

**Course title:** Globalization, Development and Social Cohesion: which role for International Development Cooperation?

**Language of instruction:** English

**Professor:** Dr. Andrea Noferini (Department of Political Science)

**Professor's contact and office hours:** 20.100 (by appointment)

**Course prerequisites:** There are no pre-requisites for the course". Fundamentals In economics, international relations, political science are welcomed but not compulsory.

**Language requirements:** English

**Course focus and approach:** The course focuses around three basic questions:

1. What is Globalization? How do we measure Globalization? And, what is the impact of Globalization on citizens' living conditions?
2. What is Poverty? Can be Poverty considered as the mere lack of money? How do we define Human Development? Why is poverty a different from social cohesion? Who are the Poor and where are they?
3. Why has International Aid failed to rescue poor states? Why Official Development Assistance does not work? In the end, the West spent 2.3 trillion on foreign aid over last 5 decades, BUT did not managed to get .12 cent medicine to children to prevent malaria deaths!

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The course explores the most salient debates on international development cooperation as well as on global governance, poverty reduction, inequalities and social cohesion. The main goal is to critically review the role of national states in the era of globalization.

Methodologically, the course will apply different didactic formats in which the direct involvement of students will be required. Throughout the course students will be ask to present individually and in group, to prepare and illustrate complex arguments, to assume different roles (role play and simulation games) and to actively participate to our in-class debates. The course will use multimedia materials and will also extensively use press releases and updated sources related to the debate on international cooperation.

**Course description:** 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? In 2007 leading economist Dani Rodrik did wonder how Globalization reshapes wealth and opportunity around the world. Ten years later, according to World Bank statistics, poverty is still persistent and it affects more than 1,000 million of human beings. Why?

In the rhetoric of the rich world, cooperation for development has historically been a fundamental objective for various international actors such as the United Nations (UN), the Organisation for Economic Co-operation and Development (OECD), the World Bank (WB) and the European Union (EU). In spite of these enormous efforts – 2, 3 trillions of dollars in the last five decades - international cooperation seems to have not been very effective. The path of sustainable human development is still full of obstacles and constraints represented, in many cases, by failed states, corrupt and clientelistic bureaucracies, selfish and profit oriented economic agents and aid agencies, and naïve and underfinanced nongovernmental organizations.

The objective of this course is to introduce the student to the most salient aspects of the debate around development and international cooperation. A special emphasis will be devoted to the

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role of main international agencies and national states. The main thrust 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 by using real example and programmes. Moreover, as international cooperation, from a multilevel and holistic perspective implies not only the participation of public organizations, the course will observe the most innovative and more participative practices in international cooperation. The EU – as the main donor of official development assistance - conducts several development programmes and projects that not only seek to provide funds but also to involve local and no-public stakeholders. Relying upon these different sources, the course will provide an important set of examples and real cases about what work (and do not work) in development cooperation.

**Learning objectives:** The main objectives of the course consist in:

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

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**Course workload:** The format of the course will be based around weekly lectures. Each lecture will present a coherent set topic with prescribed readings. 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. Finally, depending on the 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).

**Teaching methodology:** 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. Students must complete the readings before the date for which they are listed in the course outline. Along the course, students must offer one or more oral and public presentations.

**Assessment criteria:**

- |                            |           |
|----------------------------|-----------|
| • Attendance               | Mandatory |
| • Individual Participation | 15 %      |
| • In-class group exercises | 30 %      |
| • Mid-Term Exam            | 25 %      |
| • Final Project            | 30 %      |

Individual Participation (15%): Students involvement throughout the course will be closely monitored by the instructor and includes various aspects.

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In-class group exercise (30%): The methodology of the course is based on the active participation of students during the class hours. Practical exercises and simulations will be used in order to link theoretical aspects and contents to the real world of international development. Active search of current data, figure, official political positions, etc...will be some of the required tasks.

Mid-Term (25%): The mid-term is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives. It tests 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

Final Project (30%): The final project allows students to choose a topic from the course and to present it to the rest of the class. The project is a team project and it is aimed at deepening some of the most relevant topics of the course. More information will be given during the course. 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.

**Absence policy**

After the add/drop, all registrations are considered final and **HESP Absence Policy** begins to apply. For the academic year 2011-2012, such policy is as follows:

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

<b>Absences</b>	<b>Penalization</b>
<i>Up to two (2) absences</i>	<i>No penalization</i>
<i>Three (3) absences</i>	<i>1 point subtracted from final grade (on a 10 point scale)</i>
<i>Four (4) absences</i>	<i>2 points subtracted from final grade (on a 10 point scale)</i>
<i>Five (5) absences or more</i>	<i>The student receives an INCOMPLETE ("NO PRESENTAT") for the course</i>

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

*Emergency situations (hospitalization, family emergency...) will be analyzed on a case by case basis by the Academic Director of the HESP.*

**Classroom norms:**

- No food or drink is permitted in class
- Students will have a ten-minute break after one one- hour session
- Since some classes might require the active search of data and figures on real time, PC and notebooks are welcome

**Weekly schedule**

**WEEK 1**

**Introduction of the course, methodology and evaluation system**

**WEEK 2**

**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 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:**

Rodrik, D. 2011, The Globalization Paradox: Democracy and the Future of the World Economy, (only the Introduction and Chapter 1), NY: W. W. Nortons

**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, Chapt.1, available at <http://www.uio.no/studier/emner/matnat/ifi/INF9200/h12/readings/papers/Sen.pdf>

**WEEK 5**

**What poverty is and who the poor are**

- Defining poverty
- Absolute and relative measures of poverty
- Millennium Development Goals

**Readings:**

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://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124138742310/synthes.pdf>

**WEEK 6**

**Mid term evaluation**

**WEEK 7**

**International institutions and official development aid**

- The World Bank and IMF
- The HDI and United nations' MDGs
- Countries' commitment to the ODA: the current debate

**Readings**

Material taken from OECD Development Co-operation Directorate (DCD-DAC) available here <http://www.oecd.org/dac/>

### **WEEK 8**

#### **The mainstream view about development and international cooperation: Jeffrey Sachs**

Reading:

Jeffrey Sachs, 2005, *The End of Poverty: Economic Possibilities for Our Time*, New York: The Penguin Press (Introduction)

### **WEEK 9**

#### **The Bottom Billion and the notion of failed State**

Reading:

Paul Collier, 2007, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, (Introduction)

### **WEEK 10**

#### **The Followers and the Searcher: an alternative view to development cooperation**

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 11**

#### **Student's presentations**

The sessions also includes alternative and more dynamic format in which students are asked to fully participate. As a way of example, we present some formats:

**SPECIAL SESSION 1: Comparing IGOs.** Choose an international organization among the following ones: United Nations, European Union, World Trade Organization, World Bank, International Monetary Fund. For each of the selected IGOs, describe: 1. Origin (year) and institutional goal: mission, vision, objectives; 2. Composition, membership and funding schemes: number and typology of members, financial contribution schemes, relative percentage of contributions (%), spending; 3. Institutional design and decision making: Main bodies and decision-making mechanisms.

**SPECIAL SESSION 2: By using the multidimensional concept of poverty, try to critically review and comment BREAD and ROSES movie by K. Loach**

*Maya is a quick-witted young woman who comes over the Mexican border without papers and makes her way to the LA home of her older sister Rosa. Rosa gets Maya a job as a janitor: a non-union janitorial service has the contract, the foul-mouthed supervisor can fire workers on a whim, and the service-workers' union has assigned organizer Sam Shapiro to bring its "justice for janitors" campaign to the building.*

**SPECIAL SESSION 3: The current debate on Development Cooperation  
Sachs versus Collier versus Easterly.**

The goal of this exercise is to revise three of the most eminent positions on development cooperation. In doing this, we will directly use the original sources, i.e: the three books by, respectively, Sachs, Collier and Easterly. Each group dispose of two entire sessions (Tuesday and Thursday) in order to present, illustrate, critically review and challenge the position of his author. The overall goal of each group consists in a) correctly understanding and presenting the entire argument of the author (all the assigned chapters); and b) involving the audience in a public debate

**Required readings:**

Course reading pack prepared by 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)
- 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 (20 January 2006: London) available at [http://www.eu-un.europa.eu/articles/fr/article\\_5597\\_fr.htm](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 Perspective*, 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.

**Useful Links**

- European Commission, [www.ec.europa.eu](http://www.ec.europa.eu)
- World Bank, [www.worldbank.org](http://www.worldbank.org)
- European Parliament/Committee on Regional Development (REGI)  
[http://www.europarl.europa.eu/meetdocs/2004\\_2009/organes/regi/regi\\_meetinglist.htm](http://www.europarl.europa.eu/meetdocs/2004_2009/organes/regi/regi_meetinglist.htm)
- Committee of the Regions, <http://www.cor.europa.eu>
- European Economic and Social Committee (ECO Section),  
[http://www.eesc.europa.eu/sections/eco/index\\_en.asp](http://www.eesc.europa.eu/sections/eco/index_en.asp)
- Dani Rodrik blog, <http://rodrik.typepad.com/>