Global Development Governance  
SOC 781 / GGOV 662  
Winter 2013

Instructor: Dr. Suzan Ilcan  
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Class Time: Wednesday 10:30-12:30pm  
Class Location: University of Waterloo, PAS 2030  
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Office Hours: Wednesday 1:00-2:00pm or by appointment

Course Description  
The seminar course explores theoretical perspectives on the global governance of development, with critical attention to how processes of global development shape local environments and their inhabitants, challenge notions of state sovereignty and territory, and engender diverse responses to regimes of control through global development. Cross-disciplinary perspectives will enable students to engage with a wide range of sociological, ethnographic, and political analyses of development through case studies and themes.

Course Objectives  
In addition to engaging with scholarly literatures on global development, the course also aims to enhance research and critical thinking skills through an approach that requires active participation on the part of all students in class and group discussions, assignments, and presentations. The course objectives are:

• To review debates within the literature on global development;
• To map and assess current issues and themes in the global development governance field;
• To consider the ways in which global development engenders various responses, collaborations, and alternative ways forward;
• To develop leadership and discussion skills through seminar presentations, critical commentaries, and participation;
• To develop your own viewpoints on the global governing practices of development and the ways in which to study these practices.

Required Texts  


*In addition to the required texts, there are other required readings (see below) that the instructor will make available to you. Supplementary readings are listed for some course topics which can be consulted to aid in class discussion and assignments.

Course Evaluation  
Seminar Presentations  28% [14% x 2]  
Critical Commentaries  6% [2% x 3]  
Class Participation  21%  
Research Paper  45% [due April 3]


**Seminar Presentations** [28%]

Students are required to lead two seminar discussions and critically assess the assigned readings. These two presentations are to be made on the assigned days, with one presentation taking place during the first half of the course (Jan 23-Feb 13) and the other during the second half of the course (Feb 27-Mar 20).

Each presentation should involve two or three students, depending on class size. Please refrain from summarizing the contents of the assigned reading, and instead highlight central concepts, themes, and connections among the readings, and raise questions for discussion. Overall, the objectives of the presentations are to: (a) introduce the class to the major issues and common or divergent theme(s) in the readings; (b) provide a synthesis and assessment of the readings; (c) draw relevant links to other course issues/debates; (d) raise critical points and questions for class discussion, and; (e) respond to questions and comments from class participants. Presenters are strongly encouraged to include their own views and interpretations of the readings. As part of your seminar, please produce a short handout for class members. A copy of all materials used in the seminar presentation must be submitted to the instructor at the end of the class.

**Critical Commentaries and Class Participation**

(a) **Critical Commentaries** [6%]

To facilitate class discussion, students are responsible for preparing a written critical commentary based on three required readings for each class (except for those presenting on that day). A total of three commentaries are to be submitted over the term and these are to be given to the instructor at the beginning of class.

Each critical commentary should be approximately 250-300 words in length [double spaced, 12 point font, one inch margins]. Each commentary should focus on integrating, not summarizing, the assigned readings. Each commentary could discuss: a theme/issue/problem in the readings; the strengths and/or limitations of the readings in relation to each other; the conceptual importance of what you learned from the readings and why. Grades will be based on: the quality of the written work; the ability to critically assess and synthesize aspects of the assigned material, and; the ability to demonstrate knowledge and understanding of the readings.

(b) **Class Participation** [21%]

In each class, students are strongly encouraged to engage in class discussion by posing informed questions and raising insightful points from the readings and seminar presentation. Students will be evaluated on the basis of their active, thoughtful, and informed oral participation in class discussions.

**Research Paper** [45%]

Students are required to write a succinct research paper on an issue relevant to the global development governance literature. Each individual paper should be 12-13 double-spaced pages and each joint paper (maximum two persons) should be 17-18 double-spaced pages (12 point font, 1 inch margins), excluding the reference and endnote sections. The reference section should contain a minimum of 12 scholarly sources, including at least 7 course readings. It is strongly encouraged that students consult with the instructor (during office hours) about their research papers at least 4-5 weeks prior to the due date. The research paper is due on April 3. Late papers will be deducted two percentage points per day (exceptions will be made in those cases of special circumstances).

**Important Information:**

Students must always retain a hard copy of all work that is submitted.
**SCHEDULE**

Jan 9: Introduction to the Course  
- course design; themes; assignments; grading

Jan 16: Introduction to Global Development  
- seminar presentation schedule

**Required Readings:**

**I. FROM COLONIAL IMAGINATIONS TO GLOBALIZING DEVELOPMENT**

Jan 23: Colonial Imaginaries, Geographic Imaginings

**Required Readings:**

Jan 30: Frontiers of Capitalism / Paradoxes of Sovereignty

A. Tsing, “Frontiers of Capitalism” in *Friction*, pp. 27-50

Feb 6: Globalizing Discourses of Development

**Required Readings:**

**II. THE POLITICS OF GLOBAL DEVELOPMENT GOVERNANCE**

Feb 13: Calculating / Representing Development and Change

**Required Readings:**
Feb 18-22: Break

Feb 27: Linking Aid, Security and Politics
Required Readings:

Mar 6: Migrant Spaces, Formations, Images

III. INTERMINGLING, COLLABORATIONS, ALTERNATIVES
Mar 13: The Intermingling of Despair, Hope, and Activism
Required Readings:
A. Tsing, from “This earth, this island Borneo” to “Movements” in Friction, pp. 155-238

Mar 20: Collaborations and Alternatives In/After Development
*Research Paper: Due by or before April 3
Required Readings:
A. Tsing, “The forest of collaborations” in Friction, pp. 245-272

Mar 27: Paper Presentations and Discussion
Recommended Readings

Jan 23: Colonial Imaginaries, Geographic Imaginings

Jan 30: Frontiers of Capitalism / Paradoxes of Sovereignty

Feb 6: Globalizing Discourses of Development


Feb 13: Calculating / Representing Development and Change


Feb 27: Linking Aid, Security and Politics


S. Ilcan and A. Lacey 2011, Governing the Poor: Exercises of Poverty Reduction, Practices of Global Aid (select chapters).


Mar 20: Collaborations and Alternatives In/After Development
Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

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. [Check www.uwaterloo.ca/academicintegrity for more information.]

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, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing academic offenses 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 offenses and types of penalties, students should refer to Policy 71, Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, http://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, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

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.