

World Poverty Spring 2009 calendar *(last updated April 29th 2009)*

Thursday April 30th 4pm in Economics conference room near my office E-527 Dealy: Final Exam review session 4-5pm, at 5pm you can take the optional [Quiz 6 on Urban Poverty and Homelessness](#) (this quiz will be posted later Friday on the web page with answers to help you review for the final exam). See also the [final exam review sheet](#).

April 2009						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

Monday May 4th: 1:30pm Final Exam for 2:30pm class (you can take the final during either session if you want to, but time know in advance by email if you want to take the final with the other section).

Thursday May 7th: 1:30pm Final Exam for 4pm class

Thursday April 16th Quiz 4 on Poverty Measures and the War on Poverty. Covers PBS film and section 7 readings, see the [quiz 4 review sheet](#) and the PBS [In this Affluent Society film questions](#). During class Thursday you can take the quiz, the review sheet is fairly detailed but do watch the PBS film and see both the [film questions](#) and the [review sheet](#) to prepare for the quiz. During class Thursday you will also be able to watch a little segment of the Frontline documentary “Let’s get married” to introduce the next lecture on “fragile families.” You can [view your score on part 1](#) of the exam (15 points- does not include essays or extra credit so your grade may well rise if you wrote a lot on the essays). I will return the whole test Monday after one more student takes the midterm Thursday (see also [extra credit paper options](#))

Note that this calendar and the quiz review sheets contain most but not all relevant readings and lecture notes: questions may also refer to readings or notes on the U.S. Poverty section of the [course web page \(section II\)](#).

Monday April 20th: Lecture on Welfare reform and fragile families

Thursday April 23rd Quiz 5 on the 1996 Welfare Reform and Fragile Families (last required quiz), based on section 8 of the reading list. See the [review sheet](#) and watch the Frontline documentary “[Let’s get married](#)” and see the [documentary web page](#), especially the interview with [Ron Mincy](#) and take the [online film quiz](#) (note the [Fragile families web page moved here](#)). Key readings for Quiz 5 include [Welfare Reform and Beyond Briefs 17](#), [WRAB 8](#) and [Haskins and Sawhill \(2003\)](#). Can men be that bad? (three myths about [unmarried fathers](#)). Finally, please see the [five year fragile families follow up, especially Figure 1](#). Figure 1 is an easier to understand update of [Table 2](#) from WRAB 17, roughly the same information but with a five year as opposed to a two year time frame. Do the five year outcomes make you more or less optimistic about government or NGO programs to encourage fragile family parents to marry? Finally, there are many interesting fragile [family research briefs](#) we will not have time to read, including one on [college educated](#) single mothers.

Monday April 27th: Lecture on Urban Poverty and Homelessness

Archive:

Monday April 6th: Lecture on Poverty Measures and the war on Poverty;

Thursday April 2nd: Midterm exam covers all sections of reading list, 1-8 see the [midterm review sheet](#). Please read Sachs Chapters 1-3,8-10,12,13 and 16; Collier chapters 1-10; Sen Chapters 1, 4, 8 and 9. See also the posted answers to [quiz 2 and 3](#).

Monday March 30th: Turn in a brief answer to questions 1 or 2, briefly typed making each section a,b,c etc. the start of a new paragraph (answers that don’t meet these two criteria will not be marked). Review question 3 for the midterm.

1. **Aid, corruption and incentives to work:** Contrast the views of aid put forward by [Dambisa Moyo \(2009\)](#), Sachs(2005) and Collier (2007) in particular discuss the link “myths” of aid and corruption discussed by [Moyo \(2009\) in chapters 4 and chapter 1](#) and by Sachs in Chapter 16 and by Collier (2007) Chapters 7 and 9. (a) Create a list of 4-5 pros and cons of aid to Africa, attributing each to Sachs, Collier or Moyo. You can make this a Table with two columns or just two lists. If possible, also associate a page number with each point. (b) How does each of these authors propose to increase the positive and reduce the negative impacts of aid? Recall that Moyo (2009) proposes ending all aid to Africa in five years. Is this inconsistent with the proposals of Sachs and Collier? What would replace aid in Moyo’s (2009) view (see Ferguson’s

[Forward](#) or [Collier's review of *Dead Aid*](#) for a quick summary)? (c) Moyo's proposal is to end all aid to Africa in five years. What would replace aid, briefly? What is her rationale for ending foreign aid in five years (not tomorrow)?

2. **Remittances and Microfinance:** Moyo (2009) "[Banking on the unbanked](#)" chapter 9 argues small loans, savings and remittances are part of what Africa should do to break its aid dependency. (a) Explain briefly how microfinance works increase the agency of women (see Sachs Chapter 1 on BRAC). How does the Grameen bank (or NIDAN from the India Video) illustrate the model of aid delivery advocated by Sachs and Collier? Why might Moyo still find this aid delivery model wrong for Africa? (b) Why are remittances important? What can be done to enhance the flows of remittances to Africa? Which of these measures are easier right now, given the economic downturn in the U.S. and Europe?

3. Trade and FDI: Moyo, Sachs and Collier all agree trade is part of the solution for Africa (see Moyo (2009) [Chapter 8](#) "let's trade"; Collier Chapters 6 and 10 and Sachs Chapter 17 and (a) Both Sachs and Collier see a role for both trade and aid, but Collier sees these as two of four instruments the OECD countries need to help the bottom billion. What are the other two instruments? (b) The [AGOA](#) gives African countries duty-free access to U.S. markets. How is AGOA better than EU's ABA, but still fundamentally flawed (pp. 169-70). What are the limits of AGOA as pointed out by Moyo and Collier? (d) According to Edward Gresser's "[Tariffs and the single mom](#)" what U.S. families would benefit most from tax free access to U.S. clothing markets? What would this group do with the tax money they save? Which group would lose from this policy? Suppose the government keeps the taxes on imported clothing but rebates all taxes paid by poor families in proportion to reported spending on clothing? Who would benefit from this policy and who would lose? (c) Both Sachs and Collier are critical of anti-globalization groups. Why does Sachs think the AG groups miss the boat, where does he think they are helpful? At one point Collier refers to Christian Aid (a big UK NGO like Oxfam) as "useful idiots." Useful to whom? Why is Christian Aid wrong about trade according to Collier's and Moyo? While some NGOs oppose globalization, Collier and Sachs see a vital role for NGOs in delivering aid and promoting reform. What is this role? Why NGOs? (hint: charters and rules).

Thursday March 13th: Please do see this excellent NY Times article on [child malnutrition in India](#), including a [malnutrition slide show](#) with sound, not pleasant site but very informative. Please do mail me a four digit number so I can post your [projected grade](#). Finally, the Emmanuel [Kenya video](#) is online, as is the case study from the world bank on UPS, what [free primary education](#) can and can't do to reduce poverty it helps but is not enough by itself... See also [trade vs. aid lecture](#) and recent book by [Peter Singer, the child you save](#) (see also [Newsweek on generosity](#) and recent [Brian Lehrer show](#)).

Thursday March 5th: *Double quiz 2 and 3 (10 points) covers sections 4 & 5 on the course reading list as well as some inequality and poverty measures from [problem set #2](#). See the [review sheet](#), especially the terms for review and the short answer questions.*

Monday March 2nd: Snow day, sorry.

Thursday February 26th: Hand in [problem set #2](#) answers to #1 and 2 as done in class. **Quiz 1 makeup:** if you scored below 3 on quiz 1 you can also hand in #3 and #4 [problem set #2](#) done carefully and handed in separately. This makeup is due March 5th only, please do not turn it in on any other date or time.

Monday February 23rd: Bring typed, brief answers to questions 4 & 6-8 from [Discussion question Set 3](#) to class with you.

Tuesday February 17th: Bring typed, brief answers to questions 1-3 from [Discussion question Set 3](#) to class with you Tuesday.

Thursday February 12th Quiz #1 see the [review sheet questions](#) and including terms for review as listed and from PS #1.

Monday January 26th: **Assignment #3** (typed-double spaced): due in class Monday February 2nd please answer question #1 from [Discussion Question Set #1](#) (on poverty trends) and questions #1 and #2a from [Indonesia Discussion Set #2A](#). Unless you go on the Hope Count please also turn in your perhaps handwritten answers for [Problem set #1](#), questions 1-3 (or however far we get on Thursday). For the Figure 3A discussed in these problem sets, which shows regional poverty rates, please set these updated [lecture notes](#).

Thursday January 15th: **Assignment #2:** Please submit typed double spaced answers to these two questions at the end of class Thursday January 22nd.

1. In yesterday's New York Times columnist Nicholas Kristof's pleads with the Obama administration to promote not discourage sweatshops in very poor countries like Cambodia. (a) Please read his Oped ([click this link](#)) and view the [short video](#) and compare his rationale for promoting garment factories (see [case study 4.1](#) for more of Kristof's arguments). Briefly compare his case with that made by Sachs for Bangladesh in [Chapter 1](#). What points do you find most or least compelling in their arguments? (b) What steps did Cambodia take to make sure labor standards were maintained in their

factories? (see [McLeod and Davalos, 2008, Box 13](#)). Why might it be especially important for Cambodia to certify working conditions? What is the disadvantage of ILO labor conditions certification Kristof mentions? Now see the ILO's "better factories" [response to Kristof's column](#). Where do Kristof and the ILO agree and disagree?

2. (a) When James Sterba first visited Java in 1973 (see [Indonesia Case Study Part I](#)) he noticed people were not wearing shoes, when he returned in 1987 most were. Why? Why did shoes turn out to be especially beneficial for children? (b) List the main reasons poverty fell so quickly in villages like Begajah? (c) Like early 19th century Reverend T. Malthus, Sterba thought population growth would soon overtake income gains from higher rice yields. What actually happened in Indonesia and in this village? How much did the village population increase? Why did the village seem so empty? Where were the missing villagers?

Monday January 12th: Answer questions 1-3 from the [course syllabus](#) (or see assignment #1 pasted below) please email your answers to me at mcleod@fordham.edu sometime on January 21st (the day before our only class next week). This is very likely our only email assignment. Generally weekly discussion questions answers should be typed double spaced or with room in the margins for notes and corrections. Often we discuss and correct some questions in class. Then you can turn in the corrected answers at the end of class. The purpose of the weekly discussion questions is to (a) guide and reduce your readings (b) provide a list of study questions for the quizzes and midterm or final and (c) to synchronize and target course readings to the class lecture. Homework scores of 1-3 points up to 15 points total for the course reflect mainly (c) the extent to which your reading synchs with the lectures. Late or uncorrected assignments will not be returned but will count for one or two points. Please do keep copy of everything you turn in, just in case).

Assignment #1: For Wednesday January 21st please email or submit typed double spaced answers to the following questions to mcleod@fordham.edu. Please if possible add "ECRG 3240" in the subject line of this email and all course related emails. The first line of this email should include your name and your preferred email address for infrequent but sometimes important class related correspondence. Otherwise I will use the email on my class list, usually your fordham.edu email. The first few readings are online, but after that you will need the Sachs and Collier books at least. In the text of the email briefly these questions.

- 1) Both Collier ([2007- Preface and Chapter 1](#)) and Sachs mention Malawi early on. Following Sachs (2005) [Chapter 1](#) briefly the compare the situation in Malawi with that in Bangladesh. Considering how poor and formerly poor people make a living in these two countries (especially women), what can OECD ctys do to help the poor in Malawi and Bangladesh (e.g., what different sorts of support do these ctys need from us)? Which country is easier to help, politically speaking? What is Malawi doing to help itself these days? (see NYT [Malawi fertilizer subsidies](#)).
- 2) Distinguish between the "great poverty reversal" discussed in class (hint: 1980 – see [intro lecture notes](#)) with the "reversal of fortune" discussed by [Acemoglu, Johnson and Robinson \(2006\)](#). What is China a common factor in these two reversals? How does China figure in our recent economic boom 2001-2007 and in our current recession? Which major retailer(s) seems to immune from our current economic woes and is very closely tied to China and Bangladesh? Who shops at these stores and why? *Do you or does your family shop there (optional)?*
- 3) How and when did or might your family escape \$1/day poverty (that's about \$50/day or about \$20k per year for a family of four)? Why and when did your ancestors come to this country (if they did)? During the period 1880 to 1920 New York's population grew from 2 million to 8 million, about what it is today, almost entirely due to immigration (see PBS NY video segments [NY Episode 4 Intro \(2 mins\)](#) and [NY immigration \(10 mins\)](#)). The 1990s saw another surge in immigration to NY and the U.S. Was your family part of either of these waves? Why did migration surge during these periods?

Email correspondence related to this course: Email is a handy way to keep in touch, ask questions regarding readings, etc. (though the class calendar should have all relevant information). However, I get a lot of email so to help me keep track of course related email please put **ECRG 3240** somewhere in the subject line. Also, please put your full name and the time your section starts in the email text. This helps me get to know you and address questions that other students in your section may have as well (I will not mention you by name).

Course attendance and exams: There are two sections of this course one at 2:30pm and one at 4pm, generally you can attend either one. Perhaps because there is no single text for this course and because we cover a wide range of topics and readings course attendance does tend to be correlated with grades in this course. In particular, review of quizzes and discussion question answers in class is helpful for targeting your reading and preparing for quizzes and exams. For some lectures there are associated power point presentations which are available online. However, these may be out of date and cover topics and issues we do not

get to in class. Generally the assigned discussion questions and the quiz review sheets are your best guide to the lecture and course material.

Poverty and welfare reform in the news

[Clinton 1996 welfare reform an election issue?](#) [High world food prices push 100 million into poverty...](#)
[U.S. contributes \\$200 million emergency aid](#) [Meet George Bush of Arabia](#) [Photos of the Sahel](#) (National Geographic)

March 2009

Sun Mon Tue Wed Thur Fri Sat

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