

**War, Trade, and Aid: The Anthropology of Intervention**  
(ANT 209H5)

**Department of Anthropology  
University of Toronto. Mississauga  
Winter 2023  
Thursday 5-7pm**

**Instructor:** Jillian Fulton-Melanson

**Course Description**

This course explores how anthropology approaches the study of various interventions into human life and society. These forms of intervention--nation building, human rights, and development--differ in the scale and scope of their projects and in what they hope to accomplish. They also have much in common. Each is explicitly concerned with improving the conditions under which people live, and yet each has also been criticized for making things worse rather than better. This course will explore why this might be the case by focusing on examples taken from around the world.

This course begins with a focus on social and cultural forms of global capitalism. Through an anthropological lens, we will explore and critique colonial histories as a fuel for globalization and what forms of conflict and social injustices have risen as a result. The curriculum focuses on a critical examination of the social, political, and economic consequences of the production and circulation of global commodities, and how conflict affects people in different local contexts. We will frame the social navigation of markets and conflict through a politics of solidarity and of resistance, while critiquing victimization and allowing for the agency of individuals across the globe. We will gain insight into how the local and the global are interconnected through capitalism by exploring various topics such as migration, religion, racism, xenophobia, and nationalism. Through local issues, we will consider the various forms of conflict that arise resulting from the social injustices embedded in capitalism. A detailed reading of ethnographic texts covering case studies and issues will form the basis of active engagement, discussion, and debates. In this course, you will gain an understanding of how people navigate the consequences of production, consumption, conflict, and aid.

**Learning Objectives**

In this course, you will develop research and analysis skills that can be applied to various disciplines in the social sciences and humanities. By the end of this course, you should be able to understand transnational trade schemes, humanitarianism, international aid schemes, and war.

This process will involve bringing a critical sensibility to contemporary manifestations of social inequalities produced by capitalism, conflict, and aid.

In this course, you will also continue to develop critical information literacy. Critical information literacy builds digital fluency, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media. You will continue to learn about how research is inquiry, scholarship is conversation, and how to search in strategic exploration.

### **Readings**

Readings should be completed prior to the lecture assigned for that day. In order to succeed in this course, readings must be read. Do not skip readings and rely solely on lectures to understand the material, because doing so will not allow you to develop a complex understanding of the issues involved, and it will show on your exam results.

All readings will have links on the **Quercus page**.

### **Participation and Rules for Productive Discussion**

This course requires attendance and participation. During class **you must participate** by engaging in activities and discussion. This course covers a number of topics that are potentially controversial. In order to keep the discussion productive, everyone must follow these rules:

1. Feel free to say what is on your mind as long as it is respectful.
2. Personal opinions and experiences can be productive parts of anthropological discussions. Try to think about them (and even critique them!) by using the anthropological concepts you are learning in this course.
3. Focus on the content of the readings, films, listening material, and lectures. Use the evidence and research that we study in this course to rethink your previous opinions and guide your questions.
4. Respect the fact that the student population of UTM is very diverse, in terms of ability, age, culture, ethnicity, gender, religion, and sexuality. Each person in the class might not agree with your perspective and it is important to respect where each other is coming from as well as embrace and relish in the rich discussion that such diversity brings.
5. Remember that we are all individuals. Our identity can influence how we see things, but no one person is a representative of their entire "community".

### **Evaluation and Deadlines**

Research Paper	Proposal and Bibliography	10%	February 2
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	Peer Review (In-class)	10%	March 9
	Essay (2000 words)	20%	March 30
Exams	Midterm Exam (in-class)	20%	February 16
	Final Exam (in-class)	25%	April 6
Participation		15%	
<b>COURSE TOTAL</b>		<b>100</b>	

### **Academic Accommodations for Students with Disabilities**

Effort will be made to accommodate students with disabilities:  
[University of Toronto Senate's website policy on accommodation](#).

If you require accommodations for a disability, or have any concerns about the accessibility of the classroom or materials, please feel free to approach the course director and/or contact the Accessibility Services as soon as possible via their or by e-mail at [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca).

Please feel free to discuss your needs and their impact on your participation in the course with Dr. Fulton-Melanson. If you have an accommodations letter, please send it to Dr. Fulton-Melanson by the third week of class.

**TAPING/RECORDING/PHOTOGRAPHING LECTURES is not allowed.** Any material prepared by the instructor is considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. **Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted.** This includes tape/audio/video recording, filming, photographing PowerPoint slides, Quercus materials, etc. Such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in other forms without formal permission.

