

BUSI 611
UNC Kenan-Flagler Business School
International Development: Focus on Indigenous Issues
Spring 2020
Tuesday/Thursday 12:30 to 1:45

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Poverty is part of life for most of the world's population, with almost half living on less than \$5.50 per day and roughly 10% living on less than \$2 a day (World Bank). This course focuses on understanding this problem from a business school perspective. We will look at the institutional failures (e.g. corruption, poorly defined property rights, and lack of information) that contribute to persistent poverty in both emerging and developed markets. The course will also focus on the multiple roles that managers can play in reducing poverty, from being a socially aware manager in a large multinational to being a social entrepreneur more squarely focused on poverty.

Poverty and uneven economic development is of particular concern to indigenous people around the world. Many of the economic concepts in this course are explored through cases and examples focused on indigenous people, especially in the US and Canada. Issues include indigenous entrepreneurship, land rights, and presentation in the media. I take the point of view that economies cannot be understood without careful consideration of gender, racial, ethnic and tribal identities as well as the impact of history.

The goal of this course is not only to expose students to the problems of developing countries and communities, but also to provide students with a set of tools for analyzing these problems. To this end the course will attempt to build a familiarity with key economic concepts and with the conditions under which markets and economies function smoothly. We will also review market entry models and explore strategies for entering emerging markets.

Overall, this course is fairly wide ranging and seeks to bring business and non-business students together to engage over tough issues. Be forewarned that the professor is somewhat unconventional and relies on YouTube, Key and Peele sketches, humor, and pop culture (among other things) to stimulate discussion on poverty, politics and a range of current events.

Goals

1. Understand the market failures that lead to underdevelopment and poverty.
2. Explore the management problems posed by these market failures.
3. Evaluate the range of solutions that managers and entrepreneurs have used to deal with these market failures.
4. Practice interpreting economic research for development practitioners.
5. Consider the impact of gender, racial, ethnic and tribal identities on economic development.
6. Analyze these topics in the context of the indigenous people around the world.

Evaluation

Class Participation (35%) A key part of this course is that we all interact with the course material and collectively discover the key management and policy lessons it contains. While I will provide you with various facts and theories relating to economic development and poverty, you will only recall material that you are truly engaged with. The problems that face developing countries are difficult and there are no right or wrong answers for the toughest of these problems. The aim is for you to develop the vocabulary and analytical tools necessary to understand the problems and suggest possible solutions. This is best done through a process where we are all thinking out loud. We each bring a unique and diverse set of experiences to this course that can only be utilized through quality discussions. I will expect that you come to class prepared and ready to participate.

Short Answer Questions in Canvas (25% Credit / No Credit) In order to facilitate in-class participation you will regularly be asked to answer a survey question or two regarding many of the primary readings before class. Your responses may also be used as a basis for class discussion. The questions are posted on canvas for the majority of the cases. Answers will generally be one or two paragraphs long and are due at 11:00am the morning of class. While I will read through them, they will not be individually graded. These questions help insure that we have all thought about the case before class and will enhance the discussion. Late assignments will not be accepted.

Case Creation (40%) In this course we will read a number of case studies on individual businesses and countries. The final project for this course is for each student to write their own case study similar to those we have read but on a topic of your choosing. The case can illustrate a decision facing a manager or describe a business environment in a developing country. It can relate to for-profit or non-profit organizations. The text of the case should be 10 to 12 pages of double spaced, 12-point font text excluding exhibits. An outline of the case and half page proposal will be due on March 6th. Also before March 6th each student will meet with the professor for approximately 15 minutes to discuss their proposal. Students are expected to work on their cases during this time. During the week of March 29th students will meet in small groups and give a 8-10 minute presentation on their case and give feedback on other cases. The slides from the presentation and a summary of group comments are to be uploaded to the course website by Sunday, April 5th by 11:59pm. The final write-up of the case is due the day of our last class (Thursday, April 23rd at 5:00pm).

The case can draw on secondary sources, but primary sources like interviews with people working in international development can also be used. The key is that all work be original and all sources be properly cited. Sometimes students are tempted to cut and paste liberally from other sources without using proper citations. This would be a violation of the Honor Code and will be reported to the Honor Court, as will other instances of plagiarism. Even if you properly cite your sources, it is not enough to just cut and paste large sections from other sources. I will work with closely with you on the assignment before it is due to avoid these pitfalls.

The grade for the case will be both on the process of how you create the case as well as the final case itself. Here is the breakdown:

- 70% Final Case
 - 25% Clarity/Detail in Writing
 - 25% Depth of Background Research
 - 25% Structure as a Case
 - 25% Originality and Relevance to the Course
- 20% Outline, Proposal and Preparation for Meeting with Professor
- 10% Small Group Presentation and Interaction

For credit as an AIIS course, your final case should be focused on indigenous issues.

Attendance Policy You are expected to attend each of our class sessions. Any absence must be cleared with the professor beforehand. To compensate for the absence a 1 page summary (double-spaced, 12-point font) of the readings for class that was missed must be turned in no more than one week after the absence. Missing more than 3 sessions would make it unlikely to receive an A in the course. While in class, I expect that you will be engaged and involved in our discussions.

Laptop Policy Laptops for note taking will be allowed in class. Other uses will not be permitted. Using a laptop will mean that the professor is more likely to cold call on a student to make sure they are following along. Cell/Smartphones are not allowed.

Honor Code

All submitted assignments in the course must be original work. Feel free to cite materials from the course or outside materials in your writings, but please reference the works you are citing. If you have any doubts about what is appropriate please contact me. Violations of the Honor Code will be reported to the KFBS Honor Court. You can also visit these websites for further clarification:

Plagiarism <http://writingcenter.unc.edu/handouts/plagiarism/>

Citations <http://writingcenter.unc.edu/handouts/citing-sources/>

Course Materials

- Coursepack through the campus bookstore, see readings marked **(CP)**.
- Course information will be maintained at the Canvas course portal.
- Reading materials not in the coursepack will be available on the course website and linked from the syllabus.

Readings listed as “primary” below are required and students should be prepared to give an overview of these if called upon. Other readings are vital for gaining a deep appreciation for the material and being prepared to discuss them will increase your class participation grade.

Class Sessions and Reading Assignments

I. Introduction to International Development

January 9 Introduction

Primary Readings

- Kharas, Hamel and Hofer, “[Global poverty reduction has slowed down—again](#)”, *Brookings Institute*, May 23, 2019
- Jackie Mead, “[The Connections Between Indigenous People and Poverty](#),” *The Borgen Project*, April 25, 2019

January 14 The Challenges of Economic Development

Primary “Readings”

- Listen (First): Jacob Goldstein and Dave Kestenbaum, [Money for Nothing and Your Cows for Free](#), *This American Life*, 503: I Was Just Trying to Help, Act One, August 16, 2013
- Listen (Second): Nurith Aizenman, [How To Fix Poverty: Why Not Just Give People Money?](#), *NPR*, August 7, 2017
- Podcast: Amy Costello, Interview with Nina Munk: [Tracking One Man’s Quest to End Extreme Poverty](#), *Tiny Spark*, September 18, 2013
- Moises Velasquez-Manoff, [What Happens When the Poor Receive a Stipend?](#), *NYT*, January 18, 2014

Optional Background Readings

- Dylan Matthews, [A charity dropped a massive stimulus package on rural Kenya — and transformed the economy](#), *Vox*, November 25, 2019
- Marc Gunther, “[Is Cash Better for Poor People Than Conventional Foreign Aid?](#)”, *New York Times*, September 11, 2018
- Beth Duff-Brown “[A look at the Millennium Villages Project](#)”, *Scope*, April 24, 2018

Topics and Questions

- Money versus resources in development assistance.
- Measuring progress in international development.
- What can Cherokee casino distributions tell us about the impact of Give Directly?
- Why are poor countries poor?
- GiveDirectly and the Millennium Villages Project embody two very different approaches to economic development. What might be the main challenge for each of these endeavors?

