Research Statement

Shunsuke Tsuda, *Brown University*, https://shunsuketsuda.com/

My primary research fields are development economics, spatial economics, and environmental economics. In particular, I have strong interests in agriculture, natural resources, forest conservation, biodiversity, rural livelihoods, subsistence economy, market transaction costs, caste discrimination and segregation, economies of density, economic geography, and trade. My professional mission is to derive rich policy implications for improving human welfare and mitigating environmental costs in developing economies.

My secondary research fields are political economy and conflict. For example, I am currently studying conflicts that involve violent extremist organizations from spatial, historical, and behavioral perspectives. My professional mission is to uncover the roots of conflicts, criminal activities, and violence in fragile societies and to propose solutions.

My empirical methods, data, and study areas are diverse. As an applied microeconomist, I implement standard causal inferences with non-experimental data, lab experiments and randomized controlled trials, and structural modeling and estimation. I use publicly available censuses and surveys, historical maps and records, satellite images, and field data. As a development economist, I have a balanced geographic emphasis on Africa, India, and Latin America. Below I summarize my research papers, ongoing projects, and future research.

Research Papers

"Human and Nature: Economies of Density and Conservation in the Amazon Rainfores"

In my job market paper, coauthored with Yoshito Takasaki and Mari Tanaka, we explore human-ecological well-being in rainforests. While the conservation of tropical forests is a key element of global efforts to slow climate change and preserve biodiversity, its impact on the material standard of living of local populations is unclear. Moreover, human adaptation through sectoral or spatial reallocation of economic activity may undermine conservation policy goals. We argue that these questions turn on the direction and magnitude of agglomeration economies in agricultural production, forest clearing, and natural resource extraction. In particular, this paper estimates a multi-sector spatial model that formalizes human-nature interactions using high-resolution georeferenced data from roadless river basins in the Peruvian Amazon and plausibly exogenous variation in the structure of river networks. We find that the agglomeration externality in agricultural production outweighs dispersion forces in access to land, implying that higher concentration leads to higher productivity with smaller deforestation per farmer. We also find a strong congestion externality with spatial spillovers in natural resource extraction. The estimated agglomeration externality, primarily driven by economies of scale in transport technology and agricultural intensification, has large impacts on improving welfare and reducing deforestation but leads to natural resource depletion through general equilibrium effects. Counterfactuals demonstrate that well-targeted river infrastructure investments and place-based protection policies are complementary to improving welfare and conservation. While protecting the rural frontier mitigates natural resource depletion, transport infrastructure that integrates hinterlands can reduce deforestation by generating moderate-sized but dispersed settlements and spreading the agglomeration benefits more evenly across the basin.

"Refugee Inflows, Surplus Farm Labor, and Crop Marketization in Rural Africa"

In this paper, published in the *Journal of Development Economics* in 2022, I shed light on the structure of factor and output market frictions to investigate long-term effect of refugee inflows on host farmers. Combining a canonical agricultural household model, the natural experimental setting of mass refugee inflows into Tanzania in the early 1990s, and longitudinal panel data

from the host economy, I show that refugee inflows cause market-specific gains and losses. In particular, the refugee inflows have increased labor market transaction costs and decreased crop market transaction costs. In both markets, fixed transaction costs play a dominant role. The impact of hosting refugees lasts long even after refugees have left camps.

"The Golden City on the Edge: Economic Geography and Jihad over Centuries"

In this paper, coauthored with Masahiro Kubo, we attempt to uncover the evolution of cities and Islamist insurgencies, so called *jihad*, in the process of the reversal of fortune over the centuries. In West Africa, water access in ancient periods predicts the locations of the core cities of inland trade routes—the trans-Saharan caravan routes—founded up to the 1800s, when historical Islamic states played significant economic roles before European colonization. In contrast, ancient water access does not have a persistent influence on contemporary city formation and economic activities. After European colonization and the invention of modern trading technologies, along with the constant shrinking of water sources, landlocked pre-colonial core cities contracted or became extinct. Employing an instrumental variable strategy, we show that these deserted locations have today been replaced by battlefields for jihadist organizations. We argue that the power relations between Islamic states and the European military during the 19th century colonial era shaped the persistence of jihadist ideology as a legacy of colonization. Investigations into religious ideology related to jihadism, using individual-level surveys from Muslims, support this mechanism. Moreover, the concentration of jihadist violence in "past-core-and-present-periphery" areas in West Africa is consistent with a global-scale phenomenon.

