

Prof. Jason Rodriguez  
Anth 212 NGOs and Development  
Meets T/Th 10:20-11:45  
Stern Hall 103

Email: RODRIGUEZ@hws.edu  
Office: Stern Hall 209  
Office hours: M 11:00-1; T 4:45-6:30  
and by appointment

### Course Description

NGOs are one of the preeminent means through which development projects are enacted around the world, and development has become largely taken for granted as a pursuit necessary for formerly colonized places to enter into the “modern” world. But what might development and NGOs look like if we set aside commonsense understandings of them as a means to empowering the people of the “Third World”? What if we instead foreground that the rise of this political discourse to the status of commonsense coincided with the decolonization period at the end of World War II, a period that witnessed the simultaneous emergence of international agencies like the International Monetary Fund and the United Nations, new forms of international governance, the category “underdevelopment,” and the extension of market relations around the world?

This course introduces students to critical research on NGOs in a variety of geographic contexts and invites students to consider the usefulness of approaching NGOs as cultural practices, as arising from the interplay of international and national policy, and as products of and producing globally circulating discourses and theories of development. The course asks, what are the everyday practices constituting NGOs and development practices, and in what ways do development practices compel new types of relationships? What are the underlying theoretical positions that inform the development discourse and NGO framework? What can an analysis of development relations tell us about international relations of power? Further, this course asks about how anthropologists study NGOs and development, and how anthropological research might speak to policy concerns and issues of social justice.

### Course Texts (required)

Mohammad Yunus *Banker to the Poor*  
Vincanne Adams *Markets of Sorrow, Labors of Faith*  
James Ferguson *The Anti-Politics Machine*  
Robert Chambers *Rural Development*  
Moss and Lewis *The Aid Effect*  
Articles on Electronic Reserve through Canvas

### Course Requirements

- Participation: class contributions, discussion points, and 10 reading questions – 30%
- Lead one class discussions and reading presentations – 10%
- Two reading response papers – 20% each
- Final NGO project and paper – 20%
- If it becomes evident that many in the class are not reading, there may be open note pop quizzes each worth 5% of your grade

***Important note about turning in assignments:*** All assignment are due in hard copy. Do not email me your assignments; I will not open the attachment and will not count your assignment as turned in.

**Grades:** Your grade will be determined by dividing the total number of points earned by the total number of points possible. Letter grades will be assigned as follows:

Percentage	Letter Grade	Percentage	Letter Grade
99-100	A+	78-79	C+
93 - 98	A	73-77	C
90-92	A-	70-72	C-
88-89	B+	68-69	D+
83-87	B	63-67	D
80-82	B-	60-62	D-
		0-59	F

**Course Terms:** When I take you into my course I take upon myself a responsibility to help you succeed – and it is a responsibility I take very seriously. I will be generous with my time and energy in helping you to succeed, and I will expect effort from you in return. If you are not willing to agree to the following, then I suggest that you take a different course.

1. Complete all readings prior to each class meeting
2. Complete all assignments
3. Come prepared to engage seriously and deeply with the topics we will discuss
4. Come to each meeting with questions for us to consider
5. Meet with me outside of class if you are struggling with anything related to the course
6. Barring unforeseeable emergencies, attend all classes
7. Leave your computer and phone off for the duration of our class meetings
8. Respect one another and perspectives that are different from and/or opposed to your own

I expect that each of you will approach this course with honesty and integrity. Please see the *Handbook of Community Standards*: [http://www.hws.edu/studentlife/community\\_standards.aspx](http://www.hws.edu/studentlife/community_standards.aspx). Plagiarism or any other act of academic dishonesty will result in a zero for the assignment, and possible disciplinary action and failure of the course. Also, with the exception of special circumstances involving medical documentation and verification from the dean's office, I do not take late papers other than with the use of your late pass. If you foresee not being able to complete an assignment on time, please come speak with me in person about it beforehand. As noted above, I expect you to attend class and will adjust your grade due to absences.

**Attendance:** Attendance is necessary to succeed in this class. My absence policy is designed to both reward attendance and it absolves me from having to decide whether an absence is good or just lame. One absence will not affect your grade. You needn't discuss the reason for this absence with me, but I encourage you to use it wisely. Any further absences will result in your grade being lowered by ½ letter grade. If you must miss class you are responsible for obtaining class notes and any missed announcements from one of your classmates. Also, repeated lateness will be counted as absences. Please come to class on time and ready to discuss and engage.

**Email:** I check email once per day at most, and never on the weekend, as I do not have internet at home. Email should be used sparingly as a means to communicate with me. Also, sending me an email does not exonerate you from completing your assignments on time, and sending multiple emails will not accelerate my response time. That said, I am always excited to discuss

assignments, readings, concepts, your ideas, or anything else you might like to discuss with me, face to face during my office hours, before or after class, or, better yet, in class. Chances are that if you have a question about something, others may have a similar question.

**Office Hours:** My office hours are your time – make use of them. Feel free to ask questions, bring concerns, or take class discussions a little farther. As always, if your schedule does not permit you to see me during office hours, let me know and we can make an appointment. I will have a sign-up sheet outside of my office for individual meetings during office hours. You are not required to make an appointment but you will not have to wait if you do. I encourage you to sign-up for a meeting if you have a specific time window during which you can meet with me.

**The Center for Teaching and Learning:** At Hobart and William Smith Colleges, we encourage you to seek the resources that will enable you to succeed. The **Center for Teaching and Learning** (CTL) is one of these resources: CTL programs and staff help you engage in your learning, accomplish the tasks before you, enhance your thinking and skills, and empower you to do your best. Resources at CTL are many: Study Mentors help you find more time and manage your responsibilities, Q Fellows help you think logically and analytically through problems involving quantitative reasoning. Writing Fellows help you think well on paper, and professional staff help you assess academic needs.

I encourage you to explore these and other CTL resources designed to encourage your very best work. You can talk with me about these resources, visit the CTL office on the 2<sup>nd</sup> floor of the library to discuss options with the staff, or visit the CTL website.

**Disability Accommodations:** If you are a student with a disability for which you may need accommodations, you should self-identify and register for services with the Coordinator of Disability Services at the Center for Teaching and Learning (CTL), and provide documentation of your disability. Disability related accommodations and services generally will not be provided until the registration and documentation process is complete. The guidelines for documenting disabilities can be found at the following website: <http://www.hws.edu/disabilities>

Please direct questions about this process or Disability Services at HWS to David Silver, Coordinator of Disability Services, at [silver@hws.edu](mailto:silver@hws.edu) or x3351.

## READING SCHEDULE<sup>1</sup>

Note that readings are to be completed prior to the meeting they are listed for.

DATE	TOPIC	READING(S) DUE IN CLASS	ASSIGNMENT /NOTES
<b>Th</b> <b>1/23</b>	Introduction	Introductions and Presentation Sign-up	Syllabus
<b>T</b> <b>1/28</b>	Anthropology & Development	Escobar Anthropology and Development	*Presentation <b>DPs Due</b>
<b>Th</b> <b>1/30</b>	Seeing like a state	Scott Intro Nature Space Development Research Presentation from Prof. Rodriguez	<b>RQ1 Due</b>
<b>T</b> <b>2/4</b>	High modernism	Chambers Preface, Ch. 1, 2, 3	*Presentation <b>DPs Due</b>
<b>Th</b> <b>2/6</b>	Rural development	Chambers Ch. 4, 5 Selections from the film Up the Yangtze	
<b>T</b> <b>2/11</b>	Theory into practice	Chambers Chs. 6, 7, 8	*Presentation <b>RQ2 Due</b>
<b>Th</b> <b>2/13</b>	Grassroots Development	Yunus Introduction, Chs. 1, 2, 3, 4	*Presentation <b>DPs Due</b>
<b>T</b> <b>2/18</b>	Microcredit	Yunus Chs. 5, 6, 7, 8	*Presentation <b>DPs Due</b>
<b>Th</b> <b>2/20</b>	Evaluating microcredit	Yunus Chs. 9, 10 Ahmad Distant Voices Bangladesh	*Presentation <b>RQ3 Due</b>
<b>T</b> <b>2/25</b>	Evaluating microcredit cont.	Yunus Chs. 11-13 Karim Demystifying Microcredit	*Presentation <b>DPs Due</b>
<b>Th</b> <b>2/27</b>	Challenging economism	Moodie Enter Microcredit Kar Loan Repayment NGOs Presentation from Prof. Rodriguez	<b>RQ4 Due</b>
<b>T</b> <b>3/4</b>		Workshop Reading Response 1	<b>Reading Response 1 Draft</b>
<b>Th</b> <b>3/6</b>	Governmentality	Foucault Governmentality Foucault Truth and Power	*Presentation <b>RQ5 Due</b>
<b>T</b> <b>3/11</b>	Apparatuses of governance	Ferguson Preface, Chs. 1, 2	*Presentation <b>DPs Due</b>

<sup>1</sup> Note: I reserve the right to alter the schedule and syllabus at any time.

<b>Th</b> <b>3/13</b>	Discourse and materiality	Ferguson Chs. 3, 4, 5 Spring Break Begins 3/15	<b>Reading Response 1 Due</b> *Presentation <b>RQ6 Due</b>
<b>T</b> <b>3/25</b>	NGOs & High Modernism	Ferguson Chs. 6, 7, 9	*Presentation <b>DPs Due</b>
<b>Th</b> <b>3/27</b>	Conflicts and Collaborations	Aid Effect Ch. 8 Coelho, Ch. 6 Harper	*Presentation <b>RQ 7 Due</b>
<b>T</b> <b>4/1</b>	Aid and Governance	Aid Effect Ch. 1 Mosse, Ch.2 Anders	*Presentation <b>DPs Due</b>
<b>Th</b> <b>4/3</b>	Aid for whom and to what ends?	Aid Effect Ch. 3 Gould, Ch. 5 Eyben & León	*Presentation <b>RQ 8 Due</b>
<b>T</b> <b>4/8</b>	Privatization	Adams Chs. 1-3	*Presentation <b>DPs Due</b>
<b>Th</b> <b>4/10</b>	Humanitarianism	Adams Chs. 4-6	*Presentation <b>RQ 9 Due</b>
<b>T</b> <b>4/15</b>	Neoliberalism	Adams Chs. 7-8	*Presentation <b>DPs Due</b>
<b>Th</b> <b>4/17</b>		Workshop Reading Response 2	<b>Reading Response 2 Draft</b>
<b>T</b> <b>4/22</b>	Faith-based Philanthropy	Farmer Health, Healing, and Social Justice Bornstein Philanthropy	<b>Reading Response 2 Due</b> *Presentation <b>DPs Due</b>
<b>Th</b> <b>4/24</b>	NGOs and Indigeneity Conference planning	Graburn Weirs in the River of Time Sahlins Develop-Man	*Presentation <b>RQ 10 Due</b> <b>Conference abstract due</b>
<b>T</b> <b>4/29</b>		NGOs and Development Conference	
<b>Th</b> <b>5/1</b>		NGOs and Development Conference	
<b>T</b> <b>5/6</b>		NGO and Development Conference	
<b>May 7-9</b>		Reading Days Writing Workshop for Final Paper TBA	
<b>May 13</b>		Final Paper Due by 12pm in Hard Copy	

My goals for this course:

- That you leave with a sense of how ethnographic research can address global issues
- That you have practice weighing conflicting scholarly perspectives
- That you improve your ability to convey your ideas and arguments in a clear and well-informed way
- That you leave feeling more confident about your ability to discuss and write about cultural difference, cultural exchange, and international power asymmetries
- That you feel more comfortable grappling with complex ideas that are sometimes conveyed in unfamiliar terminology
- That you leave with a sense of what a critical anthropological perspective looks like
- That you develop a critical eye for how globally circulating signifiers relate to power

### **GRADE RECORDING SHEET**

*The chart below allows you space to record your grades for this course. Please detail your grades as I return assignments to you. If you need to discuss your standing in the class with me at any time, you **MUST** bring this grade sheet completed with you to our meeting.*

Assignment/Exam	Points Earned	Points Possible
<b>Reading Response 1</b>		/20
<b>Reading Response 2</b>		/20
<b>Class Facilitation</b>		/10
<b>Reading Questions, Discussion Points, &amp; Class Participation</b>		/30
<b>Final Paper</b>		/20
<b>Attendance</b> (-1/2 LG for each absence beyond 1)		
<b>Total</b>		100

# *Late Pass* *for Prof. Rodriguez's Class*

Student Name: \_\_\_\_\_  
Assignment Due Date: \_\_\_\_\_

Date and Time Turned In: \_\_\_\_\_ (to be filled in by Jean Salone)

Jean Salone's Signature: \_\_\_\_\_

This late pass is good for a 24-hour extension on any written assignment other than your final paper, writing workshop drafts, and discussion points. You must detach this sheet, staple it to your paper, and have Jean Salone, the office assistant on the first floor of Stern Hall fill in the date and time you turned the paper into my mailbox.

Papers turned in more than 24 hours after the due date will not be accepted. You receive only one late pass. Once you have used this pass, no further late work will be accepted.

This late pass is only valid if dated and signed by Jean Salone. If Jean is out of the office for some reason, you will be unable to use this pass and will not receive credit for the assignment.