Course Description
Development—with its complicated relationship to modernity, progress, nature, and empire—remains one of the central and most challenging concepts of the contemporary moment. This course explores the complex and contested meanings of development and humanitarianism through rich ethnographies of aid. Situating current debates against longer trajectories of development, we will explore issues such as the use of technology in intervention; the role of development and aid in debates over security, climate, and migration; the negotiation and meanings of ethics in humanitarian intervention; the contested cultural politics of development; and more. Through reading ethnographies of NGOs, the development state, rural development schemes, “informality” and microenterprise initiatives, cash transfer programs, environmental protection plans, and refugee camps we will thus explore the contemporary state-of-play of development. Along the way, we will question the meanings, roles, and possibilities of development and humanitarian intervention.
Course Framing: Why study the “anthropology” of development?

What is the purpose of a course on the “anthropology” of development? And how does it differentiate itself from a course on development more generally? The discipline of anthropology has long had a complicated relationship with the notion of development and modernization. Yet, it has also been a central voice of critique and analysis in debates over what postwar and postcolonial development is and what it might mean. While the genealogies of the anthropology of development run deep, arguably the discipline emerged as a central and distinctive voice in the politics of development with the end of the Cold War and the rise of what is (anachronistically) known as post-development in the 1990s. In this course, we will explore the histories of development. But we will attend most carefully to the debates that emerged at this moment, their critiques, and the sets of new questions and interventions they inspired.

This course asks: what does the ethnographic study of development teach us about both the world at large, and the specific political relations between states, international and subnational actors, and those who are variously imagined as the objects and subjects of development and humanitarian aid. A number of qualifications and clarifications necessarily follow.

1. This course attends to the history of development, but it is not a course that exhaustively walks through that history. We selectively explore the ways that moments in that history resonate today.
2. This course looks at the ways that analyses of development have been generative of social theory and anthropological theory more broadly. It is not a course on development theory at large or it’s various iterations.
3. This course asks how the anthropological engagement with development differently informs our understandings of concepts such as modernity, markets, economy, progress, and globalization. It is not a course on development practice, policy, or alternatives, even though some of these topics will be covered in our readings.
4. This course aims to introduce students to ethnographic studies of development, and, through them, helps them to communicate and think critically about the development project and its futures. It is not a course that offers “solutions” to the ongoing question of development (indeed, many of the debates that we explore here will question the very possibilities of “solutions” and their implication in broader fields of power).

Course Format, Expectations, and Procedures:

- This is a seminar course. The bulk of the class will be devoted to class discussion, not lectures. I expect everyone to be an active, regular, and respectful participant of course discussion.
- This is a reading intensive course. I expect students to arrive in class having done the readings and prepared to engage in active class discussion.
- I reserve the right to treat this syllabus as provisional. That is: if I or course participants identify other readings that will be helpful, I reserve the right to swap them in for readings listed here as needed. The amount of reading listed in this syllabus will remain approximately the same.
- I ask everyone to complete eight reading responses over the course of the semester. I will provide more information about how to complete these in class, but I find that these are enormously helpful at pushing class discussion forward. In order for everyone to have an opportunity to read these in advance, I ask that the reading responses be posted by 8 pm on Tuesdays before class.
- Everyone will have an opportunity to lead class discussion twice. We will discuss the format for this more in class.
- Your final project should be productive for you. While this project should draw on themes and readings from the course, the format is open ended. It should be the equivalent of an approximately 20-page paper.
• Each class has, in addition to required readings, suggested readings and/or framing pieces. The suggested readings are just that: suggested materials that you are more than welcome to pursue for further grounding in a given week’s materials. The framing pieces are meant similarly with the exception that I strongly recommend that course leaders for those weeks take at least a brief look at the materials, as they may be useful in leading course discussion.

**Required Material**

All course materials with the exception of books are available on the course’s Canvas site. This includes framing pieces and suggested readings (again, with the exception of books). The following books are required reading for the course and may be purchased at the campus store or from other venues.


**Indispensable but Non-Required Resources:**

If you are not familiar with the history of development or development theory and are looking for broader grounding, I strongly recommend the following books as supplements to course material.


**Grading**

- Course participation: 16% (based on regular and active participation in class)
- Reading Responses: 24% (based on completion of all 8 required responses)
- Course leadership: 25% (based on your two opportunities to lead a course)
- Final Paper: 35%

**Classroom Policies**

*Policy on late work:* Unexcused late papers will receive 1/3 of a letter grade deduction if less than 12 hours, a full letter grade deduction if between 12 and 24 hours late, two full letter grade deductions between 24 and 48 hours late, and will not be accepted if more than 48 hours late. Reading responses must be posted the night before class.

*Policy on absences:* I expect you to attend each class. I also recognize that things happen. Please contact me in advance if you will be missing class. Missing more than 2 classes will be grounds for failing the course.
Introduction

Class 1: January 17—The “Stage” of Development

- In-class film: The Ugly American

SUGGESTED:

Development Histories

Class 2: January 24—Past and Present Futures: Decolonization, Development, and the Current State of Play


SUGGESTED:

Class 3: January 31—Modernization and Green Revolutions


SUGGESTED:

Class 4: February 7—Structural Adjustment and Beyond


SUGGESTED:
ANT 394: The Anthropology of Development


Class 5: February 13—Human Securities and Insecurities

SUGGESTED:

Inside the Machine

Class 6: February 21: Development, Institutions, and Anti-Politics

SUGGESTED:

Class 7: February 28: Historicizing the Rise of Development/Aid

Class 8: March 7: Ordered, Empowered, and Disordered Markets (Women as an Object of Development)

SUGGESTED:
ANT 394: The Anthropology of Development


Rethinking Neoliberal and Illiberal Development

Class 9: March 21: Biopolitics of the Future

Class 10: March 28: “Gifts” of Development

Class 11: April 4: Infrastructures of D/development

Reconstituting the Present: Managing Crisis

April 11: Preparedness, Adaptation, Resilience

SUGGESTED:

Class 13: April 18 Humanitarian Technologies

Class 14: April 25: Managing Risk and Security

SUGGESTED:
Class 15: May 2 — Beyond Development?


**POLICIES & RESOURCES**

**University Policies**

**Religious Holy Days**
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

**Q Drop Policy**
If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: [http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop](http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop)

**Student Accommodations**
Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). [http://ddce.utexas.edu/disability/about/](http://ddce.utexas.edu/disability/about/)

- Please request a meeting as soon as possible to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not accessible
- Please notify me if any of the physical space is difficult for you

**Academic Integrity**
Each student in the course is expected to abide by the University of Texas Honor Code:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. I will make it clear for each test, exam or assignment whether collaboration is encouraged or not.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT’s Academic Honesty Policy which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**University Resources for Students**
The university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes

**The Sanger Learning Center**
Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic
coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit  http://www.utexas.edu/ugs/slc or call 512-471-3614 (JES A332).

The University Writing Center
The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students’ resourcefulness and self-reliance.  
http://uwc.utexas.edu/

Counseling and Mental Health Center
The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students’ academic and life goals and enhance their personal growth and well-being.  http://cmhc.utexas.edu/

Student Emergency Services
http://deanofstudents.utexas.edu/emergency/

ITS
Need help with technology?  http://www.utexas.edu/its/

Libraries
Need help searching for information?  http://www.lib.utexas.edu/

Canvas
Canvas help is available 24/7 at  https://utexas.instructure.com/courses/633028/pages/student-tutorials

Important Safety Information

BCAL
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

Evacuation Information
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767,  http://www.utexas.edu/safety/

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:  www.utexas.edu/emergency