



INTERNATIONAL STUDIES PROGRAM REVIEW

ACADEMIC YEAR 2008-2009

International Studies Program Chair: Gitty M. Amini

Introduction

The undergraduate program in International Studies includes both a major and a relatively new minor degree. The program has been housed within the Department of History and Political Science but also receives much feedback and support from the International Studies Institute. As an interdisciplinary major and minor, it relies on instruction from faculty across the university in all undergraduate programs.

Learning Outcomes

Outcome 1: Students will develop critical thinking and analytical skills.

Outcome 2: Students will develop writing and research skills.

Outcome 3: Students will be prepared for graduate study, as well as for careers in the public and private sectors.

Outcome 4: Students will develop the skill to relate events and circumstances between the local, regional, national and international levels.

Outcome 5: Students will demonstrate their ability to integrate theory and application across disciplines within international studies.

Outcome 6: Students will demonstrate mastery of comparative international and cross-cultural perspectives.

Program Description

I. Organization

The program is housed within the College of Arts and Science, within the Social Science Division and further within the Department of History and Political Science. It is chaired by Gitty Amini who is a member of the faculty in Political Science.

II. Faculty

While the major and minor are served by faculty across the university, a more limited number of faculty members teach in the program's core. They are a distinguished and expert group in their respective areas. A brief description of the qualifications of each follows:
(For complete CVs, see Appendix A)

1. Gitty M. Amini, Program Chair

Dr. Amini teaches courses in the core and electives of the major and minor. She teaches the course on international relations (PLSC 351), political science methodology (PLSC 389)

and the politics of developing nations (PLSC 363). She serves as the academic advisor to all International Studies majors and many of the minors. Her research and teaching interests include security studies, international relations theory, American foreign policy, Middle East and East Asian Politics.

2. Ahmed Ispahani,

Dr. Ispahani teaches the course on international economics (ECON 325) that is part of the core in the major and on comparative economics (ECON 324) which is a popular upper division elective in the major and minor. He is a veteran professor at the university and has had extensive experience in the economic policy world. He was finance and economic policy advisor to both the Shah of Iran and to former Pakistani Prime Minister Benazir Bhutto.

3. Kamol Somvichian

Dr. Somvichian teaches a number of courses in the major's core, such as world civilizations parts I and II (HIST 101 & 102) and comparative politics and government (PLSC 452). He has served as a business executive in many global companies and has been politically active in Thai politics. His research interest centers on Thai politics and the relations between Southeast Asian Nations.

4. Jason Neidleman

Dr. Neidleman teaches world civilizations part II, a course in the core of the major and minor. He also teaches a popular upper division elective course on the history and politics of the Middle East (PLSC 469). His current research focuses on Rousseau's views on truth and how that affected his views on reason, democracy, republicanism and cosmopolitanism.

5. Ken Marcus

Dr. Marcus teaches Approaches to History (HIST 389), the methodology class which is a core in the major. He also teaches courses on European history which are popular upper division electives in the major and minor. His research interests include the social and cultural history of California, especially of modern Los Angeles and also state formation and music patronage of early modern Germany.

III. Courses

A major in International Studies comprises of 44 units. For all majors, completion of a senior project is required, consisting of original research in the student's major field. In addition, all majors must complete two years of a foreign language as a prerequisite to the major.

Core Requirements:

ECON 325	International Economics	(4)
HIST 101 or 102	World Civilizations	(4)
PLSC 351	International Relations	(4)
PLSC 452	Comparative Government & Politics	(4)
HIST or PLSC 389	Methodology	(4)
HIST or PLSC 499	Senior Seminar	(4)

Electives:

A minimum of 20 semester hours in upper-division courses in the student's areas of emphasis approved by the advisor. These courses can be in any undergraduate discipline across the the university, as long as they include some international focus or are relevant to the student's area of emphasis. Often these include courses on music, literature, religion, art history, economics, anthropology, history, politics, or law.

A minor in International comprises of 24 units.

Core Requirements:

ECON 325 (4)

HIST 101 or 102 (4)

PLSC 351 or PLSC 452 (4)

Electives:

A minimum of 20 semester hours in upper-division courses in the student's areas of emphasis approved by the advisor. Again, these courses can be in any undergraduate discipline across the the university, as long as they include some international focus or are relevant to the student's area of emphasis. Often these include courses on music, literature, religion, art history, economics, anthropology, history, politics, or law.

Common Elective Courses for the Major and the Minor:

- PLSC 363 Politics of Developing Nations
- ECON 324 Comparative Economics
- PLSC 456 Comparative Foreign Policy
- PLSC 451 International Law & Organizations
- PLSC 469 Government & Politics in the Middle East
- PLSC 464 Modern China and Japan

Curriculum Matrix

Course	Year 1		Year 2		Year 3		Year 4	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Core Classes in major								
HIST 101	X		X		X		X	
HIST 102		X		X		X		X
ECON 325	X		X		X		X	
PLSC 351	X	X	X	X	X	X	X	X
PLSC 452	X		X		X		X	
PLSC 389	X		X		X		X	
HIST 389	X		X		X		X	
HIST/PLSC 499	X	X	X	X	X	X	X	X
Common Electives								
ECON 324		X		X		X		X
PLSC 456		X		X		X		X
PLSC 363		X				X		

IV. Advising

All International Studies majors are advised by the program chair, Gitty Amini. International Studies minors also must consult Gitty Amini for their minor program. The reason for the necessity of consulting with the program chair is that the upper division requirements in the major and minor are not specifically delineated. The inter-disciplinary nature and flexibility of the program demands that the upper division courses be fashioned by the interests of each student, with the approval of the program chair. Currently, the advising follows two general approaches: fashioning the upper division electives to match a student's interests based either on 1) geographic region, or 2) international theme.

V. Extracurriculars/Clubs

International Studies majors are encouraged to participate in a number of extracurricular activities, chief amongst these are: 1) study abroad and foreign travel, 2) the university's Debate Team, 3) the university's Model United Nations club. While none of these activities are required for majors, they are strongly encouraged.

Program Assessment

In assessing how well the international studies program is meeting its learning objectives, a number of different methods have been employed. Analyses of enrollment data, syllabi, and curriculum rubrics were conducted. A focus group session of current students and recent alumni was held. An anonymous SWOT survey was conducted of university stakeholders at the faculty and administrative levels. The results from each of these methods will be discussed below.

Focus Group of Students and Alumni (see Appendix B)

A focus group of current and former students in the major was held in October 2007. While the students were generally happy with the program, they also had significant suggestions for its improvement. They identified the strengths as its flexibility, the quality of the education and the expertise of the faculty. Improvements were needed in advising, greater upper division course options and increased opportunities for extracurricular activities such as Model United Nations and study abroad.

Stakeholder Survey (see Appendix C)

A SWOT analysis survey was conducted of the administrative and faculty stakeholders in the major and minor in November 2008. These included university personnel who are affiliated through International Studies Institute, Model United Nations, or who teach classes frequently included in the major and minor.

The main conclusion of the analysis was that this is a worthwhile program which is underutilized and needs expansion. The strengths of the program were identified as its faculty and their expertise, its

curricular flexibility and its attractiveness to a diverse student population. There were a variety of reasons identified for the program's small size: marginalization, lack of outreach, lack of funding support, unclear mission, narrow curriculum. However, there was general optimism about its prospects and potential. Suggestions for strengthening the program included expanding the curriculum across other disciplines, expanding the list of required classes, expanding the foreign language requirement and expanding extracurricular offering such as Model United Nations and study abroad.

Senior Projects (see Appendix D)

Due to the very small number of senior projects available (n= 3), only tentative conclusions can be drawn. However, they show a high level of performance and general success in achieving the learning outcomes. Separate grading rubrics are used for the senior seminar presentations and for senior theses. A copy of one senior project along with its corresponding paper and presentation rubrics are attached in Appendix C.

Senior exit surveys (see Appendix E)

Since the International Studies students take senior seminar with the History and Political Science students, they complete the same generic survey that the other students do, except that they identify their major as International Studies. This survey asks them about their satisfaction level in the major. Prior to 2008 International Studies majors were not identified separately, so those data are not available. But since Fall 2008, we have kept the exit surveys of graduating International Studies majors. It is difficult to draw conclusions based on such a small number of cases, but they show general satisfaction with the major.

Outcomes Review by Course Syllabi (see Appendix F)

Learning Outcome 1: Students will develop critical thinking and analytical skills.

Strengths

This is a real strength of the major and minor. Students receive rigorous training in critical thinking and analysis in almost every course in the program but particularly in the upper division core classes.

Weaknesses

This might be an area that needs to be strengthened in the lower-division courses. We may need to see if there are opportunities in HIST 101 and 102 for more analysis and criticism.

Learning Outcome 2: Students will develop writing and research skills.

Strengths

This outcome is more than sufficiently met at all levels of the major and minor. Students receive ample opportunities for practicing their research and writing skills prior to their culminating project where they are required to write a thesis of considerable length and complexity.

Weaknesses

There is room to add greater opportunities for learning these skills across different disciplines.

Learning Outcome 3: Students will be prepared for graduate study, as well as for careers in the

public and private sectors.

Strengths

Students receive more than adequate training in analytical thinking, logical reasoning, clear written and spoken communications in all upper-division courses. Students receive significant grounding in international policies, politics, and economic structures.

Weaknesses

While students receive solid training in the areas mentioned above, there is a lack of preparation for other skills needed at the graduate level, such as breadth in subject areas other than policy, politics and economics.

Learning Outcome 4: Students will develop the skill to relate events and circumstances between the local, regional, national and international levels.

Strengths

Students receive exposure to each of these levels individually in every class in the core of the major and the minor. Students do get an integration of these levels in a number of classes in the core, such as International Relations (PLSC 351), research methods (PLSC 389) and in the senior seminar (PLSC/HIST 499). If they choose to participate in Model U.N. or take cross-listed upper-division electives, they would also be exposed to the integration of these levels.

Weaknesses

This outcome is hit-or-miss in the upper-division courses in the core. Some classes focus a great deal on this outcome and others do not. There is too much expectation that students will seek this on their own.

Learning Outcome 5: Students will demonstrate their ability to integrate theory and application across disciplines within international studies.

Strengths

Students will receive rigorous training in this area in the research methods class in the core of the major (PLSC 389) and again in their senior seminar class (PLSC/HIST 499). In addition, students get some exposure to the cross-over between political science and economics in the International Relations class in the core (PLSC 351) and again in a popular upper-division elective on the Politics of Developing Nations (PLSC 363). For those who choose to take the Model United Nations class (PLSC 352), they will receive training in speech and communications techniques as well as understanding economic and political issues.

Weaknesses

Besides, those classes mentioned above which integrate techniques from across disciplines, most of this learning outcome is achieved in cross-listed courses. There needs to be greater attention paid to incorporating this outcome into additional classes, or to advising students to take more cross-listed or interdisciplinary classes. Encouraging participation in MUN is also a way to achieve this outcome.

Learning Outcome 6: Students will demonstrate mastery of comparative international and cross-cultural perspectives.

Strengths

This outcome is more than sufficiently met at all levels of the major and minor. Students receive ample opportunities for exposure to international and cross-cultural perspectives throughout the entire curriculum.

Weaknesses

There is room to add greater opportunities for learning these skills across different disciplines.

Program Summary

The International Studies program offers an interdisciplinary curriculum for undergraduate students who are interested in international issues but do not want to be limited to one particular discipline. We offer an undergraduate major, or B.A., and an undergraduate minor. The faculty who teach in the program have impressive expertise and they complement each other well. However, most of the core faculty is concentrated in the Department of History and Political Science. The courses are offered frequently and are generally appreciated by students. The learning objectives are well-covered by the core courses, there are only two outcomes that require additional attention: Outcomes 4 & 5. This is a rich program with many opportunities, but flexibility is often both an asset and a liability. It is cited by focused and motivated students as a significant draw but it is also criticized by other students as too loose and unfocused. Outreach and advising preparation are areas that need improvement.

ACTION RECOMMENDATIONS

- 1. Increase the interdisciplinary nature of the major and minor.**
- 2. Increase the diversity of and disciplines represented by core faculty.**
- 3. Require student international extracurricular activity. (MUN, study abroad, debate, internships)**
- 4. Develop revenue stream for MUN.**
- 5. Develop a few advising tools that include tracks of course options for common areas of concentration.**

APPENDIX A

Faculty Curriculum Vitae

GITTY M. AMINI Curriculum Vitae

CURRENT POSITION

Associate Professor, Department of History & Political Science, University of La Verne, 2002-present

EDUCATION

University of California, Los Angeles

Ph.D. in Political Science, June 2001

Dissertation: "Sanction and Reinforcement in Strategic Relationships:
Carrots and Sticks, Deterrence and Compellence."

Columbia University, New York

M.A. in Political Science, May 1996

University of California, Los Angeles

B.A. in Political Science, June 1991, Magna Cum Laude

PUBLICATIONS

Gitty M. Amini, "Globalization and the State in the Middle East: Iran, Turkey, Israel and the Palestinians" in Richard N. Rosecrance and Arthur A. Stein, eds., *No More States? Globalization, National Self-Determination and Terrorism*. (Rowman & Littlefield, 2006).

Gitty M. Amini, "Issues and Analysis: Weapons of Mass Destruction in the Middle East." *The Non Proliferation Review*. (Monterey Institute for International Studies and Nuclear Threat Initiative, 2003).

Gitty M. Amini and Joel Scanlon, "North Korea and Vietnam," in Richard Rosecrance, ed., *The New Great Power Coalition: Toward a World Concert of Nations*. (Rowman & Littlefield, 2001).

Gitty M. Amini, "Iran: The Failure of Economic Incentives and Disincentives," in Richard Rosecrance, ed., *The New Great Power Coalition: Toward a World Concert of Nations*. (Rowman & Littlefield, 2001).

Gitty M. Amini, "A Larger Role for Positive Sanctions in Cases of Compellence?" Center for International Relations Working Paper #12, University of California, Los Angeles, (1997).

Steven L. Spiegel, Gitty M. Amini, and Elizabeth G. Matthews, "Global Arms Control Issues: A Model Curriculum for Undergraduate Students." International Association of University Presidents and United Nations Office for Disarmament Affairs, (1994).

PRESENTATIONS

"Development, Human Rights & Empowerment," Panel chair and discussant, Annual Meeting of the International Studies Institute-West, San Francisco, California, September 2008.

"Brinkmanship and the Cultural Gap: How Universal is the Language of Negotiation?" Annual Meeting of the International Studies Institute-West, San Francisco, California, September 2007.

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“Why We Move,” Presenter and moderator, Conference on International Migration, California State Polytechnic University, Pomona, California, April 2007.

“Failed States and the Prospects for Regime Change in the Middle East,” Invited Lecture, Conference hosted by the Kennedy School of Government, Harvard University, Cambridge, Massachusetts, October 2004.

“North Korea vs. the World: A Prospect Theory Analysis,” Annual Meeting of the International Studies Association-West, Las Vegas, Nevada, October 2004.

“Economic Measures as Tools of U.S. Foreign Policy,” Invited Lecture at Université de Québec à Montréal, Conference on U.S.-Canadian Trade and Relations, Montreal, Canada, March 2003.

“Risk Propensities and Crises: Japanese Decisionmaking during World War II,” Annual Meeting of the American Political Science Association, Boston, Massachusetts, August 2002.

“Rewards and Sanctions in Strategic Relations: The Persian Gulf War.” Presented at the Burkle Center for International Relations, UCLA, March 2001.

“Pearl Harbor and the Cuban Missile Crisis: The Type and Timing of Tactics.” Annual Convention of the International Studies Association, Chicago, Illinois, February 2001.

“Prospect Theory and the Cuban Missile Crisis.” Annual Meeting of the Western Political Science Association, San Jose, California, March 2000.

“Sanctions and Reinforcement in Strategic Relationships: Compellence and Positive Sanctions.” Annual Meeting of the American Political Science Association, Boston, Massachusetts, September 1998.

“Women and the Evolutionary Stages of One-Party Systems: Are Gender Equity Gains Ultimately Fleeting?” Western Conference of the Association of Asian Studies, Claremont, California, October 1994.

RESEARCH INTERESTS

- International Security and Arms Control
- Area Foci: East Asia, Middle East
- International Relations Theory
- U.S. Foreign Policy
- International Political Economy

CURRENT RESEARCH

Carrots and Sticks: Rewards, Punishments and International Security, manuscript completed, submitted for publication.

“Bush, Kim and Ahmadinejad: U.S. Imperialism and Nuclear Rogue States” Why has recent American diplomacy been successful in disarming Libya, but not North Korea and Iran? This article examines the degree to which Bush’s deliberate marginalization of the “axis of evil” may have backfired. Puts forth policy recommendations for diffusing the WMD standoffs with each of these states.

TEACHING INTERESTS

- International Relations
- Middle Eastern Politics
- East Asian Politics

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- International Security Studies
- U.S. Foreign Policy
- Introductory Methods

PREVIOUS POSITIONS

- Postdoctoral Research Fellow 2001–2002
Center for Nonproliferation Studies, Monterey Institute of International Studies.
Researched and devised disarmament curriculum modules. Was most actively engaged in all aspects of curriculum-development on Middle Eastern weapons proliferation. Also contributed to modules on National Missile Defense and the spread of nuclear and missile technology.
- Visiting Assistant Professor 2000-2001
Department of Political Science, UCLA
Was responsible for course development and teaching of a new upper-division class on international security and strategy. Also taught multiple sections of survey course on world politics.
- Carnegie Graduate Fellow. 1997–1998
Center for International Relations, UCLA
As a member of research team, explored various theoretical and practical issues surrounding the concept of “encompassing coalitions.” These included the generation and perpetuation of international norms, the efficacy of economic and status incentives, comparisons of incentives with disincentives and the mechanism behind club goods. Specifically examined the situation of the failure of domestic economic incentives in Iran in the period before the 1979 Revolution and also the failure of international disincentives toward Iran in the 1990s. Additionally, analyzed the role of incentives and sanctions in curtailing North Korea’s nuclear and missile programs.

ACADEMIC AWARDS

- University of La Verne Summer Research Grant 2004
- Burkle Pre-doctoral Fellowship 2000–2001
Ronald W. Burkle Center for International Relations, UCLA
- Affiliate Fellowship 1999–2000
Weatherhead Center for International Affairs, Harvard University
- Carnegie Research Fellowship, Center for International Relations, UCLA 1997–1999
- Field Paper Examination, Pass with Distinction 1995
Department of Political Science, UCLA
- Graduate Student Fellowship, Columbia University 1992–1993
- Phi Beta Kappa, National Honor Society 1991
- Magna Cum Laude, UCLA 1991
- Golden Key National Honors Society 1991

FOREIGN LANGUAGES

- Farsi – conversational fluency and basic written proficiency
- Mandarin Chinese – basic spoken and written proficiency
- Cantonese Chinese – basic spoken and written proficiency
- French – basic spoken and written proficiency

APPENDIX A – Continued

**Kamol Somvichian
Curriculum Vitae**

Personal:

Born in Bangkok, Thailand. Married with two children.

Education:

Ph.D. In Politics and Economic Development, University of London, 1969
Post Graduate Studies, Columbia University, 1967

Awards:

Smith/Mundt Fulbright Scholarship, 1959-1961
Rockefeller Foundation Fellowship, 1966-1969
Visiting Fulbright Professorship, 1978-1979
Woodrow Wilson Guest Fellowship, 1979 (Summer)

Work Experience:

Academic:

Lecturer, Senior Lecturer, Associate Professor and Chairman, Department of Government, Chulalongkorn University, Bangkok, 1969-1975

Member, Advisory Board, Ford Foundation (Southeast Asia) Bangkok, 1969-1973

Visiting Fulbright Professor, Department of Political Science, Swarthmore College, Swarthmore, Pennsylvania, 1978-1979

President, Thai University Research Association, Bangkok, 1979-1982

Professor and Chairman, International Business Program, Pacific States University, Los Angeles, California, 1982-1987

Associate Professor, History and Political Science Department, University of La Verne, La Verne, California, 1988-present

Business:

Personnel Manager, Coca Cola Bottling Co., Bangkok, 1972-1977

Area Consultant, Chase Manhattan Bank, New York City, 1978-1979

Executive Vice President and Member of the Board of Directors, The Rama Tower Group of Companies, (Ramada hotels, Avis Car Rental, Interlife Insurance, etc.) Bangkok, 1980-1982

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Vice-Chairman, Interlife Insurance Company Limited, Bangkok, 1980-1982

President, Mode Asia Associate, International Management Consulting, Claremont, California, 1982-present

Government:

Member, National Legislative Assembly, Bangkok, 1973-1975

Secretary General, Asian Parliamentary Union, Thai National Association, Bangkok, 1973-1975

Secretary General, ASEAN Parliamentarian's Union, The National Chapter, 1973-1975

Deputy Secretary General and Member of the Executive Committee Democratic Party, Thailand, 1975-1978

Member of th Parliament from Bangkok, 1975-1976

Advisor to the Governor of Bangkok, 1974-1976

Advisor to the Speaker of the House of Representatives, Bangkok, 1975-1976

Special Assistant to the Deputy Prime Minister for Economic Affairs, Thailand, 1980-1982

Public Lectures and Papers Delivered At:

The Woodrow Wilson School of International Affairs, Princeton University

The Asian Society, New York City

Woodrow Wilson International Center for Scholars, Washington, D.C.

The British Broadcasting Corporation, Bush House, London

Interparliamentary Union Conference, Madrid, Spain

The Center for Southeast Asian Studies, Singapore

The Asian Parliamentary Union Conference, Tokyo, Japan

Southeast Asian Science Association, Hong Kong

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The Association of Asian Studies, Washington, D.C.

The International Relations Colloquium Pomona College

Publications:

Five books on Political Development, Thai Politics, International Affairs, Social and Economic Changes and Urbanization in Southeast Asia.

References:

Professor Clark D. Neher, Chairman
Department of Political Science, Northern Illinois University
DeKalb, Illinois 60115

Professor Donald Swearer, Chairman
Department of Religion, Swarthmore College
Swarthmore, Pennsylvania 19081

APPENDIX A – Continued

Name	AHMED S. ISPAHANI
Nationality	Naturalized U.S. Citizen
Degrees	High School, Cambridge, United Kingdom, 1954 B.A. Economics, University of Karachi, Pakistan, 1959 M.A. Economics, University of Southern California, Los Angeles, 1962 Ph.D. Economics, University of Southern California, Los Angeles, 1965
1964 -1968	Assistant Professor of Business Administration and Economics, University of La Verne, California 91750
1968 -1969	Sabbatical leave from University of La Verne Economic Advisor, Government of Iran, Central Bank of Iran, Bank Markazi, Teheran, Iran
1969 -1970	Associate Professor of Business Administration and Economics, University of La Verne, La Verne, California, 91750 Part time faculty for Department of Economics, University of Southern California, Los Angeles
1971 -1972	Senior Economist, Battelle Laboratories, 505 King Avenue, Columbus, Ohio, 43201 Worked on the Iran Project in Iran. In charge of the financial and economic sectors of the Fifth Five Year Plan of Iran (1973-1978). This plan was developed by Battelle for the Government of Iran under the directorship of Dr. Sheldon Simon.
1971 -1976	Part time faculty, National University of Iran, Teheran, Iran
1972 -1976	Senior Economic Advisor to the Shah of Iran Head of Research and Project Development, Government of Iran, Teheran, Iran
1976 - Present	Professor of Business Administration and Economics, University of La Verne, California 91750
1990 – 2007	Economic Advisor to Prime Minister Benazir Bhutto of Pakistan

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KENNETH H. MARCUS
Curriculum Vitae

PERSONAL

Institutional: Department of History and Political Science
University of La Verne, La Verne, CA 91750
Home: 1948 Roosevelt Avenue, Altadena, CA 91001
Tel./Fax: Tel. (909) 593-3511 ext. 4283 (office); Fax (909) 392-2793
Email: marcusk@ulv.edu
Website: <http://faculty.ulv.edu/~marcusk>

EDUCATION

Cambridge University, U.K.

Ph.D. in History, 1992

Dissertation: "A Question of Privilege: Elites and Central Government in Württemberg, 1495-1593"

École Supérieure de Commerce de Paris, France

M.B.A. in International Business, 1987

University of California, Berkeley

B.A. in History, 1984, with Distinction

Exchange Student, University of Göttingen, Germany, 1982-83

EMPLOYMENT

Associate Professor of History, University of La Verne, 2004-present; Tenured 2007

Assistant Professor of History, University of La Verne, 2001-2004

Adjunct Professor of History, California State Polytechnic University, Pomona, 1994-2001

Lecturer in History (part-time), Woodbury University, 1995-1999

Tutor in History, Cabot House, Harvard University, 1992-1993

PUBLICATIONS

Books

Musical Metropolis: Los Angeles and the Creation of a Music Culture, 1880-1940 (New York: Palgrave Macmillan, 2004).

The Politics of Power: Elites of an Early Modern State in Germany, Institut für Europäische Geschichte, vol. 177 (Mainz, Germany: Philipp von Zabern, 2000).

Articles and Chapters

"California History and the Performing Arts," *Pacific Eldorado*, special issue of *California History* (forthcoming)

"Creating a Musical Community: The Founding of the Hollywood Bowl," *Urban Community in the West: Los Angeles*, author and chief editor, special issue of *Journal of the West* (forthcoming, 2009)

"Baseball Stadiums and American Audiences," *Telos*, no. 143 (Summer 2008): 165-70

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- “Judaism Revisited: Arnold Schoenberg in Los Angeles,” *Southern California Quarterly*, 89, no. 3 (Fall 2007): 307-25
- “The Seriousness of Comedy: The Benefit Concerts of Jack Benny and Danny Kaye,” *American Music*, 25, no. 2 (Summer 2007): 137-68
- “Music and American Culture,” *History Compass*, 5 (June 2007) [Online at <http://www.blackwell-compass.com/>]
- “The Shifting Fortunes of War: Patronage of the Württemberg Hofkapelle during the Thirty Years War,” *German History*, 25, no. 1 (2007): 1-21.
- “Living the Los Angeles Renaissance: A Tale of Two Black Composers,” [*The Journal of African American History*](#), 91 (Winter 2006): 55-72.
- “‘A New Expression for a New People’: Race and Ballet in Los Angeles, 1946-56,” *Journal of the West*, 44, no. 2 (Spring 2005): 24-33.
- “Arnold Schoenberg’s American Compositions,” exhibition, *Paradise Found? LA’s European Jewish Émigrés of the 1930s and 40s*, Skirball Cultural Center, Los Angeles, Calif. (February-May 2005).
- “Duchy of Württemberg,” in *Europe 1450 to 1789: Encyclopedia of the Early Modern World*, ed. Jonathan Dewald, 6 vols. (New York: Charles Scribner’s Sons, 2003), 6: 249-51.
- “The Start of Something Big: Theater Music in Los Angeles, 1880-1900,” *California History*, 81, no. 1 (2002): 24-39.
- Popularity of the Pops: The Los Angeles Scene* (California State Polytechnic University, Pomona, 2001).
- “Hymnody and Hymnals in Basel, 1526-1606,” *The Sixteenth Century Journal*, 32, no. 3 (2001): 723-41.
- “A Veritable Break with the Past: Sacred Music in Fifteenth-Century Basel,” *Medieval Germany: Associations and Delineations*, ed. Nancy van Deusen, Claremont Cultural Studies, 4 (Ottawa: Institute of Medieval Music, 2000): 163-72.
- “The Hollywood Bowl and the Democratization of Music,” *Journal of Interdisciplinary Studies*, 12 (1999): 31-38.
- “Drei grosse jüdische Komponisten aus der Goldenen Ära der Filmmusik,” *Jüdische Rundschau* (Basel, Switzerland), 3 September 1998, p. 25.
- “Die Frage nach der Identität,” *Jüdische Rundschau* (Basel, Switzerland), 4 September 1997, p. 15.
- “Using Multimedia Materials in the Classroom,” *World History Bulletin*, 12 (Spring 1996): i-iv.
- “Music Patronage of the Württemberg Hofkapelle, c. 1500-1650,” *German History*, 13, no. 2 (1995): 151-62.
- “A Question of Corruption: The Case of Martin Nuttel, 1543–44,” *German History*, 11, no. 2 (1993): 127-40.

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Recordings and Films

Fantasy in Schubert, Schumann and Schoenberg. Compact Disc. Liner notes. LiveClassics, Munich, Germany (forthcoming, 2009).

The Arias Troubadours: A Musical Dynasty. DVD. Commentator and co-producer with filmmaker Jon Wilkman. Story of José Arias and the Arias Troubadours. 2006.

Arias Troubadours. Compact Disc. Producer. Guitars, mandolin, bass, accordion, percussion, vocals. Music of the 19th and early 20th century Southwest. 2006.

Colorado Boulevard. Compact Disc. Guitar, vocals, harmonica and bass, with Crown City Trio. Works by John Fogerty, Muddy Waters, Kenneth Marcus, and others. 2000.

Some American Music. Compact Disc. Piano, guitar and vocals. Works by Scott Joplin, George Gershwin, Woody Guthrie, Kenneth Marcus, and others. 1999.

The Choir of the Saint Anthony's Greek Orthodox Church. Compact Disc. Organist. 1999.

American Rhythms. Cassette. Piano, guitar, synthesizer and vocals. Works by Scott Joplin, Kenneth Marcus, and others. 1998.

Works in Progress

“Immigration and Modernism: Arnold Schoenberg and the Los Angeles Émigrés,” in *Performing Migration: Aesthetic Practices and Politics in Media and Music*, ed. Rocio G. Davis, Dorothea Fischer-Hornung, and Johanna Kardux (accepted for publication).

“Moving Together: Race and Ballet in Postwar Los Angeles” (submitted for publication)

“Inside and Outside Chinatown: Photographing the Chinese in Exclusion Era Los Angeles” (submitted for publication)

“Safe Exoticism: Packaging the Ramona Pageant and the Mexican Players” (submitted for publication)

Book Reviewer/Referee

American Studies

American Historical Review

Pacific Historical Review

Southern California Quarterly

Journal of the West

The Journal of the Gilded Age and Progressive Era

The Sixteenth Century Journal

PRESENTATIONS

Hosted Conferences

“Community and Religion in Los Angeles,” University of La Verne, October 2005

“Environment and Community in Los Angeles,” University of La Verne, May 2004

“Community and Culture in Los Angeles,” University of La Verne, October 2002

APPENDIX A – Continued

Broadcasts and Interviews

Life & Times, KCET with Val Zavala, *The Arias Troubadours: A Musical Dynasty*, Los Angeles, Calif., May and August 2006

Life & Times, KCET, with Vickie Curry, Pasadena, Calif., April 2005

AirTalk with Larry Mantle, NPR radio, KPCC, Pasadena, Calif., February 2005

Papers

“Modernism in Los Angeles: The Cultural Émigrés and Transnationalism,” American Historical Association, Pacific Coast Branch Meeting, Albuquerque, NM, August 2009

“Modernism in Los Angeles: Arnold Schoenberg and the Cultural Émigrés,” Conference on *Multiculturalism and Beyond*, Center for Interdisciplinary Research, Bielefeld University, Germany, July 2009

“Modernism in Los Angeles: Arnold Schoenberg and the Cultural Émigrés,” invited speaker, Bergische University Wuppertal, Germany, July 2009

“The Legacy of the Charles Lummis Wax Cylinder Recordings,” invited speaker, Lummis Adobe, Los Angeles, June 2009

“Arnold Schoenberg in Los Angeles: Modernism and the Jewish Dilemma,” invited speaker, Western History Workshop, Autry National Center of the American West, Los Angeles, November 2008

“Arnold Schoenberg and the Crisis of Modernism,” invited speaker, Faculty Research Lecture, University of La Verne, October 2008

“Immigration and Modernism: Arnold Schoenberg and the Los Angeles Emigrés,” speaker and chair, “Expatriation and Modernism/Postmodernism,” MESEA 2008 Conference, Leiden University, The Netherlands, June 2008

“Modernism in the Academy: Arnold Schoenberg at UCLA,” invited speaker, Biennial Conference, Jewish History Association, Hebrew Union College/USC, Los Angeles, May 2008

“The Seriousness of Comedy: The Benefit Concerts of Jack Benny and Danny Kaye,” invited speaker, The Paley Center for Media, Beverly Hills, California, April 2008

“Race and Ballet in Postwar Los Angeles,” invited speaker, Dreams Fulfilled Series on African American Arts and Culture, The Huntington Library, San Marino, California, March 2008

“Exile in Paradise? Modernism and the Émigré Circles of Los Angeles,” Los Angeles History Research Group, The Huntington Library, San Marino, February 2008

“Portraying the Chinese: Interracial Interaction in 19th Century Los Angeles,” Engendering Diversity and Community Conference, University of La Verne, March 2007

“Exile in Paradise? Arnold Schoenberg and the Los Angeles Emigrés,” invited speaker, Faculty Research Lecture, University of La Verne, September 2006

“Portraying the Chinese: Ethnicity and Representation in the West,” panelist, American Historical Association, Pacific Coast Branch Meeting, Stanford, California, August 2006

APPENDIX A – Continued

- “Popular Culture Before World War II,” chair/commentator, American Historical Association, Pacific Coast Branch Meeting, Stanford, California, August 2006
- “Exil im Paradies? Arnold Schoenberg in Los Angeles” [in German], invited speaker, Musikwissenschaftliches Institut, Universität München, Germany, June 2006
- “Music in Early Los Angeles,” invited speaker, The Huguenot Society of California, Pasadena, March 2006
- “Ethnic Identity on Stage: The Cases of the Mexican Players and the Ramona Pageant,” panelist, commentator, and chair, “Crossing the Line: Music and Ethnicity in America during the 1930s and ’40s,” American Historical Association Meeting, Philadelphia, Pennsylvania, January 2006
- “Italian Involvement in the Music Traditions of Early Los Angeles,” panelist, American Italian Historical Association, Los Angeles, California, November 2005
- “Judaism Revisited: Arnold Schoenberg in Los Angeles,” panelist, Conference on Community and Religion in Los Angeles, University of La Verne, October 2005
- “Ethnic Identity in Drama: The Cases of the Ramona Pageant and the Mission Play,” panelist, Western History Association Conference, Scottsdale, Arizona, October 2005
- “Ethnic Identity on Stage: The Art of the Mexican Players and the Ramona Pageant,” panelist, American Historical Association, Pacific Coast Branch Meeting, Corvallis, Oregon, August 2005
- “Bringing Folks Together: Musical Intersections of Race and Class,” panel chair, American Studies Association, Atlanta, Georgia, November 2005
- “Music and the Development of Los Angeles,” invited speaker for three lectures, Hillcrest Retirement Community, La Verne, November 2005
- “Music in LA,” invited speaker, Phi Alpha Theta (History Honors Society), joint chapter meeting, Claremont McKenna College and Scripps College, April 2005
- “Ethnic Identity on Stage: The Mexican Players and the Ramona Pageant,” American Musicological Society Meeting, Southwest Chapter, Azusa Pacific University, February 2005
- “A Phoenix of the Arts: The First Negro Classic Ballet of Los Angeles,” invited speaker, Los Angeles City Historical Society, April 2003 and Huntington Library, May 2003
- “A Tour Through American Music,” The Huguenot Society of California, Costa Mesa, March 2002
- “The Use of Music in Teaching History,” invited speaker, Faculty Life Stories Committee, California State Polytechnic University, Pomona, February 2001
- “The Silk Trade in Basel,” invited speaker, co-presentation with Christine Ersig-Marcus, The Huguenot Society of California, Los Angeles, May 2000
- “Creating a Musical Community: The Founding of the Hollywood Bowl,” panelist, “Community and Culture in Los Angeles,” University of La Verne, October 2002

