

SYLLABUS

1. Information regarding the programme

1.1 Higher education institution	Babeş–Bolyai University
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science Department
1.4 Field of study	Political Science
1.5 Study cycle	Master
1.6 Study programme / Qualification	International Development

2. Information regarding the discipline

2.1 Name of the discipline (en)		Inequalities, integration, and human development/					
2.1 Name of the discipline (ro)		Inegalităţi, integrare și dezvoltare umană					
2.2 Course coordinator		Daniela Anđi, PhD					
2.3 Seminar coordinator		Ovidiu Oltean, PhD					
2.4. Year of study	1	2.5 Semester	2	2.6. Type of evaluation	E	2.7 Type of discipline	Optional
2.8 Code of the discipline		UME 1204					

3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	3	Of which: 3.2 course	1	3.3 seminar/laboratory	2
3.4 Total hours in the curriculum	42	Of which: 3.5 course	14	3.6 seminar/laboratory	28
Time allotment: 3 hours face to face, 6 hours individually					hours
Learning using manual, course support, bibliography, course notes					3x14
Additional documentation (in libraries, on electronic platforms, field documentation)					1x14
Preparation for seminars/labs, homework, papers, portfolios and essays					2x14
Tutorship					
Evaluations					4
Other activities:					
3.7 Total individual study hours					6x14
3.8 Total hours per semester					9x14
3.9 Number of ECTS credits					5

4. Prerequisites (if necessary)

4.1. curriculum	<ul style="list-style-type: none"> • Not required
4.2. competencies	<ul style="list-style-type: none"> • Not required

5. Conditions (if necessary)

5.1. for the course	Course attendance is not mandatory. Dialogue and interaction will be encouraged, with the opportunity for the speaker to nuance or elaborate where appropriate in their own perspective on the topic being discussed.
5.2. for the seminar /lab activities	Seminar attendance is mandatory, according to the university's regulations, in the proportion of 75%. Students will also be evaluated according to the degree of participation in the seminar. The grade for the seminar cannot be modified during regular exams or retakes. If the criteria for seminar participation are not met, the student will have to re-enroll in the same subject in the next academic year.

6. Specific competencies acquired

Professional competencies	Enhance the skill set required for students in the MA International Development program by incorporating a comprehensive understanding of pivotal economic and development theories that are at the forefront of contemporary development discourse. This program will prepare students to adeptly navigate and contribute to development discussions by equipping them with the capacity to critically engage with economic development topics and to apply these theories in a practical context.
Transversal competencies	<p>Interdisciplinary Collaboration: Ability to work effectively across disciplines to combine insights from economics, sociology, environmental science, and political science in crafting comprehensive development solutions.</p> <p>Communication and Advocacy: Proficiency in communicating complex development concepts and research findings to diverse audiences, including policymakers, local community leaders, and international stakeholders. Skills in advocating for policy changes or community actions based on evidence and informed arguments.</p> <p>Critical Thinking and Problem-Solving: Advanced capability to assess problems from various perspectives, identify underlying causes, and devise innovative solutions that are both practical and sustainable.</p> <p>Ethical Consideration and Cultural Sensitivity: Understanding the importance of ethical practices in research and development work, respecting cultural differences, and promoting inclusive approaches that consider the voices and needs of marginalized populations.</p> <p>Digital Literacy and Data Analysis: Competence in utilizing digital tools and platforms for research, data collection, and analysis. Ability to interpret data to inform decisions and project directions.</p>

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	This course introduces students to the current discussions on sustainable development, poverty eradication, inequality reduction and critical theories of economic growth and globalization.
7.2 Specific objective of the discipline	We aim to equip students with a nuanced understanding of global inequalities, incorporating economic disparities, health inequities, gender gaps, and educational divides, through a critical analysis of their causes and impacts. The course emphasizes the integration of human development theories with practical strategies for sustainable development, enabling students to critically evaluate and innovate upon current development policies and practices. By enhancing research and analytical skills, we prepare students to support evidence-based decision-making and policy formulation. The program also focuses on the importance of addressing climate change and environmental risks,

underpinning the need for ethical, inclusive, and culturally sensitive development approaches.

