

## **Poverty and Politics: US and Comparative Perspectives**

POLSCI: 372 (Online)

Fall 2014

Instructor: Natasha Borges Sugiyama, Ph.D.

Office: BOL 622

Email: [sugiyamn@uwm.edu](mailto:sugiyamn@uwm.edu) (Please note spelling!)

Office Hours: Tues./Thurs. 1:30-2:30pm (in person or via phone at: 414-416-9159)

Teaching Assistant: Kali Marcino

Office: BOL 687

Email: [kmarcino@uwm.edu](mailto:kmarcino@uwm.edu)

### **Course Description:**

Poverty is one greatest worldwide social challenges of the twenty-first century. Why is it that billions of people live in poverty in age of affluence, globalization, and remarkable progress in human productivity? This course examines the causes as well as the social and political consequences of poverty worldwide. We will analyze the current state of poverty and socioeconomic inequality in a number of country contexts. Next we will explore the causes for staggering rates of poverty and examine the public policy strategies governments and international development agencies have undertaken as a response. Our analysis will include special attention to those groups most vulnerable, especially women and children.

While most of the world's poor live in developing nations, poverty is also a challenge for advanced industrialized countries like the United States. Thus we begin by examining the politics of poverty at home in the US. What's at stake and can investments by government and private groups end poverty, as we know it? Why or why not? We go from examining poverty in a wealthy country to poverty among the bottom billion. In other words, we will examine poverty and the challenge of development for the poorest countries, which are falling farther and farther behind. We conclude the course with an examination of the special challenges that women and children face to overcome poverty in developing nations.

### **Learning Outcomes:**

1. Students will be able to explain the domestic and international features of poverty and social inequality, including debates over measures, comparisons across states, and the causes of poverty.

Updated Sept. 5, 2014

2. Students will demonstrate depth of knowledge in the areas of social welfare policy and development policy.
3. Students will not only express their knowledge on the consequences of poverty on politics, but also how politics shapes the public policy strategies undertaken by governments and the international development community.
4. Students will be able to apply their knowledge of poverty and politics to carry out analytic critiques for different country contexts.

### **Required Readings:**

All assigned readings are required. Books are available for purchase at the UWM Bookstore in the Union. You can purchase the book in person or online at:

<http://bookstore.uwm.edu/CourseMaterials.aspx> Readings marked with an asterisk (\*) are available on the course's D2L site.

1. Cancian, Maria, and Sheldon Danziger Eds. 2009. *Changing Poverty, Changing Policies*. New York: Russell Sage Foundation. ISBN: 9780871543103 List Price \$42.50 (New)
2. Collier, Paul. 2007. *The Bottom Billion*. New York: Oxford University Press. ISBN: 9780195373387 List Price \$15.95 (New)
3. Kristoff, Nicholas D., Sheryl WuDunn. 2009. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage Books. ISBN: 9780307387097 List Price \$15.95 (New)

### **ALSO Required**

Computer Access:

As this course is conducted completely online, you should ensure that you have RELIABLE ACCESS to the D2L course website. That means you will need regular access to a computer with reliable high-speed Internet connection. Phone dial-up is not sufficient to meet the demands of downloading and uploading assignments and taking secure exams. If you do not have a computer with high-speed Internet connection at home, please plan accordingly. For instance, plan to use one of the computer labs on the UWM Campus. It is the student's responsibility to make sure you have the computing support necessary to complete this course. \*\* Note: Technical difficulties with online access will not constitute a reasonable excuse for the late submission of assignments. \*\* Of course, if you have any difficulty with the course website or any questions regarding the performance of D2L, contact the University's Help Desk at 414-229-4040. You can also try and troubleshoot on your own at: <http://www.uwm.edu/IMT/STS/helpdesk/faq/>

**All communication for this course will take place via D2L and UWM e-mail. Students are responsible for checking email on a regular basis. If you do not check your UWM email regularly, please forward your email to an address that you do check.**

This course also requires that you have access to basic word processing software, such as Microsoft Office. You will need to be able to access Word documents, PDF files (Acrobat or Preview), excel files, and PowerPoint slides.

