

UNIVERSITY OF WATERLOO AND ST PAUL'S UNIVERSITY COLLEGE**FALL TERM 2018****INDEV 302****DEVELOPMENT AGENTS:****UNCIVIL SOCIETY****Dr Julie Kate Seirlis****jseirlis@uwaterloo.ca****STP 206****519 885 1465 ext 25222**

Lectures:	Tuesdays and Thursdays	11.30am-12.50pm
Room:	STP 201 (Alumni Hall)	
Consultation times:	Tuesdays and Thursdays	2-3pm



Poster by the Atelier Populaire in support of the May 1968 Events in France

This course inverts the [official calendar description](#). It places international development and the notion of agency in historical and politico-philosophical context. It does so by putting people back into definitions of “development agents”. It recasts “development” as popular action ranging from every-day survival to advocacy and lobbying, from peaceful protest to violent revolt, and from social movements of the past to contemporary cyber activism. It introduces students to theories of power, violence and resistance, and to the ethics, organizational and operational challenges, dilemmas and logistics and, most importantly, to the lived experiences and consequences of daring to imagine a better world.

Weeks 1-2 (6, 11, 13,18 September¹)

Theory: The Machine



Immortan Joe Gives the People Water, *Mad Max Fury Road* (2015)

<https://www.youtube.com/watch?v=d605rM0U3x0>

This course defines power as violence and introduces four ways in which scholars have approached this..

Bourdieu, P & Wacquant, L 2002 “Symbolic Violence” & “Gender and Symbolic Violence” **[on LEARN]**

Galtung, J 1969 “Violence, Peace and Peace Research”, *Journal of Peace Research* 6 (3)

[http://www2.kobe-](http://www2.kobe-u.ac.jp/~alexroni/IPD%202015%20readings/IPD%202015_2/Galtung_Violence,%20Peace,%20and%20Peace%20Research.pdf)

[u.ac.jp/~alexroni/IPD%202015%20readings/IPD%202015_2/Galtung_Violence,%20Peace,%20and%20Peace%20Research.pdf](http://www2.kobe-u.ac.jp/~alexroni/IPD%202015%20readings/IPD%202015_2/Galtung_Violence,%20Peace,%20and%20Peace%20Research.pdf)

Graeber, D 2009 “Chapter 10: Imagination” in *Direct Action: An Ethnography*, Oakland and Edinburgh: AK Press <https://uniteyouthdublin.files.wordpress.com/2015/01/direct-action-an-ethnography-david-graeber.pdf>

Žižek, S 2008 “Introduction: The Tyrant’s Bloody Robe” and “SOS Violence” in *Violence*, London: Verso

<http://shifter-magazine.com/wp-content/uploads/2015/01/zizek-violence.pdf>

¹ Dates are a rough guide.

Weeks 3-12 Raging Against the Machine



Mad Max Fury Road (2015)

How have people pushed back against power? What has shaped their ideas and their actions? What are the ripple effects of these ideas and actions? In other words, how do we understand their predicates, their consequences and their significance?

Weeks 3-4 (24&27 September, 2&4 October) Topic: The Situationist International, France (1968)



May 1968 Situationist International Poster

Debord, G 1994 [1967] *The Society of the Spectacle* [excerpts], New York: Zone Books
http://www.antiworld.se/project/references/texts/The_Society%20Of%20The%20Spectacle.pdf

Martin, K 2012 “The ‘Potlach of Destruction’: Gifting against the State”, *Critique of Anthropology* 32 (2)

Vaneigem, R 1967 *The Revolution of Every-Day Life* [excerpts]
http://library.nothingness.org/articles/SI/en/pub_contents/5

Watts, M 2001 “1968 and All That...”, *Progress in Human Geography* 25 (2)

Weeks 5-6 (11, 16, 18, 23 October)

Topic: Unruly Natives, Canada (1600s -)



(<http://www.idlenomore.ca>)

Alfred, T & Corntassel, J 2005 “Being Indigenous: Resurgences against Contemporary Colonialism”, *Government and Opposition* 40(4)

Barker, A J 2015 “‘A Direct Act of Resurgence, a Direct Act of Sovereignty’: Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism”, *Globalizations* 12(1)

Culhane, D 2003 “Their Spirits Live within Us: Aboriginal Women in Downtown Eastside Vancouver Emerging into Visibility”, *The American Indian Quarterly*, 27(2)

Willow, A. J 2011 “Conceiving Kakipitatapitmok: The Political Landscape of Anishnaabe Anticlearcutting Activism”, *American Anthropologist* 113(2)

Weeks 7-8 (25&30 October, 1&6 November)

Topic: The Zapatistas, Mexico (1994 -)



Mural, Chiapas 2013

(<http://chiapas.mobilities.ca/tag/zapatistas/>)

Earle, D and Simonelli, J 2004 "The Zapatistas and Global Civil Society: Renegotiating the Relationship", *Revista europea de Estudios Latinoamericanos y del Caribe* 76
www.erlacs.org/article/download/9689/10112

Harvey, N 2001, "Globalization and Resistance in Post-Cold War Mexico: Difference, Citizenship and Biodiversity Conflicts in Chiapas", *Third World Quarterly* 22 (6)
<http://web.centre.edu/lorihm/harvey.pdf>

Forbis, M M 2016 "After Autonomy: the Zapatistas, Insurgent Indigeneity, and Decolonization", *Settler Colonial Studies* 6 (4)

Olivera, M 2005 "Subordination and Rebellion: Indigenous Peasant Women in Chiapas Ten Years after the Zapatista Uprising", *The Journal of Peasant Studies* 32 (3-4)

Weeks 9-10 (8,13, 15,20 November)

Topic: Mr Robot (21st Century)



T-Shirts for Sale in Cairo, 2011

(<http://www.aljazeera.com/indepth/features/2011/11/20111113123416203161.html>)

Juris, J 2012 “Reflections on #Occupy Everywhere: Social Media, Public Space and Emerging Logics of Aggregation”, *American Ethnologist* 39

Nanabhay, M & Farmanfarmaian, R. 2011 “From Spectacle to Spectacular: How Physical Space, Social Media and Mainstream Broadcast Amplified the Public Sphere in Egypt’s ‘Revolution’”, *The Journal of North African Studies* 16(4)

Ochigame, R & Holston, J 2016 “Filtering Dissent: Social Media and Land Struggles in Brazil”, *New Left Review* (99)

<https://newleftreview.org/II/99/rodrigo-ochigame-james-holston-filtering-dissent>

Postill, J 2014 “Democracy in the Age of Viral Reality: a Media Epidemiography of Spain’s Indignados Movement,” *Ethnography* 15 (1)

Week 11- 12 (22&27 November) Theory and Review

Graeber, D 2004 *Fragments of an Anarchist Anthropology*, Chicago: Prickly Paradigm Press
<http://abahlali.org/files/Graeber.pdf>

Tests, Essays and the Exam

Test 1	5%	20 th September in class
Test 2	5%	29 th November in class
Essay 1	15%	11.59pm 25 th September
Essay 2	20%	11.59pm 23 rd October
Big Essay	25%	11.59pm 20 th November
Exam	30%	TBA

I shall mark second years at second year level, and third years at third year level.

Essay 1

1. Choose **ONE** of the theorists (Bourdieu, Galtung, Graeber or Žižek) from weeks 1-2.
2. Find **ONE** book review in an academic journal **OR ONE** academic journal article **ABOUT** that theorist's work. The book review must be about the book in the course outline. If you have chosen Žižek, for example, you must find an academic review of his book *On Violence*.
3. With reference to the relevant course reading by your chosen theorist (for example chapter 10 from Graeber's book *Direct Action* if you want to write about him) and to the book review or journal article, write an essay answering the following question:

What are the strengths and weaknesses of your chosen theorist's ideas about power and violence?

MINIMUM 1,300 words

MINIMUM three strengths or weaknesses

Times New Roman double-spaced font size 11 or 12

Correct citing and referencing; bibliography

Marking Rubric

Understanding of theorist	20
Choice, understanding and application of review/ article	20
Level of analysis/ quality of argument	20
Structure	20
Style	20
Total	100

Essay 2

How does the Situationist International **OR** Indigenous resistance in Canada confirm or challenge the ideas of **ONE** theorist you did **NOT** cover in Essay 1?

You must refer to **at least TWO** course readings from **EITHER** the Situationist International **OR** Unruly Natives.

You must refer to **at least** the course reading/s by your chosen theorist.

MINIMUM 1,600 words

MINIMUM four main points

Times New Roman double-spaced font size 11 or 12

Correct citing and referencing; bibliography

Marking Rubric

Understanding and application of course topic (SI or UN)	20
Understanding and application of theorist	20
Angle/ hook/ overarching argument	20
Level of analysis/ quality of argument	20
Structure	10
Style	10
Total	100

Big Essay: Mini-Research Project

Pick a social movement / historical event of interest and importance to you.

1. Tell me which social movement / historical event you want to examine **BEFORE** you write this essay.
2. Find **at least ONE** relevant academic journal article or chapter about it.
3. Choose **EITHER** the Zapatistas **OR** Mr Robot.
4. Choose **ONE** theorist from the course that you did **NOT** use in essays 1 and 2.

With your chosen theorist as a framework, critically assess the significance of your chosen social movement / historical event by comparing and / or contrasting it to the significance of **EITHER** the Zapatistas **OR** cyber activism.

Some ideas:

Haitian Revolution (1791 – 1804)

Cochabamba Water War, Bolivia (1999-)

Paris Commune, France (March – May 1871)

Tea Party Movement, USA (2009 -)

MINIMUM 1,800 words

Double-spaced Times New Roman font size 12

MINIMUM 4 points of comparison/ contrast

Correct referencing and citation; bibliography

Marking Rubric

understanding and application of theorist	20
understanding of and research into the chosen social movement/ historical event	20
understanding of and cross-referencing with a topic from the course	20
angle/ hook/ overarching argument	10
quality of argument	20
structure	10
style	10
Total	110

Examination

With reference to **at least TWO** of the following:

Bourdieu

Galtung

Graeber

Žižek

and to **at least TWO** readings from **each** of the **TWO** topics you did not cover in essay 2 and the Big Essay, write an essay to answer the following question:

To what extent do you agree with the proposition that resistance is futile?

MINIMUM 1,600 words

MINIMUM four main points

Double-spaced Times New Roman font size 12

Correct referencing and citation; bibliography

Marking Rubric

understanding and application of theorist	20
understanding of and research into the chosen social movement/ historical event	20
understanding of and cross-referencing with a topic from the course	20
angle/ hook/ overarching argument	10
quality of argument	20
structure	10
style	10
total	110



“The most erotic dates are those with History”, Athens 2013 (photo Harriet Lyons)

University Policies

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

www.uwaterloo.ca/academicintegrity/

Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at <http://www.lib.uwaterloo.ca/ait/>

Research Ethics: Please also note that the ‘University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see <http://iris.uwaterloo.ca/ethics/>

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Religious Observances: Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student

Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check Guidelines for Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm