UC Davis Summer Abroad

SWITZERLAND

SYLLABUS

The Politics of Global Inequality
POL 124 & 198
July 1-31, 2015
DRAFT

Instructor: Jeannette Money
A. SCOPE AND PURPOSE

This course examines what many believe is the most significant issue of the 21st century, inequality in the global political economy, an inequality that divides the world into two groups, the wealthy states of “the North” and the poorer states of “the South.” The goal of the course is to explain the sources of inequality originating in the global political economy as well as in factors internal to nation-states. A clear understanding of why these inequalities persist will help in formulating policies to reduce global inequality.

The course is divided into two parts. We begin with various definitions of inequality and examine the evolution of inequality within the international capitalist system historically and the position of “the South” within that evolution. Then several alternative explanations for these patterns of inequality are examined. The second part explores several contemporary development issues. Because of the concentrated structure of the course, we will focus primarily on insertion in the global economy through trade and foreign direct investment, human capital, the environment and international aid as mechanisms for development. The course ends with a brief overview of prescriptions for future North/South relations.

Geneva, Switzerland, represents a perfect place to study global inequality, given the prevalence of intergovernmental organizations and non-governmental organizations that seek to address these issues. We will visit several of these international organizations, the United Nations Development Program (UNDP), the United Nations Environmental Program (UNEP), the World Health Organization (WHO), the United Nations Conference on Trade and Development (UNCTAD), and the World Trade Organization (WTO). These organizations will provide different perspectives on the problems that developing countries face as well as propose practical solutions.

Students will need to purchase their texts prior to departure and bring laptop computers (or tablets) to ensure that country and policy specific research can be conducted online as well as in the university library and international organization libraries. The class reader was distributed at the pre-departure orientation.
B. READINGS


Reader and articles on the class smartsite.

C. GRADING

Oral Presentation – Measurements of inequality – due July 9 25%
Policy paper – 5 pages – due July 27 50%
Oral Presentation (team) – due July 30 25%

The first oral presentation earns a common grade for each participant. The second oral presentation is graded individually and evaluates how well the specific contribution supports the presentation of the team as a whole. The second oral presentation will focus on general policy issues while the paper will focus on that policy in your specific country. The paper is due at the BEGINNING of class on the due date. Papers will be graded down 3 points for *each* calendar day late (the equivalent of reducing an A paper to an A- paper). See assignment section of class smartsite for details on each assignment.
D. CLASS SCHEDULE AND READING ASSIGNMENTS

WELCOME/CITY ORIENTATION

July 1  Check in to Cité Universitaire
July 2  2:00 pm On-site orientation; bus tour of Geneva; welcome dinner
July 3  Tour of the Cathedrale de St.-Pierre
July 4  Tour of the League of Nations (Palais des Nations)

PART I: THE STRUCTURE OF NORTH-SOUTH ECONOMIC RELATIONS

May 29  Country and development policy preferences submitted
June 1  Country and development policy assignments made
July 6  Introduction; definition of the research question; definition of “development.” Overview of global inequality between and within nations.
Readings:  HSB Chapters 1, 7-10 and 12; United Nations, Chapters 1-2

July 7  Briefing by UNDP and UNEP teams
Historical approaches to inequality. Explanations of inequality: modernization.
Readings:  HSB Chapters 2 and 13. Reserve readings #0

July 8  International Organization visit: United Nations Development Program; United Nations Environmental Program

July 9  Oral presentations on development in assigned country
Small group assignment and class discussion: What is development? Is inequality increasing?
Readings:  Reserve readings #1, #2, and #3

July 13  Explanations of inequality: culture.
Small group assignment and class discussion: What is culture? Does culture constrain development?
Readings:  HSB Chapter 26; Reserve Reading #4
July 14  Briefing by WTO team  
Explanations of inequality: dependency; structure of the international system  
Guest lecturer – Andreas Zumach, journalist  
Readings: HSB Chapters 6 and 15; Reserve reading #X, #5; United Nations 2005, Chapter 4  