Ongoing Projects

"Caste Segregation and Spatial Misallocation in Village India"

In this project, with Kazuki Motohashi and Mike Neubauer, we study the efficiency consequence of mitigating caste discrimination and commuting constraints that stem from caste-based spatial segregation in Indian villages. We are collecting data from all households and agricultural fields in six villages in rural Bihar province. Baseline data from the 2021 winter show a stark caste-based residential segregation. We will collect more detailed information on caste statuses, within- and across-caste networks, commuting patterns and the labor market, and irrigation facilities and the water market. We develop a quantitative spatial model to rationalize the internal spatial structure of a rural Indian village. The model incorporates multiple caste groups of landless workers and land owners, commuting from a residential location to an agricultural field, caste-specific residiential amenities, and productivity spillovers across neighboring fields. We will use the model and data to evaluate three distinct, contextually-relevant, counterfactual scenarios: eliminating caste-based discrimination (in the labor or water market), introducing a new commuting technology, and place-based investments in irrigation facilities.

"The Economics of Subsistence in Africa"

In this project, I attempt to uncover the geography of widespread subsistence behavior in rural Africa through the lens of economies of density in a general equilibrium framework. Representative household surveys from the wide Niger river basin show that the relationship between farmers' market access and crop subsistence is not universal. I construct a linear geography model of self-employed agricultural households with varying population densities across different market accesses. Seemingly puzzling spatial patterns of crop trade and subsistence from the data are rationalized by the interaction between market access, fixed land endowments, population distribution, and the structure of crop and labor market transaction costs.

"De-Radicalization and Reintegration from Violent Islamic Extremism"

In this project, with Rob Blair, Jun Goto, and Yosuke Nagai, we attempt to measure key preconditions for de-radicalization and reintegration from violent Islamic extremism. We will collect information from imprisoned ex-combatants of a violent extremist organization in Somalia. We measure ex-combatants' expectations of their lives after their release from the prison, their willingness to make efforts, and how these outcomes are affected by a randomized intervention of providing role model information. The role model information is from ex-combatants who successfully reintegrated into the civil society after they surrendered or were imprisoned. Since the sampled ex-combatants are in the prison, we can investigate the impact of new information in the environment where there are no other ways to obtain information. We employ a standard visual method to measure their expectations in terms of working conditions after their release, such as expected income, expected frequency of having a job, and expected occupation. Their willingness to make efforts are measured by an optional goal-setting training. We will then disentangle mechanisms behind the role model effect with particular focuses on self-motivation and overconfidence to investigate under what conditions the effort toward successful reintegration is enhanced. This research also has a methodological contribution that we can collect all the data for analysis by a one-shot tablet-based survey. This increases the possibility of conducting research in an environment where it is extremely difficult to approach research subjects.

"Building Ethnic Coexistence and Market Opportunities for High-Risk Populations"

In this project, with Tomohiro Hara and Yosuke Nagai, we attempt to uncover the simultaneous process of building coexistence between ethnic groups in tension and improving market efficiency through market and non-market forces. We focus on a geographically-concentrated Somali community and its surrounding non-Somali communities, which exhibit some tension, in Nairobi, Kenya. Targeting a high-risk population in these fragile communities, we create two experimental variations through a skill-specific vocational training: (i) the variation in market opportunities inside and outside each community and (ii) the variation in opportunities for intergroup contacts. We are also developing ways to approach and target high-risk populations.

Future Works

I plan to continue to pursue my current line of research and aim to further advance the frontier.

First, I plan to explore topics surrounding my job market paper. In this paper, the counterfactual spatial distribution of human settlements is studied in a static sense. I plan to investigate the dynamic process and consequences of community formation, resource depletion, policy responses, and the entry of external investments in tropical forests. In another setting, I plan to investigate the depletion of common pool resources in pastoral societies in spatial equilibrium.

Second, I plan to apply spatial economics to granular settings in rural developing economies. In addition to studying the economic geography in rural areas as in my job market paper, I also aim to develop a "spatial rural model" to study the internal structure of rural communities. This goes beyond the analogue of quantitative urban models that study the internal city structure, due to the various market imperfections inherent in rural developing economies. Moreover, in the absence of large-scale intra-village spatial data, new field data collection is necessary to pursue this agenda. The aforementioned ongoing project in India aims to be the starting point.

Third, I plan to combine two seemingly unrelated research agendas from spatial economics and political economy. For example, I am attempting to incorporate political factors into a spatial model to explain the spatial distribution of conflict and to assess the effects of place-based policies and individual-level de-radicalization on reducing conflict and violence. I also plan to study general equilibrium effects of integrating high-risk populations into society.

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Teaching Statement

November 7, 2022

During my time as a Ph.D. student at Brown University, I was appointed as an instructor for a Ph.D.-level course **"Computing for Economists"** for two years. This course was a new required course for first-year Ph.D. students and thus I constructed all the course materials. This course introduces students to basic concepts in software engineering and scientific computing as preparation for conducting frontier research in all fields of economics. The software engineering part aims to teach the functions of a computer and how to write code and organize data in a productive way. Specifically, I teach students how to conduct productive research practices by improving portability, clarity and maintainability, accuracy, efficiency, and reproducibility of a research project. The scientific computation part aims to teach how to numerically solve problems that cannot be solved by hand. The syllabus, teaching evaluation, and some lecture materials are found on my website. I tried to make this course highly inclusive and interactive with various communication tools, Q&As, anonymous surveys, examples, empirical applications, and in-class and take-home exercises. Although this is a Ph.D.-level course, several undergraduate students also took it, did well, and like it. I received the ***Teaching Award*** for my performance.

In addition to computational economics (as described above) and undergraduate courses in various fields of economics, I am prepared to teach a variety of advanced and specialized courses.

Development Economics. I would be happy to teach any part of development economics at any level. I could cover a variety of topics including microeconomic issues (household models, food and nutrition, health, demography and gender, education, labor, land, property rights, credit and insurance, environment and natural resources, agriculture, technology adoption, infrastructure, conflict) as well as macroeconomic issues (history, comparative development, growth theories, poverty traps, inequality, misallocation, financial frictions, institutions, trade).

Urban and Spatial Economics. I could teach any part of urban or spatial economics at any level. I would cover theories and empirics on topics including: monocentric and polycentric models of cities, urban land size and zoning policies, housing market and regulations, spatial equilibrium and hedonic regressions, agglomeration economies, transportation, economic geography, migration, and urbanization in developing countries. Depending on the relevance, I would also cover basic topics on international trade, including gains of trade and law of comparative advantage, Ricardian models, factor proportion theories, and increasing returns and firm heterogeneity.

Environmental Economics. I would be happy to teach natural resource and environmental economics at any level. I would cover topics including environmental valuation, discounting, cost-benefit analysis, market failure, pollution control, climate change, the Environmental Kuznets Curve, renewable and non-renewable resources, forest resources, and environmental policies.

Political Economy of Conflict and Violence. I would be happy to teach a specialized course of political economy focusing on conflict and violence. I would cover topics ranging from traditional theories of conflict to frontier empirical research on conflict, violence, and peace building.

Applied Econometrics. I would be happy to teach any part of econometrics and statistics at the undergraduate or master's level. I could also teach a Ph.D.-level course of applied econometrics focusing on causal inference and empirical applications.

Brown University
Spring 2021 Course Feedback

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Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

1 - Please indicate your reason(s) for taking this course (check all that apply):

Response Option	Weight	Frequency	Percent	Percent Responses
Pre-requisite for other course(s)	(1)	0	0.00%	
Requirement for my academic program	(2)	10	100.00%	
Considering this field as my potential concentration	(3)	0	0.00%	
To strengthen my graduate school applications	(4)	0	0.00%	
Elective within my academic program	(5)	0	0.00%	
Elective outside of my academic program	(6)	0	0.00%	
Reputation of instructor	(7)	0	0.00%	
Interest in topic	(8)	0	0.00%	
Response Rate	10/14 (71.43%)			

2 - Please indicate how often you attended class or for an online course how often you completed modules or other online activities on schedule.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(4)	5	50.00%		
Frequently	(3)	2	20.00%		
About half of the time	(2)	2	20.00%		
Less than half of the time	(1)	1	10.00%		
				0 25 50 100	
Response Rate					
10/14 (71.43%)					

3 - What proportion of class preparation and assignments (e.g. reading; daily homework; papers; problem sets) did you complete?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Some optional tasks in addition to everything that was required	(5)	0	0.00%		
Everything that was required	(4)	9	90.00%		
Most of what was required	(3)	1	10.00%		
About half of what was required	(2)	0	0.00%		
Less than half of what was required	(1)	0	0.00%		
				0 25 50 100	
Response Rate					
10/14 (71.43%)					

4 - On average, how many hours per week were spent on this course excluding regularly scheduled class time?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
More than 16 hours per week	(6)	0	0.00%		
13 – 16 hours per week	(5)	2	20.00%		
9 – 12 hours per week	(4)	1	10.00%		
5 – 8 hours per week	(3)	5	50.00%		
1 – 4 hours per week	(2)	2	20.00%		
Less than 1 hour per week	(1)	0	0.00%		
				0 25 50 100	
Response Rate					
10/14 (71.43%)					

Brown University
Spring 2021 Course Feedback

Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

5 - Reflecting on your efforts, to what extent do you agree with the statement: I put in enough effort to learn from this course.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Agree	(5)	2	20.00%	
Agree	(4)	7	70.00%	
Neither Agree nor Disagree	(3)	1	10.00%	
Disagree	(2)	0	0.00%	
Strongly Disagree	(1)	0	0.00%	

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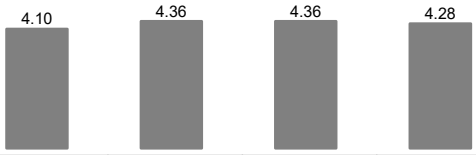
Means



Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.10	0.57	4.00	22885	4.36	0.72	4.00	6372	4.36	0.72	4.00	2082	4.28	0.77	4.00

6 - This course:

challenged me to develop new skills, ideas, concepts, or ways of thinking.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Agree	(5)	2	20.00%	
Agree	(4)	8	80.00%	
Neutral	(3)	0	0.00%	
Disagree	(2)	0	0.00%	
Strongly Disagree	(1)	0	0.00%	

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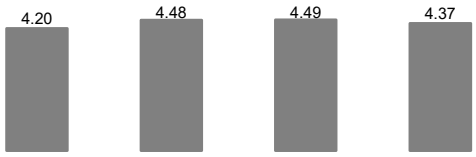
Means



Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.20	0.42	4.00	22643	4.48	0.74	5.00	6315	4.49	0.74	5.00	2048	4.37	0.78	5.00

6 - This course:

helped me develop a better understanding of the principles, theories, content, and/or facts in this area.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Agree	(5)	5	50.00%	
Agree	(4)	5	50.00%	
Neutral	(3)	0	0.00%	
Disagree	(2)	0	0.00%	
Strongly Disagree	(1)	0	0.00%	

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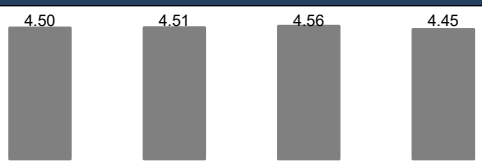
Means



Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.50	0.53	4.50	22575	4.51	0.73	5.00	6292	4.56	0.70	5.00	2037	4.45	0.73	5.00

6 - This course:

had assignments that helped me learn.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Agree	(5)	5	50.00%	
Agree	(4)	5	50.00%	
Neutral	(3)	0	0.00%	
Disagree	(2)	0	0.00%	
Strongly Disagree	(1)	0	0.00%	

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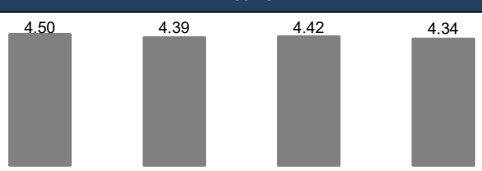
Means



Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.50	0.53	4.50	22588	4.39	0.83	5.00	6304	4.42	0.81	5.00	2043	4.34	0.83	5.00

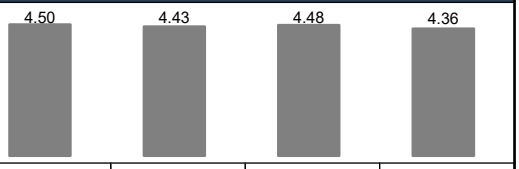
Brown University
Spring 2021 Course Feedback

Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

6 - This course:

Overall, I rate this course as effective.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	5	50.00%		4.50
Agree	(4)	5	50.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%	0 25 50 100	

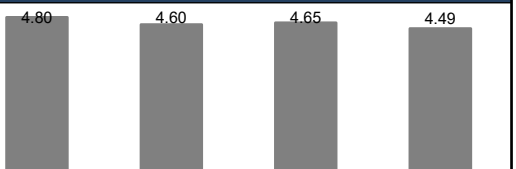


Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.50	0.53	4.50	22427	4.43	0.80	5.00	6275	4.48	0.78	5.00	2039	4.36	0.81	5.00

7 - The instructor (Shunsuke Tsuda): -

was well prepared for each class or online module (e.g. lectures, discussions, and/or in-course activities were well organized).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	8	80.00%		4.80
Agree	(4)	2	20.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%	0 25 50 100	

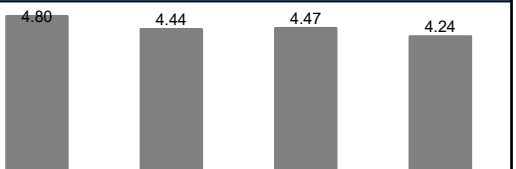


Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.80	0.42	5.00	28387	4.60	0.70	5.00	6564	4.65	0.66	5.00	2163	4.49	0.79	5.00

7 - The instructor (Shunsuke Tsuda): -

effectively engaged students in classes or online modules (e.g. elicited student interest in the topic; encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	8	80.00%		4.80
Agree	(4)	2	20.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%	0 25 50 100	



Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.80	0.42	5.00	28308	4.44	0.88	5.00	6546	4.47	0.88	5.00	2156	4.24	1.01	5.00

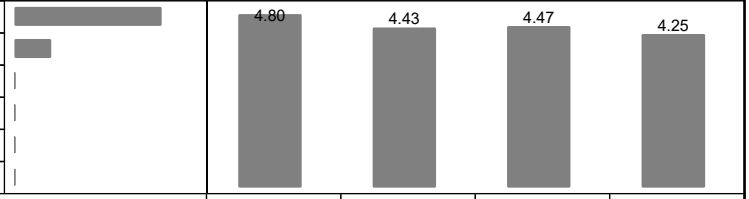
Brown University
Spring 2021 Course Feedback

Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

7 - The instructor (Shunsuke Tsuda): -

effectively engaged students outside of classes or online modules (e.g. kept electronic resources up-to-date; was available during office hours; was responsive to requests to meet).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	8	80.00%		4.80
Agree	(4)	2	20.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		

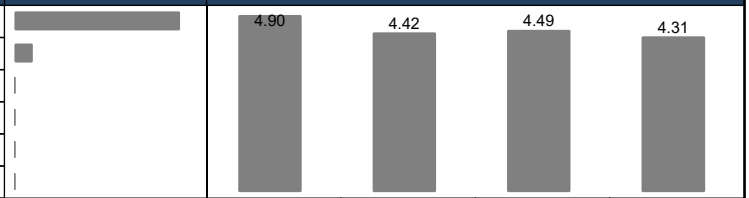


Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.80	0.42	5.00	28293	4.43	0.87	5.00	6539	4.47	0.86	5.00	2155	4.25	1.00	5.00

7 - The instructor (Shunsuke Tsuda): -

made course material clear and understandable (e.g. was effective in explaining content).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	9	90.00%		4.90
Agree	(4)	1	10.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		

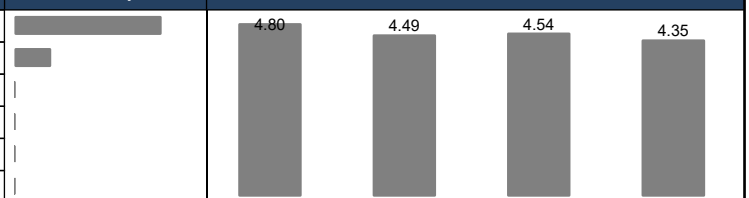


Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.90	0.32	5.00	28312	4.42	0.89	5.00	6550	4.49	0.85	5.00	2158	4.31	0.97	5.00

7 - The instructor (Shunsuke Tsuda): -

Overall, I rate this instructor as effective.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	8	80.00%		4.80
Agree	(4)	2	20.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		



Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
10/14 (71.43%)	4.80	0.42	5.00	28195	4.49	0.82	5.00	6525	4.54	0.79	5.00	2148	4.35	0.90	5.00

8 - Thinking about the overall course and its content, what has been particularly effective about Shunsuke Tsuda's approach to teaching in the course? -

Response Rate	3/14 (21.43%)

• I think the most effective parts of the course, which is also the most challenging in this virtual environment, is the hands-on lab sessions. This is especially the case in the early parts of the course focused on just learning the basics of Python.

• Coding labs were my favorite part.

• Sample code and lab instruction

Brown University
Spring 2021 Course Feedback

Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

9 - Thinking about the overall course and its content, what specific recommendations would you have for Shunsuke Tsuda about changes that would enhance your learning? -

Response Rate	3/14 (21.43%)

- I think potentially doings something like having the intro to Python portions of the course be taught in a more hands-on way during Winter Term (January) prior to the course could be useful, particularly since first-years aren't doing anything that term. It allows people to focus on learning the basics of Python with out distraction, and then the class could cover a bit more "economic" material during the semester.
- I think parts of the lectures could be assigned for self-study and reducing lecture time as a lot of the slide contents have a glossary character to them. Maybe a proper team work assignment might be a nice addition.
- Talk/teach a little slower. The course was a little fast pace.

10 - In what ways did Shunsuke Tsuda communicate the expectations for academic integrity (e.g. sufficient citations of source material; clarity on collaboration policy; clarity on what constitutes plagiarism)? What additional steps could Shunsuke Tsuda have taken to communicate these expectations? -

Response Rate	2/14 (14.29%)

- Clear
- Through the syllabus. No additional steps needed

11 - Did Shunsuke Tsuda foster an environment where all students - including yourself - were treated with respect and their questions and perspectives welcomed? How did the instructor accomplish this? -

Response Rate	3/14 (21.43%)

- Yes!
- Yes. Plenty of room for questions. Coding labs foster collaboration.
- Yes, through his support inside and outside the class time.

12 - What would you like to say about this course to a student who is considering taking it in the future?

Response Rate	3/14 (21.43%)

- This is a very useful course that will get you up to speed on the basics of important computational methods with very interesting applications to real-world economic data / models.
- Learned a lot!
- It's a good course, but challenging if you do not have prior coding experience.

