

Anthropology of International Development
ANG 6930/ANT 4930
University of Florida, Department of Anthropology
Spring 2015
LEI 0242
Wednesday 5-7

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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 we will examine politics of aid, with a focus on the role of different actors in development, shifting aid frameworks and concrete intervention programs. 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 responsibility, charity, human rights, different approaches to development, community participation, empowerment etc.

Course materials

Bornstein, E. (2003) The spirit of Development. Protestant NGOs, Morality and Economics in Zimbabwe
Mosse, D. (2004) Cultivating Development: An ethnography of aid policy and practice
Munk, N. (2013) The Idealist
Rajak, D. (2011) In Good Company: An Anatomy of Corporate Social Responsibility;

Additional course readings will be posted as PDF files on Canvas.

General Course objectives

The following are the objectives I as an instructor have for this course

- Ensure that students master the course subject matter
- Develop students' ability to use course concepts in thinking and problem solving
- Prepare students to be life-long learners
- Develop students' interpersonal and team interaction skills
- Introduce students to alternative pedagogical strategies that students may be able to adapt to future professional life
- Have students enjoy the course

Course outcomes

When finished with this course, you will be able to do the following:

- Identify and critically discuss different theories of development
- Provide a general overview of the history of international development
- Describe and critically reflect on the different approaches to development within anthropology
- Contribute with critical reflections in major debates and controversies about international development that have been generated by anthropology
- Employ competing anthropological and social theories to critically discuss key issues within the field of international development
- Identify and describe key actors in international development
- Describe and reflect on the relationship between religion and development
- Describe and reflect on different research methodologies relevant to anthropology of development
- Apply basic research methods to studies of international development
- Read a newspaper article about international development with an anthropological lens
- Use relevant research to explore and test ideas and to support or refute generalization

Course structure

In this seminar I have adopted the team-based-learning (TBL) strategy, first developed by Larry Michaelsen. The course encourages collaboration and active learning for individuals and teams. While content knowledge also is an important part of the TBL strategy, the course will have a major focus on how to apply the concepts and theories that are introduced. The TBL strategy is specifically designed to enhance your problem solving skills and to develop your level of critical thinking.

I implemented TBL for the first time last semester, and the students in my course gave *very* positive feedback. TBL allows you to engage with me and other students in the class, and you will have plenty of opportunity to get to know people and to make new

friends. Most in-class time will be spent working on team activities. For those of you who have negative experiences with group work I want to emphasize that TBL was developed in order to avoid common drawbacks and flaws associated with traditional group work. You should therefore not assume that TBL is equivalent to regular group work or group projects. TBL is different. It is a strategy that is well researched and a number of studies have shown that it has improved student performance. TBL is currently being used in a number of disciplines, including medicine, history, literature, anthropology and law.

Teams will be formed during the first week of the semester. Each team will have their own team folder, where scores of the team Readiness Assessment Test (tRAT, see below for more information) and other assignments will be recorded.

I will also combine TBL with the use of a web-based application called Learning Catalytics (LC). LC is a 'bring your own device', student engagement, assessment and classroom intelligence system which has particular features tailored for TBL. (For more information about LC see <https://learningcatalytics.com/>). Normally students have to pay a 20 \$ fee to get access to LC, but since I will be trying out LC for the first time this semester, I have managed to get you all free access to the program. LC requires that you all bring an electronic device to class. I ask you to have some patience with me; since it is the first time I will be using LC.

The course itself is divided into four modules. The syllabus for each module, including learning outcomes (which I encourage you to use actively for the Readiness Assessment Tests) will be posted on Canvas a week before the start of a new module. Each module will contain specific learning objectives for that module and readings that will enable you to reach these objectives. We will also be reading four books (three ethnographies and one book written by a journalist) that all address different aspects of international development. There will be no Readiness Assessment Tests associated with these books (except for the first part of Bornstein's book), but you are required to post reflections on Canvas based on your reading of these texts. In the discussion of the books I will combine unstructured in-class discussions with applications modeled on the Team-Based-Learning strategy.

Below is a *preliminary* schedule.

