

ECONOMIC DEVELOPMENT I
ECONOMICS EC3324F-001
Department of Economics
Western University

September 2020

General Information:

Instructor: Charles MAO TAKONGMO
Office: 4085 SSC
Phone: 519-661-2111 ext. 86410
E-mail: cmaotako@uwo.ca
Virtual Office hours with Zoom: M 13:00-15:00, W 13:00-15:00, or by appointment
Classroom meeting time(s) & location: Asynchronous and online
Course website: <https://owl.uwo.ca/portal>
Undergraduate inquiries: 519-661-3507 or SSC Room 4075 or econugrd@uwo.ca

Registration:

You are responsible for ensuring you are registered in the correct courses. If you are not registered in this 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 any anti-requisite courses. Lack of prerequisites 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 first part of this course covers the concept and process of economic development, well-being, poverty and inequality. The second part of the course analyses the choices and behaviour of microeconomic actors in developing countries and the market and institutional context in which they operate. The last part of the course study policy questions related to cash transfer programs, workfare, microfinance, infrastructure investments, and health and education interventions.

Learning Outcomes

- Students will learn the main 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.
- Students will learn the main 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.

Textbook:

Development Economics: Theory, Empirical Research, and Policy Analysis by J. Schaffner (2013).

Grading:

Assignments 10 %; presentation of an article 10%; research paper 40%, presentation of your research paper 10%; midterm exam 30 %.

Details regarding evaluation procedures are presented below.

Presentation of papers: Each student will present one research article; each presentation is about 15 minutes. Research articles must be chosen from articles marked with (**) or (#) in the syllabus. Summarize the article, the methodological approach, and the results, focusing only on the important points. Explain how the paper fits into the literature and present your critique. Your mark will depend on your understanding of the paper, your organization, and your oral presentation.

Upload the PowerPoint and a video of your presentation (i.e. two separate documents) to the drop box available on OWL, by October 6th. I will share those two documents with other students through OWL. By submitting those documents, you agree that they can be shared with

other students unless you request otherwise. Let me know if you do not want your presentation to be shared.

Research paper: You can choose any subject related to the articles, or topics covered or listed in the syllabus. Reading the articles in the syllabus can help you choose your topic. It is important to explain why the research topic is important and how it fits into the existing literature.

Presentation of the final version of your research paper: You will have 15 minutes to present the final version of your paper. Please record the presentation of the final version of your article using Zoom and upload it with your PowerPoint to the drop box available on OWL, before December 08 at 6:00 p.m.

Incorporate my comments into the final version of your paper upload it to OWL before December 22nd at 6:00 p.m.

ASSIGNMENTS

Your research paper will be submitted on OWL in six different stages in the form of assignments.

- 1. Submission of the introduction of your research topic:** The initial step of the research paper is to submit an introduction of approximately 250 to 500 words, which must include your research questions. Your research topic should ask a specific question based on research that you have identified in the literature and that can be answered using existing methods. It is necessary to explain why your topic is important. You must clearly specify your assumptions. The introduction counts for 2 % of the final mark, and must be submitted by September 29th.
- 2. Submission of the literature review:** You must submit a literature review of about 2,000 words, including at least five relevant articles, on the research field to which your research topic belongs. You must clarify why your research will contribute to that literature. The articles from your literature review must have already been published in an economic journal. Do not forget to include the bibliography in your literature review. The literature review counts for 2 % of the final mark, and must be submitted by October 13th.
- 3. Submission of the description of your data:** It is your responsibility to search for data that will help you to answer your research question. Although this is a step three in the creation of the research paper, it is highly suggested that you do it in conjunction with the identification of your research topic. You can, for example, refer to the World Bank Data Catalog <http://data.worldbank.org/data-catalog>. Some journals publish the data used in their articles. You can also identify in the articles the origin of the databases they used. You must describe your data, specifying which variables you are using and clarifying how you intend to use them to answer your question. This stage counts for 2 % of the final mark, and must be submitted by October 27th.
- 4. Submission of data analysis:** In order to confirm or reject your hypothesis, estimate your econometric model. A short presentation of descriptive statistics of variables of interest should be included in your work, including averages and standard deviations.

Present the results of your regressions (coefficients, p-value, number of observations, R-square) in a professional way. Articles published in scientific journals must guide your research. Data copied and pasted from Stata will not be accepted. Discuss your findings based on your assumptions and draw conclusions. This stage counts for 2 % of the final mark, and must be submitted by November 17th.

5. **Submission of the conclusion:** You must provide a conclusion of about 800 words. The recommended format is to rewrite your initial hypothesis, summarize your statistical results, and discuss the implication of the results of your research. Explain how your research results relate to the existing literature as well as why and how your research contributes to the advancement of the literature. This stage counts for 2 % of the final mark, and must be submitted by December 1st.
6. **Submission of the final version of your paper:** The final version of your paper must include all parts of the paper submitted previously. It should be written professionally, with the aim of submitting it to a scientific journal. Only one bibliography is expected at the end of the paper. This stage counts for 40% of the final mark, and must be submitted by December 22nd.

Summary of evaluations

Evaluations	Date	Weight
Assignments'	September 29th, October 13th, October 27th, November 17th, December 1st.	10 %
Article's presentation	October 6th	10 %
Research paper's presentation	December 8th	10 %
Midterm Exam	November 10 th at 6:00pm ET (tentative date and time)	30 %
Research paper	December 22nd	40 %
	No final exam	

Late assignments, and assignments not handed in, will receive a grade of zero.

The exact date and time of the midterm exam will be updated later. Note that the mid-term exam will last two hours. You will have a four-hour window to start and upload your answers to OWL. For example, if the midterm begins on November 10 at 6 p.m., you will need to upload your answer to OWL on November 10 ET by 10 p.m. However, after you start the exam, you will need to complete it within 2 hours or less. For example, if you start at 7:00 p.m., it will not be possible to upload your exam to OWL after 9:00 p.m. If you start at 9:30 p.m., you will only have 30 minutes to upload your exam to OWL.

There will not be any make-up for the midterm exam and the presentations. If you are unable to take the midterm exam or make your presentations and if you obtain approved academic consideration for the absence (see 'Please Note' below), the weight will be transferred to the final version of your research paper.

Preliminary Reading Schedule:

Material might be added or deleted as the course progresses.

1. Economic Development and Wellbeing (Ch. 1-2)
2. Labour Surplus Dualistic Development (Section 4.2C of Ch. 4)
3. Poverty and Inequality (Ch.5)
4. Households: Choice and Behaviour (Ch. 6-7)
5. Markets in Developing Countries (Ch. 8, Ch.9 and Ch.10)
6. Institutions and Governance (Ch. 12-13)
7. Development Policy Interventions (Ch.14-22 and Appendix A)

Copyright:

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. Students may take notes and make copies of course materials for their own educational purposes. Students may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without written consent.

Online Etiquette:

Some components of this course will involve online interactions. Only participants using UWO credentials will be given access to online interactions, including office hours. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to any online meetings on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone until you are invited to speak, unless directed otherwise
- please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do not share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone before speaking
- self-identify when speaking.
- remember to mute your mic after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online meetings and interactions, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

READING LIST

Readings with asterisks (*, or **) and pound signs (#) are required. Articles without signs are recommended.

I. Economic Development and Wellbeing

*Schaffner, chapters 1, 2.

1. **Alatas, V., et al., 2012, "Targeting the Poor: Evidence from a Field Experiment in Indonesia," *American Economic Review* 102(4), p.1206-1240.
2. **Banerjee, A. and E. Duflo, 2007, "The Economic Lives of the Poor," *Journal of Economic Perspectives* 21(1), p. 141-167.
3. **Banerjee, A. and E. Duflo, 2008, "What is Middle Class about the Middle Classes around the World?" *Journal of Economic Perspectives* 22(2), p. 3-28.
4. **Chen, S. and M. Ravallion, 2010, "The Developing World is Poorer than We Thought, But No Less Successful in the Fight Against Poverty," *Quarterly Journal of Economics* 125(4),p. 1577-1625.
5. **Kanbur, R. and A. Sumner, 2012, "Poor Countries or Poor People? Development Assistance and the New Geography of Global Poverty," *Journal of International Development* 24, p. 686-695.
6. Deaton, Angus, 2010, "Understanding the Mechanisms of Economic Development," *Journal of Economic Perspectives*, 24(3), 2010, pp. 3-16
7. World Bank Data Catalog <http://data.worldbank.org/data-catalog>.
8. World Bank Data <http://data.worldbank.org/country> .
9. 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.
10. 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>].
11. "Let's Talk Development," World Bank blog at <http://blogs.worldbank.org/developmenttalk/>.

II. Labor Surplus Dualistic Development

*Shaffner, chapter 4, *section 4.2C* (pp. 62-65)

1. ** Alatas, V. and L. A. Cameron, 2008, “The Impact of Minimum Wages on Employment in a LowIncome Country: A Quasi-Natural Experiment in Indonesia,” *Industrial and Labor Relations Review* 61(2), p. 201-223.
2. ** Shastri, G. K., 2012, “Human Capital Response to Globalization: Education and Information Technology in India,” *Journal of Human Resources* 47(2), p. 287-330.
3. 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
4. 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.
5. 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
6. Ranis, Gustav and John C.H. Fei, “A Theory of Economic Development,” *American Economic Review* 51(4), 1961, pp. 533-565.
7. 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>.
8. 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>.

III. Poverty and Inequality

*Schaffner, chapter 5, pp. 84-107.

1. 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). <https://openknowledge.worldbank.org/bitstream/handle/10986/25078/9781464809583.pdf>.

2. 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.
3. Haughton, Jonathan and Shahidur R. Khandker, *Handbook on Poverty and Inequality*, Washington, D.C.: The World Bank, 2009
4. [<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0..contentMDK:22405907~pagePK:148956~piPK:216618~theSitePK:430367,00.html>].
5. Ravallion, Martin. 2012. "Why Don't We See Poverty Convergence?" *American Economic Review* 102(1): 504-23.
6. 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
7. 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.
8. 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. 6372.
9. 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.
10. *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 UNUWIDER.

IV. Households: Choice and Behaviour

*Schaffner, chapters 6 and 7, pp. 108-173.

1. **Amendola, A., Easaw, J., & Savoia, A. (2013). Inequality in developing economies: The role of institutional development. *Public Choice*, 155(1-2), 43-60.
2. **Birdsall, N., N. Lustig, and C. J. Meyer, 2013, "The Strugglers: The New Poor in Latin America," Center for Global Development Working Paper No. 337.

3. **Christaensen, L., et al., 2003, “Macro and Micro Perspectives on Growth and Poverty in Africa,” *World Bank Economic Review* 17(3), p.317-347.
4. **Dercon, S., J. Hoddinott, and T. Woldehanna, 2013, “Growth and Chronic Poverty: Evidence from Rural Communities in Ethiopia,” *Journal of Development Studies* 48:2, p. 238-253.
5. **Dollar, D. and A. Kraay, 2002, “Growth is Good for the Poor,” *Journal of Economic Growth* 7, pp. 195-225.
6. **Forbes, K. J. (2000). A reassessment of the relationship between inequality and growth. *American Economic Review*, 90(4), 869–887.
7. **Prete, A. L. (2013). Economic literacy, inequality, and financial development. *Economics Letters*, 118(1), 74–76.
8. Cohen, Jessica and Pascaline Dupas. “Free Distribution or Cost-Sharing? Evidence from a Randomized Malaria Prevention Experiment.” *Quarterly Journal of Economics* 125 (1), pp. 1-34; pp. 38-41, February 2010.
9. Dupas, Pascaline. 2009. “What Matters (and What Does Not) in Households’ Decision to Invest in Malaria Prevention?” *American Economic Review: Papers and Proceedings*.
10. Mwabu, Germano. "Health Economics for Low-Income Countries." Chapter 53. *Handbook of Development Economics*. Pp. 3306-3307; pp. 3308-3321
11. Strauss and Thomas, 1998, “Health, Nutrition, and Economic Development.” P. 766-781.
12. Thirumurthy, Harsha, Joshua Graff Zivin, and Markus Goldstein. 2008. “The Economic Impact of AIDS Treatment: Labor Supply in Western Kenya.” *Journal of Human Resources*. 43(2008): 511-552. Read pages 511-539.
13. Banerjee, Abhijit and Esther Duflo, “The Economic Lives of the Poor,” *Journal of Economic Perspectives*, 21(1), 2006, pp. 141-167.
14. 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-AgentsStylized-Facts-on-Patterns-of-Consumption-42902>.

V. Markets in Developing Countries

*Schaffner, chapters 8, 9 and 10, pp. 174-279.

1. **Alix-Garcia, J. and D. Saah, 2010, “The Effect of Refugee Inflows on Host Communities: Evidence from Tanzania,” *World Bank Economic Review* 24, no. 1. p. 148-170.
2. **Alatas, V. and L. A. Cameron, 2008, “The Impact of Minimum Wages on Employment in a LowIncome Country: A Quasi-Natural Experiment in Indonesia,” *Industrial and Labor Relations Review* 61(2), p. 201-223.
3. **Shastri, G. K., 2012, “Human Capital Response to Globalization: Education and Information Technology in India,” *Journal of Human Resources* 47(2), p. 287-330.
4. **Yamauchi, F. et al., 2011, “Are Schooling and Roads Complementary? Evidence from Income Dynamics in Rural Indonesia,” *World Development* 39(12), p. 2232-2244.
5. 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.
6. World Bank, 2007, *World Development Report 2008: Agriculture for Development*. p. 124-134

VI. Institutions and Governance

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

1. **Blattman, Christopher and Edward Miguel. (2010). “Civil War”, *Journal of Economic Literature*, 48(1), 3-57.
[http://www.econ.berkeley.edu/~emiguel/pdfs/miguel_civilwar.pdf]
2. **Blattman, Christopher and Jeannie Annan. 2010. “The Consequences of Child Soldiering,” *Review of Economics and Statistics* 42(4): 882–898
3. **Bellows, John and Edward Miguel. 2009. “War and Local Collective Action in Sierra Leone.” *Journal of Public Economics*. 93(11-12), 1144-1157.
4. 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

*Schaffner, “Appendix A: Interpreting and Evaluating Empirical Evidence.”

1. **Deaton, Angus, “Instruments, Randomization and Learning about Development,” *Journal of Economic Literature* 48(2), 2010, pp. 424-455.
2. **Heckman, James J. and Jeffrey A. Smith, “Assessing the Case for Social Experiments,” *The Journal of Economic Perspectives* 9(2), 1995, pp. 85-110.
3. **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.
4. 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>.
5. Lee, David S. and Thomas Lemieux, “Regression Discontinuity Designs in Economics,” NBER Working Paper No. 14723, 2009.
6. Ravallion, Martin, “Evaluating Anti-Poverty Programs,” chapter 59 in *The Handbook of Development Economics, Volume 4*, Amsterdam: Elsevier, 2008, pp. 3787-3846.
7. The Economist, “Free Exchange: Aid to the Rescue,” 16 August 2014 [<http://www.economist.com/news/financeand-economics/21612183-new-research-suggests-development-aid-does-foster-growthbut-what-cost-aid>].

A. Targeted transfer programs: unconditional and conditional

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

1. **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.
2. **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.
3. #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 program impact and of the role of design and implementation features,” London: Overseas Development Institute, 2016.
4. <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10749.pdf>.
 5. #Fiszbein, Ariel and Norbert Schady, *Conditional Cash Transfers: Reducing present and future poverty*, Washington, D.C.: The World Bank, 2009. http://siteresources.worldbank.org/INTCCT/Resources/5757608-1234228266004/PRR-CCT_web_noembargo.pdf
 6. #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.
 7. Coady, David Margaret E. Grosh, John Hoddinott, *Targeting of Transfers in Developing Countries*, Washington, D.C.: The World Bank, 2004 (chapters 2 & 4)

B. Employment Programs

*Schaffner, chapter 16. *On workfare*.

1. **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.
2. #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.
3. #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> .]
4. #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>.
5. #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-opinionfiles/7161.pdf>
6. Del Ninno, Carl, Kalandidhi 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-NetsDP/0905.pdf>.

7. 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.

C. Child Labor Programs

*Schaffner, chapter 6 section 6.3C (pp. 127-131).

1. #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>.
2. 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.
3. 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,”
4. 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>.
5. Udry, Christopher, “Child Labor,” chapter 16 in Banerjee et al., *Understanding Poverty*, pp. 203-229. New York: Oxford University Press, 2006
6. Winrock International, “Independent Final/Midterm Evaluation of the Community Based Innovations to Reduce Child Labor through Education Project (CIRCLE): Global Report,” Winrock report, 2007.
7. 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>.

D. Agricultural interventions

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

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

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E. Infrastructure policies

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I. Institutions, Conflict and Development

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Please Note
Department & University Policies for 2020-2021

The University expects all students to take responsibility for their own Academic Programs. Students should check their registration to ensure they are enrolled in the correct courses.

Academic Rights and Responsibilities: Students should be familiar with their “Academic Rights and Responsibilities” as outlined [here](#) in the Western Academic Calendar. Claiming that “you didn’t know what to do” is not an acceptable excuse for not following the stated procedures.

Guidelines and Policies for Students are posted online in the current Western Academic Calendar at <http://westerncalendar.uwo.ca>. Undergraduate information for the Faculty of Social Science can be found at: <https://www.ssc.uwo.ca/undergraduate/index.html> and for the Department of Economics at: <https://economics.uwo.ca/undergraduate/index.html>.

Rules of Conduct for Examinations: Students are expected to know the university’s Rules of Conduct for Examinations, available [here](#).

Cheating and Academic Offences: Students are responsible for understanding what it means to “cheat.” The Department of Economics treats cheating and other academic offences 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 Economics courses or programs. The University may impose further penalties such as suspension or expulsion.

Plagiarism: Plagiarism is an academic offence. Students must write their essays and assignments in their own words. Ideas/passages taken from another author must be referenced with footnotes or citations and acknowledged with quotation marks where appropriate. Western University uses software to check for plagiarism and students may be required to electronically submit their work. Those found guilty will be penalized as noted in point 3. See Scholastic Discipline for Undergraduate Students [here](#) in the Western Academic Calendar.

Academic Appeals: Students should refer to the Student Academic Appeals section [here](#) in the Western Academic Calendar. Please note the relevant deadlines.

Department Appeals Procedures: The Department will not consider an appeal unless an attempt has been made to settle the matter with the instructor first. Students who remain dissatisfied with the outcome may submit a written appeal to the Undergraduate Director in Economics, stating the reasons for their appeal. Information on the Department of Economics’ appeals procedure and the appeals form are available [here](#).

Systematic Adjustments: Systematic adjustments of class grade distributions (either up or down) can occur in Economics courses. The systematic adjustment of a class grade distribution is **not** grounds for an appeal.

Add/drop deadlines:

Deadline to add a first term half course:

Thursday September 17, 2020

Deadline to drop a first term half course:

Thursday November 12, 2020

Oversleeping or Misreading the Exam Schedule: Faculty of Social Science policy states that oversleeping or misreading the exam schedule is NOT grounds for a makeup. This rule applies to all exams in the Department of Economics.

End of Term Travel: Students must book travel arrangements AFTER final exam dates have been posted; travel is not an acceptable excuse for absence from a final exam.

Rewriting Exams and Retroactive Reweighting are NOT Permitted: Students who proceed to write a test or examination must be prepared to accept the mark. Rewriting tests or examinations, or retroactive reweighting of marks, is **not** permitted.

Accommodation Policies: Students with disabilities should work with Accessible Education (formerly SSD), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence: Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours
- assessments worth more than 30% of the student's final grade
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office for more information about the relevant documentation. It is strongly recommended that students notify the instructor as soon as possible, ideally before the assessment, when they become aware of an absence. University policy is that students must communicate with their instructors no later than 24 hours after the end of the period covered by the SMC or immediately upon their return from their documented absence. Failure to follow University policy and procedures may result in denial of academic accommodation and a grade of zero.

Individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds or for other reasons. **All required documentation for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see:
[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs.](#)

For the Student Medical Certificate (SMC), see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation: Students should consult the University's list of recognized religious holidays and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Policy Regarding Class Attendance and Engagement: If the instructor deems a student's attendance or engagement in the class to be unsatisfactory, that student may be prohibited from writing the final examination. Examples of unsatisfactory class engagement include frequent absences from an in-person or synchronous online class, lack of assignment submissions, and inadequate use of online course materials. Instructors who intend to make use of this policy will notify the student in advance.

Statement on Mental Health and Support Services: Students under emotional/mental distress should visit http://uwo.ca/health/mental_wellbeing/ for more information and a complete list of resources on how to obtain help.

Guidelines for Essay Courses

Essay Courses¹

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

To pass an essay course, students must exhibit a minimal level of competence in essay writing in addition to comprehension of the course content.

English Language Proficiency for Assignment of Grades²

Written work that demonstrates a lack of English proficiency will be failed or, at the discretion of the instructor, returned to the student for revision to an acceptable level.

To foster competence in the English language, *all instructors will take English proficiency into account when marking*. This policy applies to all courses, not only essay courses.

Recycling of Assignments

Students are prohibited from handing in the same paper for two different courses. Doing so is considered a scholastic offence and will be subjected to academic penalties.

