



# Module 1 Poverty

 Starts Jan 7, 2019 12:00 PM Ends Apr 30, 2019 12:00 PM

## Module 1 Poverty:

### Readings January 8

Course syllabus - familiarize yourself with all assignments, readings, course requirements, and module activities. After reading the syllabus, be sure to sign up for your DGD group (A123, B123, C123). If you wish to work with certain students in a group, be sure to sign up for the same DGD slot.

### Module 1 Activities:

1. By January 11th all students must read the course syllabus.
2. By January 18th all students must self-enroll in a DGD through Brightspace.
3. Students must complete all readings in Module 1 by January 15th.
4. Students are encouraged to find a volunteer placement for this course (volunteer hours can be as few as 5 hours or as much as 50 depending on your availability). Several options exist, please consider:

The People`s Republic of Delicious: <https://prdottawa.wordpress.com/about/>

WUSC Local Committee Student Refugee Program: <http://wuscottawa.wordpress.com/>

### Module 1 Skills Development and Learning Objectives:

1. Students will learn skills specific to: priority ranking, poverty assessment, PRA (resource mapping, etc).
2. Students will think critically about the common development biases that prevent development workers from doing effective work.
3. Students will have a better understanding of the trends in poverty over time, new concerns and considerations for poverty reduction, progress in achieving poverty reduction and specific strategies needed to reduce poverty, etc.

4. Students will understand different conceptualizations of poverty and the approaches applied, the ideological underpinnings of these conceptualizations and their relationship to political and economic struggles.

### **Week 1 January 11**

#### **Readings:**

2. Chapter 24: Hulme and King (2017) Understanding Poverty Reduction, especially pages 463, 464, 465, 470-471 (RBM)

3. Op-ed by Gates and Gates (2018). <https://www.nytimes.com/2018/09/22/opinion/sunday/bill-gates-melinda-gates-global-poverty.html>

#### **Questions from Week 1 January 11:**

1. What do Gates and Gates argue are the strategies needed to end or reduce poverty in the world's poorest and fastest growing countries (identify 4 major strategies noted). Do you agree or disagree with these suggestions? Why or why not? Are there strategies missing that require urgent and prioritized programming?

2. Consider the relationship between "poverty as deprivation" and income growth versus the relationship between "poverty as lack of access to education and health services" and policies supporting access to services.

3. What are the different approaches to understanding poverty in relation to measurement versus structural aspects?

4. What are the four oppositional conceptualizations of poverty?

5. Has extreme poverty increased or decreased in the world, in which regions?

6. What did you learn in DVM 2105 that helps you understand the historical trajectory of changes to development theories and interventions over time (from the 50s to present)? How is this knowledge useful for understanding poverty reduction more specifically?

7. What are the main conceptual foundations of Sen's capability approach? What is Sen's definition of development and its relationship to capability and/or freedom?

8. How did RBM influence the idea of global poverty reduction?

9. Which MDGs have been met (or come close to being met)? Which MDGs have seen very limited progress?

10. Are poverty reduction strategies driven by national interest or altruism (or both)?

**11. From the course lectures for this module, be sure to review: Collier`s reasons for poverty and the poverty traps; the qualities of a participatory approach to development; and different participatory tools that can be used in development work.**

**Week 2: January 15**

**Readings:**

*Chapter 25 by Roelen (2017): Measuring and evaluating poverty especially: 484, 485, 488, 491, 495, 497.*

*Chambers (1980) "Rural Poverty Unperceived: Problems and Remedies"*

[https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/571/rc536.pdf?sequence=1&origin=publication\\_detail](https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/571/rc536.pdf?sequence=1&origin=publication_detail)

**Questions from Readings Week 2:**

1. What are the six major biases identified by Chambers in Rural Poverty Unobserved?
2. What are the different kinds of person biases?
3. Have you faced any of these biases before? Can you imagine encountering them or related biases in your future work? in your social innovation project?
4. Why is it important to understand biases such as these? As a researcher? As a development aid worker?
5. What are some effective strategies for reducing biased behaviour?
6. What is the difference between the three Monetary Poverty measures in terms of their core functions (Welfare Measure, Poverty Line, Poverty Measure).
7. What measure is considered the most intuitive and widely used measure to indicate what proportion of the population lives in poverty?
8. What role does the poverty gap index play?
9. What measure can be used to measure how severe poverty is?
10. The HDI measures average achievements in which three dimensions of human development?
11. Why is poverty measurement crucial for informing policy-making?
12. What is the Gross National Happiness Index? What are the four pillars?

100 % 4 of 4 topics complete

Welcome to DVM 2106

PowerPoint Presentation



Module 1 Poverty(1)-1

PowerPoint Presentation



Results of the Priority Ranking Exercise

Word Document

Updated

dvm 2106 priority ranking

Image

