

**Economics of Poverty**  
**ECON 4680-01/ECON 4680-02/ECON 6680-01**  
**Undergraduate and Graduate Course**  
**Spring 2021**

**Time: Tuesday 7:35am – 10am CST**

**Location: Online**

<https://tulane.zoom.us/j/92849240185?pwd=QJjuaEI4aDJLUzNPQU10dG80WnBkQT09>

**Instructor**

Nora Lustig  
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*Office Hours:* W 1-2pm

<https://tulane.zoom.us/j/92296834775?pwd=L09EbEhpM0FYMW1idmJVRmFSTWNaZz09>

Or by appointment. To request an appointment please send an email to the above address.

**Teaching Assistant and Tutorials:** Valentina Martinez Pabon [vmartinezpabon@tulane.edu](mailto:vmartinezpabon@tulane.edu)

**Course Description**

This course presents an overview of inequality and poverty analysis. It covers measurement, determinants and public policies. Students will learn basic inequality and poverty analysis techniques. Students will also learn fiscal incidence methods and how to apply them to actual countries. This semester, the course will focus on the potential impact of COVID-19 and the policies implemented to mitigate them. **Pre-requisites:** Major in Economics; Intermediate Microeconomics, Intermediate Macroeconomics, and Econometrics with a grade of B+ or above.

**Objective and Learning Outcomes**

This course will combine lectures, labs, and student presentations in a seminar format with guided discussions based on readings and country studies. Students are expected to actively participate in class and interact with the instructor and each other. Careful and critical reading of the materials is a key component of this course. To optimize the interactive nature of this course, the number of students will be kept small.

The purpose of this course is to learn how to prepare an analytical synthesis of the existing body of knowledge on topics covered in a poverty assessment. In particular, by the end of the semester students should have learned: 1. the basic analytics of poverty and inequality measures, and main measurement challenges; 2. main trends in the evolution of poverty and inequality in the world; 3. to prepare an assessment of the poverty situation in a particular country and the poverty consequences of COVID-19; 4. to prepare an assessment of the impact of anti-poverty policies in a particular country, especially in the context of COVID-19; 5. how to assess the impact of taxes and transfers on inequality and poverty in a particular country; and, 6. to prepare their own estimations of inequality and poverty as well as applying fiscal incidence analysis in a particular country, using Excel.

**Program Outcomes**

This course contributes to the program outcomes for the BA, BS and MA degrees in Economics by allowing students to demonstrate competency in the following specialized areas in economics: poverty and inequality analysis; economics of the welfare state; fiscal incidence analysis. It contributes to the program outcomes of programs in the Department of Economics by allowing

students to develop and demonstrate competency in specialized fields (income distribution and poverty) and gain knowledge on specific countries' poverty profiles and welfare states.

**NOTICE: STUDENTS TAKING ECON 4680-02/WRITING INTENSIVE, PLEASE GO TO THE BOTTOM OF THIS SYLLABUS**

**Organization**

The course will be conducted as a seminar and there will be several in-class workshops and tutorials. Students are expected to actively participate in class and interact with the instructor and each other. Careful and critical reading of the materials is a key component of this course.

**Technology**

Students will need to look for data during class so please **bring a laptop set up to use Tulane's network**. You will need a Dropbox account to access all the class materials. To open a Dropbox account, you can go to [www.dropbox.com](http://www.dropbox.com) and open a free account.

**Evaluation and Grading**

**Preparing an Inequality and Poverty Assessment for a country and In-class presentations: 40 %**

The class will be divided in teams and there will be two types of presentations:

1. Advances on sections of the Assessment. Three presentations: 5% each.
2. A final presentation in April. 25%

The grade for the in-class presentations shall be the same for all members of the team. Students will be excused from presenting only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the deadline. Without such evidence, the grade will be an F.

The **Inequality and Poverty Assessment** for in-class presentation, spreadsheet, powerpoint slides, and final paper (the paper applies to students taking the course for graduate-level credit only) should include the following sections:

*Section 1: Introduction.*

*Section 2: Evolution and main determinants of inequality and poverty in selected country.*

Collect information on inequality and poverty from the following three sources for "your" country for as far back as you can: World Bank's POVCAL and Wid.world. Using the existing information and readings describe what happened to inequality and poverty in your country. In particular, please address the following questions: Are there discrepancies in levels or trends among the three sources? If there are, what could be the causes? Which source did you decide to use and why? Based on the source that you chose, what is the evolution of inequality and poverty? Are results sensitive to the use of alternative inequality and poverty measures? Based on your bibliographical research, which factors explain the observed trends in inequality and poverty?

*Section 3: Social Protection and Anti-poverty Programs* Describe the main characteristics of the social protection system and transfer programs.

*Section 4: Assessing fiscal policy's impact on poverty and inequality.* Using the Commitment to Equity framework as guidance, assess the extent to which government fiscal policies (taxes and transfers) in your country bring about a significant reduction in poverty and inequality. How progressive are taxes and transfers? How equitable is the access to public education and health? What are the main social programs and their characteristics? How significant is their contribution to reducing inequality and poverty?

*Section 5: The Short- and Long-term Impacts of COVID-19 and policies to mitigate them*  
*Section 6: Conclusions.*  
*References.*

**NOTE:** Please make sure to put your name and date in the top right-hand corner on first page of every document. Powerpoint slides and papers should include a section with bibliographical references. Tables and figures should have proper titles and include sources (including the page numbers of the source when applicable) and add as many explanatory notes as needed.

**Midterm exam March 16: 30%**

The midterm will include questions on the material and readings covered until then. Midterm exams can be rescheduled only for valid medical or family **emergencies**. Students must produce signed evidence by the proper authority verifying the reason why they missed the exam. Without such evidence, the grade will be an F.

**Final Assignment: 30 %**

Each team must submit the revised and final version of powerpoint slides to instructor by **Sunday May 9 at 5pm (CST)**. Please submit electronically to the instructor with a copy to the TA. If a team does not deliver the final version of the slides by the due date, the grade for this assignment will be reduced at a rate of 25 percent per day. Students will be excused only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the deadline. Without such evidence, the grade will be an F.

For students taking the course at the **graduate level:**

In addition to the above, students taking the course for graduate-level credit must submit a final paper written individually. The paper must follow the structure described above for the Poverty Assessment and should be 8-10 pages long (font size 12 and double space) including tables, figures and references. Please make sure to put your name and date in the top right-hand corner of the paper's first page. Papers should include a section with bibliographical references. Tables and figures should have proper titles and include sources (including the page numbers of the source when applicable) and add as many explanatory notes as needed. The paper is due by **Sunday May 9 at 5pm (CST)**. Please submit electronically to the instructor with a copy to the TA. If a student does not deliver the paper by the due date, the grade for this assignment will be reduced at a rate of 25 percent per day. Students will be excused only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the deadline. Without such evidence, the grade will be an F.

**GRADE SCALE:** A (93-100) | A- (90-92) | B+ (87-89) | B (83-86) | B- (80-82) | C+ (77-79) | C (73-76) | C- (70-72) | D+ (67-69) | D (63-66) | D- (60-62) | F (below 60)

**Attendance, punctuality and active participation in class are required.**

Attendance means being online for the duration of the class with videocamera on. If videocamera is off, it will count as a "missed" class.

Students are allowed to miss only one class without excuse. If more than one class is missed (fully or partially), students will be excused only for valid medical, family, or connectivity emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed or were late to a class. Without the signed evidence, 5 percent will be subtracted from final grade for each missed class. If a student misses 4 classes or more, the student will receive an incomplete for the course.

Students are expected to be punctual and stay for the duration of the entire class. If a student must be late to a class or leave early, please request the instructor's permission in writing (with a copy to the TA). Students are expected to remain in the room during the entire class unless exceptional circumstances require them to be excused.

Students must turn cell phones off during class. Social media or internet should not be consulted during class except as required by the course. The use of cell phones, social media, or internet for unauthorized purposes will result in a deduction of 5 percent from the final grade for each violation.

There will be a 10-minute break during each session. With the exception of the break, students are expected to remain in the room/online during the entire class unless exceptional circumstances require them to be excused.

## **SCHEDULE AND READINGS**

### **January 19 – Poverty and Inequality: Concepts, Measurement and Trends**

- Houghton, Jonathan and Shahidur R. Khandker. 2009. *Handbook on Poverty and Inequality*, World Bank; chapters 1-5.  
<http://documents.worldbank.org/curated/en/488081468157174849/Handbook-on-poverty-and-inequality>
- Ravallion: Chapters 4 and 5.
- Foster, James and Nora Lustig. 2019. "Choosing an Inequality Index," *Human Development Report 2019*, Spotlight 3.2, p. 156.

Further readings:

- Advanced: Duclos, Jean-Yves and Abdelkrim Araar. 2006. *Poverty and Equity*. New York: Springer. Part II.

### **January 26 – Poverty and Inequality: Concepts, Measurement and Trends**

- Poverty and Shared Prosperity 2018: Piecing Together the Poverty Puzzle, Washington, DC: World Bank.  
<http://documents.worldbank.org/curated/en/104451542202552048/pdf/132029-REVISED-PUB-PUBLIC.pdf>
- Poverty and Shared Prosperity 2016: Taking on Inequality, Washington, DC: World Bank, <http://www.worldbank.org/en/publication/poverty-and-shared-prosperity>
- Exploring World Bank's POVCAL and [wid.world](http://wid.world) at the Paris School of Economics

### **February 2 – Measurement Challenges: Comparability Issues, the Missing Bottom, and the Missing Rich**

- Ravallion Chapter 3: Section 3.2
- Atkinson, A. B. 2016. *Monitoring Global Poverty, Report of the Commission on Global Poverty*, World Bank, Washington, DC: World Bank.
- Ferreira, F. H. G., N. Lustig and D. Teles (2015), "Appraising Cross-National Income Inequality Databases: An Introduction," *Journal of Economic Inequality* 13 (4), pp. 497-526.
- Lustig, Nora. 2019. "The 'Missing Rich' in Household Surveys: Causes and Correction Approaches." CEQ Working Paper 75, CEQ Institute, Tulane University, November 2019. <http://repec.tulane.edu/RePEc/ceq/ceq75.pdf>

Further Readings:

- The Economist, "[Inequality could be lower than you think](#)," November 28, 2019.
- Alvaredo, F., A. B. Atkinson, T. Piketty and E. Saez (2013), "The Top 1% in International and Historical Perspective," *Journal of Economic Perspectives* 27 (3), pp. 3-20.
- Atkinson, A. B., T. Piketty and E. Saez (2011), "Top Incomes in the Long Run of History," *Journal of Economic Literature* 49 (1), pp. 3-71.
- Chancel, L. and T. Piketty (2017), "Indian income inequality, 1922-2015: From British Raj to Billionaire Raj?," WID.World Working Paper Series No. 2017/11, revised 2018, Paris School of Economics. Published in *Review of Income and Wealth*.
- Ferreira F. H. G., S. Chen, A. Dabalen, Y. Dikhanov, N. Hamadeh, D. Jolliffe, A. Narayan, E. B. Prydz, A. Revenga, P. Sangraula, U. Serajuddin and N. Yoshida (2016), "A global count of the extreme poor in 2012: data issues, methodology and initial results," *Journal of Economic Inequality* 14 (2), pp. 141-172.
- Higgins, S., N. Lustig, and A. Vigorito (2018), "[The Rich Underreport Their Income: Assessing Biases In Inequality Estimates And Correction Methods Using Linked Survey And Tax Data](#)." CEQ Working Paper 70, CEQ Institute, Tulane University, September. Also published in ECINEQ, Working Paper 475, September 2018.
- Morgan, M. (2018), "Essays on Income Distribution. Methodological, Historical and Institutional Perspectives," Ph.D. dissertation, Ecole Doctorale n°465, Ecole des Hautes Études en Sciences Sociales, Paris, France.
- Novokmet F., T. Piketty, and G. Zucman (2017), "From Soviets to Oligarchs: Inequality and Property in Russia 1905-2016," WID.world Working Paper Seires 2017/09, Paris School of Economics.
- Piketty, T. and E. Saez (2003), "Income Inequality in the United States 1913-1998," *Quarterly Journal of Economics* 118 (1), pp. 1-39.
- Piketty, T., E. Saez, and G. Zucman (2018), "Distributional National Accounts: Methods and Estimates for the United States", *The Quarterly Journal of Economics*, Volume 133, Issue 2, May 2018, Pages 553–609.
- Piketty, Thomas, Li Yang, and Gabriel Zucman (2019), "Capital Accumulation, Private Property, and Rising Inequality in China, 1978–2015." *American Economic Review*, 109 (7): 2469-96.

**First Presentation:** Section 2 of Assessment for: Brazil, Ethiopia, and Ghana. 10 minutes each team.

### February 9 – Lab: Estimating Poverty and Inequality Measures

**First Presentation:** Section 2 of Assessment for: Iran, Mexico, South Africa and USA. 10 minutes each team.

### February 16 – MARDI GRAS – NO CLASS

### February 23 – Intergenerational mobility: Concepts, Measurement, and Application Guest Lecture: Guido Neidhöfer, ZEW Mannheim

- Black, S. E., & Devereux, P. J. (2011). Recent developments in intergenerational mobility. *Handbook of Labor Economics* (Vol. 4866, pp. 1487–1541).
- Corak, M. (2013). Income inequality, equality of opportunity, and intergenerational mobility. *Journal of Economic Perspectives*, 27(3), 79-102.
- Jäntti, M., & Jenkins, S. P. (2015). Income Mobility. *Handbook of Income Distribution* (Vol. 607, pp. 807–935).

#### Further readings

- Blanden, J. (2013). Cross-Country Rankings in Intergenerational Mobility: a Comparison of Approaches From Economics and Sociology. *Journal of Economic Surveys*, 27(1), 38–73.

- 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.  
+ other papers from the Opportunity Insights Project: <https://opportunityinsights.org/>
- Becker, G. S., & Tomes, N. (1979). An equilibrium theory of the distribution of income and intergenerational mobility. *Journal of Political Economy*, 87(6), 1153-1189.
- Becker, G. S., & Tomes, N. (1986). Human capital and the rise and fall of families. *Journal of Labor Economics*, 4(3, Part 2), S1-S39.
- Neidhöfer, G. (2019). Intergenerational mobility and the rise and fall of inequality: Lessons from Latin America. *The Journal of Economic Inequality*, 17(4), 499-520.
- Neidhöfer, G., Serrano, J., & Gasparini, L. (2018). Educational inequality and intergenerational mobility in Latin America: A new database. *Journal of Development Economics*, 134, 329-349.
- Piketty, T. (2000). Theories of persistent inequality and intergenerational mobility. *Handbook of Income Distribution*, (Vol. 1, pp. 429–476).
- Roemer, J. E., & Trannoy, A. (2015). Equality of Opportunity. *Handbook of Income Distribution*. (Vol. 2, pp. 217–296)
- Solon, G. (1999). Intergenerational mobility in the labor market. In *Handbook of labor economics* (Vol. 3, pp. 1761-1800). Elsevier.
- Solon, G. (2018). What do we know so far about multigenerational mobility?. *The Economic Journal*, 128(612), F340-F352.
- Stuhler, J. (2018). A review of intergenerational mobility and its drivers. JRC Report No. JRC112247. <https://core.ac.uk/reader/162257020>
- Torche, F. (2015). Analyses of intergenerational mobility: An interdisciplinary review. *The ANNALS of the American Academy of Political and Social Science*, 657(1), 37-62.

