

INR 4035 RICH AND POOR NATIONS

Fall 2022 MWF 4th Period 10:40–11:30 a.m.

Location: LEI 0242

Chuan Wang

Office: Anderson 330

Zoom: <https://ufl.zoom.us/j/94846484058>

Office Hours (Zoom only): Monday 2–4 p.m.

and by appointment

(via Calendly: <https://calendly.com/chwan/15min>)

Email: chw884@ufl.edu

Phone: 415.205.7505

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 alleviate global inequality? I expect you to keep in mind big questions as: What is the role of the state in addressing issues of global inequality and development? Also, how is your life (and your home country/state) affected by the trends in global inequality?

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/international capital, and technology. We will try to investigate these issues from the relationships between state and nonstate actors. The third part, “Political Actions,” focuses on existing various policy and 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 global inequality; 3) examine the roles of 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 inequality in your everyday life.

REQUIRED TEXTBOOKS

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

EVALUATION OF GRADES

| Assignment | Total Points | Percent of Grade | Due Date |
|---------------------------------|--------------|------------------|-------------------------------|
| One reflection paper | 15 | 15% | (due dates vary) |
| Twelve weekly reading responses | 24 | 24% | (due dates vary) |
| Group project proposal | 10 | 10% | (due Sep 18) |
| Group project presentation | 10 | 10% | (section before Thanksgiving) |
| Film review and recommendation | 20 | 20% | (due Dec 12) |
| Three in-class pop quizzes | 6 | 6% | (section) |
| In-class participation | 10 | 10% | (section) |
| Attendance | 5 | 5% | (section) |
| TOTAL | 100 | 100% | |

Grading scale is A 94-100; A- 90-93.9; B+ 87-89.9; B 84-86.9; B- 80-83.9; C+ 77-79.9; C 74-76.9; C- 70-73.9; D+ 67-69.9; D 64-66.9; D- 60-63.9; E <60

More information on UF grading policy may be found at:

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

Reflection paper (15 points)

You are asked to write **one** reflection paper. The paper should be between **800—1,200** words (citation not included).

You are required to submit the assignment through Canvas before the related session begins. And you do not need to submit your weekly reading response for that week. For example, if you choose to analyze Amartya Sen’s (1999) work, *Development as Freedom*, your paper should be turned in no later than 10:40 a.m. on September 7, 2022.

The reflection paper is **NOT** a reading summary. To receive full marks on the reflection paper, you will need to address the following points:

- Summarize briefly the main points raised by the author (10/100).
- Assess the significance and relevance to our course objectives (20/100).
- Discuss your perspective—such as whether or not you agree and disagree with the author. You should use concrete examples to support your interpretation. Such as, applying the relevant theory or concept to an empirical case (e.g., recent or historical events), and then assessing how is the particular theory or concept effective to explain the case. You are also encouraged to use your personal experiences and observations to justify your position (60/100).
- Provide a brief conclusion (5/100).
- Be sure to cite properly in the paper (5/100).

Weekly reading responses (12 reading responses, for a total of 24 points)

You will need to post 2-3 paragraphs reading reflection each week to Canvas EXCEPT the week you submit your reflection paper. You are required to 1) concisely summarize the reading’s main argument, 2) explain what you learned from the reading, and 3) argue the strengths and weaknesses of the reading, and 4) 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**. You will get 2 extra points for submitting all weekly reading responses.

Local community group project (20 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 an indigenous or community-based organization (if online, domestic or international):

- Main purpose: 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.
- 1) **Project proposal (10 points, due September 18)**
- 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).
 - 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 presentation (10 points)**, Scheduled at the beginning of the semester. Presentations before Thanksgiving)
- Each group will give a 20-minute presentation, followed by a 5-minute Q&A session.
 - You will introduce your project question and findings. You will also discuss, including but not limited to, what you have learned from the local community regarding the development challenges and/or opportunities, what impressed you the most, what your concerns are, and so on.
 - Ideally, you may want to highlight the relevance between local inequality issues and global concerns.
 - 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.

Film review and recommendation (20 points, due December 12)

You will need to find a film/documentary work (NOT listed on the syllabus) about global inequality. Write a 1,200—1,500 words film review and recommendation. This assignment will be peer-reviewed by the whole class so that everyone will have an opportunity to know your recommendation. You will need to:

- 1) Provide a brief **introduction** with the movie title, genre, and release date. Concisely summarize the story.
- 2) Introduce the **background** of the movie, such as who's the filmmaker, what motivated them to make the work, any relevant historical events, any impacts of the movie, etc.
- 3) **Evaluate** the movie. Explicate the central goal of the movie. Explain whether the movie successfully served its purpose by analyzing the narrative, direction, characters, sonic effects, and other elements directly and indirectly presented to you.
- 4) **Explain** why you recommend the film to our class—how the movie was helpful for us to understand global inequality and any other inspirations from the movie.
- 5) Show the **significance** to our class. Identify the **relevance** between the movie and our course materials. Use specific examples you have learned in the class (e.g., theories and concepts, empirical cases, current events, discussions and critiques, etc.).
- 6) **Cite** properly when referring to another source.

See Canvas for detailed instructions.