January 16 Models of Global Market Assessment

Primary Readings

- [“International Expansion and Global Market Opportunity Assessment”](#)
- Jordan Weissman, [“Target is Closing All of Its Stores in Canada”](#), *Slate*, January 15, 2015
- Dara St. Louis, [Why Target Failed in Canada, and What Other Companies Can Learn from It](#), *Vision Critical*, April 12, 2019

Topics and Questions

- Models of market entry
- Measuring geographic, economic and cultural distance between markets and how that distance impacts market entry strategy
- How does the Target experience fit with the insights on global expansion outlined in the textbook chapter? (Answer question in Canvas.)

January 21 Indigenous People in the Context of International Development

Primary Readings

- State of the World’s Indigenous Peoples, United Nations, 2009, (Linked in Canvas)
 - “The Concept of Indigenous Peoples” Pages 4-7
 - “Living conditions of indigenous peoples in Australia, Canada New Zealand and the United States” Pages 22-26
 - “Indicators relevant to indigenous peoples’ well-being and sustainable development” Page 41
- Mark Anielski, [A better approach to economic development for indigenous communities](#), *Green Biz*, June 23, 2018
- Kevin Gover, [Five myths about American Indians](#), *The Washington Post*, November 22, 2017

Optional Background Readings

- [United Nations Declaration of the Rights of Indigenous Peoples](#), September 13, 2007
- Sheryl Lightfoot, [The road to reconciliation starts with the UN Declaration on the Rights of Indigenous Peoples](#), *The Conversation*, September 12, 2019
- Four Arrows, [The US “Rethinks” the UN Declaration on Indigenous Rights, Maybe](#), *Truth Out*, January 23, 2011

Topics and Questions

- The definition of Indigenous
- What are key considerations of Indigenous people when thinking about International Development?

January 23 Are there Indians Here?

Primary Readings

- Lisa Rab, [What Makes Someone Native American? One tribe's long struggle for full recognition](#), *The Washington Post Magazine*, August 20, 2018
- Melissa L. Meyer, [American Indian Blood Quantum Requirements: Blood Is Thicker than Family](#), in Matsumoto, Valerie J., and Blake Allmendinger, editors *Over the Edge: Remapping the American West*. Berkeley: University of California Press, 1999
- Aislinn Antrim and Maryam Mohamed, [Still here: The Haliwa-Saponi fight to revive their language](#), *WRAL*, May 3, 2019

Optional Background Readings

- Stephanie Mayer, [Carolina Indian Circle acknowledged that UNC was built on Native American land](#), *The Daily Tar Heel*, August 22, 2019
- Bruce Henderson, [Largest tribe in East called NC home for centuries. Feds say it's not Indian enough](#). *Charlotte Observer*, March 11, 2019
- [Meet Native America: Wayne Mackanear Brown, Principal Chief of the Meherrin Nation](#), *National Museum of the American Indian Blog*, May 8, 2019

Topics and Questions

- Basic overview of American Indian tribes in North Carolina
- Issues around Native identity particularly in North Carolina.
- Connections between identity and the distribution of economic resources
- What does the UN Declaration of the Rights of Indigenous Peoples tell us about the debate over federal recognition?

II. Market Failure and impacts on Life

January 28 Places of the Poor: A Mayan Story in Guatemala

Primary Reading

- Watch in Class: Living on One Dollar

Background Readings

- Narayan, Pritchett, and Kapoor, “[The Dream of Equal Opportunity](#),” Chap. 5, *Moving out of Poverty: Success from the Bottom Up*, World Bank, 2009 (Linked from Canvas.)
- D. Narayan et al., “[Places of the Poor](#),” Ch. 4 of *Voices of the Poor: Crying Out for Change*, 2000

Topics and Questions

- What are the key challenges of rural poverty for this Mayan community in Pena Blanca?
- How does the filmmaker's view of poverty evolve during the course of the film?
- How do we think about the impact of markets in this context?

January 30 More from Pena Blanca: One Woman's Story

Primary Reading

- Watch in Class: Rosa – These Storms
- Ellen Weulforth, [Indigenous and female: life at the bottom in Guatemala](#), *Reuters*, May 3, 2017
- World Politics Review, [Guatemala's Indigenous People Endure Poverty and Contested Land](#), August 17, 2016

Topics and Questions (Answer in Canvas)

- What role does being indigenous seem to play in *Living on One Dollar*? Think about both the readings for today and issues that we have previously discussed.

February 4 Incentives and the Provision of Water in Mexico City

Primary Readings

- Water Shortage in Mexico City, HBS Case (CP)
- Martin Medina, [The Aztecs of Mexico: A Zero Waste Society \(Links to an external site.\)](#), *Our World*, April 21, 2014

Optional Background Readings

- Carrie Kahn, Mexico City Keeps Sinking As Its Water Supply Wastes Away, *NPR*, Sept14, 2018
- De Jong and Graf, [A Mexican Village Where Aztec-Era Agriculture Remains](#), *CityLab*, Feb 15, 2018

Topics and Questions, (Answer Question on Canvas)

- What are market/incentive problems that make water provision difficult in Mexico City? What incentives worked for the Aztecs?
- Are there other lessons from the Aztec management of water in the region?
- The challenges of providing and living without basic infrastructure.
- Why is it difficult for markets to provide things everyone needs like water and sanitation?

III. Market Entry

February 6 Entering Developing Markets: Social Entrepreneurship

Primary Readings

- Martin Fisher, [“Income Is Development: KickStart's Pumps Help Kenyan Farmers Transition to a Cash Economy”](#), *Innovations*, Winter 2006 1(1), pp. 9-30.
- Emma Bryce, [Indigenous crops and smallscale farms: Ruth Oniang’o on Africa’s agricultural future](#), *The Guardian*, November 30, 2017

Background Readings

- Scott Weybright, [“Today’s water needs outweigh tomorrow’s risks in Kenya”](#), *WSU Insider*, September 13, 2016
- Ken Micallef, [How KickStart International Is Pumping Up Entrepreneurial Spirit in Africa](#), *Redshit by Autodesk*, August 8, 2016

- Watch: Shamba Shape-up: [Season 3, Episode 1](#): This is a little off topic but this is an interesting reality show that helps small farmer be more productive. Watch as much or as little as you like. KickStart is introduced around minute 12.

Topics and Questions (Answer Question on Canvas)

- For-profit, hybrid, non-profit: organization form and adapting to market challenges.
- The role of innovation in development.
- Indigenous crops and support for small-scale agriculture
- If a dollar invested in KickStart increases farmers' incomes twenty-fold, why doesn't KickStart capture more of this increase to become a for-profit venture? Do you think KickStart would succeed as a for-profit company?

February 11 Entry in High-Growth Markets: Politics and China

Primary Readings

- Eamon Barrett, [Broadcasting Rights, Ticket Sales, Sponsorships: NBA's Hong Kong Crisis Risks Its Massive China Business](#), *Fortune*, October 10, 2019
- Howard Beck, [The NBA Can't Change China; Deal with it](#), *Bleacher Report Magazine*, October 19, 2019
- Dawnthea Price Lisco, [The Video Game Company That Banned a Pro-Hong Kong Player Is Handling Its China Controversy About As Well As the NBA Did](#), *Slate*, November 7, 2019
- Rebecca Jennings, [What's going on with TikTok, China, and the US government?](#), December 16, 2019

Background Readings

- Isabella Steger, ["WE WERE HERE FIRST, Taiwan's indigenous people remind Xi Jinping that it has 'never belonged to China'"](#), *Quartz*, January 9, 2019
- Baher Kamal, [Asia: 260 Million Indigenous Peoples Marginalised, Discriminated"](#) *Inter Press Service*, May 26, 2017

Topics and Questions

- Businesses and Human Rights
- Recent political issues and Multinational Companies
- Being caught between the US and China
- Some background on indigenous groups in Asia

February 13 Market Entry from the Developing Country Perspective

Primary Readings

- David Yoffie and Tanya Bijlani, *Coffee Wars in India: Cafe Coffee Day Takes on the Global Brands*, HBS Case, August 2013 (CP)

Background Readings (read at least one)

- Menon, Golpalan, Mahalingam and Menon, [C-Suite's Unspoken Terror](#), *Outlook Business*, January 6, 2020
- Mugdha Variyar, [Rewind 2019: The death of VG Siddhartha and what went wrong with Cafe Coffee Day](#), *CNBC TV18*, December 25, 2019
- Girish Shahane, [Why Café Coffee Day's immense popularity didn't translate into big profits](#), *Quartz India*, August 1, 2019

Topics and Questions (Answer Question in Canvas)

- Market Entry from the perspective of developing country firms.
- What to expect on the ground when enter an emerging market.
 - Don't take anything for granted.
 - Business models need to be adjusted.
 - Infrastructure (broadly defined) may be lacking.
- Strategies for defending against market entry.
- Case Question:
 - Is the story of CCD ultimately one of success or failure? Do you think it is was the market or Starbucks (or something else) that was responsible for its slow growth?

February 18 Challenges of Native Entrepreneurship

Primary Readings

- Moroz, Parker and Gamble, *Neechie Gear: Pivoting in an Aboriginal Start-up*, Ivey Publishing, 2015 (CP)
- Emily Fetsch, Four-part series on Native American Entrepreneurship, *Kauffman Foundation*, Fall 2015 Links: 1) [Opportunity Awaits](#), 2) [Challenges Native American Entrepreneurs Face](#), 3) [Startup Capital and the Native American Entrepreneur](#), 4) [Spurring Native American Entrepreneurship](#)
- www.neechiegear.com

Topics and Questions (Answer Questions in Canvas)

- Do any of the challenges that Emily Fetsch describes show up in the Neechie Gear case? Discuss. Do you think any of her proposed solutions would help Netmaker?
- How do Kendal's challenges compare to those we've seen in the context of developing country context? How about Target in Canada?

February 20 Perceptions of Identity in Marketing

Primary Readings

- Beninger and Francis, Paul Frank and Native American Stereotypes: A Case of Misappropriation, April 2015 (CP)
- Adrienne Keene, [Paul Frank offends every Native person on the planet with Fashion Night Out "Dream Catchin' Pow wow"](#), *Native Appropriations*, September 9, 2012
- Lori Fredrich, [Kickapoo Coffee confronts cultural appropriation, announces name change](#), *On Milwaukee*, April 18, 2019

Background Readings

- William O'Barr, [Images of Native Americans in Advertising](#), *Advertising and Society Review*, Vol. 14, Iss 1, 2013
- Nadra Nittle, [People of color have the highest obesity rates in the US. Food marketing is part of the problem](#), *Vox*, Sept 28, 2018
- [Interview with Nikole Hannah-Jones: Companies Continue To Stumble Over Racially Offensive Advertising Campaigns](#), *NPR*, April 22, 2019
- Arlene Hirschfelder and Paulette F. Molin, [I is for Ignoble: Stereotyping Native Americans](#), *Jim Crow Museum*, February 22, 2018

Topics and Questions

- This is topic is a bit of the leap from our where we are in the course, but serves as an interesting contrast to the case of Kendal Netmatker. This topics also previews some of the issues we will discuss when we think about race in the US at the end of the course.
- The use of culture and identity in marketing
- Crisis management
- The importance of diverse perspectives within a company
- Case Questions:
 - What are some recommendations you would make for Paul Frank Industries?
 - What could PFI do to prevent a similar problem from happening again?
 - How would you compare the Kickapoo Coffee situation with that of PFI?
 - How does all of this compare to the role of Native design in selling Neechie Gear?

IV. Institutions and Economic Performance

February 25 Corruption and Institutions: Peru I

Primary Readings

- Newmont in Peru, Stanford GSB Case (CP)
- Rachel Stern, [All that glitters is not gold: Indigenous communities in Peru protest mining](#), *DW*, June 14, 2016

Background Readings

- Chris Jochnick, [Land Rights Pose Opportunities, Not Just Risks, to Companies and Social Justice](#), *Stanford Social Innovation Review*, October 24, 2018
- Juan Pablo Sarmiento Barletti, [The Ashaninka of Peru: rescued from Shining Path militants, but still at risk](#), *The Conversation*, August 12, 2015

Topics and Questions

- The relationship between governance and economic growth.
- The role of multinationals in poor governance and corruption.
- The impact of natural resource extraction on indigenous communities in Peru

February 27 Corruption and Institutions: Peru II

Primary Readings

- John McMillan and Pablo Zoido, [How to Steal a Democracy](#), *San Francisco Chronicle*, January 22, 2006
- Selekman, Stephanie. ["Indigenous Political Participation: The Key to Rights Realization in the Andes."](#) Web, 2016.
- [Democracy to the rescue?](#), *The Economist*, March 14, 2015

Topics and Questions (Answer Questions in Canvas)

- Both the case and the SF Chronicle article describe a pretty bleak episode in Peru's history. Do you see any seeds of hope in the way the situation was resolved that might help explain the high rate of growth Peru has experienced over most of the last decade?
- What are the challenges to political participation of Indigenous people in the Andes?

March 3 Screening in class of Salam Neighbor

Primary Readings

- *Al Jazeera*, [Syria's Civil War Explained](#), December 14, 2016
- Before class watch: [Syria's war: Who is fighting and why](#), *Vox*, Oct 14, 2015

Topics and Questions

- A better understanding of situation in Syria and the challenges facing refugees

March 5 Indigenous People and Refugees

Primary Readings

- Gyasi Ross, [There Are No Easy Answers: Native People and Syrian Refugees](#), *Indian Country Today*, November 30, 2015
- Rose Gilbert, Amid Tensions, [Refugees and Indigenous Canadians Seek Common Ground](#), June 1, 2018

Optional Background Readings

- Faria and Williamson, [Hunger, despair drive indigenous groups to leave Venezuela](#), *UN Refugee Agency*, August 7, 2018
- Geordan Dickinson Shannon, [Refugees in their own land: how Indigenous people are still homeless in modern Australia](#), *The Conversation*, August 5, 2016

Topics and Questions

- From these readings do you think that indigenous peoples should be accorded a special authority on issues of immigration?

March 6 Case Proposal Due

March 10 and 12 Spring Break (Be safe out there!)

March 17 The Role of Institutions in Development: Botswana

Primary Readings

- Botswana: A Diamond in the Rough, HBS Case (CP)
- Anne F. Flaherty, [Indigenous Land Rights and Self-Determination in Botswana](#), *Indigenous Policy Journal*, 2016 27(1), 1-13 (Read Section 3 “Overview of Country History and Demographics”)

Optional Background Readings

- Clara Ferreira-Marques, [“Goodbye London, hello Gaborone: De Beers sales head to Africa”](#), Reuters, Oct. 3, 2013.
- Sanam Shantyaei, [“Diamonds aren't forever: Botswana seeks to diversify its economy”](#), *France 24*, December 16, 2017

Topics and Questions (Answer Question on Canvas)

- The role of history in economic development.
- Revisiting the question of how to promote economic development.
- Case Question: How does the Ferreira-Marques article on De Beers show a continuation of the trends that made Botswana successful in the case?
- Case Question: How does Flaherty complicate the story of Botswana told in the HBS case?

March 19 De Beers Rewind: Negotiating with the Attawapiskat in Canada

Primary Readings

- Ron Mulholland, De Beers Canada: The Attawapiskat Context, Oct. 20, 2016 (CP)

Optional Background Readings

- Jorge Barrera, [Attawapiskat declares state of emergency over water quality](#). *CBC News*, July 9, 2019
- David Smith, [The Suicide Crisis in Attawapiskat in Context: The Legacy of Canada's Residential Schools](#), *Pulitzer Center*, April 28, 2017
- Robert Hiltz, [Globe Admits Diamond Mine-Funded Story On Diamond Mine Lacked Balance](#), Nov 16, 2016

Topics and Questions (Answer Question on Canvas)

- What is the role of history in the Attawapiskat case?
- What are key differences in scenarios and outcomes when compared to De Beers in Botswana?

