



UNIVERSITY OF
NOTRE DAME

Keough School of Global Affairs

**MGA-60725: Poverty Policy
Syllabus, Fall 2020**

Instructor information

Alejandro Estefan
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Office hours

Please email me in advance
Time: Friday 2:00-3:00pm
Meeting ID: 946 7093 3018
Passcode: Y9d6^P

Lecture hours and location

Times: Tues/Thurs 2:20-3:35pm
Location: Nieuwland Science Hall 184
Meeting ID: 960 9780 4892
Passcode: 8500440378

Overview of the course

The course applies the tools of economic and public policy analysis to the study of poverty. There will be an emphasis throughout on existing research in economics, using theoretical tools and micro-econometric methods, as well as policy examples from a variety of contexts worldwide. The course aims to give students an understanding of the existing epistemological definitions and measurements of poverty; the causes and self-reinforcement mechanisms of deprivation; the prevalence of poverty and severity trends worldwide; existing best practices for poverty reduction, and modern principles of poverty policy design. By the end of the course, students should (i) have an overview of the global trends and characteristics of poverty; (ii) read specialized literature and apply their knowledge of economic theory and econometrics to the design, implementation, and evaluation of poverty policy; and (iii) understand the critical debates in thinking about deprivation at a global scale.

Health and Safety Protocols

In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- Face masks that completely cover the nose and mouth will be worn by all students and instructors;
- Physical distancing will be maintained in all instructional spaces;
- Students will sit in assigned seats throughout the semester, which will be documented by faculty for purposes of any needed contact tracing; and
- Protocols for staged entry to and exit from classrooms and instructional spaces will be followed.



We are part of a community of learning in which compassionate care for one another is part of our spiritual and social charter. Consequently, compliance with these protocols is an expectation for everyone enrolled in this course. If a student refuses to comply with the University's health and safety protocols, the student must leave the classroom and will earn an unexcused absence for the class period and any associated assignments/assessments for the day. Persistent deviation from expected health and safety guidelines may be considered a violation of the University's "[Standards of Conduct](#)," as articulated in [du Lac: A Guide for Student Life](#), and will be referred accordingly.

Health Checks and Attendance

Every morning, members of the Notre Dame Community will be asked to complete a daily health

check and submit their information via the Return to Campus Advisor application. The health check application will indicate one of the following:

- a) Student is cleared for class and should attend class in person; or
- b) Student is advised to stay home to monitor symptoms and should participate in class virtually and complete all assignments and assessments; or
- c) Student must consult a healthcare provider and should contact University Health Services (UHS) for an assessment. In the meantime, the student should participate in class virtually and complete all assignments and assessments. Depending on the medical assessment, UHS will follow the University's standard protocol for obtaining an excused absence for medical reasons.

Disability services

It is the policy and practice of the University of Notre Dame to provide reasonable accommodations for students with properly documented disabilities. Students who have questions about the Office of Disability Services or who have, or think they may have, a disability are invited to contact the Office of Disability Services for a confidential discussion in the Sara Bea Center for Students with Disabilities or by phone at 574-631-7157. Because the University's Academic Accommodations Processes generally require students to request accommodations well in advance of the dates when they are needed, students who believe they may need an accommodation for this course are encouraged to contact the Office of Disability Services at their earliest opportunity. Additional information about Disability Services and the process for requesting accommodations may be found at disabilityservices.nd.edu.

Textbooks

The textbook for this course is *Poor Economics* by Abhijit Banerjee and Esther Duflo (BD). However, we will also rely on articles, and some chapters of the following books will be of use at specific points of the course.

- Atkinson, A. B. (2019). *Measuring Poverty around the World*, Princeton University Press. (AA)
- Ravallion, M. (2015). *The economics of poverty: History, measurement, and policy*. Oxford University Press. (MR)



- Ray, D. (1998). *Development Economics*, Princeton: Princeton University Press. (DR)

Prerequisites

The course is about poverty policy, not econometrics. However, given the applied emphasis of the course, we will be using econometric analysis throughout. The following readings are recommended to familiarize with the econometric requirements of the course.

- Angrist, J.D. and Pischke, J-S. (2009). *Mostly Harmless Econometrics*, Princeton University Press: Princeton and Oxford.
- Wooldridge, J. (2002). *Introductory Econometrics: A Modern Approach*, South Western College.

Marking scheme

Final marks will be based on the following components:

Attendance and participation	10%
Assignments	30%
Policy presentation	20%
Student debate	20%
Final exam	20%
<hr/> Total	<hr/> 100%

Attendance and participation

Students are required to attend two lectures each week and are expected to have read the required readings before class. At the beginning of each lecture, attendance will be monitored through Poll Everywhere. Please register at <https://PollEv.com/alejandroest256/register>. Additionally, at the beginning of each lecture, students will take an online quiz. These quizzes are NOT designed to be challenging and should take less than five minutes to complete. They are designed to provide a first gauge of how well students understand the material of the course and provide explanations where they might have gaps in understanding. Additionally, students are encouraged to participate in class discussions. At the end of each lecture, students will have time to debate the course material.

Problem sets

There are five problem sets. They are designed to expand students' understanding of the materials of the course and prepare them to formulate professional policy recommendations. Although students are strongly encouraged to discuss the problem sets among themselves, each student should submit their own solutions. Two or more identical solutions will be penalized with a zero mark. All parts of all problem sets are graded. The table below contains the post and due dates for the problem sets.

Number	Problem set topic	Post date	Due date
1	Poverty measurement	13-Aug	25-Aug
2	Country report	25-Aug	10-Sep

3	Policy memo I (homelessness)	10-Sep	24-Sep
4	Policy memo II (discrimination)	24-Sep	8-Oct
5	Economic reform and cost-benefit analysis	20-Oct	5-Nov

Policy presentation

Each student will give a 35-minute policy presentation towards the end of the academic term. In the presentation, students will evaluate an existing poverty alleviation program and provide policy recommendations. Alternatively, they may design a poverty program and an evaluation strategy. The aim of the presentation is to improve students’ skills and prepare them to face a real-world policy audience. Presenters will have to use the tools of the course to make a compelling case for their proposed policy measure before their fellow classmates. Detailed guidelines will be posted on the course website near the time of the presentations.

Debate

Students will hold a debate on a topic of policy relevance in the United States. The debate aims to improve students' ability to formulate and defend an informed point of view on poverty-related issues. In the first lecture, students will be randomly assigned to teams of three members, a chair, and a rapporteur. The responsibility of the chair is to design the debate's format and moderate the conversation. The rapporteur will write a two-page journalistic article on the arguments and points of view expressed in the discussion. Each team must fact-check their arguments and leverage existing empirical evidence to defend their points of view. The chair of the debate, which will take place on the **20th of October**, is responsible for ensuring adequate student preparation.

Final exam

The final exam is a closed-book examination. Communication between students during the examination is strictly forbidden. Students must be able to explain the reasoning behind their exam solutions. They should be able to summarize their analysis in words, identify important assumptions, and carefully define terms. No calculator is required. Information and preparation materials will be posted on the course website near the time of the exams. Only absences due to COVID-19 infections, self-isolation, and other related causes of force majeure will be tolerated. The written approval of the university will be required to justify any absence. Any unjustified absence will receive a zero mark. Information on the date of the final exam will be provided once the Office of the Registrar completes all university accommodations related to COVID-19.

Reconsideration of marks

If you think there is a substantial mistake in any of your problem set or exam marks, you may write me an email with a written explanation of your request. I will go over your entire problem set or exam again, so your mark may go up or down. The deadline to submit reconsideration requests is within one week of the distribution of the marked problem set or exam.

Academic integrity



In line with the Academic Code of Honor of the University, any assignment or exam students submit is presumed to be original work. Whenever making use of the ideas of others, students should make sure to adequately cite them and acknowledge them in their work. Any violation of the honor code will be directly reported to the Provost as a dishonest offense.

Classroom policy

Please bring name tags to the first few classes. Laptops and cell phones during class are only allowed for class participation in online polls and quizzes. Avoid side conversations at all times. Students should leave the classroom for emergencies only.

Online resources

The Sakai site for the course will host the syllabus, lecture notes, problem sets, problem set answer keys, exam preparation materials, course announcements, and reminders.

Course schedule

Lecture No.	Day	Date	Topic
<i>Unit I. Poverty concepts, measurement, and global trends</i>			
1	Tue.	11-Aug	Poverty concepts
2	Thurs.	13-Aug	Poverty and inequality measurement
3	Tue.	18-Aug	Historical and recent trends in poverty
<i>Unit II. Poverty theories</i>			
4	Thurs.	20-Aug	Poverty traps
5	Tue.	25-Aug	Market failure
<i>Unit III. Human capital formation</i>			
6	Thurs.	27-Aug	Nutrition
7	Tue.	1-Sep	Health
8	Thurs.	3-Sep	Education
9	Tue.	8-Sep	Psychology
10	Thurs.	10-Sep	Fertility
<i>Unit IV. Business sector development</i>			
11	Tue.	15-Sep	Microcredit
12	Thurs.	17-Sep	Entrepreneurship
<i>Unit V. Labor market policies</i>			
13	Tue.	22-Sep	Social insurance
14	Thurs.	24-Sep	Redistributive taxation and welfare
15	Tue.	29-Sep	Minimum wage and earned income tax credit
<i>Unit VI. Institutions and economic reform</i>			
16	Thurs.	1-Oct	Politics, state capacity, and corruption



17	Tue.	6-Oct	Economic reform
<i>Unit VII. Poverty in modern societies</i>			
18	Thurs.	8-Oct	Trade, automation, and artificial intelligence
19	Tue.	13-Oct	Climate change
20	Thurs.	15-Oct	Migration
21	Tue.	20-Oct	Student debate
<i>Unit VIII. Anti-poverty program design</i>			
22	Thurs.	22-Oct	Principles of policy design
23	Tue.	27-Oct	Cost-Benefit Analysis
<i>Unit IX. Wrap-up and presentations</i>			
24	Thurs.	29-Oct	Wrap-up
25	Tue.	3-Nov	<i>Presentations (day 1)</i>
26	Thurs.	5-Nov	<i>Presentations (day 2)</i>
27	Tue.	10-Nov	<i>Presentations (day 3)</i>
28	Thurs.	12-Nov	<i>Presentations (day 4)</i>

Reading list

Required readings are indicated with a star (*). The rest of the readings are optional. Students are not expected to read every single article in detail, but lectures will heavily draw on their key ideas and materials. Hesburgh Libraries of the university provide access to thousands of e-journals, e-books, indexes and databases, and more.

I. Poverty concepts, measurement, and global trends

Poverty concepts

AA, Chapters 1 and 2.

MR, Chapter 3.1.

* Sen, A. (1982). *Poverty and famines: an essay on entitlement and deprivation*. Oxford University Press. Chapters 1 through 3.

DR, chapter 8.2.1

Poverty and inequality measurement

* Alkire, S. and Santos, M.A. (2009) Poverty and Inequality Measurement. In Deneulin, S., & Shahani, L. (Eds.). *An introduction to the human development and capability approach: Freedom and agency*. London, UK: IDRC.

AA, chapters 3 and 4

DR, chapters 6.3 and 8.2.2

Deaton, A. (2016). Measuring and understanding behavior, welfare, and poverty. *American Economic Review*, 106(6), 1221-43.

Deaton, A. (2010). Price indexes, inequality, and the measurement of world poverty. *American Economic Review*, 100(1), 5-34.



Historical and recent trends in poverty

* Banerjee, A. and Duflo, E. (2007). The Economic Lives of the Poor. *Journal of Economic Perspectives*, 21(1), 141-67.

Besley, T.J and Burgess, R. (2003). Halving Global Poverty. *Journal of Economic Perspectives*, 17(3), 3-22.

Deaton, A.S. (2008) Income, Aging, Health and Wellbeing Around the World: Evidence from the Gallup World Poll. *Journal of Economic Perspectives*, 22(2), 53-72.

World Bank (2018). *Poverty and Shared Prosperity 2018: Piecing Together the Poverty Puzzle. Overview booklet*. Washington, DC: World Bank.

Oxford Poverty and Human Development Initiative (2018). *Global Multidimensional Poverty Index 2018: The Most Detailed Picture To Date of the World's Poorest People*, University of Oxford, UK.

Banerjee, A. and Duflo, E. (2008). What is Middle Class about the Middle Classes around the World? *Journal of Economic Perspectives*, 22(2), 3-28.

II. Poverty theories

Poverty traps

* BD, Chapter 1

Easterly, W. (2003). Can foreign aid buy growth? *Journal of Economic Perspectives*, 17(3), 23-48.

Easterly, W. (2006). The big push deja vu: a review of Jeffrey Sachs's the end of poverty: economic possibilities for our time. *Journal of Economic Literature*, 44(1), 96-105.

Easterly, W., & Pfutze, T. (2008). Where does the money go? Best and worst practices in foreign aid. *Journal of Economic Perspectives*, 22(2), 29-52.

Kraay, A., & McKenzie, D. (2014). Do poverty traps exist? Assessing the evidence. *Journal of Economic Perspectives*, 28(3), 127-48.

Page, L., & Pande, R. (2018). Ending Global Poverty: Why Money Isn't Enough. *Journal of Economic Perspectives*, 32(4), 173-200.

Sachs, J. D. (2006). *The end of poverty: Economic possibilities for our time*. New York, New York: Penguin.

Sachs, J. D. (2014). The case for aid. *Foreign Policy*, 21.

Easterly, W., & Easterly, W. R. (2006). *The white man's burden: why the West's efforts to aid the rest have done so much ill and so little good*. New York, New York: Penguin.

Market failure

* Stiglitz, J. E., & Rosengard, J. K. (2015). *Economics of the public sector: Fourth international student edition*. WW Norton & Company. Chapter 4.

III. Human capital formation

Nutrition

BD, Chapter 2

Case, A., & Paxson, C. (2008). Stature and status: Height, ability, and labor market outcomes. *Journal of Political Economy*, 116(3), 499-532.



FAO, IFAD, UNICEF, WFP and WHO (2018). *The State of Food Security and Nutrition in the World 2018. Building climate resilience for food security and nutrition*. Rome, Italy.

* Jensen, R. T., & Miller, N. H. (2011). Do consumer price subsidies really improve nutrition? *Review of Economics and Statistics*, 93(4), 1205-1223.

Sen, A. (1981). Ingredients of famine analysis: availability and entitlements. *The Quarterly Journal of Economics*, 96(3), 433-464.

Subramanian, S., & Deaton, A. (1996). The demand for food and calories. *Journal of Political Economy*, 104(1), 133-162.

Victora, C. G., Adair, L., Fall, C., Hallal, P. C., Martorell, R., Richter, L., ... & Maternal and Child Undernutrition Study Group. (2008). Maternal and child undernutrition: consequences for adult health and human capital. *The Lancet*, 371(9609), 340-357.

Deaton, A., & Drèze, J. (2009). Food and nutrition in India: facts and interpretations. *Economic and Political Weekly*, 42-65.

Jensen, R. T., & Miller, N. H. (2008). Giffen behavior and subsistence consumption. *American Economic Review*, 98(4), 1553-77.

Field, E., Robles, O., & Torero, M. (2009). Iodine deficiency and schooling attainment in Tanzania. *American Economic Journal: Applied Economics*, 1(4), 140-69.

Health

BD, Chapter 3

Cutler, D., & Miller, G. (2005). The role of public health improvements in health advances: the twentieth-century United States. *Demography*, 42(1), 1-22.

* Cohen, J., & Dupas, P. (2010). Free distribution or cost-sharing? Evidence from a randomized malaria prevention experiment. *Quarterly Journal of Economics*, 125(1), 1.

Das, J., Hammer, J., & Leonard, K. (2008). The quality of medical advice in low-income countries. *Journal of Economic Perspectives*, 22(2), 93-114.

Dupas, P. (2011). Health behavior in developing countries. *Annual Review of Economics*, 3(1), 425-449.

Dupas, P. (2014). Getting essential health products to their end users: Subsidize, but how much?. *Science*, 345(6202), 1279-1281.

Frenk, J., & De Ferranti, D. (2012). Universal health coverage: good health, good economics. *The Lancet*, 380(9845), 862-864.

World Health Organization. (2015). *Health in 2015: from MDGs, millennium development goals to SDGs, sustainable development goals*. Geneva: Switzerland.

World Health Organization. (2015). *Tracking universal health coverage: first global monitoring report*. Geneva: Switzerland.

Das, J., & Hammer, J. (2014). Quality of primary care in low-income countries: facts and economics. *Annual Review of Economics*, 6(1), 525-553.

Fewtrell, L., Kaufmann, R. B., Kay, D., Enanoria, W., Haller, L., & Colford Jr, J. M. (2005). Water, sanitation, and hygiene interventions to reduce diarrhoea in less developed countries: a systematic review and meta-analysis. *The Lancet Infectious Diseases*, 5(1), 42-52.

Water, S., & World Health Organization. (2004). *Water, sanitation and hygiene links to health: facts and figures*.



Banerjee, A. V., Duflo, E., Glennerster, R., & Kothari, D. (2010). Improving immunisation coverage in rural India: clustered randomised controlled evaluation of immunisation campaigns with and without incentives. *BMJ*, 340, c2220.

Quick, R. E., Kimura, A., Thevos, A., Tembo, M., Shamputa, I., Hutwagner, L., & Mintz, E. (2002). Diarrhea prevention through household-level water disinfection and safe storage in Zambia. *The American Journal of Tropical Medicine and Hygiene*, 66(5), 584-589.

Sosa, A. D. J., Amábile-Cuevas, C. F., Byarugaba, D. K., Hsueh, P. R., Kariuki, S., & Okeke, I. N. (Eds.). (2010). *Antimicrobial Resistance in Developing Countries* (p. 554). New York: Springer.

Education

BD, Chapter 4

Attanasio, O. P., Meghir, C., & Santiago, A. (2011). Education choices in Mexico: using a structural model and a randomized experiment to evaluate Progresá. *The Review of Economic Studies*, 79(1), 37-66.

Banerjee, A. V., Cole, S., Duflo, E., & Linden, L. (2007). Remedying education: Evidence from two randomized experiments in India. *The Quarterly Journal of Economics*, 122(3), 1235-1264.

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-79.

* Walker, S. P., Chang, S. M., Vera-Hernández, M., & Grantham-McGregor, S. (2011). Early childhood stimulation benefits adult competence and reduces violent behavior. *Pediatrics*, 127(5), 849-857.

World Bank (2018). *World Development Report 2018: Learning to Realize Education's Promise*. Washington, DC: World Bank.

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers I: Evaluating bias in teacher value-added estimates. *American Economic Review*, 104(9), 2593-2632.

Duflo, E., Dupas, P., & Kremer, M. (2011). Peer effects, teacher incentives, and the impact of tracking: Evidence from a randomized evaluation in Kenya. *American Economic Review*, 101(5), 1739-74.

Fryer Jr, R. G. (2011). Financial incentives and student achievement: Evidence from randomized trials. *The Quarterly Journal of Economics*, 126(4), 1755-1798.

Heckman, J. J. (2011). The economics of inequality: The value of early childhood education. *American Educator*, 35(1), 31.

Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Stereotype threat and women's math performance. *Journal of Experimental Social Psychology*, 35(1), 4-28.

Foster, A. D., & Rosenzweig, M. R. (1996). Technical change and human-capital returns and investments: evidence from the green revolution. *The American Economic Review*, 931-953.

Psychology

BD, Chapter 8



- Demirgüç-Kunt, A., Klapper, L., Singer, D., Ansar, S., and Hess, J. (2018). *The Global Findex Database 2017: Measuring Financial Inclusion and the Fintech Revolution*. Washington, DC: World Bank
- Duflo, E., Kremer, M., & Robinson, J. (2011). Nudging farmers to use fertilizer: Theory and experimental evidence from Kenya. *American Economic Review*, 101(6), 2350-90.
- * Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). Poverty impedes cognitive function. *Science*, 341(6149), 976-980.
- Schilbach, F., Schofield, H., & Mullainathan, S. (2016). The psychological lives of the poor. *American Economic Review*, 106(5), 435-40.
- Collins, D., Morduch, J., Rutherford, S., & Ruthven, O. (2010). *Portfolios of the Poor: How the World's Poor Live on \$2 a Day*. Princeton University Press.
- Dean, E. B., Schilbach, F., & Schofield, H. (2017). Poverty and Cognitive Function. In *The Economics of Poverty Traps*. Chicago, IL: University of Chicago Press.
- Schaner, S. (2017). The cost of convenience? Transaction costs, bargaining power, and savings account use in Kenya. *Journal of Human Resources*, 52(4), 919-945.

Fertility

BD, Chapter 5

- Angrist, J., & Evans, W. (1998). Children and Their Parents' Labor Supply: Evidence from Exogenous Variation in Family Size. *American Economic Review*, 88(3), 450-77.
- Bassi, V., & Rasul, I. (2017). Persuasion: A case study of papal influences on fertility-related beliefs and behavior. *American Economic Journal: Applied Economics*, 9(4), 250-302.
- Doepke, M. (2015). Gary Becker on the quantity and quality of children. *Journal of Demographic Economics*, 81(1), 59-66.
- * Qian, N. (2008). Missing women and the price of tea in China: The effect of sex-specific earnings on sex imbalance. *The Quarterly Journal of Economics*, 123(3), 1251-1285.
- Sen, A. (1990). More than 100 million women are missing. *The New York Review of Books*, 37(20), 61-66.
- United Nations, Department of Economic and Social Affairs, Population Division (2017). *World Fertility Report 2015* (ST/ESA/SER.A/415).
- Dupas, P. (2011). Do teenagers respond to HIV risk information? Evidence from a field experiment in Kenya. *American Economic Journal: Applied Economics*, 3(1), 1-34.
- Fortson, J. G. (2009). HIV/AIDS and fertility. *American Economic Journal: Applied Economics*, 1(3), 170-94.
- La Ferrara, E., Chong, A., & Duryea, S. (2012). Soap operas and fertility: Evidence from Brazil. *American Economic Journal: Applied Economics*, 4(4), 1-31.
- Qian, N. (2009). *Quantity-quality and the one child policy: The only-child disadvantage in school enrollment in rural China* (No. w14973). National Bureau of Economic Research.
- Sachs, J. (2008). *Common wealth: Economics for a crowded planet*. New York, New York: Penguin.

IV. Business sector development

Microcredit



BD, Chapter 7

* Banerjee, A. V. (2013). Microcredit under the microscope: what have we learned in the past two decades, and what do we need to know? *Annual Review of Economics*, 5(1), 487-519.

Banerjee, A., Duflo, E., Glennerster, R., & Kinnan, C. (2015). The miracle of microfinance? Evidence from a randomized evaluation. *American Economic Journal: Applied Economics*, 7(1), 22-53.

Morduch, J., & Cull, R. (2017). Microfinance and economic development. *Handbook of Finance and Development*. Edward Elgar Publishing: Cheltenham, UK.

Yunus, M. (2009). *Creating a world without poverty: Social business and the future of capitalism*. New York, New York: Public Affairs.

Field, E., & Pande, R. (2008). Repayment frequency and default in microfinance: evidence from India. *Journal of the European Economic Association*, 6(2-3), 501-509.

Entrepreneurship

BD, Chapter 9

* Bloom, N., Eifert, B., Mahajan, A., McKenzie, D., & Roberts, J. (2013). Does management matter? Evidence from India. *The Quarterly Journal of Economics*, 128(1), 1-51.

De Mel, S., McKenzie, D., & Woodruff, C. (2008). Returns to capital in microenterprises: evidence from a field experiment. *The Quarterly Journal of Economics*, 123(4), 1329-1372.

McKenzie, D., & Woodruff, C. (2013). What are we learning from business training and entrepreneurship evaluations around the developing world?. *The World Bank Research Observer*, 29(1), 48-82.

Samphantharak, K., & Townsend, R. M. (2010). *Households as corporate firms: an analysis of household finance using integrated household surveys and corporate financial accounting* (No. 46). Cambridge University Press.

De Mel, S., McKenzie, D., & Woodruff, C. (2009). Are women more credit constrained? Experimental evidence on gender and microenterprise returns. *American Economic Journal: Applied Economics*, 1(3), 1-32.

Alfonsi, L., Bandiera, O., Bassi, V., Burgess, R., Rasul, I., Sulaiman, M., & Vitali, A. (2017). Tackling youth unemployment: Evidence from a labor market experiment in Uganda. *STICERD-Development Economics Papers*.

V. Labor market policies

Risk and social insurance

* BD, Chapter 6

Fafchamps, M., & Lund, S. (2003). Risk-sharing networks in rural Philippines. *Journal of Development Economics*, 71(2), 261-287.

Gertler, P., & Gruber, J. (2002). Insuring consumption against illness. *American Economic Review*, 92(1), 51-70.

* Gruber, J. (2005). Public finance and public policy. Macmillan. Chapter 12.

Jayachandran, S. (2006). Selling labor low: Wage responses to productivity shocks in developing countries. *Journal of Political Economy*, 114(3), 538-575.



Packard, T., Gentilini, U., Grosh, M., O’Keefe, P., Palacios, R., Robalino, D., & Santos, I. (2019). *Protecting All: Risk Sharing for a Diverse and Diversifying World of Work*. Washington, DC: World Bank.

Rosenzweig, M. R., & Stark, O. (1989). Consumption smoothing, migration, and marriage: Evidence from rural India. *Journal of Political Economy*, 97(4), 905-926.

Stiglitz, J. E., & Rosengard, J. K. (2015). *Economics of the public sector: Fourth international student edition*. WW Norton & Company. Chapter 4.

Udry, C. (1994). Risk and insurance in a rural credit market: An empirical investigation in northern Nigeria. *The Review of Economic Studies*, 61(3), 495-526.

Rosenzweig, M. R., & Binswanger, H. P. (1992). *Wealth, Weather Risk, and the Composition and Profitability of Agricultural Investments* (Vol. 1055). World Bank Publications.

Redistributive taxation and welfare

Adam, S. (2011). *Tax by design: The Mirrlees review* (Vol. 2). Oxford University Press. Chapter 3.

* Alvaredo, F., Chancel, L., Piketty, T., Saez, E., & Zucman, G. (Eds.). (2018). *World inequality report 2018*. Belknap Press.

Atkinson, A. B., Piketty, T., & Saez, E. (2011). Top incomes in the long run of history. *Journal of Economic Literature*, 49(1), 3-71.

Chetty, R., Hendren, N., Kline, P., & Saez, E. (2014). Where is the land of opportunity? The geography of intergenerational mobility in the United States. *The Quarterly Journal of Economics*, 129(4), 1553-1623.

Chetty, R., Hendren, N., Kline, P., Saez, E., & Turner, N. (2014). Is the United States still a land of opportunity? Recent trends in intergenerational mobility. *American Economic Review*, 104(5), 141-47.

* Gruber, J. (2005). *Public finance and public policy*. Macmillan. Chapters 17 & 18.

Minimum wage and earned income tax credit

* Blundell, R. (2006). Earned income tax credit policies: Impact and optimality: The Adam Smith Lecture, 2005. *Labour Economics*, 13(4), 423-443.

Card, D., & Krueger, A. B. (2015). *Myth and Measurement: The New Economics of the Minimum Wage-Twentieth-Anniversary Edition*. Princeton University Press.

Cengiz, D., Dube, A., Lindner, A., & Zipperer, B. (2019). The effect of minimum wages on low-wage jobs. *The Quarterly Journal of Economics*, 134(3), 1405-1454.

Dube, A. (2019). Minimum wages and the distribution of family incomes. *American Economic Journal: Applied Economics*, 11(4), 268-304.

* Harasztosi, P., & Lindner, A. (2019). Who Pays for the minimum Wage? *American Economic Review*, 109(8), 2693-2727.

Neumark, D. (2019). The econometrics and economics of the employment effects of minimum wages: Getting from known unknowns to known knowns. *German Economic Review*, 20(3), 293-329.

VI. Institutions and economic reform

Institutions

* BD, Chapter 10

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