



ARIZONA STATE UNIVERSITY

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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

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus: Course description and required text.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Syllabus: Course text and reading/topic schedule.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus: Course text and reading/topic schedule.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus: Course text and reading/topic schedule.
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

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)
1. History is a major focus of the course.	This course is designed to probe the nexus between development and democracy in Africa. Focus will be place on History through readings from Hochschild and Isbister.	Syllabus: Course Description and required text.
2. The course examines and explains human development as a sequence of events. 3. There is a disciplined systematic examination of human institutions as they change over time.	Criteria for numbers 2 and 3 are addressed through the various assigned readings, particularly text by Hochschild and Ake. As well as specific readings and topics on the following class sessions: February 12, March 23, 31, April 2, May 5	2. Syllabus: Required text and reading/topic schedule. Examples of readings provided. 3. Syllabus: Required text and reading/topic schedule. Examples of readings provided.
4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	This criteria is addressed through the various assigned readings and course topics. Specific examples are found April 7, April 16, April 28.	4. Syllabus: Required text and reading/topic schedule. Exampmles 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

SUBTITE: 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 Gelinas, “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/l3_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.

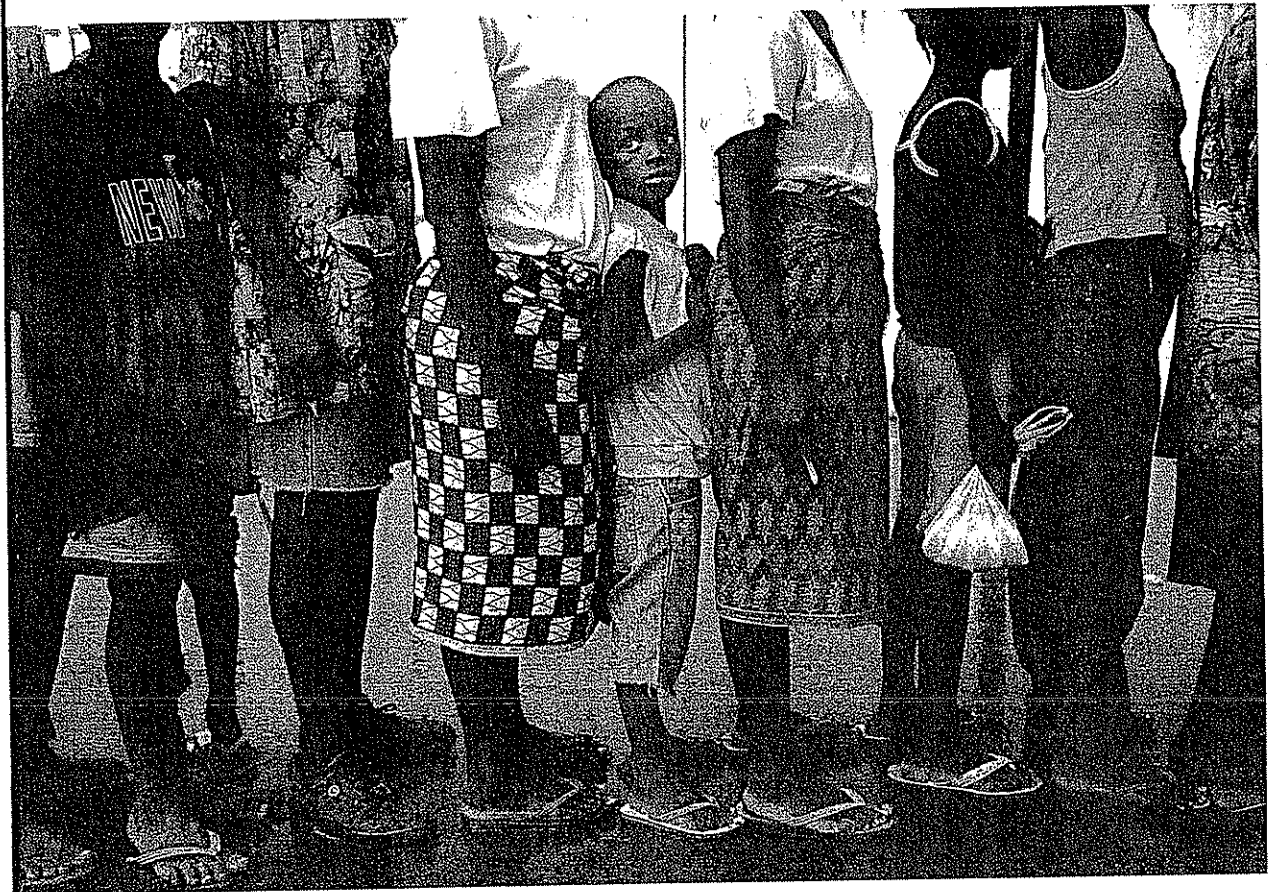
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—NICHOLAS D. KRISTOF, *The New York Review of Books*

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*



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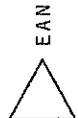
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**Democracy and
Development in**

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 was 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 Science in Port Harcourt, Nigeria.

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Seventh Edition

PROMISES NOT KEPT

Poverty
and the Betrayal
of Third World
Development

John Isbister

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John Isbister

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—*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



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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.

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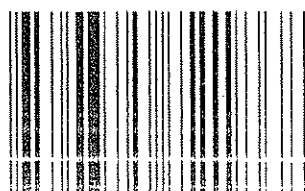
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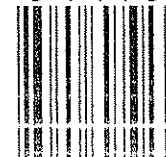
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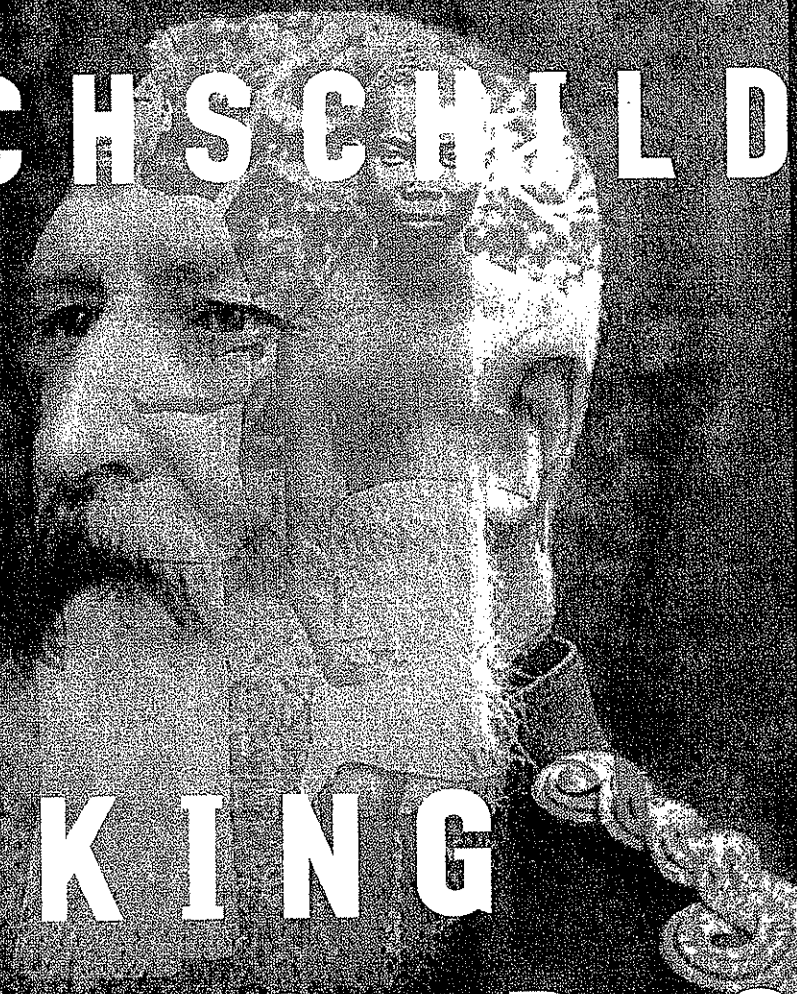
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Adam Hochschild is the author of many acclaimed books, including Half the Way Home: A Memoir of Father and Son, The Unquiet Ghost: Russians Remember Stalin, and Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves. His shorter 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.



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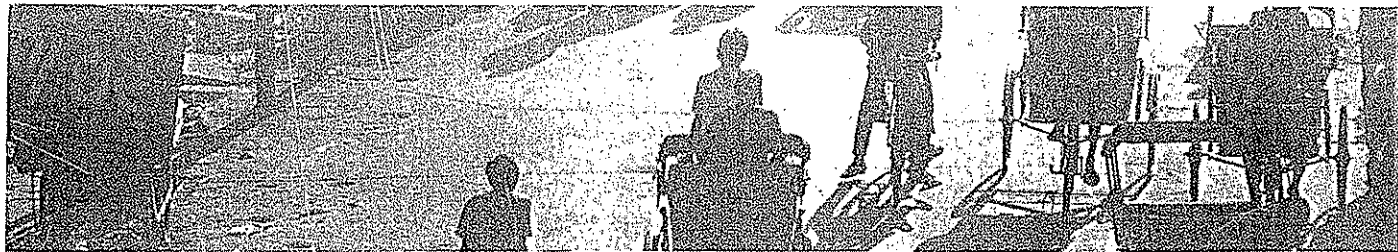
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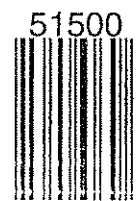


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