

IDEV*3000: POVERTY AND INEQUALITY

International Development Studies
University of Guelph

Fall 2024
Ryan Briggs

Classes: This course will be both online and in-person. The online part is made up of asynchronous videos and quizzes. The normal flow will be that new online content will be released Tuesday morning and be due Thursday evening. Monday classes will be live and in-person. See the schedule for more info.

Location and time for live classes: Monday, 10:00–11:20am, MacKinnon Room 224

Email: rbriggs@uoguelph.ca

Office hours: Monday, noon to 2pm in MacKinnon 904, or by appointment on Zoom.

Course Description

This course explores the nature and determinants of poverty and inequality at the local and global levels and the interrelationship between these. It examines the patterns and dynamics of poverty and inequality, for example over time and geographically. In so doing, it explores the nature and practical application of alternative approaches to their assessment and measurement. Students will reflect on and critically assess diverse approaches to reducing poverty and inequality locally and globally.

Learning Outcomes

By the end of this course, successful students will be able to:

1. Identify and analyze the nature and determinants of poverty and inequality at the local and global levels and links to alternative theoretical perspectives on development and to the wider development landscape.
2. Compare and assess alternative approaches to reducing poverty and inequality at the local and global levels.
3. Design, implement and assess the output of specific qualitative and quantitative research methods for the analysis of poverty and inequality and the impact of related development policies and practices.
4. Summarize and communicate, in written and oral form, the analysis of poverty and inequality and the impact of related development policies and practices.

Readings

The required text for the course is:

- Ravaillon, M. (2016). *The Economics of Poverty: History, Measurement and Policy*. Oxford University Press, Oxford.

Readings for each week are defined below. Any readings aside from the required text will be posted on Courselink.

Assessments

Assignment	Value	Due Date
“Questions and comments” submissions	5%	Rolling (5)
Quizzes	5%	Rolling (7)
Midterm exam	25%	Oct 9
Written Poverty Assessment	30%	Nov 29
Poverty Assessment Poster	15%	Nov 6 or Nov 8
Final Exam	20%	Dec 12, 8:30am

“Questions and comments” submissions

Over the course you have to hand in 5 papers where you briefly, in 1 paragraph, describe something that you did not understand about the reading. You will turn these in by 11:30pm on any Monday where we have a substantive class. I will then tailor Wednesday's class based on these questions. These are graded pass/fail and are each worth 2% of your final grade. If you hand in more than 5 of these papers, then I will keep only the top 5.

Quizzes

On the Mondays when you have videos to watch there will also be a quiz. It is due by 11:30pm. The quizzes will generally be multiple choice and will be based on the videos and textbook content from that week. I will keep only the top 7 quiz grades.

Midterm Exam

The midterm exam will primarily evaluate your understanding of conceptual material. It will cover material from the start of the course until the date of the midterm. It will be done in person.

Written Poverty Assessment

Working in groups of 2 or 3, describe a person or group of people who you consider to be poor. You can focus on one or more people you know or have interviewed, or you have learnt about from reading or visual media. If it is a group of people then it should be well-defined, such as a poor minority group in a specific country or region. After introducing the person/group your essay is about, you should address the following issues:

- Explain why you think this person or group is poor. Under what measures of poverty are they to be considered poor? And relative to whom?
- Explain how the person or group became poor, or stayed poor, to the best of your knowledge. Consider any relevant factors and explain why they matter.

- Suggest how the person or group might be able to escape poverty. What are some direct interventions that might be suggested? What interventions (if any) have been used to help them in the past? Did they help or not? Why?

Your grade for the essay will be based upon how well you use the ideas covered in the course, along with the originality, clearness of expression and coherence of the arguments made in your essay.

You must also use correct citations and include a bibliography, which is not part of the word count.

You are limited to 2000 words. All members of the group will receive the same grade.

Poverty Assessment Poster

This is a condensed version of your written poverty assessment. You will work in the same pairs.

The pairs will present their poster to the class in social situation that resembles an academic poster session. You should have a very short “pitch” for your poster and be able to answer questions about it. Half of the pairs will present on a Wednesday and half will present on the following Monday.

When are not presenting, your task is to go from poster to poster asking question and giving comments that will help poster presenters make better written poverty assessments. I will mark this based on both the quality of your poster and your ability to answer questions about the content on your poster. All members of the team will receive the same grade. The poster costs \$15 to print and unfortunately you will have to cover this cost. Further printing instructions will be given online.

Weekly Schedule

About half of the classes (in white) are asynchronous. This means that I will post material for you to complete online, but you do not have to do the tasks at any specific time (see course link for precise due dates and times). Classes in grey are live and will be held in-person at our scheduled time.

#	Date	Topic	Readings
1	Sept 9	Syllabus day	-
2	Sept 11	Early history of thinking about poverty	Chapter 1
3	Sept 16	In-person Q&A	-
4	Sept 18	Post-1950s thinking about poverty	Chapter 2
5	Sept 23	In-person Q&A	-
6	Sept 25	Measuring welfare	Chapter 3
7	Sept 30	In-person Q&A	-
8	Oct 2	Poverty lines	Chapter 4
9	Oct 7	In-person Q&A & Midterm review	-
10	Oct 9	Midterm	-
11	Oct 16	Poverty and inequality measures	Chapter 5 (until end of 5.3)
12	Oct 21	In-person Q&A	-

13	Oct 23	Dimensions of poverty and inequality	Chapter 7
14	Oct 28	In-person Q&A	-
15	Oct 30	Growth, inequality, and poverty	Chapter 8
16	Nov 4	In-person Q&A	-
17	Nov 6	Poster day 1	-
18	Nov 11	Poster day 2	-
19	Nov 13	Economy wide and sectoral policies	Chapter 9
20	Nov 18	In-person Q&A	-
21	Nov 20	Targeted interventions	Chapter 10
22	Nov 25	In-person Q&A	-
23	Nov 27	In-person final class	Chapter “Conclusions”

Policy Statements

I basically have to include these statements. Sorry. I know they're overwhelming.

See: <https://www.uoguelph.ca/vpacademic/iqap/course-outlines/checklist>

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

Copies of Out-Of-Class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols

For information on current safety protocols, see: <https://news.uoguelph.ca/covid-19/spaces-events-services/>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.