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.edu (*tutorials by appointment*)
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 the (new) global order, globalization, development and international cooperation. Classical views on development will be contrasted with more contemporary approaches such as: de-globalization, the Agenda 2030 framework, no-one living behind principle, whole-of-society-approach, multilevel governance and multi-stakeholders' participation.

Course description:
Increasing inequalities, climate change, the transition towards new and more sustainable models of production and consumption, urbanization, artificial intelligence 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. However, global progress towards the SDGs has stalled since 2020 and the international community now accepts that the SDGs will not be achieved in the original time frame (Sachs et al., 2024).

The course combines analytical tools and categories from political science, international relations, European integration studies, public policy and development economics. The aim of the course is to introduce students to the main aspects of the debate on sustainable development and international cooperation. The first part of the course will be devoted to clarifying and defining the basic concepts and categories of these debates, such as globalisation, development, poverty and inequalities. In the second part, the classical views on development will be contrasted with more contemporary approaches such as: no one left behind, whole-of-society approach, territorial local economic development, circular economy, multilevel governance and

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multi-stakeholder participation. A special emphasis will be devoted to the role of national governments, international organizations – such as the European Union, for example - local governments, civils society organizations and stakeholders in the implementation of the SDGs.

Learning objectives:
In the UNESCO framework of Education for Sustainable Development (ESD), competencies for sustainable development can be grouped into several key areas. These competencies are fundamental for the development of individuals and communities that can contribute positively to the achievement of the SDGs. At a general level, this course considers, among others, the following ESD competencies:

- Critical thinking and problem solving.
- Collaboration and teamwork.
- Communication: Ability to transmit information clearly and effectively.
- Digital literacy: Knowledge and skills in the use of digital technologies.
- Innovation and creativity: Foster the ability to generate new ideas and solutions to address environmental and social challenges in a sustainable way.

The specific competencies for this course are the following ones:

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

Course workload:
The course aims to incorporate several different teaching approaches, all of which shift the focus from the teacher delivering the course content to the student actively engaging with the course content. The main aim is to enable students to interact with the course content in a purposeful way during class and to interact with each other in structured learning activities. Some examples of active learning formats that will be used in the course are:

- 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)

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- 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, etcc...

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 keeping 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.

Finally, depending on availability, the course may include visits to public administrations and/or other organisations based in Barcelona, such as the Catalan Agency for Development and Cooperation, the European Commission Representation in Barcelona.
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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. The 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*:

- In-class individual participation 10%
- Final Project and Oral presentations 40%
- Mid-Term Exam (MCT) 25%
- Final Exam (MCT) 25%

Participation (10%): 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 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

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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.

Final Project (40%): Problem Based Methodology. 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 the implementation of 2030 Agenda and its 17 SDGs. The commitment and the effort of the groups will be monitored and assessed across the course. Students are asked to present the results of their final project in front of the audience. A final formal presentation (Power Point Presentation) will be due in class. The evaluation of this exercise will consider both the structure and relevance of information provided in the oral presentation as well as the clarity in the oral explanation and apt time management.

**According to the composition of the class, assessment criteria can be modified. In any case, they will be announced and confirmed during the first week of the course (the shopping week).*

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 make a distinction between justified and unjustified absences. All absences, whether due to common short-term illnesses or personal reasons—are counted toward the total amount and cannot be excused. Therefore, students are responsible for managing all their absences.

Only in cases of longer absences—such as hospitalization, prolonged illness, traumatic events, or other exceptional situations—will absences be considered for exceptions with appropriate documentation. The Academic Director will review these cases on an individual basis.

Students must inform the Instructor and the International Programs Office promptly via email if serious circumstances arise.

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Attendance Policy and Religious Observances:

In line with the UPF Code of Ethics and the principles of equality and non-discrimination, our attendance policy considers the accommodation of students' needs for religious reasons or specific religious festivities.

Students may self-manage their attendance and miss some sessions without penalty, as outlined in each syllabus. However, if a student anticipates that their religious obligations may significantly affect their participation in a course, and the standard policy does not fully accommodate their situation, they must inform the course professor **at the beginning of the term** to discuss suitable alternatives**. It is the student's responsibility to communicate these needs at the start of the term.** The Academic Director is also available to support both students and professors in finding a workable solution that ensures the student can meet the course objectives.

Classroom norms:

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

**According to the composition of the class, the structure of the course can be modified. In any case, changes will be confirmed during the first week of the course.*

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 here
- Robinson, G. M. (2023). Globalization futures. *Research in Globalization*, *7*, 100146, available here

WEEK 2

- Measuring Globalization
- International trade and globalisation across time: from Bretton Woods to the Washington Consensus
- De-globalizing: understanding Globalization today

Readings:

- Serra, N., Spiegel, S., & Stiglitz, J. E. (2008). Introduction: from the Washington Consensus towards a new global governance. The Washington Consensus reconsidered: towards a new global governance, 3-13.