March 24 Institutions in the United States: Examining the Election of Donald Trump

Primary Readings

- Rafael Di Tella and Sarah McAra, Populism in America: Fake News, Alternative Facts and Elite Betrayal in the Trump Era, HBS Case (CP)
- Tereza M. Szeghi, [Fighting for indigenous rights in the Trump era](#), *Open Global Rights*, March 15, 2018

Background Readings

- David Montgomery, [What Do Native Americans Want From a President?](#), *The Washington Post Magazine*, May 13, 2019
- Simon Tisdall, [“American democracy is in crisis, and not just because of Trump,”](#) *The Guardian*, August 7, 2018
- Gideon Rachman, [Donald Trump and the global assault on press freedom](#), *Financial Times*, November 12, 2018
- Zack Beauchamp, [“He’s not hurting the people he needs to be”](#): a Trump voter says the quiet part out loud, *Vox*, January 8, 2019

Topics and Questions

- Thinking about US “democracy” in an international context
- Why was Trump elected president?
- Is Trump good for democracy?
- Are there factors in the election of Trump that the case misses?

March 26 Indigenous Rights in the US Context

Primary Readings

- Walter and Dorobantu, The Dakota Access Pipeline Project, INSEAD Case, March 25, 2018 (CP)
- Rebecca Bengal, [What Lies Beneath Lake Oahe: Looking at the past from the shores of Standing Rock](#), *Lapham’s Quarterly*, July 11, 2018

Background Readings

- Anneke Ball and Lauren Shamo, [How 3 Native American tribes are fighting to protect sacred land from logging, oil pipelines, and a billion-dollar telescope](#), *Business Insider*, Sept 26, 2019

- Jeff Brady, [2 Years After Standing Rock Protests, Tensions Remain But Oil Business Booms](#), *NPR*, November 29, 2018
- [Dakota Pipeline: What's behind the controversy?](#) *BBC*, February 7, 2017
- Calvin Crispo, [Stronger relationships with Indigenous stakeholders starts with better understanding, communication](#), *Hatch*, August 9, 2019
- Dorobantu and Flemming, [It's Never Been More Important for Big Companies to Listen to Local Communities](#), *HBR*, Nov 10, 2017

Topics and Questions

- Natural resource extraction and stakeholder engagement
- Local impacts versus broader gains
- Understand the DAPL project as a point in history
- Assess DAPL's regulatory approval and stakeholder engagement strategies. Would you have done anything differently? Why?
- In thinking about the strategies and tactics used by both groups opposing the DAPL project – locally, nationally and internationally. How did ETP respond? Again would you have done anything different? Why?
- How the history of Lake Oahe help us better understand the Standing Rock Sioux opposition to the DAPL project?

***March 31* Screening of Warrior Women**

Topics and Questions

- Understanding DAPL from a Native perspective
- Insight into Native activism and the role of women in the movement

***April 2* Hold for possible class visitor**

***April 5* Case presentations due**

April 7 A North Carolina Pipeline and North Carolina Indians

Primary Readings

- Solomon and Elbein, [A Pipeline in the Sand](#), *The Bitter Southerner*, February 20, 2018
- Vann R. Newkirk II, [Fighting Environmental Racism in North Carolina](#), *The New Yorker*, January 16, 2016

Background Readings

- Kristy Carter, [Restoring life to the Great Coharie](#), *The Sampson Independent*, February 26, 2017
- [Interview with Scholar and Indigenous Rights Activist Ryan Emanuel](#), *Duke Human Rights Center*, March 6, 2019
- Elizabeth Ouzts, [In North Carolina, novel legal maneuver deployed against Atlantic Coast Pipeline](#), *Energy News Network*, August 21, 2019

Topics and Questions

- Environmental issues and racism
- Economics Development NC tribes
- Comparing issues surrounding the DAPL project and the Atlantic Coast Pipeline

April 9 Tradeoffs in Addressing Climate Change

Primary Readings

- Inkpen and Moffett, [The Closure of the Navajo Generating Station](#), Thunderbird School of Global Management, December 31, 2019 (CP)
- Allam and Evershed, [Indigenous investigations: Too hot for humans? First Nations people fear becoming Australia's first climate refugees](#), *The Guardian*, December 17, 2019

Background Readings

- Laurel Morales, [Looming Shutdown Of The Navajo Generating Station Means New Jobs Far From Home](#), *NPR* November 11, 2018

Topics and Questions (See Canvas for Case Question)

- Thinking broadly about both the economic and environmental impact of climate change in Native communities

V. Economics Issues in the United States

April 14 Comparing Poverty in the US and Abroad

Primary Readings

- Play: [Survive 125](#)
- Play: [Spent](#)
- Teresa Tritch, [The United States of Inequality](#), *New York Times*, June 21, 2016
- Chico Harlan, [What it's like to live on \\$2 a day in the United States](#), *The Washington Post*, Sept 11, 2015
- Dylan Matthews, [How many Americans live on \\$2 a day? The biggest debate in poverty research, explained.](#), *Vox*, June 5, 2019

Background Readings

- Pro Publica, [Here's how wealthy towns keep low-income people out](#), *Raw Story*, January 9, 2020
- Alex Fox, [Raising the minimum wage by \\$1 could decrease the suicide rate](#), *The Hill*, January 8, 2020
- Jeff Stein, [The U.N. says 18.5 million Americans are in 'extreme poverty.' Trump's team says just 250,000 are.](#), *The Washington Post*, June 25, 2018
- Ed Pilkington, [A journey through a land of extreme poverty: welcome to America](#), *The Guardian*, December 17, 2017

Topics and Questions (Answer Questions in Canvas)

- While playing these two “games” think about how the experience of poverty differs in the United States and developing countries. (Note both of these simulations are sponsored by non-profits please do not donate as part of this course. I have reviewed the simulations but cannot officially endorse the sponsoring organizations.)
- How is living on \$2 per day in the US the same or different from living on \$2 per day in developing country?

April 16 Economics and Race in America (A Brief Introduction)

Primary Readings

- Listen: Nancy Updike, “[Rental Gymnastics \(Act 1, House Rules\)](#)”, *This American Life*, Nov 22, 2013 --Act 1 is required, but the rest of this episode is also relevant.
- Rachel Layne, [What Americans get wrong about race in the U.S.](#), *CBS News*, September 18, 2017
- Darity et al, [What We Get Wrong About Closing the Racial Wealth Gap](#), Samuel DuBois Cener on Social Equity, April 2018 (read linked synopsis, full report is optional)
- Terry Anderson, [The Wealth Of \(Indian\) Nations](#), *The Hoover Institution*, Oct 25, 2016

Background Readings

- Anne Branigin, It’s Not Class, [It’s Race: Why America Can’t Move Forward Until It Addresses the Racial Wealth Gap](#), *The Root*, October 14, 2017
- Jenny Gathright, [Forget Wealth And Neighborhood. The Racial Income Gap Persists](#), *NPR*, March 19, 2018
- Niall McCarthy, [Racial Wealth Inequality In The U.S. Is Rampant \[Infographic\]](#), *Forbes*, September 14, 2017
- Tom Jacobs, “[Slavery’s Legacy: Race-Based Economic Inequality](#)”, *Pacific Standard*, June 19, 2014
- Max Fisher, [16 maps that Americans don't like to talk about](#), *Vox*, May 27, 2015

Topics and Questions

This is such a huge topic that it is almost a disservice to cover it in a single lecture. The readings touch on a few issues related to economics and race in general. I will give a few more statistics on poverty and race in class. Pay particular attention to the Terry Anderson article and how it resonates with some of the issues we discussed in developing countries.

April 21 Race and Equity in International Development

Primary Readings

- Alex Jones, [International development has a race problem](#), *LSE Blog*, March 21, 2019
- Ruby Hamad, [White women were colonisers too. To move forward, we have to stop letting them off the hook](#), *The Guardian*, August 29, 2019
- Lisa Tilley, Review – [Race, Gender, and Culture in International Relations](#), *E-International Relations*, April 11, 2019

Background Readings

- Maya Forstater, [International development: lets talk about sex](#), *Medium*, March 6 2019
- [China portrays racism as a Western problem](#), *The Economist*, Feb 22, 2018

Topics and Questions

- How perceptions of race, gender and sexuality impact international development

April 23 Conclusions

Primary Readings

- Krysten Crawford, [Marcel Fafchamps on finding a different approach to addressing poverty](#), Stanford Economic Policy Institute, October 31, 2016
- John McMillan, [“Avoid Hubris and other lessons for reformers,”](#) *Finance and Development*, September 2004.

Final case due 5:00pm on Thursday, April 23rd.