Development Studies 10/Global Studies 10A/Geography C32 Fall 2019

University of California Michael J Watts

Berkeley

CS32/GS10A/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 Trump administration rails against the global elites, and proposes a robust nationalism again unfettered globalism), 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 live 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 GS10/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 inter-disciplinary. 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. GS10/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 Emeritus, Department of Geography, Co-Chair of 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 serve 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 ASSIGMENTS ETC.,– AND OTHER IMPORTANT INFORMATION REGARDING GRADING, PALGIARISM, STUDENT CONDUCT- IS POSTED ON THE BCOURSES CLASS WEBSITE AND LISTED UNDER ‘FILES’.

**Office Hours:** Wednesday 1.00-2.30pm, 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](mailto:mwatts@berkeley.edu)

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

**Class Time and Location:**

Tuesday and Thursday: 5.00-6.30pm. 2060 Valley Life Sciences

**Teaching Assistants/GSI’s:**

Nick Anderman: nanderman@berkeley.edu

Adam Jadhav: ajadhav@berkeley.edu

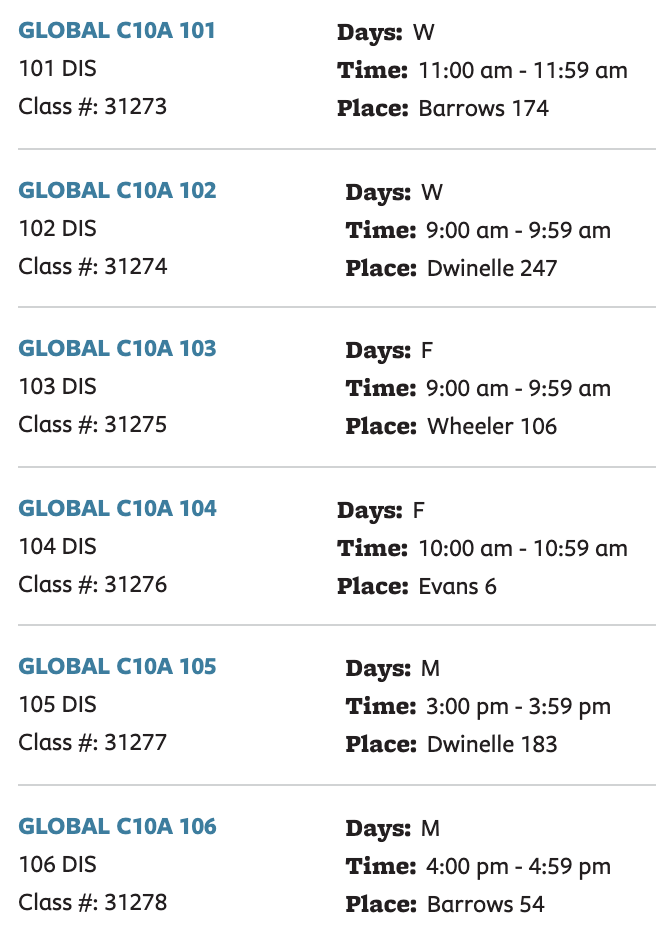
Ailén Vega: ailen.vega@berkeley.edu

**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:**



**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 BOOK.

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

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 Slums*, London*:* Verso 2009.

Jason Hickel, *The Divide*. London: Heinemann, 2017.

William Easterly, *White Man’s Burden*. Penguin, 2007.

David Simon ed. *Key Development Thinkers*. 2nd edition. London: Routledge, 2019.

***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](http://www.forumsocialundial.org)

\*Oxfam: [www.oxfam.org](http://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.twnside.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](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.edwardrcarr.com/opentheechochamber/>

\*http://chrisblattman.com/

\*<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://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.naomiklein.org/main>

\*<http://www.monbiot.com/>

\*<http://blogs.odi.org.uk/blogs/main/default.aspx>

<http://www.oxfamblogs.org/fp2p/>

https://borgenproject.org/blog/

See also:

Laleh Khalili: thegamming.org

Social Media for good: sm4good.com

Media Lens: medialens.org

***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> Hans Rosling

\*<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> 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_iweala_on_aid_versus_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

**Global News**

Try to get a sense of how topics from this course are reflected in contemporary events, and

represented differently across media from different parts of the world.

The Berkeley Library (see below) subscribes to an incredible range of newspapers.

*The Guardian* is an excellent, free international newspaper: guardian.co.uk

*The Washington Post*: www.washingtonpost.com

The New York Times: nytimes.com

*Le monde diplomatique*: mondediplo.com

*The Economist*: www.economist.com

*Counterpunch*: www.counterpunch.org

*Al Jazeera*: www.aljazeera.com

South Asia’s best newspaper: www.dawn.com

India’s *Economic and Political Weekly*: http://www.epw.in

The *South China Morning Post*: http://www.scmp.com

South Africa’s *Daily Maverick*: dailymaverick.co.za

Truth Out: www.truth-out.org

Democracy Now: www.democracynow.org

The Funambulist: thefunambulist.net

Websites that aggregate long-form journalism: longform.org and longreads.com

**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]. **30% of the total grade.**

2. *Two Mid-Term Quizzes:* to be held in class on September 24th and November 7th [content of which to be discussed in class]. PLEASE BRING A BLUE BOOK AND SOMETHING TO WRITE WITH. **30% of the total grade.**

3. *A Take-Home Final Examination:* which will be handed out in class in the last lecture (Thursday December 5th) and due on December 16th at 5pm [the details of the exam are to be discussed in class]. **40% 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 Monday December 16th 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-Jahzeera*: 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:

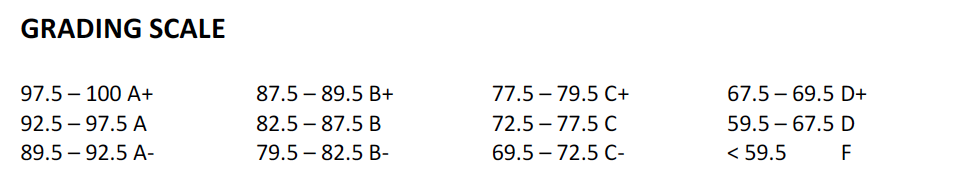
1) That musically it represents some sort of mixing of different musical genres from different parts of the globe; and,

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.

**Grading**

See below



**\*\*\*\*\***

**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-noteswith-

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.

*The PATH to Care Center*: https://sa.berkeley.edu/dean/confidential-care-advocate

Provides affirming, empowering, and confidential support for survivors and those who have experienced gendered violence, including: sexual harassment, dating and intimate partner violence, sexual assault, stalking, and sexual exploitation. Confidential advocates bring a non-judgmental, caring approach to exploring all options, rights, and resources.

**COURSE OUTLINE**

**DS 10: INTRODUCTION TO DEVELOPMENT STUDIES**

(\*) Readings indicate the key readings for the Week. PLEASE READ ON Bcourses THE FILE TITLED: HOW TO READ FORTHIS CLASS.

*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 (S) (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 29th): 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 (see also slide pack on Bcourses)

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

(\*)UNHCR *Global Displacement 2018: Forced Displacements* UNHCR: New York, 2019, Introduction and Chapter 1. Bcourses.

(\*) Dan Restrepo et al, *Getting Migration in the Americas Right*, Center for American progress, 2019, Bcourses.

**Quick read newspapers and video:**

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

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

Refugees, migrant and a gold rush in Africa. <http://highline.huffingtonpost.com/articles/en/the-21st-century-gold-rush-refugees/#/niger>

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>

**Secondary Readings**

IDMC, *Global report on Internal Displaceme*nt. Norwegian Refugee Council, 2019, pp.1-8. Bcourses.

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

OECD, *States of Fragility 2018*. OECD: New York, , chapter 1, Bcourses

**PART I: THE STATE OF DEVELOPMENT IN A GLOBALIZED WORLD**

**Week 2 (September 3rd) 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.

(\*) Khalid Malik and Maurice Kugler, *Human Progress and the Rising South*, New York: UNDP, 2013, Chapter 1.

(\*) The World Bank, *World Development Report: Law and Governance*, 2017, Overview, and State of the Poor, 2017. Bcourses

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

(\*) Kishan Khoday, *Rethinking Human Development in an era of Planetary* Transformation, UNDP Discussion paper, 2018, Bcourses.

(\*) B. Milanovic, Global Inequality: from class to location ,from proletarians to migrants, *Global Policy Volume* May 2012. BCourses.

**Secondary Readings**:

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

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

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

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

*News Articles*

*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>

See also articles on Bill Gates and Poverty and Poverty 2019.

Videos:

Short video by Hans Rosling.

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

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 (September10th) 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.

(\*) Andrew Fisher, *Poverty as ideology*, London: Pluto, 2018, Chapter 1,2, 4 and 5. Bcourses

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

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

(\*) John Berger, *Ways of Seeing*, Penguin Books, 1972, Chapter 1, Bcourses.

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

UNDP/OPHI *Global Multidimensional poverty index 2019*, Bcourses

**Secondary Readings and news articles**

William Easterly, The War on terror vs the War on Poverty, *New York Review of Books,* November 2016 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-influentialand-sometimes-flawed-ranking-rankings

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

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

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

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

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 measures 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 the 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 and elsewhere:

<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/>

***Week 4 (September 17th) 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

(\*) Jason Hickel, *The Divide*. New York, Random House 2018, Part I chapters 1 and 2. Bcourses.

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

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

Gisela Robles Aguilar and Andy Sumner, 2019. “Who Are the World’s Poor? A New Profile of Global Multidimensional Poverty.” *CGD Working Paper 499.* Washington, DC: Center for Global Development. <https://www.cgdev.org/publication/who-are-worldspoor-new-profile-global-multidimensional-poverty>, Bcourses.

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

**Secondary Readings**

These articles are case studies of the lived realities of being poor:

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

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

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

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

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 newer film *We Come as Friends* (2014)

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

***Week 5 (September 24th) 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  
  
(\*) Eric Wolf, *Europe and the People without history*, Chapter 11 The movement of Commodities, University of California Press, 2010. Bcourses

**Secondary Reading**

Jason Hickel, *The Divide*. New York, Random House 2018, Part II Bcourses.

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

***Week 6 (October 1st) Decolonization, The Cold War , and the Development Project***

(\*) Adom Getachew, *Worldmaking after Empire*. Princeton University Press, 2019, Introdction and Chapter 1, 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**

Jason Hickel, *The Divide*. New York, Random House 2018, Part II Bcourses.

Michael Watts, Franz Fanon, in David Simon, *Key Development Thinkers*, Routedge, 2019, Bcourses.

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:

<https://www.youtube.com/watch?v=vke6WoAhRBs>

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

## **Week 7 (October 8th) 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)

(\*) UNCTAD, *World Investment Report 2019*. New York, UNCTAD, 2019 Chapter 4 sections A and C .Bcourses

(\*) David Harvey, Space-Time Compression, in David Held et al., (eds), *The Global Transformation Reader,* Polity Press, 2012, 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.

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

(\*) Reijer Hendrikse and Rodrigo Fernandez, *Offshore Finance*, State of Power, 2019 Transnational Institute,

http://longreads.tni.org/state-of-power-2019/offshore-finance/Bcourses.

Global Financial Integrity. *Illicit financial flows to and from developing countries 2006-2015*. London, 2019, see Executive Summary, Bcourses.

**Secondary Reading**

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

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

UNCTAD, *World Investment Report 2019*. New York, UNCTAD, 2019 Chapter 1A.Bcourses

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

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 (October15th) 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.

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

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

https://www.nytimes.com/interactive/2018/11/18/world/asia/china-rules.html

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

**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 1015 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 22nd) 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 Afric*a*, 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 29th). 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.

(\*) Patrick Heller, Degrees of Democracy. *World Politics*, 252, 2000. Bcourses.

Achin Vanaik, India’s two hegemonies, *New Left Revi*ew 112, 2018, 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#](http://www.pbs.org/frontlineworld/rough/2005/07/seeds_of_suicid.html)

# PART V: CONFLICT, RESOURCES AND DEVELOPMENT

***Week 11 (November 5th) Resources, Conflict and Development***

(\*) Paul Collier, *The Bottom Billion*, Oxford University Press (2007), Chapters 2 and 3 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.

There is an excellent series by the *New York Times* on Honduras: see

<https://www.nytimes.com/interactive/2019/05/04/world/americas/honduras-gang-violence.html>

<https://www.nytimes.com/2019/05/07/reader-center/honduras-gangs-ms-13-18th-street.html>

https://www.nytimes.com/interactive/2019/07/25/opinion/honduras-corruption-ms-13.html

<https://www.nytimes.com/interactive/2019/05/04/world/americas/honduras-gang-violence.html>

**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: see Bcourses

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 12th) 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.

Andrea Ballestero, The ethics of a formula, *American Ethnologist* 43/32, 2015. Bcourses.

**Secondary Reading**

See recent article in *New York Times*;

<https://www.nytimes.com/interactive/2019/08/06/climate/world-water-stress.html>

<https://www.nytimes.com/2019/07/11/world/asia/india-water-crisis.html>

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

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

UNEP *Clearing the Water*s. 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 19th) Demographic Transitions***

(\*) *World Population Prospects*, UN, 2019 Highlights. 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 Societ*y, 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.

News articles

See the piece entitled “Why an heiress”, from the *New York Times* August 15th 2019. On Bcourses.

Bare branches, redundant males, *The Economist* April 18th 2015 (<https://www.google.com/?gws_rd=ssl#tbm=nws&q=bare+branches%2C+redundant+males>)

*New York Times*: the end of the single child policy in China 2017:

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

<https://www.nytimes.com/interactive/2019/01/17/world/asia/china-population-crisis.html?mtrref=www.google.com&gwh=0F798F9ECFC938FE47EE4CDBEBCDE90A&gwt=pay&assetType=REGIWALL>

Video: The Population Bomb:

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

**Secondary Reading:**

UNFPA *State of the World’s Population*, 2019, New York: UNFPA, Chapter 1, Bcourses.

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

***Week 14 (November 26th) Land, Forests and Food***

(\*) 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.

(\*) R. Wallace et al, Did Neoliberalizing West African Forests Produce a New Niche for Ebola? *International Journal of Health Services* 2016, Vol. 46(1) 149–165, Bcourses.

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

See the new *IPPC Report on land and food*: flip through the document for policymakers, listed as IPCC 2019 on Bcourses.

UN FAO *The state of food security* 2019. UN: Rome, Executive Summary and section 1.1., Bcourses.

On the new rates of expanded deforestation in Brazil see:

<https://www.nytimes.com/2019/07/28/world/americas/brazil-deforestation-amazon-bolsonaro.html>

<https://www.nytimes.com/2017/02/24/business/energy-environment/deforestation-brazil-bolivia-south-america.html>

[http://terrabrasilis.dpi.inpe.br/app/dashboard/alerts/legal/amazon/aggregated/#](http://terrabrasilis.dpi.inpe.br/app/dashboard/alerts/legal/amazon/aggregated/)

<https://www.theguardian.com/world/2019/jun/04/deforestation-of-brazilian-amazon-surges-to-record-high-bolsonaro>

<https://www.theguardian.com/cities/2019/jul/23/the-jungle-metropolis-how-sprawling-manaus-is-eating-into-the-amazon>

https://www.nationalgeographic.com/environment/2019/04/three-million-acres-brazil-rainforest-lost/

**Secondary Reading**

Global Witness, *Enemies of the State*, London: 2019, Executive Summary, Bcourses

H. Geist and E. Lambin, *What Drives Tropical Deforestation*. LUC Report, Louvain, 2001.

Greenpeace, *Eating up the Amazon*. London, Greenpeace, 2003 Bcourses

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

***NO CLASS ON THURSDAY NOVEMBER 28th: THANKSGIVING BREAK***

***Week 15 (December 3rd) The Urban Question: Planet of the Slums***

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

(\*) Patrick Heller, Development in the City, in Centeno et al., (eds), *States in the Developing World*. London: Cambridge University Press, pp.184-216. Bcourses.

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

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

**Secondary Reading**:

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

*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 16th IN THE GEOGRAPHY**

**OFFICE FIFTH FLOOR OF MCCONE.**