

**GUÍA DOCENTE**  
**MÁSTER UNIVERSITARIO EN POLÍTICAS PÚBLICAS Y**  
**SOCIALES**  
**CURSO 2024-2025**

**COURSE**

**Name:** Pobreza, marginación y exclusión social/ Poverty, marginalization and social exclusion

**Type of subject:** Mandatory

**Credits:** 3 ECTS

**Teaching language:** English/Spanish

**Course coordinator:** Lucinda Cash-Gibson

**Professor:** Lucinda Cash-Gibson

**Guest lecturers:** Laila Vivas, Ferran Muntané Isart, Jorge Alejandro García Ramírez

**COURSE PRESENTATION**

**Description**

The course offers students a transdisciplinary understanding of poverty, social exclusion and inequalities. The syllabus introduces concepts, debates and theories that try to explain these issues, as well as the methods used to measure them, and different policy responses to try to address them. In addition, the course introduces students to the issues of environmental (in)justice, and how social inequalities can get 'under our skin' to systematically shape health outcomes within and between social groups.

**Course objectives**

1. Develop conceptual understanding of poverty, social exclusion, and social inequalities.
2. Understand the theoretical approaches that try to explain the causes of poverty, social exclusion, and social inequalities (in health) in different contexts.
3. Understand the diverse dimensions and measurements of poverty and social exclusion.
4. Learn about key concepts related to poverty, social exclusion, and inequalities, such as discrimination, othering, and intersectionality, as well as embodiment, and environmental (in)justice.
5. Learn to critically analyse the implicit assumptions that guide proposals to tackle poverty and social exclusion in different settings.

## Course content

### **SESSION 1: CONCEPTS, DIMENSIONS, AND DEFINITIONS**

**(Thursday 2nd May 2024 – 16:30h to 20:30h). Lucinda Cash-Gibson. (session in English).**

This session will introduce the concepts, dimensions, definitions and theories of poverty, as well related concepts such as social exclusion, social inclusion, social inequalities, discrimination and othering. There will also be class debate around the session content, and required reading material. In addition, students will work in groups to prepare a short presentation on specific discussion points provided to them in class, which they will present at the end of the session.

#### **Required reading:**

- Brady, D. (2019). Theories of the Causes of Poverty. *Annual Review of Sociology*, 45, 155–175 <https://doi.org/10.1146/ANNUREV-SOC-073018-022550>
- Sen, A. (1983). Poor, relatively speaking. *Oxford Economic Papers*, 35(2), 153–169. <https://www.jstor.org/stable/2662642>

#### **Further suggested reading (optional):**

- Townsend, P. (1962). The meaning of poverty. *The British Journal of Sociology*, 13(3), 210–227. <https://doi.org/10.1111/j.1468-4446.2009.01241.x>
- Poverty. 2<sup>nd</sup> Edition. by Ruth Lister. 2022. Polity. ISBN: 978-0-745-64597-1
- Wilkinson RG, Pickett K. *The spirit of level: why more equal societies almost always do better*. London: Allen Lane, 2009
- Banerjee, A. V., & Duflo, E. (2007). The Economic Lives of the Poor. *Journal of Economic Perspectives*, 21(1), 141–168. <https://doi.org/10.1257/JEP.21.1.141>

**SESSION 2: HISTORICAL TRENDS AND MEASUREMENT ISSUES**

**(Friday 3rd May 2024 – 16:30h to 20:30h). Lucinda Cash-Gibson. (session in English).**

This session will introduce historical and global trends, and measurement issues around poverty, and social exclusion. Discussion topics include: Is poverty increasing or decreasing in the last decades, globally and in different regions? How is poverty measured, globally and historical? What are the underlying theories behind these measures? What are the strengths and problems of each measure? There will also be class debate around the session content, and required reading material. In addition, students will work in groups to prepare a short presentation on specific discussion points provided to them in class, which they will present at the end of the session.

**Required reading:**

- Jason Hickel (2016) The true extent of global poverty and hunger: questioning the good news narrative of the Millennium Development Goals, *Third World Quarterly*, 37:5, 749-767, DOI: 10.1080/01436597.2015.1109439
- Sullivan D, Hickel J. Capitalism and extreme poverty: A global analysis of real wages, human height, and mortality since the long 16th century. *World Development* 2023. doi.org/10.1016/j.worlddev.2022.106026

**Further suggested reading (optional):**

- Atkinson, A. B. (2019). *Measuring Poverty around the World*. Princeton University Press.
- Hickel J, Sullivan D, Zoomkawala H. Plunder in the Post-Colonial Era: Quantifying Drain from the Global South Through Unequal Exchange, 1960–2018. *New Political Economy*. 2021;1(18):1356-3467.

