Advanced Development Economics
AEDE 7425 – Spring 2016
Course Syllabus

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Office Hours: Fridays, 1:30 to 2:30 p.m., or by appointment

Description
This course is an introduction to the micro aspects of development economics. The goals of this course are to familiarize you with the key theoretical models, current empirical evidence and identification strategies in the field and to help you identify research topics and refine research in progress. Class meetings will be part lecture and part discussion; all students are expected to complete assigned readings before class.

Class Meetings
12:45 p.m. to 2:05 p.m., Tuesdays and Thursdays, Kottman Hall 116

Course Materials
There is no textbook for this course. Readings are available through the library’s electronic journals or via the links included in the reading list. Others will be posted on Carmen.

Grading
Course grades will be weighted as follows: participation in class discussion (10%); referee reports and presentations (2 @ 25% each); and paper proposal (40%).

Referee Reports and Presentation. Sign up for two papers from those listed under “Student Presentations” below. For each paper, you will prepare a referee report similar to what you would prepare at the request of a journal editor. The report should be 2-3 pages, single-spaced. It should begin with a brief summary of the article (objectives, theoretical approach, empirical strategy, results), followed by a discussion of the shortcomings of the paper. You should also provide suggestions for addressing your concerns, as well as an explicit evaluation of how the paper contributes to the existing literature. You will lead the class in a discussion of your selected paper (20-25 minutes, please provide slides), following a format similar to your referee report. Your report and presentation materials are due on the date of the presentation.

Paper Proposal. Due on Friday, April 29 and should be 7-10 pages, single-spaced. This exercise should provide you with all the building blocks for a full-length empirical research paper – e.g., your second year paper. In the first section of the proposal, describe your research question and the motivation for this question (i.e., “Why do we care?” – policy relevance, gap in the literature, incomplete understanding of incentives/behavior, etc.). Then, describe how your research fits into the existing literature and what its contribution will be. The next two sections are where this exercise diverges from a typical paper. First, describe what kind of experiment or randomized control trial you would do, and why, if there were no constraints whatsoever (financial, temporal, ethical, logistical). This will help you understand what kind of exogenous variation is needed to
answer the question you are interested in. Second, describe what your ideal dataset would look like, if you could not perform an experiment or RCT. Be specific – e.g., do you need longitudinal data or repeated cross-sections, how many geographic areas and how diverse do they need to be, what might you use as instrumental variables (if applicable), would you collect biological specimens or give cognitive tests, etc. This will help you understand what kind of data are needed to answer the question you are interested in, given that you live in the real world. To conclude, describe what kind of results you expect to obtain and what features of the economic environment you think will be most important (e.g., openness to trade, property rights, governance).

Academic Accommodations
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. I do ask that, as a courtesy, students notify me at the beginning of the quarter of any accommodations required. University documentation should be provided to me no later than the first examination.

Academic Misconduct
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute academic misconduct.

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.
Course Calendar and Required Readings

Empirical Methods
January 12–21

Land Markets and Property Rights
January 26 and 28

Rural Labor Markets
February 2 and 4

**Student Presentations: New Research on Land and Labor**

**February 9**


**Development and Environment**

**February 11 and 16**


**Nutrition and Health**

**February 18, 23, and 25**

  *International Journal of Epidemiology*. 44(6),1572–80

**Student Presentations: New Research on Environment and Health**

**March 1**


**Population and Fertility**

**March 3 and 8**


**Student Presentations: New Research on Fertility and Education**

**March 10**


**March 15-17**

**SPRING BREAK**

**Education**

**March 22 and 24**


**Student Presentations: New Research on Fertility and Education**

**March 29**

**Migration**

**March 31, April 5 and 7**

**Student Presentations: New Research on Migration**

**April 12**

**Intra-household Allocation**

**April 14 and 19**


**Student Presentations: New Research on Intra-Household Allocation**

**April 21**