



**LUND**  
UNIVERSITY

School of Economics and Management

## **EKHM82, Economic History: Human Capital in a Historical Perspective, 7.5 credits**

*Ekonomisk historia: Humankapital i ett historiskt perspektiv, 7,5 högskolepoäng*

Second Cycle / Avancerad nivå

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### **Details of approval**

The syllabus was approved by The Board of the Department of Economic History on 2016-11-08 and was last revised on 2016-11-08. The revised syllabus applies from 2017-01-16, spring semester 2017.

### **General Information**

This is an optional course at the graduate level, which can become part of a Master of Science degree, for the master's programmes EAEUT Economic Development and Growth, EAETU Economic Growth, Population and Development, EAISD Innovation and Spatial Dynamics and EAGCH International Economics with a Focus on China. It can also be studied as a single-subject course. The language of instruction is English.

*Language of instruction:* English

*Main field of studies*

Economic History

*Depth of study relative to the degree requirements*

A1N, Second cycle, has only first-cycle course/s as entry requirements

### **Learning outcomes**

This course aims to develop an understanding of the principle issues relating to human capital formation, while providing opportunities to develop a range of key skills. Upon completion of the course, the students should acquire advanced knowledge about human capital theory and the relationship between human capital, economic growth and equality. In particular, emphasis is placed on empirical founded knowledge referring to the long-term development of these relations.

More specifically, to pass the assessments students should be able to:

## Knowledge and understanding

- understand the underlying empirical approaches used to evaluate these models and show familiarity with empirical work testing their predictions
- present a theoretically-based analysis on a key issue relating to human capital in the broader context of economic history set in a specific country or region

## Competence and skills

- be able to apply theory and empirics to relevant problems and policy areas whilst being aware of limitations of theory as well as of data

## Judgement and approach

- understand and critically evaluate human capital theory as well as competing theories concerning education as an economic and social phenomenon
- analyse the role of human capital in long-term economic change
- assess effects of large-scale expansions of education on economic and social change

## Course content

The content of the course is determined by lectures, teaching material, seminars, and the course literature.

This course explores a range of subjects concerning human capital, historically and comparatively. The focus is on human capital formation, broadly defined, and the role of education in the economy and policy using historical, comparative, and current perspectives. Topics include the theory of human capital, the role of education in economic growth and income distribution as well as for individual careers and family formation, and equality along different lines. The course relates to both macro- and micro-level topics, all within the broader context of economic history.

Human capital is often considered an important determinant to economic growth and a strategic factor with respect to productivity. In this course, theoretical foundations as well as empirical evidence are reviewed and critically examined. Different concepts and methods for the measurement of human capital are studied. Human capital formation and its implications for macro-economic performance as well as for individual well-being are analysed from a historical point of view, in particular during the first, second, and third industrial revolution. The relation between human capital and equality is studied from several perspectives. In many different contexts, changes in the education system have often been motivated by a political ambition to diminish social inequality begging the question to what extent has human capital formation through education been important in promoting equality. Moreover, education has been a measure to overcome gender inequality, which makes questions relating to gender gaps in education and new forms of gender inequality relevant. From a comparative point of view, we ask to what extent are experiences from the western world applicable to the developing economies today

## Course design

The course is designed as a series of lectures, exercises, seminars and work with projects reports.

## Assessment

Grading is based on individual performance, via written exams, papers, presentations, and other mandatory activities. Examination may draw on information presented in class as well as the course literature.

The University views plagiarism very seriously, and will take disciplinary actions against students for any kind of attempted malpractice in examinations and assessments. The penalty that may be imposed for this, and other unfair practice in examinations or assessments, includes suspension from the University.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## Grades

Marking scale: Fail, E, D, C, B, A.

At the School of Economics and Management grades are awarded in accordance with a criterion-based grading scale UA:

A: Excellent

B: Very good

C: Good

D: Satisfactory

E: Sufficient

U: Fail

### Grade (Definition). Characteristic

**A** (Excellent). A distinguished result that is excellent with regard to theoretical depth, practical relevance, analytical ability and independent thought.

**B** (Very good). A very good result with regard to theoretical depth, practical relevance, analytical ability and independent thought.

**C** (Good). The result is of a good standard with regard to theoretical depth, practical relevance, analytical ability and independent thought and lives up to expectations.

**D** (Satisfactory). The result is of a satisfactory standard with regard to theoretical depth, practical relevance, analytical ability and independent thought.

**E** (Sufficient). The result satisfies the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought, but not more.

**F** (Fail). The result does not meet the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought.

To pass the course, the students must have been awarded the grade of E or higher.

Students who do not obtain grades A-E on their written class room exam will be offered opportunities to retake the exam in which case the student will be assessed according to regular procedure. In the case of home exams that are handed in after

the set deadline the teacher can: a) hand out a new exam which will be assessed according to regular procedure, b) may penalize the student by handing out a lower grade on the assignment in question unless the student can demonstrate special circumstances for the delay.

## **Entry requirements**

Students accepted for the following Master's programmes are qualified for this course: EATEU Economic Growth, Population, and Development, EAEUT Economic Growth and Development, EAISD Innovation and Spatial Dynamics, EAGCH International Economics with a Focus on China. Other students applying for this course should have at least 60 credit points in either economic history, business administration, economic and social geography, economics, history, sociology or the equivalent knowledge.

## **Further information**

This course was previously labelled EKHP15 and EKHM34, and cannot be included in the same degree as this course.

## Subcourses in EKHM82, Economic History: Human Capital in a Historical Perspective

Applies from V17

1601 Human Capital in a Historical Perspective, 7,5 hp  
Grading scale: Fail, E, D, C, B, A