

Garrett-Evangelical Theological Seminary

## **Pedagogies of Resistance and Re-existence: Perspectives from the Global South**

Débora Junker, PhD

Spring 2025

**Meeting time:**

Fridays, 9:00 - 5:00 pm



### **COURSE DESCRIPTION:**

The concept of "epistemologies of the South," introduced by sociologist Boaventura de Sousa Santos, aims to illuminate and value the global South's rich knowledge and diverse experiences. This initiative emerges as a crucial response to the pervasive exclusion, silencing, and erasure of marginalized communities and their histories. By critically examining various authors, participants will uncover how *knowledges born in the struggle*—particularly those of subaltern groups—can challenge, transform, and expand dominant paradigms while fostering alliances that work toward a multi-epistemic world of shared understanding and justice.

The course provides an engaging environment for rethinking social and institutional possibilities while inspiring innovative approaches to ministry, education, and various vocational contexts. Participants are encouraged to engage in meaningful dialogue and collaborative exploration as they envision practices that can lead to real-world change. Moreover, the course offers an opportunity to examine the theological assumptions that shape both individual and collective worldviews. We will explore how these assumptions inform, interact, and nurture one another, deepening our understanding of their impact on our learning, teaching, and actions. By reflecting on these transformative practices, we will cultivate insights that empower participants to advocate for equity and uphold human dignity within their communities.

## **PARTICIPANTS LEARNING OUTCOMES**

- 1- Students will be able to identify dominant epistemologies and analyze how they contributed to suppressing Indigenous knowledge.<sup>1</sup>
- 2- Students will enhance their understanding of the similarities, complementarities, divergences, and ambiguities among various types of knowledge as a means of maximizing solidarity.<sup>2</sup>
- 3- Students will explore paths of conversation, critiques, and coalitions toward a multi-epistemic world grounded in mutual understanding and appreciation.<sup>3</sup>
- 4- Students will be equipped to participate in a learning experience that can inspire the development of innovative learning spaces grounded in a decolonial pedagogy framework.
- 5- Students will develop essential skills for a teaching and learning effort grounded in decolonial values and practices.

### **Required Books**

Freire, Paulo. *Pedagogy of the Oppressed*, 50th Anniversary Edition. London: Bloomsbury Publishing, 2018. ISBN-978-1-5013-1414 (\$24.95) or 30th Anniversary Edition: (Continuum International Publishing Group, 2000. ISBN: 0826412769 (Amazon, \$24.95)

Krenak, Ailton. *Ideas to Postpone the End of the World*. Transl. Anthony Doyle. Toronto, ON: Anansi International, 2020. ISBN-13 9781487008512 (Amazon, \$12.58)

Namer, David, *Technology of the oppressed: inequity and the digital mundane in favelas of Brazil*. Cambridge, Massachusetts, The MIT Press, 2022. ISBN 9780262543347. \$35.00

Simpson, Leanne Betasamosake. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis, MN: University of Minnesota Press. 1917. ISBN: 1517903874 \$16.85

---

<sup>1</sup> CE Outcome 1: To read and interpret shifting cultural and religious landscapes locally and globally.

<sup>2</sup> CE Outcome 4,5: To evaluate educational strategies and approaches for emancipatory teaching and learning; To utilize race critical and intercultural competencies for social justice education in settings diverse.

<sup>3</sup> CE Outcome 6,7: To construct a critical, spiritually grounded, practice-based self-understanding necessary for transformative faith formation. To develop a theological and ethical foundation for engagement with diverse peoples and settings.

## Supplemental Readings

(This list is subject to change until the first day of class, but the selected chapters will be available on Moodle)

Anzaldúa, Gloria. *Borderlands / La Frontera: The New Mestiza* 4th edition, San Francisco: Aunt Lute Books, 2017. ISBN-978-1-879960-74-9 (Amazon, \$25.94)

Bristol, Laurette. *Plantation Pedagogy: Postcolonial and Global Perspective*. New York: Peter Lang, 2012. ISBN-978-1433117152 (Amazon, \$28.91)

Dabashi, Hamid. *Can Non-Europeans Think?* London: Zed Books Ltd, 2015. ISBN-978-1-78360-419-7 (Amazon, \$15.30)

Darder, A. et al, *International Critical Pedagogy Reader*. New York: Routledge, 2016. ISBN: 978-1-138-01788 (Amazon, 85.95)

Mbembe, Achille Joseph "Decolonizing the university: new directions", *Arts and Humanities in Higher Education* 15, no. 1(2016), pp 29–45.

Nogueira-Godsey, Elaine. "Towards a Decological Praxis." *Horizontes Decoloniales / Decolonial Horizons*, vol. 5, 2019, pp. 73–98.

Pewewardy, Cornel, Anna Lees, et al. *Unsettling Settler-Colonial Education: The Transformational Indigenous Praxis Model*. New York: Teachers College, 2022. ISBN-978-0-8077-6680-4

Santos, Boaventura de Sousa. *The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South*. Durham: Duke University Press. 2018. ISBN-978-1-478-000150

Santos, Boaventura de Sousa. *Knowledges Born in the Struggle: Constructing the Epistemologies of the Global South*. New York: Routledge, 2020. ISBN-978-0-367-36207-2

Tuck, Eve & Yang, Wayne K. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education & Society*, 1 (2012), pp 1-40.

Zavala, Miguel. *Raza Struggle and the Movement for Ethnic Studies – Decolonial Pedagogies, Literacies, and Methodologies*. New York: Peter Lang. 2018. ISBN: 1433147386

## **COURSE OVERVIEW**

### **Academic Policies and Evaluation Criteria.**

All students are expected to abide by the Garrett-Evangelical Theological Seminary academic policies. Therefore, this course follows all school academic policies and procedures, which can be accessed in their entirety on the Registrar section of MyGETS at this link: [https://mygets.garrett.edu/ICS/Registrar\\_and\\_Advising/Common\\_Syllabus\\_Policies.jnz](https://mygets.garrett.edu/ICS/Registrar_and_Advising/Common_Syllabus_Policies.jnz)."

### **The following policies are of particular importance to the successful completion of this coursework:**

#### **Syllabus Change Policy**

While this syllabus aims to outline and frame the general goals and expectations of the course, it should be viewed as a "work in progress." As the instructor becomes familiar with the class throughout the semester, reading assignments and due dates may be subject to change.

#### **Reading**

The intentional and ongoing personal formation of an individual is essential for effective ministry and involves thoughtful reflection on the assigned materials. The goal of this course is not just to transmit information but to provide a transformative learning experience. Therefore, if you haven't read the materials, you won't be able to engage constructively in discussions with your classmates, and you are likely to miss opportunities for personal and ministerial transformation.

#### **Written Work**

Please use Times New Roman font, single-spaced, size 12, with page numbers on each page and your name on the cover page.

Note: All assignments must adhere to Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, 9th Edition. Chicago: University of Chicago Press, 2018. For further information and additional resources, please visit the Moodle page of the Writing Center.

#### **Class Attendance**

If you cannot attend for any reason, you must provide written notification to the instructor before class. Students who miss more than 20% of class sessions will jeopardize the course's continuation.

#### **Participation**

Active engagement with assigned readings, thoughtful written assignments, and dynamic classroom discussions will be crucial to your success in this course. Your preparedness and enthusiasm to participate in discussions and various activities will significantly influence your final grade. Adopting a collaborative mindset is essential to our class ethos as we work together to build a vibrant learning community. Please be aware that attending class regularly and on time is required.

## **Class Engagements & Assignments**

### **1. Centering Time (10%)**

In pairs, students will prepare a brief centering moment inspired by the material to be discussed that week. This can include poems, short videos, songs, or prayers. The purpose of this exercise is to help us focus as we begin our work together. A sign-up sheet for this centering time will be provided, with a maximum duration of 10 minutes for each presentation.

### **2. Dialogic Seminar (30%)**

The dialogic seminar aims to foster dynamic and engaging conversations that explore the essential insights derived from the assigned readings. Each student will take on the critical responsibility of summarizing the core concepts from the required readings and presenting them in an engaging and articulate way. Presentations should extend beyond mere summaries, integrating critical reflections that provoke thought and inspire vibrant classroom discussions and meaningful exchanges of ideas. To promote active participation and curiosity, students are encouraged to formulate thought-provoking questions and interactive activities that will enhance the learning experience for everyone.

### **3. Zine Project (30%)**

Zines are informal, handmade magazines that feature text and creative material such as collages, drawings, poetry, visual art, and more. Their content can be presented in various ways: narrative, journalistic, photographic, comic book-style, or completely abstract. (To learn more about zines, visit <https://www.binderymke.com/what-is-a-zine>.)

The Zine Project aims to allow participants to reflect on key issues and interests arising from course readings, lectures, films, and other activities while connecting them to their research interests and experiences creatively and innovatively. Each student will select a significant idea or issue presented in that week's readings and discussions, translate it into an artistic form, and incorporate it into the Zine Project. Students will also be able to present their final product on the last day of classes.

### **4. Final Written Reflection on the Zine Project (30%):**

**Master's students** are required to write a final reflection of at least seven pages, making substantial connections to the course content and the Zine project.

**Doctoral students** are encouraged to create a reflection of at least ten pages that thoughtfully connects to the course content and their Zine project. Additionally, students should draw upon extra sources and personal experiences to enrich their project, providing a multifaceted perspective that showcases their unique insights and learning journey.

**Assignment Expectation:**

Completing this course requires careful preparation, creativity, teamwork, engaged individual and group participation, and shared accountability. The final grade will signify more than the grades earned for various assignments; it will reflect the instructor's evaluation of the student's overall performance throughout the course.

A – will be awarded for exceptional work showcasing comprehensive field knowledge and fully integrating all components.

B – will be awarded for work that shows a strong understanding of the field, effectively articulates ideas, and adequately integrates concepts.

C – will be awarded for satisfactory work that demonstrates a solid understanding of the field, conveys ideas with reasonable clarity, and incorporates some connection to the discussed topics.

D – will be awarded for work that reveals specific gaps, demonstrates fundamental knowledge of key concepts, and exhibits minimal articulation of the discussed content.

F – will be assigned to inadequate graduate work, which shows little evidence of comprehension in the field, lacks clarity in articulating ideas, and demonstrates minimal integration.

<b>A</b>	<b>94-100</b>	<b>B+</b>	<b>87-89 (88)</b>	<b>C+</b>	<b>77-79 (78)</b>
<b>A-</b>	<b>90-93 (91.5)</b>	<b>B</b>	<b>84-86 (85)</b>	<b>C</b>	<b>74-76 (75)</b>
		<b>B-</b>	<b>80-83 (81.5)</b>	<b>C-</b>	<b>70-73 (71.5)</b>
				<b>D (Failing)</b>	<b>60-69 (65)</b>

**Weekly schedules and assignments (to be provided and discussed on the first day of class).**