

ECON 171: ECONOMIC DEVELOPMENT FALL 2016-17

LECTURE: MWF 11AM, in A1 Hearst Field Annex

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REQUIRED TEXTBOOK: There is one required text-book for the class: *Development Economics: Theory and Practice* by Alain de Janvry and Elisabeth Sadoulet ([de Janvry and Sadoulet, 2015](#)). Other than that there is no required textbook for the class and I will make lecture slides available. However, there are several books that may be useful if you are interested in development issues though you do not need to purchase them for this class. [Ray \(1999\)](#) is a standard text and covers a range of material, not all of which we will cover in this class. [Banerjee and Duflo \(2011\)](#) is an accessible introduction to some of the most recent experimental research in development and has some overlap with the material in this course. [Banerjee et al. \(2006\)](#) is a collection of (relatively) accessibly written essays covering some of the topics in this course. [Deaton \(2013\)](#) provides some historical context to the topics studied here as does [Ravallion \(2015\)](#). [Boo \(2014\)](#) is a journalist's account of life in a Mumbai slum and an interesting complement to the required reading. Finally, [Ferguson \(1990\)](#) is a useful cautionary tale to keep in mind.

PREREQUISITES: In order to get the most out this course I strongly recommend that you have taken at least Econ 100 A&B, EEP 100 or an equivalent course. In addition, familiarity with statistical and mathematical methods (as outlined below) will be extremely useful.

ASSUMED PREPARATION IN MATHEMATICS: I am assuming that all students have a basic knowledge of calculus, roughly at the level of Mathematics 16A and 16B. In particular, I assume students are familiar with basic multivariate calculus (first and second derivatives and how to obtain them). More generally, I expect students to be comfortable following mathematical arguments and the structure of mathematical proofs.

The GSIs will provide a brief overview of the necessary mathematical tools needed but this will be brief and will assume students are generally comfortable with the nature of mathematical arguments.

ASSUMED PREPARATION IN STATISTICS AND ECONOMETRICS: I am assuming that all students are familiar with basic statistical concepts at least at the level of Statistics 20. Familiarity with basic regression analysis will be extremely useful. The GSIs will review multiple regression analysis and other relevant statistical techniques during the course. I assume that students have a sufficient statistical background to follow these necessarily condensed presentations of material. A recent text-book that may be useful (particularly if you are considering improving your quantitative skills) is [Angrist and Pischke \(2014\)](#) and a more advanced version of the material is covered in [Angrist and Pischke \(2008a\)](#). [Freedman \(2005\)](#) may also be useful for some of you in thinking about causality in the social-sciences. Finally, [Stock and Watson \(2011\)](#) is a standard undergraduate econometrics text. You do not need to purchase any of these texts but they may be useful background reading and which one is ideal for a student will likely depend upon her background and preparation.

Contemporary development economics is a strongly empirical field and in order to get the most out of the course you should be willing to spend the time and effort required to understand the econometrics material in the course.

EXPECTED LEARNING OUTCOMES:

1. Learn to apply the tools of economic analysis to problems of growth, poverty, and environmental sustainability in developing countries.
2. Understand various policy initiatives undertaken to alleviate poverty and learn to analyze the economic, social, and environmental impacts of specific initiatives.
3. Use data to conduct basic development analyses and understand empirical work in development.

Course Requirements

- 40%: Problem Sets
- 25%: Midterm Exam
- 35%: Final

PROBLEM SETS:

There will be **5** problem sets during the course. **All problem sets must be submitted at the beginning of class on the due date.** Late homework will be assigned a grade of 0 **and the lowest grade will be dropped in computing grades.** It is *entirely* your responsibility to ensure that you complete the assignments and remember to turn them in on time at the designated location.

In addition, it is entirely your responsibility to ensure that your graded problem set is picked up and to confirm the grade entered on the course website. Any issues about problem set grades must be resolved within one week of the graded problem set being returned.

There will be no extensions for the problem sets. The only exception to this rule is for death of a family member or illness requiring immediate attention of a physician. There will be no exception for job interviews or other non-UCB activities or for completed work that students forget to turn in.

1. Wednesday 9/14 : Problem Set 1 Due.

2. Wednesday 10/5 : Problem Set 2 Due.
3. Friday 10/28 : Problem Set 3 Due.
4. Friday 11/18 : Problem Set 4 Due.
5. Friday 12/2 : Problem Set 5 Due

EXAMS:

All exams will be closed book.

1. Friday 10/7 : Midterm (In Class).
2. Monday 12/12 : Final 11:30AM–2:30PM (Group 2)

The exam dates are not flexible. The only exception to this rule is for death of a family member or illness requiring immediate attention of a physician. There will be no exception for job interviews or other non-UCB activities.¹

It is entirely your responsibility to ensure that your graded exam is picked up and to confirm the grade entered on the course website (any issues about midterm grades must be resolved within one week of the graded exam being returned).

Statement on Accommodation of Religious Creed

We will follow the guidelines set out by the university that are available [here](#).²

Statement on Accommodation Pregnancy and Parenting

In compliance with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, it is the official policy of the University of California at Berkeley to not discriminate against or exclude any person on the basis of pregnancy or related conditions, and to provide reasonable accommodations to students as appropriate. I will make allowances for medically necessary absences for pregnancy and related conditions and make reasonable accommodations for classes, exams, and problem sets. For more information about accommodations for students who are pregnant or parenting, please contact the Office for the Prevention of Harassment and Discrimination.³

Statement on Academic Integrity

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand.

Academic dishonesty and misconduct will be handled according to university regulations with no exceptions. Please see the relevant sections on academic integrity at [UCB Official Notices](#).⁴

¹See <http://goo.gl/1nAWY8> for more details.

²<http://registrar.berkeley.edu/DisplayMedia.aspx?ID=Religious%20Creed%20Policy.pdf>

³<http://ophd.berkeley.edu/>

⁴<http://teaching.berkeley.edu/campus-policies-regarding-teaching-and-learning#ai>

Cheating: A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during the quizzes and exams.

Plagiarism: To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, see, for example [here](#)⁵ and [here](#).⁶

In all of your assignments, including your homework or briefs, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. Proper attribution means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

Academic Integrity and Ethics: Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing—furthering knowledge for the benefit of humanity. Your experience as a student at UC Berkeley is hopefully fueled by passion for learning and replete with fulfilling activities. And we also appreciate that being a student can be stressful. There may be times when there is temptation to engage in some kind of cheating in order to improve a grade or otherwise advance your career. This could be as blatant as having someone else sit for you in an exam, or submitting a written assignment that has been copied from another source. And it could be as subtle as glancing at a fellow student's exam when you are unsure of an answer to a question and are looking for some confirmation. One might do any of these things and potentially not get caught. However, if you cheat, no matter how much you may have learned in this class, you have failed to learn perhaps the most important lesson of all.

Out of Class Collaboration

You are allowed to work together in groups for the problem sets, but each student must turn in an individual problem set with their own solutions. Please indicate on the solution the names of the other students, if any, who worked with you on the problem set. It is not a violation of this policy to submit essentially the same answer on a problem set as another student, but is a violation of this policy to submit a close to exact or exact copy.

Regrade Requests

If there was an unambiguous mistake in the grading of your problem set or exam, you may request a regrade but note that your **entire** problem set (or exam) will be regraded. You should be aware that your

⁵<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism>

⁶<http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

grade may go up or down on the regrade request.

Requests for regrades based on attempts to get more partial credit will be automatically denied. Requests for regrades based on a desire for a better grade and not based upon a mistake in the grading will be automatically denied. Requests for regrades based on interpreting what you wrote or what you meant to say will be automatically denied.

All regrade requests should be in writing, stating exactly what was misgraded, and should be submitted to the GSIs within one week of the date on which the material was returned to you. Any regrade request submitted after one week of when the material was returned to you will be automatically denied.

Course Management

- We will make extensive use of the bcourses [web-site](https://bcourses.berkeley.edu/courses/1357636)⁷ throughout the quarter. Lecture handouts, problem sets and solutions will all be posted on coursework. In addition, important announcements about office hours, times and locations will also be made on coursework. Please make sure to check the site regularly.
- To help us deal efficiently with the potentially large volume of course-related correspondence, please include “Econ171” in the subject heading (e.g. Subject: Econ171 problem set question) when emailing. There is no guarantee that emails that do not contain Econ171 in the subject line will be read.
- The GSIs are here to help you learn and attending sections and office hours with questions is one of the best ways to reinforce the materials that you may be seeing for the first time in class.
- You need to sign up for one of the discussion sections through Tele-BEARS. You must sign up in person in one section the first time the session is held to be kept on the class list.

Sign up sheets will be available in the sections. Attendance to one discussion section is mandatory. There are six sections scheduled as follows:

1. M 1-2PM, 107 Genetics & Plant Bio
2. M 2-3PM, 103 Genetics & Plant Bio
3. M 4-5PM, 140 Barrows
4. W 2-3PM, 103 Genetics & Plant Bio
5. W 3-4PM, 103 Genetics & Plant Bio
6. W 4-5PM, 102 Moffitt Library

⁷<https://bcourses.berkeley.edu/courses/1357636>

COURSE OUTLINE

Note that this is a work in progress and the reading list may evolve during course. Starred readings (i.e. those marked with a ★) are required.

1. Introduction: What is Development Economics and Measuring Development

★ Chapters 1 and 2 of [de Janvry and Sadoulet \(2015\)](#)

LANDEFELD, J. S., SESKIN, E. P., AND FRAUMENI, B. M., *Taking the Pulse of the Economy: Measuring GDP*. *Journal of Economic Perspectives*, vol. 22(2):(2008) pp. 193–216. doi: 10.1257/jep.22.2.193.

See also [this](#)⁸ piece from *The Economist*.

COYLE, D., *GDP: A Brief but Affectionate History* (Princeton University Press, 2014)

BANERJEE, A., *Big answers for Big Questions: The Presumption of Macroeconomics*. In: J. COHEN AND W. EASTERLY (eds.), *What Works in Development: Thinking Big and Thinking Small*, (pp. 207–222) (Brookings Institution Press, 2009). URL http://www.brookings.edu/~media/Events/2008/5/29%20global%20development/2008_banerjee.PDF

KLENOW, P., *Discussion On Big Answers for Big Questions: The Presumption of Macroeconomics*. In: J. COHEN AND W. EASTERLY (eds.), *What Works in Development: Thinking Big and Thinking Small*, (pp. 222–232) (Brookings Institution Press, 2009). URL http://klenow.com/Klenow_Discussion_of_Banerjee_Text.pdf

2. The Measurement of Well-Being and Inequality. Poverty and Vulnerability Assessments

★ Chapters 5 and 6 of [de Janvry and Sadoulet \(2015\)](#)

DEATON, A., *Measuring Poverty*. In: A. V. BANERJEE, R. BENABOU, AND D. MOOKHERJEE (eds.), *Understanding Poverty*, (pp. 3–15) (Oxford University Press, 2006). URL http://www.princeton.edu/~deaton/downloads/Deaton_Measuring_Poverty.pdf

RAVALLION, M. (2013). *The Idea of Anti-Poverty Policy*. URL <http://www.nber.org/papers/w19210>. NBER Working Paper 19210

3. Growth Models and Convergence

★ Chapter 8 of [de Janvry and Sadoulet \(2015\)](#)

GOLLIN, D., *The Lewis Model: A 60-Year Retrospective*. *Journal of Economic Perspectives*, vol. 28(3):(2014) pp. 71–88. doi: 10.1257/jep.28.3.71. URL <http://pubs.aeaweb.org/doi/abs/10.1257/jep.28.3.71>

RAY, D., *Uneven Growth: A Framework for Research in Development Economics*. *Journal of Economic Perspectives*, vol. 24(3):(2010) pp. 45–60. doi: 10.1257/jep.24.3.45. URL <http://pubs.aeaweb.org/doi/abs/10.1257/jep.24.3.45>

ROMER, P., *The Origins Of Endogenous Growth*. *The Journal Of Economic Perspectives*, vol. 8(1):(1994) pp. 3–22. URL <http://www.jstor.org/stable/2138148>

PRITCHETT, L., *Divergence, Big Time*. *The Journal of Economic Perspectives*, vol. 11(3):(1997)

⁸<http://www.economist.com/news/briefing/21697845-gross-domestic-product-gdp-increasingly-poor-measure-prosperity-it>

pp. 3–17. URL <http://www.jstor.org/stable/2138181>

EASTERLY, W., *The Ghost of Financing Gap*. *World Bank Policy Research Working Paper*, (pp. 1–30). URL http://www2.uah.es/econ/Economia_del_Desarrollo/BrechaFinanciera/352.pdf

