

ST. FRANCIS XAVIER UNIVERSITY
DEPARTMENT OF ANTHROPOLOGY
ANTH 320/DEVS 321 ANTHROPOLOGY OF DEVELOPMENT FALL 2014

INSTRUCTOR: Dr. Susan Vincent (Office: JBB 335E; tel: 867-5281; email: svincent@stfx.ca)

DESCRIPTION OF COURSE

Development can be defined as specific local interventions to achieve desired goals, as broad policy structures to bring about sustained economic or social improvement, or as an immanent process in which societies change as a result of internal forces. In this course, we consider how anthropologists have examined and participated in development. The focus is on the variety of development strategies in which anthropologists have played a role, either by engaging in practice or through critical examination.

Throughout this course, we should keep in mind that there are real people who are affected by different development strategies or by the lack of any form of intentional development. The politics of how they are viewed and the terms of their inclusion, exclusion and degree of choice are critically important. We need to resist facile demonizing of international institutions and romanticizing of the grassroots. We should also wonder whether the situation is simply too broad to be addressed by development projects and whether it is simply too arrogant to believe that humans can achieve desired ends through planning.

Student participation is strongly encouraged in this course. Students are expected to have read the required readings ahead of time and to come to class prepared to discuss them. There will be several in-class group work assignments that will be used to explore different aspects of the strategies studied in the course.

STUDENTS WILL DEVELOP THE FOLLOWING SKILLS IN THIS COURSE:

- build an understanding of anthropological methods such that students can evaluate the appropriateness of different standard methods for solving problems;
- students should be able to justify the use of specific methods
- an ability to critique published research on the basis of its methodology and its analysis
- an ability to review, present and critically evaluate a range of anthropological and other information to:
 - a) frame an appropriate question for the purpose of solving a problem;
 - b) develop a clear hypothesis in response to the question;
 - c) articulate a sound and advanced theoretical framework to analyse the information in support of the argument;
 - d) conduct research to generate or locate relevant information;
 - e) critically review and analyse information from multiple qualitative or quantitative data sets;
 - f) present the argument in a clear written format
- an ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

EQUITABLE LEARNING ENVIRONMENT

Everyone learns more effectively in a respectful, safe and equitable learning environment, free

from discrimination and harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the **StFX Discrimination and Harassment Policy** which can be found at <http://www.mystfx.ca/campus/stu-serv/equity/>.

Please feel free to talk to me about your questions or concerns about equity in our classroom or in the StFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair of the Department of Anthropology (Dr. Mikael Haller, mhaller@stfx.ca), the Coordinator of the Development Studies Program (Dr. Jim Bickerton, jbickert@stfx.ca) or the Human Rights and Equity Advisor (Marie Brunelle at mbrunell@stfx.ca).

READINGS: In addition to electronic resources available through the library web site or on the Internet, you will be required to purchase the following book, available at the university bookstore:

Vincent, Susan (2012) **Dimensions of development: History, community, and change in Allpachico, Peru**. Toronto: University of Toronto Press.

EVALUATION:

Group work/small assignments (throughout course):	10%
Midterm test (Oct. 16):	10%
Paper outline (due Oct. 14):	10%
Paper (due Nov. 13):	35%
Final Exam (see official schedule):	35%

RE TESTS, ASSIGNMENTS AND CLASS CONDUCT: the following rules have been designed to ensure fairness to all students, to facilitate your academic success, and to allow me to fulfill my responsibilities.

1. Assignment dates are fixed and cannot be changed.
2. Assignments must be submitted in **HARD COPY**. Electronic submissions will **NOT** be accepted.
3. Written assignments are due at the beginning of class on the day specified. **I WILL NOT ACCEPT LATE PAPERS**. If you have a legitimate reason for missing an assignment, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. Be prepared to provide documentation. Understand that I will accept only fully documented and clearly justifiable reasons, out of fairness to students who have worked hard to get the assignments in on time. I do not accept papers after I have returned those already submitted. Papers handed in after the last day of the term in which they are due will receive a mark of zero.
4. You are required to keep a copy of assignments when you hand them in. Keep the returned marked assignment until the end of the course.
5. **PLAGIARISM AND CHEATING WILL NOT BE TOLERATED:** Suspected cases of plagiarism will be reported to the appropriate authorities and proven cases will result in

a mark of zero for the assignment. See the University's policy on plagiarism and cheating. It is covered in Section 3.8, "Academic Integrity Policy" in the **Academic Calendar**.

6. You are expected to attend all classes and are responsible for all in-class discussion and assigned material. **IF YOU MISS THREE CLASSES OR MORE, WHETHER FOR ILLNESS OR FOR ANY OTHER REASON, YOUR ABILITY TO PASS WILL BE SEVERELY COMPROMISED.**
7. You are expected to refrain from using electronic devices (i.e. computers, mobile phones, etc.) in class, unless you have been given permission by the instructor to use a device to assist you.
8. My responsibility is to maintain the academic standards of St Francis Xavier University as well as of my discipline as I transmit knowledge about the course subject to the students and foster the development of critical academic reading, researching, analytical and writing skills. I will endeavour to do this in a way that recognizes that students have other demands on their time, and within the constraints presented by my other teaching, administrative and research duties. I will return marked assignments as quickly as I can and am happy to meet with students to discuss the course.

DESCRIPTION OF TESTS AND ASSIGNMENTS:

Group work/small assignments: There will be several small assignments, carried out either in groups or individually, throughout the course. These will be explained in class. The purpose of these is to give you an opportunity to practice with the material and to provide you with feedback on your performance in the class. You must complete at least 60 % of these to receive a mark in the course. Thus, your attendance is essential.

Paper: The paper should be 2500-3500 words in length (this is about 8 to 12 pages). You must put the word count on your title page. **SEE THE STYLE GUIDE ON THE DEPARTMENT OF ANTHROPOLOGY WEB SITE FOR PROPER STYLE.**

Choose one of the following topics:

1. Do projects addressing the "digital divide" help to achieve development goals? You should define what you mean by "development goals." Focus your paper by restricting the discussion to one form of ICT (e.g. internet, mobile phone use, phone banking, etc.) or by looking at the situation in one country (there is a fair amount written about India, for example; see the additional readings list for some ideas).
2. Your own topic, approved by me before 2 October. E.g. you could find ethnographic discussions literature of a specific development project (the famous Vicos project from Peru would be a good choice), and evaluate the project's success.

Some rules:

- 1) Use the style described outlined on the Anthropology "Writing and Citing" tab of the library's web site (http://stfx.libguides.com/ld.php?content_id=3538355).
- 2) Abide by the StFX Academic Integrity Policy: available from http://sites.stfx.ca/registrars_office/academic_integrity.

3) You are permitted no more than THREE direct quotations from your sources, and none of these three quotations may be more than 30 words in length. For all other references to content from your sources you must paraphrase.

You will be marked on:

- 1) the quality, strength and clarity of your argument;
- 2) the quality and clarity of your evidence, including the quality of the sources you use;
- 3) the appropriateness of the theoretical framework and the quality of the analysis (that is, how well you use the theoretical framework to analyse the evidence);
- 4) the style and structure of the paper, including proper and complete referencing, grammar, spelling, word use, sentence structure, essay structure, etc.

Term paper proposal: This is the first stage of the term essay. The outline MUST include:

- a) a **title** (one that lets the reader know what the paper is about);
- b) an introduction to the **topic** and why it is important to study;
- c) a **thesis statement** (one sentence of no more than 35 words stating what you will argue in your paper);
- d) an **outline** of the sections of your paper that makes it clear how you will structure your argument; include references to the sources you will use in each section and how they will be used (e.g. for theory, for comparative purposes, for ethnographic data, etc.);
- e) a list of the major **sources** that you plan to use in your essay. Note that you must use the proper bibliographic form for your list of sources. **You MUST use ethnographic sources to provide the data you will analyse.** You should have between 4 and 6 sources.