8. Content

8.1 Course	Teaching methods	Remarks
1. Introductory Lecture	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
2. From Millennium Development Goals to Sustainable Development Goals	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
3. Faces of Poverty. Definitions, Examples, Measurements	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
4. Reflecting on how to fight global poverty and inequality	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
5. Globalization, development, and inequality	Exposure to a set of concepts and theories. Interactive discussion and teamwork.	Students are required to read the literature indicated in the syllabus.
6. Migration, poverty, and development	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
7. The challenging path of transnational families	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
8. An old story that never grows old: education and inequalities	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
9. Inequalities policies: Addressing health inequalities	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
10. Overlapping vulnerabilities: Gender and inequality	Exposure to a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
11. Civil society perspectives: How and when NGOs can make a difference?	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
12. Ways to rethink economic growth and inequality	Exposure of a set of concepts and theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus.
13. Navigating climate currents. Climate change and environmental risks	Exposure of a set of concepts and theories. Debate. Interactive discussions.	Students are required to read the literature indicated in the syllabus.
14. Wrap-up discussion	Concluding discussions.	Students are required to actively engage in the discussion and participate in the debates.

Bibliography:**Mandatory bibliography**

Banerjee, Abhijit V. and Esther Duflo (2011) *Poor Economics. Rethinking Poverty and the Ways to End it.* New York: Public Affairs Book.

Banerjee, Abhijit V. and Esther Duflo (2019) *Good Economics for Hard Times.* New York: Public Affairs Book.

Highly recommended:

Jason Hickel (author) *The Divide. A Brief Guide to Global Inequality and its Solutions.* London: Windmill Book (Penguin).

Raworth, Kate (2017) *Doughnut Economics. Seven Ways to Think like a 21st Century Economist.* White River, VT: Chelsea Green Publishing.

8.2 Seminar / laboratory	Teaching methods	Remarks
1. Introductory Lecture	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion.
2. From Millennium Development Goals to Sustainable Development Goals	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
3. Faces of Poverty. Definitions, Examples, Measurements	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
4. Reflecting on how to fight global poverty and inequality	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
5. Globalization, development, and inequality	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion and teamwork.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
6. Migration, poverty, and development	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
7. The challenging path of transnational families	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
8. An old story that never grows old: education and inequalities	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.

9. Inequalities policies: Addressing health inequalities	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
10. Overlapping vulnerabilities: Gender and inequality	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
11. Civil society perspectives: How and when NGOs can make a difference?	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
12. Ways to rethink economic growth and inequality	Detailing and illustrating the concepts and theories discussed on the course. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
13. Navigating climate currents. Climate change and environmental risks	Detailing and illustrating the concepts and theories discussed on the course. Debate. Interactive discussions.	Students are required to read the literature indicated in the syllabus. Students are required to actively engage in the seminar discussion and prepare their presentation.
14. Drawing concluding remarks and future developments.	Concluding discussions.	Students are required to actively engage in the seminar discussion and participate in the debates.

Bibliography

Weekly Readings

1. Introductory Lecture -Aims, Assessment, Objectives, Timetable

2. Lecture - From Millennium Development Goals to Sustainable Development Goals

Sachs, J. D. (2012). From Millennium Development Goals to Sustainable Development Goals. *The Lancet*, 379(9832), 2206–2211. doi:10.1016/s0140-6736(12)60685-0File 628.2.

Hickel, J. (2016) “The true extent of global poverty and hunger: questioning the good news narrative of the Millennium Development Goals”, *Third World Quarterly* 37 (5), 749-767.

<http://dx.doi.org/10.1080/01436597.2015.1109439>.

Global Trends_UN_Challenges and Opportunities in the Development of Sustainable Development Goals, "Poverty and Inequalities", pp.12-29, (chapter 1).

Global Trends_UN_Challenges and Opportunities in the Development of Sustainable Development Goals, "Demography", pp.29-37, (chapter 2).

3. Lecture 3 - Faces of poverty. Definitions. Examples. Measurement

Banerjee, A.V. and E. Duflo (2011) “Top of the Class.” In Abhijit V. Banerjee and Esther Duflo (authors) *Poor Economics*, 71-98. New York: Public Affairs (Chapter 4).

Banerjee, A. V. and E. Duflo (2011) “Pak Sudarno’s Big Family.” In Abhijit V. Banerjee and Esther Duflo (authors) *Poor Economics*, 98-120. New York: Public Affairs (Chapter 5).

Banerjee, A. V. and E. Duflo (2011) “Barefoot Hedge-Fund Managers.” In Abhijit V. Banerjee and Esther Duflo (authors) *Poor Economics*, 122-163. New York: Public Affairs (Chapter 6).

4. Lecture 4 – Reflecting on how to fight global poverty and inequality

Banerjee, A. V. and E. Duflo (2011) "Think Again, and Again. Trapped in Poverty." In Abhijit V. Banerjee and Esther Duflo (authors) *Poor Economics: Rethinking Poverty and the Ways to End it*, 11-24. New York: Public Affairs (Chapter 1).

Banerjee, A. V. and E. Duflo (2011) "A Billion Hungry People." In Abhijit V. Banerjee and Esther Duflo (authors) *Poor Economics: Rethinking Poverty and the Ways to End it*, 26-45. New York: Public Affairs (Chapter 2).

Pogge, T., and M. Sengupta (2014) "Rethinking the post-2015 development agenda: eight ways to end poverty now." *Global Justice: Theory Practice Rhetoric* 7, <https://doi.org/10.21248/gjn.7.0.43>.

5. Lecture 5 - Globalization, development, and inequality

Hickel, Jason (2017) "The Development Delusion". In Jason Hickel (author) *The Divide. A Brief Guide to Global Inequality and its Solutions*. 7-32. London: Windmill Book (Penguin) (Part One; Chapter 1).

Rodrik, D. (2007) "Fifty Years of Growth (And Lack Thereof)." In Dani Rodrik (author) *One Economics. Many Recipes*, 13-55. Princeton University Press (Chapter 1).

Massey, D. S. (2008). "Globalization and Inequality: Explaining American Exceptionalism." *European Sociological Review*, 25(1), 9–23. doi:10.1093/esr/jcn036.

Delgado-Wise and Marquez Covarrubias (2011) "The Dialect between Uneven Development and Forced Migration." In *The Migration-Development Nexus*, edited by Thomas Faist, Margit Fauser and Peter Kivisto, 57-82. Houndmills: Palgrave Macmillan (Chapter 3).

Justino, P. and B. Martorano (2016) "Drivers and dynamics of inequality worldwide." In the UNESCO World Social Report, *Challenging Inequalities: Pathways to a Just World*, ISSC, Institute of Development Studies and UNESCO (Part 1), 34-40.

6. Lecture 6 - Migration, poverty, and development

Glick Schiller, N. (2020) "Migration and Development: Theorising Changing Conditions and Ongoing Silences." In the *Routledge Handbook of Migration and Development*, edited by Tanja Bastia and Ronald Skeldon. Routledge (Chapter 2, Part 1).

Banerjee, A. V. and E. Duflo (2019) "From the Mouth to the Shark." In Abhijit V. Banerjee and Esther Duflo, *Good Economics for Hard Times*, 16-14. New York: Public Affairs (Chapter 2).

Belloni, M. (2019) "When Migration becomes the Norm." In Milena Belloni, *The Big Gamble. The Migration of Eritreans to Europe*, 25-49. University of California Press (Chapter 2).

Anghel, R. G. (2016) "Migration in differentiated localities: changing statuses and ethnic relations in a multi-ethnic locality in Transylvania, Romania." *Population, Space and Place* 22, no. 4: 356-366.

