

Anthropology of Development (070:305), Fall 2019

Thurs., 2:15-5:15 p.m., RAB 209A

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ANTHROPOLOGY OF DEVELOPMENT

Why are some countries rich while others are poor? Why do 4.3 billion people—about 60 percent of the world's population—live on less than \$5 a day (while the world's eight richest billionaires own as much wealth as the poorest 50 percent of the planet's people)? This course explores anthropological approaches to such questions, with a focus on different understandings of "development." Some define that term as intentional actions intended to reduce poverty and injustice, while others view it as a destructive myth or delusion, or as historical change and its consequences.

As we examine development debates in anthropology and related fields, we will consider topics such as how the climate crisis challenges conventional development approaches, and we will look inside institutions that act as agents of development—including NGOs (nongovernmental organizations) as well as powerful international financial institutions such as the World Bank and International Monetary Fund. Why do those institutions spark protests in many parts of the world and how do they respond to critique? Ethnographic case studies will help us to understand how development institutions work, how people perceive development initiatives and discourses, and how they craft livelihoods and imagine their futures.

The format of class meetings includes lectures, group discussions, and films. Readings are drawn from anthropology as well as other disciplines and news media.

Course Objectives

- Introduce students to key concepts and debates in the anthropological study of development, and analyze the place of culture in those debates.
- Introduce students to key organizations that design and implement development programs, such as the World Bank, International Monetary Fund (IMF), and nongovernmental organizations (NGOs).
- Help students to improve their skills in critically assessing scholarly publications, and in presenting their ideas in oral and written forms.
- Expand students' understanding of cultural and socioeconomic differences.

Department Learning Goals Met by this Course

<https://anthro.rutgers.edu/academics/undergraduate/undergraduate-learning-goals>

Identify, explain, and historically contextualize fundamental concepts, modes of analysis, and central questions concerning the anthropological study of wealth, and demonstrate proficient use of this knowledge. Students will be able to demonstrate proficiency in their use of critical thinking skills; and will be able to express themselves knowledgeably and proficiently in writing

and speaking about central issues in this area of scholarly inquiry.

Pre-requisites: None, but some students who are new to cultural anthropology may be interested in taking Culture and Social Life (070:101) or Language and Social Life (070:108). If you have not taken any anthropology courses, and you would like to learn about the field's core concepts and theories, see Kenneth J. Guest's introductory textbook: *Cultural Anthropology: A Toolkit for a Global Age*. WW. Norton Publishers. (Copies are available in Rutgers libraries.)

Required Texts: Articles and book chapters will be available on the Sakai course site or through databases such as Wiley Online Library that are accessible through Rutgers libraries. Supplemental materials (such as ethnographic, documentary, and popular films) will be available online.

Requirements include regular attendance, completing assigned readings on time (so that students are prepared to discuss them in class the week they are assigned), two in-class exams during the semester, a 30-minute quiz during week 13, pop quizzes, and occasional short in-class oral presentations (commentaries on assigned readings or on supplemental material the student has researched). Quizzes and exams will cover assigned readings, lectures, class discussions, and films. There will be no final exam.

Grades will be determined as follows:

Pop quizzes = 20%
Exam #1 (Oct. 10) = 25%
Exam #2 (Nov. 14) = 25%
30-minute quiz (Nov. 26, or Dec. 5 if Nov. 26 is a snow day) = 15%
Attendance, participation, in-class presentations = 15%

Make-ups of the two exams and 30-minute quiz will *not* be allowed except in cases of serious illness. If you miss an exam or the 30-minute quiz, please notify the professor of the reason no more than 24 hours later. (Be sure to notify the professor by both voice mail and email.) **Travel plans are not an acceptable reason for missing a quiz.** Make your travel arrangements so that you will be in class when quizzes are given. Pop quizzes cannot be made up, but the lowest score will be dropped when calculating grades.

Office hours will be announced during class. Please feel free to drop in or make an appointment, and please let the professor know if you would like any assistance with course material.

Attendance: Students are expected to attend all classes. (See information below about required advance notification for a necessary absence due to a religious holiday.)

If you miss a class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to the instructor. ****Students are required to see a Dean of Students for assistance in verifying the circumstances of any absence longer than one week, or when an exam is missed.****

Points will be deducted for class absences as follows: Since the class meets just once per week, 20% of the total possible points for the attendance and participation portion of the grade will be deducted if two classes are missed; 65% will be deducted if three classes are missed;

100% if four classes are missed. Anyone who misses three or more class meetings is advised to drop the course.

Religious Holidays: Please notify the instructor during the first two weeks of the semester if you will observe a religious holiday that will prevent you from attending a class meeting. You may arrange to make up the missed session and any required work (sometimes through an oral quiz on assigned readings)—if you **notify the instructor during the first two weeks of the semester**.

Lateness: To avoid disrupting the class, students should arrive on time.

Classroom atmosphere: We are all responsible for creating a friendly, relaxed, and productive classroom atmosphere. That requires listening respectfully to everyone, phrasing comments constructively and politely, turning off cell phones and other electronic devices, coming to class on time, and refraining from reading the newspaper or working on other assignments during class. (**No recording devices may be used during class.**)

Communication: Students are responsible for timely attention to email and Sakai postings for this course and therefore should check the Sakai site and their Rutgers email accounts regularly. Dates and assignments may change; all changes will be announced in class or posted on Sakai or both. To access Sakai, go to <http://sakai.rutgers.edu>, log in with your Rutgers userid and password, and use the course membership tool to access class materials.

Students with disabilities requesting accommodations: Please follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>.

Ethics/Academic Integrity: Read the Rutgers academic integrity policy at <http://academicintegrity.rutgers.edu>. Violations include cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. You are responsible for knowing what plagiarism is. For tips about how to consult sources without plagiarizing, and how to take notes so that you don't plagiarize by accident, see http://www.libraries.rutgers.edu/avoid_plagiarism.

In addition, the Rutgers Copyright Policy assigns ownership of pedagogical materials developed by instructors to those instructors (<https://policies.rutgers.edu/view-policies/governance-legal-matters---section-50#3>). *Students do not have the legal right to post course materials on websites without the written authorization of the instructor. Doing so without authorization could violate the University Academic Integrity Policy and subject the student to disciplinary action.*

Additional Course Resources (Optional):

--United Nations Development Program (UNDP), Human Development Reports: <http://www.hdr.undp.org>

--World Bank, World Development Reports: <https://www.worldbank.org/en/publication/wdr/wdr-archive>

--Global inequality data: <http://www.WID.world>

--Current and historical data on income inequality in the United States, by economists Thomas Piketty and Emmanuel Saez: <http://elsa.berkeley.edu/~saez/>--Shaxson, Nicholas, ----John Christensen, and Nick Mathiason. 2012. "Inequality: You Don't Know the Half of It." Chesham, UK: Tax Justice Network. <http://www.taxjustice.net/wp-content/uploads/2013/04/Inequality-1207-you-dont-know-the-half-of-it.pdf>

- Sherry Ortner, ed. 1999. *The Fate of 'Culture': Geertz and Beyond*. Berkeley: University of California Press.
- Michael Lambek and Janice Boddy. 1997. "Introduction: Culture in Question." *Social Analysis: The International Journal of Social and Cultural Practice* 41(3)3-23.
- Lila Abu-Lughod, 1991, "Writing against culture." In *Recapturing Anthropology*, Richard G. Fox, ed., pp. 137-162. Santa Fe, NM: School of American Research.

Schedule of Topics and Readings

(Any changes or amendments will be announced in class, on Sakai, and via email.)

Week 1/Sept. 5 ~ Introduction to the Course

- Paul Sillitoe, one-page overview of anthropology of development:
<https://www.discoveranthropology.org.uk/about-anthropology/specialist-areas/anthropology-of-development.html> (UK: Royal Anthropological Institute).
- Greta Thunberg, 2017. Video: Speech at United Nations Climate Change COP24 Conference (3 minutes, 29 seconds). <https://www.youtube.com/watch?v=VFkQSGyeCWg>
- Andri Snær Magnason, 2019, "The Glaciers of Iceland Seemed Eternal. Now a Country Mourns Their Loss." *The Guardian* (London), August 14.
<https://www.theguardian.com/commentisfree/2019/aug/14/glaciers-iceland-country-loss-plaque-climate-crisis?fbclid=IwAR2I9mX0b6FjK9I2Ka0u5QjwvRBiANmJHA5MXk6utgzPMr1c4zpXtDaWW34>

Week 2/Sept. 12 ~ Remaking the World

Climate Change, Climate Action ~ "A Marshall Plan for Earth"?

