

Syllabus: Who Owns Poverty?

3-credit course

Winter term, 2020
MWF from 9-9:50am
Room: TBA

Instructor Distinguished Visiting Prof. Martin Burt, PhD burtm1@uci.edu Office Hours: Wednesday, 10.00-11.00	Teaching Assistant [online] Katharina Hammler, PhD khammler@fundacionparaguaya.org.py Office hours: via Skype, by appointment
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Course Description

The objective of this course is to provide students with a general understanding of contextualized multidimensional poverty measurement and of participatory approaches to developing solutions to deprivations. Special emphasis will be placed on the social innovation “Poverty Stoplight”, a poverty measurement and poverty-elimination coaching tool developed by a Paraguayan organization and currently implemented in 24 countries.

As part of the course, students will do some hands-on, participatory research on the multidimensional poverty experienced by people in their community, and work towards creating a Poverty Stoplight self-assessment survey and solution proposal for the local context.

At the end of the course, students will have the knowledge and skills to:

- ✓ Understand and develop realistic solutions to poverty, incorporating inputs from key organizations and members of communities that suffer from the particular poverty deprivations students have chosen to analyze.
- ✓ Discuss and contrast different ways of defining and measuring multidimensional poverty
- ✓ Describe the methodology of the social innovation “Poverty Stoplight”, a poverty measurement tool and coaching methodology to help families pull themselves out of poverty
- ✓ Describe what it means to “not be poor” in Orange county across multiple poverty indicators, and be able to propose and implement a strategy to come to a local definition of poverty in any other context
- ✓ Understand and contrast different strategies that have been used in the past to address poverty
- ✓ Understand and contrast the roles of different stakeholders in addressing poverty
- ✓ Understand the contribution of social entrepreneurship in poverty elimination
- ✓ Develop and present realistic solutions to poverty indicators in the community
- ✓ Prepare and deliver an oral presentation on research findings and proposed solutions to poverty indicators

Learning Materials

- **Book:** The main source for the course is the book “Who Owns Poverty” by Martin Burt
- **Articles:** The book contents are complemented by a selection of articles and videos.
- **Presentations and online materials** will be provided throughout the course

Class format

This is a blended learning, hands-on class taught by a development practitioner: Professor Burt will be teaching most of the classes in person, though because of some travel and field visit obligations, some classes will be held online and be taught either by Prof Burt or Dr Hammler. The respective classes are marked with an asterisk in the course schedule below. Participation in all online sessions is required. In the spirit of a class on participatory development, students are also expected to do hands-on, primary research in their community.

Grading and Assessment

Grades are calculated as:

- Attendance and active participation: 10%
- Quizzes: 30%
- Capstone project progress report: 15%
- Final capstone project report: 30%
- Progress presentation: 5%
- Final capstone project presentation: 10%

Quizzes

There are two quizzes, at the end of week 5 and week 9, respectively. Quizzes cover the materials covered in the required readings and the class discussions.

Capstone Project

In groups of three, students work to identify one type of multi-dimensional poverty that is causing particular concern in the community, and develop an innovative way to help families in the community bring themselves permanently out of poverty in this indicator. Students will have to submit a progress report by the end of week 5 (Friday, February 7th), and a final project report in by Friday, March 20th. Guidelines to complete the assignment and grading rubrics can be found in the annex of this syllabus.

Presentations

Students will give two short presentations: one progress presentations on their class project, and a presentation of their main findings in the last week of class.

Grading Scale

A+	98 – 100	B+	88 – 89	C+	78 – 79	D+	68 – 69
A	92 – 97	B	82 – 87	C	72 – 77	D	62 – 67
A-	90 – 91	B-	80 – 81	C-	70 – 71	D-	60 – 61
						F	0 – 59

Academic Integrity

This class has a zero tolerance policy for cheating and plagiarism. Any student involved may receive a grade of “zero” for the respective assignment and be reported to the Office of Academic Integrity and Student Conduct for further administrative procedures. Please familiarize yourself with the UCI Code of Student Conduct and Academic Integrity Policy: <https://aisc.uci.edu>

Course Schedule

This schedule is tentative and subject to change over the course of the quarter. Days that are marked with an asterisk (*) are going to be taught online. WOP refers to the book “Who Owns Poverty” by Martin Burt.

		Class Topic	Required Reading	Recommended Reading	Assignments / deadlines	
Week 1	Mon 6-Jan	Syllabus Review				
	Wed 8-Jan	Class Project Overview				
	Fri 10-Jan	Introduction	WOP: Introduction, Chapter 1; Video “Uncommon Heroes”: https://youtu.be/4nA-tuUdtig	World Bank. 2015. “World Development Report 2015: Mind, Society, and Behavior.” Washington, D.C.: World Bank, Chapter 4		
Week 2	Mon 13-Jan	Development Paradigms	WOP: Chapter 2	Todaro, Michael P., and Stephen C Smith. 2017. “Classic Theories of Economic Growth and Development (Chapter 3).” In <i>Economic Development</i> , 100–157. Harlow, UK: Pearson Education.		
	Wed 15-Jan	Perspectives on Poverty	WOP: Chapters 3, 4	Chambers, Robert. 1994. “The Origins and Practice of Participatory Rural Appraisal.” <i>World Development</i> 22 (7): 953–69. Chambers, Robert. 2006. “What Is Poverty? Who Asks? Who Answers?” and Townsend, Peter. 2006. “What Is Poverty? An Historical Perspective.”, both in: <i>What Is Poverty? Concepts and Measures</i> . Poverty in Focus. Brasilia, Brazil: UNDP International Poverty Center.		
	Fri 17-Jan	Poverty Measurement	WOP: Chapter 5	Ruggeri Laderchi, Caterina. 2006. “Does the Definition of Poverty Matter? Comparing Four Approaches.” In <i>What Is Poverty? Concepts and Measures</i> . Poverty in Focus. Brasilia, Brazil: UNDP International Poverty Center.		
We	Mon 20-Jan	MLK Jr Day (no class)				

	* Wed 22-Jan	Poverty Stoplight Indicators	Burt: “The ‘Poverty Stoplight’ Approach to Eliminating Multidimensional Poverty: Business, Civil Society, and Government Working Together in Paraguay” 2. Indicator list PS Salvation Army		
	* Fri 24-Jan	Case Study New Orleans	Movie “Incarceration Nation” (link and password provided)		
Week 4	Mon 27-Jan	Integral Theory	WOP: Chapter 6	Paulson, Daryl S. 2008. “Wilber’s Integral Philosophy: A Summary and Critique.” <i>Journal of Humanistic Psychology</i> 48 (3): 364–88.	
	Wed 29-Jan	Social Entre- preneurship	WOP: Chapter 7	Martin, Roger L., and Sally Osberg. 2007. “Social Entrepreneurship: The Case for Definition.” <i>Stanford Social Innovation Review</i> 5 (2): 28–39.	
	Fri 31-Jan	Quiz 1			Quiz 1
Week 5	Mon 3-Feb	Micro Finance	WOP: Chapter 8	Rosenberg, Richard. 2010. “Does Microcredit Really Help Poor People?” Focus Note No. 59. CGAP.	
	Wed 5-Feb	CCTs and Transfer Programs	WOP: Chapter 9	Fiszbein, Ariel, and Norbert Schady. 2009. “Conditional Cash Transfers: Reducing Present and Future Poverty.” World Bank Policy Research Report. Washington, D.C.: World Bank, Overview (pages 1-28)	
	Fri 7-Feb	Progress Presentations			Report 1 due Student presentations
Week 6	Mon 10-Feb	Validity and Reliability	WOP: Chapter 10		
	* Wed 12-Feb	Stakeholders and Actors	WOP: Chapter 11		
	* Fri 14-Feb	Progress Presentations			Student presentations

