

Perspectives solidaires et révolutionnaires pour Haïti

with Jennie-Laure Sully

Keywords: Foreign policy, Identity Politics, Imperialism, NGOs and Foreign Aid, Mobilization, Sovereignty

Related Course Subjects: Human Rights, Immigration Studies, Diversity and the Contemporary World, Political Science, History, Community, Public Affairs and Policy Studies, Gender Studies, Sociology

Jennie-Laure Sully explores the relationship between her identity and her activism work with Solidarité Québec, Haiti. She discusses Canadian and other western countries' imperialistic nature and foreign policy and ways to combat it.

Video URL

<https://youtu.be/hj2WRyp10FM>

Goals/Objectives

After watching the video, students will be able to:

- Identify characteristics of Imperialism
 - Understand the connection between imperialism and systemic racism
 - Verbalize how identity can influence activism
 - Define the mission of Solidarité Québec Haiti
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About The Decolonial Perspectives & Practices Hub

The Decolonial Perspectives & Practices Hub is a student-led initiative to provide a platform for the community to collaborate and develop meaningful solutions to the systemic issues faced by underserved groups in academia. Our mission is to advance knowledge and understanding of these issues and provide a space to engage in research and learning that is open to all experiences each individual brings.

About the Anti-Racist Pedagogy Project

The Anti-Racist Pedagogy Project is a video library that showcases pre-recorded talks by local community activists, students and educators in Montreal and Canada and transforms them into anti-racist educational resources for the classroom. Undergraduate and graduate students from Concordia and McGill University created the content for these course packages. These resources exemplify the power of student leadership and their contribution to advancing antiracist education.

Learn More
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Pre-Class Self-Reflection Exercise (Educators)

Fully engaging with antiracist pedagogy starts with self-reflection and accountability. **If you are familiar with antiracist education, you know that the best way to teach antiracist pedagogy is to model antiracist praxis and thought.** As such, we have developed a series of self-reflection questions for you to consider before integrating anti-racist educational materials into your classroom. The night before class or at least a few hours before class, give yourself time, without distractions, to reflect on the questions below - you can write them down or reflect on them with yourself paper free!

Be reflexive

- What does antiracist pedagogy or education mean to you?
- What is the relationship between your identity and antiracist work? How would you describe your role in antiracist work?
- How do you view the mutualistic exchange between yourself and your students? Do you adjust your teaching style accordingly?
- What is the difference between engaging with our repository as a knowledge exchange versus a knowledge extraction?

Be accountable

- To what extent have you engaged with antiracist or anti-oppressive education or philosophies within your life/work? Why or why not?
- What has the silencing or exclusion of another person or group looked like in the environments that you frequent? What have you done, or what could you have done to remedy it?
- Reflect on how you have engaged with literature, presentations and other forms of knowledge led by Queer, Trans, Indigenous, Black, Asian, and other POC in your academic, personal, or professional lives.
- What has been your role in disrupting and mobilizing against racism and oppression interpersonally or in the environments you frequent?

Guiding Questions

Before watching the video

Pre-Video Questions -Students

- What do you know about Canadian foreign policy?
- What is imperialism? What does it mean? Where does it exist?
- Why do some nations have more power than others in global affairs? Who decided this? How was it decided?



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- What is the link between your identity and your work, the field you study, or the places you volunteer at?

While watching the video

As you watch the video, take note of the following:

- Why is Canada involved in foreign political affairs?
- What are some examples of racist policies?
- Why is it essential to reach out to people on the ground?
- What is an oppressive regime? What does it entail? What are the consequences of such a regime?
- What are the countries that are often involved in foreign affairs? Why?

After watching the video

Post-video Questions

Foreign Policy

- What does it mean to ignore Haitian sovereignty? What does Canada gain by doing that?
- Can change occur from outside of the system or country of relevance? Why or why not?

Imperialism

- Who are the world's leaders, and how did they get there?
- What is foreign aid? Does it help or hinder the development of infrastructures in the Global South? How and why?
- What do you think Jennie-Laure Sully means by "changing the system"? What type of changes need to occur and why?

Sovereignty

- What does ignoring Haitian sovereignty implies for Haitian people? What could Canada be gaining by doing that or funding Haitian prisons and training the Haitian police force?
- What does it mean for a nation to be sovereign, and how does it link to international relations?
- Is there a link between globalization and sovereignty? Race and Sovereignty? Why or why not?

Assignments / Writing topics

Foreign Policy

- Go to the Canadian Foreign Policy Institute's campaign section (<https://www.foreignpolicy.ca/campaign>) and respond to any of the prompts via essay format or presentation



Imperialism

- Write an Op-Ed on international coalitions (G7, G20, UN...) and the repartition of power. Present to the class for discussion.

Consider the following:

- Who are the countries that are overrepresented vs underrepresented?
- Who has Veto power and why?
- How was this coalition created? Why? By whom?
- Consider the broader historical context of the coalition. (ex. League of nations to united nations)

NGOs and Foreign Aid

- Conduct or write a case study on the efficiency of foreign aid in Haiti or another global south country. Think of the Clinton Foundation, Kony2012, UN peacekeepers (Haiti), and their long-term impact on the communities they were mandated to assist. Discuss the aftermath.

Taking Action

- Go on Solidarité Quebec Haiti's Facebook page (or any other group that relates to foreign affairs) and partake in the conversation.
- Compile a list of reading materials, documentaries, and other resources highlighting the importance of sovereignty and sustainability in foreign aid.

Student Group Reflection

1. What is something new that your group learned or began to consider from watching the video?
2. What type of educational videos on systemic racism would you like to see more of?
3. How can you combat systems of oppression and exclusion in your individual lives?
4. Why is having an anti-racist approach to your work/studies important?
5. After today's exercise, write down two suggestions for your professor on making your class more inclusive.

Thank you for implementing our resources and supporting anti-racism efforts in education. If you have any questions or feedback, please email us!



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