

## Anthropology and International Development

ANT243-01  
Union College  
Wold 109  
MWF 10:30 AM-11:35 AM  
Spring 2008  
<http://minerva.union.edu/fayd/08sprgdev/>

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### Course Overview

After the Second World War and the end of colonialism, the Cold War internationalized questions of economic growth, poverty, and inequality, leading to the rise of national and international agencies which aimed to promote development in the “Third World.” Their record is mixed: by the 21<sup>st</sup> century, mid twentieth-century faith in development and progress had been severely shaken by the environmental crisis, the apparent limitations of international development assistance, and the demise of state-planned economies in former communist nations.

Anthropology’s ethnographic focus on connections between local and global process and attention to the cultural and social (as well as economic and political) dimensions of social change offers a unique lens on international development. Over the last 50+ years anthropologists have used their expertise to both engage and critique the development industry; some have seen development as a field where anthropological expertise is essential to improving the lives of development agencies’ “target populations,” while others have decried the concept as ethnocentric and a form of Western neo-imperialism.

In this course, we will examine major theories and approaches in the anthropological study of development. We will examine some key questions: what are development and underdevelopment? What is the third world, and how was it made? What problems does it face and how is it changing? What are the causes of failure and success in development and aid programs? In doing so, we will look at the history of development theory, with special attention to the political context and content of each model, alongside anthropological models of culture change.

We will also consider the relationship between anthropology and the development industry. How can cultural relativism and applied anthropology can be reconciled? What ethical issues need to be considered in pursuing development anthropology? How can anthropologists and anthropological knowledge contribute to improving development interventions and outcomes? As we examine the growth of the sub-discipline that is now recognizable as “development anthropology,” we will aim to understand the strengths and weaknesses of an ethnographic focus on development for purposes of policy-making, analysis and theory.

Some specific topics we will cover in the course include the social consequences of large-scale “modernization” projects, neoliberalism and the World Bank and IMF’s Structural Adjustment Programs, the promise and challenges of non-governmental organizations (NGOs) in development, famines and food security, and the current focus on micro-lending institutions as a vehicle for economic development and poverty alleviation.

### Requirements

*Read this syllabus.* Understand the policies stated here. If anything is unclear, contact me for clarification. Always bring your syllabus to class in case changes are announced. *Check it frequently* be sure you are aware of upcoming assignments and due dates. The syllabus is *subject to change*. I will announce all changes in class

and post an updated version on the course web site.

*Attend class.* Attendance is required, and absences will be taken into account in determining the participation component of your grade (see below). You expect to miss class due to an athletic event or other commitment please let me know at least a week in advance. If you miss class it is **your** responsibility to get notes, find out about any announcements, etc.

*Participate in class discussions.* This class is a group effort, and will include much dialogue and discussion. The more members of the class contribute and are actively engaged in our discussions, the better the class will be. Participation also counts towards your grade (see below).

*Do the readings listed prior to class,* preferably in the order listed. For example, you should read the selections listed from Rist's *History of Development* prior to class on April 2. The readings be necessary for adequate class participation. You may be called on if you are not an active participant.

*Bring your texts to class on paper.* If you've read something, it's because we're going to discuss it in class. I will frequently refer to specific pages and passages from the readings, and expect you to be ready to do the same.

*In the classroom:* Please turn off all cell phones, laptops, etc. You are welcome to eat and drink (recyclable or reusable containers only) long as you are not disturbing others.

*If you plan to take the course pass-fail,* you must contact the Registrar within the first three weeks of the term.

### **ADA Requirements**

It is Union College policy to make accommodations for individuals with disabilities. If you have any disability or special concern, please let me know what your needs are in order that they may be accommodated. All discussions will remain confidential to the extent permissible by law.

Students with disabilities needing academic accommodations must also:

1. Register with and provide documentation to the Dean of Students Office.
2. Bring a letter to the instructor from the Dean of Students Office indicating you need academic accommodations. This must be done **within the first two weeks of the term.**

**Required Texts** (to be available for purchase at the Union bookstore):

Katy Gardner and David Lewis, *Anthropology, Development and the Post-Modern Challenge*

John Rapley, *Understanding Development: Theory and Practice in the Third World*

James Ferguson, *The Anti-Politics Machine: "Development", Depoliticization, and Bureaucratic Power in Lesotho*

Alex de Waal, *Famine that Kills: Darfur, Sudan*

Erica Bornstein, *The Spirit of Development: Protestant NGOs, Morality, and Economics in Zimbabwe*

### **Assignments and Grading**

**Participation** (20%) -- This course will mostly be conducted as a seminar. I expect you to come to class prepared to talk. Most class time will be devoted to discussing the issues raised in the readings. A "Socratic method" will be used in class: it requires students to answer and debate questions as a means of learning. This method helps you to learn to think on your feet. Classes will clarify and expand upon the main ideas, issues, and findings in the assigned reading largely through student questions, comments, and responses to the instructor's questions. It is necessary to have your text and class notes with you for every class. It is essential to the success of this course that you complete all of the assigned reading prior to each class. Seminars only work well when the participants (students and professor) come to class prepared. In seminars the emphasis is not on teaching as something the professor does but on collaborative learning as

something we all do actively together. Again, this course requires that you: a) come to class prepared, which means having done the reading prior to each class meeting and written out answers to the assigned questions; and b) that you are willing to verbally express your views and ask questions. This course can be neither educational nor interesting without your active participation. Given that the term is so short, **attendance is required**. If you miss class, for any reason, you will be responsible for writing a one-page summary of the readings for that day or suffering a 1.5 point penalty on the discussion portion of your grade.

**Short Essays** (2 x 15% of grade, 4-5 pages not including notes and bibliography, double-spaced, in a 12-point font with one inch margins). Due on **Friday April 18** and **Monday May 5**.

**Term Paper** (50% of grade, 12-15 pages not including notes and bibliography, double-spaced, in a 12-point font with one inch margins). Due during the final exam period (exact date TBA). The term paper is an opportunity for you to pursue more specific interests within development anthropology, and to become a “resident expert” on a topic (for example, community-based conservation, health promotion, infectious disease prevention, famine relief and food security, land tenure, appropriate technology, water resources, war and conflict, law, gender and development, education, tourism, etc.) in a particular geographical location. There will be structured opportunities early in the term to begin defining your topic and finding resources for the final paper. Preliminary topics are due **Wednesday April 16**. An annotated bibliography is due **Monday April 28**. The second short essay (due **Monday May 5**) will ask you to reflect on your ongoing reading for your term paper in the light of the readings on the history of development and debates over anthropologists’ engagement with development. A detailed outline is due **Monday May 19**. Presentations will be held in-class **June 2-6** and an additional date to be determined during that week, and you’ll have the opportunity and responsibility to provide written critiques on selected presentations. The paper is due at the end of exams, **Thursday June 12**.

## Class Schedule

GL -- Gardner and Lewis

R -- Reserve reading available at Schaffer Library and/or from library web site

www -- reading available from course web site

TBA -- to be announced

### Week One                      **The Meaning and Origins of “Development”**

Monday, March 31      introduction to the course

Wednesday, April 2      G. Rist, excerpts from *The History of Development: From Western Origins to Global Faith*: “Metamorphoses of a Western Myth”  
and “The Making of the World System” (handouts)  
GL pp. 1-11

Friday, April 4      G. Rist, “The Invention of Development” (R/www)  
J. Pritchett, ch. 2 of *The Lunda-Ndembu* (R/www)  
**one page written responses due by e-mail by 5 PM**

### Week Two                      **Development Theory and Practice to the 1980s: Modernization Theory and Dependency Theory**

Monday, April 7      Rapley ch. 2  
GL pp. 12-20, 26-41

Wednesday, April 9      C. Geertz, *Peddlers and Princes*, pp. 1-27 (www)  
M. Guillen, “The Tradition of Economic Sociology” (www)  
C. Geertz, *Peddlers and Princes*, pp. 142-157 (www)

- Friday, April 11 GL pp. 50-68, ch. 4  
F. Rothstein, "The Class Basis of Patron-Client Relations" (www)  
J. Peoples, "Dependency in a Micronesian Economy" (www)
- Week Three** **Modernist Development in Action: the Green Revolution**
- Monday, April 14 "Green Revolution: Curse or Blessing" (www)  
V. Shiva, "Globalization and Poverty" (www)  
in-class: Green Revolution Simulation Game
- Wednesday, April 16 **no class** - preliminary term paper topics due via e-mail  
GL pp. 42-49  
G. Easterbrook, "The Forgotten Benefactor of Humanity" (www)
- Friday, April 18 **no class - first short essay due**
- Week Four** **The Anthropology of Development: Discourse and Power**
- Monday, April 21 GL pp. 20-25, 68-76  
J. Ferguson, *The Anti-Politics Machine*, preface to p. 88
- Wednesday, April 23 J. Ferguson, *The Anti-Politics Machine*, ch. 4-5
- Friday, April 25 J. Ferguson, *The Anti-Politics Machine*, ch. 6 & 9  
M. Lipton, review of Ferguson from *Development Southern Africa*.  
Rapley, ch. 3
- Week Five** **Neoliberalism: Free Trade, Privatization and Structural Adjustment**
- Monday, April 28 in-class video: *Life and Debt* (part one)  
Rapley, ch. 4  
Weis, T. (2006) The Rise, Fall and Future of the Jamaican Peasantry. *Journal of Peasant Studies* 33(1):61--88.  
**annotated bibliography due**
- Wednesday, April 30 in-class video: *Life and Debt* (part two)  
Rapley ch. 5  
Carrier, J. G. (2003) Biography, ecology, political economy: seascape and conflict in Jamaica. In *Landscape, memory and history*. Stewart, P. J. and Strathern, A., eds. Pp. 210--28. London: Pluto Press.
- Friday, May 2 Rapley, ch. 6  
additional reading TBA
- Week Six** **Non-Governmental Organizations and "Faith-Based" Initiatives in the Neoliberal Era**
- Monday, May 5 **second short essay due**  
GL 103-116  
E. Bornstein, *The Spirit of Development*, Introduction-ch. 2
- Wednesday, May 7 E. Bornstein, *The Spirit of Development*, ch. 3-4
- Friday, May 9 E. Bornstein, *The Spirit of Development*, ch. 5-conclusion
- Week Seven** **Development and Health Interventions**
- Monday, May 12 Marcos Cueto, The Origins of Primary Health Care (www)  
Paul Brodwin, Politics, Practical Logic, and Primary Health Care in Rural Haiti (www)
- Wednesday, May 14 in-class video: *Healers of Ghana*  
Coral Wayland and Jerome Crowder, Disparate Views of Community in Primary Health Care (www)

Friday, May 16 James Pfeiffer, International NGOs and primary health care in Mozambique (www)  
James Pfeiffer, Condom Social Marketing, Pentecostalism, and Structural Adjustment in Mozambique (www)

**Week Eight Famines, Food Security and the Relief Industry**

Monday, May 19 **term paper outline due**

A. Sen, *Poverty and Famines* (ch. 1-2)

Alex de Waal, *Famine that Kills*: Introduction, ch. 1-2, pp. 71-77, ch. 4

Wednesday, May 21 Alex de Waal, *Famine that Kills*: ch. 5-6

Friday, May 23 Alex de Waal, *Famine that Kills*: ch 7-8, Preface

**Week Nine Neoliberalism, Gender and Microcredit**

Monday, May 26 GL 116-127

Rapley ch. 7

Special section on microfinance in *The Economist* 2005: “The hidden wealth of the poor” “From charity to business” “What do you know?” “Giants and minnows” “Critical acceptance” “Bankable banks” (11/5/ Vol. 377 Issue 8451) (www).

J. Morduch, “The Microfinance Schism” (www/R)

Wednesday, May 28 in-class video: *The Women’s Bank of Bangladesh*

Kabeer, N. 2001. Conflicts Over Credit: Re-Evaluating the Empowerment Potential of Loans to Women in Rural Bangladesh. *World Development* 29(1): 63--84.” (www/R)

A.M. Goetz and R.S. Gupta “Who takes the credit? Gender, power, and control over loan use in rural credit programs in Bangladesh” (www/R)

Friday, May 30 Rankin, K. N. 2001. Governing development: neoliberalism, microcredit, and rational economic woman. *Economy & Society* 30(1):18-37. (www/R)

Rapley, ch. 8

**Week Ten Anthropology and Development in Action**

Monday, June 2 GL ch. 7

presentations

Wednesday, June 4 presentations

Friday, June 6 presentations

**Term paper due at the end of exams (June 12)**