

# Master 2 in Economics

## Track Economic Policy Analysis

### Classic training

- Field: Economics
- Duration of studies: 1 year
- Diploma: Master
- Language: English

Aix-Marseille School of Economics  
is a department of the Faculty of Economics and Management

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## WRITING AND ORAL COMMUNICATION TRAINING - 36H

### TEACHERS

- Sebastian BERVOETS - [sebastian.bervoets@univ-amu.fr](mailto:sebastian.bervoets@univ-amu.fr)
- Freelance journalist (professional)
- Teacher in English language (professional)

### CONTENT

This course aims to develop / perfect the writing skills of students and their communication skills in both English and French. This teaching is very interactive by nature, where the objective is:

- to make individual oral presentations on various topics in front of the rest of the group,
- to write notes of synthesis allowing him to support his editorial capacities.

At the end of this course, the student will naturally build a structured and convincing discussion in front of an informed public.

### Detailed course plan:

1<sup>st</sup> part: Writing expression

1. How to write with simple and complex sentences and / or text rewriting workshop
2. Being able to synthesize with reduction text exercise (from 7000 signs to 2000-500 signs) and / or writing summaries for different publics and / or principles of writing of synthesis

2<sup>nd</sup> part: Oral expression

1. Principles of oral expression and construction of slides
2. Short presentation workshop with and without support
3. Contradictory presentation workshop in groups

### PROFESSIONAL SKILLS

At the end of the course, students will know how to:

- write in a simple and clear way.
- make a complex readable text.
- to write a summary note.
- construct an oral presentation.
- express oneself in public.

### ORGANIZATION

During this class, 8 hours will be dedicated to speaking and 6 hours to writing. The oral expression workshop will be delivered in French or English, depending on the native language of the student and the capacity of the groups.

### COURSE LANGUAGE

French       English

*Updated on April 2021*

## PROJECT MANAGEMENT - 24H

### TEACHER

- SANTE SUD (professional)

### CONTENT

This course aims at training students to conceive development projects. It is based on the study case of a real PCM process.

#### Detailed course plan:

- Session 1: PCM; Presentation of the study case: applicant NGO, field partners, guidelines, grant application form...
- Session 2: Participation to the identification process of a real development project: from the focus group to the problem tree co construction
- Sessions 3 and 4: Participation to the formulation process of a real development project: from the objective tree to the logical framework
- Sessions 5 and 6: Participation to the budgeting process of a real development project: from the intervention logic to the concept note and figures
- Session 7: Evaluation of the project

### PROFESSIONAL SKILLS

Relevance, efficiency, team working, express oneself in public.

### BIBLIOGRAPHY AND TEXTBOOKS

- EC Aid delivery methods: project cycle management guidelines
- The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet. Synthesis Report of the Secretary-General on the Post-2015 Agenda

### ORGANIZATION

In line with the Master 1 PCM course, students will be conducted to participate in the actual conception of a development project lead by a French NGO.

### COURSE LANGUAGE

French  English

*Updated on April 2021*

## QUANTITATIVE TOOLS IN ECONOMICS - 24H

### TEACHERS

- Frédéric RYCHEN - [frederic.rychen@univ-amu.fr](mailto:frederic.rychen@univ-amu.fr)
- Commissariat à l'énergie atomique et aux énergies (CEA) (professional)

### CONTENT

The objective is to introduce various tools used to build economic analysis, and decision-making. Two main approaches are introduced: Cost-Benefit Analysis and simulation models. The main principles of each method will be discussed, following the objective that students will be able to implement them in their job.

### Course outline:

#### Part I: Cost-Benefit Analysis

- Chapter 1: Introducing CBA
- Chapter 2: Valuing benefits and costs in primary markets
- Chapter 3: Valuing secondary markets
- Chapter 4: Benefits and costs in future time periods
- Chapter 5: Dealing with uncertainty, expected values, sensitivity analysis, and the value of information
- Chapter 6: Shadow prices from secondary sources

#### Part II: On the energy scenarios: How to produce them? To use them? What are their limits?

- Chapter 1: Introduction on prospective and scenarios methods
- Chapter 2: The energy transition in France

### PROFESSIONAL SKILLS

At the end of the course, the student will be able to:

- Understand the different stage of a Cost-Benefit Analysis,
- and implement a Cost-Benefit Analysis,
- Adapt a Cost-Benefit Analysis to the specific context of the project or policy considered,
- Discuss results,
- Build scenarios,
- Discuss advantages and drawbacks of the two approaches.

### BIBLIOGRAPHY AND TEXTBOOKS

- Cost-benefit analysis, A.E. Boardman, D.H. Greenberg, A.R Vining and D.L Weimer, Prentice Hall- Pearson, 2011.
- Pricing nature, N. Hanley and B. Barbier, Edward Elgar, 2009.

### ORGANIZATION

The course is organized in 8 teaching slots, 20h devoted to cost-benefit analysis, and 4h devoted to scenarios. During these slots, main concepts are presented, and students have to solve practical problems.

### COURSE LANGUAGE

French  English

### FUNDAMENTAL PREREQUISITES

Reference models in Microeconomics, industrial economics, public economics.

### RECOMMENDED PREREQUISITES

Environmental economics, health economics, numerical tools.

*Updated on April 2021*

## PUBLIC POLICIES ECONOMETRICS - 24H

### TEACHER

- Habiba DJEBBARI - [habiba.djebbari@univ-amu.fr](mailto:habiba.djebbari@univ-amu.fr)

### CONTENT

The objective is to provide students with tools for conducting and assessing evidence-based policy. Considered as a second course on evaluation, this course will start with a refresher on standard evaluation methods (including randomized experiments, difference-in-difference). In a second stage, we provide more extensive treatment of other commonly used methods (IV, regression discontinuity). In the third and last section, we present the main requirements for transparent and reproducible research. We illustrate each topic with relevant applied articles from the existing literature in development, environmental, housing and health economics.

