



THE UNIVERSITY OF CHICAGO
HARRIS SCHOOL OF PUBLIC POLICY

SYLLABUS
WINTER 2026

PPHA 35240: ECONOMICS OF EDUCATION AND DEVELOPMENT
Tuesdays, 3:30 pm – 6:20 pm

Keller Center 2112 (in-person)

Instructor: **Professor Anjali Adukia**
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TA (PPHA 35240): **Jake Nicoll**
jwnicoll@uchicago.edu

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TA (PBPL 28350): **Smriti Ganapathi**
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Office hours: To meet with Prof. Adukia, sign up online:
<http://tinyurl.com/npb42qe>

To meet with your TA, reach out via email.

If you sign up and later find that you are no longer able to make that time or no longer need the appointment, please be sure to remove your name.

This course covers policy issues related to education and inequality in developing contexts. We will analyze education policies and reforms, develop skills to be a critical consumer of relevant research on each topic, and examine implications of the findings to policy and practice. Class content will include and incorporate discussion and lenses related to discrimination and inclusion in education, understanding factors that influence educational decisions, provision of basic needs in schools, teacher pay and incentives, educational responses to economic and social shocks, student behavior, and curricula. Students will develop skills understanding and interpreting academic papers. This syllabus is subject to change.

Prerequisites: We will draw upon tools of program evaluation, econometrics, and microeconomic theory. Students lacking these prerequisites are responsible for learning the relevant material.

Relationship to Other Programs: This course fulfills part of the following UChicago Harris School Certificates/Specializations: Education Policy, International Policy and Development, Social and Economic Inequality, & Gender and Policy.

Readings and Guest Speakers

Readings. Many of the issues discussed in the course would benefit from the perspective of multiple disciplines. However, much of the emerging causal evidence on education in developing countries comes from the field of development economics, and therefore, the reading list of the course comprises mainly studies that use economic tools to analyze educational issues. These articles can be found through the University of Chicago library system or through the course reserves link on Canvas. Useful resources in understanding some of the methods used in the readings include: *Mostly Harmless Econometrics* by Angrist and Pischke or *Methods Matter: Improving Causal Inference in Educational and Social Science Research* by Murnane and Willett. Students may also find useful: *Running Randomized Evaluations* by Glennerster and Takavarasha and *Failing in the Field* by Karlan and Appel. These are on reserve at Regenstein Library.

Guest speakers. Guest speakers will sometimes join us at the beginning of class, typically via videoconference but possibly in person. They will often request that students prepare materials in addition to the readings listed for the course, which will also be announced ahead of time. The schedule may change as we go, and the instructor will announce adjustments accordingly. Speakers spend their valuable time visiting the class whether in person or virtually, so it is very important that students remain engaged during their visits.

Requirements, Assignments, and Grading

Grades will be based on regular attendance and active class participation (40%) and a final project consisting of project ideas, a first draft, a peer review, a presentation, and a final paper (60%).

Deadlines are as follows (all deadlines are 5pm unless otherwise noted):

- Student survey (online link on Canvas): Please fill out by January 5.
- Final project: 1 individual project idea due January 12; ChatGPT-generated idea with reflection due January 12; form a group and inform TA by January 16; submit 3-4 project ideas from the group by January 22; group meets with TA by January 29; first draft of project by February 16; individual contribution statement for first draft by February 16; peer review by February 23; oral presentation slides on March 2 (5 pm); in-class presentation on March 3; written paper due March 6, individual contribution statement due March 6.

***Class Participation, including Attendance* (40%)**

Active engagement and reflection are essential requirements for this course. Students are expected to contribute substantively to class discussions. The quality of participation is just as important as the quantity. Class participation is an important component of learning. Do not be afraid to speak up as others may have the same questions as you. Class participation grades will be based on questions and comments students pose in class and on the weekly discussion questions, in addition to questions posted on Ed for the weekly speaker. Disengagement from the class will count against the participation component of your grade. Students must also be on time for class, especially when we have a guest speaker; otherwise, it may count against one's grade.

