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# Wealth, Poverty, Int'l Aid

ANT 495/595  
Tu/Th 4:30-5:45  
Rm 111, 1911 Bldg

LISTENING, THINKING AND DOING

## Course Description

Fall 2018

This course examines a variety of ways cultural groups define wealth, poverty, and whether or how poor people might alter their status. The course applies these findings to readings that explore the historical roots of poverty alleviation programs and central debates within that field, including whether and how aid might be effective. Finally, the course explores aid organizations themselves. Students will evaluate course concepts and themes in light of aid organizations' websites and other materials. How much can we know about a group with the information available to us?

### Learning Outcomes

At the end of this course, students will be able to:

- define the major theories and topics employed in anthropological research on wealth, poverty and international aid
- identify anthropology's contribution to interdisciplinary conversations on poverty relief

- communicate their learning in presentation and written formats
- carry out an independent assessment of aid organizations
- report research findings in fact sheets and which are typical of the aid industry
- adapt newsletter templates from MSWord or other software to their reporting needs

### Teaching Philosophy

Recently, my teaching style has gravitated toward the "guide on the side" model. This means my classes emphasize student-led projects. I value students who take charge of their own learning. This often requires bravery, as it means entering unknown terrain. I admire students willing to take on the challenge.

## NC STATE UNIVERSITY

### What's in this syllabus?

Course Description  
Learning outcomes  
Grades  
Assignments  
Grading Philosophy  
Course Schedule  
Policies and Resources

*More information is posted to the course Moodle site, including a version of the syllabus that demonstrates its modeling of a fact sheet.*



### Contact info:

Email: nora\_haenn@ncsu.edu      Web: norahaenn.org  
Office hours: Tu and Th 10-11:00 a.m.  
Office locale: 229, rm 1911 Bldg.

*Best way to reach me?* In person before or after class! I spend far too much time on computers, so I do my best to arrive early and stay late after class.

# Grades

**Class presentations** Students will present PowerPoint illustrations of the day's readings and themes with questions for discussion. The discussions are meant to get us started on an in-depth conversation of the reading material and help the class focus on the main points of the readings. Please sign up for the presentations on the first day of class. Undergraduates will present in two groups of 2 to 3 students. Graduate students will present as individuals one time. Each student will present one time.

**Fact sheets** Students will apply course concepts to their independent assessment of aid organizations. Students will report on this application using the fact sheet style typical of aid organizations. Facts are brief, 2-page reports that combine information with eye-catching presentation. Fact sheets must balance brevity with depth of information. In organizational settings, fact sheets often serve to advertise a group's work. In this class, fact sheets should communicate students' own analysis. Fact sheets will inevitably draw on organizational websites, but they



should not include material copied from those websites.

**Essay exams** We'll have two, in-class essay exams, one at the mid-term and one at the final. The exams will pose questions arising from class discussions and, as such, we will develop the questions collectively. This means exam questions will be distributed prior to the exam period, and student are expected to have an exceptionally high level of preparation.

**Attendance** Students receive 2, free, no questions asked absences. After that, unexcused absences will reduce the attendance grade in the following manner:

1 absence – 85%    2 absences – 75%  
3 absences – 65%

Four unexcused absences will result in an F for the class.

## GRADE DISTRIBUTION

Assignment	Points
Presentation	20
Fact Sheets (10 pts each)	40
Essay Exams (15 pts each)	30
Attendance	30
Book reviews (grad students)	30
TOTAL Undergraduate	120
TOTAL Graduate	150
<b>Grading Scale</b> (% of total points earned)	
A+: 98-100	B+: 87-89
C+: 79-77	D+: 69-67
A: 93-97	B: 86-83
C: 76-73	D: 66-63
A-: 92-90	B-: 82-80
C-: 72-70	D-: 62-60
	F: below 60

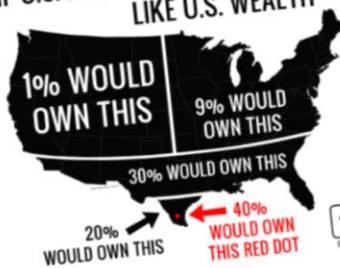
## More Grading Considerations

**Cell phones and laptops:** Given the collaborative nature of the class, we'll need everyone's full attention. No cell phones are permitted. We will be working with PDF readings and other on-line assignments, so laptops are permitted. However, students who use email, text or carry out other non-course computer work will be counted as absent for that day.

**Late Assignments and Makeups:** Assignments are due at the start of class on the date listed in the schedule. I mark late assignments down 25% for each 24 hours that passes after the due date. For

ex., an assignment due on Tuesday at 10:30 will be marked down 25% if handed between 10:31 on Tuesday and 10:30 on Wednesday. The assignment will be marked down 50% if handed in between 10:31 on Wednesday and 10:30 on Thursday, and so on. If an assignment arrives at 10:31, I will likely assign it the higher grade. However, if the paper arrives closer to 11 a.m., I am unlikely to sway. In the case of a university approved absence, students must contact me within two weeks of the absence and arrange a make-up date. Make-up dates will be no more

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than three weeks from the original due date.

**Incomplete assignments:** Incomplete assignments will be assessed for quality *after* consideration of the missing work. For example, work that is 80%, 70%, or 60% will first be graded as a B, C, or D, respectively. Additional points may then be deducted based on the quality of the work. Work that is less than 60% complete will receive a failing grade.

**Extra credit:** There are 4 extra credit opportunities. Assignments will only be accepted on the dates listed below (and repeated on Moodle). Each extra credit assignment is worth 3 points.

## Grading Philosophy

I combine 2 points of view in grading, one that is based on different levels of knowledge and one that considers a student's performance as a whole.

*First point of view*, grades reflect knowledge, as follows:

D = comprehends material when text is at hand

C = comprehends material and is able to communicate that understanding without the aid of original text/assignment

B = has memorized and can verbalize the material and connects the material at hand with other aspects of the class

A = achieves all the above and is able to say something new about how this material connects to other material

*Second point of view*, grades consider the whole of a student's performance, as follows:

**A Level: Outstanding. Excellent.:** Indicates work that demonstrates thorough knowledge of concepts and frameworks and exceptional skill in the application and articulation of those concepts. Work reflects thoughtful and extensive participation in class discussions and group exercises.

**B Level: Good. Competent.:** Indicates work that demonstrates good, above

average, level of knowledge of concepts and frameworks together with considerable skill in using them to satisfy course requirements. Work reflects regular participation in class discussions and group exercises.

**C Level: Average. Fairly Competent:**

Indicates work that demonstrates a basic, acceptable level of knowledge of concepts and frameworks together with some skill in using them to satisfy course requirements. Work reflects basic level participation in class discussions and groups exercises.

**D Level: Below Expectations. Passing:**

Indicates work that demonstrates a minimal knowledge of concepts and frameworks and below average ability to use them to satisfy course requirements. Work reflects communication skills that are below what is expected of a college student.

**F Level: Well Below Expectations.**

**Failure:** Indicates work that demonstrates little or no understanding of concepts and frameworks. Students who receive a failing grade on any assignment should seek assistance from the professor and other campus resources for improvement.

## A note on writing

I have attended at least three events in the past year in which employers said the number 1, #1 (!) skill they seek in an employee is writing. Writing is one of those skills where the learning curve is a bit steep, but the pay offs on the other side are fun. When is writing particularly hard? When is writing particularly hard? When you are writing in a foreign language and when you embark on a new kind of writing task (which is just about every class).

If I suggest that you go to the Writing Center, what I mean is that I want you to succeed in your project, and I will do the best I can to help, but your writing needs more help than I can offer in the context of this course. For this class and all your classes, you should consider going to the Writing Center regularly throughout the semester.



# Course Schedule

(Course schedule subject to change. Any changes will be announced via Moodle. All readings are either articles, chapters from books, or briefer excerpts. I provide the full citation for reference.)

## Day 1, Thurs, Aug 23

**Concepts:** wealth ranking, poverty relief as a particular kind of aid, course overview

**To do:** Sign up for presentation dates via Signup Genius (link will be sent to NCSU email account)

## Day 2, Tues, Aug 28

**Concepts:** production, consumption, revenue, economic sector, monarchy, nobility, feudalism, dialectic, social class, means of production, ethics, "a calling," double movement, commodity

**Reading guide with definitions and prompt:** see Moodle, includes worksheet to facilitate reading

**Readings:** Listed in suggested order.

Smith, Adam. 2005(1776). "Of the Accumulation of Capital, or of Productive and Unproductive Labor" *in* The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism, M. Edelman and A. Haugerud, eds. Pp. 87-90. Malden, MA: Blackwell Publishing.

Marx, Karl and Frederick Engels. 2005(1848). "Manifesto of the Communist Party" *in* The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism, M. Edelman and A. Haugerud, eds. Pp. 91-94. Malden, MA: Blackwell Publishing.

Weber, Max. 2005(1905). "The Evolution of the Capitalistic Spirit" *in* The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism, M. Edelman and A. Haugerud, eds. Pp. 95-98. Malden, MA: Blackwell Publishing.

Polanyi, Karl. 2005(1944). "The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money" *in* The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism, M. Edelman and A. Haugerud, eds. Pp. 99-103. Malden, MA: Blackwell Publishing.

## Day 3, Thurs, Aug 30

**Concepts:** Wealth, alienable, inalienable, poverty alleviation claims, aid recipients, geographic reach, "small" and "large" organizations

**To do for today:** Take a preliminary exploration of aid organizations you may want to research. See list on Moodle to get started. Students are welcome to go off the list with professor's approval. Complete worksheet and come to class prepared to discuss your chosen groups.

**Reading:** I will be lecturing on the following. I have posted this on Moodle for your edification, but you need not read it.

Rakopolous, T. and K. Rio. 2018. "Introduction to an Anthropology of Wealth" *History and Anthropology* 29(3):275-291.

#### Day 4, Tues, Sep 4

**Concepts:** social organization, corvée labor, tenant farming, social mobility (upward mobility and downward mobility), wealth retention, manse, taxes, wealth index, saying one thing and doing another

**Reading summary with definitions and prompt:** see Moodle

#### Readings:

Seth, Michael J. 2011. "Choson Society" from *A History of Korea: From Antiquity to the Present*. Pp. 157-172. New York: Rowman & Littlefield.

Herlihy, David. 1973. Three Patterns of Social Mobility in Medieval History. *The Journal of Interdisciplinary History*. 3(4): 623-647.

#### Day 5, Thurs, Sep 6

**Concepts:** value, circulation, prestige, symbols, ritual, subjective, moral economy, non-market, clientelism, debt, transaction, economic insecurity, economic anxiety

**Reading summary with definitions and prompt:** see Moodle

#### Reading:

Osburg, John. 2013. "Entertaining is my job" from *Anxious Wealth: Money and Morality Among China's New Rich*. Pp. 37-75. Stanford: Stanford University Press.

#### Day 6, Tues, Sep 11 *Extra credit due today*

**Concepts:** race, colonialism, post-colonialism, wealth creation, ancestors, exchange, social obligation, comparative advantage

**Reading summary with definitions and prompt:** see Moodle

#### Reading:

Bashkow, Ira. 2006. "The Lightness of Whiteness" from *The Meaning of Whitemen: Race & Modernity in the Orokaiva Cultural World*. Chicago: University of Chicago Press.

#### Day 7, Thurs, Sep 13

**Concepts:** fact sheets, social organization

**To do for today:** Choose 3 aid organizations, including one from the list of required groups. Examine their websites to identify their social organization. What jobs and other social roles are associated with the group? One way to answer this question is to imagine, "If I watched this group's work in a movie, who would the different actors be?" How do these jobs and social roles relate to each other? Does the organization say anything about how their social organization can help alleviate poverty? Bring extensive notes to class, and we will trouble shoot how to transform this information into a fact sheet.

**Due next week:** Fact sheet: the social organization of 3 aid organizations

### Day 8, Tues, Sep 18

**To do for today:** Fact sheet #1. Report on the social organization of 3 aid groups.

### Day 9, Thurs, Sep 20

**Concepts:** money, the origin of money, medium of exchange, relationship neutral, feeling neutral, special purpose money, earmarking, currency

**Reading summary with prompt:** see Moodle

**Readings:**

A Giant Stone Coin at the Bottom of the Sea -20 min podcast

Zelizer, Viviana. 1994. *The Social Meaning of Money*. New York: Basic Books (12-page excerpt)

### Day 10, Tues, Sep 25

**Concepts:** leveling ideology, land tenure, bridewealth, age-grade system, gerontocracy, remittances, fetishism

**Reading summary with prompt:** see Moodle

**Readings:**

Shipton, Parker. 1989. *Bitter Money: Cultural Economy and some African Meanings of Forbidden Economies*. Washington, D.C.: American Anthropological Association.

### Day 11, Thurs, Sep 27

**Concepts:** witch, witchcraft, International Monetary Fund, modernity, structural adjustment programs, title/deed, gender

**Reading summary with prompt:** see Moodle

**Readings:**

Smith, James. 2008. *Bewitching Development: Witchcraft and the Reinvention of Development in Neoliberal Kenya*. Chicago: University of Chicago Press.

### Day 12, Tues, Oct 2 *Extra credit due today*

**Concepts:** Calvinism, new thought, gospel of wealth/prosperity gospel, bootstrap, positive thinking, faith healing, law of attraction

**Reading summary with prompt:** see Moodle

**Readings:**

Sharpe, Matthew. 2013. "Name it and claim it: Prosperity Gospel and the global Pentecostal transformation." *In Handbook of research on development and religion*. Matthew Clarke, ed. Pp. 164-179. London: Edward Elgar Publishing.

**Day 13, Tues, Oct 9**

**To do for today:** Fact sheet #2 due: How do aid organizations claim to transform donations into wealth (or not)?

**Day 14, Thurs, Oct 11**

In-class review and development of exam questions

**To do for today:** Submit 3 essay exam questions on Moodle

**Day 15, Tues, Oct 16**

In-class essay exam

**Day 16, Thurs, Oct 18**

**Concepts:** charity, alms, philanthropy, urbanization, social reform, humanitarianism, poorhouse/alms house, corporate charter, urbanization, professionalization of welfare

**Reading summary with prompt:** see Moodle

**Readings:**

Gross, Robert A. 2001 "Giving in America: From Charity to Philanthropy" in *Charity, Philanthropy, and Civility in American History*, L. Friedman and M. McGarvie, eds. Pp. 29-48. Cambridge: Cambridge University Press.

Piven, Frances Fox, and Richard A. Cloward. 1971/1993. *Regulating the Poor*. New York: Vintage Books. (pp. 3-8 only)

**Day 17, Tues, Oct 23**

**Concepts:** social change, poverty relief, accountability, devolution, oligarchy, plutocracy, public sector, private sector, third sector, democracy, pension, in-kind goods, work relief, settlement house

**Reading summary with prompt:** see Moodle

**Readings: (For today, undergraduates should read either the Dowie or the Zelizer. Graduate students should read both.)**

Dowie, Mark. 2001. *American Foundations: An Investigative History*. Cambridge, MA: MIT Press.

Zelizer, Viviana. 1994. *The Social Meaning of Money*. New York: Basic Books.

**Day 18, Thurs, Oct 25**

**Concepts:** development, Marshall Plan, United Nations, World Bank, Cold War, Third World, Mandate system, Non-aligned movement

**Reading summary with prompt:** see Moodle

**Readings:**

Rist, Gilbert. 2009 *The History of Development: From Western Origins to Global Faith, 3<sup>rd</sup> edition*. London: Zed Books.

**Day 19, Tues, Oct 30**

**To do for today:** Submit Fact Sheet #3. Use the last three sets of readings to report on the kind of aid your organizations practice. Do they seek to create poverty relief (charity), social change (philanthropy)? Does their work resonate with any of the other concepts we have covered?

**Day 20, Thurs, Nov 1**

**Lecture and activity:** How to create social change: the Buenvivir and Sustainable Livelihoods frameworks

**Day 21, Tues, Nov 6**

**Debate:** Mobile technology; come prepared to debate the use of mobile technology as an anti-poverty measure.

**Readings:**

Kusimba, S. et al. 2016. "Hearthholds of mobile money in western Kenya." *Economic Anthropology*. 3(2): 266-279.

Zaremohzzabieh, Z. et al. 2014. "A Systematic Review of Qualitative Research on the Role of ICTs in Sustainable Livelihood." *The Social Sciences* 9 (6): 386-401.

**Day 22, Thurs, Nov 8**

**Debate:** GM agricultural technology; come prepared to debate the use of genetically modified crops as an anti-poverty measure.

**Readings:**

Brooks, S. 2015. 'Philanthrocapitalism, 'pro-poor' agricultural biotechnology and development. *In* New philanthropy and social justice: Contemporary issues in social policy. Morvaridi, B., ed. Bristol: The Policy Press.

Qaim, M. 2010. 'Benefits of genetically modified crops for the poor: Household income, nutrition, and health. *New Biotechnology* 27 (5): 552-557.

**Day 23, Tues, Nov 13**

**Debate:** Microcredit lending; come prepared to debate the use of micro-credit lending as an anti-poverty measure.

**Readings:**

Hashemi, Syed, Sydney Schuler, and Anne Riley. 1996. "Rural Credit Programs and Women's Empowerment in Bangladesh" *World Development* 24(4): 635-653.

Rahman, Aminur. 1999. *Women and Microcredit in Bangladesh: Anthropological Study of the Rhetoric and Realities of Grameen Bank Lending*. Pp. 1-8, pp. 70-97. Boulder, CO: Westview Press.

**Day 24, Thurs, Nov 15**

**No class meeting - Conduct research for final fact sheet due next week.**

**Day 25, Tues, Nov 20**

**To do for today:** Fact sheet #4. How effective are your chosen aid organizations? This question requires establishing metrics of effectiveness and assessing those metrics in light of the organization's materials. You should also research your organizations using list of watchdog organizations posted on Moodle; follow links to explore investigations on Planet Aid or Red Cross.

**Day 26, Tues, Nov 27**

**Concepts:** meetings, auditing, spreadsheets, representation, motive, professionalism, obligation, distinction, affect

**Reading summary with prompt:** none for this week

**Readings:** (For today, undergraduates should read either the Harper or the Malkki. Graduate students should read both.)

Harper, Richard. "The Social Organization of the IMF's Mission Work." in *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*, M. Edelman and A. Haugerud, eds. Pp. 87-90. Malden, MA: Blackwell Publishing.

Malkki, Liisa. 2015. *The Need to Help: The Domestic Arts of International Humanitarianism*. Durham, NC : Duke University Press.

**Day 27, Thurs, Nov 29**

**Lecture and activity:** How to create social change: A social movement perspective

**Day 28, Tues, Dec 4**

**Concepts:** gift, reciprocity, meaning, value, rational choice, social goals, morality

**Reading summary with prompt:** see Moodle

**Readings:**

Wilk, Richard R. and Lisa Cliggett. 2007. *Economies and Cultures: Foundations of Economic Anthropology*. Boulder, CO: Westview Press.

**Day 29, Thurs, Dec 6**

**Review for final essay exam**

**To do for today:** Submit 3 essay exam questions on Moodle

**FINAL EXAM** Tues, December 11 at 1:00 p.m.

## ADDITIONAL POLICIES

A brief description of the class policies and procedures that conform to NCSU policies are listed below. Relevant links to NCSU policies are also included.

### Information for Students with Disabilities

"Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REGo2.20.01\)](#)

### Policy on Discrimination:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or [http://www.ncsu.edu/equal\\_op/](http://www.ncsu.edu/equal_op/). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148. Feel free to confidentially contact the instructor with any concerns or to seek advice from the resources listed above.

### Code of Student Conduct:

Students are bound to uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty are not tolerated. Students must properly cite or reference all sources of information that appear in their written coursework. Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge. See the NCSU Code of Student Conduct <http://policies.ncsu.edu/policy/pol-11-35-01> for further information on the university's stance on plagiarism, academic integrity, dishonesty, and cheating. Students are encouraged to contact the instructor during office hours or via email with any questions or concerns about the coursework. For writing advice or help, feel free to contact the Writing and Speaking Tutorial Services at [http://www.ncsu.edu/tutorial\\_center/writespeak/](http://www.ncsu.edu/tutorial_center/writespeak/) or consult the many academic writing resources at [http://www.ncsu.edu/tutorial\\_center/writespeak/resources.html](http://www.ncsu.edu/tutorial_center/writespeak/resources.html) available on their website as well as the course Moodle site.

### Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are encouraged to contact the instructors during office hours or via email with any questions or concerns about the coursework.

### Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty. Students must uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty as defined through NCSU policy is not tolerated. In particular, students must cite or reference all sources of information that appear in the students' written coursework.

Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge.

### Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on

transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

### **Electronically-Hosted Course Components**

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web or Moodle postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

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