

Education A830: Education and International Development[†]

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Class: M 4-7PM

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This course is intended as an introduction to the major theories on and empirical work in international development and education. The course will review literatures across the social sciences on the relationship between education and economic, social, and political development. We will begin by exploring major debates on development: Why are some countries rich and some poor? And why do some rich countries do a poor job providing broad-based education and some poor countries and regions have successfully educated their populations? From there, we ask what the relationship is between economic and political development and education. Is development a prerequisite for the provision of education, or does the relationship run the other way? We will also explore the effects of education on nation building, citizenship, and identity in a comparative context. At the same time, we will also critique existing theories of development and what they mean for our broader thinking on education. Who and what is forgotten when we talk about development? How should we incorporate them in our policy-making and research on education? The course will include a semester-long research project through which students will deepen their research, writing, and policy analysis skills. The research project will be independently designed by students in consultation with the instructor.

Students with Disabilities

We encourage students needing accommodations in instruction or evaluation to notify us early in the semester. If you have a disability or health concern that may have some impact on your work in this class and for which you may require adjustments or accommodations, please contact Eileen Berger bergerei@gse.harvard.edu, Access and Disability Services (ADS) administrator in Gutman 124. No accommodations can be given without authorization from ADS, or without advance notice. If you already have a Faculty Contact Form for this course from ADS, please provide us with that information privately in our offices so that we can make those adjustments in a timely manner. All inquiries and discussions about accommodations will remain confidential.

[†]This syllabus has greatly benefited from the participation and feedback of students in A830 during the 2016-2017 and 2017-2018 academic years. Colleen Burson-Ryan, Shelby Carvalho, and Rebekah Schulz deserve special mention for their comments, suggestions, and recommendations on this and previous versions of the syllabus.

Who Should Take This Class?

This class is designed for masters students interested in quantitative policy evaluation and research in international contexts after graduation, and Ph.D. students interested in quantitative dissertation topics in international contexts. While not required, students will be expected to be familiar with material in So40 or a similar course elsewhere. Taking So52 concurrently will also be an asset.

The final assignment will be a quantitative research intensive assignment that will require students to be self-starters in finding and analysing a dataset early in the semester. While the assignments in the class are designed to help students along towards that goal, past experience has suggested that those that get started early will benefit the most.

What Will You Learn By Taking This Class?

This class has two learning goals:

1. Bring you up to speed on the latest research at the intersection of development and education.
2. Teach you how to ask and answer quantitative questions in education policy and research.

The readings are designed to meet the first goal, while the readings and the assignments are designed to meet the second goal. By reading cutting-edge and contemporary work in political science, economics, and sociology on the relationship between education, development, and policy, you will develop an understanding of what we know about the topics. The assignments will also push you to conduct independent and original data analysis using quantitative data.

“Prerequisites” to Taking the Course

While there are no prerequisites to taking the course, I do assume some prior knowledge and comfort with statistics and econometrics. Having taken one of S12, S30, S40, or an equivalent course should be more than adequate. Comfort with microeconomics, and political science and sociology literatures on institutions, inequality, and stratification will also help you with the readings. Having taken Ao24, A205, A822, A826, S801, or S803 would be useful, but we will spend time in each class catching up with what is required to understand the readings. The assignments in this class are also reading, writing, and research intensive. If you have no prior experience with research, either at Harvard or elsewhere, past experience has suggested you will struggle. This does not preclude you from taking the class, but you should certainly be prepared to put in extra work.

Assignments

This is a research intensive course and as such, students will be expected to read and react to a large number of readings every week. The final grades will be based on:

1. Participation 20%
2. Reading Responses 18%
3. Team Replication Assignment 20%
 - (a) Paper Selection 2%
 - (b) Replication 8%
 - (c) Extension 10%

4. Quantitative Research paper 42%

- (a) Dataset selection 3%
- (b) Data exploration 6%
- (c) Research Proposal 6%
- (d) Class Presentation 7%
- (e) Final Paper 20%

Class Participation: 20% of grade

You are expected to come to class prepared to discuss the readings in detail. The readings are often long and quite dense, so please allocate sufficient time to them — you may find yourself reading some parts of assigned readings more than once to fully understand the reading. Although by no means required, you are encouraged to discuss the readings with your peers.

