
GPP 115
Global Poverty: Challenges and Hopes

Welcome to GPP 115. This class is open to all undergraduate (except freshman) and graduate students at UC Berkeley. While this is the first core course of the Global Poverty & Practice minor, students do not have to be enrolled in the minor to participate in this class. There are no prerequisites for the class although students should be prepared to tackle advanced social science readings and analysis.

Four goals underline GPP 115. First, it trains students to become participants in global debates about poverty and inequality. In doing so, it introduces students to dominant paradigms of development and welfare and situates such paradigms in the 20th century history of capitalism and liberal democracy.

Second, the class familiarizes students with the field of poverty action. It examines key institutions and actors—from the World Bank to global social movements, from national and local governments to nonprofits and NGOs, from multinational corporations to philanthropic foundations. Students are encouraged to understand methodologies of poverty action as well as their strengths and limitations.

Third, the course is concerned with philosophies of global justice and the ethics of global citizenship. Students are expected to critically reflect upon their own engagements with poverty action and their own aspirations for social change.

Finally, the class adopts a global approach to the analysis of poverty and inequality. While the emphasis of the class is on the experiences of the global South, it is equally concerned with structures of inequality in the global North, as the two are inextricably intertwined. In this sense, the class brings poverty “home,” disrupting the comfortable perception that poverty exists elsewhere, and can be contained at a distance.

INSTRUCTORS

Dr. Joeva Rock
joevarock@berkeley.edu

Office Hours: Wednesdays 1-3p (Zoom only)

Raizel DeWitt (GSI)
raizeldewitt@berkeley.edu

Office Hours: Tuesdays 1-2p (group), 2-3p (1-on-1)
Section: Thursdays 3-3:59p (Zoom only)

COURSE REQUIREMENTS & POLICIES

Class Attendance and Readings: During Summer 2020, GPP 115 will be held fully online with both synchronous and asynchronous components. Class will meet synchronously via Zoom on Thursdays 12:30-3p PST, directly followed by section (also via Zoom) from 3-3:59p PST. In addition to Zoom

meetings, students are expected to watch pre-recorded lectures, which will be uploaded to bCourses by Tuesday morning of each week. All Zoom meetings will be recorded and made available for those unable to attend due to time zone conflicts. Additionally, all times stated herein are in the Pacific Standard Time (PST) zone.

Students are expected to attend classes regularly, watch pre-recorded lectures and to complete all reading assignments. The lectures will cover aspects of the readings but will also supplement them with additional material. Doing well on the examinations and assignments will thus depend on attending lectures and keeping up with weekly readings.

There is one required text for the course: *The Divide: A Brief Guide to Global Inequality and Its Solutions* by Jason Hickel (the book is also sold under the title, *The Divide: Global Inequality from Conquests to Free Markets*). The remainder of readings will be made available on bCourses.

Discussion Sections: Students are expected to attend and participate in weekly discussion sections led by GSIs, and are encouraged to have videos on if possible. If unable to attend section due to time zone conflict, students are expected to submit a question about lecture or readings to the GSI via discussion boards on bCourses prior to the Thursday section time.

Reflection Paper: Each student is expected to submit a reflection paper; a specific prompt will be provided during the first week of class. Late papers will receive a 10% penalty for each day (or part thereof) that they are delayed.

Exams: There will be two exams: a midterm and a final. The exams will have short-answer as well as essay-style questions. These questions will require knowledge of the course material (readings, lectures and films) and the capacity to analyze various theories and perspectives.

Pandemic Statement: This class is occurring in the middle of a global pandemic, which has introduced layers of uncertainty to both our classroom and the world around us. I am committed to providing clear communication and consistent course instruction, and maintaining an online classroom that is conducive to intellectual pursuit and critical inquiry. If, during the term, you contract COVID or begin caring for someone who has, please let the GSI or I know ASAP.

Grading Structure

Discussion Section		15%
Reflection Paper	July 16 th	10%
Midterm	July 23 rd	30%
Final	August 13 th	45%

<i>Grading Scale</i>				
99 > A ≥ 94	90 > B+ ≥ 87	80 > C+ ≥ 77	70 > D+ ≥ 67	F Under 61%
94 > A- ≥ 90	87 > B ≥ 84	77 > C ≥ 74	67 > D ≥ 64	
	84 > B- ≥ 80	74 > C- ≥ 70	64 > C- ≥ 61	

Email: Please note, in general I will respond to emails 24-48 hours after I receive them.

Academic Integrity: While I encourage you to study in groups, all written work must be your own. Simply put, any form of plagiarism will not be accepted. Please familiarize yourself with the

university's [Code of Conduct](#) and [Honor Code](#).

Accommodations for Students with Disabilities: Please see me as soon as possible if you need particular accommodations, and we will work out the necessary arrangements.

COURSE SCHEDULE

Week 1: The History of Inequality (July 6 – 10)

Our first week begins with an introduction to the course, its assignments and expectations, and the overall theme of poverty action. Then, we will take a deep dive through the colonial era, World War II and the Cold War to begin thinking about the historical foundations of contemporary poverty and inequality.

Read:

1. Hickel, Jason (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. (Chapters 1 [pp. 7-18 only], 3 [entirety] & 4 [pp.104-124])
2. Goldman, Michael (2005) "The Rise of the Bank" In *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven: Yale UP. (pp. 46-60, 67-88)
3. Logan, Amanda (2016) "Why Can't People Feed Themselves?" Archaeology as Alternative Archive of Food Security in Banda, Ghana. *American Anthropologist* 118(3): 508-524.
4. Rodney, Walter (1972) "Colonialism as a System for Underdeveloping Africa." In *How Europe Underdeveloped Africa*. Washington, DC: Howard UP. (pp. 222-238)

Watch: #GlobalPOV Project "Is Privilege Poverty?" with Clare Talwalker.

Week 2: Modernization and the Invention of Development (July 13 – 17)

During this week we will take a look at "millennial development" – the bold and ambitious imagination to "end poverty" – and the ongoing debates surrounding this approach to poverty alleviation. We will also question the ways in which development planning organizes people, places, and discourses.

Read:

1. Easterly, William (2006) Selections from *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Harm and So Little Good* (pp. 3-21, 37- 51, 72-79) New York: Penguin.
2. Escobar, Arturo (1999) The Invention of Development. *Current History* 98: 382-386.
3. Ferguson, James (1994) The Anti-Politics Machine. *The Ecologist* 24(5): 176-181.
4. Hickel, Jason (2017) *The Divide* (Chapters 2 & 5)
5. Sachs, Jeffrey (2005) Selections from *The End of Poverty: Economic Possibilities for Our Time* (pp. 1-4, 18-25, 56-66, 244-255, 329-334) New York: Penguin.

Watch: *Life and Debt*

Assignment: Reflection Essay due, Thursday July 16th

Week 3: Globalization and Neoliberalism (July 20 – 24)

We will continue our discussion of development and aid through debates around economic globalization and free trade and examining structures of wealth and inequality.

Read:

1. Jaffee, Daniel (2012) Weak Coffee: Certification and Co-Optation in the Fair Trade Movement. *Social Problems* 59(1): 94-116.
2. Edwards, Michael (2009) Gates, Google, and the Ending of Global Poverty: Philanthrocapitalism and International Development. *Brown Journal of World Affairs* XV(II): 35-42.
3. Friedman, Tom (2005) "It's a Flat World, After All" *New York Times Magazine*, April 3.
4. Garland, Elizabeth (2012) How Should Anthropologists Be Thinking About Volunteer Tourism. *Practicing Anthropology* 34:3, 5-9.
5. Harvey, David (2005) *A Brief History of Neoliberalism*. (Chapter 2)
6. Wade, Robert (2003) What Strategies are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of 'Development Space.' *Review of International Political Economy* 10(4): 621-644.

Watch: *Black Gold*

Exam: In class midterm, Thursday July 23rd

Week 4: Disaster Capitalism and the Political Economy of Health (July 27 – 31)

Starting this week we will tackle three different "problem-spaces." We will use each topic as a space to explore the complex dimensions of poverty and poverty action, to study the various institutions involved in the effort of development, and to be attentive to the politics of practice and expertise.

This week we will study how seemingly natural disasters and health crises make visible poverty and inequality. In addition, we will analyze patterns of humanitarian aid, disaster relief, and development planning. In doing so, we will take on the issue of "disaster capitalism" by looking at post-Katrina and post-Maria recovery in New Orleans and Puerto Rico, respectively. Next, we'll use the framework of "structural violence" to analyze the 2014 ebola outbreak in West Africa and the current COVID-19 pandemic in the US.

Read:

1. Benton, Adia (2017) The Words are Maps. *World Policy Journal* 34(4): 76-86.
2. Bonilla, Yarimar (2020) The Coloniality of Disaster: Race, Empire, and the Temporal Logics of Emergency in Puerto Rico, USA. *Political Geography* 78.
3. Johnson, Akilah and Talia Buford (2020) Early Data Shows African Americans Have Contracted and Died of Coronavirus at an Alarming Rate. *ProPublica*, April 3.
4. Farmer, Paul (2009) On Structural Violence and Suffering: A View From Below. *Race/Ethnicity* 3(1): 11-28.
5. Oppel, Richard Jr., et al. (2020) The Fullest Look Yet at the Racial Inequity of the Coronavirus. *The New York Times*, July 5.
6. Klein, Naomi (2007) "Disaster Capitalism: The New Economy of Catastrophe." *Harpers Magazine*. Pp. 47-58.

7. Smith, Neil (2006) "There's No Such Thing as a Natural Disaster." *Understanding Katrina: Perspectives from the Social Sciences*. <http://understandingkatrina.ssrc.org/Smith/>

Watch: The Intercept, "The Battle for Paradise: Naomi Klein Reports from Puerto Rico."

Listen: The Ezra Klein Show, "Why the Corona Virus is So Deadly for Black Americans."

Week 5: Food and Agriculture (August 3 – 7)

During this week we will take on financialization, and analyze how economies of need are turned into economies of profit. Drawing from our previous discussions on philanthropy and neoliberalism, we will consider efforts to "make agriculture a business" on the African continent and question the politics of food security. But these efforts have not been without controversy. In the second half of the week we will focus explicitly on social movements that challenge global frameworks and advocate for food "sovereignty" rather than "security."

Read:

1. Amanor, Kojo (2019) Global Value Chains and Agribusiness in Africa: Upgrading or Capturing Smallholder Production? *Agrarian South: Journal of Political Economy* 8(1-2): 30-63.
2. Clapp, Jennifer and S. Ryan Isakson (2018) "What is the Link Between Food and Finance?" In *Speculative Harvests: Financialization, Food and Agriculture*. Manitoba: Fernwood Publishing. (pp. 1 -28)
3. McMichael, Philip and Mindi Schneider (2011) Food Security Politics and the Millenium Development Goals. *Third World Quarterly* 32(1): 119-139.
4. Rock, Joeva (2019) "We are not starving": Challenging Genetically Modified Seeds and Development in Ghana. *Culture, Agriculture, Food and Environment* 41(1): 15-23.

Watch: *Bamako*

Week 6: The Ethics of Global Citizenship (August 10 – 14)

We will end the course by imagining what a world beyond development might look like.

Read:

1. Hickel, Jason (2017) *The Divide*. (Chapters 8 & 9)
2. Fraser, Nancy (2010) Injustice at Intersecting Scales: On 'Social Exclusion' and the 'Global Poor'. *European Journal of Social Theory* 13(3): 363-371.

Watch: #GlobalPOV Project: "Will Hope End Inequality?" with Genevieve Negrón Gonzales

Exam: In class final, Thursday August 13th

CAMPUS RESOURCES

Disabled Students' Program
260 César E. Chávez Student Center, #4250

<http://dsp.berkeley.edu>

Voice: (510) 642-0518

TTY: (510) 642-6376

Educational Opportunity Program

119 César E. Chávez Student Center

Voice: (510) 642-7225

<https://eop.berkeley.edu/>

Ombuds Office for Students

<http://students.berkeley.edu/Ombuds>

Voice: (510) 642-5754

Student Learning Center

César E. Chávez Student Center

Voice: (510) 642-9494

<http://slc.berkeley.edu>

Student Technology Equity Program

<https://technology.berkeley.edu/>

Students who do not have access to the technology resources they need are invited to [apply now](#) to the [Student Tech Equity Program \(STEP\)](#) to be considered for a new laptop, Wi-Fi hotspot, or other resources to support their studies in time for Fall semester. Devices will be mailed to students' homes directly. If you have questions, please email ucbstep@berkeley.edu.

University Health Services

2222 Bancroft Way #4300

Voice: (510) 642-9494

Counseling after-hours support line: (855) 817-5667

<https://uhs.berkeley.edu/>