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- Kornprobst, M., & Paul, T. V. (2021). Globalization, deglobalization and the liberal international order. International Affairs, 97(5), 1305-1316.
- Rodrik D, Tyson Laura and Thomas Fricke, 2024, From the Washington Consensus to the Berlin Declaration, Project Syndicate available here

WEEK 3

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

Readings:

- Rodrik, Dani and Walt, Stephen, How to Construct A New Global Order (May 24, 2021). HKS Working Paper No. RWP21-013, Available here (only Pg. 1-11)
- Rodrik, D. 2011, The Globalization Paradox: Democracy and the Future of the World Economy, (only the Introduction and Chapter 1), NY: W. W. Nortons
- The Real Winners and Losers of Globalization, By Branko Milanovic, October 25, 2012 available here

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:

- SACHS, Jeffrey D., et al. Six transformations to achieve the sustainable development goals. Nature sustainability, 2019, vol. 2, no 9, p. 805-814 available here (Pg. 1-15)
- Sachs, J.D., Lafortune, G., Fuller, G. (2024). The SDGs and the UN Summit of the Future. Sustainable Development Report 2024. Paris: SDSN, Dublin: Dublin University Press. 10.25546/108572 (only the Executive Summary)
- Biermann, F., Kanie, N., & Kim, R.E. 2017. Global Governance by Goal-Setting: The Novel Approach of the UN Sustainable Development Goals. Current Opinion in Environmental Sustainability, 26, pp. 26-31.

WEEK 6

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

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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

WEEK 7

- The mainstream view about development and international cooperation: Jeffrey Sachs
- The End of Poverty
- The definition of global agendas and global plans

Readings:

- Jeffrey Sachs, 2005, The End of Poverty: Economic Possibilities for Our Time, New York: The Penguin Press (Introduction)
- Esther Duflo and Jeffrey Sachs on poverty in developing nations - Currents - The New Yorker available here
- Financial times, March 2025, Can international aid survive in a crumbling world order? available here

WEEK 8

- The Bottom Billion and how to rescue the poor world
- Enlightened self-interest and compassion
- The 4 poverty traps

Readings:

- Paul Collier, 2007, The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It, Oxford University Press, (Introduction)
- 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
- Collier, P. (2024). *Left behind: a new economics for neglected places*. Hachette UK. (Introduction)

WEEK 9

- The White man's burden: what does not work in development cooperation
- The Followers and the Searchers
- 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)
- Easterly, W. (2014). *The tyranny of experts: Economists, dictators, and the forgotten rights of the poor*. Hachette UK. (Introduction)

WEEK 10

Student's presentations

Last revision: March 2025

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

Recommended Bibliography

Acemoglu, D., & Robinson, J. A. (2019). *The narrow corridor: States, societies, and the fate of liberty*. Penguin Press.
Baldwin, R. (2016). *The great convergence: Information technology and the new globalization*. Harvard University Press.
Collier, P. (2019). *The future of capitalism: Facing the new anxieties*. Harper.
Easterly, W. (2006). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*. Penguin Press.
European Commission. (2011). *Trade, growth and world affairs: Trade policy as a core component of the EU's 2020 strategy*. DG Trade.
Hausmann, R., Rodrik, D., & Velasco, A. (2008). Growth diagnostics. In J. Stiglitz & N. Serra (Eds.), *The Washington Consensus reconsidered: Towards a new global governance* (Chap. 15). Oxford University Press.
Jeffrey Sachs. (2005). *The end of poverty: Economic possibilities for our time*. Penguin Press.
Keohane, R., & Nye, J. (2000). What's new? What's not? *Foreign Policy*, 118(1).
Koppel, J. (2010). *World rule: Accountability, legitimacy and the design of global governance*. University of Chicago Press.
Krugman, P. (2004). *Internationalism modern criticizes Barcelona*. Pocket Library.
Krugman, P. (2009). *International economics: Theory and policy*. Addison-Wesley.
Krugman, P. (2019). *Arguing with zombies: Economics, politics, and the fight for a better future*. W. W. Norton & Company.
Milanovic, B. (2016). *Global inequality: A new approach for the age of globalization*. Harvard University Press.
Moyo, D. (2021). *How boards work: And how they can work better in a chaotic world*. Basic Books.
Ostry, J. D., Berg, A., & Tsangarides, C. G. (2018). *Redistribution, inequality, and growth*. International Monetary Fund.
Piketty, T. (2020). *Capital and ideology*. Harvard University Press.
Rodrik, D. (2010). Diagnostic before prescription. *Journal of Economic Perspectives, 24*(3), 33-44.
Rodrik, D. (2011). *The globalization paradox: Democracy and the future of the world economy*. W. W. Norton & Company.
Rodrik, D. (2018). *Straight talk on trade: Ideas for a sane world economy*. Princeton University Press.
Sen, A. (2019). *Identity and violence: The illusion of destiny*. W. W. Norton & Company.
Stiglitz, J. (2006). *Making globalization work*. Taurus.
Stiglitz, J. (2012). *The price of inequality*. Taurus.
Stiglitz, J. (2023). *People, power, and profits: Progressive capitalism for an age of discontent*. W. W. Norton & Company.
Acemoglu, D., & Johnson, S. (2023). *Power and progress: Our thousand-year struggle over technology and prosperity*. PublicAffairs.
Collier, P. (2024). *Left behind: A new economics for neglected places*. Penguin Books.
Easterly, W. (2025). *Violent saviors*. Penguin Press.

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Milanovic, B. (2023). *Visions of inequality: From the French Revolution to the end of the Cold War*. Harvard University Press.

Rodrik, D., & Stantcheva, S. (2021). *Economic policy for a good society*. National Bureau of Economic Research.

Sen, A. (2021). *Home in the world: A memoir*. Penguin Press.

Sachs, J. (2024). *The age of sustainable development: Global challenges and solutions*. Columbia University Press.

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