Course Description and Goals

This course introduces students to theoretical foundations in historical and contemporary issues in communication, media, information and international development. Topics include state-building, modernization, dependency and globalization, as they concern the ‘Third World.’

Part One of the course focuses on mainstream development, its proponents (such as the UN, the World Bank and international non-profit organizations) and its application. Part Two will delve into the problems of development and expose some of its shortcomings. In Part Three, on Africa, the Middle East, Latin America, the Caribbean, and Asia, each class will be devoted to a particular topic or problem and relevant case studies.

This is an upper-level inter-disciplinary course that draws on readings in political science, economics, history, sociology, communications and media research, and public policy. Topics of discussion are international in scope, and encourage cross-linkages between different theoretical concepts and geographical locations. Reading and writing requirements, group work, and independent research (keeping up with global affairs, gaining familiarity with economic terms, looking up historical events, etc.) for this course are required and demanding.

Required Texts

All required readings will be available on Blackboard (with the exception of one book that you will have to purchase, see attached list).
GRADING

Grading Policies

Students with special needs, either with physical and/or learning disabilities, or religious observances, must come talk to me at the beginning of the semester in order to assure any special needs: extra time for papers; access to materials, etc. Moreover, any student who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd

You are expected to abide by NYU’s and Steinhardt’s standards of Academic Integrity. See http://steinhardt.nyu.edu/policies/academic_integrity. Cheating or plagiarizing the work of another will result in an automatic F (0%). Additionally, departmental and university policy permits harsher actions, if warranted.

If you attend class, do the required work and have a reasonable grasp of the information, you should have no trouble earning at least a C, which indicates satisfactory work.

Late papers and assignments will be graded down one decimal point for every day late (24 hours from 11am, including weekends and holidays, i.e. from 3.3 to 3.2). Papers and assignments will NOT be considered once they are more than 5 days late (24 hours from 11am, including weekends and holidays) and will automatically result in an F (0%).

Timely and intelligent participation in class is required, and is predicated on completing readings / assignments before class. Your participation grade will decrease by a full decimal point for every class you miss (i.e. from 3.3 to 3.2). You MUST notify me IN ADVANCE if you are going to miss a class or a deadline, and you will need a legitimate excuse (doctor’s note, arrest warrant, etc.).

Grading Standards

Grading is on a 4-point scale.

A = Excellent. Outstanding work in all respects. Work demonstrates comprehensive understanding and presents thoughtful and creative interpretations, well-focused and original insights, well-reasoned commentary and analysis.

B = Good. Work demonstrates complete and accurate understanding of course materials, presents a reasonable degree of insight and broad level of analysis. Work reflects competence but stays at a general or predictable level of understanding.

C = Adequate. Work demonstrates adequate understanding but remains superficial, incomplete, vague or expresses some important errors or weaknesses. Work may lack concrete, specific examples and illustrations; writing may be vague or hard to follow.

D = Unsatisfactory. Work demonstrates a lack of understanding and fails to express basic aspects of the course. Participation was inadequate or superficial.
F = Failed. Work was not submitted or completed according to parameters (page length, topical focus, types of sources), or completely failed to express the most basic and elementary aspects of the course.

**EXPECTATIONS**

**Class Participation 20%**
Your participation grade is based on presence, punctuality, quantity and, most of all, quality of in-class participation – not just being there, but being an active and intelligent voice. You are expected to come to class prepared to intelligently and critically discuss the readings, audio-visual and/or web assignments.
You will sometimes be asked to bring in assignments to class and/or post them on Blackboard.
There will be pop quizzes based on readings.

Details of the following will be discussed in class:

**Mid-Term Exam 20%**
There will be one take-home exam comprised of short questions, definitions, and essay questions.

**Response Papers 20%**
You will have to write two response papers, one will be on a book (15%), one will be on a film (5%). See attached list for choices.

**Country Expert 40%**

- **Continent Presentation 5%**
  - Presentations will be done in groups during class
  - Hand-outs, PowerPoint or other AV materials are strongly encouraged
  - 30 minutes total
  - Due February 23 – February 28 (see schedule)

- **Country Presentation 5%**
  - Presentations will be done individually during class
  - PowerPoint or other AV materials are encouraged
  - Approximately 7 minutes total (depending on class size)
  - Due April 19 – May 1 (see schedule)

**Final paper - Country Profile 30%**
- 12-20 page report
- Due April 17
**SCHEDULE**

The syllabus is a roadmap at best. While it is intended that the course will follow the schedule below, modifications along the way are inevitable. I will notify you of changes.

Readings are also listed in the suggested reading order - this is only to simplify the accumulation of knowledge on your part, especially when it comes to historical events and theoretical vocabulary.

**PART 1: DEVELOPMENT ON ITS OWN TERMS**

**Jan. 24: Introductions**

**Jan. 26: Where/What is the Third World?**
- David Turnbull “The Function of Maps” pp. 7-15

**Jan. 31: Origins of Development**
- President Truman’s Point Four Message

**Feb. 2: The United Nations (UN), the World Bank (WB), and the Millennium Goals**
- *Declaration of Human Rights*
- UN report “Investing in Development” (read everything through Chapter 1, inclusive; browse through Chapters 2, 3, and 4)
- World Bank “Working for a World Free of Poverty”
- Jeffrey Sachs, *The End of Poverty*, excerpts

**Feb. 7: The Workings/Tensions of Developers.**
- Alexander Stille, ‘Saving Species in Madagascar’
Feb. 9: Historical Background
Gilbert Rist, The History of Development
  o Ch. 1 “Definitions of Development”, pp.8-24;
  o Ch. 2 “Metamorphoses of a Western Myth” pp.25-28 and pp.43-46;
  o Ch. 3 “The Making of a World System”, pp.47-48 and pp.66-68
  o Ch. 4 “The Invention of Development” pp.69-79.

Feb. 14: Media, the Magic Multiplier
Daniel Lerner. The Passing of Traditional Society: Modernizing the Middle East, pp.19-75.

Feb. 16: “IT4D” and “Knowledge Societies”
Robert Stevenson, from Communication, Development and the Third World, 1988. Ch.4 “The Record of Communication Development”; Ch.5 “Communication Development for a New Order”; and Ch.6 “The State of Third World Media”
Others TBD: Nokia, Microsoft

Feb. 21: NWICO, WSIS and a “free” Internet

Feb. 23: Continent Presentations: Africa, Latin America, Caribbean

Feb. 28: Continent Presentations: Asia, Middle East, Others

PART 2: DOES DEVELOPMENT HELP OR HURT?

Mar. 1: Aid, Debt and Poverty
Jan Knippers Black “Inequity in the Global Village” pp.323-329
Mar. 6: no class.
Mid-Term Due via e-mail Today

Mar. 8: Legacies of Colonialism
William Appleman Williams “Empire as a Way of Life” pp.81-88
Felix Greene “How it Began” pp.88-97
Jerry Kloby “The Legacy of Colonialism” pp.99-106

Mar. 20: Dependency and Global Capitalism
Bb: “C is for Capitalism”
Others TBD

Mar. 22: Building an Empire of Dependence
Readings TBD
Response Paper 1 Due (on book)

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<th>PART 3: INTERNATIONAL CASE STUDIES</th>
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This part of the class is organized by theme, with each class devoted to case studies, examples, and readings that cover an array of ‘Third World’ countries; sometimes the focus will be global, other times regional or national. The readings and discussion will problematize the process of development as they pertain to different aspects of social or political life. The themes may also change depending on global current events and class interests. There may be guest lectures, still to be scheduled.

Mar. 27: TBD

Mar. 29: Media Representations of Starving, Poor, and War-Torn Africa

Apr. 3: Star Power and the Commercialization of Development

Apr. 5: Role of NGOs and Humanitarian Organizations in Media/News Production

Apr. 10: Oil, Corporate Social Responsibility, Media as a Form of Resistance
Apr. 12: From Egypt to OWS

Apr. 17: Are Alternatives Possible?
Final Country Profiles Due in Class

Apr. 19: Country Presentations – Africa

Apr. 24: Country Presentations – Asia

Apr. 26: Country Presentations – Latin America & Caribbean

May 1: Country Presentations – Middle East & others

May 3: Conclusions
Response Paper 2 Due (on film)
COUNTRY CHOICES

Hand-in / email your TOP 3 choices in order of preference NO LATER than January 31 at 11am. Country assignments will be made in-class on January 31.

**Africa:** Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Congo, Cote D’Ivoire, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Swaziland, Tanzania, Togo, Uganda, Western Sahara, Zaire, Zambia, Zimbabwe

**Asia:** Afghanistan, Azerbaijan, Bangladesh, Bhutan, Burma, Cambodia, Kazakhstan, North Korea, Kyrgyzstan, Laos, Mongolia, Sri Lanka, Tajikistan, Turkmenistan, Uzbekistan, Vietnam

**Caribbean/ Latin America:** Belize, Bolivia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Grenada, Guadeloupe, Guatemala, Guyana, French Guiana, Haiti, Honduras, Jamaica, Martinique, Nicaragua, Panama, Paraguay, Peru, Suriname, Trinidad & Tobago, Uruguay

**Middle East:** Algeria, Egypt, Jordan, Iran, Iraq, Lebanon, Libya, Morocco, Oman, Palestinian Territories, Syria, Tunisia, Yemen

Indigenous population in any country/region/continent. **Subject to approval no later than January 31.**

Other countries subject to approval no later than January 31.
BOOK & FILM CHOICES

**You may select a book and/or film not on this list. You must provide a brief written explanation and obtain permission from me no later than March 2 for the book and no later than April 4 for the film.**

Books:
A Brief History of Neoliberalism, David Harvey
A History of the World in Six Glasses, Tom Standage
African Women and ICTs: Creating New Spaces with Technology, Ineke Buskens
AIDS and Accusation: Haiti and the Geography of Blame, Paul Farmer
An Ordinary Person’s Guide to Empire, Arundhati Roy
Banker to the Poor, Muhammad Yunus
Blood Diamonds, Greg Campbell
Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the Dominican Republic, Mark Padilla
Coffee: A Dark History, Antony Wild
Confessions of an Economic Hit Man, John Perkins
Dead Aid, Dambisa Moyo
Development as Freedom, Amartya Sen
Devil and Commodity Fetishism in South America, Michael Taussig
Dramas of Nationhood: The Politics of Television in Egypt, Lila Abu-Lughod
Friction: An Ethnography of Global Connection, Anna Lowenhaupt Tsing
Globalization and Its Discontents, Joseph Stiglitz
Guns, Germs, and Steel, Jared Diamond
High Tech and High Heels in the Global Economy: Women, Work, and Pink-Collar Identities in the Caribbean, Carla Freeman
How Europe Underdeveloped Africa, Walter Rodney
Humanitarianism in Question, Michael Barnett & Thomas Weiss
Making Aid Work, Abhijit Vinayak Banerjee
Markets of Dispossession: NGOs, Economic Development, and the State in Cairo, Julia Elyachar
Neoliberal Frontiers: An Ethnography of Sovereignty in West Africa, Brenda Chalfin
No Enchanted Palace, Mark Mazower
Omnivore’s Dilemma, Michael Pollan
Open Veins of Latin America, Eduardo Galeano
Planet of Slums, Mike Davis
Redeveloping Communication for Social Change, Karin Gwinn Wilkins
Shake Hands with the Devil, Romeo Dallaire
Signal and Noise: Media, Infrastructure, and Urban Culture in Nigeria, Brian Larkin
Sozaboy, Ken Saro-Wiwa
Speckers of the Atlantic: Finance Capital, Slavery, and the Philosophy of History, Ian Baucom
Stolen Harvest: The Hijacking of the Global Food Supply, Vandana Shiva
Sweetness and Power: The Place of Sugar in Modern History, Sidney Mintz
Tastes of Paradise: A Social History of Spices, Stimulants, and Intoxicants, Wolfgang Schivelbusch
Thai Women in the Global Labor Force, Mary Beth Mills
The Bottom Billion, Paul Collier
The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger, Marc Levinson
The Deportation Regime: Sovereignty, Space, and the Freedom of Movement, Nicholas De Genova & Nathalie Peutz
The Elusive Quest for Growth, William Easterly
The End of Development, Trevor Parfitt
The Future of the Past, Alexander Stille
The Last Utopia: Human Rights in History, Samuel Moyn
The New Imperialism, David Harvey
The Shock Doctrine, Naomi Klein
The Travels of a T-Shirt in the Global Economy, Pietra Rivoli
The White Man’s Burden, William Easterly
Vita: Life in a Zone of Social Abandonment, Joao Biehl

Films:
Bamako, 2006
Black Gold, 2006
Blood, Sweat and Takeaways (TV series, watch at least 2 episodes)
Crude Impact, 2006
Crude, 2009
Darwin’s Nightmare, 2004
Death Before Slavery, 2005
Iraq for Sale: The War Profiteers, 2006
Life and Debt, 2001
Peace One Day, 2004
Sweet Crude, 2007
The Devil’s Miner, 2005
The Devil Came on Horseback, 2007
The Empire in Africa, 2006
Wetback, 2005
Name:

Global Knowledge
Answer as much as possible, as accurately as possible.

Part 1: Mapping Countries
Place as many of the following as you can on the map below:
Atlantic Ocean, Pacific Ocean, Europe
Afghanistan, Argentina, Australia, Brazil, China, Cuba, Ecuador, Egypt, Ethiopia, France,
Germany, Haiti, India, Indonesia, Iran, Iraq, Israel, Japan, Kenya, Korea (North/South/either),
Libya, Madagascar, Mexico, Morocco, Norway, Russia, Saudi Arabia, South Africa, Sri Lanka,
Sudan, Turkey, UK, USA, Venezuela, Vietnam
Part 2: World Geography
List at least five sub-Saharan countries:

Circle any country that you think is NOT part of the European Union (EU):

List at least three South American countries, three Central American countries, and three Caribbean countries:

What do the initials UN stand for, and in what city are the UN headquarters located?

Name at least two European colonial powers:

What is the name of the current ‘head’ of the UN (as of January 1, 2007), what is his/her proper title, and what country is s/he from?

In what country would I find the following? (or continent, if you can’t figure out the country)
Manila
Montevideo
Peshawar
Sana’a
Tirana

What is ‘The World Bank’?
Part 3: Mapping the Third World
On the map below, color in or clearly mark what you think is the Third World.

Write what your definition of the Third World is: