



**COURSE OUTLINE**  
**GEOGRAPHY OF ECONOMIC DEVELOPMENT**

Monday, Wednesday, and Friday 1:00 p.m. - 2:00 p.m. Geography Building, Room 212

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**A POLITICAL ECONOMY, RIGHTS-BASED APPROACH TO DEVELOPMENT GEOGRAPHIES**

**COURSE DESCRIPTION**

This course examines themes, concepts, theories, and trends which define the study of international development from a geographical perspective. Students will gain an understanding of the historical and contemporary challenges of global inequality, debt, foreign aid, disasters, displacement, and development assistance. Case studies from around the world are used to provide context-specific, gender differentiated information about international development problems and promise.

As a 3<sup>rd</sup>-year course, we will take a theoretical approach to international development. In keeping with a political economy, rights-based approach to our analysis, the course consciously links contemporary "development" issues in the global south with similar struggles in the global north. As Grahame Russell of Rights Action ([www.rightsaction.org](http://www.rightsaction.org)) argues:

It is increasingly obvious that a *global and historical perspective* is needed to understand the structural injustices against the majority population in a place like Guatemala—a "national" perspective is not sufficient. What is also needed is an activist vision and agenda aimed at building global alliances—people to people - to end local-to-global injustices ... One world, one solution.

Additionally, a gendered perspective is brought to all issues. We are not confining our approach to "women-only" issues, but understanding gender as a central dimension to analyzing human rights, development, and activism.

Cambodia's recent United Nations sponsored 'triple transition' from war to peace, authoritarianism to democracy, and command economy to free market provides us with the opportunity to examine issues of violence, racism, colonialism, gendered violence, resource exploitation, international intervention, and challenges for "development" in a post-conflict country. Therefore, Karen J. Coates's book, *Cambodia Now: Life in the Wake of War*, is a book to read throughout the course. We will use Cambodia's conflict and post-conflict contexts to bring course issues together.

**KEYWORDS:** development; power; violence; spatiality; rights; and gender

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## REQUIRED TEXTS

POWER, MARCUS (2003) *Rethinking Development Geographies*. London and New York: Routledge. [IN BOOKSTORE & ON RESERVE IN KOERNER] (UBC Bookstore approx \$65.00; Amazon.ca approx \$39.00; Chapters.indigo.ca approx \$63.00)

COATES, KAREN J. (2005) *Cambodia Now: Life in the Wake of War*. London: McFarland & Company. [IN BOOKSTORE & ON RESERVE IN KOERNER] (UBC Bookstore approx \$65.00; Amazon.ca Approx \$40.00; Chapters.indigo.ca approx \$50.00)

## RECOMMENDED TEXTS

BLACK, MAGGIE (2007) *The No-Nonsense Guide to International Development*. Toronto: Between the Lines Press and New Internationalist Publications. [IN BOOKSTORE & ON RESERVE IN KOERNER] (UBC Bookstore approx \$18.00; Amazon.ca approx \$12.00; Chapters.indigo.ca approx \$12.00)

\* Many relevant sources are available as PDF files on the Internet and therefore you will be required to access these on your own throughout the course. See the "Further Readings" section below for a list of useful Journals and Books.

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## EVALUATION

Class participation	10%
Review Questions	15%
Cambodia Now Book Review/Critical Reflection	30%
Group Presentation (3 students per group maximum, 2 minimum)	10%
Group Research Paper Abstract	5%
Group Research Paper	30%

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**PREREQUISITE:** GEOG 122 or GEOG 260

## INSTRUCTOR OFFICE HOURS & LOCATION

Monday and Wednesday: 2:00 p.m. – 3:00 p.m. or by appointment  
Geography Building Room 140G  
Telephone: 604-827-5186  
Email: simonspringer@gmail.com

## TA CONTACT INFO

Lawrence Santiago  
Email: mlawrencesantiago@gmail.com

## COURSE WEBSITE

I will post the course syllabus, outlines of slide presentations, assigned readings, and any additional relevant materials on the course website.

<http://www.geog.ubc.ca/courses/geog362/>

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## POLICY ON LATE ASSIGNMENTS

- Assignments submitted **ON TIME** will receive our full attention & useful feedback.
- Please speak with me well in advance if you anticipate a delay in submitting your work, particularly when dealing with illness or family conflicts. In the interest of fairness to everyone in the class, extensions will **NOT** be granted except in cases with proper documentation.
- 5% per day penalty for late assignments including weekend days. For example, 5% will be deducted from the assignment (due in class) *if the assignment is submitted later in the day*. If the assignment is submitted the next day, 10% will be deducted from the assigned grade, and so forth.
- **Assignments submitted more than one week late will NOT be graded.**
- You may submit assignments electronically to the instructor and/or teaching assistant to meet a deadline but a hard copy **MUST** be submitted as soon as possible afterwards for marking. If a hard copy is not submitted, your assignment will **NOT** be marked.

\*\* All assignments must be done exclusively for this course.

## PLAGIARISM

Plagiarism means representing someone else's work as your own. It is a serious offence, punishable by academic sanctions. When you incorporate the words, ideas, graphics, or other products from someone else's work into your projects, you must give credit by providing a citation and reference to the source work.

It is your responsibility to:

- ❖ understand what plagiarism is,
- ❖ be familiar with and understand the information on plagiarism outlined in UBC's plagiarism policy at <http://www.library.ubc.ca/home/plagiarism/>
- ❖ be familiar with the UBC policy on Student Declaration and Responsibility, and on proper conduct, discipline, plagiarism, and other academic offences, as described in the UBC Undergraduate Calendar.

\* Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course is listed among academic offences.

## RELIGIOUS OBSERVANCE POLICY

Please notify me immediately once you know that any date proposed for assignments or papers conflict with dates of special significance in your religion. We will arrange alternative dates to accommodate individual needs.

## SPECIAL ACADEMIC ACCOMMODATIONS

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact the UBC Disability Resource Centre (DRC) at [disability.resource@ubc.ca](mailto:disability.resource@ubc.ca), 604-822-5844, located at Brock Hall 1203, 1874 East Mall. Additional information can be found in the UBC Undergraduate Calendar.

**UBC SUPPORT**      **UBC Learning Enhancement Academic Partnership (LEAP)** <http://www.leap.ubc.ca/>

- LEAP is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online tech tools. LEAP also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC.

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## STUDENT RESPONSIBILITIES INCLUDE

- ◆ Attending classes, participating in small and large group discussion.
- ◆ All class sessions are designed as a mix of lecture and seminar; therefore, your contributions to each meeting are necessary supplements to the substance of our meetings. This means that it is critical you do the assigned reading for each class; this is a major time commitment, but should not be an onerous one.
- ◆ Preparing for and giving a brief 10-minute group presentation.
- ◆ Reading required material, viewing documentary films screened in class, submitting review questions, a critical review/reflection of *Cambodia Now*, a group research paper abstract, and a 4000-5000 word group research paper (15-20 pages) drawing on the course readings & your own research.

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## ASSESSMENT & ASSIGNMENT DETAILS

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### CLASS PARTICIPATION / DISCUSSION LEADER ROLE - (10%) – Ongoing throughout term

\* This includes engaging in discussion, asking questions, offering answers, and active listening, where none is prioritized over the others. In addition, you are required to attend the "class conference" detailed below. If you regularly attend classes, show up at the class conference as expected, and remain committed to and engaged with the course materials throughout the term, this is an easy 10% to achieve!

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### REVIEW QUESTIONS (3) - (5% EACH X 3 RESPONSES) – DUE: THROUGHOUT TERM – IN CLASS

**LENGTH:** 1 PAGE (250 words)  
**DUE:** One week after each posting

\* Review questions will be distributed via email and/or posted electronically on the course website three times throughout the term.

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### CAMBODIA NOW BOOK REVIEW/CRITICAL REFLECTION - (30%) – DUE: MONDAY, 27 OCTOBER 2008 – IN CLASS

**LENGTH:** 4 PAGES (1000 words)

\* Each student is expected to read and reflect critically on Karen J. Coates book *Cambodia Now: Life in the Wake of War*. Your challenge is to reflect on the specifics of contemporary Cambodian life, as described by Coates in the book. Coates' book is very journalistic with no theoretical context, but she touches on a number of issues very relevant to development. Derek Gregory has argued that "[H]uman geographers have to work with social theory... Empiricism is not an option, if it ever was, because the 'facts' do not (and never will) 'speak for themselves', no matter how closely... we listen". In this light, your task is to bring some social theory to the empirical context she describes. You may construct your own theoretical framework through which to analyze Coates' book (i.e. geographies of resistance; geographies of violence; geographies of gender etc.), use established theories (Marxian political economy; poststructuralism, world-systems theory; dependency theory; neoliberalism; constructivism etc.), or you may draw in multiple approaches drawn from this and other courses. Either way, this book review and critical reflection requires that you grapple with the specificities of Cambodia's contemporary social, political, and economic circumstances in the wake of armed conflict and transition to 'peace'. You will need to summarize the general evidence presented, and bring your own theoretical arguments and insights to the contexts Coates describes. I expect some critical thinking to be applied in each write up. Thus, while it is important to summarize the major arguments of the book, reviews that are purely descriptive with no display of original thought, critique, or theoretical application will not be evaluated favorably. You are encouraged to draw in and cite any additional course and outside materials that you feel are appropriate, and you may find the list of additional readings listed below and at the end of this course outline to be useful to this assignment.

In order to assist with your connection of Coates's book to contemporary "development thinking," it may be useful for you to also examine the following article and reflect on the main arguments presented by the author:

Springer, Simon (2008 In Press). Violence, democracy, and the neoliberal "order": the contestation of public space in posttransitional Cambodia, *Annals of the Association of American Geographers* 98 (4). (Will be available on the course website).

ADDITIONAL WEB RESOURCES:

Ledgerwood, J. Cambodian Recent History and Contemporary Society.  
<http://www.seasite.niu.edu/khmer/Ledgerwood/Contents.htm>

The Phnom Penh Post - <http://www.phnompenhpost.com/>

LICADHO (Cambodian League for the Defense and Promotion of Human Rights) - <http://www.licadho.org/>

ADHOC (Cambodian Human Rights and Development Association) - <http://www.adhoc-chra.org/>

HUMAN RIGHTS WATCH CAMBODIA - <http://hrw.org/doc/?t=asia&c=cambod>

AMNESTY INTERNATIONAL CAMBODIA - <http://asiapacific.amnesty.org/report2003/Khm-summary-eng>

CENTER FOR SOCIAL DEVELOPMENT - <http://www.csdcambodia.org/>

NGO FORUM ON CAMBODIA - <http://www.ngoforum.org.kh/>

CAMBODIA CENTER FOR HUMAN RIGHTS - <http://www.cchrcambodia.org/>

CAMBODIA WOMEN'S CRISIS CENTER - <http://www.cwcc.org.kh/index.php>

KHMER INSTITUTE FOR DEMOCRACY - <http://www.bigpond.com.kh/users/kid/index.htm>

CAMBODIA DEFENDERS PROJECT - <http://www.cdpcambodia.org/>

UN OHCHR CAMBODIA - <http://cambodia.ohchr.org/>

WORLD BANK CAMBOIDA - [www.worldbank.org/kh](http://www.worldbank.org/kh)

IMF CAMBODIA - <http://www.imf.org/external/country/khm/index.htm>

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**GROUP PRESENTATION - (10%) – SCHEDULED FOR: MONDAY 24, WEDNESDAY 26, & FRIDAY 28 NOVEMBER 2008 IN CLASS & DURING THE EXAM PERIOD, DECEMBER 1**

**LENGTH: 10 MINUTES PER GROUP,**

**GROUP SIZE: 3 students per group maximum, 2 minimum. Students MUST collaborate!**

- A class conference will be organized where each group will present the major findings of a group research paper to the class. As such, you **MUST** have your term papers written by the due date, as they will form the basis of your presentations. The conference is planned for 3 class sessions at the end of term (November 24, 26 & 28), and one additional class during the exam period (December 1, Room 212, 1:00-4:00pm) as the presentations will be in lieu of a final exam.
- Each member of the group is expected to talk for an equal portion of the allotted time.
- Should scheduling conflicts for individual students arise during the exam period, we will try our best to arrange presentations accordingly. Out of respect for your fellow classmates, **ALL** students are required to attend both the class conference during the final week of classes and during the additional "exam" session unless the student can demonstrate a genuine conflict with another scheduled exam. Attendance will be taken for both the final week of classes and the "exam" session, where the participation grades of those individuals not in attendance will automatically become **ZERO**.
- Please form your groups early! The Presentation, Abstract, and Paper together account for 45% of your grade for the course, so you don't want to procrastinate. I will circulate a sign up sheet beginning in the

second week of classes, and by **Wednesday, 17 September 2008** of the third week of classes everyone will need to have solidified their groups.

