This is the syllabus used for Fall 2022. Specific topics may be added or removed for Fall 2024, but you can expect the general structure and requirements of the class to be similar to the ones presented here.

ECON 8400-002 — Topics in Education
Syllabus

University of Pennsylvania
Margaux Luflade

Fall 2022

Course description

Synopsis. As most second-year Ph.D. courses, this course is designed to help you transition to you conducting your own research. Through the discussion of seminal and recent papers, the goal is to help you gain an understanding of the literature that allows you to come up with original questions of interest and/or new useful methods.
This class will focus on the discussion of education-related questions (see list of topics below). However, I certainly hope the class will be the occasion to discuss models and methods that are useful in economics and empirical micro, beyond the study of education questions. The list of topics below is tentative: I can definitely modify the list to include related topics of interest to students. Feel free to email me if you have suggestions and/or questions.

Logistics and instruction planning

Email: mluflade@sas.upenn.edu

Meeting times: Monday and Wednesday, 12–1:30pm, Fall session 2.

Office hours: by appointment, feel free to email me.

Typical class structure:

- Each class, we'll discuss in depth one or two papers. For each paper, either me or a student will be in charge of preparing a presentation of the paper, and leading the discussion. I'll try to give a quick broader view of where these papers fit in the literature and how they are connected to other papers of interest.

Assessment

- Presentation and discussion of paper(s)
- Referee report: each student will submit a referee report on a current working paper, for instance a paper currently R&R at a general interest or top field journal. Students can choose papers that fit their interest, and check in with me for approval.

Tentative overview of topics

1. Models of education decisions, skill formation, and identification of the returns to education

    - In-class discussions
        - P. Arcidiacono (2005). Affirmative action in higher education: How do admission and financial aid rules affect future earnings? *Econometrica*, 73(5): 1477–524.
        - P. Todd, K. Wolpin (2003). On the specification and estimation of the production function for cognitive achievement. *Economic Journal*, 113(485): F3–F33.
        - F. Cunha, J. Heckman, S. Schennach (2010). Estimating the technology of cognitive and noncognitive skill formation. *Econometrica*, 78(3): 883–931.

  - L. Kirkeboen, E. Leuven, M. Mogstad (2016). Field of study, earnings, and self-selection. *Quarterly Journal of Economics*, 131(2): 1057–112.
  - P. Carneiro, J. Heckman, E. Vytlacil (2011). Estimating marginal returns to education. *American Economic Review*, 101(6): 2754–81.
- Additional readings
  - P. Arcidiacono (2004). Ability sorting and the returns to college majors. *Journal of Econometrics*, 121(1–2): 343–75.
  - J. Altonji (1993). The demand for and return to education when education outcomes are uncertain. *Journal of Labor Economics*, 11(1, Part 1): 48–83.
  - M. Keane, K. Wolpin (1997). The career decisions of young men. *Journal of Political Economy*, 105(2): 2075–91.

2. School choice and mechanism design

- In-class discussions
  - N. Agarwal, P. Somaini (2018). Demand analysis using strategic reports: An application to a school choice mechanism. *Econometrica*, 86(2): 391–444.
  - M. Luflade (2019). The value of information in centralized school choice systems. *Working paper.*
  - T. Larroucau, I. Ríos (2021). Dynamic college admissions and the determinants of students' college retention. *Working paper.*
- Additional readings
  - A. Abdulkadiroğlu, T. Sönmez (2003). School choice: a mechanism design approach. *American Economic Review*, 93(3): 729–47.
  - G. Fack, J. Grenet, Y. He (2019). Beyond truth-telling: preference estimation with centralized school choice and college admissions. *American Economic Review*, 109(4): 1486–529.

3. School and neighborhood choice

- In-class discussions
  - S. Black (1999). Do better schools matter? Parental valuation of elementary education. *Quarterly Journal of Economics*, 114(2): 577–99.
  - P. Bayer, F. Ferreira, R. McMillan (2007). A unified framework for measuring preferences for schools and neighborhoods. *Journal of Political Economy*, 115(4): 588-638.
  - F. Agostinelli, M. Luflade, P. Martellini (2021). On the spatial determinants of educational access. *Working paper.*
- Additional readings
  - D. Epple, R. Romano (2003). Neighborhood schools, choice, and the distribution of educational benefits. In Caroline M. Hoxby, ed., *The Economics of school choice.* University of Chicago Press, p.227-286.
  - T. Nechyba (2000). Mobility, targeting, and private-school vouchers. *American Economic Review*, 90(1): 120-146.

4. Supply side and competition

- In-class discussions
  - M. Dinerstein and T. Smith (2021). Quantifying the supply response of private schools to public policies. *American Economic Review*
  - J. Singleton (2019). Incentives and the supply of effective charter schools. *American Economic Review*, 109(7): 2568–612.
  - C. Allende (2020). Targeted vouchers, competition among schools, and the academic achievement of poor students. *Working paper.*
- Additional readings
  - D. Epple, R. Romano, S. Scarpa, H. Sieg (2017). A general equilibrium analysis of state and private colleges and access to higher education in the US. *Journal of Public Economics*, 155: 164–178.

5. Teachers: value added, labor market

- In-class discussions
  - B. Biasi, C. Fu, J. Stromme (2021). Equilibrium in the Market for Public School Teachers: District Wage Strategies and Teacher Comparative Advantage. *Working paper.*
  - M. Bates, M. Dinerstein, A. Johnston, I. Sorkin (2022). Teacher Labor Market Equilibrium and Student Achievement. *Working paper.*
- Additional readings
  - D. Aaronson, L. Barrow, W. Sander (2007). Teachers and student achievement in the Chicago public high schools. Journal of Labor Economics, 25(1): 95—135.
  - R. Chetty, J. Friedman, J. Rockoff (2014a). Measuring the impacts of teachers I: Evaluating bias in teacher value-added estimates. *American Economic Review*, 104(9): 2593–632.
  - R. Chetty, J. Friedman, J. Rockoff (2014b). Measuring the impacts of teachers II: Teacher value added and student outcomes in adulthood. *American Economic Review*, 104(9): 2633–79.
  - R. Chetty, J. Friedman, J. Rockoff (2017). Measuring the impacts of teachers: reply. *American Economic Review*, 107: 1685–717.
  - T. Kane, D. Staiger (2008). Estimating teacher impacts on student achievement: an experimental evaluation. *NBER WP No. 14607.*
  - C. Koedel, K. Mihaly, J. Rockoff (2015). Value-added modeling: a review. Economics of Education Review, 47: 180–95.
  - J. Rothstein (2010). Teacher quality in educational production: tracking, decay, adn student achievement *Quarterly Journal of Economics*, 125(1): 175–214.
  - J. Rothstein (2015). Teacher Quality Policy When Supply Matters. *American Economic Review*, 105(1): 100–30.
  - J. Rothstein (2017). Measuring the impacts of teachers: a comment. *American Economic Review*, 107: 1656–84.
  - M. Wiswall (2013). The dynamics of teacher quality. *Journal of Public Economics*, 100:61–78.

6. Large-scale policies

- In-class discussions
  - A. Hsiao (2022). Educational investment in spatial equilibrium: Evidence from Indonesia. *Working paper.*
  - M. Dinerstein, C. Neilson, S. Otero (2022). The Equilibrium Effects of Public Provision in Education Markets: Evidence from a Public School Expansion Policy. *Working paper.*
- Additional readings
  - S. Parker, P. Todd (2017). Conditional Cash Transfers: The Case of Progresa/Oportunidades. *Journal of Economic Literature*, 55(3): 866-915.

7. Peers

- In-class discussions
  - C. Manski (1993). Identification of endogenous social effects: The reflection problem. *Review of Economic Studies*, 60(3): 531–42.
  - C. Hoxby, G. Weingarth (2006). Taking race out of the equation. The structure of peer effects. *Working paper, Harvard University.*
  - Y. Bramoullé, H. Djebbari, B. Fortin (2009). Identification of peer effects through social networks. *Journal of Econometrics*, 150(1): 41–55.
- Additional readings
  - W. Brock, S. Durlauf (2001). Discrete choice with social interactions. *Review of Economic Studies*, 68(2): 235–60.
  - A. Calvó-Armengol, E. Patacchini, Y. Zenou (2009). Peer effects and social networks in education. *Review of Economic Studies*, 76(4): 1239–67.
  - J. Angrist (2014). The perils of peer effects. *Labour Economics*, 30: 98-108.

8. Unequal access to education/ affirmative action

- Additional readings
  - S. Coate, G. Loury (1993). Will affirmative action policies eliminate negative stereotypes? *American Economic Review*

– D. Epple, R. Romano, H. Sieg (2008). Diversity and affirmative action in higher education. *Journal of Public Economics*
– P. Arcidiacono, E. Aucejo, H. Fang (2012). Affirmative action and mismatch: new test and evidence. *Quantitative Economics*

Schedule