PRELIMINARY SCHEDULE		
DATE	TOPIC	READINGS
January 7	Introduction The basics of Team-based learning and Learning Catalytics Student expectations exercise Team formation Practice Readiness Assurance Test Grade weighting	Syllabus

January 14	<u>MODULE 1:</u> <u>ANTHROPOLOGY AND DEVELOPMENT</u> Readiness Assurance Test #1 Applications focused on different theories of development	Gardner, K & Lewis, D. (1996) Anthropology, Development and the post-modern challenge pp.1-25 Edelmann, M. & Haugerud, A. (2005) Introduction: The Anthropology of Development and Globalization
January 21	<u>Anthropology and Development</u> Applications focused on different approaches to development within anthropology (poster - gallery walk)	Olivier de Sardan, J.P. (2005) Anthropology and Development pp 1-37 Mosse, D. & Lewis, D. (2006) Theoretical Approaches to Brokerage and Translation in Development pp 2-5 & 9-11 David D. Gow (2002) Anthropology and Development: Evil Twin or Moral Narrative?
January 28	<u>MODULE 2: CONTEMPORARY DEVELOPMENT FRAMEWORKS</u> Readiness Assurance Test # 2	Sachs, J. & McArthur, J.W. (2005) The Millennium Project: a plan for meeting the Millennium Development Goals Fukudaparr, S. & Yamin, A.E. (2013) The Power of Numbers: A critical review of MDG targets for human development and human rights Comaroff, J. & Comaroff, J.L. (2005) Millennial Capitalism and the Culture of Neoliberalism
February 4	<u>Ethnography #1</u> Applications	Munk, N. (2013) The Idealist pp 9-110 + thematic article on Malaria?
February 11	NO CLASS (I am at a conference in Norway)	
February 18	<u>Ethnography # 1 cont.</u>	Munk, N. (2013) The Idealist pp 115-232 + thematic article
February 25	<u>MODULE 3: PARTICIPATORY DEVELOPMENT, RESEARCH AND INDIGENOUS KNOWLEDGE</u> Readiness Assurance Test # 3 Application: PRA exercise	Agrawal, A. (1995). Dismantling the divide between indigenous and scientific knowledge. Development and Change 26(3): 413-439. Chambers, R. (1994) The origins and practice of participatory rural appraisal Kothari, Uma (2005) Authority and Expertise: The Professionalisation of International Development and the Ordering of Dissent

March 4	SPRINGBREAK	
March 11	<u>Ethnography # 2</u>	Mosse, D. (2004) Cultivating Development: an ethnography of aid policy and practice
March 18	<u>Ethnography # 2 cont.</u>	Mosse, D. (2004) Cultivating Development: an ethnography of aid policy and practice
March 25	<u>MODULE 4: ACTORS IN DEVELOPMENT</u> Readiness Assurance Test # 4	Eyben, R. (2011) The sociality of International Aid and Policy Convergence Bornstein, E. (2003) The spirit of Development. Protestant NGOs, Morality and Economics in Zimbabwe pp
April 1	<u>Ethnography # 3</u> Applications	Bornstein, E. (2003) The spirit of Development. Protestant NGOs, Morality and Economics in Zimbabwe
April 8	<u>Ethnography # 4</u>	Rajak, D. (2011) In Good Company: An Anatomy of Corporate Social Responsibility
April 15	<u>Ethnography # 4</u> Applications	Rajak, D. (2011) In Good Company: An Anatomy of Corporate Social Responsibility
April 22	Course evaluation and conclusion	

Each of the four modules will follow a sequence known as the Readiness Assurance Process.

Readiness Assurance Process (RAP)

The RAP is an integral piece of the TBL Strategy. This process allows you to demonstrate that you comprehend the readings and course concepts, while receiving immediate feedback on your progress. The RAP takes place in a sequence containing the following components:

1) Readings

At the start of each module, you will complete a number of readings outside of class. These readings contain the core concepts and ideas of that particular module. While these will not be the only reading for each unit, they will provide you with the foundation that will be built upon with supplemental readings later on in each unit.

2) Individual Readiness Assessment Test (I-RAT)

The first in-class activity for each module is the I-RAT, which is based on the assigned readings. These are in the form of a short quiz featuring multiple-choice questions focused on the key concepts and ideas of the readings. They are designed both to assess comprehension as well as to maintain accountability for reading the assignments on time. You will take the I-RAT on Canvas so you have to bring your laptop or a device where you can do this during the assigned time in class. If anyone

do not have a device that will allow you to have access to Canvas during class, please let me know. Your I-RAT scores will be anonymous.

3) Team Readiness Assessment Test (T-RAT)

Right after finishing the I-RAT you will take the same test as a team. You are allowed to discuss the questions as a team and decide on an answer for each question. For the group test you will use a special “scratch-off” answer sheet that immediately tells you whether you have the correct answer. The teams T-RAT scores will be posted on Canvas so teams can monitor one another’s performance.

4) Appeals

After the T-RATs are completed, students can appeal any question they missed on the team test. This is an open-book process in which students can submit any reasons they want for arguing that their answer should be considered correct instead of wrong. Appeals are only granted when an argument is presented demonstrating comprehension of the concepts. An appeal must be submitted in writing and explain in a couple of short paragraphs why the team believes its answer to be correct. *Direct evidence from the reading must be used and cited.* Appeals are due 24 hours after class finished and should be sent to the instructor in an e-mail.

If the appeal is successful, the points will be added to the team score as well as for any individual that answered the same way as the team. Any team members who had the question correct initially will continue to receive credit on the question. ONLY the members of a team that appeal will be eligible for a change in score, meaning each team must complete and submit a separate appeal. If an appeal is unsuccessful (or your team does not submit an appeal) you will not receive points of the question, regardless of whether or not other teams successfully appeal the question.

Applications

Most of the class meetings will consist of team-based activities that will allow you to apply the material learned from the readings or informal class discussion based on readings and multi-media sources. Most of the application exercise will pose a question (often based on a news article, a case, a film), and require that you as a Team make a decision. Your Team will need to poll each member, listen to each member’s ideas and their explanation for why their idea should be supported, and then reach a Team consensus. At the end of your deliberation, all of the Teams will simultaneously show their decisions. Then we will discuss the question as a class. Over the semester we will do many smaller applications. 5 randomly selected Team Applications will be graded. The Team Portion of each graded application is worth 20 points and will be posted on Canvas.

Essays

Undergraduate students will write two essays for this course. These are short essays of maximum 1200 words. Graduate students will write one short essay (1200 words) and a longer research paper which is due at the end of the semester. The objective of these

papers is to help you develop your writing abilities. As part of the group applications we will work on how to hammer out arguments and on how to support an argument through active and critical engagement with course theory and literature. In these essays you are challenged to work on this at an individual level. More information about the format of these essays will be given in class and posted on Canvas.

Graduate students

Graduate students will in addition be given special assignments that link the course topic to development of Team-Based-Learning activities. By doing this, my objective is to help you understand and practice the basic principles of TBL so that you may apply this strategy to courses you may teach in the future.

Peer Evaluation

One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or “free-ride” off those in the group willing to put in more effort. You will be given a chance to evaluate your team member peers during the course. There will be an informal evaluation at the mid-term point, used as feedback for individual team members. At the end of the semester, each of you will complete a confidential “peer evaluation” to assess the contribution of the other members of your team. You will be evaluating each member on his or her participation in team activities. (Did they come to class regularly? Were they prepared for the day’s activity? Did they contribute productively to the team? Respect others’ ideas?) You will distribute 100 points among other members of your team. Each person’s composite score will be converted to a percent that will be applied to the group exercise category. These evaluations are completely anonymous and give you a chance to reward or punish teammates based upon their team efforts. I will provide more information about this in class and a copy of the evaluation form will be posted on Canvas.

Extra Credit

You will have the opportunity to earn extra credit through individual and group efforts. More information about this will be given in class.

Grading

Grades are based on three categories of evaluations

A) Individual Performance

a. 4 IRAT scores, 40 points each	160
b. 2 essays, 100 points each	200
c. Responses on readings 20 points each	140
d. Attendance and participation	100

B) Team Performance

a. 4 GRAT scores, 40 points each	160
b. 5 graded Team Applications, 20 points each	100

C) Team Contribution

- | | |
|-----------------------------|-----|
| a. Peer evaluation mid term | 100 |
| b. Final peer evaluation | 100 |

You will decide, as a class, how much each category above will contribute to your final grade. We will decide these proportions during the second week of the course. Your final grade will be determined by your standing in the overall distribution within our class.

Grading scale

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
TOT %	94-100	88-93	82-87	76-81	71-75	66-70	61-65	56-60	51-55	46-50	40-45	<40

Course policies

Attendance

Since graded in-class activities constitute a significant part of your grade, frequent absences will affect your overall course grade. *There are no make-up opportunities for in-class activities, except for in cases of excusable absences.* In the case of an excusable absence you must notify me PRIOR to the missed class AND provide a doctor's note or note from the proper University authorities. For information on excusable absence see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If you know that it will be difficult for you to consistently get to class on time and stay the entire period, you should drop this course and take it the next time it is offered, when you have more time.

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.

Technical assistance:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>