### **General Class Conduct:**

This class is conducted entirely online. I expect all students to display a professional tone in all interactions, including online postings on the course website. That means that students are free to change ideas and express differences of opinion. In fact, I expect there to be lively differences of opinion on the course material! However, communication should always be courteous, respectful, and thoughtfully written. As such, personal attacks on other students' points of view will not be tolerated. Failure to follow professional standards of student conduct will result in a significant deduction of points on relevant assignments.

### **Class Structure:**

This course is taught entirely online via Desire2Learn (D2L). There are no face-to-face meetings. This course is structured on a weekly basis. For our purposes, a week starts on Monday at 12:00am and ends on Sunday at 11:59pm, with the exception of the first week of class, which begins on a Tuesday, and the last week of class, which ends on a Thursday. Weekly framing notes will be posted on Monday by noon. All assignments are due as specified on the syllabus below. While I know some of you may prefer a more flexible online course structure where you can keep your own, this course is structured differently. Specifically, the flow of this course is designed to: 1) facilitate ongoing dialog among classmates; and 2) ensure that you have clear deadlines to stay on top of the material and meet the course requirements. Thus, you can expect to submit something every week (e.g. discussion post, essay, or exam). In addition to this syllabus, you may want to consult with the course calendar on D2L.

Also note: the official time zone for our purposes is Central Time (used here in Milwaukee, WI).

### **Communication with the instructor:**

The best way to reach me is via my UWM email. I check my email regularly during the workweek and I generally reply to e-mails within 1-2 business days. That means that if you email me with a question on Friday afternoon, I may not reply until Monday. Thus, please do not wait to the last minute to ask questions! Let me know early on if you have questions about the material or difficulty accessing any of the readings. \*\* Be sure to put "POLSCI 372" in the subject of your email, so that I can prioritize replies to students in the class. \*\*

Please be sure you “cc” (copy) Kali Marcino, the Teaching Assistant, on all emails: [kmarcino@uwm.edu](mailto:kmarcino@uwm.edu).

I am also available for face-to-face consultations during my office hours (see page 1). If you can't make it to campus for office hours, you can reach me via my campus phone during that time. Please note that I do not check my phone message regularly. If you'd like to set up an appointment to talk over the phone, it's best to e-mail to me ahead of time to set something up.

### **Expectations with Online Learning:**

Online classes are very demanding. To be successful, you'll need to be self-motivated and very organized. You will need to keep up with the readings and adhere to the course schedule. Read the syllabus VERY CAREFULLY so that you know what is expected of you. It can be very tempting to put off readings until the last minute since we do not meet face-to-face. But doing so will endanger your ability to successfully complete the course. The course is structured so that you have ongoing opportunities to read, think, and write. Keep up with the class reading, take good notes, and you'll be in good shape at the end of semester.

As the instructor, I will assist you in achieving the course's learning goals. In addition to presenting the class with information needed to analyze the topics in this course, I will do my best to keep you motivated, make the course clear and organized, and help you stay on task. As I would like to encourage lively discussion and avoid stifling the class dialogue, I will not post excessively on the boards. Rather, I will respond occasionally and will likely do so after the window to post has closed. So please do check back on the discussion threads.

### **Expectations on Course Involvement:**

Be involved! I assume you are taking this course because you are interested in this topic and not just because it contributes the major or fits your schedule. You will have ample opportunity throughout the semester to share your interests and ideas. I also expect that you will keep up with readings prior to submission of your regular discussion post. The amount of reading varies with each topic and article; some readings require in-depth study, while others can be read quickly. A general rule-of-thumb with UWM courses is that you'll spend 3 hours outside of “class” per credit. Since this class is conducted entirely online, your time will be distributed differently. You'll spend more time reading, writing discussion posts, and responding to classmates. You will also spend time taking notes on readings, doing assignments, exploring online resources, and preparing for exams. Participation in D2L discussions is a class requirement and counts toward your final grade.

Anticipated Time Allocation (total hours/semester)	
	Undergrad
Time spent online reading lecture and other material	90
Time in discussion (online)	35
Time spend studying and taking exams	8
Time for completing assignments	15
Total Hours	148

### **Academic Misconduct**

The course requires professional conduct and submission of your own work. To maintain academic integrity, anyone found guilty of cheating or plagiarism will automatically receive a grade of **“F” for the course**. The instructor will also report academic misconduct to the University, resulting a full review and severe penalties. Be sure you understand what plagiarism means and how to avoid it. For instance, you cannot “cut and paste” text from any source (e.g. book, classmates’ shared notes, instructor’s lecture notes, newspapers, websites, or discussion-board posts) without proper attribution. Be sure you know when and how to reference your sources.

For a “real world” example on what plagiarism looks like and why it’s problematic, read this article from the New York Times. Be sure to look at the interactive graphic, which provides detailed examples, as well.

<http://www.nytimes.com/2014/07/24/us/politics/montana-senator-john-walsh-plagiarized-thesis.html>

For other academic information on plagiarism, see:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>,

<http://owl.english.purdue.edu/owl/resource/589/01/> and

<http://guides.library.uwm.edu/content.php?pid=217260&sid=1806375>. For information on UWM’s policies on plagiarism, see:

[http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

### **Dropping the Course and Incompletes**

Be sure you know the university deadlines for dropping courses (see the UWM Calendar for details). Incompletes are only given under extenuating circumstances (e.g. serious illness or injury, family emergency, etc.). Students must provide proper documentation and communicate with the instructor as soon as possible.

### **Student Accommodations**

If you require disability accommodations to meet any portion of the requirements for this course, please contact the instructor as soon as possible. Students should also contact the

Student Accessibility Center (SAC) to meet with a counselor on campus, tel. (414) 229-6287. Students with course conflicts due to religious observances must notify the instructor in advance.

### **Submission of Late Material**

Per the instructions elsewhere on this syllabus, late submission of discussion or reaction posts will not be accepted. Late submission of analytic essays will be accepted with penalty. Late submissions are subject to a 10-point deduction for every day it is late (including weekends). Essays submitted on the same day but after the designated time will be treated as one day late.

### **Other UWM Policies and Procedures**

There are a number of other policies and procedures governing courses at UWM, including guidelines on religious observances, sexual harassment, and incompletes due to calls for active duty military. For further details, see:

<http://www4.uwm.edu/secu/SyllabusLinks.pdf>

### **Course Requirements & Grading:**

Assigned Reading and Framing Notes:

In addition to the required course reading, you will have access to framing notes for each week. These notes are designed to guide your reading and help you think about the material. Framing notes will be available on Mondays by noon (12:00pm).

### **Regular Weekly Discussion Posts:**

A major component of this course involves ongoing weekly discussion. With the exception of the weeks where you have an exam or analytic essay due, you will participate in discussion forums, including both your own posts and responses to classmates. You will find the discussion question in the “Discussion Forums” section of the D2L course page. Each student will be required to post responses each week to the “regular weekly posts” section.

Discussion posts should thoughtfully engage the course readings and the question(s) posed. In other words, posts should be well thought out, answer the question, and written in academic prose. Think of these as short essays where you will want to display good academic writing and analysis. Full answers will typically require two or three paragraphs (approximately 200-300 words in length), written in full sentences, with proper citations (see above on plagiarism). They should also be *free of grammatical and spelling errors*. Posts should not be organized with bullet points or numbered lists. Also, avoid usage of online slang, “jargon,” abbreviations, or emoticons. I strongly recommend that you use word processing software to write your posts (and responses) and then copy and paste your remarks into D2L. Do not post your response as an attachment.

