Overview and Course Objectives:
Global poverty and inequality is a topic of intense debate and deep concern. Indeed, since the adoption of the United Nations’ Millennium Development Goals, the issue of global welfare has assumed a privileged place at the top of the international political agenda. Nonetheless, the problem continues to aggravate most regions of the world and in 2005 it was estimated that 51 percent of individuals in sub-Saharan Africa lived in poverty, while that number equaled 49 percent in Southern Asia; 60 percent in Eastern Asia; and 11 percent in Latin America.\(^1\)

This course will engage students in a semester-long exploration of the issue of global poverty and inequality. We will begin the semester with a critical analysis of the concepts of poverty and inequality. During the second portion of the semester, we will discuss different theoretical approaches for explaining the causes of poverty and inequality and then finish with a series of readings about how poverty and inequality affect politics, economics, and socio-cultural developments around the globe.

The Senior Seminar is designed to be a capstone experience for the International Studies major. Students will design and execute an in-depth research paper on a topic related to global poverty and inequality. More details about the paper can be found below.

Course Organization:
The course will meet twice a week for one hour and fifteen minutes. Class meetings will follow a ‘seminar’ format, which requires that you be prepared to discuss the readings. To assist with this, students will sign up for two class meetings and write a reaction paper (for more information about this, see the section on evaluation and course requirements). During the final month of the semester, we will meet less regularly. Instead of full-class sessions, students will be required to meet one-on-one with the professor to discuss progress on their research project.

---

Required Books:


You should complete the assigned readings before each class session. I will provide reading questions on blackboard to help guide your preparation. Coming to class prepared is important so that you can participate actively in discussions and engage in the interactive lecture period. I reserve the right to give unannounced reading quizzes if I sense that students are not completing the assignments. Grades on such a quiz would count toward your participation.

Evaluation and Course Requirements:

1.) **Class attendance and participation (15%)**
   It is essential that you come to class prepared. This means that you are expected to complete and reflect upon the required reading before each class session so that you can actively engage in discussion and ask questions.

   We will be dealing with interesting and controversial issues in class, and I hope that we will have lively and fun debates. This is the essence of an International Studies class. It is important that you respect one another and the instructor. Remember that differences of opinion can provide an opportunity for intellectual growth.

   Be on time and attend all classes. I will take attendance at the beginning of each class and if you are more than 10 minutes late, you will be counted as absent. After 2 absences, every additional absence will result in a 5 point reduction to your participation grade.

2.) **Discussion Papers (10% [5% each])**
   The class will be divided into two research groups. For each class in which readings are assigned, (beginning on Monday, January 19), one member of the research group will write a discussion paper. By the end of the semester, each student is responsible for writing two papers. The essay should **briefly** summarize the main points in the assigned readings, assess the evidence supporting those points, and identify one or more general questions for discussion. Examples of such questions include an inquiry into an unresolved puzzle, exploring the consequences of the main argument, and/or raising an issue that was omitted by the readings. Reaction papers will be an important source of discussion for the seminar. Reaction papers should be 2-3 double spaced, typed pages and must be emailed to me by 4pm the day before the class.

3.) **Draft submissions (15%)**
   Over the course of the semester, you will turn in 3 portions of your research paper in draft form. These drafts are important, as they will allow for helpful feedback and will force
You to keep up with the research. The deadlines and installment requirements are as follows:

- **Research Proposal & Mini-Lit Review: February 23**
  The research proposal should identify your central research question and provide an overview of existing research. In particular, you should identify the primary articles and books related to your topic. What are the arguments? How do they differ? How will your project contribute to this existing literature? Be sure that this draft includes a bibliography of at least 8 sources. The expected length for this section is 7-8 pages.

- **Theory and Argument: March 23**
  In this section, you will provide a detailed account of your theoretical argument. Your explanation might be wholly original or represent a modification to an existing theoretical framework. Whatever the case, be sure that your argument is clear and logical, as this is the primary contribution of your research project. The expected length for this section is 5-7 pages.

- **Research Design and Analysis: April 8**
  This portion of the paper should explain the methods that you will use to evaluate your theory. Students should try and use methods and forms of analysis with which they are familiar. You might consider historical, sociological, or comparative methods. If you have questions about this, please be sure and meet with me. This section should also describe the data and evidence that you will use to assess the validity of your argument.

  The bulk of this portion of the paper should be devoted to the actual analysis of the evidence and evaluation of your argument. It should be clear how the evidence and analysis relates to your argument. The expected length of this section (excluding the bibliography) is 8-10 pages.

4.) **Peer Review (10%)**

   On April 11, our class meeting will be devoted to peer evaluation. Students will be paired into groups of two and each student will submit a rough draft of their paper (comprised of installments 1, 2, and 3 listed above) to their partner by 5pm on April 9. You should carefully read your partner’s paper and provide a detailed critique that answers the questions listed below. The critique should be typed and submitted to me and your partner at the beginning of class on April 11. During our class meeting, you will discuss your comments with your partner.

**Questions:**
- Is the research question clear? How might this be improved?
- Does the author provide a good overview of existing research? How might they improve this section?
- Is the literature review organized in a meaningful way or is it simply a laundry list of sources? How can it be improved?
• Is the author’s argument clear and logical? If not, how can it be improved?
• Is it clear how the author’s argument relates to the existing scholarly research? If not, how could this be made more clear?
• What are the methods that the author will use to evaluate his/her argument? If this is not clear, discuss this with your partner.
• What kind of evidence is being used to assess the author’s argument? Is it convincing? Are there problems with the data/evidence?
• Is the analysis of the evidence clear, logical, and compelling? Do you feel that the author has successfully illustrated their argument with empirical evidence? Are the links between theory and evidence clear?
• Please also provide your partner with feedback about the clarity of their writing and grammar.

5.) Presentation of Research (10%)
Each student will deliver a brief presentation of their research project for the class. The presentation should be approximately 15 minutes long and presented in PowerPoint format. The presentation should introduce your research question, provide an overview of the existing literature, describe your theory, and present the results of your analysis.

6.) Final Paper (40%)
Each student will write an in-depth, academic research paper about a topic of their choice (related to the general themes of the course). The paper should present a compelling research question and answer it with a clear and logical argument. An excellent paper is one that is insightful, well-supported, effectively organized, extremely well-written, and interesting to read.

Grading Scale
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Late Work: All assignments are due at the beginning of class on the specified date. Late assignments will result in a letter grade reduction per day late.

Make-Up Work: There will be no make-ups for either exam unless there are documented extraordinary circumstances that prevented you from taking the exam. Additionally, there will be no extra credit assignments.

Honor Code: All work must adhere to the University’s Student Honor Code and pledge. For details of the code, see: http://www.richmond.edu/about/honorcode.html. Please write and sign the pledge on all assignments and tests.

Plagiarism will not be tolerated in this course. Plagiarism, very briefly, refers to stealing other peoples’ written work (from books, articles, newspapers, web sources, etc.) or verbal ideas. You must cite all material that is not your own. If you have doubts of what constitutes plagiarism,
consult the student honor code, and/or talk to me. Finally, all in-class exams are to be taken without the assistance of books, notes, or other people.

**Classroom Etiquette:** I want to create a nice learning environment for you and your peers. To do this, I ask that you respect a few basic ground rules:

- I will start class on time and expect you to arrive to class on time. I make important announcements at the beginning of class as well as take attendance. In addition, people coming in late could disrupt the professor and their fellow students.

- Many students prefer to take notes with their laptops. This is fine; however, I expect you to refrain from activities unrelated to the class (e.g. emailing, instant messaging, surfing the internet). I reserve the right to ask you not to use your computer if I suspect you are engaging in these activities.

- Please remember to turn off your cell phone.

**Getting Help:** If you are having difficulties with the class and reading materials, please come and see me during my office hours. I also encourage you to use the resources of the Writing Center (http://writing.richmond.edu/), Speech Center (http://speech.richmond.edu/), and the Academic Skills Center (http://oncampus.richmond.edu/student/affairs/office/asc/).

**Class Schedule and Assignments:**

**Week 1: What is Poverty?**

January 12: Introduction to the course and viewing of “Lagos: Rich Man Poor Man”

January 14: An Insider’s Look at Poverty
- **Child of the Dark:** (pages 3-95).

**Week 2: How can we “measure” poverty?**

- Discuss research methods
• One Illness Away: ‘Chapter 2’ (pages 26-47)

Week 3: Why does poverty exist?

January 26: A perspective from Liberal Economics
• Online Reserves: Collier, Paul. 2007. The Bottom Billion, Parts 1 & 2 (Pages 3-75).

January 28: A Perspective from the Policy World
• One Illness Away: ‘Chapters 3-5 and 7’ (Pages 48-121; 144-163).

Week 4: Why does poverty exist?

MONDAY February 1: A Cosmopolitan-Egalitarian Perspective

February 4: No Class – individual meetings early in the week to discuss your research project.

Week 5: What is Inequality? How do we measure it?

February 9: Conceptualizing Inequality
• Durable Inequality: (Pages 1-73)

February 11: Conceptualizing Inequality & Measurement (Income or Alternative factors?)
• Durable Inequality: (Pages 74-116)
• Discuss Writing a Social-Scientific Paper

Week 6: Why does inequality exist? What is the relationship between poverty and inequality?

Feb. 16: A Sociological Perspective
• Durable Inequality: Pages 117-228
Feb. 18:  A Historical and Political Perspective on Inequality


**Week 7: How Poverty Influences Politics**

February 23: Poverty, Participation, and Democracy


*** RESEARCH PROPOSAL DUE ***

February 25: Rethinking Poverty, Participation and Democracy


**Week 8: How Inequality Influences Politics**

March 2: Inequality and Political Stability


March 4: No Class – Individual Meetings to Discuss Your Research

**Week 9: How Poverty and Inequality Influence Society**

March 16: The Social Cost of Inequality


March 18: No Class – Individual Research
Week 10: International Approaches to Dealing with Poverty and Inequality: Development Assistance and Aid

March 23: Aid and the International Community
   • In-class film: “What are we doing here?”
   **DRAFT OF THEORY AND ARGUMENT DUE BY**

March 25: Aid and the International Community
   • Online Reserves: Sachs, Jeffrey. The End of Poverty. “Chapters 13-14” (Pages 244-287) & Chapter 16 (Pgs. 309-328).

Week 11: No Class – Individual Meetings and Research

March 30: Individual Meetings & Research on your own

April 1: Individual Meetings & Research on your own

Week 12: Peer Feedback and Research

April 6: No Class – Writing and Final Research

April 8: No Class- Writing and Final Research
   ** DUE: RESEARCH DESIGN AND METHODS **

Week 13: No Class - Research

April 13: Peer-Assessment: Full Draft
   • During class time you will meet in groups of 2 to discuss/critique one another’s work.

April 15: Research on your own

Week 14: Presentation of Research

April 20: Student Presentations (4)

April 22: Student Presentations (4)

*** PAPER DUE TODAY ***

Please reserve our exam period, Friday April 29 from 2-5pm, for student presentations (6).