University College Maastricht
Period 1
2017/2018
Course SSC2046

Course book

Globalization & Inequality

Preface

This 27th edition of the course book contains up-to-date topics and reading materials. Besides books and academic journal articles, usually available at the university's library and study centres, effort has been made to give easy access to various web-related sources. To stay informed, students are strongly recommended to frequently visit the SSC2046 course page through *My Courses* at the *Student Portal*. It will be of use as a general communication tool in study groups to exchange questions and answers, learning goals, pointers to sources etc., will also provide the latest information on lectures, deadlines, literature, extra materials and the slides and other materials of the plenary sessions and lectures.

For general Literature, we strongly advise you to purchase a copy of Hopper, P. (2012). *Understanding development*. Cambridge: Polity, available at the local bookshops (Studystore on Tongerseweg).

For students not acquainted with the Maastricht' problem-based learning system we advise consultation of *PBL Study Skills; an overview* by C. van Til & F. van der Heijden (ISBN 978-90-5398-057-6, to be ordered from Department of Educational Development and Research, tel. 043-3885779, or e-mail: secretariaat-educ@educ.unimaas.nl.

In case of any problems, questions or uncertainties about the course book or content, feel free to contact the UCM course co-ordinator by email at: l.wagner@maastrichtuniversity.nl

Please note that exceptionally this year, we have found it necessary to schedule some tutorial groups on a Monday/Thursday instead of Tuesday/Friday format. If your group is Monday/Thursday, please follow the same week-by-week deadlines for readings and preparation as indicated in the schedule for Tuesday/Friday.

We hope this course will contribute to your personal 'sustainable development'.

Lauren Wagner (UCM Coordinator)

CONTENTS

Introduction

For the first time in human history, we have the resources, the knowledge and the expertise to eradicate human poverty
Kofi Annan

How do we approach, understand, and intervene in processes of globalization and associated inequalities?

In a series of lectures, readings and collaborative projects we shall explore the notions of globalization, inequality and the policies aiming to affect these phenomena. For this year 2017/18 the course will take as its leading questions:
- how do inequalities manifest themselves at the global, national and local level?
- how are these related to processes of globalization?
- what is the relevance of the 2030 Agenda for Sustainable Development and the associated Sustainable Development Goals (SDGs), launched by the UN in 2016?

Nobel laureate Amartya Sen has called our attention to the fact that we 'live in a world of unprecedented opulence', yet one 'with remarkable deprivation, destitution and oppression.'[1] Poverty, in the sense of structural deprivation, destitution and the associated oppression, still marks our world. Although world leaders expressed the desire at the global level to attack poverty and its causes in the Millennium Declaration of 2000, much work remains despite many achievements through the Millennium Development Goals (MDGs)[2]. Nowadays, in the post-2015 era after the MDGs came to an end, the Sustainable Development Goals will be leading in the field of development. In recognition of global issues like climate change, interestingly the seventeen (!) new goals apply to us all in the Global South and Global North, while the MDGs mainly focused on developing countries.

Has the Millennium Declaration had effect? With the recent introduction of the SDGs, what are opportunities and challenges in turning to Agenda 2030? It is seriously contested from a number of sides. Climate change sceptics may try to derail environmental agendas. Governments may contest global solutions by dragging their feet and not put their priorities where their mouth is. Rich countries are not increasing their contributions in international cooperation; poor country political elites are not realising targets in health or education. Civil society organisations and social movements attack the alleged hypocrisy of governments and large corporations, or even question the very foundations of Agenda 2030. Transnational corporations may counteract environmental regulations or may be at the forefront of valuable innovations. And what is the continued impact of the financial crisis that began in 2008 and the fact that the emerging economies —China, India, Brazil—demand a stronger voice in shaping the world order? And what about the various migration crises? What will be the consequences for ordinary Africans, Asians and South Americans?
We hope you enter this course with a drive to investigate these, and other questions, about the relationship between globalization and inequality today.

-The Globalization and Inequality team (FASOS and UCM) -

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[1]   Sen, A. (2000). *Development as Freedom* New York: Knopf, xi-xii
[2]   United Nations, *Millennium Development Goals*. New York, 2000. Online available at:
       http://www.un.org/millenniumgoals

COURSE CONTENT AND OBJECTIVES

The course introduces students to processes of globalization and inequality by critically focusing on international, national, and local structural issues of development. It uses <u>Understanding development</u> (Hopper 2012), and a variety of high quality e-journal articles and reports to study and analyze the increasing interdependence of states, markets and civil societies from several disciplinary perspectives. Beyond insight into the historical background of globalization and inequality, this course focuses on the fields of global governance and neoliberalism, democratization & human rights, health & women, global migration, and issues around agriculture and food. Several disciplinary perspectives are used: development studies, social sciences, history, economics, international law, medicine and health sciences. The mixture of sources between lectures, research readings, and real-world examples, as well as the mixture of disciplinary approaches and topics, demonstrate how different analyses and different solutions can be proposed to alleviate inequality at a global scale.

Students who have completed this course have acquired knowledge about:
- The impact of the Sustainable Development Goals (SDGs) and the Millennium Development Goals (MDGs), among other indicators to measure development.
- The impact of colonization on globalization and development
- The main agencies of development in the globalization process
- The views on a nation state as developed in various continents
- Development of democracy and good governance
- Inclusion of human rights in various development theories and strategies
- The global health sector in relation to development
- Migration flows in the past and present
- Gender issues in globalization
- How major global crises (financial, climate, migration) are interlocking and expressing themselves in various continents

RULES & REGULATIONS

How to pass this course?

1. Attendance requirement: at least **8 out of 10** tutorial group meetings (see below)
2. **Assessments for final grade:**
   - Subgroup presentation and paper:
     - Presentation (20%)
     - Paper (30%)
   - Final take-home exam (50%):
     - For information on the release of the final exam prompt, check the Student Portal
     - The exam is based on the course book, texts mentioned under the heading 'core reading', as well as the lectures
     - All students must write in English
2. **Passing:**
   - You pass the course when:
     - Your overall grade 5.5 or higher;
     - AND you pass the final exam with 5.5 or higher.
   - Students who meet attendance requirements but fail to pass the required grades may resit the exam in January 2018

Educational setting: PBL and Lectures

This course has a study load of 5 ECTS.

Students gather 10 times for a PBL session of 2hrs (Tuesday/Friday; **possibly Monday/Thursday in 2017-18**) and once a week (Tuesday) for a lecture (1330-1530). The final lecture in week 7 is optional for UCM students; otherwise, students are expected to attend all lectures and PBL sessions.

LECTURES: The plenary session will take 2 hours (13.30-15.30). Please be on time as nearly 150 students will attend. A lecturer will be shortly introduced, after which the lecture will start, usually with a 15 min break midway. Students are encouraged to prepare questions for the lecturers and or discussion.

CHAIRING and READINGS: It is recommended that subgroups act as chairpersons for the learning unit related to their project. These assignments will be discussed at the first tutorial; **students unable to attend the first tutorial should contact their tutor in advance**.
Within each Study Unit, there are selections from the course textbook Understanding development, along with required readings of academic articles and other primary source texts (news reports, policy documents, etc.) and additional suggested literature.
Students are also advised to **reference specific sources** in their tutorial discussions: "one of the authors said" is not adequate for a PBL discussion. Take notes that identify where each idea comes from, both the resource and the location (e.g. page number) – this will help you to write a strong argument in your exams.

CHAIR EXTRA: In pre-discussion, tutorial groups may select one text from the required list (NOT the course textbook) that only the chairs will read, and then summarize / communicate with the group before or during post-discussion. Be aware, however, that all texts listed as 'required' may be part of the final exam content.

Required and Recommended Literature

- Books and articles required in the PBL units below are available at the Bonnefanten Library (studyroom and regular library) and through the e-reader.

- Participants and tutors are advised to use the PDF version of the course book where internet sources are 'clickable' (no typing needed).
- **Students are expected to bring the literature to class**, including **the readings for that tutorial session** as well as the **course book** Hopper, P. (2012). Understanding Development. Cambridge: Polity.
    - o Available at: Studystore Binnenstad, Tongersestraat 12a, 6211LN Maastricht, tel: +31 88 3399 350
    - o It is also available for use in the university's study rooms and library, at the studyroom cultural sciences/economics.

SSC2046 course page through My Courses at the Student Portal

- Announcements will be made through the course pages (*My Courses* at the *Student Portal*)
- All papers (format = .doc or .pdf **only**) in this course have to be delivered through **SafeAssign** on the course pages (*My Courses* at the *Student Portal*)
- **Please visit the SSC2046 course page through My Courses at the Student Portal regularly and use its resources and tools!**

Attendance Rules

We expect students to be present at all meetings (group sessions and lectures). As **we regard lectures as an integral part of this course,** the exam **will be partly based on lecture content**. In other words attendance is crucial!

For tutorials, students are required to attend **eight out of ten**. Attendance of seven tutorials or less will constitute failure to meet the minimum attendance requirements (85%). **A fail for attendance will result in the respective student not being able to participate in the exam, nor in the resit exam.**

Plagiarism (read this carefully!)

Students are strongly advised to **cite sources in all written work**. Accurate citation is an important part of academic writing. All claims that are beyond the author's immediate knowledge, and more specific than 'general knowledge', need a reference supporting them. If you are uncertain about acceptable academic standards for citations to avoid plagiarism, please use the UM Library's Skills Tutorial on Referencing and Plagiarism (http://library.maastrichtuniversity.nl/skills-and-support/#skills) to make sure you are adhering to standards.

Failure to cite appropriately in your submitted written work constitutes plagiarism, and may result in rejection of your assessments. Plagiarism of any kind – whether it consists of copied text or lack of necessary citations – will be officially reported to the UCM Board of Examiners. Regular sanctions apply.

Assessments

SUBGROUP PRESENTATION & PAPER

The mid-term assessment for this course consists of a presentation and written paper executed by students in subgroups of 2 (or maximum 3 students when necessary) on one of the course themes.

- Subgroups will be established during the first tutorial meeting. Each subgroup will select a theme and develop a research question based on one of the course units, so that each Tutorial Group features at least 6 of the 7 weekly units. Each group may optionally consult with their tutor on the Tuesday of the second course week to receive feedback on your research topic and framework.
- Students will have week 1-3 to develop this research paper, first for *presentation* and subsequently as a written *research paper*.
    1. Each subgroup will deliver a presentation, either in Part 1 (Weeks 1-3) on the Tuesday of week 4, or in Part 2 (Weeks 4-7) on the Monday/Tuesday of week 5. The presentation will last maximum 20 minutes, followed by 10-15 minutes discussion.
        - Each subgroup should request another peer to take detailed notes on the discussion, as the submitted paper should incorporate feedback and comments.
        - The presentations will be graded on criteria such as structure, clarity, coherence, and discussion as well as content.
        - A PDF of the presentation should be emailed to the tutor by midnight (12am) before the presentation. This component is 20% of the final course grade.
    2. On the Monday following these presentations, each subgroup will submit their research paper that includes references to substantiate their arguments, appropriate formatting (2500 words ± 20%, TNR 12, APA style). This paper should include
        - the research topic and justification,
        - an introduction,
        - discussions of relevant theoretical and/or practical literature,
        - data from primary and secondary sources
        - an analytical discussion of the data related to the theoretical literature, framed through the research topic
        - a conclusion
        - Cited sources in these papers should not be limited to the course reading list; subgroups should make use of the University library resources to find additional materials. These should include academic literature (minimum 5 references used) as well as policy documents and other reports.
        - The grades for these papers will include criteria on structure, coherence of argumentation, use of illustrative materials, expression, and incorporation of peer feedback. This paper is 30% of the final grade.

WRITING ADVICE FOR AN ACADEMIC RESEARCH PAPER

This course is structured and delivered at second-year level, with the expectation that students have had skills training in academic writing provided through other UCM courses. The written work – both the research paper and exams – will be graded following that expectation. However, we are aware that many first-year students choose this course, and may find the writing assignments challenging.

We strongly suggest that any student feeling uncertain about their writing skills or written work make use of the available resources in UCM, like the Writing Centre (https://www.facebook.com/ucmwritingcentre/) and at the UM library (http://library.maastrichtuniversity.nl/service/peer-point/). While academic writing skills are an important component to success in this course, they are **not** one of the taught elements of it, and our ability to provide support, feedback, and advice are limited. We hope that, through the work in this course, students are able to improve their writing skills as they continue in their degree trajectory.

Writing is hard work, and you will of course face many deadlines and concurrent projects during your trajectory in this course. We cannot take into account coursework deadlines in your other courses in our planning, so please **plan your time carefully** in order to submit your work on schedule.

