



## DEPARTMENT OF ANTHROPOLOGY

# ANTHROPOLOGY OF DEVELOPMENT AND GLOBALIZATION ANTH4813 FAO

FALL 2016

### GENERAL INFORMATION

Course Instructor: Saul Cohen  
Email: scohen@lakeheadu.ca  
Lecture: Wednesday 2:30 – 5:30, Location TBA  
Office: OA 3008x, Desk 5  
Office Hours: Wednesday and Friday, 11:20 – 12:30 or by appointment  
Phone: 705 330-4008, ext 2990

### COURSE DESCRIPTION

The concepts of “development” and “globalization” promised to lessen global inequalities. Yet, this did not happen. There is also a fear that together they will obliterate cultural diversity and create a single global monoculture. Yet, this is also not happening. This course examines why these promises and fears were not realized and what happened instead. The concepts appear self-evident and are ingrained in how we understand ourselves and the world: “development” is the dominant means to alleviate poverty, improve lives, correct injustices and lessen suffering; and, “globalization” is the idea that the world is inevitably becoming more inter-connected. However, these simple definitions fail to convey the concepts’ associated history, violence, ideologies and politics as well as how certain people organize to resist and oppose problematic interventions in their lives. By the end of the course your view the world and strategies for achieving of social justice will be very different from what they are now.

### COURSE REQUIREMENTS AND GRADING

1. **Mid-Term Test 1 (20%)** – Week 6 – Due Friday, October 21 @ 5pm

The mid-term tests will consist of a combination of short, long answer and essay question.

2. **6 Response Papers – top 5 X 5% (25%)**, various dates

A response paper is a way of directly engaging with the course material. It helps you to read critically and actively and to formulate your thoughts and ideas about the readings. As we are a small class that is reliant on participation from everyone it is also a way to ensure that class meetings are productive. Students are responsible for submitting 6 response papers throughout the semester, however, only your top 5 grades will be recorded. There may be a variety of response formats from week to week. Response papers are due **Sunday, 6pm**.

3. **Expanded Response Paper and Discussion Proposal - 2 X 15% (30%)**

Students will hand in a slightly expanded response paper and a proposal on how to manage the discussion for the week. More information to be provided.

#### 4. **Final Exam** (25%), Time and Location TBA

The final exam will take place in the final exam session and will consist of a combination of short, long answer and essay questions. It will also include a substantial critique of your global inequalities assignment.

#### **REQUIRED TEXTS AND READINGS:**

1. Walsh, Andrew (2012) Made In Madagascar Sapphires, Ecotourism, And The Global Bazaar
2. Journal, newspaper and magazine articles available from the D2L course website

#### **COURSE POLICIES**

##### **1. Attendance**

Attendance in all classes is mandatory. Classes are a combination of discussion, activities and lecturing. All three aspects are equally important toward gaining a strong foundation in the material and a better understanding of the course themes. I do not provide PowerPoint slides or lectures notes and exams questions emerge from the classes in an organic fashion. Students that are not able to attend lectures due to work or other requirements are advised against taking the course. Students that occasionally miss class must get lectures notes from someone who attended the class and should come to office hours if they have specific questions about the missed material.

##### **2. Laptop and Mobile Phone Use in Class**

It is strongly advised that students do not bring laptops to class. There are three reasons for this. First, research shows that typing notes is significantly less effective than writing notes. For this course, understanding of the material is much more important than typing every little piece of information. Second, laptops are a great distraction. The temptation to go on-line is often too great. Third, everyone is impacted by your decision to surf the web, go on social media, watch videos, etc. It is distracting to the professor. It is very obvious when students are not engaged in the lecture and are chatting or watching something on their laptops that is unrelated to the course material. It is also rude and distracting to your fellow students. Students get frustrated by students who surf the web during class. It does not make sense to come to class only to peruse the web. If you have issues with distraction and attention, anxiety, screen addiction, etc., then speak to me or a counselling service to address these issues. **Students that are on their laptops or phones for non-course related reasons will be asked to leave the class.**

##### **3. Assignment submission and late penalties**

- Assignments handed in late will be assessed a late penalty of 5% per day, including weekends. Each weekend day counts as one day late. The reasons for this strict policy are that the due dates are given well in advance and the instructors want to ensure fairness in grading practices for all students.
- If assignments will be submitted late because of medical reasons, a signed medical note is required, stating the name of doctor, nature of illness, duration of illness, and expected delay and/or impact on the completion of student work. Students must use the official certificate (available online at <http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf> and attach it to the assignment. Please inform the instructor in advance if you anticipate that your assignment will be late on account of medical reasons.
- Assignment extensions for non-medical reasons are given only in extenuating circumstances and on a case-by-case basis. In the event of non-medical extenuating circumstances, students should provide supporting documentation from their college registrar's office or Accessibility Services

##### **4. Mandatory Meeting with Prof**

If a student receives less than 60% for any assignment or test they are required to meet with the prof during office hours to work out a plan to improve their grades.

#### **COURSE WEBPAGE**

Throughout the academic year, information pertaining to the course will be posted by the instructor on the course website (Desire2Learn). Course announcements, syllabi, assignment guidelines, exam information and supplementary readings will be available on the course webpage. Any important announcements, including changes in due dates will be announced in-class and posted on Desire2Learn. **Please set D2L so you are notified via email**

#### **STUDENTS WITH DISABILITIES**

Student Accessibility Services (SAS) (Thunder Bay) and Student Affairs (Orillia) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus websites: Orillia: <http://orillia.lakeheadu.ca/about-us--orillia-student-affairs/>

#### **ACADEMIC DISHONESTY**

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced. A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- (a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given. A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found at:

<http://policies.lakeheadu.ca/policy.php?pid=60>

#### **MISSED EXAMS**

Make-up examinations will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at

<http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf>.

Final examinations run from Friday, December 9 - 19. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.

<b>Fall Session</b>		
Week 1	<b>So, what is this course about? Introduction and course overview</b>	Class Activity: "Addressing Global Inequality" Exercise
Week 2	<p style="text-align: center;"><b>What can possibly be "wrong" with development? Rethinking development.</b></p> <p>Shrestha, Nanda. 1995. Becoming a Development Category. In <i>Power of development</i>. ed. Jonathan S. Crush, 266-277. New York: Routledge.</p> <p>Shanin, Teodor. 1997. The idea of progress. In <i>The post-development reader</i>. eds. Victoria Bawtree, Majid Rahnema, 65-72. Cape Town: David Philip.</p> <p>Esteva, Gustavo. 1992. Development. In <i>The development dictionary: A guide to knowledge as power</i>. ed. Wolfgang Sachs, 6-25. London: Zed.</p>	
Week 3	<p style="text-align: center;"><b>Colonization redux? The roots of development thinking.</b></p> <p>Rist, Gilbert. 2008. The Making of a World System. In <i>The History of Development</i>. 47 – 68. London: Zed Books.</p> <p>Comaroff, John and Jean Comaroff. 2001. The Colonization of Consciousness. In <i>A Reader in the Anthropology of Religion</i>. Ed. Michael Lambek, 494-510. London: Blackwell.</p> <p>Rodney, Walter. 1972. How Europe Underdeveloped Africa.</p>	
Week 4	<p style="text-align: center;"><b>Who speaks for development and what do they say? Development discourse and its objects.</b></p> <p>Escobar, Arturo. 1997. The making and unmaking of the third world through development. In <i>The post-development reader</i>. eds. Victoria Bawtree, Majid Rahnema, 85-93. Cape Town: David Philip.</p> <p>*Mitchell, Timothy. 1991. America's Egypt: Discourse of the development industry. <i>Middle East Report</i> (March-April): 169:18-34, 36.</p> <p>*Ferguson, James, and Larry Lohmann. 1994. The anti-politics machine: "Development" and bureaucratic power in Lesotho. <i>The Ecologist</i> 24, (5): 176-182.</p>	Class Activity: Identity Exercise

Week 5	<p style="text-align: center;"><b>What happens when development happens over there? Development places and meanings.</b></p> <p>*Moore, Donald. 1999. The crucible of cultural politics: reworking “development” in Zimbabwe’s Eastern Highlands. <i>American Ethnologist</i> 26, (3): 654-689.</p> <p>*Pigg, Stacy Leigh. 1992. Inventing social categories through place: Social representations and development in Nepal. <i>Comparative Studies in Society and History</i> 34, (3): 491-513.</p>	
Week 6	<p style="text-align: center;"><b>What happens when development happens? Compromise and contingency in development practice.</b></p> <p>Li, Tania. 1999. Compromising power: Development, culture, and rule in Indonesia. <i>Cultural Anthropology</i> 14, (3) (Aug): 295-322.</p> <p>Mosse, David. 2005. Is good policy unimplementable? Reflections on the ethnography of aid policy and practice. <i>Development and Change</i> 35, (4): 639-671.</p>	
Week 7	<p style="text-align: center;"><b>Is small really beautiful? Village and community development.</b></p> <p>Li, Tania. 2002. Engaging simplifications: Community-Based Resource Management, market processes and state agendas in upland Southeast Asia. <i>World Development</i> 30, (2): 265-283.</p> <p>Vandergeest, Peter. 1996. Real villages: National narratives of rural development. In <i>Creating the countryside: The politics of rural and environmental discourse.</i> eds. E. Melanie DuPuis, Peter Vandergeest, 279-302. Philadelphia: Temple University Press.</p>	
Week 8	<p style="text-align: center;"><b>Is grass-roots development the answer? Participation/s in the development process.</b></p> <p>Kothari, Uma. 2001. Power, knowledge and social control in participatory development. In <i>Participation: The new tyranny?</i> eds. Bill Cooke, Uma Kothari, 139-152. New York: Zed Books.</p> <p>Walley, Christine J. 2002. ‘They scorn us because we are uneducated’: Knowledge and power in a Tanzanian marine park. <i>Ethnography</i> 3, (3) (September): 265-98.</p>	Movie: TBA

Week 9	<p style="text-align: center;"><b>Can development be greened? Sustainable, green and environmentally-friendly development.</b></p> <p><i>Tsing, Anna. 1999 Becoming a Tribal Elder, and Other Green Development Fantasies. In. Transforming the Indonesian Uplands. Tania M. Li, ed. 159- 201</i></p> <p>TBA</p> <p>Walsh Part 1</p>	Class Activity: Full class participation
Week 10	<p style="text-align: center;"><b>Ethnography: Made in Madagascar</b></p> <p>Green, Maia, and Simeon Mesaki. 2005. The birth of the "salon": Poverty, "modernization," and dealing with witchcraft in southern Tanzania. <i>American Ethnologist</i> 32, (3) (Aug.): 371-88.</p> <p>Walsh Part 2</p>	
Week 11	<p style="text-align: center;"><b>Ethnography: Made in Madagascar</b></p> <p>Ong, Aihwa. 1988. The Production of Possession: Spirits and the Multinational Corporation in Malaysia. <i>American Ethnologist</i> 15(1): 28-42.</p> <p>Walsh Part 3</p>	Class Activity: Our "primitive" beliefs
Week 12	<p><b>Conclusions, Review and Test Preparation</b></p>	