ANTH221
Development Studies: The Anthropology of International Aid
S1 Day 2013
Anthropology

Contents
General Information 2
Learning Outcomes 3
Assessment Tasks 3
Delivery and Resources 6
Unit Schedule 8
Policies and Procedures 21
Graduate Capabilities 22
Changes since First Published 23

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General Information

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Credit points
3

Prerequisites
ANTH150 or 12cp or admission to GDipArts

Corequisites

Co-badged status

Unit description
This unit examines the diverse impacts of international aid used to assist developing countries over the past five decades. Based on lessons from practical experience in development programs, this unit addresses the question: why do international aid programs designed to help people in the developing world sometimes fall short of their intended goals? Students will come to understand donor-driven development as both a way of thinking and a set of practices that affect recipient populations in profound ways. We will consider theories of what makes 'development' take place and why some theorists believe development itself does more harm than good by magnifying unequal power relations. We will examine different economic prescriptions: some deliver concrete benefits, others are less successful as the complexity of international and national relations at the macro-level and social relations at the micro-level consistently prove them wrong. We then explore specific themes in the contemporary practice of 'doing development'. Key issues explored include Australian development policies, the 'project cycle', China's increasing impact, the changing rhetoric and practices of donor agencies, debt crisis and poverty alleviation, NGOs and community empowerment, gender and social vulnerability, fair trade and sustainability, resettlement and ethnic safeguards, and social impact mitigation.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are
Learning Outcomes

1. Understand why international aid remains such a contested arena within international relations and such a problematic context for altruistic notions of help.
2. Learn to think critically and reflexively about recent debates informing development, the motivations behind international aid and the attendant difficulties in its delivery.
3. 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.
4. 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

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<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Tutorial Participation</td>
<td>15%</td>
<td>weekly</td>
</tr>
<tr>
<td>Short report</td>
<td>10%</td>
<td>March 25</td>
</tr>
<tr>
<td>Essay</td>
<td>35%</td>
<td>April 29</td>
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<tr>
<td>Examination: Take home</td>
<td>40%</td>
<td>During Exam Period</td>
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Tutorial Participation

Due: weekly
Weighting: 15%

Attendance at both tutorials and lectures is required. The required readings are provided in a course reader available from the bookshop. Each week, all students should have read the required readings and be ready to discuss them. These articles must be read carefully and it is expected that you will reflect a sound understanding of these approaches in the written work you submit.

Each student will be expected to take an active part in the tutorial discussions throughout the semester. Tutorials will typically engage the main themes of the readings for that specific week. Tutorial topics are set out in the last section of this study guide as a focus for the discussion. As a general rule of thumb, students should prepare for tutorials by using these topics/questions as a means to focus on the key issues laid out by the respective authors and how these a) link back to the specific topics covered in the lectures and b) how they more broadly expand our

https://unitguides.mq.edu.au/unit_offerings/35850/unit_guide/print
understandings about the nature of development. Students should be prepared to participate in the discussion, both asking questions and responding to others’ comments.

Tutorial participation will be assessed by attendance (5%) and individual contribution (quality not simply quantity) to discussion throughout the semester (10%)

This Assessment Task relates to the following Learning Outcomes:

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

**Due:** March 25

**Weighting:** 10%

In order to allow students a chance to practice summarizing key material, students are asked to choose 2 short readings from those provided in ilearn (assessment folder). A written summary in report form of 500 words will address specific questions in the following format:

1. Select and describe four key points raised by the articles (two from each article)?
2. What evidence or arguments are used by the authors to make these issues persuasive?
3. What links can you make between the two points of view presented in each article?
4. How are these issues relevant to development and international aid.

This report is worth 10% of your overall grade, and will give students a chance to begin to reflect on and express ideas about development. It will also give students an opportunity for feedback on their idea formulation, writing style and expression.

You must submit your report through Turnitin as well as a hard-copy submitted with a Faculty of Arts cover sheet and your Turnitin number in the ANTH assignment box, ground floor of W6A. Turnitin can be accessed through the submission link on the course page on Ilearn.

You **MUST** produce your own coversheet by visiting the following website: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet
This Assessment Task relates to the following Learning Outcomes:

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**Essay**

**Due: April 29**

**Weighting: 35%**

The essay topics and required readings will be distributed in the first part of the semester.

Your essay must be typed in 12 point font and double spaced. Make sure all of the pages are numbered. Writing tips are provided on the course web-site (ilearn) and on the anthropology homepage. Marking guidelines will also be provided along with the essay questions.

You must submit your essay through Turnitin as well as a hard-copy submitted with a Faculty of Arts cover sheet and your Turnitin number in the ANTH assignment box, ground floor of W6A.

You must produce your own coversheet by visiting the following website: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet

**Turnitin**: Turnitin can be accessed through the submission link on the course page on Ilearn for the short report, the mid-term essay and the final take-home.

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**Examination: Take home**

**Due:** During Exam Period  
**Weighting:** 40%

A take-home exam will be distributed during the exam period in June - three days will be allowed for its completion (the exact dates of distribution and collection will be announced later during class). No extensions will be allowed and any late returns will be penalised. The exam will consist of a choice of short essay questions that link together topics and themes covered in lectures and tutorials throughout the course. Submit all take-home essay answers through TURNITIN and hardcopy. NB: you can only submit once through TURNITIN so make sure all take-home answers are submitted within ONE coversheet.

This Assessment Task relates to the following Learning Outcomes:

- 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.

**Delivery and Resources**

Lectures will use videos and other graphic material. It is thus recommended that all students attend all lectures.

Readings: There is no required textbook for this unit. Tutorial readers are for sale in the bookshop RECOMMENDED TEXTS

**Ha-Joon Chang. 2010. 23 Things They Don’t Tell You About Capitalism, Penguin Books.**

**KEY BACKGROUND READINGS**


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


Pieterse, J. 2004 Globalization or Empire Routledge


Harrison, David 1988. The Sociology of Modernization and Development, London: Unwin Hyman,


Pottier, Johan (ed) 1993 Practising Development: Social Science Perspectives, London and New York: Routledge,


Terry, Fiona. 2002 *Condemned to repeat: The paradox of Humanitarian Aid* Cornell Press


USEFUL JOURNALS

*Development and Change*

*IDS Bulletin*

*Human Organisation*

*Journal of Development Studies*

*Population and Development Review*

*World Development*

*Third World Quarterly*

*Development in Practice*

*Journal of Humanitarian Assistance.*

*Disasters - The Journal of Disaster Studies,*

*Journal of Refugees Studies*

*Forced Migration Review*

*Development*

And many, many others

There are too many websites to list: but any google search will bring up numerous and diverse agencies and institutions involved in development, often with extensive e-resources.

**Unit Schedule**

MACQUARIE UNIVERSITY
Globalisation, neoliberalism and human capital remain paramount buzzwords in the new millennium and at face value such terms suggest that nations are more tightly interwoven into a single system than ever before. Since World War 2, development was to have ensured that so-called ‘Third World’ countries could take their place in this global lineup on more equal terms. This unit will examine various approaches to this development process over the past five decades. Taking a largely anthropological perspective we will look at how the history of development shows that the transition from ‘traditional’ to ‘modern’ is anything but straightforward and at why programs designed to help people in the developing world sometimes fall short of their intended goals. While reasons for this situation are widely debated, what remains clear is that development is both a way of thinking and sets of practices that affect people in profound ways in numerous countries. The various impacts of development raise complex questions about identity, agency and the ability to either maximize or resist the assistance offered under the guise of international aid. Examining the way development shapes the subjectivity of citizens in developing countries highlights the way power operates as part of socio-economic and political relationships both within and between nation-states.

In the first part of the course we will consider theories of what makes ‘development’ take place and why some theorists believe development itself does more harm than good by simply magnifying unequal power relations. We will examine how different economic prescriptions have been championed only to be found wanting as the complexity of international and national relations at the macro level and social relations at the micro level consistently prove them wrong. These historical approaches give us the background to then explore specific themes in the contemporary practice of ‘doing development’. Key issues such as Australian development policies, sustainability, China’s increasing impact, the changing rhetoric
and practices of non-state institutions including the World Bank, IMF, and NGOs, and topics of, gender, micro-credit, human rights, humanitarianism, resettlement and social impact mitigation will be considered.

In this course we will not concentrate on defining ‘development’ in simple and restrictive terms. Rather students will be expected to read widely and actively participate in discussions concerning the nature of interactions between agencies within the developed and the developing world which together give us a more detailed picture of what development entails. Many of the lectures will be accompanied by videos to provide a more nuanced picture of development programs and their outcomes. Over the semester students will learn to think critically and reflexively about recent debates informing development, the motivations behind international aid and the attendant difficulties in its delivery. In the process students will gain a clearer sense of why development remains such a contested arena within international relations and such a problematic context for altruistic notions of help.

