

PPDE 661 Methods for Equity Analysis Spring 2023

Time: Tue 2:00pm to 5:20pm PST

Location: RGL 209

Instructor: Jorge Luis García, Ph.D.

Biography: <https://jorgelgarcia.github.io/>

Office: TBA

Contact Info: jlgarci@clemson.edu

Office Hours: Via Zoom. Tue 11:30 AM to 12:30 PM PST

Prerequisite

PPDE 661 requires only a basic understanding of statistics (covered in a course like PPD 504, for example). Students may contact Suzanne Alexander at alexal@usc.edu to waive the PPD 558 prerequisite.

Course Description

This course is devoted to understanding and applying methods for measuring different types of inequality and segregation, as well as methods for evaluating social policies intended to rectify those problems. The course begins with an introductory module on frameworks, concepts, and measures of poverty. Economic and econometric frameworks will be used as a reference throughout the course, but the class will not focus on technical material as it is aimed at a general audience of master's students. After this introduction, the course then shifts towards recent discussions regarding inequity and social justice in the United States. Topics will build on each other based on a life-cycle perspective, starting with a module on reproductive health and contraception policy and finishing with a module on intergenerational mobility. See the section on "Class Topics" for more detail.

Course evaluation will be based on weekly reading and comprehension of academic and general literature, as well as problem sets which will include conceptual questions and basic applied analysis of datasets. There will be a midterm exam similar in format to the conceptual part of the problem sets and a final project. The final project will involve writing a discussion paper that provides an equity-oriented analysis of a recent policy topic (e.g., the recent court decision regarding affirmative action at Harvard University).

Learning Objectives

- Develop an understanding of poverty, equity, and its interaction with social policy.
- Create an academic understanding of current discussions of social justice.

- Practice a basic understanding of applied analysis of datasets.

Technology

Applied analysis of datasets will be performed in Microsoft Excel.

Topics and Required Readings

- 1) Frameworks of Concepts and Measurement
 - a) History of Thought on Poverty and Socioeconomic Disadvantage
Readings: Ravallion (2016), chapters 1 and 2.
 - b) Measurement of Poverty and Welfare
Readings: Ravallion (2016), chapters 3 to 5.
 - c) Policy Evaluation and Causality
Readings: Angrist and Pischke (2009), chapter 1.
- 2) Life-Cycle Poverty and Inequality
 - a) Early Life
 - i) Reproductive Policy and Contraception Access (e.g., fertility decisions, abortion, oral contraception, son preference)
Readings: Myers (2017) and Moretti and Dahl (2008).
 - ii) Family Structure (teen motherhood, single parenthood, two-parent families)
Readings: Kearney (2023), chapters 1 and 2.
 - iii) Pre-natal Conditions and Early Childhood Education (low birthweight, birth order, sex composition of children, early childhood education programs)
Readings: Almond and Currie (2011), Almond et al. (2018), and Elango et al. (2016).
 - b) Later Childhood, Adolescence, and Young Adulthood
 - i) Education After Preschool: K-12 (public and private schooling, charter schools, magnet schools, segregation)
Readings: Urquiola (2016), Angrist et al. (2013), Cohodes et al. (2021).
 - ii) College (credit constraints, major choices, affirmative action)

Readings: Barrow and Malamud (2015), Arcidiacono et al. (2015), Arcidiacono and Lovenheim (2016); [Briones et al. \(2023\)](#), and [Turner \(2023\)](#).

iii) Non-Cognitive Skills, Character, and Crime (later-life human capital interventions, programs targeted to African Americans, youth unemployment, crime)

Readings: Heckman and Kautz (2012), Heckman et al. (2013), Heller et al. (2017), and Kautz and Zanoni (2023)

iv) Criminal Justice

Readings: Neal and Rick (2014)

c) Adulthood

i) Labor Income (returns to schooling, minimum wage, labor unions, gender, discrimination)

Readings: Bhuller et al. (2017), Neumark and Shirley (2022), Albanesi et al. (2023), Farber et al. (2021), and Kline et al. (2022),

ii) Non-Labor Income and the Social Safety Net (earned-income credits, work incentives, guaranteed basic income, in-kind transfers)

Readings: Nichols and Rothstein (2016), Hoynes and Schanzenbach (2016), Ziliak (2016), Duggan et al. (2016), and Hartley et al. (2022).

iii) Housing (eviction)

Readings: Collinson et al. (2016) and Collinson et al. (2023).

iv) Neighborhoods and Intergenerational Mobility

Readings: Chetty et al. (2016) and Chetty and Hendren (2018a, 2018b).

v) Mortality (deaths of despair)

Readings: Case and Deaton (2020), part 1.

Course Notes

The course utilizes Blackboard (<http://blackboard.usc.edu>) for posting lecture slides, assignments, syllabus, and readings.

Required Readings and Supplementary Materials

Reading materials will be posted on Blackboard.

Grading Breakdown

Category	% of Grade
In-class Quizzes	20
Problem Sets	20
Midterm	20
Final Project	40
TOTAL	100

Grade Requirements

All USC graduate students require a grade of C or higher to earn unit/grade credit.

Grading Scale

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	< 60	F

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and micro-aggressions for appropriate

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

APPENDIX

ACADEMIC RESPONSIBILITY

Students, faculty, and administrative officials at the University of Southern California, as members of the academic community fulfill a purpose and a responsibility.

The University must, therefore, provide an optimal learning environment, and all members of the University community have a responsibility to provide and maintain an atmosphere of free inquiry and expression. The relationship of the individual to this community involves these principles: Each member has an obligation to respect:

1. THE FUNDAMENTAL HUMAN RIGHTS OF OTHERS
2. THE RIGHTS OF OTHERS BASED UPON THE NATURE OF THE EDUCATIONAL PROCESS
3. THE RIGHTS OF THE INSTITUTION

ACADEMIC DISHONESTY

The following statements and examples explain specific acts of academic dishonesty.

1. Examination Behavior: Any use of external assistance during an exam is considered academically dishonest unless expressly permitted.
 - a. Communicating in any way with another student during the examination.
 - b. Copying material from another student's exam.
 - c. Using unauthorized notes, calculators or other devices.
2. Fabrication: Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
 - a. Inventing or altering data for a laboratory experiment or field project.
 - b. Resubmitting returned and corrected academic work under the pretense

of grader evaluation error, when, in fact, the work has been altered from its original state.

3. Plagiarism: Plagiarism is the theft and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practice.
 - a. Direct Quotation: Any use of a direct quotation should be acknowledged by footnote citation and by either quotation marks or appropriate indentation and spacing.
 - b. Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrase material.

4. Other Types of Academic Dishonesty:
 - a. Submitting a paper written by another;
 - b. Using a paper or essay in more than one class without the instructor's express permission;
 - c. Obtaining an advance exam copy without the knowledge or consent of the instructor;
 - d. Changing academic records outside of normal procedures;
 - e. Using another person to complete homework assignment or take-home exam without the knowledge and consent of the instructor.

The above information is taken directly from *SCampus* and the Academic Affairs Unit of the Student Senate in conjunction with the Academic Standards Committee.

A C A D E M I C
DISHONESTY SANCTION
GUIDELINES

VIOLATION

RECOMMENDED SANCTION

(assuming first

offense) Copying answers from other students on exam.

F for course.

One person allowing another to cheat from his/her persons exam or assignment.

F for course for both

Possessing or using extra material during exam course.(crib sheets, notes, books, etc.)	F for
Continuing to write after exam has ended.	F or zero on exam.
Taking exam from room and later claiming that the forinstructor lost it.	F for course and recommendation further disciplinary action (possible suspension).
Changing answers after exam has been returned.	F for course and recommendation for disciplinary action (possible suspension).
Fraudulent possession of exam prior administration.	F for course and recommendation for suspension.
Obtaining a copy of an exam or answer key prior to theadministration.	Suspension or expulsion from university; F for course.
Having someone else take an exam for oneself.	Suspension or expulsion from the University for both students;F for course.
Plagiarism.	F for the course.
Submission of purchased term papers or papers recommendationdone by others.	F for the course and for further disciplinary action. (possible suspension)
Submission of the same term papers to more than courses.one instructor where no previous approval has been given.	F for both
Unauthorized collaboration on an assignment.	F for the course for both students.
Falsification of information in admission application admission(including supporting documentation).	Revocation of university without opportunity to apply.
Documentary falsification (e.g., petitions and supporting materials medical documentation).	Suspension or expulsion from the university; F for course when related to a specific course.
Plagiarism in a graduate thesis or dissertation.	Expulsion from the university when

discovered prior to graduation;
revocation of degree when
discovered subsequent to graduation.

Please refer to *Trojan Integrity: A Faculty Desk Reference*, for more information on assessing sanctions. You may also consult with members of the Office of Student Judicial Affairs and Community Standards at any point in the process, (213) 740-6666

Bibliography

Albanesi, Stefania, Claudia Olivetti, and Barbara Petrongolo. 2023. “Women in the Workplace: 50 Years of Change.” CentrePiece.

Almond, Douglas, and Janet Currie. 2011. “Killing Me Softly: The Fetal Origins Hypothesis.” *Journal of Economic Perspectives* 25 (3): 153–72. <https://doi.org/10.1257/jep.25.3.153>.

Almond, Douglas, Janet Currie, and Valentina Duque. 2018. “Childhood Circumstances and Adult Outcomes: Act II.” *Journal of Economic Literature* 56 (4): 1360–1446. <https://doi.org/10.1257/jel.20171164>.

Angrist, Joshua D., and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics*. Princeton University Press.

Angrist, Joshua D., Parag A. Pathak, and Christopher R. Walters. 2013. “Explaining Charter School Effectiveness.” *American Economic Journal: Applied Economics* 5 (4): 1–27. <https://doi.org/10.1257/app.5.4.1>.

Arcidiacono, Peter, and Michael Lovenheim. 2016. “Affirmative Action and the Quality–Fit Trade-Off.” *Journal of Economic Literature* 54 (1): 3–51. <https://doi.org/10.1257/jel.54.1.3>.

Arcidiacono, Peter, Michael Lovenheim, and Maria Zhu. 2015. “Affirmative Action in Undergraduate Education.” *Annual Review of Economics* 7 (1): 487–518. <https://doi.org/10.1146/annurev-economics-080614-115445>.

Barrow, Lisa, and Ofer Malamud. 2015. “Is College a Worthwhile Investment?” *Annual Review of Economics* 7 (1): 519–55. <https://doi.org/10.1146/annurev-economics-080614-115510>.

Bhuller, Manudeep, Magne Mogstad, and Kjell G. Salvanes. 2017. “Life-Cycle Earnings, Education Premiums, and Internal Rates of Return.” *Journal of Labor Economics* 35 (4): 993–1030.

Briones, Diego, Eileen Powell, and Sarah Turner. 2023. “Student Loan Payment Pause Benefits High-Income Households the Most.” *Education Next*. 2023. <https://www.educationnext.org/student-loan-payment-pause-benefits-high-income-households-most-borrowers-unprotected-from-risk/>.

Case, Anne, and Angus Deaton. 2020. *Deaths of Despair and the Future of Capitalism*. Princeton University Press.

Chetty, Raj, and Nathaniel Hendren. 2018a. “The Impacts of Neighborhoods on Intergenerational Mobility I: Childhood Exposure Effects.” *Quarterly Journal of Economics* 133 (3): 1107–62. <https://doi.org/10.1093/qje/qjy007>.

Chetty, Raj, and Nathaniel Hendren. 2018b. “The Impacts of Neighborhoods on Intergenerational Mobility II: County-Level Estimates.” *Quarterly Journal of Economics* 133 (3): 1163–1228. <https://doi.org/10.1093/qje/qjy006>.

Chetty, Raj, Nathaniel Hendren, and Lawrence F. Katz. 2016. “The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment.” *American Economic Review* 106 (4): 855–902. <https://doi.org/10.1257/aer.20150572>.

Cohodes, Sarah R., Elizabeth M. Setren, and Christopher R. Walters. 2021. “Can Successful Schools Replicate? Scaling Up Boston’s Charter School Sector.” *American Economic Journal: Economic Policy* 13 (1): 138–67. <https://doi.org/10.1257/pol.20190259>.

Collinson, Robert, Ingrid G. Ellen, and Jens Ludwig. 2016. “Low-Income Housing Policy.” In *Economics of Means-Tested Transfer Programs in the United States*. Vol. II. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226392523.001.0001>.

Collinson, Robert, John Eric Humphries, Nicholas S. Mader, Davin K. Reed, Daniel I. Tannenbaum, and Winnie van Dijk. 2023. “Eviction and Poverty in American Cities.” w30382. Cambridge, MA: National Bureau of Economic Research.

Dahl, Gordon B., and Enrico Moretti. 2008. “The Demand for Sons.” *Review of Economic Studies* 75 (4): 1085–1120. <https://doi.org/10.1111/j.1467-937X.2008.00514.x>.

Duggan, Mark, Melissa S. Kearney, and Stephanie Rennane. 2016. “The Supplemental Security Income Program.” In *Economics of Means-Tested Transfer Programs in the United States*. Vol. II. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226392523.001.0001>.

Farber, Henry S, Daniel Herbst, Ilyana Kuziemko, and Suresh Naidu. 2021. “Unions and Inequality over the Twentieth Century: New Evidence from Survey Data.” *Quarterly Journal of Economics* 136 (3): 1325–85. <https://doi.org/10.1093/qje/qjab012>.

Elango, Sneha, Jorge Luis García, James J Heckman, and Andrés Hojman. 2016. “Early Childhood Education.” In *Economics of Means-Tested Transfer Programs in the United States*. Vol. II. University of Chicago Press.

Hartley, Robert Paul, Carlos Lamarche, and James P. Ziliak. 2022. “Welfare Reform and the Intergenerational Transmission of Dependence.” *Journal of Political Economy* 130 (3): 523–65. <https://doi.org/10.1086/717893>.

Heckman, James J., and Tim Kautz. 2012. “Hard Evidence on Soft Skills.” *Labour Economics* 19 (4): 451–64. <https://doi.org/10.1016/j.labeco.2012.05.014>.

Heckman, James, Rodrigo Pinto, and Peter Savelyev. 2013. “Understanding the Mechanisms Through Which an Influential Early Childhood Program Boosted Adult Outcomes.” *American Economic Review* 103 (6): 2052–86. <https://doi.org/10.1257/aer.103.6.2052>.

Heller, Sara B., Anuj K. Shah, Jonathan Guryan, Jens Ludwig, Sendhil Mullainathan, and Harold A. Pollack. 2017. “Thinking, Fast and Slow? Some Field Experiments to Reduce Crime and Dropout in Chicago.” *Quarterly Journal of Economics* 132 (1): 1–54. <https://doi.org/10.1093/qje/qjw033>.

Hoynes, Hilary, and Diane Whitmore Schanzenbach. 2016. “US Food and Nutrition Programs.” In *Economics of Means-Tested Transfer Programs in the United States*. Vol. I. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226370507.001.0001>.

Kautz, Tim, and Wladimir Zanolini. 2023. “Measurement and Development of Non-Cognitive Skills in Adolescence: Evidence from Chicago Public Schools and the OneGoal Program.” *Journal of Human Capital*, 728087. <https://doi.org/10.1086/728087>.

Kearney, Melissa S. 2023. *The Two-Parent Privilege*. University of Chicago Press.

Kline, Patrick, Evan K. Rose, and Christopher R. Walters. 2022. “Systemic Discrimination Among Large U.S. Employers.” *Quarterly Journal of Economics* 137 (4): 1963–2036. <https://doi.org/10.1093/qje/qjac024>.

Myers, Caitlin Knowles. 2017. “The Power of Abortion Policy: Reexamining the Effects of Young Women’s Access to Reproductive Control.” *Journal of Political Economy* 125 (6): 2178–2224. <https://doi.org/10.1086/694293>.

Neal, Derek, and Armin Rick. 2014. “The Prison Boom and the Lack of Black Progress after Smith and Welch.” w20283. Cambridge, MA: National Bureau of Economic Research. <https://doi.org/10.3386/w20283>.

Neumark, David, and Peter Shirley. 2022. “Myth or Measurement: What Does the New Minimum Wage Research Say About Minimum Wages and Job Loss in the United States?” *Industrial Relations: A Journal of Economy and Society* 61 (4): 384–417. <https://doi.org/10.1111/irel.12306>.

Nichols, Austin, and Jesse Rothstein. 2016. “The Earned Income Tax Credit.” In *Economics of Means-Tested Transfer Programs in the United States*. Vol. I. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226370507.001.0001>.

Ravallion, Martin. 2016. *The Economics of Poverty*. Oxford University Press.

Turner, Sarah. 2023. “Student Loan Pause Has Benefitted Affluent Borrowers the Most, Others May Struggle When Payments Resume.” *Brookings*. 2023. <https://www.brookings.edu/articles/student-loan-pause-has-benefitted-affluent-borrowers-the-most-others-may-struggle-when-payments-resume/>.

Urquiola, M. 2016. “Competition Among Schools.” In *Handbook of the Economics of Education*, 5:209–37. Elsevier. <https://doi.org/10.1016/B978-0-444-63459-7.00004-X>.

Zilliak, James P. 2016. “Temporary Assistance for Needy Families.” In *Economics of Means-Tested Transfer Programs in the United States*. Vol. I. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226370507.001.0001>.