

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ANTH 220

Year: 2019-2020

Course Title: Development Anthropology in a Globalizing World

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course prepares students for citizenship in a global society by focusing on the challenges of Globalization and development and its impact on micro cultures. How can local people's views and skills be brought to the center of development and how might western and indigenous views differ? Students are introduced to the history and theories of development anthropology and sociology, with special attention given to recent case studies. Examination of the role of applied anthropologists and sociologists are considered, including ethics, research tools, people centered appropriate technology, environmental and cultural sustainability, and the participatory model of development. Prerequisites: ANTH 202; prior completion or concurrent enrollment in ENGL 101; MATH 090 and RDNG 116 if required by placement testing; or instructor's permission. 3 Cr. (3 Lec.) Fall semester.

Course Context/Audience

This course is designed for any TC3 student interested in broadening global understanding with an applied anthropology/ sociology emphasis. This course is required in the International Studies A.S. program requirements, and recommended for Social Science majors. Students can use this course to satisfy the SUNY General Education Other World Civilizations requirement (goal #6). In addition, this course can fulfill a TC3 Social Science, Liberal Arts, or Unrestricted Elective requirement.

Basic Skills/Entry Level Expectations

Writing:	WC	College-level writing skills are required. See course prerequisites for details.
Math:	M2	MATH 090 if required by placement testing.
Reading:	R3	If required, the student must be concurrently enrolled in RDNG 116. The course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class.

Course Goals

Upon successful completion of this course, students will be able to:

1. Employ a broader cross-cultural worldview.
2. Understand the history of development anthropology/ sociology theory and forces of globalization on a macro level.
3. Apply anthropology/ sociology on a micro level to specific human problems and explore concrete solutions. This can include people centered appropriate technology; basic needs approach, cultural and environmental sustainability.
4. Explore the dynamics of Government project interventions, NGOs, and indigenous grassroots groups along with the

potential role of the anthropologist/ sociologist within and between these groups.

5. Practice tools of applied anthropology/ sociology in proposing, researching and presenting solutions and approaches to a specific case study.

6. Recognize and appreciate insights learned from peoples of various nonwestern cultures and advocate for their "Voice" when addressing specific challenges.

Course Objectives/Topics

Objective/Topic	% Course
Broaden cross-cultural understanding throughout course experience.	80-100%
Learn the history of development anthropology, theory, forces of globalization.	20%
Apply anthropology/ sociology to specific human problems/ global issues/ poverty.	50%
Research and engage in a real life case study and a service learning opportunity (as is accessible)	20%
Develop rigorous research and writing skills, presenting a case study, and practicing collaborative classmate exercises.	30%
Note: Since the mastery of the knowledge, skills and understanding of individual objectives overlap, the sum of the percentage of course time assigned to each objective exceeds 100%.	

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Develop meaningful questions to address problems or issues. ➤ Gather, interpret, and evaluate relevant sources of information. ➤ Reach informed conclusions and solutions. ➤ Consider analytically the viewpoints of self and others. 	<p>Via course seminar styled dialogue, students will be encouraged to probe specific case studies of development and examine challenges that arise within these projects. Were the local cultures involved in the planning stages and throughout the project? What were the social effects of the given development project? In-class exercises including role plays will also activate learning.</p> <p>Students will propose and research a specific case study of Development affecting a specific culture, or small scale grassroots development. This will involve rigorous academic research in the library and evaluation of the inherent biases of sources.</p> <p>Students will be asked to explore solutions to given case studies. Emphasis will be placed on the Participatory Model of listening to the voices of local peoples and the challenges they experience, along with solutions that they propose. Short essay assignments coupled with student led small group discussions will engage students on a deeper level.</p> <p>Students will continually consider various viewpoints of multiple players in development, including governments, NGOs, indigenous grassroots groups, and migrants. Students will be encouraged to explore the nuances and various views within indigenous cultures. This will be encouraged through course readings of case studies, and in-depth proposal and research of a chosen case study that the student is especially interested in.</p>

<p align="center">SOCIAL/GLOBAL AWARENESS OUTCOMES</p>	<p align="center">HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Social and Global Awareness is central to this entire course.</p> <p>Students will be exploring the forces of globalization and effects of development and their own potential roles therein as an anthropologist or sociologist. The ethics of their roles will be examined. Should we be involved, and if so, how? How does our own upbringing shape our worldview and approach to addressing problems? How do western and indigenous approaches differ?</p> <p>Students will soon learn that “saving the world” is a challenging ideal but that participation in local and international work is well worthwhile. Students will deepen their understanding of environmental and cultural sustainability and their complex connections. Exploring development case studies and participating in local service learning opportunities, as is available, will bring this understanding to life!</p>

Instructional Methods

This upper level course will utilize a seminar style format in encouraging active engagement between students. The instructor is encouraged to present material in lecture-dialogue format. Small group work exercises and training students to facilitate group discussions is a central piece. Short writing assignments and short answer exams, and possibly an oral exam are encouraged. After various readings on Development and Globalization with active discussion of specific scenarios, students will seek out a topic that is of deep interest to them. They will then propose a case study to research and explore solutions to a specific development challenge that a culture is facing. The historical and political context will be researched as well as the dynamics of players involved (including NGOs and grassroots organizations). Students will write an in-depth research paper and consult with the instructor as well as the research librarian and some lab time will be provided. For example Case Studies can focus on how cultural and environmental sustainability are intertwined, transnational migration, and grassroots community development in Study Abroad destinations such as Panabaj and Chuabaj, Guatemala. The historical context will be integrated. Presentations and active dialogue concerning these case studies will be the next step. In addition local service learning opportunities will be arranged as is possible during that given semester so that students experience hands-on anthropology/ sociology.

