

Anthropology (Anth357 - L 01): Fall 2018
Anthropology of Development
Lectures: Tuesdays and Thursdays 9:30 - 10:45, AD 140

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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 economic growth, poverty, social inequality, 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 with the deconstruction of development as an oppressive and power laden discourse, we try to demonstrate how anthropological insights and critique have been used to change development practices from within anthropology, as well as critiques of development from the outside. Throughout the course, we will draw upon a broad range of ethnographic examples across the world to examine how development projects are organized and how development policies affect local people on the ground.

Course Objective:

The objective of this course is to provide a holistic understanding of development encounters from different perspectives and from different regional and institutional contexts -- how development affects the people it seeks to help differently.

Outcomes:

By the end of the course, students should be able to:

- demonstrate a sound understanding of the impact of culture on development policy formulation and intervention;

- develop the capacity to conceptualize and ethically reflect on what and how anthropologists can contribute to sustainable development;
- demonstrate a critical understanding of how cultural experiences shape societal problems (e.g. poverty, injustice, and environmental crises);
- gain a critical and broader understanding of how socio-cultural anthropological methods can be used to analyze development problems and solutions.
- hone their skills at critical reading, critical thinking, and critical writing on development anthropological issues and debates.

TEXTBOOKS AND READINGS:

Required Textbook:

Nolan, R. W. (2018). *Development Anthropology*. New York: Routledge.

Additional recommended/suggested background readings

- Edelman, M., & Haugerud, A. (Eds.) (2005). *The anthropology of development and globalisation: from classical political economy to contemporary neoliberalism*. Oxford: Blackwell.
- Farmer, P. (2005). *Pathologies of power: health, human rights and the new war on the poor*. Los Angeles: 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., & Lewis, D. (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, T. (2007). *The will to improve: governmentality, development, and the practice of politics*. Durham: Duke University Press.
- Olivier de Sardan, J. (2005). *Anthropology and development: understanding social change*. London: Zed Press.
- Mosse, D., & Lewis, D. (Eds.) (2005). *The aid effect: Giving and governing in international development*. Ann Arbor: Pluto Press.
- Quarles van Ufford, P., & Giri, A.K. (Eds.) (2003). *A moral critique of development: in search of global responsibilities*. London: Routledge.

ASSIGNMENTS AND EVALUATION

| | | |
|----------------------|-----|---------------------------------|
| Book review paper | 30% | Due October 25, 2018 (in-class) |
| First in-class test | 30% | October 11, 2018 (in-class) |
| Second in-class test | 30% | November 8, 2018 (in-class) |
| Final in-class test | 10% | December 6, 2018 (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 25 2018, to be collected in class)

Book for review exercise:

Farmer, P. (2005). *Pathologies of power: health, human rights and the new war on the poor*. Los Angeles: University of California Press.

Guidelines for review

Length of paper: a maximum of **4 PAGES, TYPED AND DOUBLED-SPACED in 12 PT FONT**; going over the page limit may result in deduction of points and subsequently a reduced assignment grade (e.g. from A to –A or B+ to B). Page margins should be 1 INCH (2.5 cm) wide, and all pages should be numbered. Double-sided printing of assignments is encouraged to save paper, but is not mandatory. Please include a title page with the following information: 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.

- The level of analysis is suitable for a second-year University course.
- 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 simply read the introduction and conclusion, and be able to write a good review; in fact, you need to demonstrate that you know what each chapter contains, and how it contributes to the main argument(s).
- In addition, a critical analysis 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, if needed.
- 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 texts 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 APA bibliographical format (both in-text citation and the final list of references; see examples below).

- **Book referencing example:**

Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition.

New York: Routledge.

- **Journal article referencing examples:**

Cleaver, F. (1999). Paradoxes of participation: questioning participatory approaches to development. *Journal of International Development*, 11(4), 597-612.

Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies*, 24(4), 592-615.

- **Chapter in a book example:**

- Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.

- **Online newspaper article example:**

Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>.

NOTES:

- 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.
- 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 nighttime drop box is also available for approved after work 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 complaints of 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:

The two 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 a student has been legitimately excused.

ADDITIONAL INFORMATION: Use of Email

Due to a high volume of daily e-mail messages, students are advised to meet me in person 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 email address, can be

accidentally deleted, can be 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 emails 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 email** accounts in all communication on issues related to this course, including with peers, and me.

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 ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course, Pascale Sicotte.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct,

e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

DEFERRED EXAMS/ASSIGNMENTS:

The format of a deferred examination/assignment will likely vary from the original format on the scheduled exam. .

IE: Essays or short answers rather than multiple choice.

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

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. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>
The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work

placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

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 Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman's office: <http://www.ucalgary.ca/ombuds/>