The readings are organized in order of (what I consider) importance and should be read in that order. I know the realities of graduate school and life; if you do not have time in that particular week to finish all the readings, please begin from the beginning. Readings are accessible three different ways - via the [iPa](#) page, web links, and via HOLLIS+. The syllabus indicates where to locate each reading. For the readings available in HOLLIS+, we have embedded persistent links (all you need to do is click on the word “link”) that should take you directly to the articles via HarvardKey log-in. If a link does not work, which is always a possibility, then you will need to use HOLLIS+ to locate the reading yourself.

If you know you will be absent, please inform me by the end of the first full week of class (Friday, January 27, 2017). Beyond that date, all absences will be considered unexcused except for those due to serious illness or death in the family. More than one unexcused absence will negatively affect your grade.

Reading Responses: 18% of grade

Beginning with Monday, February 11, students will be expected to provide written responses to three weeks worth of readings. This means a written response to either one or more of the readings for that week. Responses should be *no longer* than two pages, but more productively will be about one page long.

The reading responses should answer the following questions:

- What is the dependent variable?
- What is the independent variable?
- What is the causal mechanism that leads from independent to dependent variable? Do you buy it? Why or why not?
- What other analysis would you have liked the authors to undertake?
- Do you have any other comments or thoughts about the paper or papers?
- What questions do you have for class discussion?

Responses are due the Friday before class at 5PM. To ensure an even distribution of responses, please email Emmerich and Shelby a list of five weeks that you would like to write a reading response for. Any week beginning with Monday, February 11 is fair game. We cannot guarantee your first choice, but will try to accommodate most of your choices.

Keeping Up With the News

Although not a formal requirement, students are expected to keep up with contemporary news and debates around international education, development, and research around these topics. I have provided a list of prominent development researchers and practitioners at the bottom of this syllabus I encourage you to follow. If you come across or currently follow someone who is not on that list that you think would be of interest, please send them to me — the list is ever evolving.

Team Replication Assignment: 20% of grade

The first major assignment will be to replicate and extend a quantitative paper that we read for this class. In teams assigned by the teaching team, you will first select a paper, replicate the tables in the main body of the paper, and propose extensions to the paper. You will be evaluated on your ability to replicate the paper as well as the value of your extension.

This assignment consists of three miniature assignments:

1. Pick a paper for replication 2%
2. Replicate the tables and figures in the paper 8%
3. Extend the tables and figures presented in the paper 10%

Papers to Replicate: 2% of Grade

We have selected four papers from the syllabus to replicate. You should note that the authors of each of these papers have posted replication files publicly that should allow you to replicate the tables and figures they present in the papers, as well as the original datasets for replication. You should feel free to reference these files in your replication.

1. Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *The American Economic Review* 91(5): 1369-1401. [link](#)
2. Kramon, Eric, and Daniel N. Posner. 2016. “Ethnic Favoritism in Education in Kenya.” *Quarterly Journal of Political Science* 11:1-58. [link](#)
3. Lucas, Adrienne M. 2010. “Malaria Eradication and Educational Attainment: Evidence from Paraguay and Sri Lanka.” *American Economic Journal: Applied Economics* 2(2): 46-71. [link](#)
4. Gottlieb, Jessica, Guy Grossman, and Amanda Lea Robinson. 2018. “Do Men and Women Have Different Policy Preferences in Africa? Determinants and Implications of Gender Gaps in Policy Prioritization.” *British Journal of Political Science* 48(03): 611-36. [link](#)

You should email the teaching team by **Friday February 15** with the paper you will be replicating in your team and a brief (one or two sentences) reason why your team has chosen this paper.

Replication: 8% of grade

After having selected the paper your team will replicate, you must try to faithfully replicate the tables and figures presented in the paper. If you are unable to replicate a table or figure, or get different results to what the authors report, you should note why you think either you or the authors are wrong.

