



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE November 9, 2009

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFS 340 The Making of Modern Africa 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Amanda Smith Phone: 5-9862
Mail Code: 4902 E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Stanlie James
Chair/Director (Print or Type)

Stanlie M. James
Chair/Director (Signature)

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus: Course description and examples of text.
		2. Course must be one or more of following types (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus: Required text and class schedule.
<input type="checkbox"/>	<input type="checkbox"/>	b. Contemporary non-English language courses that have a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.	

Course Prefix	Number	Title	Designation
AFS	340	The Making of Modern Africa	

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	This course is designed to probe the nexus between development and democracy in Africa, while making comparisons to other parts of the world in the Global South and Global North. This criteria is also demonstrated in the text "King Leopold's Ghost".	Syllabus: Course Description and examples of text provided.
In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Examples of this criteria can be found in various readings and topics assigned throughout the semester. Specifically, text by Isbister and Ake. Specific readings and course topics on: March 24, April 9, and April 16.	Syllabus: Required text and Reading/Topic Schedule. Examples of readings provided.

COURSE: African and African American Studies (AFS) 340
CLASSROOM: Physical Education Building East 219
TIME: 9:00am-10:15am TTh
PROFESSOR: Dr. Lisa Aubrey
OFFICE LOCATIONS: 266 Wilson Hall; 6714 Coor Hall
OFFICE HOURS: 10:15am-12:00noon ; 1:15pm-2:00pmTTh and by appointment. Appointments preferred. (T in Wilson and Th in Coor)
EMAIL: lisa_aubrey@asu.edu

THE MAKING OF MODERN AFRICA (AFS 340)
Spring Semester 2009

SUBTITLE: THE POLITICS OF DEVELOPMENT AND DEMOCRACY IN AFRICA

COURSE DESCRIPTION AND OBJECTIVES: This course is designed to probe the nexus between development and democracy in Africa, while making comparisons to other parts of the world in the Global South as well as the Global North. In our investigation of the relationship between development and democracy, we will dwell on the "politics" of both processes—that is, the "who gets what, when, how," how much, under what circumstances, and at what costs in this era of globalization. One of the major objectives of this course is to isolate the major stakeholders in international development and unravel their role(s) in the development policy process, especially their advocacy of liberal democracy, free market capitalism, and neo-liberalism. To do this, we will probe variegated organizations in the development process, from international to local and from governmental (GO) to non-governmental (NGO).

COURSE FORMAT: This course will be a mixture of lecture, discussion, individual and group exercises and presentations, and films. This is a reading intensive course and you must read in order to make informed contributions. You can not participate if you are not present.

ASSIGNMENTS: You are required to write seven 4-page double-spaced, 12-point font, 10-inch standard margins thinkpieces (TPs) to be turned in on specified dates. There will be no in-class exams. Your TPs must be critiques, not summaries or research papers. For each day that your assignment is late, your grade will drop one letter. If you turn in your paper late on the date on which it is due, you will have already earned one letter grade deduction. All TPs are to be turned in to the course digital dropbox set up via blackboard. Please complete the submission process on blackboard in its entirety. You are also required to do two map and data collection/analyses. The same rules for submission apply, except turn them in in-class, not via the digital dropbox.

GRADE: Your course grade will be determined by your performance on your seven TPs, two map and data collection/analyses, and class participation. Each one of your 7 TPs is worth 10%

of your final grade (70% in total), likewise for your Map and Data Collection/Analyses (totaling 20%), and your class participation accounts for 10%. All together they compute to 100%. You cannot participate if you are not present.

PLAGIARISM (verbatim and paraphrased without references) is not an acceptable form of academic behavior and carries the most severe of penalties.

CELL PHONES AND EMAIL: Please turn off cell phones in class. Please also refrain from texting while in class. If you are using a computer in class, please also refrain from personal email. Regarding emails to me, I do not repeat lectures and/or class discussions on email. You are responsible for getting notes from a classmate if you are absent. Additionally, please allow adequate time for email responses from me, which can exceed a 24 hour period as I am not constantly on email. Only emails from your ASU account and of relevance will get responses.

REQUIRED TEXTS: All can be purchased ONLY from Student Book Center located at 704 S. College Avenue.

Adam Hochschild, King Leopold's Ghost (New York: Mariner Books 1998).

John Isbister, Promises Not Kept: Poverty and the Betrayal of Third World Development (CT: Kumarian Press, 2003).

Claude Ake, Democracy and Development in Africa (Washington, D.C.: Brookings Institute, 1996).

Amy Chua, World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability (New York : Anchor Books 2004).

You have a choice of the following:

John Perkins, Confessions of An Economic Hitman (New York : Plume 2004).

OR

William Easterly, The White Man's Burden: Why the West Efforts to Aid the Rest Have Done So Much Ill and So Little Good (New York: Penguin 2006).

Copies of required books of which the library has copies will be on course reserves at the circulation desk of Hayden Library.

OTHER REQUIRED READINGS: All other readings not in the required texts will be on blackboard, or on the internet as stipulated.

READING, THINKPIECE, MAP AND DATA COLLECTION/ANALYSIS SCHEDULE

January 20-Film, Bamako

January 22-Film, Bamako continued

January-27-Introduction to Course with Conceptual and Theoretical Background of Politics of Development; Adam Hochschild, King Leopold's Ghost Chapters 1-3 assigned. Drawing Assignment.

January 29-Drawing Assignment to be presented and discussed. Introduction to Course with Conceptual and Theoretical Background of Politics of Development; Adam Hochschild, King Leopold's Ghost Chapters 4-11 assigned.

February 3-Discussion of Adam Hochschild, King Leopold's Ghost Chapters 4-11.

February 5-MAP DATA COLLECTION DAY on Democratic Republic of the Congo using 5 (at minimum) development indicators of your choice. WE WILL NOT MEET IN CLASS Indicators may include (or may deviate from) GNP, GDP, HDI, PCI, types of government, colonial rule and type of rule, natural resources, natural resource exploitation, type of legislature, population, amount of technological infrastructure, number of elections, size of middle classes, number of women in government, type or level or number of internal conflicts, amount of external debt, etc. Please place this information/data in chart form. Include in this assignment a map of Africa in which you **write in** countries, capitals, bodies of water, and other information you deem necessary. Highlight the Democratic Republic on the Congo on the map. (It is the Congo in which Kinshasa is the capital). Include a reference page. Additionally, draft a double-spaced 12 point font two-page maximum interpretation of the data. Ask yourself, "What does the data say to me?" "What are its implications for development and democracy?" **This is due in class on February 10.**

Adam Hochschild, King Leopold's Ghost Chapters 12-19 and afterword assigned.

February 10-Discussion of Adam Hochschild, King Leopold's Ghost Chapters 12-19 and afterword. Discussion of Data Collection on Congo. Discussion of Susan George, in "How the Poor Develop the Rich," Majid Rahnema and Victoria Bawtree, eds. The Post-Development Reader (Atlantic Heights, NJ: Zed Books 1997).

February 12-Discussion of Arturo Escobar. "The Making and Unmaking of the Third World Through Development" in The Post Development Reader; Howard Handelman, The Challenge of Third World Development (New Jersey: Prentice Hall 2005): Chapter 1 "Understanding Underdevelopment;" Lisa Aubrey, "Teachers, Please Talk to Me! Are We Communicating and

Perpetuating Underdevelopment and Neo-colonialism Under the Guise of International Development? Democracy and Education, Volume 15, No 1 2004.

February 17-FIRST THINKPIECE DUE IN DIGITAL DROPBOX BY 8AM; Film, "Banking on Life and Debt" and MAP AND DATA COLLECTION ASSIGNMENT. WE WILL MEET IN CLASS. For your assignment, you are to choose 3 African countries (with the exclusion of DR Congo) and one other Global South country and collect data for all 4 countries using 5 development indicators of your choice. They may be the same development indicators that you used for the Congo assignment, or they may be different indicators. You are to provide maps for each of the countries as well in which you write in country, capital, regions, bodies of water and other information you deem necessary. Include a reference page. Additionally, draft a double-spaced 12 point font 3-page maximum interpretation of the data. That is, only interpretive essay in total covering all 4 countries. Ask yourself, "What does the data say to me?" "What are its implications for development and democracy?" **This is due in class on February 24.**

February 19-Film, "Banking on Life and Debt" continued. One-page reaction to film due in class.

February 24- John Isbister, Promises Not Kept: Poverty and the Betrayal of Third World Development (CT; Kumarian Press, 2003). Introduction through Chapter 4.

February 26- John Isbister, Promises Not Kept: Poverty and the Betrayal of Third World Development (CT; Kumarian Press, 2003). Chapter 5 through Chapter 8.

SECOND THINKPIECE DUE IN DIGITAL DROPBOX SATURDAY, FEBRUARY 28 BY NOON

March 3- Film-*Girl in the Café or Banking on Life and Debt (Maryknoll)*; Claude Ake, Democracy and Development in Africa (Washington, D.C.: Brookings Institute, 1996): Chapters, 1-2.

March 5- Claude Ake, Democracy and Development in Africa (Washington, D.C.: Brookings Institute, 1996): Chapters, 3-5.

March 8-15 SPRING BREAK

March 17- Adrian Leftwich, ed., Democracy and Development (Cambridge: Polity Press 1996): Chapter 1 "On the Primacy of Politics in Development," and Howard Handelman, Chapter 2 "Democratic Change and Change to Democracy"

Recommended but not required for the paper are chapters on Botswana , South Africa , India , China , South Korea , Chile , the South Pacific. See me if you are interested in these chapters.

March 19—WE WILL NOT MEET IN CLASS. Your assignment is to draft a TP (normal required length) in which you identify what indicators of democracy that you choose facilitate or inhibit development and provide explanations why. Please provide case study(ies) of African countries to support your argument.

THIRD THINKPIECE DUE SUNDAY, MARCH 22 IN DIGITAL DROPBOX BY NOON

March 24-Joseph Stiglitz, Globalization and Its Discontents, (NY: WW Norton and Company, 2003): Chapter 5 “Who Lost Russia?” Kenneth Good, “Democracies and Poverty: Links and Associations” F Wilson, N Kanji, and E Braathen , eds, Poverty Reduction: What Role for the State in Today’s Globalized Economy? (NY: Zed Books, 2001).

March 26-Francis Fukuyama, “The End of History?” The National Interest, Summer 1989; Susan George, “A Short History of Neoliberalism,” Francois Houtart and Francois Poulet, eds. The Other Davos Summit: The Globalization of Resistance to the World Economic Summit (NY: Zed Books, 2001); Stiglitz, “The Promise of Global Institutions” in Globalization and Its Discontents, (NY: WW Norton and Company, 2003); Francis Fukuyama, “After Neo-Conservatism,” New York Times, February 19, 2006 .

March 31-Nassau Adams, World's Apart: The North-South Divide and the International System (New Jersey: Zed Books, 1993), Chapter 2 “Establishing the Post-War World Economic Order;” Walden Bello, et al., Dark Victory: the United States, Structural Adjustment, and Global Poverty (Oakland: Institute for Food and Development Policy 1994), Chapter 4 “Reaganism and Rollback;” Jacques Gelin, “The Pillars of the System,” Robin Broad, ed., Global Backlash (NY: Rowman and Littlefield Publishers, Inc. 2002).

April 2-Lisa Aubrey, “Moving Beyond Collective Learning from the Global North and Bringing Humanity Back to Itself: Pan Africanism, Women and Co-Development” Vimut Shiksha: Unfolding Learning Societies (Rajasthan: Shikshantar May/June 2002) and http://www.swaraj.org/shikshantar/ls3_aubrey.htm; Alfred Tunde Zack-Williams and Giles Mohan, “Africa, the African Diaspora and Development,” Review of African Political Economy Volume 29 Number 92 (Summer 2002): 205-210.

April 7-Lisa Aubrey, “Strategies for Constructive Engagement with the African Diaspora;” Alfred Tunde Zack-Williams and Giles Mohan, Globalisation From Below: Conceptualising the Role of the African Diasporas in Africa's Development Review of African Political Economy Volume 29 Number 92 (Summer 2002): 211-236.

April 9-Lisa Aubrey, “Kenya” David Levison and Karen Christensen, eds. Global Perspectives on the United States (Massachusetts : Berkshire Publishing Group 2007): 355-360; Godwin Murunga, “Governance and the Politics of Structural Adjustment in Kenya ,” Godwin Murunga and Shadreach Nasong’o, eds. Kenya: The Struggle for Democracy (New York: Zed Books 2007); Kenya Diaspora Bill, and Discussion of African Diaspora Day

April 14-FOURTH THINKPIECE DUE IN MY MAILBOX BY 8AM. ONE PAGE SHOULD BE DEDICATED TO A CRITIQUE OF THE KENYA DIASPORA BILL. YOU MAY INCLUDE AN ADDITIONAL FIFTH PAGE IN YOUR TP IF NECESSARY;

Discussion of Lisa Aubrey, "NGOs," Paul Zeleza and Dickson Eyoh, (eds) Encyclopedia of Twentieth Century Africa (London: Routledge 2002); Michael Maren, "The Food Aid Racket;" Moseley, Debate on "Are NGOs More Effective at Facilitating Development?" 52-72.

April 16-Lisa Aubrey, The Politics of Development Cooperation: NGOs, Gender, and Partnership in Kenya (London: Routledge 1997): Chapters 1 "Introduction, and 2, "Bridging Literature Gaps; April 9-Fiorze Manji and Carl O'Coill, The Missionary Position: NGOs and Development in Africa <http://www.fahamu.org/downloads/missionaryposition.pdf>

Recommended but not required Lisa Aubrey, "Gender, Development, and Democratization in Africa," Journal of Asian and African Studies, Vol 36, No 1, 2001. 87-112.

FIFTH THINKPIECE DUE IN DIGITAL DROPBOX SUNDAY, APRIL 19 BY 12:00NOON

April 21-Stiglitz, Chapter 3, "Freedom to Choose?" in Globalization and Its Discontents, (NY: WW Norton and Company, 2003); *Film, Water is Life*.

April 23-*Film, Water is Life*; Amy Chua, World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability (New York: Anchor Books 2004): Introduction.

April 28-Amy Chua, World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability (New York: Anchor Books 2004): Introduction, Chapters 4, 5, 6, 7, 9, 11.

April 30-Amy Chua, World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability (New York: Anchor Books 2004): Introduction, Chapters 7, 9, 11

SIXTH THINKPIECE DUE IN DIGITAL DROPBOX SUNDAY, MAY 3 BY 12:00NOON

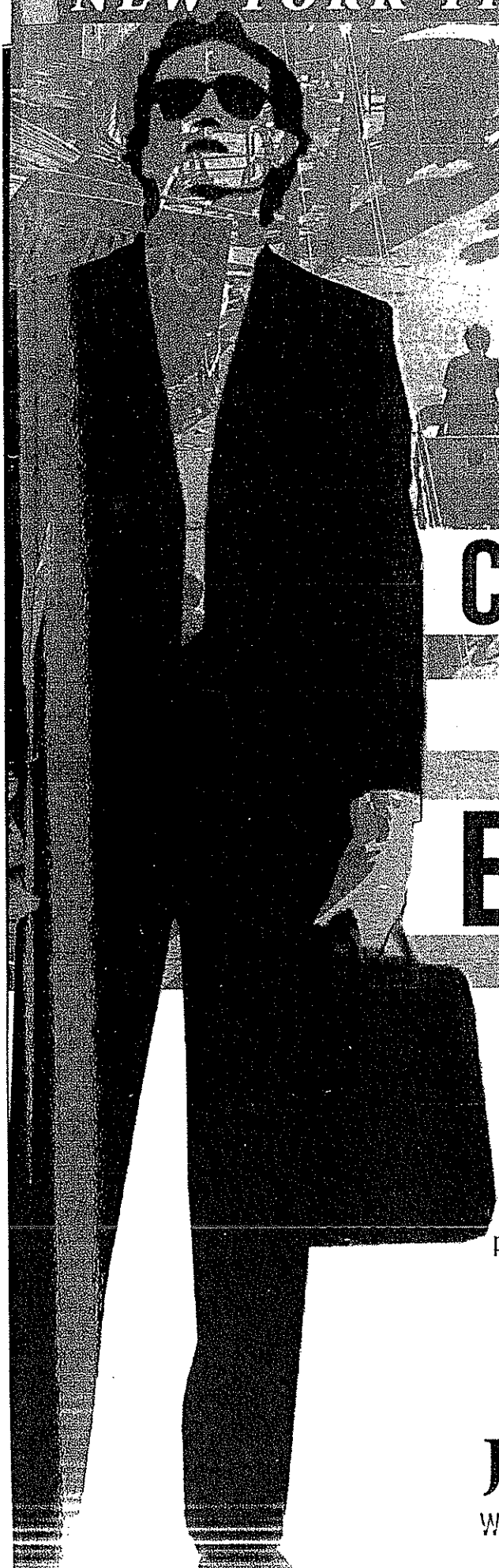
May 5-John Perkins, Confessions of An Economic Hitman (New York: Plume 2004) entire book **OR** William Easterly, The White Man's Burden: Why the West Efforts to Aid the Rest Have Done So Much Ill and So Little Good (New York: Penguin 2006). Chapters 1 through 4, Choose one chapter from 5 through 7, Choose one chapter from 8 and 9, and also read Chapters 10 and 11.

Final Exam Meeting, Date TBA-SEVENTH THINKPIECE DUE IN CLASS and Revisit of Hochschild, and Your Image of Development to be discussed.

Pointers for your Thinkpieces

- 1) Read/watch all of the assigned books/articles/films.
- 2) For your benefit, summarize and synthesize the information provided, including lectures/discussions. To do this, ask yourself
 - a) What is/are the author(s) saying? What are the themes that emanate from the readings etc? Do the authors share the same perspective? Do their arguments differ? If so, in what ways? Do their arguments make sense? How are their arguments linked to the course description and objectives?
 - b) Develop your original argument based on knowledge that you have gained from the books/articles/films/discussions. What do you think about the arguments and conclusions that emanate from these, and why? Armed with information, construct an informed argument, which reflects the critical attention you have given to the assignment.
 - c) **DO NOT TURN IN SUMMARIES OR REVIEWS.** We have all read/watched/heard the same information. **DO NOT DO EXTENSIVE RESEARCH. FOCUS ON THE SHARED READINGS/WORKS ASSIGNED IN CLASS.**
 - d) Do not use someone else's words or thoughts (verbatim or paraphrased) without citations as this constitutes plagiarism and carries heavy penalties.
- 3) Engage the political or political science-related concepts/terms/theories that we have discussed thus far, and that are relevant to the topic. Make relevant linkages.
- 4) Do not exceed the page limit. Do not turn in a reference sheet unless you must use additional sources.
- 5) Refrain from using "I" "my" "myself" etc. This is not a personal narrative.

NEW YORK TIMES BESTSELLER



CONFESSIONS

of an

ECONOMIC

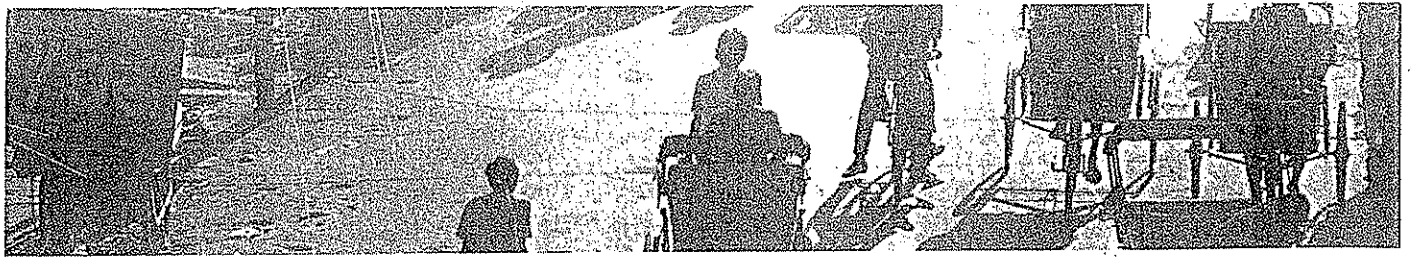
HIT MAN

"Here are the real-life details—nasty, manipulative, plain evil—of international corporate skullduggery spun into a tale rivaling the darkest espionage thriller."

—GREG PALAST, author of
The Best Democracy Money Can Buy

JOHN PERKINS

WITH NEW MATERIAL FROM THE AUTHOR



"[A] GRIPPING TELL-ALL BOOK."

— *Rocky Mountain News*



"ASTONISHING."

— *Boston Herald*



"Economic hit men," John Perkins writes, "are highly paid professionals who cheat countries around the globe out of trillions of dollars. Their tools include fraudulent financial reports, rigged elections, payoffs, extortion, sex, and murder. They play a game as old as Empire but one that has taken on terrifying dimensions during this time of globalization."

John Perkins should know—as an economic hit man for an international consulting firm, he convinced developing countries to accept enormous loans and to funnel that money to U.S. corporations. The American government and international aid agencies then requested their "pound of flesh," including access to natural resources, military cooperation, and political support.

Confessions of an Economic Hit Man is the story of one man's experiences inside the intrigue, greed, corruption, and little-known government and corporate activities that America has been involved in since World War II, and which have dire consequences for the future of democracy and the world.

READERS GUIDE AVAILABLE ONLINE AT WWW.PENGUIN.COM



A PLUME BOOK
Current Events/Politics
www.penguin.com

ISBN 978-0-452-28708-2

Cover design: JAYA MICELI
Cover photograph: DAVID SUTHERLAND/
STONE/GETTYIMAGES



U.S.A. \$15.00
CAN. \$21.00

9 780452 287082

 CONTENTS

Preface xi

Prologue xix

PART I: 1963-1971

- 1 An Economic Hit Man Is Born 3
- 2 "In for Life" 14
- 3 Indonesia: Lessons for an EHM 24
- 4 Saving a Country from Communism 28
- 5 Selling My Soul 33

PART II: 1971-1975

- 6 My Role as Inquisitor 43
- 7 Civilization on Trial 48
- 8 Jesus, Seen Differently 54
- 9 Opportunity of a Lifetime 59
- 10 Panama's President and Hero 66
- 11 Pirates in the Canal Zone 72
- 12 Soldiers and Prostitutes 76
- 13 Conversations with the General 81
- 14 Entering a New and Sinister Period in
Economic History 87

- 15 The Saudi Arabian Money-laundering Affair 92
16 Pimping, and Financing Osama bin Laden 107

PART III: 1975-1981

- 17 Panama Canal Negotiations and Graham Greene 117
18 Iran's King of Kings 126
19 Confessions of a Tortured Man 132
20 The Fall of a King 137
21 Colombia: Keystone of Latin America 141
22 American Republic Versus Global Empire 146
23 The Deceptive Résumé 154
24 Ecuador's President Battles Big Oil 165
25 I Quit 171

PART IV: 1981-PRESENT

- 26 Ecuador's Presidential Death 179
27 Panama: Another Presidential Death 185
28 My Energy Company, Enron, and George W. Bush 190
29 I Take a Bribe 196
30 The United States Invades Panama 203
31 An EHM Failure in Iraq 214
32 September 11 and Its Aftermath for Me, Personally 222
33 Venezuela: Saved by Saddam 231
34 Ecuador Revisited 239

35 Piercing the Veneer 249

What You Can Do 260

Epilogue 266

John Perkins Personal History 278

Notes 282

Index 295

About the Author 305

A NATIONAL BOOK CRITICS CIRCLE AWARD FINALIST

ADAM
HOCHSCHILD

KING
LEOPOLD'S
GHOST

A STORY OF GREED, TERROR, AND HEROISM
IN COLONIAL AFRICA

"An enthralling story, full of fascinating characters, intense drama, high adventure, deceitful manipulations, courageous truth-telling, and splendid moral fervor. A work of history that reads like a novel." — Merte Rubin, CHRISTIAN SCIENCE MONITOR

WITH A NEW AFTERWORD

T
S
O
H
I
S
I
S
S
U
E
F
E
A
T
U
R
E
S
K
I
N
G
L
E
T
I
M
E

A *New York Times* Notable Book

"*King Leopold's Ghost* is a remarkable achievement, hugely satisfying on many levels. It overwhelmed me in the way *Heart of Darkness* did when I first read it – and for precisely the same reasons: as a revelation of the horror that had been hidden in the Congo." – Paul Theroux

"As Hochschild's brilliant book demonstrates, the great Congo scandal prefigured our own times . . . This book must be read and reread."

– Neal Ascherson, *Los Angeles Times Book Review*

At the turn of the century, as the European powers were carving up Africa, King Leopold II of Belgium carried out a brutal plundering of the territory surrounding the Congo River. Ultimately slashing the area's population by ten million, he still managed to shrewdly cultivate his reputation as a great humanitarian. A tale far richer than any novelist could invent, *King Leopold's Ghost* is the horrifying account of a megalomaniac of monstrous proportions. It is also the deeply moving portrait of those who defied Leopold: African rebel leaders who fought against hopeless odds and a brave handful of missionaries, travelers, and young idealists who went to Africa for work or adventure but unexpectedly found themselves witnesses to a holocaust and participants in the twentieth century's first great human rights movement.

"A vivid, novelistic narrative that makes the reader acutely aware of the magnitude of the horror perpetrated by King Leopold and his minions."

– Michiko Kakutani, *New York Times*

Adam Hochschild is the author of many acclaimed books, including *Half the Way Home: A Memoir of Father and Son*, *The Unquiet Ghost: Russians Remember Stalin*, and *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves*. His shorter pieces are collected in *Finding the Trapdoor: Essays, Portraits, Travels*. He teaches writing at the Graduate School of Journalism at the University of California at Berkeley.



Look for the **READER'S GUIDE**
at www.marinerreadersguides.com.

ISBN-13: 978-0-618-00190-3
ISBN-10: 0-618-00190-5



HISTORY/ \$15.00
0999/6-81101

Cover design: Christopher Moisan
Cover photographs: *King of Belgium*, © Corbis-Bettmann;
Two Youths © Anti-Slavery International

CONTENTS

Introduction 1

Prologue: "The Traders Are Kidnapping
Our People" 6

PART I: WALKING INTO FIRE

1. "I Shall Not Give Up the Chase" 21
2. The Fox Crosses the Stream 33
3. The Magnificent Cake 47
4. "The Treaties Must Grant Us Everything" 61
5. From Florida to Berlin 75
6. Under the Yacht Club Flag 88
7. The First Heretic 101
8. Where There Aren't No Ten Commandments 115
9. Meeting Mr. Kurtz 140
10. The Wood That Weeps 150
11. A Secret Society of Murderers 167

CONTENTS

PART II: A KING AT BAY

12. David and Goliath 185
13. Breaking into the Thieves' Kitchen 195
14. To Flood His Deeds with Day 209
15. A Reckoning 225
16. "Journalists Won't Give You Receipts" 235
17. No Man Is a Stranger 253
18. Victory? 275
19. The Great Forgetting 292
-
- Looking Back: A Personal Afterword 309
-
- Notes 319
- Bibliography 348
- Acknowledgments 361
- Index 363

"A riveting and original book that challenges
key tenets of American political faith." —*The Baltimore Sun*

WORLD ON FIRE

How Exporting Free Market
Democracy Breeds Ethnic Hatred
and Global Instability

STUDENT
BOOK CENTER
CHUAWOR SP8

AFS 370

NEW \$14.95

MY CHUA

**“Fascinating and disturbing...
with an authority born of rigorous research.”**

—BusinessWeek



The reigning consensus holds that the combination of free markets and democracy will transform the third world and sweep away the ethnic hatred and religious zealotry associated with underdevelopment. In this investigation of the true impact of globalization, Yale Law School professor Amy Chua explains why many developing countries are in fact consumed by ethnic violence after adopting free market democracy.

Chua shows how free markets have often concentrated starkly disproportionate wealth in the hands of a resented ethnic minority. These “market-dominant minorities”—Chinese in Southeast Asia, Croats in the former Yugoslavia, whites in Latin America and South Africa, Indians in East Africa, Lebanese in West Africa, Jews in post-communist Russia—become objects of violent hatred. At the same time, democracy empowers the impoverished majority, unleashing ethnic demagoguery, confiscation, and sometimes genocidal revenge. She also shows how this dynamic helps explain the rising tide of anti-Americanism around the world. Chua is a friend of globalization, but she urges us to find ways to spread its benefits and curb its most destructive aspects.

“World on Fire deserves to be widely read. It is a welcome antidote to the recycled mantras of the market-cheering right and the tired rhetoric of the anti-globalization left.” —The American Prospect

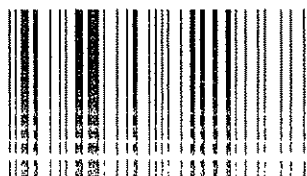
“Superb... Encourages us to confront the world as it is, and our actual place in it, with a humane and intellectually formidable imagination.”

—The New York Observer

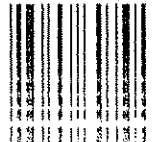
“Provocative, evocative, nuanced, and highly readable... Amy Chua deserves our gratitude.” —The Washington Post

U.S. \$14.95 CAN. \$21.00

ISBN 0-385-72186-2



5 1495



Tom
ffer,
nana

kful
heir

"The
licy,"
noc-
ent,"
tion-
De-
ould
and
f the
d.
h his
tude.
ances
rage-
their

Lynn
Adam

Contents

Introduction: Globalization and Ethnic Hatred 1

PART ONE

The Economic Impact of Globalization

1 Rubies and Rice Paddies

Chinese Minority Dominance in Southeast Asia 23

2 Llama Fetuses, Latifundia, and La Blue Chip Numero Uno

"White" Wealth in Latin America 49

3 The Seventh Oligarch

The Jewish Billionaires of Post-Communist Russia 77

4 The "Ibo of Cameroon"

Market-Dominant Minorities in Africa 95

PART TWO

The Political Consequences of Globalization

5 Backlash against Markets

Ethnically Targeted Seizures and Nationalizations 127

6 Backlash against Democracy
Crony Capitalism and Minority Rule 147

7 Backlash against Market-Dominant Minorities
Expulsions and Genocide 163

8 Mixing Blood
Assimilation, Globalization, and the Case of Thailand 177

PART THREE

Ethnonationalism and the West

9 The Underside of Western Free Market Democracy
From Jim Crow to the Holocaust 189

10 The Middle Eastern Cauldron
Israeli Jews as a Regional Market-Dominant Minority 211

11 Why They Hate Us
America as a Global Market-Dominant Minority 229

12 The Future of Free Market Democracy 259

Afterword 289

Notes 295

Index 335

Seventh Edition

PROMISES NOT KEPT

Poverty
and the Betrayal
of Third World
Development

John Isbister

STUDENT
BOOK CENTER
ISBIPRO SP8
AFS 3710

NEW \$23.95

NO REFUND IF
REMOVED



Promises Not Kept

POVERTY AND THE DESTRUCTION OF THE THIRD WORLD DEVELOPMENT

John Isbister

Praise for previous editions of Promises Not Kept:

"...what writing this is! This book continues to be one of the best short books on the subject of social change in the third world."

—*Counterpoise*

"A superb overview of third world development... challenges people in developed nations to accept their share of responsibility for third world stagnation... Highly recommended for general as well as academic readers."

—*CHOICE Magazine*

"A balanced, penetrating, and exciting account of why most people on the planet are poor, who has betrayed the promise (for social change), and what we can do about it."

—Peter Mann, *WHY Magazine*

The seventh edition of this widely-used introductory text on poverty in the developing world continues the discussion of the "new American hegemony" and the "war on terror" that began with the previous edition. In particular, Isbister addresses changes in international politics and the impact on the global order of the US-led military operations in Afghanistan and Iraq. The author also focuses on major initiatives, such as the UN's Millennium Development

Goals, to confront the issue of world poverty. As with all editions of this vibrant text, Isbister writes with clarity and passion, not only about failed promises, but about hope, human potential, and the belief that a just and equitable world system is attainable.

ISBN 1-56549-216-1



9 781565 492165

Contents

<i>Preface</i>	ix
1 Introduction	1
2 A World of Poverty	7
Five Lives	7
The Third World	15
The Extent of World Poverty	16
The Successes	22
Different Areas of the Third World Diverge	23
The Betrayal of Responsibility	25
3 Explanations of Underdevelopment	30
Modernization Theory	32
Dependency Theory	41
Marxism	48
Limitations of These Approaches	56
Why Does Poverty Persist?	58
Assessment	60
The Theories as Worldviews	62
4 Imperialism	65
The Creation of the European Empires	66
The Causes of Imperialism	75
The Culture of Imperialism	80
The Foundations of Third World Poverty	86
The Population Explosion	95
The Legacy of Imperialism	97
5 Nationalism and Independence	101
The Origins of Third World Nationalism	102
The Indian Subcontinent	106
China	109
Vietnam	113

Algeria	117
Muslim and Jewish Nationalism	121
Islamic Fundamentalism	125
Sub-Saharan Africa	127
Latin America	132
The Nationalist Identity	138
The Legacy of Nationalism	141
6 Economic Development	146
What Is Economic Development?	147
Population Control	152
False Paths to Economic Development	157
Development in the 1980s: Waylaid by the Debt Crisis	177
Into a New Century:	
Rediscovering the Market and Exports	181
Non-governmental Organizations	184
The Millennium Development Goals	185
7 Foreign Policy	189
The End of the Cold War	190
Foreign Policy During the Cold War: Globalism	191
The New American Hegemony	193
The War on Terrorism	195
The Illusion of the North-South Dialogue	198
A Constructive Foreign Policy	200
Military Spending and Policy	203
Human-Rights Policy	210
Foreign Economic Policy	216
Can the Rich Cooperate with the Poor?	222
8 The Future: Justice in an Age of Globalization	226
Globalization	227
A Hope for Partnership	234
Bibliography	239
Acknowledgments	248
Index	251
About the Author	273

**Democracy and
Development in**

AMERICA

CLAUDE AKE

Despite three decades of preoccupation with development in Africa, the economies of most African nations are still stagnating or regressing. For most Africans, incomes are lower than they were two decades ago, health prospects are poorer, malnutrition is widespread, and infrastructures and social institutions are breaking down.

An array of factors has been suggested to explain the apparent failure of development in Africa, including colonial legacy, social pluralism, corruption, poor planning and incompetent management, limited inflow of foreign capital, and low levels of saving and investment. Alone or in combination, these factors are serious impediments to development, but Claude Ake contends that the problem is not that development has failed, but that it was never really on the agenda. He maintains that political conditions in Africa are the greatest impediment to development.

In this book, Ake traces the evolution and failure of development policies, including the IMF stabilization programs that have dominated international efforts. He believes that the authoritarian structure—the African states inherited from colonial rule—created a political environment that is hostile to development. Ake sketches the alternatives that are struggling to emerge from calamitous failure—economic development based on traditional agriculture, political development based on decentralization of power, and reliance on indigenous communities that have been providing some measure of refuge from the coercive power of the central state. Ake's argument may become a new paradigm for development in Africa.

ABOUT THE AUTHOR

Claude Ake is director of the Centre for Advanced Social Sciences in Port Harcourt, Nigeria.

ISBN 0-8157-0219-1



9 0000 >



9 780815 702191

The Brookings Institution
Washington, D.C.

rt Berg,
or their

les and
Stacey
cation.
ypeset-
or this
rk, the
okings

should
above,
ficers,

OST

Contents

Chapter 1	The Development Paradigm and Its Politics	1
Chapter 2	A Confusion of Agendas	18
Chapter 3	Improbable Strategies	42
Chapter 4	Blocked Options	98
Chapter 5	The Residual Option	124
	References	161
	Index	167
Tables		
3-1	Lending to Borrowers in Africa, by Sector, Fiscal Years 1984-93	44
3-2	Agricultural and Population Growth Rates in Sub-Saharan Africa, 1970-92	66
3-3	Tanzanian Development Budgets, 1948-61	67
3-4	Distribution of Trade in the Francophone Countries of Africa, including Madagascar, 1950-55	68

X CONTENTS

3-5	Principal Suppliers of Imports for Nigeria and Principal Customers for Its Exports and Re-exports, 1948-50, 1957-58	70
3-6	Changes in the Distribution of Manufacturing Production in Nine Selected African Countries, Two Periods, 1960-67, 1974-80	73
3-7	Sources of Growth of Manufacturing Output and Import Substitution in Three African Countries, 1963-72	74
4-1	Financial Resources Available from the Lome Convention, 1975-95	101
4-2	External Debt and Debt Service Ratios of Selected Indebted Developing Country Groups, 1980-87	105

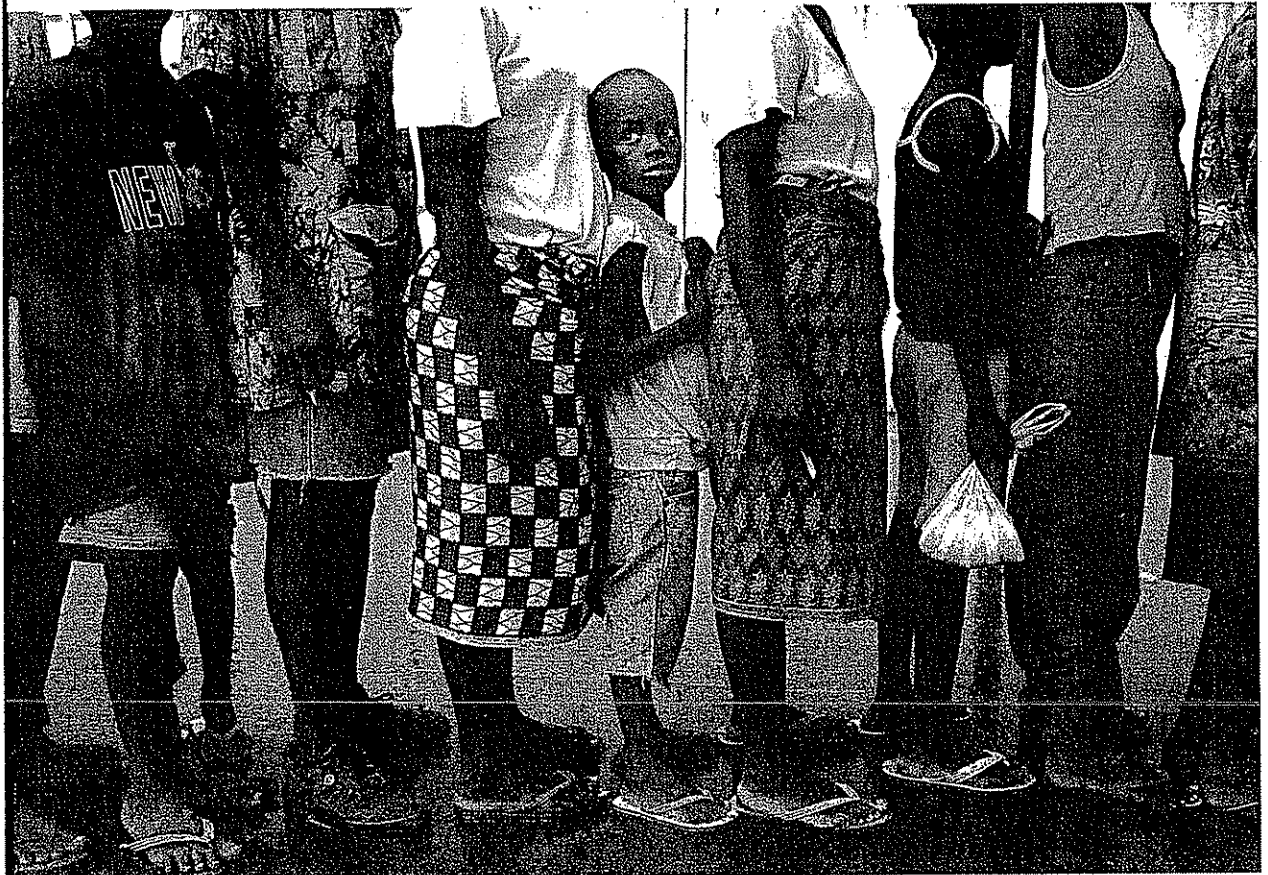
"Tremendously important and provocative... an immensely stimulating book."

—NICHOLAS D. KRISTOF, *The New York Review of Books*

THE WHITE MAN'S BURDEN



Why the West's Efforts to Aid the Rest Have
Done So Much Ill and So Little Good



WILLIAM EASTERLY

Named a Best Book of the Year by the *Economist*,
Financial Times, and *Washington Post*

From one of the world's best-known development economists—
an excoriating attack on the tragic hubris of the West's efforts
to improve the lot of the developing world

Five years ago in his widely praised first book, *The Elusive Quest for Growth*, William Easterly rocked the development world's conventional wisdom on economic growth to its foundations, and had to hastily exit his former employer, the World Bank. In the much anticipated sequel, *The White Man's Burden*, Easterly (now a professor at New York University) turns his attention to foreign aid and related Western efforts to help the world's most desperate people. The result is a brilliant and blistering indictment of the failure of Western aid to reach the poor. Sometimes angry, sometimes irreverent, but always clear-eyed and rigorous, Easterly argues that we in the West need to face our own history of ineptitude and hold our own aid agencies accountable for the results of their actions, especially at a time when the plight of the world's poor is one of the most pressing issues we face.

"An important book. Easterly asks the right questions, combining compassion with clear-eyed empiricism."
—*The New York Times Book Review*

"[*The White Man's Burden*] is brilliant at diagnosing the failings of Western intervention in the Third World."
—*BusinessWeek*

A Penguin Book | Economics/Sociology

www.penguin.com



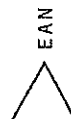
Cover design by Joe Montgomery
Cover photograph © Chris Hondros/Getty Images

U.S. \$16.00
CAN. \$20.00

ISBN 978-0-14-303882-5



9 780143 038825



CONTENTS

CHAPTER ONE <i>Planners Versus Searchers</i>	3
--	---

PART I

WHY PLANNERS CANNOT BRING PROSPERITY

CHAPTER TWO <i>The Legend of the Big Push</i>	37
CHAPTER THREE <i>You Can't Plan a Market</i>	60
CHAPTER FOUR <i>Planners and Gangsters</i>	112

PART II

ACTING OUT THE BURDEN

CHAPTER FIVE <i>The Rich Have Markets, the Poor Have Bureaucrats</i>	165
CHAPTER SIX <i>Bailing Out the Poor</i>	210
CHAPTER SEVEN <i>The Healers: Triumph and Tragedy</i>	238

PART III
THE WHITE MAN'S ARMY

CHAPTER EIGHT <i>From Colonialism to Postmodern Imperialism</i>	269
CHAPTER NINE <i>Invading the Poor</i>	311

PART IV
THE FUTURE

CHAPTER TEN <i>Homegrown Development</i>	341
CHAPTER ELEVEN <i>The Future of Western Assistance</i>	367
ACKNOWLEDGMENTS	385
NOTES	387
INDEX	419