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

Plagiarism applies to ALL assignments including essays, reports, diagrams, statistical tables, and computer projects. Examples of plagiarism include:⁴

- Submitting someone else’s work as your own
- Buying a paper from a mill, website or other source and submitting it as your own
- Copying sentences, phrases, paragraphs, or ideas from someone else’s work, published or unpublished, without citing them
- Replacing selected words from a passage from someone else’s work and using it as your own without citing them
- Copying multimedia (graphics, audio, video, internet streams), computer programs, music compositions, graphs, or charts from someone else’s work without citing them
- Piecing together phrases and ideas from a variety of sources without citing them
- Building on someone else’s ideas or phrases without citing them

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 Adapted from the San José State University Plagiarism Tutorial <https://libguides.sjsu.edu/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 course, and expulsion from the university.

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

Students seeking further guidance on avoiding plagiarism should consult their instructor. ***Claiming ignorance is not an acceptable excuse.***

The key to avoiding plagiarism is to correctly cite reference sources.

Referencing and Citation Guidelines

The Economics Department has adopted the citation guidelines used in *The Chicago Manual of Style*, 16th edition. Chicago: University of Chicago Press, 2010. You can find an online version on the Western Libraries website. Go to <https://www.lib.uwo.ca/essayhelp/index.html> and click on ‘style guides’. For off-campus access, use the *OffCampus Access* sign-in on the Library’s homepage.

Economics papers often use the in-text **author-date** style of citations and references. Details and examples of this style are shown 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 list the last names of the authors of the piece that are referenced, the year of publication, and, where relevant, page numbers. In-text citations refer the reader to a complete list of bibliographic references at the end of the essay. Papers that cite multiple works by the same author(s) with the same publication year should add a lower case letter after the date in both the in-text citation and References (e.g., 1993a and 1993b). In doing so, the in-text citation points the reader to the relevant work.

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 should provide complete bibliographic information about each source cited. In addition, students should also provide adequate referencing of any data sources. This can be done in a data appendix following the text of the paper and before the References.

Examples of the format and content of references can be found here: <https://www.lib.uwo.ca/files/styleguides/ChicagoStyleAuthorDate.pdf>.

Writing an Economics Essay: Starting Points

To start a written assignment, review your professor's instructions. Read published work written by economists, which will give you examples of the structure and content of economics writing. Examples are readings in the course outline, journals, working papers, etc.

Two helpful sources that give information about 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

The **Resources Link** on Western University's Department of Economics website (<http://economics.uwo.ca/resources/index.html>) provides a link to a list of sources for published and unpublished economic papers, articles, books, theses, government publications, data, etc. Western Libraries has a very useful economics resource page <https://guides.lib.uwo.ca/economics>.

DB Weldon Library has a collection of bibliographies, indexes, handbooks, and periodicals in economics. Library holdings, the online library catalogue, and other resources are available electronically from the Western Libraries Homepage <http://www.lib.uwo.ca/>. These can be accessed off-campus with the OffCampus Proxy Server on the Library main page.

Students are encouraged to take a library orientation tour to learn about where sources of information are located both physically and online. Consult library staff for questions

The New Palgrave Dictionary of Economics is the most comprehensive dictionary of economics in existence today. 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 an electronic bibliography of literature from 1969 to the present. It covers journals, collected articles, books, book reviews, dissertations, and working papers. It also provides citations, selected abstracts, and links to Western's full-text resources. Students can also print records by downloading marked records to a text file, sending marked records by email, or exporting them to a citation manager such as *Zotaro*. For a list of citation software, see <https://www.lib.uwo.ca/essayhelp/citationmanagementsoftware.html>.

CANSIM (Canadian Socio-economic Information Management System) is Statistics Canada's database of time series data covering a variety of economic aspects of Canadian society. Access the database by a Title Search on the Western Library's Catalogue, or from the Library's list of Databases under "Research Tools" on the Library's homepage.

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 further information, please visit http://economics.uwo.ca/undergraduate/undergraduate_economics_review.html.

Essay Prize in Economics

Two prizes may be awarded at the end of the academic year. One prize is for a student registered in a 2100 level course, and one is for a student registered in a 2200 or higher level course. Each prize is valued at \$500.

Students can only win the Essay Prize in Economics once. Economics 4400E is not eligible for this prize as it has its own essay award.

Instructors will nominate student essays for the prize. The essay should be submitted to the Undergraduate Coordinator for consideration by the Essay Prize Committee, which will decide the winner. 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 appeal.

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 instructor submissions are:

Fall courses: January 1st

Winter courses: May 1st

The winner of the essay prize is encouraged to submit their paper to the Western Undergraduate Economics Review. Other appropriate papers may also be submitted.