



**CGS Global Governmentality 3529G 550**  
Centre for Global Studies  
Huron University College  
Dr. Antulio Rosales

Meeting Times Friday 8:30 - 11:30 HC-W101

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Office Hours 10:30-12:30 Tuesdays and by appointment on Zoom

**Course description**

This course engages with the concept of governmentality and its deployment in the governance of global issues. At its core, it discusses the work of Michel Foucault and how it has been used in studies of globalization. The goal is to enable students to identify governmentality at play. Governmentality can be analyzed as the rationalities and practices of government that go beyond direct state control, and instead encourages behavior or the conduct of the self as well as others. The course also engages with the concept of biopower, as the different mechanisms and apparatus that manage the biological functions of human beings.

The course maps these theoretical discussions onto broader debates of global importance and integrates governmentality into the governance of “the global”. It does so through three concrete examples throughout the term; first, it analyzes the COVID-19 pandemic and the responses associated with it; second, it discusses climate change and environmental governmentality; and lastly, it draws from the governance of the global economy (development, finance, trade). The course seeks to bring practical discussions about the “art of government” and the tools of governance employed in these cases, while uncovering the underlying governmental rationalities that underpin these tools, techniques, and mechanisms.

**Learning objectives**

The objective of the course is to gain a thorough understanding of the concept of governmentality and how it is applied in the governance of global issues. The course thus follows both the writing of Michel Foucault on biopolitics and governmentality, and the impact of this body of work for explaining global processes. Students will gain an understanding of multidisciplinary debates where governmentality is used to explain global issues such as the response to the COVID-19 pandemic, climate change and the global economy.

**Class methods**

The course will have lecture and seminar components throughout the term. The lectures and discussions will be focused on exploring substantive issues from the readings and expanding on

arguments and questions that arise therein. In the second half of the term, we will have practical sessions or “workshops” where the group will work collectively to identify tools of government and governmental rationalities underpinning behaviours and the conduct of conducts within each of the issues discussed.

## **Methods of Evaluation**

### Reading responses (20%, 5% each)

From week two to week five of the term, students are asked to submit a written reading response. In this response, they are asked to substantively engage with the readings. The goal of the response is not to merely summarize the readings, but to engage critically with one or two core arguments they encountered. It is required to show familiarity with the concepts and connections between the texts.

These should be short responses, of 500 words or less. I will be assessing the response’s overall engagement with the texts; the critical understanding of the arguments, context, and questions that emerge from them; the connection between the readings and overall discussions; the writing style and clarity.

### Participation and kickoff discussion 20%

Attendance for this seminar is mandatory, unjustified absences to class will result in a 3% penalty in the overall grade, per class. In the first half of the term, we will hold a mixture of lecture and seminar every week. For each seminar, one student will be in charge of providing questions to kick off the discussion of the readings. These are not meant to be long presentations but rather the student in charge should be prepared to kick-off the seminar discussion or bring the seminar back to life if the discussion has waned down. Questions should be sent to the instructor before class.

In the second half of the term, we will be organizing workshops around practical topics of governance and global governmentality. Again, one student will be in charge of starting the discussion of the readings for these weeks, but we will also be working as a group on practical questions about the governmentality of: 1. COVID-19 responses; 2. Climate change and the environment; and 3. The global economy.

### Workshop reports 60% (20% each, due on March 6, March 20 and April 04)

Students are asked to write three reports in the second half of the term. These reports will allow the student to identify forms and practices of governmentality using concrete examples of global issues “to be governed”. We will be reading material for each of these topics during our workshops but you will also be asked to do outside research and integrate other class readings into your reports. These reports are short essays, between 1,500 and 2,000 words not including bibliography, where you have the opportunity to integrate theoretical discussions and arguments to practical cases and identify tools of government and overall rationalities of governance. You will receive more detailed guidance about how to develop these reports in due course.

In these reports, I will be assessing: 1. Your ability to integrate the theoretical debates into practical instances of governance; 2. Your ability to identify tools and overall rationalities of governance in concrete practices; 3. Your critical engagement with the *global* quality of governmentality as seen in each of the cases; 4. The structure, organization, and clarity of the report; 5. Written style, bibliography, citation.

## **Tentative Class Schedule**

### **Jan 13. Introduction to “the global” and governmentality**

Readings:

Larner, W., & Walters, W. (Eds.). (2004). *Global governmentality*. London: Routledge.

Introduction Global governmentality: governing international spaces

Lemke, T. (2001). 'The birth of bio-politics': Michel Foucault's lecture at the Collège de France on neo-liberal governmentality. *Economy and society*, 30(2), 190-207.

### **Jan 20. Foucault’s Biopower**

Readings:

Michel Foucault. *Security, Territory, Population: Lectures at the Collège de France, 1977–1978*. One, Two, Three.

