

*Cornell University*  
*College of Architecture, Art and Planning*  
*Department of City and Regional Planning*

**CRP 6790, Planning and Poverty in the Global South**  
**Spring Quarter, 2013**

Instructor:	Victoria A. Beard	Day and Time:	Tu/Th 1:25 to 2:40
Office:	106B W. Sibley Hall	Location:	211 W. Sibley Hall
E-mail:	vab57@cornell.edu	Office hours:	Tu/Th 2:45 to 3:45, or by appointment



### **Course Description**

According to the United Nations, about a quarter of all children living in the developing world are at risk of long-term effects from undernourishment; almost two thirds of employed women in developing countries are in vulnerable jobs; 2.5 billion people, almost half the world's population, live without reliable waste disposal; and about one third of the growing urban population is living in slums. These numbers only begin to describe the magnitude of poverty in the global south.

Poverty is a heterogeneous and multi-dimensional phenomenon, much broader than economic deprivation alone. Poverty encompasses access to educational attainment and health services, land tenure, financial security, personal safety, a clean environment, human rights and social and political power. Poverty is also geographically specific, influenced by the physical environment; history and culture; thus it is difficult to generalize. As a result, aggregate welfare indicators do little to help us understand the specific causes and consequences of poverty in a particular place.

The course examines the following questions: How is poverty defined and understood? What methods are available for measurement and evaluation? What are appropriate strategies, policies and programs to alleviate poverty? What are alternative approaches? To address these questions, the course critically examines three schools of thought that have dominated how we conceptualize, measure and alleviate poverty. The first school conceptualizes poverty as economic deprivation. The second defines poverty in terms of well-being and basic human needs. The third school conceptualizes poverty in relationship to vulnerability, social exclusion and empowerment.

## Course Format

The course employs lectures and seminar-style discussions. There are also opportunities for student presentations and working in small groups. The mixed format works best if students come to class prepared. To prepare you are expected to (1) complete assigned readings before each class meeting, and (2) come prepared to engage the material and each other. The readings for the measurement weeks (weeks 4, 8 and 13) are meant to provide you with examples of research and evaluation instruments.

## Learning Objectives

The course meets the following specific learning objectives:

- 1) Appreciation for a **global dimension of planning** with specific emphasis on the global south.
- 2) Application of **research tools, quantitative and qualitative methods** useful for analyzing poverty as well as planning outcomes.
- 3) The ability to deliver clear, accurate and compelling **written, oral and graphic communication**.
- 4) An appreciation of the normative principles of **social justice and equity** that guide planning practice.

## Evaluation

Your grade is based on three areas of evaluation: (1) presentations, preparation and participation in class discussions and activities; (2) completion of an abstract and outline; and (3) performance on a final project.

### Course Grade

<u>Area of evaluation</u>	<u>Percentage of course grade</u>
Presentations, activities, participation	30%
Abstract and outline	20%
Final project	50%

Because there are graded activities in class, you cannot be given credit for an activity you missed. Emailed assignments and late assignments are not accepted.

## Academic Integrity

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed for group assignments. For more information, please refer to the Cornell University Code of Academic Integrity, located online at <http://cuinfo.cornell.edu/Academic/AIC.html>.

## Final Project

The final project will consist of a planning brief. The document will focus on a particular aspect of poverty in a developing country of your choice. Students will identify a conceptualization of poverty, outline a strategy for analyzing poverty, and provide policy and programmatic recommendations for how an international development agency, non-governmental organization, government body or other organization should approach alleviation. You should take into consideration the client's needs as well as existing knowledge, data collection efforts and poverty alleviation programs that currently exist in the country, and explain how your brief addresses gaps in these areas. Some class time will be allocated for work on the final project. More detailed guidance about the final project will be provided in class throughout the semester.

### Course Outline

Week	Date	Topic
<b>I. Introduction, Context and Background</b>		
Week 1	January 22	Background and historical context
Week 2	January 29	Competing conceptualizations
<b>II. Poverty in terms of Economic Deprivation</b>		
Week 3	February 5	Economic deprivation, poverty lines and employment
Week 4	February 12	Measuring consumption, income and employment
Week 5	February 19	The informal sector and microfinance
Week 6	February 26	Planning alternatives, presentations, discussion and group work
<b>III. Poverty in terms of Well-Being</b>		
Week 7	March 5	Well-being and basic human needs
Week 8	March 12	Measuring health, housing and environmental conditions
Week 9	March 19	Spring break
Week 10	March 26	Upgrading informal settlements
Week 11	April 2	Planning alternatives, presentations, discussion and group work
<b>IV. Poverty in terms of Social Exclusion and Vulnerability</b>		
Week 12	April 9	Social exclusion, vulnerability and disempowerment
Week 13	April 16	Measuring empowerment and participatory approaches
Week 14	April 23	Community-driven development
Week 15	April 30	Planning alternatives, presentations, discussion and group work

## Reading Assignments

### I. Understanding Poverty

#### Week 1, Introduction, Context, Background

##### Meeting 1

No readings.

##### Meeting 2

Engerman, S.L. and K.L. Sokoloff. 2006. Colonialism, Inequality and Long-Run Paths of Development. In *Understanding Poverty*. eds. A.V. Banerjee, R. Bénabou and D. Mookherjee. Oxford: Oxford University, pp. 37-61.

Harvey, D. 2005. *A Brief History of Neoliberalism*. Oxford: Oxford University Press, pp. 1-119.

#### Week 2, Competing Conceptualizations

##### Meeting 1

Townsend, P. 1962. The Meaning of Poverty. *The British Journal of Sociology*, 13(3), pp. 210-227.

Sen, A. 1983. Poor, Relatively Speaking. *Oxford Economic Papers*, 35(2), pp. 153-169.

##### Meeting 2

Townsend, P. 1985. A Sociological Approach to the Measurement of Poverty—A Rejoinder to Professor Amartya Sen. *Oxford Economic Papers*, 37(4), pp. 659-668.

Sen, A. 1985. A Sociological Approach to the Measurement of Poverty: A Reply to Professor Townsend. *Oxford Economic Papers*, 37(4), pp. 669-676.

### II. Poverty in terms of Economic Deprivation

#### Week 3, Economic Deprivation, Poverty Lines and Employment

##### Meeting 1

Townsend, P. 1993. What is Enough? The Definition of a Poverty Line. *The International Analysis of Poverty*. New York: Harvester Wheatsheaf, pp. 40-63.

Kabeer, N. 1995. Chapter 6. Beyond the Poverty Line: Measuring Poverty and Impoverishing Measures. In *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso, pp. 136-162.

## Meeting 2

Arif, H. 2004. The Changing Nature of the Informal Sector in Karachi due to Global Restructuring and Liberalization, and Its Repercussions. In *Urban Informality: Transnational Perspectives from the Middle East, Latin America, and South Asia*, eds. A. Roy and N. Alsayyad. Oxford: Lexington Books, pp. 67-78.

Temkin, B. 2009. Informal Self-Employment in Developing Countries: Entrepreneurship or Survivalist Strategy? Some Implications for Public Policy. *Analyses of Social Issues and Public Policy*. 9(31), pp. 135-156.

## Week 4, Measuring Consumption, Income and Employment

### Meeting 1

Glewwe, P. 2000. Chapter 6. Household Roster. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume One*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 135-141.

Glewwe, P. 2000. Module for Chapter 6: Household Roster. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Three*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 31-36.

Deaton, A. and M. Grosh. 2000. Chapter 5. Consumption. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume One*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 91-133.

Deaton, A. and M. Grosh. 2000. Module for Chapter 5: Consumption. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Three*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 15-30.

### Meeting 2

McKay, A. 2000. Chapter 17. Should the Survey Measure Total Household Income? In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Two*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 83-104.

Schaffner, J.A. 2000. Chapter 5. Employment. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume One*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 217-250.

Schaffner, J.A. 2000. Chapter 9. Employment. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Three*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 147-217.

## **Week 5, The Informal Sector and Microfinance**

### **Meeting 1**

Tipple, G. 2005. The Place of Home-based Enterprises in the Informal Sector: Evidence from Cochabamba, New Delhi, Surabaya and Pretoria. *Urban Studies*, 42(4), pp. 611-632.

Baruah, B. 2004. Earning Their Keep and Keeping What They Earn: A Critique of Organizing Strategies for South Asian Women in the Informal Sector. *Gender, Work and Organization*, 11(6), pp. 605-626.

Schindler, K. 2010. Credit for What? Informal Credit as a Coping Strategy of Market Women in Northern Ghana. *Journal of Development Studies*. 46(2), pp. 234-253.

### **Meeting 2**

Yunus, M. 1999. Chapter 7. A Bank for the Poor is Born. In *Banker to the Poor: Micro-lending and the battle against world poverty*. New York: PublicAffairs, pp. 116-151.

Mayoux, L. 2001. Tackling the Down Side: Social Capital, Women's Empowerment and Microfinance in Cameroon. *Development and Change*, 32, pp. 435-464.

Haase, D. 2011. Revolution Interrupted: Gender and Microfinance in Nicaragua. *Critical Sociology*, 38(2), pp. 221-240.

## **Week 6, Planning Alternatives, Presentations, Discussion and Group Work**

### **III. Poverty in terms of Well-being**

## **Week 7, Well-Being and Basic Human Needs**

### **Meeting 1**

Alkire, S. 2002. Dimensions of Human Development. *World Development*, 30(2), pp. 181-205.

Dasgupta, P. 1993. Chapter 4. Constituents and Determinants of Well-Being. In *An Inquiry into Well-Being and Destitution*. Oxford: Oxford University Press, pp. 75-103.

### **Meeting 2**

Gaiha, R., Imai, K. and M.A. Nandhi. 2009. Millennium Development Goal of Halving Poverty in Asia: Progress, Prospects and Priorities. *Journal of Asian and African Studies*, 44(2), pp. 215-237.

Easterly, W. 2008. How the Millennium Development Goals are Unfair to Africa. *World Development*, 37(1), pp. 26-35.

