Course Content
Economic development is one of the most interesting and encompassing areas in economics, especially in the context of increasing globalization and trade. The developing countries are a large and unique group representing a considerable portion of the world’s population. They share a number of common characteristics, including higher levels of poverty and income inequality, growing urban development and changing agricultural systems. There are also a number of differences within this large and diverse group of countries ranging from their historical and institutional background to climate and resources. Throughout our journey in this course we will discover and analyze the traditional and unique characteristics of the economic development experience of the world’s less developed nations. In our work we will use the tools of traditional economics, but also apply broader multi-disciplinary approaches to capture the various aspects of the development process.

Academic Calendar Description
An introduction to issues and policy problems faced by developing countries. Covers key principles, concepts and measurement issues, empirical facts, and analytical perspectives associated with economic development. Topics will include human development, inequality and poverty, population growth, education, health, and agriculture and rural development. Topics may also include urbanization and migration, role of credit markets, globalization, environment, and other current issues in development.

Prerequisites
One of ECON 103, ECON 103C, ECON 180; and ECON 104; and one of ECON 225, ENGL 135 with a minimum grade of B+, ENGL 146 with a minimum grade of B+, ENGL 147 with a minimum grade of B+, ENGR 240.

Textbook

Grading
The final grade is determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (best 2 out of 3):</td>
<td>15%</td>
</tr>
<tr>
<td>Midterms (2):</td>
<td>50%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>35%</td>
</tr>
</tbody>
</table>

Quizzes: These short in-class quizzes are intended to help you prepare for the midterms and final exam. Each quiz covers similar material to the corresponding exam. The best two quiz marks will be used for your final grade. The quiz dates are Sept. 25, Oct. 30 and Nov. 27.

Midterms: The midterm exams are scheduled for Oct. 2 and Nov. 6. The material covered on each midterm exam will be announced in class one week in advance. The midterms are not cumulative. If you miss a midterm exam
due to documented illness (see department course policies), you will have the option to write a make-up midterm or transfer the weight of the missed exam to the final exam.

**Final exam:** Second Term (April) exam timetables are posted at the end of February. The final exam is cumulative.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>F or N</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Students should review the University’s more detailed summary of grading.

**Course Policies**

This course adheres to the Undergraduate Course Policies of the Department of Economics that deal with the following issues:

- 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 examinations
- Travel plans
- Waitlists

The following policies are explicitly included because of their importance.

**Examinations**

Attendance at all scheduled examinations is mandatory. Consideration for missed examinations will be given only on the basis of documented illness, accident or family affliction, and for no other reasons. In the event of a missed final examination, students are advised to follow the procedures outlined in the University Calendar.

Students are advised not to make work or 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. There will be no special accommodation if travel plans conflict with the examination.

**Waitlist Policies**

- Instructors have no discretion to admit waitlisted students or raise the cap on the course.
- Students on the waitlist should discuss with the instructor how to ensure they are not behind with coursework in the event they are admitted.
- Registered students who do not show up in the first seven calendar days from the start of the course may be dropped from the course.
- Registered students who decide not to take the course are responsible for dropping the course, and are urged to do so promptly out of courtesy toward waitlisted students.
- Waitlist offers cease after the last date for adding courses irrespective of published waitlists.

**Academic Integrity**

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. A student who is found to have engaged in unethical academic behaviour, including the practices described in the Policy on Academic Integrity in the University Calendar, is subject to penalty by the University.
Review [What is Plagiarism](#) for the definition of plagiarism. Note: Submitted work may be checked using plagiarism detection software.

**University Policy on Human Rights, Equity and Fairness**
The University is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

See [General University Policies](#)

**Accessibility**
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, you are free to approach me; however, you must register with the [Resource Centre for Students with a Disability](#) (RCSD) for formal arrangements to be made. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

**CourseSpaces**
- CourseSpaces is used extensively for the course. All students are expected to be fully functional with the system.
- The lecture notes will be posted in CourseSpaces. Please note that the lecture notes online are only outlines of the actual lectures.
- Exam preparation materials – review sheets and practice questions – will be posted in Course Spaces.
- All announcements will be posted in CourseSpaces. Students are advised to check it frequently.

**Course Experience Survey (CES)**
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 the [CES log-in](#). You will use your UVic NetLink ID to access the survey, which can be completed 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.
- What strengths did your instructor demonstrate that helped you learn in this course?
- Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
- Please provide specific suggestions as to how this course could be improved.

**Course Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter</th>
<th>Week</th>
<th>Due Dates and Exam Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to economic development</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Comparative economic development</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Classic theories of economic growth and development</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Poverty, inequality and development</td>
<td>5</td>
<td>4</td>
<td>Quiz 1 - Sept. 25</td>
</tr>
<tr>
<td>Poverty, inequality and development (cont’d)</td>
<td>5</td>
<td>5</td>
<td>Midterm exam 1 – Oct. 2</td>
</tr>
<tr>
<td>Population growth and development</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Population growth (cont’d)</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Urbanization and rural-urban migration</td>
<td>7</td>
<td>8</td>
<td>Quiz 2 – Oct. 30</td>
</tr>
<tr>
<td>Urbanization and rural-urban migration (cont’d)</td>
<td>7</td>
<td>9</td>
<td>Midterm exam 2 – Nov. 6</td>
</tr>
<tr>
<td>Reading break – no class</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Week</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Health and education and development</td>
<td>8</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Agricultural reform and rural development</td>
<td>9</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>The last topic will be chosen from the following*:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Poverty and development</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Transitional economies and development</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>International trade and development</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>*The decision will be made collectively in class. Additional topics may be added to this list of choices.</td>
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<td></td>
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</tbody>
</table>

**E-mail correspondence**

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 begin with a salutation (e.g. Dear....), include full sentences and it must conclude with a signature that includes your full name and V#. Text message lingo should not be used.

**Electronic devices**

Electronic devices cannot be used during quizzes and exams. Using electronic devices during class – for reasons other than note taking – is distracting and I strongly encourage you to postpone that until the break or after class.