Attendance. Attendance is required and considered as part of the participation grade. Students must arrive on time to class and must attend the class session for which they are signed up. We do not accommodate course shopping. Students must attend the first day and last day of class. Further information about the attendance policy is as follows:

- *Attending Alternate Sessions:* If a student is unable to attend their assigned class session due to unavoidable reasons, they must inform their TA at least 24 hours in advance and attend the other session that day. For example, if they miss the 12:30pm session, they must attend the 3:30pm session, and vice versa. However, this policy is not intended for students to switch sessions regularly; students must attend their enrolled session unless they have made arrangements with

the TA ahead of time. They must email at least one day in advance to confirm room capacity and to allow time for necessary arrangements.

- *One Missed Class Session:* If a student is unable to attend either session for a given day due to unavoidable circumstances, they must contact the TA ahead of time and independently complete additional assignments for each starred readings assigned for that week. Each response must be submitted separately (one for each reading). Students must inform the TA of any absence in advance to be eligible for this option and additional instructions will be provided once your request is approved and will serve as confirmation that the missed session is eligible for this option.
- *Repeated Absences:* Students with two or more absences during the quarter will have their participation and attendance grades deducted, and their academic advisors will become involved.
- *Regarding being late:* Attendance grades will be deducted for students who are late. For students who are repeatedly late, their academic advisors will become involved.

Final Project (60%)

One of our goals is to cultivate critical consumership of research evidence. For the final project, students will work in self-selected groups to design an ambitious and realistic research project that uses quantitative methods that can help determine the causal impact of a policy or program. The specific topic is open-ended but must be related to education and include investigation into dimensions of inequality, allowing students to explore a question that is most suited to their interests. Students *do not* need to conduct the research itself. **The final product will comprise a research proposal which includes the design of the research project.** This will be done in groups of three or four people.

The final project will include the following components and deadlines:

- Each student will individually write 1 one-page project idea (due January 12, 5pm)
- Each student will submit a ChatGPT-generated project idea, along with reflection of the output (due January 12, 5pm)
- Form a group of 3-4 people and inform TA (due January 16, 5pm)
- 3-4 one-page project ideas from the group (due January 22, 5pm)
- Group meets with TA to finalize project idea for final (by January 29)
- First draft of your group's final project (due February 16, 5pm)
- Individual contribution statement for work through the first draft (due February 16, 5pm)
- Individual peer review of first draft (due February 23, 5pm)
- Group presentation slides (slides uploaded on Canvas by March 2, 5pm)
- In-class oral group presentation (March 3)
- A jointly-authored, 12-15-page document (page limit does not include references) (due March 6, 5pm)
- Individual contribution statement for the overall final project (due March 6, 5pm)

Final products will address the following components:

- What's the bigger issue you want to address? What's the specific research question/part of the issue you wish to address?
- What is the conceptual framework/theory of change? Help structure the reader's thinking as to how this policy or program might or might not influence educational outcomes and how this study will expand our understanding of how the world works beyond existing literature/how we can understand people's motivations, citing related academic literature.
- For which context, for which population?
- What is the research design of the project? Which data would be used and how would it be collected? What empirical methodology would be brought to bear (it can be experimental or quasi-experimental)? Again, no data actually need to be collected, but it must be realistic that these data could be obtained.

- How will you interpret your results? What is learned if there are positive impacts, negative impacts, or null effects? This should go beyond simply interpreting the regression coefficients and should engage deeply with what the findings would mean and should discuss possible mechanisms which may lead to different findings.
- What are potential limitations or threats to validity to this project?
- What will we learn from this project? What will remain to be understood?

Individual Project Ideas. Each individual will submit a one-page idea for their final research project proposal. These ideas should briefly address the above components.

ChatGPT. After coming up with one's own project idea, students should elicit an idea using ChatGPT (can use <https://phoenixai.uchicago.edu>), include the prompt and output, and reflect upon the output from ChatGPT while comparing/contrasting with their own idea.

Group Project Ideas. Then each student group will submit a minimum of three to four ideas from the group (a minimum of one idea for each group member) for their final projects (one page each). These ideas can draw upon the individually submitted ideas from the first week of class. It is useful to practice generating different viable ideas. This helps develop creativity and helps one deepen thoughts around how to address an issue. We encourage groups to brainstorm ideas individually and in their groups to come to consensus around interests. Student groups will meet with the instructional staff to discuss their ideas.