July 15  International Organization visit: World Trade Organization  

July 16  Explanations of inequality: domestic politics/institutions; eclectic Approaches  
Guest lecturer – Marco Chirullo, EU negotiator at the WTO  
Small group assignment and class discussion: Are synthetic approaches to development necessary?  
Readings: HSB Chapters 7; Reserve reading #5, #6  

PART II: CONTEMPORARY ISSUES IN NORTH-SOUTH RELATIONS  

July 20  Insertion into the global economy: trade  
Reserve Reading #7, #10  

July 21  Insertion in the global economy: Globalization/foreign direct investment  
Briefing by UNCTAD team  
Readings: HSB Chapters 11 and 25; Reserve reading #11  

July 22  International Organizations: UNCTAD (United Nations Conference on Trade and Development)  

July 23  Sustainable development: trade and environmental degradation  
Readings: HSB Chapter 17; Reserve readings #8  

July 27  Accumulation of human capital: health  
Readings: HSB Chapter 20; Reserve Reading #9  
Guest lecturer – Careers in International Organizations  

July 28  Prescriptions for development: The role of foreign aid  
Briefing by WHO team  
Readings: HSB Chapter 8; Reserve readings #12  

July 29  International Organizations: World Health Organization
Debating Development
Debate 1 – Environmentally sustainable development
Debate 2 – Health and development
Debate 3 – International trade and development
Debate 4 – Globalization, foreign direct investment, and development
Conclusions: What is to be done?
RESERVE READINGS


#6. Stephan Haggard, *Pathways from the Periphery*, Chapters 1 and 2. IN READER

#7 – Agriculture


#8 – Environment


#9 – Health


“Saving One Life at a Time.” *Time*, November 7, 2005. CLASS WEBSITE


“This Generation’s Moon Shot.” *Time*, November 7, 2005, p. 134. CLASS WEBSITE

“43 ways to save the world.” *The Economist*, July 2, 2005, pp. 69-70. CLASS WEBSITE


#10 – International Trade


#11 – Foreign Direct Investment


Li, Quan and Adam Resnick. 2003. “Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment Inflows to Developing Countries.” *International Organization* 57: 175+. CLASS WEBSITE
#12 – Aid


COUNTRIES

Central America and the Caribbean
Costa Rica
Cuba
Haiti
Honduras
Jamaica

Sub-Saharan Africa
Angola
Kenya
South Africa
Uganda
Zimbabwe

South America
Argentina
Brazil
Chile
Peru
Uruguay

Asia
Cambodia
China
Indonesia
Philippines
So. Korea
Vietnam

Middle East and North Africa
Algeria
Egypt
Iran
Jordan

CONTEMPORARY ISSUES/DEVELOPMENT POLICIES

Environmental Sustainability
Health
International Trade
Globalization – Foreign Direct Investment
A. SCOPE AND PURPOSE

The directed group study provides a mechanism for students to think about the role that international organizations play in “development.” Various international organizations, both governmental (IGOs) and non-governmental (NGOs), analyze problems, develop prescriptions and provide funding as well as organizational and policy expertise. Given the centrality of these organizations in the development process, how do they measure up in helping developing nations resolve their specific development problems?

Students will brief fellow students on the goals, the history, and the organizational structure of the international organizations chosen for visit. Students will also keep a diary relating to the visits, summarizing the content of the presentations and evaluating the strengths and weaknesses of each organization. Finally, students will write a 5 page paper evaluating one international organization’s ability to meet their organizational goals and the relation of this organization to the resolution of inequality and poverty in developing nations.

B. READINGS


International organization websites and other internet material.

C. GRADING

Students received either a pass or a no pass grade for the directed group study.

Readings: HSB Chapters 9, 10 and 12

Oral briefing on international organization 40%  
(due July 7 – UNDP; UNEP; July 14 – WTO; July 21 – UNCTAD; July 28 -- WHO)
Evaluation of international organization – 5 page paper 60%  
(due July 15 – UNDP; UNEP; July 22 – WTO; July 29 – UNCTAD; July 31 – WHO)