Matching
New Course Request
Indiana University
Fort Wayne Campus

Check Appropriate Boxes: Undergraduate credit ☑
Graduate credit □ Professional credit □

A&SCCI#11-02

1. School/Division: College of Arts and Sciences
2. Academic Subject Code: ANTH
3. Course Number: E490 (must be cleared with University Enrollment Services)
4. Instructor: Dr. Shelly Habecker

5. Course Title: Development and Anthropology

Recommended Abbreviation (Optional) (Limited to 32 Characters Including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2012

7. Credit Hours: Fixed at _______ 3 _______ or Variable from ____________ to ____________

8. Is this course to be graded S-F (only)? Yes _______ No X

9. Is variable title approval being requested? Yes _______ No X

10. Course description (not to exceed 50 words) for Bulletin publication: The vast majority of the world’s people live in poverty, and lack access to many basic resources, services and rights. They face problems and challenges that are difficult for most Americans to understand. It is even harder for us to find ways of helping these people solve their economic, social and political problems.

11. Lecture Contact Hours: Fixed at _______ 3 _______ or Variable from ____________ to ____________

12. Non-Lecture Contact Hours: Fixed at _______ 0 _______ or Variable from ____________ to ____________

13. Estimated enrollment: _______ 20 _______ of which _______ 0 _______ percent are expected to be graduate students.

14. Frequency of scheduling: 1 time per year. Will this course be required for majors? Yes [ ] No [x]

15. Justification for new course: Addition of this course will serve to expand our topical curricular offerings.

16. Are the necessary reading materials currently available in the appropriate library? Yes [ ] No [ ]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature]
Date: 4-22-2011

Date Department Chairman/Division Director

Date Dean

Approved By:

Date 5/21/11

Dean

Date Chancellor/Vice-President

Date University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow;
Department/Division-Pink; University Enrollment Services Advance-White
ANTHROPOLOGY E490

Anthropology and Development
Spring 2012

Instructor:

Dr. Shelly (Michele) Habecker
Department of Anthropology
Indiana University-Purdue University Fort Wayne
Email: habeckem@ipfw.edu

Course Description and Objectives:

The vast majority of the world’s people live in poverty, and lack access to many basic resources, services and rights. They face problems and challenges that are difficult for most Americans to understand. It is even harder for us to find ways of helping these people solve their economic, social and political problems. This course is about the ways that anthropology can contribute to both understanding basic human problems and to finding solutions for them. This is the broadest sense of the term "development" that you will hear so often in class. We will follow three steps in finding our way towards an effective engagement between anthropology and the pressing problems of the world.

Defining the problems of "underdevelopment." In this section of the course we will read some case studies, and discuss the nature of poverty. Finding a theoretical and anthropological context. Here we will discuss the theories and knowledge that inform development work. We will look at the history of development theory, with special attention to the political context and content of each model. Critical application of knowledge to real problems. The last third of the semester will be spent in learning the basics of applied anthropology through a series of case studies.

Requirements:

Critical Reflection Papers: For each of the three sections in the course, students will be required to submit a short, well-written paper (approximately 1000-1500 words i.e. 4-6 pages) that shows careful consideration of how different readings assigned for that section relate to each other. The instructors will provide a short list of questions that students can use to organize discussion in these three essays.

Class Participation and Group Presentation: Each student should be active in classroom discussions and is strongly encouraged to bring a list of questions and findings to each class. The most important form of class participation will however involve participation in a group presentation to the rest of the class of a study/book that will be assigned from a list provided by the instructors (see below). These presentations should be approximately 30 minutes in length and should accomplish the following:

1- Succinctly summarize the major arguments and points of the study and describe the case/s the author uses in making his/her argument-do not provide an overly detailed description of the study in all its minutiae.
2- Evaluate how the study’s arguments/case contribute to the questions that have been debated so far in class.
3- Consider what new questions are raised by the author that have yet to be considered in the class

Each group will be expected to provide the instructor and their classmates with a detailed summary of the major points, contributions to debates and questions raised by the study. Note: all students will provide peer assessments of the presentations by other groups which will be taken into account by the instructor in calculating the grade for this assignment.
Final project: Each student will prepare a final project for the class that will focus on a development topic or question of interest to them (e.g. "How does the practice of development affect human rights?", "Who should speak for 'local communities' in development projects?", "What are the challenges of development in war-torn societies?", etc.). Each student will then be responsible for creating an annotated bibliography of at least 10 different articles by anthropologists or in anthropology journals or publications that are relevant to the topic or question they have chosen and for writing a short essay (1500-2000 words--6-8 pages) that addresses the question they have posed. Students will need to submit their question/topic for prior approval.

Grading: 3 critical reflection papers---------------------------------51 (17% each).
Team presentation and in-class participation--------------------------19%
Final Project----------------------------------------------------------30%

Grade Scale: 90-100 (A); 80-89 (B); 70-79 (C); 65-69 (D); <64 (F)

The fine print:
The purpose of this course is not to learn technical aspects of implementing development projects or set of vocational development business skills. This is a course that examines what development is, how it has emerged and functioned as a dominant ideology and why it has failed to achieve so many of its stated objectives. If you are not interested in these issues, you will probably not enjoy this course.

This is a reading intensive class and assignments assess engagement with those readings. You cannot do well in this course without doing the reading!

All papers must be turned in at the start of class on the day they are due. Papers should be stapled, double-spaced, and must be submitted in hardcopy (electronic submissions will not be accepted).

Unless justified by an emergency verified by a Dean, late papers will not be accepted and will receive a failing grade.

Required Texts:

Rist, Gilbert. The History of Development.


Zhang Li 2001. Strangers in the City. Stanford University Press


And one of the following (to be assigned for use in student group assignment):


Sen, Amyrta. Development As Freedom


Reading/Discussion/Assignment Schedule:

UNIT 1: DEVELOPMENT AS A POLITICAL PRACTICE

Week 1: Introduction to the History of Development-A Critical Perspective
Readings:
Crewe and Harrison 1-24
in Rist-to be assigned

Week 2: Development and State Building
Readings:
James Scott (1-180)
in Rist-to be assigned

Week 3: Development as Social Engineering
Readings:
James Scott (181-358)
in Rist-to be assigned

Week 4: "Economic" Development and Disguised Politics
Readings:
Ferguson, James. The Anti-Politics Machine (all)
in Rist-to be assigned

READING SYNTHESIS PAPER 1 DUE at beginning of 2/9 class (covering readings from weeks 1-4)

UNIT 2: DEVELOPMENT AS SOCIAL PRACTICE and SOCIAL EXPERIENCE

Week 5: Culture & Development
Readings:
Crewe & Harrison- 46-154

Week 6: Human Action Beyond State Planning
Readings:
Zhang Li, 1-114
Week 7: Migrant Labor and Citizen Movements

Readings:
Zhang Li, 115-216

Week 8 Student Group Presentations

Group 1: James Ferguson-Expectations of Modernity
Group 2: L. Ahearn-Invitation to Love

Group 3: Amyta Sen-Development as Freedom
Group 4: De Wanl-Famine Crimes

READING SYNTHESIS PAPER 2 DUE at beginning of class (covering readings from weeks 5-8)

Week 9 -- NO CLASS-SPRING BREAK

UNIT 3: KEY CURRENT ISSUES-CONFLICT/ GLOBALIZATION/ NEO-LIBERALISM

Week 10: The Development/Conflict Connection I: When Development Goes Wrong

Readings
Uvin (all)

Week 11: The Development/Conflict Connection I: Globalization and the Crisis of Expectations

Readings:
Richards (all)

Week 12: Diasporas-Development Possibilities and Perils

Readings:
to be assigned-available on blackboard

Week 13: Privatizing Development

Readings:
Elyachar, Chapters 1-3

Week 14: The 'Free' Market & Human Subjectivities

Readings:
Elyachar, Chapters 4-7

READING SYNTHESIS PAPER 3 DUE at beginning of class 4/20 (readings weeks 9-14)

Week 15 Student Group Presentations

- Group 5: Anna Tsing-Friction...
- Group 6: James Ferguson- Global Shadows: Africa in the Neo-liberal World Order.

Group 7: Peggy Levitt-The Transnational Villagers
Group 8: Mary Anderson-Do No Harm

FINAL PROJECT DUE.