First Draft. You will complete a comprehensive first draft of your project. Your classmates will need this for peer review, so be sure to complete it on time. Only one copy of this needs to be uploaded to Canvas. Each draft will be assessed by a rubric that will be made available. Each individual student should separately submit an “individual contribution statement,” which is a note about the contributions of each of the group members (including themselves) for each component of the final project.

Peer Review. Each group member will be assigned to individually and anonymously peer review another group's project. These should provide comprehensive feedback which both provides bigger picture perspectives (what is the contribution of this project, what are the strengths and areas for improvement, are there any gaps in the logic or project, helping the group see the forest from the trees, checking that enough information is included such that all parts of the project make sense and are easily understood such as pointing out where things need to be clearer or more concrete, where they need to link point A to point B, whether they need to include a better rationale for their idea, etc.) in addition to more detailed feedback about specific ways they can improve the project and copyediting. This will be anonymous. It is important that the feedback is constructive and kind.

Students should consider the following when assessing their classmates' projects and presentations:

- Do you think that this project could help in solving the larger issue? Is this an interesting and promising idea?
- What is the quality of the project and analysis?
- What role does evidence play in supporting the different components?
- How well is the information communicated?
- If you were the target audience member (e.g. funder), would you support this project? Why or why not? What more would you need or want to know?

Final Class Presentation. Students will present their projects to their classmates in the final class session. The presentation should be directed at a specific audience (e.g. a funder). Students should practice ahead of time and ensure that each group member has equal presentation time. At the end of each presentation, there will be an opportunity for the rest of the class to ask questions. All assertions on slides should be cited using APA format. Students will also provide feedback to their peers on their presentations during

the presentations. The final set of slides and a bibliography in APA format should be uploaded to Canvas the day before by 5pm.

Final Project. One group member should submit the final jointly authored research proposal to Canvas. Each individual student should separately submit an “individual contribution statement,” which is a note about the contributions of each of the group members (including themselves) for each component of the final project.

Assignments should be 12-15 pages (page limit does not include references) and typed and submitted using a font size of 11 point Times New Roman (or equivalent) with 1-inch margins and 1½-inch spacing. APA format should be used in citations.

Papers will not be accepted past the deadline. Students should work on their projects continually throughout the term and allow for the possibility of unforeseen circumstances. If you need accommodations, please see the instructors at the start of the quarter.

Optional: Observe the moon. As an optional activity, students can observe the moon and record their observations individually and/or on Canvas.

Course Readings and Schedule (*subject to change – please check Canvas for updates*)

Required readings denoted with an asterisk (*). Other readings (without an asterisk) are listed for students who wish to explore a topic further. Classes are held in-person.

WHY EDUCATION? (JANUARY 6)

*This syllabus (read it before the first class session)

*Duflo, E. (2001). Schooling and labor market consequences of school construction in Indonesia: evidence from an unusual policy experiment. *American Economic Review*, 91(4), 795-813.

Psacharopoulos, G. (1984). The contribution of education to economic growth: international comparisons.

Becker, G. S. (1962). Investment in human capital: A theoretical analysis. *The Journal of Political Economy*, 70(5), 9-49.

Ashraf, N., Bau, N., Nunn, N., & Voena, A. (2020). Bride price and female education. *Journal of Political Economy*, 128(2), 591-641.

Duflo, E., Dupas, P., & Kremer, M. (2021). The impact of free secondary education: Experimental evidence from Ghana. National Bureau of Economic Research WP w28937.

Duflo, E., Dupas, P., Spelke, E., & Walsh, M. (2022). *Intergenerational impacts of secondary education: Experimental evidence from Ghana*. Working Paper.

Card, D. (1999). The causal effect of education on earnings. In O. Ashenfelter and D. Card, eds., *Handbook of Labor Economics*, 3A. Elsevier.

Heckman, J. J., Humphries, J. E., & Veramendi, G. (2018). The nonmarket benefits of education and ability. *Journal of Human Capital*, 12(2), 282-304.

EDUCATION RESPONSES TO ECONOMIC AND SOCIAL CIRCUMSTANCES (JANUARY 13)

Guest Speaker: Anjali Desai, Manav Sadhna and Patangyu

*Atkin, D. (2016). Endogenous skill acquisition and export manufacturing in Mexico. *American Economic Review*. 106(8), 2046-2085.

*Adukia, A., Asher, S., & Novosad, P. (2020). Educational investment responses to economic opportunity: Evidence from Indian road construction. *American Economic Journal: Applied Economics*.

Buchmann, N., Field, E., Glennerster, R., Nazneen, S., Pimkina, S., & Sen, I. (2018). Power vs money: Alternative approaches to reducing child marriage in Bangladesh, a randomized control trial.

Jensen, R. (2012). Do labor market opportunities affect young women's work and family decisions? Experimental evidence from India. *The Quarterly Journal of Economics*. 127 (2), 753-792.

Shah, M., & Steinberg, B. M. (2017). Drought of opportunities: Contemporaneous and long term impacts of rainfall shocks on human capital. *Journal of Political Economy*. 125(2), 527-561

Adukia, A. (2022). Spillover impacts on education from employment guarantees. *Education Finance and Policy*.

Shastry, G. K. (2012). Human capital response to globalization: Education and information technology in India. *Journal of Human Resources*. 47(2), 287-330.

DISCRIMINATION AND INCLUSION IN EDUCATION (JANUARY 20)

*Hanna, R. & Linden, L. (2012). Discrimination in grading. *American Economic Journal: Economic Policy*, 4(4): 146-68.

*Rao, G. (2019). Familiarity does not breed contempt: Diversity, discrimination, and generosity in Delhi schools. *American Economic Review*.

*Adukia, A., Eble, A., Harrison, E., Runesha, H.B., & Szasz, T. (2023). What we teach about race and gender: Representation in images and text of children's books. *Quarterly Journal of Economics*.

Francis, D. V., De Oliveira, A. C., & Dimmitt, C. (2019). Do school counselors exhibit bias in recommending students for advanced coursework?. *The BE Journal of Economic Analysis & Policy*, 19(4), 20180189.

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797.

Francis, D. V. (2012). Sugar and spice and everything nice? Teacher perceptions of Black girls in the classroom. *The Review of Black Political Economy*, 39(3), 311-320.

Hoff, K. & Pandey, P. (2004). Belief systems and durable inequalities: An experimental investigation of Indian caste (Vol. 3351). *World Bank Publications*. sticerd.lse.ac.uk/dps/bpde2004/hoff.pdf

Behrman, J. (1997). Intrahousehold distribution and the family. In: Mark R. Rosenzweig and Oded Stark, editors, *Handbook of Population and Family Economics*, Elsevier, 1(A)125-187.

Margo, R. (2007). Race and Schooling in the South, 1880-1950: An Economic History. *Chicago: University of Chicago Press*. <https://doi.org/10.7208/9780226505015>

Bertrand, M., Hanna, R., & Mullainathan, S. (2010). Affirmative action in education: evidence from engineering college admissions in India. *Journal of Public Economics*. 94, 16-29.

CURRICULA (JANUARY 27)

Guest Lecturer: Jake Nicoll, University of Chicago, MiiE Lab Junior Investigator

*Cantoni, D., Chen, Y., Yang, D. Y., Yuchtman, N., & Zhang, Y. J. (2017). Curriculum and ideology. *Journal of Political Economy*, 125(2), 338-392.

*Arold, B. W. (2024). Evolution vs. creationism in the classroom: The lasting effects of science education. *The Quarterly Journal of Economics*, qjae019.

*Adukia, A. & Harrison, E. (2025). Separation of church and state curricula? Examining public and religious private school textbooks. *Working Paper*.

Crawfurd, L., Saintis-Miller, C., & Todd, R. (2024). Sexist textbooks: Automated analysis of gender bias in 1,255 books from 34 countries. *PLoS One*, 19(10), e0310366.

Stevenson, B., & Zlotnick, H. (2018, May). Representations of men and women in introductory economics textbooks. In *AEA Papers and Proceedings*. 108, 180-185.

Lucy, L., Demszky, D., Bromley, P., & Jurafsky, D. (2020). Content analysis of textbooks via natural language processing: Findings on gender, race, and ethnicity in Texas US history textbooks. *AERA Open*, 6(3).

Dee, T.S. & Penner, E. The causal effects of cultural relevance: Evidence from an ethnic studies curriculum, *American Educational Research Journal*, 54(1), 2017, 127-166.

Arold, B. W., Woessmann, L., & Zierow, L. (2025). Can schools change religious attitudes?: Evidence from German state reforms of compulsory religious education. *Journal of Human Resources*.

DEMAND-SIDE CONSIDERATIONS: ROLE OF BASIC NEEDS, INCENTIVES, COSTS (FEBRUARY 3)

*Miguel, E. & Kremer, M. (2004). Worms: identifying impacts on education and health in the presence of treatment externalities. *Econometrica*. 72(1), 159-217.

*Adukia, A. (2017). Sanitation and education. *American Economic Journal: Applied Economics*.

*Schultz, P. (2004). School subsidies for the poor: evaluating the Mexican Progresa poverty program. *Journal of Development Economics*. 74(1): 199-250.

Evans, D. K., & Popova, A. (2016). What really works to improve learning in developing countries? An analysis of divergent findings in systematic reviews. *World Bank Research Observer*. 31(2): 242-270. Database of education studies with learning, attendance, enrollment outcomes: sites.google.com/site/davidkevans/other-resources/database-of-education-studies?authuser=0

Kazianga, H., Levy, D., Linden, L. L., & Sloan, M. (2013). The effects of 'girl-friendly' schools: evidence from the BRIGHT school construction program in Burkina Faso. *American Economic Journal: Applied Economics*, 5(3), 41-62.

Bleakley, H. (2007). Disease and development: evidence from hookworm eradication in the American South. *The Quarterly Journal of Economics*, 122(1), 73-117.

Glewwe, P. & Kremer, M. (2006). Schools, teachers, and education outcomes in developing countries. *Handbook of the Economics of Education*, 2, 945-1017.

Evans, D., Kremer, M., & Ngatia, M. (2009). The impact of distributing school uniforms on children's education in Kenya. Unpublished manuscript. Abdul Latif Jameel Poverty Action Lab.

Kremer, M., Miguel, E. & Thornton, R. (2009). Incentives to learn. *The Review of Economics and Statistics*, 91(3): 437-456

Rawlings, L. & Rubio, G. (2005). Evaluating the impact of conditional cash transfer programs. *World Bank Research Observer*, 20(1): 30-55.

Vermeersch, C. & Kremer, M. (2004). School meals, educational achievement and school competition: evidence from a randomized evaluation. *World Bank Policy Research Working Paper*. No. 3523.

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

Banerjee, A., Banerji, R., Berry, J., Duflo, E., Kannan, H., Mukerji, S., Shotland, M., & Walton, M. (2017). From proof of concept to scalable policies: Challenges and solutions, with an application. *Journal of Economic Perspectives*, 31(4), 73-102.

Glewwe, P., Kremer, M., & Moulin, S. (2009). Many children left behind? Textbooks and test scores in Kenya. *American Economic Journal: Applied Economics*, 1(1), 112-135.

Glewwe, P., Kremer, M., Moulin, S., & Zitzewitz, E. (2004). Retrospective vs. prospective analyses of school inputs: The case of flip charts in Kenya. *Journal of Development Economics*, 74(1), 251-268.

Malamud, O., & Pop-Eleches, C. (2011). Home computer use and the development of human capital. *Quarterly Journal of Economics*, 126(2), 987-1027.

Das, J., Dercon, S., Habyarimana, J., Krishnan, P., Muralidharan, K., & Sundararaman, V. (2013). School inputs, household substitution, and test scores. *American Economic Journal: Applied Economics*, 5(2), 29-57.

SUPPLY-SIDE CONSIDERATIONS: ADULTS (TEACHERS AND GOVERNANCE) (FEBRUARY 10)

Guest Lecturer: Sendhil Revuluri, Former Vice President, Chicago Public Schools Board of Education

*Muralidharan, K. & Sundararaman, V. (2011). Teacher performance pay: Experimental evidence from India. *Journal of Political Economy*, 119(1), 39-77.

*Duflo, E., Hanna, R., & Ryan, S. (2012). Incentives work: Getting teachers to come to school. *The American Economic Review*, 102(4), 1241-1278.

