

ST. FRANCIS XAVIER UNIVERSITY
ANTH 320/DEVS 321 PEOPLE AND DEVELOPMENT FALL 2018

I would like to begin by acknowledging that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) Peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

INSTRUCTOR: Dr. Susan Vincent (Office: JBB 335E; tel: 867-5281; email: 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 are 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), or the Human Rights and Equity Advisor (Megan Fogarty, mfogarty@stfx.ca).

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. 15):	20%
Paper outline (due Oct. 24):	10%
Paper (due Nov. 26):	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**. 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 UNLESS YOU HAVE A LEGITIMATE AND COMPELLING REASON FOR MISSING AN ASSIGNMENT OR TEST**; in that case, 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/registrar_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.** At the very least, make sure you get notes from a classmate.
 7. **Technology in the Classroom Policy:** Cell phone use in class, unless the phone is being used explicitly for research or learning purposes permitted by the instructor, distracts from the learning of the student using the cell phone, the other students and inhibits the instructor's teaching. Therefore, cell phone use in class is prohibited unless the instructor asks that students use their cell phones for a specific exercise. Students may use computers or tablets in class to take notes. Students who are using computers or tablets for other purposes will be asked to close them.
 8. **Class Materials Copyright Notification:** The materials from Department of Anthropology courses, including but not limited to the course syllabus, class notes or PowerPoint presentations provided by the instructor, lectures, or assignments and other materials authored by the instructor, are the property of the instructor, unless stated otherwise by the instructor. Sharing, posting or selling this material to third parties on-line or otherwise (for instance, through on-line sites or on social media sites) for distribution without permission is subject to Canadian Copyright law and is strictly prohibited. Students are required to request permission to record lectures or take images of any part thereof.
For more information, please visit the StFX copyright guide:
http://sites.stfx.ca/library/campus_copyright
 9. 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. 5: Introduction to course

Sept. 10, 12: Introduction: Development and people-oriented analysis

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. 17: Who does development?

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. 19: **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. 24: **READ:** Sandri, Elisa (2018) 'Volunteer Humanitarianism': volunteers and humanitarian aid in the Jungle refugee camp of Calais. **Journal of Ethnic and Migration Studies**, 44(1): 65-80.

Additional: 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. 26-Oct. 3 (Note Global Issues Forum on Oct. 1) Sustainable development goals.

READ: Kimanthi, H., and P. Hebinck (2018). 'Castle in the sky': The anomaly of the millennium villages project fixing food and markets in Sauri, western Kenya. **Journal of Rural Studies**, 57, 157-170.

Oct. 10-15 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. 22 - 24 New donors

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

Shankland, Alex and Euclides Gonçalves (2016) Imagining Agricultural Development in South–South Cooperation: The Contestation and Transformation of ProSAVANA. **World Development** 81: 35-46.

Additional: 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.

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.

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.

Oct. 29 Climate change, NGOs, states and adaptation

READ: Hirsch, Eric (2017) The unit of resilience: unbeckoned degrowth and the politics of (post)development in Peru and the Maldives. **Journal of Political Ecology** 24: 462-475

Nov. 2: COURSE DROP DATE FOR FIRST TERM THREE-CREDIT COURSES

Oct. 31, Nov, 5: Getting people involved

READ: Malin Hasselskog, Malin (2016) Participation or what? Local experiences and perceptions of household performance contracting in Rwanda. **Forum for Development Studies**, 43(2):177-199.

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

Nov. 7, 14: 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. 19, 21: 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. 26: War, refugees, aid

READ: Devine, Jennifer A. (2016) Politics of post-war tourism in Guatemala: Contested identities, histories, and futures. **L’Espace Politique. Revue en ligne de géographie politique et de géopolitique**, (28). <https://journals.openedition.org/espacepolitique/3723>.

Additional: 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. 28: Course conclusion

DESCRIPTION OF TESTS AND ASSIGNMENTS:

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. Are conditional cash transfer programs a good way for states to promote development and eliminate poverty? Base your answer on the experience in a single country.
Possible case study: Progresa/Oportunidades in Mexico
Some sources to get started:
Gil-García, Ó. F. (2016). Gender equality, community divisions, and autonomy: The Prospera conditional cash transfer program in Chiapas, Mexico. **Current Sociology**, 64(3): 447-469.
Sanchiz, A. A. (2010). Opportunities for the poor, co-responsibilities for women: female capabilities and vulnerability in human development policy and practice. **Journal of Human Development and Capabilities**, 11(4): 533-554.
Smith-Oka, V. (2013). **Shaping the motherhood of indigenous Mexico**. Vanderbilt University Press. Project Muse.
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).
- 2) Abide by the StFX Academic Integrity Policy: available from 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.