

**ST. FRANCIS XAVIER UNIVERSITY**  
**ANTH 320/DEVS 321 PEOPLE AND DEVELOPMENT FALL 2017**

**INSTRUCTOR:** Dr. Susan Vincent (Office: JBB 335E; tel: 867-5281; email: [svincent@stfx.ca](mailto:svincent@stfx.ca))

**DESCRIPTION OF COURSE**

This course critically examines who engages in development and how development policy and practice have affected target populations. Students will develop critical analytical skills and knowledge by examining the strengths and weaknesses of strategies such as those promoting popular participation, gender equality, small-scale business, local knowledge and democratic reform, as well as of different forms of development institutions. The course uses case studies based on long-term, first-hand participant observation that place development processes in larger historical, political and economic contexts.

Development can be defined as specific local interventions to achieve desired goals, as broad policy structures to bring about sustained economic or social improvement, or as an immanent process in which societies change as a result of internal forces. The focus in this course is on the people who are involved in development in different roles. It is based on the idea that there are real people who carry out, plan and are affected by different development strategies or by the lack of any form of intentional development. The politics of how they are viewed and the terms of their inclusion, exclusion and degree of choice are critically important. We need to resist both facile demonizing of international institutions and romanticizing of the grassroots.

Student participation is strongly encouraged in this course. Students are expected to have read the required readings ahead of time and to come to class prepared to discuss them. There will be several in-class group work assignments that will be used to explore different aspects of the strategies studied in the course.

**STUDENTS WILL DEVELOP THE FOLLOWING SKILLS IN THIS COURSE:**

- build an understanding of relevant research methods such that students can evaluate the appropriateness of different standard methods for solving problems;
- students should be able to justify the use of specific methods
- an ability to critique published research on the basis of its methodology and its analysis
- an ability to review, present and critically evaluate a range of information to:
  - a) frame an appropriate question for the purpose of solving a problem;
  - b) develop a clear hypothesis in response to the question;
  - c) articulate a sound and advanced theoretical framework to analyse the information in support of the argument;
  - d) conduct research to generate or locate relevant information;
  - e) critically review and analyse information from qualitative data;
  - f) present the argument in a clear written format
- an ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

**EQUITABLE LEARNING ENVIRONMENT**

Everyone learns more effectively in a respectful, safe and equitable learning environment, free

from discrimination and harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the **StFX Discrimination and Harassment Policy** which can be found at <http://sites.stfx.ca/equity/>.

Please feel free to talk to me about your questions or concerns about equity in our classroom or in the StFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair of the Department of Anthropology (Dr. L.J. McMillan, [ljmcmill@stfx.ca](mailto:ljmcmill@stfx.ca)), or the Human Rights and Equity Advisor. Please note that a Human Rights and Equity Advisor will soon be appointed. In the meantime, students, faculty, or staff may also contact the Director of Human Resources at [hr@stfx.ca](mailto:hr@stfx.ca) or the Office of the AVP&P.

**READINGS:** The course readings will be available electronically through the library web site or on the Internet.

**EVALUATION:**

Group work/small assignments (throughout course):	10%
Midterm test (Oct. 16):	20%
Paper outline (due Oct. 30):	10%
Paper (due Nov. 27):	30%
Final Exam (see official schedule):	30%

**RE TESTS, ASSIGNMENTS AND CLASS CONDUCT: the following rules have been designed to ensure fairness to all students, to facilitate your academic success, and to allow me to fulfill my responsibilities.**

1. Assignment dates are fixed and cannot be changed.
2. Assignments must be submitted in **HARD COPY** (that is, paper). Electronic submissions will **NOT** be accepted.
3. Written assignments are due at the beginning of class on the day specified. **I WILL NOT ACCEPT LATE PAPERS.** If you have a legitimate reason for missing an assignment or test, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. I do not accept papers after I have returned those already submitted; in this situation you will be given an alternate assignment. Similarly, if you miss the test, you will be given an alternate assignment. Papers handed in after the last day of the term in which they are due will receive a mark of zero.
4. You are required to keep a copy of assignments when you hand them in. Keep the returned marked assignment until the end of the course.
5. **PLAGIARISM AND CHEATING WILL NOT BE TOLERATED:** Suspected cases of plagiarism will be reported to the appropriate authorities and proven cases will result in a mark of zero for the assignment. See the University's policy on plagiarism and cheating (see [http://sites.stfx.ca/registrars\\_office/academic\\_integrity](http://sites.stfx.ca/registrars_office/academic_integrity)). Not intending to plagiarise is not a legitimate excuse. Know what is included in the definition and ensure that the paper you submit meets acceptable academic standards according to the policy. When in doubt,

- consult with me.
6. You are expected to attend all classes and are responsible for all in-class discussion and assigned material. **IF YOU MISS THREE CLASSES OR MORE, WHETHER FOR ILLNESS OR FOR ANY OTHER REASON, YOUR ABILITY TO PASS WILL BE SEVERELY COMPROMISED.** To try to mitigate this, for each class you miss when we are discussing a reading, you are required to submit an overview of it, along with your response to it. This is very hard to do if you have not been present for the discussion, so make sure you get notes from a classmate.
  7. You are expected to refrain from using electronic devices (i.e. computers, mobile phones, etc.) in class, unless you have been given permission by the instructor to use a device to assist you.
  8. My responsibility is to maintain the academic standards of St Francis Xavier University as well as of my discipline as I transmit knowledge about the course subject to the students and foster the development of critical academic reading, researching, analytical and writing skills. I will endeavour to do this in a way that recognizes that students have other demands on their time, and within the constraints presented by my other teaching, administrative and research duties. I will return marked assignments as quickly as I can and am happy to meet with students to discuss the course.

**TENTATIVE SCHEDULE:**

Sept. 6: Introduction to course

Sept. 11, 13: Introduction.

**READ:** Parpart, Jane & Henry Veltmeyer (2004) The development project in theory and practice: A review of its shifting dynamics. **Canadian Journal of Development Studies / Revue canadienne d'études du développement**, 25(1): 39-59, DOI: 10.1080/02255189.2004.9668959

Sept. 18: Methods and Aidland: How might one study development, and who is involved?

**READ:** Wedel, J.R. (2014) “**Studying Through**” a Globalizing World. **Building Method through Aidnographies**. IDS Occasional Paper, (24):149-174. <http://rossy.ruc.dk/ojs/index.php/ocpa/article/view/3883>

Sept. 20 **READ:** Crewe, Emma (2014) Doing development differently: Rituals of hope and despair in an INGO. **Development in Practice**, 24:1, 91-104, DOI: 10.1080/09614524.2014.867308

Sept. 25 **READ:** Budabin, Alexandra Cosima, Louise Mubanda Rasmussen and Lisa Ann Richey (2017) Celebrity-led development organisations: the legitimating function of elite engagement, **Third World Quarterly**, DOI: 10.1080/01436597.2017.1322465

Sept. 27-Oct. 4 (Note Global Issues Forum on Oct. 3) Indigeneity and development.

**READ:** MacNeish, John-Andrew (2013) Extraction, Protest and Indigeneity in Bolivia: The TIPNIS Effect.” **Latin American and Caribbean Ethnic Studies**. 8(2): 221–242.

Schilling-Vacaflor, Almut. (2017) Who controls the territory and the resources? Free, prior and informed consent (FPIC) as a contested human rights practice in Bolivia. **Third World Quarterly**. . 38(5):1058–1074.

Additional readings on this topic: Fabricant, Nicole and Nancy Postero (2015) Sacrificing indigenous bodies and lands: The political–economic history of lowland Bolivia in light of the recent TIPNIS debate. **Journal of Latin American and Caribbean Anthropology**. 20(3): 452–474.

Perreault, Tom (2015) Performing participation: Mining, power, and the limits of public consultation in Bolivia. **Journal of Latin American and Caribbean Anthropology**. 20(3): 433-451.