### Course outline:

Part 1: Refresher on RCT and DiD

Part 2: Other evaluation methods (RD, IV, matching, synthetic methods...)

Part 3: Transparent and reproducible research

### PROFESSIONAL SKILLS

As a result of this course, students are expected to be able to understand, explain and compile evidence from the evaluation of public policies and guide public action.

### BIBLIOGRAPHY AND TEXTBOOKS

Parts 1 and 2

- Blundell R. and M. Costa Dias (2009): « Alternative Approaches to Evaluation in Empirical Microeconomics », Journal of Human Resources, 44 (3), 565-640.
- Heckman, James, Robert LaLonde and Jeffrey Smith (1999): The Economics and Econometrics of Active Labor Market Programs. In Orley Ashenfelter and David Card, eds., Handbook of Labor Economics, Volume 3A. Amsterdam: North-Holland. 1865-2097.
- Imbens, G., Wooldridge J. M., (2009) Recent developments in the econometrics of program evaluation, Journal of Economic Literature, 47, 5-86.

Application papers: TBA

Part 3: Christensen, Garret, Jeremy Freese, and Edward Miguel. *Transparent and reproducible social science research*. University of California Press, 2019.

### ORGANIZATION

24-hours course, 3 hours per week over 7 weeks.

### COURSE LANGUAGE

French  English

### FUNDAMENTAL PREREQUISITES

Graduate econometrics, use of statistical analysis software.

*Updated on September 2021*

## APPLIED ECONOMICS ISSUES - 24H

### TEACHERS

- Raouf BOUCEKKINE - [raouf.boucekkine@univ-amu.fr](mailto:raouf.boucekkine@univ-amu.fr)
- Marion DOVIS - [marion.dovis@univ-amu.fr](mailto:marion.dovis@univ-amu.fr)

### CONTENT

The objective of the course is to train students to think as economists. To this end, the course chooses to focus on different topics of a specific developing region, the middle east and north African region. Around specific concerns in the Mediterranean region, we will develop student's critical thinking skills and allow them to analyse information on a given subject or recent events (eg. Arab spring, women empowerment, etc.). The topics are of interest to many but should be seen as tools to serve the purpose of the intellectual exercise of studying a phenomenon using economic thinking. This course will provide students with a general knowledge of advanced economics while using underlying theoretical concepts.

### Course outline:

Introduction - Main issues in the Mediterranean countries

Part 1: Resources allocation in MENA

- 1.2 Openness to trade and Development
- 1.3 Private sector: What's holding back in the region?
- 1.4 Women entrepreneurship and empowerment

Part 2: The Arab spring

- Facts and empirics on institutional change and development
- 2.2 Benchmark theories: democratization games
- 2.3 Understandings the Arab spring

### PROFESSIONAL SKILLS

- Understand the politico-economic mechanisms leading to political transitions.
- Learning to go from observation of real phenomena to models and vice-versa.

### BIBLIOGRAPHY AND TEXTBOOKS

A detailed reference list will be provided in the first day of lectures.

- Boucekkine, R., F. Prieur & K. Puzon, 2014a. On political change in Arab countries, AMSE WP 2014-1.
- Boucekkine, R., F. Prieur & K. Puzon, 2014b. The dynamics of lobbying under uncertainty: On political liberalization in Arab countries, in: Dynamic Games in Economics.

### ORGANIZATION

Each lecture will take 3 hours, with a total of 24 hours. Students are expected to read the articles or report before each lecture.

### COURSE LANGUAGE

French  English

### FUNDAMENTAL PREREQUISITES

The prerequisites courses include Advanced Microeconomics and Advanced Macroeconomic.

*Updated on April 2021*

## BIG DATA AND ECONOMICS - 18H

### TEACHER

- Hôpital Bichat - Claude Bernard (professional)
- University of Luxembourg (professional)

### CONTENT

The objective is to introduce several questions associated with the use of big data in order to understand the context, impacts and limits of this new technology. Particular issues will be presented to students: e.g. access, security, innovation and opportunities in order to specifically identify how big data can boost local development, and allow to design new public policies.

### Course outline:

Part I: Data and local development

1. Open data, Smart Region and innovation
2. Contracts and legal aspect of the platform FlexGrid, a tool for energy transition

Part II: Big data and security

1. Public security and cities security
2. Cybersecurity

Part II: Big data, a decision-making support

### PROFESSIONAL SKILLS

- Analyze a specific issue,
- Identify the means of data,
- Identify how to use a particular tool to a specific question in order to improve a decision,
- General knowledge on legal and economic aspect associated with the use of big data.

### ORGANIZATION

The course spans 24h, and different professional speakers will introduce the specific topics, either by slots of 3h, or an all-day lecture.

### COURSE LANGUAGE

French  English

### FUNDAMENTAL PREREQUISITES

Public economics, economic analysis.

### RECOMMENDED PREREQUISITES

Big data initiation.

*Updated on April 2021*



## TRANSITIONS AND ECONOMIC POLICIES - 24H

### TEACHERS

- Agence Française de Développement (AFD) (professional)
- Banque de France (professional)
- Center for Mediterranean Integration (CMI) - The World Bank (professional)

### CONTENT

The objective of this course is to analyze the current changes (economic uncertainty, political transition, climate change...) in order to understand the issues and assess the economic impacts. This involves analyzing how economic policies adapt and respond to these changes.

#### Course overview:

Part 1: Economic policy analysis

Short to medium-term impact of economic policies (fiscal, monetary and structural ones) and economic gains or losses which could be observed from economic policy coordination among developed countries. The economic gains or losses from being part of a monetary union (such as the Euro Area) are analyzed. The use of an original software (MacSim2) to simulate economic policies in the main developed countries illustrates these gains or losses.

- Exercise 1: The impacts of several types of macroeconomic policies
- Exercise 2: The impact of a coordination of recovery plans and public finance consolidation programs
- Exercise 3: The impact of fiscal policy coordination
- Exercise 4: The impact of protectionist policies
- Exercise 5: The reform of the retirement pension
- Exercise 6: Structural reform coordination
- Exercise 7: Changes in the financing of the social protection costs: fiscal devaluation?
- Exercise 8: The interest of a Monetary Union in the context of demand or supply macroeconomic policies
- Exercise 9: Migrant shock in Germany
- Exercise 10: The Brexit

Part 2: Low carbon transition and the economic impacts of climate change.

1. Climato-economic models and international climate negotiations: enemies or allies? Approach from a historical point of view by putting into perspective the evolution of climate negotiations with the development of economic models.
2. The climate-stability compromise: an introduction to the GEMMES research program. Description of the GEMMES project of the AFD which aims on the one hand to contribute to the international debates on climate policies such as the price of carbon, the green jobs or the role of the public sector and on the other hand to accompany the partner countries in the specification and implementation of their low carbon transition or climate change adaptation policies.
3. The low-carbon transition as a reversal of the techno-economic paradigm: Analysis of the economic, social and financial impacts of the lowcarbon transition through a reading grid combining a multisectoral vision and the dynamics of structural changes.

Part 3: Economic transition of the Mediterranean countries

Focus on the different types of transitions experienced by the Mediterranean countries.

### PROFESSIONAL SKILLS

Synthetic and argued analysis of the effects of transitions on the economy.

### BIBLIOGRAPHY AND TEXTBOOKS

- Agnes Benassy, Benoît Coeuré, Pierre Jacquet and Jean Pisani (2014): "Economic Policy", De Boeck.
- Jean-Louis Brillet, Gilbert Cette, Ian Gambini and Thomas Lagoarde-Segot (2014): « Politiques macroéconomiques », De Boeck.
- Vitor Gaspar, Maurice Obstfeld and Ratna Sahay (2016): « Macroeconomic Management When Policy Space Is Constrained: A Comprehensive, Consistent, and Coordinated Approach to Economic Policy », IMF Staff Discussion Note, SDN/16/09, September.
- Oscar Arce, Samuel Hurtado and Carlos Thomas (2016): "Policy Spillovers and Synergies in a Monetary Union", International journal of Central Banking, Vol. 12, N° 3, September, pp. 219-278.
- Nordhaus, W. D. (2014). A question of balance: Weighing the options on global warming policies. Yale University Press.
- Bovari, E., G. Giraud, and F. Mc Isaac. (2018) « Coping With Collapse: A Stock-Flow Consistent Monetary Macrodynamics of Global Warming. » Ecological Economics 147, 383-398.
- Perez, C. (2010). Technological Revolutions and Techno-Economic Paradigms. Cambridge Journal of Economics, 34(1).

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### ORGANIZATION

The course is divided into 3 main parts, each delivered by various external speakers.

### COURSE LANGUAGE

French  English

*Updated on April 2021*

## ECONOMICS, FINANCE AND CRISES - 24H

### TEACHER

- Céline POILLY - [celine.poilly@univ-amu.fr](mailto:celine.poilly@univ-amu.fr)

### CONTENT

Using both empirical evidences and theoretical concepts, this course aims at explaining how economic and financial issues are closely related, and how shocks and crises can propagate. It also explains the interactions between financial markets and economic cycles (in light of the recent crises).

### Course outline:

- Empirical Evidence on Financial Crises
- Financial frictions
- The financial crisis of 2006-2009
- Unconventional monetary policy
- European Sovereign Debt Crisis Discussion

### PROFESSIONAL SKILLS

Good knowledge of the effects of financial frictions on the economy.

### BIBLIOGRAPHY AND TEXTBOOKS

- Bernanke, B. S., Gertler, M., and Gilchrist, S. (1999). The financial accelerator in a quantitative business cycle framework. In Taylor, J. B. and Woodford, M., editors, Handbook of Macroeconomics, volume 1, chapter 21, pages 134-1393.
- Bernanke B. (2013). The Federal Reserve and the Financial Crisis. Princeton University Press.

### ORGANIZATION

This course covers several topics, each topic being used as a support to introduce key theoretical concepts.

### COURSE LANGUAGE

French  English

### FUNDAMENTAL PREREQUISITES

Good knowledge in macroeconomics and econometrics.

*Updated on April 2021*

## PROGRAMMING FOR BIG DATA (PYTHON, SQL, NOSQL, ETC) - 24H

### TEACHERS

- CCI Aix Marseille Provence (professional)
- Dat-Solutions (professional)
- Knowledgeable (professional)

### CONTENT

This course is aimed at teaching the basics of computer programming, with emphasis on its use in Big Data. Students will first become familiar with database management. They will then learn the basics of programming with the computer language Python.

### Course outline:

1. Database Management (relational model, relational algebra, SQL language...)
2. Introduction to Python
3. Creating Functions
4. Introduction to Numpy
5. Data manipulation with Pandas
6. Visualization
7. Parallel programming

### PROFESSIONAL SKILLS

- Being able to create a database and query it to extract information.
- Knowing how to load data into Python, manipulate it and format it.
- Being able to understand and use functions from Python libraries.
- Acquire knowledge on distributed computing.

### BIBLIOGRAPHY AND TEXTBOOKS

- Rockoff, L. (2016). The language of SQL. Addison-Wesley Professional.
- VanderPlas, J. (2016). A Whirlwind Tour of Python. O'Reilly Media, Inc.
- Lutz, M. (2013). Learning Python: Powerful Object-Oriented Programming. O'Reilly Media, Inc.
- <https://www.python.org/>

### ORGANIZATION

Sessions alternating theoretical presentations and applications.  
The applications will be carried out on computers.

### COURSE LANGUAGE

French  English

*Updated on April 2021*

## DEVELOPMENT ECONOMICS - 24H

### TEACHER

- Roberta ZIPARO - [roberta.ziparo@univ-amu.fr](mailto:roberta.ziparo@univ-amu.fr)

### CONTENT

This course is meant to train students on recent topics in development economics bridging the gap between theoretical and empirical research and the implementation of public policy to eradicate poverty. In this sense, the course will allow the students to apply the analytical tools they acquired during the first year of the master to specific questions and to relate them to targeted policies and their effectiveness.

This course will focus on *microeconomic issues*, seeking to understand the factors and constraints influencing individual-level, household-level, or firm level decision-making in developing countries. We will cover a series of broad topics.

The first will concern human capital. Health and education are desirable per se, but they are also important determinants of productivity and of fertility levels (and of each other). What prevents poor households from becoming healthier and to acquiring more education? Why are girls often at a disadvantage within the household? What policies can improve health and education levels in developing countries?

The second broad topic will concern financial capital. Most people in developing countries are self-employed earning highly irregular income, either a daily profit in the informal sector when business is good or only realizing income once or twice a year in farming when the harvest is good. How do households deal with such irregular income? Can they borrow and save, and if not why not? How and how well do informal insurance networks work? Is microfinance the solution to all problems? We will also consider the importance of physical capital. Since the majority of poor households live in rural areas, agricultural productivity is central determinant of income for most of the world' poor. How do the land distribution, property rights and access to technology matter for agricultural productivity?

To summarize, the course will cover complementary topics in the development literature linking relevant econometric techniques and theoretical models to the implementation of relevant public policies.

### Course outline:

The detailed list of the topics covered (and the related plan of the course) is the following:

#### INTRODUCTION

- What is economic development? Measuring poverty.

#### HUMAN CAPITAL

1. Determinants of health: the household behaviour
  - Nutrition based poverty traps
  - Adoption and use of health products
2. Education:
  - The demand for education and child labour
  - The returns to education
3. Fertility, gender gaps and
  - The determinants of fertility choices and the missing women
  - Intra-household decision making

#### FINANCIAL CAPITAL

1. Microfinance and micro-savings
  - Access to credit in poor countries
  - Why don't the poors save more?
2. Coping with risk
  - Income risk and agricultural production
  - Informal safety nets

#### PHYSICAL CAPITAL

- Property rights and technology adoption
- Property right and farm productivity
- Technology adoption and information

#### PROFESSIONAL SKILLS

- Being able to understand and replicate simple theoretical models applied to core issues of development economics.
- Being able to understand and replicate simple econometric analysis to analyse core issues of development economics.
- Being able to understand how to test relevant theoretical model through econometric techniques.
- Being able to link the economic analysis of development issues to the design and implementation of effective public policies.

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## BIBLIOGRAPHY AND TEXTBOOKS

### Textbooks

- Understanding Poverty, A. Banerjee, R. Benabou, and D. Mookherjee, editors, Oxford University Press: March 2006.
- Development Economics by Debraj Ray.

### Introduction + Topic 1.1

- UP Chapter 1 (Angus Deaton): "Measuring Poverty" (12 pages) note: available online for those who are still in the process of ordering books.
- Banerjee et al. (2015). "A Multi-faceted Program Causes Lasting Progress for the Very Poor: Evidence from Six Countries" (May 2015) Science, 348(6236), pp. 772.
- Dasgupta, Partha and Debraj Ray (1986), "Inequality as a Determinant of Malnutrition and Unemployment: Theory," Economic Journal 96 (384): 1011-1034.
- Jensen, Robert and Nolan Miller (2011). "Do Consumer Price Subsidies Really Improve Nutrition?" Review of Economics and Statistics, 93(4), p. 1205-1223.
- Haushofer, Johannes and Jeremy Shapiro (2016). "The Short-Term Impact of Unconditional Cash Transfers to the Poor: Evidence from Kenya". Quarterly Journal of Economics. 131(4), 1973–2042.

### Topic 1.2

- Section 5 in: Dupas, Pascaline, and Ted Miguel (2016). "Impacts and Determinants of Health Levels in Low-Income Countries," Handbook of Field Experiments, Eds. A. Banerjee and E. Duflo.
- Dupas, Pascaline (2014). "Short-Run Subsidies and Long-Run Adoption of New Health Products: Evidence from a field experiment". Econometrica.
- Cohen, Jessica, and Pascaline Dupas (2010). "Free Distribution or Cost-Sharing? Evidence from a Randomized Malaria Prevention Experiment." Quarterly Journal of Economics, 125(1): 1-45.
- Ashraf, Nava, James Berry and Jesse Shapiro. (2010). "Can Higher Prices Stimulate Product Use? Evidence from a Field Experiment in Zambia." American Economic Review 100: 2383-2413.
- Dupas, Pascaline (2009). "What matters (and what does not) in households' decision to invest in malaria prevention?" American Economic Review, 99(2): 224-30.
- Cohen, Jessica, Pascaline Dupas and Simone Schaner (2012). "Price Subsidies, Diagnostic Tests, and Targeting of Malaria Treatment".
- Field, Erica, Rachel Glennerster and Reshma Hussam (2011). "Throwing the Baby out with the Drinking Water: Unintended Consequences of Arsenic Mitigation Efforts in Bangladesh". Working paper.

### Topic 2.1

- Attanasio, Orazio, Costas Meghir and Ana Santiago (2012). "Education Choices in Mexico: Using a Structural Model and a Randomized Experiment to Evaluate Progreso". Forthcoming in Review of Economic Studies.
- Jensen, Robert (2012). "Do Labor Market Opportunities Affect Young Women's Work and Family Decisions? Experimental Evidence from India". Quarterly Journal of Economics 127(2), p. 753-792.
- Jensen, Robert (2010). "The (Perceived) Returns to Education and the Demand for Schooling," Quarterly Journal of Economics, 125(2), p. 515-548.
- Benhassine, Najy, Florencia Devoto, Esther Duflo, Pascaline Dupas and Victor Pouliquen (2015). "Replacing the Shove with a Nudge: A Small Unconditional Transfer for Education". AEJ Economic Policy.

### Topic 2.2

- Duflo, Esther (2001), "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment," American Economic Review 91(4): 795-813.
- Duflo, Esther. « The Medium Run Effects of Educational Expansion: Evidence from a Large School Construction Program in Indonesia. » Journal of Development Economics 74, no. 1 (2004): 163-197.
- Bills, Mark, and Pete Klenow. « Does Schooling Cause Growth? » The American Economic Review 90, no. 5 (2000): 1160-1183.
- Foster, Andrew D. and Mark R. Rosenzweig (1996). "Technical Change and Human-Capital Returns and Investments: Evidence from the Green Revolution" The American Economic Review, 86(4): 931-953.
- Ozier, Owen (2016). "The Impact of Secondary Schooling in Kenya: A Regression Discontinuity Analysis". Journal of Human Resources, forthcoming.
- Psacharopoulos, George (1994), "Returns to Investment in Education: A Global Update," World Development 22(9): 1325-1343.
- Rosenzweig, Mark (1995), "Why Are There Returns to Schooling?" American Economic Review P&P 85(2): 153-158.
- Munshi, Kaivan, and Mark Rosenzweig (2006). "Traditional Institutions Meet the Modern World: Caste, Gender, and Schooling Choice in a Globalizing Economy." American Economic Review 96(4): 1225-1252.

### Topic 3.1

- Amartya Sen, "More Than 100 Million Women Are Missing," New York Review of Books 37(2), December 20, 1990.

- Eliana Carranza (2014) "Soil Endowments, Female Labor Force Participation, and the Demographic Deficit of Women in India" AEJ applied Vol. 6, Issue 4 -- October 2014.
- Nancy Qian (2008). "Missing Women and the Price of Tea in China: The Effect of Sex-Specific Income on Sex Imbalance," The Quarterly Journal of Economics, 123(3), August 2008.
- Chattopadhyay, Ragabendra, and Esther Duflo (2004). "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India". Econometrica. Vol. 72, No. 5.
- Jayachandran, Seema, and Ilyana Kuziemko (2011). "Why Do Mothers Breastfeed Girls Less Than Boys? Evidence and Implications for Child Health in India", Quarterly Journal of Economics, 126(3), August 2011, pp. 1485-1538.
- Pauline Rossi and Léa Rouanet (2015). "Gender Preferences in Africa: A Comparative Analysis of Fertility Choices". World Development, Vol. 72, pp.326-345, 2015.
- Lori Beaman, Esther Duflo, Rohini Pande and Petia Topalova (2012). "Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India".
- Elaina Rose (1999). "Consumption Smoothing and Excess Female Mortality in Rural India." Review of Economics and Statistics 81, no. 1: 41-49.

#### Topic 3.2

- Ashraf, Nava, "Spousal Control and Intra-Household Decision Making: An Experimental Study in the Philippines." American Economic Review.
- Ashraf, Nava, Erica Field, and Jean Lee. "Household Bargaining and Excess Fertility: An Experimental Study in Zambia." American Economic Review.
- Anderson, S., and J.-M. Baland. "The Economics of Roscas and Intra-household Resource Allocation". Quarterly Journal of Economics, 117(3): 963-95.
- Doepke, M., and M. Tertilt (2014). 'Does Female Empowerment Promote Economic Development?'
- Guirkinge, C., and J.P. Platteau (2015). 'Transformation of the Family under Rising Land Pressure: A Theoretical Essay'. Journal of Comparative Economics, 43(1): 112-37.

#### Topic 4.1

- Robert Cull, Asli Demirgüç-Kunt and Jonathan Morduch (2009). "Microfinance Meets the Market". February 2009. Journal of Economic Perspectives 23(1), Winter: 167-192.
- Erica Field, Abraham Holland and Rohini Pande (2014). "Microfinance: Points of Promise."
- Debraj Ray DE textbook, chapter 14.

#### Topic 4.2

- Gugerty, Mary Kay (2007), "You Can't Save Alone: Commitment in Rotating Savings and Credit Associations in Kenya." Economic Development and Cultural Change 55 (2007): 251-282.
- Dean Karlan, Aishwarya Ratan, Jonathan Zinman (2014). "Savings By and For the Poor: A research review and agenda". Review of Income and Wealth, 60(1), pp. 36-78.
- Dupas, Pascaline and Jonathan Robinson (2013). "Why don't the poor save more? Evidence from health savings experiments". American Economic Review, 103(4), pp. 1138-71.
- Dupas, Pascaline and Jonathan Robinson (2013). "Savings Constraints and Microenterprise Development". American Economic Journal: Applied Economics, January 2013.

#### Topic 5.1

- Udry, Christopher (1990), "Credit Markets in Northern Nigeria: Credit as Insurance in a Rural Economy." World Bank Economic Review 4(3): 251-269.
- Karlan, Dean, Robert Osei, Isaac Osei-Akoto and Christopher Udry (2013), "Agricultural Decisions after Relaxing Credit and Risk Constraints." Quarterly Journal of Economics.
- Cole, Shawn et al. (2013), "Barriers to Household Risk Management: Evidence from India." American Economic Journal: Applied Economics 5(1): 104-35.

#### Topic 5.2

- Dercon, Stefan (2002), "Income Risk, Coping Strategies, and Safety Nets." World Bank Research Observer 17(2): 141-166.
- Townsend, Robert (1994), "Risk and Insurance in Village India." Econometrica 62(3): 539-591.
- Ambrous, A., M. Mobious, AND A. Szeidl (2014): "Consumption Risk-Sharing in Social Networks," American Economic Review, 104(1), 149-182 [677].
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- Udry, Christopher (2011). "Land Tenure", in Ernest Aryeetey, Shantayanan Devarajan and Ravi Kanbur, eds. The Oxford Companion to the Economics of Africa, 2011 (6 pages).
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- Sebastian Galiani and Ernesto Schargrodsky (2010). "Property rights for the poor: Effects of land titling". Journal of Public Economics.
- Entitled to Work: Urban Tenure Security and the Labor Supply in Peru, Quarterly Journal of Economics, November 2007, 4(122): 1561-1602.
- Gollin, Doug, David Lagakos and Mike Waugh (2012) "The Agricultural Productivity Gap in Developing Countries". Quarterly Journal of Economics.
- Goldstein, Markus, and Chris Udry (2008). "The Profits of Power: Land Rights and Agricultural Investment in Ghana," Journal of Political Economy, December 2008.

#### Topic 6.2

- Kyle Emeick, Alain de Janvry, and Elisabeth Sadoulet and Manzoor H. Dar (2016). Technological innovations, downside risk, and the modernization of agriculture, American Economic Review.
- Suri, Tavneet (2011). "Selection and Comparative Advantage in Technology Adoption", Econometrica, 79(1), pp. 159-209.
- Duflo, Esther, Michael Kremer and Jonathan Robinson (2011), "Nudging Farmers to Use Fertilizer: Theory and Experimental Evidence from Kenya" American Economic Review 101(6): 2350-2390.
- Aker, Jenny C. (2010). "Information from Markets Near and Far: The Impact of Mobile Phones on Grain Markets in Niger". American Economic Journal: Applied Economics 2(3): 46-59.
- Aparajita Goyal (2010). « Information, Direct Access to Farmers, and Rural Market Performance in Central India » American Economic Journal: Applied Economics.
- AD Foster, MR Rosenzweig, "Microeconomics of technology adoption" Annual Review of Economics.
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#### ORGANIZATION

The course will consist of 8 lectures of 3 hours.

#### COURSE LANGUAGE

French  English

Updated on April 2021



## HEALTH ECONOMICS - 24H

### TEACHERS

- Alain PARAPONARIS - [alain.paraponaris@univ-amu.fr](mailto:alain.paraponaris@univ-amu.fr)
- Bruno VENTELOU - [bruno.ventelou@univ-amu.fr](mailto:bruno.ventelou@univ-amu.fr)

### CONTENT

This course proposes a balanced approach of health economics based on both theoretical and empirical considerations. It deals with the study of the main stakeholders' economic behaviours of the health sector: patients, health professionals (physicians and hospitals), health insurance, companies producing health goods or pharmaceuticals and health authorities. It invites to reconsider some of the basic concepts in economics (supply and demand, public intervention, uncertainty, information asymmetries, incentives, etc.) and models (growth models and human capital, labour supply, etc.), for a deep understanding of the phenomena at work in the sector. Thus, the course is likely to meet the expectations from students willing to specialise in the analysis of the health sector as well as students interested in illustrations of concepts and mechanisms derived from the economic theory.

#### Course outline:

General introduction (2h-BV)

Part 1. Micro foundations (8h)

Chap 1 The demand for health and healthcare (4hBV)

- Introducing health in the utility function and deriving healthcare demand: presentation of several options
- The demand for healthcare using the concept of health-capital (Grossman, 1972)
- Empirical illustration

Chap 2 Health supply (4h-AP)

- Self-employed physicians
- Modelling Quality
- Payment schemes
- Empirical illustration

Part 2. Health macroeconomics (8h)

Chap 3 Health as an economic sector (5h-AP)

- Health sector contribution to GDP and growth in France and other OECD countries
- The irresistible growth of the health sector in the economy (health as a luxury or a necessity good?)
- Innovation in the health sector
- Empirical illustration

Chap 4 Health, development and growth (3h-BV)

- A health-augmented Solow-model
- Health and the development process, the Sachs report & the econometrics of the health/growth relationship
- The burden of diseases in Africa and the notion of "Universal Health Coverage"
- Modelling health in a macroeconomic design: epidemic traps
- Empirical illustration

Part 3. Topics (6h)

Chap 5 Public regulations in the healthcare market

- Measuring and reducing social inequalities in health (3h-BV) Empirical illustrations
- Information asymmetries in health insurance (3hAP)
- Adverse selection in insurance companies' plans
- Moral hazard and healthcare consumption

### PROFESSIONAL SKILLS

- Analytical capabilities in health economics.
- Transferring knowledge to others (noneconomists).
- Ability to combine theoretical modelling and empirical analysis.
- Identifying the appropriate estimation strategy.
- Data creation/collection, handling datasets for health economics purposes.

### BIBLIOGRAPHY AND TEXTBOOKS

- Bras PL, de Pourville G, Tabuteau D. Traité d'économie et de gestion de la santé, Presses de Sciences Po, 2008.
- Culyer AJ, Newhouse JP (editors). Handbook of health economics, volumes 1A and 1B, North Holland, 2000.
- Folland S, Goodman AC, Stano M. The economics of health and health care, Pearson, 7th edition, 2013.

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- Jones AM. The Elgar companion to health economics, Edward Elgar, 2006.
- Jones AM. Applied econometrics for health economists: a practical guide: Abingdon: Radcliffe Publishing Ltd, 2007.
- Jones AM, Rice N, Bago d'Uva T, Balia S. Applied Health Economics, Routledge, 2007.
- Pauly MV, McGuire TJ, Barros PP. Handbook of health economics, volume 2, North Holland, 2011.
- Phelps CE. Health economics, Pearson, 5th edition, 2013.
- Sloan F, Hsieh CR. Health economics, MIT Press, 2012.

