

IR/SO 338 SPAIN AND MOROCCO: SUSTAINABLE MIGRATION AND THE DECOLONIZATION OF INTERNATIONAL RELATIONS

IES Abroad Granada Summer

DESCRIPTION:

Experience has shown that people are more successful in achieving their goals when they cooperate with each other, working together, and learning from each other. In this course, students will be able to identify significant challenges and opportunities towards sustainable migration in the Western Mediterranean. Working in small teams, they will conceive and design systems and policies that can offer opportunities for sustainable migration, considering the environmental, historical and social context of the region. Fellow students will represent a variety of academic backgrounds. Together, they will be part of a diverse learning community, guided by a faculty expert. Substantive field visits, presentations by experts and connections with local NGOs will allow students to gather valuable data and information as they develop their projects; innovative technology will enable them to share their experience and findings at the end of the course; and problem-based learning will culminate in each team delivering a multi-media presentation to the group. Upon successful completion of this course, students will earn a micro-credential in Sustainability, Development and Equitable living that will demonstrate their sustainability literacy and ability to search for innovative solutions to complex problems.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The main outcome of this course is the challenge given to each of the teams to design a cooperation project aimed at tackling the socio-environmental problems identified by the students. The methods of presentation are designed to support the students in this challenge. The following approaches will be used:

- **Classes:** students will be encouraged to participate in conversations and discussions after the main theoretical contents have been introduced. The students along with the professor will try to find solutions to the identified problems.
- **Video lectures:** three invited lecturers will present key concepts from different disciplinary perspectives to explore the interconnectivity between them. These lectures will be synchronous/asynchronous and recorded, thus available for the students in Moodle.
- **Team presentations:** student teams will give short presentations to the other teams on their work on the assignments. Students will be expected to give feedback to the other teams.
- **Moodle forums:** before the synchronous classes, teams will outline their approach to the questions assigned on a Moodle forum, where they will be asked to comment on the other teams' work and give feedback and suggestions.
- **Class discussion:** teaching will just occupy part of the class time, and classes will be devoted priorly to discussions and presentations on their proposals.
- **Materials in Moodle:** key readings, videos and online resources designed to develop a general understanding of the subject matter and foment discussion.
- **Course-related trips:** students will use these trips to inspire their designs and give them a chance to receive feedback from experts in the field.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Identify the key socio-environmental issues in a determined location
- Compare and critique environmental policies in different locations
- Analyze media content regarding socio-environmental Conflicts, and its place in the international relations.
- Acknowledge the existence of diversity, multiculturalism and other cultures, customs, and traditions from a decolonial perspective.
- Recognize colonial structures in International Relations, evaluate their effects and consider meaningful alternatives.

- Acknowledge the importance of socio-environmental conflicts, evaluate its consequences and relate to involved actors (NGOs, Political Organizations, etc.).
- Identify research objectives and formulate research hypotheses.
- Identify complex situations or challenges associated to the issues addressed in the course.
- Work collaboratively in teams towards finding a solution for a complex problem.
- Differentiate between realistic and unrealistic goals for cooperation solutions
- Analyze the successes and failures of cooperation projects in other locations

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation – 20%
- Individual assignments – 20%
 - (I) How would I tackle the border challenge in my own environment?
 - (II) How can I rewrite a newspaper article about a Socio-Environmental problem?
- Team projects – 50%
 - o First project briefing: 10%
 - o Second project briefing: 10%
 - o Final Project Presentation: 30%
- Field visit summaries – 10%

Participation

Participation is essential in this course. Students are required to engage with assigned materials, and to participate actively both in their team activities and in their discussions with other teams. A general participation rubric will be shared with students.

Individual Assignments

Students will be asked to complete two individual assignments to reflect on socio-environmental issues: a *in situ* cooperation draft project and a migration-related project.

Team Projects

Teams of 3-5 students will identify a key issue within the framework of the course, elaborate a reduced list of relevant challenges associated with that issue, and design a viable answer to meet one of those challenges. Teams will present reports on their responses to these assignments throughout the semester. At the end of the course, each team will deliver a multi-media presentation on their final design. The assignments will be guided by the faculty in a staged fashion, and each team will receive feedback from their peers. Rubrics will be provided to guide the students in completing their assignments, although the rubrics will leave space for originality and creativity. Grades will be awarded based on the clarity and creativity of solutions, but also on the basis of the teams' ability to work together, and to exchange ideas. Collaboration, and adapting other teams' ideas to the local context will be positively evaluated.

Summaries of field visits

One-page summaries of field visits and guest speakers for other teams.

ATTENDANCE POLICY: Attendance is mandatory for all classes, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three class sessions or course-related excursions, 3 percentage points will be deducted from the final grade for every additional absence. Seven absences will result in a failing grade.

CONTENT:

Unit/Session	Content	Required readings and assignments

Unit 1: We will discuss the concepts of colonialism/coloniality, by giving theoretical definitions of them, and analyzing case studies (such as the Spain-Morocco relationship throughout history). We will focus on the concept of “border,” by differentiating epistemic and physical frontiers, and how both have been used to establish hierarchies between different actors. The main focus of this Unit is to make students become familiar with basic concepts of Colonialism and Migration Studies, in order to solve border-problems.

Session 1	Course presentation • Full group introductions • Why focussing on colonialism? • How to solve border problems • Colonialism and migration from the students’ background and perspectives	
Session 2	Colonialism: an Introduction	• Davies, D., & Boehmer, E. (2018). “Postcolonialism and South-South Relations.” In <i>Routledge Handbook of South–South Relations</i> (pp. 48-58).
Session 3	Cinema Forum. Spain and Morocco. Colonial Exchanges?	• Documentary. <i>Ocupación, S.A.</i> (2020)
Session 4	Reflecting on the Border - Physical Borders, Epistemic Borders	• Chambers, R. (2006). “Participatory Mapping and Geographic Information Systems: Whose Map? Who is Empowered and Who Disempowered? Who Gains and Who Loses?,” <i>EJISDC</i> 25(1), 1-11. https://doi.org/10.1002/j.1681-4835.2006.tb00163.x • Nail, T. (2019). “Kinopolitics: Borders in Motion.” In <i>Theory of the Border</i> (pp. 183-203). Oxford University Press. • Mignolo, W. D. (2011). “Geopolitics of sensing and knowing: on (de) coloniality, border thinking and epistemic disobedience.” <i>Postcolonial studies</i>, 14(3), 273-283.
Session 5	Practical session. First contact with problem-solving	• Production of joint definition of colonialism and border • The basic science of Migration Studies • Introduction to problem-solving design principles

Unit 2: This unit includes a basic multi-dimensional approach to the epistemologies of the South. We will define what “inhabit the South” means, in epistemological and social practices, and how the Global North and South have established exchanges in terms of knowledge and techniques with the implementation of North-South and South-South cooperation. The concept of cooperation will be analyzed under a decolonial perspective.

Session 6	Epistemologies of the South. An introduction <i>Participative Lecture by Jordi Serrano-Muñoz, PhD</i>	- Santos, B. (2018). "Introduction: Why the Epistemologies of the South? Artisanal Paths for Artisanal Futures." In <i>The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South</i> (pp. 1-16). New York, USA: Duke University Press. https://doi.org/10.1515/9781478002000-002 - Grosfoguel, R. (2006). "World-Systems Analysis in the Context of Transmodernity, Border Thinking, and Global Coloniality." <i>Review</i> (Fernand Braudel Center), 29(2), 167–187. http://www.jstor.org/stable/40241659 Q&A Session
Session 7	Inhabit the South(s). Historical/Sociological Perspectives	Discussion: What does it mean to inhabit the South?
Session 8	North-South Coloniality vs. South-South Cooperation: Is there a difference that matters?	- Fiddian-Qasmiyeh, E., & Daley, P. (2018). "Introduction: Conceptualising the Global South and South-South Encounters." In <i>Handbook of South-South Relations</i>. Routledge. - Pais, R. (2019). "Development/Alternatives," <i>Dicionário Alice</i>. https://alice.ces.uc.pt/dictionary/?id=23838&pag=23918&id_lingua=1&entry=24726. ISBN: 978-989-8847-08-9
Session 9	Development Cooperation, NGOs and Territorial Management. A Decolonial Perspective <i>Participative lecture by Mireia Pérez Carretero (PhD Candidate)</i>	- Bendix, D., Müller, F., & Ziai, A. (2020). <i>Beyond the Master's Tools?: Decolonizing Knowledge Orders, Research Methods and Teaching</i>. Lanham: Rowman & Littlefield. - Dutta, M.J. (2015). "Decolonizing Communication for Social Change: A Culture-Centered Approach," <i>Communication Theory</i> 25, 123–143. Q&A Session
Session 10	Projecting for Cooperation: an introduction to project thinking - The complexity of Development Cooperation "Sustainable" Cooperation	- Guided discussion on the lectures and results, and towards formulating "Cooperation questions" - Formulation of questions for different locations, comparison of question - Understanding social consequences to guide the process of problem solving - Collection and presentation of best practices

Unit 3: We will study Spain-Morocco relations from a historical and geopolitic perspective. The case study of Western Sahara will be deeply analyzed. Students will realize a brainstorming on the problem-solving of a geopolitical conflict.

Session 11	What? Part I	Students will meet in groups to identify a specific problem and work on an initial solution (Brainstorming).
Session 12	Spain-Morocco: Territorial Coloniality and Geopolitics of Domination	Dalby, S. (2008). "Imperialism, Domination, Culture: The Continued Relevance of Critical Geopolitics," <i>Geopolitics</i> 13(3), 413-436. https://doi.org/10.1080/14650040802203679
Session 13	Case study: West Sahara, International Geopolitics and Global Environmental Consequences	Allan, J. (2016). "Natural resources and intifada: oil, phosphates and resistance to colonialism in Western Sahara," <i>The Journal of North African Studies</i> 21(4), 645-666. https://doi.org/10.1080/13629387.2016.1174586
Session 14	First project Briefing	- What challenge can we identify in Spain-Morocco border, on an historical and cooperation level? - Whole group identification of border challenges
Session 15	What? Part II	- How will you tackle the border challenge in your own environment? Case-studies presentation Presentation of Individual Assignment I

Unit 4: This section brings the class back to the concept of border, by analyzing how migrations, extractivism, and identity marks are used as colonial tools of domination. Spain and Morocco migration experiences will be considered.

Session 16	Environmental Communication: Communication of Risks <u>Lecture by Ayelen Dichdji, PhD (CEAR - UNQ, Argentina)</u>	- Krimsky, S. & Plough, A. (1988). "Introduction: the meaning of risk communication." In <i>Environmental Hazards: Communicating Risks as a Social Process</i>. Dover: Auburn House Publishing Co - Schoenfeld, A.C., Meier, R.F., & Griffin, R.J. (1979). "Constructing a Social Problem: The Press and the Environment," <i>College of Communication Faculty Research and Publications</i> 215. https://epublications.marquette.edu/comm_fac/215 Q&A Session
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Session 17	Decolonial Thoughts on Extractivism and Migrations. Human Resources vs. Natural Resources?	- Grosfoguel, R. (2019). "Epistemic extractivism: a dialogue with Alberto Acosta, Leanne Betasamosake Simpson, and Silvia Rivera Cusicanqui." In <i>Knowledges born in the struggle</i> (pp. 203-218). - Grosfoguel, R. (2016). "From 'Economic extractivism' to 'epistemical extractivism' and 'ontological extractivism': a destructive way to know, be and behave in the World." <i>Tabula Rasa</i> 24, 123-143. Discussion and analysis of newspaper articles on Environmental issues Proposal of different ways of communicating Risks - Communication as a Political tool
Session 18	Cinema Forum	Documentary: <i>Life is Waiting: Referendum and Resistance in Western Sahara</i> (Documentary) (2015) Discussion
Session 19	Trespassing the Border: Morocco-Spain Migrations, Islamophobia and the Invisibilization of the "Other" Who?	- Bravo López, F. (2011). "Towards a definition of Islamophobia: approximations of the early twentieth century." <i>Ethnic and Racial Studies</i> 34(4), 556-573. https://doi.org/10.1080/01419870.2010.528440 - Who will benefit from your project? Who will lose out? Who are you doing this for? Deadline Individual Assignment (II)
Unit 5: This unit will provide the opportunity to deeply reflect on the issues studied throughout the course, by realizing debates and discussions and proposing meaningful alternatives to the power structures studied in class. We will introduce different future scenarios and decolonial project proposals.		
Session 20	Second Project Briefing	- Brief introduction of group proposals to the instructor, classmates and invited expert on the topic. - Guided discussion on those initial solutions where students will be encouraged to provide constructive feedback and contributions to the other groups.

Session 21	Spain-Morocco: International Relations today How? Part I	- Mouna, K. (2018). "The Role of Civil Society in Morocco: Towards Democracy or Autocracy?," Working Papers (MED)RESET 13, 2-22. https://www.iai.it/sites/default/files/medreset_wp_13.pdf Discussion: Is there a chance for Decoloniality? - Identify the key features of students' solution
Session 22	Socio-Environmental Conflicts. A study case: The Soulaliyate Women's Land-Use Rights Movement, Morocco. - Prior to the class the students will gather informations about the Soulaliyate Women's Land-Use Rights Movement —via the Bibliography proposed by the Instructor and related papers/multimedia— and, during the session, will work in groups analyzing the following items, and then exposing them to the rest of the classmates: - Historical reasons - Media coverage of the problem - Possible solutions	- Berriane, Y. (2016) "Bridging social divides: leadership and the making of an alliance for women's land-use right in Morocco." <i>Review of African Political Economy</i>, 43, 350-364. https://doi.org/10.1080/03056244.2016.1214118 - Moughalian, C. (2017) "The Soulaliyate Women's Land-Use Rights Movement, Morocco." EJOLT Environmental Justice Atlas. https://ejatlas.org/conflict/the-soulaliyyate-movement-morocco
Session 23	Nonviolent resistance in Western Sahara How? Part II	- Porges, M. & Leuprecht, C. (2016). "The Puzzle of Nonviolence in Western Sahara," <i>Democracy and Security</i> 12(2), 65-84. - Dann, N. (2014). "Nonviolent Resistance in the Western Sahara," <i>Peace Review</i> 26(1), 46-53. https://doi.org/10.1080/10402659.2014.876312 - Apply Nonviolent principles to your key solutions Discussion and Proposals presentation: Is Nonviolence the way?
Session 24	Decoloniality and border thinking: Seminar: Where do we go now?	Mignolo, W. (2002). "The Geopolitics of Knowledge and the Colonial Difference," <i>The South Atlantic Quarterly</i> 101(1), 57-96.
Unit 6 (in Morocco): We will be analyzing specific case studies of Morocco, in the field of development cooperation, civil society and studies on democracy. The course will close with the students' presentations of their Team Projects.		

Session 25	VISIT: Midwifery as Women-Centered and Decolonial Development Program. A study case in Morocco: Matronas en movimiento	• Temmar, F., Vissandjée, B., Hatem, M., Apale, A., & Kobluk, D. (2006) "Midwives in Morocco: Seeking Recognition as Skilled Partners in Women-Centered Maternity Care, Reproductive Health Matters" 14(27), 83–90. http://www.jstor.org/stable/3775852 • Seed Global Health (2020) "Decolonizing Global Health: Perspectives from Nurses and Midwives, 75th United Nations General Assembly" https://www.youtube.com/watch?time_continue=4&v=HE73DcDfCac&feature=emb_logo • Presentation of Matronas en Movimiento
Session 26	VISIT: Union de l'Action Feminine, Rabat	
Session 27	Presentation of Team Projects (I)	
Session 28	Presentation of Team Projects (II)	

COURSE-RELATED TRIPS:

- Midwifery as Women-Centered and Decolonial Development Program. A study case in Morocco: Matronas en movimiento.
- Union de l'Action Feminine, Rabat.

These visits will bring students closer to organizations that work in the field of social action and to subaltern groups in the Moroccan reality, so they will be able to approach from a practical point of view some of the concepts treated theoretically in class.

REQUIRED READINGS:

- Allan, J. (2016). Natural resources and intifada: oil, phosphates and resistance to colonialism in Western Sahara, *The Journal of North African Studies* 21(4), 645-666. <https://doi.org/10.1080/13629387.2016.1174586>
- Bendix, D., Müller, F., & Ziai, A. (2020). *Beyond the Master's Tools?: Decolonizing Knowledge Orders, Research Methods and Teaching*. Lanham: Rowman & Littlefield.
- Berriane, Y. (2016) Bridging social divides: leadership and the making of an alliance for women's land-use right in Morocco. *Review of African Political Economy*, 43, 350-364. <https://doi.org/10.1080/03056244.2016.1214118>
- Bravo López, F. (2011). Towards a definition of Islamophobia: approximations of the early twentieth century. *Ethnic and Racial Studies* 34(4), 556-573. <https://doi.org/10.1080/01419870.2010.528440>
- Chambers, R. (2006). Participatory Mapping and Geographic Information Systems: Whose Map? Who is Empowered and Who Disempowered? Who Gains and Who Loses?, *EJISDC* 25(1), 1-11. <https://doi.org/10.1002/j.1681-4835.2006.tb00163.x>
- Dalby, S. (2008). Imperialism, Domination, Culture: The Continued Relevance of Critical Geopolitics, *Geopolitics* 13(3), 413-436. <https://doi.org/10.1080/14650040802203679>

- Dann, N. (2014). Nonviolent Resistance in the Western Sahara, *Peace Review* 26(1), 46-53. <https://doi.org/10.1080/10402659.2014.876312>
- Davies, D., & Boehmer, E. (2018). Postcolonialism and South-South Relations. In *Routledge Handbook of South-South Relations* (pp. 48-58). Routledge.
- Dutta, M.J. (2015). Decolonizing Communication for Social Change: A Culture-Centered Approach, *Communication Theory* 25, 123-143.
- Fiddian-Qasmiyeh, E., & Daley, P. (2018). Introduction: Conceptualising the Global South and South-South Encounters. In *Handbook of South-South Relations*. Routledge.
- Grosfoguel, R. (2006). World-Systems Analysis in the Context of Transmodernity, Border Thinking, and Global Coloniality. *Review (Fernand Braudel Center)*, 29(2), 167-187. <http://www.jstor.org/stable/40241659>
- Grosfoguel, R. (2016). From "Economic extractivism" to "epistemological extractivism" and "ontological extractivism": a destructive way to know, be and behave in the World. *Tabula Rasa* 24, 123-143.
- Grosfoguel, R. (2019). Epistemic extractivism: a dialogue with Alberto Acosta, Leanne Betasamosake Simpson, and Silvia Rivera Cusicanqui. In *Knowledges born in the struggle* (pp. 203-218). Routledge.
- Krinsky, S. & Plough, A. (1988). Introduction: the meaning of risk communication. In *Environmental Hazards: Communicating Risks as a Social Process*. Dover: Auburn House Publishing Co.
- Mignolo, W. (2002). The Geopolitics of Knowledge and the Colonial Difference, *The South Atlantic Quarterly* 101(1), 57-96.
- Mignolo, W. (2011). Geopolitics of sensing and knowing: on (de) coloniality, border thinking and epistemic disobedience. *Postcolonial studies*, 14(3), 273-283.
- Moughalian, C. (2017) The Soulaliyate Women's Land-Use Rights Movement, Morocco. *EJOLT Environmental Justice Atlas*. <https://ejatlas.org/conflict/the-soulaliyate-movement-morocco>
- Mouna, K. (2018). The Role of Civil Society in Morocco: Towards Democracy or Autocracy?, *Working Papers (MED)RESET* 13, 2-22. https://www.iai.it/sites/default/files/medreset_wp_13.pdf
- Nail, T. (2019). Kinopolitics: Borders in Motion. In *Theory of the Border* (pp. 183-203). Oxford University Press.
- Pais, R. (2019). Development/Alternatives, *Dicionário Alice*. https://alice.ces.uc.pt/dictionary/?id=23838&pag=23918&id_lingua=1&entry=24726. ISBN: 978-989-8847-08-9
- Porges, M. & Leuprecht, C. (2016). The Puzzle of Nonviolence in Western Sahara, *Democracy and Security* 12(2), 65-84.
- Santos, B. (2018). Introduction: Why the Epistemologies of the South? Artisanal Paths for Artisanal Futures. In *The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South* (pp. 1-16). New York, USA: Duke University Press. <https://doi.org/10.1515/9781478002000-002>
- Schoenfeld, A.C., Meier, R.F., & Griffin, R.J. (1979). Constructing a Social Problem: The Press and the Environment, *College of Communication Faculty Research and Publications* 215.
- Temmar, F., Vissandjée, B., Hatem, M., Apale, A., & Kobluk, D. (2006) Midwives in Morocco: Seeking Recognition as Skilled Partners in Women-Centred Maternity Care, *Reproductive Health Matters* 14(27), 83-90. <http://www.jstor.org/stable/3775852>

RECOMMENDED READINGS:

This is a list of readings recommended by the faculty which students can draw on during the course to help them tackle issues or questions that arise during their research. The faculty team will also recommend additional other readings and materials throughout the course, adapting to the direction that the teams' research is taking.

- Ballinger, P. (2012). Borders and the Rhythms of Displacement, Emplacement and Mobility. In *The Blackwell Companion to Border Studies*. Thomas Wilson and Hastings Donnan, eds. (pp. 389-404). Oxford: Blackwell.
- Beck, U. (1998). *World Risk Society*. Cambridge: Polity Press.
- Beck, U. (1992). *Risk Society: Towards a New Modernity*. London: Sage. (Part Two: Risk Communication. Chapter 9: Introductory Note to Part Two. Chapter 10: "Down and Dirty". Chapter 11: The Evolution of Risk Communication Practice. Chapter 12: Effective Risk Communication Practice. Chapter 14: Climate Change: A Guide for the Perplexed.
- Castro Herrera, G. (1997). The Environmental Crisis and the Tasks of History in Latin America, *Environment and History* 3, 1-18. <https://www.jstor.org/stable/20723027>
- Cronon, W. (1993). The uses of environmental history, *Environmental History Review* 17(3), 1-22 <https://www.jstor.org/stable/3984602>
- Fiddian-Qasmiyeh, E., & Daley, P. O. (Eds.). (2019). *Routledge handbook of South-South relations*. Routledge/Taylor & Francis Group.
- Hannam, K., Sheller, M., Urry, J. (2006). Editorial: Mobilities, Immobilities and Moorings, *Mobilities* 1(1), 1-22. <https://doi.org/10.1080/17450100500489189>

- Hilton, M. (2016). Charity, Decolonization and Development: The Case of the Starehe Boys School, Nairobi, *Past and Present* 233, 227 – 264.
- Hughes, D. (2003). The Nature of Environmental History, *Revista de Historia Actual* 1, 23-30 <https://historia-actual.org/Publicaciones/index.php/rha/article/view/336>
- Lugones, M. (2010). Toward a Decolonial Feminism, *Hypatia*, 25(4), 742–759. <http://www.jstor.org/stable/40928654>
- Martínez-Alier, J. (2012). Environmental justice and economic degrowth: an alliance between two movements. *Capitalism Nature Socialism* 23(1), 51-73.
- Monmonier, M. (1991). *How to lie with Maps*. Chicago: Chicago University Press.
- O’Sullivan, K. (2014). Humanitarian encounters: Biafra, NGOs and imaginings of the Third World in Britain and Ireland, 1967–70, *Journal of Genocide Research* 16, 299 – 315.
- Powell, D. (1996). *An introduction to risk communication and the perception of risk* [Online]. Available at www.foodsafetynetwork.ca/risk/risk-review/risk-review.htm (verified 3 Aug. 2004). Univ. Of Guelph, Guelph, ON, Canada
- Rivera Cusicanqui, S. (2012). Ch'ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization, *South Atlantic Quarterly* 111(1): 95–109. <https://doi.org/10.1215/00382876-1472612>
- van Houtum, H., Bueno Lacy, R. (2020). The migration maptrap. On the invasion arrows in the cartography of migration, *Mobilities* 15(2), 196-219, <https://doi.org/10.1080/17450101.2019.1676031>
- Sismondo, S. (1993). Some social construction. *Social studies of science* 23(3), 515-553. <https://doi.org/10.1177/0306312793023003004>
- Stephan, M.J. & Mundy, J. (2006). A battlefield transformed: from guerrilla resistance to mass nonviolent struggle in the Western Sahara, *Journal of Military and Strategic Studies*, 8(3). <https://www.nonviolent-conflict.org/wp-content/uploads/2016/02/A-Battlefield-Transformed..From-Guerilla-Resistance-to-Mass-Nonviolent-Struggle-in-the-Western-Sahara.pdf>
- Walsh, C. (2018). 1 The Decolonial For: Resurgences, Shifts, and Movements. In *On Decoloniality: Concepts, Analytics, Praxis* (pp. 15-32). New York, USA: Duke University Press. <https://doi.org/10.1515/9780822371779-003>

FILMOGRAPHY

- *Ocupación S.A.* (Documentary) (2020) <https://vimeo.com/490703822>
- *Life is Waiting: Referendum and Resistance in Western Sahara* (Documentary) (2015) <https://culturesofresistancefilms.com/western-sahara/>
https://www.youtube.com/watch?v=9QzRzm4uFxU&ab_channel=CulturesofResistanceFilms