Glewwe, P., Ilias, N., & Kremer, M. (2010). Teacher incentives. *American Economic Journal: Applied Economics*, 2(3), 205-227

Chaudhury, N., Hammer, J., Kremer, M., Muralidharan, K., & Rogers, F. H. (2006). Missing in action: Teacher and health worker absence in developing countries. *Journal of Economic Perspectives*, 20(1): 91-116.

Duflo, E., Dupas, P., & Kremer, M. (2015). School governance, teacher incentives, and pupil-teacher ratios: Experimental evidence from Kenyan primary schools. *Journal of Public Economics*, 123, 92-110.

Thompson, O. 2019. School desegregation and Black teacher employment. NBER Working Paper. 25990.

VIOLENCE IN AND AROUND SCHOOLS (FEBRUARY 17)

Guest Lecturer: Smriti Ganapathi, University of Chicago

*Baago-Rasmussen, L., Hares, S., Naker, D., Smarrelli, G., and Wu, D. (2024). Violence in Schools: Prevalence, Impact, and Interventions. Center for Global Development Brief. <https://www.cgdev.org/sites/default/files/violence-in-schools.pdf>

*Abu-Ghaida, Dina N.; Darvas, Peter; Holland, Peter Anthony; Miwa, Keiko; Saavedra, Jaime; Sundharam, Joanna Shruti. *Safe and Learning in the Midst of Fragility, Conflict, and Violence : A World Bank Group Approach Paper (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/987751647358730492>
(Only executive summary, introduction and section 1)

*Ang, D. (2021). The Effects of Police Violence on Inner-City Students, *The Quarterly Journal of Economics*, 136(1), 115–168, <https://doi.org/10.1093/qje/qjaa027>

Over H, Bunce C, Baggaley J, Zendle D. Understanding the influence of online misogyny in schools from the perspective of teachers. PLoS One. 2025 Feb 26;20(2):e0299339. <https://doi.org/10.1371/journal.pone.0299339>

Barr, A.L., Knight, L., França-Junior, I., Allen, E., Naker, D., & Devries, K.M. (Feb. 23, 2017). Methods to increase reporting of childhood sexual abuse in surveys: The sensitivity and specificity of face-to-face interviews versus a sealed envelope method in Ugandan primary school children. *BMC Int Health Hum Rights*. 17(1):4.

Crawfurd, L. and Hares, S. (2020). There's a Global School Sexual Violence Crisis and We Don't Know Enough About It. *CGD blog post*. <https://www.cgdev.org/blog/theres-global-school-sexual-violence-crisis-and-we-dont-know-enough-about-it>

Hares, S. & Turner, E. (2021). Violence in Schools Is Pervasive and Teachers Are Often the Perpetrators. Here Are Five Ways to Prevent It. *CGD blog post*. <https://www.cgdev.org/blog/violence-schools-pervasive-and-teachers-are-often-perpetrators-here-are-five-ways-prevent-it>

Evans, D.K., Hares, S., Smarrelli, G., and Wu, D. (2023). When the Data You Have Aren't the Data You Need: School-Related Violence Data Availability in Low- and Middle-Income Countries. CGD Working Paper 658. Washington, DC: Center for Global Development. <https://www.cgdev.org/publication/when-data-you-have-arent-data-you-need-school-related-violence-data-availability-low>

Smarrelli, G., Hares, S., and Wu, D. (2024). Legislating to Prevent Violence against Children: Corporal Punishment Bans Are Necessary but Not Enough. CGD Note 367. <https://www.cgdev.org/sites/default/files/legislating-prevent-violence-against-children-corporal-punishment-bans-are-necessary.pdf>

Amaral, S., Garcia-Ramos, A., Gulesci, S., & Ore-Quispe, S. (November 20, 2024), Gender-Based Violence in Schools and Girls' Education: Experimental Evidence from Mozambique. CESifo Working Paper Series No. 11506. <http://dx.doi.org/10.2139/ssrn.5051049>.

