

# COURSE DESCRIPTION

## Grading Systems

---



CAMOSUN COLLEGE  
*School Of Arts & Science*  
*Social Science Department*

ANTH 216  
Anthropology of Development  
Winter 2003

### COURSE OUTLINE

---

#### 1. Instructor Information

- (a) Instructor: Tara Tudor, M.A. (Anthropology)
- (b) Office hours: Tuesday 11:30-12:20, Thursday 5:00 - 6:00, or by appointment
- (c) Location: Young 207
- (d) Phone: 370-3368
- (e) E-mail: tudor@camosun.bc.ca

#### 2. Intended Learning Outcomes

##### Knowledge Outcomes

- Explain imperialism, ethnocentrism, SAPs, WB and IMF, FTZs, participatory action research;
- List, and explain the role of, the main players in international development;
- Describe how development has affected the indigenous people of Malaysia;
- Outline the history of development and related social and cultural issues.

##### Skills Outcomes

- Apply knowledge about development to local and international development projects;
- Using a variety of anthropological sources, research and write papers in an anthropological style;
- Use the World Wide Web and Library database to investigate anthropological issues;
- Critically evaluate development issues using anthropological evidence.

#### 3. Required Materials

##### (a) Texts

Gardner, Katy and David Lewis (1996). *Anthropology, Development and the Post-modern Challenge*. London: Pluto Press.

Knox Dentan, Robert et.al (1997). *Malaysia and the Original People: A Case Study of the Impact of Development on Indigenous Peoples*. Toronto: Allyn and Bacon

##### (b) Material on Library Reserve (in order of reading)

Lappe, Francis Moore and Joseph Collins (1999). *Why Can't People Feed Themselves?* In Elvio Angeloni, ed., *Annual Editions: Anthropology 99/00*. Pp. 194-198. Guilford: Dushkin/Mcgraw-Hill

Wiarda, Howard (1991). *Ethnocentrism and Third World Development*. In Elvio Angeloni, ed., *Annual Editions: Third World 91/91*, Pp. 11-20. Guilford: Dushkin/Mcgraw-Hill

Konadu-Agyemang, Kwadwo (2000). *The Best of Times and the Worst of Times: Structural Adjustment Programs and Uneven Development in Africa: The Case of Ghana*. *Professional Geographer* 52(3), Pp. 469-483.

Pigg, Stacy Leigh (1997). *Authority in Translation: Finding, Knowing, Naming and Training 'Traditional Birth Attendants' in Nepal*. In Robbie E. Davis-Floyd and Carolyn Sargent, eds., *Childbirth and Authoritative Knowledge: Cross-Cultural Perspectives*. Pp. 233-261. Berkeley: University of California Press.

## **COURSE DESCRIPTION**

### **Grading Systems**

---

Waring, Marilyn (1997). The Invisibility of Women's Work: The Economics of Local and Global "Bullshit". Canadian Woman Studies 17(2), Pp. 31-38.

Mullings, Beverley (1999). Globalization, Tourism and the International Sex Trade. In Kamala Kempadoo ed., Sun, Sex and Gold: Tourism and Sex Work in the Caribbean. Pp. 55-80. Lanham: Rowman and Littlefield Publishers.

#### **4. Course Content and Schedule**

##### **Week 1. January 7-9**

1. Introduction: course outline, assignments and evaluation
2. Development: history and meaning

##### **Week 2. January 14-16**

1. The roots of development: capitalism and colonialism
  2. Colonialism in Latin America; video - Americas in Transition
- Readings: Gardner and Lewis, Ch.1, pp.1-8; Lapp and Collins (reserve reading)

##### **Week 3. January 21-23**

1. Theories of development; Neo-liberalism
  2. Introduction to anthropology; applied anthropology
- Readings: Gardner and Lewis, Ch.1, pp.12-25, Ch. 2; Wiarda (reserve article)

##### **Week 4. January 28-30**

1. The anthropology of development
  2. The aid industry: the World Bank and the IMF
- Readings: Gardner and Lewis, Ch.1, pp. 8-11, Ch.3

##### **Week 5. February 4-6**

1. Structural Adjustment; discussion of article
  2. Video: Hell to Pay
- Reading: Konadu-Agyemang (reserve article)

##### **Week 6. February 11-13**

1. NAFTA and FTZ; video – Global Assembly Line; **assignment 1 due**
2. **Reading Break**

**Reading:** Gardner and Lewis, Ch.4 and 5

##### **Week 7. February 18-20**

1. New Directions; participatory action research
  2. **Mid-term**
- Readings: review readings

##### **Week 8. February 25-27**

1. Beyond Development?
  2. Cross-cultural translation: discussion of reserve article
- Reading: Gardner and Lewis, Ch.6 and 7; Pigg (reserve article)

##### **Week 9. March 4-6**

1. Introduction to the Orang Asli
  2. Groups 1 and 2: FTZ/Industrialization
- Reading: Knox et al. Pg. 1-50

##### **Week 10. March 11-13**

1. Orang Asli –indigenous people and development
  2. Groups 3 and 4: Indigenous people and development
- Reading: Knox et al. Pg. 51-116

## COURSE DESCRIPTION

### Grading Systems

---

#### **Week 11. March 18-20**

1. Orang Asli and the environment
  2. Groups 5 and 6: Environment and development
- Reading: Knox et al. Pg. 117-159.

#### **Week 12. March 25-27**

1. Women and development; video Amor, Mujeres y Flores
  2. Groups 7 and 8: Women and development
- Reading: Waring (reserve article)

#### **Week 13. April 1-3**

1. Tourism and development
  2. video – cannibal tours
- Readings: Mullings (reserve article)

#### **Week 14. April 8-10**

1. Groups 9 and 10: Tourism
  2. review of course material
- Reading: review readings

### **5. Basis of Student Assessment**

#### **(a) Assignments (40%)**

##### **Assignment 1**

Topic: critical review (10%)  
Due Date: February 11th

##### **Assignment 2**

Topic: Group Presentation and paper (24%)

Group Evaluation (2%) and participation (4%)

There will be no extensions for late assignments without a medical certificate. Two marks per day will be deducted from late papers. After five school days, a zero will be given for the paper. Students will not be permitted to re-write the research paper in order to improve their grades.

#### **(b) Exams (60%)**

Both must be written in order to receive credit for Anthropology 230. All exams must be written during the scheduled times unless a physician's medical certificate is presented to the instructor. **There will be no exceptions without a medical certificate.** Students will not be permitted to write an additional make-up test or exam in order to improve a grade.

#### **Dates for the exams are as follows:**

Test #1 (25%): February 20, 2003

Test #2 (35%): Exam period

### **6. Grading System**

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 85%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

### **7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

## **COURSE DESCRIPTION**

### **Grading Systems**

---

It is recommended that for written assignments students use the writing centre and consult the *Social Science Research Manual* (available for purchase in the Camosun College bookstore and on reserve in the library).

### **LEARNING SUPPORT AND SERVICES FOR STUDENTS**

<p>There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <a href="http://www.camosun.bc.ca">http://www.camosun.bc.ca</a></p>
--

### **ACADEMIC CONDUCT POLICY**

<p>There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.</p>
---

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-8](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-8)