13 - My teaching assistant (Masahiro Kubo):

was consistently prepared.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Agree	(5)	6	66.67%	
Agree	(4)	3	33.33%	
Neutral	(3)	0	0.00%	
Disagree	(2)	0	0.00%	
Strongly Disagree	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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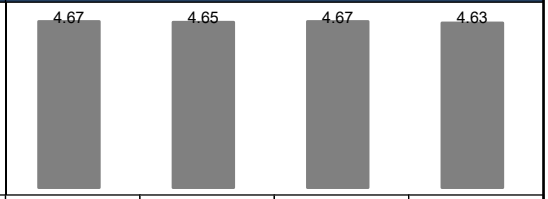


Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
9/14 (64.29%)	4.67	0.50	5.00	12814	4.65	0.63	5.00	3972	4.67	0.63	5.00	1588	4.63	0.67	5.00

Brown University
Spring 2021 Course Feedback

Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

13 - My teaching assistant (Masahiro Kubo):

effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	8	88.89%		4.89
Agree	(4)	1	11.11%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%	0 25 50 100	TA 4.89 / Brown University 4.60 / Division 4.61 / Department 4.58

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
9/14 (64.29%)	4.89	0.33	5.00	12770	4.60	0.70	5.00	3956	4.61	0.71	5.00	1581	4.58	0.71	5.00

13 - My teaching assistant (Masahiro Kubo):

was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	8	88.89%		4.89
Agree	(4)	1	11.11%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%	0 25 50 100	TA 4.89 / Brown University 4.67 / Division 4.69 / Department 4.66

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
9/14 (64.29%)	4.89	0.33	5.00	12780	4.67	0.63	5.00	3969	4.69	0.62	5.00	1586	4.66	0.61	5.00

13 - My teaching assistant (Masahiro Kubo):

made content clear and understandable.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	7	77.78%		4.78
Agree	(4)	2	22.22%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%	0 25 50 100	TA 4.78 / Brown University 4.58 / Division 4.60 / Department 4.56

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
9/14 (64.29%)	4.78	0.44	5.00	12781	4.58	0.72	5.00	3961	4.60	0.71	5.00	1581	4.56	0.73	5.00

13 - My teaching assistant (Masahiro Kubo):

provided clear feedback on assignments that improved my learning.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	7	87.50%		4.88
Agree	(4)	1	12.50%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%	0 25 50 100	TA 4.88 / Brown University 4.56 / Division 4.56 / Department 4.56

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
8/14 (57.14%)	4.88	0.35	5.00	12750	4.56	0.76	5.00	3949	4.56	0.76	5.00	1577	4.56	0.74	5.00

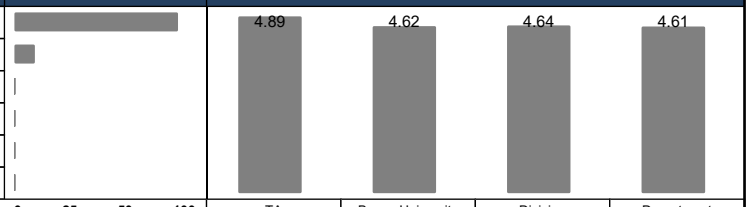
Brown University
Spring 2021 Course Feedback

Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

13 - My teaching assistant (Masahiro Kubo):

Overall, I rate this teaching assistant as effective.

Response Option	Weight	Frequency	Percent
Strongly Agree	(5)	8	88.89%
Agree	(4)	1	11.11%
Neutral	(3)	0	0.00%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%
N/A	(0)	0	0.00%

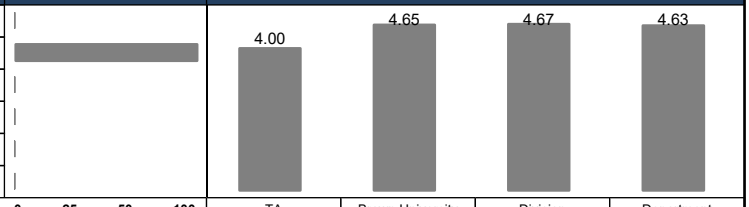


Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
9/14 (64.29%)	4.89	0.33	5.00	12717	4.62	0.66	5.00	3947	4.64	0.65	5.00	1579	4.61	0.67	5.00

13 - My teaching assistant (Rohit Jawle):

was consistently prepared.

Response Option	Weight	Frequency	Percent
Strongly Agree	(5)	0	0.00%
Agree	(4)	1	100.00%
Neutral	(3)	0	0.00%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%
N/A	(0)	0	0.00%

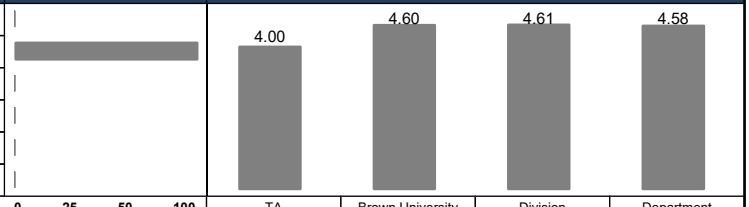


Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
1/14 (7.14%)	4.00	0.00	4.00	12814	4.65	0.63	5.00	3972	4.67	0.63	5.00	1588	4.63	0.67	5.00

13 - My teaching assistant (Rohit Jawle):

effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).

Response Option	Weight	Frequency	Percent
Strongly Agree	(5)	0	0.00%
Agree	(4)	1	100.00%
Neutral	(3)	0	0.00%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%
N/A	(0)	0	0.00%

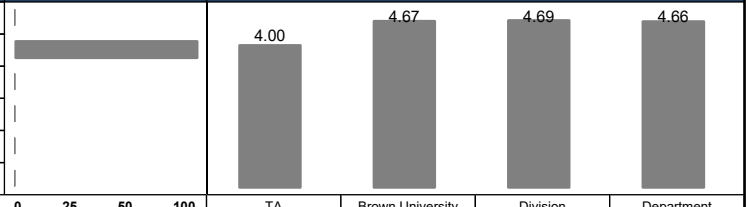


Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
1/14 (7.14%)	4.00	0.00	4.00	12770	4.60	0.70	5.00	3956	4.61	0.71	5.00	1581	4.58	0.71	5.00

13 - My teaching assistant (Rohit Jawle):

was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).

Response Option	Weight	Frequency	Percent
Strongly Agree	(5)	0	0.00%
Agree	(4)	1	100.00%
Neutral	(3)	0	0.00%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%
N/A	(0)	0	0.00%



Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
1/14 (7.14%)	4.00	0.00	4.00	12780	4.67	0.63	5.00	3969	4.69	0.62	5.00	1586	4.66	0.61	5.00

Brown University
Spring 2021 Course Feedback

Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

13 - My teaching assistant (Rohit Jawle):

made content clear and understandable.

Response Option	Weight	Frequency	Percent
Strongly Agree	(5)	0	0.00%
Agree	(4)	1	100.00%
Neutral	(3)	0	0.00%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: TA 4.00 | Brown University 4.58 | Division 4.60 | Department 4.56

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
1/14 (7.14%)	4.00	0.00	4.00	12781	4.58	0.72	5.00	3961	4.60	0.71	5.00	1581	4.56	0.73	5.00

13 - My teaching assistant (Rohit Jawle):

provided clear feedback on assignments that improved my learning.

Response Option	Weight	Frequency	Percent
Strongly Agree	(5)	0	0.00%
Agree	(4)	1	100.00%
Neutral	(3)	0	0.00%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: TA 4.00 | Brown University 4.56 | Division 4.56 | Department 4.56

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
1/14 (7.14%)	4.00	0.00	4.00	12750	4.56	0.76	5.00	3949	4.56	0.76	5.00	1577	4.56	0.74	5.00

13 - My teaching assistant (Rohit Jawle):

Overall, I rate this teaching assistant as effective.

Response Option	Weight	Frequency	Percent
Strongly Agree	(5)	0	0.00%
Agree	(4)	1	100.00%
Neutral	(3)	0	0.00%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: TA 4.00 | Brown University 4.62 | Division 4.64 | Department 4.61

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
1/14 (7.14%)	4.00	0.00	4.00	12717	4.62	0.66	5.00	3947	4.64	0.65	5.00	1579	4.61	0.67	5.00

13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):

was consistently prepared.

Response Option	Weight	Frequency	Percent
Strongly Agree	(5)	6	60.00%
Agree	(4)	4	40.00%
Neutral	(3)	0	0.00%
Disagree	(2)	0	0.00%
Strongly Disagree	(1)	0	0.00%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: TA 4.60 | Brown University 4.65 | Division 4.67 | Department 4.63

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
	4.60	0.52	5.00	12814	4.65	0.63	5.00	3972	4.67	0.63	5.00	1588	4.63	0.67	5.00

Brown University
Spring 2021 Course Feedback

Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):

effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	8	80.00%		4.80
Agree	(4)	2	20.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		

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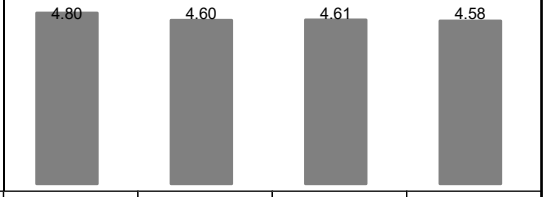

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
	4.80	0.42	5.00	12770	4.60	0.70	5.00	3956	4.61	0.71	5.00	1581	4.58	0.71	5.00

13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):

was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	8	80.00%		4.80
Agree	(4)	2	20.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		

