Teaching Assistantship Vacancies – Department of Global Development Studies

The Department of Global Development Studies has Teaching Assistantships available in the following courses for 2019-2020 academic year. Please review the application process listed. Applications will be reviewed starting on July 29, 2019:

DEVS 100/6.0  Canada and the "Third World" – Fall Term and Winter Term
Instructors: David McDonald (fall) and Karen Dubinsky (winter)
Introduces basic theoretical concepts of development studies, the history of global inequality, and short histories of alternative development strategies. Case studies of Canada’s ties to the so-called third world will include missionaries, military, business, and aid. Canadian colonialism over First Nations peoples will introduce basic issues in Aboriginal Studies.

DEVS 220/3.0  Aboriginal Studies – Fall Term
Instructor: Rebecca Hall
DEVS 220 will help you develop a foundation for further inquiries into Aboriginal Studies. Students will develop a general knowledge of North American Indigenaity with a focus on Aboriginal peoples in Canada. This course will prepare the student to evaluate written and oral historical/cultural knowledge in regard to Aboriginal people and issues. The student will develop strategies for analyzing primary sources as well as acquire a basic knowledge of secondary resources. Students will challenge pre-conceived ideas acquired as citizens of a colonial culture. Course lectures and material will be presented from an Aboriginal perspective. The instructor will use both Indigenous and Western pedagogies.

DEVS 221/3.0  Topics in Aboriginal Studies – Winter Term
Instructor: Ian Fanning
Students will develop a general knowledge of North American Indigenaity with a focus on Aboriginal peoples in Canada. This course will prepare the student to evaluate written and oral historical/cultural knowledge in regard to Aboriginal people and issues.

DEVS 221/3.0  Topics in Aboriginal Studies – Winter Term ONLINE
Instructor: Ian Fanning
Students will develop a general knowledge of North American Indigenaity with a focus on Aboriginal peoples in Canada. This course will prepare the student to evaluate written and oral historical/cultural knowledge in regard to Aboriginal people and issues.

Position Details

- Hours: 75 to 130, depending on enrollment

DEVS 230/3.0  The Global Political Economy of Development – Fall Term
Instructor: Susanne Soederberg
This course introduces students to important debates, concepts and themes in global development. Using a political economy perspective, we examine how different types of power relations are formed around the production, distribution and consumption of goods across local, national and international settings. We also examine how these power relations structure the institutions, processes and outcomes of ‘global development’. The course proceeds historically starting with an examination of the ways in which post-colonial countries were integrated into the world economy in the decades following the Second World War. Subsequently, we use this as a basis to examine more contemporary issues including good governance, free trade, corporate social responsibility, and the role of NGOs.
DEVS 230/3.0  The Global Political Economy of Development – Winter Term ONLINE
Instructor: Mark Hostetler
This course introduces students to important debates, concepts and themes in global development. Using a political economy perspective, we examine how different types of power relations are formed around the production, distribution and consumption of goods across local, national and international settings. We also examine how these power relations structure the institutions, processes and outcomes of ‘global development’. The course proceeds historically starting with an examination of the ways in which post-colonial countries were integrated into the world economy in the decades following the Second World War. Subsequently, we use this as a basis to examine more contemporary issues including good governance, free trade, corporate social responsibility, and the role of NGOs.

Position Details
•  Hours:  75 to 130, depending on enrollment

DEVS 240/3.0  Culture and Development – Winter Term
Instructor: Ayca Tomac
Provides students with a broad overview of debates relating to development and culture, including issues of religion, music, sport, art and literature, and how these interact with economic policy and political change.

DEVS 250/3.0  Global Environmental Transformations – Fall Term
Instructor: Marcus Taylor
Examines the relationship between development and environmental change by introducing social science perspectives on themes including energy, agriculture, climate, urbanisation and water. With a focus on combining macro- and micro-analysis, the course reflects on the meaning of development in an era of global environmental transformation.

DEVS 260/3.0  Globalization Gender and Development – Winter Term
Instructor: Reena Kukreja
DEVS 260 Globalization, Gender, and Development is designed for those interested in undertaking a critical analysis of the gendered impact of the globalization process and development policies with a focus on women in the Global South.

DEVS 260/3.0  Globalization Gender and Development – Fall Term ONLINE
Instructor: Ayca Tomac
DEVS 260 Globalization, Gender, and Development is designed for those interested in undertaking a critical analysis of the gendered impact of the globalization process and development policies with a focus on women in the Global South.

Position Details
•  Hours:  75 to 130, depending on enrollment

DEVS 280/3.0  Global Engagement – Fall Term ONLINE
Instructor: Mark Hostetler
This course explores current thinking around the motivations for, and ethical implications of, working with communities on issues of social justice, inequality, and sustainable development. Students will engage in self-reflexive practices and work collaboratively to create tools and action plans for ethical global engagement in the future.

