As many as a quarter of the world’s population still lives on less than a dollar a day, and this despite the continuous growth in human productivity throughout the latter part of the last century. The dawn of the new millennium thus demanded a drafting of the goals for a world free of poverty. In September 2000, at the United Nations Millennium Summit, a global consensus has been reached. The summit declared a common agenda to refocus attention and reallocate resources to reduce by 2015 the suffering of nearly 2 billion people who are affected by malnutrition, disease, and premature death. Known collectively as the Millennium Development Goals (MDG), the agenda has by now succeeded in rallying the global community of policy makers and researchers under the coordination of major international development agencies.

The Purposes of the Course Organized as eight development objectives in the areas of poverty, education, gender equality, child mortality, maternal health, diseases, environment and global partnership, each with its own measurable targets and indicators for monitoring, MDGs provide a systematic opportunity to test drive the theories of international development in a global turf. After an overview of the MDGs as a comprehensive compilation of the major problems of the developing countries, the course will discuss them one at a time starting with a conceptual understanding of the particular MDG from different theoretical lenses, e.g., poverty and inequality, economic growth, human capital, gender mainstreaming, capability approach, human rights. We will then review the current regional and/or global trend for the goal with data from the United Nation’s Millennium Indicators Database. Finally, we will identify the various (economic, geographical, social or political) reasons for missing and levers for achieving the goal, and summarize those into causal diagrams to help us visualize the complex linkages.

Method of Delivery The course will be delivered through lectures and discussions. To aid the lecture, visual presentation in the forms of diagrams, charts and data tables will be used. Two videos, one on Environment from the “Global Issues” series and another on a Charlie Rose Interview of Dr. Jeffrey Sachs will be shown on the week on Environment and Global Compact related MDG respectively.

Computer Lab Depending on the availability, there will be two lab sessions (at GSIS computer lab) where students will practice downloading global datasets on the MDG from the United Nations Millennium Indicators Database available online at
and use that data with a GUI data analysis application, e.g. Microsoft Excel ® or SPSS ®.

**Blackboard** University of Denver’s online tool Blackboard® (http://blackboard.du.edu) will be used extensively as a supplemental tool.

**Books** We shall use two books, one on the Millennium Development Goals and the other on the theories of development. The Todaro and Smith book on development can be purchased at the bookstore. At least one copy of both of these books will be available at the Penrose reserve desk.


**Online Resources** Human Development Report is compiled and published annually by the United Nations Development Program. The 2004 report has already been published. However, we will use the 2003 report, which was themed around the Millennium Development Goals.


**Additional Reading Materials** Since the MDGs are relatively recent topics with lot of discussions and enthusiasm about them in the development community, detail publications on them (both in the form of policy papers and research articles) are available in the Internet. A specific group of papers that we will use a lot are the interim reports prepared by the Millennium Project, which has been charged by Kofi Annan with developing proposals to meet the Millennium Development Goals. Whenever any of these publications (or part of them) are assigned as a reading, proper citation is provided.

**Evaluation**

**Exams:** Students will have to sit for two in-class exams, mid-term and final, on the dates marked in the course schedule. Mid-term exam will be a 60 minutes exam consisting of multiple-choice and short answer questions. Final exam will also be a 60 minutes one with similar format. Mid-term exam will cover topics discussed till the week before the exam. Final exam will cover everything discussed in the course unless otherwise mentioned by the instructor. Practice tests with solutions will be uploaded on blackboard.
Review sessions will be held in the week preceding the exams. Each of the exams will cover 25% of the grade.

**Presentation 1 MDG Trends:** For this presentation the students will choose a particular geographic region (e.g. Sub-Saharan Africa, South Asia, Latin America or East Asia) and will present an analysis involving the trends in the region of choice and the particular MDG being discussed in the session. If the goal contains more than one target the presentation can focus on one target only. It is advised to choose targets for which there are clear indicators and available data. Check [http://unstats.un.org/unsd/mi/mi_goals.asp](http://unstats.un.org/unsd/mi/mi_goals.asp)

**Presentation 2 Causal Diagram:** For this presentation the students will choose a particular MDG and will present a causal diagram for that particular MDG in the session in which it will be discussed.

**General Rules on Presentations:** The presentations have to be done individually. Lotteries will be conducted on the second session if more than one student choose the same region or MDG. Each presentation will cover 20% of the grade. Presentations must be accompanied by a written report of 2-4 pages from each individual. Readings for the corresponding week will be used as guidelines for preparing the presentations.

**Class Participation:** 10% of the grade is reserved for active participation in the class.

**Summary of Grading:** Mid-Term Exam (25%), Final Exam (25%), Presentation 1 (20%), Presentation 2 (20%), Class Participation (10%)

**Final grades:** A (90%); B (80%); C (70%); D (60%); F (below 60%)

**The Millennium Development Goals.** At the UN-sponsored Millennium Summit in September 2000, 147 global leaders endorsed the UN Millennium Development Goals (MDGs) to be achieved at a global level by the year 2015. The eight goals comprising of 18 targets and 48 indicators, in a nutshell, call for fostering a global partnership for provision of universal education, gender empowerment, improved health and disease control and poverty alleviation for every human being.

The following listing of goals and targets is taken from the United Nations Statistic Divisions’ Millennium Indicators Database homepage ([http://unstats.un.org/unsd/mi/mi_goals.asp](http://unstats.un.org/unsd/mi/mi_goals.asp))

**Goal 1. Eradicate extreme poverty and hunger.**

**Target 1.** Halve, between 1990 and 2015, the proportion of people whose income is less than $1 per day.

**Target 2.** Halve, between 1990 and 2015, the proportion of people who suffer from hunger.
Goal 2. Achieve universal primary education.

Target 3. Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3. Promote gender equality and empower women.

Target 4. Eliminate gender disparity in primary and secondary education, preferably by 2005 and in all levels of education no later than 2015.

Goal 4. Reduce child mortality.

Target 5. Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate.

Goal 5. Improve maternal health.

Target 6. Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio.


Target 7. Have halted by 2015 and begun to reverse the spread of HIV/AIDS

Target 8. Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases.

Goal 7. Ensure environmental sustainability.

Target 9. Integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources.

Target 10. Halve by 2015 the proportion of people without sustainable access to safe drinking water.

Target 11. Have achieved by 2020 a significant improvement in the lives of at least 100 million slum dwellers.

Goal 8. Develop a global partnership for development.

Target 12. Develop further an open, rule-based predictable, non-discriminatory trading and financial system (includes a commitment to good governance, development, and poverty reduction – both nationally and internationally).
Target 13. Address the special needs of the least developed countries (includes tariff- and quota-free access for exports, enhanced program of debt relief for and cancellation of official bilateral debt, and more generous official development assistance for countries committed to poverty reduction).

Target 14. Address the special needs of land-locked countries and small island developing states (through the Program of action for the Sustainable Development of Small Island Developing States and 22nd General Assembly provisions).

Target 15. Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term.

Target 16. In cooperation with developing countries, develop and implement strategies for decent and productive work for youth.

Target 17. In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.

Target 18. In cooperation with the private sector, make available the benefits of new technologies, especially information and communications technologies.

**Weekly Course Schedule**

**Week 1: Introduction and Overview**

**Week 1 Class 1 on 01/04/05, Tuesday** In this session, we will first get introduced to each other. We will then discuss the purposes of the course, the approaches, and the requirements.

**Readings:** None

**Week 1 Class 2 on 01/06/05, Thursday** In this class students will obtain a general overview on the condition of the developing nations and the emergence of the Millennium Development Goals. Lotteries for presentations, if required, will be held.

**Readings:**
Todaro and Smith. Chapter 1. Economics, Institutions and Development. (How the Other Three-Quarters Live). pp 3-7

Black and White (Ed.). Chapter 1. The Millennium Development Goals. pp 6-10

Week 2: Goal 1: Eradicate extreme poverty and hunger

Week 2: Class 1 on 01/11/05, Tuesday

First Part
Poverty reduction is the overarching goal of the Millennium Declaration. In this class, we will discuss the extent, magnitude, causes and remedies of poverty.

Readings:
Todaro and Smith. Chapter 6. Poverty, Inequality and Development. (Absolute Poverty, Extent and Magnitude) pp 221-229


Second Part
In the second hour of the class we will venture into the Millenniums Indicators Database either from the GSIS computer lab (if available) or from our classroom using an LCD projector.


Week 2: Class 2 on 01/13/05, Thursday
Student presentation. Discussion on MDG 1, poverty reduction. Look at the trends. Draw the causal diagram. Explore the links between poverty and other development targets. Develop a list of key areas for intervention. Explore the trade-off and synergies with other MDG.

Reading:
Black and White (Ed.). Ch 7. Halving World Poverty. pp 149-161


Week 3: Goal 2: Achieve universal primary education

Week 3: Class 1 on 01/18/05, Tuesday
We shall discuss the demands for and supply of education in developing economies. We shall also compare the private and social costs and benefits of different levels of education and their policy implications.

Reading:

UNDP. Public policies to improve people’s health and education. Chapter 4 (Introductory section, p85-87 and “Achieving the Education Goals” section, p92-97) of the UN HDR 2003,. Available online at http://www.undp.org/hdr2003/

Week 3: Class 2 on 01/20/05, Thursday
We shall conduct an in-class group exercise on drawing causal diagrams for demand and supply sides of education. Student presentations on education goals will be delivered. We shall look at the current global and regional trends on universal primary education and discuss interventions for achieving MDG Goal 2.

Reading:


Executive Summary, Chapter 4, Chapter 5

Week 4: Goal 3: Promote gender equality and empower women

Week 4: Class 1 on 01/25/05, Tuesday

We shall discuss implications of gender bias in the areas of income, education and health. Specific topics like wage inequities, missing women, gender gap in education, demographic outcome of women’s education will be elaborated.

Reading:


Millennium Project. Interim Report “From Promises to Action: Recommendations for Gender Equality and the Empowerment of Women” from Task Force 3 on Primary
Week 4: Class 2 on 01/27/05, Thursday

Student presentations on the trends in and causes/consequences of gender inequality. We shall discuss achieving Goal 3, gender equality. Discuss trends and possible interventions.

Reading:


Week 5: Goal 4: Reduce child mortality

Week 5: Class 1 on 02/01/05, Tuesday

We discuss the structure of the world population and try to understand the infant mortality trends

Reading:


Week 5: Class 2 on 02/03/05, Thursday

First Part: 80 minutes

Student presentation. We shall discuss achieving Goal 4, reduce child mortality. Discuss trends, possible interventions

Reading:


Millennium Project. Report from Task Force 4 on Child Health and Maternal Health (Section 7.5 on neonatal health) Available at http://www.unmillenniumproject.org/

Second Part: 30 minutes
Review session for mid-term

Week 6: Mid-term and Goal 5: Improve maternal health

Week 6: Class 1 on 02/08/05, Tuesday

First Part: 60 minutes
Mid-Term

Second Part: 40 minutes
Definition of Reproductive Health. Direct and Indirect causes of Maternal Death. Overhauling health system to reduce maternal mortality.

Reading (Optional):


Week 6: Class 2 on 02/10/05, Thursday

Presentation. Discuss the key areas for intervention. Explore the trade-off and synergies with related MDG.
Reading:

Week 7: Goal 6: Combat HIV/AIDS, malaria and other diseases

Week 7: Class 1 on 02/15/05, Tuesday

Health systems and development. Health as human capital. Influences from disease (or lack of sound health) to economic development.

Reading:

Available at: http://www.cid.harvard.edu/cidcmh/CMHReport.pdf

Week 7: Class 2 on 02/17/05, Thursday

Student presentations. Achieving Goal 6 specifically in the areas of HIV/AIDS, Malaria and Access to Essential Medicines. Discuss the trends. Analyze and add to students’ causal diagrams.

Reading:


Millennium Project. Report from Task Force 5 on HIV/AIDS, Malaria, TB, Other Major Diseases, and Access to Essential Medicines. Executive Summaries only. Available at http://www.unmillenniumproject.org/


Week 8: Goal 7: Ensure environmental sustainability

Week 8: Class 1 on 02/22/05, Tuesday

In this class we will explore the linkage between environment and basic development issues, e.g., poverty, rural development, economic growth and urban pollution. We will look into environmental degradation and management from the perspectives of public good, free rider and tragedy of the commons.

Reading:


Week 8: Class 2 on 02/24/05, Thursday

Student presentations. We will explore the trends of environmental management in different regions of the world. We will also discuss environmental sustainability aspects of key MDG interventions.

Reading:


Week 9: Goal 8: Develop a Global Partnership for Development: Financial

Week 9: Class 1 on 03/01/05, Tuesday

Goal 8 is a mean rather than end. Need for financial assistance. Rules for development assistance.
Reading:

Birdsall, Nancy, and Michael Clemens. 2003 “What Rich Countries Can Do: The Global Social Contract.” (exact citation will be obtained later)

Policy, not charity: what rich countries can do to help achieve the Goals. Chapter 8 of the UN HDR 2003. Available online at http://www.undp.org/hdr2003/


Week 9: Class 2 on 03/03/05, Thursday
Goal 8: Develop a Global Partnership for Development: Non-financial

Student presentation. Key sectors for fostering non-financial partnership (e.g., trade, technology transfer, innovative research).

Reading:


Week 10: Final Exam
Week 10: Class 1 on 03/08/05, Tuesday
First Part
Feasibility of the global development goals

Reading:
Vandemoortele, Jan. Are the Millennium Development Goals Feasible. Ch. 6. pp 124-140
In . Black and White (Ed.).

Second Part
Review Session for Final Exam

Week 10: Class 2 on 03/10/05, Thursday
Final Exam