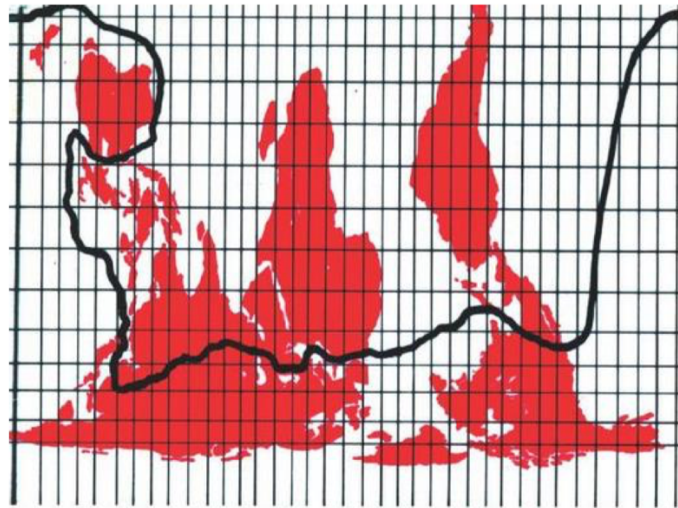


INTD 397 – Winter 2023
3 credit hours

Location: RPHYS 118
Schedule: MW 2:35-3:55pm

Professor: Iwa Nawrocki
Email: iwa.nawrocki@mcgill.ca
Office: McTavish 3610, room 12-6
Office hours: MW 4:15-5:15pm and by appt.

The Impact of Ideas and Practices from the Global South



Course Description

Even as academia embraced the “global turn” and publics worldwide developed increasingly global perspectives, the Global South continued to be characterized primarily as a consumer of and testing ground for theories from the Global North rather than a producer of influential ideas. This course sets out to help remedy this South-North imbalance.

To do so, it focuses on a series of notable ideas developed in the Global South: pedagogy of the oppressed, liberation theology, non-violence, Pan-Africanism, dependency theory, non-alignment, and *sumak kawsay/suma qamaña* (living well). Together, we will analyze their content, the practices they informed, and their global impact. My hope is that, as a result, this course will serve as a jumping-off point for reassessing historical and contemporary South-North relations.

Course Objectives

This course aims to introduce you to a range of leading thinkers and activists from the Global South; offer illustrative examples of their work to illuminate broader intellectual trends; and provide you with the tools to analyze ideas from the Global South in historical and contemporary context.

By the end of the semester, you should be able to:

- Present and analyze influential ideas from the Global South.
- Historically situate these ideas and the practices they informed.
- Trace the global impact of these ideas and practices.
- Leverage knowledge from the course and the International Development Studies Program to produce an in-depth analysis of an influential idea from the Global South.

Course Readings and Materials

myCourses: All course readings and materials will be available online through myCourses.

Course Format

Lectures will introduce you to leading ideas from the Global South, their content, the practices they informed, and their global impact. They will also provide conceptual frameworks for analyzing these.

Course readings and materials will offer in-depth analyses of (readings) and historical perspectives on (documents) the ideas and practices covered in lectures. You will be expected to work through the course readings and materials assigned for each week *ahead* of that week's scheduled class meetings. We will be discussing and practicing strategic reading skills throughout the semester to make this as manageable as possible.

A portion of in-class time will be dedicated to **class activities and discussion** aimed at enabling you to 1. clarify and solidify your comprehension of assigned readings and course materials, and 2. draw connections between these and lecture content.

Assignments

- Reflection 10%
- Midterm Essay 25%
- Final Paper Proposal 15%
 - Proposal and Annotated Bibliography (10%)
 - Oral Pitch (5%)
- Final Paper 30%
- Quizzes 10%
- Participation 10%

Personal Statement

Due: **Friday, January 20 by 11:59pm**

To help me and your classmates get to know you, write 100-250 words about yourself: your preferred name and pronouns and anything else you'd like to share (ex. where you call home, your non-academic interests, something surprising about you, etc.). Please also share why you're taking this class (including topics and countries you're most interested in).

Your personal statement will count toward your participation grade.

Reflection: 10%

Due: **Friday, February 3 by 11:59pm**

Brief reflection on the possibilities and/or limitations of implementing some aspect of the Pedagogy of the Oppressed in our classroom.

