

# THE UNIVERSITY OF HONG KONG

FACULTY OF BUSINESS AND ECONOMICS

## **CCGL9025: The Political Economy of Growth and Poverty in the World**

**Second Semester 2022-23**

Instructor: Professor Yue-Chim Richard Wong  
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Office hours: Tuesday 16:30 – 18:30

### **COURSE LOGISTICS:**

Class Schedule: Wednesday, 12:30 – 14:20 pm

Lecture Room: KB223

Dr. Vera Yuen will conduct the term paper class on how to prepare the proposal and fulfil the requirements of the term paper on 15 Feb 2023. Attendance is expected.

Mr. Sheng will conduct interactive small-class tutorials to begin in the third week. Schedules to be arranged after semester starts. Attendance is required.

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.

### **COURSE DESCRIPTION:**

This course studies how poor nations have alleviated poverty through economic growth and why poverty and inequality continues to persist in rich nations. We examine the changing human economic condition throughout history, from historic times to the modern world.

Simple economic concepts on growth, technology, trade and investments are learned and used to explain why the spread of markets and globalization have fostered growth and reduced poverty in many poor nations. It has reduced global inequality, but raised inequality within and among nations.

We examine why some poor nations have failed to grow and remain mired in poverty and why poverty has not been eliminated in rich nations. We explore the role of foreign aid, legal and political institutions, poverty traps, and immigration is facilitating and preventing growth.

We examine the consequence of new technology on industrialization and globalization over the past two centuries. And how globalization itself is changing and what this means for society, politics and people.

**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 individual, state and the market in affecting growth and poverty
- (4) Attain a critical appreciation of why different individuals and groups support or oppose globalization
- (5) Appreciate how the nature of globalization has changed over the centuries and will continue to evolve.

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 are none.

**ASSESSMENT TASKS:**

Assessment Method	Assignment	Weighting	Alignment with CILOs
Written paper	Expository essay	40%	1, 2, 3, 4
Class participation	Lecture and tutorial participation	10%	1, 2, 3, 4
Simulation Game	Participation in a simulation game and a reflective journal	10%	1, 2, 3
Final Exam	A two-hour closed book written final exam scheduled during the exam period	40%	1, 2, 3, 4

There are four assessment requirements for this course:

- (1) A two-hour closed book written final exam (40%) covering topics taught in the course;
- (2) a written paper of a maximum of 1500 words as coursework (40%);
- (3) participation in a simulation game and the submission of a reflective journal (10%); and
- (4) class and tutorial participation (10%).

The course grade 100% is determined as the sum of four assessment requirements.

### **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** submit a piece of work that is also being submitted to 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 demonstrator for advice in deciding on a topic.

The final written paper is due on **14 May 2023**. 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.

Students **must submit a half-page proposal** of the paper they intend to write. The deadline for submitting the proposal is **5 March 2023** before the start of Reading Week on. 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 **optionally 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 on **16 April 2023**. Your draft has to be a complete one and with full citations (to avoid plagiarism). Otherwise, it will be returned without marking. Your grade on the paper will depend only on your final paper, and not your draft. However, plagiarism is not allowed for both draft and final submission. Penalty will be imposed for both cases.

Students can make a late submission if they wish to have their drafts marked but pass the deadline; a late penalty will be imposed on their final grade without saying. Other than submitting on Moodle, any act of sending out a draft after the deadline asking for detailed feedback will be considered as an act of late submission.

If you submit a written paper, but DID NOT submit a proposal or the proposal was NOT APPROVED, then you will FAIL this part of the assessment.

### **Simulation Game**

Dr. Vera Yuen develops a poverty simulation game using course and researched materials. It simulates people living in poverty in developing countries. Students will work in groups and make multiple rounds of decisions, then submit a reflective journal. There is nothing to prepare except attending the face-to-face class ahead.

The play is group-played for discussion. The reflective journal is individual.

The grading of the assignment requires the following:

- Attending the class fully on 22 Mar for preparation of the game (attendance will be taken).
- Attending the simulation game on 29 Mar fully from beginning to end (starting from 12:30, attendance will be taken)
- Your group has to submit decisions for all rounds (if not the whole group is considered absent).
- Filling out both pre-game & post-game surveys (tracked by student no.)
- Submitting the assignment on time.

Guiding questions for the reflective journal will be posted after the game. The submission deadline is 14 May 2023.

Therefore, **deadlines** to be observed:

Proposal (mandatory) submission —	<b>5 March 2023</b>
First draft (optional) submission —	<b>16 April 2023</b>
Final paper and reflective journal submission —	<b>14 May 2023</b>

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. The Great Escape**

\*YCR Wong, *Lecture Note 01 The Great Escape*

\*Angus Deaton, *The Great Escape: Health, Wealth, and the Origins of Inequality*. Princeton University Press, 2013.

<http://www.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/player.aspx?id=2049>

- \*Course Book Summary, *The Great Escape*

#### **II. Wealth, Income, Capital and Economic Growth**

\*YCR Wong, *Lecture Note 02 Wealth, Income, and Capital—Concepts and Tools*

#### **III. Economic Growth—Measurement, Pattern, and Theory**

\*YCR Wong, *Lecture Note 03 Economic Growth—Measurement, Pattern, and Theory*

\*Tyler Cowen and Alex Tabarrok, *Modern Principles of Economics*, 2nd edition, Worth Publishers, 2013, Chap. 24-26, pp, 461-489

\*Deidre McCloskey, "The Argument of *Bourgeois Dignity: Why Economics Can't Explain the Modern World*," 25 September 2009. <http://www.deidremccloskey.com/weblog/2009/09/25/the-argument/>

- Deidre McCloskey, "What Caused the Economic Boom of Wealth?" <https://www.youtube.com/watch?v=a0nsKBx77EQ>

#### **IV. From the Great Divergence to the Great Convergence**

\*YCR Wong, *Lecture Note 04 From the Great Divergence to the Great Convergence*

\*Richard Baldwin, *The Great Convergence*, Harvard University Press, 2016, Introduction and Part 1. <https://www.youtube.com/watch?v=EXbss0Vaj2Q>

- \*Course Book Summary, *The Great Convergence, Introduction and Part 1*

#### **V. Changes in Poverty and Inequality in the World**

\*YCR Wong, *Lecture Note 05 Changes in Poverty and Inequality in the World*

\*Martin Ravallion, "Awareness of Poverty over Three Centuries." 14 Feb 2011. <http://www.voxeu.org>

\*Xavier Sala-i-Martin and Maxim Pinkovskiy, "Parametric Estimations of the World Distribution of Income." *VOX CEPR's Policy Portal*, 22 January 2010. <http://voxeu.org/article/parametric-estimations-world-distribution-income>

[Xavier Sala-i-Martin, "The World Distribution of Income: Falling Poverty And... Convergence, Period." *The Quarterly Journal of Economics* 121, no. 2 (2006): 351-97.]

[Branko Milanovic, *Global Inequality: A New Approach for the Age of Globalization*. Harvard University Press, 2016, 299 pages.]

Branko Milanovic, *The Haves and Have-Nots: A Brief and Idiosyncratic History of Global Inequality*. Basic Books, New York, 2011, pp. 6-146.

- \*Course Book Summary, *The Haves and Have-Nots*

Cristoph Lakner and Branko Milanovic, "Global Income Distribution: From the Fall of the Berlin Wall to the Great Recession." *The World Bank Economic Review*, Volume 30, Issue 2, 1 January 2016, Pages 203–232.

\*Cristoph Lakner and Branko Milanovic, "Global Income Distribution: From the Fall of the Berlin Wall to the Great Recession." *VOX CEPR's Policy Portal*, 27 May 2014. <http://www.voxeu.org/article/global-income-distribution-1988>.

\*Daron Acemoglu, David Autor, David Dorn, Gordon Hanson, Brendan Price, "The rise of China and the future of US manufacturing." *VOX CEPR's Policy Portal*, 28 September 2014. <https://voxeu.org/article/rise-china-and-future-us-manufacturing>.

\*Tyler Cowen, "Income Inequality is Not Rising Globally. It's Falling." *The New York Times*, 19 July 2014.

\*Kenneth Rogoff, "Where is the Inequality Problem." *VOX CEPR's Policy Portal*, 8 May 2014. <https://www.project-syndicate.org/commentary/kenneth-rogoff-says-that-thomas-piketty-is-right-about-rich-countries--but-wrong-about-the-world>.

\*Caroline Freund, "Deconstructing Branko Milanovic's 'Elephant Chart': Does it Show What Everyone Thinks?" *Peterson Institute For International Economics*, 30 November 2016. <https://piie.com/blogs/realtime-economic-issues-watch/deconstructing-branko-milanovics-elephant-chart-does-it-show>

## **VI. Human Capital Theory of the Personal Distribution of Income**

\*YCR Wong, *Lecture Note 06 Human Capital Theory of the Personal Distribution of Income*

[Gary Becker, *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education*, 3<sup>rd</sup> edition, University of Chicago Press, 1994.]

## **VII. The American Experience with Poverty and Inequality**

\*YCR Wong, *Lecture Note 07 The American Experience with Poverty and Inequality*

\*Raj Chetty, John N. Friedman, Nathaniel Hilger, Emmanuel Saez, Diane Schanzenbach, Danny Yagan, "How Does Your Kindergarten Classroom Affect Your Earnings? Evidence from Project STAR." February 2011 [http://www.equality-of-opportunity.org/project\\_star/](http://www.equality-of-opportunity.org/project_star/)

\*Raj Chetty, "Equality of Opportunity Project," "Where is the Land of Opportunity? The Geography of Intergenerational Mobility in the U.S.," "Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility," Harvard University, January 2014. <http://www.equality-of-opportunity.org/>

\*Raj Chetty, John Friedman, and Jonah Rockoff, "The Long-Term Impacts of Teachers: Teacher Value-Added and Students' Outcomes in Adulthood." January 2014. [http://www.equality-of-opportunity.org/assets/documents/teachers\\_summary.pdf](http://www.equality-of-opportunity.org/assets/documents/teachers_summary.pdf)

Raj Chetty, "The Determinants of Social Mobility: New Evidence and Policy Lessons," Institute of Fiscal Studies Annual Lecture, 19 May 2014. [https://www.youtube.com/watch?v=kEGS-yr\\_8HI&feature=youtu.be](https://www.youtube.com/watch?v=kEGS-yr_8HI&feature=youtu.be)

\*Raj Chetty, "Improving Equality of Opportunity in America: New Evidence and Policy Lessons," Harvard University, 20 June 2014. (PowerPoint Notes)

\*W Bradford Wilcox, "Family Matters," *Slate*, 22 January 2014. [http://www.slate.com/articles/double\\_x/doublex/2014/01/new\\_harvard\\_study\\_where\\_is\\_the\\_land\\_of\\_opportunity\\_finds\\_broken\\_families.html](http://www.slate.com/articles/double_x/doublex/2014/01/new_harvard_study_where_is_the_land_of_opportunity_finds_broken_families.html)

\*Joe Rojas-Burke, "A birth lottery still determines who gets to live longest, healthiest life," *Association of Health Care Journalists*, 7 May 2014. <http://healthjournalism.org/blog/2014/05/a-birth-lottery-still-determines-who-gets-to-live-longest-healthiest-life/>

\*Charles Murray, "Belmont & Fishtown," *The New Criterion*, January 2012

[Charles Murray, *Coming Apart: The State of White America, 1960-2010*, Random House, 2012]

\*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>

\*Derek Thompson, "Denmark Isn't Magic," *The Atlantic*, 2 August 2016. <http://www.theatlantic.com/business/archive/2016/08/the-american-dream-isnt-alive-in-denmark/494141/>

\*Tyler Cowen, "Denmark's Nice, Yes, But Danes Live Better in U.S." *Bloomberg View*, 16 August 2016. <https://www.bloomberg.com/view/articles/2016-08-16/denmark-s-nice-yes-but-danes-live-better-in-u-s>

\*James Heckman, *The Economics of Inequality: The Value of Early Childhood Education*. <https://files.eric.ed.gov/fulltext/EJ920516.pdf>

Rasmus Landers and James J. Heckman. "The Scandinavian Fantasy: The Sources of Intergenerational Mobility in Denmark and the US." *The Scandinavian Journal of Economics*, 117(1), 2017.

\*Kevin Murphy, "Human Capital Investments, Inequality, and Growth," Becker Friedman Institute, University of Chicago, UnCommon Core Alumni Weekend, 4-7 June 2015. [https://www.youtube.com/watch?v=KevV\\_A6N-6o](https://www.youtube.com/watch?v=KevV_A6N-6o)

[Claudia Goldin and Lawrence F. Katz. *The Race between Education and Technology*, Harvard, 2007]

\*Claudia Goldin and Lawrence Katz, "The Future of Inequality: The Other Reason Education Matters So Much." *Milken Institute Review*, July 2009.

### **VIII. The Hong Kong Experience with Poverty and Inequality**

\*YCR Wong, *Lecture Note 08 The Hong Kong Experience with Poverty and Inequality*

\*YCR Wong, *Fixing Inequality in Hong Kong*. University of Hong Kong Press, 2017

Mark Rank and Thomas Hirschl, "Rags or Riches: Estimating the Probabilities of Poverty and Affluence across the Adult American Life Span." *Social Science Quarterly*. Vol. 82, No. 4, Dec 2001.

### **IX. Understanding Housing Wealth Inequality**

\*YCR Wong, *Lecture Note 09 Understanding Housing Wealth Inequality*

\*R.A., "Thomas Piketty's 'Capital'—Housing in the twenty-first century." *The Economist Blogs*, 17 June 2014. <https://www.economist.com/blogs/freeexchange/2014/06/thomas-piketlys-capital>

Odran Bonnet, Pierre-Henri Bono, Guillaume Chapelle, and Etienne Wasmer, "Does housing capital contribute to inequality? A Comment on Thomas Piketty's Capital in the 21st Century." Dept. of Economics, SciencesPo, Discussion paper, July 2014. <https://spire.sciencespo.fr/hdl:/2441/30nstiku669qlbr66l6n7mc2oq/resources/2014-07.pdf>

\*Odran Bonnet, Pierre-Henri Bono, Guillaume Chapelle, and Etienne Wasmer, "Capital is not back: A comment on Thomas Piketty's 'Capital in the 21st Century'." *VOX*, 30 June 2014. <http://voxeu.org/article/housing-capital-and-piketty-s-analysis>

\*C.R., "NIMBYs in the twenty-first century." *The Economist Blogs*, 25 March 2015.

<https://www.economist.com/blogs/freeexchange/2015/03/wealth-inequality>

\*Editor Briefing, "Land-shackled economies–The paradox of Soil." *The Economist*, 4 April 2015.

<https://www.economist.com/news/briefing/21647622-land-centre-pre-industrial-economy-has-retained-constraint-growth>

\*Gianni La Cava, "Piketty's rising share of capital income and the US housing market." *VOX*, 8 October 2016.

<http://voxeu.org/article/piketty-s-housing-capital-results-new-us-facts>

\*Scott Beyer, "The Verdict Is In: Land Use Regulations Increase Housing Costs." *Forbes*, 30 September 2016.

<https://www.forbes.com/sites/scottbeyer/2016/09/30/the-verdict-is-in-land-use-regulations-increase-housing-costs/#241bf8d4162a>

\*Scott Beyer, "Tokyo's Affordable Housing Strategy: Build, Build, Build." *Forbes*, 12 August 2016.

<https://www.forbes.com/sites/scottbeyer/2016/08/12/tokyos-affordable-housing-strategy-build-build-build/2/#2fb27a6ff5ea>

\*Edward Glaeser, "Reforming Land Use Regulations." *Brookings Report*, 24 April 2017.

<https://www.brookings.edu/research/reforming-land-use-regulations/>

\*Richard Florida, "The Urban Housing Crunch Costs the US Economy About \$1.6 Trillion a Year," *The Atlantic*, 18 May 2015. (Reporting on research by Chang-Tai Hsieh and Enrico Moretti.)

<http://www.citylab.com/housing/2015/05/the-urban-housing-crunch-costs-the-us-economy-about-16-trillion-a-year/393515/>

[Chang-Tai Hsieh and Enrico Moretti, "Housing Constraints and Spatial Misallocation." 7 May 2018.

<https://faculty.chicagobooth.edu/chang-tai.hsieh/research/growth.pdf>

\*Chuck DeVore, "Piketty Vs. Rognlie\_ Land Use Restrictions Inflate Housing Values, Drive Wealth Concentration." *Forbes*, 22 July 2015.

<https://www.forbes.com/sites/chuckdevore/2015/07/22/piketty-vs-rognlie-land-use-restrictions-inflate-housing-values-drive-wealth-concentration/#5bd2095d4698>

\*Matthew Yglesias, "This 26-year-old grad student didn't really debunk Piketty, but what he did do is just as important." *VOX*, 1 April 2015.

<https://www.vox.com/2015/4/1/8320937/this-26-year-old-grad-student-didnt-really-debunk-piketty-but-what-he>

[Mathew Rognlie, "Deciphering the Fall and Rise in the Net Capital Share: Accumulation or Scarcity?" *Brookings Papers on Economic Activity* 46 (1), pp. 1–69, Spring 2015]

YCR Wong and PW Liu, "The Distribution of Benefits Among Public Housing Tenants in Hong Kong and Related Policy Issues", *Journal of Urban Economics*, Vol. 23, No. 1, January 1988, pp. 1-20.

\*YC Richard Wong, *Hong Kong Land for Hong Kong People: Fixing the Failures of Our Housing Policy*, Hong Kong University Press, Hong Kong, January 2015, 219 pages

## **X Poverty and Development in Poor Countries I-II**

\*YCR Wong, *Lecture Note 10: Poverty and Development in Poor Countries I-II*

\*Jeffrey Sachs, "The Case for Aid," *Foreign Policy*, 21 January 2014.

<http://foreignpolicy.com/2014/01/21/the-case-for-aid/>



[Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time*, New York: Penguin Press, 2005]

Jeffrey Sachs, "Aid Ironies", *Huffington Post*, 24 May 2009.

\*William Easterly, "Why doesn't Aid Work?" *Cato Unbound*, 2 April 2006. <http://www.cato-unbound.org/2006/04/02/william-easterly/why-doesnt-aid-work>

[William Easterly, *The White Man's Burden*, Penguin, 2006]

Easterly, W (2009), "Sachs Ironies: Why Critics are Better for Foreign Aid than Apologists", *Huffington Post*, 25 May.

\*Hernando De Soto, *The Other Path: The Invisible Revolution in the Third World*, Harper & Row, 1989, chap. 1, 3, 5 and 6.

- \*Course Book Summary, *The Other Path*
- [http://www.dailymotion.com/video/xdwv0d\\_walk-the-talk-with-hernando-de-soto\\_news?ralg=meta2-only#from=embed-playreloff-7](http://www.dailymotion.com/video/xdwv0d_walk-the-talk-with-hernando-de-soto_news?ralg=meta2-only#from=embed-playreloff-7)

## **XI Poverty and Development in Poor Countries III-V**

\*YCR Wong, *Lecture Note 11: Poverty and Development in Poor Countries III-V*

\*Abhijit V Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Public Affairs, 2011.

- \*Course Book Summary, *Poor Economics*
- <http://pooreconomics.com/> and <http://www.youtube.com/watch?v=cUYzqAFrY8Y> or [http://www.youtube.com/watch?v=yNdu\\_ iyVdAc](http://www.youtube.com/watch?v=yNdu_ iyVdAc)

\*Paul Collier, *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*, Oxford University Press, 2007, chap. 1-5.

- \*Course Book Summary, *The Bottom Billion*
- [http://www.ted.com/talks/paul\\_collier\\_shares\\_4\\_ways\\_to\\_help\\_the\\_bottom\\_billion.html](http://www.ted.com/talks/paul_collier_shares_4_ways_to_help_the_bottom_billion.html)

\*Xavier Sala-i-Martin and Maxim Pinkovskiy, "African poverty is falling...much faster than you think." *VOX CEPR's Policy Portal*, 6 December 2010. <https://voxeu.org/article/african-poverty-falling-faster-you-think>

\*Eric Posner and Glen Weyl, "A Radical Solution to Global Income Inequality: Make the U.S. More Like Qatar," *New Republic*, 7 November 2014.

- <https://newrepublic.com/article/120179/how-reduce-global-income-inequality-open-immigration-policies>

## **XII. Hyper Globalization and Technology**

\*YCR Wong, *Lecture Note 12 Hyper Globalization and Technology*

\*Richard Baldwin, *The Great Convergence*, Harvard University Press, 2016, Chap 4-6.

[Jonathan Haskel and Stian Westlake, *Capitalism without Capital*, Princeton University Press, 2017.]  
<https://www.youtube.com/watch?v=6UA4Uh0A5oQ>

### **XIII. Future Society and Politics**

\*YCR Wong, *Lecture Note 13 Future Society and Politics*

Eric Schmidt and Jared Cohen, *The New Digital Age: Reshaping the Future of People, Nations and Business*, Knopf, 2013.

- \*Course book summary, *The New Digital Age*
- <https://www.youtube.com/watch?v=OuglleOqlw0>

\*Peter F Drucker, "The New Pluralism", *Leader to Leader*, No. 14, Fall, 1999.

\*Peter F Drucker, "The Next Society: A Survey of the Near Future", *The Economist*, Vol. 361, No. 8246, 3-9 November 2001.

\*Peter F Drucker, "The New Workforce – Knowledge Workers are the New Capitalists", *The Economist*, Vol. 361, No. 8246, 3-9 November 2001.

Moises Naim, *The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being In Charge Isn't What It Used to Be*, Basic Books, 2014.

- \*Course book summary, *The End of Power*
- <https://www.youtube.com/watch?v=YKJPI43307I>

\*Tim Harford, "We are Still Waiting for the Robot Revolution," *Financial Times*, 30 June 2017.  
<http://timharford.com/2017/07/we-are-still-waiting-for-the-robot-revolution/>

\*Lawrence Summers, "The Economic Challenge of the Future: Jobs," *Wall Street Journal*, 7 July 2014.  
<http://larrysummers.com/2014/07/07/the-economic-challenge-of-the-future-jobs/>.

- \*Lawrence Summers, "Which type of capitalism works best to build economic and social value?" *Conference on Inclusive Capitalism*, Mansion House and Guildhall, London, 27 May 2014. <https://www.youtube.com/watch?v=29bAmvfUxbE>

[Jonathan Haskel and Stian Westlake, *Capitalism without Capital*, Princeton University Press, 2017.]

### **Study Load:**

<b>Activities</b>	<b>Number of hours</b>
Lectures	22
Tutorials	8
Reading / Self-study	72
Preparation of case/data analysis for tutorials	12

Assessment: Written paper	30
Assessment: Final exam	2
Assessment: Simulation game and reflective journal	4
Total:	150

**Course Learning Outcomes (CLOs) and Alignment with Common Core Programme Learning Outcomes (CC PLOs):**

CLOs – On completing the course, students will be able to:		Alignment with CC PLOs
1.	Understand and critically interpret key economic concepts and ideas through applying them to quantitative data on growth and poverty across the world and over time.	1, 2
2.	Understand and critically interpret and reflect upon interacting economic and political dimensions of growth and poverty.	1, 2
3.	Understand 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.	1, 2, 3
4.	Understand and critically interpret and reflect upon the relationship between issues of growth and poverty and its broader relationship with human development.	1, 2, 3, 4

**Assessment Tasks:**

Assessment Method	Details of Assignment	Weighting	Alignment with CLOs
Written paper	Expository essay	40%	1, 2, 3, 4
Class participation	Lecture and tutorial participation	10%	1, 2, 3, 4
Final Exam	A two-hour closed book written final exam scheduled during the exam period	10%	1, 2, 3, 4
Simulation Game	Participation in a simulation game and a reflective journal	40%	1, 2, 3

**Standards of Assessment:**

Grade	Criteria and Standards
Course Level Grade Descriptors	
A+, A. A-	Show superior grasp of all aspects of the course and demonstrate strong evidence of original thinking and evidence of extensive knowledge base in the subject area.

B+, B, B-	Show reasonable grasp of the key aspects of the course and demonstrate good evidence of original thinking and evidence of reasonable knowledge base in the subject area.
C+, C, C-	Show acceptable coverage of most aspects of the course, and demonstrate some evidence of original thinking and evidence of acceptable knowledge base in the subject area.
D+, D	Show marginal coverage of some aspects of the course, and demonstrate marginal evidence of original thinking and evidence of marginal knowledge base in the subject area.
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.

### **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/>
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 fulfillment 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. It is an attempt to get credit for work that will earn credit elsewhere.

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