

ECONOMIC DEVELOPMENT I
ECONOMICS EC3324G-001
Department of Economics
Western University

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General Information:

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Office hours: Wed. 12:00-14:00
Classroom meeting time(s) & location: Mon. 15:30-17:30; Wed. 16:30-17:30 SH-2355
Course website: <https://owl.uwo.ca/portal>
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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 %; class participation 10%; presentation of an article 10%; research paper 40%, presentation of your research paper 5%; midterm exam 25 %.

Details regarding evaluation procedures are presented below.

Participation: Attendance in all classes is compulsory. Your final grade will be reduced by 1.5 points per missed class, up to a maximum of 10 points (i.e. 10 percentage points of the course mark).

Presentation of papers: Each student will present one research article; each presentation is 30 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. Send me the PowerPoint of your presentation at least one day before the class. Your mark will depend on your understanding of the paper, your organization, and your oral presentation.

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. The last few weeks of the term will be devoted to presentations. Incorporate my comments into the final version of your paper and hand it in on April 15th.

ASSIGNMENTS

Your research paper will be submitted in six different stages in the form of assignments. Assignments must be submitted to the professor directly, not slid under the office door. Submit the electronic version of your assignment in addition to the hard copy.

- 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 January 22nd.
- 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 February 6th.
- 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 February 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 March 13th at 7:00 pm.

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 March 20th.
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 April 15th at 11:00 am.

Summary of evaluations

Evaluations	Date	Weight
Assignments'	January 22nd, February 6th, February 27th, March 13th, March 20th.	10 %
Article's presentation	TBA	10 %
Research paper's presentation	TBA	5 %
Attendance	-	10 %
Midterm Exam	March 9th	25 %
Research paper	April 15th	40 %
No final exam		

Homework assignments are due at the start of class, on the respective due dates. Late assignments, and assignments not handed in, will receive a grade of zero.

The midterm exam will be held in our regular classroom. 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)

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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.

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. **Shastry, 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, 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-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*.

1. **Benjamin, D. and L. Brandt, 2004, "Agriculture and Income Distribution in Rural Vietnam under Economic Reforms: A Tale of Two Regions," in Glewwe, P., N. Agrawal and D. Dollar, *Economic Growth, Poverty and Household Welfare in Vietnam*, World Bank Publications.
2. **Edmonds, E. and N. Pavcnik, 2005, "The Effect of Trade Liberalization on Child Labor," *Journal of International Economics* 65, p. 401-419.
3. **Edmonds, E. and N. Pavcnik, 2006, "Trade Liberalization and the Allocation of Labor Between Households and Markets in a Poor Country," *Journal of International Economics* 69, p. 272-295.
4. **Jayne, T.S. and S. Jones, 1997, "Food Marketing and Pricing Policy in Eastern and Southern Africa: A Survey," *World Development* 25(9).
5. #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>.
6. 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>.

7. 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>.
8. 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.

E. Infrastructure policies

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

1. **Jensen, Robert. 2007. "The Digital Divide: Information (Technology), Market Performance and Welfare in the South Indian Fisheries Sector." *Quarterly Journal of Economics*. Vol. 122, Issue 3. p. 879-905. Please read pp. 879-883, and then 890-903, 913-920.
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I. Institutions, Conflict and Development

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Please Note
Department Policies for 2019-2020

Remember that the University expects all students to take responsibility for their own Academic Programs. Students should also check their registration to ensure they 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://www.uwo.ca/univsec/pdf/academic_policies/exam/administration.pdf.
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 an official academic transcript, suspension or expulsion.
4. **Plagiarism:** Students must write their essays and assignments in their own words. When taking an idea/passage from another author, it must be acknowledged with quotation marks where appropriate and referenced with footnotes or citations. Plagiarism is an academic offence (see Scholastic Discipline for Undergraduate Students in the Western Calendar at http://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

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.

5. It is a Department of Economics policy that **NO** assignments be dated, stamped or accepted by staff. Students must submit assignments in class or to the instructor during office hours.
6. When appealing a mark, students should refer to the Student Academic Appeals section in the current Western Academic Calendar at:
http://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14

Please note the relevant deadlines.

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 proceed with a written appeal (e-mails are not acceptable) to the Undergraduate Director in Economics, stating the reasons for their appeal. A 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:

Deadline to <u>add</u> a second term half course:	January 14, 2020
Deadline to <u>drop</u> a second term half course:	March 7, 2020
9. Faculty of Social Science policy states that oversleeping or misreading an exam schedule is NOT grounds for a makeup. This rule applies to midterm and final exams in the Department of Economics.

Policy on Tests, Final Exams and on Missed Academic Responsibilities

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

Students who are temporarily unable to meet academic requirements due to extenuating circumstances can follow Western University procedures to request academic consideration through the following routes:

- a) Submit a Self-Reported Absence form if the conditions for submission are met (e.g., only for exams or assessments worth 30% or less of the course mark; not applicable to final exams; maximum 2 self-reported absences per academic year; see [link](#) for full list of conditions and info).

If the conditions for submission of a Self-Reported Absence form are not met, then:

- b) For medical absences, submit a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner along with a request for academic consideration to Academic Counselling in the student's home Faculty (see [link](#) for full info) ; or
- c) For non-medical absences (e.g., religious or compassionate), submit appropriate documentation to Academic Counselling in the student's home Faculty (see [link](#) for full info).

It is strongly recommended that students notify their instructors as soon as possible. University policy is that students **must** communicate with their instructors no later than **24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence. Failure to follow University policy and procedures may result in denial of academic accommodation and a grade of zero. Students should also set up an appointment to meet with their instructor as soon as possible. If the instructor is not available, send an email message, copying the Undergraduate Coordinator at econugrd@uwo.ca.

Note: Academic consideration is not normally intended for long-term, recurring absences, an existing disability, or high levels of stress related to academic performance. In such cases, students should consult their academic counsellor. See [link](#) for full information. In all cases, if the documentation submitted to request academic consideration is not acceptable, students will receive a grade of zero for the missed test, exam, or assignment.

For full information about Western University’s policies and procedures for student absences and requests for academic consideration, please visit this [link](#).

Policies Regarding Academic Accommodation

The Faculty of Social Science’s policies regarding academic accommodation is found at http://counselling.ssc.uwo.ca/procedures/having_problems/index.html.

“Academic Rights and Responsibilities” are also outlined in the Western Calendar at <http://westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&command=showCategory&SelectedCalendar=Live&ArchiveID=>. 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 the instructor deems a student’s class attendance as unsatisfactory, that student may be prohibited from writing the final examination. If there is intent to make use of this University policy, the student will be notified in writing.

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 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:³

¹ From 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.

³ From the San José State University Plagiarism Tutorial <http://tutorials.sjlibrary.org/tutorial/plagiarism/>

- 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

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.