Course Description and Objectives:
Since World War II international aid has come to play a growing and increasingly visible role in global interactions, in particular between industrialized societies and those designated variously as undeveloped, underdeveloped, and/or in development. Drawing on anthropological approaches this course will examine development as a historically constituted discourse, as a social practice motivated and constrained by political-economic imperatives at various levels, and as a socially and culturally mediated experience. It will critically examine some of the fundamental assumptions that have informed the emergence of development as an idea and of the "aid industry". The course will explore how different paradigms of development have influenced how states and other social actors act in the present in order to conceptualize the future and implement change. The course will also examine how development discourse powerfully shapes the understandings that different societies have of each other and their interactions in our globalizing context.

The course addresses three major themes: 1-Development as a Political Practice, 2-Development as a Socio-Cultural Practice and Social Experience; and 3-Key Current Issues and Approaches in Development.

Theme 1 of the course will review the history of development as a practice that has been intimately linked to and informed by the political project of the nation-state, the nation-state's emergence as the globally predominant form of political form, and rooted in a long history of global social and economic relations that extends back to the colonial era. We will also explore the power of 'development' as an ideological and cultural construct that plays a powerful role in recalibrating the aspirations and expectations of social groups in a highly unequal world. Finally this section will also begin to examine how "development problems" have been constituted to emphasize certain realities while de-emphasizing or ignoring others--and will explore some of the political reasons for, and effects of, such conceptualizations.

Theme 2 of the course will focus on how development assistance is actually practiced "on the ground" as a form of social interaction and how it is reacted to by different actors as a form of social experience. It will explore the factors that influence both development practitioners and those who experience development including: the changing political-economy of international and state/society relations; "industry-wide", organization-specific, and individual interests; local socio-cultural dynamics; and differences in social power.

Theme/Section 3 of the course will take up several key and cutting edge issues in contemporary development practice. Among the issues that will be explored will be: the increasingly important relationship between development and political conflict worldwide; the growing role of diasporas in homeland development; the effects of the neo-liberal emphasis on " privatization" that increasingly guides development policy; the emergence of "rule of law" and other forms of overtly "political development"; and human-rights based as well as other "post-development" critiques and approaches.

The purpose of this course is not to learn the technical aspects of implementing development projects nor a set of vocational development skills. Rather, it examines what development is as a major force that shapes global affairs and local lives; how it has emerged and functioned as a dominant ideology; and why it has so often failed to achieve so many of its stated objectives, while nevertheless having profound and far-reaching social, political and economic effects.
Expected Learning Outcomes:
As a result of completing this course students will be able to:
1. Discuss the effects of development on several key processes of global importance (including conflict, corruption, political governance, displacement and migration).
2. Discuss the factors that inform how development actors and organizations frame and approach development problems
3. Discuss how culture shapes interactions between development organizations and affects development outcomes
4. Discuss the broad history of development inclusive of major paradigmatic changes in approach and conceptualization
5. Demonstrate an ability to critically relate arguments and data from different sources to each other, in order to analyze an overarching question to which all of these sources are relevant.
6. Review and synthesize an argument from a major fieldwork-based study and—in collaboration with peers—present that argument in public based on a distillation and critical review of its essential points;
7. Use key anthropological concepts (such as “culture”) and analytical approaches to critically explore a particular aspect of development based on a review of articles or other studies that report data from anthropological fieldwork.

Requirements:
Pre-requisites: at least one prior course in Socio-Cultural Anthropology or prior approval by the instructor.

Reading: This is a graduate seminar that involves considerable reading (usually 1 book per week) and assignments are dependent upon keeping up with the readings. Students are expected to come prepared to discuss the readings in class if they are called upon by the instructor. Plan carefully for time to complete reading and their assignments so that you do not fall behind. Students who regularly miss class will quickly find themselves unable to do the assignments.

Assignments
Short Reading Reflection and Synthesis Papers (4): Four times during the semester, students will be required to submit a short paper (approximately 1000-1250 words) that shows careful consideration of how assigned readings relate to each other. The topic for each paper will be provided by the instructor. Each paper is worth 15% of your grade.

In class participation: Criteria for evaluation to be discussed in class (15% of grade).

Annotated Bibliography and Review Essay—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?", "How do HIV/AIDS mitigation programs account for gender and culture?"; "To what extent do justice reform programs account for local realities and cultural beliefs? etc...). Each student will create an annotated bibliography of at least 15 different articles, at least 12 of which must be by anthropologists or in anthropology journals or publications that are relevant to their topic and write a short accompanying essay (2000 word minimum) that addresses a question they pose. This assignment will be worth 30% of your grade.

Grading:
4 Critical Reading Reflection and Synthesis papers ———60% (15 each%)
Class participation---------------------------------------------15%
Annotated Bibliography and short essay--------------------------25%

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

Class Policies:
On Attendance: Students are expected to regularly attend classes. Absence for religious holidays is allowed, providing you notify the instructor by e-mail (request return confirmation) of intended absences during the first week of classes.

On Submitting Assignments:
1. All papers are due at the start of class on the day they are due in HARDCOPY format. Papers will NOT be accepted by e-mail. The only exception to this is the Final Assignment which must be sent by e-mail AND in hard copy format.

2. Late papers will not be accepted. If you have a conflict that prevents you from being in class on the day a paper is due it is your responsibility to make sure the paper reaches the instructor in hard copy format by the beginning of class. Late papers will receive a failing grade.
Required Texts:


*Rist chapters (on blackboard)
*TBA "forum" articles or chapters (on blackboard)

Course Schedule:

WEEK 1 1/14 Introduction to Development and scope of course/organizational issues

WEEK 2 1/21 MLK Day/Inauguration-no class

WEEK 3 1/28 *Historical roots and Trajectories of a Strange Idea: Development and its Theory

WEEK 4 2/4 The "Development Optic": Development as Social Engineering

WEEK 5 2/11 Crafting the Development Object: Organizational Imperatives v Culture

READING SYNTHESIS PAPER 1 DUE IN CLASS
WEEK 6  2/18  President's Day - no class


WEEK 8  3/11  SPRING BREAK - NO CLASS

WEEK 9  3/18  Developers are People (i.e. Cultural, Social, Economic Beings) Too... Hilhorst, Dorothee. 2003. The Real World of NGOs. London: Zed


5/10  FINAL ANNOTATED BIBLIOGRAPHY & ESSAY DUE (by noon)
OTHER IMPORTANT NOTES

ACADEMIC INTEGRITY: The GW Code of Academic Integrity will be upheld in this class. It specifically 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:
DISABILITY SUPPORT SERVICES (DSS)
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 offers 24/7 assistance and referrals in order to address students' 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
http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices

SECURITY:
In the case of an emergency, if at all possible, the class should shelter in place. If the building that our class is in is affected we will follow evacuation procedures for the building. After evacuation seek shelter at the predetermined rendezvous location.