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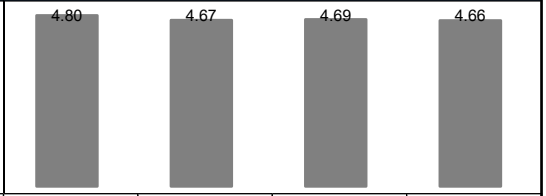

Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
	4.80	0.42	5.00	12780	4.67	0.63	5.00	3969	4.69	0.62	5.00	1586	4.66	0.61	5.00

13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):

made content clear and understandable.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	7	70.00%		4.70
Agree	(4)	3	30.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		

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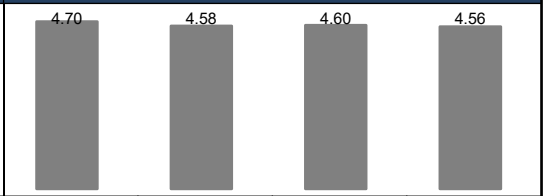


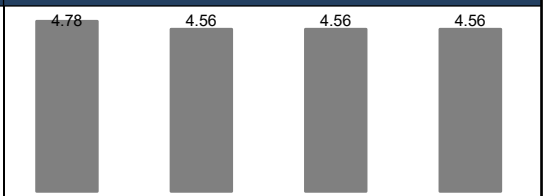
Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
	4.70	0.48	5.00	12781	4.58	0.72	5.00	3961	4.60	0.71	5.00	1581	4.56	0.73	5.00

13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):

provided clear feedback on assignments that improved my learning.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	7	77.78%		4.78
Agree	(4)	2	22.22%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		

0 25 50 100



Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
	4.78	0.44	5.00	12750	4.56	0.76	5.00	3949	4.56	0.76	5.00	1577	4.56	0.74	5.00

Brown University
Spring 2021 Course Feedback

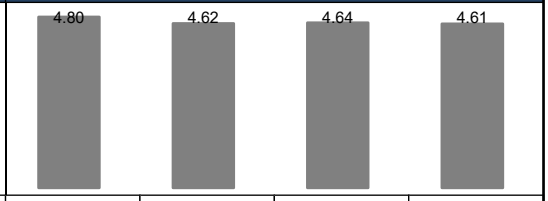
Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):

Overall, I rate this teaching assistant as effective.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Agree	(5)	8	80.00%	
Agree	(4)	2	20.00%	
Neutral	(3)	0	0.00%	
Disagree	(2)	0	0.00%	
Strongly Disagree	(1)	0	0.00%	
N/A	(0)	0	0.00%	

0 25 50 100



Response Rate	Mean	STD	Median	Brown University	Mean	STD	Median	Division	Mean	STD	Median	Department	Mean	STD	Median
	4.80	0.42	5.00	12717	4.62	0.66	5.00	3947	4.64	0.65	5.00	1579	4.61	0.67	5.00

14 - What has been particularly effective about Masahiro Kubo's approach to teaching in this course?

Response Rate	2/14 (14.29%)

- Very helpful and attentive.
- Helpful in office hours

14 - What has been particularly effective about Rohit Jawle's approach to teaching in this course?

Response Rate	0/14 (0%)

14 - What has been particularly effective about Masahiro Kubo, Rohit Jawle's approach to teaching in this course?

Response Rate	

- Very helpful and attentive.
- Helpful in office hours

15 - What specific advice would you have for Masahiro Kubo about changes that would enhance your learning?

Response Rate	1/14 (7.14%)

- None

15 - What specific advice would you have for Rohit Jawle about changes that would enhance your learning?

Response Rate	0/14 (0%)

15 - What specific advice would you have for Masahiro Kubo, Rohit Jawle about changes that would enhance your learning?

Response Rate	

- None

16 - Would you recommend this course to other students all things considered and if taught by the same professor?

Response Option	Weight	Frequency	Percent	Percent Responses
Yes	(1)	9	100.00%	
No	(2)	0	0.00%	

Response Rate	9/14 (64.29%)

Brown University
Spring 2021 Course Feedback

Course: Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
Instructor: Shunsuke Tsuda *
TA: Rohit Jawle,Masahiro Kubo
Response Rate: 10/14 (71.43 %)

17 - Relative to attending classes before the transition to remote learning, after the transition, do you think you watched videos/virtually attended lecture (check box):

Response Option	Weight	Frequency	Percent	Percent Responses
More	(1)	1	11.11%	
Less	(2)	1	11.11%	
About the same	(3)	6	66.67%	
Can't say- personal circumstances affected ability to participate remotely	(4)	1	11.11%	
Response Rate	9/14 (64.29%)			

18 - Are there any features of the online course that you think we should keep when we move back to in-person learning?

Response Rate	1/14 (7.14%)

• Recording lectures so students can review later is very helpful