

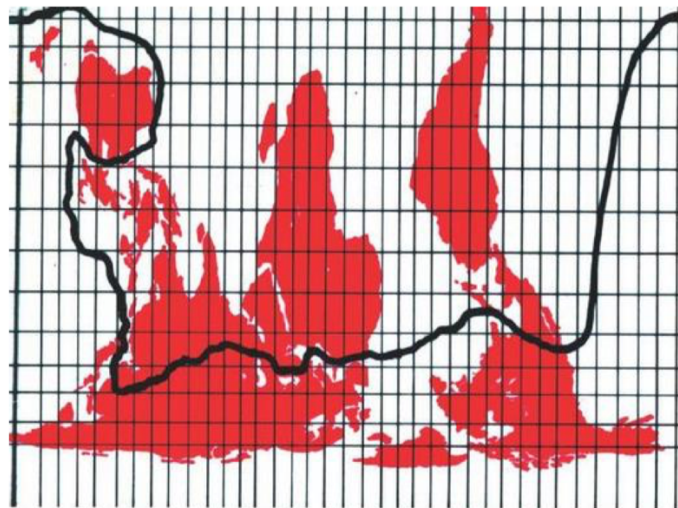
INTD 397-002 – Winter 2024
3 credit hours

Location: Trottier Building, 1100
Schedule: MW 8:35-9:55am

Professor: Iwa Nawrocki (she/they)
Email: iwa.nawrocki@mcgill.ca

Office: McTavish 3610, room 16-4
Office hours: MW 10:30-11:30am & 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. It also proposes to critically examine its implications for the study and practice of International Development.

To do so, it focuses on a series of notable ideas related to human development that originated in the Global South: pedagogy of the oppressed, non-violence, Pan-Africanism, dependency theory, Third Worldism, 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 on the one hand, and imagining alternative models of development on the other.

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.

At relevant points during the semester, we will also collectively brainstorm and discuss **reading, writing, editing, time-management, and class participation strategies**. My hope is that you so will test some of these out throughout the course!

Assignments

- Reflection 15%
- Midterm Essay 25%
- Final Paper Proposal 10%
 - Proposal and Annotated Bibliography (5%)
 - Proposal Discussion (5%)
- Final Paper 25%
- Quizzes 10%
- Accountability Points 10%
- Participation 5%

Personal Statement

Due: **Friday, January 19 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: 15%

Due: **Friday, February 2 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, March 1 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: 10%

- **Final Paper Proposal: 5%**

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

Outline and Annotated Bibliography

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

- **Final Paper Proposal Discussion:** 5%

Monday, March 25 – Friday, March 29

20-minute discussion one-on-one with the professor or T.A. to refine final project focus, thesis, outline, and bibliography. Time slots to be scheduled.

Final Paper: 25%

Due: **Friday, April 12 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.

- **Quiz I:** 5%
Available to take between Friday, February 23 and Sunday, February 25
- **Quiz II:** 5%
Available to take between Friday, April 5 and Sunday, April 7

Accountability Points: 10%

To encourage developing a sustainable writing process, we will discuss setting incremental goals for the **reflection**, **midterm essay**, and **final paper**. After completing each of these assignments, you will submit a short reflection on what enabled and/or prevented you from meeting the goals you set for yourself. You will receive full points for thoughtfully completed reflections.

Participation: 5%

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, or after the deadline has passed.

* 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. *

1. Introduction and “Seeing” the Global South

Dates Monday, January 8
Wednesday, January 10

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)

Films

- Elder Albert Marshall, “Etuaptmumk or Two-Eyed Seeing,” *CBC* (2022) <https://www.cbc.ca/player/play/2014850627646> (7 mins)
- Media Education Foundation, *Edward Said on Orientalism* (1998), <https://mcgill.kanopy.com/video/edward-said-orientalism> (40 mins)

2. Pedagogy of the Oppressed – Ideas

→ **Personal Statement due Friday, January 19 by 11:59pm**

Dates Monday, January 15
Wednesday, January 17

Documents

- Richard Shaull, “Foreword to the Original English Edition (1970),” in Freire, *Pedagogy of the Oppressed*, 214-219. (6 pages)
- Paulo Freire, *Pedagogy of the Oppressed*, 50th Anniversary Edition (New York: Bloomsbury Academic, 2020), 43-69 (Chapter 1). (27 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

Dates Monday, January 22
Wednesday, January 24

Documents

- 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

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

4. Non-Violence – Ideas

→ Reflection due Friday, February 2 by 11:59pm

Dates Monday, January 29
Wednesday, January 31

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)

5. Non-Violence – Impact

Dates Monday, February 5
Wednesday, February 7

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/AHIMSAGandhiThePowerofthePowerless> (92 mins)

6. Pan-Africanism – Ideas

Dates Monday, February 12
Wednesday, February 14

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

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)

7. Pan-Africanism – Impact

→ Quiz I open between Friday, February 23 and Sunday, February 25

Dates Monday, February 19
Wednesday, February 21

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>
- Olúfémi 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)

