

Econ 3240 Class Calendar*hit refresh to check for updates*

Darryl McLeod Economics Office hours: M & Th 1:30-2pm 4-5:00pm and Wednesday 9:30-10:30pm in E527 Dealy Hall. Please always book appointments by email mcleod@fordham.edu my office phone is 718 817-4063 but the voicemail does not work (email works). This calendar provides lecture topics and links notes discussion questions and some readings; the [course syllabus](#) has course requirements, and texts, topics, etc. If any links in this calendar do not work or the syllabus do not work, please send me an email, I can usually fix these quickly. Most assignments should be turned in at turnitin.com class ID 7469296 password: Bono. Let me know if trouble viewing videos, some have transcripts, which can be helpful (PBS' Let's Get Married for example). Most readings are at class.povertylectures.com. If you find an online reading you cannot access, I can usually fix it very quickly if you let me know immediately by email. <http://class.povertylectures.com/>

May-14						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	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	31

EC paper is also due Monday or Tuesday May 12th or 13th and short answer EC for African U5MR if you did not bring your data to class, and/or if you want to do more or better job... Compare MDG 4 U5MR data from childmortality.org including confidence interval, if ARR >4% they will probably make it by 2015. Select countries from Deaton's high ODA list and/or Mozambique or Rwanda or Malawi, "ODA comes to governments, the ratio of aid to government expenditure is larger still. Benin, Burkina Faso, the DRC, Ethiopia, Madagascar, Mali, Niger, Sierra Leone, Togo, and Uganda are among the countries where aid has exceeded 75 percent of government expenditure for a run of recent years. In Kenya and Zambia, Deaton (2013). *The Great Escape: Health, Wealth, and the Origins of Inequality* (p. 296). Princeton University Press. Kindle Edition.

Revision to online quiz 4A: Before the final exam, this was a good idea because it also helped you prepare for the final exam, now I would take this as an alternative to the EC paper (if you did not turn it in sooner). This means adding a section summarizing your own views on the EITC debate, this seems a little unfair to the people who turned it in, so anyone can do this if they want to. Just these read [these revised questions carefully](#). Some of the answers have been posted and discuss in class, so this revisions need to include CBO numbers, references to studies of the EITC and minimum wage etc. Anyone can do this revision, but there may be no need if you turned it before April 30th (you will receive highest of two scores, unless you expand these themes into an EC paper). A number of said you thought the due date was May 30th not April 30th but that is too late for the assignment to be counted this semester (unless you take an incomplete, not a good idea). Sunday is mother's day I know, but turn this in Monday if you are Senior and Tuesday latest is you are not graduating.

Wednesday May 7th: [Updated review sheet](#), should be version 3, [Quiz 6 with Answers](#), [Collier excerpts](#) Sachs on the [Ground solutions](#) (just last 4 pages) Readings on Women's Agency, by request, Sen and Dreze, 2013, *Uncertain Glory* [Kindle excerpt](#), Sen, [Development and Freedom Chapter 8](#), [Women's Agency in the U.S.](#) Last but not least the [poverty trap created](#) by early marriage under 18, this is risky for the mother and the child, and aggravates malnutrition and other problems, recall [girls not brides](#) rankings, NGO that won the Scholl award (\$3 million) last year. As Homi Kharas points in [Chapter 12 of Half the Sky](#) page 209 and the [survey evidence](#) shows for [factory jobs](#), these opportunities (women's agency) increase school attendance and delay marriage. Of course CCTs and microfinance can help as well, as with [Lailla in Brazil](#) and [Kiana Molina at the Harlem children's zone](#). [Welfare reform](#) forced (enticed) many [women to work](#), but many seem to prefer having a job. [Education](#) also helps single and two parent families raise wages and reduce unemployment, as became clear during the "great recession."

Tuesday May 6th Review session at 3pm, the day after the final exam, and this is really the last reading added to this calendar, Such good news, better than "Counting Chickens" what a great organization (who funds them?). Great paper on Latin America too. [Only Ethiopia gets beat up a bit, look at India and Bangladesh!!!](#) (see picture below and here).

Monday May 5th There are new two review sheets for [quiz 6](#), the first one looks toward the final exam as well. The [older version](#) includes a EC paper topic (for after the final exam) on homelessness and mental illness, recent shootings in San Antonio make this topic particularly timely (you watch a Troubled Mind, ABC Nightline). Quiz 6 is completely optional, but to get



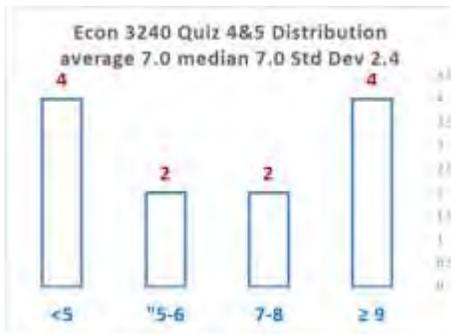
credit you must take it during tomorrows review session (the normal class time and place). Tuesday night May 6th will be posted online with and without answers.

Thursday May 1st: *Answers to quiz 4&5* NY Times: [Poor better off, but far behind...](#) [Tammie Hagen-Noey](#) and of course don't forget [Kiara Molina](#). [Single mothers and mobility](#) in Chetty et al. 2014 [Homelessness in NYC](#) [Aid and Growth](#) [Aid vs. Trade](#) [Counting Chickens](#) (technical but important) [Who met MDG 1 ?](#) (some with foreign aid) [Uganda](#), [Ethiopia](#), [Bangladesh](#), [India](#) [Mozambique](#) [Rwanda](#) [Ethiopia Case study Template](#)

Monday 2:30pm May 5th: *Severe poverty in the United States: Homelessness and malnutrition (\$2/day poverty) in the United States: coping with recession and unemployment.* [Hope 2013](#)

Tuesday May 6th 2:30pm: *Review session & take optional Quiz 6 no new material* (almost all people's names, see the review sheet). Quiz 6 is optional, four of five quizzes count. at 4pm I will post a copy of quiz 6 here, at 6pm I will post a copy with answers. People as in [Angelique Melton in Charlotte](#) (during the recession). Officially out of poverty (sort of) right?

Thursday May 8th Final exam, in class, room 303 Dealy, 12 noon (check your schedule, this is what I saw).



[Single mothers, poverty and mobility, which way does the causality run?](#)

Monday April 28, 2014; [Final Review sheet](#), [Urban Poverty version 2](#) Online short answer [question 5A pdf](#) and [word version](#), due May 30th if possible on Turnitin.com. Revision: must include specific numbers and references, good review for final exam. Where did you learn about the EITC marriage tax for example, what is Furman (2005) “progressive” argument for the EITC and Walmart? What has changed to make him back away from this position (now that he is head of CEA for President Obama)? How does the official Obama administration position differ from the CBO

\$1.25/day Poverty Revisions Number of Poor People in Most Recent Survey



Thursday 2:30pm May 1st: Aid vs. Trade and using Charters to upgrade institutions (see for example the recent NYU study on the Alliance and accord in Bangladesh, just the first 3-4 pages).

Monday 2:30pm May 5th: Severe poverty in the United States: Homelessness and malnutrition (\$2/day poverty) in the United States: coping with recession and unemployment. [Hope 2013](#)

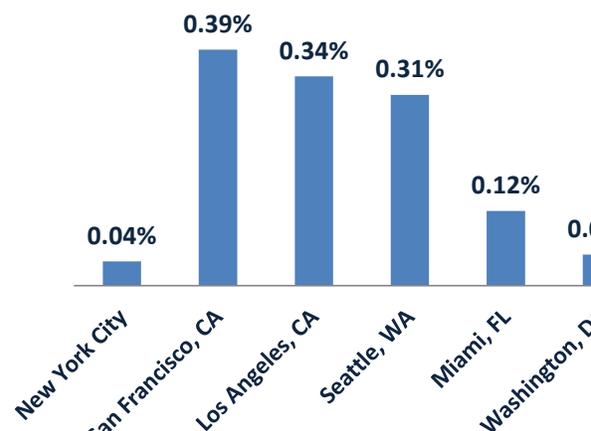
Tuesday May 6th 2:30pm: Review session and Quiz 6 no new material (almost all people's names, see the review sheet). Quiz 6 is optional, four of five quizzes count. at 4pm I will post a copy of quiz 6 here, at 6pm I will post a copy with answers.

Thursday April 24th [mobility and inequality.... Sen-Dreze Book](#) Sen lecture questions. [Appalachia back in the news a Rock star in our midst \(and beatlemania...\)](#) Don't forget the old rock stars start with families (Judith Warner) Martin Wolf Financial Times the [Piketty-Salon interview](#) is strange, but in some ways the best, you can hear him speak, just 10 minutes, [Piketty's Figures are online](#), see also Krugman, a new [Gilded Age](#) and [Economist Reviews](#), [Robert Reich](#)

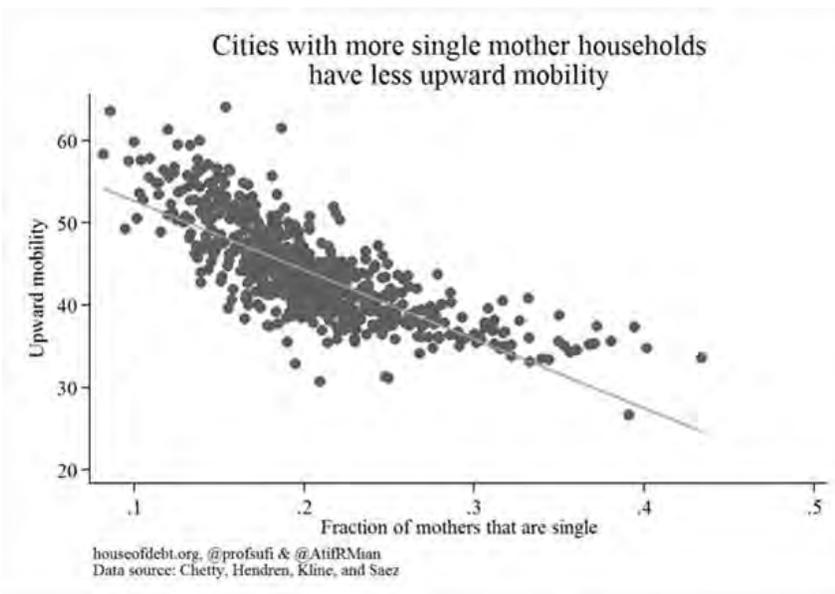
Monday April 30th Quiz 4 & 5 rescheduled due to Gender gaps conference call covers material in [the review sheet](#), still 30 minutes poverty trends, war on poverty, urban poverty and fragile families lecture material. Sen lecture questions (see readings below). In some ways, this picture says it all, but see also the debate between Sen and Bhagwati (Gandh vs Modi?) [Trade vs Aid lecture notes](#).