**Second Presentation:** Section 3 of Assessment for: Brazil, Ethiopia, and Ghana. 10 minutes each team.

### **March 2 – Measuring the Impact of Taxes and Transfers on Inequality and Poverty: Fiscal Incidence Analysis**

- Lustig, Nora. 2019. “Measuring the Distributional Impact of Taxation and Public Spending: The Practice of Fiscal Incidence Analysis.” CEQ Working Paper 24, CEQ Institute, Tulane University, October 2019.
- Gaspar, Vito, Paulo Mauro, and Tigran Poghosyan. 2017. “Lessons from the Old Masters on Assessing Equity and Efficiency: A Primer for Fiscal Policymakers,” IMF Working Papers 214, Washington, DC.
- Lustig, Nora (editor). 2018. *Commitment to Equity Handbook. Estimating the Impact of Fiscal Policy on Inequality and Poverty*. CEQ Institute and Brookings Institution Press. Introduction and Chapters 1, 4, 5, 6, 8 and 10. <http://commitmenttoequity.org/publications-ceq-handbook>
- Inchauste, Gabriela and Nora Lustig, editors. 2017. *The Distributional Impact of Taxes and Transfers. Evidence from Eight Low- and Middle-Income Countries*, Washington DC: World Bank.
- Lustig, Nora. 2019. Spotlight 3.3 Measuring fiscal redistribution: concepts and definitions. *Human Development Report*, UNDP.

### **March 9 – Lab: Policy Simulations of Fiscal Incidence Analysis**

Midterm review

### **March 16 – Midterm**

### **March 23 – Multi-dimensional Poverty**

Guest Lecture: Prof. Maria Emma Santos (Universidad Nacional del Sur)

- Alkire, S. and J. Foster. 2011. Understandings and Misunderstandings of Multidimensional Poverty Measurement, the Journal of Economic Inequality, 9, 289-314.
- Alkire, S., Foster, J. and Santos, M. E. (2011), "Where did identification go?", *Journal of Economic Inequality* 9 (3): 501-505.
- Alkire, S. and Santos, M. E. (2014), "Measuring Acute Poverty in the Developing World: Robustness and Scope of the Multidimensional Poverty Index". *World Development* 59: 251-274.
- OPHI. 2020. MPI Report Charting Pathways Out of Multidimensional Poverty: Achieving the SDGs.

**Second Presentation:** Section 3 of Assessment for: Iran, Mexico, South Africa and USA. 10 minutes each team.

### March 30 – The Impact of COVID-19 on Inequality and Poverty

- Chetty, R., Friedman, J., Hendren, N., & Stepner, M. (2020). The economic impacts of COVID-19: Evidence from a new public database built from private sector data. Opportunity Insights.
- Lustig, Nora, Valentina Martinez Pabon, Federico Sanz and Stephen D. Younger. 2020. "The Impact of Covid-19 Lockdowns and Expanded Social Assistance on Inequality, Poverty and Mobility in Argentina, Brazil, Colombia and Mexico." CEQ Working Paper 92, Commitment to Equity Institute, Tulane University, August. <http://repec.tulane.edu/RePEc/ceq/ceq92.pdf>
- Neidhöfer, Guido, Nora Lustig, and Mariano Tommasi. 2020. "Intergenerational Transmission of Lockdown Consequences: Prognosis of the Longer-run Persistence of COVID-19 in Latin America." CEQ Working Paper 99, Commitment to Equity Institute, Tulane University, December. <http://repec.tulane.edu/RePEc/ceq/ceq99.pdf>
- Sumner, A., C. Hoy, and E. Ortiz-Juarez (2020). Precarity and the pandemic: COVID-19 and poverty incidence, intensity, and severity in developing countries. WIDER Working Paper 2020/77. <https://www.wider.unu.edu/sites/default/files/Publications/Working-paper/PDF/wp2020-77.pdf>.

