

Syllabus (2024-Summer)

Course Title	TOPICS IN GLOBAL DEVELOPMENT	Course No.	
Credit	3 credits	Hours	45 Hours
Class Time Classroom	Mon to Thr Classroom TBA		
Instructor	Name: Jinhwan Oh	Department: Graduate School of International Studies	
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Office Hours Office Location	TBA		

I. Course Overview

1. Course Description

Why are poor countries poor and how can global communities can make effective partnerships? What are the major challenges of the United Nation's Sustainable Development Goals (SDGs), although we have only 6 more years to achieve them? In this regard, this course re-examines several topics in global development and discusses implications to developing world. The first half will cover three major topics – poverty, inequality, and development cooperation, and the second half will discuss several relevant topics – environment, health, education migration, trade, law, trust, international organizations, and so on. Students will read several journal articles and book chapters, and actively participate in presentations and discussions.

2. Prerequisites

None

3. Course Format

Lecture	Discussion/Presentation	Experiment/Practicum	Field Study	Other
60 %	30 %	5 %	5 %	%

4. Course Objectives

By taking this course, students can understand major achievements and challenges in implementing the SDGs, and seek possible ways ahead in terms of poverty and inequality reduction as well as effective development cooperation. By the end of this course, students should be able to understand

- * How each component of the SDGs is linked together
- * What are major challenges implementing the SDG
- * How scholars view poverty traps, inequality, and development cooperation differently
- * What are the current global issues in health, education, environment, migration, law, trust, etc, and what is the role of international organizations?

5. Evaluation Systems

Relative evaluation Absolute evaluation (for Ewha International Summer College students only) Others

Midterm Exam	Final Exam	Quizzes	Presentation	Projects	Assignments	Participation	Others
30 %	30 %	%	20 %	%	10 %	10 %	%

II. Course Materials and Additional Readings

1. Required Materials

None. No textbook

2. Supplementary Materials (All available in Cyber Campus)

- * Milanovic, B. (2016) Global Inequality
- * Milanovic, B. (2011) The Haves and the Have-Nots
- * Piketty, T. (2014) Capital in the 21st Century
- * Banerjee, A. and Duflo, E. (2011) Poor Economics
- * Harari, Y (2018) 21 Lessons for the 21st Century
- * Sachs, J (2006) The End of Poverty
- * Scheidel, W. (2017) The Great Leveler
- * Easterly, W (2006) The White Man's Burde
- * Collier, P (2007) The Bottom Billion
- * Acemoglu, D et al. (2011) Why Nations Fail
- * Chang, H. (2007) Bad Samaritans: the Myth of Free Trade and the Secret History of Capitalism

3. Optional Additional Readings

- * Economist (2013) "Poverty, Not Always with Us"
- * Economist (2017) "Fewer, But Still with Us: The World Has Made Great Progress in Eradicating Extreme Poverty"
- * Besley, T. and Burgess. R (2003) "Halving Global Poverty" Journal of Economic Perspectives 17 (3)
- * Page. L. and Pande, R. (2018) "Ending Global Poverty: Why Money Isn't Enough" Journal of Economic Perspectives 32 (4)
- * United Nations Economic and Social Council (2016) "Trends and Progress in International Development Cooperation" Report of the Secretary General
- * Oh, J. (2014) "Mutual Priority and Aid Effectiveness" Pacific Focus 29(1).
- * Oh, J. (2017) "Where is South Korean Inbound Education Aid Aimed and Where Should It Be Directed? A Comparison with the Japanese Case" Review of Urban and Regional Development Studies 29 (2)
- * Oh, J. and Kim. Y. (2015) "Proliferation and Fragmentation: Uphill Struggle of Aid Effectiveness" Journal of Development Effectiveness 7(2).

III. Course Schedule

Day	Date	Topics & Class Materials, Assignments
Day 1	(7/1)	Orientation and introduction of the course: Poverty-Growth-Inequality nexus
Day 2	(7/2)	Poverty1 – health, education
Day 3	(7/3)	Poverty2 – geography, institution

Day	Date	Topics & Class Materials, Assignments
Day 4	(7/4)	Inequality1 – measurement, growth theories
Day 5	(7/8)	Inequality2 – Kuznets, regional
Day 6	(7/9)	Development Cooperation1 – fragmentation, partnership
Day 7	(7/10)	Development Cooperation2 – effectiveness, program-based and result-based funding
Day 8	(7/11)	Midterm & Presentation
Day 9	(7/15)	Trade and development: do developing countries benefit from free trade?
Day 10	(7/16)	Environment and health: is arsenic a health issue or an environmental issue? The case of Cambodia
Day 11	(7/17)	Migration and development: Can South Korea learn lessons from its own history?
Day 12	(7/18)	Law and development: Why certain laws are not implemented well, particularly in developing countries?
Day 13	(7/22)	Trust and development: how does trust help development and can we behave altruistically if we believe others to be altruistic, as well? :
Day 14	(7/23)	International organizations on development and World Development Report
Day 15	(7/24)	Final Exam & Wrap-up (Career mentoring or a field visit)
Makeup Classes 1	(mm/dd)	
Makeup Classes 2	(mm/dd)	

● This schedule is subject to change

IV. Special Accommodations

* According to the University regulation section #57-3, students with disabilities can request for special accommodations related to attendance, lectures, assignments, or tests by contacting the course professor at the beginning of semester. Based on the nature of the students' request, students can receive support for such accommodations from the course professor or from the Support Center for Students with Disabilities (SCSD). Please refer to the below examples of the types of support available in the lectures, assignments, and evaluations.

Lecture	Assignments	Evaluation
<ul style="list-style-type: none"> . Visual impairment: braille, enlarged reading materials . Hearing impairment: note-taking assistant . Physical impairment : access to classroom, note-taking assistant 	<ul style="list-style-type: none"> Extra days for submission, alternative assignments 	<ul style="list-style-type: none"> . Visual impairment: braille examination paper, examination with voice support, longer examination hours, note-taking assistant . Hearing impairment: written examination instead of oral examination . Physical impairment: longer examination hours, note-taking assistant

- Actual support may vary depending on the course.

* The contents of this syllabus are not final—they may be updated.