

EC410/510: Inequality and Economic Mobility

Profesor Jonathan M.V. Davis

Winter, 2023

Class Hours: M/W 2:00-3:20pm

Office: 516 PLC

Office Hours: M, 1:00-2pm

E-mail for one-on-one meetings!

Class Room: 221 MCK

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GE: Eric Wilken

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GE Office Hours: T, 2:00-3:00pm

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Course Description

This course will discuss the origins and measurement of inequality and policies to promote equity and economic mobility.

Learning Objectives

After this course, students will:

- Know several different measures of inequality and mobility.
- Understand the evidence about the origins of inequality and policies to promote equity.
- Develop economic skills required to discuss the benefits and costs of different policy proposals.

Prerequisites

For undergraduates, the pre-requisites for this course are EC311 (Intermediate Microeconomic Theory), EC313 (Intermediate Macroeconomic Theory) and either EC320 (Intro to Econometrics) or EC423 (Econometrics).

Course Materials

The only required material for this course is an iClicker2 Student Remote.

There are no required textbooks for this course. Instead, we will rely on papers at the frontier of the literature. In some cases, there are textbooks listed as references for further reading. These are NOT required.

Assignments

Empirical Projects

A key learning element of the course will be two empirical projects, which will give students hands-on experience in doing economics and working with data. Students are expected to use the R programming language for these assignments. The empirical projects are more substantial than traditional problem sets and will include significant coding, reading, and writing elements that will put students in the shoes of social scientists doing research. I do not expect that all students are R experts, so coding guidance will be provided to support the successful completion of these projects.

Midterm and Final Exam

There will be an in-class midterm on Wednesday, February 8th. There will also be a final exam at the time scheduled by the registrar.

Students can bring one page of typed or handwritten notes on a standard sized sheet of paper with them to the exam. Calculators without an internet connection are okay but won't be necessary.

iClicker Questions and Class Participation

I will regularly ask iClicker questions throughout class. I will give you time to discuss most questions with your classmates. Half of your iClicker grade will be based on participation. You will receive full credit for a day if you answer more than 50 percent of questions (correct or incorrect). I will start asking iClicker questions on the first day of class, but I won't start grading them until week 2. I will drop your 5 lowest days of scores. The purpose of dropping these scores is to allow for occasional missed classes (nearly 28% of classes!) and technical difficulties.

The other half of your iClicker grade will be based on occasional knowledge check questions. These will be simple questions about the course readings that will be graded for accuracy.

Policy Memo

Graduate students enrolled in 510 are also required to complete a policy memo by the end of the term.

Imagine you are an economist with a policy research group. A 2024 presidential candidate has hired your firm to help them craft a memo on the one of the following policy questions. You

are tasked with writing this policy memo analyzing the likely impacts of one of the following proposals:

- Do you support a tax on the assets held by the wealthiest Americans?
- Should the government cancel existing student debt, and if so, for everyone or based on income?
- Do you support Medicare-for-all?
- Do you support eliminating the electoral college in favor of the popular vote?
- Should the federal government pay a universal basic income to every American adult?
- How many weeks should the United States mandate in paid family leave for workers?
- Should the federal government pay reparations to the descendants of slaves?
- Do you support raising the federal minimum wage to \$15 per hour nationwide?
- Do you support breaking up big tech companies such as Facebook, Google and Amazon?
- Do you support a national rent control cap?
- Do you support the use of public charter schools as an alternative to traditional systems?
- Should the federal government fund and implement a national, free universal pre-K program?

Your memo should:

- Be concise. It's for a presidential candidate! (Max 2 pages. Single spacing okay.)
- Be objective but make a specific recommendation in the first paragraph.
- Discuss the evidence about potential benefits of the policy.
- Discuss the evidence about potential costs of the policy.
- Be sure to highlight how people may change their behavior in response to the policy.
- Describe points of uncertainty about the policy's impact.
- Cite a minimum of two papers from the reading list.

Policy memos, like news articles, should be written under the assumption that the reader may not read the entire document. Therefore, organize the text in order of importance. The first paragraph should concisely summarize the memo and recommendation. Put the next most important information in the second paragraph (e.g. the most important evidence justifying the recommendation), etc.

Grading Policy

Undergraduates' grades will be based on a midterm exam (25 percent), a final exam (25 percent), two empirical projects (40 percent), and iClicker questions (10 percent).

Graduate students' grades will be based on a midterm exam (25 percent), final exam (25 percent), two empirical projects (30 percent), a policy memo (10 percent), and iClicker questions (10 percent).

Table 1: Assignment Deadlines

Assignment	Deadline
Empirical Project 1	2:00pm on Wednesday, 2/1
Midterm Exam	2:00-3:20pm on Wednesday, 2/8
Empirical Project 2	2:00pm on Wednesday, 3/15
Final Exam	2:45-4:45pm on Monday, 3/20
Policy Memo (510 only)	5:00pm on Friday, 3/24
iClicker	Ongoing

Course Policies

Academic Disruption

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

Academic Integrity and Honesty

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Accommodations for Disabilities

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

Grade Disputes

Please do not e-mail me and ask for a higher grade unless you have a legitimate concern about how a particular assignment was graded. Changing grades just because someone e-mailed is unfair to everyone else in the class, so I will reject any such requests. If you do have a concern with how a particular assignment was graded, I reserve the right to re-grade the entire assignment, not just the portion being disputed.

Respect for Diversity

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let us know if the name or pronouns we have for you are not accurate. It is important to us to address you properly.

Course Outline

The outlined schedule is tentative and subject to change. You should think of it more as a plan for where we are heading than a precise schedule.

Table 2: Course Schedule

Date	Class	Topic	Methods
1/9/22	1	How much inequality is there?	Definitions and Measures
1/11/22	2	Economic Mobility	Mobility Measures, Regression
1/16/22		MLK Jr. Day - No Class	
1/18/22	3	Drivers of Inequality - Labor Markets	Labor Supply and Demand
1/23/22	4	Drivers of Inequality - Labor Markets	
1/25/22	5	Taxes	Deadweight Loss
1/30/22	6	Minimum Wages	Monopsony
2/1/22	7	Discrimination 1	Animus v. Statistical Discrimination
2/6/22	8	Discrimination 2	Audit Studies
2/8/22	9	Midterm	
2/13/22	10	Neighborhoods	
2/15/22	11	Pollution	Externalities
2/20/22	12	Health and Healthcare	
2/22/22	13	College and Upward Mobility	
2/27/22	14	Should college be free?	Equity v. Efficiency
3/1/22	15	Primary Education 1	
3/6/22	16	Primary Education 2	
3/8/22	17	Criminal Justice	
3/13/22	18	Inequality in Political Power	
3/15/22	19	Review	
3/20/22		Final Exam	

Course Readings

Required readings are in bold. Please read before the corresponding class.

Articles should be findable by using [google.com/scholar](https://scholar.google.com/). Some articles might only be accessible on the UO network.

How much inequality is there?

- Atkinson, Anthony B. "On the measurement of inequality." *Journal of economic theory* 2, no. 3 (1970): 244-263.
- Autor, David H. 2014. "Skills, education, and the rise of earnings inequality among the 'other 99 percent.'" *Science* 344(6186): 843-85.
- Bueno De Mesquita, Ethan. *Political economy for public policy*. Princeton University Press, 2016.
- Chancel, Lucas, Thomas Piketty, Emmanuel Saez, and Gabriel Zucman, eds. *World inequality report 2022* (Chapters 1 and 2). Harvard University Press, 2022. <https://wid.world/document/world-inequality-report-2022/>
- **Mankiw, N. Gregory. "Defending the one percent." *Journal of economic perspectives* 27, no. 3 (2013): 21-34.**
- Meyer, Bruce D., and James X. Sullivan. "Consumption and income inequality and the great recession." *American Economic Review* 103, no. 3 (2013): 178-83.
- Piketty, Thomas and Emmanuel Saez. 2003. "Income Inequality in the United States, 1913-1998." *Quarterly Journal of Economics* 118(1): 1-39.
- Saez, Emmanuel and Gabriel Zucman. 2016. "Wealth Inequality in the United States since 1913: Evidence from Capitalized Income Tax Data." *Quarterly Journal of Economics* 131(2): 519- 578.

