Advanced Development Economics  
AEDE 7425 – Spring 2018  
Course Syllabus

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Office Hours: Tuesdays, 9:30 to 10:30 a.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 (35-40 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 28 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**
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Mental Health Statement**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Youkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

**Academic Misconduct**
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.
Course Calendar and Required Readings

Empirical Methods
January 9, 11, 16, and 18


Data Exercise
January 23


Land and Labor Markets
January 25 and 30, February 1

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

**February 6**

**Intra-household Allocation**

**February 8**

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

**February 13**

**February 15**

**NO CLASS (make-up on Friday, February 23)**

**Nutrition and Health**

**February 20 and 22**


*Student Presentations: New Research on Health*

February 23 **Make-up Class**

• Friedman, Willa. 2015. “**Antiretroviral Drug Access and Behavior Change.**” *Unpublished Manuscript,* University of Houston.

• Bennett, Daniel and Wesley Yin. 2017. “**The Market for High-Quality Medicine: Retail Chain Entry and Drug Quality in India.**” *Unpublished Manuscript,* University of Southern California.

*Data Exercise*

February 27

  [data available via course page on Carmen]

*Education*

March 1 and 6


*Student Presentations: New Research on Education*

March 8


March 13-15 **SPRING BREAK**

March 20 **NO CLASS (make-up on Friday, March 30)**
Migration
March 22, 27, and 29


Student Presentations: New Research on Migration
March 30 ** Make-up Class **


Population and Fertility
April 3 and 5


Student Presentations: New Research on Population and Fertility
April 10

Development and Environment
April 12 and 17


Student Presentations: New Research on Development and Environment
April 19


April 28

PAPER PROPOSAL DUE