APPENDIX A – Continued

- “Dance Orchestras in Black and White,” American Musicological Society Meeting, Southwest Chapter, California State University, Los Angeles, April 2001
- “Orchestral Music in Animation,” invited speaker, Thursday Forum, Claremont Graduate University, November 1999
- “Music in Late-Nineteenth Century Los Angeles,” Los Angeles History Research Group, The Huntington Library, San Marino, California, September 1999
- “Jack Benny, Johnny Carson, and Classical Music,” American Musicological Society Meeting, Southwest Chapter, University of California, San Diego, February 1999
- “The Hollywood Bowl and American Music,” invited speaker, Faculty Forum, California State Polytechnic University, Pomona, May 1998
- “The Rise of the Boston Pops,” American Musicological Society Meeting, Southwest Chapter, University of California, Riverside, February 1998
- “Using Multimedia Materials in the Classroom,” International World History Association Conference, California State Polytechnic University, Pomona, June 1996
- “The Essence of Simplicity: Hymnody and Hymnals in Basel,” The Huguenot Society of California, Los Angeles, May 1996
- “The Simplicity of Hymnody in Basel, 1540-1606,” American Musicological Society Meeting, Southwest Chapter, University of California, Santa Barbara, November 1995
- “Music and Text of the Lobwasser Psalter of Basel, 1606,” panelist, Sixteenth Century Studies Conference, San Francisco, California, October 1995
- “Continuity and Discontinuity in Basel's Sacred Music, 1550-1600,” panelist, Sixteenth Century Studies Conference, Toronto, Canada, October 1994
- “A Veritable Break with the Past: Sacred Music in Fifteenth-Century Basel,” invited speaker, Symposium on Medieval Germany, Claremont Graduate University, Claremont, California, March 1994
- “Music and the Hofkapelle of Württemberg, ca. 1500 - 1650,” Rocky Mountain Medieval and Renaissance Studies Conference, Flagstaff, Arizona, April 1993
- “Sacred Music and the Reformation in Basel,” Seminar on Comparative Religion, Professor Mark Edwards, Jr., Harvard University, Cambridge, Massachusetts, February 1993
- “Elites and the Reformation in Württemberg,” panelist, Sixteenth Century Studies Conference, Atlanta, Georgia, October 1992

Book Lectures

- Musical Metropolis: Los Angeles and the Creation of a Music Culture, 1880-1940*
Paul Sacher Foundation, Basel, Switzerland, June 2006
Borders Bookstore, Glendale, California, February 2006
Borders Bookstore, Pasadena, California, January 2006
Rotary Club, La Verne, California, December 2005

APPENDIX A – Continued

Vroman's Bookstore, Pasadena, California, October 2005
Rotary Club, Altadena, California, August 2005
All Saints Church, Pasadena, California, July 2005
The Huntington Library, San Marino, California, March 2005
Claremont Graduate University, February 2005
California State Polytechnic University, Pomona, February 2005
University of La Verne, September 2004

RESEARCH INTERESTS

- Ethnicity, immigration, and music in Los Angeles
- Social and cultural history of California
- State formation and music patronage in early modern Germany

TEACHING INTERESTS

6. 19th and 20th Century Europe
7. Los Angeles and California History
8. Approaches to History
9. Early Modern Europe

ADMINISTRATIVE INTERESTS

Chair, Undergraduate Academic Policies Committee, 2007-present
Member, Honors Committee, 2005-2009
Member, Academic Funding Committee, 2005-2008
Co-Founder and Director, Grant Office, College of Arts and Sciences, University of La Verne, 2005-2008
Dean's Governance Committee, University of La Verne, 2004-2005
Chair, Library Archives Taskforce, University of La Verne, 2003-2004
Chair, International Studies Institute Committee, 2002-present
Director, International Studies Institute, 2002-present

ACADEMIC AWARDS AND HONORS

Awards

NEH Fellowship, The Huntington Library, 2009
Young Scholars Achievement Award, University of La Verne, 2007
NEH Summer Seminar, Stanford University, 2007
Research Grants, University of La Verne, 2004, 2006, 2007, 2008, 2009
Haynes Foundation/HSSC Research Grants, 2000, 2001, 2004, 2006
Summer Research Grants, University of La Verne, 2001-2007
NEH Summer Institute, Huntington Library, 2005
Fellow, Huntington Library, 2001, 2002
James Irvine Foundation Course Transformation Grants, 2002, 2004
President's Travel Award, California State Polytechnic University, Pomona, 2001
Research, Scholarship and Creativity Award, Cal Poly Pomona, 2000
Sinfonia Foundation Grant, 1999
Merit Awards, California State Polytechnic University, Pomona, 1997-2001
Fellow, Institut für Europäische Geschichte, Mainz, Germany, 1995
Cambridge University and UK Government Overseas Research Student Awards, 1987-91
Clare College Research Award, 1991
American Friends of Cambridge University Research Award, 1990
Clare College Travel Grant, 1990
American Friends of Cambridge University Scholarship, 1989-90

APPENDIX A – Continued

Prince Consort and Thirwell Fund Award, 1989
German Historical Institute Grant, 1988-89
American Friends of Cambridge University Travel Grants, 1988-89

Honors

Tenure, University of La Verne, May 2007
Rotary Club of La Verne, Tree Planting, 2005
Rotary Club of Altadena, Library Book Donation, 2005
Nomination of *Musical Metropolis: Los Angeles and the Creation of a Music Culture, 1880-1940* for Donald H. Pflueger Local History Award
Golden Leaves Award (for book publication), California State Polytechnic University, Pomona, 2001
Citation as Historian and Educator, *Who's Who in America*, 2001-present
Certificate of Achievement for Exceptional Accomplishments, California State Polytechnic University, Pomona, 2000
Citation as Educator in *Who's Who in the World*, 2000-present
Nomination for Eugene Asher Award for Distinguished Teaching, 1998, 2001

SERVICE TO THE PROFESSION

Editor, 20th and 21st century North America, *History Compass* [online journal], 2009-present
Board member, Historical Society of Southern California, 2008-present
NEH Seminar Panel Review Board, 2008
Member, Historical Society of Southern California Grants Committee, 2007-present
Member, ULV Academy, 2006-present
Secretary, American Musicological Association, Pacific Southwest Chapter, 2001-2003

FOREIGN LANGUAGES

6. German: conversational fluency and written proficiency
7. French: basic spoken and written proficiency

September 2009

APPENDIX B

College of Arts and Sciences

International Studies Program

Focus Group of Current Students and Alumni

October 8, 2007

Submitted To: Dr. Gitty Amini
Associate Professor of Political Science
University of La Verne

Prepared By: Iris Lopez, M.S.,
Shanna Treworgy, B.S.
Psy.D. Students
University of La Verne

Supervised By: Aghop Der-Karabetian, Ph.D.,
Associate Dean of Arts and Sciences
University of La Verne



APPENDIX B - Continued

Executive Summary

Two currently enrolled students and one alumna of the International Studies program participated in a focus group in the spring of 2007. Thirteen prepared questions were used as discussion triggers. Two trained and supervised Psy.D. Students from ULV facilitated the focus group and prepared the report.

Findings

Strengths of the Program

Learning

- The program aids in reducing personal stereotypes, better understanding other cultures, understanding American and foreign politics
- Studying abroad was seen as a rich learning experience and should be required and students should be provided assistance in getting scholarships or other financial supports
- Students liked the American foreign policy and modern political theory courses

Flexibility

- The flexibility choosing classes is an asset to the program

Interdisciplinary Nature

- The interdisciplinary nature of the International Studies major is an asset and students take advantage of, and like, the programs flexibility

Teaching

- Professors are knowledgeable and their experiences are entertaining but a broader range of is needed to get more perspectives

Areas That Need Attention

Course Structure

- More focus on content areas such as Asian/African/Latin American studies
- Some form of a concentration is needed versus a haphazard approach
 - There should be core classes
 - The program is not structured in a way that requires students to take specific classes for concentrations
 - Classes need to be available for a variety of concentration areas

Advisor Structure

- Advisor system is unstructured and lacking
 - Advisors were helpful but students want more help in finding classes to take, study abroad and scholarship opportunities, and in revising their senior project prior to turning in the final draft
 - Advisors should provide structure for advising process and should set up appointments with students

APPENDIX B - Continued

- Lack of support from the University in terms of going abroad, and finding scholarships

Classes Offered

- More attention on modern studies is needed
- Interdisciplinary part is lacking; most international classes are political science
- Language classes are limited and the requirement is too short

Extra Curricular Opportunities

- Increase opportunities with English language students and the International Study Institute
The University's Model United Nations chapter is disorganized

APPENDIX B - Continued

Purpose

To gather information regarding the opinions of students and alumni enrolled in the International Studies program. The data gathered from the focus group is part of the routine program review process by the International Studies Department. It will be used to strengthen and improve the program.

Methods

Participants

Focus group participants included students currently enrolled in the International Studies program, as well as alumni. The total number of participants consisted of two males and one female. Participants included the following ethnic groups: Asian, Latino, and Caucasian.

Instrument

Participants were asked thirteen key questions developed by Dr. Amini, Associate Professor of Political Science and Dr. Der-Karabetian, Associate Dean of Arts and Sciences, regarding the International Studies program.

Procedure

1. After all participants arrived to a classroom at the University of La Verne, the facilitator introduced herself and reviewed the consent form.
2. The participants were given a few minutes to read through the consent form and ask questions before they signed it.
3. The facilitator placed a tape recorder in the middle of the table after all participants signed the consent form.
4. Participants were asked to introduce themselves using their first names only, as well as stating their year in the program.
5. They were asked pre-prepared questions.
6. The facilitator wrote down key points on a flip chart and asked questions to clarify responses.
7. The focus group process took approximately 50 minutes.

APPENDIX B - Continued

Complete Original Responses to Questions

Question One

A) What areas of the international curriculum would you like to see strengthened?

- More classes, offered every semester
- More focus on content areas such as Asian/African/Latin American studies by offering courses in the disciplines of literature, language, history

B) Were there any areas that lacked coverage and that ULV should offer courses in? Please be as specific as possible.

- More attention on modern studies; classes only available on ancient history, or ancient civilization, or literature
- Offer languages classes; they are lacking; lasting only one year
- Interdisciplinary part is lacking; most international classes are political science

Question two

What do you think of the language requirement for the major? Was it too much, too little or just right?

- Way too little only offered for one year
- Just right because classes are not available for a greater requirement

Question Three

A) How has (or will) the degree in international studies benefited you, either professionally or personally?

- More opportunity for the international career venture
- The program reduces the use of stereotypes in future careers
- Helps you deal with people better because it helps you understand their background

B) What skills were useful out in the "real world"?

- Skills learned abroad were more useful than skills learned in class
- Knowledge of international politics and theories was helpful in job interviews
- Understanding how countries relate helps you better understand perspectives other than the American perspective

APPENDIX B - Continued

C) Were there any skills that you had wished were covered in greater depth?

- Languages were lacking
- There needs to be something to tie all of the classes together, such as a cohesion class
 - There should be core classes
 - The program is not structured in a way that requires students to take specific classes for concentrations
 - Having choices in the classes taken is important as well - core classes might constrict freedom to chose classes
- The advisor program is lacking
 - Department is small and therefore we do not meet with advisors
 - Advisor just recommends any class that fits the student's interest (e.g., art classes)
- No support from La Verne in terms of going abroad, finding scholarships, getting a job abroad

Question Four

A) Did you study abroad while at ULV?

- 1 student studied abroad

B) Was that worthwhile?

- It was fun, I wanted to go abroad

C) Should study abroad be a requirement for the major? Why or why not?

- Yes it should be a requirement– there are ways to get funding for it through scholarships
- For those who can't afford it, field trips or speakers would be good

Question Five

Which was your favorite course for the major? Why?

- All courses were equally beneficial in different ways
- Japanese language and culture class
- American foreign policy class was interesting
 - It provided a good overview of American foreign policy
- Modern political theory
 - This class encompassed where we are today and why

Question Six

APPENDIX B - Continued

A) Was the selection of courses required for the major's core appropriate?

- Two students responded: no

B) What would you change about the core?

- Disagreement about the Critical Thinking core class
 - It was methodical, focused on deductive reasoning, and critical thinking but
 - One student found it to be worthless and one student found it valuable
- The intercultural class reinforces stereotypes through one person's perspective and field activities such as going to Vietnamese restaurants

Question Seven

A) What was your experience with the advising in this major?

- Good – but no concrete major made it difficult to get clarity; you must work with what you are given
 - Advisor was helpful
 - However, no concrete structure to advising

B) Was it helpful or not? What would you change about the advising?

- Make major more concrete
- More advising about study abroad and scholarship opportunities
- Flexibility in classes taken, variety, and electives were all good
 - Flexibility can be a problem, however, if the major you want is not available
 - Sometimes you have to take a wide variety of classes in different subject areas (e.g., history, political science)

Question Eight

A) As you know, International Studies is an interdisciplinary major. Was that an asset or a drawback?

- Students unanimously stated it was an asset
 - Students vary in the classes so you get a variety of views
 - You can take information from one discipline to another
- Drawbacks in political science – small classes, always with the same people

APPENDIX B - Continued

B) Did you take advantage of that flexibility or not?

- Students unanimously stated that they did

C) What would you change about it?

- No change because the strong point is the flexibility

Question Nine

Do you have suggestions and new ideas?

- More variety in classes in order to find an emphasis/major
- Structure the program for concentrations
- Creating opportunities with the English language students to help them practice English and to meet people from other countries
- Increase the use of the International Study Institute – it is currently not very active: only a few speakers a year & once a year discuss job opportunities
 - More speakers from school discussing their experience
 - Have foreign government officials speak

Question Ten

What do you think about the Model United nations?

- Cool opportunity but La Verne's chapter is very disorganized
 - Inefficient in meeting application deadlines for the competitions
- Opportunity to join isn't mentioned until too late

Question Eleven

What do you think about the senior project experience and internship possibilities?

- Internship opportunities are unknown
 - You have to find internships on your own
- Senior project
 - Its hard because there are mixed majors and it you can feel like you do not fit in
 - Process has limited structure
 - No avenue for feedback before the final draft is turned in and presented
 - Good structure would consist of thesis, outline, rough draft, and then advising before turning in for a grade
 - Students need to set up their own appointments if they want feedback from advisors
 - Advising should be structured not just a time for students' questions

APPENDIX B - Continued

- Reduce senior project paper length
- Students should be allowed more flexibility in choosing topics or focus rather than being told to move towards political science or international relations

Question Twelve

Can you mention two or three things you learned and skills you developed by being part of this major?

- More about current events
- Taking perspective of another country
- Understanding America's decisions
- Better understanding of international politics
- The effect of international decisions on domestic politics
- It informed my election decisions

Question Thirteen

Any other comments or suggestions?

- Teachers are good in different ways
 - Offer different perspectives
 - Personal experiences outside of the text are entertaining
 - Knowledgeable
 - Need a broader range of professors
- Superficial overview of the culture in Vietnamese class
- More modern history classes are needed
- Some form of a concentration versus a haphazard approach
- New materials; books are old
- More exposure through field trips, exposure through studying abroad internationally

APPENDIX C

International Studies Program Review Stakeholder Questionnaire & Feedback All comments and Main themes November 6, 2008

Purpose:

The purpose of the stakeholder survey was to obtain input about the strengths, needs and opportunities of the International Studies program.

Procedure:

Altogether eight stakeholders who are members of the International Studies Institute's board responded to series of open-ended questions (See Appendix _____) regarding the strengths, needs and opportunities of the International studies program. The responses were content analyzed and summarized. Not all respondents answered all the questions.

Findings

I. The Curriculum for the Major

1. What is your opinion about the requirements for the major & minor? Do you think that the requirements are appropriate? Please address any specific concerns you may have, such as the language requirements, the lack of a study abroad or internship requirement, etc.

Main themes:

- Require Language
- Study Abroad option
- International option
- More diverse electives

All comments:

- It seems as if the core requirements are dominated by history and political science classes
- The program does not cover economic development issues, including poverty
- Language requirement – valid
- Study abroad should be part of program
- Internship[highly desirable from both educational perspective and future prospects
- The biggest gap is the absence of study abroad, even as recommended component. What about another internship recommendation –UN, Foreign Affairs Council, evening something available locally? The program should have an internship/practical component
- The major clearly was crafted from courses already on the books, but that is not such a bad thing. However, it does mean that it has no special quality or existence. The weakest parts of the major are the world civilizations courses, because they are primarily used for general education and contain a low level of analysis. It would recommend that (a) study abroad or (b) internship courses at any level be allowed to substitute for or to be part of the electives.
- Language should be a requirement, not a pre-requisite
- Why not specify the list of elective to choose from
- Foreign language requirement could be even stronger
- Study abroad would be helpful and may even attract students.

APPENDIX C – Continued

- Assume students take history electives; otherwise, Hist 389 value is problematic. Generally, good
- Should require courses outside of history/political science. study abroad and internship should be required – one of the two if not both

2. What about the combination of classes listed in the core for the major and the minor? Are the classes appropriate? Would you suggest that we add or delete any specific courses?

Main themes:

- More wide array of classes offered
- More anthropology courses
- Move away from history and political science electives

All comments:

- There should be room for global art and music classes. Perhaps even philosophy (Eastern studies, etc.) argumentation and debate, or public controversy and criticism.
- We need a course in Development Economics or Regional Development. International Economics does not address those issues
- All cultural anthropology
- I am limited in my ability to critique this element. It seems ‘bare bones’ but we must use what we have and certainly, qualified faculty will introduce students to a range and wealth of other learning components.
- I would make the HIST 110 and 102 prerequisites and add an upper division course in place of them in major. One possible course would be REL 305, world religions: east.
- Core seems basic, electives are better. Perhaps these can be packaged around options
- Ok
- Add some anthro and ethnic courses
- Research methodology course
- language other than native
- seminar-upper division

3. This program is designed to be interdisciplinary. In your opinion, is it sufficiently diverse? What would you recommend to address this?

Main themes:

- Lacks interdisciplinary
- Need more diversity
- Provide guidance to students

All comments:

- More guidance should be offered rather than loosely suggesting classes later on during consultations with the academic advisors. This way, students could plot out course possibilities much earlier on.
- Needs addition of cultural aspect as above
- The fact students can come from diverse disciplines is a strength of the major. Good.
- It does not seem particularly interdisciplinary at all, because every course but one in the core is from the Dept. of History and Political science. Why not add a world religions course or a world literature course or a course on global sustainability? one or more of these might be one of the former core 320 or core 340 courses that are now listed as INTD

APPENDIX C - Continued

- Diversity is not interdisciplinary- perhaps the final project should address interdisciplinary
- A course on culture differences is possible
- Not sufficiently diverse. Students should be exposed to other related disciplines and problem areas such as water/oil/terrorism/economic interdependence

4. Please comment on the degree of preparation that the current curriculum offers for graduates who choose careers or graduate school in fields related to international studies?

Main themes:

- Preparation for Foreign service exam
- needs to be more rigorous
- Prep for GRE

All comments:

- There could be a little more focus on the preparation necessary for the Foreign Service Officer's Exam and orientation to life in the State Department or Diplomatic Corps.
- Seems to be a good fit to our student population with above addition
- I am unable to comment on this
- The program does not appear rigorous enough to prepare students for graduate school. However, it may
- Help GRE prep
- ok
- Needs Improvements

II. The University's Facilities & Support

1. Do you have any comments or concerns about the faculty's delivery of this program?

Main themes:

- Faculty is outstanding
- Faculty is knowledgeable

All comments:

- Courses in general are those usually presented by experience and specialized faculty
- Everything we can do to broaden the options for students is good. This is clearly a good and important degree
- Faculty is outstanding in my opinion
- Depend son how electives are packages
- no
- Recruit adjunct faculty who have had foreign service experience to teach some of the courses

2. As you know many entities are affiliated with and support this program. What is your opinion of the current practice of housing the program at the department of History & Political science?

Main themes:

- Seems fair
- More international focus

All comments:

- The set-up is similar to other institutions with the same programs
- Perhaps it should be shared with the CBPM
- Seems appropriate

APPENDIX C - Continued

- Given the reputation of the department and the expertise and commitment of its faculty, it is best located here.
- I think that the program should be housed in the dept. of history and political science. Even if a department of interdisciplinary studies were created, I believe that international studies belong in the history and political science dept. that is where the heart of international studies is.
- I am fine with current practice
- Appropriate
- Sounds fine

3. What about its formal association with the International Studies Institute? How can this affiliation be used to improve the major & minor?

Main themes

- Upper division could be made mandatory
- clarify mission of program
- needs to have closer ties with ISI

All comments:

- It could help promote the profile of the major/minor more during Hotspots and other events
- Upper division majors could be included by mandatory ad hoc membership
- It clearly gives it added and important support. The ISI should and I think will, help recruit students to the field
- The ‘formal association’ with the ISI seems relatively weak to me. I think closer ties between the major and the ISI would benefit both. International studies students could become more active in the ISI; the ISI could tailor some of its activities to benefit the major.
- It would help to clarify the mission of the program. then we could stick to it
- Have majors be actively engaged in some way with 151
- students should be engaged actively

4. What is your opinion about the University’s ability to deliver a broad interdisciplinary major & minor? How can this be improved?

Main themes:

- More electives
- More options in term of electives
- incorporate interdisciplinary approach

All comments:

- More departments should be consulted to germinate potential cross-sections
- Discipline could and should be appropriately customized by delegation of authority to program chairperson
- In an age of more and more specialization, the interdisciplinary approach is valuable and important, and should be part of our program
- By the looks of the current major and minor, the university cannot ‘deliver a broad interdisciplinary major and minor’. What it currently delivers is a group of courses already being taught for others majors. One way it could be improved would be to add a course or two that are unique to the major.
- Specify electives, identify mission, articulate goals
- Perhaps Wilson library books news desk can be strengthened
- the capacity is present to do so

APPENDIX C - Continued

5. What is your opinion about the Model United Nations component? How can it be strengthened?

Main themes:

- MUN is a real plus
- Add requirements
- Mock sessions

All comments:

- Should have some on-campus presentations (mock sessions)
- Abstain
- Does it have a budget? It should so students are not always scrapping for money
- The model United Nations has been a stepchild for as long I have been at the university. I think that it is a useful teaching tool that could be integrates further into the international studies major.
- great concept; include in major
- from what I know, students are enthusiastic about MUN; regularly affect MUN, a real plus for ULV
- require it and give academic credit accompanied by a strong reflection proper background and lessons learned

III. General Questions

1. Please comment on the strengths of the undergraduate programs?

Main themes:

- Has potential
- Faculty
- Students are interested

All comments:

- It has the potential of being extremely successful and will pique the interest of students in this age of globalization
- Uses senior full time faculty
- Non-redundant
- Small, tight, with good faculty
- I do not know what questions 1-4 mean. Does this refer to all undergraduate programs at La Verne or only those in international studies? In either case the questions are must too broad to be meaningful. I don't want to write a book.
- strong faculty
- wide overview
- availability of courses, the curriculum, and expertise of faculty in the department

2. Please comment on the weaknesses of the programs?

Main themes

- Lack of publicity
- Small
- Need more students

All comments:

- Not enough people are aware of it

APPENDIX C - Continued

- Enough majors to effect fiscal scrutiny? Needs study abroad component to be competitive
- Small and too tight
- mission articulation
- perhaps a sociological course may be added
- Lack of curricular diversity, internship and international

3. Please comment on the opportunities that the programs should take advantage of?

Main themes

- Develop it
- Expand library in terms of books and newspapers

All comments:

- Build and develop and grow
- integrate experience within community
- participate in foreign affairs, have signs ups in classes
- take advantage of the presence of international students and faculty on the campus to engage majors
- presidential library archives – Nixon
- Have seniors take foreign service exam

4. Please comment on the threats to the programs?

Main themes:

- Fund
- Ideality
- Lack of marketing

All comments:

- Obscurity
- University financial restrictions. Push by university to rebuff customization in “need” to computerize offerings
- Funds, certainly
- lack of ideality
- Lack marketing of a career path
- existence of similar programs on colleges

5. Is there anything else you would like to mention? Please do so here.

Main themes:

- Good program
- Specify Mission

All comments:

- Great program! Increasing need for graduates
- The international studies major is valuable but is currently tucked into a corner. I think it would benefit from wider publicity among students and staff.
- specify mission

APPENDIX D

SAMPLE STUDENT SENIOR PROJECT

It is currently 2009 and we are fast approaching 2015, the year when the United Nations (UN) plans on reaching the Millennium Development Goals (MDG). The UN believes that with these goals they will help reduce poverty and increase development in developing countries. However, there is an underlying problem in most developing nations, and it is corruption. Whether it is by political figures or by the citizens themselves, corruption plays a huge role in hindering the development of countries. The MDG's seem to be a cover-up for corruption, a band-aid so to say, for a problem no one knows how to get rid of. These goals have not made an effort to combat corruption and do not even address the issue. If they are achieved, it is likely that it will be a short term solution and the countries involved will continue to experience problems with development. Although the Millennium Development Goals (MDG's) do address issues needing attention, there is a missing factor that should be taken care of first which is corruption. Without taking care of corruption first, the goals will not be achieved and will not work.

Corruption is one of the causes many sources say will inhibit countries from reaching the MDG's. They have pinpointed it as the problem that must be tackled first, but nothing is being done to combat it. U.N. Undersecretary- General Kim Hak-Su says that, "Corruption is a major hurdle for governments in the Asia-Pacific region."¹ He points out that without fighting corruption the goals will not be met and although they have had economic growth in many Asian countries, overall progress will not be made because of high corruption. In Asia the economic growth is disproportional with only the elite few gaining wealth while the majority of the people are either stagnant or get poorer. "NGOs here noted that corruption is a global phenomenon...of poor and wealthy nations alike."² Not only is corruption a developing world problem, although it occurs more in those areas, it is also a problem with

¹ [Marwaan Macan-Markar](#). "Global Information Network." Millennium Goals: Corruption Biggest Hurdle in Asia Pacific. 23 Sept 2005. Proquest.

² L.A. Nguyen. "Global Information Network." Development: Anti-Corruption Measure is "Victory for Millions." 16 Sept 2005. Proquest.

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the developed world. L.A. Nguyen states that without tackling corruption many countries will not effectively meet the MDG's especially when there are corrupt government officials, corrupt police force and high bribes occurring within the countries.

In an interview done with Huguette Labelle, she says it is interesting that corruption is not included in the MDG's and it is "robbing the people of their future."³ She also identifies the link between corruption and poverty, the more corruption the higher the poverty rates and vice versa. The International Chief Executive of Transparency International David Nussbaum, says, "Corruption is a massive drag on efforts to reach the Millennium Development Goals. It means wasted money, time and, ultimately, lives."⁴ The statement continues by analyzing every goal and how corruption plays a role in them. One of the main problems when dealing with corruption is the misallocation of funds, without having the adequate amount of money there is no way these countries can reach the MDG's explaining why there is wasted money. There are many who agree that corruption is a problem in meeting the MDG's but they have not taken any quantitative measures to prove whether or not that holds true. It is a known fact that corruption is a serious problem, but how much of an impact does it actually have when it comes to the MDG's? Taking into account what corruption entails it should have a great impact and be a hindrance in achieving the goals. This study will have a quantitative and case study approach to see how corruption plays a role in the achievement of the MDG's.

There are others who say corruption is not the problem and point to other possible answers to why the MDG's are not being met. "Creating a new energy system that can meet the demands and requirements of sustainable development on a global scale," is the missing link according to researcher Joseph Roberts. Secondly, the "energy system must be small-scaled, environmentally sound, portable,

³ Ramesh Jaura. "Global Information Network." Q&A: Political Corruption 'Robbing People of Their Future.' 24 Sept 2008. Proquest.

⁴ Transparency International. "Millennium Development Goals are unreachable without commitment to fighting corruption." 14 Sept 2005.

APPENDIX D - Continued

powerful, reliable, inexpensive, consumer friendly, safe, virtually inexhaustible and [decentralized](#).”⁵ He believes that new energy will create a sustainable population and better economic and environmental conditions. The problem with his theory is that research for it will be very costly, he does not even know how it will work and it is not one of the main priorities, like making sure the people get fed daily. These countries need to industrialize and develop first before they invest a great amount into new energy systems; it is not to say they never will, but for now it is not a main concern.

More money to fund the goals is another theory. The U.S. is part of the blame for not giving the expected amount in aid falling \$50 billion short every year. Although looking at the economic crisis and why that has hindered countries from giving money, Jeffrey Sachs still believes countries can give more. Sachs, Special Advisor to the MDG’s, also states “This is not rocket science. This is basic decency.”⁶ Countries are already giving trillions in aid and cannot afford to give more and like the U.S. there are others who are in debt and extra money is not falling into their hands. If countries could give more they would, but realistically they cannot. Since corruption is such a big problem it is likely that the extra money will go straight to the pockets of government officials, not to the MDG’s.

Millennium Development Goals

The MDG’s are comprised of eight goals whose purpose is to help developing countries develop by addressing the challenges the UN believes are hindering their progress. They were officially endorsed in 2001 at the UN General Assembly. These eight goals are supposed to bring about development and improve the economic and social conditions in developing countries. The goals are: (1) eradicate extreme hunger and poverty, (2) achieve universal primary education, (3) promote gender quality and empower women, (4) reduce child mortality, (5) improve maternal health, (6) combat HIV/

⁵ Joseph Roberts. “UN Chronicle.” [Meeting the Millennium Development Goals by thinking out of the box](#). 1 September 2005. Available from <http://www.thefreelibrary.com/Meeting+the+Millennium+Development+Goals+by+thinking+out+of+the+box.-a0141814470>. 3 December 2009.

⁶ Andrea Bordé. “IPS.” [Development: Meeting MDGs "Not Rocket Science."](#) 13 October 2009. Available from <http://ipsnews.net/news.asp?idnews=48847>. 3 December 2009.

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AIDS, malaria and other diseases, (7) ensure environmental stability, and (8) develop a global partnership for development.⁷

To get more in depth with what the goals specifically attempt to achieve, the Nations Development Programme provides a closer look. Goal 1: (a) **Reduce half of the people living on less than a dollar a day and poverty gap ratio, (b) achieve full and productive employment for all, including women and young people and (c) reduce by half the proportion of people who suffer from hunger.**⁸ Goal 2: **Make certain that all boys and girls complete a course of primary schooling, also focusing on the literacy rate of 15-24 year-olds.**⁹ Goal 3: **Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015 which includes ratios of girls to boys in primary, secondary and tertiary education, share of women in wage employment in the non-agricultural sector, proportion of seats held by women in national parliament.**¹⁰ Goal 4: **Reduce by two thirds the mortality rate among children under five taking into account under-five mortality rate and proportion of 1 year-old children immunized against measles.**¹¹ Goal 5: (a) **Reduce by three quarters the maternal mortality ratio and proportion of births attended by skilled health personnel and (b) universal access to reproductive health, contraceptive prevalence rate, antenatal care coverage and family planning.**¹² Goal 6: (a) **Stop and begin to reverse the spread of HIV/AIDS focusing on 15 -24 year olds, (b) by 2010 have universal access to treatment for HIV/AIDS for all those who need it and (c) stop and begin to reverse the occurrence of malaria**

⁷ United Nations. "Millennium Development Goals." About the MDG's: Basics. Available from <http://www.undp.org/mdg/basics.shtml>. 30 October 2009.

⁸ United Nations. "Millennium Development Goals." Goal 1: Eradicate extreme hunger and hunger. Available from <http://www.undp.org/mdg/goal1.shtml>. 1 November 2009.

⁹ United Nations. "Millennium Development Goals." Goal 2: Achieve universal primary education. Available from <http://www.undp.org/mdg/goal2.shtml>. 1 November 2009.

¹⁰ United Nations. "Millennium Development Goals." Goal 3: Promote gender equality and empower women. Available from <http://www.undp.org/mdg/goal3.shtml>. 1 November 2009.

¹¹ United Nations. "Millennium Development Goals." Goal 4: Reduce child mortality. Available from <http://www.undp.org/mdg/goal4.shtml>. 1 November 2009.

¹² United Nations. "Millennium Development Goals." Goal 5: Improve maternal health. Available from <http://www.undp.org/mdg/goal5.shtml>. 1 November 2009.

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and other major diseases especially the under 5 years old category.¹³ Goal 7: (a) Integrate the principles of sustainable development into country policies and programs; reverse the loss of environmental resources, (b) reduce biodiversity loss, by 2010 a significant reduction in the rate of loss dealing with land area covered by forest, CO2 emissions, use of ozone depleting products, use of fish stocks and water and protect endangered species, (c) reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation and (d) achieve significant improvement in lives of at least 100 million slum dwellers, by 2020 [does not fit within the rest of the MDG's given that it will take an extra five years to achieve].¹⁴ Goal 8: (a) Develop further an open, rule-based, predictable, non-discriminatory trading and financial system, (b) address the special needs of the least developed countries, (c) address the special needs of landlocked developing countries and small island developing states and (d) deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term.¹⁵ The MDG's get very specific in what they plan to achieve but there is nothing included that has to do with corruption.

Background

The goals came from ideas developed at the UN Conferences in the 1990's by different world leaders. They stem from the Millennium Declaration, signed by 189 countries in September of 2000.¹⁶ The Millennium Declaration provides a framework to deal with issues in the new millennium, it gives responses to those issues and has solid measures to judge performance. It has eight chapters which are: (1) Values and Principles, (2) Peace, Security and Disarmament, (3) Development and Poverty

¹³ United Nations. "Millennium Development Goals." Goal 6: Combat HIV/AIDS, malaria and other diseases. Available from <http://www.undp.org/mdg/goal6.shtml>. 1 November 2009.

¹⁴ United Nations. "Millennium Development Goals." Goal 7: Ensure environmental sustainability. Available from <http://www.undp.org/mdg/goal7.shtml>. 1 November 2009.

¹⁵ United Nations. "Millennium Development Goals." Goal 8: Develop a global partnership for development. Available from <http://www.undp.org/mdg/goal8.shtml>. 1 November 2009.

¹⁶ OECD. "Development Co-operation Directorate." Millennium Development Goals. Available from http://www.oecd.org/about/0,2337,en_2649_34585_1_1_1_1_1,00.html. 1 November 2009.

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Eradication, (4) Protecting our Common Environment, (5) Human Rights, Democracy and Good Governance, (6) Protecting the Vulnerable, (7) Meeting the Special Needs of Africa, and (8) Strengthening the United Nations.¹⁷ Working with these goals, the U.N. and world leaders decided to make a separate set of goals they believe would help developing countries. The MDG's and the Millennium Declaration chapters are very similar by having almost the same goals in mind.

The goals are also backed by the United Nations Millennium Project. It was established by the former U.N. Secretary General Kofi Annan in 2002 and is now headed by the new Secretary General, Ban Ki-Moon. The Millennium Project provides a plan to help achieve the MDG's and while reversing hunger, poverty and disease.¹⁸ In addition, in 2005 Jeffrey Sachs provided recommendations in his volume of [*Investing in Development: A Practical Plan to Achieve the Millennium Development Goals*](#).¹⁹ In the 264 page recommendation, he says only action is needed and it outlines how to finance the MDG's in which even the least developed countries will be able to meet the goals.²⁰ The MDG's are backed by the Millennium Project, supported by the Millennium Declaration and a detailed outline is given in how to economically achieve them. It is interesting that these goals need so much support in addition to government support, if they were part of a solid plan they could stand on their own with hardly any backing. If the MDG's are what developing countries need they should be adopted quickly and efficiently, but this has not seemed to be the case.

Developing Country and HDI

A developing country is one with low standard of living, education and life expectancy, in accordance to what the Human Development Index (HDI) measures. A low standard of living means not

¹⁷ United Nations. "Resolution adopted by the General Assembly." [United Nations Millennium Declaration](http://www.un.org/millennium/declaration/ares552e.htm). Available from <http://www.un.org/millennium/declaration/ares552e.htm>. 2 November 2009.

¹⁸ United Nations. [Millennium Project](http://www.unmillenniumproject.org/). Available from <http://www.unmillenniumproject.org/>. 2 November 2009.

¹⁹ United Nations. "United Nations Millennium Development Goals." [Background](http://www.un.org/millenniumgoals/bkgd.shtml). Available from <http://www.un.org/millenniumgoals/bkgd.shtml>. 2 November 2009.

²⁰ Jeffrey Sachs. "United Nations." [Investing in Development: A Practical Plan to Achieve the Millennium Development Goals](http://www.unmillenniumproject.org/documents/MainReportComplete-lowres.pdf). Available from <http://www.unmillenniumproject.org/documents/MainReportComplete-lowres.pdf>. 30 November 2009.

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having access to clean water, no health care, poor living conditions and the lack of having other basic necessities. Out of the 182 countries recognized by the UN, 144 of them are developing and 141 are taking part in the MDG's. Even though the goals are aimed at developing countries, there are a few countries with "very high human development" included. The UN separates countries into four categories of human development: very high, high, medium and low. The countries with very high human development included achieving the MDG's are Barbados, Kuwait, South Korea and the United Arab Emirates. The MDG's aim to help all countries in need, including those with high human development.

If the MDG's are in working like expected, the development of the countries involved should increase significantly since that is their overall purpose. The most accurate way to measure development is by using the HDI, a measurement used by the UN. The calculations take into consideration life expectancy at birth, knowledge and education, (adult literacy and primary, secondary and tertiary enrollment) and standard of living (measured by a GDP -- gross domestic product - a measure of goods and services produced in a country over a specific period and PPP -- purchasing power parity - the amount of adjustment needed on the exchange rate between countries in order for the exchange to be equivalent to each currency's purchasing power).²¹ There is direct correlation between the HDI and MDG's, because the MDG's address the three aspects of how the HDI is measured. The HDI is measured from zero to one, zero meaning no development and one meaning complete development. In order to give an easier number to work with and to compare to the way corruption is measured, the HDI values will be multiplied by ten. The new scale will be from zero to ten. It should be noted that the HDI is not recorded every year. The years 2001 – 2004 and 2008 – 2009 are not recorded; the values given from 2009 are from 2007 which is considered to be current.

²¹ United Nations, "Human Development Reports." Composite indices — HDI and beyond. Available from <http://hdr.undp.org/en/statistics/indices/>. 30 October 2009.

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Corruption and CPI

Transparency International is a non-governmental organization (NGO) dealing with corruption founded in 1993 in Berlin, Germany.²² According to Transparency International corruption is defined “as the abuse of entrusted power for private gain.” They also differentiate between “according to rule” corruption and “against the rule” corruption. “Facilitation payments, where a bribe is paid to receive preferential treatment for something that the bribe receiver is required to do by law, constitute the former. The latter, on the other hand, is a bribe paid to obtain services the bribe receiver is prohibited from providing.”²³ This definition of corruption deals more with the bribery aspect and the exchanging of money for any type of beneficial gain; forms of corruption will be addressed later.

Transparency International tracks corruption in countries by using the Corruption Perceptions Index (CPI). Countries are ranked to the degree to which corruption is recognized to exist among public officials and politicians.²⁴ The CPI will be used to measure corruption within the countries. It is measured from zero to ten, zero meaning absolute corruption and ten meaning absolutely no corruption. Since the UN believes corruption is not a problem then countries should be meeting the MDG’s regardless of their corruption levels.

Why Corruption is Bad

Corruption is a problem that needs to be taken care of because of how unjust and unfair it is to the majority of those not benefiting from it. It is bad in that it gives an unfair advantage to certain people and the benefits are not equally shared, especially for those needing the most help which are the poor. Advantages include paying lower taxes, getting an appointment or promotion, winning a contract

²² Transparency International. About Us. Available from http://www.transparency.org/about_us. 3 November 2009.

²³ Transparency International. Frequently Asked Questions. Available from http://www.transparency.org/news_room/faq/corruption_faq. 3 November 2009.

²⁴ Internet Center for Corruption Research. Frequently Asked Questions. Available from http://www.icgg.org/corruption.cpi_2005_faq.html#1. 3 November 2009.

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or to get something done quickly, usually done in the exchange of money. Corruption also costs governments \$1.6 trillion every year. "The money is lost in public assets moved across borders via money-laundering or undeclared holdings."²⁵ This is money that could be going towards development and helping the people, but it is going to the few people in power. There are different forms in which corruption manifests itself which are bribery, favoritism or nepotism, misuse or embezzlement, extortion and patronage.²⁶

Manifestations of Corruption

Bribery is offering, giving, receiving, or requesting an item of value to manipulate the actions of an official or other person with power and it usually comes in the form of "money, to gain an illicit advantage."²⁷ Bribery is the most common form of corruption. Nepotism is when someone hires or promotes someone else who is a friend or family in spite of their qualifications or experience.²⁸ Embezzlement entails the act of taking money that has been placed in your trust but belongs to another person; for example taking money raised for charity and spending it on yourself.²⁹ Gaining of property or money by force, threat of violence, property damage, harm to reputation or unfavorable government action is extortion.³⁰ Patronage is more of a political concept that could mean offering or paying someone to get a certain bill passed. All these lead to incompetent people in the government. Those who "buy" their way into politics in order to gain status may not even be experienced, much less qualified in the field they are entering; which then leads to an ineffective government. It is no wonder that most gov

²⁵ BBC. Corruption costs \$1.6tn, UN says. Available from <http://news.bbc.co.uk/2/hi/business/8350239.stm>. 16 November 2009.

²⁶ Ministry of Foreign Affairs of Denmark. Forms of Corruption. Available from <http://www.um.dk/en/menu/development-policy/anticorruption/formsofcorruption.htm>. 5 November 2009.

²⁷ Tackling Bribery and Corruption. What is Bribery and Corruption? Available from <http://www.anticorruption.ie/en/ACJS/Pages/FQ08000018>. 5 November 2009

²⁸ Klaus Kneale. "Financial Post." Is nepotism so bad? Available from <http://www.financialpost.com/most-popular/story.html?id=1837231>. Internet; accessed 5 November 2009.

²⁹ Princeton. Embezzlement. Available from <http://wordnetweb.princeton.edu/perl/webwn?s=embezzlement>. 5 November 2009.

³⁰ S House Law Group. California Extortion & Blackmail Law Penal Code 518 pc. Available from <http://www.shouselaw.com/extortion.html>. 5 November 2009.

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ernments of developing nations have problems getting things done right and on time. Dangerous situations can also arise because of corruption. In China, a school building was built using workers that were not necessarily qualified and materials that were second rate all because of an under handed deal that was made. Due to the poor construction of the school, it collapsed injuring the people inside. Corruption ends up hurting innocent people and has hardly any repercussions on the government officials who are doing the actual corruption.

Causes of Corruption

One of the causes of corruption is when the potential benefits of being corrupt are high. If there is enough incentive people will go through any measures to get where they want. The greater the outcome can be the more people are willing to put at risk. People who engage in this behavior see it as an easy solution to something they will greatly benefit from. When the risk of being caught is small is another reason.³¹ There is definitely more of a chance that someone will do corrupt actions if they believe they will not be caught or discovered. During periods of economic growth is when corruption becomes more rampant. Due to changing values, new sources of wealth and power, and the expansion of government, people are really trying to get ahead during these times and will do whatever it takes to get there. Without having social stratification or class polarization there is no system of norms and sanctions, and it increases the opportunity for corrupt behavior.³²

Then there is this idea of economic rent that causes corrupt behavior. It comes about when a person has something unique in their possession, whether it is a piece of land, oil or a charismatic trait. Having any of these, one can charge a more than normal and use it to earn economic rent or gain a monopoly profit. An example would be a bureaucrat working in a license issuing office of the govern

³¹ World Bank. "Youth for Good Governance." Causes of Corruption. Available from <http://info.worldbank.org/etools/docs/library/35971/mod04.pdf>. 5 November 2009.

³² Corruption in South Africa. Causes and Conditions of Corruption. Available from <http://www.iss.co.za/Pubs/Monographs/No65/Chap4.html>. November 2009.

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ment stamping the seal, typing the forms and getting the signatures, etc. Executives will to pay more for this service if it is done quickly and properly. Someone who can do that can gain economic rent by offering their quick and precise service. If the next best job this person can have is being a taxi driver, the difference between what they make as a bureaucrat and as a taxi driver is their economic rent.³³ Income levels and institutions also play a role in corruption. Richer countries can afford better institutions compared to developing countries. The variables correlated with income, like schooling levels, urbanization and access to mass media, those are linked with higher development levels and they decrease the tolerance of the polity towards corruption.

One of the greatest of why corruption occurs is the lack of transparency and accountability of governments. Transparency provides accountability by holding public officials responsible for their actions. It would also make government actions or meetings open to the public and the press, this way they have other eyes looking at them providing a check on the government.³⁴ But, most of what goes in within the confines of the government is done behind closed doors so no one really knows what is happening with the government. "When essential institutions are weak or non-existent, corruption spirals out of control."³⁵ Without first establishing a strong government, corruption will continue and the MDG's will not be met.

Countries recovering from wars or who are currently in wars are more susceptible to corruption. Afghanistan, Iraq and Somalia are some of the most corrupt countries in the world and what they have in common is being involved in war. Afghanistan has not only had fraudulent elections where President

³³ United Nations Economic and Social Commission for Asia and the Pacific. "Asia Pacific Development Journal." Corruption: Causes, Consequences and Cures. Available from http://www.unescap.org/dpad/publication/journal_7_2/myint.pdf. November 2009.

³⁴ Jubilee Debt Campaign. Transparency, Accountability and Corruption. Available from <http://74.125.155.132/search?q=cache:J14EaFBGQK8J:www.jubileedebtcampaign.org.uk/download.php%3Fid%3D373+accountability+and+corruption&cd=9&hl=en&ct=clnk&gl=us>. 5 November 2009.

³⁵ BBC. War-torn nations 'most corrupt'. Available from <http://news.bbc.co.uk/2/hi/business/8363599.stm>. 16 November 2009.

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Hamid Karzai was “elected” but is potentially going to deal with a troop increase by the U.S.³⁶ The situation in Iraq, again with U.S. involvement, is the war. Somalia has had a lack of a functioning government for about 20 years and has been dealing with a civil war since 1991.³⁷ The same can be said about Sudan who has an ongoing genocide within their borders. Before countries like these implement the MDG’s they need to recover from wars and get their governments stable, without doing so they cannot achieve the goals or develop. Also susceptible to corruption are countries with one export like oil in the UAE and Venezuela. The problem is that “one natural resource that generates huge amounts of money...concentrated in the hands of a central elite or ruling figure and therefore it becomes a very close held group that controls this natural resource.”³⁸ The causes are many but there are no solutions and corruption has not been able to completely disappear in any country including the developed world.

Corruption in the World

In Asia, corruption is seen as a way of life that goes unnoticed by much of the rest of the world.³⁹ When thinking about Asia, corruption is not something that comes to mind quickly but the region has some of the most corrupt countries in the world including Indonesia, Bangladesh, Cambodia and Laos. Chan Akyu of the Asian Times says, “corruption is more firmly rooted in Asian culture than is commonly acknowledged.” In Asian countries the least trusted are the police followed by the judiciary, tax offices, education medical services, while the least corrupt sectors are utilities and registry or permit services, although the corruption levels are still very high.⁴⁰

Countries in Latin America often deal with corruption in the drug trade. In Peru, a member of Congress was recently detained with 140 kilograms of cocaine. Meaning that the drug traffickers are

³⁶ Ibid.

³⁷ AFP. Somalia, Afghanistan shamed in corruption table. Available from <http://www.google.com/hostednews/afp/article/ALeqM5h3i3A8uS-pObSnhX-zYNmNvA-Nfw>. 6 November 2009.

³⁸ Bill Rodgers. "VOA News." Experts say Corruption Hinders Global Economic Development. Available from <http://www.voanews.com/burmese/archive/2006-08/2006-08-02-voa4.cfm>. 6 November 2009.

³⁹ Lancaster Eagle Gazette. Corruption Threatens Asia's Future. 20 October 2009. Proquest.

⁴⁰ Xiaoxiong Yi. "Corruption a way of life in many nations." *Marietta Times*. 17 Oct 2009.

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gaining political influence and an overall influence of how the country is run; dangerous to say the least.⁴¹ The same sort of situations also occurs in Colombia and Venezuela. With Venezuela it is the government that is providing the Revolutionary Armed Forces of Colombia (FARC), the Colombian terrorist group, with money and weaponry. There is increased cocaine trafficking in the area and the governments have been facilitating it, more and more officials involved with drug trafficking are gaining power in the government.⁴²

The Caribbean has celebrities and the very wealthy there owning property and tourists contributing to their fast economic growth, making corruption increase. There is currently a corruption scandal in the Turks and Caicos Islands. There is suspicion of political interference in the judicial system and in the middle of all this is Chief Minister, Michael Misick. Since his election in 2003 he has accumulated a multi-million dollar fortune and claims say "Misick and his fellow government ministers had enriched themselves by selling off Crown land to property developers for their own personal gain."⁴³ In Trinidad and Tobago, there are similar problems regarding property but also within the public and private sectors. Overlapping dictatorships are to blame for the corruption in these sectors because it has left the door open "for conflicts of interest to tempt those in positions of power to abuse their status for personal gain."⁴⁴ Managers and shareholders of corporations have been said to conspire with government officials and politicians in bribes estimating up to \$40 billion annually.⁴⁵ All the money floating around in the Caribbean has made corruption more prevalent, along with having a lack of an actual government.

⁴¹ Leslie Josephs and Robert Kozak. "World News: Peru Battles Thriving Drug Trade." *Wall Street Journal*. Proquest. 22 Sept 2009.

⁴² Oxford Analytical Daily Brief Service. "Venezuela/US: Drugs divisions fuel diplomatic dangers." 24 July 2009. Proquest.

⁴³ David Smith. "'Corruption and climate of fear' in UK's Caribbean territories." *The Observer*. 6 July 2008. Available from <http://www.guardian.co.uk/politics/2008/jul/06/foreignpolicy>. 17 November 2009.

⁴⁴ Caribbean World News. Trinidad and Tobago Makes Corruption Report. 18 Nov 2009. Available from http://www.caribbeanworldnews.com/middle_top_news_detail.php?mid=2802. 18 November 2009.

⁴⁵ Ibid.

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Lebanon's corruption is regressing and they currently rank 146th in the world when it comes to government efficacy, this being the case with countries in the area.⁴⁶ Their current CPI is a three which is a poor rating. Lebanon is stalling change in political stability, democratic freedom, regulatory quality and rule of law. They have not shown any change in those areas and trying to control corruption is becoming more difficult.⁴⁷ Their most recent war can explain part of the reason they cannot control corruption but there are definitely other factors. Iraq also has issues with corruption and it has prevented them from getting investors like General Electric and British Airways. There is skepticism to whether or not they can control corruption and use the money these investors will provide for what they should.⁴⁸ They are also in recovery from the rule of Saddam Hussein and the widespread corruption that took place under his rule and the current "war" the U.S. is involved in with them.

A Nigerian writer says that corruption is more of a threat than HIV in their country and has become the norm there. Corruption also plays a big role in elections and it silences the people's real choice in terms of who they want as government officials. The misallocation of funds, in other words the taking of money by government officials for their own use, has led to them not achieving their goals.⁴⁹ In addition there is an overall lack of attempt by the government to do anything about corruption and development.

South Africa suffers from rampant corruption and bribery especially within the government. In a current trial involving a former chief of police, a drug smuggler, a murdered mining mogul, and a multi millionaire fraudster, amongst others, are all accusing each other of corruption and bribery. They reportedly stole about \$3 million from the state. This is nothing new to the South Africans as it happens

⁴⁶ Patrick Galey. "Lebanon's politicians get bad grades for governance: World Bank study shows country facing increased corruption." *Tribune Business News*. Proquest. 10 July 2009.

⁴⁷ Ibid.

⁴⁸ Pamela Ann Smith. "Iraq's uphill struggle to woo investors." *Middle East Is*. 402, Pgs. 33-37. Proquest. July 2009.

⁴⁹ Denis Omeiza. "Nigerian Tribune." Effects of corruption on MDGs. 14 Oct 2009. Available from <http://www.tribune.com.ng/14102009/opinion.html>.

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often. The South Africans refer to the trial as a “soap opera trial,” since it is so absurd with everyone accusing each other when chances are they are all guilty to some extent.⁵⁰

From the examples mentioned above, it can be concluded corruption has just become a normal occurrence in developing countries. One article said that corruption is a long term goal that needs to be addressed but the UN does not seem to think so since it has done nothing to combat or prevent corruption from happening. With corruption being so prevalent in these countries and money being “misallocated” every which way, there is no way they can meet their MDG’s.

Costs of MDG’s

Not only do the MDG’s cost those countries implementing them but also those who are not, like the developed world. It is expected that the developed world, the G-20 countries (Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Mexico, Russia, Saudi Arabia, South Africa, South Korea, Turkey, United Kingdom and the U.S.), give at least 0.7% of their Gross National Income (GNI) which is the total value of money produced in a country. Some of the countries in the G-20 are also included in the MDG’s, so they are not only expected to give 0.7% in aid but also to finance their own goals. Only six countries have met or surpassed the 0.7%, Luxembourg, Netherlands, Norway, and Sweden. Belgium, Finland, France, Ireland, Spain, and the United Kingdom have committed themselves to helping achieve the goals by 2015 but not at the present time. The United States has not met the expected amount and only gives 0.18% of their GNI. The U.S. is in a huge deficit and cannot afford to give more than it already does. Due to the current economic state of not only the U.S. but other countries as well, no country can afford to give that much when they themselves need the money too. There is also a problem with the 0.7% of GNI because it is given from government to government as opposed to a NGO going in and giving directly to the people. This

⁵⁰ The Economist. International: He promises a big clean-up; South Africa and corruption. Vol. 393 No. 8653 (17 Oct 2009): 57.

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facilitates for more corruption since there is no way to know where the money is going due to the lack of accountability.

The World Bank estimates it will cost \$40-60 billion a year to help implement these goals and they encourage countries to give even more in aid.⁵¹ The G-20 countries and the Philippines have committed \$1.1 trillion over two years which will be financed through the World Bank and the International Monetary Fund (IMF). Looking at Brazil, as of August of 2009 they have spent \$43.4 billion in achieving the goals.⁵² According to the MDG Monitor, which tracks the progress of the goals, they have achieved four of the eight goals and it could be said that the average cost for Brazil meeting its goals would be around \$80 billion. This aid will also have to continue beyond 2015 for an indefinite amount of time. Some countries have even extended their timeline for meeting the goals until 2025, it is hard to tell when exactly the aid will stop and it will continue to cost both the developed and developing worlds indefinitely. The countries will benefit at least a little from the aid being given to them, but once it stops that will be money they no longer have, making this a short term solution to something that needs to be taken on long term.

In order to see if corruption plays a significant role like predicted in whether or not countries meet the MDG's specific countries will be analyzed. Two countries from the regions of Latin America, the Caribbean, Middle East, Asia, Africa and Europe have been chosen. One country is the one doing the best in that region meeting the MDG's while the other is the most behind. Comparing their HDI's and CPI's along with other possible problems the countries could be facing will give a closer look as to why the goals are being met or not, how corruption is a factor and if there are other outside forces preventing the achievement of the goals.