Your team will be evaluated on your ability to faithfully replicate a paper, and, if unable to faithfully replicate a paper, identifying why you were unable to do this.

Extension: 10% of grade

Next, you should propose extensions to the analysis you conducted. This could consist of running a different regression specification or a different regression altogether, including a different set of control variables or a different set of independent variables, a different identification strategy, or a different way of coding a variable of interest.

Your team will be evaluated on the extent to which this makes us rethink or confirm the original findings..

Both the replication and the extension are due on **Friday March 1**

Quantitative Paper: 42% of grade

The main project from this class is an original quantitative research paper through which you will ask an original question of a major international education or development dataset of your choosing. You should work in consultation with the teaching team to identify an appropriate question and dataset to answer that question early in the semester. You are also free to work in teams of two or three for this paper.

Dataset selection: 3% of grade

For this assignment, you will first begin with the question you are interested in answering and an appropriate dataset(s) that will help you in answer this question. You should also include why this dataset(s) is appropriate for the question at hand.

This assignment is due on **Friday March 8**

Data exploration: 6% of grade

This assignment requires you to select the variables of interest in the dataset(s) you have chosen, provide summary statistics for those variables, provide graphical plots exploring the nature of the data, and discuss any data cleaning steps you had to take to get this far.

This assignment is due on **Friday March 29**

Research proposal: 6% of grade

Write a 500-700 word memo identifying a gap or concern that you have with the literature we have or will read. The problem statement is geared towards getting you to identify the deficiencies in the literature of interest to you and to begin formulating a larger research question that is answerable within the constraints of a semester. By “gap or concern” I mean any empirical or theoretical holes you have identified in the literature that would provide fruitful avenues for future research or topics that might have been overlooked on particular topics. You can choose to expand on one of the weeks we have covered or will cover in class, or you can choose an issue or region that is of particular interest to you.

This assignment is due on **Friday April 12**

Class presentation: 7% of grade

In the final two weeks of class, each research team will have 5-10 minutes (depending on the size of the class) to present on their research question, dataset, data exploration, and work done so far. Those not presenting will also be expected to be active participants in the presentation, providing feedback to their peers moderated by Emmerich.

Final paper: 20% of grade

The primary output from this class will be a major research paper of approximately 4,000 words.² The paper should be of a topic from the class of interest to you and should be developed in consultation with me. The paper should seek to advance a theoretical or empirical argument of your choosing. If you are a doctoral student in HGSE, you are free to use the paper as a first draft of a third year paper, or research or grant proposal.

Late Policy

Every 24 hours late that an assignment is late, the assignment will be deducted a grade point. For example, if an assignment is submitted 24 hours late and is of “A” quality, it will receive an “A-”.

Research Support

HGSE is well equipped to provide support beyond the teaching team for research. We encourage you to make use of all resources available. One great resource are the Gutman research librarians, and we encourage you to schedule an appointment with a research librarian, please call (617-495-3421) or stop by the Main Desk on the 2nd floor Monday–Friday, 9am–5pm.

We will provide support on questions and ideas that you may have about your research projects, and we will try as best as possible to help on questions about statistical methods (i.e., “How do I run a fixed effects estimation in Stata?”). This is not a statistics class, however, and therefore not well equipped, either structurally or personnel wise, to answer those questions. For that, there are other resources across the university that can help with that. One such resource is the [Harvard Statistics Consulting Service](#).

Likewise, while we will provide general guidance on the ideas contained within a paper, for more detailed guidance on structure and argument, Harvard has a myriad of resources available for writing support including:

- [HGSE Writing Services](#)
- [Harvard Bureau of Study Counsel](#)

This is designed in part for you to explore the myriad of resources Harvard has for supporting data-intensive work and the research and writing resources available across the university.

Overview of Syllabus

1. Approaches to Development
 - (a) Monday, January 28: “Modernization”: Functionalist Approaches to Development
 - (b) Monday, February 4: Contemporary Challenges to Development
 - (c) Monday, February 11: Aid to, and Financing of, Education
 - (d) Monday, February 25: Long-Run Constraints to Development
2. Structure, Cleavages, & Actors
 - (a) Monday, March 4: Education, Identity Formation, and Nationalism
 - (b) Monday, March 11: Democracy, Autocracy, and Education

²NB: 4,000 words is approximately 12 pages double-spaced using Times New Roman with 1” margins on all sides. I give the page count as a guide rather than requirement and would prefer you adhere to the word count.

