

AEDECON 8103: Seminal Readings in Applied Economics

First Quarter Autumn 2021

Meeting Dates and Location: Tuesdays & Thursdays 10:20AM - 12:10PM, Agriculture Admin Bldg 246

Course Format: In-person¹

Lectures to be livestreamed on Zoom here:

<https://osu.zoom.us/j/98691620991?pwd=SFVHZk4rbDhodFo4N0JxS0REclp4UT09>

Meeting ID: 986 9162 0991

Password: 495856

Instructor:

First Half of Class: 8/24 – 10/11

Dr. Daniela Miteva

miteva.2@osu.edu (preferred method of contact)

Phone: 614.292.5786²

Location of office: AEDE #325³

Office hours are by appointment and will be conducted through Zoom only.

Office hours Zoom link:

<https://osu.zoom.us/j/98493868265?pwd=NWFROWICK2hJZ1JjSlpZV1lxZHZHQT09>

Meeting ID: 984 9386 8265

Password: 849881

Credit Hours:

4 semester hours: 90 minutes per day, 2 days per week

Credit hours and work expectations: This is a **4-credit-hour course**. According to [Ohio State policy](#), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Prerequisites: 7140 and ECON 8714, 8732; or permission of instructor

Textbooks/Readings:

¹ Unless we are told otherwise

² I you need to talk to me, please email me for a time, so that I can schedule a Zoom call. I hardly ever pick up the phone.

³ Until the pandemic is over, it is unlikely I will be in my office much. Please email me for a Zoom call, if you need to speak with me.

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.

Articles posted to Carmen can be accessed at <https://carmen.osu.edu>. For help with Carmen, please contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7. If you need additional services to use these technologies, please request accommodations with your instructor.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Course Description:

This is a graduate-level course intended for doctoral students who have completed the required sequence of first-year courses in microeconomics and econometrics. The class aims to introduce students to methods and skills necessary to evaluate economic studies, pursue rigorous research, and translate research output to policy contexts. We will discuss topics like the emergence and role of property rights in shaping economic activities and development, economic policy evaluation, decentralization, the emergence of spatial patterns. While introducing students to seminal readings in the fields of Agricultural, Environmental, Development and Regional Economics, the first part of this semester-long course places a heavy emphasis on academic writing.

Goals:

Learning Outcomes:

Course Learning Outcomes

As a result of taking this class, successful students will:

1. Become familiar with some fundamental studies and topics in agricultural, environmental, development and regional economics
2. Be able to assess the rigor and limitations of economic studies and their applicability to similar policy contexts
3. Identify a viable research topic and prepare a research proposal
4. Improve oral and written communication skills.

Topic/Week Outcomes

1. Foundations of Economic Policy (LO 1, 4)
2. Property rights (LO 1, 2, 3, 4)
3. Investment decisions (LO 1, 2, 3, 4)
4. Decentralization (LO 1, 2, 3, 4)
5. Poverty traps and environmental policy (LO 1,2, 3, 4)

6. Spatial patterns (LO 1, 2, 3, 4)
7. Discussion of Proposals (LO 2, 3, 4)

How Students Meet the Outcomes: Students meet the learning outcomes by completing all assigned course readings; actively listening to and participating in all lectures; and completing all assigned course work.

Course Schedule:

INSTRUCTIONAL WEEK	DATE	TOPICS, ASSIGNMENTS, DEADLINES, EVENTS, TOPIC OUTCOME
1	8/24-8/26	FOUNDATIONS OF ECONOMIC POLICY
2	8/31-9/02	PROPERTY RIGHTS Discussion board posts due by 11:59PM the day before class 1-page synthesis due by Aug. 31st
3	9/7-9/9	INVESTMENT DECISIONS Referee reports and letters to the editor due by 11:59pm on Sept. 9th Discussion board posts due by 11:59PM the day before class
4	9/14-9/16	DECENTRALIZATION Discussion board posts due by 11:59PM the day before class
5	9/21-9/23	POVERTY TRAPS AND ENVIRONMENTAL POLICY Discussion board posts due by 11:59PM the day before class
6	9/28-9/30	SPATIAL PATTERNS Discussion board posts due by 11:59PM the day before class
7	10/5-10/7	PROPOSAL DISCUSSIONS Written proposals due oct. 5th by 11:59pm Proposal presentations and discussions on Oct. 7th Written referee reports on proposals due oct. 7th by 11:59pm

Evaluation:

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly discussion board posts (10 x 2pts each)	20
Referee report and letter to the editor	20
1-page synthesis	20
Proposal	20

Proposal presentation and discussant reports (10pts each)	20
Total	100

See course schedule above for due dates.

Description of Evaluation Activities:

Discussion board posts: Before *each* class, students are expected to have completed the assigned readings and, based on those, post a short summary (5-6 sentences) about a confusing issue, emerging questions, or an issue they find noteworthy.

- LO Supported: 1, 2, 3

Referee reports and letter to the editor: Students are expected to produce mock referee reports and a letter to the editor to critique an assigned manuscript. The report should be about 1-3 pages; the letter to the editor -1 page.

- LO Supported: 1, 2, 3

Synthesis of fundamental studies: Students are expected to submit a short synthesis on assigned key readings. The synthesis should be 1-2 pages in length

- LO Supported: 1, 2, 4

Research proposal: The proposal should be a draft of what will, hopefully, eventually, turn into a second-year manuscript. It should be 2-3 pages and outline a research question, highlight why the question is important, describe the proposed methodology and analytical approach, potential data sources, and list potential challenges. The proposal should also include a bibliography section with proper citations (excluded from the page count above).

- LO Supported: 1, 2, 3, 4

Proposal presentation and discussant reports: Each student present their proposal idea to the class. In addition, each student will be assigned a discussant who will critique their proposal in addition to me. Each discussant will submit a short referee report to me (expected length 1 page or less).

- LO Supported: 2, 4

Grading Scale:

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
93-100	A	73-76.9	C
90-92.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	60-66.9	D
80-82.9	B-	<60	E
77-79.9	C+		

Course technology

For help with your password, university e-mail, [Carmen](#), or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at [OCIO Help Hours](#), and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** (<http://ocio.osu.edu/selfservice>)
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

Technology skills necessary for this specific course

- Zoom text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through [Microsoft's Student Advantage program](#). Full instructions for downloading and installation is found <https://ocio.osu.edu/kb04733>.
- [Approved browsers](#): Chrome, Safari

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

Instructor's policy on late or make work:

Work submitted after the deadline will receive zero points (0) except in the case of documented emergencies or illness. Students who will or have missed assignments should contact their instructor to discuss possible alternate arrangements. Acceptable documentation includes, but is not limited to, a doctor's note etc.

COURSE POLICIES

Faculty feedback and response time

We are providing the following list to give you an idea of our intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- Grading and feedback: For large weekly assignments, you can generally expect feedback within 7 days.
- E-mail: I will reply to e-mails within 48 hours on school days.

Attendance Policy:

- **Logging in: *AT LEAST ONCE PER WEEK***

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Class attendance:**

Students are expected to attend all in-person classes or the livestreamed sessions on Zoom. Should an unforeseen circumstance arise, please contact me as soon as possible.

Discussion and communication guidelines:

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style:

All written assignments should use good grammar, spelling, and punctuation. All figures and tables should be properly captioned in a Word document and referenced in the text. Informality (including an occasional emoticon) is fine for non-academic topics.

Tone and civility:

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

Citing your sources:

When making claims, please cite your sources to back up what you say. (For academic studies, please pick a citation format and stick to it. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) More guidance on writing with sources is provided on the OSU's library website:

- <https://library.osu.edu/site/instructorresources/2017/06/26/integrating-sources-into-academic-writing-10-a/#more-218>

- <https://ohiostate.pressbooks.pub/choosingsources/chapter/synthesis/>

Backing up your work:

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

E-Mail Etiquette:

Professional relationships should be maintained when using e-mail for a class. Below I have included guidelines from Bloomsbury's guide on email etiquette that you should follow when drafting your e-mail. I will not respond to e-mails that I consider inappropriate. I will respond to appropriate emails in a timely manner, but please do not expect an immediate reply.

DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail. If you are writing an email to me, these are "Dr. Miteva" or "Daniela". Please do not use "Mrs. Miteva", "Hello!" or "Hey".
- Be concise in the body of the e-mail, use complete sentences and proper grammar.
- Use an appropriate closure at the end of each e-mail followed by your first (and, if necessary, last) name.
- If replying to an e-mail, reference the original e-mail and its content.
- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- Ask for your grade via e-mail. Grades will not be discussed by e-mail. If you need to discuss a graded item, please schedule a meeting with me.
- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments and exams requires considerable time to ensure uniformity and fairness.
- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.

Written Assignments

Your written assignments, including discussion posts, should be your own original work. In formal assignments, make sure to cite the ideas and words of your research sources. The Carmen tool Turnitin will be used to ensure plagiarism is not an issue.

Reusing past work:

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Falsifying research or results:

Falsifying research constitutes academic misconduct. All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

UNIVERSITY POLICIES see: <https://ugeducation.osu.edu/faculty-and-staff-resources> for current versions

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 at [Student Life http://studentconduct.osu.edu](http://studentconduct.osu.edu).

Ohio State's academic integrity policy

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.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the

course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Intellectual Property (covered by copyright) includes Course materials (Text, Audio, Video, Multimedia, Sims, Apps, etc.), and Student Generated materials

Safe and Healthy Buckeyes:

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses."

Disability Services:

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential. In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to [Office of Student Life - Disability Services](#) for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools
- [Definition OSU](#)
- [Overview of Accessibility at OSU](#)
- If you require specific software for the course list or provide a link to the software's accessibility privacy statements
- [Adobe Connect \(Carmen Connect\) Accessibility Adobe Privacy Policy](#)
- [MediaSite Accessibility Statement](#)
- [Microsoft Office Accessibility Microsoft Office 365 Privacy](#)
- [Proctorio Accessibility Proctorio Privacy](#)
- [Top Hat Accessibility Top Hat Privacy](#)

UNIVERSITY RESOURCES:

Counseling and Consultation Services:

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 Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin 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 Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

- a. Online reporting form at equity.osu.edu,
- b. Call 614-247-5838 or TTY 614-688-8605,
- c. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

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Diversity statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

<https://odi.osu.edu/>

<https://odi.osu.edu/racial-justice-resources>

<https://odi.osu.edu/focus-on-racial-justice>

<http://mcc.osu.edu/>

Tentative reading list

Week 1: Foundations of Economic Policy

Coase, R. "The Problem of Social Cost." *The Journal of Law and Economics* 3 (1960): 1–69.

Atkinson, Giles, and Nicholas Stern. "Pigou, Taxation, and Public Goods." *Review of Economic Studies* 41, no. 1 (1974).

Week 2: Property rights

Hardin, Garrett. "The Tragedy of the Commons." *Science* 162 (1968): 7.

Ostrom, Elinor. "Ch. 1. Reflections on the Commons." In *Governing the Commons: The Evolution of Institutions for Collective Action*, 1–23, 1990.

Runge, C.F. "Common Property and Collective Action in Economic Development." In *Making the Commons Work: Theory, Practice, and Policy*, 1st ed., 17–39. San Francisco, CA: Institute for Contemporary Studies, 1992.

Libecap, Gary. "Ch. 2. Analytical Framework." In *Contracting for Property Rights*, 1st ed., 10–28. Political Economy of Institutions and Decisions. Cambridge: Cambridge University Press, 1989.

Ferraro, Paul J., and Arun Agrawal. "Synthesizing Evidence in Sustainability Science through Harmonized Experiments: Community Monitoring in Common Pool Resources." *Proceedings of the National Academy of Sciences* 118, no. 29 (July 20, 2021): e2106489118. <https://doi.org/10.1073/pnas.2106489118>.

Week 3: To invest or not to invest?

Platteau, Jean-Philippe. "The Evolutionary Theory of Land Rights as Applied to Sub-Saharan Africa: A Critical Assessment." *Development and Change* 27, no. 1 (January 1996): 29–86. <https://doi.org/10.1111/j.1467-7660.1996.tb00578.x>.

Fenske, James. "Land Tenure and Investment Incentives: Evidence from West Africa." *Journal of Development Economics* 95, no. 2 (July 2011): 137–56. <https://doi.org/10.1016/j.jdeveco.2010.05.001>.

Banerjee, Abhijit, Rukmini Banerji, James Berry, Esther Duflo, Harini Kannan, Shobhini Mukerji, Marc Shotland, and Michael Walton. "From Proof of Concept to Scalable Policies: Challenges and Solutions, with an Application." *Journal of Economic Perspectives* 31, no. 4 (November 1, 2017): 73–102. <https://doi.org/10.1257/jep.31.4.73>.

Optional:

Tseng, Tzu-Wei Joy, Brian E. Robinson, Marc F. Bellemare, Ariel BenYishay, Allen Blackman, Timothy Boucher, Malcolm Childress, et al. "Influence of Land Tenure Interventions on Human Well-Being and Environmental Outcomes." *Nature Sustainability* 4, no. 3 (March 2021): 242–51. <https://doi.org/10.1038/s41893-020-00648-5>.

Week 4: To decentralize or not?

- Larson, Anne M, and Fernanda Soto. “Decentralization of Natural Resource Governance Regimes.” *Annual Review of Environment and Resources* 33, no. 1 (2008): 213–39.
<https://doi.org/10.1146/annurev.envIRON.33.020607.095522>.
- Burgess, Robin, Matthew Hansen, Benjamin A Olken, Peter Potapov, and Stefanie Sieber. “The Political Economy of Deforestation in the Tropics.” *Quarterly Journal of Economics* 2001, no. June (2012): 1–25.
- Rodriguez-Pose, A., and R. Ezcurra. “Does Decentralization Matter for Regional Disparities? A Cross-Country Analysis.” *Journal of Economic Geography* 10, no. 5 (September 1, 2010): 619–44.
<https://doi.org/10.1093/jeg/lbp049>.
- Miteva, Daniela A., and Subhrendu K. Pattanayak. “The Effectiveness of Protected Areas in the Context of Decentralization.” *World Development* 142 (June 2021): 105446.
<https://doi.org/10.1016/j.worlddev.2021.105446>.

Week 5: Poverty traps and environmental policy

- Barrett, Christopher B, Alexander J Travis, and Partha Dasgupta. “On Biodiversity Conservation and Poverty Traps.” *Proceedings of the National Academy of Sciences* 108, no. 34 (August 2011): 13907–12.
<https://doi.org/10.1073/pnas.1011521108>.
- Barrett, Christopher B., and Brent M. Swallow. “Fractal Poverty Traps.” *World Development* 34, no. 1 (January 2006): 1–15. <https://doi.org/10.1016/j.worlddev.2005.06.008>.
- Miguel, Edward, and Michael Kremer. “Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities.” *Econometrica* 72, no. 1 (January 2004): 159–217. <https://doi.org/10.1111/j.1468-0262.2004.00481.x>.
- Greenstone, Michael, and B. Kelsey Jack. “Envirodevonomics: A Research Agenda for an Emerging Field.” *Journal of Economic Literature* 53, no. 1 (March 2015): 5–42. <https://doi.org/10.1257/jel.53.1.5>.

Week 6: Spatial patterns

- Ferraro, Paul J, Merlin M Hanauer, and Katharine R E Sims. “Conditions Associated with Protected Area Success in Conservation and Poverty Reduction.” *Proceedings of the National Academy of Sciences* 108, no. 34 (2011): 13913–18. <https://doi.org/10.1073/pnas.1011529108>.
- Miteva, Daniela A., Randall A. Kramer, Zachary S. Brown, and Martin D. Smith. “Spatial Patterns of Market Participation and Resource Extraction: Fuelwood Collection in Northern Uganda.” *American Journal of Agricultural Economics* 99, no. 4 (2017): 1–19. <https://doi.org/10.1093/ajae/aax027>.
- Robinson, Elizabeth J Z, Heidi J Albers, and Jeffrey C Williams. “Spatial and Temporal Modeling of Community Non-Timber Forest Extraction.” *Journal of Environmental Economics and Management* 56, no. 3 (November 2008): 234–45. <https://doi.org/10.1016/j.jeem.2008.04.002>.
- Diamond, Rebecca. “The Determinants and Welfare Implications of US Workers’ Diverging Location Choices by Skill: 1980–2000.” *American Economic Review* 106, no. 3 (March 2016): 479–524.
<https://doi.org/10.1257/aer.20131706>.

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Week 7: Proposal presentations

Draft proposals due and presentations