

COSA faculty courses—2008 onward

FALL 2008

Magical Modernities

Anne-Maria Makhulu

AAAS 153-01

CULANTH 153 – 01

ICS 111-01

“Ritual has long been a mark, in Western social thought, of all that separates rational modernity from the culture(s) of tradition” (Comaroff and Comaroff 1993:xv) and yet, everywhere, despite the seemingly unstoppable march of modernization ritual practice thrives. “Magical Modernities” addresses this apparent contradiction looking specifically to Africa and addressing the Continent’s transformation in the last half century or more since the demise of colonial overrule and subsequent efforts to promote economic and technological “development.” Drawing connections between large structural forces, including economic adjustment, and the significant uptick of religious and “occult” practices within many postcolonial African states, this course suggests some interesting ways we might think about the conjuncture of ritual and global flows of capital, commodities, and people. We will also look at a few cases drawn from Latin America and the contemporary U.S.

Theoretical Foundations of Cultural Anthropology

Prof. Anne-Maria Makhulu

CULANTH 190 – 01

Major schools and theories of cultural anthropology.

South African History, 1870-Present

Karin Shapiro

AAAS 199-01

HISTORY 103-03

This course will offer a broad overview of South African history from the mineral revolution of the 1860s and 70s through the official demise of apartheid in 1994, along with a brief consideration of the challenges facing democratic South Africa. In lectures and readings, we will cover such topics as mining-centered industrialization, the South African War (1899-1902) and the subsequent union of the four provinces that constituted South Africa for much of the Twentieth Century, the transformation of the countryside, the emergence of Afrikaner and African nationalism, segregationist ideology, the construction of Apartheid, the liberation movements, intra-African

political conflict, the establishment of multi-party democracy, and the Aids epidemic. Where pertinent we will explore comparisons with the history of race relations in the United States.

SPRING 2009

From Apartheid to Democracy in South Africa

Sheridan Johns

AAAS 171-01 POLSCI 171-01

ICS 110B-01

The South African political system in the Twentieth Century with particular attention to the transition from apartheid and white minority rule to nonracial democracy.

South Africa Through Biography/Autobiography

Karin Shapiro

HISTORY 196S

This course will explore twentieth century South African history through the lens of biography and autobiography. The protagonists range from little known South Africans like Kas Maine, a sharecropper for whom the only official document that exists is a 1931 record of a fine he paid for failing to produce a dog license, to world renowned figures, like Nelson Mandela. While most of the readings cover virtually the entire twentieth century, I have carefully selected them to provide a chronological presentation of South African history. I have also chosen a mix of scholarly and non-scholarly writings, as well as discussions that expose South Africa's countryside and cities, its underworld and its place on the world stage.

Current Issues in Anthropology – The Arts and Human Rights

Catherine Admay,

Louise Meintjes

CULANTH 180 – Current Issues in Anthropology

ETHICS 180 – Special Topics in Ethics

MUSIC 120 – Advanced Special Topics in Music

Mbira

Cosmas Magaya,

Paul Berliner
MUSIC 84C-01

FALL 2009

Magical Modernities

Anne-Maria Makhulu

AAAS 153-01

CULANTH 153-01

ICS 111-01

“Ritual has long been a mark, in Western social thought, of all that separates rational modernity from the culture(s) of tradition” (Comaroff and Comaroff 1993:xv) and yet, everywhere, despite the seemingly unstoppable march of modernization, ritual practice thrives. “Magical Modernities” addresses this apparent contradiction looking specifically to Africa and addressing the Continent’s transformation in the last half century or more since the demise of colonial overrule and subsequent efforts to promote economic and technological “development.” Drawing connections between large structural forces, including economic adjustment, and the significant uptick of religious and “occult” practices within many postcolonial African states, this course suggests some interesting ways we might think about the conjuncture of ritual and global flows of capital, commodities, and people. We will also look at a few cases drawn from Latin America and the contemporary U.S.

Africa in a Global Age

Anne-Maria Makhulu

CULANTH 180S-04

James Ferguson tells us that “Africa’s participation in globalization has certainly not been a matter simply of ‘joining the world economy.’” Rather, Africa’s inclusion has been selective, uneven, and partial. But this is quite a different proposition than arguing, as many social theorists, economists, and journalists have suggested that the Continent is somehow structurally irrelevant to the process of globalization. This course responds to this debate by first retracing the history of “globalization,” beginning with an older set of questions about capital accumulation and colonial encounter—namely, the traffic in humans from West and East Africa to the New World and the expansion of the Caribbean plantation complex. It concludes by thinking about Africa’s place in relation to a new global order in which novel forms of governance, flexible capital, new technologies and neoliberal norms inform ideas about underdevelopment, civil society, and the third world.

South African History, 1870-Present

Karin Shapiro

AAAS 199-01

HISTORY 103-03

This course will offer a broad overview of South African history from the mineral revolution of the 1860s and 70s through the official demise of apartheid in 1994, along with a brief consideration of the challenges facing democratic South Africa. In lectures and readings, we will cover such topics as mining-centered industrialization, the South African War (1899-1902) and the subsequent union of the four provinces that constituted South Africa for much of the twentieth century, the transformation of the countryside, the emergence of Afrikaner and African nationalism, segregationist ideology, the construction of Apartheid, the liberation movements, intra-African political conflict, the establishment of multi-party democracy, and the Aids epidemic. Where pertinent we will explore comparisons with the history of race relations in the United States.

Special Topics in International Development Policy

Catherine Admay

PUBPOL 388-05-Introduction to Human Rights & Conflict

One story of the relationship between human rights and conflict is told in the Preamble to the UN Charter: the human rights framework of our age came about *because of* the 20th century's two world wars. But for the "untold sorrow" brought about by these conflicts, so the story goes, there would have been no effective demand for and no construction of a set of legal, political and ethical norms intended to help "save succeeding generations from the scourge of war." In this course we will examine the link between human rights and conflict in an interdisciplinary fashion. What are the multiple ways in which the law and political advocacy of human rights relate to conflict? Do demands for human rights precipitate or fuel—as much as prevent—conflicts, whether as war or in other forms of large scale suffering? Are human rights essential for what the field of conflict resolution has termed "positive peace"? Should policymakers involved in multiple stages of conflict, both inter- and intrastate, be more cautious about viewing rights as a remedy for conflicts? What are the relevant ethical considerations? With the benefit of greater analytical and contextual understanding of competing priorities and tradeoffs, what positive role might be cast for human rights in the conflicts of the 21st century? To consider these and other questions, we will draw substantially on historical and policy analyses, learning the legal/political history of the contemporary framework for human rights and connecting it to real-world efforts underway by lawyers and other practitioners to reframe and transform conflict and build peace. There is no expectation that students have a special expertise in law.

In Spring 2010, this course will take up, as a framing case study, the “Apartheid Litigation” cases that have been filed in US court, *Khulumani v Barclays/Ntsebeza v Daimler-Chrysler*. Should the multiple business defendants be held legally liable for having sold goods and services to the apartheid government? Should this question be decided in US courts? Or on the basis of US and international law?

PUBPOL 81 FCS-International Law & Global Health

This course will examine where and how international law intersects with global health inequalities. In what instances has international law been a positive force for addressing these inequalities and when has the law itself compounded and extended the problem? Through two or three case studies, students will be challenged to critically assess whether the law — and what particular bodies of law — would be the most appropriate. For example, if the families of working coffee farmers in the Sidamo region of Ethiopia are suffering from severe malnutrition while western coffee consumers pay top dollar for a bag of roasted Sidamo label beans, what legal regimes might apply? Or if American pharmaceutical companies institute legal proceedings in South Africa or India whose outcome might put essential medicines beyond sick people’s reach, in what other arenas might lawyers and others work to contest or address the health inequalities that will follow? Having a basic grasp of a handful of leading rules systems (human rights, trade, intellectual property, among others), students will then be asked to consider the legal, political and ethical merits of pursuing better health outcomes through resort to the law. We will consider the law as lawyers must — attending to the technical elements and complexities — but we will also seek to understand the extent to which the law’s power resides as much in its political punch or moral appeal. In short, the course will work to situate international law and global health in the stream of strategic choices available to those who call for better health by demanding greater justice.

FALL 2012

(Emerging) Global Cities

AAAS 465S.01; CULANTH 465S.01; ICS 465S.01

Anne-Maria Makhulu, Instructor

As the world becomes increasingly urbanized the kinds of urban centers we live in have changed dramatically—in form and even in their very reason for being. People once moved to cities in search of work and other opportunities, but in the early 21st century urbanization is often associated with informal occupations and precarious modes of life in, what Mike Davis has referred to as, “slums.” This new way of living and surviving in cities across the world can be explained in a number of ways: given the decline of the industrial economy, the offshoring of work, the creation of network cities, and so-called

“global cities,” following Sassen. This course addresses some of the promises and dilemmas of these alternative forms of life—on the edge of life, on the edge of profit and loss—through a number of “cases,” including cities in the global North and South addressing at one and the same time the varied “urban” schools, their theories and methodologies, and how they conceive of cities and the people living within them.

Archaeology of Financial Crisis

CULANTH 716S.01/SOCIOL 716S.01/POLSCI 720S.01

Anne-Maria Makhulu, Instructor

This course introduces some of the debates relating to the current financial crisis—both within and beyond the field of finance itself. Combining media accounts (NYTimes Deal Book, Wall Street Journal, Morningstar, etc.) with scholarly critiques of the structures and practices of money-making—the resort to speculation, the dissolution of wage labor (“wageless life”), and the emergence of a world of radical inequality—this course is primarily committed to theorizing the financial structuring forces of capitalism in the early 21st Century. We begin by taking a long view covering thinkers such as Braudel and Arrighi, shifting to a focus on specific practices and knowledges of accounting, money, and debt in addition to what we will term “schools of economic thought” in the post-World War II period. Readings will include a growing body of literature in the anthropology of finance and social studies of finance—two related, but often distinct approaches to theorizing economics. The one to some degree favors formalists, the other substantivists in its approach to understanding modern economics.

World Music Special Topic: African Hip-hop

MUS 130.01; CA 220.01 Louise Meintjes, Instructor

A study of hip-hop and related youth genres (such as South African kwaito and Ghanaian Hiplife) as produced and circulated on the African continent. How do American styles translate in various African contexts? How do African hip-hop artists create their soundtracks? What language choices do they make? What local sounds do they draw on? Is their approach to trans-Atlantic sounds new? This course will consider musical, technological, historical and political questions raised by African versions of hip-hop. What is hip-hop about for its African fans and artists? What might a hip-hop study tell us about ways of being young in contemporary African cities? When and how is African hip-hop resistant, and to what? When and how is its self-styling an avenue to self-actualization? Is the cultivation of hip-hop celebrity an entrepreneurial approach to living under crisis or in conditions of struggle? How do local gendered practices shape hip-hop performances? How do global interventions on the continent use hip-hop, or hip-hop artists use humanitarian and development opportunities for their own purposes? The

goals of the class are threefold: to hone your listening skills, to finesse your readings of hiphop's value and politics in African contexts, and to develop your knowledge about contemporary Africa and its place in the world.

Musical experience is not a prerequisite.

South African History, 1870 to the Present

History 208-01; AAAS 214-01; POLSCI 221-01

Karin Shapiro, Instructor

This course offers a broad overview of South African history from the mineral revolution of the 1860s and 70s through the official demise of apartheid in 1994, along with a brief consideration of the challenges facing democratic South Africa. We will read a combination of scholarly articles, autobiographies, and primary documents to illuminate major developments in South Africa's past. In lectures and readings, we will cover such topics as mining-centered industrialization, the Anglo-Boer War (1899-1902) and the subsequent union of the four provinces that constituted South Africa for much of the twentieth century, the transformation of the countryside, the emergence of Afrikaner and African nationalism, segregationist ideology, the construction of Apartheid, the liberation movements, intra-African political conflict, the establishment of multi-party democracy, and the issues confronting modern-day South Africa.

SPRING 2013

The Wire

Instructor: Anne-Marie Makhulu

AAAS 333S.01/ CULANTH 333S.01

W 6:15 PM-8:45 PM

Friedl 216

The HBO series "The Wire," which ran for five seasons, has a small but devoted fan base. Described as "socially robust" by one television scholar, the series dramatizes the real world experiences of poor, mostly African American, residents of Baltimore struggling to survive by way of the underground drug economy, while city officials and the police department strive to bring the illegal trade in check. "The Wire" is much more than a mere tussle between licit and illicit business or sanctioned and unsanctioned power and in this course we will begin to think about the ways in which David Simon and Ed Burns, the writers and producers of "The Wire," attempt to tell a story that exceeds its location, namely Baltimore, and its corrupt city officials, broken public school system, and deepening structural poverty. "The Wire" is clearly a provocation to reflect on the status of the city in America (and American society more

generally), which, since the 1970s, has de-industrialized, de-populated, and very often been re-purposed by property developers, through real estate speculation; yet bringing little benefit to ordinary people. How these trends, global trends that is, have affected the most socially and economically vulnerable is not only a question for people living in Baltimore, but for people living in cities from New York, Tokyo, and London to Johannesburg. This course will examine “The Wire” alongside readings that address the literature on cities, urbanization, de-industrialization, the “ghetto,” the figure of the queer thug, and other features of the urban black experience—in all its rich texture, tenacity, and cultural expressivity.

Theoretical Foundations

Instructor: Anne-Marie Makhulu

Culanth 301

W-F 8:30AM–9:45AM

Friedl Building 204

Theoretical Foundations is designed to introduce you to modern social and anthropological theory. The semester traces the emergence of key questions, concepts, and problems addressed by each. These might include: the nature of society, the individual’s relationship to society, the division of labor (who does what, what roles different people play in the economy, etc.), the relationship between the social system as a whole and the actions of individuals within it (what some have coined structure versus agency), and whether human beings are principally the outcome of their society or whether they intervene to shape their own lives and those of others or even the system as a whole.

We will mostly follow the development of the 20th century Anglo-French and American schools of structural and cultural anthropology, respectively. Anticipating the subsequent path of the discipline, we end with a brief glance at the radical turn the discipline took in the aftermath of the 1960s, paying particular attention to the ways in which Enlightenment reason set the stage for the emergence of key historical transformations. These include: the industrial revolution, capitalism, colonial overrule, and the rise of the modern state.

Though many of the texts cannot be considered works of anthropology, strictly speaking, e.g. Adam Smith’s *An Inquiry into the Nature and Causes of the Wealth of Nations* or Marx’ *Economic and Philosophic Manuscripts of 1844*, these texts have clearly inspired anthropology and helped to generate some of its foundational assumptions about social life, the conduct of human beings, and the work of culture. Part of our task in this course will be to tease out the connections between a contemporary ethnography and say the concepts Foucault used to explain modern institutions. Or, how anthropologists have previously tackled the problem of working in

so-called “pre-capitalist” societies and how they sought to explain those societies and their economic systems with concepts borrowed from a capitalist economic order. Marx’ writings can be helpful here, but also extraordinarily difficult to apply to contexts beyond 19th century England which was the subject of most of his writings.

FALL 2013

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(Emerging) Global Cities

Instructor: Anne-Marie Makhulu
AAAS 465S.01; CULANTH 465S.01; ICS 465S.01
Monday 6:15PM – 8:45PM
Friedl 216 (East Campus)

As the world increasingly urbanizes the kinds of urban centers we live in have changed dramatically too—in form and even in their very reason for being. People once moved to cities in search of work and other opportunities, but in the early 21st century urbanization is most often associated with informal occupations and precarious modes of life in, what Mike Davis has referred to as, “slums.” This new way of living and surviving in cities across the world can be explained in a number of ways: assuming the decline of the industrial economy, the offshoring of work, the creation of network cities, and so-called “global cities,” following Saskia Sassen. This course addresses some of the promises and dilemmas of these alternative forms of life—on the edge of life and on the edge of profit and loss—through a number of “cases,” including cities in the global North and South addressing at one and the same time the varied “urban” schools, their theories and methodologies, and how they conceive of cities and the people living within them.

SPRING 2014

The Wire

Instructor: Anne-Maria Makhulu
AAAS 333S.01/ CULANTH 333S.01
Th 11:45 AM-2:15 PM
Carr 106

The HBO series “The Wire,” which ran for five seasons, has a small but devoted fan base. Described as “socially robust” by one television scholar, the series dramatizes the real world experiences of poor, mostly African American, residents of Baltimore struggling to survive by way of the underground drug economy, while city officials and the police department strive to bring the illegal trade in check. “The Wire” is much more than a mere tussle between licit and illicit business or sanctioned and unsanctioned power and in this course we will begin to think about the ways in which David Simon and Ed Burns, the writers and producers of “The Wire,” attempt to tell a story that exceeds its location, namely Baltimore, and its corrupt city officials, broken public school system, and deepening structural poverty. “The Wire” is clearly a provocation to reflect on the status of the city in America (and American society more

generally), which, since the 1970s, has de-industrialized, de-populated, and very often been re-purposed by property developers, through real estate speculation; yet bringing little benefit to ordinary people. How these trends, global trends that is, have affected the most socially and economically vulnerable is not only a question for people living in Baltimore, but for people living in cities from New York, Tokyo, and London to Johannesburg. This course will examine “The Wire” alongside readings that address the literature on cities, urbanization, de-industrialization, the “ghetto,” the figure of the queer thug, and other features of the urban black experience—in all its rich texture, tenacity, and cultural expressivity.

Africa in a Global Age

Instructor: Anne-Marie Makhulu
Culanth 301
W 3:05 PM–5:25 PM
Crowell 106

Africa’s participation in globalization has not simply been a matter of “joining the world economy.” Rather, Africa’s inclusion has been selective, uneven, and partial. This is quite a different proposition than arguing, as many social theorists, economists, and journalists have suggested that the Continent is somehow structurally irrelevant to the process of globalization. This course responds to this debate by retracing the history of globalization, beginning with the Atlantic trade in human beings and concluding with an account of Africa’s place in the global circulation of people things, ideas, and currencies in early twenty-first century.

FALL 2014

Race and Society: The United States and South Africa, 1870-present

AAAS/HST 390S-01
CCI | EI | CZ | SS
Instructor: Karin Shapiro
W 3:05-5:35 PM
Carr 242

In 1966, Robert Kennedy gave a speech to thousands of University of Cape Town students. He began with something of a history lesson. “I came here because of my deep interest and affection for a land settled by the Dutch in the mid-seventeenth century, then taken over by the British, and at last independent; a land in which the native inhabitants were at first subdued, but relations with whom remain a problem to

this day; a land which defined itself on hostile frontier; a land which has tamed rich natural resources through the energetic application of modern technology; a land which once imported slaves, and now must struggle to wipe out the last traces of that former bondage.” Kennedy paused before delivering the punch-line – a punch-line that drew laughter of self-recognition. “I refer, of course, to the United States of America,” Kennedy concluded.

Scholars, pundits, and historical actors have long drawn parallels between the United States and South Africa – two countries founded on the premises of racial inequality. In this course, we will explore the machinations of race from the quickening of industrial development to the present. We will consider the benefits and pitfalls of thinking comparatively, as well cover such topics as segregation, transatlantic religious and cultural exchanges, living apartheid and Jim Crow, struggles for liberation, the American anti-apartheid movement, memory and the struggles for social change and “post-racial societies.”

South African History, 1948 to the Present

AAAS/HST 390-01 | PUBPOL 290-01 | ICS 390-01 | POLSCI 390-2
CCI | EI | CZ | SS
Instructor: Karin Shapiro
Tu/Th 11:45 AM-1:00 PM
Crowell 108

This course will offer a broad overview of South African history from the beginning of the apartheid era until its demise in 1994, as well as a sustained consideration of the country during the last twenty years — its contemporary democratic era. We will read a combination of scholarly articles, autobiographies, and primary documents to illuminate major developments in South Africa’s past. In lectures and readings, we will cover such topics as the economic, racial and ideological origins of apartheid, the emergence of Afrikaner and African nationalism, the construction of apartheid, the liberations movements, the international opposition to apartheid, and the establishment of multi-party democracy. Once we turn to the post 1994 period, we will consider the AIDS epidemic, the question of reparations, and the many challenges facing democratic South Africa, as well as the implications of Mandela’s death.

International Law and Global Health

PUBPOL 190FS.01 | CULANTH 190.03 | GLHLTH 190FS.02 | ICS 190FS.01
CCI | EI | SS
Instructor: Catherine Admay

M/W 1:25-2:40 PM
Rubenstine Hall 15

This course will examine leading examples of how international law and global health inequalities intersect. When has international law been a positive force for addressing these inequalities and when has the law itself compounded and extended the problem? In what sense do these inequalities cross borders, and in what sense do they fall in a purely national domain? How much border crossing does international law and constitutional law actually do? If our goal is to improve health outcomes across borders, how do we bring cultural competence and respect for the equal dignity of others to our work? From whom can we learn in order for us, in our own professional and personal lives, to be the leading edge for innovation and change? Through a variety of case studies—including socio-cultural constraints on condom-use, avian flu preparedness, tobacco control, state protection of children, rights to health and to essential medicines, and the ethics of clinical research trials—our class will be challenged to critically assess both the power and the limitations of the law. Having a basic grasp of a handful of leading rules systems (among them, human rights, health, comparative constitutional law, trade, intellectual property), we will evaluate the legal, socio-cultural, political and ethical merits of pursuing better health outcomes through recourse to the law. And to consider effective political and cultural complements to it. We will analyze the law as lawyers must—attending to some of its technical complexities—but we will also seek to understand the extent to which the law’s power resides as much in its political punch and socio-cultural-moral appeal as its legal form. In short, the course will work to situate international law and global health in the stream of strategic choices available to everyone who calls for better health by demanding greater justice.

Human Rights and Conflict

PUBPOL 761.01

Instructor: Catherine Admay

M/W 10:05-11:20 AM

Rubenstein Hall 149

In this course we learn the most important basics of the overall international human rights and humanitarian law framework and the ways it is helpful to use—or not—when faced with concrete cases of conflict, be it war, or other forms of large scale suffering. We learn the political history of this legal framework so as to have an unglorified, concrete, and realistic idea of this law as it stands today. Indeed, a central aim of the course is to help students know about, and then be equipped to better navigate in your own professional lives, the three leading practitioner camps that have developed to promote conflict resolution and peacebuilding, including (1) conflict resolvers, (2) human rights advocates and human rights lawyers, and (3) humanitarian relief workers. How is conflict, and the various ways to address it, framed by each of

these camps of practitioners? What sort of tradeoffs and priorities must we consider in any situation and stage of conflict? When might demands for human rights precipitate or fuel—as much as prevent or transform—conflicts? Are human rights essential for what the field of conflict resolution has termed “positive peace”? Or for “restorative justice”? Or should policymakers involved in multiple stages or types of conflict be more cautious about viewing rights as a remedy for conflicts? What practical measures have been developed for post conflict situations? Where lies the promise and the peril for key institutions like the International Criminal Court, UN Special Rapporteurs, and the Human Rights Council and their various proceedings? How must we take into account the relevant power and cross-cultural considerations? Can we ourselves be productively inspired by the particular peace-building and conflict transformation work we learn about in the course of the class? There is no expectation that students have prior academic exposure to law.

Promoting Accountability of IFI’s for Better Development

PUBPOL 789.03

Instructor: Catherine Admay

F 10:05 AM-1:40 PM (in November)

Rubenstein Hall 149

How do demands for greater accountability, transparency and development effectiveness come to make a positive difference in real world settings? This mini seminar focuses on multilateral development banks, also known as international financial institutions (IFI’s), and two governance mechanisms they have innovated to increase both the accountability and the transparency of their operations and conduct. The first is some form of Sanctions Procedure in which development banks investigate allegations of fraud and corruption in the procurement processes of Bank projects. The second are generally referred to as “independent accountability mechanisms” which allow ordinary people affected by Bank projects to raise questions about whether the banks are adhering to their stated goals and policies. We will have 3 aims: (1) to understand how these mechanisms represent an institutional and political innovation that have broad ramifications much beyond the projects and cases they take up; (2) to see how the mechanisms operate in a hands-on way, considering their processes and outcomes from many stakeholders’ points of view; and to (3) to explore the strengths and weaknesses of these mechanisms with an eye to their future sustainability and likely paths of adaptation. The seminar is designed for those with career interests in the multinational development organization sector, as well as those working in government, the private sector, and NGOs, who are interested in the role of sanctions systems and independent accountability mechanisms to promote better development through better accountability. Legal background is not required.

(Emerging) Global Cities

AAAS 465S.01 | CULANTH 465S.01 | ICS 465S.01

Instructor: Anne-Maria Makhulu

Tu/Th 3:05-4:20 PM

Crowell 107

As the world increasingly urbanizes the kinds of urban centers we live in have changed dramatically too—in form and even in their very reason for being. People once moved to cities in search of work and other opportunities, but in the early 21st century urbanization is most often associated with informal occupations and precarious modes of life in, what Mike Davis has referred to as, “slums.” This new way of living and surviving in cities across the world can be explained in a number of ways: assuming the decline of the industrial economy, the offshoring of work, the creation of network cities, and so-called “global cities,” following Saskia Sassen. This course addresses some of the promises and dilemmas of these alternative forms of life—on the edge of life and on the edge of profit and loss—through a number of cases, including cities in the global North and South addressing at one and the same time the varied urban schools, their theories and methodologies, and how they conceive of cities and the people living within them.

Capitalism

CULANTH 716S.01 | POLSCI 720S.01 | SOC 716S.01

Instructor: Anne-Maria Makhulu

Tu 10:05 AM-12:35 PM

Carr 241

The course sets out to historicize the conditions under which a specific kind of capitalism emerges at the beginning of the twenty-first century—a regime primarily organized through financialization and debt. This new regime of accumulation is approached in three ways: one, through a reliance on a long historical record of the uses of credit; two, by looking to the ways in which cycles of crisis have repeatedly undone and reorganized capital; and three, through an examination of the recent financial crisis. At the outset we take a long view turning to the work of Braudel and Arrighi, in particular, shifting to a focus on specific practices and knowledges of accounting, money, and debt in addition to what we will term “schools of economic thought” in the post-World War II period. Readings will include a growing body of literature in the anthropology of finance and social studies of finance attending to both formalist and substantivist approaches to the study of economic life. As such, the seminar will introduce us to some of the debates surrounding the recent financial crisis (arguably a crisis that persists)—both within and beyond the field of finance itself. We will combine media accounts (New York Times Deal Book, Wall Street Journal, Morningstar, etc.) with scholarly critiques of the structures and practices of money-making including: the resort

to speculation, the dissolution of wage labor (what Michael Denning calls “wageless life”), and the emergence of a world of radical inequality.