FINAL EXAM

- The final exam for this course will likely consist of 2 short essays (approx. 1500wds each) in response to a limited selection of questions. This exam format may be subject to change, and will be announced on the Student Portal before the exam is published.
- The exam is based on the course book, texts mentioned under the heading 'core reading', as well as the lectures.
- Students should be sure to **cite literature appropriately**, and include a reference list of cited works whether they are from the course literature list or not.
- The take-home essay prompts will be released via the Student Portal on the Monday of course week 7 at 12.00, and the final work will be due on the Monday of course week 8 at 16.00 via SafeAssign.
- All students must write in English.
- The exam is 50% of the final grade.

The assessment criteria and official assessment forms for each of these assignments will be published on the Student Portal in the first weeks of the course.

SCHEDULE & DEADLINES

SSC2046 Globalization & Inequality (Sep-Oct 2016)				
Schedule			**Lectures**	**Tutorials –** *Tuesday/ Friday OR Monday/Thursday*
Sep wk # 1	**Tue**	05	Lecture 1: Introduction	Tutorial 1: Intro, scheduling, Unit 1 pre-discussion
	Fri	08		Tutorial 2: Unit 1 post-discussion, Unit 2 pre-discussion
Sep wk # 2	**Tue**	12	Lecture 2: Colonialism and Politics in Africa	*Optional: Discuss project topics with tutor (independent arrangements)*
	Fri	15		Tutorial 3: Unit 2 post-discussion, Unit 3 pre-discussion
Sep wk # 3	**Tue**	19	Lecture 3: The Agencies of Development	
	Fri	22		Tutorial 4: Unit 3 post-discussion, Unit 4 pre-discussion
Sep wk # 4	**Tue**	26	Lecture 4: Human rights and Global justice	**Presentations Part 1**
	Fri	29		Tutorial 5: Unit 4 post-discussion, Unit 5 pre-discussion
Oct wk # 5	**Mon**	02		**Subgroups in Part 1: papers due at 12 noon**
	Tue	03	Lecture 5: HIV/AIDS	**Presentations Part 2**
	Fri	06		Tutorial 6: Unit 5 post-discussion, Unit 6 pre-discussion
Oct wk # 6	**Mon**	09		**Subgroups in Part 2: papers due at 12 noon**
	Tue	10	Lecture 6: Global migration and remittances	Tutorial 7: Unit 6 post-discussion, Unit 7 pre-discussion
	Fri	13		Tutorial 8: Unit 7 post-discussion, course evaluation and conclusion
Oct wk # 7	**Mon**	16		**Take-home exam made available on Student Portal at 12 noon**
	Tue	17	Lecture 7: Food, natural resources and crises	*(This lecture is optional for UCM students)*
Oct wk # 8	**Mon**	23		**Take-home exam due via SafeAssign at 16.00**

PROBLEM BASED STUDY UNITS

UNIT 1:

GLOBALIZATION AND DEVELOPMENT: THE SUSTAINABLE DEVELOPMENT GOALS

Globalization: are the poor getting poorer?

"The principal challenge relates to inequality −international as well as intra national. The troubling inequalities include disparities in affluence and also gross asymmetries in political, social, and economic opportunities and power.

A crucial question concerns the sharing of the potential gains from globalization −between rich and poor countries and among different groups within a country. It is not sufficient to understand that the poor of the world need globalization as much as the rich do; it is also important to make sure that they actually get what they need. This may require extensive institutional reform, even as globalization is defended."
Sen (2002), pp. 3-4.

Globalization & Development

"...the relationship between globalization and development is complex, largely because both are contested in nature and multidimensional phenomena."
Hopper (2012), p. 246.

Inequality and poverty

"...the incidence of poverty is shaped by how poverty is defined (…). Inequality is also a plural phenomenon reflected in gender, racial, ethnic, class and age inequalities."
Hopper (2012), p. 19.

The contested nature of development

"…the East Asian development experience has become an ideational battleground and is a classic example of the contested nature of development (…). [W]hen evaluating the merits of development approaches, it is essential to take into account the significance of the local, national and regional contexts as well as how they intersect with structural/global factors."
Hopper (2012), p. 44-45.

Measuring development and poverty

"...from the late 1980s onwards, the United Nations Development Programme (UNDP) began to employ the Human Development Index (HDI) as an alternative measurement of development to GDP."
Hopper (2012), p. 11.

UN Millennium Declaration

"(…) We, heads of State and Government, have gathered at United Nations Headquarters in New York from 6 to 8 September 2000, at the dawn of a new millennium, (…) recognize that (…) we have a collective responsibility to uphold the principles of human dignity, equality and equity at the global level. As leaders we have a duty therefore to all the world's people, especially the most vulnerable and, in particular, the children of the world, to whom the future belongs. (…). We will spare no effort to free our fellow men, women and children from the abject and dehumanizing conditions of extreme poverty, to which more than a billion of them are currently subjected. We are committed to making the right to development a reality for everyone and to freeing the entire human race from want."
United Nations Millennium Declaration, 8 September 2000.

Millennium Development Goals

The Sustainable Development Goals Report 2016

"On 1 January 2016, the world officially began implementation of the 2030 Agenda for Sustainable Development—the transformative plan of action based on 17 Sustainable Development Goals—to address urgent global challenges over the next 15 years.

This agenda is a road map for people and the planet that will build on the success of the Millennium Development Goals and ensure sustainable social and economic progress worldwide. It seeks not only to eradicate extreme poverty, but also to integrate and balance the three dimensions of sustainable development—economic, social and environmental—in a comprehensive global vision. It is vital that we begin implementation with a sense of opportunity and purpose based on an accurate evaluation of where the world stands now. (…) With collective global action, we can seize the opportunities before us and, together, fulfil the pledge of the 2030 Agenda to leave no one behind."

(Foreword by Ban Ki-moon, Secretary General of United Nations)
The Sustainable Development Goals Report 2016.

SDGs as a political tool

"[T]hese articles, collected together, represent an unusual intervention in debates about the nature of contemporary international development, where the majority of scholarship tends

to concern itself with measuring or collating goal performance. The articles, however, explore the SDGs as a political construct, and are less concerned with the technical aspects or realizable nature of the goals, than with the kinds of epistemological, hegemonic, or politico-economic assumptions built into them, and the ensuing effectiveness they will have in terms of addressing or perpetuating the historical impoverishment of large groups of people living in poverty. They take issue with many of the assumptions upon which SDGs rests, while also broadening the conversation to pay attention to knowledge production, modernity, colonialism, exclusion, citizenship, and other conceptual insights."
Gabay, C., & Ilcan, S. (2017), 'Leaving no-one behind?' p. 337

Most Relevant Sustainable Development Goals (SDGs) for Unit 1

Goal 1. End poverty in all its forms everywhere
Goal 10. Reduce inequality within and among countries
http://www.un.org/sustainabledevelopment/

Literature

Course book
Hopper, P.
    (2012). Understanding development. Cambridge: Polity.
    Introduction: Understanding development pp. 1-24.
    1. Theorizing development pp. 25-45.
    10. Globalization and development pp. 227-247.

Core Readings
Sen, A.
    (Jan 14, 2002). How to Judge Globalism. *American Prospect, 13*(1). Online available at: http://www.prospect.org/cs/articles?article=how_to_judge_globalism
United Nations
    (2016). *The Sustainable Development Goals report.* New York: UN. 1-11. Online available at: https://unstats.un.org/sdgs/report/2016/The%20Sustainable%20Development%20Goals%20Report%202016.pdf

In coordination with your tutorial colleagues, choose **ONE** *of the following articles from this special issue of Globalizations (http://www.tandfonline.com/toc/rglo20/14/3)*:
Fletcher, R., & Rammelt, C.
    (2017). Decoupling: A Key Fantasy of the Post-2015 Sustainable Development Agenda. *Globalizations*, *14*(3), 450–467.
Gabay, C., & Ilcan, S.
    (2017). The Affective Politics of the Sustainable Development Goals: Partnership, Capacity-Building, and Big Data. *Globalizations*, *14*(3), 468–485.
McKeon, N.
    (2017). Are Equity and Sustainability a Likely Outcome When Foxes and Chickens Share the Same Coop? Critiquing the Concept of Multistakeholder Governance of Food Security. *Globalizations*, *14*(3), 379–398.
Soederberg, S.
    (2017). Universal Access to Affordable Housing? Interrogating an Elusive Development Goal. *Globalizations*, *14*(3), 343–359.
Spann, M. (2017).

Politics of Poverty: The Post-2015 Sustainable Development Goals and the Business of Agriculture. *Globalizations*, *14*(3), 360–378.

Suliman, S.
(2017). Migration and Development after 2015. *Globalizations*, *14*(3), 415–431.

Weber, H.
(2017). Politics of "Leaving No One Behind": Contesting the 2030 Sustainable Development Goals Agenda. *Globalizations*, *14*(3), 399–414.

Wilson, K.
2017). Re-centring "Race" in Development: Population Policies and Global Capital Accumulation in the Era of the SDGs. *Globalizations*, *14*(3), 432–449.

You may want to read the introduction to this issue (below) or consult the abstracts of the articles for more details.

Gabay, C., & Ilcan, S.
(2017). Leaving No-one Behind? The Politics of Destination in the 2030 Sustainable Development Goals. *Globalizations*, *14*(3), 337–342.

Selected additional literature

United Nations
(2015). *Transforming our World: the 2030 agenda for sustainable development.* New York: UN. 1-13. Online available at:
https://sustainabledevelopment.un.org/post2015/transformingourworld/publication
(2016) *Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators: Annex IV Final List of Proposed SDG Indicators.* New York: UN. pp. 39-62. Online available at:
http://unstats.un.org/unsd/statcom/47th-session/documents/2016-2-IAEG-SDGs-E.pdf

Fukuda-Parr, S.
(2016). From the Millennium Development Goals to the Sustainable Development Goals: shifts in purpose, concept, and politics of global goal setting for development. *Gender & Development*, 24(1), 43-52. Online available at: [E-journal]

Poku, N. & J. Whitman
(2011). The Millennium Development Goals: challenges, prospects and opportunities, *Third World Quarterly*, 32:1, 3-8. Online available at: [E-journal]

Campbell, H.
(2008). China in Africa: challenging US global hegemony. *Third World Quarterly, 29*(1), 89-105. Online available at: [E-journal]

Greig, A., Hulme, D., & Turner, M.
(2007). *Challenging Global Inequality: Development theory and practice in the 21st century.* Basingstoke: Palgrave Macmillan.

Held, D., & McGrew, A.
What is Globalization? (executive summary) Online available at:
http://www.polity.co.uk/global/whatisglobalization.asp

Lang, V. F., & Lingnau, H.
(2015). Defining and Measuring Poverty and Inequality Post-2015. Journal of International Development, 27(3), 399-414. Online available at: [E-journal]

United Nations Millennium Declaration.
Online available at: http://www.un.org/millennium/declaration/ares552e.pdf

United Nations
(2015). *The Millennium Development Goals Report 2015.* New York: United Nations. pp. 4-9. Online available at:
http://www.un.org/millenniumgoals/reports.shtml

UNIT 2:

A HISTORY OF INEQUALITY: COLONIALISM, DECOLONIZATION, AND AFTER…

Colonialism

Africa around 1910

A dying colonialism

"In a war of liberation, the colonized people must win, but they must do so cleanly, without 'barbarity'. The European nation that practices torture is a blighted nation, unfaithful to its history. The underdeveloped nation that practices torture thereby confirms its nature, plays the role of an underdeveloped people. If it does not wish to be morally condemned by the 'Western nations', an underdeveloped nation is obliged to practice fair play, even while its adversary ventures, with a clear conscience, into the unlimited exploration of new means of terror."
Fanon (1965), p. 24.

Globalization and colonialism

"In the 19th century, Britain not only took over the leading role in European expansion - a traditional periodic shift, as leadership had previously moved from Venice to Antwerp and then to Amsterdam - but it also began to influence and dominate foreign economies. This was something new. Thus, the Industrial Revolution brought about a qualitative difference. From its beginnings as traditional colonialism, comparable to that of the Romans, Arabs, Ottomans, Chinese etc,

European colonialism moved on and took on a new character, to become a colonialism sui generis."
Wesseling (2009), p. 458

Colonial legacies

"…as European colonial rule came to an end in the two of three decades following 1945, development was firmly on the agendas of the leaders of the newly independent countries, both as a means of consolidating independence and of strengthening their own political positions."
Hopper (2012), p. 25-26.

"…an example of the power-knowledge games at work within development can be seen in the construction of the Third World, which comes to form the lower tier in the hierarchical relationship with the First World."
Hopper (2012), p. 57-58.

Reductive repetition as a tool

"Reductive repetition becomes an effective tool with which to conflate the many heterogeneous characteristics of African societies into a core set of deficiencies."
Andreasson, S. (2005), p. 972.

The construction of Africa in the western imagination

"…it is important to understand how development concerns the production of stories and narratives but these will remain just stories and narratives unless there is, as we argued, a greater engagement with the political and the material (Watts, 2000) and greater discussion of alternative stories and narrations of geographical or economic difference. The cultural politics of post-development, as we argued, has to begin with the everyday lives and struggles of real groups of people (Fagan, 1999). Nonetheless in seeking to reformulate a critical agenda around post-colonial and post-structural engagements, we must seek to avoid broad-sweep generalisations about difference and to move beyond such generalities."
Mercer et al. (2003), p. 432

China in Africa

"For many in Africa, China represents a complex mix of problems and opportunities, which will play out differently for different sectors (e.g. manufacturing and extractive industries), in different countries (e.g. oil producers and non-oil-producers), and between different actors (leaders, elites and ordinary people; rich and poor; consumers and producers; importers and exporters; local populations and Chinese immigrant communities, and so on)."
Mawdsley (2007), p. 406.

Most Relevant Sustainable Development Goals (SDGs) for Unit 2

Goal 10. Reduce inequality within and among countries
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development
http://www.un.org/sustainabledevelopment/

Literature

Course book
Hopper, P.

(2012). Understanding development. Cambridge: Polity.
2. Approaching development pp. 46-63.

Core Readings
Andreasson, S.
(2005). Orientalism and African Development Studies: the 'reductive repetition' motif in theories of African underdevelopment. *Third World Quarterly, Vol. 26*, No. 6, 971-986.
Fanon, F.
(1965). Preface in *A Dying Colonialism*. New York: Grove Press. 23-33. Online available at: http://abahlali.org/wp-content/uploads/2011/04/Frantz-Fanon-A-Dying-Colonialism.pdf
Mawdsley, E.
(2007). China and Africa: emerging challenges to the geographies of power. *Geography Compass*, 1(3), 405-421.
Online available at: [E-journal]
Mercer, C., Mohan, G., & Power, M.
(2003). Towards a critical political geography of African development. *Geoforum*, *34*(4), 419–436.
Wesseling, H.
(2009). Globalization: A Historical Perspective. *European Review*, 17, 455-462.

Selected additional literature
Babou, A.
(2010). Decolonisation or National Liberation: Debating the End of British Colonial Rule in Africa. *Annals of the American Academy of Political and Social Science, 632*, 41-54. Online available at: [E-journal]
Bayart, J-F., Ellis, S., & Hibou, B.
(1999). *The criminalization of the State in Africa*. [transl. from the French by Stephen Ellis] Oxford: James Currey; Bloomington, Ind. [etc.]: Indiana University Press (African issues). Online available at: [E-journal]
Chabal, P., & Daloz, J-P.
(1999). *Africa Works. Disorder as a Political Instrument*. Oxford: James Currey; Bloomington, Ind. [etc.]: Indiana University Press (African issues). Online available at: [E-journal]
Davidson, B.
(1992). *The Black Man's Burden. Africa and the Curse of the Nation State*. London: James Currey. Online available at: [E-journal]
Ellis, S. (Ed.)
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UNIT 3:

THE AGENCIES OF DEVELOPMENT: STATES AND INTERNATIONAL INSTITUTIONS

The WTO and the state

"The WTO-dominated world trading system, and the trade negotiations that sustain it, are arguably the most disputed issues within development (…). [A] multilateral trade regime should allow developing countries the space to design trade-development strategies that suit their particular circumstances…"
Hopper (2012), p. 106.

"The MDGs (…) retain a strong commitment to development-as-economic growth, which is seen as the most effective means of 'pulling poor people above the income poverty line'…"
Greig et al. (2007), p. 155.

Beyond the BRICs

"The combination of the diversity within BRICS and the features that set them apart from other developing countries means that the viability, credibility, and relevance of BRICS will depend not simply on the growth trajectories of individual group members, but also on the extent to which, in global discourse and decisions, they can individually and collectively represent the worldviews, interests, and policy priorities of the mass of developing countries. Can BRICS use their newfound clout to secure greater democracy and justice for the world's poor, for example by exploiting the emergent new 'emancipatory multipolarity'?"
Thakur (p. 1795).

The debt crisis

"International debt has a long history, one which arguably dates back to 1823 when Mexico negotiated one of the first recorded debt arrangements."
Hopper (2012), p. 182.

The poor an afterthought

"When looking at the outcomes of the Hamburg summit, we have to ask: 'what did the G20 do to help the world's poorest people?' Sadly, the answer is 'not much.' The needs of the poorest were an afterthought. Despite the anger of many on the streets at the growing divide between the rich and poor, the G20 could only muster a tepid set of policies to tackle poverty and inequality."
Oxfam (2017)

The rise of NGOs

"There has been a sharp increase in the number of NGOs since the early 1980s. In particular the number of African NGOs has risen (…) encouraged by the financial difficulties of many southern countries in the 1980s and the rise of the number of fragile states…".
Hopper (2012), p. 166.

Challenges to the Western-dominated global institutional order

"The forging of coalitions within borders and across borders has placed onto the political agenda challenges to the profound injustice wreaked upon people within and between states. People have begun to resist inequality and injustice within borders and across borders, and this is a distinct good because, in the final instance, the only form of politics that can help realise justice for those who

have been denied their due is collective action in the space of civil society. This is what the votaries of rising powers have to take into account when they celebrate a possible recalibration of the global order."
Chandhoke (2013), p. 319

The establishment of the Asian Infrastructure Investment Bank (AIIB)

"Representatives from 57 Prospective Founding Members (PFMs) of the Asian Infrastructure Investment Bank (AIIB) gathered on June 29, 2015 in Beijing at a Signing Ceremony of the Bank's Articles of Agreement at the Great Hall of the People (…). Following the Signing Ceremony, China's President Xi Jinping welcomed the Heads of Delegations from the Bank's 57 Prospective Founding Members. The AIIB grew from the recognition of the importance of infrastructure to the development of Asia and the need for significant additional long-term financing for infrastructure in the region (…). The Bank, which will be headquartered in Beijing, will initially have an authorized capital stock of $100 billion. Reflecting regional character of the Bank, its regional members will be the majority shareholders, holding approximately 75 percent of shares. The Bank's foundation will be built on international best practices and the lessons and experiences of existing Multilateral Development Banks and the private sector. It is expected that the AIIB will be operational by the end of 2015."
AIIB (2015).

New Donors Challenging World Bank Conditionality

"The supply of conditions is traditionally perceived as the product of the negotiation between three actors: The World Bank, the recipient country and the influential shareholders. (…) Under this view, the Bank and the borrower's government have a common long-term goal, namely fostering economic development in the recipient country, but the interests of both parties may diverge in the short term."
Hernandez (2015), p. 530.

Most Relevant Sustainable Development Goals (SDGs) for Unit 3

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10. Reduce inequality within and among countries
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development
http://www.un.org/sustainabledevelopment/

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UNIT 4:

DEMOCRATIZATION, HUMAN RIGHTS AND DEVELOPMENT

Human Rights and democracy

"…civil and political rights constitute an *integral part* of democracy"(p. 114). However, economic and social rights, although strongly related to true democracy, especially when we think in terms of *inclusion* and *exclusion*, have a more complex relationship with democracy (…). Cultural rights and democracy have a more problematic relationship: for example minority rights may discriminate against women, positive discrimination may lead to undesired outcomes et cetera."
Beetham (1999).

The Universal Declaration of Human Rights

"**Article 1.** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."
United Nations (1948).

World poverty and human rights

"That world poverty is an ongoing harm *we* inflict seems completely incredible to most citizens of the affluent countries. We call it tragic that the basic human rights of so many remain unfulfilled, and are willing to admit that we should do more to help. But it is unthinkable to us that we are actively responsible for this catastrophe."
Thomas Pogge (2005), p. 1.

Structural adjustment and gender

According to critical scholars "in countries undergoing structural adjustment, a common pattern emerges whereby: women are more likely than men to become unemployed; working conditions for women deteriorate; and wage differentials between men and women grow."
Hopper (2012), p. 97.

Democracy, human rights and good governance

In the Millennium Declaration of 2000 the world leaders pledged to promote democracy, human rights and good governance:

"24. We will spare no effort to promote democracy and strengthen the rule of law, as well as respect for all internationally recognized human rights and fundamental freedoms, including the right to development.

25. We resolve therefore:
- To respect fully and uphold the Universal Declaration of Human Rights.
- To strive for the full protection and promotion in all our countries of civil, political, economic, social and cultural rights for all.
- To strengthen the capacity of all our countries to implement the principles and practices of democracy and respect for human rights, including minority rights.
- To combat all forms of violence against women and to implement the Convention on the Elimination of All Forms of Discrimination against Women.
- To take measures to ensure respect for and protection of the human rights of migrants, migrant workers and their families, to eliminate the increasing acts of racism and xenophobia in many societies and to promote greater harmony and tolerance in all societies.

- To work collectively for more inclusive political processes, allowing genuine participation by all citizens in all our countries.

To ensure the freedom of the media to perform their essential role and the right of the public to have access to information."

United Nations Millennium Declaration (2000).

Inclusive Sustainable Development: a Human Rights Perspective

"This article explores the contributions of human right ideas and norms to the rise and content of the notion of inclusive development, with special emphasis on experiences with the Millennium Development Goals (MDGs), the Sustainable Development Goals (SDGs) and with human rights-based approaches (HRBAs) to development and environmental issues. On the latter aspect in particular, it is striking that, even though human rights instruments still take up environmental issues only scarcely, human rights-based approaches to global challenges such as climate change have gained momentum."

Arts (2017), p.1.

Mobilizations across the world

"…the most fundamental and least noticed commonality (…) lies in the substance of what moves these movements, in their meanings, demands and attributes. We argue that three interconnected concepts have been at the core of the demands and identity of these movements: democracy, social justice and dignity. While each has a much longer history, in combination the three concepts resonate within the mobilizations across the world and may constitute an emancipatory horizon."

Glasius et al. (2013), p. 549

Most Relevant Sustainable Development Goals (SDGs) for Unit 4

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

http://www.un.org/sustainabledevelopment/

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UNIT 5:

HEALTH AND DEVELOPMENT: A FOCUS ON WOMEN

Progress & challenges in the fight against HIV/AIDS

"Fewer people are dying of AIDS-related illnesses. In 2013 there were 1.5 million [1.4 million–1.7 million] AIDS-related deaths. AIDS-related deaths have fallen by 35% since 2005, when the highest number of deaths was recorded. In the past three years alone, AIDS-related deaths have fallen by 19%, which represents the largest decline in the past 10 years. In sub-Saharan Africa, the number of AIDS-related deaths fell by 39% between 2005 and 2013. The region still accounted for 74% of all the people dying from AIDS-related causes in 2013."
UNAIDS (2014), p. 9.

HIV/AIDS and the sustainable development agenda

"The UNAIDS 2016–2021 Strategy comes at a critical moment in the history of the HIV epidemic and response. Evidence demonstrates that if the current, unprecedented level of HIV service coverage is simply maintained, progress will slip backwards, with rising numbers of people newly infected and more people dying from AIDS-related causes. Nevertheless, we have never had more opportunities to leverage our momentum to accelerate the response over the next five years: a new sustainable development agenda; fresh, innovative solutions; and the rise of regional, national and local leadership and institutions—including strong political commitment to the 90–90–90 treatment target."
UNAIDS (2015), p. 13

Enhancing the position of women and fertility rates

"…when development strategies are established that serve to enhance the position of women, such as improving their access to education, health care and employment, it invariably leads to a reduction in fertility rates (…)."
Hopper (2012), p. 72

Property versus death

"In recent years, scholars and policymakers have expressed growing support to make health care a universal human right and a "global public good," since all societies derive enormous benefits from a healthy population. Yet, the present IPR system may have a detrimental impact on the right to health, since it artificially, through monopolistic conditions, decreases the availability of pharmaceuticals, principally for individuals suffering from curable diseases in developing countries; the problem hence pits the needs of the poor who require medicine to live against the short-term needs of pharmaceutical firms for profit maximization."
Ostergard Jr. R.L. et al. (2011), p. 341

The Health Impact Fund: improved access to medicines for the poor?

"We propose the creation of the Health Impact Fund (HIF) as an enduring reform that would give pharmaceutical innovators stable financial incentives to develop new medicines that have large effects on global health, and to sell them worldwide at no more than the lowest feasible cost of production and distribution."
Banerjee et al. (2010), p. 166

The Health Impact Fund: a solution for the Ebola crises?

