

Course title: Globalization, Human Development and Sustainability: Politics and Policies in the framework of the 2030 Agenda**Language of instruction:** English**Professor:** Dr. Francisco J. Granados**Professor's contact and office hours:** fgranados@ibe.org**Course contact hours:** 45**Recommended credit:** 6 ECTS credits**Course prerequisites:** There are no pre-requisites for the course. Fundamentals in economics, international relations and 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)**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 2030 Agenda framework, no-one left 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 have now, for the first time, a universally agreed agenda that establishes 17 goals and 169 targets for development. 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 of such 'big plans'. Indeed, in the last five decades the international community has spent more than 2,3 trillion dollars in official development assistance, 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 no-public stakeholders. Relying upon these different sources, the course will provide an important set of examples and real cases about what works (and does not work) in development cooperation.

Learning objectives:

1. To trace, critically analyze and explain the dynamics of the international scenario from a historical and multidisciplinary perspective (political science, sociology, economics, international relations)
2. To understand attitudes towards globalization, development and inequalities at the global and national levels
3. To show a capacity for synthesis as regards to the politics and the institutions of the international scenario
4. To demonstrate an appropriate use of vocabulary and terminology when referring to globalization debates, the 2030 Agenda and the SDGs
5. To develop critical skills useful in the understanding of the drivers of globalization, international trade, development cooperation and human development
6. Understanding the multilevel and multi-actor dynamics of the international scenario, especially in the context of the implementation of the 2030 Agenda
7. Grasping the most relevant guiding principles of contemporary debates on globalization, sustainability, and development

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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 engaging 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
- 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)

- Group exercises where students apply course content to a real-world situation and work toward a solution (Case-based Learning)
- Other activities such as: defining concept maps, oral presentation, role play

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 (Moodle)
- 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.

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 a similar organization.

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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. Because the relevance of the course topics on mass media, video and press releases, all these materials will be widely used.

Assessment criteria:

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| • Attendance (Mandatory) | |
| • Participation (Individual + short group exercises) | 15% |
| • Final project | 25% |
| • Oral presentation | 10% |
| • Mid-Term Exam | 25% |
| • Final Exam | 25% |

Class Participation (15%): 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 small group activities or exercises.

Mid-Term and Final Exams (25% + 25%): The exams are comprised of questions 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 of the course topics into two separate parts and to inform you about the progress you are making towards meeting the course learning objectives. The mid-term examination will cover the first part of the course whilst the final examination will only cover material presented and discussed in the final part of the course.

Final Project (25%): At the beginning of the course, students will be grouped. According to instructor's guidelines, each group will be responsible for a specific project related to the implementation of 2030 Agenda. The commitment and the effort of the groups will be monitored and assessed across the course.

Oral Presentation (10%). Students are asked to present the results of their Final Project in front of the class. A final formal presentation (Power Point Presentation) will be due. 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:

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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 each session.

Weekly schedule

WEEK 1 (W9/27)

- Course presentation
- Globalization: definitions and debates
- Globalization and development

Bibliography:

1. Guillén, M.F. 2001. Is Globalization Civilizing, Destructive or Feeble? A Critique of Five Key Debates in the Social Science Literature Annual Review of Sociology 2001 27:1, 235-260
2. Scholte, A., 2007, Defining Globalization, CLM. ECONOMIA, 10 New Tendencies of Globalization <http://www.clmeconomia.jccm.es/pdfclm/scholte.pdf>

WEEK 2 (M10/2 and W10/4)

- The 2030 Agenda: Sustainable Development Goals
- Policy principles of the 2030 Agenda
- Global governance: the 2030 Agenda as a new paradigm
- Multi-stakeholder partnerships to implement the 2030 Agenda
- Business in bottom of pyramid markets

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Bibliography:

1. Sachs, J. D., et al. 2019, "Six Transformations to Achieve the Sustainable Development Goals (SDGs), Working Paper, 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 <https://habitat3.org/wp-content/uploads/NUA-English.pdf>. Summary: <https://utctudelft.org/new-urban-agenda/>
3. Prahalad, C. K. & A. Hammond. 2002. "Serving the World's Poor, Profitably" *Harvard Business Review* (September: 48-57)
4. Stibbe, D. & Prescott, D. 2020. *The SDG Partnership Guidebook: A practical guide to building high impact multi-stakeholder partnerships for the SDGs* (The Partnering Initiative and UNDESA)

WEEK 3 (M10/9, W10/11)

- Economic globalization: a brief history
- Trade liberalization and its social and political consequences
- The contentious relationship between hyper-globalization, democracy, and state's sovereignty: Dani Rodrik's Trilemma

Bibliography:

1. Dani Rodrik. 2011. *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist* (Oxford University Press)
Chapter 3: "Why Doesn't Everyone Get the Case for Free Trade"
Chapter 4: "Bretton Woods, GATT, and the WTO: Trade in a Politicized Word"
Chapter 9: "The Political Trilemma of the World Economy"

WEEK 4 (M10/16, W10/18, and F10/20)

- Topics of previous week continued
- Topics of next week initiated

WEEK 5 (M10/23 and W10/25)

- Economic inequality within nations
- Cross-national (global) economic inequality
- Defining and measuring poverty

Bibliography:

1. Milanovic, B. 2012. "Global Income Inequality by the Numbers: in History and Now—An Overview." The World Bank Policy Research Working Paper Series (6259)
See a summary in: The Real Winners and Losers of Globalization, By Branko Milanovic, October 25, 2012 <https://www.theglobalist.com/the-real-winners-and-losers-of-globalization/1>.
2. Narayan, D. et al 2000. *Voices of the Poor: Can Anyone Hear Us?* New York, N.Y.: Oxford University Press. (Introduction)
<http://documents1.worldbank.org/curated/en/131441468779067441/pdf/multi0page.pdf>

WEEK 6 (M10/30, M11/6)

- Human development theory
- Human development and poverty measures

Bibliography:

1. Sen, Amartya. 1999. *Development as Freedom*. New York, Knopf. (Chapter 1)

WEEK 7 (W11/8 and F11/10)

- Mainstream view about development and international cooperation: Jeffrey Sachs
- **Midterm Exam on W11/8** (date might change)

Bibliography:

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

WEEK 8 (M11/13 and W11/15)

- Globalization and development
- Critics of mainstream economic development and cooperation

Bibliography:

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. Dani Rodrik. 2011. *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist* (Oxford University Press)
Chapter 7: "Poor Countries in a Rich World"
Chapter 8: "Trade Fundamentalists in the Tropics"

WEEK 9 (M11/20, W11/22)

- Critics of mainstream economic development and cooperation (continued)
- First students' presentations on W11/22

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Bibliography:

1. 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 (M11/27, W11/29, and F12/1)

- Students' presentations on M11/27 and W11/29
- **Final Exam on F12/1**

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