

Sociology of the Global South

(SOCI 364, CRN: 24907)

Spring 2023

M, W, & F 10:00–10:50 am

King Building 235

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Office: King 305-A

Student hours: W&F: 11:00 am-12:30 & by appointment

I. Description and goals

In this course you will learn about the discipline of Sociology in the Global South, with a special emphasis on Latin America and the Caribbean (LAC). We will examine the works of several influential scholars, political figures, and activists, all emanating from and situated in LAC, Africa, or Asia. We will study topics such as ecology, power, dependency, world-systems, unequal exchange, decolonization, liberation pedagogies, class, race, gender, feminism, food sovereignty, indigenous social movements, and revolutions. By the end of this class, you will be familiar with the key discussions in Sociology, other social sciences, and the social movements that have arisen in the Global South *vis-à-vis* decolonization and environmental justice. This class grants Cultural Diversity because of its focus on cultures outside the United States.

II. Assessment

Assignment / Requirement	Due date and time	Points worth
1. Attendance	Each class (Weeks 1-14)	10
2. Introduction of author	Anytime during the term (Weeks 1-14)	5
3. Reading journal, <i>part 1</i>	March 3 by 9:59 am (Week 5)	15
4. First Essay	March 17 by 9:59 am (Week 7)	20
5. Reading journal, <i>part 2</i>	April 7 by 9:59 am (Week 11)	15
6. Reading journal, <i>part 3</i>	May 5 by 9:59 am (Week 14)	15
7. Final Essay	May 10 by 10:00 pm (Week 15)	20
Total:		100

1. Attendance and absences. There will be 39 sessions this semester. You are allowed to miss up to *two* classes throughout the semester without penalty. Attending each class is worth 0.27% of your final grade. If you miss more than two classes, you cannot make up for those points except if it is due to unforeseen extenuating circumstances (*e.g.* medical, legal, a family emergency, athletic, etc.). If you are allowed to make up for your absence, you must turn in a 300-word statement on a topic pertaining to the class you missed. You should contact the Instructor so you are informed about the specifics of these statements.

2. Introduction of author. Together with your classmates, you must present a brief (no longer than 3 minutes) introduction of every new author we read, the day we first read them. This exposition is worth

5% of your final grade.

3. Reading journals. The aim of the reading journals is that you can record your engagement with the course materials (**readings and videos**) in depth on a continuous basis. This will allow you to review the most important concepts and ideas in the materials, to reflect on them, and to develop an enduring record of the evolution of your thoughts related to the course. The journal will be turned in three times during the term.

Journal entries must be *typed* and uploaded to Blackboard as *.doc or .pdf* files in the appropriate column of the Assignments section in the date and time they are due. Entries should be written in a word processor using a *12-font size, 1-inch margins*, and must be *1.5- or double-spaced*. Entries should be *dated*, and should include reflections on *all readings and videos* related to *each week's* material. Students should average *at least two pages* of journal entries *per week*. The format of the journal entries is quite flexible, but they should unambiguously indicate a *deep engagement* with the course materials. Entries might include extracts from the **texts and videos** and *reflections* on them; reflections on class discussions; interrelations with current or past relevant events or lived experiences; notes for students' essays; and so on. Journals are a tool for developing a deep, long-lasting understanding of the ideas treated in class.

The grading of the journals will be based on both the quantity and quality of reflections, with an emphasis on: (1) serious engagement with the materials; (2) imagination and creativity; (3) effort; (4) and the capacity to interrelate the materials to the student's experience and current events. ***Journals that either just copy quotes verbatim from the texts, do not refer to the films, and/or only repeat what the instructor mentions in class or in the notes he uploads, will get poor grades.***

4. First and Final Essays. The aim of the two essays is that you engage profoundly with one or more topics of the class *through the development of a sound argument*. Essays must be *typed* and uploaded to Blackboard as *.doc or .pdf* files in the appropriate column of the Assignments section in the date and time they are due. Essays should be *three pages long, double-spaced*, and written in a word processor using a *12-font size and 1-inch margins*. You should choose an essay topic from a list of selected prompts that will be provided by the instructor through Blackboard in due course.

