

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Cultural Anthropology

ANTH 215

*Special Topic: Anthropology and
Development in the Pacific*

Course Outline

CRN 13112: 20 POINTS: TRIMESTER 3, 2011

Teaching dates: 14 November to 16 December 2011

Last piece of assessment due 19 December 2011

COURSE COORDINATOR: DR LORENA GIBSON

Room 1005, Murphy Building

Tel: (04) 463 6747

Email: Lorena.Gibson@vuw.ac.nz

LECTURES: TUES 10AM – 12.50PM: MY LT220

SEMINARS: FRI 10 – 11.50AM: MY LT220

ANTH 215: Anthropology and Development in the Pacific

COURSE COORDINATOR: Dr Lorena Gibson
Level 9, Murphy Building, MY 1005
Phone: 463 6747
E-mail: Lorena.Gibson@vuw.ac.nz

OFFICE HOURS: Wednesday, 11am–12pm, MY 1005 (or by appointment)

LECTURES: Tuesday 10am–12.50pm in MY LT 220

SEMINARS: Friday 10am–11.50am in MY LT 220.
Seminars are in lieu of tutorials.

COURSE PRESCRIPTION

This course explores contemporary theories and approaches in the anthropological study of development, with a particular focus on the Pacific. Among the topics considered are: the relationship between anthropology and development; relationships between people in local communities, non-governmental organisations, and the state; the role of 'social capital' in development policies and practices in the Pacific; different perspectives of development; poverty and basic needs; gender; culture and development.

LEARNING OBJECTIVES

On successful completion of this course you should be able to:

- * Explain the difference between development anthropology and the anthropology of development.
- * Analyse key concepts and theories in the anthropology of development.
- * Design, undertake, and communicate in written form a fieldwork project related to development in the Pacific.
- * Critically discuss and reflect on what anthropological knowledge can contribute to development policy and practices in the Pacific.

COURSE DELIVERY

ANTH 215 combines lectures and seminars in a format designed to guide students through the major topic areas and encourage discussion and in-class participation. The emphasis is on collaborative learning through dialogue and active participation rather than passively listening to lectures. Lectures and seminars will be interactive and require students to come to class prepared to answer and debate questions and issues raised by the lecturer and other students as a means of learning. This method helps students to clarify ideas and critically engage with key concepts and theories relating to anthropology and development in the Pacific discussed in this course.

EXPECTED WORKLOAD

It is recommended that on average you should devote 200 hours across the course of ANTH 215. This includes lectures, seminars, readings, and working on your assignments. You are expected to undertake your own independent research for this course and are encouraged to read widely for your assignments.

READINGS

There is no set text or reading list for this course. A bibliography of sources that might be useful for research essays will be provided in class and on Blackboard.

You are required to read and critically discuss a book, report, thesis, or ethnography related to development with a small group of your classmates as part of your seminar participation. Groups will comprise a maximum of six students and each group will read a different text, chosen from the list provided on Blackboard. These texts are available in the Library or online. If you wish to obtain your own copy, you can also buy or order most of the texts through Vic Books, Amazon.com, BookDepository.co.uk, Fishpond.co.nz, or other online bookstores (check delivery timeframes).

More information about seminar participation is provided below.

COMMUNICATION OF ADDITIONAL INFORMATION

Information that is not included in this outline will be provided in class or made available on Blackboard.

COURSE ASSESSMENT

ANTH 215 is internally assessed with a research proposal, active participation in seminars (including a written reflexive 'think piece') and a final research essay. All written assignments are compulsory.

<i>Assignment</i>	<i>Due Date</i>	<i>Length</i>	<i>Weighting (% of final grade)</i>
Research proposal	Mon 21 Nov, 4pm	2,000 words*	30%
Seminar participation: a. Oral presentation b. 'Think piece'	a. To be advised b. Mon 19 Dec, 4pm	a. 15 mins b. 500 words max.	20%
Final research essay	Fri 16 Dec, 4pm	3,500 words*	50%

*** Your written work should not be more than 10% over or under the recommended length. There are no special marks awarded for length, though marks will be deducted for moving outside these limits.**

HOW TO SUBMIT YOUR WRITTEN WORK

You must submit your written work in two ways.