- (c) Monday, March 25: Diversity, Development, and Education
 - (d) Monday, April 1: Bureaucrats & Teachers
 - (e) Monday, April 8: Health & Education
 - (f) Monday, April 15: Gender, Development, and Education
 - (g) Monday, April 22: Transitions into Adulthood
3. Critiques of the Development Enterprise or Are we Forgetting Anyone?
- (a) Monday, April 29: What is “Development”?

Monday, January 28: “Modernization”: Functionalist Approaches to Development

- **For Class:**

- Truman, Harry S. 1949. “Transcript of President Truman’s Inaugural Presidential Address.” Harry S. Truman President Library & Museum. [link](#)
- Inkeles, Alex. 1973. “The School as a Context for Modernization.” *International Journal of Comparative Sociology* 14(3): 163-179. [link](#)
- Schultz, Theodore W. 1961. “Investment in Human Capital.” *The American Economic Review*, 51(1): 1-17. [link](#)
- Lipset, Seymour Martin. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” *The American Political Science Review* 53 (1): 69-105. [link](#)

- **After Class:**

- Respond to the poll about your likelihood of attending the Comparative and International Education Society Annual Meeting.
- Email Emmerich and Shelby a rank order of five weeks you would like to write reading responses for.
- Follow at least two major contributors to twitter on the relationship between politics, development, and education. See the list at the end of the syllabus.

Monday, February 4: Contemporary Approaches to Development

- **For Class:**

- Sen, Amartya. 2000. *Development as Freedom*. New York: Anchor. Chapters 2 (The Ends and Means of Development) & 8 (Women’s Agency and Social Change). (iPa©)
- Brown, Caitlin, Martin Ravallion, and Dominique van de Walle. Forthcoming. “Most of Africa’s Nutritionally-Deprived Women and Children Are Not Found in Poor Households.” *The Review of Economics and Statistics*. [link](#).
- Doner, Richard F., and Ben Ross Schneider. 2016. “The Middle-Income Trap: More Politics than Economics.” *World Politics* 68 (04):608-44. [link](#)
- Page, Lucy, and Rohini Pande. 2018. “Ending Global Poverty: Why Money Isn’t Enough.” *Journal of Economic Perspectives* 32(4): 173-200. [link](#)

- **In Class:**

- How to read a quantitative research paper

- **After Class:**

- Shelby & Emmerich will send you assignments for replication teams. If you have preferences for your replication team, please send them to us by 4PM on Monday, February 4

Monday, February 11: Aid to, and Financing of, Education

- **For Class:**

- Jackson, C. Kirabo. 2018 “Does School Spending Matter? The New Literature on an Old Question.” Fall 2018 Bronfenbrenner Center for Translational Research Conference: Cornell University, 2018. [link](#)
- The World Bank. 2017 World Development Report 2018: Learning to Realize Education’s Promise. The World Bank. Chapter 2 [link](#)
- Birchler, Kassandra, and Katharina Michaelowa. 2016. “Making Aid Work for Education in Developing Countries: An Analysis of Aid Effectiveness for Primary Education Coverage and Quality.” *International Journal of Educational Development*. 48: 37-52. [link](#).
- Jerven, Morten. 2013. *Poor Numbers: How We Are Misled by African Development Statistics and What to Do about It*. 1 edition. Ithaca: Cornell University Press. Pgs. 1-32. (iPa©)

- **In Class:**

- Birchler, Kassandra, and Katharina Michaelowa. 2016. “Making Aid Work for Education in Developing Countries: An Analysis of Aid Effectiveness for Primary Education Coverage and Quality.” *International Journal of Educational Development*. 48: 37-52.

- **After Class:**

- Within your replication team, select a paper to replicate by **Friday February 15**.