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**GROUP RESEARCH PAPER ABSTRACT- (5%) – DUE: FRIDAY, 10 OCTOBER 2008 – IN CLASS**

**LENGTH: 1 Page (205-300 words).**

- Your group will be required to produce a one page abstract detailing the plans of your collective research paper. This should also include a proposed title. We will endeavor to provide feedback as quickly as possible so that we can determine whether your group is on track, or whether you will need to fine tune your research plan.
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**GROUP RESEARCH PAPER - (30%) – DUE: MONDAY, 24 NOVEMBER 2008 – IN CLASS**

**LENGTH: APPROXIMATELY 16 pages (4000 words).**

Through the group research paper process, you are encouraged to undertake a project that is of theoretical relevance to the issues of development, choosing one particular country from the global south as your empirical case in which the theories and perspectives your group establishes will be grounded. You may choose to focus your research at any scale, (i.e. global, regional, national, city-level, communities, neighbourhoods, families, and individuals). Because you are asked to choose a country as your case, if your scale of analysis is "above" the national-level (i.e. global or regional), you must demonstrate how your case country is immediately involved in the problem you seek to address. Likewise, if you chose a scale "below" the national-level you should demonstrate how the problem you address links up to other "higher" scales of analysis by tying in some of the broader perspectives we will address in the course. Your paper should incorporate one or more theoretical approaches to understanding the development process/project/discourse, where attention should be prioritized to a contemporary or emerging issues. Of course you are encouraged to draw on geohistorical aspects such as colonialism if this is appropriate to your argument.

Examples of topics might include: the effects of debt repayment in Ethiopia; the effects of AIDS in South Africa; the effectiveness of foundations in raising awareness and pressing for policy action regarding debt relief in Tanzania; the problems and politics of malaria in the Congo; the politics of aid distribution in Myanmar/Burma; democracy as a development issue in Pakistan; drug trafficking in Colombia; kidnappings of development workers in Haiti; the neoliberal experiment in Chile; use of child labour in the Philippines; problems of urban planning in Indonesia; pharmaceutical companies versus generic drugs in Thailand; coffee production and fair trade in Guatemala; resistance to neoliberal reform in Venezuela; food riots in Cameroon; the proliferation of youth gangs in Honduras; global call centers in India; the informal sector in Malaysia; women factory workers in Vietnam; prostitution and human trafficking in Cambodia; the contentious politics of the green revolution in Malawi; micro-financing in Bangladesh; participatory development schemes in Nepal; patronage and clientelism in Mozambique; conflict diamonds in Angola; humanitarian crisis in the Sudan; child soldiers in Sierra Leone; farm squatting in Zimbabwe; Maquiladoras in Mexico; deforestation in Brazil; corruption in Bolivia; the forced settlement of the Maasai in Kenya; Zapatista resistance to free trade in Chiapas, Mexico; colonial occupation or 'democracy building' in Afghanistan?; the implications and effects of the one child policy as a method of population control in China; the problems of property rights in Botswana; rural poverty in Laos; crime and violence in Papua New Guinea; health care in Cuba; the structural violence of poverty in Nigeria.

The above list provides examples of potential topics, and is by no means exhaustive. You are free to use these topics, change their national context, or think up our own. However, whether you expand on one of the topics identified above, or chose your own, you must focus your argument on a specific national context to keep your argument focused and concise. I would like each group to select a different country for their research paper to bring more diversity to the class conference. Where more than one group has chosen the same country, we will flip a coin, and one group will have to change their country of focus.

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**IMPORTANT NOTES:**

**Assignment Format: For all assignments use 12 pt. Font, Times New Roman, 1 inch margins, number pages, and a**

list of references. Do not include a title page, but DO include your title, your name, my name, the course number, and the date at the top of the first page. Staple your paper in the top left corner (NO FANCY BINDERS!!!). Follow the word length requirement.

Referencing: Students are required to follow a standard referencing style, using in text citations and bibliography (usually AUTHOR-DATE in human geography). Exact formatting can be of your own choice, but please examine and follow a geography journal such as Annals of the Association of American Geographers, Transactions of the Institute of British Geographers, or Progress in Human Geography for examples of proper citation styles.

Everyone undertaking a group project will receive the same grade for the presentation, abstract, and paper. It is up to each group to determine individual workloads and duties, to organize their time effectively and efficiently, and to resolve conflicts amongst themselves. Accordingly, chose your group members carefully and ensure that they have the same work ethic as yourself! Neither the Instructor nor the TA will be an arbitrator to group disputes except in the most extreme circumstances.

There is no written final exam for this course. This takes the pressure off of you at the end of the semester, but only if you use your time wisely, so please start thinking about your group research topic now!

**WEEKLY CALENDAR**  
(Subject to revision as the course proceeds)

<b>WEEK</b>	<b>DATE</b>	<b>LECTURE TOPICS</b>
1	SEPTEMBER 3 & 5	INTRODUCTION TO COURSE: Syllabus, expectations, and organization into term paper groups
2	SEPTEMBER 8, 10 & 12	Approaches to Development What is Development? Geographies of Development?
3	SEPTEMBER 15, 17 & 19	Millennium Development Goals Gender & Development Film: "Hear Our Voices"
4	SEPTEMBER 22, 24 & 26	Power, Poverty & Aid – The Dark Side of Development
5	SEPTEMBER 29 & OCTOBER 1 & 3	The Colonial Legacy
6	OCTOBER 6, 8, & 10	Changing Notions of "Development"
7	<b>OCTOBER 13</b>	<b>Thanksgiving Day – NO CLASSES</b>
	OCTOBER 15 & 17	Violence as a Development Issue [Guest Speakers]
8	OCTOBER 20, 22 & 24	Film: Shake Hands With The Devil "The Third World" – Spatializing Development
9	OCTOBER 27, 29 & 31	Modernization Theory & Postcolonial Geographies of Development
10	NOVEMBER 3, 5 & 7	Urbanization Resources & Development
11	NOVEMBER 10, 12 & 14	Globalization, Neoliberalism, & Debt
12	NOVEMBER 17, 19 & 21	Dissemination of Development (Media) "Postdevelopment" and Resistance
13	NOVEMBER 24, 26 & 28	GROUP PRESENTATIONS
14	DECEMBER 1	GROUP PRESENTATIONS – Continued During Exam Period (Room 212, 1:00-4:00pm)

## WEEKLY READINGS

(Subject to revision as the course proceeds)

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SEPTEMBER 3 & 5	<b>INTRODUCTION TO COURSE:</b> READ: Power, Ch. 1 (p. 1-6) & Black, Ch. 1
SEPTEMBER 8, 10 & 12	<b>Political Economy &amp; Rights-based Approaches to Development; What is Development? Geographies of Development?</b>  READ: Power, Chapter 1 (p. 6-19)
SEPTEMBER 15, 17 & 19	<b>Gender &amp; Development</b>  READ: Reeves, Hazel and Sally Baden (2000) <i>Gender and Development: Concepts and Definitions</i> . Report Prepared for the Department for International Development (DFID) for its Gender Mainstreaming Intranet Resource. Sussex, UK: BRIDGE (development - gender) Institute of Development Studies. Download PDF at: <a href="http://www.bridge.ids.ac.uk/reports/re55.pdf">http://www.bridge.ids.ac.uk/reports/re55.pdf</a> or from course website.
SEPTEMBER 22, 24 & 26	<b>Power, Poverty &amp; Aid – The Dark Side of Development</b>  READ: Power, Ch. 2
SEPTEMBER 29 & OCTOBER 1 & 3	<b>The Colonial Legacy</b> READ: Power, Ch. 3
OCTOBER 6, 8, & 10	<b>Changing Notions of "Development"</b>  READ: Power, Ch. 4
OCTOBER 13	THANKSGIVING – NO CLASSES
OCTOBER 15 & 17	<b>Violence as a Development Issue</b>  READ: Escobar, Arturo. 2004. Development, violence, and the new imperial order. <i>Development</i> 47 (1), 15-21.  McIlwaine, Cathy (1999) Geography and development: violence and crime as development issues. <i>Progress in Human Geography</i> 23 (3), 453-463.  Springer, Simon (2008) 'The nonillusory effects of neoliberalisation: linking geographies of poverty, inequality, and violence'. <i>Geoforum</i> 39 (4).  All articles will be posted on the course website.
OCTOBER 20, 22 & 24	<b>"The Third World" – Creating "Development"</b>  READ: Power, Ch. 5
OCTOBER 27, 29 & 31	<b>Postcolonial Geographies of Development &amp; Resource Wars</b>  READ: Power, Ch. 6
NOVEMBER 3, 5 & 7	<b>Resource Wars (Resources &amp; Development)</b>  READ: Power, Ch. 6
NOVEMBER 10, 12 & 14	<b>Globalization, Neoliberalism, &amp; Debt</b>  READ: Power, Ch. 7

NOVEMBER 17, 19 & 21 **Dissemination of Development (Media) & "Postdevelopment" and Resistance**

READ: Power, Ch. 8, 9, & 10 [skim over each chapter]

NOVEMBER 24, 26 & 28 **PRESENTATIONS**

DECEMBER 1 **GROUP PRESENTATIONS** – Continued During Exam Period (December 1, Room 212, 1:00-4:00pm)

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## FURTHER READINGS

### Useful Journals (UBC has online access to all of these titles)

Annals of the Association of American Geographers  
Antipode  
Area  
Asia Pacific Viewpoint  
Canadian Journal of Development Studies  
Development and Change  
Disasters  
Economic Development and Cultural Change  
Environment and Planning A  
Environment and Planning D  
Futures  
Geographical Journal  
Geography Compass  
Geopolitics  
International Journal of Urban and Regional Research  
Journal of Development Studies  
New Left Review  
Progress In Development Studies  
Progress in Human Geography  
Political Geography  
Singapore Journal of Tropical Geography  
Studies In Comparative International Development  
Transactions of the Institute of British Geographers  
Third World Quarterly  
World Development

### Useful Books (Most titles should be available at UBC libraries)

Abrahamsen, R. 2000. *Disciplining Democracy: Development Discourse and Good Governance in Africa*. New York: Zed Books.

Arat, Z.F. 1991. *Democracy and Human Rights in Developing Countries*. Boulder: Lynne Rienner Publishers, Inc.

Chossudovsky, M. 1997. *The Globalization of Poverty: Impacts of IMF and World Bank Reforms*. London: Zed Books.

Crewe, E. and Harrison, E. 1998. *Whose development?: An Ethnography of Aid*. New York : Zed Books.

Crush, J. ed. 1995. *The Power of Development*. New York: Routledge.

Dasgupta, B. 1998. *Structural Adjustment, Global Trade, and the New Political Economy of Development*. New York: Zed Books.

Desai, V., and Potter, R. B. 2002. *The Companion to Development Studies*. London: Arnold.

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

Escobar, A. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.

- Farmer, P. 2005. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkley: University of California Press.
- George, S. 1987. *A Fate Worse Than Debt*. New York: Grove Weidenfeld.
- Gray, J. 1998. *False Dawn: The Delusions of Global Capitalism*. London: Granta Books.
- Gregory, D. 2004. *The Colonial Present: Afghanistan, Palestine, Iraq*. Malden, MA: Blackwell Pub.
- Hancock, G. 1989. *Lords of Poverty: The Power, Prestige, and Corruption of the International Aid Business*. New York: Atlantic Monthly Press,
- Harvey, D. 2005. *A Brief History of Neoliberalism*. New York: Oxford University Press.
- Kapadia, Karin. Ed. 2002. *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*. London: Zed Books.
- Klein, N. 2007. *The Shock Doctrine: The Rise of Disaster Capitalism*. Toronto: A.A. Knopf Canada.
- Leys, C. 1996. *The Rise and Fall of Development Theory*. Indianapolis: Indiana University Press.
- Lines, T. 2008. *Making Poverty: A History*. New York: Zed Books.
- MacEwan, A. 1999. *Neoliberalism or Democracy? Economic Strategy, Markets, and Alternatives for the 21<sup>st</sup> Century*. New York: Zed Books.
- Mohan, G, Brown, E., Milward, B., and Zack-Williams, A. B., 2000. *Structural Adjustment: Theory, Practice, and Impacts*. New York: Routledge.
- Peet, R., with Hartwick, E. 1999. *Theories of development*. New York: Guilford Press.
- Potter, R. B. et al. 2004. *Geographies of Development*, New York: Pearson/Prentice Hall.
- Rahnema, M. with Bawtree, V. eds. 1997. *The Post-Development Reader*. London : Zed Books.
- Rapley, J. 2002. *Understanding Development: Theory and Practice in the Third World*. Boulder: Lynne Rienner Publishers, Inc.
- Rist, G. 1997. *The History of Development: From Western Origins to Global Faith*. New York: Zed Books.
- Sen, A. 1999. *Development as Freedom*. Toronto: Random House of Canada Ltd.
- Stiglitz, J. E. 2002. *Globalization and Its Discontents*. New York: WW Norton & Company.
- Taylor, D.R.F., and F. Mackenzie., eds. 1992. *Development from Within: Survival in Rural Africa*. New York: Routledge.