

# **IDEV\*3000: POVERTY AND INEQUALITY**

International Development Studies

University of Guelph

**Fall 2022**

**Bharat Punjabi**

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Classes: Tuesday and Thursday, 8:30–9:50am. MCKN, Room 224

Office: To be announced

Email: bpunjabi@uoguelph.ca

Office hours: Thursday 10:00-11:00, and by appointment

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## **Course Description**

This course is an introduction to the field of human development within international development studies with a focus on investigating the notion of poverty, inequality and welfare and their relationship with economic growth and social policy. This course explores the nature and determinants of poverty and inequality at the local and global levels and their interrelationship. It examines the patterns and dynamics of poverty and inequality, for example over time and geographically in the global south. We focus on ideas of human development have challenged the growth centered theories of mainstream economics and have also succeeded in placing the idea and pursuit of human centered development and broader sustainability at the centre of economic theory and policy. Students will reflect on and critically assess diverse approaches to reducing poverty and inequality locally and globally. The course will begin with a treatment of classical political economy that will highlight the work of Smith, Marx, Ricardo, Mill and Keynes as the “worldly philosophers” and identify their influence on the pioneering work of Amartya Sen/ Martha Nussbaum and their capabilities approach to human development

## **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. Highlight the influences of classical political economy and ideas of welfare on the human development school
3. Compare and assess alternative approaches to reducing poverty and inequality at the local and global levels.
4. Design, implement and assess the output of specific research methods for the analysis of poverty and inequality and the impact of related development policies and practices in the global south
5. 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:

- Frances Stewart, Gustav Ranis and Emma Samman (2018): *Advancing Human Development: Theory and Practice*. Oxford University Press

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

## Assessments

Assignment	Value	Learning Outcome	Due Date
“Questions and comments” papers	20%	1,2,3,4	Rolling (5)
Midterm exam	30%	1,2,3,5	Nov 1st
Written Poverty Assessment	40%	1,2,3,4 ,5	Nov 29th
Class participation	10%	5	Week 9

### “Questions and comments” papers

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 or the content in the visual material. Hard copies of this assessment have to be handed in before class on a Tuesday, and I will tailor Thursday’s class based on these questions. If you have no questions about the material but still want to hand in a paper, then you can make a comment. Note that if you make a comment then I may call on you in class on Thursday to clarify something, as you are claiming to understand the material very well. These are graded pass/fail and are each worth 2% of your final grade.

### 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. We will have one review session prior to the midterm.

### Written Poverty Assessment

Working in pairs, describe a person or group of people or community who you consider to be poor. You may focus on one or more people 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 (HDI, international poverty line) 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. Both members of the team will receive the same grade.

## Weekly Schedule

Week	Topic	Readings
0: Sept 8	Introduction	-
1: Sept 13	Early history of thinking about poverty and inequality	Chapter 1 and Galbraith videos on classical economists and The Morals and Manners of High Capitalism & Amartya Sen (2010) article on Adam Smith
2: Sept 20	Post-1950s thinking about poverty and growth	Chapter 1 &. Galbraith videos on the  ” Colonial idea” and the Mandarin revolution
3: Sept 27	Growth models and approaches to poverty and inequality in the early era of development economics, (until the 1970’s)	Wikipedia entry on Lewis Dual sector and Chapter 1
4: Oct 4	Welfare, inequality and well-being: The Human Development approach	Chapter 2 and journal article by Robeyns (2011, revision 2020)
5: Oct 18	Success and Failure in Human development, 1980-2014	Chapters 3 and 4 & Shah (2014)
6: Oct 25	Country Studies in Human development: Growth, human development, and global inequality	Chapter 5; Reddy and Lahoti(2016)
7: Nov 1	Midterm exam	
8: Nov 8	Hunger, Famine and Poverty: Entitlements and Capabilities	Sen(1977) and Chapter 7
9: Nov 15	Capabilities and Human Development: Role of Social Institutions	-Chapters 6& 7
10: Nov 22	Economic growth policies in India, China other parts of Asia and Africa	An Uncertain Glory ( chapters 1,2,3) and Wade (2018)
11: Nov 29	Politics of Human Development	Chapter 8
12: Dec 4th	Conclusion	Chapter 9 and Stewart (2019)

## **Additional Readings and Visual material**

1. John Kenneth Galbraith 1976. The Prophets and Promise of Classical Capitalism (video)
2. John Kenneth Galbraith 1976. The Manners and Morals of High Capitalism(video)
3. John Kenneth Galbraith 1976. Karl Marx: The Massive Dissent(video)
4. John Kenneth Galbraith 1976. The Colonial Idea (video)
5. John Kenneth Galbraith 1976. The Mandarin revolution(video)
6. Amartya Sen 1977 Starvation and Exchange Entitlements: A general approach and its application to the Great Bengal famine. March 1977, 1(1) p.33-59. Cambridge Journal of Economics
7. Amartya Sen 2010. Adam Smith and the contemporary world. Erasmus Journal for Philosophy and Economics. Volume 2, Issue 1. Spring 2010
8. Jean Dreze and Amartya Sen 2013. An Uncertain Glory. Princeton University Press (chapters 1,2,3)
9. Amita Shah 2014. Natural Resources and Chronic Poverty in India: Interface and Policy Imperatives in Scott Barrett et al. Environment and Development.
10. Ingrid Robeyns 2011 ( revised 2020). The Capability approach. Stanford Encyclopedia of Philosophy (available online)
11. Frances Stewart 2019. The Human Development Approach: An overview. Oxford Development Studies. Vol 47 2019-Issue 2
12. Robert Wade 2018. Escaping the periphery: The East Asian Mystery Solved. UNU WIDER. Available online
13. Sanjay Reddy and Rahul Lahoti 2016. \$1.90 a day. What does it say? The New International Poverty line. New Left Review. Jan-Feb 2016 ( available online)
14. Wikipedia Entry on W Arthur Lewis's Dual Sector model

(All the above readings are available on the ARES course reserves)

# University of Guelph Policy Statements

## **E-mail 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: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

## **Drop Date**

The last date to drop one-semester Fall 2018 courses, without academic penalty, is November 2nd. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

## **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.

## **Student Rights and Responsibilities**

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c14/c14-strightsrespon.shtml>

## **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 detailed in the Graduate Calendar: [http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1609.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1609.shtml)

## **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

## **Resources**

The Undergraduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate programs. It can be found at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>. If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counselling Office: <http://www.uoguelph.ca/baco/contact.shtml>.