

We acknowledge and respect the Lak^wanan (Songhees) and X^wsepsam (Esquimalt) Peoples on whose territories the University of Victoria stands, and the Lak^wanan and WSANEC Peoples whose historical relationships with this land continue to this day.

Course Outline
Econ 329-A01
Development and Economics
CRN – 11128
Fall 2026

Instructor: Dr. Alok Kumar

Office: BEC 334

Class: Monday, Wednesday and Thursday: 15:30 - 16:20, Elliott 060

Office Hours: Monday, 10:30-12:00, BEC 334

Tel: 721-8543

Email: kumara@uvic.ca

T.A.: Isaac Otoo

T.A. Email: isaacotoo@uvic.ca

T.A. Office Hours: TBA

Teaching Modalities and Teaching Expectations: This course is face to face and all exams will be held in person.

Course Description

“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 poor countries in the world is much wider and sharper than that of 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, low human capital investment and urbanization. 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, financial markets 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.

Prerequisites: Minimum second-year standing.

Important Note: Credit for this course will not be counted toward any Economics program requirement except as an elective.

Learning Outcomes

- Understand the concept and process of economic development and factors hindering the development process.
- Learn causes and consequences of poverty, income and gender inequality and discrimination.
- Understand the process of urbanization and migration.
- Learn the role of human capital, both education and health, in the development process.
- Understand the role of financial market imperfections in the development process.
- Learn to analyze the effects of government policies on the development process.

Recommended Reading Material

Text-Book – Economic Development, 12th Edition by Michael P. Todaro and Stephen C. Smith, Pearson Canada, 2015.

Lecture notes and slides.

Grading :

Grading will be based on five in-class exercises, two mid-term examinations and one final examination. Weights: In-Class Exercises (20%), Mid-Term Exams– 40% (20% each) and Final Examination – 40%.

Important Note: Examinations and in-class exercises must be written **in ink**. In order to pass this course students must write **at least one mid-term examination and the final examination**. All examinations will be **closed-book**.

Due Dates for Examinations :

Mid-Term Examination I: Duration: 40 Minutes, 15:30-16:10, Monday, October 5th, in class.

Mid-Term Examination II: Duration: 40 Minutes, 15:30-16:10, Thursday, November 5th, in class.

Final Examination: Duration: 90 minutes, Time and Date TBA. The final examination will be cumulative and will be based on all the material covered in the course.

In-Class Exercises: In-class exercises must be done in class on the due dates given below. Students will get 20 minutes to complete these exercises towards the end of class. These exercises will be set such that they can normally be done within 15 minutes so that every student has sufficient time to answer them. I will post a set of questions on **Brightspace** one week in advance on which in-class exercises will be based. This will allow students ample time to prepare for these questions. Students will be asked to answer a sub-set of these questions in class. Grades for in-class exercises will be based on the **best 3 out of 5**. Thus the best three in-class exercises will have weight of 6.33% each.

Dates:

1st in-class exercise: Thursday, 17th September

2nd in-class exercise: Monday, 28th September

3rd in-class exercise: Thursday, 15th October

4th in-class exercise: Thursday, 29th October

5th in-class exercise: Thursday, 19th November

I will cover following chapters from the text-book. I will post lecture notes and slides on **BRIGHTSPACE**. I may add some more material as the course progresses.

Topics/Chapters:

1. Economic Development: Concepts and Measurements; Chapters 1 and 2 and Lecture Slides
2. Poverty, Income Inequality and Gender Inequality; Chapter 5 and Lecture Slides
3. Human Capital: Education, Health and Child Labor, Chapter 8 and Lecture Slides
4. Urbanization and Migration, Chapter 7 and Lecture Slides
5. Financial Markets, Chapter 15 and Lecture Slides
6. Development and Governance, Lecture Slides

Some Important Comments

1. As noted above, for students pursuing an Economics Program, Econ 329 will only count as a general elective, and NOT as an Econ course. Econ 329 cannot be used towards the 300/400 level economics course program requirement. For students in an economics program looking for a Development Economics course that counts as a 300 level econ course, you should look at Econ 320. If you would like to review your CAPP (Curriculum, Advising and Program Planning) report with an advisor, please connect with an academic advisor: Academic Advising
2. **Grade Concerns:** Students who have questions or concerns regarding their grade should discuss with me during office hours. **All concerns must be brought to my attention no later than one week after the graded material was returned.** After one week, any assigned grade is final.
3. **Failed Exams:** Failed exams cannot be retaken and no extra work can be done to improve your grade.
4. **Make-Up Mid-Term Exams:** If a student misses midterm examinations due to health reasons, family afflictions or other unforeseen circumstances, it must write the make-up mid-term examinations. The first make-up examinations will be conducted on **Friday, October 16th, 2026** and

the second one on **Friday, November 20th, 2026**. Both examinations will take place in the **DSB C122** between **15:00-15:40**. A student wishing to write a make-up mid-term examination must fill and submit the **in-course concession form** and email it to me at kumara@uvic.ca. The in-course concession form is available at In-Course Concession Form . Only those students whose requests have been approved by me will be able to write the make-up exam.

In the event that you miss the make-up exams due to illness or family affliction or other unforeseen circumstances, please consult the Academic Concessions portion of the web-site of the Registrar to determine whether you qualify for a late drop or a withdrawal under extenuating circumstances.

5. Missed In-Class Exercises : If a student misses any in-class exercises, no make-up in-class exercise will be given.

6. The in-class exercises will help you in learning the subject and prepare for examinations. However, they are not sufficient to do well in examinations and have a good grasp of the course material. Students are expected to go through all the reading material and regularly attend the lectures.

7. Academic Integrity: Academic integrity is fundamental to all scholarly work. At the University of Victoria (UVic), students are expected to comply with the university's academic regulations and must not engage in acts of dishonesty, falsification, misrepresentation, or deception in any academic work. Violations of the University's Academic Integrity Policy may result in academic or disciplinary consequences.

8. The university reserves the right to use a plagiarism software to detect violations of academic integrity.

9. 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.

10. 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.

11. Letter Grading: Numerical score (%) equivalencies used in the Department are as follows:

A+ $\geq$ 90%	B+ 77-79%	C+ 65-69%	F < 50%
A 85-89%	B 73-76%	C 60-64%	
A- 80-84%	B- 70-72%	D 50-59%	

For the grading scale and expectations, please see: Grading Scale And Expectations

12. **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.

13. **Course Policies:** The University and the Departmental course policies can be found at Course Policies.

This document summarizes departmental and university policies on academic concessions, academic integrity (plagiarism and cheating), attendance, grading, inclusivity and diversity, late adds, late assignments, repeating courses, review of an assigned grade, students with a disability, term assignments and debarment from exams, end-of-term travel plans, waitlists, and sexualized violence prevention and response.

14. **Add and Drop Deadlines:** Drop Dates: 100% Fee Reduction: September 22; 50% Fee Reduction: October 13; No Fee Reduction: October 31. Add Deadline: September 25.

15. **Appeals** Depending on the nature of your concern, the order in which you should normally try to resolve the matter is: 1. Me, the course instructor 2. the Associate Chair: econassoc@uvic.ca 3. the Associate Dean of Academic Advising 4. the Senate. If you're seeking a formal review of an assigned grade, you should also consult the regulations in the academic calendar regarding review of an assigned grade.

16. **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 classes or office hours. 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.

17. It is the responsibility of students to check their registration status and keep it up to date.

18. **Sexualized Violence Prevention and Response:** UVIC takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. Students are encouraged to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp . If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Contact svpcoordinator@uvic.ca.

19. From time to time there will be other announcements and they will be posted on BRIGHTSPACE. It is the responsibility of students to visit BRIGHTSPACE regularly.

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. 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.