

Econ 3698: Economic Inequality

Syllabus

Department of Economics, Temple University

Fall 2024 Econ 3698 Section 001 CRN 52774, 3 credit hours

Instructor: Dr. Dimitrios Diamantaras, Associate Professor of Economics

Class meets MWF 2:00pm – 2:50pm in Gladfelter 240

Course Goals and Methods

This course studies inequality from the economic perspective. Students learn about and discuss: moral evaluations of inequality in political philosophy; the measurement of economic inequality; the connection of inequality with economic growth; the connection of globalization with inequality both within and across countries; the analyses of economic inequality and policy proposals to alleviate it advanced recently; and finally, the proper role of state institutions and policies in addressing inequality. More specifically, students will:

- Learn about normative approaches to inequality in order to be able to think about the topic outside a narrow economics mindset (it serves us well to remember that economics started as part of moral philosophy).
- Distinguish equality of opportunity from income inequality and wealth inequality and learn how all of these are measured.
- Learn how to access and use available data on economic inequality.
- Learn the basics of the widely publicized neo-Marxian approach to economic inequality by Piketty as well as alternatives and critiques by neoclassical economists.
- Learn the history of economic inequality in the US and internationally so as to form some educated guesses of the future of economic inequality and its implications for politics and society.
- Study one specific topic in the field deeply to produce a term paper on the topic.

Writing-related Goals

Students will:

1. Learn how to choose a topic and narrow it down to a doable and coherent paper project (from a suggested list presented by the instructor or a topic of their own choosing).
2. Learn to research the literature and write a review of literature, focusing on their topic and presenting their findings or the findings that command general acceptance in the profession, in case the paper is a literature review or an evaluation of an economic policy.
3. Write a hypothesis that is grounded in economic theory, for the empirical term paper.
4. Become familiar with common sources of data for economic analyses.
5. Learn how to write a first draft of a paper.
6. Learn how to revise the draft to a final paper.

Office Hours and Contact Information

My office is in Gladfelter 244. Here are my office hours for this semester:

Tuesday 1:00pm – 2:00pm and 3:00pm – 4:00pm (this may occasionally be on Zoom)
Wednesday 11:00am – 12:00pm

Office hours may be preempted by meetings; I will announce such events ahead of time on Canvas and offer alternative times. *Students can also request to meet with me outside my office hours.* Such requests should be submitted via email to dimitrios.diamantaras@temple.edu at least 48 hours in advance of the desired time.

Disability Statement

Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed at http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Policy on Academic Honesty

The section in italics below is quoted verbatim from the Temple University Bulletin.

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses—papers, examinations, homework exercises, laboratory reports, oral presentations—is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources—journals, books, or other media—these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language—must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to

plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Students must assume that all graded assignments, quizzes, and tests are to be completed individually unless otherwise noted in writing in this syllabus. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a numerical grade of zero (“F”) for the given paper, quiz or test.

Course policy on Generative Artificial Intelligence

Generative AI tools, such as ChatGPT, Bing Chat, Gard, Claude, DALL-E, Midjourney, and the like, are software applications that can create text, code, graphics, audio, and video in response to requests made by the user in natural language, in conversational style. They can be useful in your studies and for our class the most useful would be ChatGPT and Claude, so I focus on these from now on. Note that ChatGPT 4o, the most powerful version of ChatGPT is not connected to the internet, but it is when you use Bing chat in Creative Mode. Recently, Meta has introduced a powerful open-access Generative AI called Llama 3.1: <https://llama.meta.com/>.

Before the rules, I must caution you: these tools are based on Large Language Models, which are Machine Learning predictive software applications that have been trained on truly gigantic amounts of text that was scraped from the Internet and other sources. This has murky implications regarding intellectual property. Authors have already sued the creators of some of these tools for using their writings in training the models without compensation. Eventually, the justice system will rule on this question, but you should know that the question is open right now, so you may decide that using such a tool is unethical and so stay away from it. I will not impose the use of these tools in our class for your work developing your paper, but I will give you advice on how to do this well, and I will have a few other assignments that use these tools so that you can become familiar with their capabilities and limits.

In this course and in general, you should be aware that the text prompts you give these systems are sent to the software for further training. This means that you are working to improve the systems, without being paid for it. On the other hand, the systems frequently offer you valuable outputs but with the ever-present possibility that they will present made-up information as true with great confidence, so caution is imperative in using them.

An excellent, concise web page on the problems with using Generative AI tools is here: <https://nmdprojects.net/learnwithai/www/impactrisk/>.

For more information, you can consult this Web site created by students at the University of Sydney in Australia specifically to be useful to students, and generously made available to all: <https://canvas.sydney.edu.au/courses/51655> — also, Temple libraries has a guide at <https://guides.temple.edu/c.php?g=1331776&p=9808350>. These are slightly outdated as Generative AI tools makers have released more powerful versions, with the top-performing ones (which are also accessible at no cost, with premium versions available for a small cost) being ChatGPT-4o from OpenAI, Claude 3.5 from Anthropic, and Gemini 1.5 from Google. There are also academically-oriented search engines such as Consensus and Elicit.

This document is also very good — read it and follow its advice: [Best Practices for Using AI for your Essay](#). One excellent piece of advice in this document is on using [Zotero](#) (which is not an AI application, but rather an excellent open-source bibliography manager). *Do not overlook this advice or you will find yourself needlessly typing and formatting citations and references in your papers in our class and in your other classes.*

I have decided on the following rules for use of these tools in our class. The rules are adapted from rules suggested by Temple's Center for the Advancement of Teaching.

*The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is **permitted** in this course for the following activities:*

- Brainstorming and refining your ideas, including by having the AI criticize them;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

*The use of generative AI tools is **not permitted** in this course for the following activities:*

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content).

Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, document every prompt you use and every response you get and supply this with your assignment for which you used the AI tool (make this documentation into an appendix, which will not count against page-length rules). You should check carefully every reference or fact that AI offers you, since AI tools are known to sometimes make things up, maybe spectacularly wrongly.

Any assignment that is found to have used generative AI tools in unauthorized ways will receive a zero grade.

When in doubt about permitted usage, please ask for clarification.

A good economics paper can be your ticket to a good job right after graduation—I caught up with a 2023 economics alum recently who told me about how the term paper she wrote for the economics capstone course helped her have an edge in the interview process that ultimately resulted in a job offer that she accepted. Our class is not the capstone, but *every good essay you write in economics will have great value in your job search in the economics and related fields, as long as you did all the work for the paper, know it inside-and-out, and can explain it well in interviews.*

Prerequisites

([ECON 1102](#)|Minimum Grade of C-|May not be taken concurrently
OR [ECON 1902](#)|Minimum Grade of C-|May not be taken concurrently)
AND ([ECON 1101](#)|Minimum Grade of C-|May not be taken concurrently)

OR [ECON 1901](#)|Minimum Grade of C-|May not be taken concurrently
OR [MATH 1042](#)|Minimum Grade of C-|May not be taken concurrently
OR [MATH 1942](#)|Minimum Grade of C-|May not be taken concurrently
OR [MATH 1951](#)|Minimum Grade of C-|May not be taken concurrently
OR [MATH 2043](#) to 3080| Required Courses:1|Minimum Grade of C-|May be taken concurrently)

A willingness to think with logical rigor for sustained periods of time will be essential. The very limited mathematics to be used in the course will be explained in a self-contained manner in class and in online materials.

Grading

There will be frequent quizzes on the readings, biweekly 1-2 page reaction papers, and a term paper of at 12 to 25 pages in which students will present and analyze statistical evidence relating to economic inequality in depth. Students will submit a one-paragraph term paper proposal by week 6, the first draft of the term paper by week 9, and the final draft by the last day of classes. Students will receive comments on their proposals and first drafts within two weeks.

The quizzes will be worth 20% of the final grade, the reaction papers 10%, and the term paper 70%. There will be no midterm exams and no final exam.

Term paper guidelines and grade apportionment:

For detailed guidelines on term papers, see the appendix of the syllabus. The 70% of the course grade that will be for the term paper will be apportioned as follows:

Paper proposal:	10%
First draft:	25%
Final version:	25%
In-class presentation	10%

Texts

I am *recommending* four books as overviews. The books are:

- Atkinson, Anthony, *Inequality: What Can Be Done?* Harvard University Press, 2015. Read online courtesy of Temple Libraries: <http://web.a.ebscohost.com.libproxy.temple.edu/ehost/detail/detail?vid=0&sid=96ed38e7-2d4c-4495-87a4-02310d4161db%40sdc-v-sess-mgr02&bdata=JnNpdGU9ZWhvc3QtG12ZSZzY29wZT1zaXRl#AN=986218&db=e020mna>
- Milanovic, Branko, *Global Inequality: A New Approach for the Age of Globalization*, Belknap / Harvard, 2016. Read online courtesy of Temple Libraries: <http://web.a.ebscohost.com.libproxy.temple.edu/ehost/detail/detail?nobk=y&vid=1&sid=a2969ff3-fb5a-4194-936c-708a279d9388@sdc-v-sess-mgr03&bdata=JnNpdGU9ZWhvc3QtG12ZSZzY29wZT1zaXRl#AN=1213895&db=e000xna>
- Wolff, Edward N., *A Century of Wealth in America*, Belknap / Harvard University Press, 2017. Read online courtesy of Temple Libraries: <https://ebookcentral.proquest.com/lib/templeuniv-ebooks/reader.action?docID=5314718>
- Piketty, Thomas, *A Brief History of Equality*, Belknap / Harvard University Press, 2022.

In addition to these books, the course will refer to research papers and the world income and wealth database, which can be found at <http://www.wid.world/>. A detailed reading list with many suggestions of additional optional readings (which will be useful for writing term papers, as well as for learning topics of special interest more deeply) follows the course outline below. The free e-book “The Economy” from the Core project, found at <http://www.core-econ.org/ebook/>, has several chapters of interest.

There is *no requirement to purchase* any textbook or other instructional material for this course. **Note for Global Studies majors:** this course counts as a GS Econ elective. For it to count in this way, the student must select a topic related to global concerns for their term paper.

Finally, I am writing a book on this topic, based on my lecture notes from the first time I taught a version of this course. The latest draft of the book may be available to students on Canvas.

Warning: the book is still in *very* rough form and incomplete; if I feel it is in *too* rough a form, I will not make it available. However, you will have access to my extensive lecture notes on Canvas.

Course Outline

In broad terms, the course will cover the following topics.

- Dimensions of economic inequality and basic facts about economic inequality.
- Why do we care about economic inequality?
- Measurement of inequality.
- Capital and inequality — Piketty and his critics.
- Globalization and inequality.
- Technology and inequality.
- Gender, race, and inequality.
- Policy proposals to alleviate inequality.

Annotated bibliography and *rough* course schedule

You won't have to read *all* of these, that would be an inhuman request! The sources below are here to guide you as you research a subtopic more deeply for your term paper.

(Specific details about readings as they relate to quizzes and details on quizzes and other assignments are available on Canvas)

Recent evolution of income and wealth inequality in the US and worldwide

Wid.world (World Inequality Database)

- <http://www.wid.world/>
- World Inequality Report 2022 (<https://wir2022.wid.world/>)
- Climate Inequality Report 2023 (<https://wid.world/wp-content/uploads/2023/01/CBV2023-ClimateInequalityReport-2.pdf>)

Other websites with good information

- Chartbook on Economic Inequality: <http://www.chartbookofeconomicinequality.com/>
- Income inequality from the Our World in Data website: <https://ourworldindata.org/income-inequality/> Economic inequality from Our World in Data website: <https://ourworldindata.org/economic-inequality>
- Realtime Inequality website <https://realtimeinequality.org/>
- [Opportunityinsights.org](https://opportunityinsights.org)

COVID-19

COVID-19 update; <https://opportunityinsights.org/wp-content/uploads/2020/06/tracker-summary.pdf> (from June 2020)

<https://voxeu.org/article/poverty-inequality-and-covid-19-us> (Caitlin Brown and Martin Ravallion, 2020-08-10)

<https://tracktherecovery.org/>

Climate change

- Chancel, L., Bothe, P., Voituriez, T. (2023) Climate Inequality Report 2023, World Inequality Lab Study 2023/1.
- Diffenbaugh, N., & Burke, M. (2019). Global warming has increased global economic inequality. *Proceedings of the National Academy of Sciences of the United States of America*, 116, 9808 - 9813. <https://doi.org/10.1073/pnas.1816020116>.

