

**Suggested extra credit topics:** [Quiz 2&3 extra credit for turnitin.com EC \(deadline March 13<sup>th</sup>\)](#)

**From the Syllabus: an optional Paper or case study or class presentation** *can be used to make up for a missed quiz or raise your midterm grade (there will be no makeup quizzes). Written assignments required nor not should employ APA format references (author, date). Papers, essays and HW answers should apply course readings for videos to the issue at hand, quotes and copied graphics are encouraged (with sources). An EC paper for example should include 1-2 pages summarizing a recent lecture, film, book or article your attended/read/watched; 1-2 pages relating this material to specific course readings, lectures or videos ending with 1-2 pages summarizing your own views of this lecture, book, film or article. It is best to get the “not required” reading/film/lecture pre-approved. Watching Selma for example and relating it the ascendance/convergence of the South and/or current racial divisions in the U.S. is an example of a EC paper topic. Generally, the paper assignment is done after the midterm but before the last three weeks of the course (the Easter break more or less).*

**Special Spring 2015 (recommended) themes:** three modern “force majueres”: rising women’s agency (assortative mating, Ross and Rachel?); globalization (migration, trade and capital flows) and urbanization/gentrification...

1. **Globalization the Race to the Bottom in Perspective:** Professors Radhakrishnan (Wellesley) and Rivoli (Georgetown) present a “dependency [Marxist and Scottish enlightenment](#) (circa 1748) of the race to the bottom. Summarize both perspectives and compare Rivoli’s Chapter 7 “Sisters in Time” to summary to our readings by Leslie Chang (Factory Girls) and Naila Kabear? Rivoli covers a lot of ground (perfect for us as both U.S. China and BGD are there) but she is Economist....
2. Foreign Aid and Failed states (see Meshry’s April 24<sup>th</sup> lecture) Follow up on the CRS award and using Collier and Sachs explain why their work is extremely important right now in the Sahel. Use Collier, 2007 to discuss what it means for Nigeria, Yemen or Benin caught in a conflict trap? What is the cost of a failed state, according to Collier?
3. Urbanization: Discuss [David Autor’s and the Hamilton Projects notion](#) of polarization and gentrification in large U.S. cities, use Wilson 2009 & 2010 to discuss why certain groups benefit from gentrification and others do not. Polarization means greater inequality, but also means employment growth at the very top (and in certain industries) how can the groups left out adapt and benefit from Urbanizations?
4. **Health and Development:** what are the lessons of the Ebola epidemic for the future of foreign Aid (see Hans Rosling and Bill Gates commentary on this, online)? Use the readings on Health Aid by Deaton, Sachs and Gates to support your answer (check with Meshry for readings) See the speech by President Kim of the World Bank (a medical doctor). Discuss how Ada (photo below) represents both the future and the past of health care in Africa (hint: ORS). Why did Ebola spread rapidly in some countries but not in others? Why is electricity crucial for the control of pandemics like Ebola? Perhaps the Rosling video has to be updated to include refrigerators? How does electricity help women particularly in Bangladesh and Liberia?

5. **Marriage, family and father's:** Watch Frontline's Let's get married documentary, use its and Wilson's 2009 discussion of the Moynihan report. [Let's Get Married Part 1 youtube](#) [PBS home transcript](#) [Women's Agency and Poverty \(smaller pdf\)](#)
6. Discuss Thomas Piketty's views on [population growth and immigration](#) as equalizing forces. Use the lecture notes on polarization and urban poverty as well as [immigration reform](#).
7. Watch [Force Majeure](#), discuss the film's characterization of marriage and gender roles. How have the [Scandinavian countries](#) adapted to the greater agency (and education) of women.



Force Majeure,' a Dark Swedish Comedy



THE SALT OF THE EARTH

8. [Watch “Salt of the Earth”](#) Wim Wenders and the son of Brazilian economist/photographer Sebastiao Salgado (see the malnutrition and famine lecture for a number of his stunning photographs of human suffering. He photographed workers, immigrants, victims of famine, “he began a series of expansive projects in which he used his keen eye and ability to create striking images to create works that allowed viewers to bear witness to glimmers of hope and humanity in the face of almost unimaginable misery. "The Workers," for example, famously illustrated such locations as a massive Sierra Pelada mine and the countless people employed to dig out the gold in the hopes that their back-breaking labor will one day pay off and the burning oil fields of Kuwait in the wake of Desert Storm. "Sahel," which he produced in conjunction with Doctors Without Borders, looked at the famine in Ethiopia and the attempt by many to journey to what they hoped to be a better life in the Sudan. In a similar vein, "Exodus" looked at the plight of refugees from Rwanda and Yugoslavia during their respective troubles in the Nineties. Quote from [RobertEbert.com review](#).

## [Income Inequality, Social Mobility, and the Decision to Drop Out](#) of High School

[Melissa S. Kearney](#), [Phillip B. Levine](#)

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This paper considers the role that high levels of income inequality and low rates of social mobility play in driving the educational attainment of youth in low-income households in the United States. Using high school degree status from five individual-level surveys, our analysis reveals that low-socioeconomic status (SES) students, and particularly boys, who grow up in locations with greater levels of lower-tail income inequality and lower levels of social mobility are relatively more likely to drop out of high school, conditional on other individual characteristics and contextual factors. The data indicate that this relationship does not reflect alternative characteristics of the place, such as poverty concentration, residential segregation, or public school financing. We propose that the results are consistent with a class of explanations that emphasize a role for perceptions of one's own identity, position in society, or chances of success. In the end, our empirical results indicate that high levels of lower-tail income inequality and low levels of social mobility hinder educational advancement for disadvantaged youth.