**Third Presentation:** Section 4 of Assessment for: Brazil, Ethiopia, and Ghana. 10 minutes each team.

### April 6 – Lab: Simulating the Impact of COVID-19 on Inequality and Poverty

#### April 13 – School Reopenings and Hospitalizations

**Guest Lecture: Prof. Engy Ziedan, Tulane University**

- Harris, Ziedan and Hassig. 2021. The Effects of School Reopenings on COVID-19 Hospitalizations, Technical Report, REACH, January.

**Third Presentation:** Section 4 of Assessment for: Iran, Mexico, South Africa and USA. 10 minutes each team.

### April 20 – Inequality and Poverty Assessments: Final Presentations

Brazil, Ethiopia, and Ghana. 30 minutes each team.

### April 27 – Inequality and Poverty Assessments: Final Presentations

Iran, Mexico, South Africa and USA. 30 minutes each team.

## Data Sources and Additional Resources

### COVID-19

Institute for Health Metrics and Evaluation (IHME): <http://www.healthdata.org/covid>

Johns Hopkins Coronavirus Resource Center: <https://coronavirus.jhu.edu/map.html>

Projections: <https://covid19.healthdata.org/global?view=total-deaths&tab=trend>

Policy briefs: <http://www.healthdata.org/covid/updates>

Social Protection and Jobs Responses to COVID-19: <https://www.ugogentilini.net/?p=1070>

### Databases

*Students are encouraged to make additional suggestions to this list*

ATG (All the Ginis); <http://data.worldbank.org/data-catalog/all-the-ginis>

CEPALSTAT (UN Economic Commission for Latin America and the Caribbean),  
[http://estadisticas.cepal.org/cepalstat/WEB\\_CEPALSTAT/Portada.asp](http://estadisticas.cepal.org/cepalstat/WEB_CEPALSTAT/Portada.asp)

CEQ Standard Indicators (Commitment to Equity Institute, Tulane University),  
<http://www.commitmenttoequity.org/indicators.php>

EUROMOD (University of Essex), <https://www.euromod.ac.uk/>

GCIP (Global Consumption and Income Project), <http://gcip.info/>

The GINI Project, [http://www.gini-research.org/articles/data\\_2](http://www.gini-research.org/articles/data_2)

IDD (Income Distribution Database/OECD), <http://www.oecd.org/social/income-distribution-database.htm>

LIS/LWS (Luxembourg Income Study), <http://www.lisdatacenter.org/our-data/lws-database/>

Pew Research Center (Pew Research Global Attitudes Project), <http://www.pewglobal.org>

PovcalNet (World Development Indicators, World Bank),  
<http://iresearch.worldbank.org/PovcalNet/povOnDemand.aspx>

SEDLAC (Socio-Economic Database for Latin America and the Caribbean/CEDLAS at  
Universidad Nacional de La Plata and World Bank), <http://sedlac.econo.unlp.edu.ar/>

SWIID (Standardized World Income Inequality Database), <http://fsolt.org/swiid/>

UTIP (University of Texas Income Inequality Project), <http://utip.lbj.utexas.edu/>

WIID (World Income Inequality Database/UNU-WIDER),  
<https://www.wider.unu.edu/project/wiid-world-income-inequality-database>

WID.world (The World Wealth and Income Database), <http://wid.world/>

WTID (the World Top Incomes Database),  
<https://www.parisschoolofeconomics.eu/en/research/data-production-and-diffusion/the-world-inequality-database/>

### Other data sources:

- EARTHDATA Poverty Mapping Project:  
<https://cmr.earthdata.nasa.gov/search/concepts/C179001946-SEDAC.html>
- ILO Social Security Inquiry <http://www.ilo.org/sesame/IFPSES.SSDBMenu>
- OECD SOCIAL EXPENDITURES COMPENDIUM  
<http://www.oecd.org/social/expenditure.htm>
- Public Expenditure Review “homepage” includes information on process, substance, as well as scrolling down you will find a table with all the reviews per region.  
<http://go.worldbank.org/2NYPVF0QT0>
- UNDP (United Nations Development Program)/ Human Development Reports  
<http://hdr.undp.org/en/>
- UNDP/ Millennium Development Goals Monitor <http://www.mdgmonitor.org/>

