

## Global Poverty & Inequality (DRAFT)

PSCI 383W-1 (11134), Spring 2017  
Mondays 1:40PM-4:30PM | Powdermaker 245

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Office Hours:  
Wed 12:30-2:30 PM, or by appointment.  
Powdermaker Hall 200Y

### Course Description

In this seminar, students will engage key debates about global poverty and inequality. Is poverty a thing of the past, and how would we know? What is it like to live in poverty in different parts of the world? What is inequality and how does it affect societies? Has Globalization made things better or worse? Should the state do anything to address these issues, or should they be left to individuals and the market? Can social policies such as health and education contribute to poverty eradication? What about economic redistribution? To answer these questions, we will look at evidence from across the globe, with a special focus on the global south.

### Course Objectives

- 1) By the end of the semester, students should be able to critically assess current debates on global poverty and inequality, and identify some of their historical, institutional, political, and economic determinants.
- 2) Students will be exposed to key theories and concepts that have guided the study of poverty and inequality, and use empirical evidence to evaluate individual countries' record in these pursuits.
- 3) Students will explore the rich variation in experiences and issues surrounding poverty across the globe.
- 4) Students will learn to read academic publications, such as books and peer-reviewed articles. Students will also learn to assess arguments and evaluate use of evidence.
- 5) Students will learn develop a research paper in which they develop and research a question regarding a particular facet of poverty and/or inequality of their choosing, developing research and writing skills.

### Course Requirements & Evaluation

Attendance and Participation 15%

Active student participation is essential in a seminar. Students are expected to attend every class, arrive on time, and prepared for a lively and interesting discussion. Being prepared means having completed the assigned readings before class, and being prepared to summarize, critique and ask questions.

Reflection Papers (3) 20%

Students will take turns facilitating class discussions by writing short (1-2pp) reflection papers. Each student will sign up for three dates. Papers must be uploaded to blackboard by midnight Sunday before class, and a paper copy must be brought to class. *Since reflection papers frame the class discussion, they cannot be late.*

Research Paper 65%

A main component of this seminar is developing a substantive research paper (~15 pp). To facilitate the writing of your research paper, you will turn increasingly comprehensive drafts over the course of the semester. These drafts are important in that they will allow for helpful feedback, but will also force you to keep up with your research. We will spend time developing your research, writing and presentation skills. In the process of developing your final draft, students will get peer review and give a 10-15 minute in-class presentation. Guidelines for each step will be circulated throughout the course of the semester.

<i>Paper Assignment Breakdown (Tentative)</i>	<u>% of Grade</u>	<u>Due</u>
Research Proposal + Annotated References	5%	Feb 27
Paper Sketch + Annotated References	5%	Mar 13
Draft 1 - ~6-7 pp (Focusing on Intro & Approach)	10%	Mar 27
Draft 2 (Full)	10%	May 1
Peer Review	5%	May 8
Class Presentation	10%	May 15
Final Draft	20%	May 22

### **Late Assignments**

Late papers will be penalized by the loss of a third of a grade per day late. Exceptions will be made only in the case of proven medical emergencies. Work must be made-up within two weeks to be considered. Once again, late reflection papers will not be accepted.

### **Readings**

There are no books to purchase for this class. Course readings are available in the course's Blackboard website. All students will be required to obtain access to Blackboard and check it regularly for announcements. You can login to Blackboard through the CUNY main page: <http://www.cuny.edu>.

### **Grading and Appeals**

There is no grading curve in this class. Consequently, it is possible that every single student could earn an A+. I value transparency in grading, and am cognizant of the possibility of mistakes. I will gladly discuss grading with students, but will do so only in person, during office hours or by appointment.

### **Disabilities, Accessibility, and Accommodations**

Students with disabilities needing academic accommodation should register with and provide documentation to the Office of Special Services, located in 111 Frese Hall by the first week of class. OSS will provide you with a letter for you to bring to me indicating the necessary accommodations.

### **Academic Honesty**

Academic dishonesty, including plagiarism, purchasing papers, and/or cheating in exams, will be sanctioned according to the [CUNY's Academic Integrity Policy](#). If you use any major idea or more than three words in a row, you should cite the source. If you need help with your writing, visit <http://writingatqueens.org/>.

### **Let's Customize this This**

You will notice that parts of this syllabus are marked 'Tentative' or are left blank. I want to empower you to make this course what you want it to be. We will jointly determine:

- Paper assignment breakdown and due dates
- Seminar rules (expectations and conduct)
- Topics to be covered

It is ultimately my responsibility that we meet basic educational standards. Therefore, certain factors are not up for discussion. Furthermore, once we decide on a final version, I will consider it to be a contract between you and me that lays out expectations for both of us. I will do my best to keep changes to a minimal, but still reserve the right to do so. I will continue to include you in the decision, whenever possible.

**Course Schedule – v.0**

Date	Content	Research	Assignments Due
Jan 30	Course Introduction, Ground Rules & Discussion		
<b>Concepts and Measures</b>			
Feb 6	<i>Poverty - Experiences</i>		
	De Jesus, Carolina Maria. 1962. <i>Child of the Dark</i> . New York: Signet Classics. pp. 17-64		
	Boo, Katherine. 2012. <i>Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity</i> . New York: Random House. Prologue + Ch. 1		
	(Optional) Deepa Narayan, Robert Chambers, Meera K. Shah, Patti Petesch. 2000. <i>Voices of the Poor: Crying Out for Change</i> . New York: Oxford University Press. (Excerpts)		
Feb 13	--- No Class ---		
Feb 15 (Wed)*	<i>How Many Poor Are There? Concepts and Measures</i>	<i>Finding a Research Question</i>	
	Laderchi, Caterina, Ruhi Saith, and Frances Stewart. 2003. "Does It Matter that we do not Agree on the Definition of Poverty? A Comparison of Four Approaches." <i>Oxford Developmental Studies</i> , 31(3): 243-273.		
	Krishna, Anirudh. 2010. <i>One Illness Away</i> . New York: Oxford. Ch.3		
	Skim:		
	Roser, Max and Esteban Ortiz-Ospina. 2017. " <a href="#">Global Extreme Poverty</a> ." <i>OurWorldInData.org</i> .		
Feb 20	--- No Class ---		

Date	Content	Research	Assignments Due
Feb 27	<p>What Is Inequality? Is it Getting Better or Worse?</p> <p>Tilly, Charles. 1998. <i>Durable Inequality</i>. Berkeley: University of California Press. Ch. 1</p> <p>World Bank. 2016. Poverty and Shared Prosperity Report 2016: Tackling Inequality. Washington, DC: WB Press. Ch.4</p> <p>Skim:</p> <p>Milanovic, Branko. 2013. "Global Income Inequality in Numbers, History and Now." <i>Global Policy</i>, 4(2): 198-208.</p>	<p>Using Library Resources</p> <p>Research meeting with Political Science Librarian, Mr. Rolf Swensen (half the class)</p>	Proposal
<p><b>Topics in the Study of Poverty &amp; Inequality</b> ←</p>			
Mar 6	<p style="border: 1px solid red; padding: 5px; color: red;">These were populated in v1 after discussing and ranking potential topics students were interested in. (I presented students with topics I thought should be included, but also gave space for them to suggest areas of focus).</p>		
Mar 13			Sketch
Mar 20			Draft 1
Apr 3			
Apr 11	-- No Class -- Spring Recess --		
Apr 17	-- No Class -- Spring Recess --		
Apr 20 (Th)*			
Apr 24			
May 1	Full Draft		
May 8	Peer Review		

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May 15	Student Presentations (No Assigned Readings)	Presentation
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May 22		Final Draft
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**Possible Topics (Past Versions of this Course)**

Health and Disease

Gender

Quality of Governance

What is the effect of political regime (democracy x non-democracy) on poverty & inequality?

What is the effect of poverty & inequality on regime type?

Violence / Conflict

Natural Resources / Resource Curse

Globalization & Free Markets

International Aid

Global Civil Society / NGOs

Social Policies – Welfare Systems

Social Policy Innovations (e.g. microfinance, cash transfers, etc)

Individual Actions – Social Entrepreneurs

Community Empowerment & Participation