

INR 4035 RICH AND POOR NATIONS

SPRING 2023 MWF 3rd Period 9:35–10:25 a.m.

Location: LIT 0121

Chuan Wang

Office: Anderson 330

Zoom: <https://ufl.zoom.us/j/97968139328>

Office Hours (In-person): Monday 10:30-11:30 a.m.

Office Hours (Zoom): Friday 1–2 p.m.

and by appointment

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COURSE DESCRIPTION AND OBJECTIVES

This course will help you to answer such questions as: What is global inequality? What is the relationship between global inequality and development? Why are some countries rich or poor in the global context? Furthermore, have we ever considered the interest of people who live in poverty both in the rich and poor nations? All in all, what can the international community do to fix global development/inequality issues? I expect you to keep in mind big questions as: What are the roles of the state and nonstate actors in addressing issues of global inequality and development? Also, how is your life (and your home country/state) affected by global events?

We will examine these broad questions through four major parts. For the first part, “Concepts and Theories,” we will clarify some basic concepts and major theories in the study of global inequality and development. We will further discuss the mechanisms of global inequality and (under)development, and thus to answer our major puzzle—why are some nations rich and other poor in the global context? In the second part, “Encounters of the Rich and Poor,” We will selectively examine some issues associated with global inequality. The major issues covered in this course are global supply chains, global finance, and technology. We will try to investigate these issues from the relationships between state and nonstate actors. The third part, “Responses,” focuses on existing institutional addresses to global inequality. We will critically evaluate their effectiveness. In the fourth and final part, we will shift our focus beyond the problem of global distribution of wealth, and to explore common challenges that both rich and poor nations face—such as environmental and gender issues—through problems of spatial and social mobilities.

By the end of the semester, you should be able to 1) reflect on the importance of studying global inequality; 2) assess different concepts and theories of development and inequality; 3) examine the roles of different state and nonstate actors across rich and poor nations in affecting global inequality; 4) be conscious of structures of the world economy and politics; and 5) discover the relevance of global issues in your everyday life.

EVALUATION OF GRADES

Assignment	Total Points	Percent of Grade	Due Date
Twelve weekly reading responses	360	36%	(every Sunday by 10 pm)
Group project proposal	50	5%	(due Feb 5)
Group project report	100	10%	(due Apr 2)
Group project presentation	100	10%	(Week 13, Apr 3-7)
Individual analytical paper	200	20%	(due May 1)
Four in-class pop quizzes	40	4%	(section)
In-class participation	100	10%	(section)
Attendance	50	5%	(section)
Extra points	40	extra	
TOTAL + BONUS	1000+40	(100+4) %	

Grading scale is A 940-1000; A- 900-939; B+ 870-899; B 840-869; B- 800-839; C+ 770-799; C 740-769; C- 700-739; D+ 670-699; D 640-669; D- 600-639; E <600

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

REQUIRED TEXTBOOKS

There are no required textbooks for the course. All course readings will be accessible electronically through Canvas.

GRADED ASSIGNMENTS

Weekly reading responses (12 reading responses, for a total of 360 points + 10 bonus points)

You will need to post **2-4 paragraphs** of reading reflection each week to Canvas. You are required to:

- Concisely provide the **context** for the reading and discuss the reading's main argument;
- **Explain** what you learned from the reading;
- **Argue** the strengths and weaknesses of the reading;
- And raise your **question**. Your question can be regarding your confusion about the article or anything you would like to be clarified in the class about the reading.

Each response is due at **10:00 p.m. on Sunday**. **No late submissions are allowed**. See Canvas Rubric for grading expectations.

Extra credit: You will get 10 extra points for submitting all weekly reading responses.

Local community group project (50+100+100=250 points)

To encourage you to find relevance in our everyday life with global inequality issues, you will need to complete a local community project throughout the course. Each group will have the opportunity to engage with a student organization or a local or community-based organization (if online, domestic or international). You will first observe and identify local challenges and opportunities related to inequality/development issues. For example, if you are aware of food waste problems at UF, you could collect information about the topic and go to interview relevant organizations or actors.

The group project includes three graded assignments:

- 1) **Project proposal (50 points, due February 5)**
 - The proposal should consist of an outline (400—600 words), a project plan timeline, a list of group activities, and an annotated bibliography (if applicable):
 - a) You will propose **a project question** based on an inequality issue you have noticed from our campus or the local community.
 - b) You will list every potential **group activity** in your proposal that allows you to learn further about the issue. For example, meet with the local community or do a survey on campus.
 - c) You will include a tentative **timeline** and each member's different responsibilities (e.g., a charge of communication and schedule coordination, a charge of notetaking, and a charge of information collection, etc.).
 - d) If you are going to refer to any academic materials, such as academic publishing books, peer-reviewed journal articles, or international research reports, you will need to attach an **annotated bibliography** to your outline.
- 2) **Group project report (100 points, due April 2)**
 - The group report should be between 800 and 1,200-word. The report serves as a record of your group activities and an explanation of your major takeaways from the group project. The report should include:
 - a) **Introduction**: What is your group project? What are the questions to be dealt with? What are your findings in one to two sentences?
 - b) **Context**: What are the established literature and information on the topic? How your project relates to those works? For example, if you are going to investigate food wastes on campus, you will need to find some existing

discussions about food wastes, in any context and at any level (e.g., in the Gainesville region, in Florida, across the nation, or at the global scene, etc.).

- c) **Group activities and findings:** What did your group do to answer your group project question? And what you found? Were your question answered? Was there anything interesting or surprising? You are also encouraged to keep track of your group meetings, and you could include your meeting process in the report to support your group findings.
 - d) **Conclusion:** What have you learned from the project? What would you have done further or differently if time and money weren't an issue?
 - e) **Cite** properly when referring to another source.
- 3) **Group oral presentation (100 points, Scheduled at the beginning of the semester.)**
- Each group will give a 10–12-minute presentation, followed by a 5-minute Q&A session.
 - Generally, your primary goal of the oral presentation is to clearly demonstrate your group project to your classmates. Your audience only get to know your work from your talk. Therefore, you may want to show the most important things that the class should know about your project—To inform us, inspire us, and convince us!
 - You are welcome to use various media sources to serve your presentation, such as recordings, photos, survey results taken by your group, and other resources such as YouTube, Instagram, TikTok, etc.

Important: All group members receive same grade.

Individual analytical essay (50 + 150 = 200 points, essay due May 1)

Because our class draws particular attention to current social, political, and economic issues in the world and similar stories in our everyday lives, you will pick one case related to inequality or development and write a 1,200—1,500 words analytical paper about it. Below are the instructions. You will also find grading expectations on Canvas Rubrics.

- 1) **Case selection (50 points):** You will need to discuss the case you've selected with me. The case selection discussion can be done by visiting my office, speaking with me after class, emailing me your rough idea, etc.—whichever is convenient and comfortable for you.
 - a. **Where to find the story?** Films and other multimedia materials are accessible sources for the public to understand global events better. Throughout the semester, we will watch several films about global inequality and development issues. Therefore, you are strongly encouraged to select the case you've learned from a film, a TV show, a book, a song, a poem, a podcast, a news article, or other media resources.
 - b. **Making sense of our world:** Ideally, with a consciousness of things you've learned from our class, you may find the most interesting and probably striking story about inequality or development from your daily reading, watching, listening, communicating, etc. That means, for example, if reading is your daily routine, pick one book suitable for our class objectives. If you are a film lover, review a movie. Or, if you regularly listen to podcasts, share a story, and so on.
- 2) **The analytical essay (150 points, due May 1)**
 - a. **Title:** Choose a title for your paper, indicating the subject, the key message of your paper.
 - b. **Introduction:** Provide a brief overview of your essay, including the selected case, your main question and argument, and the structure of your essay.
 - c. **Context:** Introduce your case, in a meaningful way—do not simply summarize everything. You will capture the main purpose of the selected work. For example, if the news article discusses about forced migrants at the Mexico-U.S. border, what is its key message?
 - d. **Analysis:** Explain your main argument with concrete evidence. Offer your further interpretation of the work that leads to your main idea. For example, suppose your main argument is that the news mediated information about the migrants helped the government to avoid the blame and claim credit for border control. In that case, you may want to refer to specific evidence in the news article. To deliver an effective

analysis, break up your argument into separate paragraphs. Each paragraph should discuss one point and begin with a topic sentence.

- e. **Relevance:** Identify the significance between the selected work and our course. Demonstrate how your work facilitates our understandings of development, inequalities, or global changes, etc.
- f. **Conclusion:** Summarize your essay. Refer back to your main argument.
- g. **Citation:** Cite properly when referring to another source.

In-class pop quizzes (40 points + 10 bonus points)

There will be **six** in-class pop quizzes, and each counts 10 points. You will get full marks by completing **four** of them. You will get extra 5 points for each additional quiz (up to 10 bonus points). The quizzes will be randomly distributed in any class meetings. It can be a quick reflection on the week's reading or multiple-choice questions based on the assigned reading—**No make-ups** for the pop quizzes.

In-class participation (100 points)

This course will be a **combined lecture and discussion format**: Generally, lectures on Mondays; Critical readings on Mondays/Wednesdays; and discussions/film screenings on Wednesdays/Fridays.

You are expected to come to class prepared and have done all the required readings by every Monday. You will achieve a perfect participation score if you engage actively in discussions. See Canvas Rubric for grading expectations.

To ensure everyone gets a better understanding of the course materials and can say something in class: 1) we will discuss assigned reading(s) every Wednesday; 2) there will be an opportunity for you to share a piece of news related to our class. Students assigned to find the news will need to post the news link to Canvas **by Thursday**. The class will discuss and debate the topic on Friday.

Attendance (50 points)

Attendance is expected. You are allowed two unexcused absences without affecting your attendance throughout the semester. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

Bonus activity (20 points)

You could earn up to 20 extra points by attending campus events and posting your reflections to Canvas. Every activity report values 10 extra points. The purpose is to encourage you to better know our campus culture and community by engaging in different intellectual dialogues.

Grade appeal period

You will find Rubrics for specific assignments on Canvas. Any requests for regrading must be made within **one week** from the time the grade is posted to Canvas. Reassessment will be the final decision and does not guarantee an increased score.

Late submission penalties

Late assignments will be penalized at a rate of 10% per day, including weekends. Assignments will not be accepted for marking more than 5 days after the due date.

Some relevant journals:

Environment and Planning Suite
Globalizations
Millennium

European Journal of International Relations
International Political Sociology
New Left Review

New Political Economy
The British Journal of Politics and International Relations
World Development

Review of International Political Economy
Third World Quarterly
World Politics

Some useful websites/blogs:

Al Jazeera English: <https://www.aljazeera.com/>
 Branko Milanović's blog: <http://glineq.blogspot.com/>
 Financial Times: <https://www.ft.com/>
 The Economist: <https://www.economist.com/>
 The Monkey Cage blog: <https://www.washingtonpost.com/monkey-cage/>

STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a

number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

STUDENT PRIVACY

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

MATERIALS AND SUPPLY FEES

There are no additional fees for this course.

WEEKLY SCHEDULE

*****Please note that the syllabus can be changed as needed during the semester.*****

*****These mandatory readings might be complemented with additional readings through the semester, provided by instructor.*****

Part 1. Concepts and theories

Week 1 Introduction (January 9-14, Drop/Add period)

Monday (January 9)

Syllabus, requirements, and some basic macro-economic terms

Wednesday & Friday (January 11-14)

Faiola, Anthony. "At Miami's Art Basel, a Canvas of Global Inequality in the Pandemic Age." December 3, 2021. <https://www.washingtonpost.com/world/2021/12/03/miami-art-basel-global-inequality-coronavirus/>.

Documentary "Capital of the Twenty-First Century" (2018).

Week 2 Concepts: Global Inequality & Development I (January 18 & 20)

Monday (January 16) Holiday

No session.

Wednesday & Friday (January 18 & 20) Group member introduces

Lockwood, Erin. 2021. "The International Political Economy of Global Inequality." *Review of International Political Economy* 28 (2): 421-445.

Week 3 Concepts: Global Inequality & Development II (January 23-27)

Monday & Wednesday (January 23 & 25)

Sen, Amartya. 1999. *Development as Freedom*. Introduction and Chapter 1. 3-34. New York: Anchors Book.

Friday (January 27)

In-class group meeting, discussing group project proposal.

Decide presentation date.

Week 4 Modernization Theory (January 30-February 3)

Monday & Wednesday (January 30 & February 1)

Sachs, Jeffrey. 2001. "The Strategic Significance of Global Inequality." *The Washington Quarterly* 24 (3): 187-198.

Friday (February 3)

Documentary, "Good Fortune" (2009).

***** Group Project Proposal due February 5 by 11:59 p.m. *****

Week 5 Colonialism, Dependency, and Global Inequality I (February 6-10)

Monday & Wednesday (February 6 & 8)

Rodney, Walter. 2018. "Some Questions on Development." In *How Europe Underdeveloped Africa*. 32-59. London: Verso. Original work published in 1972.

Alami, Ilias, and Vincent Guermond. 2022. "The Color of Money at the Financial Frontier." *Review of International Political Economy*. DOI: 10.1080/09692290.2022.2078857.

Friday (February 10)

Current events discussion 1.

Week 6 Colonialism, Dependency, and Global Inequality II (February 13-17)

Monday & Wednesday (February 13 & 15)

Movie *Darwin's Nightmare* (2004).

Friday (February 17)

Class discussion on *Darwin's Nightmare*.

Week 7 Globalization, Development, and Inequality (February 20-24)

Monday & Wednesday (February 20 & 22)

Bishop, Matthew Louis, and Anthony Payne. 2021. "The Political Economies of Different Globalizations: Theorizing Reglobalization." *Globalization* 18 (1): 1-21.

Wednesday & Friday (February 22 & 24)

Documentary "Manufactured Landscape" (2006).

Part 2. Encounters of the rich and poor: issues associated with global inequality

General discussions for Part 2

- How do multinational corporations (MNCs) affect global inequality?
- How has the role of the state changed under the impact of the global trends in MNCs and technology?
- Have you noticed any global issues in your everyday life? How is your life affected by any of the issues?

Week 8 Global Supply Chains (February 27-March 3)

Monday & Wednesday (February 27 & March 1)

Fridell, Gavin. 2022. "The Political Economy of Inclusion and Exclusion: State, Labour and the Costs of Supply Chain Integration in the Eastern Caribbean." *Review of International Political Economy* 29 (3): 749-767.

Pham, Minh-Ha T. 2020. "'How to Make a Mask': Quarantine Feminism and Global Supply Chains." *Feminist Studies* 46 (2): 316-326.

Friday (March 3)

Documentary "Inside Job" (2010). This documentary provides background for the discussion of global finance.

Week 9 Global Finance (March 6-10)

Monday & Wednesday (March 6 & 8)

Ho, Karen. 2009. "Leveraging Dominance and Crises through the Global." In *Liquidated: An Ethnography of Wall Street*. 295-324. Durham: Duke University Press.

Documentary "Inside Job" (2010).

Friday (March 10)

Current events discussion 2.

Week 10 Spring Break (March 13-18)

No sessions.

Week 11 States, MNCs, Technology (March 20-25)

Monday & Wednesday (March 20 & 22)

Atal, Maha Rafi. 2021. "The Janus Faces of Silicon Valley." *Review of International Political Economy* 28 (2): 336-350.

Schindler, Seth, Ilias Alamib, and Nicholas Jepson. 2022. "Goodbye *Washington Confusion*, Hello *Wall Street Consensus*: Contemporary State Capitalism and the Spatialisation of Industrial Strategy." *New Political Economy*. DOI: 10.1080/13563467.2022.2091534.

Friday (March 25)

Current events discussion 3.

Part 3. Responses

Week 12 Global Governance and Global Inequality (March 27-31)

Monday & Wednesday (March 27 & 29)

Abrahamsen, Rita. 2004. "The Power of Partnership in Global Governance." *Third World Quarterly* 25 (8): 1453-1467.

Friday (March 31)

In-class group meeting, preparing for group presentation.

***** Group Project Report due April 2 by 11:59 p.m. *****

Week 13 Local community group projects (April 3-7)

Monday & Wednesday & Friday (April 3-7)

Group project presentations.

4. (Im)Mobility and global inequality: thinking beyond global distribution of wealth

Week 14 Body and Mobility (April 10-14)

Monday (April 10)

Gogia, Nupur. 2006. "Unpacking Corporeal Mobilities: The Global Voyages of Labour and Leisure." *Environment and Planning A* 38: 359-375.

Wednesday & Friday (April 12 & 14)

Documentary "Money and Honey" (2011).

Week 15 Sustainable Mobility (April 17-21)

Monday & Wednesday (April 17 & 19)

Methmann, Chris. 2014. "Visualizing Climate-Refugees: Race, Vulnerability, and Resilience in Global Liberal Politics." *International Political Sociology* 8 (4): 416-435.

Turhan, Ethemcan, and Marco Armiero. 2019. "Of (not) being Neighbors: Cities, Citizens and Climate Change in an Age of Migrations." *Mobilities* 14 (3), 363-374.

Friday (April 21)

Current events discussion 4.

Week 16 Gendered Mobility (April 24 & 26)

Monday & Wednesday (April 24)

Cuvelier, Jeroen. 2017. "Money, Migration and Masculinity among Artisanal Miners in Katanga (DR Congo)." *Review of African Political Economy* 152 (44): 204-219.

Wednesday (April 26)

Catch-up session.

Reading Days (April 27 & 28)

No session.

***** Individual analytical paper due May 1 by 11:59 p.m. *****