



## **Dynamics of Poverty and Inequality GINS 4090E**

Winter 2019

Lectures: Wednesdays 11:35-14:25

Location: SA 314

Instructor: Dr. Logan Cochrane

Office: Room 2403R, Richcraft Hall

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Office Hours: Tuesday 10-12 (or by appointment)

### **Course Description**

This is a course for those interested in understanding the causes of poverty and inequality. Intergovernmental organizations, non-governmental organizations, corporations, civil society groups, communities and individuals make claims about the causes of poverty and inequality, and what ought to be done regarding it. We will analyze poverty and inequality at multiple scales, starting from the individual, to the household, community, nation and world. We will

critically evaluate claims about poverty and assess different measures used to support them. This will allow us to understand the diverse manifestations of poverty and inequality as well as their diverse causes and consequences. We will draw upon different fields of study in seeking to better understand poverty and inequality; drawing on anthropology, history, political science, economics and beyond. Throughout the course, we will critically analyze how the explanations of poverty and inequality shape initiatives aimed to address them. The course will primarily focus on poverty and inequality in the Global South.

### **Course Objectives**

- Evaluate the concepts of poverty and inequality and contemporary trends
- Critically analyze what scales and measures are used to explain poverty and inequality
- Explain how conceptions of poverty and inequality shape initiatives designed to address them
- Critically examine assumptions in contemporary debates and critically assess narratives
- Demonstrate abilities to clearly and effectively communicate ideas

### **Structure**

This course consists of a weekly lecture. The classes will be interactive, be prepared to participate.

### **Required Reading**

There is no course textbook. All course materials will be available via ARES. All the readings for this course are available on the ARES system of Course Reserves through the Carleton Library. To access ARES:

- 1) Go to the Library homepage
- 2) Click on 'Reserves'
- 3) Click on 'Login to ARES'
- 4) Enter your CarletonOne login details
- 5) Choose GINS 2000
- 6) Locate the reading you are looking for from the list of materials

The readings presented in this course are only the beginning – the issues are much deeper and opinions about them much more diverse. I have included “optional” weekly readings for those who find a particular topic interesting and wish to learn more. The objective of the readings is to present some of the complexity of poverty and inequalities. I hope that you find the reading informative, interesting and thought-provoking. I am more than willing to point you toward additional reading material, if you are interested to seek out additional reading material on any of the topics presented in the course.

### **Course Support**

The instructor is eager to help you with any questions, challenges and problems you encounter with the course. Office hours are available and an email address is listed above. It is highly recommended that you take advantage of these supports that are available to you. I will do my best to reply promptly, but do not expect an instant reply.

NOTE: The instructor will not be available for 48 hours before assignment due dates or exams. Emails sent during these time periods will not be responded to. Emails will not be answered on Saturday or Sunday.

### **Course Assessment**

Participation:	20%
Assignment 1:	20%
Assignment 2:	15%
Assignment 3:	15%
Research Essay:	30%

Attendance and participation are mandatory. A high participation grade (in the ‘A’ range) will reflect a well-informed, thoughtful and respectful student engagement, throughout the majority of tutorial sessions. The assessment of the participation grade will be discussed more in class.

Assignment 1: Everyone in the class will select a country (first come, first serve in class sign-up). After selecting the country, you will need to identify two contrasting narratives about poverty or inequality. In 1,500 words, you will need to critically assess the conceptualization, scales and measures and reflect on the implications of these choices. This assignment does not need to be in an essay format – it is suggested that you structure the assignment in three sections (1: critical assessment of first narrative, 2: critical assessment of second narrative, and 3: reflections on the implications of these choices, comparing and contrasting the two narratives). In-text citations and a bibliography are mandatory (the consistent use of a recognized referencing style will be accepted). Students should always keep a copy of their assignments.

Assignment 2: There are multiple readings for each week during weeks 2-13. You are required to select 5 of these articles (of your choice) and write a 250-300 word response. You will need to briefly summarize the main point of the article and then offer some critical reflections, which may be upon a specific point made in that article, you might criticize the paper for something the author has missed, or you might acknowledge the paper for introducing you to something you had not considered. Evaluation of these article responses will be on the depth of your responses, your engagement with the reading and your critical engagement with it (a high grade will critically evaluate and relate the ideas beyond the reading). The write-up of these article responses is due near the end of the course. Students should always keep a copy of their assignments.

Assignment 3: You lead the discussion on the weekly reading during one class for a 10-15 minute period, followed by ~10 minutes of class engagement (as you determine to use it). Sign up will be done for this during the first class. Evaluation will reflect your engagement with the article as well as your engagement with the class.

**Research Essay:** Students in BGIInS have diverse interests and have selected to develop their knowledge through thematic specializations and streams. The Research Essay allows you to bring your own interests and passion and explore a specific issue, and how it relates with poverty and inequality. You might focus on a specific issue, such as mosquito nets, education or international trade law. A 250-300 word proposal with a brief outline is due after Reading Week. The proposal is a pass/fail which will account for 15% of this assignment. The objective of having to do the proposal is twofold: to start thinking early about your paper and to get feedback. The Research Essay should be 3000-4000 words in length. In-text citations and a bibliography are mandatory (the consistent use of a recognized referencing style will be accepted). You should use at least 8 academic sources (outside of course readings). Students should always keep a copy of their assignments.

**Bonus:** Take your opinions beyond the class. Write a letter to the editor, an Op-Ed, a guest blog (on recognized blog, not your own). The post should be between 200 and 500 words. The publication can be anywhere – do consider writing for newspapers elsewhere in the world. If you get published, send it to me and you will get 4% bonus on your grade. Your contribution might be in response to an international / global issues raised in the news (as a letter to the editor, for example), or you might raise a new issue that you think others should know more about or care more about (as an Op-Ed or guest blog post). You could use your country study in Assignment 1, and submit an article for a newspaper in that country. Due note that publication processes are not always fast or in your control. If you plan to complete this bonus assignment, it is suggested that you begin early. The final date to submit the bonus assignment (the published work) is the last day of class (April 3).

Due dates are found on the course schedule.

Include your name and student numbers on all assignments.

### **Course Organization**

Classes will occur twice weekly and comprise activities, lectures, presentations and discussion. Students are required to do the readings in advance, and complete the associated task for each weekly set of readings.

**Course Schedule**

Week		Topics	Coursework
1	Jan 9	Getting started  <b>Sign-up Assignment 1</b>  <b>Sign-up Assignment 3</b>	United Nations. 2018. Overview (p. 4-13). In The Sustainable Development Goals Report 2018. United Nations: New York.  Rosling, H. 2018. “The Gap Instinct” (p. 19-46). In Facfulness: Ten Reasons We’re Wrong About the World – And Why Things are Better than you Think. Flatiron: New York.
2	Jan 16	Introduction to poverty and inequality	Radelet, S. 2015. A Great Transformation (Chapter 1, p. 3-23). In The Great Surge: The Ascent of the Developing World. Simon & Schuster: New York.  UNHCR. 2018. Global Trends: Forced Displacement in 2017 (p. 1-11). UNHCR: Geneva.  Oxfam. 2018. Reward Work, Not Wealth (p. 8-18). Oxfam International: Oxford.  <u>Optional</u> : Pogge, Thomas. 2008. General Introduction (pp 1 – 32). In World Poverty and Human Rights.
3	Jan 23	Definitions and metrics	Laderchi, C. R., Saith, R., and Stewart, F. (2003). Does it matter that we do not agree on the definition of poverty? A comparison of four approaches. Oxford Development Studies 31(3): 243-274.  Chambers, R. (2006) Poverty Unperceived: Traps, Biases and Agenda. IDS Working Paper 270.  <u>Optional</u> : Green, Maia. 2006. Representing poverty and attacking representations. Journal of Development Studies 42(7): 1108-1129.  <u>Optional</u> : Cochrane, L. and Thornton, A. 2016. Charity Rankings: Delivering Development or De-humanizing Aid? Journal of International Development 28: 57-73.
4	Jan 30	Infancy: Location, health and opportunities	Walker, S., Wachs, T., Gardner, J., Lozoff, B., Wasserman, G., Pollitt, E., Carter, J. and the International Child Development Steering

			<p>Group. 2007. Child Development: Risk Factors for Adverse Outcomes in Developing Countries. <i>Lancet</i> 369: 145-157.</p> <p>Grantham-McGregor, S., Cheung, Y., Cueto, S., Glewwe, P., Richter, L., Strupp, B. and the International Child Development Steering Group. 2007. Developmental Potential in the First 5 Years for Children in Developing Countries. <i>Lancet</i> 369: 60-70.</p> <p><u>Optional</u>: Cochrane, L. and Rao, N. (2018) Is the Push for Gender Sensitive Research Advancing the SDG Agenda of Leaving No One Behind? <i>Forum for Development Studies</i>. 10.1080/08039410.2018.1427623</p>
5	Feb 6	Childhood: Education, environment and opportunity	<p>World Bank. 2018. Part I: Education's Promise (p. 37-54). In <i>Learning to Realize Education's Promise</i>. World Bank: Washington.</p> <p>World Bank. 2018. Part II: The Learning Crisis (p. 57-90). In <i>Learning to Realize Education's Promise</i>. World Bank: Washington.</p> <p><u>Optional</u>: Ladd, H. 2012. Education and Poverty: Confronting the Evidence. <i>Journal of Policy Analysis and Management</i> 31(2): 203-227.</p>
6	Feb 13	<p>Family Life: Running a household</p> <p><b>Assignment 1 Due</b></p>	<p>Krishna, A. 2010. Who Became Poor, Who Escaped Poverty, and Why? <i>Journal of Policy Analysis and Management</i> 29(2): 351-72.</p> <p>Cochrane, L. and Gecho, Y. 2016. The Dynamics of Vulnerability and Adaptive Capacity in Southern Ethiopia. In <i>Responses to Disasters and Climate Change: Understanding Vulnerability and Fostering Resilience</i>, edited by M. Companion and M. Chaiken. CRC Press: Boca Raton.</p> <p><u>Optional</u>: Cochrane, L. and Vercillo, S. 2018. Youth Perspectives on Migration, Poverty and the Precarious Future of Farming in Rural Ethiopia. In <i>Gendered Subjectivities and Modalities in Global Youth Migration</i>, edited by G. Bonifacio. Polity Press.</p>

7	Feb 18	Winter Break – No Classes	
8	Feb 27	<p>Community: Relative poverty, power and marginalization</p> <p><b>Research Essay proposal</b></p>	<p>Shahidur, K., Bakht, Z. and Koolwal, G. 2009. The Poverty Impact of Rural Roads: Evidence from Bangladesh. <i>Economic Development and Cultural Change</i> 57(4): 685-722.</p> <p>Tsegaye Moreda (2017) Large-scale land acquisitions, state authority and indigenous local communities: insights from Ethiopia, <i>Third World Quarterly</i>, 38:3, 698-716.</p> <p><u>Optional</u>: Farmer, Paul. 2009. “On Structural Violence and Suffering: A View From Below.” <i>Race/ Ethnicity</i> 3:1, 11-28.</p>
9	Mar 6	Nations	<p>Acemoglu, D., Johnson, S. and Robinson, J. 2006. <i>Understanding Prosperity and Poverty: Geography, Institutions, and the Reversal of Fortune</i>. In <i>Understanding Poverty</i>, edited by A. Banerjee, R. Benabou and D. Mookherjee. Oxford University Press: New York.</p> <p>de Waal, A. 2000. <i>Democratic Political Process and the Fight Against Famine</i>. IDS Working Paper 107.</p> <p><u>Optional</u>: Li, T. 1999. <i>Compromising Power: Development, Culture, and Rule in Indonesia</i>. <i>Cultural Anthropology</i> 14(3): 295-322.</p>
10	Mar 13	Nations	<p>Scott, J. 1998. <i>The High Modernist City: An Experiment and a Critique</i>. In <i>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</i>. Yale University Press: Yale.</p> <p>Engerman, S. and Sokoloff, K. 2006. <i>Colonialism, Inequality and Long-Run Paths of Development</i>. In <i>Understanding Poverty</i>, edited by A. Banerjee, R. Benabou and D. Mookherjee. Oxford University Press: New York.</p> <p><u>Optional</u>: Berger, M. 2006. <i>From Nation-Building to State-Building: The Geopolitics of Development, The Nation-State System and</i></p>

			The Changing Global Order. <i>Third World Quarterly</i> 27.
11	Mar 20	In the world  <b>Assignment 2 due</b>	Green, D. 2012. The International System (p. 239-352). In <i>From Poverty to Power</i> . Oxfam: Oxford.  <u>Optional</u> : Stiglitz, J. 2006. The Promise of Development. In <i>Making Globalization Work</i> . W. W. Norton and Co.: New York.
12	Mar 27	In the world  (Aid - health)	Easterly, William. 2006. "Planners versus searchers" (p. 3-34). In <i>The White Man's Burden: Why the West's Efforts to Aid the Rest of Have Done so Much Ill and so Little Good</i> . Penguin: London.  Kapstein, E. and Busby, J. 2013. "Introduction: Global Markets and Transnational Social Movements" (p. 1-22). In <i>AIDS Drugs for All: Social Movements and Market Transformations</i> . Cambridge University Press: Cambridge.  <u>Optional</u> : Taddesse, D., Jamieson, D. and Cochrane, L. 2015. Strengthening Public Health Supply Chains in Ethiopia: PEPFAR Supported Expansion of Access and Availability. <i>Development in Practice</i> 25(7): 1043-1056.
13	Apr 3	In the world  <b>Research Essay due</b>	Andersen, R. 2000. How Multilateral Development Assistance Triggered the Conflict in Rwanda. <i>Third World Quarterly</i> 21(3): 441-456.  Banerjee, A., Duflo, E., Goldberg, N., Karlan, D., Osei, R., Pariente, W., Shapiro, J., Thuysbaert, B. and Udry, C. 2015. A Multifaceted Program Causes Lasting Progress for the Very Poor: Evidence from Six Countries. <i>Science</i> 348(6236).  <u>Optional</u> : Farmer, P. 2001. The Consumption of the Poor: Tuberculosis in the Late Twentieth Century. In <i>Infections and Inequalities: The Modern Plagues</i> . University of California Press: Berkeley.

**Academic Accommodations:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**Accommodation for Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the policy.

**Plagiarism:** The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Intellectual Property:** Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGINs office in 2404R, River Building. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Official Course Outline:** The course outline posted to the BGIInS website is the official course outline.