



# Seminar: Poverty

4010G

Winter 2018



Antonio Berni, *Manifestación*, 1934. © Museo de Arte Latinoamericano, Buenos Aires. Berni is considered the “father” of political art in Argentina.

## Class information

Dr. Lucas Savino

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@Prof\_Sav

### Office Hours (A208)

Mondays 1:00 – 2:00pm

Wednesdays 1:00 – 2:00pm

or by appointment

This class meets once a week, every **Thursday** from 2:30pm to 5:30pm in room **W4**.

*In the event of unexpected class cancellations, the instructor will post such notice on OWL. Please check regularly.*

## Course description and objectives

“Poverty” and “the poor” have been consistently present in the accounts of governments, the media, and academics for centuries. In recent decades, global poverty has been placed on the agenda of development agencies. However, the images of the poor that these accounts have vary according to historical circumstances and power relations. These differences, in turn, inform the ways in which notions about “helping the poor” and/or philanthropic impulses emerge.

This course explores the notion of poverty in global development from two main angles: as a set of experiences in people’s everyday life; and as a discursive field and practical interventions that aim at governing the poor. This is illustrated by focusing on practices of global aid, policies of public security, and the expansion of capitalist relations in society.

# Course Calendar



There are four required books for this course (not available in OWL):

Li, Tania Murray. 2014. *Land's End. Capitalist Relations on an Indigenous Frontier*. Durham: Duke University Press.

Karim, Lamia. 2011. *Microfinance and its Discontents*. Minneapolis: Univ. of Minnesota Press.

Gledhill, John. 2015. *The New War on the Poor*. London: Zed Books.

Ferguson, James. 2015. *Give a man a fish*. Durham: Duke University Press.

These books are available for a 2-hour loan at the Huron Library.

In preparation of the research assignments, I strongly recommend you use the following book:

Turabian, Kate L. 2010. *Student's Guide to Writing College Papers*. 4<sup>th</sup> edition. Chicago: University of Chicago Press.

Classes will be conducted under the assumption that we have completed and studied the readings before class.

Please note that the course calendar is subject to change. Appropriate notice will be given in class and/or OWL.

Weekly Topics	Readings
<b>Week 1</b> (Jan. 11) Introduction(s)	Karim (Intro, xiii-xxxiii) Ferguson (Intro. 1-33) Gledhill (Ch. 1, 1-28) Li (Intro, 1-29)
<b>Week 2</b> (Jan. 18) The NGOization of the poverty agenda. Revalorizing distribution.	Karim (Ch. 1, 2) Ferguson (Ch. 1)
<b>Week 3</b> (Jan. 25) Social protection, everyday practices, and the livelihoods of the poor.	Ferguson (Ch. 2, 3) Karim (Ch. 3)
<b>Week 4</b> (Feb. 1) The social life of debt and of cash payments	Karim (Ch. 4, 5) Ferguson (Ch. 4)
<b>Week 5</b> (Feb. 8) From dependence to a politics of sharing.	Ferguson (Ch. 5, 6) Karem (Ch. 6)
<b>Week 6</b> (Feb. 15) Beyond discipline: the poor as political agents	Karem (Conclusion) Ferguson (Conclusion)
<i>Feb. 19-23: Reading Week</i>	
<b>Week 7</b> (Mar. 1) Poverty as a relational position: the role of violence	Li (Ch. 1) Gledhill (Ch. 2)
<b>Week 8</b> (Mar. 8) Poverty as the fear of removal	Gledhill (Ch. 3) Li (Ch. 2)
<b>Week 9</b> (Mar. 15) Poverty as enclosure: illegality's disciplining effects	Li (Ch. 3) Gledhill (Ch. 4)
<b>Week 10</b> (Mar. 22) Poverty and violence under capitalist expansion	Gledhill (Ch. 5) Li (Ch. 4)
<b>Week 11</b> (Mar. 29) What happens when "development" doesn't hold?	Li (Ch. 5, Conclusion) Gledhill (Ch. 6)
<b>Week 12</b> (Apr. 5) Conclusions	



# Course Requirements

This course requires ongoing reading, writing, collaborative work and class discussion

## Seminar Presentations (2 x 15% each)

Beginning on Week 2, each student will be responsible for leading and facilitating two seminar discussions this term.

Sign-up sheets will be available on the first day of class. *The first presentation must take place before Reading Week. The second presentation will take place after.*

Students have the freedom to be creative in how they deliver their seminar presentation but please note that seminar presentations should not offer mere summaries or reports of what is written or argued in the assigned readings.

Presentations are graded on substance, not style. The presenter must engage with the arguments and core concepts from the readings and provide a critical interpretation of the texts assigned for that week.

Each presentation should last approximately 45 minutes. It is *highly recommended* that presenters provide the class with a one-page handout, including some questions for discussion.

*Students who miss their presentation without prior arrangement with the instructor will be given a grade of zero.*

## Research Proposal 20% (Week 6)

The research proposal is the first step in your ongoing preparation of a final research essay. Its goal is to narrow down a topic of interest and present relevant bibliography that addresses such topic in order to support a main argument.

**Handout # 1** (“Proposal”) offers additional guidelines for this assignment (available on OWL). This handout also offers a list of essay topics related to course themes.

## Research Essay 35% (Week 12)

The main objective of the research essay is to give students an opportunity to elaborate a clear argument and provide strong scholarly evidence to support it. The final essay must draw from the research proposal and feedback provided by instructor.

**Handout # 2** (“Essay”) provides additional guidelines for the preparation of this assignment (available on OWL).

## GRADES DESCRIPTION

Exceptional = above 90 (A+)

Went beyond expectations. One could expect little more from a student at this level.

Strong = 80-89 (A)

Superior work which is clearly above average.

Average = 70-79 (B)

Good work, meeting all requirements, and eminently satisfactory.

Average/Weaker = 60-69 (C)

Displayed average capability in some areas but no particular strengths. Meets basic requirements.

Not acceptable = below 50 (F)

Failure. Work is unsatisfactory and does not meet basic requirements.

## Participation 15%

Students are expected to contribute to class discussion throughout the term. Each week, class discussion begins with the questions seminar facilitators prepare.

Be prepared to share some insightful part from the readings every week, including your own questions to discuss.

Participation grade is calculated based on: asking questions; responding to questions; and making insightful comments.

*This grade is calculated based on the number of (full) classes you were in attendance.*

## High Attendance (Bonus): up to 3 marks

Attendance to class is highly expected and your absence will make us miss the potential contributions you can make. However, we cannot decide for you what your priorities or needs as a student are.

Students with a high class attendance record (i.e., 10 or more) and significant class engagement throughout the term will receive up to 3 marks added to the final grade. Grades in course assignments are also taken into consideration for calculation of bonus marks.

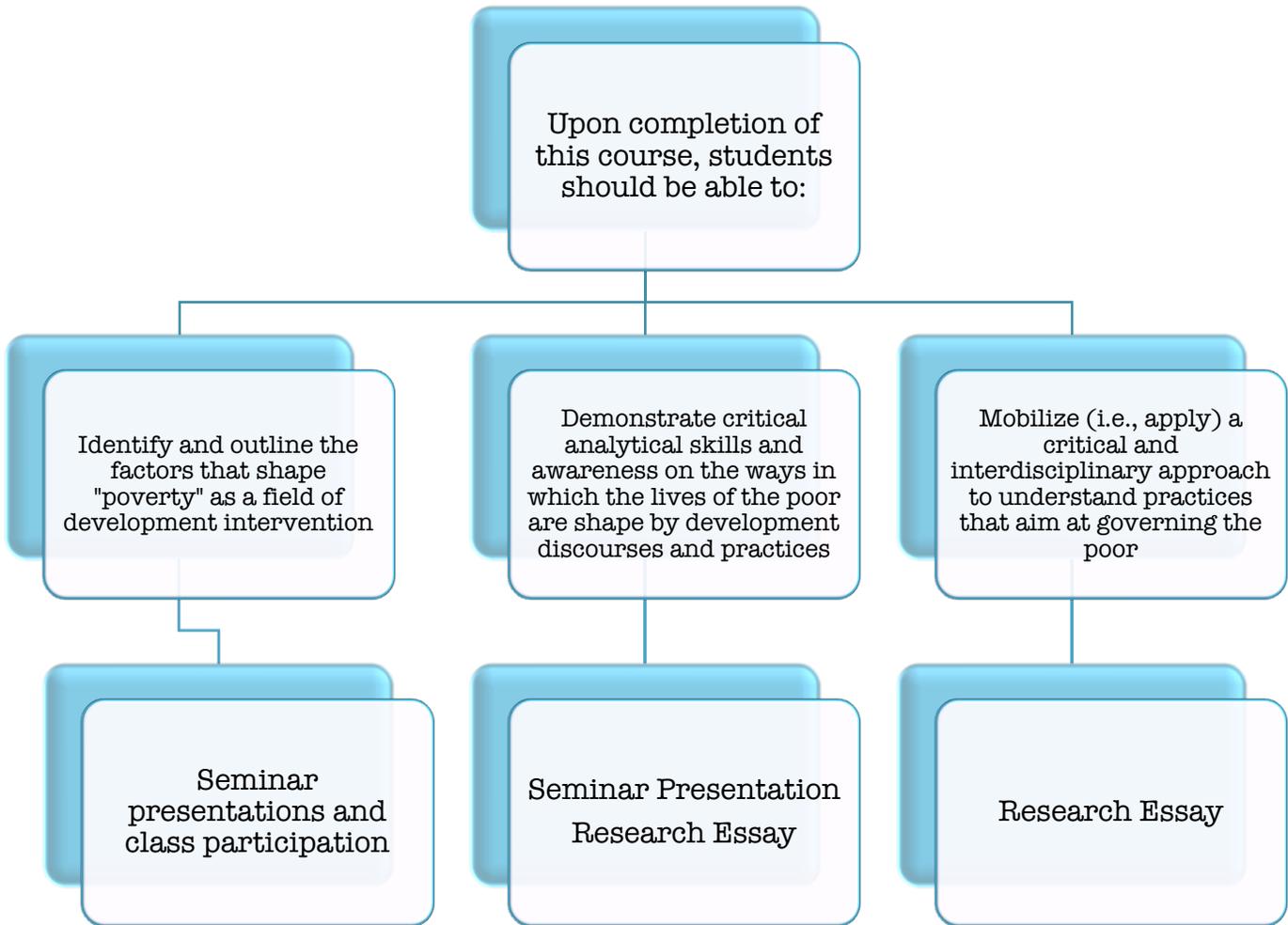
**Please note:** In case of absences justified under university policy, contact your academic counsellor. Attendance records will be updated accordingly after receiving confirmation from academic counselling.

## Course Requirements Summary

Seminar Presentations	30% (2x15%)	Sign-up Sheet
Research Proposal	20%	Week 6 ( <b>Feb. 15</b> )
Research Essay	35%	Week 12 ( <b>Apr. 5</b> )
Participation	15%	Ongoing



# Learning Outcomes



“While the earnings of a minority are growing exponentially, so too is the gap separating the majority from the prosperity enjoyed by those happy few. This imbalance is the result of ideologies which defend the absolute autonomy of the marketplace and financial speculation [...] A new tyranny is thus born, invisible and often virtual, which unilaterally and relentlessly imposes its own laws and rules.”

Pope Francis, *Evangelii Gaudium*, 2013

© Giacomo Ceruti (said Pitocchetto), *Porteur assi with baskets*. Brescia, 1735.  
Creative Commons licensed photo by Flickr user jean louis mazieres



# Contact information

## Email policy

The best way to reach me is via email:

[lsavino2@uwo.ca](mailto:lsavino2@uwo.ca)

I will do my best to reply as soon as possible. If you do not get an immediate reply, please allow at least 48 hours if you need to send me a reminder.

I usually do not check my emails after 5pm or on weekends.

**Important!** Please use the course number as part of the subject line for your emails. This will ensure a faster reply as my electronic correspondence gets sorted automatically.

Due to privacy guidelines, you should use your university email account for contacting me.

## Make an appointment

If you want to meet in person and you are unable to meet during office hours, please contact me and make an appointment.

# A note on returned assignments and appeals

Frequently students wish to discuss the results of their assignments immediately upon receiving their grade and feedback. Every effort will be made to provide substantial feedback on assignments with the intention of making the grading clear, and also to help you improve regardless if the assignment receives an "A" or a "C."

If you still have questions or concerns about the results of your assignment, please make an appointment to see me and discuss further. You must also wait 24 hours after receiving your assignment and grade before contacting me to discuss your results. In addition, you must set up an appointment no later than 7 days after receiving your grade if you wish to meet and discuss, or appeal.

You may also appeal your overall grade, or the grade of any specific assignment.

There are several steps to appeal a grade:

1. Have an informed discussion with me. This step must be initiated (i.e. set up an appointment) within 7 days of receiving your grade.

2. If you still find the explanation of your grade unsatisfactory, you may appeal your grade in writing. This written submission must be sent to me within 14 days of receiving your grade. You are to write a formal letter indicating the ways in which you believe your assignment met the requirements – with evidence cited – as well as the grade you believe you deserve for your work.

Please keep in mind that the onus is on you to demonstrate that your work meets the requirement set out for the assignment, and not for me to defend the mark allocated.

No grade change will be considered without submitting a formal appeal in writing. Please be aware that the formal appeal process may result in your grade going up or down.

For more information about the University's appeal guidelines visit: [uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf)

"The event of pauperism is as much about 'morals,' forms of everyday life, families, breadwinners, households, and self-responsibility, as economics, the state, poor laws, and poor policies." *M. Dean (1988)*

## **Appendix to Course Outlines**

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the

Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:  
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is

subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>