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.

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.

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 Makeup: 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
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 payoffs on the other side are fun. 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.


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.

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:  

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:  

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:  

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


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

Day 10, Tues, Sep 25

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

Reading summary with prompt: see Moodle

Readings:


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:


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:

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:

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.)

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:
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:


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:

Day 23, Tues, Nov 13
Debate: Microcredit lending; come prepared to debate the use of micro-credit lending as an anti-poverty measure.

Readings:


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.)


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:

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 (REG 02.20.01)."

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/. 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 at 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/ or consult the many academic writing resources 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.

Additional photo credits:

Page 1: Luis Melodelgado

Page 2: https://makepovertyhistorymb.com/eia/

Page 3: https://commons.wikimedia.org/wiki/File:If-us-land-mass-were-distributed-like-us-wealth.png

Page 4: time.com