

**NOTE: Precise wording of a question may change if it comes to my attention that the question is poorly worded.**

NAME: \_\_\_\_\_

**ANTH 320/DEVS 321 PEOPLE AND DEVELOPMENT  
FINAL EXAM**

**INSTRUCTOR: Dr. Susan Vincent**

**WHEN: 2 - 4:30 pm Wednesday 6 December 2017**

**WHERE: Coady 333**

**There are three sections in this exam. Section A is worth 25 marks, Section B is worth 10 marks, and Section C is worth 40 marks. The exam is marked out of 75 and is worth 30 percent of your final class grade. Remember to construct your ESSAY answers around an argument, a brief but authoritative description of the context (this is usually a summary of the readings you will use), and explain the concepts you will use to analyse the evidence in a short theory paragraph. The bulk of the answer should be the analysis of the evidence using your concepts. Finish the paper with a conclusion that sums up what you have argued.**

**IDENTIFY EACH QUESTION CLEARLY BY ITS NUMBER AS I MARK ALL ANSWERS TO THE SAME QUESTION TOGETHER TO MAINTAIN CONSISTENCY.**

**SECTION A. ESSAY (25 Marks). Answer ONE of the following questions with an ESSAY. You may not write on the readings you chose to write on in your paper for the course. Further, you may not use any of the readings you are using in Sections B or C.**

**[THREE of these will be on the exam.]**

1. China offers a distinct and positive approach to the delivery of international aid. Do you agree or disagree with this statement? Answer with respect to article content and class discussion of **two** of the following:

Niu ("China's development and its aid presence in Africa: A critical reflection from the perspective of development anthropology")

DeHart ("Remodelling the global development landscape: The China Model and South-South cooperation in Latin American")

Xu et al. ("Science, technology, and the politics of knowledge: The case of China's Agricultural Technology Demonstration Centers in Africa")

Buckley ("Chinese land-based interventions in Senegal")

2. What should be the role of the state with respect to development? Answer with respect to the article content and class discussion of **two** of the following:

Vincent ("Why beautify the plaza? Reproducing community in decentralized neoliberal Peru")

Garmany ("Strategies of conditional cash transfers and the tactics of resistance")

Karim ("Demystifying micro-credit: The Grameen Bank, NGOs, and neoliberalism in Bangladesh")

3. Participation in development projects by members of the community involved should always be required. Do you agree or disagree with this statement? Answer with respect to article content and class discussion of two of the following:

Vincent (“Why beautify the plaza? Reproducing community in decentralized neoliberal Peru”)

Green (“Making development agents: Participation as boundary object in international development”)

Boesten et al. (“Service delivery on the cheap? Community-based workers in development interventions”)

Campbell and Nair (“From rhetoric to reality? Putting HIV and AIDS rights talk into practice in a South African rural community”)

4. Is it possible to “go against the current to get to the source,” as Dr. Susie Walsh discussed in class on November 22? Discuss with respect to development workers who feel pressured to engage in projects they do not think will help their recipients if they wish to keep their jobs, using article content and class discussion of two of the following:

Crewe (“Doing development differently: Rituals of hope and despair in an INGO”)

Campbell and Nair (“From rhetoric to reality? Putting HIV and AIDS rights talk into practice in a South African rural community”)

Karim (“Demystifying micro-credit : The Grameen Bank, NGOs, and neoliberalism in Bangladesh”)

5. How important should gender equity be to achieving development? Answer with respect to the article content and class discussion of two of the following:

Boesten et al. (“Service delivery on the cheap? Community-based workers in development interventions”)

Campbell and Nair (“From rhetoric to reality? Putting HIV and AIDS rights talk into practice in a South African rural community”)

Nelson et al. (“The unintended consequences of sex education: An ethnography of a development intervention in Latin America”)

6. The reason people are poor is that they are not involved enough with the capitalist system. Do you agree or disagree with this statement? Answer with respect to article content and class discussion of the following:

Errington et al. (“Instant noodles as an antifriction device: Making the BOP with PPP in PNG”)

Karim (“Demystifying micro-credit : The Grameen Bank, NGOs, and neoliberalism in Bangladesh”)

7. It is important to provide the same resources and implement the same policies everywhere with respect to development and peace building, and therefore it is inappropriate for projects to be tailored to specific local circumstances. Do you agree or disagree with this statement? Answer with respect to article content and class discussion of **two** of the following:  
Crewe (“Doing development differently: Rituals of hope and despair in an INGO”)  
Campbell and Nair (“From rhetoric to reality? Putting HIV and AIDS rights talk into practice in a South African rural community”)  
Nelson et al. (“The unintended consequences of sex education: An ethnography of a development intervention in Latin America”)  
Autesserre (“The responsibility to protect in Congo: The failure of grassroots prevention”)

**SECTION B. SHORT ANSWER (10 MARKS). Answer ONE of the following questions. Remember, you are trying to show that you really understand the concept. You should note the context as you explain the concept, give an example, and outline the value (or lack thereof) of this concept as an analytical tool. You may not write on a concept or article you discuss in Section A or in Section C, nor on which you wrote your term paper.**

**[FOUR of these will be on the exam.]**

8. What does Garmany (“Strategies of conditional cash transfers and the tactics of resistance”) mean by “tactics of resistance”?
9. What does Niu (“China’s development and its aid presence in Africa: A critical reflection from the perspective of development anthropology”) mean by China’s “different discourse” with respect to its aid in Africa??
10. What does DeHart (“Remodelling the global development landscape: The China Model and South-South cooperation in Latin American”) mean by the “China Model”?
11. What do Xu et al. (“Science, technology, and the politics of knowledge: The case of China’s Agricultural Technology Demonstration Centers in Africa”) mean by the “going out” strategy?
12. What does Buckley (“Chinese land-based interventions in Senegal”) mean by “offstage” agricultural activities?
13. What does Green (“Making development agents: Participation as boundary object in international development”) mean by a “boundary object”?
14. What do Boesten et al. (“Service delivery on the cheap: Community-based workers in development interventions”) mean by “community-based workers”?

**ANTH 320/DEVS 321 People and Development/Final Exam/S. Vincent/Fall 2017/p. 4**

15. What do Campbell and Nair (“From rhetoric to reality? Putting HIV and AIDS rights talk into practice in a South African rural community”) mean by “human rights”?
16. What do Nelson et al. (“The unintended consequences of sex education: An ethnography of a development intervention in Latin America”) mean by “open communication”?
17. What do Errington et al. (“Instant noodles as an anti-friction device: Making the BOP with PPP in PNG”) mean by an “anti-friction device”?
18. What does Karim (“Demystifying micro-Credit : The Grameen Bank, NGOs, and neoliberalism in Bangladesh”) mean by an “economy of shame”?
19. What does Autesserre (“The responsibility to protect in Congo: The failure of grassroots prevention”) mean by “prevention” in the context of peace keeping?

**SECTION C. 40 Marks. Answer the following question with an ESSAY.**

At the beginning of the course, you identified a group of people whose role in development was the most important to understand. Do you still agree with that answer? Explain, by referring to material (readings AND in-class discussion) from at least three themes in the course to identify why. None of these three themes can include works you used to write your term paper, or that were the basis of your answers in Sections A or B of this exam.

**THE END**

**Submit this paper with your exam.**