Economic Mobility

- Bratberg, Espen, Jonathan Davis, Bhashkar Mazumder, Martin Nybom, Daniel D. Schnitzlein, and Kjell Vaage. "A comparison of intergenerational mobility curves in Germany, Norway, Sweden, and the US." *The Scandinavian Journal of Economics* 119, no. 1 (2017): 72-101.
- Chetty, Raj, David Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, and Jimmy Narang. 2017. "The Fading American Dream: Trends in Absolute Income Mobility Since 1940." *Science* 356 (6336): 398-406.
- Chetty, Raj, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez. 2014. "Where Is the Land of Opportunity? The Geography of Intergenerational Mobility in the United States." *Quarterly Journal of Economics* 29 (4): 1553-1623.
- Corak, Miles. "Income inequality, equality of opportunity, and intergenerational mobility." *Journal of Economic Perspectives* 27, no. 3 (2013): 79-102.
- **Davis, Jonathan, and Bhashkar Mazumder. "The decline in intergenerational mobility after 1980." (2022).**
- Haider, Steven, and Gary Solon. "Life-cycle variation in the association between current and lifetime earnings." *American economic review* 96, no. 4 (2006): 1308-1320.
- Mazumder, Bhashkar. "Fortunate sons: New estimates of intergenerational mobility in the United States using social security earnings data." *Review of Economics and Statistics* 87, no. 2 (2005): 235-255.

Drivers of Inequality and Mobility

- Autor, David Claudia Goldin, and Lawrence F. Katz, "Extending the Race between Education and Technology," *American Economic Association: Papers and Proceedings* 110 (May 2020): 347-351
- Bertrand, Marianne. "CEOs." *Annu. Rev. Econ.* 1, no. 1 (2009): 121-150.
- Bertrand, Marianne, and Sendhil Mullainathan. "Are CEOs rewarded for luck? The ones without principals are." *The Quarterly Journal of Economics* 116, no. 3 (2001): 901-932.
- Card, David, and John E. DiNardo. "Skill-biased technological change and rising wage inequality: Some problems and puzzles." *Journal of labor economics* 20, no. 4 (2002): 733-783.
- Ehrenberg, Ronald G., Robert S. Smith, and Kevin F. Hallock. *Modern labor economics: Theory and public policy*. Routledge, 2021.

- Farber, Henry S., Daniel Herbst, Ilyana Kuziemko, and Suresh Naidu. "Unions and inequality over the twentieth century: New evidence from survey data." *The Quarterly Journal of Economics* 136, no. 3 (2021): 1325-1385.
- Deming, David J. 2017. "The Growing Importance of Social Skills in the Labor Market," *Quarterly Journal of Economics* (132)4: 1593-1640.
- Goldin, Claudia and Lawrence F. Katz, "The Decline of Non-Competing Groups: Changes in the Premium to Education, 1890-1940" (Working Paper No. 5202, National Bureau of Economic Research, August 1995)
- Gumber, Clayton, and Briana Sullivan. "Occupation, Earnings, and Job Characteristics." (2022).
- Koenig, Felix. "Technical change and superstar effects: Evidence from the rollout of television." (2021). item Murphy, Kevin J. "Executive compensation." *Handbook of labor economics* 3 (1999): 2485-2563.
- Rosen, Sherwin. "The economics of superstars." *The American economic review* 71, no. 5 (1981): 845-858.