Discussion posts will be graded on a 15-point scale, focusing on four main criteria: content, quality of writing, critical thinking, and adherence to instructions on this syllabus. A grading rubric detailing each of these criteria and corresponding points is available on the D2L course website, in the Content section under “rubrics.”

For most weeks, discussion posts are **due on Friday by 11:59pm**. Only one post per week will be graded if more than one is submitted. For purposes of grading, the TA will grade the first post. Late submissions, even by a minute, will not be accepted. Late entries, or failure to submit a post, will be graded “zero.” Students may drop two of their lowest scoring grades in this category of postings.

### **Reaction Posts to other students:**

Twice per semester, you will also respond to other students in your weekly “reaction posts.” I.e. at least two weeks, you will post a response to your classmate’s post. Your reaction post should engage the content of your peer’s post in a clear way. For instance, your reaction post can elaborate or critique your colleague’s argument. Please note that positive critiques are welcome and students may choose to deepen their colleagues’ post. For full credit, reaction posts should meaningfully and seriously engage peers’ comments. The same principles of regular posts apply; the responses should be well thought out and clearly written.

So long as the posts comply with the standards stated above and follow a professional tone, I welcome students to post as many reaction posts as they would like throughout the semester. I.e. please feel free to submit even weekly reaction posts. However, for grading purposes, we will only grade two reaction posts. If you would like me to grade your reaction post, please write: “I submit this reaction post to be graded” in the first line of the text (not the subject heading) in your reaction post. Reaction posts are **due by Sunday at 11:59pm**. Late reaction posts will not be graded.

If by the end of the semester, you do not indicate which reaction posts you would like graded, I will grade the first two reaction posts you submitted (across different weeks). If you submit more than one reaction post for a given week and do not indicate which reaction post you want graded, I will grade your first post.

### **Analytic Essays:**

The analytic essays will address the main topics in this course - poverty in the United States, poverty in the developing world– and provides students with an opportunity to analyze the causes, policy strategies, and political consequences of poverty. Much of the analysis will draw on course materials, though some additional reading or research may be necessary. Instructions for each essay and, if necessary, suggestions for supplemental sources will be provided by the instructor. The key to these assignments is to make a structured argument based on clear criteria for evaluation and careful use of evidence. Instructions on analytic essays will be posted two weeks prior to the deadline in the

Content section of D2L under “assignments.” Note that all essays should be three pages in length (max), double-spaced, with 12-point font (Times New Roman) and standard margins. Essays are due in the D2L “drop box” as specified on the syllabus. A grading rubric for this assignment will also be available on D2L; look under “rubrics.”

### **Exams:**

There are two limited-time exams – 90 minutes – for this course. Each exam will draw on the course material for this class – readings, framing notes, and discussion forums. Exams will include multiple choice questions (including true/false), short answers, and essay.

The first exam will be available online beginning Friday, October 17<sup>th</sup> at 8:00am and must be completed by Sunday, October 19<sup>th</sup> at 11:59pm. You may determine when you’d like to take the exam. I strongly encourage you to find a time where you can sit uninterrupted for the full 90 minutes that I permit you to complete the exam.

The second exam will be available online beginning Wednesday, December 10<sup>th</sup> at 8:00am and must be completed by Thursday, December 11<sup>th</sup> at 11:59pm. This exam is non-cumulative in nature, thus it will cover the material since the last exam.

Exam Logistics: The exams will be administered through the D2L website in a timed setting. Once you start the exam you must complete it; you will not be allowed to start an exam and then return to it later. It is your responsibility to make sure you have a secure Internet connection and proper test-taking environment before you start your exam. I recommend you take the exam with a “wired” connection instead of using a Wifi network. While you may consult your course materials during exams, you will not have time to review them in order to complete the exam. I will design these exams so that you will not have time to consult your notes or books. Thus, I strongly encourage you to think of these tests as closed book exams and suggest you prepare accordingly. The instructor reserves the right to curve exam grades, if necessary.

### **Scavenger Hunt Exercise:**

The scavenger hunt is designed to orient you to the D2L website. To complete the exercise, you’ll perform the tasks that will be necessary to successfully complete the semester. For example, you’ll need to: 1) email the instructor indicating that you’ve started the assignment; 2) look on the “content” section of the D2L website to find the scavenger hunt form; 3) take a quiz on the syllabus; 4) “cut and paste” the content of your discussion post onto the form; 5) upload the scavenger hunt form to the course D2L dropbox; and 6) answer some basic questions about the course. The scavenger hunt will be graded on a credit/no credit basis and is worth “1” bonus point.



**Grading concerns:**

Grades for course assignments will be posted in D2L throughout the semester. If you have any questions regarding your grades, please contact the instructor within one week of receiving the grade.

**Grades:**

Weekly Discussion Responses/Postings:	30%
Exams (2):	20% each (40% Total)
Analytic Essays (2)	15% each (30% Total)
Scavenger Hunt Extra Credit	1% (Bonus)

**Point-Scale:**

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	...-59

**Important Dates:**

Scavenger Hunt Exercise Due by Sunday, September 7<sup>th</sup> at 11:59pm

Analytic Essay #1 Due by Sunday, October 5<sup>th</sup> at 11:59pm

Exam 1 Window: Friday, Oct. 17<sup>th</sup> at 8:00am to Sunday, Oct. 19<sup>th</sup> at 11:59pm

Analytic Essay #2 Due by Sunday, November 23<sup>rd</sup> at 11:59pm

Exam 2 Window: Wednesday, Dec. 10<sup>th</sup> at 8:00am to Thursday, Dec. 11<sup>th</sup> at 11:59pm

**Course Outline (Topics):**

PART I: Poverty in the US

Week 1: Course Introduction

Week 2: Poverty facts and figures: Concepts, Measures, in Comparative Perspective

Week 3: Historic & Competing Debates on the causes of poverty in the US

Week 4: Socio-demographics and economics of poverty

Week 5: Public Policy Approaches: Historical trends and defining the “deserving”

Week 6: Politics of Poverty in the United States

Week 7: EXAM

PART II: Poverty in the Developing World

Updated Sept. 5, 2014

Week 8: Introduction: Poverty in the Developing World: Trends and Measures

Week 9: Poverty “Traps”

Week 10: “The Instruments”

Week 11: Gender & Women’s Oppression and Subjugation

Week 12: Women’s Health

Week 13: Education & Autonomy

Week 14: Strategies for Women’s Empowerment & Poverty Relief: Microcredit & Conditional Cash Transfers

Week 15: Review & Exam

### **Weekly Course Readings:**

#### **PART I: Poverty in the US**

#### **Week 1: Course Introduction**

Welcome to the course! This week you’ll read the syllabus, acquire your books, and complete your first assignments, including: 1) posting your “Introductory Post,” 2) taking the online quiz, and 3) completing the Scavenger Hunt exercise for extra credit.

\*Due by Friday, Sept. 5<sup>th</sup> at 11:59pm, Discussion Posts \* Introduce yourself in the General Board Discussion. The Scavenger Hunt Exercise is due by Sunday, Sept. 7<sup>th</sup> at 11:59pm. \*

#### **Week 2: Poverty facts and figures: Concepts, Measures, in Comparative Perspective**

What is poverty? How is it measured? How many people are poor? How likely is it that poor Americans stay poor? How does mobility of poverty in the US differ from other countries?

Chp 2 – Poverty trends, *Changing Poverty, Changing Policies*

Chp 7 – Mobility, *Changing Poverty, Changing Policies*

\*Due by Friday, Sept. 12<sup>th</sup> at 11:59pm, Discussion Posts due; responses (if submitting) are due by Sunday, Sept. 14<sup>th</sup> in the discussion forum \*

#### **Week 3: Historic & competing debates on the causes of poverty in the US**

Social theorists have long debated the underlying causes of poverty in the United States. To what extent is poverty structural, economic, or cultural? Do these competing approaches have any commonality? What are the implications of these different frameworks?

