



loans that change lives

Economic Development Forum

**By Kate McCabe
Mountain Lakes High School
Mountain Lakes, NJ, USA**

Table of Contents

- I. Introduction and Major Themes**
- II. Economic Development Forum**
- III. Sample Lessons**
- IV. Additional Resources**

Introduction

Teaching children about global poverty is not easy. It's a massive problem with a number of causes and no easy solution. Young people, faced with such an enormous mess, can easily feel overwhelmed.

Using Kiva in the classroom gives them the opportunity to have a direct connection to entrepreneurs throughout the developing world. Kiva allows the students to interpret global economic activity through the experiences of specific individuals. Your students will grow to love their entrepreneurs, cheering on every measure of their continued success.

The best days in the classroom are the ones where you can stand in awe of your students. If you can give them the opportunity to think and grow in profound and wondrous ways, then you have hit your mark as a teacher. Kiva provides just that kind of an opportunity.

Several years ago, my colleagues and I decided that we wanted an event at the end of the school year that allowed our World Cultures students to demonstrate what they had learned. After several other attempts, we finally lit on the idea of an Economic Development Forum. We have found that this day-long activity captures all of the lessons we had taught and really gives the kids a chance to shine.

What follows is a set of instructions for that event. At our school, we have a full day for the activity, and enough flexibility in our curriculum to allow us to fold our daily lessons into the overarching theme of an interconnected world. Please feel free to modify the activities in whatever way you would like.

Major Themes

The following questions are just a few of the overarching themes that run through the Economic Development curriculum. You may use them as a way to spark discussion. You may find they emerge on their own. You can use them as essay questions or as the prompts for journal writing activities.

In my classroom, I've printed out copies of these questions and posted them around the room. One of my favorite questions is "Why do we have Hawai'i?" The kids are always puzzled by that question because it stands in such marked contrast to the other, more philosophical questions. At some point in the year, someone usually raises her hand, out of the blue, and says, "Why DO we have Hawai'i?" That opens the discussion of how nations always act in their own economic and political self-interest, often at the expense of others.

Essential Questions:

1. What responsibilities do we have to others in the world?
2. What responsibilities do corporations have to their employees?
3. What responsibilities to governments have to people?
4. What is the true cost of our economic decisions?
5. What responsibilities do the wealthy have to the poor?
6. Do human beings have rights? If so, what are they?
7. Is there anyone who does not deserve help?
8. What qualities make up a good citizen?
9. What is the true cost of our economic decisions?
10. How does geography affect human development?
11. What is the true measure of success?
12. What information can I trust?
13. What factors cause conflict to become warfare?
14. How much change can one person make?

Economic Development Forum

How it works

The following questions are just a few of the major topics that your students can debate during a forum on economic development. Feel free to use any or all of them, add new ones, or only focus on one. Two things will determine the number of questions you assign. First, how many students are involved in your activity? Second, how much time do you have?

If you only have one class of students, then you should probably only pick one question. Each child will be responsible for researching one country, and your Forum will consist of a debate about that one question. You may select your question based on your own knowledge and interest, or you could ask the kids what they would like to study.

(If this is your approach, try to select your countries after you pick your question. Some countries are not involved in the debate about some of the following questions. The children representing those countries will feel lost with nothing to say.)

If you have a large number of students, say, several classes, then you can tackle more than one question. Arrange the kids into groups, give them a country assignment, and then have them research the questions. Each individual student might become responsible for one question. Again, the number of questions you tackle will be determined by the number of kids in each group.

Questions

Question Area #1: **Donations and Accountability**

- Should development assistance be given to corrupt governments?
- What kinds of problems does corruption cause?
- How should criminal heads of state be prosecuted?
- Does the United Nations have the capacity to regulate and prevent corruption?
- What international sanctions can and should be placed on corrupt governments?
- What obligations do wealthy nations have to poor nations?

Question Area # 2: **The Responsibilities of Corporations**

- What obligations do corporations have to their workers?
- Are any of the following programs worthwhile: Fair Trade policies, Kimberley Process diamonds, international minimum wage?
- Should pharmaceutical companies make a profit on medicine for AIDS/HIV? How effective are campaigns like the RED campaign? Do they actually work? Are multinational corporations exploiting the people in poor nations? If so, how? What, if anything, should be done to stop the abuse?
- Are voluntary programs monitored by trusted companies the best way to solve poverty?
- Can we trust “The Gap” more than we can trust the private charities or non-governmental organizations?

Question Area # 3: **The Global Marketplace**

- To what extent should nations have to surrender their autonomy in order to be eligible for assistance from the IMF and World Bank?
- Does globalization help or hurt the wage earners of the world?
- What trade barriers, if any, are acceptable?
- Should Western farm subsidies be reduced as part of an antipoverty campaign?

Question Area # 4: **Environmental policy and Global Warming**

- Can the people of the world improve their standard of living without increasing their pollution?
- Can we protect the environment and solve poverty?
- Should developing nations be given more leeway in respect to pollution credits in order to allow them to expand their industrial activity?
- If so, why should their competitors in the developed world work to protect the environment, since such work puts them at a competitive disadvantage?

Question Area #5: **Poverty and Terrorism**

- What factors cause terrorism?
- Does poverty exacerbate the conditions that cause terrorism?
- Can investing in education and health care make the world a safer place? Is it worth it?
- Should religious schools be funded by organizations that seek to improve economic conditions? Or, should all relief schools be strictly secular?

Question Area #6: **Women and Children**

- Does poverty affect women and children differently than men? If so, how?
- Can the education of women and girls improve life for the next generation of people?
- What measures must be taken to improve life for women?
- Who determines what is “acceptable” behavior?
- If honor killings, child marriage, and female circumcision are “traditional” behavior, are they, therefore, acceptable?
- Is slavery (unpaid, compulsory work) ever acceptable?
- Can slaves be transported across national borders against their will? Why or why not?

Question Area #7: **Water**

- Should water be a privately-held commodity?
- Should water bottles be subject to special taxation to cover the cost of the environmental damage that they cause?
- Should nations be sanctioned for failing to provide basic sewer treatment facilities for their people?
- What is the most cost-effective way to prevent deaths from water-borne diseases and flooding?
- If a government fails to restrict pollution, is it committing a crime against humanity?
- How should polluters be punished?

Nations

Once you have decided on the questions for your Economic Development Forum, you'll have to think about which countries you'd like to include. Try to select a good balance of countries so you can have a spirited debate. Here's a possible breakdown of some countries just to get you started...