Smarrelli, G. (2023). Improving School Management of Violence: Evidence from a Nationwide Policy in Peru. CGD Working Paper 667. Washington, DC: Center for Global Development. <https://www.cgdev.org/publication/improving-school-management-violence-evidence-nationwide-policy-peru>

Adukia, A., Feigenberg, B., & Momeni, F. (2024). From Retributive to Restorative: An Alternative Approach to Justice in Schools. Working Paper.

Heekes, S. & Kruger, C. (2018). When the Rod Spoils the Child: A Systematic Review of Corporal Punishment in Schools Globally. Unpublished Thesis, University of Cape Town.

Karmaliani et al. (2020). Right To Play's intervention to reduce peer violence among children in public schools in Pakistan: a cluster-randomized controlled trial. *Global Health Action*. <https://www.tandfonline.com/doi/full/10.1080/16549716.2020.1836604>

Devries, K., Child, M., Nakuti, J., (2015). The Good School Toolkit for reducing physical violence from school staff to primary school students: a cluster-randomized controlled trial in Uganda. *The Lancet Global Health*. [https://www.thelancet.com/journals/langlo/article/PIIS2214-109X\(15\)00060-1/fulltext#%20](https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(15)00060-1/fulltext#%20)

Evans, D., Hares, S., Holland, P. & Mendez Acosta, A. (2022). Adolescent Girls' Safety In and Out of School: Evidence on Physical and Sexual Violence from across Sub-Saharan Africa. *CGD working paper*. <https://www.cgdev.org/publication/adolescent-girls-safety-and-out-school-evidence-physical-and-sexual-violence-across-sub>

Baumgarten, E., Simmonds, M. & Mason-Jones, A.J. (2022). School-based interventions to reduce teacher violence against children: a systematic review. *Child Abuse Review*, e2803. <https://doi.org/10.1002/car.2803>

Decker, M. R., Wood, S. N., Ndinda, E., Yenokyan, G., Sinclair, J., Maksud, N., ... & Ndirangu, M. (2018). Sexual violence among adolescent girls and young women in Malawi: A cluster-

randomized controlled implementation trial of empowerment self-defense training. *BMC Public Health*, 18(1), 1-12.

Fry, D., Fang, X., Elliott, S., Casey, T., Zheng, X., Li, J., Florian, L. & McCluskey, G. (2018). The relationships between violence in childhood and educational outcomes: A global systematic review and meta-analysis. *Child Abuse & Neglect*, 75, 6-28.

SCHOOL CHOICE: “WHY SCHOOLS?” REVISITED AND WHICH SCHOOLS? (FEBRUARY 24)

*Angrist, J., Bettinger, E., Bloom, E., King, E., & Kremer, M. (2002). Vouchers for private schooling in Colombia: evidence from a randomized natural experiment. *American Economic Review*, 92(5): 1535-58.

*Muralidharan, K. & Sundararaman, V. (2015). The aggregate effect of school choice: evidence from a two-stage experiment in India. *Quarterly Journal of Economics*, 130(3): 1011-66.

Neilson, C. (2021). Targeted vouchers, competition among schools and the academic achievement of poor students. *Working Paper*.

christopherneilson.github.io/work/documents/Neilson_JMP/Neilson_SEPVouchers2021.pdf

Andrabi, T., Das, J., Khwaja, A., Ozyurt, S., & Singh, N. (2020). Upping the ante: The equilibrium effects of unconditional grants to private schools. *American Economic Review*, 110, 10: 3315-3349.

Bartholet, E. (2020). Homeschooling: Parent rights absolutism vs. child rights to education & protection, *Arizona Law Review*, 62, p.1-27 in particular.

Bartholet, E. (2021). Homeschooling. In M. L. Breger. *Exploring Norms and Family Laws Across the Globe* (Chapter 2). Rowman-Littlefield/Lexington Publishers

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STUDENT PRESENTATIONS OF PROJECTS (MARCH 3)

NOTE the class time will be 3:30-7:30pm for final presentations. If you are unable to be in class for the additional hour, you must inform the instructors at the beginning of the quarter.

OTHER INFORMATION

University Resources Available to Students. The University offers a set of student support services (described [here](#)), including [student health services](#). In response to the COVID-19 pandemic and associated disruptions, the University has provided links for students via its “Learning Remotely” [website](#); specific resources are listed [here](#). Specifically, we wish to remind you about available counseling services in particular: If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, remote counseling services are available. Student Counseling Service (SCS) urges you to attend to your mental wellbeing and to reach out to them for support during these challenging times. All SCS services are covered by the Student Life Fee, and there is no additional cost for students to access their services. See <https://wellness.uchicago.edu/mental-health/student-counseling-service-spring-quarter-faq/>. Students seeking new services/resources can call 773.702.9800 during business hours (Monday–Friday 8:30 a.m.–5 p.m.) and ask to speak with a clinician. Students needing urgent mental health care can speak with clinicians over the phone 24/7 by calling the SCS at 773.702.3625. Similarly, the Harris School itself provides both academic and non-academic support services for students. These resources are described on [this page of the Harris website](#).

Disability Accommodations. The University’s policies regarding students with disabilities are available [here](#). The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by Student Disability Services (SDS) and need a reasonable accommodation(s) to participate fully in this course must follow the [procedures established by the Harris School of Public Policy](#).

Timely notifications are required to ensure that your accommodations can be implemented. If you require accommodations for this course, please inform Professor Adukia and your TA at the beginning of the quarter so we can discuss how your accommodations may be implemented in the course. Currently registered students are asked to notify the Harris Student Disability Liaison, Eman Alsamara (ealsamara@uchicago.edu) of their access requests by the end of the first week of the quarter. The Harris Student Disability Liaison will work with the student and instructor to coordinate the implementation of student accommodations. Harris students are not required to submit their accommodations letter to the instructor. Students who are facing extenuating circumstances at any point during the quarter should reach out to their Academic Advisor in the Dean of Students Office for support. If you feel you need

accommodations on an ongoing basis, contact Student Disability Services. To contact SDS: disabilities@uchicago.edu, (773) 702-6000, disabilities@uchicago.edu.

Classroom Electronics Policy. Students may use a laptop or tablet in the classroom for classroom purposes only and never during guest speakers' visits. If students are to use an electronic device, it must be put into airplane mode for the duration of the class session. Phones are not permitted and must be put away out of access.

Diversity and Inclusion. The Harris School welcomes, values, and respects students, faculty, and staff from a wide range of backgrounds and experiences, and we believe that rigorous inquiry and effective public policy problem-solving requires the expression and understanding of diverse viewpoints, experiences, and traditions. The University and the Harris School have developed distinct but overlapping principles and guidelines to ensure that we remain a place where difficult issues are discussed with kindness and respect for all.

The University's policies are available [here](#). Specifically, the University identifies the freedom of expression as being "vital to our shared goal of the pursuit of knowledge, as is the right of all members of the community to explore new ideas and learn from one another. To preserve an environment of spirited and open debate, we should all have the opportunity to contribute to intellectual exchanges and participate fully in the life of the University."

The Harris School's commitments to lively, principled, and respectful engagement are available [here](#): "The Harris School of Public Policy welcomes and respects students, faculty, and staff from a wide range of backgrounds, experiences, and perspectives as part of our commitment to building an inclusive community. *Fostering an environment that encourages rigorous inquiry and effective public policy problem-solving requires the involvement and understanding of diverse viewpoints, experiences, and traditions.* As a leading public policy school, Harris holds diversity as a core value. That includes not only diversity of opinion, but diversity along a broad spectrum of factors, including race, ethnicity, national origin, gender identity, sexual orientation, ability status, religion, socio-economic background, and social or political belief. Recognizing the value of diversity and inclusion is essential to combating discrimination, addressing disparities, and cultivating ethical and clear-eyed policy leadership."

Academic Integrity. All University of Chicago students are expected to uphold the highest standards of academic integrity and honesty. Among other things, this means that students shall not represent another's work as their own, use un-allowed materials during exams, or otherwise gain unfair academic advantage. Please read The University of Chicago policy on plagiarism, presented in the Student Manual. If you have any questions about how to properly attribute sources, please contact the teaching staff. The University's policies regarding academic integrity and dishonesty are described [here](#). The University's approach is: "It is contrary to justice, academic integrity, and to the spirit of intellectual inquiry to submit another's statements or ideas as one's own work. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously." The Harris School's student policies are available on the [policies page of our website](#). The *Academic Honesty and Plagiarism* section expresses the main principles.