4. Econometric Background: Regression and Causality

★ Chapter 4 of [de Janvry and Sadoulet \(2015\)](#)

MANSKI, C. F., *Public Policy In An Uncertain World: Analysis and Decisions* (Harvard University Press, 2013)

FREEDMAN, D., *Statistical models: Theory and Practice* (Cambridge Univ Press, 2005)

ANGRIST, J. D. AND PISCHKE, J.-S., *Mostly Harmless Econometrics: An Empiricist's Companion* (Princeton University Press, 2008b). URL <http://www.amazon.com/exec/obidos/redirect?tag=citeulike07-20&path=ASIN/0691120358>

5. Geography, Resources, Institutions

★ Chapter 20 of [de Janvry and Sadoulet \(2015\)](#)

ACEMONGLU, D., JOHNSON, S., AND ROBINSON, J., *Understanding Prosperity and Poverty: Geography, Institutions, and the Reversal of Fortune*. In: A. V. BANERJEE, R. BENABOU, AND D. MOOKHERJEE (eds.), *Understanding Poverty*, (pp. 19–37) (Oxford University Press, 2006). URL <http://ces.univ-paris1.fr/membre/Poncet/SciencesPo/AJRreversal.pdf>

ACEMOGLU, D., GALLEGO, F. A., AND ROBINSON, J. A., *Institutions, Human Capital, and Development*. *Annual Review of Economics*, vol. 6(1):(2014) pp. 875–912. doi: 10.1146/annurev-economics-080213-041111 URL <http://www.annualreviews.org/doi/abs/10.1146/annurev-economics-080213-041119>

BANERJEE, A. AND DUFLO, E., *Under the Thumb of History? Political institutions and the Scope for Action*. *Annual Review of Economics*, vol. 6:(2014) pp. 951–971. doi: 10.1146/annurev-economics-080213-041110. URL <http://www.nber.org/papers/w19848>

BESLEY, T. AND PERSON, T., *The Causes and Consequences of Development Clusters: State Capacity, Peace and Income*. *Annual Review of Economics*, vol. 6. URL http://people.su.se/~tpers/papers/DevelopmentClusters_ARE.pdf

6. Trade

★ Chapter 7 of [de Janvry and Sadoulet \(2015\)](#)

★ [Research Summary on Labor Market Adjustments to International Trade](#) (URL: <http://www.nber.org/reporter/2014number2/autor.html>)

HANSON, G. H., *The Rise of Middle Kingdoms: Emerging Economies in Global Trade*. *Journal of Economic Perspectives*, vol. 26(2):(2012) pp. 41–64. doi: 10.1257/jep.26.2.41. URL <http://pubs.aeaweb.org/doi/abs/10.1257/jep.26.2.41>

7. International Finance and Development

★ Chapter 10 of [de Janvry and Sadoulet \(2015\)](#)

PHILIPPON, T. AND RESHEF, A., *An International Look At The Growth Of Modern Finance*. *The Journal of Economic Perspectives*, vol. 27(2):(2013) pp. 73–96. URL <http://www.jstor.org/>

[stable/23391691](#)

EICHENGREEN, B. J., *Globalizing capital: A History of the International Monetary System* (Princeton University Press, 1998)

8. Foreign Aid

★ Chapter 19 of [de Janvry and Sadoulet \(2015\)](#)

EASTERLY, W., *Can the West save Africa?* *Journal of Economic Literature*, **vol. 47**(2):(2009) pp. 373–447. URL <http://www.nber.org/papers/w14363>

SACHS, J., *The End of Poverty: Economic Possibilities For Our Time* (Penguin Books, 2006). URL <http://goo.gl/6IUjSe>

MUNK, N., *The Idealist: Jeffrey Sachs and the Quest to End Poverty* (Doubleday, 2013). URL <http://goo.gl/3jsnLP>

★ DEATON, A., *American hubris, African nemesis.* *The Lancet*, **vol. 383**(9914):(2014) pp. 297–298. doi: 10.1016/S0140-6736(14)60092-1. URL <http://linkinghub.elsevier.com/retrieve/pii/S0140673614600921>

