

## POVERTY REDUCTION AND SUSTAINABLE DEVELOPMENT

COURSE CODE	SEMESTER						
	SCT	UD	CAT	TALL	LAB	PC	
	4	64					SEMESTER IN ENGLISH
SEMESTER	AUTONOMOUS LEARNING TIME						REQUIREMENTS
	32H						ENGLISH LEVEL B2 OR HIGHER
COURSE DESCRIPTION							
<p>The course will approach an in-depth understanding of issues related to poverty in developing countries and the roles of governments, international agencies, donors, NGOs and private institutions, emphasis will be on Sustainable development strategies and approaches to poverty alleviation. Study of social entrepreneurship and private sector participation will receive special attention. Theoretical classroom presentations will be supplemented with case studies to gain a clear understanding of challenges, obstacles, constraints and solutions.</p>							
LEARNING OUTCOMES							
<ul style="list-style-type: none"> <li>• Have a deep understanding of Poverty Reduction and Sustainable Development Studies as a fundamental and constantly evolving field in Social Sciences and Humanities.</li> <li>• Comprehend the realities studied by Poverty Reduction and Sustainable Development Studies around the world, mainly during the second half of the 20th century and beginning of the 21st century.</li> <li>• Develop the skills necessary to elaborate a project focused on improving conditions on a topic related to Poverty Reduction and Sustainable Development using the Results-Based Approach of the United Nations.</li> <li>• Understand the role of different actors and movements in Poverty Reduction and Sustainable Development issues.</li> <li>• Have acquired the necessary knowledge to relate relevant aspects that intersect with Poverty and Sustainable Development across difference societies, such as race, gender, class, and ethnicity, among others.</li> </ul>							
KEY CONTENT							
<p><b>Unit 1: Conceptual and Theoretical Overview on Poverty Reduction and Sustainable Development.</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Course.</li> <li>• Constructing Poverty Reduction and Social Inequalities.</li> </ul>							

- The paradigm of Sustainable Development.
- Intersections of PR and SD in Economics.
- International Frameworks for PR and SD

### **Unit 2: The reality of Poverty Reduction and Sustainable Development.**

- Land and Hunger in Latin America.
- African Resource-Rich Nations and Growth.
- Poverty in East Asia and Pacific from the World Bank.
- Chevron in the Ecuadorian Amazon.
- Housing and Poverty in North America

### **Unit 3: Future Outlook for Poverty Reduction and Sustainable Development.**

- Migration and Liberal Approaches.
- South-south Cooperation and Research.
- New routes for Capitals in a Globalized World.
- Social Global Entrepreneurship.
- Role of Civil Society and NGOs

## **LEARNING OUTCOMES**

Using an interdisciplinary approach, each class will refer to relevant subjects regarding Poverty Reduction and Sustainable Development and their evolution during the last few decades, focusing on different societies and cultures. During the classes, different supporting materials will be used, such as articles, news stories, podcasts and videos. Also, a number of teaching methods will be used to make the class interactive with the students, as well as fully achieve the learning objectives. In general, sessions will combine synchronous and asynchronous work, requiring students to research, watch, and interact with materials that will feed the following week's synchronous sessions.

The course will follow the progress of Poverty Reduction and Sustainable Development, focused on three aspects:

- Theoretical and conceptual constructions that sustain each of these two fields of study
- The frameworks that regulate them
- The realities that are contrasted with the first two

Most of the classes will be focused on specific matters and on one or more cases. Discussions will be open for students to participate and apply the different concepts

seen during the previous units of the course. This participation from the students will be expected and graded. Students must demonstrate that they've read, watched and/or reflected on their assignments.

Aside from Poverty Reduction and Sustainable Development conceptual and empirical content, the course includes methods for planning and evaluating projects. This portion of the course intends for students to learn the basic tools in order to elaborate a program or a project to solve a particular problem of the students' interest, where they can integrate the course's conceptual work with a specific case where they would like to effect change.

The final paper will consist of a combination of development proposals and research idea papers where they will have to apply the different elements seen during the course. To help students with the elaboration of the project, constant feedback will be given during the semester, before the final paper is submitted.

#### **BASIC BIBLIOGRAPHY**

- Raphael Dennis (2013). The Politics of Poverty: Definitions and Explanations. Social Alternatives Vol. 32, No 1.
- Carney, D. (2003). Sustainable livelihoods approaches: progress and possibilities for change. London: Department for International Development.
- Contreras Dante (2007). Poverty, Inequality, and Welfare in a Rapid Growth Economy: The Chilean Experience. The poorest and hungry: Assessments, Analyses, and Actions.
- United Nations Development Program (2006). Poverty in Focus. International Poverty Centre.
- B Hopwood, M Mellor, G O'Brien - Sustainable development; mapping different approaches, 2005 - Wiley Online Library.
- Bui, Anh Tuan, et al. "The impact of natural disasters on household income, expenditure, poverty and inequality: evidence from Vietnam." Applied Economics 46.15 (2014): 1751-1766.
- Natter, Katharina. "Rethinking Immigration Policy Theory beyond 'Western Liberal Democracies.'" Comparative Migration Studies, vol. 6, no. 1, 2018. PubMed Central, doi:10.1186/s40878-018-0071-9.
- Mestrum Francine (2003). Poverty Reduction and Sustainable Development. Environment, Development, and Sustainability, Volume 5, Issue 1-2, pp. 41-61.

- Pagiola S. et al. (2005) Can payments for environmental services help reduce poverty? An exploration of the Issues and the Evidence to date from Latin America. *World Development*, Volume 33, No 2, pp.237-253.
- Krantz, L. (2001). The sustainable livelihood approach to poverty reduction.SIDA. Division for Policy and Socio-Economic Analysis.
- Smith, Sarah. "As HUD Pays a Private Company Millions, Tenants Say Complaints of Mold, Pests and Sewage Go Ignored." *Houston Chronicle*, 11 Mar. 2021, <https://www.houstonchronicle.com/news/investigations/article/Living-Hell-housing-tenants-hud-properties-problem-16000650.php>.
- Saatcioglu, B., & Corus, C. (2014). Poverty and intersectionality: A multidimensional look into the lives of the impoverished. *Journal of Macromarketing*, 34(2), 122-132.
- Unterhalter, Elaine. "Poverty, education, gender and the Millennium Development Goals: Reflections on boundaries and intersectionality." *Theory and Research in Education* 10.3 (2012): 253-274.
- Weyler, Rex. "How Did a Lawyer Who Took on Big Oil and Won End up under House Arrest?" *Mother Jones*, <https://www.motherjones.com/environment/2020/08/how-did-a-lawyer-who-took-on-big-oil-and-won-end-up-under-house-arrest/>.
- Zahra, Shaker A., et al. "Globalization of Social Entrepreneurship Opportunities." *Strategic Entrepreneurship Journal*, vol. 2, no. 2, 2008, pp. 117–31. Wiley Online Library, doi:<https://doi.org/10.1002/sej.43>.

#### COMPLIMENTARY BIBLIOGRAPHY

- Osterwalder, Alexander, and Yves Pigneur. *Business Model Generation*. Hoboken NJ: Wiley, 2010. Print.
- Senge, Peter M. *The Necessary Revolution: How Individuals and Organizations Are Working Together to Create a Sustainable World*. New York: Doubleday, 2008. Print.