

CS32/DS 10: INTRODUCTION TO DEVELOPMENT STUDIES: POVERTY, HUMAN DEVELOPMENT AND GLOBALIZATION



Course Content and Organization:

Development is arguably one of the most important but also one of the most complicated words in the English language. Its meanings have been unstable historically and have changed in important ways over the last two centuries, but it has become shorthand for a complex set of social, economic, political, cultural and institutional transformations over the last five hundred years. The reference point for these transformations is typically “the West” or the “developed countries” and the revolutionary changes in economic and political organization associated with Northwest Europe in the period after the fifteenth century. But the emergence of development understood in this way - as economic and political modernization and a culture of modernity - which centered on the capitalist and socialist states of the North Atlantic economies, was intimately bound up with the making of another world, sometimes called the Third World (sometimes called ‘the less developed countries’ (LDCs) or now conventionally called the ‘Global South’) marked by mass poverty, human want and insecurity and by low economic productivity (typically one conventional key measure of development). The majority of the world’s population – and the vast majority of the population added to the planet every year – live in this space variously called developing and poor countries: in

Asia, Africa and Latin America. Development is often taken to refer to the intentional programs and projects – undertaken by governments, multilateral development organizations, foreign aid, non-government and civic groups, indeed a massive and diverse groups of institutions in the business of development – to improve the life chances and freedoms of citizens in poor countries.

In the last three or four decades, development has come to mean something quite specific: free market (or neoliberal) capitalist growth by nation states within a competitive global marketplace: in other words development, globalization and capitalism have come together in a powerful way. At the same time, however, one model of development – socialism – has in effect collapsed. Since 1989 and the fall of the Berlin wall, it is often assumed that development can only mean capitalist modernization through robust participation in the global economy and global free trade, through which all boats will rise. Interestingly the election of President Trump, and of so-called “populist movements” in Western Europe and parts of the Global South have come to question some aspects of this “all boats rise” model and of multi-lateral trade agreements which were seen to be the mark of a new liberal order. Earlier there have been counter-globalization movements from below and often but not exclusively from the political Left (for example the World Social Forum), a recognition of the “dark side” or “underbelly of globalization and a constant search for alternatives to (conventional) development. Equally some commentators shout the benefits of how post-1945 globalization has created a “level playing field” for all in which all nation states can find their niche and benefit accordingly.

In the 21st century, the fundamental division is not between capitalist and socialist states, as much as the growing gulf between rich and poor nations, and deepening inequality within rich and poor states alike. On the one hand it is clear that since 1945 many millions of people in the Global South have emerged from poverty and their life chances (and measures of well-being) have improved. There is considerable optimism in some development circles driven by the fact that between 1990 and 2010 the number of poor people in the developing world fell from 43% to 21%. The international goals (the UN Millennium Development Goals (MDGs) of halving global poverty between 1990 and 2015 was achieved five years early. Some states in the Global South – the so-called BRICs (Brazil, Russia, India, China) – have emerged as industrial and political powerhouses on the world stage. There has even been talk of “the end of poverty” and the “rise of the Global South”. The brutal fact remains that according to the World Bank, there are (conservatively) over 1 billion poor people in the world. Their plight is atrocious and the evidence suggests that in the current globalized world, the gap between them and the rich is likely to grow worse. One major purpose of this class is to explore the causes, dynamics and changing character of poverty in the Global South, the nature of processes of exclusion operating in the world, and what is and might be, done to alleviate mass poverty – in other words what models and ideas of development have and are being adopted and how might they be understood and assessed?

Class Objectives

At the most general level, the objectives of this class are to provide an historical analysis of the making of the Global South and, drawing upon detailed case studies of from Africa, East and South Asia, and Latin America, some insight into the ways of understanding contemporary conditions and processes (urbanization, agricultural reforms, population dynamics, migration, industrial development). Second, I shall explore a raft of key contemporary development problems and policies (hunger, conflict, human security, industrialization, the roles of states and markets) and

differing models or strategies of development adopted by differing nation states (free market, state-led development). And finally, to introduce some of the theoretical ideas and intellectual traditions, and some of the core concepts, which seek to explain the historical origins of contemporary development problems and the concepts and that can be deployed to shape development policy and practice. Development in this sense is different because it speaks to ideas, to theories, to policies, and to practices.

In another way, the objective of the DS10 is to permit students to acquire a new language. I have come to see development - understood as a field of expertise, theory and practice - as a complex sort of language: it has its own syntax, semantics and pragmatics as does any language. This course introduces you to that 'development language' - its concepts, its meanings, its measures, its grammar and so on. I hope that by the end of the course you have acquired enough of this language to conduct a sensible, if not sophisticated, discussion with say a World Bank official at a holiday cocktail party in Washington DC.

This is not a course in economics. Economics certainly is important in the field of development theory and practice. But so is politics, geography, anthropology, history. It is resolutely interdisciplinary. And this course aims to introduce students some key foundations for an understanding of development as theory and practice from a self-consciously inter-disciplinary perspective. DS10 is a course which is a sort of gateway for DS100, the upper division core course in the Global Studies/Development Studies major taught by Professor Hart in the spring which extends and deepens the ideas I present here.

Instructor: Michael J. Watts, Class of '63 Professor, Department of Geography, Co-Chair of Development Studies. I am Class of '63 Professor of Geography and Development Studies. A Guggenheim Fellow in 2003, served as the Director of the Institute of International Studies from 1994-2004. My research has addressed a number of development issues, especially food and energy security, rural development, and land reform in Africa, South Asia and Vietnam. Over the last twenty years I have written extensively on the oil industry in West Africa and the Gulf of Guinea. Watts has served as a consultant to the Ford and Rockefeller Foundations and a number of NGOs and foundations, and worked for various UN organizations. I currently the Chair of the Board of Trustees of the Social Science Research Council and serves on a number of Boards of non-profit organizations including the Pacific Institute.

Course Website: all class materials, with the exceptions of the required textbooks, are posted on Bcourses.

ALL OF THE MATERIALS YOU NEED FOR THIS COURSE AND ALL DETAILS OF EXAMS, REQUIREMENTS, SECTION ASSIGNMENTS ETC.,- AND OTHER IMPORTANT INFORMATION REGARDING GRADING, PALGIARISM, STUDENT CONDUCT- IS POSTED ON THE BCOURSES CLASS WEBSITE AND LISTED UNDER 'FILES'.

Office Hours: Wednesday 1.00-3.00pm, or by appointment. Room 555 McCone Hall

(NOTE: my hours tend to get full, so please make sure you sign up on a list available on my office door)

Telephone: I have no telephone. It was removed because of the financial cuts.

Email: mwatts@berkeley.edu

Website: http://geography.berkeley.edu/people/person_detail.php?person=21

Class Time and Location:

Tuesday and Thursday: 2.00-3.30pm. 390 Hearst Mining Building

Teaching Assistants/GSI's:

Gabe Eckhouse: geckhouse@berkeley.edu

Kailey Heitz: kaily.heizt@berkeley.edu

Caroline Tracey: cetracey@berkeley.edu

GSI Office Hours:

To be determined, and will be announced in the first week of classes.

All the GSI's will hold office hours in the GSI offices at the south end of the Fifth Floor of McCone Hall (Department of Geography). Details to be provided in the first week of classes.

Section Times and Locations:

GLOBAL 10A 101

101 DIS

Class #: 25559

Days: Wednesday

Time: 11:00 am - 11:59 am

Place: Mulford 230

GLOBAL 10A 102

102 DIS

Class #: 25560

Days: Wednesday

Time: 9:00 am - 9:59 am

Place: Valley Life Sciences 2011

GLOBAL 10A 103

103 DIS

Class #: 25561

Days: Friday

Time: 9:00 am - 9:59 am

Place: Barrows 174

GLOBAL 10A 104

104 DIS

Class #: 25562

Days: Friday

Time: 10:00 am - 10:59 am

Place: Dwinelle 106

GLOBAL 10A 105

105 DIS

Class #: 25563

Days: Monday

Time: 3:00 pm - 3:59 pm

Place: Barrows 174

GLOBAL 10A 106

106 DIS

Class #: 25564

Days: Monday

Time: 4:00 pm - 4:59 pm

Place: Barrows 174

NO SECTIONS WILL BE HELD DURING THE FIRST WEEK OF CLASSES

Texts and Required Reading Materials:

The following books are available in the Earth Sciences Library and in Moffitt:

Required:

Katherine Boo, *Behind the beautiful forevers*. New York, Random House 2012 paperback, required. (a pdf version is also available on Bcourses). Posted on Bcourses in the file: BOO.

Mike Davis, *Planet of Shums*, paperback 2009, Verso, required (a copy is in PDF form on Bcourses). Posted on Bcourses in the file: DAVIS.

There is also *A Conceptual Dictionary* that is posted on Bcourses. This book contains a number of key words and concepts that we deploy in the class. I would recommend you make use of it and flip through the document as you see fit over the course of the semester.

The e-Atlas of Global Development are really worth browsing over the course of the semester. It has excellent maps and visual representations of many aspects of the course content. I leave this to you to make use of. It is a rich source of insight and data. See:

<http://issuu.com/world.bank.publications/docs/9780821385838>

You also might consider looking through the *Where the Poor are Atlas*: a pdf version is available on Bcourses in a file titled ATLAS which contains too the Atlas on Economic Complexity..

All readings for each week will be posted and available as pdfs (or through a url) on Bcourses.

All powerpoints from each lecture will be posted on Bcourses.

PLEASE NOTE: In addition there are a number of film documentaries which are ***required viewing*** (the content of which may be on the mid-term and final). They are indicated below in the

course outline and are available in Moffitt at the Media Resources Center (MRC) (<http://www.lib.berkeley.edu/MRC/>). Some, but not all, of the movies can also be streamed through a web link to the MRC.

Everyone is expected to come to lectures prepared to respond to questions raised in the readings, in the sections and in the lectures.

Books on Reserve

The following books are on 2-hour reserve in the Moffitt Library in the basement of McCone Hall:

Tim Allen (ed.), *Poverty and Development*, paperback, Oxford University Press, 2000 edition.
Marc Wuyts et al (eds). *Development Policy and Public Action*. Oxford University Press, 1992.
Henry Bernstein et al., (eds), *Rural Livelihoods*, Oxford University Press, 1992.
Tom Hewitt et al (eds) *Industrialization and Development*. Oxford University Press, 1992.
World Development Reports 2017, 2014, 2013, 2011. The World Bank, Washington D.C., Oxford University Press.
Human Development Report, United Nations Development Program. London: Oxford University Press, 2017, 2014, 2013, 2012.
Paul Collier, *The Bottom Billion*. Oxford University Press, 2005.
Naomi Klein, *Disaster Capitalism*. New York, Picador, 2007.
Jeffrey Sachs, *The End of Poverty*. London, Penguin, 2005.
Banerjee, A. and E. Duflo, *Poor Economics*. Basic Books, 2011.
Amartya Sen, *Freedom and Development*, Basic Books, 2005.
Dani Rodrick, *One Economics, Many Recipes*. Princeton University Press, 2008.
Matthew Sparke, *Introducing Globalization*. New York, Wiley, 2010.
Katherine Boo, *Behind the beautiful forevers*. New York, Random House 2010.
Abhijit Banerjee and Esther Duflo, *Poor Economics*, New York: Perseus 2011.
Mike Davis, *Planet of Shums*, London: Verso 2009.
William Easterly, *White Man's Burden*. Penguin, 2007.

Using the Library

The Berkeley library - a complex and multi-sited entity - is an extraordinary resource. But you need to learn how to use it, and to be able to navigate within it - not just for this class but for entire stay at Berkeley.

I STRONGLY RECOMMEND THAT EARLY IN THE SEMESTER (I MEAN NOW) YOU SIGN UP FOR ONE OF THE LIBRARY SEMINARS OR TOURS:

see <http://www.lib.berkeley.edu/help/workshops-tours>

This website may also be of use: <http://www.slideshare.net/jeffloo/how-to-use-uc-berkeley-library-resources-and-services-a-guide-for-berkeley-lab-personnel>

Useful Development Websites

The following websites provide useful information, so please make use of these sites (I have indicated with a * those I think are especially good):

- * World Bank: www.worldbank.org
- * UNDP: www.undp.org
- * The Poverty Lab: <http://www.povertyactionlab.org/about-j-pal>
- * Global Witness: <https://www.globalwitness.org/en/>
- UC Atlas of Global Inequality: <http://ucatlas.ucsc.edu/>
- UNAIDS: <http://www.unaids.org/>
- IFPRI: www.ifpri.org
- * Food First: www.foodfirst.org
- UNRISD: www.unrisd.org
- Africa is a Country: <https://africasacountry.com/>
- * Natural Resource Governance Institute: <https://resourcegovernance.org/>
- World Social Forum: www.forumsocialundial.org
- * Oxfam: www.oxfam.org
- * The Pacific Institute: <http://www.pacinst.org/>
- United Nations Environment Program: <http://www.unep.org/>
- * Greenpeace: <http://www.greenpeace.org/usa/>
- Peak Oil: <http://peakoil.com/>
- * OilChange: <http://priceofoil.org/>
- IIED: <http://www.iied.org/>
- * Center for Global Development: <http://www.cgdev.org>
- Third World Network: <http://www.twinside.org.sg/>
- * Overseas Development Institute: <https://www.odi.org/>
- Corpwatch: <http://www.corpwatch.org/>
- * Transnational Institute: <http://www.tni.org/>
- Dollars and Sense: <http://www.dollarsandsense.org/>
- The Real News: <http://therealnews.com>
- Center for Economic Policy Research (CEPR): <http://www.cepr.net/>
- * Brookings: <http://www.brookings.edu/projects/mgo.aspx>
- * Democracy Now: <http://www.democracynow.org/topics>
- Globalization and Development: <http://www.globalisationanddevelopment.com/>
- * Project Syndicate: <http://www.project-syndicate.org/>
- Badcure: <http://badcure.wordpress.com/>
- Oxford Global Economic Governance: <http://www.globaleconomicgovernance.org/blog/>
- Council on Foreign Relations http://www.cfr.org/publication/by_type/dor.html

Development Blogs

- * <http://rodrik.typepad.com/>
- * <http://blogs.dfid.gov.uk/>
- <http://www.edwardcarr.com/opentheechochamber/>
- * <http://chrisblattman.com/>

[*http://www.theguardian.com/global-development/poverty-matters](http://www.theguardian.com/global-development/poverty-matters)
<http://www.nyudri.org/>
<http://bloodandmilk.org/>
<http://www.owen.org/>
<http://www.oxfamblogs.org/fp2p/>
[*http://africasacountry.com/](http://africasacountry.com/)
<http://globalvoicesonline.org/>
<http://www.ethanzuckerman.com/blog/>
<http://sm4good.com/>
<http://www.uea.ac.uk/international-development/dev-blog>
<http://www.newgeography.com/>
<http://globalvoicesonline.org/>
[*http://www.johnpilger.com/](http://www.johnpilger.com/)
<http://www.naomiklein.org/main>
[*http://www.monbiot.com/](http://www.monbiot.com/)
[*http://blogs.odi.org.uk/blogs/main/default.aspx](http://blogs.odi.org.uk/blogs/main/default.aspx)
<http://www.oxfamblogs.org/fp2p/>
<https://borgenproject.org/blog/>

Free Movies on Global Poverty

This is a superb PBS series.

<http://video.pbs.org/program/why-poverty/Podcasts>

Podcasts

<http://developmentdrums.org/>
http://www.econtalk.org/archives/poverty_and_dev/
<http://www.lse.ac.uk/internationalDevelopment/Events/podcasts/Podcasts.aspx>
<https://player.fm/series/the-brookings-cafeteria/ending-extreme-global-poverty>
<http://www.ted.com/topics/development>
http://www.cgdev.org/global_prosperity_wonkcast
<http://www.bbc.co.uk/podcasts/series/africa>
<http://www.thechangingworld.org/>

TED talks on Poverty and Development

http://www.ted.com/playlists/67/the_quest_to_end_poverty
[*http://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty.html](http://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty.html) Hans Rosling
[*http://www.ted.com/talks/paul_collier_shares_4_ways_to_help_the_bottom_billion.html](http://www.ted.com/talks/paul_collier_shares_4_ways_to_help_the_bottom_billion.html) Paul Collier
http://www.ted.com/talks/jacqueline_novogratz_on_patient_capitalism.html Jacqueline Novogratz
[*http://www.ted.com/playlists/67/the_quest_to_end_poverty.html](http://www.ted.com/playlists/67/the_quest_to_end_poverty.html) Esther Dufflo
http://www.ted.com/playlists/67/the_quest_to_end_poverty.html Paul Wilkinson
http://www.ted.com/talks/andrew_mwenda_takes_a_new_look_at_africa Andrew Mwenda

http://www.ted.com/talks/ngozi_okonjo_oweala_on_aid_vs_trade Okonjo Iweala
http://www.ted.com/playlists/67/the_quest_to_end_poverty Teddy Cruz
http://www.ted.com/playlists/73/the_global_power_shift Martin Jacques

Interactive Websites to present and visualize development data

http://www.atlas.cid.harvard.edu/explore/tree_map/export/nga/all/show/2010/
<http://hdr.undp.org/en/statistics/>
<http://issuu.com/world.bank.publications/docs/9780821385838>
<http://www.youtube.com/watch?v=vy82OaiALwI>
<http://www.prb.org/Publications/Datasheets/2012/world-population-data-sheet/world-map.aspx>
<http://www.fao.org/hunger/en/>
<http://www.cgdev.org/page/mdg-progress-index-gauging-country-level-achievements>

Sections

**** ENROLLMENT IN A SECTION IS MANDATORY IN ORDER TO TAKE THIS CLASS.**

**** EACH SECTION HAS LIMITED SPACE AND IF YOU ARE UNABLE TO LOCATE ENROLL IN A SECTION THAT FITS WITH YOUR SCHEDULE YOU WILL BE UNABLE TO TAKE THE CLASS.**

In addition, everyone is required to participate in section discussions. **Participation in sections and lectures means reading and coming prepared.**

Course Requirements:

There are **SIX** requirements for this class:

1. *Discussion Section Work*: this will include section participation and attendance, and section exercises [details of the requirements are available on Bcourses and will be discussed in sections]. **40% of the total grade.**
2. *A Mid-Term Examination*: to be held in class on Thursday October 25th [content of which to be discussed in class]. **PLEASE BRING A BLUE BOOK AND SOMETHING TO WRITE WITH.** **25% of the total grade.**
3. *A Take-Home Final Examination*: which will be handed out in class in the last lecture (Thursday November 29th) and due on December 12th at 5pm [the details of the exam are to be discussed in class]. **35% of the total grade.**

NOTE: Final Exams should be delivered in hard copy to a drop box in the Department of Geography main office on the 5th floor of McCone Hall on December 12th NO LATER THAN 5pm. Soft copies should also be emailed to your GSI.

4. *Read a newspaper or news website with good international coverage regularly:*

I would recommend:

The New York Times <http://www.nytimes.com/>
The Manchester Guardian (Weekly) <http://www.guardian.co.uk/>
The Economist (Weekly) <http://www.economist.com/>
Le Monde Diplomatique <http://mondediplo.com/>
The Financial Times <https://www.ft.com/?mhq5j=e1>
BBC:: <http://www.bbc.co.uk>
Al-Jazeera: <http://www.aljazeera.com/>

There is also good international coverage on:

TruthOut <http://www.truth-out.org/>
Democracy Now <http://www.democracynow.org/>
Media Lens <http://www.medialens.org/>
National Public Radio (KQED in the Bay Area)

In the interests of breaking out of what seems to be various media silos you might want to consider (to the degree it exists) international development coverage on:

The Heritage Foundation: <http://www.heritage.org/>
The Wall Street Journal: <http://www.wsj.com/>
The National Review: <http://www.nationalreview.com/>
Breitbart: <http://www.breitbart.com/>

All are available on-line.

PLEASE MAKE SURE YOU KEEP ABREAST OF THE 'CURRENT NEWS ARTICLES' FILE ON Bcourses THAT CONTAINS 'OF-THE-MOMENT' ARTICLES RELEVANT TO THE COURSE WHICH APPEAR DURING THE SEMESTER.

5. *Read* over the course of the semester the prize-winning book by Katherine Boo, *Behind the beautiful forevers*. New York, Random House 2012 (keep it on your bedside table or on your tablet). There **will** be a question on the final exam pertaining to the book.

6. *There is one last requirement which is not exactly a requirement*. I would like to receive recommended Youtube music videos selected examples of which we shall play each class at the beginning as everyone is coming into the lecture hall and getting prepared. The rule is that the videos have to somehow address some aspect poverty/globalization/development/ while also representing a form of global genre mixing or syncretization. The recommendations and urls should be sent to me and the GSI's by email: we shall select one to play at the beginning of class (they will be posted on Bcourses too).

Any kind of music can be suggested so long as it satisfies some simple rules:

1) That musically it represents some sort of mixing of different musical genres from different parts of the globe; and,

2) That any lyrics or video sequences or melodic themes somehow address, either literally, metaphorically or melodically issues relating to globalization/development/poverty

All videos will be posted on Bcourses as the semester progresses.

CLASS AND STUDENT CONDUCT

Technology

Laptops are not permitted during lecture, with the exception of a documented need to type rather than take handwritten notes. Your performance in the class will benefit, according to recent research:

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Cell phones will be placed on vibrate and stowed in your bag. If you need to take an emergency call, please leave the classroom quietly. Texting or other non-emergency use of phones is not permitted. If you think it's possible to hide cell phone use, you are mistaken. Ditto laptops: if you use laptops without permission I will ask you to leave the class.

Discussion Etiquette

Please read the short piece on conduct and etiquette in sections. All students have to contribute and participate to make discussions work. There will not necessarily be presentations but conversations require that we all speak up, air our views, and help us (all) figure things out and move our projects and interests forward. These comments may seem over the top, but I have found them useful. Some of them may sound obvious, but from past experience it is still important to make them explicit.

Academic Integrity

Any test, paper, report or homework submitted under your name is presumed to be your own original work that has not been submitted for credit in another course. All words and ideas written by other people must be properly attributed: fully identified as to source and the extent of your use of their work. Cheating, plagiarism, and other academic misconduct will result in a failing grade on the assignment, paper, quiz, or exam in question. As a teacher I am obligated to report such incidents to Student Judicial Affairs.

Student Resources

There are many resources on campus which cater to a variety of your needs; if English is not your mother tongue and you are a visiting foreign students, or if you need advice and tutoring on particular issues, or are feeling stressed and unable to focus or work, please see below:

Berkeley Student Learning Center: <http://slc.berkeley.edu>

Offers peer tutoring, writing support, and other academic resources.

Disabled Students' Program: <http://www.dsp.berkeley.edu>

Provides a wide range of resources to ensure equal access to educational opportunities, including advising, diagnostics, note-taking services, and academic accommodations.

Tang Center Services: <http://uhs.berkeley.edu/students/counseling/cps.shtml>

Offers short and long-term counseling services to assist students with a variety of concerns including academic performance, life management, career and life planning, and personal development.

COURSE OUTLINE

DS 10: INTRODUCTION TO DEVELOPMENT STUDIES

(*) Readings indicate the key readings for the Week.

I recommend that you browse the secondary readings if you are interested in a particular topic and pursuing it in more depth.

Every week I will identify the CORE READING (usually an article or chapter or sometimes two short pieces); it is highlighted in **YELLOW**. This is the indispensable reading for the week. **IT DOES NOT MEAN THIS IS THE ONLY READING YOU SHOULD DO.** The other (*) readings are crucial.

NOTE: EVERY WEEK THERE WILL BE A NUMBER OF KEY CONCEPTS AND TERMS; YOU SHOULD MAKE SURE YOU UNDERSTAND THEM AND KEEP A RUNNING LOG. A PRELIMINARY LIST IS POSTED ON BCOURSES; A FINAL LIST WILL BE POSTED PRIOR TO THE MID-TERM EXAM.

Most lectures will have a powerpoint presentation - they will all be posted on Bcourses within 24 hours of the lecture. Materials contained in these ppts can and will appear in the mid-term and final exams.

The World Bank Atlas of Development and *The e-Atlas of Global Development* are really worth browsing over the course of the semester. It has excellent maps and visual representations of many aspects of the course content. I leave this to you to make use of. It is a rich source of insight and data.

In some weeks you will see a documentary the viewing of which is obligatory marked in **green**. For some of the weeks you will see recommended **documentaries**. I would **strongly recommend** that you see them (all are available through UCB Media in Moffitt, and most through Netflix). These movies can be used for the film log in the section requirements (see Section Requirements on Bcourses.) if you wish and can be used for the purposes of the mid-term exam and final take-home exam.

** Since many of you are beginning your university careers I would recommend a couple of things to read when you have a moment about the world you are entering. They are both posted on Bcourses in the file UNIVERSITIES AND LEARNING:

William Deresiewicz, *The Neoliberal Arts*, *Harpers*, September 2015

Richard Arum et al., *Academically Adrift-Improving Undergraduate Learning*, Social Science Research Council, New York 2012.

I would also recommend looking at a recent report from a new book entitled *Academically Adrift* (on Bcourses).

Finally PLEASE BEGIN READING AS SOON AS YOU CAN Katherine Boo's *Behind the beautiful forevers*. It will not need to be completed by a specific date but I recommend getting into the book quickly because it will help orient you in the class.

INTRODUCTION

Week 1 (Thursday August 23rd): Planet Refugee, Global Migrant: What can the figure of the refugee-migrant tell us about Poverty, Precarity and Human Development?

(*) D. Acemoglu and James Robinson, *Why Nations Fail*, Crown Books, 2012, Chapter 3 and 13, Bcourses.

(*) B. Taub, We have no choice, *The New Yorker*, April 10th 2017 Bcourses.

(*) Will Reno, 2004, Order and Commerce in Turbulent areas, *Third World Quarterly*, 25/4, pp. 607-25.

(*) Video: What a refugee looks like: <https://www.nytimes.com/2017/02/03/opinion/this-is-what-a-refugee-looks-like.html>

(*) <http://highline.huffingtonpost.com/articles/en/the-21st-century-gold-rush-refugees/#/niger>

(*) <https://www.theguardian.com/news/2018/jun/05/five-myths-about-the-refugee-crisis>

Secondary Readings

(*) **Documentary:** *4.1 miles* <https://www.nytimes.com/video/opinion/100000004674545/41-miles.html>

The global response to the worst refugee crisis in recent history, *New York Times*, July 1st 2015 <http://www.nytimes.com/interactive/2015/06/09/world/migrants-global-refugee-crisis-mediterranean-ukraine-syria-rohingya-malaysia-iraq.html>

Bono on the refugees Marshall Plan: <https://www.nytimes.com/2016/04/12/opinion/bono-time-to-think-bigger-about-the-refugee-crisis.html>

UNHCR *Global Displacement 2017*: UNHCR: New York, 2017. Bcourses.

Amnesty International, *Tackling the Global Refugee Crisis*. London, Amnesty International, 2016.

OECD, *States of Fragility 2016 and 2018*. OECD: New York, 2016, Chapter 2. And 2018, chapter 1, Bcourses

Syrian Spillover documentary: <https://www.youtube.com/watch?v=76F6uAXSXbE>

PART I: THE STATE OF DEVELOPMENT IN A GLOBALIZED WORLD

Week 2 (August 28th) Mapping Mass Poverty: What is the Current State of the Global South?

What does the picture of global poverty look like; the patterns of inequality globally and their trends; what are the conventional ways of talking about and mapping being.

(*) The United Nations Human Development Report, 2016, Overview chapter 1 Bcourses.

(*) The World Bank, *World Development Report: Law and Governance*, 2017, Overview. Bcourses

(*) The United Nations Human Development Report, 2015 Overview Bcourses

(*) *World Inequality Report 2018*. World Inequality Lab, Executive summary, pp.8-20. Bcourses

World Bank, *World Bank Report 2019*. Washington DC, Overview, pp.1-9. Bcourses

Joshua Rothman, The Big Question: is the world getting better or worse, *The New Yorker* July 23rd 2018, Bcourses.

Geoffrey Gertz and Laurence Chandy, *Two trends in global poverty*, The Brookings Institution, 2013. Bcourses.

Secondary Readings:

From the MDGs to Sustainable Development for All. UNDP, New York, 2016. Executive Summary and Chapter 1 and 3. Bcourses

New York Times on new Sustainable Development Goals 2015:

https://www.nytimes.com/2015/09/26/world/africa/un-adopts-ambitious-global-goals-after-years-of-negotiations.html?_r=0

The World Bank, *Taking on Inequality*. 2016, Chapter 2 Bcourses

Is the world really better than ever, *The Guardian*, July 17th 2017

(<https://www.theguardian.com/news/2017/jul/28/is-the-world-really-better-than-ever-the-new-optimists>)

Videos:

Short video by Hans Rosling.

http://www.gapminder.org/videos/200-years-that-changed-the-world-bbc/#.U_PIVUhsMpk

PLEASE FLIP THROUGH THE “WORLD BANK WORLD ATLAS” : it’s available at

<http://issuu.com/world.bank.publications/docs/9780821385838>

and the *Where the Poor Are* atlas on Bcourses

PART II: MEANINGS, MEASURES AND REPRESENTATIONS

Week 3 (September 4th) What is Development, How is it Measured and How is the Developing World Represented and Narrated?

(*) Stuart Hall, *The West and the Rest*, in Stuart Hall, *Formations of Modernity*, Polity 1992 Chapter 6. Bcourses.

(*) Robert Kaplan, *The Coming Anarchy*, *The Atlantic Monthly* 1994, Bcourses.

(*) Paul Farmer. *Suffering and Structural Violence*. *Daedalus*, 125, 1996 Bcourses.

(*) Amartya Sen, *Poverty and Capability Deprivation*, in *Development as Freedom*, Oxford University Press, 2005 Bcourses.

(*) Joseph Stiglitz, Amartya Sen et al., *Mismeasuring our Lives*, New Press, 2010 Executive summary Bcourses.

Kishan Khoday, *Rethinking Human Development in an era of Planetary Transformation*, *UNDP Working Paper*, 2018. Bcourses.

Secondary Reading

Sanjay Reddy and R. Lahoti, *\$1.90 a day. What does it say?*, *New Left Review*, Jan 2016, Bcourses.

The Economist, *the trouble with GDP*, April 2016, Bcourses.

For those of you who enjoy digging into the intricacies of measures here is the latest report on the topic regarding development and poverty:

2017 *Monitoring World Poverty: Report of the Commission of Global Poverty*: the World Bank, Washington DC Bcourses.

Fund for Peace, *The Failed States Index 2018*, Washington DC Bcourses

(Off the Map, *Economist*, November 15th 2014
<http://www.economist.com/news/international/21632520-rich-countries-are-deluged-data-developing-ones-are-suffering-drought>

(Ranking the rankings, *Economist*, November 8th 2014
<http://www.economist.com/news/international/21631039-international-comparisons-are-popular-influential-and-sometimes-flawed-ranking-rankings>

There are a number of reports produced each year on various aspects of global poverty (i.e. on Global Diseases, Food Insecurity, Health, the impact of conflict and so on by multilateral organizations, consulting groups, and NGOs. I have placed a number of these reports on Bcourses in a file entitled *GLOBAL POVERTY REPORTS*. You may want to flip through them if you are interested).

NOTE: In Week 3 Readings file I have also included two other files: one is the Failed State Index which purports to measure states that are fragile, conflicted or failing; the other is the *The Measure of America* file which includes the first effort to think about poverty in the US from the perspective of “development measures” - *A Portrait of California* and *Los Angeles* - and looks at HDI measures in our own state. Please browse these at your leisure. They are very interesting.

A useful **videos:**

<http://www.youtube.com/watch?v=QUaJMntW6GA&feature=fvw> Joseph Stiglitz

The poverty measurement debate continues including in the US:

<http://www.theguardian.com/global-development/poverty-matters/2011/aug/15/problems-measuring-poverty-mic-lic>

On poverty lines and debates over poverty in the US

<http://www.nytimes.com/newsgraphics/2014/01/05/poverty-map/>

http://www.huffingtonpost.com/dan-cardinali/the-skirmish-on-poverty_b_7969794.html

Week 4 (September 11th) Being Poor in a Globalized Global South

The purpose of this week is to acquire and understanding of both the material and existential conditions of being poor in the global economy, and what are the properties of being poor and destitute.

(*) David Mosse 2010 A Relational Approach to Durable Poverty, Inequality and Power, *The Journal of Development Studies*, 46:7, 1156-1178. Bcourses

(*) *Chronic Poverty Report*, 2014-2015 pp10-34. Bcourses

(*) Andrew Walsh, After the rush: living with uncertainty in a Malagasy mining town, *Africa*, 82/2, 2012 Bcourses.

Peter Hessler, Tales of the Trash, *New Yorker*, October 13th 2014 Bcourses.

Esther Dufflo and Abjihit Banerjee, *The economic lives of the poor*. MIT Working Paper, Poverty Lab, 2006. Bcourses

William Easterly, The War on terror vs the War on Poverty, *New York Review of Books*, November 2016 Bcourses.

***** Please make sure you are reading Katherine Boo's book on life in a Mumbai slum!**

Secondary Readings

Duncan Green, *From Poverty to Power*, OXFAM, 2012, pp.3-15. Bcourses

The World Bank, *Taking on Inequality*. Washington DC 2016, Chapter 5. Bcourses

These are both case studies by advocacy groups:

From Child Miner to Jewelry Store, Washington DC: Enough! 2012, Bcourses

The True Cost of Shrimp, Bangkok: The Solidarity Center, 2008 Bcourses

Video: A 4 minute video by the Borgen Project: Coal Boy (available at <http://borgenproject.org/meet-the-poor/>).

Destitution, *Oxford Poverty and Human Development Institute*, June 2015 Bcourses

Documentary: *Darwin's Nightmare* by Hubert Sauper (available through Moffitt Media Services, and Netflix): for those of you who have seen this documentary then see Hubert Sauper's new film *We Come as Friends* (2014)

PART III: FORMS OF GLOBALIZATION AND THE MAKING OF THE GLOBAL SOUTH

Week 5 (September 18th) *The West, Imperialism and the Genesis of the World System: Colonial regimes and Their Legacies.*

(*) H. Bernstein Colonialism, Capitalism and Development, Chapter 11 in *Poverty and Development*, edited by Tim Allen. Bcourses.

(*) Jane Burbank and Fred Cooper, *Empires in world history*, Chapter 10, Princeton University Press 2010, Bcourses.

(*) Mike Davis, The origins of the Third World, from S. Chari and S. Corbridge *The Development Reader* Bcourses.

(*) Vijay Prashad, *Darker Nations*. Introduction, New York: New Press, 2007. Bcourses

(*) William Dalrymple, The original corporate raiders, *The Guardian* July 10th 2015
(<http://www.theguardian.com/world/2015/mar/04/east-india-company-original-corporate-raiders>)

Also see his mini radio lecture <http://www.theguardian.com/news/audio/2015/apr/10/india>

Secondary Reading

David Potter, The power of colonial states, Chapter 12 in *Poverty and Development*, Bcourses.

Week 6 (September 25th) Decolonization, The Cold War , and the Development Project

(*) Peter Stearns, Decolonization and the decline of the European World Order, in *World Civilization*, 2001, Bcourses.

(*) Vijay Prashad, *Darker Nations*. Part I, pp. 31-50 Bandung, pp.105-118 Havana. New York: New Press, 2007. And the article Dream History of the Global South, *Interface*, 2012, Bcourses

(*) Philip McMichael, Instituting the Development Project, from *Development and Social Change*, Sage, chapter 1 Bcourses.

(*) Odd Arne Westad, *The Global Cold War*. Cambridge University Press, 2007, Chapters 3 and 4. Bcourses.

Secondary Reading

Tim Allen, Agencies of Development, Chapter 9 in *Poverty and Development* edited by Tim Allen. Bcourses.

Flip through chapter 2 of J. Maddison, *The World Economy*, Paris, OECD, 2001. Bcourses

Video: You may wish to see part of the Cold War documentary released in 1998 that deals with the Third World:

<http://www.youtube.com/watch?v=mjZYqx58DGM>

Documentary: *Stealing Africa* (available at: <http://video.pbs.org/video/2296675180/>)

Week 7 (October 2nd) Contemporary Globalization: Forms and Norms, Licit and Illicit

(*) David Held, et al., *Global Transformations*, Stanford University Press, 1999, Introduction, Bcourses.

(*) Gary Gereffi and K. Fernandez-Stark, *Global Value Chain Analysis*. Duke University, Center for Globalization and Governance, 2011 Bcourses (see also *Mapping Global Value Chains*, Paris, OECD, 2012, Bcourses)

(*) iPod economy, *New York Times*, 2012, Bcourses. (please view the video: <http://www.nytimes.com/interactive/2012/01/20/business/the-iphone-economy.html?ref=business>)

Nicholas Shaxson, 2012, *Treasure Islands*. London: Palgrave, Prologue and Chapter 1. Bcourses.

Peter Andreas, *The illicit global economy: the dark side of globalization*, read the first 26 pages (this is a collection of pieces and has other articles if you are interested), 2011, Bcourses.

Marc Levinson, *The Box*, Princeton University Press, 2006, Chapter 1. Bcourses.

Neveling, P. 2015. Free Trade Zones, Export Processing Zones, Special Economic Zones and Global Imperial Formations. In: Ness, I. & Cope, Z. (eds.) *The Palgrave Encyclopedia of Imperialism and Anti-Imperialism*. Basingstoke: Palgrave Macmillan; 1007-16. Bcourses.

Secondary Reading

The Economist, Here there and everywhere, Outsourcing. January 2013. Bcourses.

UNCTAD, *World Investment Report 2018*. New York, UNCTAD, 2017. Bcourses

Flip through chapter 3 of J. Maddison, *The World Economy*, Paris, OECD, 2001. Bcourses

More on the ipad: <http://www.nytimes.com/2012/01/26/business/ieconomy-apples-ipad-and-the-human-costs-for-workers-in-china.html?pagewanted=all>

Costco is sued over claims shrimp is harvested with slave labor, Seattle Times, August 19th 2015, <http://www.seattletimes.com/business/costco-sued-over-claims-shrimp-is-harvested-with-slave-labor/>

I have included a series of reports on “dark globalization” i.e. global “illicit markets” (transnational drugs, crime, money laundering etc on Bcourses)

You might be interested in this Ted Talk by Misha Glenny:

https://www.ted.com/talks/misha_glenny_investigates_global_crime_networks

PART IV: REGIONS AND TRAJECTORIES

Week 8 (October 9th) Developmental States and The East Asian Late Industrializers: The Chinese Miracle

(*) Jean Oi, Fiscal reform and Local Corporatism in China, in S. Chari and S. Corbridge (eds) *Development Raeder*. 2009. Bcourses.

(*) David Harvey, Neoliberalism with Chinese Characteristics, in *A Brief History of Neoliberalism*, 2005. Bcourses.

Peter Evans and Patrick Heller, Human Development, State Transformation and the Politics of the Developmental State in *The Oxford Handbook of Transformations of the State*, edited by Stephan Leibfried, Frank Nullmeier, Evelyne Huber, Matthew Lange, Jonah Levy, and John D. Stephens. Oxford University Press, 2013. Bcourses.

Joshua Freeman, *Behemoth*, New York, W.W. Norton, 2018, Chapter 7. Bcourses.

Ho-fung Hung, *Party of One*. Rose Luxemburg Stiftung, New York, 2016. Bcourses.

The following pieces from the *New York Times* are short and easy to read:

In China a new supercity, *New York Times*, July 20th 2015
(http://www.nytimes.com/2015/07/20/world/asia/in-china-a-supercity-rises-around-beijing.html?_r=0)

Ian Johnson, How the communist party guided China to success. *New York Times*, February 22 2017. Bcourses

I have included a file of recent newspaper articles that are worth flipping through in the file entitled ARTICLES.

Secondary Reading:

Bruce Cumings, The Origins and Development of Northeast Asia, in Fred Deyo (ed.), *The Political Economy of New Asian Industrialisation*, Cornell University Press, 1987, pp.44-83 . Bcourses.

Evan Osnos, Born Red, *The New Yorker*. April 6 2015 Bcourses.

Human Development in East Asia, *UNDP HDI Report*, UNDP Working Paper 2010 Bcourses.

Documentary: *China Blue* (available at: <http://sunsite.berkeley.edu/videodir/asx/d6984.asx>)

See the video:

<http://www.nytimes.com/video/world/asia/100000003802556/china-molds-a-megacity.html>

and related articles:

China's Great Uprooting. *New York Times*, June 15 2013.

<http://www.nytimes.com/2013/06/16/world/asia/chinas-great-uprooting-moving-250-million-into-cities.html?pagewanted=all>

New York Times 2016, Settling migrants:

<https://www.nytimes.com/2016/03/10/business/international/awash-in-empty-homes-china-asks-migrant-workers-to-settle-down.html>

Week 9 (October 16th) Sub-Saharan Africa; Africa Rising, falling or Stagnant?

(*) Achille Mbembe, At the edge of the world, *Public Culture* (2000), Bcourses.

(*) Mkandawire, Thandika. 2017. *State capacity, history, structure and political contestation in Africa*, in Centeno et al., (eds), *States in the Developing World*. London: Cambridge University Press, pp.184-216. Bcourses.

(*) Ching Kwan Lee, The spectre of Global China, *New Left Review*, 89, 2014. Bcourses.

(*) Kate Meagher, The scramble for Africans, *Journal of Development Studies*, 2016. Bcourses

Cote, M., & Korf, B. Making Concessions: Extractive Enclaves, Entangled Capitalism and Regulative Pluralism at the Gold Mining Frontier in Burkina Faso, *World Development* 2016, Bcourses.

Robert Kappel, Africa, neither hopeless nor rising, *GIGA Working Paper*, Hamburg, 2014. Bcourses

Documentary: *Give us the money* (available at: <http://video.pbs.org/video/2296682490/>)

Secondary Reading:

Ha-Joon Chang, Thing 11: Africa is not destined for underdevelopment. *29 Things they don't tell you about capitalism*. Bloomsbury Press, 2010. Bcourses.

Africa Human Development Report. UNDP: New York. 2016, chapter 2. Bcourses.

The World Bank, *Poverty in a Rising Africa*, Washington DC 2016, Bcourses.

MDG Report 2012. *Assessing Progress in Africa*. New York: UNDP, 2012. Bcourses.

OXFAM, *Africa's Missing Billions*. London: Oxfam, 2007. Bcourses.

Week 10 (October 23rd). A New India?

(*) Kohli, A. *Poverty and Plenty in the New India*. Polity 2012, chapter 1. Bcourses.

(*) J. Dreze and Amartya. Sen, *An Uncertain Glory*. Princeton, 2013, chapter 1. 2013, Bcourses.

(*) Michael Levien : The land question: special economic zones and the political economy of dispossession in India, *Journal of Peasant Studies*, 39:3-4, 933-969, 2012, Bcourses.

(*) Amartya Sen, The Quality of Life in China and India. *New York Review of Books*, May 12th 2011. Bcourses.

(*) Patrick Heller, Degrees of Democracy. *World Politics*, 252, 000. Bcourses.

Stuart Corbridge & Alpa Shah 2013, Introduction: the underbelly of the Indian boom, *Economy and Society*, 42:3, 335-347 Bcourses.

Secondary Reading

Special report on India, the *Economist* May 23rd 2015 Bcourses

K. Sen et al., *From Rags to Riches. Inter generational mobility in India*. Working paper, Global Development Institute, Manchester University 2016. Bcourses.

The Final Frontier, *The Economist* July 19th 2014

(<http://www.economist.com/news/asia/21607837-fixing-dreadful-sanitation-india-requires-not-just-building-lavatories-also-changing>)

Of secrecy and stunting, *The Economist* July 4th 2015

(<http://www.economist.com/news/asia/21656709-government-withholds-report-nutrition-contains-valuable-lessons-secrecy-and>)

You may wish to watch this short video on Indian agriculture and social problems:

http://www.pbs.org/frontlineworld/rough/2005/07/seeds_of_suicid.html#

MID TERM IN CLASS ON THURSDAY 25th

PART V: CONFLICT, RESOURCES AND DEVELOPMENT

Week 11 (October 30th) Resources, Conflict and Development

(*) Paul Collier, *The Bottom Billion*, Oxford University Press (2007), Bcourses.

(*) World Bank Development Report 2011, Part I, parts 1 and 2, Bcourses.

(*) M. Ross, A closer look at oil, diamonds and civil war, *Annual Review of Political Science*, Bcourses.

(*) Anthony Fontes, Extorted Life, *Public Culture*, 2016. Bcourses.

(*) B. Magaloni and Z. Razu, Mexico in the Grip of Violence. *Current History*, 2016 February. Bcourses.

Secondary Reading:

Some of may wish to flip through a picture book I completed with photographer Ed Kashi entitled *Curse of the Black Gold* on oil's impact in Nigeria:

<http://www.powerhousebooks.com/blackgold.pdf>Week

William Finnegan, Kingpins. The fight for Guadalajara. *New Yorker*, July 2 2012, Bcourses

E. Krause, Mexico at war, *New York Review of Books*, September 2012, Bcourses.

Per Schouten et al., *International Mining Companies and socio-political conflict in the DRC*, Utrecht, 2013. Bcourses.

Offa Obale, *From conflict to illicit*. Partners in Canada, Ottawa, 2016. Bcourses.

Documentary Film: *Crude*

A number of organizations track the impact of the oil and gas industry:

Global Witness <http://www.globalwitness.org/>

Oxfam America: <http://www.oxfamamerica.org/campaigns/extractive-industries>

Corpwatch: <http://www.corporatewatch.org/?lid=302>

Oil watch: <http://www.oilwatch.org/>

Week 12 (November 6th) The Water Crisis

(*) Human Development Report 2006 on *Water and Development*. Read chapter Overview and then flip through overview and chapters 2, 3. Bcourses.

(*) Peter Gleick, *Peak Water*, The Pacific Institute, Oakland 2007 Bcourses.

(*) Mike Davis, *Planet of the slums*, (text), chapter 6. Bcourses.

(*) Van Felab-Brown, *Water Theft and Water Smuggling*, 2016, Brookings Institution, Bcourses.
Secondary Reading

Michael Specter, The Last drop, *The New Yorker*, 2006 Bcourses.

The Pacific Institute, *The New Economy of Water*, Oakland 2007 Bcourses.

UNEP *Clearing the Waters*. UNEP: Nairobi, 2010. Bcourses.

For more information see our own (Oakland-based) Pacific Institute website and the new World's Water report:

<http://www.worldwater.org/>

http://www.pacinst.org/topics/water_and_sustainability/

Documentary: *Flow* (available at Media Resources in Moffitt Library)

PART VI: TRANSITIONS

Week 13 (November 13th) Demographic Transitions

(*) *World Population Prospects*, UN, 2017 Revision, summary pp.1-11. Bcourses.

(*) A. Banerjee and Esther Duflor, Pak' Sudharno's Big Family, in *Poor Economics*, Oxford University Press, 2010. Bcourses.

(*) John Bongaarts, Human Population Growth and the Demographic Transition. *Proceedings of Transactions of the Royal Society*, 2009. Bcourses.

(*) Amartya Sen, Population: Delusion and Reality, *New York Review of Books* (NYRB) Bcourses.

(*) Amartya Sen, More than 100 million women are missing, *New York Review of Books NYRB* 1990, Bcourses.

(*) Mead Cain, Risk and Insurance, *Population and Development Review* Vol. 7, No. 3 (Sep., 1981), pp. 435-474. Bcourses.

(*) Bare branches, redundant males, *The Economist* April 18th 2015

https://www.google.com/?gws_rd=ssl#tbn=nws&q=bare+branches%2C+redundant+males)

(*)*New York Times*: the end of the single child policy in China 2016:

<https://www.nytimes.com/2016/09/24/world/asia/china-two-child-policy-yichang.html>

Video: The Population Bomb:

<http://www.nytimes.com/video/us/100000003712862/the-population-bomb.html?playlistId=1194811622205>

Secondary Reading:

UNDP, *Shaping the Future*. New York, UNDP, 2016 Chapter 1. Bcourses.

State of the World's Population. 2014. Read overviews in each report and browse. Bcourses.

Concise Report of the World Population Situation, UN, 2014 . Bcourses.

John Caldwell, Completing the Fertility Transition. *UN Population Bulletin*, 2002, pp. 81-88. Bcourses.

THANKSGIVING BREAK NO CLASS ON NOVEMBER 22nd

Week 14 (November 20th) The Fate of the Forests and Land

(*) Philip Fearnside, The roles and movements of actors in Brazilian deforestation, *Ecology and Society*, 13/1, 2008. Bcourses.

(*) Susanna Hecht, The Logic of Livestock and Deforestation in Amazonia, *BioScience*, Vol. 43, No. 10 Bcourses.

(*) Susanna Hecht, Soybeans, Development and Conservation on the Amazon Frontier, *Development and Change* 36/2 2005. Bcourses.

(*) Lindsay Whitfield, New paths to capitalist agriculture in Africa. *Journal of Peasant Studies*, 39:2, 2017, Bcourses

See:

<https://blog.globalforestwatch.org/data/2017-was-the-second-worst-year-on-record-for-tropical-tree-cover-loss>

<https://www.nytimes.com/2018/06/27/climate/tropical-trees-deforestation.html?rref=collection%2Fissuecollection%2Ftodays-new-york-times&action=click&contentCollection=todayspaper®ion=rank&module=package&version=highlights&contentPlacement=3&pgtype=collection>

Secondary Reading

H. Geist and E. Lambin, *What Drives Tropical Deforestation*. LUC Report, Louvain, 2001.
Greenpeace, *Eating up the Amazon*. London, Greenpeace, 2003 Bcourses

Global Witness, *Forest Carbon, Cash and Crime*. London: Global Witness, 2011. Bcourses

Documentary Film: *Land Rush* (available at: <http://video.pbs.org/video/2296680847/>)

NO CLASS ON THURSDAY NOVEMBER 23rd: THANKSGIVING BREAK

Week 15 (November 27th) The Urban Question: Planet of the Slums

(* Mike Davis, *Planet of Slums*, London, 2005 (text), chapters 1, 2, 4, 5, 8. Bcourses.

(* Michael Specter, Extreme City, *The New Yorker*, June 15th 2015, Bcourses.

(* S. Mehta, In the violent favelas of Brazil. *New York Review of Books*, August 15th 2013.
Bcourses.

(* Arjun Appadurai, Spectral Housing and urban Cleansing: Notes on Millennial Mumbai, *Public Culture*, 2000, Bcourses.

Secondary Reading:

World Urban Prospects, 2018, Bcourses

Mattieu Aikins, Gangs of Karachi, *Harpers*, September 2015, 331/1984 Bcourses

Joe Trapido, Kinshasa's Theatre of Power. *New Left Review*, 98, 2016. Bcourses.

The State of African Cities 2010 or *The State of the World's Cities - Challenge of the Slum* 2003,
UN Habitat, Geneva. Bcourses.

Down and out, *The Economist*, February 8th 2014, <http://www.economist.com/news/finance-and-economics/21595939-shanty-towns-may-be-more-trap-economists-thought-down-and-out>

You may wish to look at the UN Habitat's website and their report on slums and the state of world cities:

<http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=1156>

Here is a talk by Stewart Brand on squatter cities:

https://www.ted.com/talks/stewart_brand_on_squatter_cities

Documentary Film: *Wasteland*

Please make sure that you have completed the Katherine Boo book for this week.

THE TAKE HOME FINAL EXAM WILL BE DISTRIBUTED DURING THE LAST LECTURE IN CLASS AND WILL BE DUE ON DECEMBER 12th IN THE GEOGRAPHY OFFICE FIFTH FLOOR OF McCONE.