OBJECTIVES:
This course examines the fundamental issues that arise out of the relations between the industrialized countries of the “North” (e.g., the U.S., Europe, Japan) and the developing countries of the “South.” The class focuses primarily on themes and issues in North-South relations rather than specific countries or regions; to the extent that we cover specific geographical areas, we will pay greater attention to Latin America and East Asia than to other developing areas. The course begins with a brief treatment of some of the conceptual approaches available to advance our understanding of North-South relations and their general historical trends. The tremendous development challenges facing the South both historically and currently dictate that the course pay close attention to issues of political economy and development. We will therefore dedicate several weeks to exploring a series of specific politico-economic issues relevant to North-South relations, such as imperialism, trade, foreign aid, investment, regional economic integration, and finance. The course will then consider a number of less traditional issues that have emerged on the agenda of North-South relations in recent years, including migration, illegal drug trafficking, and the protection of the environment. We will not focus explicitly on North-South security and military affairs. The course will conclude with an assessment of the future of North-South relations.

PREREQUISITES:
There are no formal prerequisites for this course. A background in micro and macroeconomics is useful but not required. See the instructor if you have questions.

REQUIREMENTS:
Grades will be based on 1) a series of unannounced (or “pop”) quizzes on the day’s assigned readings, 2) a 4 page paper, and 3) a final exam. You will not do well in this class if you do not attend class and do the reading. You will be allowed to drop one quiz score. The final exam will cover readings, lectures, class discussions, films, simulations, and all other course requirements. Guidelines for the paper will be passed out the first week of class or can be found at http://www.bu.edu/sthacker/395paper.htm. Email and Internet access is required.

ACADEMIC INTEGRITY:
All work for this class is expected to be individual, i.e., not the result of collaboration or a group project. It is imperative that any and all sources used in papers be cited properly. For guidance, see the guideline for source citation on page three of this syllabus or at http://www.bu.edu/sthacker/source.htm and the CAS Academic Conduct Code (available at CAS or at http://www.bu.edu/cas/academics/programs/conductcode.html). Cases of academic misconduct will be referred to the Dean’s office.
**GRADING:**

- **40%** Reading quizzes (unannounced—approximately 10-15 total quizzes)
- **20%** Paper, due at 9:30 a.m., Tuesday, February 10
- **40%** Final exam: Tuesday, May 5, 9:00 – 11:00 a.m.

- Borderline grades will be rounded up or down according to the level and quality of the student’s class participation.

Grades are calculated on a 100-point scale, converted to letter grades as follows:

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**ABSENCES AND LATE WORK:**

Students are expected to attend all class sessions and to take all quizzes and the exam at their scheduled times. No make-ups will be given without timely documentation excusing an absence for medical, religious or personal reasons, or for official Boston University business. Every effort should be made to notify the instructor as soon as possible (preferably in advance) of the reason for an excused absence. Late papers will be penalized five (5) points for the first day late, and three (3) points each day thereafter.

**READINGS:**

Students are required to complete all reading assignments before class. Quizzes and frequent class discussions will require a thorough understanding of the readings.

The following required texts are available for purchase at Barnes and Noble at Boston University and on reserve (call numbers in parentheses) at Pardee Library, SMG, 595 Commonwealth Ave (3rd floor):


*Other readings are available at [http://blackboard.bu.edu/](http://blackboard.bu.edu/) (select this course, then click Course Documents, then Course Packet) and marked by an asterisk (*).

**PERIODICALS:**

In order to stimulate lively and timely discussions in class and in sections, students are required to read the section dealing with issues of the developing world of one of the following publications on a regular basis (i.e., daily for newspapers, weekly for magazines):

- *New York Times*
- *Christian Science Monitor*
- *Wall Street Journal*
- *The Economist*
- *Financial Times*

Discounted subscriptions to *The Economist* are available at [https://www.economistacademic.com/index.cfm?action=sso](https://www.economistacademic.com/index.cfm?action=sso). Enter Faculty ID 1304 where indicated.
USE OF SOURCE MATERIALS*

Correct use and acknowledgment of source materials is vital to any research project. Only through accurate documentation can the reader distinguish the writer’s original contribution from those of others. This allows the reader (1) to consult the source of a fact or opinion if he or she so desires and (2) to assign credit or blame judiciously — to the writer or to the writer’s sources. Moreover, failure to acknowledge source material properly constitutes plagiarism and is subject to the appropriate penalties.

The basic rule is this: If you use material drawn from something beside your own first-hand experience, and the material is not “common knowledge,” that is, something that “everybody knows,” give credit to your source.

If you quote directly, even a word or phrase, use quotation marks and footnote.**

If you paraphrase (i.e., take the ideas and put them into your own words), footnote.

If you organize material in the unique manner of someone else, give that person credit in the text and, usually, in a footnote as well.

A good rule of thumb is to ask yourself: “Could a reader who consulted the works listed in my bibliography recognize in my paper sentences, phrases, and even striking words; patterns of organization; interpretations or attitudes or points of view or whole ideas or facts, as deriving from any one of these sources?” If the reader could, you must footnote those passages. Any clear parallels between your paper and any of its sources that a reader would discover from consulting these sources, you should already have told him or her through footnotes or informal acknowledgments.

If you borrow everything in your paper, footnote everything in your paper!

Once your paper is turned in, the reader has the right to assume that whatever appears in the paper, unless otherwise indicated, is your own work or is “common knowledge.”

It should be noted that a paper that is merely a patchwork of other people’s words and ideas is a poor paper. Because of the particular slant on the topic you have been asked to consider; because of the particular combination of sources you have consulted; because of the independence of your own creative mind, your paper should be organically different from any of the various sources that have contributed to it.

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* This statement is adapted from a document entitled “Use of Source Materials,” Pomona College Department of Government, Claremont, CA.

** Parenthetical references [e.g., (Smith 1991, 234)] may be substituted for footnotes.
**COURSE OUTLINE**

**HISTORICAL AND CONCEPTUAL FRAMEWORKS**

Jan. 15: *Introduction to the course*

Jan. 20: **Approaches to the study of development**
- CDB (Chasek, Downie and Brown), Chapter 1

**IMPERIALISM**

Jan. 22: **Theories of imperialism**

Jan. 27: **Simulation**

**TRADE AND DEVELOPMENT**

Jan. 29: **The demand for a new international economic order (NIEO)**
- Krueger, Chapter 1, and pp. 37-44

Feb. 3: **The South in the world trade system**
- Krueger, Chapters 3, 4, and pp. 44-57, 101-111

**FOREIGN AID**

Feb. 5: **Aid and the NIEO**

Feb. 10: **The politics of aid**

*Papers due at the beginning of class*
**FOREIGN DIRECT INVESTMENT**

Feb. 12: Overview

Feb. 19: Host-country bargaining strategies

**THE DEBT CRISIS OF THE 1980s**

Feb. 24: The origins of the crisis

Feb. 26: Crisis management and politics

**REGIONAL ECONOMIC INTEGRATION**

March 3: Facts and frameworks
• Haggard, Chapters 1 and 2

March 5: Integration in Asia and Latin America
• Haggard, Chapters 3 and 4

**CURRENCY CRISSES IN LATIN AMERICA AND EAST ASIA**

March 17: The Mexican peso crisis and tequila effect

March 19: The Asian crises

March 24: The spread of the contagion; policy options
• Hausmann, Ricardo (1999), “Should There Be Five Currencies or One Hundred and Five?” *Foreign Policy* (Fall, no. 116): 65-79.
MIGRATION

March 26: Migration and the international system

March 31: Migration challenges
Film: Frontline: Go Back to Mexico!

April 2: Migration policy

ILLEGAL DRUG TRAFFICKING

April 7: Illegal drug trafficking

April 9: Drug policy evaluations and recommendations

NORTH-SOUTH ENVIRONMENTAL RELATIONS

April 14: The South and the environment
• CDB, Chapter 2

April 16: Air pollution, ozone depletion and climate change
• CDB, pp. 97-128

April 21: Toxic waste trade, toxic chemicals and whaling
Film: Frontline: Global Dumping Ground
• CDB, pp. 128-151

April 28: Trade in endangered species, biodiversity, fisheries, desertification, forests
• CDB, pp. 151-195

THE PRESENT AND FUTURE OF NORTH-SOUTH RELATIONS

April 30: The environment and north-south relations
• CDB, Chapters 4 and 5