

**Public Policy Seminar: PUBPOL717****Course Title:****Social Activism, Democracy, and Globalization: Perspectives of the Global South****Nature and description of the course:**

How do individuals, communities and nations remember and represent the past? How do individuals, communities and nations create and represent the present? How do individuals, communities, organizations and nations imagine and create a future?

How does the relationship between history, memory, trauma and forgetting become fragmented during the complex processes of socio-cultural production that inscribe it? How are inherent and intersecting relations of power, including structures of dominance and subordination textured into the context of politics, administrative systems, law and policy making? What is the significance of socio-cultural representation for psycho-social, political and economic recovery after extended periods of administrative violence and oppression? How does the history of location and context impact analysis, decision making and our ability as leaders to understand better the complexities of social looking, listening, feeling and action? What does this mean for understanding social transformation, social resistance, social action and political activism? How do social movements cohere in order to impact social transformation and systemic change? What is activist leadership? How does one lead activist facilitate thinking and action across multiple levels of competing interests, and social faultlines? What are the relationships between the systemic organization of information, administrative political systems and the justifying meta-narratives which accompany such systems?

How do the questions above manifest in the everyday spheres of what is called the public? What is socio-structural trauma and impoverishment? Where is the “Global” “South”? What is the meaning and application of the term the “Global South”? Why are thinking through the questions listed above important for us as leaders, intellectuals and activist professionals?

In this course we will address these questions by investigating the multi-faceted historical (past/present and present/future) instance of traumatic experience and memory. We will explore structures and systems of meaning attached to colonial, slave, apartheid and oppressive institutionality. We will explore the problems traumatic experience presents to physical, visual, narrative and perceptual representations of memory. We will investigate how the multi-faceted relationships of traumatic experience can be related to the ways in which we think about policy, advocacy and social action. We will attempt to gain a better understanding of the associated problems related to historical and political representation in the social sphere. We will explore how the imbrications of memory and identity, the nature of the politics of location are embedded in the everyday. We will discuss how the imposition of interest and power always already mediates society. From this perspective then, what is successful civic and intellectual leadership?

Our world has experienced extended, complex and on-going civic struggles for political, social and rights. The questions of equality, justice, freedom, rights, citizenship and membership are not so easily settled after the nation state has been inaugurated. These questions remain as a constant part of the national dialogue, policy process and political culture of a society.

We will also explore the conceptual, intellectual and material importance of understanding the distinctions between *the* political, *the* personal, *the* intellectual and *the* theoretical to the ‘praxis’ of social and political activism. We will reflect on the ways in which we are agents of history all of the time. This course allows students with expressed interests in social activism, political activism and policy advocacy to explore the complex interface where theory, praxis and personhood sometimes come together. We will explore the meaning and role of activist leaders in a complex and changing world. We explore our roles and responsibilities as individuals understanding, thinking and engaging with difficulties of our time.

While the material content used in this course will have a global focus local issues will continuously be considered.

**Key Themes:**

- 1) Humanising Memory, Restructuring the (Historical/Political) Frame:
- 2) Truth Commissions, Reconciliation and Reparations:
- 3) Silence, Witnessing and Public Archives:
- 4) Structures of Listening, Mediation and the Politics of Voice:
- 5) Political Economy, Survival and Life in the Everyday:
- 6) Trauma, Memory, Empathy and Everyday Violence:
- 7) Sustainable Peace, Temporality and Recovery:
- 8) Peace-making, Violence and Social Responsibility:
- 9) Social Movements, Political Transformation and Individual Responsibility:
  
- 10) Democratic Transformation, Social Movements and Public Thresholds:
  
- 11) Strategic Activism, Political Imagination and Social Transformation:

**Course Objectives:**

- Improve Meta and Strategic analytical abilities.
- Improve ability to think politically, systemically and strategically.
- Improve social, political, emotional and professional leadership skills.
- Improve ability to effectively translate intellectual and analytical skills into speech acts, writing acts, material acts also as public acts.
- Improve ability to effectively translate social, political and policy thinking from ‘positions of weakness’. (Active – offensive as well as defensive)
- Improve intellectual capacity for social and political agency.

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- Improve public speaking abilities and confidence.
- Improve conceptual understanding, reading and listening capabilities.
- Improve ability to write politically and socially.
- Overall improvement of social, organizational and institutional leadership capacities.
- Strengthen students' capacity to think and act across multiple social and institutional faultlines.
- Understand more carefully the intricate connections between policy and social trauma.
- Explore more systematically the intricate connections between policy, law and social action.
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- Complete one draft publication on a social issue you care strongly about.
- Effectively prepare for at least one uncontrolled public presentation on a social issue you care strongly about.

**Instructor: Yazier Henry**

**Office: 3303**

**Office Hours: Thursdays 4.00 – 5.00 pm**

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**Class Meetings: Mo/We 4.00 – 5.30**

**Classroom: 1210 Weill Hall**

### **Course Pack**

- Reading may be downloaded electronically on the course CTools site.

### **CTools Site**

In addition to all of the readings, the course website on CTools provides access to the syllabus, many of the readings, all assignments, resources on topics addressed in the course, and discussion items related to the course. I will send out emails related to class which will also be posted on CTools.

### **Class Participation**

Class time will usually be devoted to short lectures, discussions and processing activities. Attendance and participation in class discussions are expected of all students. Students will be expected to have completed and reflected upon the readings prior to class and to have given thought beforehand to handouts/emails containing topics for class discussion. Students are expected to have considered the readings in relation to the set theme prior to class. The readings provide important background for class lectures, discussions and processing activities. The readings in this instance form the basis for class discussions. The readings act as the basis for deeper and more directed discussions

and dialogues informed by the questions in the course description and the thematic titles. Students are expected to engage conceptually with what the readings present in relation to the course themes and broader intellectual objectives i.e. to go beyond simply assimilating individuated readings; to cognitively integrate the readings always within broader contextual and socio-structural frames.

Students are required to write a half page critical thoughts and personal responses to each of the themes. These are rough and do not take much time, so don't let this scare you! Students will also submit a short written paper on a theoretical issue that has personal resonance emerging out of class discussions. Students are required do class presentations. Students are encouraged to watch all assigned films. The course will take an interdisciplinary approach to understanding analytical, theoretical, memory, historical, social and political processes. Lastly, please be aware that this is a seminar and what this means conceptually in the broader context of our learning and teaching environment.

### **Writing Assignments**

The course requirements include the following writing assignments:

- Reflection Paper, (Length 2-3 pages) due October 17<sup>th</sup>.
- Rough Draft Reflection Paper due October 11<sup>th</sup>.
- Analytical Reflections, due date, TBA. Students will work in teams for this assignment. (Length 1-2 pages).
- Draft Short Paper, due November 28<sup>th</sup>.
- In Class Mini Presentations October 8<sup>th</sup> and November 14<sup>th</sup>.
- Final Class Presentations and Class Moderation, December 8<sup>th</sup> and 10<sup>th</sup>.
- Short Paper, (Length 12-15 pages), due date TBD.
- Half Page Thematic Reading Responses submitted at the beginning of each theme. (These are short and will not take much time and will help you significantly with your final papers)

### **Grades**

Grades will be determined using the following weights:

- Reflection Paper - 10%
- Analytical Reflections – 10%
- Final Short Paper (Draft Publication) - 25%
- Final Reading Group Projects – 15%
- Thematic Reading Responses – 10%
- Class Presentations - 25%
- Class Participation and Engagement with Prescribed Films – 5%
- There will be no exam for this course.

## Required Texts

- Dietmar Rothermund, *A Routledge Companion to Decolonization* (London and New York: Routledge, 2006). This book is required for background and cursory reading. It would help you with your reading load if you begin reading this book as soon as you have purchased it.
- John Markoff, *Waves of Democracy Social Movements and Political Change* (California/London/NewDelhi: Pine Forge Press, 1996). This book is required for background and cursory reading.
- Nelson Mandela, *No Easy Walk To Freedom* (Oxford: Heinemann International, 1965) (Don't have to purchase – available online)

## Class Schedule and Required Readings

### Week 1 –

#### **(W) September 3: Class Introduction**

(Class administration; tone, preparation and planning)

- **Course Syllabus**
- **Course Overview, Objectives and Expectations**

### Week 2 –

#### **(M) September 8: Locating Ourselves, Concepts and Terms**

- December Green and Laura Luehrmann, *Comparative Politics of the Third World: Linking Concepts and Cases* (Boulder/London: Lynne Rienner Publishers, 2007) pp 1-17.
- Steve Biko, *I Write What I like* (San Francisco: Harper & Row, 1978) pp. 152-153. Add Biko
- Nelson Mandela, *No Easy Walk To Freedom* (Oxford: Heinemann International, 1965), Foreword, Introduction and Pages 17- 80.

#### **(W) September 10:**

- December Green and Laura Luehrmann, *Comparative Politics of the Third World: Linking Concepts and Cases* (Boulder/London: Lynne Rienner Publishers, 2007) pp 187-224.
- Dietmar Rothermund, *A Routledge Companion to Decolonization* (London and New York: Routledge, 2006), pp. 1-109.

**Introduction: Slavery, Colonialism, Apartheid****Week 3 -****(M) September 15: Slavery**

- Avery F. Gordon, *Ghostly Matters: Haunting and the Sociological Imagination* (Minneapolis: University of Minnesota Press, 1997) Chapter 4.
- Yazir Henri and Heidi Grunebaum “Jenseits der Regenbogensnation: Reflektionen über Gewalt und Erinnerung im heutigen Kapstadt”, Übersetzung von Elisabeth in Vorspohl in *medico-Report* (26, 2005), pp 82-91. For English Translation: [www.medico-international.de/en/projects/social/ps\\_henrigrunebaum\\_en.pdf](http://www.medico-international.de/en/projects/social/ps_henrigrunebaum_en.pdf)
- Bill of sale. To be provided.
- Reading TBA

**(W) September 17: Colonialism**

- Dietmar Rothermund, *A Routledge Companion to Decolonization* (London and New York: Routledge, 2006), pp 110 – 274. (*for cursory reading*)
- Robin D.G. Kelly Introduction to Aime Cesaire, (Trans., Joan Pinkham, Discourse on Colonialism, (New York: Monthly review Press, 2000) pp. 7-28.

**Week 4 –**

Film: *Last Grave at Dimbaza* (<http://icarusfilms.com/new2006/dimb.html>)

**(M) September 22: Colonialism**

- Joseph M. Marshall III, *The Day the World Ended at Little Big Horn: A Lakota History* (New York: Viking Penguin, 2006), pp 165-242.
- Claudia Orange, *The Treaty of Waitangi* (Wellington: A&U PNP, 1987), Chapter 8. (*Chapter 6 optional*)
- Jeff Peires, *The House of Phalo* (Johannesburg: Jonathan Ball, 1981) Chapter 10

**(W) September 24: Colonialism and Apartheid**

- Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous People* (London/New York: Zed Books Ltd., 1999), pp 19-41.
- Nelson Mandela, *No Easy Walk To Freedom* (Oxford: Heinemann International, 1965), Pages Foreword, Introduction and Pages 80 - 161.

**Week 5 –****Theme 1 – Configuring Memory, Restructuring the Frame****(M): September 29:**

- Michel-Rolph Trioullot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995), Chapter 1. (*Chapter 2 optional*).
- Achille Mbembe, “African Modes of Self-Writing” in *Public Culture* (14.11, 2002), pp 239-273.

**(W) October 1:**

- Judith Butler, *Frames of War: When is life Grievable?* (London: Verso, 2009), Introduction.
- Nikhil Pal Singh, *Black is a Country: Race and the Unfinished Struggle for Democracy* (Cambridge/London, Harvard, 2004), Introduction.

**Week 6 –****Theme 2 – Truth Commissions, Reconciliation and Reparations**

Film: TBA

**(M) October 6: (These are all very short)**

- “Desmond Tutu, Forward by Chairperson,” in Truth and Reconciliation Commission, Truth and Reconciliation Commission of South Africa Report, Volume 1. Website for TRC: <http://www.truth.org.za> (optional reading)
- ‘Historical Context in Truth and Reconciliation Commission of South Africa Report, Volume One, Chapter Two.
- “Report of the Amnesty Committee: The Legal Basis of the Amnesty Process, Introduction” in Truth and Reconciliation Commission of South Africa Report, Volume Six, Section One, Chapter One. Website: <http://www.info.gov.za/otherdocs/2003/trc/>.
- “Report of the Reparation & Rehabilitation Committee, Introduction” in Truth and Reconciliation Commission of South Africa Report, Volume Six, Section Two Chapter One. Website: <http://www.info.gov.za/otherdocs/2003/trc/>.
- Waitangi Tribunal and the Settlement of Historical Claims: Introducing the Treaty; The Principles of the Treaty; The Meaning of the Treaty. Website for Readings: <http://www.waitangi-tribunal.govt.nz>
- Jose Zalaquett, “Introduction to the English Edition” in the Chilean Report, xxiii-xxxiii; 1-9; 27-44 (Part One, Chapter Two – Norms, Concepts and Criteria upon which the Commission’s conclusions are based). Website for Report: [http://www.usip.org/library/tc/doc/reports.chile/chile\\_1993\\_toc.html](http://www.usip.org/library/tc/doc/reports.chile/chile_1993_toc.html)

**(W) October 8: Mini-Presentations 1**

Week 7 –

**Theme 3 - Silence, Witnessing and the Public Archive**

Required Film: *Amazing Grace* – Director Michael Apted (2006)

**(M) October (13) Fall Break – No Class Meeting:**

- Jacques Derrida, *Archive Fever: A Freudian Impression*, Translated by Eric Prenowitz (Chicago and London: University of Chicago Press, 1996), Exergue.
- Alejandro Castillejo-Cuellar, “Unraveling Silence: Violence, Memory and the Limits of Anthropology’s Craft” in *Dialectical Anthropology* (29, 2, June 2005), pp 159-180.

**(W) October 15:**

- Jean Améry, *At the Mind’s Limits*, Translated by Sidney Rosenfeld and Stella P. Rosenfeld (New York: Schocken, 1986) Chapter 1 and 2.
- W.G.S Sebald, “Against the Irreversible On Jean Amery” in *On the Natural History of Destruction* (New York: Modern Library Paperbacks, 2004)
- Yazier Henry, (Forthcoming, 2012) “The Ethics and Morality of Witnessing: On the Politics of Antjie Krog (Samuel) Country of My Skull”

Week 8 –

**Theme 4 – Structures of Listening, Mediation and the Politics of Voice****(M) October 22:**

Required Film: *We Shall Remain – Trail of Tears*, Disc 2 (American Experience/PBS/WGBH, USA, 2009)

- Mary Crow Dog and Richard Erdoes, *Lakota Woman*, (New York: Harper Perennial, 1990), Chapter 15 and 16.
- Heidi Grunebaum and Yazir Henri, “Re-membering Bodies, Producing Histories: Holocaust Survivor Narrative and Truth and Reconciliation Commission Testimony” in Jill Bennett and Rosanne Kennedy (eds.), *World Memory: Personal Trajectories in Global Time* (Basingstoke: Palgrave Macmillan, 2003), pp 101-118.
- Nikhil Pal Singh, *Black is a Country: Race and the Unfinished Struggle for Democracy* (Cambridge/London, Harvard, 2004), Chapter 5.



**(W) October 24:**

- Paolo Frere, *Pedagogy Of The Oppressed*, Trans. Myra Bergman Ramos (New York: Penguin Books. 1996), Chapter 3 and 4.
- Walt Edison (ed.), *The Age of Protest*, (California: Goodyear Publishing Co. Inc., 1969), pp. 246 – 261.

**Week 9 –****Theme 5 – Political Economy, Survival and Life in the Everyday****(M) October 27:**

- Heidi Grunebaum and Yazir Henri, "Where the Mountain Meets its Shadow: A Conversation of Memory and Identity and Fragmented Belonging in Present-day South Africa" in Bo Strath and Ron Robins (eds.), *Homelands: The Politics of Space and the Poetics of Power* (Brussels: Peter Lang, 2003), pp 267-283.
- Ignacio Martín-Baró, *Writings for a Liberation Psychology* (Cambridge, Mass. and London: Harvard University Press, 1996), Chapter 1.
- Judith Lewis Herman, *Trauma and Recovery From Domestic Abuse to Political Terror*, (London: Pandora, 2001) Afterword.

**(W) October 29:**

- David Theo Goldberg *Racist Culture: Philosophy and the Politics of Meaning* (London: Blackwell, 1993), Chapter 8.
- Michel Foucault, *Discipline and Punish*, Translated by Alan Sheridan (London: Penguin Books, 1977), Part One, pp3-32.
- Judith Lewis Herman, *Trauma and Recovery From Domestic Abuse to Political Terror*, (London: Pandora, 2001) Introduction.

**Week 10 –****Theme 6 –Trauma, Memory, Empathy and Everyday Violence****(M) November 3:**

- Giorgio Agamben, *Homo Sacer, Sovereign Power and Bare Life* Translated by Daniel Heller-Roazen, (Stanford: Stanford University Press, 1998), Chapter 1 and 3.
- Judith Lewis Herman, *Trauma and Recovery From Domestic Abuse to Political Terror*, (London: Pandora, 2001) Chapter 2 and 3.

**(W) November 5:**

- Jill Bennett, 'Tenebrae after September 11: Art, Empathy and the Global Politics of Belonging' in Jill Bennett and Rosanne Kennedy (eds.), *World Memory: Personal Trajectories in Global Time* (Basingstoke: Palgrave Macmillan, 2003), pp. 177-193.
- John Western, *Outcast Cape Town* (Berkeley: California University Press, 1996), pp 31 - 134. (For Cursory Reading!)
- Judith Lewis Herman, *Trauma and Recovery From Domestic Abuse to Political Terror*, (London: Pandora, 2001) Chapter 1 and 11.

**Week 11 –****Theme 7 – Sustainable Peace, Temporality and Social Recovery**

Required Film: *The Fourth World War* (Rick Rowely, USA, 2003)

**(M) November 10:**

- AbdouMalik Simone, "Among Ruins: On the Spirits of Commemoration" in Edgar Pieterse and Frank Meintjies (eds.), *Voices of the Transition: The Politics, Poetics and Practices of Social Change in South Africa* (Sandown: Heinemann, 2004), pp 28-32.
- Achille Mbembe, *On the Postcolony* (Berkeley, Los Angeles: University of California Press, 2001), Introduction.
- Aime Cesaire, (Trans., Joan Pinkham, *Discourse on Colonialism*, (New York: Monthly review Press, 2000) pp. 31-46.

**(W) November 14: Mini-Class Presentations II**

- John Markoff, *Waves of Democracy Social Movements and Political Change* (California/London/NewDelhi: Pine Forge Press, 1996), pp 1-69.
- Diana Zoelle and Jyl J. Josephson, "Making Democratic Space for Poor People" in Janie Leatherman and Julie A. Webber (eds.), *Charting Transnational Democracy Beyond Global Arrogance* ( New York: Palgrave Macmillan, 2005) pp 55-74.
- Judith Lewis Herman, *Trauma and Recovery From Domestic Abuse to Political Terror*, (London: Pandora, 2001) Introduction and Afterword. (Review)

**Week 12 - Conclusion:****Theme 8 - Peacemaking, Violence and Social Responsibility**

Required Movie: *Favela Rising*, Directors Jeff Zimbalist and Matt Mochary, (2005).

**(M) November 17:**

- John Markoff, *Waves of Democracy Social Movements and Political Change* (California/London/NewDelhi: Pine Forge Press, 1996), pp 71-99 and 127-156.
- Teivo Teivainen, “The World Social Forum: Arena or Actor” in Janie Leatherman and Julie A. Webber (eds.), *Charting Transnational Democracy Beyond Global Arrogance* (New York: Palgrave Macmillan, 2005) pp 247-268.
- Janie Leatherman, “Making Space for Transnational Democracy” in Janie Leatherman and Julie A. Webber (eds.), *Charting Transnational Democracy Beyond Global Arrogance* (New York: Palgrave Macmillan, 2005) pp 267-286.

**(W) November 19:**

**Consolidation**

**Week 13 - Conclusion:**

**Theme 9 - Social Movements, Political Transformation and Individual Responsibility**

Required Film: *Zapatista!* Big Noise Films, 1998

**(M) November 24:**

- Manfred B. Steger, *Globalization A very Short Introduction* (Oxford: Oxford University Press, 2009), pp. 1-135.
- Joseph E. Stiglitz, *Globalization and its Discontents* (New York: Norton, 2003) pp. 3-22 and 214-252.
- Kidane Mengisteab & Ikuboljeh Logan (eds.), *Beyond Economic Liberalization: Structural Adjustment and the Alternatives*, (London: Zed Books, 1995), Chapter 9 and 11.

**(W) November 26: (Thanksgiving Recess)**

- Randy Shaw, *The Activist's Handbook* (Berkeley: University of California Press, 2001), pp 1-44.
- Amory Starr, *Naming the Enemy Anti Corporate Movements Confront Globalization* (London/New York, Zed Books, 2000), pp 111-147 and 148-228.
- Walt Edison (ed.), *The Age of Protest*, (California: Goodyear Publishing Co. Inc., 1969), pp. 227-245.

**Week 14 –**

**(M/W) December 3 and 5:**

- **Consolidation: Reading TBA**
- **Work on Final Papers and Group Projects**

**Week 15 –**

**(M/W) December 8 and 10: Class Final Presentations**