

GENERAL EDUCATION GLOBAL ISSUES

Date Submitted to CIE: 10/5/2012

College: Business & Technology

Department: Economics & Decision Sciences

Department Chairperson: Tej Kaul

A. EXISTING COURSE(S):

Course Number(s) and Title(s): ECON 351, Global Economic Poverty Issues

IS THIS A CROSS-LISTED COURSE: yes no

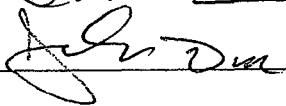
(If this is a cross-listed course, signatures of both chairs and deans of appropriate colleges are required.)

Please attach a syllabus, catalogue description, and a statement specifying precisely how each course submitted for General Education Global Issues (GEGI) approval will meet the standards for GEGI designation listed below. **Submit 12 copies of completed form with documentation to Faculty Senate Office for distribution to CIE members.**

APPROPRIATE ACTION FOR EXISTING COURSE(S):

(*Signatures Required)

*Department:  Date: 10/5/2012

*Dean:  Date: 10/8/12
10-10-12

CIE: Approved Date: _____

Faculty Senate: _____ Date: _____

Provost: _____ Date: _____

APPROVED GOALS FOR GLOBAL ISSUES COURSES

(Please explain specifically how the course fulfills all three goals in item a. and a minimum of any two of the six objectives in item b.)

Economic poverty is truly a global issue; however, in a world of rapid globalization the struggles of one country or region directly impact all, the rich and the poor. Students in this course will learn not only to define, use and evaluate international measures of economic poverty, but also gain greater appreciation for the underlying causes of global poverty. The students will study the intricate relationships between different cultures and countries across the globe. The tools learned in this class and subsequent discussions will help the students gain greater appreciation for the often all too unfamiliar world around them. This course will examine many dimensions of poverty, including but not limited to nutrition, education, health, finance opportunities, relationships with global institutions, and the roles of trade.

This course emphasizes the challenges faced by the developing countries and the interaction of these countries with the developed world. For example, this course will examine issues relevant to areas such as Latin America and their relationship with the North America. The course will also include: the study of the challenges faced in Sub-Saharan Africa to build infrastructure, for example to battle health epidemics; the success of micro-finance investments in rural Bangladesh based on the work of Noble Peace Prize winning economist Muhammad Yunus; and the inequality related challenges within the Middle East.

As explained below, this course satisfies all of the three goals under item “a” and objectives 1, 2, 3, and 6 under item “b” of the requirements set forth for “Global Issues” courses. Note that each of the “Global Issues” goals and objectives mentioned below is specifically linked to the FLGI Course Objectives in the attached Econ 351 outline.

a. **The goals of this global issues course will be threefold:**

1) **Global Issues Goal: Understand that the world is a system of interconnected countries and cultures:**

FLGI Course Objective #1: Compare, contrast, and differentiate poverty among countries, regions, cultures, and societies to better understand their interdependencies and their roles in promoting stronger economic conditions across the world

In this course students will learn to describe the system of interconnected countries and cultures as they relate to economic conditions. Poverty isn't a single country's issue but rather represents a problem that is rooted across cultures and the solutions require an intricate network of countries committed to intervention and aid in various forms. For example, as seen in lectures 22-25, from the proposed topical coverage in the syllabus, the students will study the relationship between globalization and increased trade opportunities in developing countries. In particular the role of NAFTA and its impact on Mexico and countries in Central and South America will be discussed. The students will be required to read the text book, specifically the section on “*Understanding Poverty*” as well as readings such as “*The Global Economy and the Poor*” by Pranab Bardhan, and Abhijit Banerjee's 2005 paper “*Globalization and All That*”.

2) **Global Issues Goal: Understand that our actions impact other regions of the world:**

FLGI Course objective #2: Examine the impact of the role and the actions of the United States and other developed countries with regards to improving international economic conditions

The United States represents a dominant force in shaping the economic well-being of other countries. Our actions directly and indirectly affect poverty within other countries and our actions can be vital to helping these countries alleviate poverty. Therefore, students in this class will carefully examine the role of the United States' actions in the poverty alleviation programs across the globe.

Students in this class will study the link between US foreign policy and the current economic well-being and rising inequality in the Middle East. For instance, the United States has been actively involved in the Middle East, partly out of humanitarian efforts and, in our pursuit of natural resources. The US also plays a prominent role in setting global aid initiatives. Therefore, the relevant poverty alleviation programs will be evaluated and students will learn to critically assess policy effectiveness. For example, when focusing on the food and nutrition unit in lectures 4-7 from the proposed topical outline, the students will be required to read the text book chapter/section on US “food dumping”, and Peter Rossert's “*World Hunger: 12 Myths.*”

3) **Global Issues Goal: Develop an appreciation of global diversity and a critically informed perspective of the points of view of others.**

FLGI Course objective #3: Distinguish between various critically informed views of global poverty particularly with respect to each region's diverse assets and culture

FLGI Course objective #4: Analyze the role of underlying political, geographical, and historical forces that shape the current poverty conditions in developing countries using economic principles.

FLGI Course objective #5: Students will be able to compare and contrast economic conditions amongst developing countries and their effects on human rights, social justice and equality throughout the world

In order to study poverty related issues we must carefully consider a country's or region's richly diverse assets and cultures, often overlooked by purely economic indicators, when determining optimal policy. There are many diverse opinions on how to escape poverty traps and students in this course will learn to critically analyze such proposals while being mindful of the unique characteristics of the given region.

An important aspect of this course is learning to understand the difficult challenges faced by various countries across the globe and how each region has used their unique resources and assets to make difficult decisions. In lecture 3, for example, students will gain a greater appreciation for the struggles faced by poor; students will appreciate and learn first-hand the struggles of living off on less than \$1 a day in a variety of countries by spending considerable time on the website <http://pooreconomics.com>.

Apart from the regions mentioned before, the economic challenges of India and rural China will also be outlined. The students will be required to read the relevant sections of the textbook and Jeffrey Sachs' "A Global Family Portrait," from his book *The End of Poverty*.

b. Courses in Global Issues will enable students to

1) Global Issues Objective: Discover how different forces (political, geographical, and historical) have shaped the development of different cultures.

FLGI Course Objective #4: Analyze the role of underlying political, geographical, and historical forces that shape the current poverty conditions in developing countries using economic principles.

Economic well-being is intricately tied to a country's or region's culture and economic conditions and is influenced by variety of factors or forces. Lectures 1 & 2 heavily emphasize this primary theme, which is also carried throughout the course. Students will identify and analyze a variety of underlying political, geographical, and historical forces that have shaped and led to the current economic conditions in various developing countries using economic principles. The students will be required to read relevant sections of the textbook and Daron Acemoglu, Simon Johnson, & James Robinson's article "Understanding prosperity and poverty: Geography, institutions, and the reversal of fortune" as well as Jeffrey Sachs' chapter on "Why some countries fail to thrive," from his book: *The End of Poverty*.

2) Global Issues Objective: Compare and Contrast different countries/cultures/societies.

FLGI Course Objective #5: Compare and contrast economic conditions amongst developing countries and their effects on human rights, social justice and equality throughout the world

FLGI Course Objective #6: Compare and contrast potential solutions to overcome economic poverty and avoid poverty traps

In Chapter 2, and as a part of the critical thinking component in this course, students will spend considerable time comparing the economic conditions across countries and regions. For example, the students will compare the development of India against that of China and in lectures 4-7 the different challenges faced by countries to provide an adequate food supply and nutritional wellbeing will be

compared.

This course will also involve numerous activities including a series of short essays, numerous online discussion boards, as well as a research project that require students to compare and contrast current economic conditions and challenges across developing countries, while critically analyzing possible solutions to improving economic conditions throughout the world.

The students will be required to read the textbook, as well as the relevant sections of the book, *More than Good Intentions: Improving the ways the world's poor borrow, save, farm, learn, and stay healthy*. Additionally, by studying economists Barry Bosworth and Susan Collins' article on "Accounting for growth: Comparing China and India," students will be able to compare and contrast poverty-related issues and related policy frameworks as part of lecture 2 from the proposed outline.

3) Global Issues Objective: Recognize the interdependence of countries/cultures/societies.

FLGI Course Objective #1: Compare, contrast, and differentiate poverty among countries, regions, cultures, and societies to better understand their interdependencies and their roles in promoting stronger economic conditions across the world

FLGI Course Objective #7: Analyze the intricate relationships and interdependence amongst developing countries and their ties to the developed world

A country's or region's economic well-being is heavily influenced by the actions of other developing and/or developed countries. Additionally, the effects from poverty transcend borders and have significant economic and political consequences for other regions. Therefore, students in this class will learn to recognize the relationship of United States and other developed countries and the interdependence of the impoverished regions on these relationships. Poverty, which often leads to corruption and political instability, will be highlighted in discussions on interdependence and in lectures 8-11 from the proposed topical coverage. As part of the discussions regarding the challenges facing the Middle East, students will also discuss role of education and terrorism.

The students will be required to read the relevant sections of the textbook and some of the controversial reading by economists Alan Krueger and Jitka Malecřková, "Education, Poverty, and Terrorism" as part of the proposed lectures on Education. Additionally, the following readings from Jeffrey Sach's text, *The End of Poverty*, in which he has several chapters that highlight the interdependence referred to throughout the course; "The Millennium, 9/11, and the United Nations"; "Can the rich afford to help the poor"; and "Why we should do it" will be assigned.

6) Global Issues Objective: Appreciate diversity within relationships, organizations, and societies

FLGI Course objective #5: Compare and contrast economic conditions amongst developing countries and their effects on human rights, social justice and equality throughout the world

FLGI Course objective #8: Examine and appreciate the diverse economic conditions, assets, and challenges faced within a given region

FLGI Course objective #9: Examine the issues of diversity within relationships, organizations, and societies

Within a country or region there is often considerable diversity with regards to culture and well-being. This diversity is both an asset to be recognized as well as it can lead to significant implications for poverty-related policy formulations. Students in this course will examine and

appreciate the diverse assets of organizations and relate them to the challenges faced within a society. Community engagement and utilizing local resources to address local needs will be highlighted. Lecture 9 will include discussions on banking, micro-finance and designing education policy.

The students will be required to read relevant sections of the textbook and readings from economist, Steven Smith's text *Ending Global Poverty*, particularly his chapters on community engagement and utilizing local resources to address local needs, "*Community empowerment and development*" and "*10 Strategies for innovation in ending global poverty*". These readings will play a prominent role in our discussions on micro-finance (lecture 17) and designing education policy (lecture 9).

Proposed Topical Coverage:

LEC #	TOPICS
Introduction	
1	Introduction to poverty and developing countries
2	Will growth eradicate poverty? Or, does a rising tide lift all ships?
3	The economic lives of the poor Guest lecture: Prof. Abhijit Banerjee
Food	
4	Potatoes: nutrition, productivity and population growth
5	The Bengal Famine of 1943: Amartya Sen and Satyajit Ray
6	Famines and other disasters: cause and reactions
7	Understanding nutrition decisions
Education	
8	Education and child labor
9	How to get children into school? Evaluating different policy options
10	Education: educated for what?
11	Remedying education: evidence from two randomized evaluations
Health	
12	The challenge of delivering healthcare to the poor: Udaipur
13	Disease and development: micro and macro approaches
14	Delivering healthcare: malaria and the bednet controversy
15	Investment and technology: should we subsidize fertilizer?
Finance	
16	Introduction to credit, savings and insurance
17	The microcredit promise?
18	Savings
19	Insurance
Institutions	
20	Property rights on the ground
21	Property rights and the wealth of nations
International dimensions	
22	The World Bank and the International Monetary Fund (IMF)
23	Globalization and trade
24	Globalization and financial crisis
25	Does aid work?