GENERAL INFORMATION

Instructor: Dr. Chicheng Ma  
Email: macc@hku.hk  
Office: 932 K.K.Leung  
Phone: 2859-1059  
Meeting time: 9:30-12:20 Wednesday  
Office hour: 12:30-13:30 Wednesday

Tutor: TBA  
Email: 

Pre-requisites: ECON1210 Introductory Microeconomics and ECON1220 Introductory Macroeconomics. For students of the BASc (GHD) programme, the pre-requisite is GHAD1002 Introductory Economics and Finance. (Note: students with 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

**Course Learning Outcomes**

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

- Goals 1, 2, and 3
- Goals 1, 2, and 3
- Goals 1, 2, 3, and 4
- Goals 1, 2, 3, and 5

## COURSE TEACHING AND LEARNING ACTIVITIES

**Course Teaching and Learning Activities**

| T&L1. Lecture with class discussion | 36 | 33% |
| T&L2. Pre-class reading and self-study | 36 | 33% |
| T&L3. Assignments and presentation | 25 | 23% |
| T&L4. Consultation | 12 | 11% |
| **Total** | **109** | **100%** |

**Assessment Methods**

- **A1. Class participation**: Class attendance/discussion (10%)
- **A2. Assignments**: Two individual assignments (20%)
- **A3. Term paper**: Group work on a short essay (20%)
- **A4. Presentation**: Group work; present your term paper in class (10%)
- **A5. Final examination**: Closed-book exam (40%)

**Brief Description**

- **A1**: Class attendance/discussion
- **A2**: Two individual assignments
- **A3**: Group work on a short essay
- **A4**: Group work; present your term paper in class
- **A5**: Closed-book exam

**Weight**

- 10%
- 20%
- 20%
- 10%
- 40%

**Aligned Course Learning Outcomes**

- **CLO1**, **CLO2**, **CLO3**, **CLO4**
- **CLO1**, **CLO2**, **CLO3**
- **CLO1**, **CLO2**, **CLO3**, **CLO4**
- **CLO1**, **CLO2**, **CLO3**, **CLO4**

## STANDARDS FOR ASSESSMENT

**Course Grade Descriptors**

- **A+, A, A-** 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
- **B+, B, B-** 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
- **C+, C, C-** 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
- **D+, D** Poorly Pass. Evidence of basic familiarity with the subject
- **F** Fail. Little evidence of basic familiarity with the subject
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 (1 week)
Lecture 2: Growth Models (2 weeks)
Lecture 3: Geography (1 week)
Lecture 4: Human Capital (1 week)
Lecture 5: Institutions (1 week)
Lecture 6: Culture (1 week)
Lecture 7: Officials (1 week)
Lecture 8: Violence (1 week)
Lecture 9: Long-Term Persistence (1 week)
Student presentation  (2 weeks)

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

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

Theories of Modern Growth


Historical Growth: Malthusian Trap and Industrial Revolution


Trade and Growth


Lecture 3: Geography


**Lecture 4: Human Capital**


**Lecture 5: Institutions**


**Lecture 6: Culture**


Lecture 7: Officials


Lecture 8: Violence


Ming China.” Journal of Economic History, 74(2).


Lecture 9: Long-Term Persistence


MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- Online response via Moodle site
- Others: ________________________ (please specify)

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.