### **Submitting Assignments**

**Instructions:** Instructions for each assignment will be **posted on Quercus** well in advance of the due dates.

**Submitting Work on Time:** All assignments must be uploaded to the **Quercus page** by 11:59p.m. on the due date. The late penalty is 10% per day including weekends, for up to seven days. After seven days, late work will not be accepted at all. Assignments will not be accepted by email.

Late penalties are strict, out of fairness to your colleagues who submitted their work on time.

**Extensions:** Extensions are only granted for medical and serious personal issues, and for religious observances. There are no extensions for computer crashes or other technology failures – back up your work regularly, in multiple formats, to avoid problems. Students with departmental approval for special consideration will be given an extended deadline with no late penalty. If you have a legitimate excuse for a late assignment, this course will be using the UTM Anthropology departmental process for special consideration.

**\*\*You MUST complete the online process through this system within 72 hours of the missed assignment.**

**Policy for Missed Tests:** Students who miss a term test will be assigned a zero mark for that test unless they are granted special consideration. If the term test was missed for reasons entirely beyond the student's control, a written request must be submitted according to the UTM Anthropology departmental process for special consideration.

**\*\*You MUST complete the online documentation process through this system within 72 hours of the missed test.**

If your request for special consideration is approved, you will be required to write a make-up test.

**\*\*\*Holidays and pre-purchased airplane tickets, family plans (unless there is a critical issue such as a death in the family), lack of student preparation, or the amount of work in other courses, are NOT acceptable excuses.**

**Communication:** Please use your utoronto email address to ensure that your email messages are not filtered out by spam software and include "ANT209H5" in the subject line. I will try to reply to all appropriate emails within 48 hours on business days. Keep your emails brief, and come to my office hours for longer discussions.

### **Zero Tolerance for Academic Dishonesty**

Normally, students will be required to submit their course essays to the University's plagiarism detection tool, Ouriginal, for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's

reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

If students choose to opt-out of submitting their essays to the University's plagiarism detection tool, they must notify the instructor. Students who choose to opt-out of using the plagiarism detection tool must do so in writing by email to the course instructor before **January 26, 2023**. Assignments without plagiarism detection submission must be accompanied by an outline, first draft and an annotated bibliography to demonstrate the paper's originality.

Academic integrity is one of the cornerstones of the University of Toronto, Mississauga. It is critically important both to maintain our community, which honours the values of honest, trust, respect, fairness, and responsibility, and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. Please see [University of Toronto's Code of Behaviour on Academic Matters](#), which all students are expected to know and respect.

Plagiarism is representing someone else's ideas, writing, or other intellectual property as your own. There is zero tolerance for plagiarism, and the penalties are serious even on a first offence. Even if you state someone else's idea in your own words (paraphrasing), you must always provide a citation that includes the number of the page you got the idea from. Sharing work is an equally serious act of academic dishonesty. In cases in which two or more assignments include matching sentences or paragraphs, and/or sentences that include a blend of matching content and variations in wording, these assignments will be flagged by plagiarism software, receive grades of zero, and result in an investigation of potential academic misconduct, as per Senate policy. Feel free to ask any questions about plagiarism and how to avoid it. It is your responsibility to understand plagiarism.

### **Requests for Additional Feedback and Regrades**

Requests for additional feedback: Dr. Fulton-Melanson will provide a numeric grade and written feedback on all coursework.

If you have questions about your grade or would like additional feedback, you can contact Dr. Fulton-Melanson via email. Please be as specific as possible in outlining which points you need clarified.

**Requests for additional feedback are due 7 days after you received the feedback.**

All requests for regrades must follow the policies outlined below.

Requests for regrades: If you believe there has been an error made in the grading your work, you can request a regrade.

The request should be one or two paragraphs long. It must identify the specific error(s) that you believe were made in grading your work. It must explain why your work merits a different grade by quoting the exact wording of the assignment instructions and of your submission.

Please do not mention other issues such as the effects of the grade upon your course total or GPA, as these are not considered in regrading.

Your mark may increase, decrease, or remain the same as a result of reassessment. The reassessed grade is final.

Dr. Fulton-Melanson will inform you of the results by email.