## **Week 8, Measuring Health, Housing and Environmental Conditions**

### **Meeting 1**

Gertler, P.J., E. Rose and P. Glewwe. 2000. Chapter 8. Health. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume One*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 177-216.

Gertler, P.J., E. Rose and P. Glewwe. 2000. Module for Chapter 8: Health. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Three*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 73-146.

Alderman, H. 2000. Chapter 10. Anthropometry. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume One*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 251-272.

Alderman, H. 2000. Module for Chapter 9: Anthropometry. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Three*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 219-220.

### **Meeting 2**

Malpezzi, S. 2000. Chapter 12. Housing. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Two*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 293-314.

Malpezzi, S. 2000. Module for Chapter 12: Housing. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Three*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 229-245.

Whittington, D. 2000. Chapter 14. Environmental Issues. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Two*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 5-29.

Whittington, D. 2000. Module for Chapter 14: Environment. In *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume Three*. M. Grosh and P. Glewwe, eds., Washington, D.C.: World Bank, pp. 285-323.

## **Week 10, Upgrading Informal Settlements**

### **Meeting 1**

Perlman, J. 2004. Marginality: From Myth to Reality in the *Favelas* of Rio de Janeiro, 1869-2002. In *Urban Informality: Transnational Perspectives from the Middle East, Latin America, and South Asia*, eds. A. Roy and N. Alsayyad. Oxford: Lexington Books, pp. 105-146.

Shatkin, G. 2004. Planning to Forget: Informal Settlements as ‘Forgotten Places’ in Globalising Metro Manila. *Urban Studies*, 41(12), pp. 2469-2484.

### **Meeting 2**

Prichett, L. and M. Woolcock. 2003. Solutions When *the* Solution is the problem: Arraying the Disarray in Development. *World Development*, 32(2), pp. 191-212.

Das, A.K., and L.M. Takahashi. 2009. Evolving Institutional Arrangements, Scaling Up and Sustainability: Emerging Issues in Participatory Slum Upgrading in Ahmedabad, India. *Journal of Planning Education and Research*, 29(2), pp. 213-232.

## **Week 11, Planning Alternatives, Presentations, Discussion and Group Work**

### **IV. Poverty in terms of Social Exclusion and Vulnerability**

## **Week 12, Social Exclusion, Vulnerability and Disempowerment**

### **Meeting 1**

Narayan, D., R. Patel, K. Schafft, A. Rademacher and S. Koch-Schulte. 2000. Definitions of Poverty. In *Voices of the Poor: Can Anyone Hear Us?* Oxford: Oxford University Press, pp. 30-80.

Moser, C.O.N. 1998. The Asset Vulnerability Framework: Reassessing Urban Poverty Reduction Strategies. *World Development*, 26(1), pp. 1-19.

### **Meeting 2**

Friedmann, J. 1992. Chapter 4. Rethinking Poverty the Disempowerment Model. In *Empowerment: The Politics of Alternative Development*. Cambridge: Blackwell, pp. 55-71.



Kabeer, N. 1995. Chapter 9. Empowerment from Below: Learning from the Grassroots. In *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso, pp. 223-263.

## **Week 13, Measuring Empowerment and Participatory Approaches**

### **Meeting 1**

White, H. 2002. Combining Quantitative and Qualitative Approaches to Poverty Analysis. *World Development*, 30(3), pp. 511-522.

Narayan, D. 2005. Conceptual Framework and Methodological Challenges. In *Measuring Empowerment: Cross-Disciplinary Perspectives*. Washington, D.C.: The World Bank, pp. 3-38.

Baruah, B. 2009. Monitoring Progress towards gender-equitable poverty alleviation: the tools of the trade. *Progress in Development Studies*, 9(3), pp. 171-86.

### **Meeting 2**

Uphoff, N. 2005. Analytical Issues in Measuring Empowerment at the Community and Local Levels. In *Measuring Empowerment: Cross-Disciplinary Perspectives*. Washington, D.C.: The World Bank, pp. 219-246.

Chambers, R. 1994. The Origins and Practice of Participatory Rural Appraisal. *World Development*, 22(7), pp. 953-969.

## **Week 14, Community Driven Development**

### **Meeting 1**

Mason, D.R. and V.A. Beard. 2008. Community-based Planning and Poverty Alleviation in Oaxaca, Mexico. *Journal of Planning, Education and Research*, 27(2), pp. 245-260.

Dasgupta, A. and V.A. Beard. 2007. Community Driven Development, Collective Action and Elite Capture in Indonesia. *Development and Change*, 38(2), pp. 229-249.

### **Meeting 2**

Schou, A. 2007. Demand-driven Poverty Programmes and Elite Capture in Malawi: Between Prebendalism and Benevolence. *The European Journal of Development Research*, 19(4), 594-613.

Vajja, A. and H. White. 2008. Can the World Bank Build Social Capital? The Experience of Social Funds in Malawi and Zambia. *Journal of Development Studies*, 44(8), 1145-1168.

## **Week 15, Planning Alternatives, Presentations, Discussion and Group Work**