**LECTURE PROGRAM**

**WEEK 1**
A/Prof Chris Lyttleton

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

**Video**: Big Picture: First Mission

**Background Readings**


**WEEK 2**
Dr Michael Goddard

**What is 'Development': who does it and why?**

- Problems in defining and theorising development
- ‘Development’ vs. ‘Underdevelopment/Dependency’
- The ‘Dead Aid’ argument
Required Readings


Tutorial Topic: What is Development; who needs development and why? What is aid, what is helping - who should do it? How do we know when a country or society is developed?

Background Readings


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


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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 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.


Tutorial Topic: *Can the UN conception of human rights be made compatible with all cultures? What does Nader imply about the rule of law in ’development’?*

Background Readings


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**


**Tutorial Topic:** Discuss the issues raised by Appleford’s commentary on the ‘colonisation’ of women’s groups in Pacific Island countries. Considering the example in the lecture, what are the pros and cons of using community level church organisations in development aid programs.

**Background Readings**


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**WEEK 5**

Dr Michael Goddard

**Helping them to help themselves?: Microcredit and the empowerment of women**

- The micro-finance phenomenon
Required Readings


Tutorial Topic: What are the pros and cons of micro-finance? Why does micro-finance appear to target women? What are Kilby & Olivieri’s reservations about Australian aid policy in respect of women’s rights?

Background Readings


WEEK 6

Easter Monday

No Lecture or tutorials

WEEK 7

Dr Michael Goddard

What could possibly go wrong? Side effects and unintended consequences

- The Ok Tedi mine and its consequences
Meaning well: helping communities in practical ways

After the aid team leaves: some examples from the village....

Can anthropologists help?

Required Readings


**Tutorial Topic:** *What where the social and cultural effects of the Ok Tedi mine on communities downstream? Consider the examples given in the lecture: can development aid donors realistically forestall these kinds of failures and unintended consequences?*

**Background Readings**


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**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
- Differing structures of aid: labor and financial investment
- Extraterritoriality: old concept, new wrappings.
- The disappearing relevance of social and environmental impact concerns

Required Readings


Hanson, Fergus 2008 'The Dragon in the Pacific: More Opportunity than Threat’ Sydney: Lowy Institute

Tutorial Topic: How does the rise of Chinese influence in international aid programs challenge Western Aid models?

Background readings


Guerrero, D. 2007. ‘China’s new role in Asia and the South’, Development 50(3)


WEEK 9
A/Prof Chris Lyttleton

Development as a 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

Video: Consuming Hunger: Live Aid in Ethiopia

Required Readings


Tutorial Topic: How does development programming affect the manner in which a target population perceives its everyday practices? What are the implications for a target population when development programmes seek to empiricise and label social and economic characteristics of that population?

Background Readings


Klenk, R. 2004 ‘Who is developed woman?’, Woman as a category of development discourse’, Development and Change 35(1): 57-78

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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

Tutorial Topic: Why are social impacts so difficult to assess in the practice of doing development? Do changing theoretical fashions within social science have an impact on development theorizing: is this helpful?

Background Readings

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


WEEK 11

Dr Michael Goddard

Feed the world: Poverty, charity, celebrity activism

- The idea of poverty
- Charity
- Rocking for Ethiopia, etc. The entertainment industry and charity

Required Readings


Tutorial Topic: Discuss the role of the idea of poverty and charity in development-aid. Have initiatives such as Live Aid, Band Aid, etc, been a good thing in the long run?

Background Readings


Moeller, S. 1999 Compassion Fatigue. Routledge


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WEEK 12

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

Roy, Arundhati. 1999. ‘The Greater Common Good’, Outlook India


Tutorial Topic: Large infrastructure projects benefit some people but often displace and disadvantage others. Displaced people tend to be tend to be poor and relatively marginalised. Can the costs to the poor be compensated or avoided?

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


Tutorial Topic: Are MIRAB economies really sustainable? Should informal economy be ‘supported’ by development-aid donors or left alone?

Background Readings

Poirine, B. 1998 ‘Should we Hate or Love MIRAB’, The Contemporary Pacific


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**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/docs/) 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/)

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

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.

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

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

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

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.

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

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

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