⁵¹ World Bank. "News & Broadcast." World Bank Estimates Cost of Reaching the Millennium Development Goals at \$40-60 Billion Annually in Additional Aid. Available from <http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20034427~menuPK:34463~pagePK:64003015~piPK:64003012~theSitePK:4607,00.html>. 9 November 2009.

⁵² Info - Prod Research. Brazil has spent US \$43 billion with the Millennium Goals. 27 Aug 2009. Proquest.

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Chile

Chile is leading the way in Latin America in meeting the MDG's and was expected early on to meet the first goal of reducing poverty by 50%, which they accomplished.⁵³ They have eradicated extreme poverty and hunger, and are on track to meet achieving universal primary education, promoting gender equality, reducing child mortality, improving maternal health, combating HIV/AIDS and even environmental sustainability. There is "insufficient information"⁵⁴ for developing a global partnership.⁵⁵ Chilean President Michele Bachelet is very invested in helping Chile progress and she has established social reforms like social security and pension for women working in the domestic area. The reforms are aimed at the very poor and have proven to be a success. Bachelet has even focused on fixing corruption, although according to the CPI it has not worked too well.

Nonetheless the heavy government involvement has helped in meeting the goals. Chile currently has a CPI of 6.9 making it one of the least corrupt countries in the MDG program and in Latin America even though they have slipped from a 7.4 in 2000. Their HDI has improved but not substantially considering how well they are doing in meeting the goals. In 2000 they were at 8.49 and currently are at an 8.78. The goals are supposed to promote development yet they have increased in development by only 0.29 points. Other than corruption, high inequality plaguing Chile could be reason for why the MDG's are not reaching everyone. They have one of the worst distributions of wealth in their region and although they are showing progress it is not at all equal.⁵⁶ Inequality is a major factor in many countries and the MDG's were not made to deal with it.

⁵³ Global Information Network. Q&A: Latin America Moves Unevenly Toward Millennium Goals. 30 Sept 2009. Proquest.

⁵⁴ Insufficient information means that the governments have not provided any information on that particular goal so there is no way to track how progress is going.

⁵⁵ United Nations. "Progress by Goal." Chile. Available from http://www.mdgmonitor.org/country_progress.cfm?c=CHL&cd=152. 18 November 2009.

⁵⁶ BBC. Inequality Remains Prosperous in Chile. 23 Sept 2007. Available from <http://news.bbc.co.uk/2/hi/business/7006120.stm>. 1 December 2009.

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Honduras

Honduras is the most behind in meeting the goals in the Latin American region and is only on track to meeting one goal. Five of the goals have been dubbed to have “insufficient information,” achieving universal primary education and promoting gender equality can be met if some changes are made.⁵⁷ Honduras is a very corrupt country particularly when comparing them to Chile, their current CPI is a 2.6 and it has fluctuated between a 2.3 and 2.7 in the past years. Even though they have not met their goals their HDI has increased, more so than Chile. In 2000 they were at a 6.9 and today at a 7.32 – a difference of 0.42. If these goals are supposed to develop these countries faster, how does one country that is on track for meeting the goals developing at a slower pace than one who is slightly off track?

Natural disasters are a problem in Honduras and development is interrupted by them. Floods, like the one which occurred in 2008, wipe out homes and damage roads. In addition to that they have a weak judiciary that has limited their ability to protect civil rights, cope with high crime rates and human rights violations. Both problems contribute greatly to corruption.⁵⁸ Proof of their weak judiciary can be seen in the current situation involving former President Manuel Zelaya. He was taken out of power abruptly and was in hiding at the Brazilian embassy while deciding what to do. Ultimately elections took place and Porfirio Lobo won the vote but many suspect that it was not a fair election.⁵⁹ Again, a problem of corruption and there is nothing the MDG's can do to get rid of it.

Barbados

Results in the Caribbean region are very mixed but Barbados is doing the best when it comes to meeting the MDG's and is one of the countries with very high human development. Barbados has met

⁵⁷ United Nations. "Progress by Goal." Honduras. Available from http://www.mdgmonitor.org/country_progress.cfm?c=HND&cd=. 18 November 2009.

⁵⁸ United Nations. "MDG Profile." Honduras. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=HND&cd=340. 18 November 2009.

⁵⁹ New York Times. The Honduras Conundrum. 4 December 2009. Available from <http://www.nytimes.com/2009/12/05/opinion/05sat4.html>. 7 December 2009.

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four goals, achieving universal education, promoting gender equality, reducing child mortality and improving maternal health. Eradicating hunger and poverty is on track, combating HIV/AIDS and environmental sustainability can be met if some changes are made and there is insufficient information for developing a global partnership.⁶⁰ They are the least corrupt country included in the MDG program with a CPI of seven, although worse than the 7.3 they had in 2004 it is better than the past few years. Their HDI has been around the same number but has jumped a little in 2007 to a 9.03 from an 8.9 in 2005.

With relatively low corruption levels and high development Barbados is in good shape. However, they have health issues in their country regarding increases in obesity, diabetes and HIV/AIDS. There has been an increased infection rate of HIV/AIDS amongst women 15 – 24 years of age and the government has had a difficult time trying to control it, much less reverse it as indicated by the MDG's. The government is stepping in on addressing these issues by creating different programs and National Healthy Lifestyle Policy which includes having nutritional programs in schools to encourage healthy diets and more physical activity.⁶¹

Haiti

Haiti is not only the most behind in meeting the MDG's, they are also the most corrupt and poorest country of the western hemisphere. Haiti is off track, meaning they will not meet that goal in 2015, for four of the eight goals and only on track for promoting gender equality. There is insufficient information for eradicating hunger and poverty and for developing a global partnership and achieving universal education could happen if they make changes.⁶² By some miracle, they have managed to increase in development aside from being so corrupt and not meeting any of the MDG's. There are only

⁶⁰ United Nations. "Progress by Goal." Barbados. Available from http://www.mdgmonitor.org/country_progress.cfm?c=BRB&cd=52. 18 November 2009.

⁶¹ United Nations. "MDG Profile." Barbados. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=BRB&cd=. 18 November 2009.

⁶² United Nations. "Progress by Goal." Haiti. Available from http://www.mdgmonitor.org/country_progress.cfm?c=HTI&cd=332. 18 November 2009.

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records for 2006 and 2007 for HDI and they have gone from 5.26 to 5.32. As for corruption, it has slipped every year since having a 2.2 in 2002 to a 1.4 at present. Problems within the government which also explains the poor corruption levels are “sporadic and costly access to services, the lack of consistency between established priorities and budgetary choices, and the lack of coordination and systematic implementation of sectoral plans.”⁶³ Other problems include political instability, human rights violations under dictatorships, rebel groups, too much U.S. involvement, cheap exports and destruction of land. Like Honduras they also suffer through many hurricanes and other natural disasters as well. Haiti gets hit even harder than other countries by hurricanes because they have no vegetation to stop it due to the deforestation of the rainforest.⁶⁴ With such turmoil going on, it is not wise to give money to their government because there is no way to know where it is actually going. Haiti has a whole host of problems that need to be taken care first before they decide to tackle the MDG’s.

United Arab Emirates

The UAE is one of the very developed countries according to the UN and has met all their goals except for developing a global partnership, the one no country can seem to meet.⁶⁵ Their HDI has increased from an 8.48 in 2000 to a 9.03 currently, a significant increase of 0.55 points. The UAE’s CPI levels have fluctuated between a 5.2 to a 6.2 and in 2008 are at a 5.9. In the description given in regards to the UAE by the UN, they said they have achieved their goals because they are country specific.⁶⁶ Country specific in that the eight goals are eight aspects they need to focus on within the country, bringing up the idea that every country needs their own prescription to progress.

Like seen in Chile there is extra government involvement in the UAE. They have taken on

⁶³ United Nations. "MDG Profile." Haiti. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=HTI&cd=. 18 November 2009.

⁶⁴ Amy Bracken. "AP Online." Deforestation Exacerbates Haiti Floods. 23 September 2004. Available from <http://www.highbeam.com/doc/1P1-99272825.html>. 23 November 2009.

⁶⁵ United Nations. "Progress by Goal." United Arab Emirates. Available from http://www.mdgmonitor.org/country_progress.cfm?c=ARE&cd=784. 18 November 2009.

⁶⁶ United Nations. "MDG Profile." United Arab Emirates. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=ARE&cd=. 18 November 2009.

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many policies to increase income like giving land to farmers of restricted income, providing agricultural support, giving interest-free loans to small and medium businesses, free housing and providing citizens with water and electricity at subsidized prices. The government has also built many hospitals, health care centers and clinics. The only problem they seem to be having in regards to the future is their dependency on oil as an export.⁶⁷ They have made rapid progress and it could be due to corruption. There have been many human rights violations including the exploitation of construction workers. They are not paid fairly, withhold passports and have hazardous working conditions which have caused injury and death.⁶⁸ The MDG's do not solve for human rights violation which can be a hindrance to development. Aside from that, the UAE is doing very well and government involvement has definitely been a factor.

Yemen

Yemen has not met any of the MDG's making them the country most behind in the Middle East. Not only that but they are off track for three of them which are eradicating hunger and poverty, gender equality, and environmental sustainability. However achieving primary education and reducing child mortality are still on track and the others can be met if some changes are met.⁶⁹ Corruption in Yemen has progressively gotten worse since 2005 and presently their CPI is a 2.3. Like the other countries who have also not met their goals, they have managed to increase their HDI putting them at a 5.75, a considerable increase from 4.36 in 2000. It is an increase of 0.53 almost as much as the UAE, again it does not make sense that they have increased regardless of being so behind and off track in meeting the MDG's.

⁶⁷ Ibid.

⁶⁸ Human Rights Watch. "Publications." Building Towers, Cheating Workers. 11 November 2006. Available from <http://www.hrw.org/en/reports/2006/11/11/building-towers-cheating-workers>. 1 December 2009.

⁶⁹ United Nations. "Progress by Goal." Yemen. Available from http://www.mdgmonitor.org/country_progress.cfm?c=YEM&cd=887. 18 November 2009.

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High population growth, growing unemployment, weak infrastructure, and an overstuffed, not trained and under-paid civil service are some problems with Yemen. In the report they also included that, "promotion of democratic governance is a premise for effective and transparent use of national and foreign resources and investments."⁷⁰ In other words corruption is the problem, it was just not directly stated by the UN. They have also implemented a government program, National Strategic Vision of 2025. No information can be found on this plan except that they have included a "set of socio-economic development goals."⁷¹

Thailand

In Asia, Thailand is doing very well with the MDG's. They have met all their goals except for the infamous global partnership goal in which there is insufficient information for.⁷² Corruption has slipped since 2005 when they were at a 3.8, but has improved since their lowest point putting them at a 3.5. Considering Thailand has met seven of the MDG's one would expect to see a significant change in HDI but that is not the case. They have increased slightly since 2000 from a 7.53 to a 7.83 in 2007, an increase of 0.3 points. One problem Thailand has had with implementing the MDG's is that it is not reaching the rural areas, including ethnic minorities and migrants. While those in the cities are developing, those in more remote areas are not and it is causing a disparity between the two areas. Like seen in Chile inequality is a problem, the few rich get richer and the poor stay poor. Thailand also has four UN agencies helping them out, UN Development Programme (UNDP), UN Population Fund (UNFPA), UN Children's Fund (UNICEF) and the International Organization for Migration.⁷³ There should be this kind of help in every country involved but that is not the case. The UN only has so many

⁷⁰ United Nations. "MDG Profile." Yemen. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=YEM&cd=. 18 November 2009.

⁷¹ Ibid

⁷² United Nations. "Progress by Goal." Thailand. Available from http://www.mdgmonitor.org/country_progress.cfm?c=THA&cd=764. 19 November 2009.

⁷³ United Nations. "MDG Profile." Thailand. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=THA&cd=. 19 November 2009.

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resources and it seems that great deals of them are being used in Thailand.

Pakistan

Pakistan has not met any of the MDG's and is on track to meeting the goal of combating HIV/AIDS. Eradicating hunger and poverty, achieving universal education, reducing child mortality, improving maternal health and environmental sustainability all can met if some changes are made and they are off track for promoting gender equality.⁷⁴ They are making improvement in corruption but are still at poor levels. Pakistan has fluctuated between a 2.1 and 2.6 and presently is at a 2.5. In development they have increased since 2005 having a 5.55 then to a 5.72 in 2007; it is about the same increase as Thailand has made in the last two years. Like Thailand and Chile, Pakistan has disparities as well and progress has by passed those in the rural areas who need the most help. High inflation due to increasing commodity prices and growing deficits are problems plaguing Pakistan.⁷⁵ In addition Pakistan has a weak civilian government having the army decide on important issues like the nuclear program, budget, security policy and relations with key foreign partners. The military has not taken control of the country but will not let anyone else do so. Money given in aid to the military has gone to waste and it is suspected the money going towards the MDG's has the same fate. Many experts say once the military is gone Pakistan can go on developing.⁷⁶ Political instability is the reason for their high levels of corruption and until that is taken care of they cannot progress.

Mauritius

As a region Africa is the most behind in meeting the MDG's, especially in the Sub-Saharan region. On the other hand, Mauritius is an African country that is doing very well not only in terms of

⁷⁴ United Nations. "Progress by Goal." Pakistan. Available from http://www.mdgmonitor.org/country_progress.cfm?c=PAK&cd=586. 19 November 2009.

⁷⁵ United Nations. "MDG Profile." Pakistan. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=PAK&cd=. 19 November 2009.

⁷⁶ Stephen P. Cohen, C. Christine Fair, Sumit Ganguly, Shaun Gregory, Aqil Shah and Ashley J. Tellis. "Foreign Affairs." What's the Problem with Pakistan? 31 March 2009. Available from <http://www.foreignaffairs.com/discussions/roundtables/whats-the-problem-with-pakistan>. 1 December 2009.

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meeting the goals but also with development and controlling corruption. It could have to do with the fact that they are an island off of Africa instead of being on the mainland but nevertheless is it in the African region. They have achieved the goals of achieving primary education and environmental sustainability. Eradicating hunger and poverty, promoting gender equality, maternal health and developing a global partnership are all on track. While reducing child mortality and combating HIV/AIDS are slightly off track and some changes need to be made to complete those; a difficult problem to overcome since HIV/AIDS is very prevalent in Africa.⁷⁷ The CPI in Mauritius is getting better, after being at a 3.1 in 2006 they are at a 5.5 today. Their HDI has increased slightly from a 7.7 in 2000 to an 8.04 currently, making it one of the most developed African countries.

Like in Chile there has been an increased amount of government involvement. In 2006 the government made major social reforms relating to national output, budget deficit and debt. Unemployment is included as well, which is doing significantly better since the implementation of the reforms. They have also lowered taxes to improve investment and trade and are working on being a duty-free island while establishing free-trade in the region.⁷⁸ Mauritius is also on the way to becoming a duty free island to attract tourists which will boost their economy and bolster their development.⁷⁹ Government involvement seems to be a major player when it comes to meeting the goals and improving the country's overall situation. It begs to ask whether the goals that actually make the difference or a legitimate government.

Chad

Given that all the African countries are on the same boat when it comes to development and meeting the MDG's, Chad is not that much worse than the rest of the continent. They are off track in

⁷⁷ United Nations. "Progress by Goal." Mauritius. Available from http://www.mdgmonitor.org/country_progress.cfm?c=MUS&cd=480. 19 November 2009.

⁷⁸ United Nations. "MDG Profile." Mauritius. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=MUS&cd=480. 19 November 2009.

⁷⁹ Nasseem Ackbarally. "IPS." Economy-Mauritius: A Duty Free Island in the Making. 12 September 2005. Available from <http://ipsnews.net/news.asp?idnews=30220>. 1 December 2009.

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five of the eight goals promoting gender equality, reducing child mortality, improving maternal health, combating HIV/AIDS and environmental sustainability. There is insufficient information on eradicating hunger and poverty and developing a global partnership and are only on track for achieving primary education.⁸⁰ Chad is currently at their worst corruption level which is a 1.6 after being at a two in 2006; they are considered to be very corrupt. In terms of development they have regressed slightly which makes sense since they are off track in more than half of their goals. Their HDI is at a 3.92, down from a 3.94 in 2005.

Also contributing to their corruption levels and lack of development is the situation in Darfur. The ongoing genocide in Sudan has brought over many refugees to Chad increasing the population which Chad cannot sustain. There are about 250,000 refugees from Sudan in Chad currently and in February of 2008 alone 12,000 new refugees entered into Chad.⁸¹ There is a lack of food to go around and rampant malnutrition making the first goal nowhere near being met. In addition there are higher crime and murder rates because of the rebels coming over as well. Once there is peace in the Darfur region of Sudan then Chad can start to make progress, as of right now the goals will not be met by 2015.

Lithuania

Lithuania is one of the very high human development countries included in the in the MDG program. They have met all the goals except for developing a global partnership, which no country can seem to meet; not even the developed countries can do so.⁸² Their HDI has increased quite significantly from an 8.3 in 2000 to an 8.7 currently giving them a 0.4 increase. But Lithuania's corruption levels are

⁸⁰ United Nations. "Progress by Goal." Chad. Available from http://www.mdgmonitor.org/country_progress.cfm?c=TCD&cd=148. 24 November 2009.

⁸¹ United Nations Office for the Coordination of Humanitarian Affairs. "Relief Web." Humanitarian action in Chad: Facts and figures snapshot report. 6 March 2008. Available from <http://www.reliefweb.int/rwarchive/rwb.nsf/db900sid/YSAR-7CG-P7Z?OpenDocument>. 1 December 2009.

⁸² United Nations. "Progress by Goal." Lithuania. Available from http://www.mdgmonitor.org/country_progress.cfm?c=LTU&cd=440. 20 November 2009.

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not as good as their HDI and are getting worse; they had a 4.8 in previous years and are at a 4.6 presently. For a country with a high HDI they have a very low CPI which does not tend to happen with other developed countries.

