

Anthropology of Development in Latin America
LAS 6938 Section 5345, Spring 2012
Tuesday, 1:55-4:55 p.m.
376 Grinter Hall

Course Syllabus

Instructor: Dr. Marianne Schmink
Center for Latin American Studies
Office: 301 Grinter Hall, 273-4724
Office Hours: M 1:00-3:00 pm; W 9:30-11:30 am
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Course website: Go to the Learning Support Systems homepage [<http://lss.at.ufl.edu/>] and enter your Gatorlink username and password into the boxes. The course page should come up if you are registered in the course.

Course description: The course focuses on the emergence and critiques of different theories and concepts of development, and anthropological perspectives on key issues related to development in Latin America (conservation, gender, social movements, participation, citizenship, indigenous knowledge, institutions and governance).

Main course objective: At the end of the semester, students will understand anthropology's contribution to development, be able to think critically about development, and understand relevance of key issues to development in Latin America.

Student evaluation:

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|---------------------------|-----|
| Class participation | 15% |
| Comments on readings (10) | 10% |
| Self-reflective essay | 5% |
| Group presentation | 25% |
| Peer reviews (2) | 10% |
| Final paper or proposal | 30% |

Class participation: Students are expected to come to class having read carefully the reading assignments for that session. They should be prepared to contribute to class discussions by raising questions and comments related to the topic for that class.

Anthropology and Development in Latin America

I. ISSUES IN DEVELOPMENT

| | |
|--------------------|--|
| <u>January 10</u> | Introduction to the course |
| <u>January 17</u> | The crisis in development |
| <u>January 24</u> | Development and conservation |
| <u>January 31</u> | Development and health Preliminary statement and bibliography due |
| <u>February 7</u> | Social movements, citizenship, and participation First peer review due |
| <u>February 14</u> | Indigenous knowledge |

II. THEORIES OF DEVELOPMENT

| | |
|--------------------|--|
| <u>February 21</u> | Modernization Personal reflection essay due |
| <u>February 28</u> | Marxism, dependency, world systems and globalization |
| MARCH 6 | SPRING BREAK. NO CLASS |
| <u>March 13</u> | Gender and development |
| <u>March 20</u> | Post-structuralism and discourse analysis Draft final papers due |
| <u>March 27</u> | Political Ecology, Sustainability Second peer review due |
| <u>April 3</u> | Globalization |

III. DEVELOPMENT PRACTICE

| | |
|-----------------|--|
| <u>April 10</u> | Development governance |
| <u>April 17</u> | Development projects and the institutional context |
| <u>April 24</u> | The development process Final papers due |

LAS6938/ANG6930 Anthropology of Development in Latin America Spring 2012

Course Assignments

Grades will be based on class participation (15%); comments on readings for at least 10 class sessions, and presentations of those comments in class for 2 class sessions (10%); a self-reflection essay (5%) a written and oral presentation, prepared as part of a panel discussion during one class session (25%); two peer reviews of another student's draft paper or proposal (10%); and a final written paper or proposal (30%).

Class participation: Students are expected to come to class having read carefully the reading assignments for that session. They should be prepared to contribute to class discussions by raising questions and comments related to the topic for that class. Please let the instructor know in advance if you plan to miss class, since this can affect classroom plans.

Comments on readings: For at least 10 different classes, students will provide a brief set of comments and/or questions that flow from the readings assigned for the next class period. For 2 classes, they will present these comments and/or questions and help to lead a brief discussion of the readings in class. This assignment is intended to be very open to whatever insights students wish to contribute, based on the readings, class discussions, and their own experiences. Comments must be posted by 4:00 pm on the Monday preceding the class, on the Sakai course website in the "Discussion" folder for that week.

Personal reflection essays: Students will turn in a 2-3 page essay that will review (some of) the major issues and approaches discussed in class up to that point; and 2) discuss how these issues relate to your own research or work. Please use this writing assignment as an opportunity to consider what you are learning in this course so far about development issues, and how these themes resonate with your career and life goals.

Final paper: Each student must write a research proposal or paper for their final project, due on the last day of class. These projects are to be developed over the course of the semester. They should focus on a particular development project or impact, analyzing institutional, social, environmental and other aspects from an explicit conceptual/theoretical standpoint. The project should focus on a clearly-defined research question or problem, and show why it is important and relevant to the course. Proposals should lay out the precise research design and methodologies to be used to address the problem defined, and papers should present primary data or secondary findings and analyze their implications for the problem defined. Students are encouraged to discuss their ideas with the instructor during office hours (301 Grinter Hall, Mondays from 1:00-3:00 pm and Thursdays from 9:30 to 11:30 am) or by appointment.

Several steps are required for the final project. First, each student should identify a general topic of interest and carry out some initial research to define a more specific problem and identify possible sources of information. By **January 31**, each student must turn in a 2-3 page summary statement of the research problems, hypotheses and objectives to be addressed in the proposal or paper, a preliminary outline of the proposed methodology to be used (for a proposal)

or succinct description of the data to be analyzed (for a paper), and a preliminary list of bibliographic sources to be used for the project. These statements are required but will not be graded. The instructor will provide written feedback to each student on the basis on these statements. **PLEASE TURN IN TWO DOUBLE-SPACED COPIES OF YOUR PRELIMINARY STATEMENT.**

Second, students must prepare a draft of the project to be turned in by **March 20**. These drafts are required, but will not be graded. The instructor, and a peer reviewer from the class, will provide written feedback to each student on the draft project. **PLEASE TURN IN TWO DOUBLE-SPACED COPIES OF YOUR DRAFT.**

Finally, students will turn in a 15-20 page research proposal or paper on **April 24** (the last class). Papers will be graded on: the significance of the research problem defined, conceptual/theoretical clarity, the coherence and creativity of the analysis, the quality of the writing and organization of the project, and relevance to issues addressed in the course. The final projects will be graded, but will not be returned to the students.

Student-led panel discussions: Each student will be assigned to one class session for which a group of students will prepare and lead a panel discussion. These assignments will be made during the first class meeting. The panel discussions will consist of an oral presentation that will be prepared and delivered by all the students assigned. The panel will also prepare a bibliography and a brief (1-2 pp) handout to distribute to other class members.

The student panels should explore the historical and philosophical background to specific theoretical approaches to development, and lead a discussion of issues and controversies related to these approaches. The panels can be seen as mini-research projects in which each student takes on one aspect of a larger set of issues to be addressed in the panel as a whole. Students will carry out research on the assigned topic, meet to agree on the main issues to be addressed, decide on a strategy for the overall panel discussion, and prepare individual presentations, both written and oral.

The oral presentation should lay out the historical background of a theoretical tradition or concept, and introduce a discussion of its strengths and weaknesses, and relation to the assigned readings. Panels should be planned and rehearsed to take no more than 1 ½ to 2 hours of class time. Students should prepare a separate oral presentation of materials in a clear, provocative manner to promote discussion. Overheads, slides, power point or other visual aids are encouraged, but make the presentation lively and interesting. In the past, groups have used short video clips, skits, mobiles and other devices to make their presentation interesting and varied. Each group member will receive the same grade on the oral presentation.

Peer reviews: Each student will be assigned another student's paper or proposal to conduct (and receive) two written peer reviews, due on **February 7 and March 27**. The peer reviews should provide a comprehensive and constructive appraisal, in 1-2 pages. This would be in addition to any comments you make in the margins of the preliminary statement and bibliography, and would like to share with the author. Bring 2 copies of each review to class, one to be distributed to the author and the other to Dr. Schmink. Some suggested questions for your peer review

follow; these are mainly tailored to research proposals so they must be adapted for research papers. **You do not have to address every item in these guidelines: select the ones most relevant for the paper you are reviewing.**

A. Title:

1. Read the title before reading any other section of the paper, and evaluate its effectiveness (i.e. is it informative, clear, descriptive?)
2. How does the title reflect the main ideas of the introduction? Read the introduction and underline main ideas or central issues. What necessary information is missing from the title? How might the author revise the title to make it more clear or informative?

B. Introduction and Problem Statement:

The goal for an introduction is to present a clear hypothesis / research questions and rationale for their investigation.

