

# INTL 4005: Social Experiments Around the World

University of Georgia

Fall 2020, MWF 11:30-12:20

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## Welcome!

Which policies will be most effective at alleviating poverty? Are there interventions that might reduce discrimination toward minority groups? Is it possible to increase people's willingness to participate in public health efforts, such as vaccination campaigns? Questions like these are at the forefront of the scientific study of public policy. While they may seem straightforward, providing valid answers to these questions is tricky. This class will expose you to one method of generating answers - social experimentation. Using examples from around the globe, we will explore how social scientists use the method of experimentation in an attempt to understand, and improve, our world.

## Attendance policy and in-person sessions

Due to social distancing measures, your experience of this class will be primarily online. During each scheduled class period, I will host a discussion section on Zoom. You are strongly encouraged to log on and participate in every Zoom meeting. Recordings of these Zoom meetings will also be made available via the course ELC. In compliance with the University requirement, I will offer optional

in-person meetings. While I am required by the University to make these in-person sessions available, you are not required to attend them. Nor is it necessary for you to attend in order to perform well in the class. Further instructions about zoom and in-person meetings will be posted to ELC.

## How will you be graded?

Your grade will be determined entirely by your score on three exams to be administered over the course of the semester (see [Table 1](#)). All exams will be administered via ELC, and will be taken remotely. The exams will be open note and open book. Exams will contain a mixture of multiple choice and short essay questions. You will be able to complete all of the required work for this class remotely. This includes participation in all class activities and preparation for the exams. There will be **no makeups** offered for the exams. You may optionally take the final exam (remotely) at the time scheduled by the university. The final can improve your grade by replacing your lowest exam score, but cannot harm your grade.

Our main activity will be discussion of the assigned readings. For each reading, you will have a handout divided into three sections. The **invitation** section of the handout presents the main policy issues or debate considered in the reading. Questions in the **exploration** section delve deeply into the approach of the paper, and the accompanying conceptual issues. The handout will close with a section labeled **application**, which invites you to consider how the material covered in the reading is connected to bigger picture questions. *The handouts are your study guide for the exams.*

Exam	Prop. of grade	Date	Primary focus
1	1/3	Oct. 7	weeks 1-6
2	1/3	Nov. 4	weeks 8-10
3	1/3	Dec. 2	weeks 12,13
Final	Optional	See UGA sched.	All

Table 1: Exams

## Ground rules

You are responsible for being self-motivated, self-directed, active learners. I expect you to comply with university policy and use common sense. You should complete all of the course assignments and participate fully in all of our activities. I expect that you will comply with the [University Code of Conduct](#).

As your professor, it is my responsibility to create an environment that fosters your learning. This includes keeping materials up to date on the course ELC, and otherwise providing a well-organized course. You are responsible for taking advantage of that environment. If any aspect of the course is impeding your learning, please communicate that to me in whatever way you feel most comfortable.<sup>1</sup>

## Course Schedule

Numbers preceding each section indicate the week of the semester. **All readings will be available on the course ELC page.**

### Introduction

Friday, August 21, 2020: **No in-person meeting.** Remote meeting via zoom. See additional materials posted to ELC, including a review of the syllabus.

#### 1 Stylization and model-building

Monday, August 24, 2020: Read **Krugman (1995)**. Review invitation section of handout.

Wednesday, August 26, 2020: Review exploration section of handout.

Friday, August 28, 2020: Review application section of handout.

#### 2 First example: Class size

Monday, August 31, 2020: Read NYT article and chapter pp. 1-4 of *Savage Inequalities*. Review invitation section of handout.

Wednesday, September 02, 2020: Read Tennessee STAR report. Review exploration section of handout.

Friday, September 04, 2020: Review application section of handout.

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<sup>1</sup>A note about my name: Feel free to call me Micah or Professor Redman or Professor Gell-Redman.

## Incentives and behavior

### 3 Vaccination attitudes

Monday, September 07, 2020: University holiday. No class meeting. Prior to Wednesday, you should read NYT article on vaccination.

Wednesday, September 09, 2020: Read [Nyhan and Reifler \(2015\)](#). Review invitation and exploration sections of handout.

Friday, September 11, 2020: Review application section of handout.

### 4 Vaccination incentives

Monday, September 14, 2020: Review invitation section of handout.

Wednesday, September 16, 2020: Read [Banerjee et al. \(2010\)](#). Review exploration of handout.

Friday, September 18, 2020: Review application section of handout.

### 5 Teacher incentives

Monday, September 21, 2020: Review invitation section of handout.

Wednesday, September 23, 2020: Read JPAL write up of [Duflo, Hanna and Ryan \(2012\)](#). Review exploration of handout.

Friday, September 25, 2020: Review application section of handout.

### 6 Subsidies and health behaviors

Monday, September 28, 2020: Read NYT writeup on malaria bed nets. Review invitation section of handout.

Wednesday, September 30, 2020: Read [Dupas \(2014\)](#). Review exploration of handout.

Friday, October 02, 2020: Review application section of handout.

### 7 Review and exam

Monday, October 05, 2020: Exam review

Wednesday, October 07, 2020: **Exam 1.**

Friday, October 09, 2020: Questions about exam and course thus far.

## **Discrimination and Cooperation**

### **8 Auditing representatives**

Monday, October 12, 2020: Review invitation section of handout.

Wednesday, October 14, 2020: Read [McClendon \(2016\)](#). Review exploration of handout.

Friday, October 16, 2020: Review application section of handout.

### **9 Auditing everyday discrimination**

Monday, October 19, 2020: Review invitation section of handout.

Wednesday, October 21, 2020: Read [Choi, Poertner and Sambanis \(2019\)](#). Review exploration of handout.

Friday, October 23, 2020: Review application section of handout.

### **10 Cooperation across difference**

Monday, October 26, 2020: Read Kristoff oped on social contact. Review invitation section of handout.

Wednesday, October 28, 2020: Read [Scacco and Warren \(2018\)](#). Review exploration of handout.

Friday, October 30, 2020: University holiday. No class meeting. Independently review application section of handout.

### **11 Pause and review**

Monday, November 02, 2020: Exam review.

Wednesday, November 04, 2020: **Exam 2**.

Friday, November 06, 2020: Questions about exam and course thus far.

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## Governance and Outcomes

### 12 Low wage labor

Monday, November 09, 2020: Read vox writeup on low wage jobs. Review invitation section of handout.

Wednesday, November 11, 2020: Read [Blattman and Dercon \(2018\)](#). Review exploration of handout.

Friday, November 13, 2020: Review application section of handout.

### 13 Universal Basic Income

Monday, November 16, 2020: Read [Banerjee, Niehaus and Suri \(2019, Sec. 1\)](#). Review invitation section of handout.

Wednesday, November 18, 2020: Read [Banerjee, Niehaus and Suri \(2019, Sec.s 2, 2.1, 4, 4.3, 4.4, 5\)](#). Review exploration of handout.

Friday, November 20, 2020: Review application section of handout.

Thanksgiving Break. No class meetings on Monday, November 23, 2020; Wednesday, November 25, 2020; Friday, November 27, 2020. **Note: There will be no in-person meetings following the Thanksgiving break.**

### 14 Pause and review

Monday, November 30, 2020: Exam review.

Wednesday, December 02, 2020: **Exam 3**, delivered on ELC.

Friday, December 04, 2020: Questions about exam and course

### 15 Close

Monday, December 07, 2020: What's next? Frontiers of experimental research.

Tuesday, December 08, 2020: Final thoughts.

## References

Banerjee, Abhijit, Paul Niehaus and Tavneet Suri. 2019. "Universal basic income in the developing world." *Annual Review of Economics* .

- Banerjee, Abhijit Vinayak, Esther Duflo, Rachel Glennerster and Dhruva Kothari. 2010. "Improving immunisation coverage in rural India: clustered randomised controlled evaluation of immunisation campaigns with and without incentives." *Bmj* 340:c2220.
- Blattman, Christopher and Stefan Dercon. 2018. "The impacts of industrial and entrepreneurial work on income and health: Experimental evidence from Ethiopia." *American Economic Journal: Applied Economics* 10(3):1–38.
- Choi, Donghyun Danny, Mathias Poertner and Nicholas Sambanis. 2019. "Parochialism, social norms, and discrimination against immigrants." *Proceedings of the National Academy of Sciences* 116(33):16274–16279.
- Duflo, Esther, Rema Hanna and Stephen P Ryan. 2012. "Incentives work: Getting teachers to come to school." *American Economic Review* 102(4):1241–78.
- Dupas, Pascaline. 2014. "Getting essential health products to their end users: Subsidize, but how much?" *Science* 345(6202):1279–1281.
- Krugman, Paul. 1995. *Development, Geography, and Economic Theory*. MIT Press chapter The Fall and Rise of Development Economics.
- McClendon, Gwyneth H. 2016. "Race and responsiveness: An experiment with South African politicians." *Journal of Experimental Political Science* 3(1):60–74.
- Nyhan, Brendan and Jason Reifler. 2015. "Does Correcting Myths about the Flu Vaccine Work? An Experimental Evaluation of the Effects of Corrective Information." *Vaccine* 33(3):459–464.
- Scacco, Alexandra and Shana S Warren. 2018. "Can social contact reduce prejudice and discrimination? Evidence from a field experiment in Nigeria." *American Political Science Review* pp. 1–24.

## Coronavirus Information for Students

### Face Coverings:

Effective July 15, 2020, the University of Georgia – along with all University System of Georgia (USG) institutions – requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

## **DawgCheck:**

Please perform a quick symptom check each weekday on DawgCheck – on the UGA app or website – whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

## **What do I do if I have symptoms?**

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

## **What do I do if I am notified that I have been exposed?**

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

## **How do I get a test?**

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

## **What do I do if I test positive?**

Any student with a positive COVID-19 test is *required* to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.



## Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.