Anthropology of International Development (ANG 6930/ANT 4930) Spring 2016 Thursday 6-8, MAT 0015

Instructor: Dr. Marit Ostebo
Email: marit.ostebo@ufl.edu
Office: Grinter Hall 496
Office hours: Monday 1-3 pm 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 we will examine politics of aid, with a focus on the role of different actors in development, shifting policy 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 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

Crew E. & Harrison, E. (1999) Whose Development? Ethnography of Aid

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

Karim, L. (2011) Microfinance and its discontents

Munk, N. (2013) The Idealist

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

Scherz, C. (2014) Having people having heart. Charity, Sustainable Development, and Problems of Dependence in Central Uganda

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 (January 7): Introduction
Course preview and expectations
Film: Half the sky

Week 2 (January 14): Development – theoretical and anthropological perspectives I

Gardner, K. & Lewis, D. (2015) Anthropology and Development. Challenges for the Twenty-first century (chapter 1-2)

Recommended readings:
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

Week 3 (January 21): Development – theoretical and anthropological perspectives II
Gardner, K. & Lewis, D. (2015) Anthropology and Development. Challenges for the Twenty-first century (chapter 3-5)

Recommended reading:
Olivier de Sardan, J.P. (2005) Anthropology and Development pp 1-37

Week 4 (January 28): CONTEMPORARY DEVELOPMENT FRAMEWORKS
Sachs, J. & McArthur, J.W. (2005) The Millennium Project: a plan for meeting the Millennium Development Goals
Merry, S.E. (2011) Measuring the World: Indicators, Human Rights, and Global Governance
Fukudaparr, S. & Yamin, A.E. (2013) The Power of Numbers: A critical review of MDG targets for human development and human rights
Norstroom et al. (2014) Three necessary conditions for establishing effective Sustainable Development Goals in the Anthropocene

Recommended readings
Comaroff, J. & Comaroff, J.L. (2005) Millennial Capitalism and the Culture of Neoliberalism
Jerven, M. (2013) Poor Numbers. How we are misled by African Development Statistics and What to do about it

Week 5 (Feb 4) ETHNOGRAPHY # 1
Munk, N. (2013) The Idealist. Jeffrey Sachs and the Quest to End Poverty

Week 6 (Feb 11) ETHNOGRAPHY # 1 cont.
Munk, N. (2013) The Idealist. Jeffrey Sachs and the Quest to End Poverty

Week 7 (Feb 18) ETHNOGRAPHY # 2 cont.
Karim, L. (2011) Microfinance and its discontents

Week 8 (Feb 25) ETHNOGRAPHY # 2 cont
Karim, L. (2011) Microfinance and its discontents

SPRINGBREAK

Week 10 (March 10) ETHNOGRAPHY # 3
Crew E. & Harrison, E. (1999) Whose Development? Ethnography of Aid

Week 11 (March 17) ETHNOGRAPHY # 3 cont.
Crew E. & Harrison, E. (1999) Whose Development? Ethnography of Aid

Week 12 (March 24) ETHNOGRAPHY # 4
Benton, A. (2015) HIV Exceptionalism. Development through disease in Sierra Leone

Week 13 (March 31) ETHNOGRAPHY # 5
Rajak, D. (2011) In Good Company: An Anatomy of Corporate Social Responsibility

Week 14 (April 7) ETHNOGRAPHY # 5 cont.
Rajak, D. (2011) In Good Company: An Anatomy of Corporate Social Responsibility

Week 15 (April 14) ETHNOGRPAHY # 6
Scherz, C. (2014) Having people having heart. Charity, Sustainable Development, and Problems of Dependence in Central Uganda

Week 16 (April 21) ETHNOGRAPHY # 6 cont. / COURSE REVIEW
Scherz, C. (2014) Having people having heart. Charity, Sustainable Development, and Problems of Dependence in Central Uganda

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.

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.

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.

Book Review (ONLY FOR GRADUATE STUDENTS) 200 points
Choose an ethnography relevant for your research and the course and write a book review. The
review should be ready for submission to an academic journal. Please, consult with me before
deciding on the book. Be aware that journals will not accept reviews of books that are too old.
More info on format 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.

Technical assistance:
For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:
● Learning-support@ufl.edu
● (352) 392-HELP - select option 2
● https://lss.at.ufl.edu/help.shtml