1. Submit written work electronically through Blackboard on or before 4pm on the due date. Your assignments might be submitted to Turnitin (see below for details on Turnitin; consult Blackboard for ANTH 215 login and password details). Please use the electronic cover sheet found on Blackboard.

AND

2. Submit a paper copy to the assignment box at the SACS Office, Level 9, Murphy Building, by the due date.

Your paper copy should include:

- A completed cover sheet attached to the front.
- A printed receipt from Turnitin to show that you have submitted your assignment electronically.

REFERENCING STYLE

In the VUW Cultural Anthropology Programme all students must use the author-date format used by the American Anthropological Association (AAA). Please note that this format uses footnotes or endnotes only for supplementary information and that *ibid* is never used. You will find a copy of the Cultural Anthropology Referencing Guidelines (with examples) on Blackboard.

ASSESSMENT DETAILS

Research Proposal (30% of final grade)

Length: 2,000 words

Due: Monday 21 November, 4pm

This assignment requires you to design and write your own research proposal for an anthropological project related to development in the Pacific. Your proposal should include your reasons for undertaking the research, a discussion of the background for the research, a well considered plan of the methods to be used, reflections on ethical issues, a timetable for the research to be conducted, and finally, the significance of the research.

Your research proposal can be fieldwork-based or desk-based and should engage with key concepts and/or theories related to the anthropological study of development in the Pacific. A fieldwork-based project might involve conducting one hour-long interview with a key participant, utilising anthropology's hallmark research method of participant-observation at an event, or designing a needs assessment or other participatory exercise. You will need to keep any fieldwork-based project small in order to complete it on time. A desk-based project might involve reviewing relevant academic and technical literature on a specific topic, for example to critique the potential of anthropological knowledge to contribute to development policy and practice in the Pacific.

Potential topics from which you could develop a specific research question include (but are not limited to):

- Health promotion (e.g. smoking cessation among Māori in Aotearoa New Zealand; theatre as a vehicle for promoting HIV-awareness; modernity and traditional medicine)
- Food and water security
- Tourism, cultural identity, and development
- Sport, music, or art as vehicles for development
- Economic development and environmental sustainability
- Community development initiatives (e.g. non-formal literacy programmes)
- Women's peace movements
- Faith-based NGOs working in the Pacific
- Valuing culture in development
- Participatory action research methods
- Labour migration and remittances
- Anthropologists working as consultants for mining companies
- NZAID tertiary education scholarships to candidates from developing countries

We will discuss anthropological research methods, ethical considerations, and work on research proposals in Week 1. You are encouraged to engage with a wide range of academic and scholarly material as you conduct background research for your proposal. The bibliography of sources provided in class and on Blackboard might be a useful place to start.

Research proposals usually contain the following sections:

- Title
- Abstract (max. 200 words)
- Research aims (around 200 words)
- Background (including why you chose your topic and a brief survey of the relevant literature; around 300 words)
- Research design (including theoretical framework, methodology, participants, data collection, ethical considerations, data analysis, communicating the results; this will constitute the bulk of your proposal)
- Significance (answering the 'so what?' question; around 300 words)
- Timeline (not included in word count)
- Bibliography (not included in word count)
- Appendices (e.g. research ethics screening questionnaire, information sheet, consent form; not included in word count)

Final Research Essay (50% of final grade)

Length: 3,500 words

Due: Friday 16 December, 4pm

Following on from your research proposal, this assignment requires you to conduct research into your proposed topic and write an essay related to development in the Pacific based on your findings. The structure and content of your final essay will depend on the topic and methods you choose but might include similar sections to the research proposal, e.g. background to the research, review of relevant literature, discussion of methods and ethical considerations, and analysis of findings.

We will set aside class time to discuss and work on research essays from Week 2. As with the research proposal, you are encouraged to engage with a wide range of academic and scholarly material as you conduct research for your essay. The bibliography of sources provided in class and on Blackboard might be a useful place to start.

Marking guides for the research proposal and research essay are attached to this course outline.

Seminar Participation (20% of final grade)

a) 15 min oral presentation, date to be advised

AND

b) 500 word reflexive 'think piece', due Monday 19 December, 4pm

This course requires you to read and critically discuss a book, report, thesis, or ethnography related to development with a small group of your classmates as part of your seminar participation. The weekly seminars will involve actively engaging in discussions with one another about your chosen texts and most class time will be devoted to discussing the issues raised therein. While you will be working in a group for your presentation, you will be individually assessed on your seminar participation (e.g. this is not a group mark).

Groups will comprise a maximum of six students and each group will read a different book/report/thesis/ethnography, chosen from the list provided on Blackboard. In Week 1 you should choose which text you would like to read and sign up for the relevant group on Blackboard before the first seminar. (You might need to select a second option in case your original choice is a popular one.) During the Week 1 seminar you should acquaint yourself with the members of your group and discuss how you wish to communicate with one another about the text outside of the classroom (e.g. you might like to meet once a week in the Library to talk about the text and how you're finding it, or you might use a discussion forum on Blackboard).

During seminars in Weeks 2-5, groups will provide a short **oral presentation** on their chosen text to their classmates. In this way, you will complete an in-depth reading of one relevant text and hear about a variety of other texts over the duration of the course. Presentation timeslots will be assigned by the lecturer at the start of Week 2 and distributed in class and on Blackboard. We will discuss the reading groups and presentation format (content, length, style) further in Week 1.

At the end of the course you are also required to submit a reflexive '**think piece**' of no more than 500 words. In this 'think piece' you should reflect on what you thought of the group reading activity and summarise the main points you have learned from the seminars. A 'think piece' is not as formally structured as an essay and might not contain any references, although it will usually have an introduction, main body, and conclusion. We will discuss 'think pieces' further in Week 5.

RELATIONSHIP BETWEEN LEARNING OBJECTIVES AND ASSESSMENT

The purpose of **seminars** is:

- to foster independent thought, reflection, and discussion of the issues raised in the texts and lectures.
- to highlight key points, insights, similarities and differences in the range of texts assigned in this class.
- to establish good study habits and help you prepare for the written assignments.

The **research proposal and final research essay** will assess the learning objectives listed above and draw on your own independent research. These forms of assessment will:

- encourage deep learning of key concepts and theories in the anthropology of development and enhance skills in critical reading, critical analysis, and written communication.
- provide you with skills that you can use in further studies and in employment beyond the university setting.
- encourage you to think, research, and write like an anthropologist: critically, comparatively, creatively, and reflexively.

PENALTIES

Seminar participation:

Students should attend each weekly seminar to participate in group presentations, contribute to class discussions, and discuss the progress of their own work. It will certainly be to your advantage to attend seminars well prepared and ready to participate, as you are assessed on your contribution to the class learning environment. Students who miss seminars will need to provide a medical certificate or other documentation in order to avoid penalty.

Research Proposal:

Because of the short timeframes involved in ANTH 215, **you may not have an extension on your research proposal**. If you submit your research proposal late it is unlikely that you will be able to complete your research essay on time. Late research proposals will be subject to the penalties for lateness outlined below.

Research Essay:

Students often ask for extensions of time for written work. Again because of the short timeframes involved in ANTH 215, **you may not have an extension on your research essay**. The University closes for the year on 21 December (e.g. buildings will be closed and no staff available to accept assignments) so it is vital that you hand in your research essay *before* this date. If you encounter unexpected or exceptional circumstances such as illness or some other serious misfortune, you should contact me as soon as possible.

Penalties will apply for lateness in submitting essays. Unless a medical certificate and/or letter of explanation is presented, 5% will be deducted from the marks for each day that the essay is late (counting that piece of work as 100%). **In addition, if your essay is more than 10 days late, it will only be graded and not marked: no comments will be written on the assignment, it will simply be awarded a grade.**

NO WRITTEN WORK WILL BE ACCEPTED AFTER 20 DECEMBER 2011 (except in exceptional circumstances and with accompanying documentation). The University will be closed for the year from 21 December, reopening on 5 January 2012. The course coordinator's last day with the University is 6 January 2012 so if you do not hand in your work before the University closes, it will not be marked in time to have a final grade awarded.

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements for ANTH 215 students must:

- submit the research proposal;
- participate in seminars and submit a reflexive 'think piece';
- submit the final research essay.

COURSE WITHDRAWAL

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

CLASS REPRESENTATIVE

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on Blackboard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

USE OF TURNITIN

Student work provided for assessment in this course will be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study.

Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress.

Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

OTHER CONTACT INFORMATION

Head of School: Dr Allison Kirkman, MY1013
Tel: 463 5676 E-m: Allison.Kirkman@vuw.ac.nz

International Student Liaison: Dr Hal Levine MY1023
Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101
Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz

Students with Disabilities Liaison: Dr Russil Durrant, MY1120
Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz

School Manager: Carol Hogan, MY918
Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz

School Administrators: Monica Lichti, Alison Melling, Helen Beaglehole
MY921, Tel: 463 5317; 463 5258; 463 5677
E-m: sacs@vuw.ac.nz

Office use only

Date Received:

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

Assignment Cover Sheet

(please write legibly)

Full Name: _____
(Last name) *(First name)*

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor's name: _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____

ANTH 215 RESEARCH PROPOSAL (30%)

Student's name:

GRADE:

	D Unsatisfactory	C, C+ (Flawed → Acceptable)	B-, B (Competent → Promising)	B+, A- (Very good → Perceptive)	A, A+ (Excellent → Outstanding)
Structure	Title and abstract do not reflect the proposal's content. Does not adhere to research proposal structure. Difficult to follow.	Title and abstract express some of the ideas presented in the proposal. Uses appropriate subheadings but content is not ordered logically into sections.	Title and abstract reflect the proposal's content. Basic structure with appropriate subheadings. Fairly straightforward organisation.	Clear title and abstract. Uses appropriate subheadings and sections are presented in explained sequence.	Succinct and elegant title and abstract. Uses appropriate subheadings and sections flow logically and seamlessly.
Research question	Does not present or develop a coherent research question. Research topic does not engage with key concepts and/or theories relating to the anthropological study of development in the Pacific (the assignment topic).	There is a research question but it is not articulated well. Proposal has no clear aims or aims do not obviously engage with the assignment topic. Might not pass the 'so what?' test.	Research question is adequately expressed but aims might lack clarity. Attempts to engage with the assignment topic and passes the 'so what?' test.	Research question is strong and aims are clearly expressed. Directly engages with the assignment topic and passes the 'so what?' test with ease.	Research question is strong, original, sophisticated, and clearly articulates research aims. Directly engages with the assignment topic and passes the 'so what?' test with flair.
Merit of the proposal	Proposal does not demonstrate theoretical, methodological, or analytical rigour. Research design is unrealistic. Proposal shows that its author does not understand the wider issues involved in undertaking anthropological research related to development in the Pacific.	Describes theoretical framework and methodology but does not illustrate connections with research aims. Some aspects of the research design might not be practical. Demonstrates a superficial understanding of issues involved in undertaking anthropological research.	Makes an effort to connect research aims with theoretical framework and methodology. Research design is feasible. Demonstrates a satisfactory understanding of issues involved in undertaking anthropological research, although coverage and depth might be uneven.	Makes systematic, focused connections between research aims, theoretical framework and methodology. Research design is justified and feasible. Demonstrates a critical understanding of wider issues involved in undertaking anthropological research.	Connections between the research aims, theoretical framework, and methodology are explicit and well matched. Research design is justified and feasible. Demonstrates a critical and thoughtful understanding of wider issues involved in undertaking anthropological research.
Style	Major flaws with spelling, grammar, syntax, and presentation. Writing problems make the essay difficult to read.	Problems with writing style distract from the proposal's content. Noticeable errors with spelling, grammar, syntax, and presentation (e.g. layout, pagination, word limit).	Competent writing style. Minor errors with spelling, grammar, and syntax. Most sentences and paragraphs are of an appropriate length. Presentation details met.	Very few writing problems. Minor errors with spelling, grammar, and syntax. Sentences and paragraphs are of an appropriate length. Essay is presented well.	Excellent grammar, spelling, syntax, and presentation. Sentence length and structure is varied, paragraphs are of an appropriate length.
Evidence of research	No or incomplete citations, no literature review, and no bibliography.	Contains some citations, but might not situate proposal in relation to other relevant literature. Limited use of academic sources (often only one cited). Referencing technique needs work.	Basic literature review that makes some connections with an adequate number of academic sources (two or three). Referencing technique is sometimes inconsistent.	Literature review situates proposal in relation to a range of relevant academic sources (four or five). Consistent referencing technique and bibliography.	Concise literature review that situates proposal in relation to a range of relevant academic sources (six or more). Flawless and consistent referencing technique and bibliography.
Comments:					

ANTH 215 RESEARCH ESSAY (50%)

Student's name:

GRADE:

	D Unsatisfactory	C, C+ (Flawed → Acceptable)	B-, B (Competent → Promising)	B+, A- (Very good → Perceptive)	A, A+ (Excellent → Outstanding)
Structure	Poorly structured sentences, paragraphs, and examples. Difficult to follow.	Structured to some extent. The introduction and conclusion express some of the ideas discussed in the essay, but sentences, paragraphs, and findings are not ordered clearly.	Basic structure (introduction, discussion, conclusion). Fairly straightforward paragraph organisation and research findings are sometimes integrated well.	Clear introduction and conclusion, main points are elaborated and presented in explained sequence. Good use of research findings throughout most of the essay.	Succinct and elegant introduction and conclusion. Paragraphs all flow logically. Each paragraph clearly expresses a main point. Research findings used with care and work seamlessly throughout.
Investigation and argument	Little evidence of anthropological investigation. Argument is incoherent. Too many quotations and not enough substance, or insufficient/inappropriate and poorly integrated research findings.	Has conducted a basic and minimal level of research. Purpose of essay is not articulated well. There is an argument to the essay but it is not clear or supported with examples from research findings.	Has conducted a sufficient level of research. Purpose of essay is adequately expressed. There is an argument to the essay with some examples from research findings used to support it.	Has conducted wide-ranging research. Essay's purpose is clear and the argument is systematic and thoughtful, using support from appropriate research findings.	Level of investigation into research topic is impressive. Essay's purpose is clear and there is a sophisticated and original argument to the essay which moves beyond summary and is supported well with appropriate and succinct research findings.
Insight and analysis	Does not demonstrate an anthropological understanding of the research topic. Misinterprets assignment topic. Essay is not critical, reflexive, or creative.	Makes some interesting points in discussing research findings but does not develop the analysis beyond a basic level. Essay is descriptive rather than critical or reflexive and might not demonstrate an insightful understanding of the research topic. Uses a few anthropological theories and concepts.	Provides some insights in analysing the research findings. Key point(s) chosen for analysis demonstrate a satisfactory understanding of the research topic, although coverage and depth might be uneven. Makes an effort to be critical and reflexive. Uses some anthropological theories and concepts.	Shows some depth in analysing research findings. Key point(s) chosen for analysis demonstrate a solid understanding of the research topic. Essay is critical and reflexive, and the discussion presents the points made using anthropological theories and concepts. Might connect research findings to broader course themes.	Shows depth and originality in analysing research findings. Key point(s) chosen for analysis clearly demonstrate a comprehensive and insightful understanding of the research topic. Essay is critical, reflexive, and creative, and presents points made using anthropological theories and concepts. Connects research findings to broader course themes.
Style	Major flaws with spelling, grammar, syntax, and presentation. Writing problems make the essay difficult to read.	Problems with writing style distract from the essay's content. Noticeable errors with spelling, grammar, syntax, and presentation (e.g. layout, pagination, word limit).	Competent writing style. Minor errors with spelling, grammar, and syntax. Most sentences and paragraphs are of an appropriate length. Presentation details met.	Very few writing problems. Minor errors with spelling, grammar, and syntax. Sentences and paragraphs are of an appropriate length. Essay is presented well.	Excellent grammar, spelling, syntax, and presentation. Sentence length and structure is varied, paragraphs are of an appropriate length.
References	No or incomplete citations and no reference list.	Contains some citations, but referencing and paraphrasing techniques need work. Limited use of academic sources (often only two used).	Contains citations, but referencing and paraphrasing techniques are sometimes inconsistent or formatted incorrectly. Uses an adequate number of academic sources (three or four).	Consistent citation and reference list. Essay contains evidence of engagement with a range of academic sources (five or six).	Flawless and consistent citation and reference list. Essay contains evidence of comprehensive engagement with a range of academic sources (seven or more).
Comments:					