"Had there been significant Ebola outbreaks in affluent nations rather than in Sub-Saharan Africa in the past few decades, we would likely have an arsenal of medications in stock today. While pharmaceutical companies continue to profit from sales of non-essential medicines, and neglect investments in medicines that are needed mainly by the poor, the global community ends up paying as result. Current estimates by the World Bank put the cost of the Ebola outbreak at upwards of US\$ 32.6 billion by the end of 2015 – vastly more than what it would have cost to develop effective therapies to stop the epidemic in its tracks."
Karan et al. (2015), p. 2

Framing HIV/AIDS

"…we have argued that the system of global governance—its rules, practices and norms—has not only failed to fundamentally address but, in fact, has directly contributed to the deprivation of capabilities of the poor and the unequal distribution of risk and vulnerability to HIV/AIDS. Without a decisive departure from the neoliberal paradigm, the disease will continue to exact a devastating toll throughout SSA. (…) Moreover, we have shown how the AIDS crisis in SSA is being incorporated into popular culture by philanthrocapitalist initiatives, further evacuating politics from public discourse about the pandemic and silencing counter-hegemonic voices that played a major role in the progress that has been recently achieved in the fight against HIV/AIDS. This is now in peril."
Nauta & Stavinoha (2012), p. 707

Gender, education and health

"The issue of female attendance in schools is important not only on the grounds of fairness but also because studies have revealed strong links between education and health …"
Hopper (2012), p. 89.

The need to 'men-stream' development

"…according to gender advocates, men have been the main beneficiaries of development. This has led to stereotyped notions crystallized in the general notion of men as the problem and women as the victim. Virtually all the main actors in international development subscribe to this basic premise (…), although it has so far mainly been reflected in the gender and development discourse. While it is recognized that many men and boys are changing how they view women, this change often goes hand in hand with traditional gender hierarchies and views on gender relations. Consequently, (…) it is time for 'men-streaming' development."
Silberschmidt (2011), p. 98

Most Relevant Sustainable Development Goals (SDGs) for Unit 5

Goal 1. End poverty in all its forms everywhere
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

http://www.un.org/sustainabledevelopment/

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UNIT 6:

GLOBAL MIGRATION AND REMITTANCES

Increasing migration flows

"The upsurge in migratory movements in the post-1945 period, and particularly since the mid-1980s, indicates that international migration has become a crucial part of global transformations. It is linked to the internationalization of production, distribution and investment and, equally important, to the globalization of culture. The end of the Cold war and the collapse of the Soviet bloc added new dimensions to global restructuring."
Castles & Miller (2003), p. 92.

Migration & development: between pessimistic and optimistic views

"The policy and research debate on migration and development has swung back and forth like a pendulum, from optimism in the 1950s and 1960s, to pessimism, scepticism and relative neglect since the early 1970s, and towards more optimistic views since 2000. These rather sudden mood swings are the most striking character of this debate, and demand further explanation."
De Haas (2012), pp. 10-11.

Remittances: large and resilient

Sources: World Development Indicators and World Bank DECPG estimates
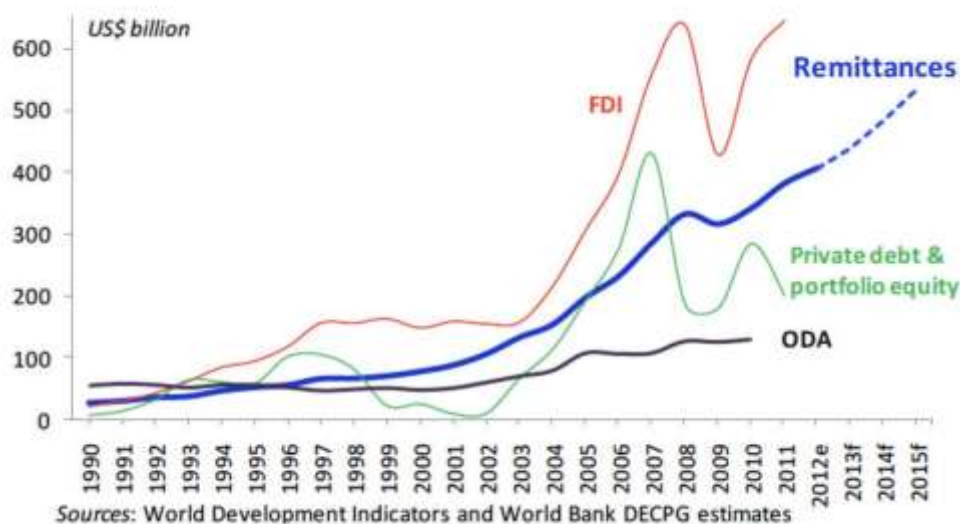
The Multi-dimensional nature of remittances

"But economics is not the whole story. Culture permeates all aspects of the development enterprise –as a challenge and an opportunity. Migrants carry ideas, practices and narratives which enable mobility and different forms of membership and belonging. Culture also strongly influences how development goals are established, the policies put in place to achieve them, and how successfully they are achieved. By privileging the economic, researchers and policy-makers overlook an important potential aid and/or barrier to project success."
Levitt & Lamba-Nieves (2011), p. 2

The human cost of conflict

"It is estimated that worldwide around 700,000 people die in armed conflicts or are killed by violence each year (…). Civilians have increasingly been targeted in recent conflicts, resulting in the number of displaced people rising from 16 million in 1980 to more than 40 million in 1992…"
Hopper (2012), p. 118.