- Naomi Klein, 2014. "The Leap Years: Just Enough Time for Impossible," pp. 449-466, in *This Changes Everything: Capitalism vs. The Climate*. New York: Simon and Schuster.
- Mary Annaise Heglar, 2019. "Climate Change: I Work in the Environmental Movement. I Don't Care If You Recycle." *Vox*. June 14, 2019
<https://www.vox.com/the-highlight/2019/5/28/18629833/climate-change-2019-green-new-deal>
- Enele Sopoaga (Tuvalu's Deputy Prime Minister and Minister for Foreign Affairs, speaking at the main U.N. climate plenary in Cancún), 2010. "Life or Death: Small Island Nation of Tuvalu Pleads for Climate Resolution."
https://www.democracynow.org/2010/12/13/life_or_death_small_island_nation

Reference/optional:

- Greta Thunberg, 2018. Video: "The Disarming Case to Act Right Now on Climate Change." Stockholm, Sweden: TEDx Talk, August.
https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate?language=en
- IPCC. 2018. "Global Warming of 1.5° C: Summary for Policymakers." Geneva: Intergovernmental Panel on Climate Change. https://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf.
- Dahr Jamail, 2018. "Ten Ways 2018 Brought Us Closer to Climate Apocalypse." Truthout. December 27. <https://truthout.org/articles/ten-ways-2018-brought-us-closer-to-climate-apocalypse/>.

--Rebecca Solnit, 2014. "Call Climate Change What It Is: Violence." *The Guardian*, April 7, sec. Opinion. <http://www.theguardian.com/commentisfree/2014/apr/07/climate-change-violence-occupy-earth>.

Week 3/Sept. 19 ~ Is Development a Delusion?

--Jason Hickel, 2017. *The Divide: A Brief Guide to Global Inequality and Its Solutions*. "Preface: Beginnings," pp. 1-4, and "The Development Delusion" pp. 7-32. London: Heinemann.

--Kevin P. Donovan and Emma Park, 2019. "Perpetual Debt in the Silicon Savannah." *Boston Review*, August 14. <http://bostonreview.net/class-inequality-global-justice/kevin-p-donovan-emma-park-perpetual-debt-silicon-savannah>

--Curtis, Mark, and Tim Jones. 2017. "Honest Accounts 2017: How the World Profits from Africa's Wealth." London: Global Justice Now, Health Poverty Action, Jubilee Debt Campaign, Uganda Debt Network, Budget Advocacy Network, Afrika and Friends Networking Open Forum, Integrated Social Development Centre, Zimbabwe Coalition on Debt and Development, Groundwork and People's Health Movement. https://www.globaljustice.org.uk/sites/default/files/files/resources/honest_accounts_2017_web_final.pdf

Week 4/Sept. 26 ~ Development as Anti-Politics Machine

--James Ferguson, 1990, *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*, pp. 3-9, 23-73, and 279-288. New York and Cambridge: Cambridge University Press.

Week 5/Oct. 3 ~ Conceptualizing Development: Development Anthropology vs. The Anthropology of Development

--Jason Hickel, 2017. "The End of Poverty...Has Been Postponed," pp. 33-64, in *The Divide: A Brief Guide to Global Inequality and Its Solutions*. London: Heinemann.

--Ted C. Lewellen, 2002, "Development, Devolution, and Discourse," pp. 61-87, in *The Anthropology of Globalization*. Westport, CT and London: Bergin and Garvey.

Week 6/Oct. 10 ~ Development Anthropology vs. The Anthropology of Development

Exam #1 (Covers readings, lectures, and other course materials from weeks 1-6. Mixed format: fill-in-the-blank, multiple choice, true/false, short narrative answers.)

Extra Credit/optional:

--David Lewis, 2019. "'Big D' and 'little d': Two types of twenty-first century development?" *Third World Quarterly*, pp. 1-19. Open-access: <https://doi.org/10.1080/01436597.2019.1630270> [Note: if this article is no longer open-access at the time you need it, go through Rutgers libraries (<http://www.libraries.rutgers.edu/cms/findarticles>), then to "indexes and databases," then Wiley Online Library. You will need to log in with your netid. Enter search terms for journal, author, and article.]

Week 7/Oct. 17~ Inside the World Bank and International Monetary Fund (IMF)

--Michael Goldman, 2005, "Introduction: Understanding World Bank Power," pp. 1-45 in *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven, CT: Yale University Press.

--Richard Harper, 2005, "The Social Organization of the IMF's Mission Work," pp. 323-333. In *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*, Marc Edelman and Angelique Haugerud, eds. Oxford: Blackwell.

Week 8/Oct. 24 ~ The Hustle Economy

--Daniel Goldstein, 2016. *Owners of the Sidewalk: Security and Survival in the Informal City*, pp. 1-41. Durham and London: Duke University Press.

--Tatiana A. Thieme, 2018. "The Hustle Economy: Informality, Uncertainty, and the Geographies of Getting By." *Progress in Human Geography* 42(4): 529-548.
<https://doi.org/10.1177/0309132517690039>

Week 9/Oct. 31 ~ In Pursuit of the Good Project + Humanitarianism as Postcolonial Encounter

--Rogaia Mustafa Abusharaf, 2018. "Humanitarianism," excerpt (pp. 186-189), in *Critical Terms for the Study of Africa*, Guarav Desai and Adeline Masquelier, eds. University of Chicago Press.

--Monika Krause, 2014. "Introduction" (pp. 1-13) and "In Pursuit of the Good Project" (pp. 14-38) in *The Good Project: Humanitarian Relief NGOs and the Fragmentation of Reason*. University of Chicago Press.

--Liisa H. Malkki, 2015. *The Need to Help: The Domestic Arts of International Humanitarianism*, excerpts TBA. Durham and London: Duke University Press.

Extra credit/optional:

--Hannah Brown and Maia Green, 2015. "At the Service of Community Development: The Professionalization of Volunteer Work in Kenya and Tanzania." *African Studies Review*, 58(2), 63-84. <https://doi.org/10.1017/asr.2015.38>

Week 10/Nov. 7 ~ Roboprocesses: Life by Algorithms

--Hugh Gusterson, 2019. "Introduction," pp. 1-30, in *Life by Algorithms: How Roboprocesses Are Remaking Our World*, Catherine Besteman and Hugh Gusterson, eds. University of Chicago Press.

--Sally Merry, 2019. "Controlling Numbers: How Quantification Shapes the World," pp. 165-180, in *Life by Algorithms: How Roboprocesses Are Remaking Our World*, Catherine Besteman and Hugh Gusterson, eds., pp. 145-163. University of Chicago Press.

Extra credit/optional:

--Lisa Poggiali, 2016. "Seeing (from) Digital Peripheries: Technology and Transparency in Kenya's Silicon Savannah." *Cultural Anthropology* 31 (3): 387-411.
<https://journal.culanth.org/index.php/ca/article/view/ca31.3.07/379>

Week 11/Nov. 14
Exam #2

Week 12/Nov. 21 ~ A Development Success Story

--Green Belt Movement (NGO), founded by Dr. Wangari Maathai, a Kenyan woman who later won the Nobel Peace Prize: <http://www.greenbeltmovement.org/>

--About the Green Belt Movement: <http://greenbeltmovement.org/w.php?id=61> -About Waangari Maathai: <http://greenbeltmovement.org/w.php?id=59> -Maathai statement after winning 2004 Nobel Peace Prize: <http://greenbeltmovement.org/c.php?id=9>

--Nobel Prize Committee statement about Maathai award:
<http://greenbeltmovement.org/w.php?id=45>

--Wangari Maaathai, 2007. *Unbowed: A Memoir*, excerpts TBA. New York: Anchor Books (Random House).

Week 13/Nov. 26 ~ Guaranteed Income: Experimental Programs

[Class meets on Tuesday, Nov. 26** ~ Thursday classes meet on Tuesday during Thanksgiving week]

****30-minute Quiz****

--Interview with Chris Hughes, Facebook Co-founder, and Aisha Nyandoro, CEO of Springboard to Opportunities:

<https://www.youtube.com/watch?v=-vkLRMgsNxQ>

--James Ferguson. 2015. *Give a Man a Fish*, pp. xi-xiii and 1-2, 35-46.

--Magnolia Mothers Trust: <https://economicsecurityproject.org/the-magnolia-mothers-trust/>

--Greg Kaufman, 2018. "How a Guaranteed Income Could Relieve the 'Pressure Cooker' of Poverty?" *The Nation*, October 1,
<https://www.thenation.com/article/how-a-guaranteed-income-could-relieve-the-pressure-cooker-of-poverty/>

--Chris Hughes, 2017. "Historical Q&A: Irv Garfinkel on the Guaranteed Income," November 29, Economic Security Project: <https://economicsecurityproject.org/the-magnolia-mothers-trust/>

Reference/optional:

--Interview with Aisha Nyandoro on Amanpour and Company, PBS, June 20, 2019.

<https://www.pbs.org/video/aisha-nyandoro-foovrs/>

Week 14/Dec. 5 ~ Final Thoughts, Student Presentations

(30-minute quiz if Nov. 26 is a snow day)

--Rebecca Bryant and Daniel M. Knight, 2019. *The Anthropology of the Future*, excerpt TBA. Cambridge University Press.