

Payne, chapter 9

- Know what we mean by poverty. (Payne addresses this later in the chapter, when he discusses the “dimensions of poverty.”)
- Know some of the alleged consequences of inequality (both within a country and globally)—including the three consequences Payne notes that perpetuate a “destructive cycle of poverty.”
- Be able to explain the two chief contrasting arguments about whether globalization has curtailed poverty and inequality, or whether it has generated greater poverty and more stark inequalities (what Payne describes as a debate between the *globalists* and *anti-globalists*).

Explain, however, whether these arguments miss anything important: *again, might there be something else that might account for poverty within developing countries and the growing inequality between developed and developing countries?*

- In this vein, be able to recall some of the (*seven*) causes of inequality that Payne discusses. And, more importantly, be prepared to argue which cause (it doesn’t have to come from this list) is *primarily* responsible for the inequalities we observe between wealthier developed and poorer developing countries.
- Know what the U.N.’s *Millennium Declaration* is, what its goals are, and why Payne (and others) maintains that these goals cannot be achieved.
- *If* you believe that these problems of poverty and inequality should be mitigated by wealthier developed countries, be able to explain *why*—and also *how* these policy problems might be resolved (referencing, e.g., Payne’s “Closing the Gap” section).

If you do *not* believe that wealthier countries should work to solve these problems, be able to argue *why*—and also *how* poverty in developing countries could negatively impact wealthier developed countries.

Randerson – “World’s Richest 1% Own 40% of All Wealth, U.N. Report Discovers”

- Be able to recall some of the statistics noted in this short article.
- Note the two proposed solutions to global inequality (inequality *between* countries) that are mentioned briefly.

WHO – “Inequalities Are Killing People On Grand Scale, Reports WHO’s Commission”

- Know what the WHO means by “health inequities” and by “social determinants of health”—and be able to recite some examples of social determinants discussed in the article.
- The WHO accepts that economic growth raises per capita income, but what *else* is necessary to promote national health?
- Think about *how* poorer countries (like Cuba, Costa Rica, Sri Lanka, etc.) have been able to promote the health of their populations *despite* their low levels of national income and economic growth.
- Be able to explain some solutions to the causes of health inequities that the WHO proposes.

Sánchez – “International Trade in Hazardous Wastes”

- Know why waste management facilities and corporations that generate hazardous waste have incentives to export these dangerous wastes to developing countries.
- Be able to explain the fundamental reasons why the import and disposal of hazardous wastes by developing countries poses such a serious public health and environmental problem.

Sánchez notes at least *four* considerations you need to be comfortable with.

- How have waste management facilities and corporations that generate hazardous waste responded to the growing resistance among developing countries toward waste imports?

In other words, how have these facilities and corporations tried to side-stepped resistance to their hazardous waste exports?

- Know why some scholars and commentators have supported the export of hazardous wastes; and know the principal objection to this argument.
 - Be able to explain the objective of the Basel Convention, and some of its several shortcomings or weaknesses (Sánchez notes *seven* problems with the articles of the resolution).
 - Criticize Sánchez’s complex proposed solution to this global policy issue—develop your *own* perspective about how we might mitigate this international problem.
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Henn – “Factory Audits and Safety Don’t Always Go Hand-in-Hand” (podcast)

- Be able to explain *in detail* why the auditing process, which was intended to identify unsafe working conditions, is no longer effective in safeguarding against dangerous workplace environments in developing countries.
- Be prepared to justify your *own* perspective on the question posed toward the end of the news segment: with whom does the responsibility lie for these disasters and for the perpetuation of unsafe working conditions? (Think this through!)

Think this through! Governments in developing countries? Owners and operators of the factories? The foreign companies, like Wal-Mart or Nike or J.C. Penny, that contract with these owners and operators to produce their goods? Governments of *developed* countries whose corporations outsource the production of their goods to developing countries? Individual consumers like you and me, who buy the products made in developing countries?

(optional) Young – “Responsibility and Global Labor Justice”

- This is a provocative and thoughtful article that examines the textile or apparel industry and aims to justify how any party—individuals, organizations, corporations, governments, etc.—that directly and indirectly, and knowingly or unknowingly contribute to the perpetuation of the unsafe working conditions and weak labor standards in poorer countries can be held responsible.
- Young’s discussion is couched in an understanding of how the unjust treatment of textile workers in developing countries is created and perpetuated by complex *structural* problems that systematically disadvantage poorer countries and their citizens.