Wages of the 99%

- Autor, David Claudia Goldin, and Lawrence F. Katz, "Extending the Race between Education and Technology," *American Economic Association: Papers and Proceedings* 110 (May 2020): 347-351
- Card, David, and John E. DiNardo. "Skill-biased technological change and rising wage inequality: Some problems and puzzles." *Journal of labor economics* 20, no. 4 (2002): 733-783.
- Ehrenberg, Ronald G., Robert S. Smith, and Kevin F. Hallock. *Modern labor economics: Theory and public policy*. Routledge, 2021.
- Farber, Henry S., Daniel Herbst, Ilyana Kuziemko, and Suresh Naidu. "Unions and inequality over the twentieth century: New evidence from survey data." *The Quarterly Journal of Economics* 136, no. 3 (2021): 1325-1385.
- Deming, David J. 2017. "The Growing Importance of Social Skills in the Labor Market," *Quarterly Journal of Economics* (132)4: 1593-1640.
- Goldin, Claudia and Lawrence F. Katz, "The Decline of Non-Competing Groups: Changes in the Premium to Education, 1890-1940" (Working Paper No. 5202, National Bureau of Economic Research, August 1995)

Minimum Wages

- Aaronson, Daniel, Sumit Agarwal, and Eric French. "The spending and debt response to minimum wage hikes." *American Economic Review* 102, no. 7 (2012): 3111-39.
- Aaronson, Daniel, Eric French, and James MacDonald. "The minimum wage, restaurant prices, and labor market structure." *Journal of Human Resources* 43, no. 3 (2008): 688-720.
- Cengiz, Doruk, Arindrajit Dube, Attila Lindner, and Ben Zipperer. "The effect of minimum wages on low-wage jobs." *The Quarterly Journal of Economics* 134, no. 3 (2019): 1405-1454.
- **Jardim, Ekaterina, Mark C. Long, Robert Plotnick, Emma Van Inwegen, Jacob Vigdor, and Hilary Wething. "Minimum-wage increases and low-wage employment: Evidence from Seattle." *American Economic Journal: Economic Policy* 14, no. 2 (2022): 263-314.**
- Lee, D. and E. Saez "Optimal Minimum Wage in Competitive Labor Markets," NBER Working Paper No. 14320, September 2008.
- Sorkin, Isaac. "Are there long-run effects of the minimum wage?." *Review of economic dynamics* 18, no. 2 (2015): 306-333.

Earnings of the 1%

- Bertrand, Marianne. "CEOs." *Annu. Rev. Econ.* 1, no. 1 (2009): 121-150.
- Bertrand, Marianne, and Sendhil Mullainathan. "Are CEOs rewarded for luck? The ones without principals are." *The Quarterly Journal of Economics* 116, no. 3 (2001): 901-932.
- Gumber, Clayton, and Briana Sullivan. "Occupation, Earnings, and Job Characteristics." (2022).
- Koenig, Felix. "Technical change and superstar effects: Evidence from the rollout of television." (2021). item Murphy, Kevin J. "Executive compensation." *Handbook of labor economics* 3 (1999): 2485-2563.
- Rosen, Sherwin. "The economics of superstars." *The American economic review* 71, no. 5 (1981): 845-858.

Taxes and Transfers

- Akerlof, G. "The Economics of Tagging as Applied to the Optimal Income Tax", *American Economic Review*, 68(1), March 1978, 8-19.
- Alstadsæter, Annette, Niels Johannesen, and Gabriel Zucman. "Tax evasion and inequality." *American Economic Review* 109, no. 6 (2019): 2073-2103.
- Chetty, Raj, John N. Friedman, and Emmanuel Saez. "Using Differences in Knowledge across Neighborhoods to Uncover the Impacts of the EITC on Earnings." *American Economic Review* 103, no. 7 (2013): 2683-2721.
- Cochrane, John H. "Wealth and taxes." *Cato Institute, Tax and Budget Bulletin* 86 (2020).
- Diamond, Peter and Emmanuel Saez. 2011. "The Case for a Progressive Tax: From Basic Research to Policy Recommendations." *Journal of Economic Perspectives* 25(4): 165-190.
- Jaimovich, Nir, and Sergio Rebelo. "Nonlinear effects of taxation on growth." *Journal of Political Economy* 125, no. 1 (2017): 265-291.
- Meyer B. and D. Rosenbaum, "Welfare, the Earned Income Tax Credit, and the Labor Supply of Single Mothers", *Quarterly Journal of Economics* 116(3): 1063-1114, 2001.
- Saez, E. "Optimal Income Transfer Programs: Intensive Versus Extensive Labor Supply Responses", *Quarterly Journal of Economics* 117 (2002), 1039-1073.
- **Saez, Emmanuel, and Gabriel Zucman. "Progressive wealth taxation." *Brookings Papers on Economic Activity* 2019, no. 2 (2019): 437-533.**

Discrimination

- Bayer, Patrick, and Kerwin Kofi Charles. "Divergent paths: A new perspective on earnings differences between black and white men since 1940." *The Quarterly Journal of Economics* 133, no. 3 (2018): 1459-1501.
- Bertrand, Marianne, and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *American Economic Review* 94 (4): 991-1013.
- Cotton, Christopher S., Brent R. Hickman, and Joseph P. Price. "Affirmative Action and Human Capital Investment: Evidence from a Randomized Field Experiment." *Journal of Labor Economics* 40, no. 1 (2022): 157-185.
- Charles, Kerwin Kofi, and Jonathan Guryan. "Prejudice and wages: an empirical assessment of Becker's *The Economics of Discrimination*." *Journal of political economy* 116, no. 5 (2008): 773-809.
- Doleac, Jennifer L. and Luke C.D. Stein, *The Visible Hand: Race and Online Market Outcomes*, *The Economic Journal*, Volume 123, Issue 572, November 2013, Pages F469-F492
- Doleac, Jennifer L., and Benjamin Hansen. "The unintended consequences of "ban the box": Statistical discrimination and employment outcomes when criminal histories are hidden." *Journal of Labor Economics* 38, no. 2 (2020): 321-374.
- **Derenoncourt, Ellora, Chi Hyun Kim, Moritz Kuhn, and Moritz Schularick. *Wealth of two nations: The US racial wealth gap, 1860-2020*. National Bureau of Economic Research Working Paper W30101 (2022).**
- Lang, Kevin, and Ariella Kahn-Lang Spitzer. "Race discrimination: An economic perspective." *Journal of Economic Perspectives* 34, no. 2 (2020): 68-89.
- Rao, Gautam. "Familiarity does not breed contempt: Generosity, discrimination, and diversity in Delhi schools." *American Economic Review* 109, no. 3 (2019): 774-809.

Neighborhoods

- Aaronson, Daniel, Daniel Hartley, and Bhashkar Mazumder. "The effects of the 1930s HOLC 'redlining' maps." *American Economic Journal: Economic Policy* 13, no. 4 (2021): 355-92.
- Card, David, Alexandre Mas, and Jesse Rothstein. "Tipping and the Dynamics of Segregation." *The Quarterly Journal of Economics* 123, no. 1 (2008): 177-218.
- **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.**

- Chetty, Raj, and Nathaniel Hendren. 2018. "The Impacts of Neighborhoods on Intergenerational Mobility I: Childhood Exposure Effects." *Quarterly Journal of Economics* 133(3): 1107-1162.
- Chyn, Eric. "Moved to opportunity: The long-run effects of public housing demolition on children." *American Economic Review* 108, no. 10 (2018): 3028-56.
- Derenoncourt, Ellora. "Can you move to opportunity? Evidence from the Great Migration." *American Economic Review* 112, no. 2 (2022): 369-408.
- Dworzak, Piotr, Scott Duke Kominers, and Mohammad Akbarpour. "Redistribution through markets." *Econometrica* 89, no. 4 (2021): 1665-1698.
- Hotelling, Harold. "Stability in competition." *Economic Journal* 39, no. 153 (1929): 41-57.
- Tiebout, Charles M. "A pure theory of local expenditures." *Journal of political economy* 64, no. 5 (1956): 416-424.