Methods of Assessment/Evaluation

Method	% Course Grade
Short written Assignments	10-30%

Participation, and in-class exercises	10-20%
Exams/ Quizzes	20-30%
In-depth Case Study Research Paper	20-30%
Case Study Presentation	10%

Text(s)

1. Main Text

Gardner, Katy and David Lewis. 1996. ***Anthropology, Development, and the Post-Modern Challenge***. Chicago: Pluto Press.

2. Possible text

Bodley, John H. 2008. ***Anthropology and Contemporary Human Problems***. 5th Edition. Menlo Park: Cummings Publishing Company.

Possible Reader Texts

3. Blaser, Mario. Harvey A. Feit, and Glenn McRae, eds. 2004. In the Way of Development: Indigenous Peoples, Life Projects, and Globalization. New York: Zed Books.
4. Conde-Frazier. Listen to the Children: Conversations with Immigrant Families. Judson Press, 2011
5. Gmelch, Sharon and Gmelch, George. The Parish Behind God's Back: The Changing Culture of Rural Barbados. Waveland Press, 2012.

This is written by indigenous leaders, anthropologists, and social activists. Sample topics include the environment, participation; women's status and dealing with large scale projects.

4. Additional readings and case studies will be distributed in class.

Bibliography (see also texts listed above)

Farmer, Paul. 2010. ***Haiti: After the Earthquake***.

Paul Farmer, director of Partners In Health, an NGO in Haiti, and applied anthropologist, shares accounts of what took place during and after the Earthquake of Jan 2010.

Farmer, Paul. 2003, 2005. ***Pathologies of Power: Health, Human Rights, and the New War on the Poor***.

Berkeley: University of California Press.

Examines social and health rights as human rights. Helpful examples from Rwanda and Haiti. Examines the roles of NGOs and governments.

Frechette, Ann. 2002. ***Tibetans in Nepal: The Dynamics of International Assistance among a Community in Exile***.

New York: Bergahn Books.

An example of aid given to exiled Tibetan people residing in Nepal and how this intersects with their attempts at maintaining a sense of community.

Hodgson, Dorothy L. 2004. ***Once Intrepid Warriors: Gender, Ethnicity, and the Cultural Politics of Massai Development***. Bloomington: Indiana University Press.

Examines how development and globalization affect the Massai (of Kenya) identity and gender roles today.

Horowitz, Michael M. 1991. ***Victims Upstream and Down***. *Journal of Refugee Studies* 4(2):164-181.

This article examines the building of a large dam for electric power in Senegal, Africa and how the local people had little voice and were displaced, along with the role of anthropologists.

Horowitz, Michael M., Thomas M. Painter. 1986. ***Anthropology and Rural Development in West Africa***.

West view Press.

- Joachim, Esaue. Winter 2011 **Haiti Earthquake: A Year Later**. Winter 2011. A Common Place
This is a first person account of Essaue's story during and after the earthquake working with MCC and Local communities to restore lives and homes.
- Lewellen, Ted. C. 2002. **The Anthropology of Globalization**. Westport: Bergin and Garvey.
- Loker, William. 2004. **Changing Places: Environment, Development, and Social Change in Rural Honduras**. Durham, NC: Carolina Academic Press.
- Manz, Beatriz. 2004. **Paradise in Ashes: A Guatemalan Journey of Courage, Terror, and Hope**. Berkeley: University of California Press.
- Sen, Amartya. 1999. **Development as Freedom**. New York: Anchor Books.
- Schumacher, E.F. 1973. **Small is Beautiful**. London: Blond and Briggs.
A classic which explains what appropriate technology (AT) is and how it can work well when people centered and carried out on a small scale.
- Sherry, John. 2002. **Land, Wind, and Hard Words: A Story of Navajo Activism**. Albuquerque: University of New Mexico Press.
 This describes Navajo activists in the environment, seeking to protect forests from logging.
- Smith, Jennie M. 2001. **When the Hands are Many: Community Organization and Social Change in Rural Haiti**. Ithaca, NY: Cornell University Press.
- UN Development Programme. 1990. **Human Development Report**.
 (Also see other UN sources including UNICEF)
- Wallerstein, Immanuel 1974. **The Modern World System: Capitalistic Agriculture and the Origins of the European World Economy in the Sixteenth Century**. New York: Academic Press.
- Wolf, Eric. 1982. **Europe and the People without History**. Berkeley: University of California Press.

Other Learning Resources

Audiovisual

Coffee, Corn, and the Cost of Globalization. DVD 2004 MCC production (effects of NAFTA on villagers in Mexico)

Personal stories from Haiti post Earthquake and community rebuilding <http://www.mcc.org/stories/videos/finding-hope-haiti>; <http://www.mcc.org/stories/videos/haiti-earthquake-home-repair> sept 11; <http://www.mcc.org/stories/galleries/mcc-haiti-path-recovery> ; <http://travel.nationalgeographic.com/travel/countries/haiti-map/> ; Paul Farmer <http://www.youtube.com/watch?v=xJpZnUjtorI>

Electronic

Class format includes the use of on-line discussions and links to articles and databases. Barbara Kobritz is designing a course webpage where we will keep active links and also tips for the class case study. Many TC3 library databases including Academic Premier, ProQuest, and Science Direct will provide access to journal peer reviewed journal articles and books.

Other

The instructor will seek out guest speakers and local service learning opportunities in local surrounding communities.