Final exam: Thursday May 8, 12:00pm 303 Dealy (as far as I know).

**Figure H-1: Homeless as a % of city
2010 to 2012**



Source: NYC Dept. Housing Services, 2012 Homeless



IPED Lecture: "Global Gender Gaps" CFR Conference Call Thurs, April 24, 12:00-1:00 pm

Substituting for our normal Thursday routine, we will join in the Council on Foreign Relations Academic Conference Call series for a briefing on Global Gender Gaps during the lunch hour. Led by the CFR senior fellow for Women and Foreign Policy and New York Times best-selling author, Gayle Tzemach Lemmon, addresses gender disparities within economic, political, health and education issues. If you missed this, see the [report online](#) and [2013 rankings](#): Argentina (34) Brazil (62) Chile (91) China (69) **Bangladesh (75) India (101)** Ethiopia (118) Ghana (76) Indonesia (95) Ireland (6) France Vietnam (73) United States (23) Colombia (35) DR (72) Ecuador (25) Finland (2) France (45)

Thursday April 10th 2014 [Welfare Reform and the EITC](#) [Urban Poverty in the U.S.](#) [Marriage and Poverty: HHS, Heritage Foundation](#), [Let's Get Married Part I youtube](#) [PBS home transcript](#) **Monday April 7th 2014** [Women's Agency and Poverty \(smaller pdf\)](#) [Mobility and Inequality: Why is NYC different](#) [U.S. Poverty Trends](#) [PBS Film Questions](#) [Pew study Millennial women](#)

Readings for final exam: (se also the review sheet)

Deaton, 2013 *The Great Escape*, chapters 5-7, Banerjee and Duflo, 2012 *Chapters 8-10*, [WJ Wilson 1998 When Work disappears](#), [Land of Hope and Dreams](#) (Alan Krueger) [Annual Letter 2014, Bill and Melinda Gates](#)

Wednesday April 16th: Fordham is fortunate and privileged to have Amartya Sen speaking in Flom Auditorium April 16th at 3pm (during an activity period, and appropriately just before the Easter holiday begins). Professor Sen is a truly great Economist/Philosopher recognized by with 1998 Nobel Prize in Economics for his work in social choice theory. Sen's remarkable life is chronicled in [Tryst with Destiny](#): Sen in Calcutta and Cambridge *Chapter 18 of *Grand Pursuit*, and in his autobiographical statement for the Nobel. His views on globalization more specifically on the contribution of Asia and anti-globalization protestors to our "global identity" is nicely summarized in [Globalization and Voice](#), *Chapter 7 of *Identity and Violence*, our responsibilities as "competent human beings" are outlined in *Individual Freedom as Social Commitment*, [Chapter 12](#) of *Development as Freedom* (no highlights) **Due Tuesday April 15th on turnitin.com.** *S-1. Given recent events in India, why is Sen's talk at Fordham particularly timely, especially in light of his early childhood memories? Though he is not anti-globalization, Sen argues the anti-globalization movement has made a number of positive contributions, including?* *S-2. Summarize Sen's Justice, freedom and responsibility argument, use it to discuss the 1994 events in Rwanda, what should the world have done differently and why, according to Sen? (see readings below)*

Monday April 7th: Please prepare answers to your question from the PBS documentary *In this Affluent Society*, these depend on your last name.

Thursday March 31st Found!: [NIDAN video with captions](#) (thank your Fordham ODS) [Queen Maxima in Peru and Nigeria](#), [Lima Presentation](#), [Three crises of Microfinance](#) [Nidan Microcredit](#) [NIDAN today](#) [Compartamos](#) [Kiva Accion: to profit or not to Profit?](#) [SpesNova](#)

Wednesday April 2nd [Peru Summer Course Orientation](#) [Peru Financial Inclusion/ Education](#)

Midterm Part I (labor standards) due Friday March 28th, **Midterm Part II (Women's Agency & social innovation-self-help Latin America)** due Monday March 31st **Midterm Part III (Poverty, health & foreign aid Africa)** due April 2nd.

Wednesday March 26th Midterm part I (online, EC from Quiz 3, see [this review sheet](#)) draws on [Bangladesh Miracle](#) and [Women's Agency arguments](#). (see also [microfinance](#), [population](#) and [malnutrition](#), as linked to marriage, fertility and health) and the debate over living wages and labor standards in developing countries (China, BGD, ETH, India, Indonesia, Vietnam, Malawi, Nigeria) B&D, 2012, Chapter 3, Deaton, 2013 Chapter's 3 and 4. The [ILO's better factories](#) program in Cambodia and the World Bank's [NARI](#) program in Bangladesh seek to raise labor standards in garment factories, arguing this will help the poorest women in rural areas get these jobs. [Krugman](#) and [Kristof disagree](#) and argue working conditions should be kept as bad as possible ("race to the bottom" as a poverty reducing strategy...) briefly summarize this debate. *Who do you agree with? Why?*

Saturday March 15th 9AM and 2pm [Older women count](#) (RVSP) LC presentations, great for EC paper. See also [Women's agency and malnutrition lecture notes](#).

[Spare Change](#) Comedy Benefit Wednesday, March 12, 7:00 pm Spare Change, a recent guest at our IPED Lecture series and nonprofit founded by IPED alum Andra Tomsa, is hosting a fundraising comedy show at Gotham Comedy Club. Featuring comedians from the Tonight Show, MTV and Comedy Central, this show will have you ROTFL in support the NYC Food Bank. Tickets are \$20. More info [here](#). For this talk and either of the Daniel Finn presentations, follow the instructions on syllabus for the EC paper (only turn in one please).¹

Thursday March 13th Quiz 3: see [this review sheet](#) covers [population](#), [malnutrition](#), and [Women's Agency](#) (marriage, fertility and health) and the debate over living wages and labor standards in developing countries (China, BGD, ETH, India, Indonesia, Vietnam, Malawi, Nigeria) B&D, 2012, Chapter 3, Deaton, 2013 Chapter's 3 and 4. The [ILO's better factories](#) program in Cambodia and the World Bank's [NARI](#) program in Bangladesh seek to raise labor standards in garment factories, arguing this will help the poorest women in rural areas get these jobs. [Krugman](#) and [Kristof disagree](#) and argue working conditions should be kept as bad as possible ("race to the bottom" as a poverty reducing strategy...) briefly summarize this debate. *Who do you agree with? Why?* Key terms/issues: Better Factories, women's agency, child-labor & malnutrition poverty traps, food for work, UNICEF program for hard to reach children, malnutrition poverty trap; [growth monitoring](#), [Tamil Nadu food as medicine](#). BMI; BMR; the [Hassans](#); [nutritional status](#); wasting (BMI) vs. [stunting](#) (for definitions of BMR and BMI and \$1.25/day poverty)

Wednesday March 12th: Revisions to [Quiz 2A](#) due on [turnitin.com](#). Only if you got 2/5, please fix the questions involving the Kabeer, B&D, 2012 or Deaton, 2013 readings, please use quotes with page numbers in your answers (as a service to the rest of us). Turn in your entire quiz 2A again, with the revised answers highlighted. Please, only revise your quiz if you got 2/5, the maximum upward revision is 4/5 so only those who got 2/5 should do this revision. Submit it on the Turnitin.com web page before 9pm on Wednesday evening (I will post the answers before this to all but the Kabeer, Deaton and B&D questions).

Monday March 10th 2014: Labor standards, [malnutrition and health](#), the NBEW and [Bangladesh Miracle](#). [Krugman](#), [in praise of cheap labor](#). Problem sets 1 and 2 available in the envelope on my door, all dry and graded (E-527 Dealy Hall).

Thursday March 27th midterm review: women's agency and child labor and malnutrition and health, labor standards, living wages, B&D, 2012, Chapter 3, Deaton, 2013 Chapter's 3 and 4, Sachs 2005, Chapter 1 and 12, Moyo Chapters 7-10, Collier, *the Bottom Billion*, Chapters 7-11 (Chapter 11 and the postscript are a good summary). See the [microfinance lecture notes](#). **Midterm** (not in class due to snow), Quizzes 1-3 including the optional questions from each quiz and material on this review sheet. The MC part of the midterm will be 15 points and take 20 minutes. The short answer question should take about 20 minutes will focus on "poverty solutions" as outlined in Chapters 7-10 of Banerjee and Duflo, 2011 *Poor Economics* (ignore the diagrams and skim Chapter 7). B&D call them good policies that can work even if "INSTITUTIONS" (sic) are bad Other lists of solutions include Sachs, 2005 ([chapter 12 especially the "scaling up" list on pages 260-65](#)); Moyo [Forward](#), [Chapter 1](#) and [chapter 8-9](#) (trade, remittances, microfinance) and Collier (2007) **Short answer questions likely to be on part I of the exam:** These questions will not be essays or deep analyses, basically they will indicate whether you have done the core readings for the course. If you have not done so already, make sure you watch the "Give us the Money" video, the Brazil-Ethiopia CCT video and the three Rosling videos on washing machines, population (IKEA boxes) and the Bangladesh miracle. Part **readings:** Sachs (2005) Chapters 1 and [Sen Chapter 4](#), pp. 101-107 [chapter 8](#) & pp. 204-09 [chapter 9](#), plus the WSJ series by Leslie Chang and *Factory Girls* chapters 1,2,5 and 10.

1. Compare Sachs' On the ground solutions ([Chapter 12](#)) with a similar list in the last few chapters of *Poor Economics*... Where do these lists overlap? Where do they differ?

¹ From the [syllabus](#): A short 4-6 page paper from a pre-selected list of topics can be used to replace one missed quiz or raise your midterm grade. (1) 1-2 pages summarizing the lecture, film, book or article you attended/read/watched. (2) 1-2 pages section relating content to specific readings or lectures (annotated, be specific) from our course and required readings and (3) 1-2 pages summarizing your own views of on this lecture, book, film or article, is it worth reading/watching attending for other students? The reading/film/lecture should be pre-approved and not be required for the course. It is always best to send me a one paragraph summary of your topic so I can OK it in advance. Generally, the paper assignment is done after the midterm but before the last three weeks of the course (the Easter break more or less).

2. What are some of the limitations of microfinance for ameliorating (if not reducing Poverty)? How does microfinance help? How can microfinance be reformed to minimize its limitations (See Morduch, 2013) and chapters 7 & 8 of Poor Economics (see also the lecture notes)
3. In *Dead Aid*, Dambasi Moyo says foreign aid to Africa should be stopped in five years. How would she replace aid? Make a quick list 4-5 sources of dollars/Euros that African nations can use to replace aid.
4. In a sense many African nations have replaced Aid already revenues from high commodity prices, what does Collier identify as the problems with resource rents, what can be done to mitigate this problem?
5. What are some limitations of CCTs (conditional cash transfers)? What are the strengths of CCTs?
6. Neither microloans or CCTs will help the Hassan family, why? What would help the Hassans?
7. In the [NIDAN MFI video we watched in class](#), what is typical and what is unusual about the case of Shiela Debby? How does [NIDAN](#) illustrate [Ananya Roy's](#) the "Bangladesh Consensus" (private transcript).

Wednesday March 5, 2014 [Quiz 2A](#) posted due before the end of the day, March 6th Thursday. Use this [word file](#) please. See the [review sheet](#) and B&D and Deaton for readings.

Monday March 3rd Lecture topics [Malnutrition](#), [Child labor](#), [malnutrition \(pdf\)](#)
[Women's Agency Quiz 1 Answers](#)

Tuesday March 4th: please attend one of these [IPED lectures](#) (12:30pm #-530 Dealy or Walsh at 4pm) hopefully we can add an extra credit question from one or both talks to the March 10th midterm.

Tuesday March 4th online Quiz 2, posted 9-10pm due late Wednesday night all short answer and fill in the blank, see this updated [review sheet](#), covers [Population Growth](#) Women's Agency and [child labor](#). (not Malnutrition)

Monday February 24, 2014: Quiz #1 in class, see also [answers for 3.3 and 3.4](#) and an updated [PPP handout](#).

Thursday Feb. 20th Turn answers to 3.3 and 3.4; here are the [answers for 3.1 and 3.2](#) posted here Feb 18th

Thursday Feb. 20th in class: Turn in [problem set #1](#) (except question 5c, which is now part of Inequality Assignment #5, see [turnitin.com](#) for due date).

Monday February 24th turn in PS #2, question 1 and 2; Quiz #1 see the [review sheet](#), covers poverty measures problem set #1 and material covered in lectures and discussion questions sets 1-3, but see this [review sheet](#). Format: multiple choice and short answer, in class 5 points, short answer 15 minutes online after class on [turnitin.com](#) or in class if you have time. See also [Lecture notes on Poverty measures, trends and miracles](#) readings *Factory Girls* Chapter 1,5 and 10. Deaton, 2013 *Introduction and Chapter 1 & 6*, especially "Measuring the World" & "Growth, Health and Population" & "Global Poverty" page 219 to 256 and Banarjee and Duflo, 2012 Chapter 1, 2 and Chapter 9, *Why nations fail*, assigned sections. Sachs, 2005, Chapter 1.

Monday March 3rd Quiz #2 Covers problem set #2, relative deprivation inequality and opportunity measures. Readings: B&D, chapter 8, Krueger, 2013.

Monday March 10th Midterm #1: covers material in Quiz 1 plus B&D chapter 10 and Collier chapters 2-6, Sachs Chapter

Week of Monday Feb 10th Lecture notes on Poverty measures, trends and miracles readings *Factory Girls* Chapter 1,5 and 10. Deaton, 2013 *Introduction and Chapter 6*, especially "Measuring the World" & "Growth, Health and Population" & "Global Poverty" page 219 to 256 and Banarjee and Duflo Chapter 2 and Chapter 9.

Tuesday Feb 11th please turn in brief answers to questions 3.1-3.2 in LDQ set #3A [PPP & Poverty assignment 3.1 to 3.3](#)

Wednesday January 29th Deadline for resubmitting LDQ questions 1.1 and 1.2 if there were formatting problems with your first submission (grade of 0 or 1).

Saturday Feb 2nd Submit answers to LDQ 2.1 and 2.2 on turnitin.com, use this [pdf](#) or [word](#) file to make a copy of each question, follow the same format as in the sample below, see also the lecture notes on [population](#) and the Bangladesh vs. Malawi vs. Ethiopia.

Monday January 27th. See [lecture 1 notes \(introduction\)](#) and [Case study notes](#) especially re [Ethiopia](#). Today we start [problem set #1](#) which helps us define the poverty measures the World and Europe use (why do Europeans have to be different?). We only have two problem sets (the other one is on inequality measures). We will try and do a question a day, and when you are done you can turn in the paper copy or your answer on turnitin.com (safer). The only difference is the paper version should have the Figures if any, hand drawn. Tech types can also add the optional diagrams by inserting a photo of your Figure on paper (adjust the contrast please) or by using a drawing program... For linked readings (also optional but helpful) you may find this [pdf copy](#) handy. For turnitin.com use this [word version](#). The pdf version also has a handy review summary of all the poverty measures (including some from PS #2).

Wednesday January 22nd: HW extension: due to University closing, we will delay HW answers to LDQ1-1 and 1-2 parts a and b (not c) to Friday January 24th 2014. As requested, here is a [sample](#) of the turnitin.com answer format, you can use any color or font you want, as long as it is not the same as the questions. Notice each answer is as close as possible to the question, single spaced. Last night Bill Gates was on Charlie Rose for an hour, talking mainly about global poverty and health (and U.S. foreign aid). His [2014 letter is here](#), well worth reading. His Foundation now has \$40 billion dollars, he and his wife are like a small country, and influence governments, such as that of Ethiopia (see the video when it is posted, about half way through). What the 3 myths Gates is concerned about? The Bill and Melinda Gates Foundation has about \$40 billion, how does this compare to the annual U.S. Foreign Aid (AID) budget? What share of U.S. foreign aid is allocated to health related programs (according to Gates)? Attending the Davos conference (as is Bill Gates) [Oxfam issued a report](#) showing the richest 85 people in the World (a list that includes Bill Gates and Carlos Slim and Warren Buffet) have as much money as the poorest 3.5 billion people in the World. Apart from tremendous inequality, what is telling and what is misleading about this comparison. Are they comparing wealth or income? Does it matter?

Thursday January 16, 2014 [Lecture Notes](#). Please answer LD1.1 and 1.2 below, we did not have time to watch the two short films, no need to do part C of either question (or read about China). Please turn in your answers on January 22nd if possible on turnitin.com class ID 7469296 password: Bono. Please use this [word version as a template](#) for your questions, answer each question right after the question mark, single spaced, in a different font if possible. One whether the War on Poverty see the figures on indoor plumbing and overcrowding in [these lecture notes](#). Note that both Deaton and Hans [Rosling](#) both stress the importance of indoor plumbing in facilitating long and healthy lives, especially for children. Unfortunately, "bad education" rates for low Socio-economic Status (SES) persons (dropout rates before 11 and 12) have fallen from 16% to 8% but not to zero (see Figure E-1 below).

LDQ-1.1 Has foreign aid/debt relief worked in Ethiopia: a) Briefly summarize the key argument as illustrated by the cast of characters in [Give us the Money](#). Bono, Geldorf, Dambasi Moyo (and the activist from Africa, write down her name please). B) Write a list of the cast of characters, say the top 5-10 key players in the film. Who among these are the "strange bedfellows"? Why are they strange, briefly? What brings them together? (hint: what present does Bono give President Bush?). Keep an eye out for Birhan Woldu daughter of Ato Woldu, Tigray region farmer (now part of Ethiopia) we see her first on death's door starving during the 1985 famine in Tigray that led to Live Aid, Then she appears at Live 9 (20 years later) as *nursing student and more recently manager of an NGO in Ethiopia*. In class we will watch the short [World Bank video on CCTs](#) and the [U.S. Aid film](#) on dairy cows.... With a lot of editing and rough edges polished out, what we are seeing is U.S. foreign aid at work (Overseas development assistant or ODA) at work. Bono and Geldorf move from raising money themselves, as they did with Live Aid, to lobbying governments to give more aid. In class Monday January 24th we will look at the [Ethiopia data](#) C) Assuming these numbers and films are accurate, who was right about helping Ethiopia with massive foreign aid and debt relief? Do we meet a lot of Ethiopian government officials in any of these films? What Ethiopians do we meet? Who do they work for? What strange bedfellows do we run into in the [U.S. AID film](#)? What is U.S. AID? Fact checking: What does [Swedish health economist Hans Rosling](#) say is the best data in the world? (too many films, I know, you can get the answer at minute 11) Why is it the best data in the world, what [MDG does it directly address](#).

D) How does the [CCT programs in Ethiopia](#) address multiple concerns, does this approach appear to be working? How can we check its success (what [MDGs](#) again)? Here is a recent World Bank report which discusses the Ethiopian Productive Safety Net Program (public works and direct support, see page 158), Monchuk, Victoria (2013) [Reducing Poverty and Investing in People: The New Role of Safety Nets in Africa](#). Directions in Development. Washington, DC: World Bank. doi:10.1596/978-1-4648-0094-8. License: Creative Commons Attribution CC BY 3.0 Thanks in part to the complaints of Hans Rosling at his 2009 TED talk, all World bank data and publications are now available free of charge. Thank you Professor Rosling.

LDQ 1.2: MLK day assignment: Presidents Kennedy and Johnson implemented three reforms which reshaped the American society, last week was the 50th anniversary of the “War on Poverty”, while the March 1963 march on Washington culminated in the Civil Rights of 1964 (while in [October 1965](#) President Johnson came to the Statue of Liberty to sign another Kennedy brothers initiative, the [Hart-Cellar Act](#), we return to this later). If possible watch all the of or at least sections 1, 2 & 4 of the “This Affluent Society” (take a look at these [film related questions](#), none of which you have to answer now, before you watch the video. (a) How according to [Acemoglu and Robinson \(2012\)](#) did the Civil Rights movement revitalize the South and allow it to finally catch up with the North. What role did migration play in the rebirth of the South? Many of the Mississippi residents in the film were from families that had migrated to Chicago but then returned to the South. Why did they return? Use the notions of “extractive” and inclusive states and the “iron law of Oligarchy” to answer this question. (b) As governments are prone to do, President Johnson and his OEO head [Sargent Shriver](#) promised end severe poverty (by 2000). How did President Kennedy, Hamish Sinclair and Sargent Shriver define severe poverty (quote them if possible). Similarly, new residents of Chicago complain bitterly about overcrowding, why did Hillbillies and Blacks live under such crowded conditions? (this may be one reason they returned). (c) “*déjà vu* all over again” President Obama has announced his first five “Promise Zones” and as with the war on poverty, targeting the coal mining areas of Appalachia. What legislation did President Kennedy and Congress pass to help the [coal miners in 1962?](#) (hint: its name is now out of date, but it was not at the time) Did it work? How did most people in Appalachia escape poverty? Who was not able to escape? Who the 1960s safety net reforms help the most? What caused coal miners to lose their jobs, then and now? Listen to this brief segment with Jerry Rickett, and perhaps look up the five promise zones President Obama set up. While this new effort be more effective?

[New Hope In Southeastern Kentucky 'Promise Zone'](#) January 16, 2014 11:00 AM [Listen to the Story](#)

[Tell Me More 7 min 7 sec](#) [Playlist](#) [Download](#) President Obama recently named the first five "Promise Zones." They're high-poverty areas targeted for economic revitalization. Host Michel Martin learns about the Kentucky Highlands Promise Zone from Jerry Rickett, head of the Kentucky Highlands Investment Corporation.
<http://www.npr.org/2014/01/16/263077694/new-hope-in-southeastern-kentucky-promise-zone>

Since we have more time, please try to watch all 4 or 5 segments if you have time. All are available here and [review questions 2-6 here](#) (especially your personal question) before you watch the film.

Part 1 The war on poverty is launched, “Automation did it...” JFK, 1962 **Part 2 Kennedy speech on poverty and deprivation in the United States (3-5 minutes)** In this Affluent Society, youtube version (most with captions, thanks to Fordham's ODS). **Part 1:** <http://youtu.be/FDxK95zhiJ0> **Part 2:** <http://youtu.be/6OBepOZSD0U> **Part 3 of 5:** **Part 3** <http://youtu.be/11wvUli39B0> **Part 4:** <http://youtu.be/B89a4fPd1E0> **Part 5 of 5:** <http://youtu.be/i5sfpTUb>

Monday January 13th Lecture and Discussion Question (LDQ): please use turnitin.com class ID 7469296 password Bono to answer lecture and discussion questions 1.1 and 1.2 by next Wednesday January 22nd. We will answer LDQ 1.1 on Thursday, please take a look at the three films before class. Please make specific reference to these in your answers. One great feature of kindle for windows is you can copy and paste quotes, and a reference is added automatically (does this work on the mac? It does not on Ipad version of kindle... not sure about others). Question 1.2 will be posted after class Thursday, it will focus on the 50th anniversary of President Kennedy/Johnson's War on Poverty. Why Poverty's “Give us the Money” video starts with [Live Aid](#) concert in 1985 (notice similarity of logo to Dambisa Moyo's “dead aid” book cover). Please watch “[Give us the money](#)” before class if you can. This documentary is part of the “[Why Poverty](#)” film series shown by PBS in the U.S. (but don't watch any others now, instead watch these [very short World Bank](#) and [U.S. Aid films](#) related to Ethiopia and Foreign Aid. Be skeptical always (“show me the data” this is what we will do in class Thursday). Broadly speaking, there are four ways wealthy OECD can help developing countries, like Ethiopia, Uganda, Malawi and Mozambique (and others—but along with Mali and Niger, these countries are among the poorest in the world). One is via NGOs like CRS or Oxfam, this was the original Live Aid model: use a rock concert to help famine victims in Bangladesh. Another approach is to get governments to give more

foreign aid and debt relief, *Give us the money* is the story of how Bob Geldorf and Bono moved from the 1st approach to the 2nd (official aid, culminating in the 2005 G-8 meeting at Gleneagles, Scotland, expanded debt relief under HIPC and boosted cash foreign aid to many African countries. A third approach might be called “tough love” where aid is reduced and more emphasis is put on private capital flows, remittances and trade. This is the approach advocated by Professors Deaton, Easterly, Moyo and to some extent Professor Collier. Another group of economists led by Jeffery Sachs argue massive foreign aid to Africa is needed before the continent can benefit from economic integration (Bono wrote the introduction to Sach’s 2005 book *The End of Poverty*, a classic in this field). The fourth way is direct peer to peer action, person to person, with no NGOs or official agencies mediating, as Kiva.org seems to promise. We are not quite there yet, but the role of social media in Africa and Ukraine for example, seems to hold some promise. Right now immigration remittances and action by Diasporas (see the U.S. Aid film) are person to person to some extent. So all four of these approaches have been implemented over the past 10 years, and now we can step back and look at the results, starting with Ethiopia, which happens to be where Bono, Geldorf et al. started....

Addendum to Monday’s class discussion: [The Great Escape](#) was a 1963 movie that starred Steve McQueen ([on a motorcycle](#)) and Richard Attenborough (captured South African RAF pilot Roger Bushnell who wrote the book the movie is based on). Clearly Angus Deaton likes the metaphor (as do I but perhaps for different reasons). For Deaton and the film it is about “*man’s unquenchable desire for freedom, even under impossibly difficult circumstances*” in this case and in our case, political and economic freedom (see Deaton’s [introduction available online](#) from PU Press). Inequality arises when some escape poverty while others do not (only three prisoners escape in the movie, Bushnell is one of them). Those left behind are poor and easily forgotten. The male prisoners spend months building elaborate tunnels to allow hundreds to escape, but only a few (three) escape. Was it worth the trouble? Would they do it again, knowing that only a small fraction of them would escape? Very likely. We can see the same of aid programs set out to save millions and only allow a few to escape. Perhaps Birhan Woldu illustrates this point, pictured near death on the BBC original coverage child in Tigray in 1985, then a grown woman at Live 8 in 2005 [Give Us the Money](#) culminates in PEPFAR and massive debt relief and aid increases in 2005 secured at the Gleneagles G8 meetings (the Live 8 concert). Aid programs can be expensive and diversion rates are high. Donors often have other motives, and politics always matters, yet some programs and policies do work (just as famine relief worked in Tigray). However, if we think of aid programs as a difficult and risky to help some of those trapped in severe poverty escape, limited number of successful escapes (Birhan Woldu escaped at least..

Further reading and viewing: “Why poverty” has a nice web page with other videos, but none are as relevant to this course “[give us the money.](#)” See also the Duflo and Banerjee (B&D) 2012 Ester as well Professor Duflo’s [TED talk](#) is a great introduction to Poor Economics, as is her [lunch with the FT](#) profile. Please do watch the first five minutes of [Ester Duflo’s TED talk](#) as a preview Chapter 1 of the Banerjee & Duflo, 2012). Then watch “Give us the money”—or at least the first and last 15 minutes-- almost the entire cast of characters are there (Moyo², Collier, Bono³, Bill Gates, plus a number of “unlikely bedfellows”). The film starts and ends with the highly imperfect government of Ethiopia (this is still a problem according to [Easterly and Moyo](#)— Bill Easterly goes further to argue that “[authoritarian growth miracles](#)” including China’s won’t last, though Moyo disagrees. (a) List briefly in your own words, B&D, 2012 five keys to helping the poor (see the [end of her FT lunch](#)) . (b) What did Live Aid, DATA and the lobbying group ONE decide to do to Africa? Were they successful? Briefly, discuss Ethiopia’s famine, HIPC and [PEPFAR](#) (which [continues](#) and [beyond](#)).

Bob Geldorf, “we come to you with 3.8 billion people in our back pocket, how can these 8 men refuse us now?” Birhan, a nursing student when she appeared at Live 8, is now director of a charity that builds new schools. [telegraph.co.uk Share 460 × 288 – Oct 22nd 2009. Birhan Woldu, the 'face' of Ethiopian famine relief in 1984. Face of 1984 Ethiopia famine says food aid does not help* Soaring food costs force Ethiopian children out of school \(date??\)](#)



Bonhisa Moyo’s new book is “[Winner take all](#)” about the race for natural resources in Africa, which she thinks China is winning, see her [lecture](#) she is also optimistic about future growth in China, So far she and Naill Ferguson have been right and Easterly and Acemoglu and Robinson, 2012 have less correct, though China’s growth is slowing. This year, growth in China and India could slow more, making the later group look better, we shall see.

³ If you missed U2 on campus, see this [2009 Rolling Stone story](#)... you missed him, but they may return someday.

Bono says (18:48) “I know almost immediately I was out of my depth, this was economics and I’m singer in a rock’n’roll band, so I had to go to school...” then since Bobby Shriver knows the President of the World Bank, they go to “graduate school” at the World Bank Institute.



this headline is very misleading, but the article and pictures are interesting. Of course the Telegraph does not date its "news" story. See **

Drop-Out Rates of 15 to 24-Year Olds Who Dropped Out of Grades 10-12, by SES and Race/Ethnicity, 1972-2009.