7. Lecture 7- The challenging path of transnational families.

Bryceson, D. F. (2022). Transnational Families and Neo-Liberal Globalisation: Past, Present and Future. *Nordic Journal of Migration Research*, 12(2), 120-138.

Caarls, K., Haagsman, K., Kraus, E., & Mazzucato, V. (2018). African transnational families: Cross-country and gendered comparisons. *Population, Space and Place*. <https://doi.org/10.1002/psp.2162>

Wong, M. (2006) The Gendered Politics of Remittances in Ghanaian Transnational Families, *Economic Geography*, 82:4, 355-381, DOI: 10.1111/j.1944-8287.2006.tb00321.x

8. Lecture 8 -An old story that never grows old: education and inequalities

Bing, W. K. (2009). Education and inequality in the developing world. In D. B. Holsinger & W. J. Jacob (Eds.) *Inequality in education. Comparative and International Perspectives*, (pp. 86-127), Springer.

Winthrop, R. & McGivney, R. (2015). Why wait 100 years? Bridging the gap in global education. The Brookings Institution. https://www.brookings.edu/wp-content/uploads/2015/06/global_20161128_100-year-gap.pdf

Chiu, M. M., & Khoo, L. (2005). Effects of resources, inequality, and privilege bias on achievement: Country, school, and student level analyses. *American Educational Research Journal*, 42(4), 575-603.

Online resource recommended: UNESCO. World Inequality Database on Education <https://www.education-inequalities.org/>

9. Lecture 9- Inequality policies. Addressing health inequalities

Banerjee and Duflo (2011) "Low-Hanging Fruit for Better (Global) Health?" In Abhijit V. Banerjee and Esther Duflo (authors) *Poor Economics*, 45-97. New York: Public Affairs (Chapter 3).

Banerjee and Duflo (2011) "Policies, Politics." In Abhijit V. Banerjee and Esther Duflo (authors) *Poor Economics*, 210-242. New York: Public Affairs (Chapter 10).

Arcaya, M. C., Arcaya, A. L. and S. V. Subramanian (2015) "Inequalities in health: definitions, concepts, and theories." *Global health action* 8, no. 1: 27106.

10. Lecture 10 -Overlapping vulnerabilities: gender and inequality

Jayachandran, S. (2015). The roots of gender inequality in developing countries. *Annual Review of Economics*, 7(1), 63-88. [10.1146/annurev-economics-080614-115404](https://doi.org/10.1146/annurev-economics-080614-115404).

Klasen, S. & Lamanna, F. (2009). The Impact of Gender Inequality in Education and Employment on Economic Growth: New Evidence for a Panel of Countries, *Feminist Economics*, 15:3, 91-132, DOI: [10.1080/13545700902893106](https://doi.org/10.1080/13545700902893106).

Stockemer, D. (2011). Women's parliamentary representation in Africa: the impact of democracy and corruption on the number of female deputies in national parliaments. *Political Studies*, 59(3), 693-712.

Chancel, L., Piketty, T., Saez, E., Zucman, G. et al. (2022). Ch. 5 – "Half the Sky? The female labor income sharer from a global perspective", in *World Inequality Report 2022*, World Inequality Lab wir2022.wid.world.

11. Lecture 11 - How and when NGOs can make a difference?

Fowler, A. (2011). Development NGOs. In M. Edwards, (Ed.) *The Oxford Handbook of Civil Society*, pp. 42-54. Oxford University Press.

Chimiak, G. (2014). The rise and stall of non-governmental organizations in development. *Polish Sociological Review*, 185(1), 25-44.

Arhin, A. (2016). Advancing post-2015 Sustainable Development Goals in a changing development landscape: Challenges of NGOs in Ghana, *Development in Practice*, 26:5, 555-568, DOI: [10.1080/09614524.2016.1189513](https://doi.org/10.1080/09614524.2016.1189513)

Mundy, K., Haggerty, M., Sivasubramaniam, M., Cherry, S., & Maclure, R. (2010). Civil society, basic education, and sector-wide aid: insights from Sub-Saharan Africa. *Development in Practice*, 20(4-5), 484-497.

12. Lecture 12- Ways to rethink economic growth and inequality

Banerjee, A. and E. Duflo (2019) "The End of Growth." In Abhijit V. Banerjee and Esther Duflo, *Good Economics for Hard Times*, 117-163. New York: Public Affairs (Chapter 5).

Banerjee and Duflo (2011) "The Men from Kabul and the Eunuchs of India: The (Not So) Simple Economics of Lending to the Poor." In Abhijit V. Banerjee and Esther Duflo (authors) *Poor Economics*, 142-163. New York: Public Affairs (Chapter 7).

Raworth, K. (2017) "Create to Regenerate." In Kate Raworth (author) *Doughnut Economics*, 203-237. White River, VT: Chelsea Green Publishing (Chapter 6).

13. Lecture 13 – Navigating climate currents. Climate change and environmental risks

Banerjee, A.V. and E. Duflo (2019) "In Hot Waters." In Abhijit V. Banerjee and Esther Duflo, *Good Economics for Hard Times*, 164-177. New York: Public Affairs (Chapter 6).

Whyte, K. (2020) "Too late for indigenous climate justice: Ecological and relational tipping points." *Wiley Interdisciplinary Reviews: Climate Change* 11, no. 1: e603.

Banerjee, A.V. and E. Duflo (2011) "Policies, Politics." In Abhijit V. Banerjee and Esther Duflo (authors) *Poor Economics*, 210-242. New York: Public Affairs (Chapter 10).

Stanley, S. K. and J. Williamson (2021) "Attitudes towards climate change aid and climate refugees in New Zealand: an exploration of policy support and ideological barriers," *Environmental Politics*, 30:7, 1259-1280, DOI: [10.1080/09644016.2021.1892982](https://doi.org/10.1080/09644016.2021.1892982).

14. Wrap-up discussion.

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

The course intends, among others, to develop students' critical thinking and their general understanding of global social issues and problems and the connection between various forms of inequality and deprivation and human development, democratic consolidation, and economic growth. As such, the content covered is aligned not only to the expectations of the epistemic community, but also with a relevant set of skills that are valuable in relation to the employability in the field.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course	Evaluation of expert knowledge taught in class. Assessment of a written paper analysing the development and challenges of a particular country.	Final paper (requirements below the table)	50%
10.5 Seminar/lab activities	Evaluation of expert knowledge taught in class. Assessment of a short paper on climate risks.	Written assignment (description below the table)	20%
	Evaluation of quality of arguments	Quality of replies to questions about the topics discussed in class.	15%
	Evaluation of presentations.	Presentations delivered in class based on readings.	15%
10.6 Minimum performance standards			
<p>Any academic paper is based on information the sources of which must be properly cited. In writing any academic paper, it is mandatory to consistently use one of the existing bibliographic styles (APA, MLA, Chicago, etc.). The Department of Political Science recommends using the APSA (American Political Science Association) style. If another bibliographic style is preferred, it should be used consistently. The evaluation of the works will also consider the correctness of the use of the chosen bibliographic style.</p> <ul style="list-style-type: none"> ➤ Note: If the work done by the student does not meet the seminars requirements to promote this discipline it is mandatory to repeat it in the next academic year. ➤ Plagiarism and other forms of academic fraud are penalized according to the Code of Ethics of FSPAC students accessible at the address https://fspac.ubbcluj.ro/ro/resurse/administrative/regulamente. 			

Written assignment description and requirements (delivered mid-semester)

Understanding the Risks and Challenges of Climate Change

Assignment Description: In this mid-term written assignment, you are tasked with exploring the multifaceted risks and challenges posed by climate change to states and societies around the world. Through a 1000-word paper, you will critically analyse the impacts of climate change on various aspects of the socio-political structures, economy, and society of a specific country of your own choice, while also assessing the responses in addressing these challenges. Additionally, you will identify areas where progress has been notable and where further action is imperative to mitigate the adverse effects of climate change.