### **Jan 27. The art of government and governmental rationality in (neo)liberalism**

Readings:

Michel Foucault. *The Birth of Bio-politics Lectures at the Collège De France, 1978-1979*. One, Two, Three and Nine.

### **Feb 03. Necropolitics & bio-power**

Readings:

Mbembe, A. (2008). Necropolitics. In *Foucault in an Age of Terror* (pp. 152-182). Palgrave Macmillan, London.

Estévez, A. (2020). Mexican necropolitical governmentality and the management of suffering through human rights technologies. *Critical Criminology*, 28(1), 27-42.

### **Feb 10. The international/global as governmentality**

Readings:

Busse, J., & Hamilton, S. (2021). Introduction: The globality of governmentality. In *The Globality of Governmentality* (pp. 1-25). Routledge.

Sending, O. J., & Neumann, I. B. (2006). Governance to governmentality: Analyzing NGOs, states, and power. *International studies quarterly*, 50(3), 651-672.

Neumann, I. B., & Sending, O. J. (2007). The ‘international’ as governmentality. *Millennium*, 35(3), 677-701.

Zanotti, L. (2021). Exploring agency and resistance in the context of global entanglements. In *The Globality of Governmentality* (pp. 103-120). Routledge.

### **Feb 17. Workshop I: governmentality in the responses to COVID-19**

Readings (divided among two weeks):

Rangel, J. C., Holmes, D., Perron, A., & Miller, G. E. (2022). Biopower under a state of exception: stories of dying and grieving alone during COVID-19 emergency measures. *Medical Humanities*.

Constantinou, C. S. (2022). Responses to Covid-19 as a form of 'biopower'. *International Review of Sociology*, 32(1), 29-39.

Rouse, C. M. (2021). Necropolitics versus Biopolitics: Spatialization, White Privilege, and Visibility during a Pandemic. *Cultural Anthropology*, 36(3), 360-367.

Daher-Nashif, S. (2022). In sickness and in health: The politics of public health and their implications during the COVID-19 pandemic. *Sociology Compass*, 16(1), e12949.

Triantafillou, P. (2022). Biopower in the age of the pandemic: the politics of COVID-19 in Denmark. *European Societies*, 1-25.

Bigo, D., Guild, E., & Kuskonmaz, E. M. (2021). Obedience in times of COVID-19 pandemics: a renewed governmentality of unease?. *Global Discourse*, 11(3), 471-489.

Pellizzoni, L., & Sena, B. (2021). Preparedness as Governmentality. Probing the Italian Management of the Covid-19 Emergency. *Sociologica*, 15(3), 61-83.

Roberts, S. L. (2019). Big data, algorithmic governmentality and the regulation of pandemic risk. *European Journal of Risk Regulation*, 10(1), 94-115.

Feb 24. Reading break

### **Mar 03. Workshop I: governmentality in the responses to COVID-19 (cont.)**

### **Mar 10 and Mar 17. Workshop II: climate change and environmental governmentality**

Readings (divided among two weeks):

Luke, T. Environmental Governmentality. In *The Oxford Handbook of Environmental Political Theory*.

Rutherford, S. (2007). Green governmentality: insights and opportunities in the study of nature's rule. *Progress in human geography*, 31(3), 291-307.

Fletcher, R. (2017). Environmentality unbound: Multiple governmentalities in environmental politics. *Geoforum*, 85, 311-315.

Barreneche, C. (2012). Governing the geocoded world: Environmentality and the politics of location platforms. *Convergence*, 18(3), 331-351.

Fletcher, R., & Cortes-Vazquez, J. A. (2020). Beyond the green panopticon: New directions in research exploring environmental governmentality. *Environment and Planning E: Nature and Space*, 3(2), 289-299.

**Mar 24 and April 01. Workshop III: governmentality of the global economy**

Readings (divided among two weeks):

Chung, Y. B. (2020). Governing a liminal land deal: the biopolitics and necropolitics of gender. *Antipode*, 52(3), 722-741.

Rojas, C. (2004). 5 Governing through the social: Representations of poverty and global governmentality. *Global governmentality*, 97.

Larner, W. D. (2004). Global benchmarking: participating 'at a distance' in the globalizing economy. In *Global Governmentality* (pp. 224-244). Routledge.

Watts, M. (2017). Development and governmentality. In *Development* (pp. 515-544). Routledge.

Glenn, J. G. (2018). *Foucault and post-financial crises: governmentality, discipline and resistance*. Springer. (Selected chapters)

Kaye-Essien, C. W. (2020). 'Uberization' as Neoliberal Governmentality: A Global South Perspective. *Journal of Asian and African Studies*, 55(5), 716-732.

Livne, R., & Yonay, Y. P. (2016). Performing neoliberal governmentality: an ethnography of financialized sovereign debt management practices. *Socio-Economic Review*, 14(2), 339-362.



## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy,

specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final

course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website



at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

[huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca) Community

Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)