

Academic Year: ( 2022 / 2023 )

Review date: 06-06-2022

Department assigned to the subject: Social Sciences Department

Coordinating teacher: NICOLINI ALESSI, ESTEBAN ALBERTO

Type: Compulsory ECTS Credits : 3.0

Year : 1 Semester : 2

**OBJECTIVES**

- Understanding the major challenges facing developing countries with respect to socioeconomic and environmental sustainability; analysis of diverse issues of SD in the Global South.
- Ability to analyze the architecture and problems of global and regional governance regarding developing countries. Knowledge of the role of actors at different levels in the process of designing and implementing SD.
- Understanding of specific issues on economic development and their links to forces of globalization and regionalization such as international trade and capital flows and immigration.
- Analysis of the impact of power rivalry at the global scale (especially displayed by the rise of China) on developing countries (investment, natural resource extraction, international trade, and politics linked to those).
- Acquisition of an analytical vision to evaluate the initiatives adopted in / on those countries linked to sustainable development and climate change.
- Acquisition of the ability to analyze new perspectives and models of SD and their limitations encountered in different parts of the Global South, the multidimensional crises deepened in the context of the COVID-19 pandemic.
- Different trajectories of international finance, institutions, their recent transformations with regard to financing sustainable development in Southern countries.
- Institutions and mechanisms of global governance with respect to international development; international cooperation and its challenges.
- Climate finance and its governance, institutions, agreements, commitments and its credibility.
- Global health and its governance, institutions, agreements, commitments and its credibility.
- Challenges of financing in the context of the COVID crisis that has had substantial and multifaceted impact in developing countries.
- An understanding of the debate on ¿decolonization¿ of aid and development, and its implications on global finances and strategy.

**DESCRIPTION OF CONTENTS: PROGRAMME**

- Different trajectories of international finance, institutions, their recent transformations with regard to financing sustainable development in Southern countries.
- Institutions and mechanisms of global governance with respect to international development; international cooperation and its challenges.
- Climate finance and its governance, institutions, agreements, commitments and its credibility.
- Challenges of financing in the context of the COVID crisis that has had substantial and multifaceted impact in developing countries.

## LEARNING ACTIVITIES AND METHODOLOGY

- Sessions of in which the teacher develops the most important elements of each topic and presents the crucial conceptual problems linked to the skills that students should acquire. Although the role of the students in these sessions is more passive, there are several instances in which discussion is encouraged.
- In some of the sessions, the teacher presents and discuss a paper linked to the topics of the session emphasizing the methodological choices, the empirical strategies and the relevance of the conclusions. The main goal of this strategy is to provide students with ways to analyse and critically read the recent literature on the topics of the course.
- In some sessions, students will be asked to prepare a topic and we will engage in a general conversation and debate, with the help of external invited experts. All students will have to lead in one of these sessions.

## ASSESSMENT SYSTEM

- A 20% of the final grade corresponds to the evaluation of the active participation of each student in the classes.
- A 20% of the final grade corresponds to the debate activity that will take place in one of the interactive sessions.
- A 60% of the final grade corresponds to the final paper. These will be short, in the form of a Briefing Policy Papers and must address one of the core issues covered in the course.

<b>% end-of-term-examination:</b>	60
<b>% of continuous assessment (assignments, laboratory, practicals...):</b>	40

## BASIC BIBLIOGRAPHY

- Banerjee, Abhijit y Duflo, Ester Repensar la pobreza, Taurus, 2012
- Easterly, William 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, 2006
- Gates, Bill How to prevent the next pandemic, Allen Lane , 2022

## ADDITIONAL BIBLIOGRAPHY

- Banerjee et al. ¿Six Randomized Evaluations of Microcredit: Introduction and Further Steps?, American Economic Journal: Applied Economics 7(1), 121, 2015
- Cutler et al. ¿Early-life Malaria Exposure and Adult Outcomes: Evidence from Malaria Eradication in India?, American Economic Journal: Applied Economics 2, 72-94, 2010
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- Ferreyra et al. A Global Count of the Extreme Poor in 2012. Data Issues, Methodology and Initial Results, World Bank Working Paper 7432, 2015
- Gallup and Sachs ¿The Economic Burden of Malaria?, Center for International Development at Harvard University WP 52, 2000
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- Margaret Grosh Administering Social Programs in Latin America: From platitudes to practice, Ashgate, 1996
- Marrero and Rodríguez Inequality of opportunity and growth, Journal of Development Economics 104, 107-122, 2013
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- Ravallion, Martin ¿Poverty Comparisons. A guide of concepts and methods? Living Standards Measurement Study Working Paper, World Bank, .1992
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- Schulz School subsidies for the poor: evaluating the Mexican Progresa poverty program, Journal of Development Economics 74, 199-250, 2004
- Scott, James C seeing like a state how certain schemes to improve the human condition have failed, Veritas Paperbacks, 1999
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- Sustainable Development Solutions Network Sustainable Development Report 2022, SDSN, New York, 2022