of interest for education as well.*

*Behrman, Jere R., “Investment in Education—Inputs and Incentives,” in Dani Rodrik and Mark R. Rosenzweig, eds., *Handbook of Development Economics, Volume 5*, New York: Elsevier, 2010, chapter 73, pp. 4883-4975.

G. Microfinance programs

#Schaffner, chapter 21. *On microfinance.*

#Banerjee, Abhijit V. and Esther Duflo, “The Men from Kabul and the Eunuchs of India: The (Not So) Simple Economics of Lending to the Poor,” chapter 7 in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, New York: Public Affairs, 2011, pp. 157-182.

#Maître, Mathilde and Miguel Niño-Zarazúa, “Poverty and wellbeing impacts of microfinance: What do we know?” UNU-WIDER Working Paper 2017-190, 2017.
<https://www.wider.unu.edu/sites/default/files/Publications/Working-paper/PDF/wp2017-190.pdf>. *A systematic review of the impacts of microfinance.*

*Banerjee, A., D. Karlan and J. Zinman, “Six Randomized Evaluations of Microcredit: Introduction and Future Steps,” *American Economic Journal: Applied Economics* 7(1), 2015, pp. 1-21. *See also the six other papers in this journal issue, which evaluate examples of microcredit interventions, each in a different country.*

*Banerjee, A. and E. Duflo, “The Men from Kabul and the Eunuchs from India: The (Not so) Simple Economics of Lending to the Poor,” *Poor Economics*, NY: Public Affairs, 2011, pp. 157-82.

*Karlan, Dean, and Jonathan Morduch. 2010. “Access to Finance.” in Dani Rodrik and Mark R. Rosenzweig, eds., *Handbook of Development Economics, Volume 5*, New York: Elsevier, 2010, chapter 71, pp. 4703-4784.

*Bauchet, Jonathan, Cristobal Marshall, Laura Starita, Jeanette Thomas, and Anna Yalouris, “Latest Findings from Randomized Evaluations of Microfinance,” Access to Finance Forum, Reports by CGAP and Its Partners No. 2. CGAP, Washington, DC, December. BMZ, CGAP, and IFC, 2011
[\[http://www.povertyactionlab.org/publication/latest-findings-randomized-evaluations-microfinance\]](http://www.povertyactionlab.org/publication/latest-findings-randomized-evaluations-microfinance). *Reviews impacts obtained through randomized evaluations of microfinance interventions.*

*Duvendack M., R. Palmer-Jones, J.G. Copestake, L. Hooper, Y. Loke and N. Rao, “What is the evidence of the impact of microfinance on the well-being of poor people?” EPPI-Centre report 1917, Social Science Research Unit, Institute of Education, University of London, 2011.
https://www.givedirectly.org/pdf/DFID_microfinance_evidence_review.pdf. *A slightly older systematic review of the evidence on microfinance.*

H. Public health, health care and health insurance

The literature on health interventions is large and unwieldy, due partly to the diversity of interventions and health issues they try to address. Also, much literature is by medical or health researchers and published in medical/health journals, so does not address the topic from an economic perspective. Here are a few systematic reviews on a few types of health interventions—government health insurance, community-based health insurance, conditional cash transfers, and water/sanitation. Other topics include interventions that target particular health issues (e.g., worms, malaria control, cholera control, maternal and infant health), or approaches (e.g., education/training, promoting hand washing, bed nets, deworming, immunization campaigns, etc.). Groups should focus on a subset of interventions or outcomes on which there is research by economists or taking an economic approach.

#Schaffner, chapter 22. *On public health, health care and health insurance.*

#Banerjee, Abhijit V. and Esther Duflo, “A Billion Hungry People,” and “Low-Hanging Fruit for Better (Global) Health,” chapters 2 and 3 in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, New York: Public Affairs, 2011, pp. 19-70. *On nutrition and health issues.*

#Acharya, Arnab, Sukumar Vellakkal, Fiona Taylor, Edoardo Masset, Ambika Satija, Margaret Burke, and Shah Ebrahim, “The Impact of Health Insurance Schemes for the Informal Sector in Low- and Middle-Income Countries: A Systematic Review,” *The World Bank Research Observer* 28(2), 2013, pp. 236–266.