Monday, February 25: Long-Run Constraints to Development

- **For Class:**

- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *The American Economic Review* 91(5): 1369-1401. [link](#)
- Wantchekon, Leonard, Natalija Novta, and Marko Klasnja. 2014. “Education and Human Capital Externalities: Evidence from Colonial Benin.” *Quarterly Journal of Economics* 130(2): 703-57. [link](#)
- Owolabi, Olukunle P. 2015. “Literacy and Democracy Despite Slavery: Forced Settlement and Postcolonial Outcomes in the Developing World.” *Comparative Politics* 48(1): 43-78. [link](#)
- Lankina, Tomila V., Alexander Libman, and Anastassia Obydenkova. 2016. “Appropriation and Subversion: Precommunist Literacy, Communist Party Saturation, and Postcommunist Democratic Outcomes.” *World Politics* 68(02): 229-74.

- **In Class:**

- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *The American Economic Review* 91(5): 1369-1401.

- **After Class:**

- Paper replication due on **Friday March 1**

Monday, March 4: Education, Identify Formation, & Nationalism

- **For Class:**

- Weber, Eugene. 1976. *Peasants into Frenchmen: The Modernization of Rural France*. Stanford: Stanford University Press. Chs. 18 & 29. [link](#)
- Cantoni, Davide, Yuyu Chen, David Y. Yang, Noam Yuchtman, and Y. Jane Zhang. 2017. "Curriculum and Ideology." *Journal of Political Economy* 125(2):338-392. [link](#)
- Coyne, Gary. 2015. "Language Education Policies and Inequality in Africa: Cross-National Empirical Evidence." *Comparative Education Review* 59 (4): 619-37. [link](#)
- Miguel, Edward. 2004. "Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania." *World Politics* 56(3): 327-62. [link](#)

- **In Class:**

- Cantoni, Davide, Yuyu Chen, David Y. Yang, Noam Yuchtman, and Y. Jane Zhang. 2017. "Curriculum and Ideology." *Journal of Political Economy* 125(2):338-392.

- **After Class:**

- Data selection for final paper due on **Friday March 8**

Monday, March 11: Democracy, Autocracy, & Education

- **For Class:**

- Ansell, Ben W. 2008. "Traders, Teachers, and Tyrants: Democracy, Globalization, and Public Investment in Education." *International Organization* 62(2): 289-322. [link](#)
- Harding, Robin, and David Stasavage. 2014. "What Democracy Does (and Doesn't Do) for Basic Services: School Fees, School Inputs, and African Elections." *The Journal of Politics* 76(1): 229-45. [link](#)
- Croke, Kevin, Guy Grossman, Horacio A. Larreguy, and John Marshall. 2016. "Deliberate Disengagement: How Education Decreases Political Participation in Electoral Authoritarian Regimes." *American Political Science Review* 110 (3) 579-600. [link](#)
- Gift, Thomas, and Daniel Krmaric. 2017. "Who Democratizes? Western-Educated Leaders and Regime Transitions." *Journal of Conflict Resolution* 61(3): 671-701. [link](#)

- **In Class:**

- Croke, Kevin, Guy Grossman, Horacio A. Larreguy, and John Marshall. 2016. "Deliberate Disengagement: How Education Decreases Political Participation in Electoral Authoritarian Regimes." *American Political Science Review* 110 (3) 579-600.

Monday, March 25: Diversity, Development, and Education

- **For Class:**

- Kramon, Eric, and Daniel N. Posner. 2016. “Ethnic Favoritism in Education in Kenya.” *Quarterly Journal of Political Science* 11:1-58. [link](#)
- Singh, Prerna. 2015. “Subnationalism and Social Development: A Comparative Analysis of Indian States.” *World Politics* 67 (3): 506-62. [link](#)
- Steele, Liza G. 2016. “Ethnic Diversity and Support for Redistributive Social Policies.” *Social Forces* 94 (4):1439-81. [link](#)
- Franck, Raphaël, and Ilia Rainer. 2012. “Does the Leader’s Ethnicity Matter? Ethnic Favoritism, Education, and Health in Sub-Saharan African.” *American Political Science Review* 106(2): 1-32. [link](#)

- **In Class:**

- Singh, Prerna. 2015. “Subnationalism and Social Development: A Comparative Analysis of Indian States.” *World Politics* 67 (3): 506-62.

- **After Class:**

- Dataset exploration due on **Friday March 29**

Monday, April 1: Bureaucrats & Teachers

- **For Class:**

- Hanna, Rema, and Shing-Yi Wang. 2017. “Dishonesty and Selection into Public Service: Evidence from India.” *American Economic Journal: Economic Policy* 9(3): 262-90. [link](#)
- Chaudhury, Nazmul, Jeffrey Hammer, Michael Kremer, Karthik Muralidharan, and F. Halsey Rogers. 2006. “Missing in Action: Teacher and Health Worker Absence in Developing Countries.” *Journal of Economic Perspectives*. 20(1): 91-116. [link](#)
- Chudgar, Amita, Madhur Chandra, and Ayesha Razzaque. 2014. “Alternative Forms of Teacher Hiring in Developing Countries and Its Implications: A Review of Literature.” *Teaching and Teacher Education* 37:150-61. [link](#)
- Bold, Tessa, Deon Filmer, Gayle Martin, Ezequiel Molina, Brian Stacy, Christophe Rockmore, Jakob Svensson, and Waly Wane. 2017. “Enrollment without Learning: Teacher Effort, Knowledge, and Skill in Primary Schools in Africa.” *Journal of Economic Perspectives* 31 (4):185-204. [link](#).

- **In Class:**

- Hanna, Rema, and Shing-Yi Wang. 2017. “Dishonesty and Selection into Public Service: Evidence from India.” *American Economic Journal: Economic Policy* 9(3): 262-90.

Monday, April 8: Health & Education

- **For Class:**

- Lucas, Adrienne M. 2010. “Malaria Eradication and Educational Attainment: Evidence from Paraguay and Sri Lanka.” *American Economic Journal: Applied Economics* 2(2): 46-71. [link](#)

- Adukia, Anjali. 2017. "Sanitation and Education." *American Economic Journal: Applied Economics* 9(2): 23-59. [link](#)
- Alsan, Marcella M., and David M. Cutler. 2013. "Girls' Education and HIV Risk: Evidence from Uganda." *Journal of Health Economics* 32(5): 863-72. [link](#)
- Agüero, Jorge M., and Prashant Bharadwaj. 2014. "Do the More Educated Know More about Health? Evidence from Schooling and HIV Knowledge in Zimbabwe." *Economic Development and Cultural Change* 62(3): 489-517. [link](#)

- **In Class:**

- Agüero, Jorge M., and Prashant Bharadwaj. 2014. "Do the More Educated Know More about Health? Evidence from Schooling and HIV Knowledge in Zimbabwe." *Economic Development and Cultural Change* 62(3): 489-517.

- **After Class:**

- Research proposal due on **Friday April 12**

Monday, April 15: Gender, Development, and Education NB: Class today might be rescheduled depending on CIES attendance

- **For Class:**

- Gottlieb, Jessica, Guy Grossman, and Amanda Lea Robinson. 2018. "Do Men and Women Have Different Policy Preferences in Africa? Determinants and Implications of Gender Gaps in Policy Prioritization." *British Journal of Political Science* 48(03): 611-36. [link](#)
- Miller, Grant. 2008. "Women's Suffrage, Political Responsiveness, and Child Survival in American History." *The Quarterly Journal of Economics* 123(3): 1287-1327. [link](#)
- Borker, Girija. 2018. "Safety First: Perceived Risk of Street Harassment and Educational Choices of Women." Working Paper. [link](#)
- Muralidharan, Karthik, and Nishith Prakash. 2017. "Cycling to School: Increasing Secondary School Enrollment for Girls in India." *American Economic Journal: Applied Economics* 9(3): 321-50. [link](#)

- **In Class:**

- Muralidharan, Karthik, and Nishith Prakash. 2017. "Cycling to School: Increasing Secondary School Enrollment for Girls in India." *American Economic Journal: Applied Economics* 9(3): 321-50.

