EAD 942: Economic Analysis in Education Policy Making, Spring 2017  
Dr. Amita Chudgar (amitac@msu.edu)

Class time and location  
Tuesday, 12:40-3:30pm  
A106, Wells Hall

Office hours and office location  
Thursday evening, by appointment  
408, Erickson Hall

Course description  
In this class we will discuss and critically evaluate how economics as a discipline has influenced education research and policy making. We will also develop a working understanding of a range of quantitative research methodologies utilized in this work, including the challenge of establishing causality in social science research.

The course is divided into four main sections. In the first section we will consider education as an input or investment in the future economic productivity of the individual and by extension the nation. In the second section we focus on the production of education. We consider different combinations of ‘inputs’ necessary to produce education. This literature also comments on the cost of different inputs in the production of education. In the third section we will think of education as an output, a consumption good, in turn we think about the manner in which this output should be distributed to the consumers (role of market vs. state, accountability issues). We conclude with a brief focus on economics of higher education where we consider some of these themes in the context of higher education. These four sections help structure the course, but ultimately they overlap significantly.

Late assignment policy  
You are expected to turn in the assignments on time. Late submission will affect your grades. If you are unable to complete your work on time due to unavoidable circumstances, please speak to me to ensure that your grades may not be affected.

Absence policy  
If you must remain absent from a class, you need to a) inform me ahead of time b) within a week of missing class, you must submit a one page summary for each of the readings covered in class on the day you missed class c) more than one absence may negatively affect your grade.

Please also note MSU’s Grief Absence Policy (Grief Absence Request Form can be found on the RO home page (https://reg.msu.edu/) under “Student Services” “Grief Absence Request Form”)

Please note: MSU seeks to ensure that its programs are accessible to all persons. Students in need of special assistance or an accommodation regarding any of the course requirements as outlined in the syllabus and discussed in class are advised to notify me immediately. We will meet privately to discuss a resolution of your issue, which may or may not include an appropriate referral. Confidentiality will be maintained regarding your special needs.
Course Assignments

1. **Class participation:** Students are expected to participate fully in weekly discussions. It is essential that you come to class having read all the assigned articles and ready to engage with your classmates (20 percent).

2. **Informing class discussion/debate:** I will circulate a signup sheet during our second class meeting. Each student will select a week (excluding weeks 1, 2, 8, 9, 10 and 15) where they will be in-charge of informing and co-facilitating (with me) an in-class discussion/debate guided by academic paper(s). I will stay involved with you in deciding the format for this. See attached sheet for more details (20 percent).

3. **Quantitative analysis:** You will work on a small quantitative analysis project to conduct a ‘production function’ analysis. I will share more details in class (20 percent).

4. **Final paper:** In groups of no more than two students you will work on a detailed analysis of an educational issue from an economic perspective. If you can link this back to assignment 3, that will be great- and if not, that is fine too. You will make a brief presentation of this paper and turn in a 15 page double spaced paper. Both the presentation and the paper will count towards your final grade. The whole group will receive the same grade. While it is not necessary, students with sufficient statistical background are welcome and encouraged to engage in data analysis projects. I will share more details in class (40 percent).

Course material

Most readings you will need for this class are available online through MSU library’s online resources (http://er.lib.msu.edu/) or online. There are a few readings that I will make available ahead of time in .pdf format.

Course schedule and readings (subject to minor changes/additions)

**CLASS 1, 1/10: INTRODUCTION**


**Additional reading**


ASSIGNMENT 2 SIGN-UP SHEET CIRCULATED IN CLASS


Additional readings


CLASS 2, 1/24, EDUCATION (INCLUDING PRE-SCHOOL EDUCATION) AS AN INPUT: EMPIRICAL EVIDENCE


Additional reading


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**Production of education, the role of different inputs**

**CLASS 4, 1/31, PRODUCTION OF EDUCATION: ROLE OF SCHOOL RESOURCES AND SYSTEMS**


2. School Resources, Eric A. Hanushek (From the Handbook of Economics of Education, Hanushek)


   - Similar arguments by Hanushek can also be found here

   - This exchange, regarding his previous work is also interesting


**Additional readings**


**CLASS 5, 2/7, PRODUCTION OF EDUCATION: TEACHER LABOR MARKETS**


**Additional readings**


**CLASS 6, 2/14, PRODUCTION OF EDUCATION: ROLE OF TEACHERS**

   http://epaa.asu.edu/epaa/v13n42/


**CLASS 7, 2/21, PRODUCTION OF EDUCATION: ROLE OF TEACHER INCENTIVES**


3. Ludger Woessmann, Cross-country evidence on teacher performance pay, *Economics of Education Review*, 30 (3) pp. 404-418,


**Additional readings**


**CLASS 8, 2/28, PRODUCTION OF EDUCATION: A BRIEF QUANTITATIVE EXAMPLE**

**ASSIGNMENT 3 DISTRIBUTED IN CLASS**

Quantitative research session, PLEASE BRING YOUR LAPTOPS TO CLASS


**SPRING BREAK**

Class 9, 3/14

**ASSIGNMENT 3 DUE at 12pm**

**ONE PAGE FINAL PAPER OUTLINE DUE at 12pm**

I will be available to meet through the week (by appointment), but I have learned from experience that you will probably need this time to get through this work. Plus, in case we end-up missing a day due to snow, this will give us some buffer to catch-up.

**Production of education, contd.**

**CLASS 10, 3/21, PRODUCTION OF EDUCATION: COST-BENEFIT ANALYSIS**
   Educational Researcher 2009 38: 5-20

PLEASE SPEND SOME TIME REVIEWING
http://cbsce.org/

Additional readings

Education as an output, the role of market and accountability mechanisms in ensuring quality and equity

CLASS 11, 3/28, EDUCATION AS AN OUTPUT: PUBLIC VS. PRIVATE PROVISION
1. National Center For the Study of Privatization in Education, http://ncspe.tc.columbia.edu/faqs/ read the FAQ section that talks about charter schools, home-schools, educational vouchers, for-profit schools, private schools and tuition-tax credits.
4. TBD
5. TBD

Additional readings
2. James Tooley and Pauline Dixon, “Private Schools for the Poor: A Case Study from India”

**CLASS 12, 4/4, EDUCATION AS AN OUTPUT: ROLE OF ACCOUNTABILITY, VALUE-ADDED MEASURES**


**Additional readings**

3. The Confusing World of Educational Accountability June 2001, Eric A. Hanushek and Margaret E. Raymond National Tax Journal 54(2)

**Economics of higher education**

**CLASS 13, 4/11, HIGHER EDUCATION: CURIOUS ECONOMICS**


**Additional readings**


**CLASS 14, 4/18, PRODUCTION OF HIGHER EDUCATION**


4. TBD

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**Final paper and presentation**

**CLASS 15, 4/25**

Final paper due online at 4pm

In class presentation of final papers

**EXAM WEEK, 5/2, Time TBD**

I will be available for two hours this week for individual meetings to discuss final papers and grades or any other issues and concerns.