### **SESSION 3: SOCIAL INEQUALITIES IN HEALTH**

**(Monday 6<sup>th</sup> May 2024 – 16:30h to 20:30h). Lucinda Cash-Gibson (session in English).**

This session will introduce the concepts of social inequalities in health/health inequalities, and how inequalities are “embodied” and “get under the skin” to result in systematic, unjust and avoidable health outcomes amongst different social groups within a given population. The sessions will also introduce several conceptual frameworks and causal explanations on social inequalities in health, as well the concept of intersectionality and the different axes of inequality. In addition, there will be class debate around the session content, and required reading material. Students will also work in groups to prepare a short presentation on social inequalities in health in a specific context, which they will present at the end of the session.

#### **Required reading:**

- Marmot M, Friel S, Bell R, Houweling T, Taylor S. Closing the gap in a generation: health equity through action on the social determinants of health, *The Lancet*, Volume 372, Issue 9650, 2008, Pages 1661-1669, ISSN 0140-6736, [https://doi.org/10.1016/S0140-6736\(08\)61690-6](https://doi.org/10.1016/S0140-6736(08)61690-6).
- Scambler, G. (2012), Health inequalities. *Sociology of Health & Illness*, 34: 130-146. <https://doi.org/10.1111/j.1467-9566.2011.01387.x>
- Labonté R, Stuckler D. The rise of neoliberalism: how bad economics imperils health and what to do about it. *J Epidemiol Community Health* 2016;70:312-318

#### **Further suggested reading (optional):**

- Akbulut N, Razum O. Why Othering should be considered in research on health inequalities: Theoretical perspectives and research needs. *SSM Popul Health*. 2022 Nov 5;20:101286. doi: 10.1016/j.ssmph.2022.101286. PMID: 36406107; PMCID: PMC9672483
- Health Inequalities: An Introduction to Concepts, Theories and Methods 2nd Edition. by Mel Bartley. Polity. ISBN: 10- 0745691102.
- Schrecker T, Bambra C. *How Politics Makes Us Sick: Neoliberal Epidemics* London: Palgrave Macmillan; 2015. doi.org/10.1057/9781137463074.
- Benatar S. Politics, Power, Poverty and Global health: Systems and Frames. *Int J Health Policy and Management* 2016;5(10):599-604

**SESSION 4: ENVIRONMENTAL JUSTICE**

**(Tuesday 7th May 2024 – 16:30h to 20:30h). Laila Vivas (session in English/ Spanish).**

This session will explore the concept of environmental (in)justice. Throughout the session, different elements will be examined, including: The origins of the concept, tracing its roots to environmental justice movements; an exploration of key dimensions of environmental (in)justice, such as unequal risk distribution in communities, disparities in the participation in political decisions, and the role of intersectional factors; some of the main issues displayed by environmental justice movements, highlighting ongoing social struggles and achievements, as well as a specific look into urban environmental justice. The session will also comprise of group exercises that will contribute to critically understand the implications of environmental justice e.g. exploring environmental justice mapping and potential policy responses.

**Required reading:**

- Environmental justice mapping document
- Corburn, J. (2017). Concepts for Studying Urban Environmental Justice. *Methods in Environmental Epidemiology*, 4, 61-67.
- Álvarez, L., y Coolsaet, B. (2018). “Decolonizing Environmental Justice Studies: A Latin American Perspective”. *Capitalism Nature Socialism*.

**Further suggested reading (optional):**

- Faber, D. (2018). “Global Capitalism, Reactionary Neoliberalism, and the Deepening of Environmental Injustices”. *Capitalism Nature Socialism*, 29(2), 8-28.
- Menton, M., Larrea, C., Latorre, S., Martínez-Alier, J., Peck, M., Temper, L., y Walter, M. (2020). “Environmental justice and the SDGs: From synergies to gaps and contradictions”. *Sustainability Science*, 15, 1621-1636.
- Pulido, L., y De Lara, J. (2018). “Reimagining ‘justice’ in environmental justice: Radical ecologies, decolonial thought, and the Black Radical Tradition”. *Environment and Planning E: Nature and Space*, 1(1-2).

## **SESSION 5: POLICY RESPONSES**

**(Wednesday 8th May 2024 – 16:30h to 20:30h). Ferran Muntané Isart, Jorge Alejandro García Ramírez, Lucinda Cash-Gibson, (session in Spanish/ English).**

This session will introduce various types of policy responses to reduce poverty and social exclusion in different settings. Students will consider questions such as: are cash transfers such as universal basic income a potential solution to poverty? Are there any ethical considerations associated with implementing cash transfer programs like universal basic income? What is the existing evidence on the effects of cash transfers on poverty rate, work incentives and behaviour in different contexts? How should the money be distributed: through targeted means or universally? When should the money be given – always, in specific life stages, as a response to specific risks or a combination of all? How can policymakers ensure that cash transfer programs are sustainable and financially viable in the long term? In addition, students will be introduced to the social initiatives in health, and social innovation as civil society led responses to social issues. Lastly, there will be class discussions based on the class presentations, required reading material, and the overall course content.

### **Required reading:**

- Leventi, C., Sutherland, H., & Tasseva, I. V. (2019). Improving poverty reduction in Europe: What works best where? *Journal of European Social Policy*, 29(1), 29-43. <https://doi.org/10.1177/0958928718792130>
- Hasdell R, 2020. Know about Universal Basic Income: A cross synthesis of reviews. Stanford. Basic income lab. Available: [https://basicincome.stanford.edu/uploads/Umbrella%20Review%20BI\\_final.pdf](https://basicincome.stanford.edu/uploads/Umbrella%20Review%20BI_final.pdf)
- Carey, G., Crammond, B. & De Leeuw, E. Towards health equity: a framework for the application of proportionate universalism. *Int J Equity Health* 14, 81 (2015). <https://doi.org/10.1186/s12939-015-0207-6>

### **Further suggested reading (optional):**

- Muntaner C, Borrell C, Ng E, et al. Politics, welfare regimes, and population health: controversies and evidence. *Sociology of Health & Illness* 2011;33(6):946–964.
- Benach J, Malmusi D, Yasui Y, Martínez JM. A new typology of policies to tackle health inequalities and scenarios of impact based on Rose's population approach. *J Epidemiol Community Health*. 2013;67(3):286-91
- Yunus M, 2010. Building Social Business: The new kind of Capitalism that serves humanity's most pressing needs. Public Affairs. ISBN: 9781586488246

## Teaching methodology

The objectives of the subject will be achieved through mixed sessions in which there will be classes and debates based on the required readings and presentations, as well as group work activities. All of which will assist student to deepen their understanding of the concepts, definitions and dimensions of poverty, social exclusion, and inequalities, as well as the theoretical perspectives on their causes, and the potential policy interventions to tackle these societal challenges.

## EVALUTION

**The final grade** will be composed of active participation in class debates, class group work (40%), and the quality of the final work (60%).

**The final work:** To write an essay.

- Identify a topic related to the course content – either a specific issue discussed during the course or one of particular interest. Research the topic in depth, critically review the literature, and identify the main arguments around the issue. Also, consider the competing discourses, as well as the consistency of the findings on the topic.
- Essay length: 5 pages maximum (excluding references).
- Work in groups of 2-3 students or individually.
- **Submission deadline: 24th June 2024 at 17h CET.** Essays to be sent to Lucinda Cash-Gibson via email or uploaded in eCampus.

## FACULTY

**Lucinda Cash-Gibson, PhD.** Senior Lecturer, Management, Law, Society & Humanities, UPF-Barcelona School of Management and Researcher, Johns Hopkins University – Universitat Pompeu Fabra Public Policy Center (lucinda.cash@bsm.upf.edu).

**Laila Vivas, MSc.** PhD candidate at the Basque Centre for Climate Change (BC3) and the Universidad del País Vasco (UPV/EHU) and Visiting Researcher, Johns Hopkins University – Universitat Pompeu Fabra Public Policy Center (laila.vivas@bc3research.org).

**Ferran Muntané Isart, MA.** Researcher and Data Manager, Johns Hopkins University – Universitat Pompeu Fabra Public Policy Center, and UPF- Barcelona School of Management (ferran.muntane@upf.edu).

**Jorge Alejandro García Ramírez, MD, MSc.** Co-founder of Bive - Fundación Vive con Bienestar, Colombia; Health Policy Analyst, World Health Organization.