CCGL9025: The Political Economy of Growth and Poverty in the World  
First Semester 2015-16

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COURSE LOGISTICS:
Lecture Schedule: Wednesday, 2:30 – 4:20 pm  
Lecture Room: MW T2 (Theatre 2, Meng Wah Complex)  
The first lecture will be devoted to an introduction of the course and on Moodle logistics.  
Make-up classes will be scheduled in the Reading Week. Exact date and time will be announced in August 2015.
We use a course management system named MOODLE. Please login to your HKU Portal account to access MOODLE. For further details, please refer to the “MOODLE Instruction Guide” that is posted on our MOODLE website. You are urged to ask questions about the course via the MOODLE platform.  
Lecture notes will be uploaded as the course progresses.

COURSE DESCRIPTION:  
This course studies how poor nations have alleviated poverty through economic growth and why inequality continues to persist in rich nations. We examine closely how empirical evidence is used to arrive at robust findings of falling inequality globally, but rising inequality within nations. Simple economic ideas on economic growth, international trade and investments are learned and used to explain why the spread of markets and economic globalization has fostered growth and reduced poverty in many poor nations. We also examine why some poor nations have failed to grow and remain mired in poverty. We also consider why poverty has not been
eliminated in rich countries and why inequality has increased in recent decades. The role of human capital investments, technological advances, and political economy factors are introduced and used to investigate the experiences of the rich economies, including Hong Kong.

AIMS:
The course helps students to:

(1) gain an understanding of why some nations succeed to grow and others remain poor;
(2) learn why prosperity within and across nations is not equally shared;
(3) understand the interplay of the state and the market in affecting growth and poverty; and
(4) attain a critical appreciation of why different individuals and groups support or oppose globalization.

Students are introduced to examples of how political processes in one nation can impact development outcomes in another nation. They study how political processes interacting with economic processes at local, national, and global levels can lead to great variations in development outcomes.

PRE-REQUISITES:
There is none.

ASSESSMENT TASKS:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Assignment</th>
<th>Weighting</th>
<th>Alignment with CILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written paper</td>
<td>Expository Essay</td>
<td>50</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Final Examination</td>
<td>2-hour written examination</td>
<td>50</td>
<td>1, 2, 3, 4</td>
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</table>

There are two assessment requirements for this course: (1) a written 2-hour final exam (50%) covering everything taught in the, and (2) course coursework is a written paper of 1500 words (50%). The course grade is determined as the sum of two assessment requirements.

Final Exam:
The final exam will be scheduled in the Assessment Period and will be essay type. Students will choose to answer 3 out of 5 questions. The questions will be on the course material taught in class.
Written Paper

The written paper should examine in depth a specific topic studied in the course. It should be a thoughtful examination of a topic discussed in this course based on the materials assigned in the reading list. There is NO need to consult additional reading materials. Students should NOT work on a subject from another course. Here are some good approaches:

1. Write a review of one of the books assigned in this course.
2. Compare and contrast the analysis between two books on a common subject.
3. Write on a topic that is discussed in several books or papers.
4. Consult with the tutor for advice in deciding on a topic.

The final written paper is due on **Sunday, 13 December 2015**, which is one week after the revision period and 2 weeks after classes have ended. Late submissions will NOT be accepted. A precise word count must be given at the end of the paper. Footnotes and references should be placed at the end of the paper so that they can be excluded from the word count. Appendices are not necessary and not appropriate for papers of such a short length and should not be submitted. It is advisable to seek English language assistance if needed to ensure that your paper is clear.

Nine weeks before the deadline for the final paper, students **must** submit a **half-page proposal** of the paper they intend to write. The deadline for the proposal is before the start of Reading Week on **Sunday, 11 October 2015**. Late submissions will not be allowed. Students should include in the proposal the title of the project and a short summary of the subject they will investigate.

Students are also encouraged to submit a first draft of the final paper for the instructor to provide feedback, but this is optional, not mandatory. If students choose to submit a first draft, they must do so at least 3 weeks before the deadline for the final paper on **Sunday, 22 November 2015**. Your grade on the paper will depend only on your final paper, and not your draft.

Therefore, **deadlines** to be observed:

| Proposal submission           | Sunday, 11 October 2015 |
| First draft (optional) submission | Sunday, 22 November 2015 |
| Final paper submission       | Sunday, 13 December 2015 |

The proposal and paper(s) **must** be submitted electronically via MOODLE.
COURSE SYLLABUS:

Reading List
Required readings are marked with an asterisk; others are optional.

I. Historical Perspective of Poverty and Growth

- *YCR Wong PowerPoint I-1, *The Great Escape*
- *Course Book Summary, The Great Escape*
- [http://www.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/player.aspx?id=2049](http://www.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/player.aspx?id=2049)

- *YCR Wong PowerPoint I-2, Measuring the Distribution of the Standard of Living*

II. THEORY AND FACT
A. Explaining Economic Growth and Income Inequality

- *YCR Wong PowerPoint II-1, Modern Principles of Economics*


B. Changes in Poverty and Inequality in the World

- *YCR Wong PowerPoint II-3, Changes in Poverty and Inequality in the World*
*Kenneth Rogoff, “Where is the Inequality Problem.”* [https://www.project-syndicate.org/commentary/kenneth-rogoff-says-that-thomas-piketty-is-right-about-rich-countries--but-wrong-about-the-world](https://www.project-syndicate.org/commentary/kenneth-rogoff-says-that-thomas-piketty-is-right-about-rich-countries--but-wrong-about-the-world), 8 May 2014


• http://www.youtube.com/watch?v=i28cRfsKD-o


• Branko Milanovic, “Global Income Inequality: Current Trends, Issues of Justice and Politics.” LIS Summer Lecture, Luxembourg, 1 July 2014. (PowerPoint Notes)

III. POVERTY IN POOR COUNTRIES

A. Why the Poor are Poor


B. Growth as a Solution for Poverty among Nations


C. What Can We Do About It


- *YCR Wong and V Yuen PowerPoint III-2, Poor Economics
- *Course Book Summary, Poor Economics
- Blog site: http://pooreconomics.com/
- http://www.youtube.com/watch?v=cUYzqAFrY8Y
- http://www.youtube.com/watch?v=yNdU_iyVdAc


- *YCR Wong and V Yuen PowerPoint III-3, The Other Path


- *YCR Wong and V Yuen PowerPoint III-4, The Bottom Billion
- *Course Book Summary, The Bottom Billion
- http://www.ted.com/talks/paul_collier_shares_4_ways_to_help_the_bottom_billion.html

IV. POVERTY AND INEQUALITY IN RICH COUNTRIES


- *YCR Wong PowerPoint IV-1, Human Capital Theory of the Personal Distribution of Income
- *YCR Wong PowerPoint IV-2, The Distribution of Individual and Household Income

A. The American Experience

- *YCR Wong PowerPoint IV-3, “Understanding the American Experience with Poverty and Inequality,” Endowed Professorships Public Lecture Series I, University of Hong Kong, 11 April 2014.


http://www.slate.com/articles/double_x/doublex/2014/01/new_harvard_study_where_is_the_land_of_opportunity_finds_broken_families.html


*Eric Goldschein, “These Two Neighbourhoods Exemplify the Growing Divide in White America,” Business Insider, 31 January 2012.
http://www.businessinsider.com/growing-divide-in-white-america-2012-1?op=1

B. The Hong Kong Experience

- *YCR Wong PowerPoint IV-4, “Understanding the Hong Kong Experience with Poverty and Inequality,” Endowed Professorships Public Lecture Series I, University of Hong Kong, 11 April 2014.


C. Future Challenges

- *YCR Wong PowerPoint IV-5, Future Challenges


https://www.youtube.com/watch?v=29bAmvfUxbE or http://insider.thomsonreuters.com/link.html?cn=uid48&cid=1244822&shareToken=Mzo2ZmQxZmViNy0xZWQ4LTQ5MzAtYjI5Mi0yYzFmMDM4YmVimjk%3D

TEACHING AND LEARNING ACTIVITIES (TLAs):

<table>
<thead>
<tr>
<th>TLA</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLA1</td>
<td>Lecture</td>
<td>Instructor will give lectures on major concepts and issues.</td>
</tr>
<tr>
<td>TLA2</td>
<td>Discussion</td>
<td>Instructor will organize tutorial discussions</td>
</tr>
<tr>
<td>TLA3</td>
<td>Consultation</td>
<td>Instructor holds weekly consultation hours to answer students’ questions and through an e-learning platform on Moodle.</td>
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</tbody>
</table>
Course Intended Learning Outcomes (CILOs) and Alignment with Programme Learning Outcomes (PLOs):

<table>
<thead>
<tr>
<th>CILOs – On completing the course, students will be able to:</th>
<th>Alignment with PLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand, analyze and critically interpret key economic concepts and ideas through applying them to quantitative data on growth and poverty across the world and over time.</td>
<td>1, 2, 3, 7</td>
</tr>
<tr>
<td>2. Understand, analyze and critically interpret and reflect upon interacting economic and political dimensions of growth and poverty.</td>
<td>4, 10</td>
</tr>
<tr>
<td>3. Understand, analyze and critically interpret and reflect upon the outcomes for growth and poverty comparing socialist versus capitalist economies and open versus closed economies through the study of cases and examples in history.</td>
<td>5, 6, 9</td>
</tr>
<tr>
<td>4. Understand, analyze and critically interpret and reflect upon the relationship between issues of growth and poverty and its broader relationship with human development.</td>
<td>1, 2, 8, 11, 12</td>
</tr>
</tbody>
</table>

Study Load:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>72</td>
</tr>
<tr>
<td>Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Preparation of Case/Data Analysis for Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Assessment: Written paper</td>
<td>30</td>
</tr>
<tr>
<td>Assessment: Final Examination</td>
<td>2</td>
</tr>
<tr>
<td>Total:</td>
<td>152</td>
</tr>
</tbody>
</table>

Alignment Among Course Intended Learning Outcome, Teaching and Learning Activities and Assessment Tasks:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Teaching and learning activity (TLA)</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO1</td>
<td>TLA1, TLA2, TLA3</td>
<td>Written Paper and In-class test</td>
</tr>
<tr>
<td>CILO2</td>
<td>TLA1, TLA2, TLA3</td>
<td>Written Paper and In-class test</td>
</tr>
<tr>
<td>CILO3</td>
<td>TLA1, TLA2, TLA3</td>
<td>Written Paper and In-class test</td>
</tr>
<tr>
<td>CILO4</td>
<td>TLA1, TLA2, TLA3</td>
<td>Written Paper and In-class test</td>
</tr>
</tbody>
</table>

Standards of Assessment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A-</td>
<td>Identifies and addresses the main themes and issues clearly, including their subsidiary, embedded or implicit aspects. Consistent perceptive and critical engagement with the themes and issues based on comprehensive understanding of relevant concepts and theories, with effective analysis, synthesis and application of knowledge.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>B+</td>
<td>Demonstrates a comprehensive command of existing arguments relevant to the topic, and examines the issues from all important perspectives including rival positions and counter-evidence. The arguments fit together logically and build a compelling case. The paper has a clear structure and organization, with an introduction that states the main themes and writer’s position and a conclusion that summarizes the main arguments. Each paragraph has a central idea which is developed throughout the paragraph with supporting details. The paper has very few, if any, errors in grammar and vocabulary. Quoted materials from other sources (with proper citation) are used only to support and strengthen arguments instead of replacing the student’s own writing.</td>
</tr>
<tr>
<td>B, B-</td>
<td>Identifies and addresses the main themes and issues, but not all subsidiary, embedded or implicit aspects. Generally perceptive and critical engagement with the themes and issues based on good understanding of relevant concepts and theories, as well as effective analysis, synthesis and application of knowledge. Demonstrates a good command of existing arguments relevant to the topic, and examines the issues with regard to some important perspectives including rival positions and counter-evidence. The arguments fit to form a clear own position, but some arguments are underdeveloped and some considerations overlooked. The paper has a clear structure and organization, with an introduction that states the main themes and the writer’s position and a conclusion that summarizes the main arguments. Some paragraphs lack a central idea or supporting details. The paper has some errors in grammar and vocabulary. Quoted materials from other sources (with proper citation) are used to support and strengthen arguments, but sometimes also used to replace the student’s own writing.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Identifies and addresses the main themes and issues, but not the subsidiary, embedded or implicit aspects. Only occasional perceptive and critical engagement with the themes and issues reflecting mostly superficial understanding of relevant concepts and theories, with some inaccurate analysis, synthesis and application of knowledge. Demonstrates insufficient command of existing arguments relevant to the topic, and not all main arguments or counter-arguments examined. Offers own position but the reasoning is sometimes impaired by weak, emotive or inconsistent argumentation. The presentation has an introduction and conclusion, but these do not fully capture the essence of the topic and discussion. Some paragraphs lack a central idea or supporting details. There are distracting language errors though the overall meaning is still intelligible. Quoted materials from other sources (with proper citation) are used more to replace the student’s own writing than to support and strengthen arguments.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Identifies and addresses the main themes and issues only partially. Very limited critical engagement with the themes and issues rarely goes beyond reproduction of relevant concepts and theories, and with some inaccuracies even doing so. Demonstrates a lack of understanding of existing arguments relevant to the topic. Offers own position but the arguments are poorly made and not well supported. The topic is not properly introduced and the conclusion is very brief. Shows little</td>
</tr>
</tbody>
</table>
ability to construct paragraphs with a central idea and supporting details.
Frequent errors in simple grammar and vocabulary. Errors are distracting and the overall meaning is not easily intelligible.
Quoted materials from other sources (with proper citation) are heavily used to replace the student’s own writing.

| F | Failure to identify and address any main theme and issue. |
|   | No critical engagement with any issue, little mentioning and application of relevant concepts and theories, and with inaccuracies when doing so. |
|   | Demonstrates a lack of understanding of existing arguments relevant to the topic. |
|   | No coherent own position and the arguments are confused and flawed. |
|   | Introduction and conclusion are unclear, lack details or missing altogether. Shows little ability to organize the paper into paragraphs that have a central idea and supporting details. |
|   | Language errors are so frequent and distracting that the paper is largely incomprehensible. |
|   | Quoted materials from other sources are heavily used to replace the student’s own writing, sometimes without proper citation. |

**Assessment Task: Final Examination**

| A+, A, A- | Demonstrates superior grasp of all aspects of the course (basic concepts and major perspectives and arguments in the literature). |
|           | Demonstrates excellent ability to interrelate and synthesize course materials, and to arrive at one’s own position in controversial issues based on knowledge acquired from the course. |

| B+, B, B- | Demonstrates good grasp of all major aspects of the course (basic concepts and major perspectives and arguments in the literature). |
|           | Demonstrates reasonable ability to interrelate and synthesize course materials, and to arrive at one’s own position in controversial issues based on knowledge acquired from the course. |

| C+, C, C- | Demonstrates acceptable grasp of most major aspects of the course (basic concepts and major perspectives and arguments in the literature). |
|           | Demonstrates acceptable ability to interrelate and synthesize course materials, and to arrive at one’s own position in controversial issues based on knowledge acquired from the course. |

| D+, D | Demonstrates a marginally acceptable grasp of some major aspects of the course (basic concepts and major perspectives and arguments in the literature). |
|       | Demonstrates a marginally acceptable ability to interrelate and synthesize course materials, and to arrive at one’s own position in controversial issues based on knowledge acquired from the course. |

| F | Failure to meet a minimum standard of knowledge base in the subject matter. |
|   | Failure to arrive at one’s own position in controversial issues based on knowledge acquired from the course. |

**ACADEMIC CONDUCT:**

1. 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/](http://www.hku.hk/plagiarism/)
2. 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:

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

      • 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.

   c. Double Submission of Assignments - The submission of assignments as fulfilment of work in this course using materials that were or are being submitted for another course is also plagiarism. It is self-plagiarism and is the same as plagiarism, i.e., representation of someone else's ideas as our own. That some else is oneself. It is an attempt to get credit for work that will earn credit elsewhere.

--- End ---