Monday, April 22: Transitions into Adulthood

- **By Class:**

- Send *me* a brief article or essay related to the class that you would want me to read. This is due at 5PM on Friday April 19.

- **For Class:**

- De Hoyos Navarro, Rafael E., Anna Popova, and F. Halsey Rogers. 2016. "Out of School and out of Work: A Diagnostic of Ninis in Latin America." World Bank Policy Research Paper 7548. Washington D.C.: The World Bank. [link](#)

- David McKenzie. 2017. "How Effective Are Active Labor Market Policies in Developing Countries? A Critical Review of Recent Evidence." World Bank Policy Research Paper, World Bank Policy Research Working Paper Series. Washington, D.C: The World Bank. [link](#)
- Lori Beaman, Niall Keleher, and Jeremy Magruder. 2018. "Do Job Networks Disadvantage Women? Evidence from a Recruitment Experiment in Malawi," *Journal of Labor Economics* 36(1): 121-57, [link](#).
- Majilla, Tanmoy, and Matthias Rieger. 2018. "Gray University Degrees: Experimental Evidence from India." *Education Finance and Policy*. [link](#)

- **In Class:**

- Project Presentations

Monday, April 29: What is "Development"?

- **For Class:**

- Ang, Yuen Yuen. 2016. *How China Escaped the Poverty Trap*. Cornell University Press. Pgs. 1-47 & 232-249.
- Mkandawire, Thandika. 2001. "Thinking about Developmental States in Africa." *Cambridge Journal of Economics*. 25: 289-313. [link](#)
- Zuberi, Tukufu. 2003. *Thicker Than Blood: How Racial Statistics Lie*. 1 edition. Minneapolis: Univ Of Minnesota Press. Ch. 6. [link](#)
- Escobar, Arturo. 2011. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, N.J: Princeton University Press. Pgs. 1-14 & Ch. 2. [link](#)
- Ferguson, James, and Larry Lohmann. 1994. "The Anti-Politics Machine: 'Development' and Bureaucratic Power in Lesotho." *The Ecologist* 24, no. 5. [link](#)
- Roy, Ananya, Genevieve Negrón-Gonzales, Kweku Opoku-Agyemang, and Clare Talwalker. 2016. *Encountering Poverty: Thinking and Acting in an Unequal World*. 1 edition. Oakland, California: University of California Press. Pgs. 32-49 & 149-176. (iPa©)

- **In Class:**

- Project Presentations

- **After Class:**

- Final paper due on **Friday May 3**

Keeping Up With the News

As part of the informal requirements for this class, you will be expected to keep up with major news at the intersection of education, politics, and international development. As part of that requirement, you should follow two major voices on twitter, where, for better or for worse, some very interesting conversations on development and education are occurring today. I have provided a list to get your started below along with links to their twitter profiles as well as their institutional affiliations so you can judge who they are and what they do.

If there are others that you think should be added to the list, please let me know and I will add them for future years.

- [Justin Sanderfur](#): Fellow at the Center for Global Development working on education and leading the evaluation of the Partnership Schools for Liberia (PSL) project.
- [Alice Evans](#): Geographer and lecturer in international development at Kings College London.
- [The Center for Global Development](#): Major think-tank on international development based in Washington, D.C.
- [In the field](#): Indian journalists centrally concerned with development in India
- [Ken Opalo](#): Kenyan political scientist working on issues of accountability and development in East Africa.
- [Chris Blattman](#): Political scientist at the University of Chicago working on problems of order and violence in development in sub-Saharan Africa and Latin America (Colombia)
- [Bill Gates](#): The name speaks for itself, but one of the largest donors towards health and education projects.
- [The International Growth Centre](#): London based think-tank and grant-making organization.
- [Dina Pomeranz](#): Swiss economist interested in state capacity, taxation, and development.
- [David Evans](#): World Bank economist interested in education.
- [Susannah Hares](#): Center for Global Development Fellow interested in education.
- [Lee Crawford](#): Education economist with the Government of Rwanda, RISE, and Sussex