Requirements:

1. **Introduction (approx. 150 words):**
 - Provide a brief overview of the significance of climate change as a global challenge and outline how is climate change threatening to disrupt the country that you have chosen.
 - Introduce the main objectives of your paper, outlining the key areas of focus.
2. **Challenges Posed by Climate Change (approx. 400 words):**
 - Identify and discuss the diverse challenges that climate change presents to the state and society that you are analysing.
 - Explore how climate change exacerbates existing inequalities, impacts human development, and poses threats to social cohesion.
 - Analyse specific risks such as extreme weather events, sea-level rise, food production and water insecurity, displacement, energy costs, pollution, and health crises.
3. **State Responses and Progress (approx. 300 words):**
 - Evaluate the actions taken by the state you have chosen to address the challenges of climate change.
 - Highlight examples of effective policies, initiatives, and agreements aimed at mitigation, adaptation, and resilience-building.
 - Discuss instances where progress has been made in integrating climate considerations into governance structures, development plans, and economic strategies.
4. **Areas Requiring Further Action (approx. 150 words):**
 - Identify key areas where progress in addressing climate change remains insufficient or inadequate.
 - Discuss barriers to effective action, including political, economic, and social factors.
 - Propose recommendations for enhancing the response to climate change at the state and international level.
5. **Conclusion (approx. 100 words):**
 - Summarize the main findings of your analysis.

Formatting and Citations:

- The paper should be approximately 1000 words in length, excluding references.
- Use academic sources to support your arguments and ensure proper citation following the specified referencing style (e.g., APA, MLA).
- Ensure clarity, coherence, and logical flow in your writing, with appropriate headings to structure your paper effectively.

Submission Guidelines:

- Submit your paper electronically through the designated platform by the specified deadline.
- Late submissions may incur penalties unless prior arrangements have been made with the course instructor.

Evaluation Criteria: Your paper will be evaluated based on the following criteria:

- Depth of analysis and critical thinking demonstrated.
- Clarity and coherence of argumentation.
- Use of relevant and credible sources to support arguments.
- Organization and structure of the paper.
- Adherence to academic writing conventions, including proper citation and referencing.

Note: If you have any questions or require clarification regarding the assignment, please do not hesitate to reach out to the course instructor for assistance.

Final exam description and requirements (end of the semester – exam session)

Type of exam - written; term paper with a recommended length of 3.000 words.

Specific requirements:

Select a country that will ground your case-study.

1. Documenting the past 30 years, identify and discuss the most important changes that occurred in the selected country, focusing on the following four areas (*you may add your own contributions to the illustrations from the brackets*).
 - A. Economic aspects [e.g. features of economic growth, changes in the economic sectors, participation of women in the labor market]

- B. Political and institutional aspects [e.g. political participation / representation of social groups, peacemaking, institutional trust, corruption]
 - C. Provision of public services [e.g. quality of and access to health, education]
 - D. Societal autonomy and social cohesion [e.g. forms and scale of participation in social activism, social trust, vibrancy of associational life]
2. For each dimension above, identify and discuss (a) the most important positive achievements; (b) the issues that kept being problematic or worsened in time.
 3. Choose two of the dimensions listed at 1) and discuss the relevant inequalities you identified during your documentation (*for example, in country X, for the past 10 years there was a pervasive lack of political representation of ethnic minorities*)
 4. Building on the previous steps, develop a final section of the paper where you discuss:
 - What helped country X to advance in the areas where you found positive achievements? What can be learnt from this, in relation to development? (Build on step 2a)
 - In what ways the areas where you found stagnation/regression hinder the overall development of country X? What are the explanations for the lack of progress in these areas? (Build on step 2b)
 - What kind of interventions could alleviate the inequalities revealed at step 3?

The paper should acknowledge all the sources used during the documentation, through in-text citations, and the final list of references.

Date

Signature of course coordinator

10.09.2023

Signature of seminar coordinator

Date of approval

Signature of the head of department

15.09.2023