Length: 500-750 words

Midterm Essay: 25%

Due: **Friday, February 24 by 11:59pm**

Short essay analyzing one of the Global South ideas featured in the course.

Length: 4-6 pages double-spaced, 12 pt. font

Final Paper Proposal: 15%

- **Final Paper Proposal:** 10%

Due: **Friday, March 24 by 11:59pm**

Outline and Annotated Bibliography

Length: 2-3 pages single-spaced, 12 pt. font

- **Final Paper Oral Pitch:** 5%

Monday, March 27 – Friday, March 31

10-minute pitch of final paper focus, thesis, and outline, followed by 10-minute discussion one-on-one with the professor. To be scheduled.

Final Paper: 30%

Due: **Thursday, April 13 by 11:59pm**

Research Paper analyzing the impact of a Global South idea of your choice.

Length: 7-10 pages double-spaced, 12 pt. font

Quizzes: 10%

Multiple-choice questions on course readings and materials as well as lecture content.

- **Part I Quiz:** 5%
Available to take between Friday, February 17 and Sunday, February 19
- **Part II Quiz:**
Available to take between Friday, April 7 to Sunday, April 9

Participation: 10%

In addition to your personal statement, your participation grade will reflect attendance and active involvement in discussion of the course readings and materials.

Extension and Late Assignment Policy

I recognize that all of you balance multiple academic, professional, and personal commitments. I also know that physical and mental health struggles and other personal issues can affect your ability to meet course deadlines. In light of this, I am happy to grant **extensions** when warranted. If you're struggling with any aspect of the course, I encourage you to reach out to me sooner rather than later. That said, I know that life happens, so please don't hesitate to contact me even at the eleventh hour.

If you do not request an extension, 5% (out of 100%) will be deducted from your assignment grade for every day it is late. Assignments will not be accepted and will earn a grade of 0% more than 5 days after the deadline.

* Please note that the content and evaluation of this course is subject to change during the course of the term in the case of unforeseeable events and factors beyond the instructor's control. *

Part I. Ideas From the Global South

1. Etuaptmumk (Two-Eyed Seeing)

Dates Wednesday, January 4

Documents

- “Two-Eyed Seeing – Elder Albert Marshall’s Guiding Principle for Inter-cultural Collaboration” (2017), [http://www.integrativescience.ca/uploads/files/Two-Eyed%20Seeing-AMarshall-Thinkers%20Lodge2017\(1\).pdf](http://www.integrativescience.ca/uploads/files/Two-Eyed%20Seeing-AMarshall-Thinkers%20Lodge2017(1).pdf) (2 pages)
 - Elder Albert Marshall, “Etuaptmumk or Two-Eyed Seeing,” *CBC* (2022) <https://www.cbc.ca/player/play/2014850627646> (7 mins)
-

2. Pedagogy of the Oppressed – Ideas

Dates Monday, January 9
Wednesday, January 11

Documents

- Paulo Freire, *Pedagogy of the Oppressed*, 50th Anniversary Edition (New York: Bloomsbury Academic, 2020), 43-69 (Chapter 1). (27 pages)
- Richard Shaull, “Foreword to the Original English Edition (1970),” in Freire, *Pedagogy of the Oppressed*, 214-219. (6 pages)
- Pedagogical materials presented in: Cynthia Brown, “Literacy in 30 Hours: Paulo Freire’s Process in Northeast Brazil,” in *Freire for the Classroom: A Sourcebook for Liberatory Teaching*, edited by Ira Shor (Portsmouth, NH: Boyton/Cook Publishers, 1987), 215-231. (16 pages)

Readings

- Antonia Darder, *The Student Guide to Freire’s Pedagogy of the Oppressed* (London: Bloomsbury Academic, 2018), *selection* (Chapter 3. In Dialogue with the Text: Major Themes, Chapter-by-Chapter). (6 pages)
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3. Pedagogy of the Oppressed – Impact

→ Personal Statement due Friday, January 20 by 11:59pm

Dates Monday, January 16
Wednesday, January 18

Documents

- Paulo Freire, “Letter to North-American Teachers,” translated by Carman Hunter, in *Freire for the Classroom: A Sourcebook for Liberatory Teaching*, edited by Ira Shor (Portsmouth, NH: Boyton/Cook Publishers, 1987), 211-214. (4 pages)
- Paulo Freire and Ira Shor, *A Pedagogy for Liberation: Dialogues on Transforming Education* (Basingstoke: Macmillan Education, 1987), 121-142 (Chapter 5. Do First-World Students Need Liberating?). (19 pages)
- bell hooks, “bell hooks Speaking about Paulo Freire – the Man, his Work,” in *Paulo Freire: A Critical Encounter*, edited by Peter McLaren and Peter Leonard (London and New York: Routledge, 1993), 146-154. (9 pages)

Readings

- Valerie J. Shirley, “Indigenous Social Justice Pedagogy: Teaching into the Risks and Cultivating the Heart,” *Critical Questions in Education, Special Issue 8:2* (Spring 2017): 163-177. (13 pages)

Readings for “Reflection” Assignment

- “Interviews with Contemporary Scholars,” in Paulo Freire, *Pedagogy of the Oppressed*, 50th Anniversary Edition (New York: Bloomsbury Academic, 2020), 191-213. (13 pages)

4. Liberation Theology – Ideas

Dates Monday, January 23
Wednesday, January 25

Documents

- Gustavo Gutiérrez, “Toward a Theology of Liberation (July 1968),” in *Liberation Theology: A Documentary History*, edited by Alfred T. Hennely, S.J. (Maryknoll, NY: Orbis Books, 1990), 62-76. (15 pages)
- Leonardo Boff, “Toward a Christology of Liberation (1972),” in *Liberation Theology: A Documentary History*, 159-162. (4 pages)
- Tissa Balasuriya, “Toward the Liberation of Theology in Asia (1980),” in *Liberation Theology: An Introductory Reader*, edited by Curt Cadorette et. al. (Maryknoll, NY: Orbis Books, 1992), 31-41. (11 pages)

- Anne Nasimiyu-Wasike, “Christology and an African Woman’s Experience (1991),” in *Liberation Theology: An Introductory Reader*, 92-103. (11 pages)
-

5. Liberation Theology – Impact

→ Reflection due Friday, February 3 by 11:59pm

Dates Monday, January 30
Wednesday, February 1

Documents

- Armando Hart, “Foreword (1985),” in Frei Betto and Fidel Castro, *Fidel and Religion: Conversations with Frei Betto on Marxism and Liberation Theology* (North Melbourne: Ocean Press, 2006). (3 pages)
- Frei Betto, “20 Years Later: Introduction to the New Edition,” in Frei Betto and Fidel Castro, *Fidel and Religion: Conversations with Frei Betto on Marxism and Liberation Theology* (North Melbourne: Ocean Press, 2006). (8 pages)
- “A Silent Cry of Sorrowful Warning: Bishop Ruiz’s Pastoral Letter, cc. Pope John Paul II, August 6, 1993,” in John Womack, Jr., *Rebellion in Chiapas: An Historical Reader* (New York: The New Press, 1999), 234-244. (11 pages)

Readings

- Jean-Pierre Reed, “The Bible, Religious Storytelling, and Revolution: The Case of Solentiname, Nicaragua,” *Critical Research on Religion* 5:3 (2017): 227-250. (19 pages)
-

6. Non-Violence – Ideas

Dates Monday, February 6
Wednesday, February 8

Documents

- Mahatma Gandhi, *Mahatma Gandhi: Selected Political Writings*, edited by Dennis Dalton (Indianapolis: Hackett Pub. Co., 1996), 29 (Introduction), 35-37 (What Is Truth?), 40 (On Ahimsa), 41-42 (Non-violence), 43-44 (On the Verge of It), 47-49 (Civility), 50-57 (Satyagraha, Civil Disobedience, Passive Resistance, Non-co-operation), 51-57 (Satyagraha: Not Passive Resistance), 60-64 (Evidence Before Disorders Inquiry Committee), 69-73 (Doctrine of the Sword), 73-75 (Civil Disobedience), 81-83 (Some Rules of Satyagraha). (36 pages)
- Cesar Chavez, “Letter from Delano (1969),” <https://libraries.ucsd.edu/farmworkermovement/essays/essays/Letter%20From%20Delano.pdf> (3 pages)

Readings

- José-Antonio Orosco, *Cesar Chavez and the Common Sense of Nonviolence* (Albuquerque: University of New Mexico Press, 2008), 44-56 (“Chapter 3. The Strategies of Property Destruction and Sabotage for Social Justice”). (13 pages)
-

7. Non-Violence – Impact

→ Part I Quiz open between Friday, February 17 and Sunday, February 19

Dates Monday, February 13
Wednesday, February 15

Documents

- Ezra Klein, “Imagining the Nonviolent State,” *Vox* (17 June 2020), <https://www.vox.com/2020/6/17/21279950/nonviolence-king-gandhi-protesters-rioters-george-floyd> (approx. 12 pages)

Film

- Ramesh Sharma, director, *Ahimsa – Gandhi: The Power of the Powerless* (2021), <https://filmfreeway.com/AHIMSA-GandhiThePowerofthePowerless> (92 mins)
-

Part II. Ideas For the Global South

8. Pan-Africanism – Ideas

→ Midterm Essay due Friday, February 24

Dates Monday, February 20
Wednesday, February 22

Documents

- Universal Negro Improvement Association, “Declaration of the Rights of the Negro Peoples of the World (1920),” *History Matters*, <http://historymatters.gmu.edu/d/5122/> (approx. 6 pages)
- Marcus Garvey, “If You Believe the Negro Has a Soul (1921),” *History Matters*, <http://historymatters.gmu.edu/d/5124> (approx. 2 pages)

- Frantz Fanon, *The Wretched of the Earth*, translated by Constance Farrington (New York: Grove Press, 1963[1961]) *selection* (Concerning Violence).
- Kwame Nkrumah, *Africa Must Unite* (New York: Frederick A. Praeger, 1963), ix-xvii (Introduction), 132-140 (Chapter 15. Towards African Unity). (18 pages)

Podcast

- Rund Abdelfatah, “Black Moses’ Lives On: How Marcus Garvey’s Vision Still Resonates,” *NPR* (11 February 2021), <https://www.npr.org/2021/02/08/965503687/marcus-garvey-pan-africanist> (65 mins)

Reading Break

Dates Monday, February 27 – *NO CLASS*
 Wednesday, March 1 – *NO CLASS*

9. Pan-Africanism – Impact

Dates Monday, March 6
 Wednesday, March 8

Documents

- Bob Marley, “Redemption Song,” *Uprising* (1980), <https://www.youtube.com/watch?v=yv5xonFSC4c>
- Mos Def & Talib Kweli, “Astronomy,” *Black Star* (1998), <https://www.youtube.com/watch?v=aFUPxtpZiwA>
- Olúfémí O. Táíwò and LaKeyma Pennyamon, “Pan-African Panther,” *ROAPE*, 26 February 2018, <http://roape.net/2018/02/26/pan-african-panther/> (5 pages)

Readings

- Keisha N. Blain, “‘The Dark Skin[ned] People of the Eastern World’: Mittie Maude Lena Gordon’s Vision of Afro-Asian Solidarity,” in *Women’s International Thought: A New History*, edited by Patricia Owens and Katharina Rietzler (Cambridge: Cambridge University Press, 2021), 179-197. (19 pages)
- Michael O. West, “Decolonization, Desegregation, and Black Power: Garveyism in Another Era,” in *Global Garveysim*, edited by Ronald J. Stephens and Adam Ewing (Gainesville: Florida University Press, 2019), 265-281. (12 pages)
- David Austin, “All Roads Led to Montreal: Black Power, the Caribbean, and the Black Radical Tradition in Canada,” *The Journal of African American History* 92:4 (Autumn 2007): 516-539. (20 pages)

10. Dependency Theory – Ideas

Dates Monday, March 13
Wednesday, March 15

Documents

- Raúl Prebisch, “A New Economic Model for Latin America” (1950), in *Latin America and the United States*, eds. Robert Holden and Eric Zolov (New York: Oxford University Press, 2000), 198-200. (3 pages)
 - Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, translated by Marjory Mattingly Urquidi (Berkeley and Los Angeles: University of California Press, 1979), vii-xxv (Preface to the English Edition), 1-7 (Introduction), 8-28 (Comprehensive Analysis of Development), 172-176 (Conclusions). (52 pages)
-

11. Dependency Theory – Impact

→ Final Paper Proposal due Friday, March 24 by 11:59pm

Dates Monday, March 20
Wednesday, March 22

Documents

- Eduardo Galeano, *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, translated by Cedric Belfrage (New York: Monthly Review Press, 1971 [1971]), xiv-xv (From In Defense of the Word), 1-8 (Introduction: 120 Million Children in the Eye of the Hurricane), 265-285 (Seven Years After). (31 pages)
- Calle 13 featuring Totó La Momposina, Susana Baca & María Rita, *Latinoamérica* (2010), <https://www.youtube.com/watch?v=DkFJE8ZdeG8>

Readings

- Margarita Fajardo, *The World that Latin America Created: The United Nations Economic Commission for Latin America in the Development Era*, Harvard Historical Studies 192 (Cambridge: Harvard University Press, 2022), 197-218 (Epilogue. “Dependency Theory in the World and Back in Latin America”). (22 pages)
-

Week 13. Non-Alignment and Tricontinentalism – Ideas and Impact

Dates Monday, March 27
Wednesday, March 29

→ **Final Project Oral Pitches from Monday, March 27 to Friday, March 31**

Documents

- External Publicity Division, Ministry of Foreign Affairs, Government of India, “Panchsheel [Five Principles of Peaceful Co-existence, 1954]” (2004)
http://www.mea.gov.in/Uploads/PublicationDocs/191_panchsheel.pdf (12 pages)
- President Sukarno of Indonesia, “Speech at the Opening of the Bandung Conference (April 18, 1955)”, *Modern History Sourcebook*, <https://sourcebooks.fordham.edu/mod/1955sukarno-bandong.asp> (2 pages)

Readings

- Vijay Prashad, *The Darker Nations: A People’s History of the Third World* (New York: The New Press, 2007), 31-50 (Bandung: The 1955 Afro-Asian Conference), 51-61 (Cairo: The 1961 Afro-Asian Women’s Conference), 95-104 (Belgrade: The 1961 Non-Aligned Movement Conference). (41 pages)
- Anne Garland Mahler, *From the Tricontinental to the Global South: Race, Radicalism, and Transnational Solidarity* (Durham: Duke University Press, 2018), 200-229, 240 (Chapter 5. The (New) Global South in the Age of Global Capitalism: A Return to the Tricontinental – *excerpt*). (30 pages)

Week 14. Sumak Kawsay/Suma Qamaña (Living Well) – Ideas

→ **Part II Quiz open between Friday, April 7 and Sunday, April 9**

Dates Monday, April 3
Wednesday, April 5

Documents

- Angun Gualinga, “Sumak Kawsay/Wellbeing,” *Voices*, 2 May 2020,
<https://www.facebook.com/watch/?v=237298840710563> (5 mins)
- Evo Morales, “Towards a New World Order for Living Well: Address at the Summit of the Group of 77, 2014,” in *Sources for Latin America in the Modern World*, ed. Nicola Foote (Oxford: Oxford University Press, 2019), 348-354. (7 pages)

Readings

- Eduardo Gudynas, “Buen Vivir: today’s tomorrow,” *Development* 54: 4 (2011): 441-47. (7 pages)
- Sarah Radcliffe, “Development for a postneoliberal era? Sumak Kawsay, living well, and the limits to decolonization in Ecuador,” *Geoforum* 43:2 (March 2012): 240-249. (10 pages)

Film

- Juan Fernando Lopez and Juliana Ladron de Guevara, directors, *Sumak Kawsay: The Sarayaku Case* (2012), <https://intercontinentalcry.org/sumak-kawsay-sarayaku-case/> (30 mins)

Week 15. Sumak Kawsay/Suma Qamaña (Living Well) – Impact

→ Final Paper due Thursday, April 14 by 11:59pm

Dates Wednesday, April 12

Documents

- Juan Francisco Salazar, “Buen Vivir: South America’s rethinking of the future we want,” *The Conversation*, 23 July 2015,
 - <https://theconversation.com/buen-vivir-south-americas-rethinking-of-the-future-we-want-44507> (5 pages)
 - Gustavi Hernández and Henkjan Laats, “Buen Vivir: A Concept on the Rise in Europe?” *Green European Journal*, 28 December 2020, <https://www.greeneuropeanjournal.eu/buen-vivir-a-concept-on-the-rise-in-europe/> (7 pages)
 - Charlotte Obijiaku, “What Can Sumak Kawsay – An Indigenous Concept Centering Collective Wellness – Add to 21st Century British Democracy?” *Involve*, 10 February 2022, <https://involve.org.uk/resources/blog/opinion/what-can-sumak-kawsay-indigenous-concept-centering-collective-wellness-add> (5 pages)
-

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As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009

McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. McGill honore, reconnaît et respecte ces nations à titre d'intendant traditionnel des terres et de l'eau sur lesquelles nous nous réunissons aujourd'hui.

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