<https://doi.org/10.1093/wbro/lks009>. *A systematic review of health insurance schemes, focusing mostly on government programs.*

#Mebratie, Anagaw Derseh, Robert Sparrow, Getnet Alemu and Arjun S. Bedi, “Community-Based Health Insurance Schemes: A Systematic Review,” Institute of Social Studies Working Paper 568, Erasmus University, The Hague, 2013. <https://repub.eur.nl/pub/50087/wp568.pdf>. *A systematic review of community-based health insurance schemes.*

#Ranganathan, Meghna and Mylene Lagarde, “Promoting Healthy Behaviours and Improving Health Outcomes in Low and Middle Income Countries: A Review of the Impact of Conditional Cash Transfer Programmes,” *Preventive Medicine* 55, 2012, pp. S95-S105. <https://doi.org/10.1016/j.ypmed.2011.11.015>. *Reviews the impact of conditional cash transfer programs for health on health behavior and outcomes.*

#Wolf, Jennyfer, et al., “Systematic review: Assessing the impact of drinking water and sanitation on diarrhoeal disease in low- and middle-income settings: systematic review and meta-regression,” *Tropical Medicine and International Health* 19(8), 2014, pp. 928-942. <http://onlinelibrary.wiley.com/doi/10.1111/tmi.12331/epdf>. *Focuses on the health impact of water and sanitation interventions.*

*Schultz, T. Paul, “Population and Health Policies,” in Dani Rodrik and Mark R. Rosenzweig, eds., *Handbook of Development Economics, Volume 5*, New York: Elsevier, 2010, chapter 72, pp. 4785-4881.

Please Note
Department Policies for 2017 – 2018

Remember that the University expects all students to take responsibility for their own academic Programs. Also remember to check your registration to make sure you are enrolled in the correct courses.

1. Guidelines and policies for the Faculty of Social Science and the Department of Economics are posted online in the current Western Academic Calendar at <http://westerncalendar.uwo.ca>.
2. Students must familiarize themselves with the “Rules of Conduct for Examinations” <http://westerncalendar.uwo.ca/2017/pg136.html>.
3. **Cheating as an academic offence:** Students are responsible for understanding what it means to “cheat”. The Department of Economics treats cheating incidents very seriously and will investigate any suspect behavior. Students found guilty will incur penalties that could include a failing grade or being barred from future registration in other economics courses or programs. The University may impose further penalties such as a notation on your official academic transcript, suspension or expulsion.
4. **Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge it by using quotation marks where appropriate and referencing with footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the current UWO Academic Calendar at <http://westerncalendar.uwo.ca/2017/pg113.html>).

The University of Western Ontario uses software to check for plagiarism and students may be required to submit their written work in electronic form. Those found guilty will have penalties imposed as noted in point 3.

5. It is Department of Economics policy that **NO** assignments be dated, stamped or accepted by staff. Students are responsible for submitting assignments in class or to the instructor during office hours.
6. When appealing a mark, students should refer to the University’s Procedures in the current UWO Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>). Please note the relevant deadlines.

The Department will not consider any appeal unless an attempt has been made to settle the matter first with your instructor. If after this discussion you remain dissatisfied with a grade or other decision, you may proceed with a written appeal (e-mails are not acceptable) to the Undergraduate Director in Economics, stating the reasons for your appeal. A useful form and checklist is provided at

(http://economics.uwo.ca/undergraduate/program_counselling/responsibilities_policies.html#appeals).

7. Systematic adjustments of a class grade distribution (either up or down) can occur in Economics courses. The fact that grades have been adjusted is **not** grounds for an appeal.

8. Note the following add and drop deadlines:

Last day to **add** a 2nd term half course:
Tuesday, January 16th, 2018

Last day to **drop** 2nd term half course
without academic penalty:
Wednesday, March 7th, 2018

9. Faculty of Social Science policy states that oversleeping or misreading an exam schedule is not an excuse for a make-up. This rule applies to all mid-term tests and final exams in the Department of Economics.

Policy Regarding Makeup Tests and Final Examinations

*Academic accommodation will **not** be granted automatically on request. You **must** demonstrate by documentation that there are **compelling** medical or compassionate grounds before academic accommodation will be considered.*

If you decide to write a test or an examination, you must be prepared to accept the mark you earn. Rewriting tests or examinations, or having the value of the test or examination reweighted on a retroactive basis, is **not** permitted. Book airline flights after you know the dates of your final examinations. Airline flights must not conflict with test or final exams.

If you are requesting a makeup test for a midterm or a final examination, unless medically incapable, notify your instructor by email or phone, preferably prior to the scheduled date of the test, but definitely within **24 hours** of the date of the test or exam. Failure to follow this procedure may result in denial of a request for academic accommodation or result in a grade of zero. Set up an appointment as soon as possible to meet personally with your instructor. If the instructor is not available, you may send an email message, copying the Undergraduate Coordinator at econugrd@uwo.ca (Social Science Room 4075). **Notifying your instructor of a missed test or exam does not automatically entitle you to a makeup test.**

Students who seek a makeup test or examination must provide medical or other relevant verification that their absence from a regularly scheduled test or examination is beyond their control. Documentation must support your reasons. Medical documentation should be given to the Academic Counselling Office of your *home* Faculty **as soon as possible (preferably within 24 hours of the test)** if you know you may not be able to write your final examination on the scheduled day and time. Failure to follow this procedure, or to provide supporting documentation, may result in denial of a request for academic accommodation or result in a grade of zero. If your documentation is not acceptable, you will be given a zero for the missed test.

For personal illness, if you consult Student Health Services regarding your illness or personal problem, you should request a Student Medical Certificate from the physician. If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used and can be found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. Notes stating "For Medical Reasons" are not considered sufficient.

For any other circumstances, if you are not sure what documentation to provide, ask your Academic Counsellor. If your documentation is judged sufficient, the Academic Counsellor will issue a Recommendation for a Special Examination (a single form for midterms or a triple color form for final examinations). Once you have this form, contact your instructor as soon as possible to make arrangements. Even if approved from your home faculty Academic Counsellor, there is no guarantee that you will be allowed to write the makeup test and exam.

For final examinations, you need permission from your *home* Faculty Counsellor, your instructor, and the Department Undergraduate Director. Failure to follow this procedure may result in an examination grade of zero. You must ensure that the Special Examination form has been signed by the instructor and Department Undergraduate Director and that the form is returned to the Academic Counselling Office for approval without delay. Make-up final examinations, if permitted, will be written within one month of the end of the exam period.

Policies Regarding Academic Accommodation

Information about the Faculty of Social Science's policies regarding academic accommodation is found on its website at <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> or in Social Science Room 2105. Your "Academic Rights and Responsibilities" are also outlined in the current UWO Calendar at <http://westerncalendar.uwo.ca/2017/pg111.html>. Claiming that "you didn't know what to do" is not an acceptable excuse for not following the stated procedures.

Policy Regarding Class Attendance

If your instructor views your class attendance as unsatisfactory, you can be prohibited from writing the final examination. If there is intent to make use of this University policy, you will be notified in writing.

Statement on Mental Health and Support Services

If you or someone you know is experiencing emotional/mental distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information and a complete list of resources, as well as how to obtain help.

Guidelines for Essay Courses

Essay Courses¹

An essay course is defined as a course in which the cumulative amount of written work, excluding written work in examinations, is normally at least 2,500 words (for a half course).

In order to pass an essay course the student must exhibit some minimal level of competence in essay writing as well as the appropriate level of knowledge of the content of the course.

English Language Proficiency for Assignment of Grades²

Students must demonstrate the ability to write clearly and correctly. Written work on any subject that shows a lack of proficiency in English and is unacceptable for academic credit will be failed or, at the discretion of the instructor, returned to the student for revision to an acceptable literate level.

To foster competence in the use of the English language within their disciplines, *all instructors will take proficiency in English into account in the assignment of grades*. Note that this policy applies to all courses, not only essay courses.

Recycling of Assignments

Students are prohibited from handing in the same essay or paper for two different courses. This would be considered a scholastic offence and subject to academic penalties, including, but not limited to, the possibility of zero on that particular assignment.

Plagiarism

Plagiarism is defined as “the act or an instance of copying or stealing another’s words or ideas and attributing them as one’s own.”³

The concept of plagiarism applies to ALL assignments and their component parts, including essays, reports, diagrams, statistical tables, and computer projects.

Below are examples of some common mistakes that constitute acts of plagiarism. It is plagiarism if you:⁴

- Submit someone else’s work as your own
- Buy a paper from a paper mill, website or other source and submit it as your own work
- Copy sentences, phrases, paragraphs, or ideas from someone else’s work, published or unpublished, without giving the original author credit
- Replace selected words from a passage and use it as your own without giving the original author credit
- Copy any type of multimedia (graphics, audio, video, internet streams), computer programs, music compositions, graphs, or charts from someone else’s work without giving the original author credit
- Piece together phrases, ideas and sentences from a variety of sources to write an essay without giving the original authors credit
- Build on someone else’s ideas or phrases to write your paper without giving the original author credit

¹From the UWO Academic Handbook. See http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenumbering.pdf

² From the UWO Academic Handbook. See http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf

³Excerpted from HC Black, *Black’s Law Dictionary*, West Publishing Co., 1999, 7th ed., p. 1170.

⁴ From the San José State University Plagiarism Tutorial <http://tutorials.silibrary.org/tutorial/plagiarism/>

Plagiarism is a serious scholastic offence. Possible consequences of plagiarism include a mark of 0% on the assignment, a mark of 0% for the entire course, and expulsion from the university.

Purchasing an essay is a form of plagiarism and a very serious offence. The UWO Academic Calendar indicates that the penalty can be as severe as expulsion from the university.

Instructors may require students to submit their written work electronically to <http://www.turnitin.com>. Turnitin.com is a service that assists instructors and students in detecting and avoiding plagiarism.

Students wishing more guidance on how to avoid plagiarism or in doubt about whether their work constitutes plagiarism should consult their instructor. Claiming that you did not know you have plagiarized is not an acceptable excuse.

The key to avoiding plagiarism is to cite references correctly and fully for the sources you use in your work. The next section provides a summary of style guidelines for citing references.

Referencing and Citation Guidelines

If you use the work or ideas of others in your work, you must acknowledge the contributions of the original authors and provide citations and references to their work.

The Economics Department has adopted the citation guidelines used in *The Chicago Manual of Style*, 16th edition. Chicago: University of Chicago Press, 2010. An Online version is available from Western Libraries <http://www.lib.uwo.ca>. Search the catalogue by title “Chicago Manual of Style.” For access from off campus, you must use the *OffCampus Access* sign-in on the Library’s homepage.

Economics papers typically use the **author-date** style of references. A detailed explanation of the author-date style and numerous examples of citations for print and electronic sources are available in chapter 15 of the *Chicago Manual of Style Online*. See also the handy “Chicago-Style Citation Quick Guide” under Tools on the homepage.

In the body of an essay, in-text citations give the last names of the authors of the piece you are referencing, the year of publication, and, where relevant, page numbers. These in-text citations refer the reader to more complete bibliographic references given in a list of references at the end of the essay. If your paper cites multiple works by the same author(s) with the same publication year, the convention is to add a lower case letter after the date in both the in-text citation and the References, e.g., 1993a and 1993b. This way, the in-text citation points the reader to the correct work in the References.

Examples of in-text citations:

Diamond (1981, 1982) and Mortensen (1982a, 1982b) find these externalities can cause an inefficient level of search activity...

The “new view of unemployment” which emerged during the 1970s emphasized the importance of turnover in the labour force and the brief duration of many employments spells (Hall 1970, 1972; Perry 1972; Marston 1976).

The primary objectives of the LMAS are “1. To provide measures of the dynamic...the Labour Force Survey” (Statistics Canada 1990, 5).

The list of references at the end of the essay should be titled References or Works Cited. It provides more complete bibliographic information about each source cited. In addition to References, you should also provide adequate referencing of any data sources. This should be done in a data appendix following the text of the paper and before the References.

Examples of the author-date style in the References for some commonly used materials follow. Note that for a book with two or more authors, only the first author’s name is inverted, and a comma appears both before and after the first author’s given name or initials.

(i) BOOKS:

Lastname, Firstname. Copyright year. *Title of Book*. Place of Publication: Publisher's Name.

e.g. Wonnacott, Thomas, and Ronald Wonnacott. 1984. *Introductory Statistics for Business and Economics*. 3rd edition. Toronto: John Wiley & Sons.

(ii) JOURNAL ARTICLES OR ARTICLES IN A BANK REVIEW:

Lastname, Firstname. Year. "Title of Article." *Name of Journal or Bank Review* Volume: pages.

e.g. Geweke, John F., and David E. Runkle. 1995. "A Fine Time for Monetary Policy." *Federal Reserve Bank of Minneapolis Quarterly Review* 19: 18-31.

(iii) GOVERNMENT PUBLICATIONS:

Government Agency, Bureau or Department. Year. *Title*. Catalogue or issue number or additional information (where applicable).

e.g. Statistics Canada. 1983. *Logging: Annual Census of Forestry*. Catalogue No. 25-201.

U.S. Department of Commerce, Bureau of the Census. 1975. *Median Gross Rent by Counties of the United States, 1970*. Prepared by the Geography Division in cooperation with the Housing Division, Bureau of the Census. Washington, DC.

(iv) NEWSPAPERS:

Lastname, Firstname. Year. "Title." *Name of Newspaper*. Month day. Note that the page number should be given in the in-text citation, for example, (Sicular and Hartford 1989, 14).

e.g. Sicular, Terry, and Kathleen Hartford. 1989. "China's Looming Rural Crisis." *Asian Wall Street Weekly*. July 3.

(v) CHAPTERS IN EDITED BOOKS OR CONFERENCE VOLUMES:

Lastname, Firstname. Year. "Title." In *Title of Book/Volume*, edited by Firstname Lastname, page range. Place of Publication: Publisher's Name.

e.g. Fafchamps, Marcel. 2001. "The Role of Business Networks in Market Development in Sub-Saharan Africa." In *Communities and Markets in Economic Development*, edited by Masahiko Aoki and Yujiro Hayami, 186-214. New York: Oxford University Press.

(vi) ONLINE BOOKS:

Lastname, Firstname. Year. *Title*. Place of Publication: Publisher. url/web address (access date).

e.g. Mäler, Karl-Göran, and Jeffrey R. Vincent, eds. 2005. *Handbook of Environmental Economics, Vol. 3: Economywide and International Environmental Issues*. Amsterdam: Elsevier. <http://www.sciencedirect.com/science/handbooks/15740099> (July 23, 2007).

(vii) ONLINE JOURNAL ARTICLES:

A DOI (digital object identifier) is preferable to a URL. If using a URL, use the address that appears in your browser's address bar when viewing the article (or the abstract) unless a shorter, more stable form of the URL is offered along with the electronic article.

Lastname, Firstname. Year. "Title." *Journal* Volume: pages or article number. doi: **OR** url/web address (access date)

e.g. Caucutt, Elizabeth M., and Krishna B. Kumar. 2008. "Africa: Is Aid an Answer?" *The B.E. Journal of Macroeconomics* 8(1): 1935-1690. doi: 10.2202/1935-1690.1761

Ruffle, Bradley J., and Richard Sosis. 2007. Does it Pay to Pray? Costly Ritual and Cooperation. *B.E. Journal of Economic Analysis and Policy* 7(1): Article 12. <http://www.bepress.com/bejeap/vol7/iss1/art18> (Aug. 7, 2007).

(viii) INTERNET SITES:

Name of Website or Organization. "Title". Access date. url/web address.

e.g. McDonald's Corporation. "Our History." Accessed July 19, 2016.
<https://www.mcdonalds.com/us/en-us/about-us/our-history.html>

Writing an Economics Essay: Starting Points

The best place to start a written economics assignment is by reviewing your instructor's description of and instructions for the assignment. If you have questions about the assignment, you should ask your instructor.

A good way to learn how economists write is to read work written by economists. Examples of economic writing can be found in the course outline, economics journals, working papers series, and other economic publications. Your instructor may be able to suggest good examples of published work or provide examples of good student work from past years.

Two books that provide useful advice on how to write for economics are:

McCloskey, Dierdre N. 2000. *Economical Writing, 2nd edition*. Prospect Heights, Illinois: Waveland Press.

Greenlaw, Steven A. 2006. *Doing Economics: A Guide to Understanding and Doing Economic Research*. New York: Houghton Mifflin Co.

Writing an Economics Essay: Resources

An excellent place to start looking for information and ideas is the **Resources Link** on the Department of Economics website (<http://economics.uwo.ca/resources/index.html>). Here you will find a comprehensive list of sources for published and unpublished economic papers, articles, books, theses, government publications, data, and so on.

The **DB Weldon Library** has an outstanding collection of materials in economics, including bibliographies, indexes, handbooks, and periodicals. Library holdings, the online library catalogue, and other resources are available electronically from the Western Libraries Homepage <http://www.lib.uwo.ca/>. Access is available anywhere there is an internet connection using the Off Campus Proxy Server on the Library main page.

There is a wealth of "how to" information, including YouTube videos, on the Library's home page. You are strongly encouraged to take a library orientation tour, as well, to learn about where things are located physically and online, and where to go for assistance. You should feel free to consult library staff if you have any questions or are having difficulty using the library.

The New Palgrave Dictionary of Economics is a good place to begin exploring topics in economics. The most comprehensive dictionary of economics in existence today, it features articles by influential economists in their areas of expertise. It is available online through the library catalogue, or in print in the Weldon's Reference section (call # HB 61.N49 2008 v. 1-8).

EconLit (Economic Literature) is a comprehensive, indexed electronic bibliography of economic literature from 1969 to the present covering major journals, articles in collective volumes (essays, proceedings, etc.), books, book reviews, dissertations, and working papers. Citations, selected abstracts, and links to UWO's full-text resources are provided. *EconLit* is available through the Library catalogue, or from the Library's list of Databases found under "Research Tools" on the Library homepage <http://www.lib.uwo.ca/>.

You can download and print records from the *EconLit* database. Once you have successfully marked records of interest, download your marked records to a text file, send marked records by email, or export them to a citation manager such as *Refworks*.

Refworks is a bibliographic and citation software tool that can be used to construct citations and lists of references in the author-date and other styles. Search the library catalogue (title search) for *Refworks* for access using Western's group access code.

CANSIM (Canadian Socio-economic Information Management System)

is Statistics Canada's computerized database of time series data covering a wide variety of social and economic aspects of Canadian life. Access the database by doing a Title Search on the Western Libraries Catalogue, or from the Library's list of Databases found under "Research Tools" on the Library homepage <http://www.lib.uwo.ca/>.

Western Undergraduate Economics Review (WUER)

The Department of Economics encourages students to consider submitting their essays to the *Western Undergraduate Economics Review*, a journal published annually by the Department that showcases student work in economics. For information about the *WUER* and its submission guidelines, please visit http://economics.uwo.ca/undergraduate/undergraduate_economics_review.html

Alumni Essay Prizes in Economics

The following criteria will be used, and each prize is valued at \$550:

1. Students can only win an Alumni Prize once.
2. Two prizes may be awarded at the end of the academic term. One for a student registered in a 2100 level course and one for a student registered in a 2200 or higher level course. Economics 4400E is not eligible for this as it has its own paper prize.
3. Instructors will nominate students for the prize. The paper should be submitted to the Undergraduate Coordinator for consideration by the Essay Prize Committee, which will decide the winner.
4. The Essay Prize Committee will consist of the Undergraduate Program Director, WUER Faculty Advisor and one other faculty member. The decision of the Committee is final and cannot be appealed.
5. Papers will be judged on content, originality, use of references, spelling and grammar.

The grade given to the paper will not influence the decision of the Essay Prize Committee as all comments by the original marker will be removed.

The deadlines for submissions are:

Fall courses: December 21st

Winter courses: April 30th

The winner of the essay prize will have his/her paper submitted in the spring to the Western Undergraduate Economics Review. Other appropriate papers may also be submitted.