Reading for the US and other countries

- Jonathan Heathcote, Fabrizio Peri, Gianluca Violante, and Lichen Zhang, More Unequal We Stand? Inequality Dynamics in the United States, 1967–2021, Working Paper, July 2023. http://www.fperri.net/papers/HPVZ_latest.pdf
- Emmanuel Saez and Gabriel Zucman, “The Rise of Income and Wealth Inequality in America: Evidence from Distributional Macroeconomic Accounts”, *Journal of Economic Perspectives—Volume 34, Number 4—Fall 2020—Pages 3–26*
- Anthony Atkinson, *Inequality: What Can Be Done?*, Harvard, 2015 chapter 1
- *Dimensions of Inequality: The IFS Deaton Review*, Volume 3, Issue Supplement_1, 2024, various authors. This is a long collection of up-to-date surveys about all aspects of inequality, with (not exclusive) emphasis on the UK. It is an open-access publication. Some of the papers in this will be cited below and mentioned in class, but it is a great source to keep in mind for introductions to all the topics reasonably covered by the umbrella term “economic inequality”. https://academic.oup.com/oeec/issue/3/Supplement_1

Equality of opportunity facts

- Dedicated website: <https://opportunityinsights.org/>
- John E. Roemer and Alain Trannoy, “Equality of Opportunity: Theory and Measurement”, *Journal of Economic Literature*, 2016, 54(4), 1288—1332

- Chetty, Raj et al, The Fading American Dream: Trends in Absolute Income Mobility Since 1940, NBER working paper 22910, December 2016, available online at http://www.equality-of-opportunity.org/papers/abs_mobility_paper.pdf
- Diversifying Society’s Leaders? The Determinants and Causal Effects of Admission to Highly Selective Private Colleges, by Raj Chetty, David J. Deming, John Friedman, NBER Working Paper No. 31492, July 2023, available online at <https://opportunityinsights.org/paper/collegeadmissions/>
- [Race and Opportunity in the US.pdf](#) Library link <https://academic-oup-com.lib-proxy.temple.edu/qje/article/135/2/711/5687353>
- Raj Chetty, Will Dobbie, Benjamin Goldman, Sonya R. Porter, Crystal S. Yang, July 2024, [Changing Opportunity: Sociological Mechanisms Underlying Growing Class Gaps and Shrinking Race Gaps in Economic Mobility](#), on Opportunity Insights and NBER Working Paper 32697

Why should we care about inequality

Normative reasons

- <http://plato.stanford.edu/entries/justice-distributive/>
- Satz, Dera and Stuart White, What is wrong with inequality? in Dimensions of Inequality: The IFS Deaton Review, *Oxford Open Economics*, 2024, 3, i4-i17. *We will focus only on this paper for this topic in the class*, as it will be the basis of our first reaction paper assignment. <https://doi.org/10.1093/ooec/odad040>
- Scanlon, T. M., *Why Does Inequality Matter?* Oxford University Press, 2018.
- Steven Hamilton, Social Welfare Functions: Suggestions for Social Planning, 2019. Diamond Research paper, Temple University. (Available on Canvas.)

Positive reasons

For the interested student. I decided to not cover this topic this year, to allow for the inclusion of other important material.

- Fehr and Schmidt 2003 survey on fairness and reciprocity <http://web.mit.edu/14.193/www/WorldCongress-IEW-Version6Oct03.pdf>
- “Why Care” section of the PIIE document <https://www.piie.com/microsites/how-fix-economic-inequality>

Inequality indices

- Frank A. Cowell, *Measuring Inequality*, third edition, Oxford 2011 (see also his supplementary website at <http://darp.lse.ac.uk/Frankweb/MI3.htm>)
- An even deeper (and broader) dive, for the really interested student: Adler, Matthew D., *Measuring Social Welfare: An Introduction*, Oxford University Press, 2019.

Inequality across social divisions

- (As in the opportunity section above): [Race and Opportunity in the US.pdf](#) (Update 2020-02-13: new version of this paper, as accepted for publication in the Quarterly Journal of Economics
[Chetty-et-al-race-opportunity_DJE_forthcoming-2020-ms31415.pdf](#))
Library link <https://academic-oup-com.libproxy.temple.edu/qje/article/135/2/711/5687353>
- Slide deck on Canvas
- Lawrence Kahn, Wage Compression and the Gender Wage Gap, <http://wol.iza.org/articles/wage-compression-and-gender-pay-gap/long>
Emmons, William R. and Noeth, Bryan J., “Race, Ethnicity and Wealth”, in “The Demographics of Wealth”, The Federal Reserve Bank of St. Louis, February 15, <https://www.stlouisfed.org/household-financial-stability/the-demographics-of-wealth>.
Wolff, *A Century of Wealth in America*, Chapter 15.
- Atkinson et al, “Top Incomes and the Gender Divide”, <https://web-p-ebshost-com.lib-proxy.temple.edu/ehost/pdfviewer/pdfviewer?vid=0&sid=d6c37e68-881a-49c7-9ae4-5bdf9d6af804%40redis>, and
Thompson, Jeffrey P. and Suarez, Gustavo, 2015, “Exploring the Racial Wealth Gap Using the Survey of Consumer Finances”, Finance and Economics Discussion Series 2015-076. Washington: Board of Governors of the Federal Reserve System, <http://dx.doi.org/10.17016/FEDS.2015.076>.
- Wolff, *A Century of Wealth in America*, Chapters 9, 11, 12, 13.