Group 1	Consists of countries for whom economic development, peacekeeping, and political stability is a top priority.	Yemen, Colombia, Democratic Republic of the Congo, Afghanistan, Vietnam, Sudan, Kenya, Sierra Leone, Iraq, Cuba, etc.
Group 2	Consists of countries for which economic development is a concern, however, they may be more concerned about other issues like corruption, regional security, or global climate change.	Iran, Mexico, Maldives, India, Indonesia, Nigeria, Brazil, Venezuela, Syria, China, Jamaica, etc.
Group 3	Consists of countries that are economically stable, although they may have other concerns. Their economic strength may be derived from sources that contribute to global climate change.	United Kingdom, Germany, Russia, United States, Japan, Sweden, France, Saudi Arabia, Israel, etc.

The Forum Itself

On the day of the Economic Development Forum, the students should be able to demonstrate how much they have learned. The entire purpose of the activity is to have the students think critically about the subject of economic development and global relationships. When the students finally have the chance to debate, you should be looking for the students to be able to discuss the problems faced by people in their nation as well as their recommendations for a solution.

At Mountain Lakes, our principal has been extremely supportive of the efforts of the World Cultures teachers, and he has given us everything we've wanted. So, here's how we do this:

1. We have roughly 200 freshmen in eight sections of heterogeneous classes.
2. Within each class, we divide our students into groups of 7 or 8. Each group represents a country. Since we have so many students, we tackle all seven questions. Within each group, the children pick one of the questions to focus on through the year. Sometimes kids pair up, but then they split the question into parts and become experts on their part.
3. We introduce the concept of the Economic Development Forum in September, and we continue to return to it throughout the year. Our curriculum is arranged by geographic region, so our lessons on economic development are sprinkled through our study of every part of the world.
4. About two weeks before the Forum, each nation prepares a statement of its view of the world's problems. They state what changes they would like to see in the world. These position papers are photocopied and shared with every other nation/group for reference.
5. Our Forum takes place in the auditorium and students direct the activities. We have the Audio/Visual club help us with microphones, and the Tech department arranges for us to have a printer, projector, and laptops.
6. On the day itself, each nation makes a speech in defense of its position. Other nations are allowed to challenge them during a question and answer period. (That's really fun!)
7. After the speeches and questions are finished, the students break out into workshops in which they discuss the individual questions. All of the kids with Question #1 go to one room, Question #2 to another, etc.
8. In those break-out sessions, the students have a discussion about how they are going to solve the problem that they've studied. The students run the discussion themselves, but teachers are present in each room to make sure the students stay on task. (They are kids, after all.)

9. When the students resolve their issue, they write a statement expressing their solution. These statements are compiled into one document which is then printed and distributed to the students while they eat lunch.
10. After lunch, the students return to the auditorium to present the results of the small-group discussions. Each proposed solution is presented. Students have a chance to ask questions, and then the measure is put to a vote.
11. The day ends once each proposal is discussed and either accepted or rejected.

If you have a smaller number of students, or a less than cooperative school administration, you should consider scaling back the summit to a one or two day event in class. Either way, try to invite the parents to come and see what their kids can do. We didn't feel comfortable inviting the parents during our first year, but we have invited them the past two years. The feedback is incredible. Parents, who hear nothing but moans and groans from their teenage children all year, come into school to hear their children discussing the International Monetary Fund and the Corruption Perceptions Index. It's a positive experience for everyone.

This year, we are also planning on inviting the 8th grade students up to the high school for part of the day. We hope this will give the incoming students the chance to see what the Forum looks like, and what we expect of them in the following year.

Scoring

It is important to be clear about how you will grade your students. Our students get a grade based on the rubric printed below. Try to review the rubric with the students before the Forum so they know what you expect. During the Forum, keep a copy of the rubric and mark down how kids should be graded based on their participation. After the Forum, transfer your notes onto individual rubrics for each child.

Notebook

In my class, part of their grade is a notebook grade. On the first day of school, I tell my students that they will need a Forum Notebook. Since we work on the poverty project about once a week, I let the kids keep their notebooks in the classroom for easy reference. On the Forum day, the notebooks are their resource for facts, quotes, statistics, and comments. Once we're done on the Forum day, I collect the notebook and grade it. It should include all the work that the student has done. But, some kids may forget what was included in the economic development curriculum, so I keep a list of our activities and hand the students a checklist about a week before the Forum. This year, I had a number of pretty disorganized students, so we took a class day to get organized. I didn't want to waste a day shuffling papers, but the kids really appreciated it.

Rubric for Forum Notebook

Name: _____

Criteria	1	2	3
Research	Research is missing or incomplete.	Research may describe part of the situation in your nation, but not the entire picture.	Research accurately reflects the situation in your nation.
Sources	Missing.	Sources may be questionable or incorrectly cited.	Sources are reputable and useful. Citations are correct.
Participation	Student did not participate in a meaningful way. Comments did not match the actual situation in nation.	Student participated in the Summit. Comments were relevant. More data could have been used to support the positions adopted during the debate.	Student participated in a meaningful way. Comments were cogent and relevant. Student included facts, quotes, details, references in their questions and comments.
Demeanor	Student did not pay attention. Student was not respectful of other classmates.	Voice level, vocabulary, and behavior may not have been entirely appropriate for the event.	Voice level, vocabulary, and behavior were formal, appropriate, and respectful of other classmates.
Organization	Notebook is not a good resource. Papers are not in order. Research is missing. Papers are not secure in the notebook.	Notebook is somewhat organized. It may be missing one of the following: table of contents, page numbers, tabs. Papers may not be secure. Name may not be visible. Some of the research may be missing.	Notebook is organized with a table of contents, page numbers, and tabs. All pages are secure with the binder. Name and nation are on the cover. All components of the research are included.
Completed Notebook	Notebook was not turned in.	XXXX XXXX	Notebook was turned in on time.

Score: _____ points out of 18: _____ %

Comments:

Sample Lessons

On the following pages, I've included some of the lessons that I use with my students. I've also tried to explain the purpose of the lessons and the way they relate to the larger curriculum.

Statistical Analysis

Drawing inferences is an important critical thinking skill. As they grow older, in almost every aspect of their lives, students must be able to assess the significance of data and act on their conclusions.

In this activity, students will assess the significance of data related to the economic well-being of nations. You may have to explain terms like childhood mortality and Per-Capita GDP, but the kids understand the terms, they can use the data throughout the program.

As you review the data that they have collected, the students may be able to answer questions such as:

1. What factors create a high infant mortality rate?
2. What might happen if mothers can't read?
3. How can anyone exist on \$1 a day?
4. Which nations might experience more religious tension?
5. How does corruption affect the economy?

*The following worksheet includes a blank for "Nations." You will have to select which nations you would like your students to research. I use this activity in the first week of school as a foundation exercise for the year. Since we start our studies with the Middle East, I assign a list of nations in that region. You may use it at the beginning of a shorter unit on economic development; in which case, you could assign the nations you'll be using for your Economic Development Forum.

Statistical Information Worksheet

Name: _____

Nation: _____

1. Go to www.cia.gov and select World FactBook from the drop-down menu. Find your nation and scroll down until you see these categories of information.

Total Population _____

Population Density _____

Life Expectancy _____

Infant Mortality Rate _____

Per-Capita GDP _____

Literacy Rate _____

 Male _____

 Female _____

Major Religions _____

This may be separated into separate rates for males and females. If so, make a note of these numbers.

Try to note what percentage of the population belongs to each religion.

2. Go to Transparency International's website at www.transparency.org/policy_research/surveys_indices/cpi

On the left side of the screen you'll find the heading "Corruption Perceptions Index." Click on 2007.

Scroll down the list until you find your nation.

What number is your country? _____

The lowest numbers are the worst.

Application of Statistics

Once you've reviewed and analyzed the data, give your students a challenge. First, select a product. It could be anything: automobiles, wind turbines, solar panels, sneakers, soda, or board games, etc. Second, tell them that their job is to determine which nation should be the site for the construction of a factory that will manufacture your product.

To complete this assignment, the students will have to first determine which information they should consider. Does literacy matter? Does infant mortality matter? Why or why not?

They will then have to think of what additional information they need to make their decision.

They can present their findings to the class through a variety of means. They could simply stand and explain their findings, or they could compose a presentation as if they were speaking to the Board of Directors of their company. It's up to you.

*When you do this assignment, you can have the kids work in groups. That will foster discussion and debate. The main problem with this assignment is that they will only have the statistics for their own individual nation. They won't have all the data. You can overcome this problem in a number of ways.

1. You could use laptops or the school's computer lab to give the kids access to the World Factbook or other online sources. This makes the children responsible for the information, but it may be too much for them to process quickly.
2. You could compile the data for five countries in a table and distribute it to the groups. This is more labor intensive for you, but it may be the easiest way to keep the project to a manageable scale.
3. You could have the students take their statistical information worksheets and tape them to the bulletin board. Then, the other kids could come and look at them. This would get them up out of their chairs and moving around, but, again, it might be too much information.
4. You could restrict the groups to selecting one of the nations that they researched. So, in a group of five kids, if they researched India, China, Kenya, Japan, and Brazil, then they would have to choose one of those five countries for their factory location. This approach is manageable, easy, as it is limited to available information.

What's the Best Spot for Us?

You are fresh out of college, and you've landed a job at a company that sells _____ . One of your first major assignments is to determine where the company should build its newest factory.

Which statistics will you consider when you make your decision?	Why?

What additional information do you wish you had? Why?

Where will you recommend that your company build its factory? Why?

What counts?

Literacy rates and per-capita GDP may not be the most important measurements in the world. There are other ways to rank countries, and those other rankings might be more valid.

For example, Wen Jiabao, the Premier in China, recently tried to quantify a Green GDP. He wanted to measure China's economic success, including costs to repair any environmental damage caused by China's rapid growth. (The experiment failed. It turns out that if you consider the real costs of environmental degradation, China's economy isn't growing at all.)

Bhutan's leaders have recently promoted the idea of a Gross National Happiness Index happiness ever considered by anyone ranking countries? Some African countries post grim economic reports, but studies show that people on the African continent are more optimistic than people on the other continents. Why is that?

The following page is a worksheet for your students that asks them to ponder the manner in which nations are ranked. This is a critical thinking exercise, but it is also related to the major themes of the curriculum.

At the end of this activity, introduce the kids to the Human Development Index and let them explore it a bit. See if they find anything interesting. (They will. Don't worry.)

What counts?

What factors would have to be examined in order to measure the following?

The Most Peaceful Nation:

The Happiest Nation:

The Healthiest Nation:

The Most Successful Nation:

The Most Sustainable Nation:

What is the best way to measure nations? Explain.

Every year, the United Nations creates a Human Development Report that ranks nations using a variety of measurements. You can find the rankings at <http://hdr.undp.org/en/statistics/>

Is the Human Development Index a valid measurement? Why or why not?

Walk a Mile In Another's Shoes

The purpose of this next activity is to have the students begin to appreciate a bit of what it might be like to live in poverty in the sense that two of the greatest obstacles to getting out of poverty are disease and political situations that are beyond the control of the poor.

I teach in an incredibly wealthy district. It is not uncommon for me to hear my students say that people are poor because they are lazy. Earlier in my career, I would try to bombard my students with facts about the inequitable distribution of wealth in the world and the horrible legacies of colonialism, and I ended up doing nothing but alienating my students and getting them to ignore me. I lost any hope I ever had of teaching them.

Last year, I came up with this activity and it was extremely effective. While we were doing it, kids were yelling out, "But this is so unfair!" "That's wrong!!" and "But, I tried so hard!!!"

I got that result without yelling, being judgmental, or alienating any of my students. This "game" provided me with the opportunity to have my students empathize with people who are the victims of circumstances beyond their control.

If you teach in a district with disenfranchised students, you may not want to do the following activity. It's not for everyone. It creates cognitive dissonance and requires effective processing.

How to Walk a Mile:

1. Clear the desks out of the center of the classroom.
2. Create a pathway on the floor of your classroom. It could be that you use the linoleum tiles on the floor, or you may use masking tape to create your pathway. If you teach in a "lecture hall" environment, you could use the staircase as your path.
3. The pathway should have about 15 steps. The kids will start on the 8th step, a little bit more than halfway to the end. Your pathway will have to be wide enough to accommodate about half of the kids in your class all on one step.
4. At the end of the pathway, or elsewhere in the classroom, line up a row of chairs. There should be enough chairs to accommodate half of the students in your class. Place numbers on the chairs, in order, starting with one.
5. Select one umpire. Her job is to make sure no one cheats. You can select two umpires if you'd like (if you have really competitive students like me!).
6. Have the kids pick numbers out of a hat (printed below). Kids with matching number become partners.
7. One member of the team stands on the "starting point" or 8th step.
8. The other member of the team sits in the chair with the corresponding number.
9. The person sitting in the chair selects a piece of paper out of a hat. That piece of paper (printed below) details what has befallen the pair, and gives instruction for the other person to move forward or backward on the path.
10. The goal of the activity is to reach the 15th step. Whoever reaches first wins.
11. If you play again, switch roles so the person sitting now has to stand.
12. When you finish, you will need to process the activity through discussion. See below.

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Buy tin roof for house. Move back three steps.	Drink dirty water. Lose turn.
Pay for school fees for son. Move back one.	Son dies of dysentery. Pay for funeral. Move back six.
Only enough medicine for one child. Lose turn	Company fails. Lose turn.
Give birth to 3 rd child. Pay for doctor fees. Move back one step.	Sister dies in childbirth. Adopt her four children. Move back five steps.
Malaria strikes. Move back one step.	DROUGHT. Everyone move back three.
Industrial Accident You're dead. (Sit.)	Daughter gets married. Move up five places.
Charity gives you medicine. Take one step forward.	Son wins scholarship. Move forward three.

