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: to be announced
Course contact hours: 45
Recommended credit: 3 US credits6 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: English

Course focus and approach: 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 ra of globalization. Methodologically, the course will apply different didactic formats in which the direct involvement of students will be required.

Course description: Cooperation for development is a fundamental objective for various international actors such as the United Nations (UN), more concretely the United Nations Development Programme (UNDP); the Organisation for Economic Co-operation and Development (OECD); the World Bank; and the European Union. International cooperation, from a multilevel and integral point of view, implies not only the participation of intergovernmental and State institutions but also of local governments and non-governmental organizations. In this context, all actors have to contribute from their own areas of expertise in order to improve the system. The European Union is a paradigmatic illustration of this multilevel approach and commitment to international cooperation for development. Currently, Europe is the main source of funds for cooperation. The European Commission and governments, both at national and at local level, conduct several development programmes and projects that not only seek to provide funds but also to exchange experiences in relation to governability and public policies.

The objective of this course is to introduce the student to the principal issues related to development and international cooperation, with a special emphasis on the role of the EU as main donor in the field of official development assistance (ODA). 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. At the same time the course aims to offer students a deepened insight into some of the
most controversial debates surrounding the current state of affairs of international 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.

**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 activity, seminars, and round tables. Since the relevance of our topics on mass media, video and press releases will be widely used. Finally, relying 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:**

**Assessment criteria:**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Power Point Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
Class Participation (20%): Students involvement throughout the course will be closely monitored by the instructor and includes various aspects. Students will be asked to present and introduce to their fellow classmates, at least, one reading from the reading list.

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.

Absence policy

After the add/drop, all registrations are considered final and HESP Absence Policy begins to apply. For the academic year 2015-2016, 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:

<table>
<thead>
<tr>
<th>Absences</th>
<th>Penalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to two (2) absences</td>
<td>No penalization</td>
</tr>
<tr>
<td>Three (3) absences</td>
<td>1 point subtracted from final grade (on a 10 point scale)</td>
</tr>
<tr>
<td>Four (4) absences</td>
<td>2 points subtracted from final grade (on a 10 point scale)</td>
</tr>
<tr>
<td>Five (5) absences or more</td>
<td>The student receives an INCOMPLETE (“NO PRESENTAT”) for the course</td>
</tr>
</tbody>
</table>

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
The international scene in the era of globalization: an introduction
• Economic globalization and multilateralism
• Global Governance
• The international governmental organizations (IGO)

Readings:
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)

WEEK 2
Globalization, Poverty and Inequalities: the state of art
• The internationalization of economic systems
• New causes of poverty
• Rising inequalities as a consequence of globalization

Readings:
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

WEEK 3
are economists often wrong?

Readings:
Rodrik, D., 2010, Diagnostic before Prescription, in Journal of Economic Perspective,
Hispanic and European Studies Program  
Fall 15 /Spring 16


WEEK 4  
Study and practice of development in the North-South relations context  
- The reality of the developing world and the new doctrine of development
- The six “Cs”
- The North-South divide

Readings:  

WEEK 5  
The international development cooperation  
- Millennium Development Goals, Sustainability and Human Development
- The EU first donor of development aid: One policy or 27 policies?
- Where and why the EU is involved in development cooperation

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

WEEK 6  
International institutions and official development aid  
- The World Bank and IMF
- The HDI and United nations’ MDGs
- Countries’ commitment to the ODA

Readings:  

WEEK 7  
Efficacy and Effectiveness of ODA: too fragmented or few money?  
- The declaration of Paris
- New Actors in development cooperation

Reading:  
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 8
The EU as the main international donor (I): EU’s relations with its neighbors: enlargement and neighborhood

• The EU as a hegemonic principles, norms and values
• The principle of conditionality
• The candidate countries and potential candidates
• Countries in the vicinity

Readings:

WEEK 9
The EU as the main international donor (I): EU’s relations with Latin America

• Geopolitical interests in LACs
• Regional Integration and bilateral relations with the EU
• Latin American perspective on EU

Readings:

WEEK 10
What next?

• The new challenges of the development and development cooperation
• Human security
• The construction of peace and new global issues

The course also includes some special sessions for which specific instructions will be released at the beginning of the course.

• Special Session 1: Facts and Figures of the Official Development Assistance. Each student will represent a country/state and will be asked where, how and how much his country is spending in official development assistance. Main source: OECD/ODA Unit
- Special Session 2: Round Table on The effectiveness of Development Cooperation. Comparing the three views by Sachs, Easterly and Collier


Required readings:
Course reading pack prepared by professor

Recommended Bibliography
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
Paul Collier, 2007, The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It, Oxford University Press, (Introduction)
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)
Official Development Assistance in Latin America and the Caribbean 2010: some trends
http://idb.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
Fundación Alternativas, 2010, The EU as a Global Actor: It´s evolving role in Multilateral Organizations, Observatorio de Política Exterior (OPEX), Informe encargado y financiado por el Parlamento Europeo.

**Useful Links**
European Commission
www.ec.europa.eu
World Bank
www.worldbank.org
European Parliament/Committee on Regional Development (REGI)
Committee of the Regions
http://www.cor.europa.eu
European Economic and Social Committee (ECO Section)