The grading of the essays will be based on: the (1) correct understanding of class materials; (2) the development of a coherent argument (with a thesis, a body, and a conclusion); and (3) the use of imagination and creativity. Any citation style can be used as long as it is consistent throughout the whole work.

5. Late Submission Policies. No late submissions are allowed in this class except if unforeseen extenuating circumstances (*e.g. medical, legal, family, athletic, etc.*) arise. If you need an extension due to any of the foregoing circumstances, *it is your responsibility to contact the Instructor in advance* to ask for an extension. For any late submission case, there will be a 10% daily deduction in your grade.

Grading Equivalents:

Grade	Points	Notations	Grade	Points	Notations
A+	97.5– 100	(outstanding)	C+	77.5 – 79.9	(satisfactory)
A	93 – 97.4	(excellent)	C	73 – 77.4	(below satisfactory)
A-	90 – 92.9	(very good)	C-	70 – 72.9	(below satisfactory)
B+	87.5 – 89.9	(above good)	D+	67.5 – 69.9	(inferior)
B	83 – 87.4	(good)	D	63 – 67.4	(inferior)
B-	80 – 82.9	(approaching good)	D-	60 – 62.9	(inferior)
			F	59.9 or less	(unsatisfactory)

III. Required Readings.

1. Galeano, Eduardo. 1997. *Open Veins of Latin America*. New York: Monthly Review Press.
2. Rodney, Walter. 2018. *How Europe Underdeveloped Africa*. Brooklyn: Verso.

All other required articles, book chapters, and videos listed below will be provided online on Blackboard or through syllabus links.

IV. Course Schedule (subject to changes if necessary)

Date	Topic	Reading to Complete Before Class
Week 1: M 1/30 – F 2/3	Introduction and the Latin American Context	<p><u>Monday:</u> Syllabus</p> <p><u>Wednesday:</u> Galeano, Eduardo. 1970. <i>The Open Veins of Latin America (OVLA)</i>, Introduction (pp. 1-8).</p> <p><u>Friday:</u> Galeano, E, <i>OVLA</i>, “The Sign of the Cross on the Hilt of the Sword” + “The Gods Return With Secret Weapons” (pp. 11-18) + “The Militant Memory of Tupac Amaru” (42-46).</p>
Week 2: M 2/6 – F 2/10	Latin America Historically and Today: The Open Veins	<p><u>Monday:</u> <i>OVLA</i>, “From the Sacrifice of the Slaves in the Caribbean Were Born James Watt’s Steam Engine and George Washington’s Cannon” (pp. 78-82) + “As Lungs Need Air, so the U.S. Economy Needs Latin American Minerals” (134-143).</p> <p><u>Wednesday:</u> The Guano Trade in 19th-Century Peru (no reading).</p> <p><u>Friday:</u> [1] <i>OVLA</i>, “The Contemporary Structure of Plunder” (pp. 205-208) + “The Integration of Latin America Under the Stars and Stripes” + “As Simón Bolívar Prophesied: ‘We shall never be happy, never!’” (pp. 252-261).</p> <p>[2] Maurini, Ruy Mauro. 1973. <i>Dialectics of Dependency</i> (pp. 116-136).</p>
Week 3: M 2/13 – F 2/17	The Open Veins of Africa I	<p><u>Monday:</u> Rodney, Walter. 1972. <i>How Europe Underdeveloped Africa (HEUA)</i>. Forward by Angela Davis + “Preface” + “Some Questions of Development” (pp. ix-xiii, 1-34).</p> <p><u>Wednesday:</u> <i>HEUA</i>, “Africa’s Contribution to European Capitalist Development–The Pre-Colonial Period” (pp. 85-105).</p> <p><u>Friday:</u> [1] <i>HEUA</i>, “The European Slave Trade as a Basic Factor in African Underdevelopment” (p. 106-116).</p> <p>[2] Nkrumah, Kwame. 1965. <i>Neo-Colonialism</i>. “Introduction” + “Africa’s Resources” (pp. ix-xx, 1-14).</p>

