

Course title: Globalization, Human Development and Sustainability: Politics and Policies in the framework of the 2030 Agenda**Language of instruction:** English**Professor:** Dr. Andrea Noferini**Professor's contact and office hours:** andrea.noferini@upf.ed**Course contact hours:** 45**Recommended credit:** 6 ECTS credits**Course prerequisites:** There are no pre-requisites for the course". Fundamentals In economics, international relations, political science are welcomed but not compulsory.**Language requirements:** Recommended level in the European Framework B2 (or equivalent : Cambridge Certificate if the teaching language is English, DELE or 3 semesters in the case of Spanish)**Course focus and approach:** The course aims at introducing students to the most salient aspects of the debate around globalization, development and international cooperation. Classical views on development will be contrasted with more contemporary approaches such as: The Agenda 2030 framework, no-one living behind principle, whole-of-society-approach, multilevel governance and multi-stakeholder participation.**Course description:** Increasing inequalities, climate change, the transition towards new and more sustainable models of production and consumption, urbanization and migrations represent some of the most urgent challenges of our globalized world. How globalization reshapes wealth and opportunities around the world? Is globalization a force for good, enabling poor nations to lift themselves up from poverty or does it create vast opportunities only for a small minority.

Starting from the approval of the 2030 Agenda by the UN system, states and government dispose now, for the first time in our era, of a universally agreed agenda that established 17 goals and 176 targets. The Sustainable Development Goals (SDGs) provide governments with a set of guidelines, values and principles that will define policy reforms and public interventions for the next decades. Some lessons from our recent past alert however about the risk of low implementation or failure for such 'big plans'. Indeed, in the last five decades the international community has already been spending more than 2,3 trillion of dollars but the path towards sustainable human development seems to be still full of obstacles and constraints.

The course combines analytical tools and categories stemming from political science, international relations, economic geography, urban studies, European Integration studies, public policies and development economics. The objective of this course is to introduce the student to the most salient aspects of the debate around development and international cooperation. The first part will be dedicated to shed light and define fundamentals concepts and categories of these debates such as globalization, development, poverty, inequalities. Classical views on development will be contrasted with more contemporary approaches such

as: no-one living behind, whole-of-society-approach, territorial local economic development, multilevel governance and multi-stakeholder participation.

A special emphasis will be devoted to the role of national governments, international agencies and cities in the implementation of the Sustainable Development Goals and their role in answering to the demands coming from citizens and social groups. The main objective of the course will be on outlining the institutional and political mechanisms of international development, as well as examine their impact in developing territories and beneficiaries. The EU – as the main donor of official development assistance – conducts, for example, several development programmes and projects that not only seek to provide funds but also to involve local and non-public stakeholders. Relying upon these different sources, the course will provide an important set of examples and real cases about what work (and does not work) in development cooperation such as most innovative and more participative practices in international cooperation.

Learning objectives:

1. To trace, critically analyze and explain the dynamics of development cooperation both from a historical and social science perspective (political science, economics, international relations,.)
2. To compare and contrast the attitude towards globalization, development and inequalities with national traditions in order to highlight points of convergence and divergence
3. To show a capacity for synthesis as regards the politics and the institutions of the international scenario of cooperation policies and globalization
4. To demonstrate an appropriate use of vocabulary and terminology when referring to globalization debate
5. To develop critical skills useful in the understanding of the drivers of development cooperation and human development
6. Understanding the multilevel and multi-actor scenario of international cooperation aid (Who does what?)
7. Grasping the most relevant guiding principles of contemporary international aid.

Course workload: The course aims at encompassing a number of different teaching approaches all of which shift the focus from the teacher delivering course content to the student actively engaged with the course content. The main goal consists in allowing students to purposefully interact with course content while in class as well as interact with each other in structured learning activities. Some examples of active learning formats that will be employed in the course will include:

- Focused writing assignments to check understanding of course content (5-Minute Paper)
- Creating an individual summary about a topic, discussing it with a partner, then sharing the pair's discussion with the whole class (Think-Pair-Share)
- Small group exercises where students apply course content to a real-world situation and work toward a solution (Case-based Learning)
- Other activities such as: the definition of concept maps, field trips, oral presentation, role play, etc...

Diversity / blended learning: the course is aimed at combining online educational materials and opportunities for interaction online with traditional place-based classroom methods. For these goals, the course is going to use different instruments and tools such as:

- Virtual platform such as Moodle
- Twitter and other social media that can contribute to keep the students' attention and interest alive also outside the classroom
- Flipped classroom methodologies in which students get the input they would traditionally receive from the lecture or lesson in the form of videos or set texts that they study before class. Then in the classroom they do more practical work (similar to the kinds of tasks they would usually do as homework) while the teacher monitors and acts as support.
- Self-blend – Students choose to augment their traditional learning with online course work.