#### **ORGANIZATION**

The course is taught by specialists in health economics involved in research projects most often implying or concerning health sector stakeholders (self-employed physicians, hospitals, DREES and DGOS of the French Health Ministry, National compulsory health insurance, complementary health insurances, regional health observatories, regional health agencies, National cancer institute, National drug safety agency, Public health research institute, etc.). It will use both theoretical modelling and search for empirical evidence backed by statistical and econometric methods.

#### **COURSE LANGUAGE**

French  English

#### **RECOMMENDED PREREQUISITES**

Microeconomics 1-4, Macroeconomics 1-4, Econometrics 1&2, Methodology 2, Health and environmental economics.

*Updated on April 2021*

## ENVIRONMENTAL ECONOMICS - 24H

### TEACHERS

- Dominique AMI - [dominique.ami@univ-amu.fr](mailto:dominique.ami@univ-amu.fr)
- Hubert STAHN - [hubert.stahn@univ-amu.fr](mailto:hubert.stahn@univ-amu.fr)

### CONTENT

Part I of this lecture is dedicated to the design of an environmental policy. These regulation tools are first introduced in the context of a competitive polluting industry. We concentrate our attention on property rights, usual command and control, Pigouvian taxes, and emission rights permits. In a second step, we discuss the effect of imperfect competition, of imperfect information and of policy spill-overs.

In part two of this course you will learn about the categories of economic value assigned to environment and work through the utility theory on which environment valuation methods are based. We will survey the nonmarket valuation method employed by economists to measure public goods. This includes Revealed Preference methods and Stated Preference methods based on surveys and hypothetical markets. We will explore theoretical and empirical issues.

### Course outline:

Part I: The design of an environmental policies

1. The regulation of a competitive polluting industry a. A competitive partial equilibrium model b. Property rights and the Coase theorem c. The different instruments
2. Some extensions a. Market Power b. Imperfect information c. Policy spill-overs

Part II: Valuing the Environment

1. The theory of environmental valuation a. Categories of Values b. From economic values of non-market goods to valuation methods c. Willingness To Pay (WTP) or Willingness To Accept (WTA)
2. Stated Preference Methods a. Hypothetical Market b. Contingent Valuation Methods c. Choice Modelling
3. Revealed preference Methods a. Valuing consumer's benefits b. Related topics

### PROFESSIONAL SKILLS

- Identifying the main issues of modern resource and environmental economics.
- Identifying the relevant theoretical models to deal with them.
- Identifying the relevant empirical models to deal with them.
- Valuing goods and services when markets do not exist.

### BIBLIOGRAPHY AND TEXTBOOKS

- Endres A. Environmental Economics: Theory and Policy Cambridge University Press 2010.
- Koldsadt C.D Environmental Economics Oxford University Press 2000.
- Hanley, N., E.B. Barbier Pricing Nature, Edward Elgar Publishing, Inc. 2009.
- Perman R., Ma Y., Common M., Maddison D., McGilvray J. Natural Resource and Environmental Economics 4th edition Addison Wesley 2011.
- Phaneuf D., T. Requate, A course in Environmental Economics, Theory, Policy and Practice Cambridge university Press 2017.

### ORGANIZATION

This lecture on environmental economics is split into two topics of 12 hours. One is dedicated to environmental policy and the other to environmental evaluation.

### COURSE LANGUAGE

- French  English

### FUNDAMENTAL PREREQUISITES

- Advanced Consumer's theory, producer theory, welfare economics.
- Market Failures: Externalities, Public Goods.
- Basic econometrics.

### RECOMMENDED PREREQUISITES

Econometrics of Qualitative dependent variable: logit, logit multinomial models.

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## HOUSING ECONOMICS - 24H

### TEACHERS

- Alain TRANNOY - [alain.trannoy@univ-amu.fr](mailto:alain.trannoy@univ-amu.fr)
- Banque de France (professional)

### CONTENT

#### Course outline:

Introduction (3h/R.Lecat)

- The triple dimension of Housing
- A joint product of land and structures. Land is fixed, structures are produced
- A highly differentiated consumption good. The highest expenditure share
- A capital good (Investment, Depreciation, renting vs owning)
- International comparisons

Chap 1: The construction of housing price index (3h/A. Trannoy)

- Models: Hedonic Model (Sherwin Rosen), Repeated Sales (Case and Shiller)
- Empirics: The construction of Notaires-Insee Price index
- How to use the hedonic model to test the success of an urban renewal policy

Chap 2: Can we regulate the dynamics of housing price through macroprudential policies (9h/R.Lecat)

- 2.1 Housing price, cycles and financial stability: the transmission of housing price cycles to the financial sector and the real economy (Kiyotaki-Moore; Campbell and Cocco)
- 2.2 Housing price bubble
  - Housing as a market: the stock-flow model (Di Pasquale and W.Wheaton)
  - Housing as an asset: financial valuation models
  - Early warning tools
  - Examples of Housing price bubbles
- 2.3 Macroprudential policy tools (Bennani et al.)
  - Monetary policy and macroprudential policy
  - Demand-oriented
  - Supply-oriented
  - Impact channels and estimates (Avouyi-Dovi et al.)

Chap 3: What are the impact of tax and transfer policies on housing market outcomes? (3h/A. Trannoy)

- Housing supply is fixed at short run. How elastic at long run?
- The role of land-use policy
- Housing benefits and Rents
- Rent control
- Capitalization of taxes in land values
- Inequality of housing conditions and housing cost of living (Albouy, Bérard-Trannoy)

Chap 4: Segregation in the City: The sorting of people (3h/A.Trannoy)

- Land location as an auction: The monocentric Alonso Model
- Extension Amenities Bruckner&Thisse&Zenou
- The influence of public transportation on location
- Can social housing mitigate segregation?