Start own business. Move up one.	Relief concert brings \$\$. Move up two.
Sell son into child labor. Move up two.	FLOOD!!! Everyone back three.
Government official steals funds from hospital. No more available care. Move back two.	International Monetary Fund demands free trade. Move back two.
Price of exports falls. Move back three.	WAR!!!! The people on either side of you are out
Inflation up to 127% a year. Everyone back two.	Break a leg. Lose a turn.
Son born with a cleft palate. Move back three.	Cavities rot away teeth. Move back two.
Spouse gets a job in another country, sends back money. Move up two.	Daughter gets sleeping sickness. Go back two.

HIV progresses to AIDS. No medicine available. You have one more turn and then you're out.	World Bank refuses to restructure the loan. Whoever is last is out.
Opposition wins the election. Sitting government starts killing the opposition. Whoever is in the lead is out.	Hospital opens up in your village. Move up four.
The government mandates that all girls must be educated. All girls on the path move up two.	Strict religious regime comes to power. All girls move back five.
Your nation is awarded the Olympics. Tons of jobs to do. Everyone up three.	You discover oil!! You move up six. Everyone else up two.
Multinational corporation opens a factory. Everyone up one.	Reform candidate wins the election. Everyone up two.

Processing “Walk a Mile”

This is a really complicated activity, emotionally. Poverty is an incredibly tragic reality, and this activity, at first glance, seems to make light of it.

That is not the point. The point of the activity is to have the kids overcome their prejudices about people who are poor. Obviously, if your students do not need to overcome any prejudices, then you don't have to do this activity.

You should only engage the students in this activity if you feel they can handle it and you can process it correctly.

The purpose of the activity is to have the kids realize that poverty is a structural problem.

After the activity, ask the kids:

1. What did we learn?
2. What causes poverty?
3. What conditions have to exist for people to get out of poverty?
4. Why has the “American dream” been possible for so many people in our country? Do we have the right conditions for people to escape poverty? What are they?
5. Is our economic situation ideal? Are there any structural problems in our economy that could prevent people from being economically secure? What could we improve in our own economy? Can we accomplish those goals?
6. What can we do, as outsiders, to help people who are impoverished around the world?

This activity prepares the students to fully engage the problem of poverty. They now understand some of the reasons for poverty and they are prepared to study the ways in which economic development can be accomplished.

Pathways to Economic Development

What follows is the heart of the curriculum about economic development. These lessons provide the foundation for the kids to discuss problems that affect every nation. After you finish these lessons, the students will spend most of their time researching their individual nations and questions.

Each of the topics listed below is enormous. There are tons of resources that you can use to address these issues. I've just included a few ideas to help if you're stuck.

The first worksheet is a chart that outlines the various methods of promoting economic development. It takes about two weeks to complete the worksheet. I've included a "finished" copy for reference. As you complete lessons about economic development, return to the worksheet to summarize the main points of your lessons. This chart becomes an easy reference for the students during their debate.

Following the blank and completed worksheets, I've tried to offer an explanation of each pathway to economic development. The next set of pages include different activities that I have used successfully in the past.

Pathways to Economic Development

Pathways to Economic Development	Definition	Positive Aspects	Negative Aspects
Private Donations			
Official Development Assistance			
Official Loans to Governments			
Microlending			
Globalization			

Pathways to Economic Development

Pathways to Economic Development	Definition	Positive Aspects	Negative Aspects
<p style="text-align: center;">Private Donations</p>	<p>Money given by private individuals to promote economic development.</p>	<ul style="list-style-type: none"> • Does not go through the government, so there may be less corruption. 	<ul style="list-style-type: none"> • Private donors may be inconsistent or insufficient to solve the problem. • Charities and NGOs may have excessive overhead costs.
<p style="text-align: center;">Official Development Assistance</p>	<p>Money given from one government to another. The money comes from tax revenues in the wealthy nation. The recipient nation distributes the money through government programs.</p>	<ul style="list-style-type: none"> • Economic development only requires that nations give 0.7% of their GDP. • The money comes from governments, so it is reliable. • Money goes to governments, so it should be traceable. 	<ul style="list-style-type: none"> • Only 5 countries give 0.7% of their GDP. • Governments have agenda, so aid may be tied to other issues like family planning or access to air space. • Government leaders can be corrupt.
<p style="text-align: center;">Official Loans to Governments</p>	<p>Large organizations, like the World Bank and the International Monetary Fund, give loans to developing countries for specific infrastructure projects.</p>	<ul style="list-style-type: none"> • Loans get paid back. • Countries get a chance to improve roads, bridges, trains, etc. • The IMF and the World Bank help to oversee the loan. 	<ul style="list-style-type: none"> • Loans may charge interest. • Donor nations do not have the means to complete these large-scale projects. If they hire firms from recipient nations, the money goes right back to the donor nation. • The IMF and the World Bank may impose unreasonable conditions on the recipient nation, including the eradication of farm subsidies or trade barriers. • Loan money can get stolen by corrupt leaders, leaving innocent people to pay back the loan.

<p>Microlending</p>	<p>Private individuals loan small amounts of money to other individuals. Loans are repaid with interest.</p>	<ul style="list-style-type: none"> • Often, these individuals have few if any means of available capital. • Many microloans are given to women. • Microloans inspire individual effort. • There is little to no chance corrupt government officials will steal the money. • Microlending organizations create local networks of entrepreneurs who work together to help each other succeed. 	<ul style="list-style-type: none"> • Money may not get paid back. Political conditions may upset the stability in the region, and some entrepreneurs and field partners may have weak management skills. • Microloans, like all loans, carry an interest charge. These interest rates vary. Some may seem excessive. • Can microloans help everyone? Or should people invest their money in schools and hospitals instead?
<p>Globalization</p>	<p>Large-scale privately-owned businesses expand operations and sales throughout the world.</p>	<ul style="list-style-type: none"> • Helps to develop an interconnected marketplace throughout the world. • More goods and services are available in the developing world. • Companies can maximize profits by exploiting resources like cheap labor in the developing world. • Wages paid to employees in the developing world may be much higher than prevailing wages. 	<ul style="list-style-type: none"> • Economic downturns can affect people throughout the world. • The creation of one global marketplace can eradicate regional differences, as the same stores and products are available everywhere. • Those profits may not be redistributed or reinvested, widening the gap between the wealthy and the poor. • Workers in the developed world may not find equivalent jobs once their jobs are moved “off-shore.” • Increased industrial production and rising standards of living (esp. the sale of automobiles) leads to a rise in carbon emissions.

Private Donations

This pathway to economic development is the simplest. It's direct. It works when affluent people give money to less affluent people in other nations. Charities or non-governmental organizations deliver the money. Participation is voluntary and free from governmental interference.

One of the problems with private donations is that people don't give enough. Another problem is the way people get overwhelmed by the enormity of the problem. I can't solve global poverty...I might as well take my \$20 and go to the movies.

In order to address this problem, try to have your students figure out what the world would look like if everyone had a chance to enjoy a decent standard of living. They might come up with some ideas. Some might be fanciful or unrealistic, but enjoy their creativity. Then, direct them toward the Universal Declaration of Human Rights (UDHR).

Universal Declaration of Human Rights

The UDHR was written in 1948 and it spells out what a decent standard of living might be. It is a fascinating document, and its history is compelling as Eleanor Roosevelt was one of its most vociferous supporters. Some parts of it are amazing. (Did they really think it would be possible to ensure a paid vacation for every person on the earth?)

Give your students a copy of the UDHR, and ask them to divide its provisions into the categories of Political, Social, and Economic.* They can scribble P, S, and E next to the provisions on their copies of the UDHR. Then, ask them to identify the five most important goals in each category. (A worksheet for this activity is on the following page.)

*Depending on the age of your students you may have to review these terms with them. To do that, make the following chart on the chalkboard and ask the kids to come up with the types of things that would go under each category.

Political	Social	Economic
laws, wars, governments, political leaders, elections, voting results, political parties, constitutions, revolutions, rebellions, protests, organizations, conventions, treaties, etc.	families, ethnic groups, religious groups, beliefs, traditions, holidays, marriage rules, education, customs, etc.	anything to do with money, markets, currency, sales, businesses, jobs, slavery, banks, wages, taxes, resources, imports, exports, tariffs, etc.

After you examine the original blueprint, the UDHR, turn your attention to the Millennium Development Goals (MDGs). Compare the two. Are they similar? Which one is more realistic? Then, try to gauge how successful the world has been in making progress toward the MDGs. The UN website (www.un.org) has an enormous number of resources, particularly in the area called the “Cyber Schoolbus.”

Official Development Assistance

There are three main components to the topic of Official Development Assistance.

First, there's its simplicity. The United Nations argues that poverty could be eradicated if wealthy countries gave 0.7% of their Gross Domestic Product to less affluent nations. The United States currently only gives 0.14% of its GDP, but the US gives more dollars than anyone else. (This fact could spark a debate. Does the United States do enough to promote economic development? Why or why not?)

The Organization for Economic Co-Operation and Development (OECD) keeps the data about donors and recipients. If you run an internet search for "OECD," you will find a link to the "Stats Portal" of the organization. Bookmark that page for later reference.

You could study this topic through a webquest activity.

The second issue is corruption. Since some development assistance is given to governments, there's a chance that the money could be misappropriated. You could handle this topic in many ways. Two possible topics could be Sierra Leone and Zambia. Corruption was a major issue in the civil war in Sierra Leone, and Zambia's past president, Frederick Chiluba, stole money from the government for clothes. He claimed his people needed him to look nice.

The best way to study this topic may be through a current events article assigned for homework.

The third issue is politics. If development assistance is being transferred between governments, political agenda must come into play. Do recipients have to agree to "terms" in order to get their donations? Does the United States tie development assistance to the promotion of abstinence education? Does Sweden restrict its assistance to countries with low carbon footprints? Do former colonial powers prefer to give to their former colonies? Who gives to whom? Why? Is it right to link politics and development aid? Why or why not?

This material is probably best suited for a writing prompt or a debate activity. You could use this debate activity to establish "rules" for debating.

Official Loans to Governments

This topic is incredibly complicated. I have found that the best way to teach my students about the IMF and the World Bank is to show them the first forty minutes of Life & Debt, a film by Stephanie Black. It is about the role of the IMF and the World Bank in Jamaica's economy. The kids are so familiar with Jamaica that the topic becomes just a little bit less daunting. Of course, you'll have to preview it first.

The strength of the first portion of film is the image of a dairy farmer carrying milk in a bucket on his head while he rides on the back of a mule. Even with such low costs for production, he still cannot find a domestic market for his goods because American (imported) processed milk is less expensive than his fresh milk.

How can that be? The answer has two parts. The first is American farm subsidies. The second part is the IMF's insistence that Jamaica abolish its trade barriers.

Two websites for learning more about farm subsidies belong to the Environmental Working Group (<http://farm.ewg.org/sites/farm/>) and Farm Subsidy (<http://www.farmsubsidy.org>).

The Environmental Working Group lists all of the recipients of farm subsidies in the United States and Farm Subsidy has a partial list of recipients in the European Union. (A possible homework activity follows.)

A great article about the effect of farm subsidies in the developing world is "Ending Famine Simply by Ignoring the Experts" by Celia W. Dugger. You can find it by running a search on the New York Times website or by clicking the link at: <http://www.nytimes.com/2007/12/02/world/africa/02malawi.html> (Questions for this article follow.)

The article is about Malawi, and it presents a very sensible solution to one of the problems of economic development. The article is about food, and food is definitely an incredibly significant global issue. You could spin an eighth question into the Forum regarding the rising cost of food, genetically modified food, urban farms, locavores (eating locally), and the relationship between poverty and obesity in the developed world. But, I think we've got enough to work with for now.

The International Monetary Fund and the World Bank both have resources on their websites for learning about their role in the world economy. They even have activities for kids.

Farm Subsidies Worksheet

Name: _____

- I. Go to the website of the Environmental Working Group:

<http://farm.ewg.org/sites/farm/index.php?key=nosign>

Click on the state of _____.

List the top 5 recipients of farm subsidies & the amounts they got in 2005.

Recipient

Amount

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Select one of those recipients and click on it. What is it? What does it create? Who owns it?

- II. Go to the European Farm Subsidies Website, www.farmsubsidy.org

Click on _____

Who are the top five recipients of farm subsidies in this nation?

Select one of those recipients and click on it. What is it? What does it create? Who owns it?

Name:

Questions for “Ending Famine, Simply by Ignoring the Experts”

Where is Malawi?

What conditions have been placed on Malawi over the past 20 years?

Why did Malawi decide to begin to subsidize fertilizer again?

What position did Jeffrey Sachs (author: *The End of Poverty*) take in the matter?

What happened to the grain reserve during the hungry season of 2001-2002?

How much extra corn was produced (in dollar amounts)?

In what way does America support Malawi?

How did the villagers of Chembe decide who got the fertilizer subsidies?

Was this a good system? Why or why not?

Microlending

If you follow the chart above, the lesson on microlending follows the incredibly complex topic of the International Monetary Fund's rules for global trade. If your students are anything like mine, they will be happy to leave the IMF behind.

I usually start the microlending lesson by saying something like, "What if we bypassed all this bureaucratic nonsense and just gave one loan to one person? What do you think might happen?"

