Course Outline
Econ 329-A01
Development and Economics
CRN – 11013
Fall 2017

Instructor: Dr. Alok Kumar
Office: BEC 334
Class: Tuesday, Wednesday and Friday: 13:30 - 14:20, Clearihue Building A303
Office Hours: Thursday, 10:30 a.m.- 12:30 p.m, BEC 334
Tel: 721-8543
Email: kumara@uvic.ca
T.A.: TBA
Course Web Page: http://web.uvic.ca/~kumara/econ329.html

“All happy families are alike but an unhappy family is unhappy in its own way.”

Anna Karenina

“People are real wealth of nations.”

HDR 1990

The diversity of experience of the poor countries in the world is much wider and sharper than that of the rich countries. This is partly because the number of people and countries that are poor is much larger than that of rich countries. Poor countries are socially, geographically, and institutionally far more heterogeneous. Development is the process of structural transformation: the transformation of poor countries into rich countries. It is the process of increasing human capital i.e. enhancing the capacity and choices of people. This course will cover several important developmental issues such as poverty, hunger, gender inequality, child labor, globalization. The major focus of the course will be on understanding the factors inhibiting the process of development, the political, social, and economic environment faced by the poor, and the role of government and the international community in development. This course is aimed at senior undergraduate students without any training in economics. While the exposition of the material will be largely verbal and non-mathematical, students are expected to be familiar with high school algebra.
Grading:

Grading will be based on two mid-term examinations and a group project. A group will consist of 4-5 students. Weights: Mid-Term Exams – 40% (20% each) and Group Project – 60%.

Mid-term exams are of 40 minutes duration and will be held in class. It will consist of 3-4 short questions based on the material covered in class.

Group Project will have following components:


Note: Exams must be written in ink. Project proposal and project report must be typed. Please drop off your project proposal in the drop-off box marked Econ 329 (located in front of the main Economics department office) by 4 p.m. of the due date. Late submissions will not be marked. Please submit the final project report electronically.

Due Dates:

Mid-Term I: Wednesday, 4th October.
Mid-Term II: Wednesday, 8th November.
Group Formation: Tuesday, 3rd October.
Project Proposal: Friday, 27th October.
Presentations: In Class, Duration: 20 Minutes. Presentation will be scheduled in the last two weeks of classes (20th November - 1st December) depending on number of students.
Project Report: Due one week after the presentation. For example, groups presenting on 21st November must submit their final project report by 4 p.m. of 27th November and so on. Just e-mail the final project report.

Syllabus:

Introduction

Readings:
- Lecture Note
Human Development

- Trends in human development and its determinants
- Education
- Health
- Gender Inequality
- Poverty
- Micro-finance

Reading: Human Development Report 2010. We will cover chapters 2-5.

Hunger and Undernutrition

Reading: Global Hunger Index 2010

Child Labor

Reading: Lecture Note

Globalization

Readings:

Lecture Note


Other Readings

Students who want to learn more about development economics may find following books useful.


The following books are based on the research projects submitted by students of this course:


**Some Important Comments**

1. **Plagiarism and Cheating**: Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. Students who are found to have engaged in unethical academic behavior, including the practices described on page 31 of the Calendar, are subject to penalty by the University.” The Library web-site has an excellent description of plagiarism which you may wish consult [http://library.uvic.ca/site/lib/instruction/cite/plagiarism.html](http://library.uvic.ca/site/lib/instruction/cite/plagiarism.html).

2. **Policy on Inclusivity and Diversity**: The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. (UVic Calendar, p. 11)”

3. **Travel Plans**: Students are advised not to make travel plans until after the examination timetable has been finalized. Students who wish to finalize their travel plans at an earlier date should book flights that depart after the end of the examination period (see the University Calendar). There will be no special accommodation if travel plans conflict with the examination.

4. **Letter Grading**: Numerical score (%) equivalencies used in the Department are as follows:
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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>≥ 90%</td>
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<tr>
<td>A</td>
<td>85-89%</td>
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<tr>
<td>A-</td>
<td>80-84%</td>
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<tr>
<td>B+</td>
<td>77-79%</td>
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<tr>
<td>B</td>
<td>73-76%</td>
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<tr>
<td>B-</td>
<td>70-72%</td>
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<td>C+</td>
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For the grading scale and expectations, please see [http://web.uvic.ca/calendar2017-05/undergrad/info/regulations/evaluation.html#](http://web.uvic.ca/calendar2017-05/undergrad/info/regulations/evaluation.html#).

5. **Academic Concession for work that will be completed before course grades are submitted by the instructor:** A student whose academic performance is affected by injury, family or personal affliction, or illness should immediately consult with University Counseling Services, University Health Services, or another health professional, and may request, directly from the course instructor, deferral or substitution of a mid-term test or examination, or of other work which is due during the term. This request must be accompanied by supporting documentation from the health professional and must specifically cover the date of the missed examination or assignment deadline. It should normally be dated on or before the exam/deadline date and be submitted to the instructor within 10 days of this date. All work for which a Concession is approved must be completed before course grades are submitted by the instructor.

6. **DEF Grade:** Students who have not completed all course requirements at the time of grade submission are advised to obtain a *Request for Academic Concession* form for a DEF grade.

7. **E-Mails:** Emails should be limited to critical matters, such as inability to attend class, an exam, or prolonged illness, and should include the course name and number in the subject line. Questions on course material should be asked during office hours or in class. The standard format for writing a letter must be used. This means it should start off with a salutation (e.g. Dear.), include full sentences and conclude with a signature that includes your name (e.g. "Sincerely, your full name"). Text message lingo should not be used.

7. **Course Policies:** The University and the Departmental course policies can be found at [http://web.uvic.ca/econ/undergraduate/course_policies.php](http://web.uvic.ca/econ/undergraduate/course_policies.php)

9. From time to time there will be other announcements and they will be posted on the course web page. It is the responsibility of students to visit the course web-page regularly.
10. In case you drop out of Econ 329, please deregister as soon as possible.

**Important Note:** I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.