Course Description

This course is an introduction to the study of culture in development. Development policy makers and agencies have long assumed that successful development interventions are direct results of positive economic behavior, while perceiving culture as an inappropriate variable. In the past two decades, however, development agencies and economists have looked to culture as a significant resource explaining the success of development outcomes. Building on this new paradigm, this course examines the multifaceted ways in which culture engages with development.

Culture is a broad, and at times, ambiguous concept. It is generally understood to be a system of shared beliefs, values, customs, behavior, knowledge, and artifacts among members of society. This course views culture as a dynamic and socio-political process rather than a static entity. Thus, we pay critical attention to cultural systems and dominant discourses that produce asymmetrical power relations in society.

The course will mainly employ sociological and anthropological perspectives to understand the dynamic socio-political meanings attached to the intersection between culture and development. We will look at a variety of themes, including cultural determinism, illiberalism, multiculturism, Asian Values, colonialism, ethnicity, cultural hegemony, neoliberalism, indigeneity, reproductive control, religion and gender, transitional justice, genocide, commercial surrogacy, health and religion, politics of deservingness, displacement and illegality, ethno-nationalism, statelessness, migrant illegality, food security, marriage
migration, surveillance regimes, refugee crises, and globalization. Through the readings, we will explore complexities, controversies, and debates surrounding culture and development. The readings span almost all the major regions of the developing world.

**Course Requirements:**

1. **Lectures**
   Students are expected to come to class having done the required readings beforehand in order to contribute to class discussion in lectures or in conferences. Readings will average 80 pages per week. Students are strongly encouraged to actively engage with lectures and contribute ideas in class.

2. **Conferences**
   The primary goal of the conferences is to deepen students' understanding of development issues addressed in the lectures and readings. The format provides you with an opportunity to participate actively and to facilitate an engaged and critical discussion of development issues and dilemmas. Conferences start in the third week of the semester (the week of September 17). Please sign up for one of the conference groups on Minerva and attend it throughout the term. Attendance of conferences is mandatory.

   Active Conference participation:
   Conference grading will be based on your attendance and your active participation. Please note that the points for the group presentation are separate from the conference points. Students are required to participate consistently and thoughtfully throughout the semester. If a conference is missed because of illness, a doctor's note must be provided to your TA.

   Please note that there will be no conferences in the weeks of October 1 (Week 5), October 8 (Week 6), and October 15 (Week 7) due to the two holidays and the midterm exam.

3. **Group presentation in conference**
   Students are required to make an oral presentation in conference by working in a group comprised of 4-5 people. Each group is assigned to a specific week to discuss the given theme of that week (one group presentation per week). Within that week, students will choose a case study to deepen the analysis of that week’s particular theme. The key goal of this group exercise is to facilitate and deepen our knowledge of actual development issues. We will begin this exercise from the week of October 22.

   **Requirements of the group presentation**
   (a) **Topic:**
   Each group has the freedom to choose a case study that engages with the given weekly theme. In order to visualize the local complexities of the given development issue, the analysis should be done based on a regional or a country case study.

   (b) **Analysis:**
   To demonstrate a solid analysis of the given case study, each group must address the following four macro questions: (1) How does this development issue interact with culture? (2) What are
the main variables/factors that shape the issue? (3) Who are key actors and what is their role? (4) What is the overarching cultural dilemma surrounding the given development issue?

(c) Sources:
Each group should integrate relevant academic and non-academic sources (including course readings) in the analysis.

(d) Discussion questions and class interaction:
Each group should prepare at least two analytical discussion questions during the presentation. Your discussion question could be a debate or a critical question that engages with an overarching development dilemma. Group members should interact with the audience through deepening discussion questions.

(e) Division of labor:
In order to ensure equal group participation, you have to make clear the division of labor among the group members. Each member should play a clear role in the group presentation. Please specify each role in the beginning of the presentation.

(f) Presentation format:
Each group will have 15-20 minutes (not exceeding 20 minutes) to present. After the presentation, we will proceed to Q&A and further class discussion over the issue. Your group is required to provide a powerpoint presentation (or an equivalent format) to your conference TA by 5pm the day before the conference meeting.

(g) Post-presentation comments (2%)
You are required to submit post-presentation comments in 500-600 words after the group presentation. The comments should discuss your main role in the group as well as your additional reflections on the specific development theme from the presentation (for example, you could address certain critical questions/issues that you are not able to include in the presentation). You must submit your comments to the TA by 11:59pm on the same day of the presentation. Your presentation comments will be evaluated by the TA and will count for 2% of the presentation grade.

(h) Scheduling:
In the first conference meeting, we will discuss and clarify the arrangement of this exercise, including weekly topics, group members, and presentation schedule.

4. Midterm in-class exam
The midterm exam will be scheduled in class on Friday, October 19, 2018. The exam is a combination of short answers and identification questions. These identifications will focus on concepts discussed in the course. Each identification must be explained in at least two to three paragraphs. Potential identification questions will be given in class. If you are unable to take the midterm exam due to an illness, you must inform me prior to the exam and must then provide me with an official medical note. Only medical problems will be considered legitimate excuses for taking the makeup exam. Only one makeup midterm exam date will then be scheduled about one week after the official exam.

*Re-grading policy for the midterm exam:
Please respect the following procedures concerning any re-grading of the midterm exam.

1. If it is an obvious and simple error in grading (such as a miscalculation or a typo), please talk directly to your conference TA.

2. If your request for a re-grade involves more substantive issues, then you must explain in writing the matter for which you are requesting a re-grade. In your written document, you must provide a substantive explanation as to why you believe you deserve more points. This document must be provided to Professor Takamura during office hours. Please note that any re-grade will entail a re-assessment of the whole exam, which can mean that the grade of the exam may go up or down. Please also note that you must hand in a document requesting a re-grade no later than 2 weeks after your exam has been returned to you.

5. In-class quizzes
Students will be given a total of ten in-class quizzes between week 5 and week 13. Each quiz is based on a specific lecture. Students are required to take the quiz during the lecture. The details will be announced in class.

6. Final take-home exam
The final exam is a take-home paper discussing a specific development question in 3,000-3,300 words (about ten double-spaced pages, Times New Roman) due on Friday, December 14, 2018. Students will be given a question to answer in the last week of the course. The question is based on some of the themes addressed during the semester. The question will require the use of lecture notes and course readings, as well as external materials. I will provide more detailed instructions on the final take-home exam. The exam paper must be submitted via MyCourses by 11:59pm on Friday, December 14.

If you submit the final paper after the deadline, your mark will be automatically deducted 10 points per day. Only valid medical issues will be granted exception to the penalty deduction. If there is a medical issue, you must inform me prior to the deadline for the exam and must later provide a written medical note.

**Grade Distribution:**
- Conference participation: 10%
- Group presentation: 15%
- Midterm exam: 25%
- In-class quizzes: 5%
- Final exam: 45%

**Course Materials:**
All the assigned articles will be placed on MyCourses. NOTE: There is no coursepack available for this course.

**Plagiarism:**
McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student
Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information)

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

Policy on Languages:
In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue)

Course Evaluations:
End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

General Information:
If you have a hearing, visual and mobility impairment, please contact the instructor immediately (in advance of any evaluations or other class requirements).

Notare Bene:
This course syllabus is subject to change in case of unforeseen circumstances.

Key Dates:
- Conferences: begin in the week of September 17
- Midterm In-class exam: Friday, October 19
- Group oral presentations (conferences): begin in the week of October 22 (Week 8)
- Final take-home exam: Friday, December 14
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**Week 2: Cultural Dilemmas**

| September 12 (Wednesday) | Contested Multiculturalism | No conferences |
| September 14 (Wednesday) | Illiberalism and Culture: Rhetoric of Asian Values | |

**Week 3: Construction of Ethnicity**

| September 19 (Wednesday) | Colonialism Construction of Identity | Conf. #1 Illiberalism and Culture |
| September 21 (Friday) | Fictions of Ethnicity: Rwandan Genocide | |

**Week 4: Cultural Implications of Neoliberalism**

| September 26 (Wednesday) | Hegemony of Development | Conf.#2 Construction of Ethnicity |
| September 28 (Friday) | Neoliberal Governmentality | |

**Week 5: Indigeneity**

| October 3 (Wednesday) | Politics of Indigeneity | *No conferences |
| October 5 (Friday) | Indigenous Sovereignty and Politics of Refusal | |

**Week 6: Gender**

| October 10 (Wednesday) | Reproductive Control and Colonialism | *No conferences |
| October 12 (Friday) | Religion, Gender, and Belonging | |

**Week 7: Midterm Exam**

| October 17 (Wednesday) | Review Session | *No conferences |
| October 19 (Friday) | Midterm in-class exam | |

**Week 8: Transitional Justice**

| October 24 (Wednesday) | Contextualizing Transitional Justice | Conf.#3 1st Group presentation |
| October 26 (Friday) | Memory of Mass Atrocities | |

**Week 9: Health**

| October 31 | Commercial Surrogacy | Conf.#4 |
**Week 1**

**Introduction**

*September 5: Introduction*
We will discuss the key objectives of the course, the course structure, reading materials, and the course requirements.

*September 7: Cultural Debates*

Readings:


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**Week 2**

**Cultural Dilemmas**
**September 12: Contested Multiculturalism**

Readings:


**September 14: Illiberalism and Culture - Rhetoric of Asian Values**

Readings:


**Week 3**

**Construction of Ethnicity**

**September 19: Colonialism and Construction of Identity**

Readings:


Optional:

**September 21: Fictions of Ethnicity**

Readings:

Week 4
Cultural Implications of Neoliberalism

September 26: Hegemony of Development

Readings:

Optional:

September 28: Neoliberal Governmentality

Readings:

Optional:

Week 5
Indigeneity

October 3: Politics of Indigeneity

Readings:


Optional:

October 5: Indigenous Sovereignty and Politics of Refusal

Readings:
Week 6
Gender

October 10: Reproductive Control and Colonialism

Readings:


October 12: Religion, Gender, and Belonging

Readings:


Week 7
Midterm Exam

October 17: Review Session

October 19: Midterm In-Class Exam

Week 8
Transitional Justice

October 24: Contextualizing Transitional Justice

Readings:

Optional:

October 26: Memory of Mass Atrocities

Readings:

Optional:

Week 9
Health

October 31: Commercial Surrogacy

Readings:


November 2: Religion and Health

Readings:

Week 10
Politics of “Deservingness”

November 7: Discursive Construction of “Ideal Refugees”

Readings:

November 9: Undocumented Children and Politics of “Deservingness”

Readings:

Week 11
Ethnicity

November 14: Ethnic Minorities and Statelessness

Readings:


November 16: Ethno-nationalism

Readings:


Week 12
Food and Marriage

November 21: Food Security

Readings:

November 23: Marriage Migration

Readings:


Week 13
Surveillance

November 28: Surveillance Regimes and Displacement

Readings:

November 30: Surveillance and Cultural Imagination of “Crisis”

Readings:


Week 14
Conclusion

December 4: Conclusion – Low-End Globalization

Readings: