Course Overview

This class provides an introduction to world poverty by addressing three questions:
1. What do we know about the causes of extreme poverty, particularly the approximately 1 billion people living on less than one dollar a day?
2. What can—and do—governments do to address poverty?
3. What role do international actors have in mitigating poverty?

We will begin with some conceptual issues. What do we mean by poverty, inequality and vulnerability? How do we measure them? Who are the world's poor: where do they live, and what do they do? Is world poverty falling, staying the same or increasing?

The next section of the course deals with several core public policy issues in poverty alleviation, including problems of rural vs. urban poverty and the delivery of basic social services. What do we expect of governments, and are those expectations politically realistic? The next two sections discuss the role of the international community. We consider the debates over aid and trade, but also the management of complex crises such as famines and civil wars.

We conclude with a discussion of poverty in the United States and some of the ethical issues surrounding world poverty. What, if anything, do we owe the poor of other countries, or in the US for that matter?

Required Readings and Course Information


All the other readings will be posted on the class Coursesite page, along with the syllabus and other information of relevance to the course.

 Required readings are to be read for the day assigned.
Evaluation

Your grade for the course will be determined by the following components:

1. Critical response paper (20%) – Each student will be responsible for leading class discussion for a week. This includes writing a 5-6 page critical response paper based on that week's readings and providing at least three (3) discussion questions for your classmates. **Due by 5 pm the Friday prior to class.**

2. Weekly Discussion questions (10%) – 2 page papers discussing the readings and discussion questions for each week. **Due by 5 pm each Monday.**

3. In-Class Debate (20%) – We will have two in-class debates. I will divide the class into two groups. In one debate, one group will serve as judges while the other group will be the debaters. In the second debate, the roles will reverse. Half of your grade will come from a policy statement prepared for your debate and half from the write-up of your adjudication of the other debate.

4. Country Data Report (5%) – Brief, weekly data reports on a country of your choice, which will culminate in the final project.

5. Policy Briefing (30%) - In lieu of a final exam, you will write a paper (specific details to follow) outlining a proposal for a poverty alleviation program in the country of your choosing. This will be the culmination of your country portfolio and ask you to identify the needs of your developing country, discuss a proposal to address those needs, as well as the challenges (political, social, economic, etc.) your proposal would face. Proposals will be presented during the final week of classes. **Due Tuesday, May 6th**

6. Participation and attendance (15%)

**Late Assignment Policy**

Late submission of critical response papers **will result in a zero for that assignment.** If you do not submit your paper on time on Friday, it punishes your classmates, who will not have sufficient time to digest your paper and prepare their responses, hence the grim trigger. Readings will be posted well in advance, so last-minute crises will not be an excuse. You should meet with me prior to posting your questions to make sure you are on the right track. Discussion question responses posted late will be docked 50% and receive a zero if not posted prior to class. Otherwise, late assignments not excused by a doctor’s note or pre-arranged agreement will be docked 1/3 letter grade per 24 hour period.

**Academic Integrity**

All submitted work, including take-home exams, must be your own work (I.e., no collaboration on exams), and properly cited. For complete details, students are encouraged to look at the IR Department’s policy on academic integrity by following this link:
Also the University has a site: http://www.lehigh.edu/~infdli/AcademicIntegrity.htm

Accommodations for Students with Disabilities

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, University Center 212 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.
http://www.lehigh.edu/7Einacsup/disabilities/

Miscellaneous

Laptops, iPad’s, etc. should be left at home or in your bag. I like technology, but have found laptops to be a distraction to myself and your fellow classmates, so you’ll have to make due with pen and paper.

Please turn off or silence all cell phones prior to the beginning of class. I reserve the right to answer any calls received during class time. I’m sure your friends will love to hear what you’re learning in class that day.

Lecture slides will be placed on the class Course Site page. In general, I will attempt to post these the evening before class, but offer no guarantees. The slides should not be seen as a replacement for lecture, as they are there to provide guide posts for lecture, present relevant data, and aid in exam preparation.

I am most easily accessible to you on email (kpw212@lehigh.edu). However, I expect you to respect the fact that I am not online and at your disposal 24-7. As such, I will try to answer any email received in 24 hours, though from time to time this may not be possible.

Finally, this syllabus does not establish a contract of any form. Any changes made will be announced in class and noted on the class Course Site page.

Required Readings

I. Introduction: Concepts, Tools, and Measurement

January 14th and 16th - Introduction -


Amartya Sen, *Development as Freedom* (Knopf, 1999), Chapter 4 “Poverty as Capability Deprivation”


**January 21st and 23rd - Vulnerability and Risk.**

Banerjee and Duflo, 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Ch. 2 “A Billion Hungry People” and Ch. 6 “Barefoot Hedge-Fund Managers”


**II. Poverty and Inequality Viewed Globally**

**January 28th and 30th - Convergence and Divergence.**


**February 4th and 6th - Sources and Consequences of Economic Growth.**


Berg and Ostry, 2011 - “Inequality and Unsustainable Growth: Two Sides of the Same Coin,” *IMF Staff Discussion Note 11/08*,


Poverty”

III. Public Policy and Politics

February 11th and 13th - What Can the Government Do? And, what Does the Government Do?


February 18th and 20th - Health Care and Education

Banerjee and Duflo, 2011. Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty. Ch. 3 “Low-Hanging Fruit for Better (Global) Health?” and Ch. 4, “Top of the Class”


Summers, Lawrence, 1994. Investing in All the People: Educating Women in Developing Countries. World Bank: EDI Seminar Paper No. 45


February 25th and 27th – Contrasting Rural and Urban Poverty


Penelope Fidas and Jim McNichols, “Need Land Administration? Start a Revolution.”


March 4th and 6th - NO CLASS – SPRING BREAK

IV. The External Dimension I: Trade, Aid and NGOs

March 11th and 13th - Trade and Development: the Debate About the WTO.


March 13th – In-Class Debate #1

March 18th and 20th - Mapping the Development Policy Community: Multilateral Assistance.


World Development Report, Chapter 11.


March 20th – In-Class Debate #2
V. The External Dimension II: Managing Extreme Events

March 25th and 27th - Poverty and War: Civil Conflict, Displacement and Poverty.


Ross, 2006. “A Closer Look at Oil, Diamonds, and Civil War,”

April 1st and 3rd – Haiti and the Challenges of Aid Delivery in Failed and Fragile States


Daniel Kaufmann, “Beyond Emergency Relief for Haiti: The Challenge of Effective Development Assistance,”


April 8th and 10th – The dynamics of famine: North Korea.


Stephan Haggard and Marcus Noland, *Hunger and Human Rights: The Politics of Famine in North Korea*


VII. Conclusion

April 15th and 17th - Poverty in the United States and Ethical Dimensions of Global Poverty.

Elizabeth Kneebone and Emily Garr, “The Suburbanization of Poverty: Trends in


April 22nd and 24th –

Student Presentations

Final Project Due May 6th