*Broad Overview*

Rodgers, Harrell R. *American Poverty in a New Era of Reform*, 2<sup>nd</sup> Ed. ME Sharpe.  
Chapter 4 “Why Are People Poor in America?” (Available on D2L).

Updated Sept. 5, 2014

*Cultural Models:*

Murray, Charles. 1985. "Losing Ground." *Political Science Quarterly*. Vol. 100 (3).  
(Available on D2L).

*Models of the Underclass:*

Wilson, William Julius. 1991-1992. Another Look at the Truly Disadvantaged. *Political Science Quarterly*, Vol. 106, No. 4. (Winter), pp. 639-656.  
<http://educ.jmu.edu/~brysonbp/336/readings/WJWilsonTrulyDisRebut.pdf>

\*Due by Friday, Sept. 19<sup>th</sup> at 11:59pm, Discussion Posts due; responses (if submitting) are due by Sunday, Sept. 21<sup>st</sup> in the discussion forum \*

**Week 4: Socio-demographics and economics of poverty**

Is poverty simply a reflection of the economic labor market? Can economic growth alone eliminate poverty in the U.S. How have different socioeconomic groups fared under the economy? How does family structure, childbearing, and parental employment influence the likelihood of living in poverty?

Chp 3 – Economic change and work, *Changing Poverty, Changing Policies*

Chp 4 – Family structure, *Changing Poverty, Changing Policies*

\*Due by Friday, Sept. 26<sup>th</sup> at 11:59pm, Discussion Posts due; responses (if submitting) are due by Sunday, Sept. 28<sup>th</sup> in the discussion forum \*

**Week 5: Public Policy Approaches: Historical trends and defining the “deserving”**

What kinds of public policies has the US government developed to address poverty? How effective is the American social safety net? Which group(s) benefits the most from the mix of social policies? Do “work-family” or workforce development policies reduce poverty? In what ways have policies responded to the shifting gender norms and family configurations today?

Chp 8 – Trends in Income Support, *Changing Poverty, Changing Policies*

Chp 9 – Role of family in antipoverty policies, *Changing Poverty, Changing Policies*

Analytic Essay #1 Due by Sunday, Oct. 5<sup>th</sup> at 11:59pm

**Week 6: Politics of Poverty in the United States.**

What has changed in policy, practice, and the lives of the poor since 1992? What is public opinion on poverty and social welfare policy? What are the best prospects and political strategies for improvement of the life of the poor? Would a broader measure of poverty that focuses on “material deprivation and social exclusion” alter the politics of poverty?

Chp 13, *Changing Poverty, Changing Policies*

Updated Sept. 5, 2014

Chp 14, *Changing Poverty, Changing Policies*

\*Due by Friday, October 10<sup>th</sup> at 11:59pm, Discussion Posts due; responses (if submitting) are due by Sunday, October 12<sup>th</sup> in the discussion forum \*

### **Week 7 – Review & Exam 1**

The first exam will be available online beginning Friday, October 17<sup>th</sup> at 8:00am and must be completed by Sunday, October 19<sup>th</sup> at 11:59pm.

## **PART II: Poverty in the Developing World**

### **Week 8: Poverty in the Developing World: Trends and Measures**

Where do the poor reside around the world? How is poverty measured in a global context? Which regions/countries face the highest rates of poverty? What is at stake in the international development agenda?

United Nations Development Programme. 2010. *Human Development Report*. Read Chapters 1 and 2. Available online at:

[http://hdr.undp.org/en/media/HDR\\_2010\\_EN\\_Complete\\_reprint.pdf](http://hdr.undp.org/en/media/HDR_2010_EN_Complete_reprint.pdf)

Chp 1, *Bottom Billion*

United Nations. Millennium Development Goals. – Check out this website:

<http://www.un.org/millenniumgoals/> Take a look at some of the recent reports, statistics, etc.

\*Due by Friday, October 24<sup>th</sup> at 11:59pm, Discussion Posts due; responses (if submitting) are due by Sunday, October 26<sup>th</sup> at 11:59pm in the discussion forum \*

### **Week 9: Poverty “Traps”**

Why does development take place unevenly? Why are some countries falling further behind? What does Collier mean by “poverty traps”?

Chp 2-5, *Bottom Billion*

\*Due by Friday, October 31<sup>th</sup> at 11:59pm, Discussion Posts due; responses (if submitting) are due by November 2<sup>nd</sup> at 11:59pm in the discussion forum \*

### **Week 10: “The Instruments”**

What can political actors do to address the poverty traps for the bottom billion? To what extent can international aid, military intervention, trade, and improvements in governance solve these challenges presented in week 8?

Chp 7-10, *Bottom Billion*

\*Due by Friday, November 7<sup>th</sup> at 11:59pm, Discussion Posts due; responses (if submitting) are due by November 9<sup>th</sup> at 11:59pm in the discussion forum \*

## **Feminization of Global Poverty**

### **Week 11: Women's Oppression and Subjugation**

What factors render women and girls, in particular, vulnerable to poverty? What kind of discrimination and oppression do women in the developing world face? How can improvements in women and girls' empowerment development more generally?

*Half the Sky, Introduction-Chp 5*

\*Due by Friday, November 14<sup>th</sup> at 11:59pm, Discussion Posts due; responses (if submitting) are due by Sunday, November 16<sup>th</sup> at 11:59pm in the discussion forum \*

### **Week 12: Women's Health**

Why is women's health a development issue? What are the causes and consequences of high rates of maternal mortality?

*Half the Sky, Chapters 6-8*

McGuire, James W. 2006. Basic Health Care Provision and Under-5 Mortality: A Cross-National Study of Developing Countries. *World Development*, Vol 34(3): 405-425.

Analytic Essay #2 Due by Sunday, November 23<sup>rd</sup> at 11:59pm

### **Week 13: Education & Autonomy**

Why have education, education, and political participation been barriers to women's exercise of full citizenship? How can greater access in all three arenas further women's empowerment and alleviate poverty?

Chapter 10, *Half the Sky*

Sen, Amartya. 1999. "Women's Agency and Social Change" in *Development as Freedom*. New York: Knopf. pp. 189-203. (Available on D2L)

Kabeer, Naila. 2005. Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1. *Gender & Development*. Vol. 13(1). (Available on D2L)

Updated Sept. 5, 2014

\* No posts due to Thanksgiving Holiday \*

### **Week 14: Strategies: Microcredit & Conditional Cash Transfers**

Why have microcredit and CCT programs become popular development strategies thought to enhance women's autonomy? What do we know about their effects on empowerment and poverty relief?

Chapter 11, *Half the Sky*

Mahmud, Simeen. 2003. Actually how Empowering is Microcredit? *Development and Change*. Vol. 34(4): 577-605. (Available on D2L)

World Bank. 2006. Examining Conditional Cash Transfer Programs: A Role for Increased Social Inclusion? Washington, D.C.: World Bank.

<http://siteresources.worldbank.org/SOCIALPROTECTION/Resources/SP-Discussion-papers/Safety-Nets-DP/0603.pdf>

Hunter, Wendy, and Natasha Borges Sugiyama. 2012. LASA Forum Essay. (Available on D2L).

Sugiyama, Natasha Borges, and Wendy Hunter. 2012. Women's Empowerment and Brazil's Bolsa Família Program. Working Paper. (Available on D2L).

\*Due by Wednesday, December 5<sup>th</sup> 11:59pm, Discussion Posts due; responses (if submitting) are due by Sunday, December 7<sup>th</sup> at 11:59pm in the discussion forum \*

### **Week 15: Review & Exam**

The second exam will be available online beginning at Wednesday, December 10<sup>th</sup> at 8:00am and must be completed by Thursday, December 11<sup>th</sup> 11:59pm.