Week 7	Mon 17-Feb	President's Day (no class)			
	Wed 19-Feb	Gamification	WOP: Chapter 12	Hamari, Juho, Jonna Koivisto, and Harri Sarsa. 2014. "Does Gamification Work? – A Literature Review of Empirical Studies on Gamification." In 2014 47th Hawaii International Conference on System Sciences, 3025–34.	
	Fri 21-Feb	Case Study: Mbaracayú School	Movie "Daughters of the Forrest" (link and password will be provided)		
Week 8	* Mon 24-Feb	Fair Trade and CSR	WOP: Chapter 13		
	Wed 26-Feb	Community Development	WOP: Chapter 14	Bradshaw, Ted K. 2007. "Theories of Poverty and Anti-Poverty Programs in Community Development." Community Development 38 (1): 7–25.	
	Fri 28-Feb	Reflections	WOP: Chapter Reflections		
Week 9	* Mon 2-Mar	Project Progress Q&A			
	* Wed 4-Mar	The Poverty Stoplight globally	TBA		
	* Fri 6-Mar	Quiz 2			Quiz 2
Week 10	* Mon 9-Mar	Student Presentations			Student presentations
	* Wed 11-Mar	Student Presentations			Student presentations
	* Fri 13-Mar	Student Presentations			Student presentations
	Fri 20-Mar	FINALS WEEK			Final report due

Recommended readings

In addition to the recommended readings listed in each unit, the following books and articles are recommended reading for students wishing to dive deeper into the topic of multidimensional, and particularly participatory, poverty measurement.

Alkire, Sabina, James Foster, Suman Seth, Maria Emma Santos, and Jose Manuel Roche. 2015. *Multidimensional Poverty Measurement and Analysis*. New York, NY: Oxford University Press.

Anand, Paul, Graham Hunter, Ian Carter, Keith Dowding, Francesco Guala, and Martin Van Hees. 2009. "The Development of Capability Indicators." *Journal of Human Development and Capabilities* 10 (1): 125–52.

Copestake, James, and Laura Camfield. 2010. "Measuring Multidimensional Aspiration Gaps: A Means to Understanding Cultural Aspects of Poverty." SSRN Scholarly Paper ID 1653015. Rochester, NY: Social Science Research Network. <http://papers.ssrn.com/abstract=1653015>.

Chambers, Robert. 1983. *Rural Development: Putting the Last First*. Prentice Hall.

———. 1997. *Whose Reality Counts?: Putting the First Last*. Intermediate Technology.

Fischer, Andrew Martin. 2018. *Poverty as Ideology. Rescuing Social Justice from Global Development Agendas*. Zed Books

Haughton, Jonathan, and Shahidur Khandker. 2009. *Handbook on Poverty + Inequality*. Washington, DC: World Bank Publications

Microcredit Summit Campaign. 2016. "Poverty Measurement Resources." 2016. <http://microcreditsummit.org/poverty-measurement-tools.html>.

Narayan, Deepa, Raj Patel, Kai Schafft, Anne Rademacher, and Sarah Koch-Schulte. 1999. "Can Anyone Hear Us? Voices from 47 Countries." Washington, D.C.: Poverty Group, PREM - World Bank. (insbesondere Kapitel 7 – Conclusions)

Shaffer, Paul. 2013. *Q-Squared: Combining Qualitative and Quantitative Approaches in Poverty Analysis*. 1 edition. Oxford: Oxford University Press.

UNDP. 2016. "Multidimensional Progress: Well-Being beyond Income. Regional Human Development Report for Latin America and the Caribbean." New York, NY: United Nations Development Program (UNDP).

World Bank. 2017. "Monitoring Global Poverty: Report of the Commission on Global Poverty." Washington, D.C: World Bank Group. <https://doi.org/10.1596/978-1-4648-0961-3>.

Annex: Capstone project guidelines

Identify one type of multi-dimensional poverty that is causing particular concern in your community, and develop an innovative way to help families in your community bring themselves permanently out of poverty in this indicator.