Position Details
•  Hours:  75 to 130, depending on enrollment
DEVS 293/3.0  Practical Issues in International Development/Winter Term  
Instructor: Robert Aucoin  
In addition to the day to day challenges like communications concerns, safety issues, health issues, what are the practical skills a practitioner of international development should possess? This course will explore practical issues in international development with a focus on sub-Saharan Africa and Latin America. Examples will be drawn from lived-experiences working and living in sub-Saharan Africa and Latin America and will use case studies, gaming simulations and lectures to explore applied topics in international development. Topics include: Conducting Needs Assessment, Workshop/Training Development, Monitoring and Evaluation with a focus on measurement, formative evaluation and theory of change, an introduction to Program Planning, Intercultural Communications and Competence, Leadership, Program Funding including public/private partnerships and Entrepreneurialism  
Prerequisite Level 2 or above and registration in any DEVS plan or permission of the department

DEVS 300/3.0  Cross-Cultural Research Methods – Winter Term  
Instructor: Mark Hostetler  
A study of practical issues related to development research and program evaluation in development settings, using a case-study approach. Topics include information retrieval, cross-cultural research methods, basic data analysis, and results-based project evaluation.

DEVS 340/3.0  Theories of Development – Fall Term  
Instructor: Paritosh Kumar  
Provides students with an overview of theories that underpin the development enterprise, and critiques of development, through the use of primary texts and critical appraisals.

DEVS 352/3.0  Technology and Development – Winter Term  
Instructor: Mark Hostetler  
An introduction to the socio-economic, cultural and political factors surrounding technology and its relationship to the development process in both advanced industrial societies and developing nations. Student project groups will focus on particular realms of technology in development and the interaction of politics and policy with technological choice and design, including appropriate, intermediate and sustainable technologies.

DEVS 353/3.0  Business and Development – Winter Term  
Instructor: Susanne Soederberg  
Over the past several decades, business – particularly large multinational corporations - have come to play an increasingly dominant role in global development. This course will interrogate the structures, processes and practices employed by corporations as they forge new partnerships with states, inter-governmental organizations (e.g., the United Nations), non-governmental organizations. In so doing, we will use lectures, tutorials and case studies to learn about the anatomy of corporate power (legal structure, governance and decision making processes) and how this power is brokered across the globe through themes such as: divestment campaigns, microcredit, and shelter loans for slum dwellers, corporate philanthropy, disaster management, the sustainable development goals, and corporate social responsibility.

DEVS 354/3.0  Cities and Urbanization in the South– Fall Term  
Instructor: David McDonald  
This course examines cities and urbanization in countries in the South, looking at similarities and differences between and across regions, and the extent to which these cities connect (or not) with urban areas in the North.
DEVS 356/3.0  The Political Economy of Resource Extraction – Winter Term
Instructor: Rebecca Hall
This course will analyze the political economy of resource extraction, with a focus on Canadian resource extraction, domestically and globally. From early settler colonialism to the present-day, resource extraction has played a central role in the development of Canadian politics, economics, and identity. Today, the majority of the world’s mining companies are Canadian.

Beyond Canada, resource extraction plays a central role in global processes of production. At present, modes of resource extraction are unsustainable, and threaten the well being of lands and communities across the globe. Extractive projects have been linked to colonial, racial and gender violence, and have been met with resistance by local groups – especially Indigenous groups – around the globe. This begs the question: what has made resource extraction what it is today, and how can we imagine alternative extractive futures?

The course begins with the question: “what counts as extraction?” Students will analyze different understandings of resource extraction; its role in economies and livelihoods; and its history (including the relationship between resource extraction and colonialism, imperialism, and migration). Next, students will examine contemporary issues in resource extraction, including gender and violence; Indigeneity and land-rights; and “responsible development”. The final section of the course will look to the future, assessing the boundaries of resource extraction (including extraction of data and the body); and, exploring alternative approaches and new possibilities in resource management and extraction.

DEVS 361/3.0  Policy Advocacy and Field Specific Skills – Winter Term ONLINE
Instructor: Mark Hostetler and Scott Rutherford
The course prepares students for fieldwork in global development. It connects theory with practice through in-depth, skills-based modules on economic literacy, results-based management (RBM), and policy advocacy. Students will apply core concepts and best practices to effective proposal writing, project management, and policy advocacy.

Position Details
• Hours: 75 to 130, depending on enrollment

DEVS 363/3.0  Contemporary Southern Africa: Development Trends and Challenges – Fall Term
Instructor: Marc Epprecht
This course first provides the historical and regional context necessary to understand urban southern Africa’s contemporary struggles, then examines strategies to address key development challenges and how they may be creating opportunities for new ways of thinking about citizenship in South Africa and the Global South more generally.

DEVS 393/3.0  Migration, Refugees, and Development – Winter Term
Instructor: Reena Kukreja
In this course, students will examine forced and voluntary migration in the context of contemporary global, regional, and national political and economic changes. Here, they will undertake an investigation of the relationship between globalization, neoliberalism-induced displacements, climate change, conflict, and migration, with particular emphasis on the differential experiences of the migrants and displaced people around the world. They will learn about legal definitions and classifications of migrant populations including: asylum seekers, stateless populations, irregular migrant, economic migrant, refugees, and internally displaced persons (IDPs). The students will also analyse situations where people are forced to move for reasons of famine, poverty, environmental and development-induced displacement, war, or conflict. Underlying the analysis will be an intersectional approach that situates movements of people within matrices of power such as gender, race, class, caste, ethnicity, location, and other social relations of differences. Lastly, state polices, and humanitarian responses will be studied in response to forced or voluntary movements of people.

Posting date: July 18, 2019
DEVS 392/3.0: Non-Governmental Organisations, Policy Making, and Development Fall Term  
Instructor: Diana Córdoba

Non-governmental organization (NGOs) have become key actors in the world of development influencing both the decision-making process and policy implementation. This course aims to provide students with basic knowledge and skills in preparation for work in the NGOs’ sector and a critical overview of the major issues involved in their interventions. The first part of the course introduces students to critical theories and debates on NGOs’ governance, state-society relationships and democracy. Special attention is given to the role and effectiveness of NGOs to influence the decision-making process and to impact policy implementation. The second part of the course focuses on NGOs’ managerial practices and knowledges and the challenges and constraints associated with their growing dependency on external funding. Thus, students explore aspects such as NGOs’ organisational management, legitimacy and accountability, the way these organisations facilitate capacity development, and NGOs future opportunities. Using a case-based approach, in the third part of the course students analyze the structures, missions and intervention approaches in a variety of international NGO areas such as agricultural development, poverty reduction, climate change adaptation and mitigation, women’s rights, and humanitarian relief. Prerequisite Level 3 or above and registration in any DEVS plan.

DEVS 392/3.0: Global Development and Social Movements Fall Term  
Instructor: M. Omar Faruque

This course offers students an interdisciplinary perspective on hyper-globalization and social movements in the Global South. Hyper-globalization has created enormous development challenges for many countries in the Global South. Bottom-up responses in the form of social movements, often dubbed ‘globalization-from-below,’ have emerged to contest the rules of hyper-globalization through social-justice oriented interventions. Using lecture materials, case studies, and relevant documentaries, this course dissects both phenomena to emphasize critical aspects of the development-social movement nexus in the era of hyper-globalization. It consists of two parts. Part 1 focuses on thematic issues of contemporary globalization and development. Part 2 looks at how various social movements in the Global South confront the challenges and offer alternative development and policy choices.

PREREQUISITE Level 3 or above and registration in any DEVS Plan, or permission of the Department.

DEVS 392-001/3.0: Rethinking Project Design and Management Winter Term  
Instructor: Andrew Russell

15 years after the Paris Declaration on Development Effectiveness, many development projects are still delivered in a linear, top-down fashion, often in response to donor demands to “fit” within centrally-defined funding categories, results frameworks, and timeframes. Despite commitments made in Paris to strengthen developing country ownership, these projects are not always aligned with local priorities, placing undue burden on those receiving aid. In addition, it is increasingly evident that the government-led approach underpinning the Paris agenda is inadequate to achieve the ambitious 2030 Agenda for Sustainable Development. Against this challenging setting, a variety of innovative methods for project design and management have emerged that seek to foster greater local ownership and relevance, increase flexibility to adapt to changes in the external context, and create alignment and linkages with other change processes at a systems level. This course will introduce students to some of these approaches, including human-centred design, innovation labs, agile, U-process, systems thinking, and participatory evaluation, as well as to innovative finance mechanisms such as social impact bonds and crowdfunding. Students will be provided with opportunities to test out these and other similar approaches in real-life situations.
TAships are filled according to Group Preferences set out in the Collective Agreement between Queen’s University and the Public Service Alliance of Canada (PSAC 901 [http://psac901.org/]).

First Preference – Group A
Is for qualified graduate students registered as:
   I. Students in a department or program in which the TAship will be offered; or
   II. Students in an interdisciplinary program with TA budget resources, and for whom the TAship has been granted as part of the funding commitment offered by Queen’s University.

Second Preference – Group B
Is for qualified graduate students registered as:
   (i) Students in a department or program in which the TAship will be offered; or
   (ii) Students in an interdisciplinary program with TA budget resources, and for whom

   (iii) the TAship will not form part of the funding commitment offered by Queen’s University; or
   (iv) there is currently no funding commitment provided by Queen’s University.

Third Preference – Group C
Is for qualified graduate students who have previously held a TAship or TFship for Queen’s University.

Fourth Preference – Group D
Is for qualified graduate students who have not met the criteria as set out above in Group A, B, or C.

APPLICATION PROCESS
To apply, please forward required information as outlined below to Barbra Lalonde, Department Manager (devsgrad@queensu.ca).
Applications are being accepted immediately and positions will remain posted until they have been filled (no less than seven (7) calendar days from the date of this posting).

- **Group A Applicants**
  Please indicate:
  - course preference

- **Groups B, C and D Applicants**
  Please indicate
  - course preference
  - curriculum vitae outlining academic accomplishments and relevant experience
  - unofficial transcript