This course examines the theoretical and practical implications of the process of development as a planned intervention into social action. Our readings and discussions are centered on the following questions about development and the role it plays in contemporary life, both among Northern aid-giving states and Southern targets of development.

Our learning outcomes center on these questions:

- What is the relationship between development practices and state building?
- What practices constitute development?
- What are the historical origins of these practices?
- What are the theoretical assumptions embedded within development?
- Whither development in an age of ‘globalization’?

Our discussions and readings will be organized into three broad themes:

1. The first section of the course will review the history of development as an idea, ideology, and practice linked to and informed by the political project of the nation-state, the nation-state’s emergence as the globally predominant form of political organization, and widely-held assumptions about historical progress that are rooted in colonialism.

2. Section two of the course will focus on how development assistance is actually practiced as a form of social interaction and how different actors react to this as a form of social experience.

3. Section three will examine and discuss the implications of an emphasis on privatization as a tool within development, since this concept is increasingly guiding development practice and shaping the lives of those who experience development.
Required Texts:


Blackboard Files:


**Evaluation Criteria**

Your grade for this course will be based on three take-home essay examinations and a development review. Each of the exam essays will count for 25%. For each essay, you will receive the guiding question one week in advance, along with a grading rubric. Each of these essays will be 5-7 double-spaced pages. A paper submitted one
academic day after the due date loses one grade. A paper submitted two academic days after the due date loses two grades. No papers will be accepted after this date.

Your **final assignment** is an anthropologically focused review of a development question, issue or theme in one society. This final paper will be approximately seven pages, be based on at least five outside anthropological sources, and specifically address the following:

1. What has been done in this place?
2. How has what has been done shifted over time?
3. What is the current state of this development issue in this place?

**Time-Line & Due Dates:**

1. Initial Topic: October 26th
2. Focused Review Question: November 5th
3. Final Paper: Official Examination Date

**Paper extensions:** in order to accommodate your needs, I make sure you have a full week to write each essay. Short of a documented medical emergency, no paper extensions are possible.

**The fine print:** The purpose of this course is to learn neither technical aspects of implementing development projects, nor a set of vocational development business skills. This is a course that examines what development is, how it has functioned as a dominant ideology since World War II, and why it has failed to achieve so many of its stated objectives.

**ACADEMIC INTEGRITY:** The GW Code of Academic Integrity states: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” For the remainder of the code, see: http://www.gwu.edu/~ntegrity/code.html

**SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM:** Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: http://gwired.gwu.edu/dss/

**UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300:** The University Counseling Center (UCC) offers 24/7 assistance for personal, social, career, and study skills problems. Services for students include crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals:
SECURITY: In case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

Course Outline

Week I (8/31): Course Introduction


Week III (9/10 & 9/14): Development and the Nation-State
Readings: Scott, Parts I & II (1-180)

Week IV (9/17 & 9/21): Development and the Social Engineering of Life
Readings: Scott, Parts III & IV (181-358)

FRIDAY, 9/21: FIRST PAPER QUESTION PROVIDED IN CLASS

Week V (9/24 & 9/28): Culture & Development
Readings: Crewe & Harrison, 46—154

Paper #1 due in class on Friday, September 28th

Week VI (10/1 & 10/5): Development as a Political Project
Readings: Ferguson, Parts I and II (1-166)

Week VII (10/8 & 10/12): Development as an Apolitical Project
Readings: Ferguson, Parts III & IV

Week VIII (10/15 & 10/19): Cultivating Development
Readings: Bornstein, Chapters 1-3

Week IX (10/22 & 10/26): The Spirit of Development
Readings: Bornstein, Chapters 4-6
NOTE: NO CLASS ON MONDAY, OCTOBER 22nd.

Week X (10/29 & 11/2): The Cultural Roots of Market Action
Readings: Varman & Costa (on reserve); Elyachar, Introduction

Paper #2 due in class on Friday, November 2nd
Week XI (11/5 & 11/9): Privatizing Development
Readings: Elyachar, Chapters 1-3

Week XII (11/12 & 11/16): The Free Market & Human Subjectivities
Readings: Elyachar, Chapters 4-7

Week XIII (11/19): Development through Debt?
Readings: Rahman, Chapters 1-5 (pp. 1-97).

Week XIII (11/26 & 11/30): The Limits to Micro-Credit
Readings: Rahman, Chapters 6-Conclusion (pp. 98-153); Biggart “Banking on Each Other”; Give Direct, Inc. “Direct Cash Transfers”

Week XIV (12/3 & 12/7): Development as a Moral Project
Readings: Shepherd, Chapters 1 & 2

Week XV (12/10): Displacement, Heritage, and Development
Readings: Shepherd, Chapters 3-5

Paper #3 due on December Official exam date
**Paper #1 Guiding Question:**

James Scott provides several examples to support his argument that what he calls authoritarian high modernism dominated debates about progress and change in the 20th century. These include urban planning, agricultural production, village development, and scientific forestry. Explain the concept of authoritarian high modernism, providing context to your analysis by drawing on ONE of his examples. Be sure to not just tell me what he says, you need to show this! After this, compare and contrast his claims with what Crewe and Harrison argue are the key assumptions of mainstream contemporary development theory. Again, focus on ONE of their examples (gender, technology, culture, partnerships, or individual motivation).

**What you need:**

- 5-7 pages of text.
- A grammatically sound, logically coherent narrative supported with specific examples and textual citations (Scott, 212).
- You do not need a bibliography.

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**Paper #2 Question:** Like paper #1, be specific and clear with your terms, cite heavily, paraphrase accurately, avoid direct quotations, and be sure that you address all parts of the question. Length is up to you, although less than 5 pages is not sufficient.

James Ferguson and Erica Bornstein conducted ethnographic field studies of development in practice in two geographically related places, Lesotho and Zimbabwe. They take, however, different approaches and make different arguments. Your task is to compare and contrast these differences. First, explain the questions each author asks and how s/he seeks to answer these (methods). After this, analyze what each offers by way of answers. For Bornstein, this will require, among other things, discussing how specific types of Christian aid seeks to guide subjects towards an “enchanted” view of development, whereas for Ferguson, this requires (among other points) a discussion of how development functions as what he calls an “anti-politics machine”.

Remember, you are analyzing these arguments, the evidence each uses in support of her/his argument, and their respective methods. You are not writing a book review. Use as materials the texts and at least two outside reviews from reputable journals.
Final Essay Question

You have spent the semester reading a range of ethnographic studies about the forms of and limits to development interventions. The anthropological perspective about the process and consequences of development interventions is summarized in our final reading for this semester, Ananta Kumar Giri & Philip Van Ufford’s “A Moral Critique of Development: Ethics, Esthetics, and Responsibility.”

For this final paper, your task is to first explain what Giri and Van Ufford argue and then contextualize this in the context of our course. Tell me what they see as the three-fold (or three staged) ‘history’ of development, and what each means. Explain how these three parts fit together and anthropology’s role in this process. More specifically, what do they demand from development practitioners and development critics? Where do they take issue with Arturo Escobar and James Ferguson? Looking back at the various authors you have read, who may or may not fit into their scheme?

Finally, as an aside, please tell me what you think about the process, goals, and workings of formal development interventions. This part is not gradable, but I do want to hear what you think and believe.

This paper is due in class on Friday, December 7th. Per other assignments, your paper should be 5-7 pages, fully cited, with minimal direct quotes.