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Finally, depending on the availability of Catalan public administrations, it is possible to organize a visit-trip at the Catalan Agency for Development and Cooperation (or equivalent) or similar organizations.

Teaching methodology: The format of the course will be based around weekly lectures. Each lecture will present a coherent set of topics with prescribed readings. All classes will begin with a brief review of the key ideas of the session. It is assumed that students will come to class well-prepared and they are expected to actively participate in class discussions. Lecture format will be integrated with slides, active use of Internet web pages, student presentations, work groups, special activities, seminars, and round tables. Since the relevance of our topics on mass media, video and press releases, all these materials will be widely used.

Assessment criteria:

- Attendance (Mandatory)
- Participation (INDIVIDUAL + GROUP EXERCISES) 30%
- Final public presentation 20%
- Mid-Term Exam 25%
- Final Exam 25%

Class Participation (30%): Students involvement throughout the course will be closely monitored by the instructor and includes various aspects. Students will be asked to PARTICIPATE AT THE INDIVIDUAL LEVEL and to participate in group activities or exercises.

Mid-Term and Final Exams (25%+25%): The mid-term and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The mid-term examination will be used to allow you to divide your study time into two separate halves. The written mid-term examination will cover the first module of the course whilst the final examination will only cover material presented and discussed in the second half of the course.

Power Point Presentation (20%): At the beginning of the course, students will be grouped. According to instructor’s guidelines, each group will be responsible for a specific issue related to development cooperation and international aid. A final formal presentation (Power Point Presentation) will be due in class. The evaluation of this exercise will take into account both the structure and relevance of information provided in the PowerPoint presentation as well as the clarity in the oral explanation and apt time management.

BaPIS absence policy

Attending class is mandatory and will be monitored daily by professors. Missing classes will impact on the student’s final grade as follows:

Absences	Penalization
Up to two (2) absences	No penalization
Three (3) absences	1 point subtracted from final grade (on a 10-point scale)
Four (4) absences	2 points subtracted from final grade (on a 10-point scale)
Five (5) absences or more	The student receives an INCOMPLETE (“NO PRESENTADO”) for the course

The BaPIS attendance policy **does not distinguish between justified or unjustified absences.** The student is deemed responsible to manage his/her absences.

Only absences for medical reasons will be considered justified absences. The student is deemed responsible to provide the necessary documentation. Other emergency situations will be analyzed on a case by case basis by the Academic Director of the BaPIS.

The Instructor, the Academic Director and the Study Abroad Office should be informed by email without any delay.

Classroom norms:

- No food or drink is permitted in class.
- Students will have a ten-minute break after one one- hour session.
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Weekly schedule

WEEK 1

- What do we know about Globalization?
- Globalization and its multiple definitions
- Globalization: old or new phenomenon?
- The alternative definitions for Globalization

Readings:

Scholte, A., 2007, Defining Globalization, C L M. E C O N O M Í A, 10 NEW TENDENCIES OF GLOBALIZATION available at <http://www.clmeconomia.jccm.es/pdfclm/scholte.pdf>

WEEK 2

- Measuring Globalization
- Composite indexes of Globalization
- The degree of enmeshment in economic, political, cultural, finance dimensions
- In-group exercise

Readings:

1. Al-Rodhan, N. R., & Stoudmann, G. (2006). Definitions of globalization: A comprehensive overview and a proposed definition. Program on the Geopolitical Implications of Globalization and Transnational Security, available here <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.472.4772&rep=rep1&type=pdf>

WEEK 3

- The results and the impact of Economic Globalization
- Economic Globalization vs Globalization
- The impact of global markets on citizens
- Dani Rodrik's Trilema

Readings:

1. Rodrik, D. 2011, The Globalization Paradox: Democracy and the Future of the World Economy, (only the Introduction and Chapter 1), NY: W. W. Nortons
2. The Real Winners and Losers of Globalization, By Branko Milanovic, October 25, 2012 available here <https://www.theglobalist.com/the-real-winners-and-losers-of-globalization/>

WEEK 4

- Human Development and Economic Growth
- How to measure human well-being?
- Growth and development
- Human Development Index

Readings:

Amartya Sen, 2000, Development as Freedom, Chapter 1

WEEK 5

- The 2030 Agenda and the implementation of the SDGs
- The definition of the 17 SDGs
- Global agendas and governance through goals
- Monitoring and Reporting to UN systems

Readings:

1. Sachs, Jeffrey D., Guido Schmidt-Traub, Mariana Mazzucato, Dirk Messner, Nebojsa Nakicenovic, Johan Rockström, 2019, "Six Transformations to Achieve the Sustainable Development Goals (SDGs), Working Paper August 2019, Sustainable Development Solutions Network. https://irp-cdn.multiscreensite.com/be6d1d56/files/uploaded/190830-Six-Transformations_working-paper.pdf
2. New Urban Agenda 2017, available here <http://habitat3.org/wp-content/uploads/NUA-Spanish.pdf>

WEEK 6

- What poverty is and who the poor are
- Defining poverty
- Absolute and relative measures of poverty
- Millennium Development Goals

Readings:

1. Narayan, Deepa with Raj Patel, Kai Schafft, Anne Rademacher and Sarah Koch-Schulte. 2000. Voices of the Poor: Can Anyone Hear Us? New York, N.Y.: Published for the World Bank, Oxford University Press. Only Introduction available here: <http://documents1.worldbank.org/curated/en/131441468779067441/pdf/multi0page.pdf>

WEEK 7

- The mainstream view about development and international cooperation: Jeffrey Sachs

Readings:

1. Jeffrey Sachs, 2005, The End of Poverty: Economic Possibilities for Our Time, New York: The Penguin Press (Introduction)
2. Esther Duflo and Jeffrey Sachs on poverty in developing nations - Currents - The New Yorker available here: <https://www.youtube.com/watch?v=8eJRRCBiTOs>

WEEK 8

- The Bottom Billion and the notion of failed State: Paul Collier

Readings:

1. Paul Collier, 2007, The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It, Oxford University Press, (Introduction)
2. TED TALK 2008, Around the world right now, one billion people are trapped in poor or failing countries. How can we help them? Economist Paul Collier lays out a bold,

compassionate plan for closing the gap between rich and poor available here:
https://www.ted.com/talks/paul_collier_the_bottom_billion?language=ml

WEEK 9

- The Followers and the Searcher: an alternative view to development cooperation by William Easterly

Readings:

William Easterly, 2006, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, New York: The Penguin Press (Introduction)

WEEK 10

Student's presentations

Required readings:

Required readings: On line Course reading pack prepared by the professor

Recommended Bibliography

- Rodrik, D. 2011, *The Globalization Paradox: Democracy and the Future of the World Economy*, (only the Introduction and Chapter 1), NY: W. W. Norton
- Stiglitz, J. 2012, *The price of inequality*, Taurus, Madrid (only the Introduction) 9
- Stiglitz, J. 2006, *Making Globalization Work*, Taurus, (Chapter 1: Another World is Possible)
- Krugman, P. 2004 *Internationalism modern criticizes Barcelona*, Pocket Library (Chapter 1: Competitiveness: a dangerous obsession, Chapter 7: What students should learn about international trade)
- European Commission, 2011, *Trade, Growth and World Affairs: Trade Policy as a Core Component of the EU's 2020 Strategy*, DG Trade, Brussels
- Rodrik, D., 2010, *Diagnostic before Prescription*, in *Journal of Economic Perspective*, Volume 24, N. 3, pg.33-44 Development, Working Paper 177, September.
- Jeffrey Sachs, 2005, *The End of Poverty: Economic Possibilities for Our Time*, New York: The Penguin Press (Introduction)
- Paul Collier, 2007, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, (Introduction)
- European Development Report, 2009, *Overcoming Fragility in Africa*, European University Institute, Florence available at <http://erd.eui.eu/erd-2009/>
- Koppel, J, 2010, *World Rule: Accountability, Legitimacy and the Design of Global Governance* (University of Chicago Press, 2010),
- William Easterly, 2006, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, New York: The Penguin Press (Introduction)
- Esther Barbé, 2010, (Ed.) *The European Union beyond its borders Towards the Transformation of the Mediterranean and Eastern Europe?*, Madrid: Tecnos, pp. 109-131.

- Enlargement in the evolution of the EU - Speech by EU Commissioner Rehn (20January 2006: London) available at http://www.eu-un.europa.eu/articles/fr/article_5597_fr.htm
- Official Development Assistance in Latin America and the Caribbean 2010: some trends <http://idl-bnc.idrc.ca/dspace/bitstream/10625/46390/1/132887.pdf> Drezner (2001), - Is Globalization all it is cracked up to be?, *Review of International Political Economy* 8 (1).
- Krugman, Paul – *International Economics: Theory and Policy*, Addison-Wesley, 2009
- Keohane and Nye (2000), What's New? What's Not? *Foreign Policy* Vol. 118 (1).
- Rodrik, D., 2010, Diagnostic before Prescription, in *Journal of Economic Perspectives*, Volume 24, N. 3, pg.33-44 Development, Working Paper 177, September.
- Hausmann, Ricardo, Dani Rodrik, and Andres Velasco. 2008. "Growth Diagnostics." Chap. 15 in *The Washington Consensus Reconsidered: Towards a New Global Governance*, ed. J. Stiglitz and N. Serra. New York: Oxford University Press.

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