Anthropology and Development (ANG 5702)
Fall 2017
Thursday 9-11 (4:05 pm – 7:05 pm), MCCB 2101

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Office hours: Tuesday 2pm – 4pm and by appointment

Course description

In this course we will approach the field of international development from anthropological perspectives. We will explore key concepts and arguments in both 'development anthropology' and the 'anthropology of development', and a broad range of issues related to social change and development. We will examine both intended and prescribed development initiatives undertaken by governments, national, transnational actors and NGOs, and the more subtle changes and developments that occur independent of specific intentions. We will do this through close readings of journal articles, multi-media sources and ethnographies. The readings will cover a wide range of topics such as economic development, health, education, gender, religion, health, social corporate responsibility, charity, human rights, different approaches to development, community participation, empowerment etc.

Students will also be introduced to N-Vivo, (a qualitative research software) and to pedagogical tools associated with Team-Based-Learning.

Student Learning Outcomes

By the end of the course a successful student will have:
1) Acquired knowledge about
   a. The history of international development
   b. Different development theories
   c. Anthropological approaches to development
   d. The role of the various actors in development (the state, market, transnational actors, civil society organizations, communities and individuals) and the relationship between them
2) Developed the ability to critically analyze and discuss
   a. The underlying assumptions and theoretical underpinnings of the different approaches to development and social change

b. Development interventions/projects as a set of complex and context dependent social practices
c. Development policies
d. The interplay between structure and agency in international development
e. Major debates and controversies about international development that have been generated by anthropology
3) Developed the ability to
    a. Employ competing anthropological and social theories to critically discuss key issues within the field of international development
    b. Use relevant research to explore and test ideas and to support or refute generalization
4) Developed familiarity with N-Vivo as a tool for qualitative research
5) Gained an understanding of key principles and techniques in ethnographic research, with a particular focus on analysis of qualitative data and literature
6) Improved ability to research a topic in anthropology and write a scholarly paper that presents the research

Required texts

Farmer, Paul (2005) Pathologies of Power. Health, Human Rights, and the New War on the Poor

Ferguson, J. (1994) The Anti-Politics Machine. "Development," Depoliticization, and Bureaucratic Power in Lesotho

Gardner, K. & Lewis, D. (2015) Anthropology and Development. Challenges for the twenty-first century

Hannig, Anita (2017) Beyond Surgery. Injury, Healing and Religion at an Ethiopian Hospital

Li, T.M. (2014) Land's End: Capitalist Relations on an Indigenous Frontier

Munk, N. (2013) The Idealist

Rajak, D. (2011) In Good Company: An Anatomy of Corporate Social Responsibility

PDF files of other required readings are available at the course e-learning website (Canvas).

Class schedule

(Note: I reserve the right to modify the course schedule).

Week 1 (August 24): Introduction

Course preview and expectations

Week 2 (August 31): Ethnography

Dourish, Paul (2014) Reading and Interpreting Ethnography
Humphreys, M., Brown, A. D., & Hatch, M. J. (2003). Is Ethnography Jazz? Organization, 10(1), 5-31.
Landén, A. S. (2011). From ethnographic 'self'-discovery to processes of identification. Qualitative Research, 11(5), 536-551.
Marcus, G. E. (1995). Ethnography in/of the World System: The Emergence of Multi-sited Ethnography. Annual Review of Anthropology, 24(1), 95.

Week 3 (September 7): Anthropology and Development – an overview
Gardner, K. & Lewis, D. (2015) Anthropology and Development. Challenges for the Twenty-first century

Week 4 (September 14) Development discourse and policy

Chambers, R. (1994) The origins and practice of participatory rural appraisal
Chant, S. (2016) Women, girls and world poverty: empowerment, equality or essentialism?
Cornwall, A., & Brock, K. (2005). What do buzzwords do for development policy? a critical look at 'participation', 'empowerment' and 'poverty reduction'. *Third World Quarterly, 26*(7),
Escobar, A. (1995). *Encountering Development: The Making and the Unmaking of the Third World*. Princeton: Princeton University Press.
Sachs, J. & McArthur, J.W. (2005) The Millennium Project: a plan for meeting the Millennium Development Goals
Wilson, J. (2014). Model villages in the neoliberal era: the Millennium Development Goals and the colonization of everyday life. The Journal of Peasant Studies, 41(1), 107-125.

Recommended:
Agrawal, A. (1995). Dismantling the divide between indigenous and scientific knowledge. Development and Change 26(3): 413-439.
Lewis, D. & Mosse, D. (2006) Theoretical approaches to brokerage and translation in development

Week 5 (September 21)

Munk, N. (2013) The Idealist. Jeffrey Sachs and the Quest to End Poverty

Week 6 (September 28) ETHNOGRAPHY # 1
Ferguson, J. (1994) The Anti-Politics Machine. "Development," Depoliticization, and Bureaucratic Power in Lesotho

Week 7 (October 5) ETHNOGRAPHY # 1 cont.
Ferguson, J. (1994) The Anti-Politics Machine. "Development," Depoliticization, and Bureaucratic Power in Lesotho

Week 8 (October 12) ETHNOGRAPHY # 2
Farmer, P. (2005) Pathologies of Power. Health, Human Rights and the New War on the Poor

Week 9 (October 19) ETHNOGRAPHY # 2 cont.
Farmer, P. (2005) Pathologies of Power. Health, Human Rights and the New War on the Poor

Week 10 (October 26) ETHNOGRAPHY # 3
Karim, L. (2011) Microfinance and Its Discontents

Week 11 (November 2) ETHNOGRAPHY # 3 cont.
Karim, L. (2011) Microfinance and Its Discontents

Week 12 (November 9) ETHNOGRAPHY 4
Hannig, A. (2017) Beyond Surgery. Injury, Healing, and Religion at an Ethiopian Hospital

Week 13 (November 16) STUDENTS' PROJECT PRESENTATIONS

Week 14 (November 30) ETHNOGRAPHY # 4 cont. AND COURSE REVIEW
Hannig, A. (2017) Beyond Surgery. Injury, Healing, and Religion at an Ethiopian Hospital

Class requirements and assignments

Attendance (100 points)
Since the course only meets once a week, full attendance in all classes is essential. More than one absence may lower your grade. If you have an excusable absence (see https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) let me know in advance and I will consider whether you have to make up for the absence in one or another way.

Oral Participation in Class (100 points)
You are expected to keep up with the readings and to come to class well prepared and make thoughtful, relevant contributions to class discussions.

Reflections on Canvas/ Preparing applications for class discussions (280 points)
Each week you will, as part of preparation for class, do an individual assignment linked to the readings. Some weeks, your assignment will be to post reflections and responses on the Canvas discussion board. Other weeks, you will be asked to prepare applications that we will use in class. More instruction on how to prepare the applications will be given in class. The applications are modeled after the Team-Based-Learning methodology and preparing the applications and doing them in class will give you a pedagogical tool that you can use in your teaching. The individual assignments are due 8 PM the day before class.

Formal Proposal for Research Paper (100 points)
For this assignment, you will write a detailed proposal outlining your plans for the final paper. There is no length requirement for this document, but I expect that a successful proposal for this assignment would be around 3 single-spaced pages. See further instructions on Canvas. This assignment is due on October 5th.

N-Vivo project or Poster presentation (100 points)
For this assignment you have two options. You can either do an N-Vivo project or make a poster. The assignment is due on November 16th.

N-Vivo: At the beginning of the semester you will be introduced to N-VIVO qualitative research software. You can use the software as a tool for your research paper (see below). N-VIVO will help you organize and analyze your research data and/or your literature. The point of this assignment is for you to spend some time getting familiar with NVivo and to determine whether or not it might be useful to you to invest in. Be aware that, unless you decide to purchase a license (which is rather expensive, but may be worth it!) the time you have to work on this project is limited to one month. UF does not have a license to N-VIVO, but QRS is offering a one-month free trial. For this assignment you will turn in an N-VIVO project file, which among others should include an explanation of how you used the software and what you accomplished with it.

Poster: To present research using posters are becoming increasingly common within academia. This assignment will give you an opportunity to present and visualize key aspects of your research project to the rest of the class. More information about this assignment will be given in class.

Final Research paper (300 points)
The final paper, which should be between 5000 - 7000 words in length, is due at the end of the semester. Choose a topic, which is relevant to the course AND to your research interest. Graduate students should aim to write a paper that could be submitted to a journal for review. I **strongly** encourage you to meet with me at the beginning of the semester to discuss your research paper. If you already have conducted preliminary research for your graduate research project, I encourage you to write a paper using this data. If you not yet have conducted field research, your paper can be a systematic literature review of a particular topic related to your field of interest.

UF Policies

Academic Honesty:

When students enroll at UF they commit themselves to honesty and integrity. As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." On work submitted for credit by UF students, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Campus Helping Resources:

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The UF Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students.
1. Counseling and Wellness Center, http://www.counseling.ufl.edu/cwc/
2. Student Health Care Center: http://shcc.ufl.edu/
For an overview of various resources see http://www.distance.ufl.edu/getting-help

Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Class attendance and make-up exams:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

UF Grading policies

Information about UF grading policies can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course evaluation:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu