GENERAL INFORMATION

Instructor: Dr. Chicheng Ma
Email: macc@hku.hk
Office: 932 K.K.Leung
Phone: 2859-1059
Consultation times: 12:30-13:30 Wednesday

Tutor: TBA
Email: TBA

Pre-requisites: ECON1210 Introductory Microeconomics and ECON1220 Introductory Macroeconomics (students with basic knowledge of econometrics or statistics will benefit more from this course)

Course Website: HKU Moodle

COURSE DESCRIPTION

This course introduces the leading theories in development economics and their empirical applications. After an overview of the classic models of economic growth, the course will discuss the importance of human capital, institutions, culture, politics, and violence, among others, in economic development. As a result of taking the course students are expected to understand both classic and frontier theories of economic development, and to be able to conduct preliminary research in an empirical fashion.

FACULTY GOALS

Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism and leadership
Goal 4: Developing global outlook
Goal 5: Mastering communication skills

COURSE LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Faculty Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO1 Acquaintance of the main theories and topics of development economics</td>
<td>Goals 1, 2, and 3</td>
</tr>
<tr>
<td>CLO2 Application of economic theory and empirical methods to examine various development issues</td>
<td>Goals 1, 2, and 3</td>
</tr>
<tr>
<td>CLO3 Developing a global outlook in the perspective of comparative development</td>
<td>Goals 1, 2, 3, and 4</td>
</tr>
<tr>
<td>CLO4 Communication and presentation skills</td>
<td>Goals 1, 2, 3, and 5</td>
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</tbody>
</table>

COURSE TEACHING AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected contact hour</th>
<th>Study Load (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L1. Lecture with class discussion</td>
<td>36</td>
<td>33%</td>
</tr>
<tr>
<td>T&amp;L2. Pre-class reading and self-study</td>
<td>36</td>
<td>33%</td>
</tr>
<tr>
<td>T&amp;L3. Assignments and presentation</td>
<td>25</td>
<td>23%</td>
</tr>
<tr>
<td>T&amp;L4. Consultation</td>
<td>12</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>100%</td>
</tr>
<tr>
<td>Assessment Methods</td>
<td>Brief Description (Optional)</td>
<td>Weight</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>A1. Class participation</td>
<td>Class attendance and discussion</td>
<td>10%</td>
</tr>
<tr>
<td>A2. Assignments</td>
<td>Two individual take-home assignments (review essay or problem sets); each worth 10%</td>
<td>20%</td>
</tr>
<tr>
<td>A3. Term paper</td>
<td>Group work (3 students) on a short essay</td>
<td>30%</td>
</tr>
<tr>
<td>A4. Presentation</td>
<td>Group work (3 students); present your term paper in class</td>
<td>10%</td>
</tr>
<tr>
<td>A5. Final examination</td>
<td>Closed-book exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

Total 100%

### STANDARDS FOR ASSESSMENT

#### Course Grade Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Excellent. Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Good. Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Pass. Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as evaluate and synthesis</td>
</tr>
<tr>
<td>D+, D</td>
<td>Poorly Pass. Evidence of basic familiarity with the subject</td>
</tr>
<tr>
<td>F</td>
<td>Fail. Little evidence of basic familiarity with the subject</td>
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#### Assessment Rubrics for Each Assessment

1. Class participation: 1) the attendance, and 2) the quality of discussions at class.
2. Assignments: 1) pertinence, clarity, and reasoning, 2) the depth of analysis, 3) originality/novelty of your own comments/critiques/extension (for review work), and 4) writing and layout.
3. Term paper: 1) the originality, pertinence, and clarity of the topic, 2) the clarity of framework and reasoning, 3) the suitability/reliability of data/materials and research methods, 4) the depth of analysis, and 5) writing and layout.
4. Presentation: all rubrics of the term paper apply to the presentation. In addition, the grading of presentation is based on 1) the performance in the lecture and Q&A, and 2) the quality/layout of the PPT.

### COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

- Lecture 1: Overview
- Lecture 2: Growth Models
- Lecture 3: Geography
- Lecture 4: Human Capital
- Lecture 5: Institutions
- Lecture 6: Culture
- Lecture 7: Officials
- Lecture 8: Violence
- Lecture 9: Long-term Persistence
- Student Presentation
There is no textbook. The course materials compose of articles and book chapters. Materials with an asterisk (*) are required to read before class, whereas the others are optional for your interests to dig deeper. The specific pages and chapters of the readings are clearly indicated in the syllabus. Focus on the story rather than the technical (mathematical/econometric) details.

Lecture 1. Overview


Lecture 2. Growth Models

2.1. Theories of Modern Growth


2.2. Historical Growth: Malthusian Trap and Industrial Revolution


2.3. Trade and Growth


Lecture 3. Geography


**Lecture 4. Human Capital**


**Lecture 5. Institutions**


**Lecture 6. Culture**


**Lecture 7. Officials**


Lecture 8. Violence


Lecture 9. Long-term Persistence


MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- Conducting mid-term survey in additional to SETL around the end of the semester
- Online response via Moodle site

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: http://www.hku.hk/plagiarism/

Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following type of case:

a. Plagiarism - The representation of someone else’s ideas as if they are one’s own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one’s own work.
Paraphrasing of someone else’s ideas is still using someone else’s ideas, and must be acknowledged.
b. Unauthorized Collaboration on Out-of-Class Projects - The representation of work as solely one’s own when in fact it is the result of a joint effort. Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

1. The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;

2. The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (1) might be invoked.