Chap 5: Do people (rent) follow jobs or do job (wage) follow people (rent)? (3h/A. Trannoy)

- The Rosen-Roback model
- Empirical evidence: Moretti, Albouy, Davis
- Can territorial policies be efficient to change the spatial equilibrium?

### BIBLIOGRAPHY AND TEXTBOOKS

1. D.Di Pasquale and W.Wheaton 1996 'Urban Economics and Real Estate Markets'.
2. "Housing Market Dynamics and the Future of Housing Prices", D.Di Pasquale and W.Wheaton, Journal of Urban Economics, 1994, vol. 35, issue 1, pages 1-27.
3. « Credit cycle »; N.Kiyotaki and J.Moore, Journal of Political Economy (1997), 105(2), pp. 211-248.
4. « Insight from a Time-Varying VAR Model with Stochastic Volatility of the French Housing and Credit Markets, » S. Avouyi-Dovi & C. Labonne & R. Lecat & S. Ray, 2017. Working papers 620, Banque de France.
5. « The housing market: the impact of macroprudential measures in France, » Avouyi-Dovi, S. & Labonne, C. & Lecat, R., 2014. Financial Stability Review, Banque de France, issue 18, pages 195-206, April.6.
6. "Politique macroprudentielle", Bennani et al., Pearson, 2017.

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7. Sherwin Rosen: Hedonic prices and implicit markets: product differentiation in pure competition, *Journal of Political Economy* 1974, 82: 34-55.
8. Erwin Diewert: Hedonic Regression: A consumer theory Approach.
9. F. Barthelemy, A. Michelangeli et A. Trannyo : "La Rénovation de la Goutte d'or est-elle un succès ? un diagnostic à l'Aide d'Indices de Prix immobiliers" *Economie et Prévision* 180-181 2007/4-5, 108-125.
10. K Case and Robert J. Shiller The Efficiency « of the Market for Single-Family Homes », *American Economic Review*, 79(1) (March 1989): 125-137.
11. Masahisa Fujita *Urban Economic Theory: Land Use and City Size*, Cambridge 1989.
12. Jan K. Brueckner, Jacques-François Thisse Yves Zenou Why is central Paris rich and downtown Detroit poor?: An amenity-based theory *European Economic Review* Volume 43, Issue 1, 10 January 1999, Pages 91-107.
13. Fack g. (2006), « are housing benefit an effective way to redistribute income? evidence from a natural experiment in France », *Labour Economics*, n° 13, p. 747-771.
14. Grislain Letremy et Trévien c. (2014), « The Impact of housing subsidies on the rental sector: The French example », Document de travail Insee-DESE, n° 2014-08. Version révisée en mars 2016.
15. Moretti, E. (2011). Local labor markets, in O. Ashenfelter and D. Card (eds), *Handbook of Labor Economics*, Vol. 4, Elsevier.
16. E Moretti (2013) *The new geography of jobs* Houghton Mifflin Harcourt.
17. Morris A. Davis François Ortalo-Magné (2011) Household expenditures, wages, rents *The Review of Economic Dynamics* Volume 14, Issue 2, April 2011, Pages 248-261.

**COURSE LANGUAGE**

French       English

*Updated on April 2021*

## CORPORATE STRATEGY - 24H

### TEACHERS

- Airbus Helicopters (professional)
- The Janssen Pharmaceutical Companies of Johnson & Johnson (professional)

### CONTENT

The objective is to introduce various tools used by private organizations to implement innovative strategies in order to adapt to their new environment, using skill, and knowledge students have learnt so far.

### Course outline:

Part I: Case studies on a pharmaceutical firm

- Build a business case
- Make recommendations
- Adapt the case to a new situation

Part II: Development of new economic models

- Innovative marketing method
- Circular Economy

### PROFESSIONAL SKILLS

At the end of the course, the student will be able to:

- Present case studies,
- Use Business intelligence,
- Suggest new economic models to private firms,
- Work in a team.

### ORGANIZATION

The course is organized in 8 teaching slots, for a total of 4 days to develop case studies.

Two days are devoted to the analysis of the pharmaceutical case, and the two remaining case for the development of innovative approaches.

Cooperation and involvement of students will be highly required to create a dynamic course.

During these slots, students have to solve practical problems.

### COURSE LANGUAGE

French  English

### FUNDAMENTAL PREREQUISITES

Industrial economics, econometrics.

### RECOMMENDED PREREQUISITES

Environmental economics, health economics.

*Updated on April 2021*

## COLLABORATING WITH PUBLIC ORGANIZATIONS - 27H

### TEACHERS

- Chambre d'agriculture France (APCA) (professional)
- IREDD (professional)

### CONTENT

The objective is to develop skills working on public projects in a professional situation. There is a double aiming: (i) expose students to the management of commons, and the implementation of a local public project (e.g. in relation with urban issues); (ii) introduce students to the topic of the implementation of international projects (e.g. in relation with development or environmental issues).

### Course outline:

Part I: Commons economics

- Introduction
- Examples and discussion
- Case studies
- Implementation of a project (on a voluntary basis)

Part II: Applied development economics

- Introduction
- Case studies

### PROFESSIONAL SKILLS

At the end of the course, the student will be able to:

- Implement a public project,
- Work in a team,
- Field work (development economics).

### ORGANIZATION

The course is organized in 8 teaching slots, 20h devoted to cost-benefit analysis, and 4h devoted to scenarios. During these slots, main concepts are presented, and students have to solve practical problems.

### COURSE LANGUAGE

French  English

### FUNDAMENTAL PREREQUISITES

Public economics, environmental economics, development economics.

### RECOMMENDED PREREQUISITES

Project management.

*Updated on April 2021*

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