QIAN, N., *Making Progress on Foreign Aid.* *Annual Review of Economics*, **vol. 3**. doi: 10.1146/annurev-economics-080614-115553. URL http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2483364

9. Education

★ Chapter 17 of [de Janvry and Sadoulet \(2015\)](#)

KREMER, M. AND HOLLA, A., *Improving Education in the Developing World: What Have We Learned from Randomized Evaluations?* *Annual review of economics*, **vol. 1**:(2009) pp. 513–542. doi: 10.1146/annurev.economics.050708.143323. URL <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=3740762&tool=pmcentrez&rendertype=abstract>

10. Health

★ Chapter 17 of [de Janvry and Sadoulet \(2015\)](#)

DAS, J. AND HAMMER, J., *Quality of Primary Care in Low-Income Countries: Facts and Economics.* *Annual Review of Economics*, **vol. 6**:(2014) pp. 525–553. doi: 10.1146/annurev-economics-080213. URL http://wss-roxen.princeton.edu/chwpapers/papers/Das_Hammer_AnnualReviewEconomics_FinalRevision.pdf

11. Finance and Savings

★ Chapter 13 of [de Janvry and Sadoulet \(2015\)](#)

BANERJEE, A., *Microcredit Under the Microscope: What Have We Learned in the Past Two Decades, and What Do We Need to Know?* *Annu. Rev. Econ.*, **vol. 5**(1):(2013) pp. 487–519. doi: 10.1146/annurev-economics-082912-110220. URL <http://www.annualreviews.org/doi/abs/10.1146/annurev-econom>

12. Agriculture, Labor and Migration

★ Chapter 12 and 18 of [de Janvry and Sadoulet \(2015\)](#)

ESWARAN, M. AND KOTWAL, A., *The Role of Agriculture in Development*. In: A. V. BANERJEE, R. BENABOU, AND D. MOOKHERJEE (eds.), *Understanding Poverty*, (pp. 111–124) (Oxford University Press, 2006). URL http://www.econ.yale.edu/~cru2/book/Kotwal-and-Eswaran-Role_of_Agriculture_in_%23E63.doc

ALSTON, J. M. AND PARDEY, P. G., *Agriculture in the Global Economy*. *Journal of Economic Perspectives*, vol. **28**(1):(2014) pp. 121–146. doi: 10.1257/jep.28.1.121. URL <http://pubs.aeaweb.org/doi/abs/10.1257/jep.28.1.121>

13. Political Economy

★ ACEMOGLU, D. AND ROBINSON, J. A., *Economics versus Politics: Pitfalls of Policy Advice*. *Journal of Economic Perspectives*, vol. **27**(2):(2013) pp. 173–192. doi: 10.1257/jep.27.2.173. URL <http://pubs.aeaweb.org/doi/abs/10.1257/jep.27.2.173>

14. Resources and Climate Change

★ Chapter 15 of [de Janvry and Sadoulet \(2015\)](#)

WOLFRAM, C., SHELEF, O., AND GERTLER, P., *How Will Energy Demand Develop in the Developing World?* *Journal of Economic Perspectives*, vol. **26**(1):(2012) pp. 119–138. doi: 10.1257/jep.26.1.119. URL <http://pubs.aeaweb.org/doi/abs/10.1257/jep.26.1.119>

15. Corruption

★ TIROLE, J., *Corruption and Development*. In: A. V. BANERJEE, R. BENABOU, AND D. MOOKHERJEE (eds.), *Understanding Poverty*, (pp. 161–168) (Oxford University Press, 2006). URL <http://www.econ.yale.edu/~cru2/book/Laffont-CD-copied-from-pdf.doc>

OLKEN, B. AND PANDE, R., *Corruption in developing countries*. *Annual Review of Economics*, vol. **4**:(2012) pp. 479–509. doi: DOI:10.1146/annurev-economics-080511-110917. URL <http://economics.mit.edu/files/7589>

HALLWARD-DRIEMEIER, M. AND PRITCHETT, L., *How Business is Done in the Developing World: Deals versus Rules*. *Journal of Economic Perspectives*, vol. **29**(3):(2015) pp. 121–140

16. Social Safety Nets

★ Chapter 14 of [de Janvry and Sadoulet \(2015\)](#)

RAVALLION, M., *Transfers and Safety Nets in Poor Countries: Revisiting the Trade-Offs and Policy Options*. In: A. V. BANERJEE, R. BENABOU, AND D. MOOKHERJEE (eds.), *Understanding Poverty*, (pp. 203–231) (Oxford University Press, 2006). URL <http://elibrary.worldbank.org/doi/pdf/10.1596/1813-9450-3048>

References

ACEMOGLU, D., GALLEGO, F. A., AND ROBINSON, J. A., *Institutions, Human Capital, and Development*. *Annual Review of Economics*, vol. **6**(1):(2014) pp. 875–912. doi: 10.1146/annurev-economics-080213-041119. URL <http://www.annualreviews.org/doi/abs/10.1146/annurev-economics-080213-041119>.

- ACEMOGLU, D. AND ROBINSON, J. A., *Economics versus Politics: Pitfalls of Policy Advice*. *Journal of Economic Perspectives*, vol. 27(2):(2013) pp. 173–192. doi: 10.1257/jep.27.2.173. URL <http://pubs.aeaweb.org/doi/abs/10.1257/jep.27.2.173>.
- ACEMOGLU, D., JOHNSON, S., AND ROBINSON, J., *Understanding Prosperity and Poverty: Geography, Institutions, and the Reversal of Fortune*. In: A. V. BANERJEE, R. BENABOU, AND D. MOOKHERJEE (eds.), *Understanding Poverty*, (pp. 19–37) (Oxford University Press, 2006). URL <http://ces.univ-paris1.fr/membre/Poncet/SciencesPo/AJRreversal.pdf>.
- ALSTON, J. M. AND PARDEY, P. G., *Agriculture in the Global Economy*. *Journal of Economic Perspectives*, vol. 28(1):(2014) pp. 121–146. doi: 10.1257/jep.28.1.121. URL <http://pubs.aeaweb.org/doi/abs/10.1257/jep.28.1.121>.
- ANGRIST, J. AND PISCHKE, J., *Mostly Harmless Econometrics: An Empiricist’s Companion* (Princeton Univ Press, 2008a).
- ANGRIST, J. AND PISCHKE, J.-S., *Mastering Metrics: The Path from Cause to Effect*, vol. 1 (Princeton University Press, 2014), 1 edn. URL <http://EconPapers.repec.org/RePEc:pup:pbooks:10363>.
- ANGRIST, J. D. AND PISCHKE, J.-S., *Mostly Harmless Econometrics: An Empiricist’s Companion* (Princeton University Press, 2008b). URL <http://www.amazon.com/exec/obidos/redirect?tag=citeulike07-20&path=ASIN/0691120358>.
- BANERJEE, A., *Big answers for Big Questions: The Presumption of Macroeconomics*. In: J. COHEN AND W. EASTERLY (eds.), *What Works in Development: Thinking Big and Thinking Small*, (pp. 207–222) (Brookings Institution Press, 2009). URL http://www.brookings.edu/~media/Events/2008/5/29%20global%20development/2008_banerjee.PDF.
- BANERJEE, A., *Microcredit Under the Microscope: What Have We Learned in the Past Two Decades, and What Do We Need to Know?* *Annu. Rev. Econ.*, vol. 5(1):(2013) pp. 487–519. doi: 10.1146/annurev-economics-082912-110220. URL <http://www.annualreviews.org/doi/abs/10.1146/annurev-economics-082912-110220>.
- BANERJEE, A., BENABOU, R., AND MOOKHERJEE, D., *Understanding Poverty* (Oxford University Press, USA, 2006). URL <http://books.google.com/books?id=qVNLt3Cei1EC>.
- BANERJEE, A. AND DUFLO, E., *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (PublicAffairs, 2011). URL <http://books.google.com/books?id=Tj0TF0IH1yAC>.
- BANERJEE, A. AND DUFLO, E., *Under the Thumb of History? Political institutions and the Scope for Action*. *Annual Review of Economics*, vol. 6:(2014) pp. 951–971. doi: 10.1146/annurev-economics-080213-041110. URL <http://www.nber.org/papers/w19848>.
- BESLEY, T. AND PERSON, T., *The Causes and Consequences of Development Clusters: State Capacity, Peace and Income*. *Annual Review of Economics*, vol. 6. URL http://people.su.se/~tapers/papers/DevelopmentClusters_ARE.pdf.
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