Pollution

- Carleton, Tamma, and Solomon Hsiang. 2016. "Social and Economic Impacts of Climate." *Science* 353 (6304): 1112.
- Currie, Janet, John Voorheis, and Reed Walker. "What caused racial disparities in particulate exposure to fall? New evidence from the Clean Air Act and satellite-based measures of air quality." *American Economic Review*, Forthcoming.
- Dell, Melissa, Benjamin Jones, and Benjamin Olken. 2012. "Temperature Shocks and Economic Growth: Evidence from the Last Half Century." *American Economic Journal: Macroeconomics* 4(3): 66-95.
- Giglio, Stefano, Matteo Maggiori, and Johannes Stroebe. 2015. "Very Long-Run Discount Rates." *Quarterly Journal of Economics* 130 (1): 1-53.
- Isen, Adam, Maya Rossin-Slater, and W. Reed Walker. 2017. "Every Breath You Take - Every Dollar You'll Make: The Long-Term Consequences of the Clean Air Act of 1970." *Journal of Political Economy* 125(3): 848-909.
- Moore, Frances C., Nick Obradovich, Flavio Lehner, Patrick Baylis. 2019. "Rapidly Declining Remarkability of Temperature Anomalies May Obscure Public Perception of Climate Change." *Proceedings of the National Academy of Sciences*, 116(11): 4905-4910.
- Shapiro, Joseph S., and Reed Walker. "Where is pollution moving? Environmental markets and environmental justice." In *AEA Papers and Proceedings*, vol. 111, pp. 410-14. 2021.

Health and Healthcare

- Allcott, Hunt, Rebecca Diamond, Jean-Pierre Dubé, Jessie Handbury, Ilya Rahkovsky, and Molly Schnell. 2019. "Food Deserts and the Causes of Nutritional Inequality," *Quarterly Journal of Economics* 134(4): 1793-1844.
- Almond, Douglas, Kenneth Y. Chay, and David S. Lee. "The costs of low birth weight." *The Quarterly Journal of Economics* 120, no. 3 (2005): 1031-1083.
- Chetty, Raj, Michael Stepner, Sarah Abraham, Shelby Lin, Benjamin Scuderi, Nicholas Turner, Augustin Bergeron, and David Cutler. 2016. "The Association Between Income and Life Expectancy in the United States, 2001-2014." *Journal of the American Medical Association* 315(16): 1750-66.
- Currie, Janet, and Hannes Schwandt. 2016. "Mortality Inequality: The Good News from a County-Level Approach." *Journal of Economic Perspectives* 30 (2): 29-52. <https://www.aeaweb.org/articles?id=10.1257/jep.30.2.29>
- Einav, L. and A. Finkelstein, "Selection in Insurance Markets: Theory and Empirics in Pictures" *Journal of Economic Perspectives*, 25(1), 2011, 115-138.
- Finkelstein, Amy, Nathaniel Hendren, and Mark Shepard. 2019. "Subsidizing Health Insurance for Low-Income Adults: Evidence from Massachusetts," *American Economic Review* 109(4): 1530-1567.
- Finkelstein, Amy, Neale Mahoney, and Matthew J. Notowidigdo. "What does (formal) health insurance do, and for whom?." *Annual Review of Economics* 10 (2018): 261-286.

- Garthwaite, Craig, Tal Gross, and Matthew J. Notowidigdo. "Public health insurance, labor supply, and employment lock." *The Quarterly Journal of Economics* 129, no. 2 (2014): 653-696.
- Gruber, Jonathan, and Brigitte C. Madrian. "Health insurance, labor supply, and job mobility: A critical review of the literature." (2002).
- Hu, LuoJia, Robert Kaestner, Bhashkar Mazumder, Sarah Miller, and Ashley Wong. "The effect of the affordable care act Medicaid expansions on financial wellbeing." *Journal of public economics* 163 (2018): 99-112.
- Miller, S., Wherry, L.R. and Mazumder, B., 2021. "Estimated Mortality Increases During The COVID-19 Pandemic By Socioeconomic Status, Race, And Ethnicity: Study examines COVID-19 mortality by socioeconomic status, race, and ethnicity." *Health Affairs*, 40(8), pp.1252-1260.
- Wherry, Laura, Sarah Miller, Robert Kaestner, and Bruce Meyer. 2018. "Childhood Medicaid Coverage and Later Life Health Care Utilization." *Review of Economics and Statistics* 100(2): 287-302.

College and Upward Mobility

- Chetty, Raj, John N. Friedman, Emmanuel Saez, Nicholas Turner, and Danny Yagan. 2018. "Income Segregation and Intergenerational Mobility Across Colleges in the United States," *Quarterly Journal of Economics*, 2020.
- Dynarski, Susan, C.J. Libassi, Katherine Micheltmore, and Stephanie Owen. 2021. "Closing the Gap: The Effect of a Targeted, Tuition-Free Promise on College Choices of High-Achieving, Low-Income Students." *American Economic Review*, 111(6): 1721-1756.
- Hoxby, C. and C. Avery, "The Missing 'One-Offs': The Hidden Supply of High-Achieving, Low-Income Students," *Brookings Papers on Economic Activity*, 2013(1): 1-65.
- Mountjoy, Jack. "Community colleges and upward mobility." *American Economic Review* 112, no. 8 (2022): 2580-2630.
- Zimmerman, Seth D. 2014. "The Returns to College Admission for Academically Marginal Students." *Journal of Labor Economics* 32(4): 711-754.

Should college be free?

- Colas, Mark, Sebastian Findeisen, and Dominik Sachs. "Optimal need-based financial aid." *Journal of Political Economy* 129, no. 2 (2021): 492-533.

Primary Education

- Aaronson, Daniel, and Bhashkar Mazumder. "The impact of Rosenwald schools on black achievement." *Journal of Political Economy* 119, no. 5 (2011): 821-888.
- Card, D. and A. Krueger, "Does School Quality Matter? Returns to Education and the Characteristics of Public Schools in the United States," *Journal of Political Economy*, vol. 100(1), 1-40, 1992.
- Dobbie, Will, and Roland G. Fryer Jr. 2011. "Are High-Quality Schools Enough to Increase Achievement among the Poor? Evidence from the Harlem Children's Zone," *American Economic Journal: Applied Economics*, 3 (3): 158-87.
- Jackson, C. Kirabo, Rucker C. Johnson, Claudia Persico. 2016. "The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms." *The Quarterly Journal of Economics*, 131(1): 157-21.

Teachers

- Chetty, Raj, John N. Friedman, Nathaniel Hilger, Emmanuel Saez, Diane Whitmore Schanzenbach, and Danny Yagan. 2011. "How Does Your Kindergarten Classroom Affect Your Earnings? Evidence from Project STAR." *Quarterly Journal of Economics* 126 (4): 1593-1660.
- Chetty, Raj, John N. Friedman, and Jonah E. Rockoff. 2011. "Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood." *American Economic Review* 104 (9): 2633-79
- Rothstein, J. "Teacher Quality Policy When Supply Matters," *American Economic Review*, 105(1): 100-130, 2015.
- Staiger, D. and J. Rockoff, "Searching for Effective Teachers with Imperfect Information." *Journal of Economic Perspectives*, 24(3): 97-118, 2010.

Charter Schools and School Choice

- Abdulkadiroglu, Atila, Joshua D. Angrist, Susan M. Dynarski, Thomas J. Kane, and Parag A. Pathak. 2011. "Accountability and Flexibility in Public Schools: Evidence from Boston's Charters and Pilots." *Quarterly Journal of Economics* 126 (2): 699–748.
- Dobbie, Will, and Roland G. Fryer. 2011. "Are High-Quality Schools Enough to Increase Achievement among the Poor? Evidence from the Harlem Children's Zone." *American Economic Journal: Applied Economics* 3 (3): 158–87.
- Hoxby, Caroline M. "Does competition among public schools benefit students and taxpayers?." *American Economic Review* 90, no. 5 (2000): 1209-1238.
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