**ANP-413: Anthropology of Development**

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| **Pre-requisite/s:** | **ANP 100-324** | **Credit: 3** |

**Course Description**

This course explores anthropological approaches on process and consequences of development programs. Today, it is barely found that societies are not changed by the “development world” or “development industry.” Many questions have been ubiquitous regarding the development intervention—for example: what does it mean to say that some countries need to go through “development” interventions? What does happen when policies are materialized in a given society? How do "beneficiaries" respond to top-down development projects? How has development become as "discourse"? How does aid industry connect Global North and South through development policies? Why are some countries able to provide development funds and knowledge whereas others do not? This course is designed to address these questions through anthropological approaches to development or change.

**Intended Learning Outcomes (ILOs)**

1. Identify the key ideas of development and their interrelations, and what does development mean in cross-cultural settings
2. Grasp anthropological approaches to development along with the theories of economic development—for example, neoclassical, neoliberal, and modernization
3. Make connections among anthropology, “practical anthropology,” and applied anthropology in relation to social change and development
4. Critically assesses the historical contexts and changes of development ideas (e.g., from “basic needs” to “sustainable development”)

**Course Learning Outcomes (CLOs)**

Upon completion of the course, students should be able to:

1. Understand the key ideas and theoretical debates in the field of development.
2. Analyze the approaches to development and other development practitioners’ works.
3. Explore relationships among multiple actors—state and non-state (local NGOs and international aid agencies).
4. Critically evaluate various factors of social change and development politics through studying ethnographic works

**Lesson Plan & Course Outline**

| **Week-wise Course Content with Selected Readings** | **CLOs** | **Teaching Learning Strategy** | **Assessment Strategy** |
| --- | --- | --- | --- |
| **(Week 1) Ideas of Social Change and Development**   * Form, W. & Wilterdink, N. (2017), Social Change. *Encyclopaedia Britannica*. Available at: https://www.britannica.com/topic/social-change (24 June 2019). * Sachs, W. (1992). The Development Dictionary: A Guide to Knowledge as Power. London: Zed Books Ltd. | 1 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 2) Anthropology and Development**   * Lewis, D. (2005). Anthropology and development: the uneasy relationship. In: Carrier, James G., (ed.) *A Handbook of Economic Anthropology*. Edward Elgar, Cheltenham, UK, pp. 472-486. * Gardner, K. & Lewis, D. (2015). *Anthropology and development: Challenges for the twenty-first century*. London, the UK: Pluto Press. Chapter 1: Understanding Development: Theory and Practices into the Twenty-First Century. * Crewe, E. & Axelby, R. (2013). Chapter 1: Introduction: Hope and Despair in *Anthropology of Development: Culture, Morality and Politics in a Globalized World*. Cambridge: Cambridge University Press. Chapter 1: Introduction: hope and despair | 1 | Lecture  Exercise | Attendance  Midterm  Semester Final |
| **(Week 3) Application of Anthropology and Development**   * Malinowski, B. (1929). Practical anthropology, Africa 2, 22-38 * Gardner, K. & Lewis, D. (2015). *Anthropology and Development Challenges for the Twenty-First Century*. London, the UK: Pluto Press. Chapter 2: Applying Anthropology. | 2 | Debate | Attendance  Midterm  Semester Final |
| **(Week 4) Conventional Development Theories-I: Classical, Neoclassical Economics, Neoliberal, and Modernization**   * Peet, R. & Hartwick, E. (2009). *Theories of Development: Contentions, Arguments, and Alternatives*. New York: The Guilford Press. Pp. 23-140 * Harvey, D. (2005). *A Brief History of Neoliberalism*, New York: Oxford University Press. | 1 | Lecture  Ethnographic or Documentary Film | Attendance  Midterm  Semester Final |
| **(Week 5) Critical Theories of Development-I: Marxism and Dependency School**   * Peet, R. & Hartwick, E. (2009). *Theories of Development: Contentions, Arguments, and Alternatives*. New York: The Guilford Press. Pp. 141-196 * Edelman, M. & Haugerud, A. (eds.) 2005. The anthropology of development and globalization: from classical political economy to contemporary neoliberalism. Oxford: Blackwell. | 1 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 6) Critical Theories of Development-II: Post-development**   * Peet, R. & Hartwick, E. (2009). *Theories of Development: Contentions, Arguments, and Alternatives*. New York: The Guilford Press. Pp. 197-239 * Escobar, A. (1995). Encountering Development: The Making and Unmaking of the Third World. New Jersey: Princeton University Press. * Ferguson, J. (1990). The Anti-Politics Machine: “Development,” Depoliticization, and Bureaucratic Power in Lesotho. Minnesota: University of Minnesota Press. | 1 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 7) Feminist Theories of Development**   * Peet, R. & Hartwick, E. (2009). *Theories of Development: Contentions, Arguments, and Alternatives*. New York: The Guilford Press. Pp. 240-274. | 1 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **Mid-term Recess** | | | |
| **(Week 8) Anthropologists and Development**   * Gardner, K. & Lewis, D. (2015). *Anthropology and Development Challenges for the Twenty-First Century*. London, the UK: Pluto Press. Chapter 4: Anthropologists in Development: Access, Effects, and Control & Conclusion: Anthropology, Development and Twenty-First-Century Challenges. | 2 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 9) NGOs, Civil Society, and Development: Case of Bangladesh**   * Lewis, D. (2011). *Bangladesh: Politics, Economy and Civil Society*. Cambridge: Cambridge University Press. | 3 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 10 Sustainable Development Goals: Case of Bangladesh**   * General Economics Division (GED). (2018). *Sustainable Development Goals: Bangladesh First Progress Report 2018*. Dhaka, Bangladesh: Bangladesh Planning Commission, Ministry of Planning, Government of the People’s Republic of Bangladesh | 3 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 11) Rural Development and Participatory Rural Appraisal (PRA)**   * Chambers, R. (2014). *Rural development: Putting the last first*. London: Routledge.   Chambers, R. (1994). Participatory rural appraisal (PRA): Challenges, potentials and paradigm. *World development*, *22*(10), 1437-1454. | 3,4 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 12) Ethnography—*Discordant Development***   * Escobar, Arturo (1995), Encountering Development: The Making and Unmaking of the Third World, Princeton University Press, New Jersey. | 4 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 13) Ethnography—*Discordant Development***   * Chapter 2: Histories of Connection: Colonialism, Migration and Multinationals. * Chapter 3: Material Connections: Resources and Livelihoods in Duniyapur | 4 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 14) Ethnography—*Discordant Development***   * Chapter 4: Our Own Poor: Social Connections, “Helping” and Claims to Entitlement. * Chapter 5: Claims of Partnership and Ethical Connection: Chevron’s Programme of “Community Engagement | 4 | Lecture  Exercise  Open discussion  Debates  Attendance | Attendance  Midterm  Semester Final |
| **(Week 15) Ethnography—*Discordant Development***   * Chapter 6: Rumour and Activism: Politics Breaks Out. * Chapter 7: Blow-out! Stories of Disconnection and Loss. | 4 | Lecture  Exercise  Open discussion  Debates  Attendance  Audio Visual | Attendance  Midterm  Semester Final |
| **Supplementary Mid-term** | | | |

**Further Readings**

Epstein, Scarlett, (1962) Economic Development and Social Change in South India, Manchester University Press.

Escobar, A. (1988) Power, Visibility: Development and the Invention and the Management of the Third World. Cultural Anthropology, Vol. 3, pp. 428-443

Escobar, Arturo (1995), Encountering Development: The Making and Unmaking of the Third World, Princeton University Press, New Jersey.

Ferguson, J. (1991) The Anti-Politics Machine: Development, De-politicisation and Bureaucratic Power in Losotho, Cambridge, CUP.

Freedman, Jonathon, The Lexus and the Olive Tree

Haq, M.M, Government Institutions and Underdevelopment: A Study of the Tribal Peoples of Chittagong Hill Tracts, Bangladesh C.S.S.

Hobart, M. (ed), (1983) An Anthropological Critique of Development: The Growth of Ignorance, Routledge.

Jahan, R. (1995) The Illusive Agenda: Mainstreaming Women in Development, UPL.

Johansen,A. M, Applied Anthropology and Postmodernist Ethnography, Human Organization, Vol.51, No.1, pp.71-81, 1993.

Oliver de Sardan, J. (2005). Anthropology and Development: Understanding Contemporary Social Change. London, the UK: Zed Books.

Rahnema, M. & Bawtree, V. (eds.), 1997, The Post-Development Reader, University Press Ltd., Dhaka.

Sachs, W. (ed.), (1992) The Development Dictionary: A Guide to Knowledge as Power, Zed Press.

Scott, James C 2008, Seeing like a State: How Certain Schemes to Improve Human Condition has Failed, Yale University Press. Yale.

Sen, Amartya 1999, Development as Freedom, Alfred A. Knopf, New York.

**Alignment of CLOs, Assessment Strategies and Bloom’s Taxonomy**

| **CLOs** | **Assessment Strategy** | **Assessment Criteria** |
| --- | --- | --- |
| **CLO 1:** Understand the key ideas and theoretical debates in the field of development. | Quiz  SQA (Short Question Answer)  Analytical and Evaluative Broad Questions | * Remember, Understand, Apply (…%) * Analyze, Evaluate, Create (…%) |
| **CLO 2:** Analyze the approaches to development and other development practitioners’ works. | Quiz  SQA (Short Question Answer)  Analytical and Evaluative Broad Questions | * Remember, Understand, Apply (…%) * Analyze, Evaluate, Create (…%) |
| **CLO 3:** Explore relationships among multiple actors—state and non-state (local NGOs and international aid agencies). | Quiz  SQA (Short Question Answer)  Analytical and Evaluative Broad Questions | * Remember, Understand, Apply (…%) * Analyze, Evaluate, Create (…%) |
| **CLO 4:** Critically evaluate various factors of social change and development politics through studying ethnographic works. | Quiz  SQA (Short Question Answer)  Analytical and Evaluative Broad Questions | * Remember, Understand, Apply (…%) * Analyze, Evaluate, Create (…%) |

**Evaluation**

| **Unit** | **Requirements/Tasks** | **Tools/Mode** | **Weightage** |
| --- | --- | --- | --- |
| 1 | Class Attendance | Regular and active participation | 10% |
| 2 | Mid-term | Written Exam for 2 hours | 20% |
| 4 | Semester Final | Written Exam for 4 hours | 70% |
|  |  | **Total** | **100%** |