

Anthropology (Anth357 - L 01): Winter 2015
Anthropology of Development
Lectures: Tuesdays and Thursdays 12:30 - 1:45, ST 139

Instructor: Dr. Apentiik
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ADDITIONAL INFORMATION: Use of Email

Due to a high volume of daily e-mail messages, students are advised to meet me during office hours or make an appointment in the case of an issue that requires urgent attention. Please note that e-mail messages can be sent to the wrong address, accidentally deleted, buried or disappear into cyberspace. All questions and requests should therefore be made in person, especially if they concern extensions and other serious or urgent matters. I normally reply within 72 hours during regular business hours. Questions of general interest can and will be addressed in class. Students are advised to use their **ucalgary** accounts in all communication on issues related to this course, including with peers, and me.

COURSE DESCRIPTION

The course examines the critiques of development theories and the practical application of anthropological research to the central issues of development such as growth, poverty, inequality/equity and sustainability. We will explore the nature and politics of policy-making, shifting frameworks of development intervention in a variety of sectors and on themes (e.g. livelihood and food security, health, human rights, foreign aid, governance and democracy, technology and technical transfer, natural resources management etc.), with special attention to the specific cultural contexts of development relationships. We will also examine anthropology's critical engagement with policies of development -- how anthropologists have evaluated, criticized and contributed to development.

From pragmatic engagement to the deconstruction of development as an oppressive and power laden discourse, we try to demonstrate how anthropological insights have been used to change practices from within as well as critique development from the outside. Throughout, the course we will draw upon a broad range of ethnographic examples across the world.

Course Objectives:

- Understand, explain and critique the various theoretical frameworks and approaches that have informed development initiatives and interventions since the end of World War II
- Understand and apply central anthropological concepts and critiques to structures of development
- A holistic understanding of development encounters from different perspectives, regional and institutional contexts -- how development affects the people it seeks to help differently
- Develop the capacity to conceptualize and ethically reflect on what and how anthropologists can contribute to sustainable development.

TEXTBOOKS AND READINGS:***Required Textbook:***

- Crewe, E & Axeldy R. 2013. *Anthropology and Development: Culture, Morality and Politics in a Globalized world*. Cambridge: Cambridge University Press

Additional recommended/suggested background readings

- Edelman, Marc & Angelique Haugerud (eds) 2005. *The anthropology of development and globalisation: from classical political economy to contemporary neoliberalism*. Oxford: Blackwell.
- Farmer, Paul 2005. *Pathologies of power: health, human rights and the new war on the poor*. Berkeley, Los Angeles & London: University of California Press.
- Ferguson, J. 1990. *The anti-politics machine: development, de-politicisation and bureaucratic power in Lesotho*. Cambridge: Cambridge University Press.
- Gardener, K. & D. Lewis 1996. *Anthropology, development and the post-modern challenge*. London: Pluto
- Harrison, E & Crewe, E. 1999. *Whose development? An ethnography of aid*. London: Zed Books
- Li, Tania, 2007. *The Will to Improve: governmentality, development, and the practice of politics*. Durham: Duke University Press.
- Olivier de Sardan, Jean-Pierre, 2005. *Anthropology and Development: understanding social change*. London: Zed Press
- Mosse, D. & D. Lewis 2005 (eds) *The Aid Effect: Giving and Governing in International Development*. London & Ann Arbor MI: Pluto Press
- Quarles van Ufford, P. and Ananta Giri (eds.) *A Moral Critique of Development: In Search of Global Responsibilities*. London & New York: Routledge.

ASSIGNMENTS AND EVALUATION

Book review paper	30%	October 15, 2015 (in class)
First in-class test	30%	October 8, 2015 (in-class)
Second in-class test	30 %	November 10, 2015 (in-class)
Final in-class test	10%	December 8, 2015: (in-class).

Note: All assignments must be completed in order to pass the course.

SCHEDULE OF LECTURES AND READINGS

To be made available on Desire2learn.

CRITICAL REVIEW PAPER 30% (Due: October 15) to be collected in class)

Book for review exercise.

Farmer, Paul 2005. *Pathologies of power: health, human rights and the new war on the poor.*
Berkeley, Los Angeles & London: University of California Press

Guidelines for review

Length of paper: a maximum of **5 PAGES TYPED AND DOUBLED-SPACED in 12 PT FONT**, going over the page limit may reduce the assignment grade. Page margins should be 1 INCH (2.5 cm) wide, and all pages should be numbered. Double-sided assignments are encouraged to save paper, but are not mandatory. Please include the following on the title page: title of paper, course code, instructor's name, student ID, and date of submission. Please include a minimum of 3-4 properly cited and referenced scholarly peer-reviewed references in addition to the book you have chosen.

- The level of analysis is suitable for a third-year university course.
- A critical analysis requires an evaluation of the arguments made by the author, and this means you have to read carefully to find out what the author's argument(s) is/are. You may find the argument(s) stated in the book's introduction. The next step is to consider what the author provides in subsequent chapters.
- A well-written book will remind readers of the main arguments as it proceeds. The concluding chapter of the book will summarize the author's own appraisal of the argument(s) and evidence. This does not mean that you can read the introduction and conclusion, and write a good review; you need to demonstrate that you know what each chapter contains, and how it contributes to the main argument(s).
- In addition, a critical assessment requires that you assess the argument(s) and comment on whether you think the book meets the author's stated objective(s). This assessment is not a simple option, but a thoughtful evaluation of how well the author has succeeded in convincing you, the reader, of the value of the argument and the evidence used to support it. Your own conclusions should also say something about what you have learned about the subject, having read the book, and what else you might want to know that was not addressed in the book.
- As you read, it is useful to carry on a "dialogue" with the author, asking yourself if you agree with what is being said, or whether something is missing. You will need to say something about the author's relationship with the subject, and about his/her methods. In some cases, you will have to be a detective to find out what you want to know.
- Correct spelling is important. Use a dictionary and a computer spelling and grammar checker.
- Create a draft of your review, and then look at it again a day or so later. When you do a second draft, make sure that the ideas follow coherently from one another. Move text around if you need to. Weed out repetitive words and phrases. Vary the length of sentences. Read the review aloud, to see how it "flows." The final product will reflect the care you have put into its creation.
- If you wish, you may use the first person. Also, use the active voice as much as possible.
- Use a correct bibliographical format (both in-text and the final list of references).

NOTE:

It is the student's responsibility to keep a copy of each assignment submitted. Students should be prepared to provide a second copy of their assignment if requested. Students who cannot provide a second copy of their essays may risk receiving a zero grade for this portion of the course.

Note: Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available in ES 620. A night drop box is also available for approved after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Extensions will only be granted under extraordinary circumstances, not including having too much other work to do. If late assignments are handed in at the Anthropology Office please ensure that they are signed and dated.

All written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.

IN-CLASS TESTS:

All in-class Tests are closed-book exams designed to test your grasp of the material covered in lectures, tutorials and from course readings up to the date of the exam. This means that you will be expected to have read all the required readings on topics covered in the course up to the date of the exam. The best way to prepare for this exercise is to read and reflect on lectures and course readings. Exams will also cover lectures by guest speakers, and information from videos/films shown in the class.

Please note: no alternate dates for the exam will be provided unless the student has been legitimately excused.

REGISTRAR-SCHEDULED FINAL EXAMINATION: No

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening. However, there is NO guarantee that the exam will NOT be scheduled during the day.

POLICY FOR LATE ASSIGNMENTS

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g. A- to B+) for each day late. Extensions will only be granted under extraordinary circumstances. See *Request for Extension Form* on Desire2Learn. This form should be filled out and submitted to me two weeks before the due date for the submission of the assignment.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As consequence, students should identify themselves on all written work by using their ID number. In addition, you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam. For more information:

<http://www.ucalgary.ca/secretariat/privacy>

GRADING SYSTEM

The following grading system is used in the Department of Anthropology.

Grading Scale	
A+	94.9 - 100
A	89.9 – 94.8
A -	84.9 – 89.8
B+	79.9 – 84.8
B	74.9 – 79.8
B-	70.9 – 74.8
C+	66.9 – 70.8
C	62.9 – 66.8
C-	58.9 – 62.8
D+	54.9 – 58.8
D	49.9 – 54.8
F	49.8 and below

PLAGIARISM

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources.

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION

The use of cell phones is not allowed during lectures. Students may use computers in class, however, the instructor reserves the right to forbid students from using computers if their use is disruptive to the class. This may include chatting online, playing music or games etc. during class.

ACADEMIC MISCONDUCT

For information on academic misconduct and the consequences thereof please see the current University of Calgary calendar at the following link:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

ACADEMIC ACCOMMODATION POLICY

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (403-220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

For further information, please see <http://www.ucalgary.ca/drc/node/46>

EMERGENCY EVACUATION AND ASSEMBLY POINTS

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

SAFEWALK PROGRAM - 403-220-5333

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

STUDENT REPRESENTATION

There are now four Arts reps because of the amalgamation, with the email addresses being:

arts1@su.ucalgary.ca; arts2@su.ucalgary.ca; arts3@su.ucalgary.ca; arts4@su.ucalgary.ca

Please contact if you have questions related to Students Union matters, events, or concerns.

For your student ombudsman, please see: <http://www.ucalgary.ca/provost/students/ombuds>

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie.

USRI:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys.