

# **COURSE DESCRIPTION**

## **Grading Systems**

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

**ANTH 216**  
**Anthropology of Development**  
**Winter 2004**

## **COURSE OUTLINE**

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### **1. Instructor Information**

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

### **2. Intended Learning Outcomes**

#### Knowledge Outcomes

- Define the concepts development, colonialism, ethnocentrism, structural adjustment, sustainability, participation;
- List and explain the role of the main player/organizations in international development;
- Describe how development has affected the indigenous people of Malaysia;
- Outline the history of development and how it relates to social and cultural issues.

#### Skills Outcomes

- Apply knowledge about development to local and international development projects;
- Write critical summaries and reviews on a variety of anthropological material;
- Critically evaluate development issues using anthropological evidence

### **3. Required Materials**

#### **(a) Texts**

Bradford, Bonnie and Margaret Gwynne

1995 Down to Earth: Community Perspectives on Health, Development and the Environment.  
West Hartford, Connecticut: Kumarian Press.

Dentan, Robert, Kirt Endicott, Alberto G. Gomes and M.B. Hooker

1996 Malaysia and the Original People: A Case Study of the Impact of Development on  
Indigenous Peoples. Toronto: Allyn and Bacon.

Robertson, A.F.

1995 The Big Catch: A Practical Introduction to Development. New York: Westview Press.

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

Gardner, Katy, and David Lewis

1996 Anthropology, Development and the Post-Modern Challenge. Sterling Virginia:  
Pluto Press.

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Lappe, Francis Moore and Joseph Collins  
2000-2001 Why Can't People Feed Themselves? In Elvio Angeloni, ed., Annual Editions:  
Anthropology: 00/01. Pp. 184-188. Guilford: Dushkin/McGraw-Hill.

Wiarda, Howard  
1991 Ethnocentrism and Third World Development. In Elvio Angeloni, ed., Annual  
Editions: Anthropology: 91/92. Pp. 11-20. Guilford: Dushkin/McGraw-Hill

Parker, R.  
1987 Acquired Immunodeficiency Syndrome in Urban Brazil. Medical Anthropology  
Quarterly 1(2): 155-75.

Hoy, Paula  
1998 Players and Issues in International Aid, Chapter 4: Northern NGOs, pp. 96-109.  
West Hartford, Connecticut: Kumarian Press.

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

##### **DEFINING ANTHROPOLOGY AND DEVELOPMENT**

###### **Week 1. January 6-8**

1. Introduction to course, requirements, expectations;
2. Culture change and 'progress'

Readings: no readings

###### **Week 2. January 13-15**

1. Colonialism, capitalism and the invention of the Third World;
2. Development theory

Readings: Gardner and Lewis, Ch 1. pp. 1-8 & pp. 12-22 (reserve reading: 50409); Lappe and  
Collins (reserve reading: 10024)

##### **THE DEVELOPMENT INDUSTRY**

###### **Week 3. January 20-22**

1. The Aid Industry;
2. The Green Revolution and Structural Adjustment

Readings: Gardner and Lewis Ch. 1 pp. 8-11 (reserve reading: 50409); Wiarda (reserve reading:  
10009)

##### **DEVELOPMENT ANTHROPOLOGY: HISTORY & DILEMMAS**

###### **Week 4. January 27-29**

1. History of applied anthropology;
2. Applying anthropology to development problems

Readings: Parker (reserve reading)

##### **TOWARD SUSTAINABILITY?: NGOs, PARTICIPATION, ENVIRONMENT, GENDER, HEALTH**

###### **Week 5. February 3-5**

1. Development from the Bottom-Up: NGOs;
2. The importance of community involvement: forestry in Nepal

Reading: Orang Asli (pgs.1-47); Hoy "Northern NGOs" (reserve reading)

###### **Week 6. February 10-12**

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1. The ideology and origins of sustainable development;

**2. Reading Break**

**Reading:** Orang Asli (pgs. 51-79); web-based reading ([www.dieoff.org/page86.htm](http://www.dieoff.org/page86.htm))

**Week 7. February 17-19**

1. Case Study: The Orang Asli (indigenous people & development);

**2. Mid-Term**

**Readings:** Orang Asli (pgs. 85-110); DTE, Introduction (pgs. 1-9)

**Week 8. February 24-26**

1. Case Study: The Orang Asli (environmental degradation);

2. Urbanization, health and the environment; **discussion**

**Reading:** Orang Asli (pgs. 117-155); DTE, Part 1, intro, Ch. 1 & 2

**Week 9. March 2-4**

1. gender, environment and health;

2. gender, environment and health; **discussion**

**Reading:** DTE Part 3, intro, Ch. 7 & 8

**Week 10. March 9-11**

1. Video: African Women Series;

2. Creating responsive institutions; **discussion**

**Reading:** DTE Part V, intro, Ch. 12 & 13

**Week 11. March 16-18**

1. The world trade in organs;

2. Video: The Body Parts Business

**Reading:** The Big Catch

### **THE BIG CATCH: A ROLE PLAYING EXERCISE IN INTERNATIONAL DEVELOPMENT**

**Week 12. March 23-25**

1. Organize The Big Catch;

2. Organize The Big Catch

**Reading:** The Big Catch

**Week 13. March 30- April 1**

1. Role Play: The Big Catch;

2. Role Play: The Big Catch

**Readings:** No readings

### **WHERE DO WE GO FROM HERE?: ALTERNATIVE DEVELOPMENT, ANTI-DEVELOPMENT**

**Week 14. April 6-8**

1. Beyond Development?;

2. Review of course; **assignment on “The Big Catch” due**

**Reading:** Gardner and Lewis, Ch. 7 (reserve reading: 50409)

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#### 5. Basis of Student Assessment (Weighting)

##### 5.1 Assignments (45%)

###### (a) Film Reviews (10%)

You are required to write 2 critical reviews (2-3 pages in length). The critical review should (1) outline the main ideas and arguments of the video/article and (2) Be followed by questions, commentary, assessments, analysis, opinions, or a combination of these. The film reviews are due one week from the date of viewing.

###### (b) Questions and discussion on “Down to Earth” (15%)

For each scheduled discussion session, you are required to hand in the questions on the DTE readings for that particular discussion session. These will be due at the end of the class discussion. No late papers will be accepted. If you do not attend the class, you will not be permitted to hand-in the assignment. If you are late for class and miss part of the discussion, you will receive only partial marks. The purpose of the assignment is to help you conceptualize in advance the critical issues for that particular class discussion.

###### (c) “The Big Catch” Exercise & Evaluation (20%)

You will be evaluated in the context of the experiential exercise, “The Big Catch”. You will be graded in terms of your individual contribution to the group’s public presentation, and in terms of the post-exercise written material. This exercise will be a 5 page paper responding to the issues raised in the exercise and group presentations. The written exercise is due on the last day of class (April 8<sup>th</sup>).

##### 5.2 Exams (50%)

Both 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 19th

Test # 2 (30%): 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

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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**

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 <http://www.camosun.bc.ca>

## **ACADEMIC CONDUCT POLICY**

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.

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