# ANTH815
## Development Theory and Practice
### S1 Evening 2013

*Anthropology*

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>6</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>8</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>19</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>20</td>
</tr>
</tbody>
</table>

---

**Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
General Information

Unit convenor and teaching staff
Michael Goddard
michael.goddard@mq.edu.au
Contact via michael.goddard@mq.edu.au

Unit Convenor
Chris Lyttleton
chris.lyttleton@mq.edu.au
Contact via chris.lyttleton@mq.edu.au

Credit points
4

Prerequisites
Admission to MAppAnth or PGDipAppAnth or MDevCult or PGDipDevCult or PGCertDevCult or MIntRel or 4cp in ANTH units at 800 level

Corequisites

Co-badged status

Unit description
This unit considers development studies from two interrelated perspectives: anthropology of development that examines theoretical approaches to development over the past 40 years and development anthropology that examines and engages in contemporary practices within development programs. Importantly it explores how these two broad paradigms both feed into changing approaches to donor-driven project implementation. Using case studies to illustrate the complexity of development processes, we consider how the World Bank and IMF operate, Australia's aid policies, debt relief, consulting agencies and NGOs, sustainable development, mobility and trafficking, development-induced displacement and changing approaches to social impact mitigation.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
On successful completion of this unit, you will be able to:

Understand why international aid remains such a contested arena within international
relations and such a problematic context for altruistic notions of help. Learn to think critically and reflexively about recent debates informing development, the motivations behind international aid and the attendant difficulties in its delivery. Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities within the developed and the developing world and thereby gain detailed picture of what international aid entails. Examine the social outcomes that emerge from programs of international aid by looking beyond the rhetoric and developing an appreciation of the many background factors that influence these outcomes.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book review</td>
<td>25%</td>
<td>April 3</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>15%</td>
<td>May 1</td>
</tr>
<tr>
<td>Essay</td>
<td>60%</td>
<td>June 5</td>
</tr>
</tbody>
</table>

**Book review**

Due: April 3  
Weighting: 25%

**Book review (1200 words due on Wed 3rd\textsuperscript{rd} April; worth 25 \%).**

This is to be a short essay reviewing one serious academic book published about development in the past 15 years. A book review both summarises and analyses a text and places it in the context of a broader literature. It is recommended that you read other book reviews to get a sense of how they are written. A good place to look is the book review section in Anthropology and Development Studies Journals. You may consider to review a book that fits within the topic of your research essay. Your book review should include (and will be assessed) in light of the following components:

• An introduction to the author, including the author’s title and place of work, and some indication of who the author is;

• A summary of the intended purpose of the book and how it contributes to the anthropology of development generally;

• A description of the way the author approaches the topic, the rigour of the research and scholarship, the logic of the argument, and the readability of the prose;

• Your review may include a comparison with similar books or articles in the field, placing the book within the existing literature (this will require independent research from you). The advantage of this is that it may be easier for you to provide a stronger analysis of the book in
terms of its strengths and weaknesses (but be careful to not end up writing a literature review as opposed to a book review!);

• An evaluation of the book's merits, usefulness, and special contributions, along with shortcomings you think are necessary to point out.

• You must consult with course convener on choice of book before beginning summary. We strongly encourage you to avoid reviewing overtly descriptive books on development that are intended for the wider public as they tend to not engage critically with development aid from an analytical or theoretical point of view.

On successful completion you will be able to:

- Understand why international aid remains such a contested arena within international relations and such a problematic context for altruistic notions of help.
- Learn to think critically and reflexively about recent debates informing development, the motivations behind international aid and the attendant difficulties in its delivery.
- Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities within the developed and the developing world and thereby gain detailed picture of what international aid entails.
- Examine the social outcomes that emerge from programs of international aid by looking beyond the rhetoric and developing an appreciation of the many background factors that influence these outcomes.

Research Proposal

Due: **May 1**

Weighting: **15%**

**Research Proposal (1000 words, due on May 1st; worth 15%)**

The main purpose of this proposal is to provide students with a “stepping stone” for their major essay. The research proposal should clearly articulate your research topic for your major essay. Students must explain clearly what their essay is about, what the issues are, and why it is significant. In other words, they must provide a research problem, that is to say, an issue that needs exploring, that will be examined in their main essay. The research proposal should also include a literature review of a minimum of six key sources you intend to use for your main essay. The aim of the literature review is to flesh out concepts and theories that are relevant to your topic. The sources should be academic, peer reviewed sources (i.e. avoid descriptive sources, such as aid reports and internet sources). The proposal will be assessed in terms of (a) how clearly it defines the research topic; (b) to what extent the literature review shows a critical engagement with the source material and (c) is relevant to the research topic to be explored in the major essay.

On successful completion you will be able to:
• Understand why international aid remains such a contested arena within international relations and such a problematic context for altruistic notions of help.
• Learn to think critically and reflexively about recent debates informing development, the motivations behind international aid and the attendant difficulties in its delivery
• Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities within the developed and the developing world and thereby gain detailed picture of what international aid entails.

Essay

Due: June 5
Weighting: 60%

Major Essay (3000 words due on June 5th. Worth 60%)

Builds on your research proposal and allows you to apply some of the theories and concepts in your proposal to an empirical case study.

Assessment criteria for the essay:

1) Capacity to formulate a research problem. Students must explain clearly what their essay is about, what the issues are, and why it is significant. In other words, they must provide a research problem on which they will write their essay. (Note, you have already addressed this in your research proposal but you must still include this in your major essay. Keep a note of how other academics write journal articles to get a sense of how this can be done)

2) Evidence of research: Students should demonstrate that you have looked for interesting and relevant sources, have read them critically, and have been able to use them to support their argument. Familiarity and effective use of source material, is an important characteristic of an academic essay. Thoughtful use on non-academic sources is acceptable. For example, if you write about “structural violence” in the context of “good governance” in the Philippines, then you may want to include non-academic sources (such as NGOs; aid reports) in order to discuss your case study (in addition to academic literature analyzing the concept of “good governance” and “structural violence”).

3) Strength and logic of argument: The essay requires a personal response from the student. The marker will be looking for and evaluating the student’s capacity to provide an informed, logical and coherent argument. Students should avoid writing descriptive essays and should strive to write a critical essay that demonstrates your capacity for analytical thought.

4) Structure of essay: The essay should have three recognisable sections. The introduction sets the scene for the reader, explains what the problem is and its significance, and articulates the writer’s argument. In the body of the essay, the writer provides evidence that supports the essay’s central argument. The argument should be developed in a logical and coherent manner, and should avoid repetition and argumentation that is not directly relevant. The conclusion draws together the various strands of the argument, sums up, reasserts the validity of the central argument, and provides a general sense of closure of the essay. The conclusion can also
suggest further issues to consider.

5) Format: The essay must be double spaced with generous margins, use a legible font (such as Times New Roman or Helvetica) and include page numbers.

6) Effective and correct use of citations: You must consistently use Harvard text notes in your essay. A bibliography of all sources used in writing the essay must be appended to the essay.

On successful completion you will be able to:

- Understand why international aid remains such a contested arena within international relations and such a problematic context for altruistic notions of help.
- Learn to think critically and reflexively about recent debates informing development, the motivations behind international aid and the attendant difficulties in its delivery
- Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities within the developed and the developing world and thereby gain detailed picture of what international aid entails.
- Examine the social outcomes that emerge from programs of international aid by looking beyond the rhetoric and developing an appreciation of the many background factors that influence these outcomes

Delivery and Resources

The class operates in a seminar fashion with discussion amongst the class of the week’s readings framed by ideas introduced by the convenors and students.

Recommended Readings

There are several recommended texts that provide useful entry into the growing body of knowledge that makes up ‘development studies’.


Unit guide ANTH815 Development Theory and Practice


Other Background Readings


Moyo, Dambisa, (2009) *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*


https://unitguides.mq.edu.au/unit_offerings/10408/unit_guide/print 7
Unit guide ANTH815 Development Theory and Practice


Unit Schedule

Schedule of Seminar Topics

WEEK 1
A/Prof Chris Lyttleton

Introduction
- Course Outline and description
- Brief overview of key concepts

Video: First Mission

Background Readings


WEEK 2
Dr Michael Goddard

Development or demise? A history of theories
- Problems in defining and theorising development
- ‘Development’ vs. ‘Underdevelopment/Dependency’
- The ‘Dead Aid’ argument

Required Reading


Additional Readings
Moyo, Dambisa. 2009. *Dead Aid: Why aid is not working and why there is another way for Africa.* *Allen Lane.*


UNDP. Human Development Reports. www.UNDP.org


-------------------

**WEEK 3**

Dr Michael Goddard

**Human rights and the rule of law in development aid**

- Can there be a universal definition of Human Rights?
- Can the ‘Law’ be universalized?
- The problem of culture in Human Rights and the Rule of Law

**Required Reading**


Additional Readings

Merry, S.E. 2003 ‘Human rights law and the demonization of culture (and anthropology along the way)’. Polar: Political and Legal Anthropology Review 26(1):55-77.


WEEK 4

Dr Michael Goddard

From top-down to grassroots: Community development and capacity building

- The problem of getting development aid to the people who need it.
- By-passing governments
- Finding the appropriate community-level organisations
Examples from the Pacific: using Church groups.

