

McGill University
ANTH 212 – Anthropology of Development

Winter 2021
Class Time: MWF: 9:35-10:35 am (virtual)

Instructor: Dr. Viviane Weitzner

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Teacher's Assistants: Jorge Alonso Gomerra, Sarah Grech, Ségolène Guinard, Ramzi Nimr

Office hours for instructor: Mondays 4:00 – 5:00 pm (zoom link posted shortly)

Please note: Office hours for TAs/zoom links will be posted on MyCouses as soon as available.

Territorial Acknowledgment: McGill University is situated on the Traditional Territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters that host McGill University, enabling our learning process.

Course Description:

There is no better time than now, when our “house is on fire” (Greta Thunberg), “I can’t breathe” (George Floyd) and we are reeling with the global COVID-19 pandemic, to engage in serious questioning of the ‘development’ models that have brought us to this stage; and the role that anthropology has played—and could play, in a global reset.

This course examines the deeply contested notion of ‘development’, and the theories and practices that underpin it, through the lens of anthropology. From its roots firmly intertwined with the colonial and capitalist projects, we will follow the historic arc of ‘development’ as it transits through modernization, globalization, neoliberalism and extractivism, to unpack its diverse technologies, and their effects. We will examine anthropological critiques of the invention of the Third World, and technologies deployed to alleviate poverty. And we will debate attempts to innovate ‘development’ with new approaches and practices, including participatory development, gender and development, sustainable development and human rights-based development. Our course will make very visible, and examine, the counternarratives, counterwork and tools that the most marginalized communities affected by ‘development’ are using to push back against imposed projects and plans that threaten their life projects, with a particular focus on extractive ‘development.’ And we will also reflect on the emergence of ‘post-development’ thinking, philosophies and writings that embrace “radical interdependence” and relational ontologies – ways of being that include human and non-human relations – in the mix of possibilities towards a global reset. As we follow ‘development’ and its effects, we will inquire into the role of anthropology in enabling, critiquing and countering ‘development’. What ethical questions arise for anthropologists working within development institutions? What roles and responsibilities are there for those in academia? And what dilemmas emerge for anthropologists working with communities (en)countering development? Importantly, we will not limit our discussions to ‘development’ in the Global South but consider also how ‘development’ manifests in the Global North.

Learning Outcomes:

By the end of this course, you will be able to:

1. Identify pivotal moments or ‘turns’ in the history of ‘development.’
2. Critique key ‘development’ theories, practices, and values.
3. Evaluate counterproposals and alternatives to ‘development’, and their underlying theories, practices and values.
4. Examine the role of anthropology and its diverse approaches in enabling, critiquing and (en)countering ‘development’.
5. Reflect on ethnographic writing and aspects you find most compelling as a reader.

Evaluation Methods (see detailed explanations below):

- 8 ‘pieces’ (5% each): 40% (graded for completion)
- One take home exam OR one 8-10-page paper: 50%
- Participation in required interactive sessions: 10%

Required Readings: Will be available on MyCourses.

Teaching Methods:

In light of the COVID-19 pandemic and the virtual nature of this course, I have adapted the course contents and form of delivery to be mindful of zoom fatigue, workload issues and the reality that some students may not be in Montreal or the EST time zone. As a consequence, we will have fewer readings than the in-person version of this course. Yet we will engage our materials with rigour, through close reading, in-class debates and interaction. The teaching methodology/schedule will generally be as follows, with a couple of exceptions around quizzes and in preparation for the (optional) final exam/paper:

- **Mondays:** I will give a ‘fixed’ lecture that will be recorded and uploaded to MyCourses. I will keep the lecture to around 20-25 minutes, to enable time for discussion following. You can ask questions and make comments either through the chat function, or the raised hand function. *Please note I will only record the lecture portion, and not student’s questions or discussion so these are as free-flowing and unencumbered as possible. I encourage as many of you who can make the fixed class to attend!*
- On Mondays I will post the week’s short ‘**piece**’ assignment. This ‘piece’ will outline some key questions, or a particular task, that will help guide your engagement with Wednesday’s readings, and prepare you for in-class discussions on Friday. You will be required to submit your ‘piece’ on Thursday (*Remember: While I have posted 11 pieces, you are required to submit only 8*).
- **Wednesdays:** There will be **no lecture**. Class time will be used towards your reading and ‘piece’ response.
- **Fridays:** This will be a required ‘interactive’ session. We will begin with a mini-lecture addressing the Wednesday reading. We will then break out into small discussion groups

to share ideas from your ‘pieces’, and engage in discussion from the mini-lecture, among other potential interactive uses of the time.

Details on the Evaluations:

‘Pieces’: 40% (8 x 5 %) – graded for completion

There will be 11 short ‘pieces’ related to the readings each week, of which you can select any 8 to submit. I will post the ‘piece’ assignment on Mondays, and you will submit them on Thursdays prior to our Friday interactive session and discussion groups. These ‘pieces’ will vary each week and will be designed to help guide your close reading of the texts, and critical thinking about the issues underpinning our course. These will not be evaluated for content; you will simply receive full marks for completing them. Yet you will get feedback from peers during the class discussions, enabling further reflection on your responses. **Due dates (Choose 8 of these most convenient for you):** January 14, 21, 28; February 4, 11, 18, 25; March 11, 18, 25; April: 1

Participation: 10%

The 10% participation mark is based on attendance in the required Friday interactive sessions. Those students who *cannot* participate in the session because of time zone or other issues, will be required to produce a 750-word (max) summary comparing the week’s texts (the summary should consider similarities/differences in arguments and approach). This must be handed in within 48 hours (by Sunday). Failure to hand this in by Sunday will result in 1 mark taken off (out of 10) for participation.

Optional Paper or Final Exam: 50%

Students can opt to write **either** a final paper **or** the final take-home exam. This needs to be decided by **February 26**.

(Optional) Final Paper: 50%

Select a particular topic, theory or approach that we have discussed in class (e.g., self-determined ‘development’; gender and ‘development’; post-development; alliance-building/transnational activism; corporate social responsibility/accountability; business and human rights) – **or** one that we did not discuss in detail *but that compels you* (e.g., food sovereignty, sustainable cities, micro-credit) -- and prepare a well-researched and well-written 2500-3000-word paper (max, including references). In writing this paper, students should consider:

- Investigating and summarizing briefly critical anthropological literature on that topic.
- Selecting a particular project or intervention that is an example of that approach for analysis/illustration (it could be a controversy highlighted in the media that catches your interest).
- Summarize the project/intervention practices and their ‘effects’ from the available literature, drawing out and analysing the narratives/counternarratives of the proponents and those affected/‘benefitting’, and the values/worldviews underpinning these. Also, any ‘counterwork’ undertaken, and its effects.
- Examine the role that anthropologists have played so far (if at all), and describe the ways anthropology *might* be used, and by whom to what effect.

- Draw out critical conclusions about the topic/project and its intersection with anthropology.

You could also work backwards to select your topic, from identifying a controversial project/issue/intervention that catches your attention in the media or other literature and examining the issues at stake with the above questions in mind.

Paper sections should include an introduction, description of the case/topic and setting, actors and practices involved, anthropological analysis, conclusion, references. You should highlight the voices of those affected (and any gendered or intergenerational perspectives shared) and select some key quotes for your analysis (including from the proponents) – if available.

Note: I will share some further guidelines on writing, including resources for choosing a topic and milestones/dates by which to have components ready for feedback (e.g., the topic/project you have selected; a short, annotated bibliography; the paper outline).

Due Date: April 16 (last day of class).

(Optional) Final Take Home Exam: 50%

The final exam will be a take home. Students will choose to answer three essay questions from a list. These will be interpretive, analytical questions.

Date: TBD (during final exam period)

Calendar and Readings:

Note: All Readings are mandatory, with the exception of the suggested readings, which appear as SR below.

Friday, January 8: Opening/Introductions

Situating my approach to the course and choice of materials. Review of course outline and key questions we will be exploring, and their importance at this moment of global crises.

Part I: Situating the contested notion of ‘Development’

Key questions: Why is ‘development’ so contested? Who sets the agenda, and with which values and worldviews? What patterns does ‘development’ exhibit, and what effects has it had?

WEEK 1: ‘Development’ and its effects

Monday, January 11: International critiques/framings

Kothari, Ashish, Ariel Salleh, Arturo Escobar, Federico Demaria, Alberto Acosta (eds). 2019. *Pluriverse: A Post-Development Dictionary*. New Delhi: Tulika Books [short chapters below]:

Africa - Nimmo Bassey, “Breaking the Chains of Development”, pp. 3-5.

India - Vandana Shiva, “Development – for the 1 per cent”, pp. 6-8.

New York - Philip McMichael, “The Development Project”, pp. 12-15.

Sydney - Kirk Huffman, “Oceania’s Kastom Ekonomi”, pp. 15-18.

Latin America - Maristella Svampa, “The Latin American Critique of Development”, pp. 18-21.

Kothari, Ashish et al - “Introduction: Finding Pluriversal Paths”: xxi-xl.

Wednesday, January 13 (NO LECTURE): Understanding ‘Development’

Gardner, Katy and David Lewis. 2015. *Anthropology and Development: Challenges for the Twenty-First Century*. London: Pluto Press.

“Prelude: Development, Post-Development and More Development?”, pp. 1-8

“Understanding Development: Theory and Practice into the Twenty-First Century”, pp. 9-18; 28-45.

SR: pp. 18-28 – Theories of Development (for those with no development studies background)

Thursday, January 14: Piece due

Friday, January 15: DEBATES/Discussion (Required)

WEEK 2: International ‘Development’ – ethnographic takes

Monday, January 18: *Deconstructing Development - Ethnography of ‘development’ as a discursive field*

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

“Introduction: Development and the Anthropology of Modernity”, pp. 3-20.

“Conclusion: Imagining a Post-Development Era”, pp. 212-226.

Wednesday, January 20 (NO LECTURE): *Ethnography of the “development apparatus” in a particular setting*

Ferguson, James. 1994. *The Anti-Politics Machine: “Development,” Depoliticization, and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota.

Part V “Instrument-effects of a “development” project,” pp. 251-277; and also, p.17.

Thursday, January 21: Piece due

Friday, January 22: DEBATES/Discussion (Required)

WEEK 3: Extractive ‘Development’ – ethnographic takes

Monday, January 25: *Ethnography of Oil, Neoliberalism and Resistance - Ecuador*

Sawyer, Suzana. 2004. *Crude Chronicles: Indigenous Politics, Multinational Oil, and Neoliberalism in Ecuador*. Durham and London: Duke University Press.

“Opening”, pp. 1-23

Wednesday, January 27 (NO LECTURE): *Ethnography of Global Connection - Indonesia*

Tsing, Anna Lowenhaupt. 2005. *Friction: An Ethnography of Global Connection*. New Jersey: Princeton University Press.

“Introduction”, pp. 1-18.

“Chapter 2,” pp. 55-77

Thursday, January 28: Piece due

Friday, January 29: DEBATES/Discussion (Required)

Part II: Positionings/Debates – The role of Anthropology in/of ‘Development’

Key questions: What are the links between Anthropology and ‘Development’ as colonial constructs? What ethical issues come to the fore in doing anthropology within ‘development’ institutions, within academia, or through activist collaborative research in support of affected peoples?

WEEK 4: The role of Anthropology in/of ‘Development’ - Debates

Monday, February 1: *Colonial roots of anthropology, and its historic role in ‘development’*

Ferguson, James. 1997. “Anthropology and Its Evil Twin: “Development” in the Constitution of a Discipline. In, *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*, Frederick Cooper and Randall Packard, editors. Berkeley: University of California Press, pp. 150-175.

Wednesday, February 3 (NO LECTURE): *Working in the World Bank*

Fox, Jonathan. 2003. Advocacy Research and the World Bank: Propositions for Discussion. *Development in Practice* 13(5): 519-527.

Thursday, February 4: Piece due

Friday, February 5: DEBATES/Discussion (Required) (Hand out: Resource ideas/guidelines for optional paper)

WEEK 5: The role of Anthropology in/of ‘Development’ - Debates

Monday, February 8: *Engaged Anthropology*

Kirsch, Stuart. 2018. *Engaged Anthropology: Politics Beyond the Text*, California: University of California Press.

(Chapter 1) “How political commitments influence research: Back stage in the OK Tedi Case, Papua New Guinea,” Pp. 20-49.

Wednesday, February 10 (NO LECTURE): *Re-valuing intersections*

Gardner, Katy and David Lewis. 2015. *Anthropology and Development: Challenges for the Twenty-First Century*. London: Pluto Press.

“Beyond ‘Aidnography’,” pp. 103-123.

“Conclusion,” pp. 177-182.

Thursday, February 11: Piece due

Friday, February 12: DEBATES/Discussion (Required) – Discussion on optional essay/exam

WEEK 6: The role of Anthropology in/of 'Development' - Debates

Monday, February 15: *Views from the South*

Arocha, Jaime and Adriana Maya. 2008. Afro-Latin American Peoples. In *A Companion to Latin American Anthropology*, edited by Deborah Poole. West Sussex: John Wiley & Sons, Ltd., pp. 399-425.

Deborah Poole. "Introduction". In *A Companion to Latin American Anthropology*, edited by Deborah Poole. West Sussex: John Wiley & Sons, Ltd, pp. 1-7.

SR: Ramos, Alcida Rita. 2008. Disengaging Anthropology. In *A Companion to Latin American Anthropology*, edited by Deborah Poole. West Sussex: John Wiley & Sons, Ltd., pp. 466-484. (Perspective from Brasil)

SR: Jimeno, Myriam. Colombia: Citizens and Anthropologists. In *A Companion to Latin American Anthropology*, edited by Deborah Poole. West Sussex: John Wiley & Sons, Ltd., pp. 72-89.

Wednesday, February 17 (NO LECTURE): *Decolonizing Anthropology – Activist alliances*

Hernandez Castillo, Aida and Suzi Hutchings. 2019. "Introduction". In *Transcontinental Dialogues: Activist Alliances with Indigenous Peoples of Canada, Mexico and Australia*, Aida Hernandez Castillo, Suzi Hutchings and Brian Noble, eds. Tucson: The University of Arizona Press., pp. 3-33.

SR: Leyva Solano, Xochitl. 2019. "Decolonizing Anthropologists from Below and to the Left." In *Transcontinental Dialogues: Activist Alliances with Indigenous Peoples of Canada, Mexico and Australia*, Aida Hernandez Castillo, Suzi Hutchings and Brian Noble, eds. Tucson: The University of Arizona Press., pp. 143-165.

Thursday, February 18: Piece due

Friday, February 19: DEBATES/Discussion (Required)

Part III ‘Development’ Lenses/turns – and critiques

Key questions: How can ‘development’ projects align with, or be designed to include local peoples’ knowledges, aspirations and rights, and environmental/territorial integrity?

WEEK 7: Inclusion and Influence?

Monday, February 22: *Power and Participatory ‘Development’*

Mosse, David. 2001. People’s knowledge, participation and patronage: operations and representations in rural development. *Participation: The new Tyranny?* B. Cooke and U. Kothari. Zed books, pp. 16-35.

Wednesday, February 24 (NO LECTURE): *WID, WAD, GAD & decolonial feminisms*

Chant, Sylvia and Matthew C. Gutmann. “Men-Streaming” Gender? Questions for Gender and Development Policy in the Twenty-First Century.” Reprinted in *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*, Marc Edelman and Angelique Haugerud (eds). Boston: Blackwell Publishing, Pp.240-249.

Lozano Lerma, Betty Ruth. 2019. Latin American and Caribbean Feminisms. In *Pluriverse: A Post-Development Dictionary*, Kothari, Ashish, Ariel Salleh, Arturo Escobar, Federico Demaria, Alberto Acosta (eds). New Delhi: Tulika Books, pp. 228-231.

SR: Gardner, Katy and David Lewis. 2015. *Anthropology and Development: Challenges for the Twenty-First Century*. London: Pluto Press, pp. 151-176.

Thursday, February 25: Piece due

Friday, February 26: Mid-term check-in - DEBATES/Discussion (Required)

WINTER BREAK: February 27-March 7

WEEK 8: Sustainable ‘Development’? Greening ‘Development’/Corporate technologies

Monday, March 8: *Sustainable ‘Development’ & Corporate Social Responsibility*

Redclift, Michael. 2005. Sustainable development (1987–2005): an oxymoron comes of age. *Sustainable Development - Special Issue: Critical Perspectives on Sustainable Development*. 13 (4): 212-227.

Kirsch, Stuart. 2014. *Mining Capitalism: The Relationship Between Corporations and their Critics*. Oakland, California: University of California Press.
“Industry Strikes Back,” pp. 159-187.

Wednesday, March 10 (NO LECTURE): *Climate Change Market Measures v Degrowth*

Gilbertson, Tamra. 2020. Financialization of nature and climate change policy: implications for mining-impacted Afro-Colombian communities. *Community Development Journal*. bsaa052, <https://doi.org/10.1093/cdj/bsaa052>

Federico Demaria and Serge Latouche. 2019. “Degrowth.” In *Pluriverse: A Post-Development Dictionary*, edited by Kothari, Ashish, Ariel Salleh, Arturo Escobar, Federico Demaria, Alberto Acosta (eds). New Delhi: Tulika Books, 148-151.

Thursday, March 11: Piece due

Friday, March 12: - DEBATES/Discussion (Required)

WEEK 9: Human Rights and ‘Development’

Monday, March 15: *Business and Human Rights – Access to Justice for ‘development’ affected communities – Canada’s Role*

Karen Dubinsky and Marc Epprecht. 2016. Canadian Business and the Business of Development in the “Third World.” In *Canada and the Third World: Overlapping Histories*, edited by Karen Dubinsky, Sean Mills, and Scott Rutherford, pp. 60-87.

And also:

- Canadian Ombudsperson for Responsible Enterprise (CORE)/Global Affairs Canada. 2019. FAQs. <https://core-ombuds.canada.ca/index.aspx?lang=eng>
- Business and Human Rights. 2019. “Canada creates independent Ombudsperson & multi-stakeholder advisory body to strengthen responsible business conduct abroad.” <https://www.business-humanrights.org/en/latest-news/canada-creates-independent-ombudsperson-multi-stakeholder-advisory-body-to-strengthen-responsible-business-conduct-abroad/>

Wednesday, March 17 (NO LECTURE): *UNDRIP and self-determined development*

Cunningham, Myrna. 2010. “*Laman laka*: Our Indigenous Path to Self-Determined Development.” In *Towards an Alternative Development Paradigm: Indigenous Peoples Self-Determined Development*, Tauli-Corpuz, Victoria, Leah Enkiwe-Abayao and Raymond de Chavez (eds). Baguio City: Tebtebba Foundation, pp. 89-115.

SR: Gilbert, Jeremie and Connie Lennox. 2019. Towards a new development paradigm: the United Nations Declaration on the Rights of Indigenous Peoples as a tool to support self-determined development. *The International Journal of Human Rights* 23 (1-2).

SR: Tauli-Corpuz, Victoria. 2010. “Indigenous Peoples’ Self-Determined Development: Challenges and Trajectories.” In Tauli-Corpuz, Victoria, Leah Enkiwe-Abayao and Raymond de Chavez. Baguio City: Tebtebba Foundation, pp. 1-78.