Wealth inequality in the US

- Wolff, Edward N., *A Century of Wealth in America*, Belknap / Harvard University Press, 2017.

Piketty’s “Capital”

- Piketty, *Capital in the Twenty-First Century*, Harvard 2014
- Blume, Lawrence E. and Steven N. Durlauf, Capital in the Twenty-First Century: A Review Essay, *Journal of Political Economy*, 2015, vol. 123, no. 4, 749–777.
- A cautionary note on Piketty’s data from before the 20th Century: Richard Sutch, The One Percent across Two Centuries: A Replication of Thomas Piketty’s Data on the Concentration of Wealth in the United States, *Social Science History* 41, Winter 2017, pp. 587–613.
- Acemoglu, Daron and James A. Robinson, The Rise and Decline of General Laws of Capitalism, *Journal of Economic Perspectives*, 2015, 29(1), 3–28. Available at <https://economics.mit.edu/sites/default/files/publications/The%20Rise%20and%20Fall%20of%20General%20Laws%20of%20Capitalism.pdf>

- Piketty, Putting Distribution Back at the Center of Economics: Reflections on Capital in the Twenty-First Century <http://piketty.pse.ens.fr/files/Piketty2015JEP.pdf>
- Piketty, Thomas, *A Brief History of Equality*, Belknap / Harvard University Press, 2022. (As mentioned above; this is a brief encapsulation of Piketty’s massive recent works on inequality, such as Capital in the Twenty-First Century and Capital and Ideology.)

Globalization and Inequality

- Milanovic, Branko, *Global Inequality: A New Approach for the Age of Globalization*, Belknap / Harvard, 2016.
- Atkinson, Anthony, *Inequality: What Can Be Done?* Harvard University Press, 2015.
- Helpman, Elhanan, *Globalization and Inequality*, Harvard University Press, 2018.
- Elhanan Helpman, Globalisation and Wage Inequality, *Journal of the British Academy*, **5**, 125–162. DOI <https://doi.org/10.5871/jba/005.125>
- Dorn, David and Peter Levell, [Trade and inequality in Europe and the US](https://doi.org/10.1093/ooec/odad046), *Oxford Open Economics*, Volume 3, Issue Supplement_1, 2024, Pages i1042–i1068, <https://doi.org/10.1093/ooec/odad046>
- Rodrik, Dani, [A primer on trade and inequality](https://doi.org/10.1093/ooec/odad048), *Oxford Open Economics*, Volume 3, Issue Supplement_1, 2024, Pages i1076–i1082, <https://doi.org/10.1093/ooec/odad048>

Technology and inequality and the role of education

- Autor, David H., “Why Are There Still So Many Jobs? The History and Future of Workplace Automation”, *Journal of Economic Perspectives*, volume 29, number 3, Summer 2015, pages 3-30.
- Daron Acemoglu and David Autor, Skills, Tasks and Technologies: Implications for Employment and Earnings, *Handbook of Labor Economics*, 2011, available online at <http://economics.mit.edu/files/11635>
- Daron Acemoglu, Localised and Biased Technologies: Atkinson and Stiglitz’s New View, Induced Innovations, and Directed Technological Change, *Economic Journal*, 2015, 125 (March), 443–463, available at <http://economics.mit.edu/files/11341>
- Daron Acemoglu, YouTube lecture on Power and Progress: Our Thousand-Year Struggle Over Technology and Prosperity, <https://youtu.be/eGqaOhTq060> June 14, 2023, part of Markus Academy
- Daron Acemoglu and Simon Johnson, *Power and Progress: Our 1000-Year Struggle Over Technology and Prosperity*, Public Affairs, Hachette Book Group, 2023.
- Webber, Douglas A., “Are college costs worth it? How ability, major, and debt affect the returns to schooling”, *Economics of Education Review*, 2016, volume 53, pages 296-310.
- Webber, Douglas A., *Data*, <http://www.doug-webber.com/data.html>
- Goldin, Claudia and Katz, Lawrence F., *The Race Between Education and Technology*, Belknap/Harvard University Press, 2008.

Market power and inequality

- Mordecai Kurz, *The Market Power of Technology*, Columbia University Press, 2023.
- Jan Eeckhout, *The Profit Paradox: How Thriving Firms Threaten the Future of Work*, Princeton University Press, 2021.
- David Autor, David Dorn, Lawrence F. Katz, Christina Patterson and John van Reenen, “The Fall of the Labor Share and the Rise of Superstar Firms”, *The Quarterly Journal of Economics* (2020), 645–709. <https://doi.org/10.1093/qje/qjaa004>
- Lecture notes.

Gender and inequality

- Atkinson et al., Top Incomes and the Gender Divide, August 2016, available online at <https://web-p-ebSCOhost-com.libproxy.temple.edu/ehost/pdfviewer/pdfviewer?vid=0&sid=d6c37e68-881a-49c7-9ae4-5bdf9d6af804%40redis>
- ** Lawrence M. Kahn, Wage Compression and the Gender Pay Gap, IZA working paper, 2015, available at <http://wol.iza.org/articles/wage-compression-and-gender-pay-gap>
- David Card, Ana Rute Cardoso, Patrick Kline, 2016, [The gender wage gap: how firms influence women’s pay relative to men](#)
- Thomas Piketty, Emmanuel Saez, and Gabriel Zucman, Distributional National Accounts: Methods and Estimates for the United States, *Quarterly Journal of Economics*, vol. 133, No. 2, pages 553—609, May 2018, available at <http://piketty.pse.ens.fr/files/PSZ2018QJE.pdf>

Policy proposals to alleviate inequality

- Atkinson’s 2015 book.

On Universal Basic Income

- ** Hoynes, Hilary W. and Rothstein, Jesse, Universal Basic Income in the US and Advanced Countries, NBER Working Paper 25538, February 2019, available at <http://www.nber.org/papers/w25538>
- Ugo Colombino, Is unconditional basic income a viable alternative to other social welfare measures? IZA World of Labor, 2015, available at <http://wol.iza.org/articles/is-unconditional-basic-income-viable-alternative-to-other-social-welfare-measures-1.pdf>
- Anthony Atkinson, *Basic Income: Ethics, Statistics and Economics*, Nuffield College, Oxford University, 2011, available online at http://www.nuff.ox.ac.uk/users/atkinson/Basic_Income%20Luxembourg%20April%202011.pdf
- Philippe Van Parijs and Yannick Vanderborght, *Basic Income: A Radical Proposal for a Free Society and a Sane Economy*, 1st Edition, Princeton University Press, 2017.

- Annie Lowrey, *Give People Money: How a Universal Basic Income Would End Poverty, Revolutionize Work, and Remake the World*, Crown, 2018.
- Eva Vivalt Elizabeth Rhodes Alexander W. Bartik David E. Broockman Sarah Miller, THE EMPLOYMENT EFFECTS OF A GUARANTEED INCOME: EXPERIMENTAL EVIDENCE FROM TWO U.S. STATES, July 2024, NBER Working Paper 32719

Detailed plan of class sessions

8/26	Going over syllabus, looking at WID.world facts; reaction paper assignment on why to care about inequality
8/28	Discussion on using AI
8/30	Saez and Zucman JEP Fall 2020, The rise of income and wealth inequality in America
9/4	Gini and other measures of inequality
9/6	Econometrics and data, part 1
9/9	Guest lecture by librarian Fred Rowland on data and paper source searches
9/11	Econometrics and data, part 2: Working out an OLS and interpreting it
9/13	Recap on econometrics
9/16	Sen's Capabilities and Functionings
9/18	Chetty et al., The fading American Dream and Race and Opportunity in the US, other opportunity insights website highlights, part 1
9/20	Chetty et al., The fading American Dream and Race and Opportunity in the US, other opportunity insights website highlights, part 2
9/23	Technology and inequality: Workplace Automation, Skills, Tasks, and Technology slides part 1
9/25	Technology and inequality: Workplace Automation, Skills, Tasks, and Technology slides part 2
9/27	AI and inequality
9/30	Slides "Market power 2024", part 1
10/2	Slides "Market power 2024", part 2
10/4	Slides "Market power 2024", part 3
10/7	Summary of Golden and Katz, link with technology as covered in Week 5
10/9	Empirical papers on inequality and education
10/11	Wellness Day – NO CLASS
10/14	Globalization: Helpman's survey
10/16	Globalization: Milanovic chapter 1
10/18	Globalization: Milanovic chapter 3
10/21	Globalization: Dorn and Levell 2024 in IFS Deaton Review part 1
10/23	Globalization: Dorn and Levell 2024 in IFS Deaton Review part 2
10/25	Globalization: Rodrik
10/28	Wealth inequality: Summary of Wolff
10/30	Wealth inequality: Summary of Wolff chapters 9-10-13
11/1	Wealth inequality: Overflow from 10/23
11/4	Piketty's <i>Capital in the Twentieth Century</i> part 1
11/6	Piketty's <i>Capital in the Twentieth Century</i> part 2

11/8	Piketty's <i>Capital in the Twentieth Century</i> part 3
11/11	Gender income inequality part 1
11/13	Gender income inequality part 2
11/15	Gender income inequality part 3 Goldin's Why Women Won
11/18	Economic Policy and Inequality slides part 1
11/20	Economic Policy and Inequality slides part 2
11/22	Policy recap
12/2	Student presentations 1
12/4	Student presentations 2
12/6	Student presentations 3
12/9	Student presentations 4 (last class day)

Appendix: Term paper guidelines

The term paper should be at least 12 pages long but no longer than 25 pages and should cover statistical evidence relating to economic inequality. Here I offer some guidelines for each type of term paper.

But first an **important hint**: start reading the sources in this syllabus immediately, at least skimming the ones most likely to be relevant for what you want to write your paper on. I will be glad to help with suggestions; *come talk to me!*

Statistical evidence

The syllabus guides you to extensive sources of data of relevance to economic inequality. You will also have access to support by economics librarian Fred Rowland as you work to formulate your paper and find peer-reviewed papers and data relating to your research.

A paper that focuses on using statistical evidence will:

- State a thesis about economic inequality that can be defended by use of data that can be retrieved from one of these sources. Include a literature review of scholarly research already done on the topic. Here is a useful guide to writing a literature review: <http://writingcenter.unc.edu/handouts/literature-reviews/>
- Build such a defense of the thesis by presenting appropriate data analyses, including linear regression, in graphs or tables, and showing how the presented data support the thesis.
- Discuss any evidence that the data do not wholly support the thesis and discuss possible amendments of the thesis to make it fit the data better, or what additional data would be necessary to get a clearer view of the level of support of the thesis and why such data would be helpful.
- Discuss the methodology that was followed in collecting the data and what this implies about how apt these data are for the purpose you want to use them.

It will be helpful to narrow the scope of the thesis you choose; it could be about a particular country in a particular time period, or a comparison of data for one variable across two countries in the same period (these are only indicative examples and you should not limit yourself to them).

Students who have had econometrics can choose to use an econometric technique they have learned (some form of advanced statistical inference, most likely) in supporting their thesis. However, econometrics is not a requirement for our course, and the use of advanced formal statistical inference methods, is not required. We will cover early in the course the very basics of linear regression and how to do it *easily* on a computer, and students must use at least this level of econometrics. I will help you individually with advice on software and the nitty-gritty of how to do the regression analysis; *please do not hesitate to come to me for such help*.

The following web page and the next several ones (on the left-hand side menu) will be useful: <https://owl.english.purdue.edu/owl/resource/672/1/>

Traps to avoid

Not citing sources properly and/or not including a reference list. Use the Chicago format with the author-date option; see http://www.chicagomanualofstyle.org/tools_citationguide.html for a handy presentation of it. If you have learned another format, such as APA format, it is fine to use that.

Not paraphrasing or summarizing correctly. See <https://owl.english.purdue.edu/owl/resource/563/1/> and the following two links (in the left-hand side menu) for a helpful guide.

Plagiarism. Definitely stay away from this one. Page 2 of this syllabus states Temple University's policy on academic honesty, which includes a prohibition of plagiarism. The following web page contains very helpful information on plagiarism:

<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>

Regarding the use of generative AI tools, such as ChatGPT, see the Course Policy about them in this syllabus, starting on page 3.

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