### Complementary Bibliography for students interested in Stata:



- Haughton and Khandker, Appendix 2
- Cameron and Trivedi, sections 1.6-1.11 and chapter 2
- [http://www.cpc.unc.edu/research/tools/data\\_analysis/statatutorial](http://www.cpc.unc.edu/research/tools/data_analysis/statatutorial) (online tutorial)
- <http://data.princeton.edu/stata/> (online tutorial)
- <http://www.ats.ucla.edu/stat/stata/> (online tutorials and resources)
- Cameron and Trivedi, chapter 1.
- Haughton and Khandker, Appendix 3 (practice problems in Stata).
- Coudouel, Aline, Jesko S. Hentschel, and Quentin T. Wodon. 2002. "Poverty Measurement and Analysis." In *A Sourcebook for Poverty Reduction Strategies Volume 1: Core Techniques and Cross-Cutting Issues*, edited by Jeni Klugman. Washington, D.C.: World Bank. Sections 1.1, 1.2, and 1.5. [http://siteresources.worldbank.org/INTPRS1/Resources/383606-1205334112622/5467\\_chap1.pdf](http://siteresources.worldbank.org/INTPRS1/Resources/383606-1205334112622/5467_chap1.pdf)
- Deaton, Angus and Salman Zaidi. 2002. "Guidelines for Constructing Consumption Aggregates for Welfare Analysis." Section 5. [http://siteresources.worldbank.org/INTPRS1/Resources/Thematic-Workshops/415743-1089658785131/Training\\_2001-27-02\\_Deaton\\_ConsumpAgg\\_doc.pdf](http://siteresources.worldbank.org/INTPRS1/Resources/Thematic-Workshops/415743-1089658785131/Training_2001-27-02_Deaton_ConsumpAgg_doc.pdf)

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### Code of Conduct

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [titleix.tulane.edu](http://titleix.tulane.edu). Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at [tulane.edu/concerns](http://tulane.edu/concerns).

<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
<b>Counseling &amp; Psychological Services (CAPS)   (504) 314-2277</b>	<b>Coordinator of Violence Prevention   (504) 314-2161</b>
<b>Student Health Center   (504) 865-5255</b>	<b>Tulane University Police (TUPD)   (504) 865-5911</b>
<b>Sexual Aggression Peer Hotline and Education   (504) 654-9543</b>	<b>Office of Institutional Equity   (504) 862-8083</b>

### Academic honesty

All students must be familiar with and abide by Tulane's Code of Academic Conduct, which is available online at <http://tulane.edu/college/code.cfm>. Note in particular: "Unless explicitly allowed by the instructor, electronic devices (such as cell phones, notebooks, calculators, etc.) are not allowed to be out of backpacks or purses during quizzes and exams. These electronic devices must be packed away and turned off. Any student who is caught with one of these devices out will have his/her test taken and will be charged with the Honor Code violation of cheating."

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## ECON 4680-02 - Writing Intensive

<https://liberalarts.tulane.edu/academics/undergraduate-studies/writing-intensive-requirement>

- Sole authorship by an individual student.
- A paper of at least 3500 words (15 pages) and a maximum of 5000 words (20 pages) of expository, analytical writing. Maximum page count includes graphs, tables, appendixes and references.
- First draft due by March 30, 2021.
- Final version due by May 9 (5pm), 2021 (final exam schedule).
- The S/U option may not be used to satisfy the writing requirement.
  
- Learning Outcomes – Courses that fulfill these requirements will require the student to demonstrate their proficiency in writing through the following objectives:
  - Demonstrates an understanding of context, audience, and purpose that is responsive to the assigned task(s).
  - Uses appropriate content to clearly convey the writer's understanding of the subject.
  - Demonstrates competence in the appropriate citation systems for their academic disciplines or genres.