**Required Readings**


**Additional Readings**


**WEEKS 5 and 6:**

**Student Presentations**

**The Lost Decade: Structural Adjustment Policies, the Resurgent Market and post-development approaches**

- IMF, World Bank, changing roles and responsibilities
- The Debt Crisis of the 1980s, Impact of Structural Adjustment Policies, and Debt Relief
- Millennium Development Goals and Rights-based development
- Gender and Development: how and why is gender relevant to development programming
Readings to start with


IMF and World Bank web sites will have lots of information about their organisations and positive arguments for SAPs and conditionality. UNDP will have lots of information on the MDGs [http://www.brettonwoodsproject.org/index.shtml](http://www.brettonwoodsproject.org/index.shtml) is worth looking at for critiques as is [www.oxfam.org](http://www.oxfam.org), [www.jubileeresearch.org](http://www.jubileeresearch.org) and [www.neweconomics.org/gen/](http://www.neweconomics.org/gen/)

Many other sources can be found through individual searches

---------------

**WEEK 7**

**RESEARCH WEEK**

(no seminar)

- Students must use this week to begin work on their final research paper. It is also expected students will consult individually with Dr Goddard during this week concerning their research proposal (to be submitted week 6) to gain feedback and guidance.

---------------

**WEEK 8**

A/Prof Chris Lyttleton

**Chinese ‘soft power’: new kids on the development block**

- The rise of Chinese overseas development assistance
- The politics of geography, who gets Chinese aid

https://unitguides.mq.edu.au/unit_offerings/10408/unit_guide/print 13
Differing structures of aid: labor and financial investment

Extraterritoriality: old concept, new wrappings.

The disappearing relevance of social and environmental impact concerns

Required Readings


Background readings


-----------

**WEEK 9**

A/Prof Chris Lyttleton
Development as Discourse

- The invention of development as a specific set of practices
- Development as relationships of power
- Links between knowledge and truth
- The politics of labeling
- Impact of development as a form of knowledge on recipient peoples

Required Readings


Additional Readings


Hiatt, S. (2007) *A Game as old as Empire* San Francisco: Berrett-Koehler


WEEK 10

A/Prof Chris Lyttleton

Mitigation and the politics of ‘First Do No harm’.
· Development’s ‘rights-based’ mission: first do no damage
· The logic of mitigation: Pre-empting negative externalities
· The social consequences of new economic corridors in the Mekong region
· Neoliberalism and human capital
· Development anthropology vs anthropology of development

Required Readings


Friedman, J. 2006. ‘Beyond the Post-Structural Impasse in Anthropology of Development’, Dialectical Anthropology 30: 201-225

Background Readings

Feher, M. 2009. ‘Self-Appreciation; or, the Aspirations of Human Capital’, Public Culture 213: 21-41


WEEK 11
Dr Michael Goddard

Infrastructure and its effects

- The social effects of infrastructure projects
- for example, huge Dams: displacement, environmental damage, poverty.
- and tiny dams: cultural perspectives – a case study from Vanuatu

Required Readings


Goddard, M. 2013 notes on the Sarakata Hydro project, Santo Is., Vanuatu. [To be circulated in class].

Background Readings


WEEK 12
Dr Michael Goddard

Helping them to help themselves?: Microcredit and the empowerment of women
The micro-finance phenomenon
Globalizing the idea of micro-finance
The economic empowerment of women

Required Readings


Background Readings


WEEK 13

Dr Michael Goddard

Economic deviance or food for thought? MIRAB economies, informal economies

- The MIRAB phenomenon
- Informal economy
- Are they a problem for ‘development’?

Required Readings


**Background Readings**


**Policies and Procedures**

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

- **Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.
Student Support
Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

UniWISE provides:
- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service
Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity Support
Students with a disability are encouraged to contact the [Disability Service](http://students.mq.edu.au/support/disability) who can provide appropriate help with any issues that arise during their studies.

IT Help
If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university's IT, you must adhere to the [Acceptable Use Policy](https://www.mq.edu.au/about/our-network/). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcome**
- Understand why international aid remains such a contested arena within international relations and such a problematic context for altruistic notions of help.

PG - Critical, Analytical and Integrative Thinking
Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is
the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcome**

- Learn to think critically and reflexively about recent debates informing development, the motivations behind international aid and the attendant difficulties in its delivery

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcome**

- Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities within the developed and the developing world and thereby gain detailed picture of what international aid entails.

**PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcome**

- Examine the social outcomes that emerge from programs of international aid by looking beyond the rhetoric and developing an appreciation of the many background factors that influence these outcomes