Once the kids throw out some ideas for how loans might help people to improve their economic situation, I then ask my students how they think a single loan could be delivered to one individual.

Then, I introduce them to Kiva.

The first part of the Kiva lesson is explaining how it works. The kids learn the words "entrepreneur," "Field Partner," "Group Loans," and "Loan Term." They also learn how to sort through loans by region, economic sector, etc.

The second part of the Kiva lesson is selecting an entrepreneur to receive a loan. In my class, I've been the source of the funds for the Kiva loan, but you could explore other options besides fronting the money. Your principal might have some funds to lend to your class. The Home and School Association (or Parent-Teacher Association) might be able to donate funds. You could send a letter home asking for donations. Or, you could ask your principal for permission to solicit spare change in the school cafeteria.

Be sure to ask other teachers as well. You could do this informally or you could establish a list of "sponsors" who get more formal recognition. Ask the school newspaper or the local town newspaper to run a story on your class, and be sure to thank your sponsors in the article.

If you don't have any luck, and your only choice is fronting the money yourself, consider limiting the loan to a shorter term so you can get paid back before the summer. (Think of it as a summer savings program!) But, don't lend money you can't afford to lose. Your investment is not guaranteed. Keep it small.

With your class, set the parameters for your loan. Will you select a man or a woman? Do they want to help a group or an individual? What part of the world would they like to help the most? Is there any economic activity they would not support? Is there a limit to how much interest they would want a Field Partner to charge? How soon do they want to be paid back?

Once you select a loan, post a comment on the Kiva site. Try to write the comment in the entrepreneur's language.

Kiva Worksheet

Name:

Define the following terms:

1. Microlending:
2. Kiva:
3. Field Partner:
4. Local Interest Rate:
5. Entrepreneur:
6. Lender:
7. Default:

Respond to the following prompts:

If I could pick my own entrepreneur, I would choose someone who...

I hope our loan...

If we don't get paid back...

Globalization

Globalization is an enormous topic that could take years to study fully. The main idea of the topic is that globalization can help to develop the world's economy through the creation of a global marketplace in which people are free to sell goods and services with a minimal amount of governmental interference.

How you go about teaching this concept is up to you. I always start with the second chapter of Thomas L. Friedman's [The Lexus and the Olive Tree](#), in which he explains the competing forces of market expansion and traditional life. Then, my students read an article from the New York Times that explains how a telecommunications worker in India, flush with cash from her job with a multinational corporation, wants to be like Dana Scully from the X-Files. You can find the article, "U.S. Payrolls Change Lives in Bangalore," by Saritha Rai at <http://www.nytimes.com/2004/02/22/international/22INDI.html?ex=1220241600&en=ad940ae155f3fa59&ei=5070>

The article features a profile of a woman named Roopa Murthy. From Roopa Murthy, we take a brief detour into the American economic scene and discuss outsourcing. If there is a truly global market for labor, American workers will have to get used to lower wages. You could discuss the forces of supply and demand and their effect on wages, if you have a minute.

We return to Roopa Murthy to discuss what might happen when people around the world start to have more disposable income. Increased automobile sales, rising gas and oil consumption, and expanded use of electricity all contribute to carbon emissions.

If economic growth goes hand-in-hand with increased carbon emissions, what is the proper course of action? Do we risk the planet in order to have more money? At this point, the discussion turns to the Kyoto Protocols and cap-and-trade programs for pollution. (Simple, right?) The following page has an idea for how to do that.

Cap and Trade

Step One: Introduce the concept of greenhouse gas emissions contributing to global warming. My students tend to believe this is a myth, so I have to work a little harder than most to get them to come around. I hope you don't have this problem. We watch *An Inconvenient Truth* and read articles about climate change. Then, we read about the Kyoto Protocols, focusing on how it is an international agreement to reduce greenhouse gas emissions.

Step Two: Divide the students in your class into groups of two or three. Give them the attached worksheets. Ask them to see if there is a connection between carbon emissions and per-capita income.

Step Three: Assign them a country.

Step Four: Have the groups try to determine a target number for carbon emissions. What number should everyone in the world shoot for?

Step Five: Have them debate. What number can they all agree on?

Step Six: Introduce the concept of emissions allowances, and then the concept of selling allowances. Once the kids have that idea, tell them that one ton of carbon emissions (per person) would cost a nation £100 (per person). Allow them to trade. What trades would people make?

(The data on the following chart comes from a great website, [Who Should I Cheer For?.com](http://WhoShouldICheerFor.com) – a rating system to give kids an idea of who to cheer for during the World Cup. It has an updated page for Euro 2008.)

Carbon Emissions Data

Nation	Life Expectancy	Carbon Emissions (tons per person)	Per-Person Income (in £)
Angola	41	0.5	1,242
Argentina	75	3.5	6,416
Australia	80	18.3	15,705
Brazil	57	0.4	1,186
Costa Rica	78	1.4	5,091
Croatia	75	4.7	5,782
Czech Republic	76	11.2	8,669
Ecuador	74	2.0	1,230
England	78	9.2	14,388
France	80	6.2	14,669
Germany	79	9.8	14,771
Ghana	57	0.4	1,186
Holland	78	9.4	15,567
Iran	70	5.3	3,707
Italy	80	7.5	14,373
Ivory Coast	46	0.4	782
Japan	82	9.4	14,823
Mexico	75	3.7	4,859
Paraguay	71	0.7	2,483
Poland	74	7.7	6,031
Portugal	77	6.0	9,607
Saudi Arabia	72	15.0	7,010
South Korea	77	9.4	9,525
Spain	80	7.3	11,867
Sweden	80	5.8	14,178
Switzerland	81	5.7	16,193
Togo	54	0.3	899
Trinidad	70	3.9	5,706
Tunisia	73	2.3	3,795
Ukraine	66	6.4	2,910
United States	77	20.1	19,910

Source: "Who Should I Cheer For?" World Development Movement. 2 September 2008. <http://www.wdm.org.uk/whoshouldicheerfor/chooser.htm>

Cap and Trade Worksheet

Name:

Our nation: _____

Is our nation's life expectancy an acceptable number?

Is our nation's income an acceptable number?

Is our nation's carbon emission level acceptable? Or is it too high?

Looking at the list, is there a level for carbon emissions that all nations could agree on? What number?

If there were a cap-and-trade system, would our nation be selling emission permits or buying them?

What price per ton should be charged for carbon emissions? Why?

Should more be done to halt climate change? If so, what?

Researching Nations

One of the most important parts of the Economic Development Forum is researching the problems involved. You may choose to approach this task in a number of ways. You may have the students complete a term paper that takes weeks (or months!) to finish, or you may assign one article and have them respond to it. Your approach will vary depending on the scale of your Poverty Summit.

Researching Poverty encompasses all of the critical thinking skills required from every other type of research project. Your students will have to grapple with many questions, including:

1. Is this a valid source? How do I know that?
2. Am I reading a fact or someone's opinion?
3. What is the author's objective?
4. Is there another perspective on this subject? Where can I find it?
5. How does this information fit into what I already know?
6. How can I use this information to support my thesis?

A larger research project will also require the students to learn how to cite their sources and use a variety of sources of information. Your school's librarian may be a valuable resource for this part of the project.

Of course, you will be able to establish the manner in which they present the information and your expectations for the work's appearance and content.

More Ideas

Interdisciplinary Activities:

1. **A Moveable Feast:** The Foods Teacher could create a meal using the staple items from your entrepreneur's country.
2. **A Design Challenge:** Have the students try to design clothes in the style of your entrepreneur's country. If you have a fashion and design class (we used to call it Sewing), see if the teacher will set up a challenge activity for the students.
3. **Testing the Waters:** The Science teachers could have the kids test the water quality of the streams in your town.
4. **World Languages:** Students can translate posts from Field Partners and post comments to entrepreneurs in their own languages.
5. **10 Trees:** Wangari Maathai says that every individual needs 10 trees just to absorb their own carbon dioxide emissions. Students could conduct a survey of the trees on the campus of your school. Are there 10 trees for every student and teacher? Are there any places they could plant more trees? They could contact the Board of Education to get permission to plant trees. Environmental organizations in your area would probably be happy to donate saplings.
6. **For the Math Teachers:** Kiva Field Partners often charge MUCH less than the prevailing interest rates in their countries. How much money do entrepreneurs save by using Kiva Field Partners instead of local moneylenders? Select a number of Kiva entrepreneurs (perhaps you could select all of the entrepreneurs in one country or all of the entrepreneurs for one Field Partner). How much money can be reinvested in economic growth as a result of the lower interest rate?
7. **Video Presentations:** Are there students in the school who might videotape the Economic Development Forum for a graphic design, visual arts or television production class?
8. **Universal Language:** English teachers could participate in the Economic Development Forum by selecting works by authors from your list of nations. If they don't have a ton of room in their curriculum, they could perhaps work some of the literature in through short pieces, poetry, film or options for the term paper.
9. **Math or Economics Teachers:** Kiva lending, like all lending, can be affected by inflation. If a nation's inflation rate soars, will it be more difficult for the entrepreneurs to pay back their loans, or will it be easier? How does inflation affect the Field Partners? How important is it for a nation to have a stable currency? What is the world's most stable currency?

Possible Plan of Activities

- I. Explanation of Economic Development Forum
 - a. Selection of Questions
 - b. Selection of Nations
- II. Introduction to Economic Development
 - a. Statistical Measurement
 1. Where's the Best Spot for Us?
 2. What Counts?
 - b. Walk a Mile in My Shoes
 - c. Pathways to Economic Development
 1. Private Donations
 2. Official Development Assistance
 3. Official Loans to Governments
 4. Microlending
 5. Globalization
- III. Research & Preparation
 - a. Position Papers
 - b. Speeches
 - c. Talking Points
 - d. Compiling Notebook for Reference
- IV. Economic Development Forum
 - a. Opening Statements
 - b. Debate
 - c. Resolution

Additional Resources

The following is the list I give to my students in the second marking period of their freshmen year. I've included the list just as a guide for additional reading. Some of the books are more closely related to the topic of economic development, but all of them will give the kids additional background information. I'm sure there are a ton of other books that should be included.

Alvarez, Julia	<i>Something to Declare</i>	Plume, 1999
Aronson, Marc	<i>The Real Revolution: the Global Story of American Independence</i>	Clarion Books, 2005
Axworthy, Michael	<i>The Sword of Persia: Nader Shah, from Tribal Warrior to Conquering Tyrant</i>	I.B. Tauris 2006
Beah, Ishmael	<i>A Long Way Gone: Memoirs of a Boy Soldier</i>	Farrar, Straus, and Giroux, 2007
Berkeley, Bill	<i>The Graves Are Not Yet Full: Race, Tribe, and Power in the Heart of Africa</i>	Basic Books, 2002
Bowden, Mark	<i>Black Hawk Down: A Story of Modern War</i>	New York: Penguin Books, 1999
Bowden, Mark	<i>Guests of the Ayatollah: The Iran Hostage Crisis, the First Battle in America's War with Militant Islam</i>	Atlantic Monthly Press, 2006
Bradley, James	<i>Flags of Our Fathers</i>	Bantam, 2006
Chang, Iris	<i>The Rape of Nanking: the Forgotten Holocaust of World War II</i>	Penguin, 1998
Chapman, Peter	<i>Bananas; How the United Fruit Company Shaped the World</i>	Canongate, 2008
Chong, Denise	<i>The Girl in the Picture: The Story of Kim Phuc, the Photograph, and the Vietnam War</i>	Penguin, 2001
Clinton, Bill	<i>Giving: How Each of Us Can Change the World</i>	Knopf, 2007
Coll, Steve	<i>The Bin Ladens: An Arabian Family in the American Century</i>	Penguin Press HC, 2008
Coll, Steve	<i>Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden, from the Soviet Invasion to September 10, 2001.</i>	Penguin Books, 2004.

Crile, George	<i>Charlie Wilson's War: The Extraordinary Story of the Largest Covert Operation in History</i>	New York: Grove/Atlantic, 2003
Crowley, Roger	<i>1453: The Holy War for Constantinople and the Clash of Islam and the West</i>	Hyperion, 2006
Dallaire, Romeo	<i>Shake Hands with the Devil</i>	Arrow Books, 2005
Diamond, Jared	<i>Collapse: How Societies Choose to Fail or Succeed</i>	Penguin, 2005
Diamond, Jared	<i>Guns, Germs, and Steel: The Fates of Human Societies</i>	W.W. Norton, 1999
Easterly, William	<i>The White Man's Burden: Why the West's Efforts to Aid the Rest So Much Ill and So Little Good</i>	Penguin Press, 2006
Ebadi, Shirin and Azadeh Mavani	<i>Iran Awakening: A Memoir of Revolution and Hope</i>	Random House, 2006
Eire, Carlos	<i>Waiting for Snow in Havana: Confessions of a Cuban Boy</i>	Free Press, 2006
Elkins, Caroline	<i>Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya</i>	Henry Holt & Co. 2004
Foden, Giles	<i>Mimi and Toutou's Big Adventure: The Bizarre Battle of Lake Tanganyika</i>	Knopf, 2005
Foer, Franklin	<i>How Soccer Explains the World: An Unlikely Theory of Globalization</i>	Harper Perennial, 2005
Friedman, Thomas	<i>From Beirut to Jerusalem</i>	Anchor, 1990
Friedman, Thomas	<i>The Lexus and the Olive Tree: Understanding Globalization</i>	Anchor, 2000
Freidman, Thomas	<i>The World is Flat: A Brief History of the Twenty-First Century</i>	Farrar, Strauss, and Giroux, 2006
Fuller, Alexandra	<i>Don't Let's Go To the Dogs Tonight</i>	Random House, 2003
Galeano, Eduardo	<i>Soccer in Sun and Shadow, New Edition</i>	Verso, 2003
Gandhi, Mohandas Karamchand	<i>Gandhi, an Autobiography: The Story of My Experiments with Truth</i>	Beacon Press, 1993
Godwin, Peter	<i>When A Crocodile Eats the Sun</i>	Little, Brown and Company 2007.
Gore, Al	<i>An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It</i>	Rodale Books, 2006

Gourevitch, Philip	<i>We Wish to Inform You that Tomorrow We Will be Killed With Our Families: Stories from Rwanda</i>	Picador, 1999
Hakakian, Roya	<i>Journey from the Land of No: A Girlhood Caught in Revolutionary Iran</i>	Crown Publishers, 2004
Hansen, Waldemar	<i>The Peacock Throne: The Drama of Mogul India</i>	Orient Book Distributors, 1986
Hersey, John	<i>Hiroshima</i>	Bantam, 1968
Him, Chanrithy	<i>When Broken Glass Floats: Growing Up Under the Khmer Rouge</i>	W. W. Norton & Company, 2001
Hochschild, Adam	<i>King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa</i>	Mariner Books, 1999
Hoff, Benjamin	<i>The Tao of Pooh (and/or The Te of Piglet)</i>	Egmont Books, 2003
Kaplan, Robert D	<i>Balkan Ghosts: A Journey Through History</i>	St. Martin's Press, 1993
Kaplan, Robert D	<i>Hog Pilots, Blue Water Grunts: The American Military in the Air, at Sea, and on the Ground</i>	Vintage, 2008
Kaplan, Robert D	<i>Imperial Grunts: On the Ground with the American Military, from Mongolia to the Philippines, to Iraq and Beyond.</i>	Penguin 2004
Kaplan, Robert D	<i>Soldiers of God: With Islamic Warriors in Afghanistan and Pakistan</i>	Vintage Departures, 2001
Karnow, Stanley	<i>Vietnam: A History</i>	Penguin, 1997
Kidder, Tracy	<i>Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World</i>	Random House, 2004
Klaus, Ian	<i>Elvis is Titanic; Classroom Tales from Iraqi Kurdistan</i>	Vintage, 2008
Kuper, Simon	<i>Soccer Against the Enemy: How the World's Most Popular Sport Starts and Fuels Revolutions and Keeps Dictators in Power</i>	Nation, 2006
Kuribayashi, Tadamichi	<i>Picture Letters From the Commander in Chief: Letters from Iwo Jima</i>	VIZ Media, 2007
Kurlansky, Mark	<i>Salt: A World History</i>	Penguin 2003
Lama, Dalai	<i>The Universe in a Single Atom: The Convergence of Science and Spirituality</i>	Morgan Road Books, 2005.

Maathai, Wangari	<i>Unbowed: A Memoir</i>	Knopf, 2006
Mandela, Nelson	<i>A Long Walk to Freedom</i>	Abacus, 2003
Mann, Charles C	<i>1491: New Revelations of the Americas Before Columbus</i>	Vintage, 2006
Marlowe, Jen	<i>Darfur Diaries: Stories of Survival.</i>	Nation Books, 2006
Marquez, Gabriel Garcia.	<i>The Story of the Shipwrecked Sailor</i>	Vintage, 1989
Mishra, Pankaj	<i>An End to Suffering: the Buddha in the World</i>	Farrar, Strauss and Giroux, 2004
Mishra, Pankaj	<i>Temptations of the West: How to be Modern in India, Pakistan, Tibet and Beyond</i>	Farrar, Strauss, and Giroux, 2006
Mortenson, Greg & David Oliver Relin	<i>Three Cups of Tea: One Man's Mission to Promote Peace...One School at a Time</i>	Penguin 2007
Nafisi, Azar	<i>Reading Lolita in Tehran: A Memoir in Books</i>	Random House, 2003
Power, Samantha	<i>A Problem From Hell: America and the Age of Genocide</i>	Harper Perennial, 2007
Runciman, Steven	<i>The Fall of Constantinople 1453</i>	Cambridge University Press, 1990
Sachs, Jeffrey	<i>The End of Poverty: Economic Possibilities for Our Time</i>	Penguin, 2006
Sacco, Joe	<i>Palestine</i>	Fantagraphics Books, 2002
Satrapi, Marjane	<i>Persepolis: the Story of a Childhood</i>	Pantheon, 2004
Satrapi, Marjane	<i>Persepolis II: The Story of a Return</i>	Pantheon, 2005
Sen, Amartya	<i>The Argumentative Indian: Writings on Indian History, Culture, and Identity</i>	Farrar, Strauss, and Giroux, 2005
Sen, Amartya	<i>Development as Freedom</i>	Anchor, 2000
Sides, Hampton	<i>Ghost Soldiers: The Forgotten Epic Story of World War II's Most Dramatic Mission</i>	Doubleday, 2001
Skinner, E. Benjamin.	<i>A Crime So Monstrous; Face to Face with Modern Day Slavery</i>	Free Press, 2008
Soyinka, Wole	<i>You Must Set Forth At Dawn: A Memoir</i>	Random House Trade Paperbacks, 2007
Standage, Thomas	<i>A History of the World in Six Glasses</i>	Walker and Company, 2005

Steidle, Brian and Gretchen Steidle Wallace.	<i>The Devil Came on Horseback: Bearing Witness to the Genocide in Darfur</i>	Public Affairs, 2007
Timberg, Robert	<i>The Nightingale's Song</i>	Free Press, 1996
Ung, Loung	<i>First They Killed My Father: A Daughter of Cambodia Remembers</i>	Harper Perennial, 2006.
Vaughan, Brian K. and Niko Henrichon	<i>The Pride of Baghdad</i>	DC Comics. September 2006
Weiland, Matt and Sean Wilsey, eds	<i>The Thinking Fan's Guide to the World Cup</i>	Harper 2006
Weiner, Eric	<i>The Geography of Bliss; One Grump's Search for the Happiest Places in the World</i>	Twelve, 2008
Winchester, Simon	<i>Krakatoa: The Day the World Exploded: August 27, 1883</i>	Harper Perennial, 2005
Wolpert, Stanley	<i>Shameful Flight: The Last Years of the British Empire in India</i>	Oxford University Press, 2006
Wright, Lawrence	<i>The Looming Tower; Al-Qaeda and the Road to 9/11</i>	Vintage, 2007
Yunus, Muhammad	<i>Banker to the Poor: Micro-Lending and the Battle Against World Poverty</i>	Public Affairs, 2003