The whole assignment should be about 3 to 5 pages long. The major purpose of this assignment is to encourage you to articulate the topic; develop a strategy for answering a question about it; and locate appropriate sources to assist you in the analysis.

Midterm and Exam: The midterm test and the exam will be composed of short written answer and essay questions.

TENTATIVE SCHEDULE:

Sept. 4: Introduction to course

Sept. 9, 11, 16: Introduction to development debates: Policy, practice, critique and ethnography.

READ: Mosse, David (2013) *The Anthropology of International Development*. **Annual Review of Anthropology**.

Vincent Chapters 1, 2

Sept. 18: For anthropologists, context, both historical and cultural, is important.

READ: Vincent Chapter 3

Sept. 23: Digital Divide

READ: Cartier, Carolyn, Manuel Castells, and Jack Linchuan Qiu (2005) The information have-less: Inequality, mobility, and translocal networks in Chinese cities. **Studies in Comparative International Development** 40(2):9-34.

Sept. 25, 30: Community development

READ: Vincent Chapter 4

ALSO READ: Harrison, Elizabeth (2012) "Performing Partnership: Invited Participation and Older People's Forums." **Human Organization** 71(2): 157-166.

Oct. 2: [Date by which you must seek approval of alternative essay topics] Integrated rural development and basic human needs

READ: Vincent Chapter 5

Oct. 7: Annual Global Issues Forum: topic relates to Jobs versus the Environment

Oct. 9, 14: [Paper outline due Oct. 14] Gender and other identity-driven development

READ: Vincent Chapter 6

ALSO READ: Dolan, Catherine, Mary Johnstone-Louis & Linda Scott (2012) "Shampoo, saris and SIM cards: seeking entrepreneurial futures at the bottom of the pyramid." **Gender & Development** 20(1): 33-47.

Oct. 16 **MIDTERM TEST**

Oct. 21, 23: NGOs and development

READ Vincent Chapter 7

ALSO READ Hollenbach, Pia and Kanchana Ruwanpura (2011) "Symbolic Gestures: The Development Terrain of Post-Tsunami Villages in (Southern) Sri Lanka." **Journal of Development Studies** 47(9): 1299-1314.

Oct. 28: Participation and the state

READ Vincent Chapter 8

Oct. 30, Nov. 4: Reflecting on capitalism and development

READ Vincent Chapter 9

ALSO READ: De Neve, Geert (2014) Fordism, flexible specialization and CSR: How Indian garment workers critique neoliberal labour regimes. **Ethnography** 15(2): 184-207.

Nov. 6, 13: [Essays due Nov. 13] Microenterprise/microcredit.

READ: Ali, Ashraf (2014) "Blaming the poor and legitimizing coercive loan recovery practices: Unveiling the dark side of NGO practices in Bangladesh. **Anthropologica** 56(1): 177-191.

(This is also good: Karim, Lamia (2008) "Demystifying Micro-Credit : The Grameen Bank, NGOs, and Neoliberalism in Bangladesh." **Cultural Dynamics** 20(1): 5-29.)

Nov. 18: What are the resources of development subjects? Social capital.

READ: Maclean, Kate. (2010) "Capitalizing on Women's Social Capital? Women-Targeted Microfinance in Bolivia." **Development and Change**. 41(3): 495-515.
Emerging donors (and actor-oriented approach)

Nov. 20: Emerging donors (and actor-oriented approach)

READ: Buckley, Lila (2013) Chinese Land-Based Interventions in Senegal: Understanding political positioning: Actor-oriented strategies. **Development and Change** 44(2): 29-450.

Nov. 25,27: Indigenous knowledge, indigenous rights.

READ: Biesele, Megan (2003) "The Kalahari peoples fund: activist legacy of the Harvard Kalahari research group." **Anthropologica** 45(1): 79-88.

Dec. 2: Course conclusion