Oct. 11-18 The state and development

**READ:** Vincent, S. (2014) Why beautify the plaza? Reproducing community in decentralized neoliberal Peru. **Journal of agrarian change**, 14(4):.522-540.

Garmany, Jeff (2017) Strategies of conditional cash transfers and the tactics of resistance. **Environment and Planning A**, 49(2): 372-388.

Oct. 23 - 30 New donors

**READ:** Niu, Z., 2016. China's development and its aid presence in Africa: A critical reflection from the perspective of development anthropology. **Journal of Asian and African Studies**, 51(2): 199-221.

DeHart, M. (2012) Remodelling the global development landscape: The China model and south–south cooperation in Latin America. **Third World Quarterly**, 33(7): 1359-1375.

Xu, Xiuli, Xiaoyun Li, Gubo Qi, Lixia Tang and Langton Mukwereza (2016) Science, technology, and the politics of knowledge: The case of China's agricultural technology demonstration centers in Africa. **World Development** 81: 82-91.

Buckley, Lila (2013) Chinese Land-Based Interventions in Senegal: Understanding political positioning: Actor-oriented strategies. **Development and Change** 44(2): 29–450.

Nov. 3: COURSE DROP DATE FOR FIRST TERM THREE-CREDIT COURSES

Nov. 1, 6 Getting people involved

**READ:** Green, Maia (2010) Making development agents: Participation as boundary object in international development, **The Journal of Development Studies**, 46(7): 1240-1263, DOI: 10.1080/00220388.2010.487099

Boesten, Jelke, Anna Mdee and Frances Cleaver (2011) Service delivery on the cheap? Community-based workers in development interventions, **Development in Practice**, 21(1): 41-58, DOI: 10.1080/09614524.2011.530230

McCarthy, J.F., D.J. Steenbergen, C. Warren, G. Acciaioli, G. Baker, A. Lucas & V. Rambe (2016) Community driven development and structural disadvantage: Interrogating The social turn in development programming in Indonesia, **The Journal of Development Studies**, (early view online) DOI: 10.1080/00220388.2016.1262024

Nov. 8, 15 Gender, sex and development

**READ:** Campbell, Catherine and Yugi Nair (2014) From rhetoric to reality? Putting HIV and AIDS rights talk into practice in a South African rural community. **Culture, Health & Sexuality**, 16(10): 1216-1230, DOI: 10.1080/13691058.2014.930180.

Nelson, E., Edmonds, A., Ballesteros, M., Encalada Soto, D. and Rodriguez, O. (2014) The unintended consequences of sex education: An ethnography of a development intervention in Latin America. **Anthropology & medicine**, 21(2): 189-201.

Nov. 20, 22 Capitalism and development

**READ:** Errington, Frederick, Tatsuro Fujikura and Deborah Gewertz (2010) Instant noodles as an antifriction device: Making the BOP with PPP in PNG. **American Anthropologist** 114(1): 19-31.

Karim, Lamia (2008) Demystifying micro-Credit : The Grameen Bank, NGOs, and neoliberalism in Bangladesh. **Cultural Dynamics** 20(1): 5-29.

Nov. 27 War, peace and development (or lack thereof)

Autesserre, Séverine (2016) The responsibility to protect in Congo: The failure of grassroots prevention. **International Peacekeeping**, 23(1): 29-51, DOI: 10.1080/13533312.2015.1080595

Nov. 29 Course conclusion

## DESCRIPTION OF TESTS AND ASSIGNMENTS:

**Missed class assignment:** If you miss a class in which we discuss a required reading, submit an overview of the reading to me when you return to class. This overview should be about 150-200 words long and should consist of:

- 1) a brief summary (in your own words) of the argument of the reading
- 2) a brief summary (in your own words) of the evidence being used to support the argument
- 3) your appraisal of the validity of the claims being made in the article.

**Group work/small assignments:** There will be several small assignments, carried out either in groups or individually, throughout the course. These will be explained in class. The purpose of these is to give you an opportunity to practice with the material and to provide you with feedback on your performance in the class.

**Paper:** The paper should be 2500-3500 words in length (this is about 8 to 12 pages). You must put the word count on your title page. **SEE THE STYLE GUIDE ON THE DEPARTMENT OF ANTHROPOLOGY WEB SITE FOR PROPER STYLE.**

Choose one of the following topics:

1. Should large-scale development, such as natural resource extraction, take place? Answer this question with respect to a specific case, examining the potential benefits (e.g. employment, better infrastructure, royalties that states can use for social programs, etc.) against the negative impacts on communities (e.g. loss of land, pollution, loss of livelihood, loss of way of life, etc.). Remember to focus on the impact on people, since that is the focus of this course. There is plenty of literature on this for Bolivia and Peru, among other cases around the world.
2. Your own topic, approved by me before 4 October. E.g. you could find people-oriented discussions of a specific development project (the famous Vicos project from Peru would be a good choice), and evaluate the project's success. Another option would be to write a critical book review of an appropriate work on development (e.g. Tania Murray Li's **The Will to Improve**, James Ferguson's **The Anti-Politics Machine**, or David Mosse's **Cultivating Development**, among others). You could also see if one of the Coady diploma students would be interested in discussing their experience related to one of the topics in the course (e.g. microcredit, empowerment, etc.) and compare their views with those of course required and additional readings.

Some rules:

- 1) Use the style described outlined on the Anthropology "Writing and Citing" tab of the library's web site ([http://stfx.libguides.com/ld.php?content\\_id=3538355](http://stfx.libguides.com/ld.php?content_id=3538355)).
- 2) Abide by the StFX Academic Integrity Policy: available from [http://sites.stfx.ca/registrars\\_office/academic\\_integrity](http://sites.stfx.ca/registrars_office/academic_integrity).
- 3) You are permitted no more than THREE direct quotations from your sources, and none of these three quotations may be more than 30 words in length. For all other references to content from your sources you must paraphrase. Note that proper referencing is essential: improperly referenced papers are unlikely to receive a passing grade.

You will be marked on:

- 1) the quality, strength and clarity of your argument;
- 2) the quality and clarity of your evidence, including the quality of the sources you use;
- 3) the appropriateness of the theoretical framework and the quality of the analysis (that is, how well you use the theoretical framework to analyse the evidence);
- 4) the style and structure of the paper, including proper and complete referencing, grammar, spelling, word use, sentence structure, essay structure, etc. Note that proper referencing is essential: improperly referenced papers are unlikely to receive a passing grade.

**Essay proposal, due:** This proposal outlines your intended topic, sources and essay structure. You should include:

- a) a **title** (one that lets the reader know what the paper is about);
- b) an introduction to the **topic** and why it is important to study;
- c) a **thesis statement** (one sentence of no more than 35 words stating what you will **argue** in your paper);

d) an **outline** of the sections of your paper that makes it clear how you will structure your argument; include references to the sources you will use in each section and how they will be used (e.g. for theory, for comparative purposes, for evidence, etc.);

e) a list of the major **sources** that you plan to use in your essay. Note that you must use the proper bibliographic form for your list of sources. You **MUST** use at least one required reading from the course. You should have between 4 and 6 appropriate people-focussed sources. Look for work that has evidence from specific people the author(s) have met and dealt with.

**To facilitate my checking that these are appropriate sources, cut and paste (with appropriate in-text citation and quotation marks) the author's explanation of the methodology or description of the evidence used. I WILL NOT MARK THE ASSIGNMENT IF YOU DO NOT INCLUDE THIS.**

The whole assignment should be about 5 pages long. The major purpose of this assignment is to articulate the topic; develop a strategy for answering a question about it; and locate appropriate sources to assist you in the analysis. You will be marked on whether you have presented a doable, appropriate topic in a clearly formulated way, following the guidelines. Note that proper referencing is essential: improperly referenced papers are unlikely to receive a passing grade.

**Midterm and Exam:** The midterm test and the exam will be composed of short written answer and essay questions.