Week 4: M 2/20 – F 2/24	The Open Veins of Africa II	<p>Monday: HEUA, “The Coming of Imperialism and Colonialism” (pp. 160-174).</p> <p>Wednesday: HEUA, “Expatriation of African Surplus Under Colonialism” (175-207).</p> <p>Friday: Cabral, Amílcar. 1979. “The facts about Portugal’s African colonies” (17-27).</p>
Week 5: M 2/27 – F 3/3	Indochina	<p>Monday: Pierre Brocheux and Hémery. 1994. <i>Indochina, An Ambiguous Colonization, 1858-1954</i>, “Preface” + “Introduction” (pp. xiii–14).</p> <p>Wednesday: <i>Indochina</i> (15-33).</p> <p>Friday: Nehru, Jawaharlal, <i>The Discovery of India</i>. 1946. (pp. 289-307) + “Epilogue” (562-66).</p>
Week 6: M 3/6 – F 3/10	Decolonization in the Caribbean I	<p>Monday: Fanon, Franz. 1961. <i>The Wretched of the Earth</i> (pp. 1–20).</p> <p>Wednesday: [1] Fanon, pp. 52-63.</p> <p>[2] Césaire, Aimé. 1950. <i>Discourse on Colonialism</i> (pp. 31-46).</p> <p>Friday: Fanon, “Conclusion”, pp. 235-240.</p>
Week 7: M 3/13 – F 3/17	Decolonization in the Caribbean II	<p>Monday: Martí, José. “Tribute to Karl Marx, Who Has Died” + “Mexico, the United States, and Protectionism” + “The Indians in the United States” + “A Vindication of Cuba”.</p> <p>Wednesday: Martí, José. “Our America” + “The Abolition of Slavery in Puerto Rico” + “To Cuba!” + “The Truth About the United States”.</p> <p>Friday: Castro, Fidel. 1962. “Second Declaration of Havana”.</p>
Week 8: M 3/20 – F 3/24	SPRING BREAK	NO CLASSES
Week 9: M 3/27 – F 3/31	Pedagogy of the Oppressed	<p>Monday: Freire, Paulo. 1968. <i>Pedagogy of the Oppressed</i>. “Preface” (35-40).</p> <p>Wednesday: Freire, “Chapter 1” (pp. 43-69).</p> <p>Friday: A Freirean literacy campaign in Mexico (no reading).</p>
Week 10: M 4/3 – F 4/7	Latin American Feminism	<p>Monday: Menchú, Rigoberta. 1985. <i>I, Rigoberta Menchu: An Indian Woman in Guatemala</i>. “Introduction” + “The Family” + “Conflict With the Landowners and the Creation of the CUC”.</p> <p>Wednesday: Allende, Isabel. 2021. <i>The Soul of a Woman</i>. “Introduction” + “Chapter 1”.</p> <p>Friday: Harnecker, Marta. 2015. <i>A World To Build</i>. “Chapter 1”.</p>

Week 11: M 4/10 – F 4/14	Feminism in Africa, Asia, and Oceania	<p>Monday: Waring, Marilyn. 1999. <i>Counting for Nothing</i>, “Preface” + “Prologue”.</p> <p>Wednesday: Pilkington, Doris. 1996. <i>Follow the Rabbit-Proof Fence</i>. “Introduction” + “Chapter 1” + “Chapter 2” + “Chapter 3”.</p> <p>Friday: [1] Shiva, Vandana. 1991. <i>The Violence of the Green Revolution: Third World Agriculture, Ecology, and Politics</i>. “Introduction”.</p> <p>[2] Randriamaro, Zo. 2022. “Trade, Poverty and Women’s Economic Empowerment In Sub-Saharan Africa”.</p>
Week 12: M 4/17 – F 4/21	South Africa, the Black Consciousness Movement, and Burkina Faso	<p>Monday: Biko, Steve. 1978. <i>I Write What I Like</i>. “Black Souls in White Skins?” + “We Blacks” + “Let’s Talk About Bantustans” + “What Is Black Consciousness?” + “On Death”.</p> <p>Wednesday: Ramphela, Mamphela. 1999. <i>Across Boundaries: The Journey of a South African Woman Leader</i>. “Introduction.”</p> <p>Friday: Sankara, Thomas. 1987. “The Revolution Cannot Triumph Without The Emancipation of Women” (pp. 21-64).</p>
Week 13: M 4/24 – F 4/28	Current Voices from Africa	<p>Monday: Andile Zulu: The Political Economy of South Africa and Racial Inequality</p> <p>Wednesday: Sharon Chileshe: Africa’s <i>Women’s Rural Association</i></p> <p>Friday: Zo Randriamaro: Ecofeminism in Sub-Saharan Africa.</p>
Week 14: M 5/1 – F 5/5	The Indigenous in Mexico	<p>Monday: León-Portilla, Miguel. 1962. <i>The Broken Spears: The Aztec Account of the Conquest of Mexico</i>. Chapters 8, 11, and 13.</p> <p>Wednesday: Sixth Declaration of the Selva Lacandona: https://enlacezapatista.ezln.org.mx/sdsl-en/</p> <p>Friday: CONCLUSION (no reading)</p>

Content Warning. Some sources might contain subjects that aggravate past or present trauma. Please care for yourself as necessary. It is impossible to forecast all content that might be difficult for students to encounter. Use your best judgement, and contact me as needed.

V. Honor Code/Academic Honesty

Students are expected to follow the Oberlin College Honor Code (<https://www.oberlin.edu/dean-of-students/student-conduct/academic-integrity>). Academic misconduct, plagiarism, fabrication, and cheating

are not acceptable in this class. If a student is uncertain about what constitutes academic misconduct, it is her/his obligation to ask for clarification. Students will not receive credit for any assignment violating these expectations. In addition, remember that you must write and sign on each assignment the following official honor code pledge: "I have adhered to the honor code on this assignment."

VI. Accessibility

Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Office for Disability and Access (<https://www.oberlin.edu/accessibility-services>). If you have a documented disability or other condition that may affect academic performance you should: (1) make sure this documentation is on file with Disability Resources office in the Center for Student Success to determine the accommodations you need; and (2) talk with me to discuss your accommodation needs. I am committed to working with you, so do not hesitate to come talk with me.

VII. Classroom Behavior and Expectations

The COVID-19 pandemic is still ongoing, and we should be prudent about it. As per the College's guidelines, masks will be required indoors for students, staff, and faculty from, at least, August 28 through September 10. This includes our classroom. Please come to class with a KN95 or N95 mask that covers both your mouth and nose. In addition, if you have even mild symptoms that could be due to COVID, please do not come to class. See COVID updates at: <https://www.oberlin.edu/obiesafe>.

All students will be treated with respect in this course. This course is supposed to spark lively discussions on a diverse set of viewpoints and social and environmental conditions. Everyone in the course is expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class, including in our email and Blackboard interaction. If a hurtful or inappropriate comment is made, the Instructor will handle it according to relevant course and College policy. In addition, students are expected to be on time for class. Students are expected to come to class prepared (*i.e.* having read the assignment(s) and ready to engage in class discussion). Eating will not be allowed to eat in class (drinking plain water is acceptable). Students will not be allowed to look at their cell phones while in class, unless if due to a personal emergency or requested by the Instructor for class purposes. The Instructor strongly encourages the use of pen and paper, as opposed to electronic devices, to take notes while in class, although the use of electronic devices for this purpose is not forbidden.