In-class pop quizzes (6 points)

There will be three in-class pop quizzes, and each counts 2 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 (10 points)

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

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 2-3 students assigned to share a piece of news related to global inequality every week. Students assigned to find the news will need to post the news link to Canvas **by Wednesday**. The class will discuss and debate the topic on Friday.

Attendance (5 points)

Attendance is expected. You will earn two extra points for perfect attendance. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

Some additional bonus points

You could earn up to 2 extra points by attending campus events and posting your reflections to Canvas. Every activity report values one extra point. The purpose is to encourage you to better know our campus culture and community by engaging in different intellectual dialogues.

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

New Political Economy

The British Journal of Politics and International Relations

World Development

European Journal of International Relations

International Political Sociology

New Left Review

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 (August 24-26)

Wednesday (August 24)

Syllabus, requirements, and some basic macro-economic terms

Friday (August 26)

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/>.

Week 2 Concepts: Global Inequality & Development I (August 29-September 2)

Monday & Wednesday (August 29 & 31)

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

Friday (September 2)

Group member introduces and Documentary "Capital of the Twenty-First Century."

Week 3 Concepts: Global Inequality & Development II (September 7 & 9)

Monday (September 5) Holiday

No session.

Wednesday and Friday (September 7 & 9)

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

Week 4 Modernization Theory (September 12-16)

Monday and Wednesday (September 12 & 14)

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

Friday (September 16)

In-class group meeting, discussing group project proposal.

***** Group Project Proposal due September 18 by 11:59 p.m. *****

Week 5 Colonialism, Dependency, and Global Inequality I (September 19-23)

Monday and Wednesday (September 19 & 21)

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

Taylor, Ian. 2015. "The BRICS in Africa: Diversifying Dependency."

https://codesria.org/IMG/pdf/ian_taylor_the_brics_in_africa_diversifying_dependency.pdf.

Friday (September 23)

Current events discussion 1.

Week 6 Colonialism, Dependency, and Global Inequality II (September 26-30)

Monday and Wednesday (September 26 & 28)

Movie *Darwin's Nightmare* (2004).

Friday (September 30)

Class discussion on *Darwin's Nightmare*.

Week 7 Globalization, Development, and Inequality (October 3-7)

Monday and Wednesday (October 3 & 5)

Wade, Robert. 1996. "Is Globalization Reducing Poverty and Inequality?" *World Development* 32 (4): 567-89.

Friday (October 7)

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 (October 10-14)

Monday & Wednesday (October 10 & 12)

Tsing, Anna Lowenhaupt. 2015. "Prologue," "Contamination as Collaboration," "Part II After Progress: Salvage Accumulation," and "Working the Edge." In *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton: Princeton University Press, 1-9, 26-34, 54-58, & 60-70.

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

Friday (October 14)

Current events discussion 2.

Week 9 Global Finance (October 17-21)

Monday & Wednesday (October 17 & 19)

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

Friday (October 21)

Documentary "Inside Job" (2010).

Week 10 States, MNCs, Technology (October 24-28)

Monday & Wednesday (October 24 & 26)

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

Friday (October 28)

Current events discussion 3.

Part 3. Political actions

Week 11 Global Governance and Global Inequality (October 31-November 4)

Monday & Wednesday (October 31 & November 2)

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

Hickel, Jason. "Apartheid in the World Bank and the IMF." Aljazeera. November 20, 2020.

<https://www.aljazeera.com/opinions/2020/11/26/it-is-time-to-decolonise-the-world-bank-and-the-imf>.

Friday (November 4)

ISA-NE; No session.

Week 12 What is Degrowth? (November 7 & 9)

Monday (November 7) Read the discussion between Branko Milanović and Jason Hickel:

Milanović. "The Illusion of 'Degrowth' in a Poor and Unequal World." <https://glineq.blogspot.com/2017/11/the-illusion-of-degrowth-in-poor-and-unequal.html>.

Hickel. "Degrowth: A Response to Branko Milanović." <https://www.jasonhickel.org/blog/2017/11/19/why-branko-milanovic-is-wrong-about-de-growth>.

Milanović. "The Illusion of Degrowth: Part II." <https://glineq.blogspot.com/2017/11/the-illusion-of-degrowth-part-ii.html>.

Hickel. "De-Growth is Feasible: People Want a New Economy." <https://www.jasonhickel.org/blog/2017/11/22/why-branko-milanovic-is-wrong-about-degrowth-ii>.

Wednesday (November 9)

In-class group meeting, preparing for group presentation.

Friday (November 11) Holiday

No session.

Week 13 Local community group projects (November 14-18)

Monday & Wednesday & Friday (November 14-18)

Group project presentations

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

Week 14 Kinopolitics and Mobility (November 21)

Monday (November 21)

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

Thanksgiving (November 23 & 25)

No sessions.

Week 15 Sustainable Mobility (November 28-December 2)

Monday & Wednesday (November 28 & 30)

Paterson, Matthew. 2000. "Car Culture and Global Environmental Politics." *Review of International Studies* 26: 253-270.

Friday (December 2)

Current events discussion 4.

Week 16 Gendered Mobility (December 5 & 7)

Monday & Wednesday (December 5 & 7)

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

Reading Days (December 8 & 9)

No session.

***** Film review and recommendation due December 12 by 11:59 p.m. *****