## Course Schedule

### **January 12: Welcome to “War, Trade, and Aid: The Anthropology of Global Intervention”**

READ: Syllabus and Assignment Instructions

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### **January 19: The Social Injustices in Trade**

READ: Mintz, Sydney. 1986. “Introduction.” In *Sweetness and Power: the place of sugar in modern history*. New York: Penguin Books.

Sawyer, Suzana. 2004. “A Note on Names” and “Openings”. In *Crude Chronicles: Indigenous Politics, Multinational Oil, and Liberalism*. Durham: Duke University Press.

George, Susan. 1999. “A Short History of Neoliberalism”

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### **January 26: Development Theory and Intervention**

READ: Appadurai, Arjun. 1990. Disjuncture and Difference in the Global Cultural Economy. *Theory, Culture, and Society* 7:295-310.

Weiss, Thomas G. 2014. “The Military Humanitarianism: Syria Hasn’t Killed It,” *The Washington Quarterly* 37 (1):7-20.

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### **February 2: Humanitarian Aid**

READ: Cabot, Heath. 2013. “The Social Aesthetics of Eligibility: NGO Aid and Indeterminacy in the Greek Asylum Process.” *American Ethnologist* 40(3): 452-466.

Trapp, Micha M. 2016. “YOU-WILL-KILL-ME BEANS: Taste and the Politics of Necessity in Humanitarian Aid”. *Cultural Anthropology* 31(3): 412-437.

Ticktin, Miriam. 2016. “Thinking Beyond Humanitarian Borders”. *Social Research: An International Quarterly* 83(2): 255-271.

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## **February 9: Development and Humanitarian Aid**

READ: Gabiam, Nell. 2012. "When 'Humanitarianism' Becomes 'Development': The Politics of International Aid in Syria's Palestinian Refugee Camps." *American Anthropologist* 114 (1):95-107.

Watanabe, Chika. 2017, "Development as pedagogy: On becoming good models in Japan and Myanmar." *American Ethnologist* 44 (4):591-602.

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## **February 16: Midterm Exam (in-class)**

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## **February 23: Reading Week**

NO READINGS

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## **March 2: Creating the Enemy "Other" Across Borders**

READ: Said, Edward W. 1978. "Introduction". In *Orientalism*. New York: Routledge and Kegan.

Liliana Suarez-Navaz. 2005. "Introduction". In *Rebordering the Mediterranean: Boundaries and Citizenship in Southern Europe*. New York: Berghahn Books.

Huntington, Samuel. 1993. The Clash of Civilizations? *Foreign Affairs* 72 (3):22-49.

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## **March 9: Humanitarianism and Borders**

READ: Little, Adrian, and Vaughan-Williams, Nick. 2016. "Stopping boats, saving lives, securing subjects: Humanitarian Borders in Europe and Australia". *European Journal of International Relations* 23(3): 533-556.

Peterson, Abby. 2020. "Humanitarian Border Workers in Confrontation with the Swedish State's Border Making Practices: 'The Death of the Most Generous Country on Earth'". *Journal of Borderlands Studies* 35(3): 317-333.

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## **March 16: Positionality and Resistance**

READ:

Abu-Lughod, Lila, 2002, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others," *American Anthropologist* 104(3): 783-790.

Sorge, Antonio. 2015. *Legacies of Violence: History, Society, and the State in Sardinia*. Toronto: University of Toronto Press.

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## **March 23: Post-war: afterlife and anticipation**

READ: Dunn, Elizabeth Cullen, and Bobick, Michael S. 2014. "The Empire Strikes Back: War without War and Occupation without Occupation in the Russian Sphere of Influence". *American Ethnologist* 41(3): 405-413.

Hermez, Sami. 2012. "'The War is Going to Ignite': On the Anticipation of Violence in Lebanon". *Political and Legal Anthropology Review (PoLAR)* 35(2): 327-344.

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## **March 30: Economies of Violence**

READ: Hoffmann, Daniel. 2011. "Violence, Just in Time: War and Work in Contemporary West Africa." *Cultural Anthropology* 26 (1):34-57.

Debos, Marielle. 2011. "Living by the gun in Chad: armed violence as a practical occupation." *The Journal of Modern African Studies* 49 (3):409-428.

Miller, Alyssa. 2018. "Kin-Work in a Time of Jihad: Sustaining Bonds of Filiation and Care for Tunisian Foreign Combatants." *Cultural Anthropology* 33 (4):596-620.

FINAL ESSAY DUE

EXAM REVIEW

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## **1. April 6: In-Class Final Exam**

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