

NAS 212

Community Development for Sovereignty and Autonomy

Spring 2017, 4 units, 91260
Hart 2402, Tuesdays 3:10-6:00 pm, with

Professor Liza Grandia

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Office hours, Tuesdays 2-3 and 6-7.

Graduate students from other departments welcome.

Course description

To establish common conversations amidst our diversity of interests, we begin with introductory texts on the basic history of development and the aid industry. We then examine the core paradigms of neoliberal development theory and planning: (1) universality, (2) standardization, (3) privatization, (4) growth, and (5) empire. The middle part of the course explores the history of how mainstream development practitioners have treated indigenous people as obstacles to progress. In the last stretch of the course, we turn to indigenous and postcolonial critiques of development discourse. Finally, we will read texts and case studies about emergent visions for indigenous and endogenous development and the good life and discuss practical strategies to develop, finance and implement autonomous or sovereign forms of governance. Throughout the quarter as a collective, we will be following related current events, curiosities, and other contemporary topics related to development and indigenous movements for self-determination.

Course format

The class will meet once a week in seminar format, with emphasis on synthetic reading and participation. Students will have an opportunity to practice pedagogical skills as discussion leaders, but I will also help steer the conversation and provide mini lectures on background topics. In addition to critical analysis of the literature, students will have an opportunity to learn fundamentals of grant writing and participatory project design. The final course project may take the form of a grant proposal, campaign portfolio, or a traditional research paper on topics about indigenous and related struggles against state & corporate power.

Attendance and participation

It is a miracle that curiosity survives formal education. – Albert Einstein

The cure for boredom is curiosity. There is no cure for curiosity. – Dorothy Parker

Above all, I value curiosity in the classroom! This requires both rigorous reading for detail, for memorable anecdotes, for novelty, for patterns. It also requires generosity of engaged listening and the giving of your own ideas. Ergo, participation means participation! You receive half your participation points for showing up, but the rest of the points must be earned by engagement. I try to employ multiple methods (round-robins, flash writing, inviting people to join the conversation, engaging in small groups, etc....) that allow everyone, even quiet students, to speak each week. Under no circumstance should you text, surf the web, or disrupt the class with private chatting. **Life happens. You are permitted one excused class & one missed commentary during the quarter without repercussions to your grade. Don't worry about emailing me unless you miss more than once.* If for some reason, you need to leave early, just let me know before we begin and exit quietly.

Required readings

There are 7 **required books**, which you can acquire at the campus bookstore or from another bookseller. § All other readings (articles, chapters, and news items) will be posted as PDFs to Canvas.

<i>Title</i>	<i>Author/ editor</i>	<i>Press</i>	<i>ISBN</i>	<i>Price</i>	<i>Price used</i>
<i>Development Redefined: How the Market Met Its Match</i>	John Cavanagh & Robin Broad	Paradigm Publishers	1594515239	\$26.00	0.01
<i>The Development Dictionary: A Guide to Knowledge as Power</i>	Wolfgang Sachs	Zed Books	# 1856490440	\$22.19	17.99
<i>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</i>	James C. Scott	Yale University Press	# 0300078153	\$20.21	\$8.95
<i>In the Way of Development: Indigenous Peoples, Life Projects and Globalization.</i>	Blaser, Mario, Harvey A. Feit, and Glenn McRae	Zed Books	# 9781842771938	\$40.04	or free download
<i>Learning Endogenous Development</i>	COMPAS	Practical Action	1853396648	\$24.59	\$17.95
<i>Think Like a Commoner: A Short Introduction to the Life of the Commons.</i>	David Bollier	New Society Publishers	978-0865717688	\$12.41	\$11.95
<i>A Game as Old as Empire</i>	Ed. Steven Hiatt	Berrett Koehler	1576753956		0.01
<i>*OPTIONAL: If you want a hard copy... I will give you a PDF — The Anthropology of Development and Globalization</i>	Marc Edelman and Angelique Hagerud	Blackwell	631228802	\$35	\$14
RECOMMENDED: <i>Enclosed: Conservation, Cattle and Commerce among the Q'eqchi' Maya Lowlanders.</i>	Liza Grandia	University of Washington Press.	9780295991665	\$19	

Manners, rules, and rituals

1. **Chemical sensitivities.** Let's keep neurotoxins out of the classroom! You are kindly requested to refrain from wearing perfume/cologne or other cosmetic product with heavy synthetic odors, including scented laundry products (detergents, softeners, dryer sheets). For sensitive individuals, these affect memory, concentration, among other symptoms.
2. **Plagiarism** and cheating will not be tolerated. Turning in the same or similar paper you wrote for another class is another serious form of academic dishonesty. I will refer any cases of academic dishonesty to Student Judicial Affairs and you will receive a zero for the assignment, likely resulting in a failing grade in the course. For tips on avoiding plagiarism problems, see : <http://cai.ucdavis.edu/aip.html>
3. **Make a friend.** If you miss class, ask a fellow classmate for notes or handouts or hand deliver your assignments.
4. In pedagogical contexts, I go by **Professor Grandia and/or Dr. Grandia**, in person and/or in writing. For more information on my research and links to my publications, see <http://nas.ucdavis.edu/faculty/liza-grandia>.

5. **Faculty email:** Working against digital distraction, I try to treat email like regular postal mail, checking it thoroughly only once a day and prioritizing messages by urgency and importance for no more than a seven-day turn around time. Faster is not always better! Please speak to me *in person* for any substantive questions either in office hours (see 1st page) or right after class for quick matters or concerns.

Note: I do not accept assignments by email! Seriously I will delete them! I am neither a print shop nor your secretary.

6. **Special needs or concerns.** Any student with documented special learning needs or concerns should speak with me during the first two weeks of the quarter about any accommodations needed.
7. If reading lags, I reserve the right to give **quizzes** which may or may not be announced ahead of time. This and any other **revisions to the syllabus** that are announced in class will take precedence over this document. Any added or substituted material will always be posted to Canvas (you won't need to purchase any new material).
8. **Office hours.** I organize my office hours in 15-20 minute slots through Signup Genius. Please come prepared with a piece of paper, a writing utensil and a written or mental list of topics you wish to discuss. *Due to lackluster visits in the past, I am grading the quality of office hours....* We can talk about anything: a curiosity, a concern, a question, a comparison, a connection, a current event, but you should come prepared with some clear engagement or agenda. Just showing up for the points is a waste of both of our time.
9. **Food / drink / breaks.** You are welcome to bring food and drink and we will take a 10 minute break halfway through the class.
10. Any **revisions to the syllabus** that are announced in class will take precedence over this document. Any added or substituted material will always be posted to Smartsite (you won't need to purchase any new material).

Evaluation

Your grade in the course will be based 50% on participation and small assignments and 50% on a major term project/paper.

1. Participation

- a. **Get to know you form** (30 points): Download the form in Word or Pages and fill it out. Re-upload to "assignments" by Monday Jan. 12, 5 pm, so I know who is in the class. If you would, please also share a photo and a one line description of yourself (department, year in grad school, interests) to "Forum" so we can all learn each other's names.
- b. **Class participation** (120 points): You get 5 points for showing up to the 8 remaining sessions (this allows you one excused absence, but please let me know ahead of time. The rest of your participation grade you must earn by *participating* (10 points each week).
- c. **Commentaries** (80 points): Each week you will post 1 short paragraph and/or equivalent sets of bulleted points to Canvas to help prepare you for class discussion. These commentaries may be experiential, political, analytical, or theoretical in nature. You should write about whatever thoughts the readings provoked. Do not summarize the readings. React to them. Deepen the debate. They should be posted no later than Monday 8 pm. You are encouraged, but not required, to look at your classmates postings prior to our Tuesday class meeting. **Late commentaries will automatically lose 5 points (50% credit).**
- d. **Enlivening discussion:** Between weeks 2-10, someone will be responsible for helping to enliven discussion with relevant background research on the text and/or topic or a related current event or some other curiosity. To reinvigorate the second half the class, leaders should also design a small

group exercise or some other method of creative pedagogy (approx. 10 minutes). If you need use of the AV system, please arrive to class 10 minutes early to pre-load your laptop (or mine). Discussion leaders should review commentaries and may respond as they feel inspired or seems appropriate.

- e. **Office hours:** In addition, you should plan to attend office hours at least once in the quarter to discuss your class project or some other thoughtful topic for intellectual discussion. In lieu of office hours, you can talk to me during a break or before/after class (10 points)
- f. **Curiosities:** (20 points) Once every quarter (not the week you lead discussion), you should do micro-research on a “curiosity” sparked by the readings. When you play your “curiosity card,” describe what you discovered in three minutes or less without the use of the overhead. Handouts are preferred to A.V.
- g. **Quizzes:** If reading appears to lag, I reserve the right to give quizzes on obvious points from the reading and/or the previous week’s lecture/discussion. To avoid becoming a jet-setting lord/lady of poverty who cannot locate his/her project country on a map, we will have a basic geography quiz in week 2 of the continental Americas.

2. Seminar paper/project

For your seminar project, think about something you want to change that would contribute to social justice for indigenous peoples and/or would challenge dominant neoliberal development paradigms in a concrete way. The written product should be conceived with a specific audience in mind (e.g., a funding agency, a tribal committee, a community, the general public, an NGO director, a multilateral agency, etc...) The project and its audience will define the writing style and length. If you choose a non-academic genre, effort should be equivalent to a 20-page paper.

1. Research paper on a topic explored in the class, e.g. you might pick a contemporary example that moves from “protesta” (protest) to “propuesta” (proposal/alternative) and reflects or is informed by indigenous epistemologies. These might be innovative economic or social justice movements (e.g., fair trade certification, time share organizations and local currencies, worker cooperatives, anti-imperialist trade blocs like MERCOSUR, casino tricksterism) and hopefully several of you will examine other equally innovative, indigenous development models. You might also write about a development threat or paradigm that angers you (e.g, predatory Bottom of the Pyramid schemes, micro-credit mania, social entrepreneurship dogma, greenwashing of “social corporate responsibility,” etc.). Or see me about another related topic.
2. Write a fundable grant proposal to a donor you have researched thoroughly on behalf of a real organization following all the best practices of indigenous development and autonomy.

The bibliography of these should include the texts used in the seminar, but also go beyond them to demonstrate original research. As part of a multigenerational effort to develop a packet of recommended resources, you are requested to post your favorite PDFs to a folder on Canvas.

As a rule of thumb:

- Papers that a publisher would accept with “minor revisions” will be evaluated in the A range.
- Papers for which a peer reviewer would recommend “major revisions” will be placed in the Bs.
- Rejection, not fit for publication will receive grades of C and below.

You cannot earn an A without a solid thesis or central argument (or a clear objective in the case of a grant proposal).

Item	Points	Due date
I. Participation (500)		
Get to know you forms	20	April 7, 5 pm uploaded to Canvas with public summary to Forums
Commentaries	80	each week, 1 freebie
Class participation	120	each week, 1 freebie
Office hours	10	any time in the quarter, don't delay
Enlivening discussion	150	sign-up, 100 for the activity and 50 for enlivening discussion with questions
Curiosity	20	anytime
Discretionary	20	professor's prerogative... based on your overall performance
Map quiz	30	April 11
Other quizzes	TBD	TBS (to be surprised)
Timely deadlines for paper	50	1) Topic, 2) thesis/outline/progress statement, 3) elevator speech, (4) rough draft and 5) peer review
II. Term paper (500)		
20 pages or equivalent	500	5 pm, Monday, June 12, no exceptions unless you want an incomplete.
Total	1000	<i>To be divided by ten and translated to letter grades.</i>

Topics and readings

- ❖ Reading from a book
- Canvas reading

Week 1 - Lords of Poverty (4/4)

- Hancock, Graham. 1989. *Lords of Poverty: The Power, Prestige, and Corruption of the International Aid Business*. New York: Atlantic Monthly Press. 3-33, 79-110.

We will watch one of two films, “The End of Poverty” or “Poverty, Inc.”

Start thinking now about your seminar project! Upload your “get to know you” form by Friday, April 7, 5 pm.

Week 2 - Development and Globalization 101 (4/11)

- ❖ Broad, Robin, and John Cavanagh. 2009. *Development Defined: How the Market Met Its Match*. Boulder: Paradigm Publishers [skim as needed].
- Edelman, M., Haugerud, A., 2005. *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*. Blackwell, Malden, 1-74.

> Geography of the Americas quiz in class.

Week 3 - One World? Questioning development theory (4/18)

- ❖ Sachs, Wolfgang. 1992. *The Development Dictionary*. London: Zed Books. [Can skip chapter on *Market, Planning, Production, Progress, Socialism*]

Week 4 - Legibility, standardization, modernization (4/25)

- ❖ Scott, James. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, New Haven: Yale University Press, pp. 1-53, 309-341.
- Scott, James. 2012. Vernacular Order, Official Order. In *Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play*. Princeton, NJ: Princeton University Press, pp. 30-56.

Week 5 —Enclosure, privatization, and the commons - (5/2)

- Hardin, Garrett. 1968. “The Tragedy of the Commons.” *Science* 162 (3859), 1243-1248.
- Grandia, Liza. “Introduction,” Chapter 3 selection, 86-93, 116-19, “Conclusion.”
- Piven, Frances Fox and Richard Cloward, 1971. Introduction and Chapter 1. *Regulating the Poor: The Functions of Public Welfare*. New York: Vantage.
- ❖ Bollier, David. 2014. *Think Like a Commoner: A Short Introduction to the Life of the Commons*.

> NOTE: #1 Paper/project topics are due. HARD COPY in class.

Week 6 - Confronting empire (5/9)

- ❖ Hiatt, S., 2007. *A Game as Old as Empire: The Secret World of Economic Hit Men and the Web of Global Corruption*. Berrett-Koehler Publishers, Inc., San Francisco. Intro, Chapter 1, 2, 3, 6 (optional), 8, 9, 10, 11, 12.
- Violence, INCITE! Women of Color Against. 2009. *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*. Boston: South End Press. Introduction and Madonna Thunderhawk's chapter.

> IN-CLASS TRAINING: *"The Revolution Will Be Funded"*

Week 7 - Subsistence, indigenous poverty and "poverty" (5/16) (54 pages)

- Eversole, Robyn, 2005. "Overview: Patterns of Indigenous Disadvantage worldwide." In *Indigenous Peoples and Poverty: An International Perspective*, eds. Robyn Eversole, John-Andrew McNeish, and Alberto D. Cimaradmore. London: Zed Books. 29-37
- Hall, Gillette, and Harry Patrinos. 2005. Executive Summary: Indigenous Peoples, Poverty and Human Development in Latin America: 1994-2004 Washington, DC: World Bank. &/or explore this website:
 - press release <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/0,,contentMDK:20505834~pagePK:146736~piPK:146830~theSitePK:258554,00.html>
- United Nations, UN. 2009. *State of the World's Indigenous Peoples*. Edited by Department of Economic and Social Affairs, *ST/ESA/328*. New York: United Nations, 1-45.
- Henrikson, Georg. "Introduction." *Indigenous Self-development in the Americas*. Copenhagen: International Working Group for Indigenous Affairs. IWGIA. 1989. Download the whole book if you want at: http://www.iwgia.org/iwgia_files_publications_files/0161_63_indigenous_self_development_in_America.pdf, 6 pages.
- Waring, Marilyn. "The Invisibility of Women's Work." *Canada Woman Studies* 17(2): 31-8.
- Bennholdt-Thomsen, Veronika, and Maria Mies. 2000. *The Subsistence Perspective: Beyond the Globalised Economy*. London: Zed Books, 25-64.

> NOTE: #2 - Thesis/goal & rough outline are due.

Week 8 - Indigenous economy (5/23)

- Mohawk, John. Part II. "Indigenous Economies." *Thinking in Indian: A John Mohawk Reader*, ed. Jose Bareiro. Fulcrum Publishing. p. 43-107.
- LaDuke, Winona. 1994. Traditional Ecological Knowledge and Environmental Futures. *Colorado Journal of International Law and Policy* 5 (127).
- Buntén, Alexis Celesete. 2011. A Call for Attention to Indigenous Capitalisms. *New Proposals: Journal of Marxism and Interdisciplinary Inquiry* 5 (1):60-71.
- Rosemont, Franklin. "Karl Marx and the Iroquois." Blog, <https://libcom.org/library/karl-marx-iroquois-franklin-rosemont>. [7]

> NOTE: #3 - Prepare a 1-minute elevator talk.

Week 9 - In the way of development, N/S linkages (5/30)

- ❖ Blaser, Mario, Harvey A. Feit, and Glenn McRae. 2004. *In the Way of Development: Indigenous Peoples, Life Projects and Globalization*. New York: Zed Books with International Development Research Centre. Chapters 1, 2, 3, 4, 5, 8, 9, 11, 13, 14

> NOTE: #4 - A draft should be done. Upload to Canvas.

Week 10 - Endogenous Development, Buen Vivir, Good Government, Social Justice, & Happiness (6/6)

- Declaration of Barbados (Varese and twelve other anthropologists), 1973.
- Varese, Stefano. "Indigenous Epistemologies in the Age of Globalization." In: *Witness to Sovereignty: Essays on the Indian Movement in Latin America*. Copenhagen: IWGIA, 258-73.
- COMPAS. 2007. *Learning Endogenous Development: Building on Bio-cultural Diversity*. Stylus Publishing (Practical Action Publishing), pages 92-107.
- Collins, Chuck, and Pam Rogers. 2000. "Social Change versus Charity." *Robin Hood Was Right*. New York: W.W. Norton and Company, 35-36.
- Gudynas, Eduardo. 2011. Buen Vivir: Today's Tomorrow. *Development* 54 (4):441-47.
- Biengemer, "Can the Zapatista Movement in Chiapas/Mexico be Considered a Post-Development Movement"
- Nash, June. 2003. Indigenous Development Alternatives. *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 32 (1):57-98.
- Marcos, Subcomandante. 2003. "Zapatistas Don't Want Charity but Respect."
- United Nations Declaration on the Rights of Indigenous Peoples. 2007. [7]