They have an advantage of having a higher Gross Domestic Product (GDP - goods and services produced within a country in a year) than the rest of the developing world, like Chad. Lithuania can better fund the achievement of the goals therefore meeting them quickly and efficiently. Prior to 2008, Lithuania saw rapid growth seeing an 8% growth in their economy for the last four years.⁸³ Their success economically could be the reason for both meeting seven of the eight goals and their high corruption levels. The money could be going somewhere else, like to government officials, but there was enough of it to spend on the MDG's, but currently Lithuania has suffered due to the economic downturn. Again, government involvement is seen like in Chile and Mauritius. The government has created Time to Help Others which is an awareness raising campaign that partnered with the media to get the message out about the MDG's. It gives an explanation to the Lithuanians about how to rally political support for development cooperation policy and the achievement of the goals.⁸⁴ The government involvement has greatly helped Lithuania in meeting the MDG's, without promoting such awareness the goal would have not been met.

Slovak Republic

The Slovak Republic is an interesting case. Although they have not met one goal and are off track for three of them, they have a higher HDI ranking than Lithuania and are doing better in decreasing and controlling corruption. Eradicating extreme hunger and poverty, achieving universal education and improving maternal health are all off track. Promoting gender equality, combating HIV/AIDS and environmental sustainability are on track while there is insufficient information for reducing

⁸³ Central Intelligence Agency. "The World Factbook." Lithuania. Available from <https://www.cia.gov/library/publications/the-world-factbook/geos/lh.html>. 1 December 2009.

⁸⁴ United Nations. "MDG Profile." Lithuania. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=LTU&cd=. 20 November 2009.

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child mortality and developing a global partnership.⁸⁵ The Slovak Republic matches Lithuania in development since they have both increased by 0.4 points putting the Slovak Republic slightly higher at an 8.8 for HDI up from an 8.16 in 2000. Corruption is being controlled and is doing significantly better than in 2000 when they were at a 3.5 to a current rating of five.

One reason they have had trouble in achieving their goals is because they have committed themselves, as a developed country, to give aid to poor countries.⁸⁶ If they are included in the MDG's they are the ones who need the help and why they are giving money to other countries does not make sense. It is no surprise they have not met their goals because they have no money to do so. Another problem troubling the region is overall health. They are also still in a transition phase of when Czechoslovakia became the Slovak Republic in 1993 and they are just starting to recover. Health is something they are still dealing with, it is hard to get healthcare, long term care and many of their citizens are unhealthy.⁸⁷

Problems with the MDG's

Before getting into the conclusions, there are some faults found with the actual MDG's themselves after researching them in depth. First of all, these eight goals are a lot to tackle in 15 years. There are so many countries involved that it makes it harder to implement and efficiently track progress which is why many countries have "insufficient information" listed. A possible solution would be a region by region implementation of the MDG's in order to be more effective. Secondly, having one solution for every developing country will not work. To develop a blanket policy for every country seems unreasonable since every country has different needs and different problems to take care of. For

⁸⁵ United Nations. "Progress by Goal." Slovak Republic. Available from http://www.mdgmonitor.org/country_progress.cfm?c=SVK&cd=703. 20 November 2009.

⁸⁶ United Nations. "MDG Profile." Slovak Republic. Available from http://www.mdgmonitor.org/factsheets_00.cfm?c=SVK&cd=. 20 November 2009.

⁸⁷ Gabriel Gulis, Jarmila Korcova, Peter Letanovsky and Daniela Marcinkova. "BMJ." Transition and public health in the Slovak republic. 23 July 2005. Available from <http://www.bmj.com/cgi/content/full/331/7510/213>. 1 December 2009.

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example, on the top of Africa's list should be combating HIV and AIDS not trying to go green achieving environmental stability. While Asian countries could give more attention to environmental sustainability as opposed to HIV/AIDS since it is less prevalent there. The UAE has met seven goals because they were country specific to them. There has to be a specific plan for at least every region because every region seems to have the same problems. Other than not including corruption in the goals the other mistake is making a one size fits all plan.

Third, the costs of achieving the MDG's are way too high. Developing countries have no extra money in their budget to fund these goals and many are already in high debt to the IMF and World Bank. Forty countries, most being African countries, are considered Heavily Indebted Poor Countries (HIPC) by the two institutions.⁸⁸ Meaning they are countries of extreme poverty and very high debt, under the plan they will receive debt forgiveness eventually but for now are heavily in debt. If they are getting all this money, they should have progressed at a greater rate than they are which leads to the question of where is the money really going. It is not guaranteed to go towards them and because of all the corruption that occurs chances are it goes to government officials Swiss bank accounts. For the short term effect the MDG's will have, it is not worth all the money that will be spent and wasted on them.

Fourth, the MDG's have had a difficult time reaching the rural areas and causing disparities within the countries like in Pakistan and Thailand. It could be part of the MDG's having a blanket solution therefore only reaching the more industrialized areas. This will create even more social and income disparities in these countries when they were already widespread before the MDG's. Fifth, environmental sustainability is not necessary in the progress of development and should not be considered to be a measure of it. Look at the U.S., they are considered to be developed and are not even

⁸⁸ World Bank. "Economic Policy and Debt." Heavily Indebted Poor Countries. Available from <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTDEBTDEPT/0,,contentMDK:20260049~menuPK:64166739~pagePK:64166689~piPK:64166646~theSitePK:469043,00.html>. 18 November 2009.

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close to being “green” or environmentally sustainable. The U.S.’s CO2 emissions are amongst the highest in the world at 19.9 metric tons per capita while Bolivia is at 1.4 metric tons per capita.⁸⁹ Yet the U.S. is a developed country and Bolivia is not, it is definitely an inconsistency. The only part of the environmental sustainability goal that is valid is having access to clean water and sanitation.

Sixth, before implementing the MDG’s the UN did not solve for political instability in these countries. Political instability is very common in many developing countries and is considered to be a serious problem by organizations like Transparency International. How could the UN give the governments all that money and expect them to use it properly if there is no stability? Solving for that would have been a crucial and essential first step. Lastly, the UN was not able to foresee the future. One thing the UN did not account and prepare for was what was going to happen to the economy. Currently the economy is down and it took a sharp fall affecting all the countries in the world. Did the UN believe all would be well and there would be no problems in 15 years? That is very unrealistic. Different events happen and the economy changes, whether it is for better or for worse. This is such a massive plan brought forth by an enormous entity and to assume everything will be fine is an idealistic approach. A more solid plan would have had other plans in case something went wrong like it did. Granted that no one else saw the downturn coming there is a natural up and down of the economy and in 15 years it was bound to happen. How they missed this is beyond belief?

Conclusions

After researching corruption, the MDG’s and specific countries there is a small link between meeting the goals and corruption. The less corrupt a country is, the more goals they meet except for the cases of Lithuania and Slovak Republic which are the outliers. In the cases of Chile, Honduras, Barbados, Haiti, the UAE, Yemen, Thailand, Pakistan, Mauritius, Chad and others, this does hold true.

⁸⁹ The Guardian. "World carbon emissions, by country: new data released." Available from <http://www.guardian.co.uk/environment/datablog/2009/oct/22/carbon-emissions-data-country-world>. November 2009.

APPENDIX D - Continued

The link is not as strong as anticipated because although most of these countries are very corrupt, some are still meeting their goals and developing, it just happens to be that the less corrupt meet more goals. The effect of corruption is a player in the game, but a minor one. It can still be said the MDG's cover up corruption since the countries who have met their goals tend to increase corruption while those who have not met the MDG's decrease in corruption but then again there is no strong link and can only be proven in certain cases. Hypothetical's and what if arguments can be made to make the link stronger and further the case but there is nothing concrete to do that.

Other conclusions have come from this study and they include the fact that corruption does not make a significant difference in hindering development. But if the countries could get rid of it, it would definitely help their current situations. Countries develop no matter what the corruption levels are. Corruption or not, high or low, the countries have all progressed in development with the exceptions of Bangladesh, Chad, Republic of Congo, Fiji and Niger. Outside factors, like the Darfur situation, has contributed to the regression in Chad. The human rights violation of slavery in Niger (also a few occurrences in the Republic of Congo) is also a component, creating disparity and social stratification between the slaves and slave owners.⁹⁰ Excessive political instability, which includes corruption, can explain the situations of the other two countries. But keep in mind those countries are the outliers and are two out of 142 countries that have experienced this, again a weak link.

Whether or not the MDG's are met countries are still progressing with the exception of those mentioned above. The accomplishment of achieving the goals has not made a difference in development since the majority of the countries have been able to progress regardless of how any goals they have met and seem to be irrelevant in terms of development. Chile and Honduras are examples, Chile having met most of its goals has increased in development by 0.29 and Honduras who has not

⁹⁰ Hilary Andersson. *BBC. Born to be a Slave in Niger*. 11 Feb 2005. Available from http://news.bbc.co.uk/2/hi/programmes/from_our_own_correspondent/4250709.stm.

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met any of their goals have increased by 0.42. This brings up the natural progression of development. Looking back at HDI levels of 1995 and 1999 there is no spike or sudden increase of development in these countries. There has just been a small increase every year since. Although it is a little more stable in a few countries there is nothing too drastic in development levels.

There are other problems that need to be taken care of first in these countries before they attempt to tackle the MDG's. Haiti has many problems like deforestation, political instability, human rights violations and rebel groups to deal with before implementing the MDG's. It can explain why they are having trouble accomplishing any of the goals. The UN should focus on helping developing countries overcome the problems they have before imposing eight goals they do not have the time, resources or money to focus on. Another conclusion is that more goals are met when they are country specific as in the case with the UAE. When the goals are relevant to the country they can meet them more quickly and efficiently and have a greater impact overall. But when countries have to deal with recovering from natural disasters, the goals are of no use to them.

As seen with Chile, Barbados, the UAE, Mauritius and Lithuania government involvement is a key player in meeting the MDG's and development in general. The countries that have more government involvement, social programs and awareness raising programs have met more goals and are more developed than those who have no government involvement and political instability within it. Not only can this be a way to meet the MDG's but a way to have progression in these countries. It could be said that the MDG's prompted government involvement within these countries by creating awareness that something should be done for development. Moreover, the MDG's are not only a cover up for corruption but for political instability, human rights violations and inequality. Those three aspects are epidemics within developing countries and instead of dealing with them directly the UN decides to implement eight goals having nothing to do with them. It is well known that they are a problem and giving another unrelated solution is a cover up and the UN is disguising the real problems

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with what they believe will work; which is has not.

Although corruption is not as significant a problem as projected, it cannot be eliminated as one. Many sources say that corruption hinders development and is a problem that needs to be addressed. The World Bank believes that corruption is an obstacle to the social and economic development of countries. They add that it “undermines the rule of law and weakens the institutional foundations upon which economic growth depends.”⁹¹ Corruption needs to be abolished but it is such a big problem that it has become instilled in the way of life of many countries and no institution knows how to go about getting rid of it. However, it has not completely prevented corrupt countries from achieving the MDG’s or developing in general. But, those countries with the least corruption happen to have higher development. Denmark, Finland, New Zealand, Singapore, Sweden, and Switzerland all rank at a nine or above in corruption levels⁹² and have at least a 9.44 in HDI.⁹³ It can be inferred that less corruption equals higher development. Something else the UN should take into consideration is culture. Every country, even within the same region, has a different way of life. Food, religion, practices, customs, behaviors, beliefs, etc. vary from country to country. In order for the MDG’s to be more effective, goals adapted to the various cultures will do just that.

There are a couple of possible solutions that could be proposed in order to help countries with corruption. First would be to go *tabula rasa*, having a blank slate, and wipe out the debt of developing countries by the World Bank and IMF. Most of the money these countries do have is going towards paying their debt instead of going to improving their country. They have to ask for loans to cover their other loans and simply just to keep their country running. Some of the loan money also goes to the government officials for their own private use; it is the fault of the government and the people are

⁹¹ Bill Rodgers. *Voa News*. Experts say Corruption Hinders Global Economic Development. 02 Aug 2006. Available from <http://www.voanews.com/burmese/archive/2006-08/2006-08-02-voa4.cfm>

⁹² Transparency International. 2008 Corruption Perceptions Index. 2008. Available from http://www.transparency.org/news_room/in_focus/2008/cpi2008/cpi_2008_table. 30 November 2009.

⁹³ United Nations Development Programme. “Human Development Report.” Human Development Index. 2007. Available from <http://hdrstats.undp.org/en/indicators/87.html>. 30 November 2009.

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suffering. Wiping out the debt, which is already proposed for HIPC, would give the countries more money to spend on themselves and not having to ask for more loans and would decrease corruption since there will not be money floating around for anyone to take for their own use.

Secondly, education could be the key towards eliminating corruption, goal number two in the MDG's. The problem with the goal in the context of the way it is proposed is it only states it will cover primary education. It needs to be a little more ambitious and go to at least achieving secondary education so these countries can really benefit from education. Countries that have high education rates, which are based on adult literacy and combined gross enrollment in primary, secondary and tertiary school, have the least corruption.⁹⁴ The six countries that have a rating of nine or better in CPI are also in the top part of the education rates having a rating of at least a 0.913, one being the most education and zero being the least education. Afghanistan, Burkina Faso, Chad, Mali, and Niger have an education rating less than 0.4, have HDI's of 3.92 or lower and poor corruption levels under a 3.5. These three factors seem to be correlated, low corruption, high development and high education rates. Focusing on education instead of seven more goals would be more beneficial. Corruption may not be a major factor but it is surely is part of the problem.

⁹⁴ United Nations. "Human Development Reports." Education Index. Available from <http://hdrstats.undp.org/en/indicators/93.html>. 17 November 2009.

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Appendix

Human Development Index*

Country (HDI)	1995	1999	2000	2005	2006	2007
Afghanistan	...	...	...	0.347	3.5	3.52
Albania	7.01	7.25	7.84	0.811	8.14	8.18
Algeria	6.64	6.93	7.13	0.746	7.49	7.54
Angola	...	0.422	...	0.541	5.52	5.64
Antigua and Barbuda	...	...	...	..	8.6	8.68
Argentina	8.29	8.42	...	8.55	8.61	8.66
Armenia	...	7.45	7.38	7.77	7.87	7.98
Azerbaijan	...	7.38	...	7.55	7.73	7.87
Bahrain	...	8.24	8.64	8.88	8.94	8.95
Bangladesh	4.43	4.7	4.93	5.27	5.35	5.43
Barbados	...	8.44	...	8.9	8.91	9.03
Belarus	7.74	7.82	7.86	8.12	8.19	8.26
Belize	7.69	7.76	7.35	7.7	7.7	7.72
Benin	3.92	4.2	4.47	4.81	4.87	4.92
Bhutan	...	4.77	...	6.02	6.08	6.19
Bolivia	6.28	6.48	6.99	7.23	7.26	7.29
Bosnia & Herzegovina	...	...	...	8.03	8.07	8.12
Botswana	6.21	5.77	6.32	6.73	6.83	6.94
Brazil	7.34	7.5	7.9	8.05	8.08	8.13
Bulgaria	7.75	7.72	8.03	8.29	8.35	8.4
Burkina Faso	3.01	3.2	3.19	3.67	3.84	3.89
Cambodia	...	5.41	5.15	5.75	5.84	5.93
Cameroon	4.97	5.06	5.13	5.2	5.19	5.23
Cape Verde	6.76	7.08	6.74	6.92	7.04	7.08
Central African Republic	3.68	3.72	3.78	3.64	3.67	3.69
Chad	3.34	3.59	3.5	3.94	3.93	3.92
Chile	8.09	8.25	8.49	8.72	8.74	8.78
China	6.79	7.18	7.19	7.56	7.63	7.72
Colombia	7.46	7.65	7.72	7.95	8	8.07
Comoros	5.06	5.1	5.4	5.7	5.73	5.76
Congo, Democratic Republic	...	4.29	3.53	3.7	3.71	3.89
Congo, Republic of the	5.05	5.02	5.36	6	6.03	6.01
Cook Islands	...	...	...	...	...	...
Costa Rica	8.07	8.21	8.25	8.44	8.49	8.54
Country	1995	1999	2000	2005	2006	2007
Cote d'Ivoire	4.14	4.26	4.81	4.8	4.82	4.84
Croatia	7.87	8.03	8.37	8.62	8.67	8.71

Cuba	...	...	..	8.39	8.56	8.63
Czech Republic	8.41	8.44	8.68	8.94	8.99	9.03
Djibouti	...	4.47	..	5.13	5.17	5.2
Dominica	...	...	..	8.14	8.14	8.14
Dominican Republic	6.96	7.22	7.48	7.65	7.71	7.77
Ecuador	7.15	7.26	..	..	8.05	8.06
Egypt	6.03	6.35	6.65	6.96	7	7.03
El Salvador	6.81	7.01	7.04	7.43	7.46	7.47
Equatorial Guinea	5.35	6.1	6.55	7.15	7.12	7.19
Estonia	...	8.09	8.35	8.72	8.78	8.83
Ethiopia	3.05	3.21	3.32	3.91	4.02	4.14
Fiji	7.4	7.57	..	7.44	7.44	7.41
Gabon	...	6.17	7.35	7.47	7.5	7.55
Gambia	3.74	3.98	..	4.5	4.53	4.56
Georgia	...	7.42	7.39	7.65	7.68	7.78
Ghana	5.24	5.24	4.95	5.12	5.18	5.26
Grenada	...	...	..	8.12	8.1	8.13
Guatemala	6.08	6.26	6.64	6.91	6.96	7.04
Guinea	...	3.97	..	4.26	4.33	4.35
Guinea-Bissau	3.34	3.39	3.7	3.86	3.91	3.96
Guyana	6.99	7.04	..	7.22	7.21	7.29
Haiti	4.56	4.67	..	..	5.26	5.32
Honduras	6.27	6.34	6.9	7.25	7.29	7.32
Hungary	8.07	8.29	8.44	8.74	8.78	8.79
India	5.44	5.71	5.56	5.96	6.04	6.12
Indonesia	6.62	6.77	6.73	7.23	7.29	7.34
Iran	6.88	7.14	7.38	7.73	7.77	7.82
Iraq	...	...	...	..	..	...
Jordan	7.04	7.14	6.91	7.64	7.67	7.7
Kazakhstan	...	7.42	7.47	7.94	8	8.04
Kenya	5.21	5.14	5.22	5.3	5.35	5.41
Kosovo	...	...	...	...	...	...
Kuwait	...	8.18	8.74	9.15	9.12	9.16
Kyrgyzstan	...	7.07	6.87	7.02	7.05	7.1
Laos	4.43	4.76	5.66	6.07	6.13	6.19
Lebanon	...	7.58	..	8	8	8.03
Country	1995	1999	2000	2005	2006	2007
Lesotho	5.69	5.41	5.33	5.08	5.11	5.14
Liberia	...	...	4.19	4.27	4.34	4.42
Libya	...	7.7	8.21	8.37	8.42	8.47
Lithuania	7.8	8.03	8.3	8.62	8.65	8.7
Macedonia	...	7.66	8	8.1	8.13	8.17
Madagascar	4.39	4.62	5.01	5.32	5.37	5.43

Malawi	4.01	3.97	4.78	4.76	4.84	4.93
Malaysia	7.58	7.74	7.97	8.21	8.25	8.29
Maldives	...	7.39	7.3	7.55	7.65	7.71
Mali	3.44	3.78	3.16	3.61	3.66	3.71
Mauritania	4.2	4.37	4.95	5.11	5.19	5.2
Mauritius	7.45	7.65	7.7	7.97	8.01	8.04
Mexico	7.72	7.9	8.25	8.44	8.49	8.54
Moldova	7.04	6.99	6.83	7.12	7.18	7.2
Mongolia	5.45	5.69	6.76	7.13	7.2	7.27
Montenegro	...	...	8.15	8.23	8.28	8.34
Morocco	5.68	5.96	5.83	6.4	6.48	6.54
Mozambique	3.13	3.23	3.5	3.9	3.97	4.02
Myanmar	...	5.51	..	5.83	5.84	5.86
Namibia	6.24	6.01	6.61	6.72	6.78	6.86
Nepal	4.51	4.8	5	5.37	5.47	5.53
Nicaragua	6.18	6.35	6.67	6.91	6.96	6.99
Niger	2.6	2.74	2.58	3.3	3.35	3.4
Nigeria	4.47	4.55	4.66	4.99	5.06	5.11
Niue	...	...	...	...	...	...
Pakistan	4.76	4.98	..	5.55	5.68	5.72
Panama	7.69	7.84	8.11	8.29	8.34	8.4
Papua New Guinea	5.21	5.34	..	5.32	5.36	5.41
Paraguay	7.33	7.38	7.37	7.54	7.57	7.61
Peru	7.29	7.43	7.71	7.91	7.99	8.06
Philippines	7.33	7.49	7.26	7.44	7.47	7.51
Poland	8.07	8.28	8.53	8.71	8.76	8.8
Romania	7.71	7.72	7.88	8.24	8.32	8.37
Russia	7.78	7.75	..	8.04	8.11	8.17
Rwanda	3.33	3.95	4.02	4.49	4.55	4.6
Samoa	6.85	7.01	7.42	7.64	7.66	7.71
Sao Tome and Principe	...	...	..	6.39	6.45	6.51
Saudi Arabia	7.36	7.54	..	8.37	8.4	8.43
Country	1995	1999	2000	2005	2006	2007
Senegal	3.98	4.23	4.36	4.6	4.62	4.64
Serbia	...	...	7.97	8.17	8.21	8.26
Sierra Leon	...	2.58	..	3.5	3.57	3.65
Slovak Republic	8.16	8.31	8.4	8.67	8.73	8.8
Slovenia	8.5	8.74	8.92	9.18	9.24	9.29
Somalia	...	...	...	...	...	...
South Africa	7.22	7.02	6.88	6.78	6.8	68.3
South Korea	8.51	8.75	8.69	9.27	9.33	93.7
Sri Lanka	7.17	7.35	7.29	7.52	7.55	7.59
Sudan	...	4.39	4.91	5.15	5.26	5.31

Suriname	...	7.58	..	7.59	7.65	7.69
Swaziland	6.15	5.83	5.98	5.67	5.69	5.72
Syria	6.77	7	7.15	7.33	7.38	7.42
Tajikistan	...	6.6	6.41	6.77	6.83	6.88
Tanzania	4.27	4.36	4.58	5.1	5.19	5.3
Thailand	7.49	7.57	7.53	7.77	7.8	7.83
Timor-Leste	...	...	..	4.88	4.84	4.89
Togo	4.74	4.89	..	4.95	4.98	4.99
Trinidad & Tobago	7.84	7.98	8.06	8.25	8.32	8.37
Tunisia	6.8	7.14	6.78	7.58	7.63	7.69
Turkey	7.16	7.35	7.58	7.96	8.02	8.06
Turkmenistan	...	7.3	..	..	7.39	7.39
Uganda	4.02	4.35	4.6	4.94	5.05	5.14
Ukraine	7.44	7.42	7.54	7.83	7.89	7.96
United Arab Emirates	...	8.09	8.48	8.96	8.96	9.03
Uruguay	8.13	8.28	8.37	8.55	8.6	8.65
Uzbekistan	6.83	6.98	6.87	7.03	7.06	7.1
Venezuela	7.64	7.65	8.02	8.22	8.33	8.44
Vietnam	6.47	6.82	6.9	7.15	7.2	7.25
Yemen	4.36	4.68	5.22	5.62	5.68	5.75
Zambia	4.31	4.27	4.31	4.66	4.73	48.1

*Available from the UN Human Development Report

Corruption Perceptions Index*

Country (CPI)	2000	2001	2002	2003	2004	2005	2006	2007	2008
Afghanistan	...	...	...	...	...	2.5	...	1.8	1.5
Albania	...	...	2.5	2.5	2.5	2.4	2.6	2.9	3.4
Algeria	...	...	...	2.6	2.7	2.8	3.1	3	3.2
Angola	1.7	...	1.7	1.8	2	2	2.2	2.2	1.9
Argentina	3.5	3.5	2.8	2.5	2.5	2.8	2.9	2.9	2.9
Armenia	2.5			3	3.1	2.9	2.9	3	2.9
Azerbaijan	1.5	2	2	1.8	1.9	2.2	2.4	2.1	1.9
Bahrain	...	...	...	6.1	5.8	5.8	5.7	5	5.4
Bangladesh	...	0.4	1.2	1.3	1.5	1.7	2	2	2.1
Barbados	...	...	...	...	7.3	6.9	6.7	6.9	7
Belarus	4.1	...	...	4.2	3.3	2.6	2.1	2.1	2
Belize	...	...	...	4.5	3.8	3.7	3.5	3	2.9

Benin	...	...	...	...	3.2	2.9	2.5	2.7	3.1
Bhutan	...	...	...	...	...	...	6	5	5.2
Bolivia	2.7	2	8.6	2.3	2.2	2.5	2.7	2.9	3
Bosnia & Herzegovina	...	...	...	3.3	3.1	2.9	2.9	3.3	3.2
Botswana	6	6	7.8	5.7	6	5.9	5.6	5.4	5.8
Brazil	3.9	4	4	3.9	3.9	3.7	3.3	3.5	3.5
Bulgaria	3.5	3.9	4	3.9	4.1	4	4	4.1	3.6
Burkina Faso	3	...	...	...	...	3.4	3.2	2.9	3.5
Cambodia	...	...	...	...	...	2.3	2.1	2	1.8
Cameroon	2	2	2.2	1.8	2.1	2.2	2.3	2.4	2.3
Cape Verde	...	...	...	...	...	...	...	4.9	5.1
Central African Republic	...	...	...	...	...	...	2.4	2	2
Chad	...	...	...	...	1.7	1.7	2	1.8	1.6
Chile	7.4	7.5	7.5	7.4	7.4	7.3	7.3	7	6.9
China	3.1	3.5	3.5	3.4	3.4	3.2	3.3	3.5	3.6
Colombia	3.2	3.8	3.6	3.7	3.8	4	3.9	3.8	3.8
Comoros	...	...	...	...	...	...	...	2.6	2.5
Congo, Democratic Republic	...	...	...	...	2	2.1	2	1.9	1.7
Congo, Republic of the	...	...	...	2.2	2.3	2.3	2.2	2.1	1.9
Cook Islands	...	...	...	...	...	...	...	...	...
Costa Rica	5.4	4.5	4.5	4.3	4.9	4.2	4.1	5	5.1
Cote d'Ivoire	2.7	2.4	2.7	2.1	2	1.9	2.1	2.1	2
Croatia	3.7	3.9	3.8	3.7	3.5	3.4	3.4	4.1	4.4
Cuba	...	...	...	4.6	3.7	3.8	3.5	4.2	4.3
Country	2000	2001	2002	2003	2004	2005	2006	2007	2008
Czech Republic	4.3	3.9	3.7	3.9	4.2	4.3	4.8	5.2	5.2
Djibouti	...	...	...	...	...	...	...	2.9	3
Dominica	...	...	...	...	...	...	4.5	5.6	6
Dominican Republic	...	3.1	3.5	3.3	2.9	3	2.8	3	3
Ecuador	2.6	2.3	2.2	2.2	2.4	2.5	2.3	2.1	2
Egypt	3.1	3.6	3.4	3.3	3.2	3.4	3.3	2.9	2.8
El Salvador	4.1	3.6	3.4	3.7	4.2	4.2	4	4	3.9
Equatorial Guinea	...	...	...	...	...	1.9	2.1	1.9	1.7
Estonia	5.7	5.6	5.6	5.5	6	6.4	6.7	6.5	6.6
Ethiopia	3.2	...	3.5	2.5	2.3	2.2	2.4	2.4	2.6
Fiji	...	...	...	...	...	4	...	...	...
Gabon	...	...	...	...	3.3	2.9	3	3.3	3.1
Gambia	...	...	...	2.5	2.8	2.7	2.5	2.3	1.9

Georgia	...	...	2.4	1.8	2	2.3	2.8	3.4	3.9
Ghana	3.5	3.4	3.9	3.3	3.6	3.5	3.3	3.7	3.9
Grenada	...	...	...	...	...	...	3.5	3.4	...
Guatemala	...	2.9	2.5	2.4	2.2	2.5	2.6	2.8	3.1
Guinea	...	...	...	...	...	...	1.9	1.9	1.6
Guinea-Bissau	...	...	...	...	...	...	...	2.2	1.9
Guyana	...	...	...	...	...	2.5	2.5	2.6	2.6
Haiti	...	...	2.2	1.5	1.5	1.8	1.8	1.6	1.4
Honduras	...	2.7	2.7	2.3	2.3	2.6	2.5	2.5	2.6
Hungary	5.2	5.3	4.9	4.8	4.8	5	5.2	5.3	5.1
India	2.8	2.7	2.7	2.8	2.8	2.9	3.3	3.5	3.4
Indonesia	1.7	1.9	1.9	1.9	2	2.2	2.4	2.3	2.6
Iran	...	...	...	3	2.9	2.9	2.7	2.5	2.3
Iraq	...	...	...	2.2	2.1	2.2	1.9	1.5	1.3
Jordan	4.6	4.9	4.5	4.6	5.3	5.7	5.3	4.7	5.1
Kazakhstan	3	2.7	2.3	2.4	2.2	2.6	2.6	2.1	2.2
Kenya	2.1	2	1.9	1.9	2.1	2.1	2.2	2.1	2.1
Kosovo									
Kuwait	...	...	...	5.3	4.6	4.7	4.8	4.3	4.3
Kyrgyzstan	...	...	...	2.1	2.2	2.3	2.2	2.1	1.8
Laos	...	...	...	...	...	3.3	2.6	1.9	2
Lebanon	...	...	...	3	2.7	3.1	3.6	3	3
Lesotho	...	...	...	...	...	3.4	3.2	3.3	3.2
Liberia	...	...	...	...	...	2.2	...	2.1	2.4
Libya	...	...	...	2.1	2.5	2.5	2.7	2.5	2.6
Country	2000	2001	2002	2003	2004	2005	2006	2007	2008
Lithuania	4.1	4.8	4.8	4.7	4.6	4.8	4.8	4.8	4.6
Macedonia	...	...	...	2.3	2.7	2.7	2.7	3.3	3.6
Madagascar	...	...	1.7	2.6	3.1	2.8	3.1	3.2	3.4
Malawi	4.1	3.2	2.9	2.8	2.8	2.8	2.7	2.7	2.8
Malaysia	4.8	5	4.9	5.2	5	5.1	5	5.1	5.1
Maldives	...	...	...	...	...	...	...	3.3	2.8
Mali	...	...	...	3	3.2	2.9	2.8	2.7	3.1
Mauritania	...	...	...	...	...	...	...	2.6	2.8
Mauritius	4.7	4.5	4.5	4.4	4.1	4.2	3.1	4.7	5.5
Mexico	3.3	3.7	3.6	3.6	3.6	3.5	5.1	3.5	3.6
Moldova	2.6	3.1	2.1	2.4	2.3	2.9	3.3	2.8	2.9
Mongolia	...	...	...	...	3	3	2.8	3	3
Montenegro	...	...	...	...	...	...	...	3.3	3.4
Morocco	4.7	...	3.7	3.3	3.2	3.2	3.2	3.5	3.5
Mozambique	2.2	...	...	2.7	2.8	2.8	2.8	2.8	2.6
Myanmar	...	...	...	1.6	1.7	1.8	1.9	1.4	1.3
Namibia	5.4	5.4	5.7	4.7	4.1	4.3	4.1	4.5	4.5

Nepal	...	...	...	...	2.8	2.5	2.5	2.5	2.7
Nicaragua	...	2.4	2.5	2.6	2.7	2.6	2.6	2.6	2.5
Niger	...	...	...	...	2.2	2.4	2.3	2.6	2.8
Nigeria	1.2	1	1.6	1.4	1.6	1.9	2.2	2.2	2.7
Niue	...	...	...	...	...	...	...	...	...
Pakistan	...	2.3	2.6	2.5	2.1	2.1	2.2	2.4	2.5
Panama	...	3.7	3	3.4	3.7	3.5	3.1	3.2	3.4
Papua New Guinea	...	...	...	1.6	2.6	2.3	2.4	2	2
Paraguay	...	...	1.7	3.7	1.9	2.1	2.6	2.4	2.4
Peru	4.4	4.1	4	2.5	3.5	3.5	3.3	3.5	3.6
Philippines	2.8	2.9	2.6	3.6	2.6	2.5	2.5	2.5	2.3
Poland	4.1	4.1	4	6.6	3.5	3.4	3.7	4.2	4.6
Romania	2.9	2.8	2.6	2.8	2.9	3	3.1	3.7	3.8
Russia	2.1	2.3	2.7	2.7	2.8	2.4	2.5	2.3	2.1
Rwanda	...	...	...	...	...	3.1	2.5	2.8	3
Samoa	...	...	...	...	...	...	...	4.5	4.4
Sao Tome and Principe	...	...	...	...	...	...	...	2.7	2.7
Saudi Arabia	...	...	...	4.5	3.4	3.4	3.3	3.4	3.5
Senegal	3.5	2.9	3.1	3.2	3	3.2	3.3	3.6	3.4
Serbia	...	...	...	...	...	...	...	3.4	3.4
Sierra Leon	...	...	...	2.2	2.3	2.4	2.2	2.1	1.9
Country	2000	2001	2002	2003	2004	2005	2006	2007	2008
Slovak Republic	3.5	3.7	3.7	3.7	4	4.3	4.7	4.9	5
Slovenia	5.5	5.2	6	5.9	6	6.1	6.4	6.6	6.7
Somalia	...	...	...	...	...	2.1	...	1.4	1
South Africa	5	4.8	4.8	4.4	4.6	4.5	4.6	5.1	4.9
South Korea	4	4.2	4.5	4.3	4.5	5	5.1	5.1	5.6
Sri Lanka	...	...	3.7	3.4	3.5	3.2	3.1	3.2	3.2
Sudan	...	...	...	2.3	2.2	2.1	2	1.8	1.6
Suriname	...	...	...	...	4.3	3.2	3	3.5	3.6
Swaziland	...	...	...	...	...	2.7	2.5	3.3	3.6
Syria	...	...	...	3.4	3.4	3.4	2.9	2.4	2.1
Tajikistan	...	...	...	1.8	2	2.1	2.2	2.1	5.7
Tanzania	2.5	2.2	2.7	2.5	2.8	2.9	2.9	3.2	3
Thailand	3.2	3.2	3.2	3.3	3.6	3.8	3.6	3.3	3.5
Timor-Leste	...	...	...	...	...	...	2.6	2.6	2.2
Togo	...	...	...	...	...	...	2.4	2.3	2.7
Tonga	...	...	...	...	...	...	...	1.7	2.4
Trinidad & Tobago	...	5.3	4.9	4.6	4.2	3.8	3.2	3.4	3.6
Tunisia	5.2	5.3	4.8	4.9	5	4.9	4.6	4.2	4.4

Turkey	3.8	3.6	3.2	3.1	3.2	3.5	3.8	4.1	4.6
Turkmenistan	...	...	...	...	2	1.8	2.2	2	1.8
Uganda	2.3	1.9	2.1	2.2	2.6	2.5	2.7	2.8	2.6
Ukraine	1.5	2.1	2.4	2.3	2.2	2.6	2.8	2.7	2.5
United Arab Emirates	...	...	...	5.2	6.1	6.2	6.2	5.7	5.9
Uruguay	...	5.1	5.1	5.5	6.2	5.9	6.4	6.7	6.9
Uzbekistan	2.4	2.7	2.9	2.4	2.3	2.2	2.1	1.7	1.8
Venezuela	2.7	2.8	2.5	2.4	2.3	2.3	2.3	2	1.9
Vietnam	2.5	2.6	2.4	2.4	2.6	2.6	2.6	2.6	2.7
Yemen	...	...	...	2.6	2.4	2.7	2.6	2.5	2.3
Zambia	3.4	2.6	2.6	2.5	2.6	2.6	2.6	2.6	2.8

*Available from Transparency International

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Appendix E

Senior Exit Surveys

Appendix F

Outcomes Assessment Syllabi Review

Course	Outcomes Assessment					
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Core Classes in major						
HIST 101	1	1	N/A	2	1	2
HIST 102	1	1	N/A	2	1	2
ECON 325	2	2	3	2	1	3
PLSC 351	3	3	3	3	2	3
PLSC 452	2	2	3	3	3	3
PLSC 389	3	3	3	N/A	3	3
HIST 389	3	3	3	3	N/A	3
HIST/PLSC 499	3	3	3	2	3	3
ECON 324*	3	2	3	3	2	3

1= meets outcome minimally

2= adequately meets outcome

3= more than adequately meets outcome

N/A = Not Applicable

** this class is included as it often serves as a replacement course for the ECON 325 core requirement.*