1. Does the introduction give adequate background information, definition of terms, and citations of relevant literature to understand the hypothesis/research questions?
2. Can you identify a clearly stated hypothesis/ research questions that will be addressed in the body of the paper? If so, underline it; if not, circle the sentences that you think may be addressing the central issue. How could the research questions be improved (e.g. organization, clarity, length, feasibility)?
3. Is it clear why the question is being asked, i.e. what is the writer's rationale? Does the question build on and promise to expand existing knowledge? Will results be useful to address specific practical problems?

C. Research Design and Methods:

1. What is the overall design of the research (site; timetable; key variables and methods)? Does the design clearly address the research questions? What type of organization might make the methods easier to understand (e.g. increase clarity)?
2. Does the author indicate the types of observations s/he plans to make, the types of data s/he plans to collect, and how and when s/he plans to quantify (measure) their observations? Does the author state how s/he plans to analyze the data?
3. Do you think the methods are sufficient? Are you confused about a procedure or have any unanswered questions (e.g. about sampling procedures, measurements or statistical analysis used)? Comment on specific paragraphs in the text that are especially helpful or those that are unclear

D. References Cited:

1. Are all references cited in the paper listed in the references cited section, and are all of the references cited in the references cited section mentioned somewhere in the text?
2. Do the references seem appropriate to the subject of the paper? Are any key references missing?
3. Are the reference citations written in a consistent format?

E. Timeline and Budget (for proposals):

1. Do these seem adequate and reasonable to accomplish the research as described?
2. Is there sufficient detail to determine whether the research is doable given the timeframe and resources?

F. Overall Organization and Format:

1. Does the author present her or his ideas in a logical, straightforward, clear way?
2. Is the paper written in the most appropriate format? Any suggestions?

Both the author and I thank you for your comments and suggestions!

Textbook

Roberts, J. Timmons and Amy Hite (eds.). 2007. The Globalization and Development Reader. Malden, MA: Blackwell.

***Other readings available on e-reserves.** In the UF library system, log on to e-reserves and look for this class. Readings are (mostly) listed alphabetically by date of the assignment.

Course Readings

ISSUES OF DEVELOPMENT

January 17 The crisis in development

Roberts, J. Timmons and Amy Hite. 2007. Development and Globalization: Recurring Themes. Pp. 1-16 in R.J. Timmons and A. Hite (eds.), The Globalization and Development Reader. Malden, MA: Blackwell.

McMichael, Philip. 2000. Globalization: Myths and realities. Pp. 216-232 in R.J. Timmons and A. Hite (eds.), The Globalization and Development Reader. Malden, MA: Blackwell.

*Collier, Paul. 2007. Falling behind and falling apart: the bottom billion. Chapter 1 (3-13) in Paul Collier, The Bottom Billion. Why the Poorest Countries are Failing and What Can Be Done About It. Oxford: Oxford University Press.

*Cornwall, Andrea. 2007. Buzzwords and fuzzwords: deconstructing development discourse. Development in Practice 17(4-5): 471-484.

January 24 Development and conservation

*Roe, Dilys. 2008. The origins and evolution of the conservation-poverty debate: a review of key literature, events, and policy processes. Oryx 42(4): 491-503.

*DeWalt, Billie R. 1988. The cultural ecology of development: Ten precepts for survival. Agriculture and Human Values 5 (1-2): 112-123.

*Little, Paul E. 1999. Environments and environmentalisms in anthropological research: Facing a new millennium. Annual Review of Anthropology 28: 253-284.

*Agrawal, Arun. 2005. Environmentality. Current Anthropology 46(2): 161-190

January 31 Development and health

*Janes, Craig R. and Kitty K. Corbett. 2009. Anthropology and global health. Annual Review of Anthropology 38: 167-183 (online at: 10.1146/annurev-anthro-091908-164314).

*Koivusalo, M. 2006. The impact of economic globalisation on health. Theoretical Medicine and Bioethics, 27(1), 13-34

*Navarro, V. 1999. Health and equity in the world in the era of "globalization". International Journal of Health Services, 29(2), 215-226

*Godoy, R., Reyes-García, V., Gravlee, C. C., Huanca, T., Leonard, W. R., McDade, T. W. et al. 2009. Moving beyond a snapshot to understand changes in the well-being of Native Amazonians: Panel evidence (2002-2006) from Bolivia. Current Anthropology, 50(4), 563-573

February 7 Social movements, citizenship, and participation

*Chambers, Robert. 1997. What works and why. Chapter 7 (130-161) in Robert Chambers, Whose Reality Counts? Putting the Last First. London: Intermediate Technology Publications.

Evans, Peter. 2007. Counterhegemonic Globalization: Transnational Social Movements in the Contemporary Global Political Economy. Pp. 420-442 in R.J. Timmons and A. Hite (eds.), The Globalization and Development Reader. Malden, MA: Blackwell.

*Long, Norman. 2001. The case for an actor-oriented sociology of development. Chapter 1 in Norman Long, Development Sociology: Actor Perspectives. London and New York: Routledge Press.

*Allegretti, Mary and Marianne Schmink. 2009. When Social Movement Proposals Become Policy: Experiments in Sustainable Development in the Brazilian Amazon. Pp. 196-213 in Carmen Diana Deere and Frederick S. Royce (eds.), Rural Social Movements in Latin America: Organizing for Sustainable Livelihoods. Gainesville, FL: University Press of Florida.

February 14 Indigenous knowledge

*Agrawal, Arun. 1995. Dismantling the divide between indigenous and scientific knowledge. Development and Change 26(3): 413-439.

*Athayde, Simone, Geraldo da Silva, Jewyt Kaiabi, F Myaiup Kaiabi, F Helder Rocha rDe Souza, E Ka' Tia Onoe and Emilio M. Bruna. 2006. Participatory Research and management of arumã by the Kaiabi people in the Brazilian Amazon. Journal of Ethnobiology 26 (1, Spring/Summer): 36-59

*Berkes, F., J. Colding, C. Folkes. 2000 Rediscovery of Traditional Ecological Knowledge as adaptive management. Ecological Applications 10: 5 (October): 1251-1262.

THEORIES OF DEVELOPMENT

February 21 Modernization

Roberts and Hite (eds.), The Globalization and Development Reader, pp. 19-24; 35-67:

Introduction

Weber, Max. 1905. The Protestant Ethic and the Spirit of Capitalism.

Rostow, W. W. 1960. The Stages of Economic Growth: A Non-Communist Manifesto (excerpts).

Huntington, Samuel. 1968. The change to change: modernization, development and politics, and, Political Order in Changing Society (excerpts).

February 28 Marxism, dependency and world systems

Roberts and Hite (eds.), The Globalization and Development Reader, pp. 25-3471-134; 35-67:

Frank, Andre Gunder. 1969. The development of underdevelopment.

Cardoso, Fernando Henrique. 1972. Dependency and development in Latin America.

Wallerstein, Immanuel. 1979. The rise and future demise of the World Capitalist System: Concepts for comparative analysis.

*O'Connor, James. 1998 Culture, nature, and the materialist conception of history, Chapter 1 (pp. 29-47), in Natural Causes: Essays in Ecological Marxism. New York: Guilford Publications.

March 13 Gender and development

Moghadam, Valentine M. 2007. Gender and the Global Economy. Pp. 135-151 in R.J. Timmons and A. Hite (eds.), The Globalization and Development Reader. Malden, MA: Blackwell.

*Sen, Amartya. 1999. Women's agency and social change. Chapter 8 (189-203) in Amartya Sen, Development as Freedom. New York: Anchor Books.

*Kabeer, Naila. 1994. The emergence of women as a constituency in development. Chapter 1 (pp. 1-10) in Reversed Realities. Gender Hierarchies in Development Thought. New York: Verso.

*Molyneux, Maxine. 2002. Gender and the silences of social capital: Lessons from Latin America. Development and Change 33(2): 167-188.

March 20 Poststructuralism and discourse analysis

*Everett, Margaret. 1997. The ghost in the machine: Agency in “poststructural” critiques of development. Anthropological Quarterly 70(3): 137-151.

*Escobar, Arturo. 1995. Conclusion: Imagining a post-development era, Chapter 6 in Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton University Press.

*Escobar, Arturo. 1998. Whose knowledge, whose nature? Biodiversity, conservation, and the political ecology of social movements. Journal of Political Ecology 5: 53-82.

*Kabeer, Naila. 1994. Connecting, extending, reversing: development from a gender perspective. Chapter 4 (pp. 69-94) in Reversed Realities. Gender Hierarchies in Development Thought. New York: Verso.

*Peet, Richard. 1999. Poststructuralism, postcolonialism, and postdevelopmentalism. Chapter 5 in R. Peet, Theories of Development. New York: Guilford Press.

March 27 Political Ecology and Sustainability

*Bryant, Raymond L. 1992. Political ecology: an emerging research agenda in Third-World studies. Political Geography 11(1):12-36.

*World Commission on Environment and Development. 1987. Towards sustainable development. Pp. 43-65 in World Commission on Environment and Development, Our Common Future. Oxford: Oxford University Press.

*O’Connor, James. 1997. Is sustainable capitalism possible? Chapter 14 (p. 234-253) in Natural Causes: Essays in Ecological Marxism. New York: Guilford Publications.

*Stone, M. Priscilla . 2003. Is Sustainability for development anthropologists? Human Organization 62: 2: 93-99.

*Paulson, Susan, Lisa L. Gezon, and Michael Watts. 2003. Locating the political in political ecology: an introduction. Human Organization 62: 3: 205-217.

Recommended:

*Robbins, Paul. 2003. The critical tools. Chapter 3 (pp. 41-70) in Paul Robbins, Political Ecology. Oxford: Blackwell Publishing.

*Vayda, Andrew and B. Walters. 1999. Against political ecology. Human Ecology 27(1): 167-179.

April 3 Globalization

*Rankin, Katherine N. 2003 Anthropologies and geographies of globalization. Progress in Human Geography 26(6): 708-734.

*Sunkel, Osvaldo. 2005. The unbearable lightness of neoliberalism. Pp. 55-78 in Charles H. Wood and Bryan R. Roberts (eds.), Rethinking Development in Latin America. University Park: Pennsylvania State University Press.

Sklair, Leslie. 2007. Competing conceptions of globalization. Pp. 233-246 in R.J. Timmons and A. Hite (eds.), The Globalization and Development Reader. Malden, MA: Blackwell.

Stiglitz, Joseph E. 2007. Globalism's discontents. Pp. 295-304 in R.J. Timmons and A. Hite (eds.), The Globalization and Development Reader. Malden, MA: Blackwell.

April 10 Development Governance

*Silva, Eduardo. 1994. Thinking politically about sustainable development in the tropical forests of Latin America. Development and Change 25: 697-721.

*Silva, Patricio. 2004. The new political order: towards technocratic democracies? Pp. 157-170 in Robert N. Gwynne and Cristóbal Kay (eds.), Latin America Transformed: Globalization and Modernity. London: Harder Arnold, second edition.

*Diana Mitlin, Sam Hickey and Anthony Bebbington. 2007. Reclaiming Development? NGOs and the Challenge of Alternatives. World Development 35 (10): 1699-1720.

April 17 Development projects and the institutional context

*Pottier, Johan. 1993. The role of ethnography in project appraisal. Pp. 13-33 in Johan Pottier (ed.), Practicing Development: Social Science Perspectives. London and New York: Routledge Press.

*Norman Long and Jan Douwe Van Der Ploeg. 1989. Demythologizing Planned Intervention: An Actor Perspective. Sociologia Ruralis XXIX: 3/4: 226-249.

*Perz, Stephen G., Silvia Brilhante, I. Foster Brown, Andrea Chaves Michaelsen, Elsa Mendoza, Veronica Passos, Raul Pinedo, Juan Fernando Reyes, Daniel Rojas and Galia Selaya. 2010. Crossing boundaries for environmental science and management:

combining interdisciplinary, interorganizational and international collaboration.
Environmental Conservation 37(4): 419-431.

CONCLUSION

April 24 The Development Process

*Peet, Richard. 1999. Critical Modernism, Radical democracy, development. Chapter 7 in R. Peet, Theories of Development. New York: Guilford Press.

*Lee, K.N. 1993. Seeking Sustainability. Chapter 8 in Compass and Gyroscope: Integrating Science and Politics for the Environment. Washington, D.C.: Island Press.

*Lewis, David. 2005. Anthropology and development: the uneasy relationship. Pp. 472-486 in James G. Carrier (ed.), A Handbook of Economic Anthropology. Cheltenham, UK: Edward Elgar.

University of Florida Policies

Honesty:

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that 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."

Accommodation for students with disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

UF Counseling Services:

Resources are available on-campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Software Use:

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.