Recommended

- 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)

8. Dependency Theory – Ideas

→ Midterm Essay due Friday, March 1

Dates Monday, February 26
Wednesday, February 28

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 Urquidí (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)
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BREAK

Dates Monday, March 4
Wednesday, March 6

9. Dependency Theory – Impact

Dates Monday, March 11
Wednesday, March 13

Documents

- Walter Rodney, *How Europe Underdeveloped Africa* (Washington: Howard University Press, 1982), 3-28 (Chapter 1. “Some Questions on Development”). (26 pages)
OR
- Eduardo Galeano, *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, translated by Cedric Belfrage (New York: Monthly Review Press, 1997 [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)
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10. Global Southism – Ideas

Dates Monday, March 18
Wednesday, March 20

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)
- “Opening Address Given by Sukarno (Bandung, (18 April 1955),”
https://www.cvce.eu/en/obj/opening_address_given_by_sukarno_bandung_18_april_1955-en-88d3f71c-c9f9-415a-b397-b27b8581a4f5.html (7 pages)
- “Declaration on the Purposes and Principles and the Role of the Non-Aligned Movement in the Present International Juncture (16 September 2006),”
<https://www.mea.gov.in/Images/pdf/Declarationpurposesnam.pdf> (6 pages)

Readings

- Jacqueline Anne Braveboy-Wagner, “The Non-Aligned Movement: Collective Diplomacy of the Global South,” in *Routledge Handbook of Diplomacy and Statecraft*, edited by B.J.C. McKercher (London and New York: Routledge, 2012), 274-289. (11 pages)

11. Global Southism – Impact

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

→ Final Project Proposal Discussions from Monday, March 27 to Friday, March 31

Dates Monday, March 25
Wednesday, March 27

Documents

- United Nations Department of Economic and Social Affairs, “What is South-South Cooperation and Why Does It Matter?,” 20 March 2019,
<https://www.un.org/development/desa/en/news/intergovernmental-coordination/south-south-cooperation-2019.html> (2 pages)
- United Nations Office for South-South Cooperation, “Buenos Aires Plan of Action (1978),”
<https://unsouthsouth.org/bapa40/documents/buenos-aires-plan-of-action/> (21 pages)
- Explore: <https://unsouthsouth.org/category/south-south-in-action-series/>

Readings

- Emma Mawdsley, Elsie Fourie, and Wiebe Nauta, eds., *Researching South-South Development Cooperation: The Politics of Knowledge Production* (London: Routledge, 2019), *selection*.
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12. Sumak Kawsay/Suma Qamaña (Living Well) – Ideas

→ Quiz II open between Friday, April 5 and Sunday, April 7

Dates Wednesday, April 3
Monday, April 8

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

Dates Wednesday, April 10

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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14. Conclusion and Editing Workshop

→ Final Paper due Friday, April 12 by 11:59pm

Dates Thursday, April 11 (Monday Schedule)

McGill University (Tiohtiá:ke/Montreal) is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst many First Nations, including the Kanien'kehà:ka of the Haudenosaunee Confederacy, Huron/Wendat, Abenaki, and Anishinaabeg. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.

L'Université McGill (Tiohtiá:ke/Montréal) est située sur le territoire traditionnel de la Première Nation Kanien'kehà:ka, un lieu qui a longtemps servi de lieu de rencontre et d'échange entre multiples Premières Nations, y compris les nations Kanien'kehà:ka de la Confédération Haudenosaunee, Huron/Wendat, Abenaki et Anishinaabeg. McGill honore, reconnaît et respecte ces nations à titre d'intendants traditionnels des terres et de l'eau sur lesquelles nous nous réunissons aujourd'hui.

In accord with McGill University's Charter of Students' Rights, students in this course have the **right to submit in English or in French** any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le **droit de soumettre en français ou en anglais** tout travail écrit devant être noté.

McGill University values **academic integrity**. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à **l'honnêteté académique**. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

As the instructor of this course, I endeavor to provide an **inclusive and equitable learning environment** that accommodates your diverse backgrounds and lived experiences. If you experience learning barriers in this course, do not hesitate to discuss them with me. If relevant, you can also contact [Student Accessibility and Achievement](#), 514-398-6009.

Workload management skills: We will be discussing **reading, writing, editing, time-management, and class participation strategies** throughout the course, and you are always welcome to reach out to me for support in any of these areas.

If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, you can also seek support from [Student Services](#).

[Teaching and Learning Services](#) (TLS) also provides resources on topics such as time management, study strategies, group work, exam prep, and more. TLS further offers opportunities to connect with an academic peer mentor through [Stay on Track](#) and to attend workshops.

For further individualized support, you can check out the programs and resources from [Student Accessibility & Achievement](#).

Wellness: *Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; wellness resources are available on campus, off campus, and online through the [Wellness Hub](#).*

Basic needs: *If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the Dean of Students at deanofstudents@mcgill.ca, who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning.*

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** In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change **