

UNIVERSITY OF WATERLOO AND ST PAUL'S UNIVERSITY COLLEGE

FALL TERM 2019

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	1-2pm



“Society at War with the State”
Athens, Greece 2013 (photo: Professor Harriet Lyons)

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 Theory: The Machine

Sept 10, 12, 17



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

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

This course defines power as violence. Here are four ways scholars have approached this idea.

Readings

P Farmer, P 2004 “An Anthropology of Structural Violence”, *Current Anthropology* 45 (3)

<http://socanth.tu.ac.th/wp-content/uploads/2011/12/farmer1.pdf>

Foucault, M 1991 [1975] “The Carceral” in *Discipline and Punish*, London: Penguin [**available 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>

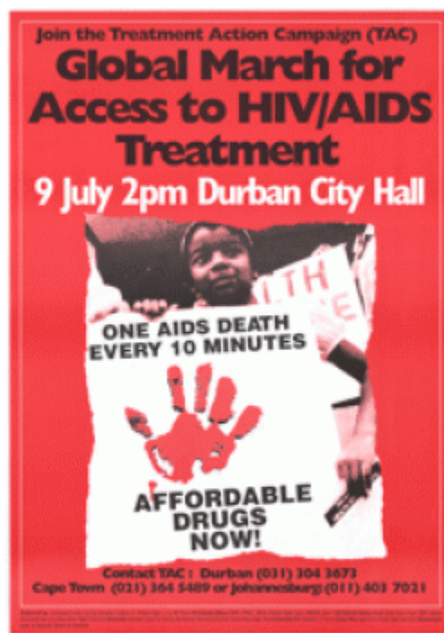
Weeks 3-12 **Raging Against the Machine**



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? And how do these popular movements challenge or re-define the entire enterprise of “international development”?

Weeks 3-4 **Topic: The Treatment Action Campaign (TAC), South Africa** Sept 19, 24, 26; Oct 1 test



<https://www.sahistory.org.za/archive/join-the-treatment-action-campaign-%28tac%29>

Readings

Klugman, B 2016 “Membership-based Organisations in Constitutional Democracies: Lessons from the Treatment Action Campaign”, The Atlantic Philanthropies <https://www.atlanticphilanthropies.org/wp-content/uploads/2016/10/TAC-Report.pdf>

Mottiar, S & Lodge, T 2017 “How Social Movements Survive: the Treatment Action Campaign and the South Africa State 2009-2016”, *Social Dynamics* 43 (1)

Powers T 2017 “Knowledge, Practices, Waves and Verticality: Tracing HIV/AIDS Activism from Late Apartheid to the Present in South Africa”, *Critique of Anthropology*

Robins, S 2006 “From ‘Rights’ to ‘Ritual’: AIDS Activism in South Africa”, *American Anthropologist* 108 (2)

Weeks 5-6 Topic: The Zapatistas, Chiapas, Mexico Oct 3, 8, 10, 22; Oct 24 test



Mural, Chiapas 2013 (<http://chiapas.mobilites.ca/tag/zapatistas/>)

Readings

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 7-8 Topic: Food

Oct 29, 31, Nov 5; Nov 7 test

Guest Lecturer: Prof Steffanie Scott, Geography UW



<https://foodsecurecanada.org/resources-news/news-media/national-food-policy-primer>

Readings

Desmarais, A. A., & Wittman, H. (2014). Farmers, foodies and First Nations: getting to food sovereignty in Canada. *Journal of Peasant Studies*, 41(6), 1153-1173.

<https://www.tandfonline.com/doi/abs/10.1080/03066150.2013.876623?journalCode=fjps20>

Walker, S. (2016). Urban agriculture and the sustainability fix in Vancouver and Detroit. *Urban Geography*, 37(2), 163-182. <https://www.tandfonline.com/doi/abs/10.1080/02723638.2015.1056606>

Si, Z., Schumilas, T. and Scott, S., 2015. Characterizing alternative food networks in China. *Agriculture and Human Values*, 32(2), pp.299-313. <https://link.springer.com/article/10.1007/s10460-014-9530-6>

Weeks 9-10 Topic: Mr Robot

Nov 12, 14, 19; Nov 21 test



T-Shirts for Sale in Cairo, 2011 (<http://www.aljazeera.com/indepth/features/2011/11/2011113123416203161.html>)

Readings

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)

Weeks 11- 12 Review

Nov 26, 28; Dec 3

Power re-calibrates. It re-sets itself by absorbing the ideas of, co-opting, discrediting, buying off or killing off its critics. How do people cope and resist? One of the most important things to understand is that life and resistance happen not just in Big Moments or Historic Events but at the level of the every-day.

De Certeau, M 2009 [1980] *The Practice of Everyday Life in Cultural Theory and Popular Culture: An Anthology*, J Storey (ed) Harlow: Pearson [available on LEARN]

Tests, Essays and the Exam

	Weighting	Marker	Due date
Test 1 ROBINS	5%	TA	in class 1 st October
Test 2 FORBIS	5%	TA	in class 24 th October
Test 3 DESMARAIS	5%	Dr Scott	in class 7 th November
Test 4 OCHIGAME	5%	TA	in class 21 st November
Essay 1	15%	Dr Seirlis	11.59pm 23 rd September
Essay 2	20%	TA	11.59pm 28 th October
Big Essay	20%	TA/ Dr Scott	11.59pm 2 nd December
Examination	25%	TA	TBA
Total	100%		

Students must complete all assignments and essays in order to pass this course.

Late assignments or essays will be accepted for **TWO** days following the due date and time at a penalty of **5% PER DAY**. Anything submitted after this will not be accepted **UNLESS** students can provide a formal doctor's note according to the University's regulations.

Unclaimed assignments will be retained for one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's [confidential shredding procedures](#).

Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See: <https://uwaterloo.ca/academic-integrity/guidelines-instructors> for more information

Essay 1

1. Choose **ONE** of the theorists (Farmer, Foucault, Galtung, or Graeber) 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 Foucault, for example, you must find an academic review of his book *Discipline and Punish*.
3. With reference to **at least** 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, critically assess the significance of your chosen theorist's ideas about power and violence.

MINIMUM 1,300 words

THREE main points made in **THREE** sections, each with their own heading

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
Angle/ hook/ overarching argument	10
Level of analysis/ quality of argument	20
Structure	20
Style	20
Total	110

Essay 2

How do the Treatment Action Campaign (TAC) **OR** the Zapatistas confirm or challenge the ideas of **ONE** theorist you did **NOT** cover in Essay 1? Use **at least TWO** course readings from **EITHER** the TAC **OR** the Zapatistas. Use **at least** the course reading/s by your chosen theorist.

MINIMUM 1,600 words

FOUR main points made in **FOUR** sections, each with their own heading

Times New Roman double-spaced font size 11 or 12

Correct citing and referencing; bibliography

Marking Rubric

Understanding and application of course topic (TAC or Zap)	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** Food **OR** Mr Robot. Refer to **at least TWO** course readings from that topic.
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** activism about food **OR** cyber activism.

Some ideas:

Haitian Revolution (1791 – 1804)

Paris Commune, France (March – May 1871)

Cochabamba Water War, Bolivia (1999-)

Tea Party Movement, USA (2009 -)

MINIMUM 1,800 words

Double-spaced Times New Roman font size 11 or 12

FOUR 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

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

De Certeau

Farmer

Foucault

Galtung

Graeber

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**FOUR** main pointsMarking Rubric

understanding and application of theorist 1	/20
understanding and application of theorist 2 (+)	/20
understanding and application of course topic 1	/20
understanding and application of course topic 2 (+)	/20
hook/ angle/ overarching argument	/10
level and coherence of analysis and argument	/20
structure	/20
style	/20
total	/150

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