Development is often considered synonymous with progress and economic growth. This course seeks to challenge the framework within which development policies and practices have been conceptualized since the 1940s. How do discourses and practices of development reflect struggles over power, history, and culture? Why has development often been understood as a “neocolonial” endeavor that seeks to maintain the global hegemony of the “first world” over the “third world?” How has the trajectory of development shifted in the past five decades to encompass divergent agendas, practices, and meanings? How have these “macro” agendas shaped the lives of millions of men and women living across the globe? Can development be understood as a monolithic category or do men and women experience it differently? This course will also highlight some of the most pressing concerns over the merits and limitations of globalization and familiarize students with ongoing social, political and economic debates over corporatization, consumption, and speculative finance. Using anthropological insights, we will explore the connections between colonialism, development, capitalism, and globalization to analyze how “development” is embedded in social inequities, and whether or not a more equitable form of development can be envisioned.

You **must** utilize the services offered by the writing center on campus. While I will give you feedback though individual student conferences or through in-class writing workshops, it is important that you invest your time in developing and reinforcing your writing by scheduling regular appointments with folks at the writing center.

Course Objectives: By the end of this course, students should have:

1. developed a critical understanding of core concepts in the Anthropology of development.
2. developed a clear understanding of the historical relationship between colonialism, development and globalization.
3. an understanding of how and why it is important to challenge perspectives that privilege an overwhelming reliance on economic indicators for measuring or quantifying development.
4. understood the concept of development as a discourse and how it is experienced differently by multiple social actors based on their nationality, age, class, race, and gender.
5. Students should be able to understand the workings of institutions such as the IMF and the World Bank and their highly debated role in poverty alleviation and debt relief.

Course Requirements

1. **Weekly readings and class participation:**
   Principal emphasis in the class will be on an elaborate and detailed discussion of the required readings/films. Students are thus strongly advised to come to class having done all the readings and prepared with questions or comments on specific readings.

2. **Weekly Commentaries:**
   Students are required to write a one-page commentary once a week. You should attempt to engage with the commentaries written by your peers. Engagement does not mean repeating what your peers have written; it means analyzing each other’s comments in relation to the reading for the day. I don’t expect polished write-ups. Students can turn in questions/opinion pieces or even poetry relevant to the content of the course. These will allow me to identify certain common themes or areas of general interest. These commentaries will not be graded individually but will count towards cumulative grades at the end of the semester.

3. **Photo or Video Journal**: Think of it as a commodity chain assignment
   For your photo or video journal assignment, you will be required to either photograph or video record everything you purchase in one week (no matter how mundane). Write a couple of lines about the social and emotional contexts in which these purchases were made. I want you to explore some of the patterns of your own consumption and then to situate these in a broader local and global context.

4. **Assignments and Research Paper:**
   All the students are expected to turn in one short paper and a research paper during the course of the semester. There will also be a mid-term exam for the course. Students are expected to write, coherent well-argued papers that focus on themes from the course (details will be provided in class). Your papers should demonstrate a critical engagement with the course material.
   For the research paper, however, I do expect students to engage with outside scholarly sources. You will submit a working bibliography to me two to three weeks

1 Adapted from Dr. Jerry Jacka’s The Anthropology of Development and Globalization Syllabus.
before your final paper is due. This will be followed by individual presentations of your research topic and peer-reviews.

5. Individual Presentations:
   Towards the end of the semester, I expect students to present to the class a synopsis of the research paper that they intend to write. Each presentation should be no more than 15-20 minutes in length and should entail an overview of the research questions that the student is interested in pursuing, description of the project, and some preliminary conclusions. You are encouraged to use power-points if these are accompanied with sufficient interaction with your audience. Each presentation will be followed by a question and an answer session. Students are expected to engage with one another’s projects and provide useful feedback.

The overall grading system will be:
Assignment # 1: 15 % 
Exam One, Take home: 15%
Research Paper: 25 %
Photo/Video Journal: 10% 
Commentaries: 15%
Class participation: 20%

Class participation includes a brief research presentation, note-taking, and raising issues and questions in class on a regular basis.

Grading Scale:

A 94%+ A- 90-93%
B+ 87-89% B 84-86% B- 80-83%
C+ 77-79% C 74-76% C- 70-73%
D+ 67-69% D 64-66% D- 60-63%
F 59%

The following information will help you better understand the criteria for graded material:

A= exceptionally thought-provoking, original, creative in both content and manner of presentation, and a skillful use of concepts and/or materials which are fully supported.

B= presents a solid understanding of the subject matter and an ability to handle the issues and materials encountered in the subject with only minor errors.
C= demonstrates an adequate understanding of the subject matter with central ideas present, but too general, repetitious and not clearly supported or integrated with evidence and details.

D= a minimally acceptable performance with a confusing central idea and lacking details. Parts of the assignment are missing and/or incomplete.

F= shows lack of effort and minimal comprehension of material with major mechanical errors, no thesis, and misuse of key concepts.

Required Books: There are seven books required for the course. Additional articles will be posted on Blackboard.

* Susan George and Fabrizio Sabelli “Faith and Credit: The World Bank’s Secular Empire;

* Philippe Bourgois “In search of respect: Selling Crack in El Barrio”;

* Dorothy Hodgson “Once Intrepid Warriors: Gender, Ethnicity, and the Cultural Politics of Maasai Development”;

* Arturo Escobar “Encountering Development: The Making and Unmaking of the Third World”


* Karen Ho, “Liquidated: An Ethnography of Wall Street”
8/25  Introduction

8/30  Conceptual Framework


9/1  Marx, Karl and Friedrich Engels, “Manifesto of the Communist Party (1848) and Alienated Labor (1844)


Watch: http://www.youtube.com/watch?v=_VstTwFxNKk&feature=related

9/6  The Discourse of Development: Poverty/First World/Third World

Escobar, Arturo. Encountering Development. Read selections (TBA)

9/8  Mini assignment: Find cold-war clips in which capitalism is being promoted as a way of life. Discuss in Class.

Start collecting your sources for the first paper
Newspapers/Magazines/News/Advertisements/Images/Videos. Talk to your friends and associates about what they think poverty, underdevelopment, and Third World mean to them. What images do these conjure in their minds (in your minds as well)? What does development mean to them? What countries according to them are developed, underdeveloped, and developing? What reasons do they cite for their answers?

9/15 Depoliticizing Development


9/20 Discussion of props in class.

9/22 Discourse and Agency


Papers due in my inbox by 12.00 midnight.

9/27 Cultural Politics of Development

Hodgson, Dorothy. 2001. Once Intrepid Warriors

9/29 Hodgson, Dorothy. Continued…

10/4 Ethnography of Developers


10/6 Films Life and Debt and T-Shirt Travels
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<th>Date</th>
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| 10/13  | **Development, Sustainable Development, and Environment**  
Watch Words on Water in Class  
**Take home exam due** |
| 10/27  | Goldman, Micheal. “Imperial Nature” |
| 11/1   | Goldman, Micheal. “Imperial Nature” |
| 11/3   | **Micro credit**  
Selections from Mohd. Yunus’s ‘Banker to the Poor: Microcredit and the Battle against Poverty.” Introduction, 43-84; 115-131.  
Selections from Women and Microcredit in Rural Bangladesh. |
| 11/8   | Selections from Women and Microcredit in Rural Bangladesh. |
| 11/10  | **Understanding Wall Street**  
Liquidated: An Ethnography of Wall Street |
| 11/15  | Liquidated: An Ethnography of Wall Street |
11/17  Watch Inside Job in class or Frontline documentary Inside the Meltdown

11/22  Inequalities and Poverty in the First World


12/1   Conference

12/6   Presentations

12/8   Presentations