Thursday, March 18: Piece due

Friday, March 19: DEBATES/Discussion (Required)

Part IV (En) Countering ‘Development’ – Counterwork

Key questions: What strategies are development affected people using to (en)counter development? What role is anthropology playing – or not?

WEEK 10: (En) Countering Development - Counterwork

Monday, March 22: *Territorial defense through alliances, protest, Indigenous/Afro-Descendant law-making, networks, lawfare – accompaniment and visibilization*

Weitzner, Viviane. 2017. “Nosotros Somos Estado”: Contested legalities in decision-making about extractives affecting ancestral territories in Colombia. *Third World Quarterly* 38(5) May: 1198-1214.

Wednesday, March 24 (NO LECTURE): *Indigenous-Led Cartography, Research and Assessment*

Gibson, Hoogeveen, and MacDonald. 2018. Impact Assessment in the Arctic: Emerging Practices from Indigenous-Led Review.

Thursday, March 25: Piece due

Friday, March 26: DEBATES/Discussion (Required)

Part IV: Alternatives to ‘Development’ – Relational Ontologies and Ways of Being

Key questions: What counternarratives to ‘development’ or proposals have been made to revitalize or re-imagine possible futures?

WEEK 11: Lifeways

Monday, March 29: *Resurgence and Reconciliation*

Borrows (2018). “Earth-Bound: Indigenous Resurgence and Environmental Reconciliation.” In Asch, Michael, John Borrows and James Tully (2018). *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*. Toronto: University of Toronto Press, pp. 49-82.

Wednesday, March 31 (NO LECTURE): *Relational Ontologies - Lifeway Proposals*

De la Cadena, Marisol. 2015. *Earth Beings: Ecologies of Practice Across Andean Worlds*. Durham and London: Duke University Press.

“An ethnographic cosmopolitical proposal,” pp. 280-286.

Kothari, Ashish, Ariel Salleh, Arturo Escobar, Federico Demaria, Alberto Acosta (eds). 2019. *Pluriverse: A Post-Development Dictionary*. New Delhi: Tulika Books

“Buen Vivir”, Chujl, Mónica, Grimaldo Rengifo, Eduardo Gudynas, pp. 112-114.

“Life Projects,” Mario Blaser, pp. 234-237.

“Ubuntu”, Le Grange, Lesley, pp. 323-326.

Thursday, April 1: Piece due

Friday, April 2: NO CLASS – Good Friday

EASTER BREAK: Friday 2-Monday 5

WEEK 12: Pluriverse

Monday, April 5: NO CLASS – Easter Monday

Wednesday, April 7 (NO LECTURE): – *Autonomous Design*

Escobar, Arturo. 2018. *Designs for the Pluriverse: Radical Interdependence, Autonomy and the Making of Worlds*. Durham and London: Duke University Press.

“Chapter 6: Autonomous Design and the Politics of Relationality and the Communal,” pp. 165-201.

Friday, April 9: DEBATES/Discussion (Required)

WEEK 13: Pluriverse

Monday, April 12 –

Escobar, Arturo. 2018. *Designs for the Pluriverse: Radical Interdependence, Autonomy and the Making of Worlds*. Durham and London: Duke University Press.

“Conclusion,” pp. 201-227.

Wednesday, April 14 (NO LECTURE): – *Free time for studying/essays*

Friday, April 16: CLOSING – Summing up/Evaluation (Required) – **Optional Paper due**

April 19-30: EXAM PERIOD

Other important dates:

January 22: Drop/Add deadline

January 29: Withdrawl/Refund deadline

Language of Submission (English or French):

In accordance with McGill University's Charter of Student's Rights, students in this course have the right to submit in English or French any written work that is to be graded.

Academic Integrity:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary procedures. See www.mcgill.ca/students/srr/honest/ for more information.