Steps to complete the Capstone Project assignment:

Step 1 (Weeks 2-4): Research written and digital sources, and interview at least two local professionals who work with low-income families in your community that suffer from the type of poverty being studied, to gather data (nature, extent, degree) on the type of poverty you will be developing a solution for. You should focus on finding answers to the following questions in your research:

1. What does it mean to be "poor" in our community in this indicator? (What is the nature of the poverty?)
2. Who in our community is suffering from this type of poverty?
3. What percentage/number of families in our community are suffering from this type of poverty? (Extent of the poverty)
4. To what degree are these families suffering from this type of poverty?
5. What are the causes of this type of poverty?
6. What are the consequences of this type of poverty on the target population?
7. What are some possible permanent solutions to this type of poverty?

Important: Be sure to review the sample Poverty Solutions Template, as well as the blank Poverty Solution Template (on pages 7-15 of the document "Poverty Solutions Checklist & Template") before you begin your research, so you understand what type of information you should be gathering!

As you reflect on the possible causes of the poverty indicator you have chosen to study, as well as possible solutions, be sure to consult the following Capstone Project resources:

- PPT with audio: "Integral Theory and Causes of Poverty: Why Doesn't She Have Teeth?" (Martin Burt). This PPT will help you reflect on the possible causes of the poverty you will develop a solution for, so that you can develop a permanent solution. (If you don't understand the cause or causes of the poverty, you will not be able to come up with a realistic, and permanent, solution.) Be sure to click on the audio icon to hear Prof. Burt's message.
- PPT with audio: "Using the Six Sources of Influence to Catalyze Behavior Change". (Martin Burt). In this PPT Prof. Burt explains how we should keep these "sources of influence" in mind when trying to design possible strategies to help our target population change its behavior and/or attitude, in such a way that it will help them pull themselves out of poverty in a certain indicator. Be sure to click on the audio icon to hear Prof. Burt's message.
- Poverty Solutions Checklist & Template: This document will guide you through key questions you should ask while contemplating an innovative solution for poverty, and a template to communicate your proposed solution.
- "Using Creativity Techniques to Come Up with Solutions to Poverty".

Step 2 (Week 5): Based on the information gathered in Step 1 above, describe clearly and concisely what it means to be “extremely poor” (red), “poor” (yellow) and “not poor” (green) in your community in the poverty indicator you have chosen to develop a solution for.

Your descriptions should be informed by the Poverty Stoplight poverty measurement tool described at the beginning of the course. You should also review the Poverty Stoplight indicators developed for New Orleans, LA and for Salvation Army in California as a reference.

Assignment due End of Week 5, 11:59 PM Friday, February 7th:

Submit the following:

1. Summary of notes from interviews with community members who are knowledgeable about the type of poverty you will develop a solution for. (from Step 1). Summary should be 800-1000 words, single-spaced. See detailed grading criteria below.
2. Descriptions of “extremely poor” (red), “poor” (yellow) and “not poor” (green) in your community in the poverty indicator you have chosen to develop a solution for. (Step 2) Be sure to cite the sources (written sources and interviews) that inform/support your descriptions, using footnotes. Be sure to include visuals, and use a format similar to that seen in the document “Poverty Stoplight Indicators New Orleans USA.” See detailed grading criteria below.

Step 3 (Weeks 6-7): Through your own research, as well as in consultation with at least two local professionals who work with low-income families in the community in the area of the indicator you have chosen, determine what solutions are already available to help local families who are “extremely poor” or “poor” in the poverty indicator you have chosen.

Step 4 (Weeks 8-9): Keeping in the mind the data you have gathered in Steps 1-3, propose an innovative solution to the poverty indicator you have chosen, that will help families permanently leave poverty in said indicator. Be sure to refer to the Capstone Project resources for this project, and use the Poverty Solutions Template (within the document Poverty Solutions Checklist & Template) to present your solution. Your solution should be submitted to the course site on or before 23:59pm on Friday, March 20th. See detailed grading criteria for this assignment below.

Weighting of Capstone Project Assignments:

Due Date:	Assignment:	Weight
11:59 PM Friday, February 7th	Summary of notes from interviews with community members who are knowledgeable about the type of poverty you will develop a solution for - from Step 1 of project.	8%
11:59 PM Friday, February 7th	Description of extremely poor/poor/not poor in your community for the poverty indicator you have chosen – Step 2.	7%
23:59pm Friday, March 20th	Propose an innovative solution to the poverty indicator you have chosen, that will help families permanently leave poverty in said indicator, using Poverty Solutions Template - Step 4.	30%
	Total	45%

Detailed Assessment Criteria for Assignment “Summary of notes from interviews with community members who are knowledgeable about the type of poverty you will develop a solution for”:

	Total Possible Points
Did student make the following clear, for each of the interviewees?	
First and last name of interviewee, and his or her organization	5
Profile of interviewee, in light of the poverty indicator student has chosen to develop a solution for, and the target population that suffers from said poverty (e.g. Why was it a good choice to interview this particular person?)	25
Explanation of the specific information the interviewee had that was useful to student’s research, in terms of:	
The poverty indicator student has chosen to develop a solution for the research questions listed above in Step 1	60
Date, time and place that interview(s) took place	5
Summary is 800-1000 words, single spaced	5
Total Possible Points	100

Detailed Assessment Criteria for Assignment: “Description of extremely poor/poor/not poor in your community for the poverty indicator you have chosen – Step 2.”

Criteria	Total Points Possible
1. Is it clear which poverty indicator is being presented?	5
2. Is the overall definition of the particular poverty chosen easy to understand, the way it has been presented?	10
3. Do the descriptions of the degrees of poverty - “extremely poor”(red), “poor” (yellow), and “not poor” (green), for the poverty indicator chosen seem logical, and are they clear?	45
4. Do the descriptions of the degrees of poverty include a clear, logical and useful visual aid (photo, sketch, etc.) to guide the reader in understanding the nature and degree of the poverty being described?	10
5. Did student use a format to describe the poverty indicator similar to that found in the document Poverty Stoplight Indicators New Orleans USA?	10
6. Did student cite the sources (using footnotes) that informed the development of the definitions of the degrees of poverty within the chosen poverty indicator?	15
7. Did student identify the sources of the photos/visuals used in the descriptions?	5
Total Points Possible	100

Detailed Assessment Criteria for Assignment: “Propose an innovative solution to the poverty indicator you have chosen, that will help families permanently leave poverty in said indicator, using Poverty Solutions Template - Step 4.”

Criteria	Total Possible Points
1. Student used the Poverty Solutions Template provided to submit this assignment.	5
Student clearly and convincingly explained the following, and cited sources where appropriate:	
2. Poverty Indicator chosen	5
3. Target Population suffering from the type of poverty being described.	5
4. Current Poverty Situation of target population in this indicator:	5
5. Cause(s) of Poverty addressed by this solution, according to student’s research	10
6. Solution Proposed (who, what, when, where, why and how?), including: <ul style="list-style-type: none"> • A solution to the poverty that is clear and logical. • A solution to the problem that would solve it permanently. • Details about the solution that make it easy to understand. 	30
7. In which “quadrant(s)” the cause(s) of the poverty are located, and therefore, in which quadrant(s) the solution lies? (Refer to Integral Theory PPT “Why Doesn’t She Have Teeth?”)	5
8. Whether the solution works in the area of motivation of the target population, or in the area of skills of the target population, or both	5
9. How the solution proposed relates to the data collected through the student’s library and on-line research	5
10. How the solution proposed relates to the data collected by the interviews student carried out in the community	5
11. What will be “leveraged” when the solution is implemented (see p12 of document “Poverty Solutions Checklist & Template” for more info.)	5
12. Who will pay for the solution, and how it will be sustainable over time	5
13. Whether the solution is Direct, Indirect, Self-help/Solution from inside the Community Itself, or involves Mentoring	5
14. A description of the first 10 Steps to implement the solution.	5
Total possible points	100