Migrant deaths in the Mediterranean

"According to the IOM, more than 3,770 migrants were reported to have died trying to cross the Mediterranean in 2015. Most died on the crossing from north Africa to Italy, and more than 800 died in the Aegean crossing from Turkey to Greece. The summer months are usually when most fatalities occur as it is the busiest time for migrants attempting to reach Europe. But in 2015, the deadliest month for migrants was April, which saw a boat carrying about 800 people capsize in the sea off Libya. Overcrowding is thought to have been one of the reasons for the disaster."
BBC (2016)

Migrant deaths in the Mediterranean by month

Source: IOM
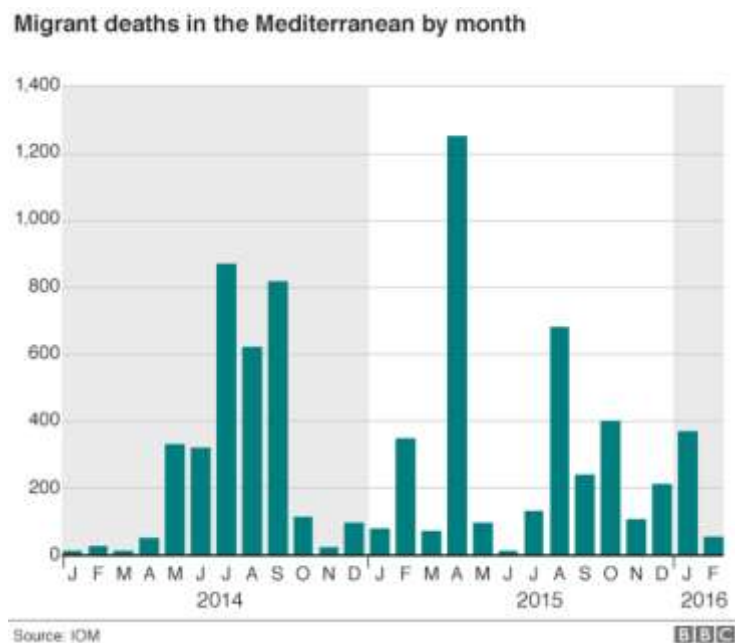
Health workforce migration: rebalancing brain drain?

"…each year, the 'brain drain' of health workers who migrate from resource-poor to developed countries perpetuates a maldistribution of financial and health resources away from populations already suffering from poor public health and weak delivery infrastructures. A global shortage of physicians, nurses, pharmacists, public and community health workers, health care administrators, and other health professionals is exacerbated through this disproportionate flow of emigration and immigration from poor to rich countries, threatening global health."
Mackey & Liang (2012), p. 66.

Most Relevant Sustainable Development Goals (SDGs) for Unit 6

Goal 1. End poverty in all its forms everywhere
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 10. Reduce inequality within and among countries

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development
http://www.un.org/sustainabledevelopment/

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UNIT 7:

FOOD, NATURAL RESOURCES AND CRISES

Environmental degradation: who is affected?

Concerning "the differential impact of climate change across the Global South, it follows that environmental issues do not just operate at the global level but are played out at the national and local levels. It is also the case that the interconnected causes and experiences of environmental degradation affect some people within different countries and communities much more than others (…). [T]hose profiting from environmental degradation are not simply the West or the North, but governments and local elites in poor countries, while those that lose out are not just the South, but particular people within the South."
Hopper (2012), p. 207.

Global south versus global north

Minutemanmedia.org (2008).

Poverty, hunger, and malnutrition

"…we are moving toward more comprehensive—or systems level—thinking as we look at issues of poverty, hunger, and malnutrition and come to a greater understanding of their complexity (…). Creating a world food system that operates for the well-being of people, as well as the planet on which we all depend, is a major challenge. We need a food system that can help us reach a whole range of SDGs by 2030. What would such a food system look like? How close have we come to achieving it? And how do the events and issues of 2015 fit into the effort to build a sustainable food system?"
IFPRI (2016), p. 2

Paris 2015: historic climate agreement

"The Paris Agreement's central aim is to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels and to pursue efforts to limit the temperature increase even further to 1.5 degrees Celsius. Additionally, the agreement aims to strengthen the ability of countries to deal with the impacts of climate change. To reach these ambitious goals, appropriate financial flows, a new technology framework and an enhanced capacity building framework will be put in place, thus supporting action by developing countries and the most vulnerable countries, in line with their own national objectives (…)."

UN (2015).

Understanding land grabbing

"The current global land grab is causing radical changes in the use and ownership of land. The main process driving the land grab, or 'foreignisation of space', as highlighted in the media and the emerging literature is the production of food and biofuel for export in the aftermath of recent food and energy crises. However, there are several other processes driving the land rush (…). An important starting point is to identify the broad processes driving the current land rush, and trace their structural and institutional origins. To do so, I identify and examine seven factors that are giving rise to radical changes in landownership and land use in Africa, Asia and Latin America."
Zoomers. (2010), p. 429

Achieving the Sustainable Development Goals

"Let me summarize in one sentence what the UN means by sustainable development: economic development should continue, combined with social inclusion and environmental sustainability. This is a triple-bottom-line concept, integrating economic, social, and environmental objectives. In a way, I think this triple-bottom-line definition is a clearer and more operational definition than the one that the Brundtland commission pioneered in 1987: that each generation should meet its needs in a manner that allows future generations to meet their needs."
Sachs (2015), p. 55.

Whose resources? Whose needs?

"Land is a fundamental resource for humankind, providing food, fibre, water and other ecological services such as climate regulation, air and water purification, and carbon storage. Human-driven changes in the terrestrial surface of the Earth have accelerated in recent decades, not least as a consequence of human land uses…On the finite terrestrial surface is a rapidly growing population increasingly appropriating more land to meet the resource needs."
Dickson-Hoyle and Reenberg (2009), p. 105

Food insecurity in the post-2015 era?

"The design of the G7 New Alliance for Food Security and Nutrition ('New Alliance') reflects more than a decade of agricultural development policy and practice aimed at 'connecting smallholders to markets' in extensive value chains that extend beyond national borders to include a wide range of public and private organisations. Despite an image of institutional plurality, however, it has become increasingly clear that the main beneficiaries of this development model are not the smallholder farmers around whose needs these programmes have purportedly been designed, but agri-business corporations best able to position themselves strategically within these value chains and use this leverage to influence international and national policies, notably in land acquisition and seed regulation, to their advantage (…)."
Brooks (2016), p. 776

Our relationship with other species and the environment

"…development in essence is concerned with how we as human beings lead our lives, or at least aspire to live them, as well as our relationship with other species and the environment."
Hopper (2012), p. 259.

Feed the hummer

"Sierra Edwards holds 1 kg of maize: energy for 1 Hummer kilometre:

- 302 kg maize/fill up;
- For 33,000 km/year 33 tons of maize are needed;
- 1 Hummer consumes food for 400 children for a year;
- 30,000 children died today from hunger;
- 30,000 children will die tomorrow from malnutrition.

Adapted from M. Edwards, Greenindependence.org (2009).

Most Relevant Sustainable Development Goals (SDGs) for Unit 7

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

http://www.un.org/sustainabledevelopment/

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