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

   Awareness Areas
   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: □ No □ Yes; Please Identify courses:

   Is this a multisection course?: □ No □ Yes; Is it governed by a common syllabus?

   Stanlie James (Print or Type)  Stanlie W. James (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
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:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. History is a major focus of the course.</td>
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<td>2. The course examines and explains human development as a sequence of events.</td>
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<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
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<tr>
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<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
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**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.
Historical Awareness [H]
Page 3

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS</td>
<td>340</td>
<td>The Making of Modern Africa</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History is a major focus of the course.</td>
<td>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.</td>
<td>Syllabus: Course Description and required text.</td>
</tr>
<tr>
<td>2. The course examines and explains human development as a sequence of events.</td>
<td>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.</td>
<td>2. Syllabus: Required text and reading/topic schedule. Examples of readings provided.</td>
</tr>
<tr>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
<td></td>
<td>3. Syllabus: Required text and reading/topic schedule. Examples of readings provided.</td>
</tr>
<tr>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
<td>This criteria is addressed through the various assigned readings and course topics. Specific examples are found April 7, April 16, April 26.</td>
<td>4. Syllabus: Required text and reading/topic schedule. Examples of readings provided.</td>
</tr>
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</table>
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 neoliberalism. 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.


You have a choice of the following:


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 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.


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


**March 8-15**SPRING BREAK


*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


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
Literature Gaps; April 9-Fiorze Manji and Carl O’Coill, The Missionary Position: NGOs and

Recommended but not required Lisa Aubrey, “Gender, Development, and Democratization in

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
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

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


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
CONTENTS

CHAPTER ONE  *Planners Versus Searchers*  3

PART I
WHY PLANNERS CANNOT BRING PROSPERITY

CHAPTER TWO  *The Legend of the Big Push*  37
CHAPTER THREE  *You Can’t Plan a Market*  60
CHAPTER FOUR  *Planners and Gangsters*  112

PART II
ACTING OUT THE BURDEN

CHAPTER FIVE  *The Rich Have Markets, the Poor Have Bureaucrats*  165
CHAPTER SIX  *Bailing Out the Poor*  210
CHAPTER SEVEN  *The Healers: Triumph and Tragedy*  238
PART III
THE WHITE MAN'S ARMY

CHAPTER EIGHT From Colonialism to Postmodern Imperialism 269
CHAPTER NINE Invading the Poor 311

PART IV
THE FUTURE

CHAPTER TEN Homegrown Development 341
CHAPTER ELEVEN The Future of Western Assistance 367

ACKNOWLEDGMENTS 385
NOTES 387
INDEX 419
Democracy and Development in Africa

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 of the African states inherited from colonial rule created a political environment that was hostile to development. Ake sketches the alternatives that are emerging from development failure—economic development based on traditional agriculture, political development based on decentralization of power, and reliance on indigenous communities that have been providing a certain measure of strength to the powerless face of the central state. The argument has become a key paradigm for development in Africa.

ABOUT THE AUTHOR

Claude Ake is director of the Centre for Advanced Social Science Studies in Port Harcourt, Nigeria.
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
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
PROMISES NOT KEPT

Poverty and the Betrayal of Third World Development

John Isbister

Seventh Edition
Promises Not Kept
Poverty and the Betrayal of 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.
Contents

Preface 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
WORLD ON FIRE
How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability

“A riveting and original book that challenges key tenets of American political faith.” —The Baltimore Sun
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, Croatians 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


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Author photograph © Jerry Bauer

U.S. $14.95 CAN. $21.00


Cover design by Claudine and Company
Author photograph © Jerry Bauer
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
"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.
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
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
“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.
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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Panama Canal Negotiations and Graham Greene</td>
<td>117</td>
</tr>
<tr>
<td>18</td>
<td>Iran’s King of Kings</td>
<td>126</td>
</tr>
<tr>
<td>19</td>
<td>Confessions of a Tortured Man</td>
<td>132</td>
</tr>
<tr>
<td>20</td>
<td>The Fall of a King</td>
<td>137</td>
</tr>
<tr>
<td>21</td>
<td>Colombia: Keystone of Latin America</td>
<td>141</td>
</tr>
<tr>
<td>22</td>
<td>American Republic Versus Global Empire</td>
<td>146</td>
</tr>
<tr>
<td>23</td>
<td>The Deceptive Résumé</td>
<td>154</td>
</tr>
<tr>
<td>24</td>
<td>Ecuador’s President Battles Big Oil</td>
<td>165</td>
</tr>
<tr>
<td>25</td>
<td>I Quit</td>
<td>171</td>
</tr>
</tbody>
</table>

PART IV: 1981–PRESENT

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Ecuador’s Presidential Death</td>
<td>179</td>
</tr>
<tr>
<td>27</td>
<td>Panama: Another Presidential Death</td>
<td>185</td>
</tr>
<tr>
<td>28</td>
<td>My Energy Company, Enron, and George W. Bush</td>
<td>190</td>
</tr>
<tr>
<td>29</td>
<td>I Take a Bribe</td>
<td>196</td>
</tr>
<tr>
<td>30</td>
<td>The United States Invades Panama</td>
<td>203</td>
</tr>
<tr>
<td>31</td>
<td>An EHM Failure in Iraq</td>
<td>214</td>
</tr>
<tr>
<td>32</td>
<td>September 11 and Its Aftermath for Me, Personally</td>
<td>222</td>
</tr>
<tr>
<td>33</td>
<td>Venezuela: Saved by Saddam</td>
<td>231</td>
</tr>
<tr>
<td>34</td>
<td>Ecuador Revisited</td>
<td>239</td>
</tr>
</tbody>
</table>
Piercing the Veneer  249

What You Can Do  260
Epilogue  266
John Perkins Personal History  278
Notes  282
Index  295
About the Author  305