

**Development Studies and Social Change (DSSC) Minor Program Courses  
2019-20**

**\*\*Registration for DSSC Courses\*\***

You will need a permission number to allow you to register for a DSSC course. Please email Laura Bell at [icgc@umn.edu](mailto:icgc@umn.edu) for permission numbers. Do you have questions about the courses or the DSSC minor program? Please see Karen Brown in 537 Heller Hall or email [kbt@umn.edu](mailto:kbt@umn.edu). Topics course descriptions are listed below and you'll find core course descriptions on our website [www.icgc.umn.edu](http://www.icgc.umn.edu).

**FALL SEMESTER 2019**

**DSSC 8111**                      **Ways of Knowing (3 cr)**  
**Instructor:**                 **Dr. Richa Nagar, Gender, Women & Sexuality Studies**  
**Course Schedule:**         **Fridays 9:15am– 11:45am**

**Who takes this course?** ICGC Scholars in their first year of the program should enroll in DSSC 8111. ICGC Scholars from earlier cohorts who have not yet taken Ways of Knowing due to scheduling conflicts should also enroll in this seminar.

**DSSC 8211**                      **Doctoral Research Workshop (3 cr)**  
**Instructor:**                 **Dr. Karen Brown, ICGC**  
**Course Schedule:**         **Thursdays 10am-12:30pm**

**Who takes this course?** ICGC Scholars in their third year, or in the year prior to their dissertation research year, should enroll in DSSC 8211 in Fall semester.

**DSSC 8310**                      **Topics in Development Studies and Social Change (2 or 3 cr)**  
**Section 1:**                    **Global Apartheid**  
**Instructors:**                 **Dr. Cesare Casarino, Cultural Studies & Comparative Literature  
and Ross Truscott, University of the Western Cape**  
**Course Schedule:**         **Tuesdays, 2:00-5:00pm**

**Who takes this class?** ICGC Scholars in their second year of the program should enroll for a minimum of 2 credits of DSSC 8310. DSSC 8310 is a variable credit course, typically offered for one credit. Students are welcome to enroll in multiple sections of DSSC 8310, and must complete at least two credits.

**Course Description:**

What would it mean to understand the contemporary capitalist world system as a system of “global apartheid?” This question is prompted by what may seem a historical paradox: on the one hand, official, legal, historical apartheid in South Africa rapidly started breaking down in 1990 and finally was abolished in 1994 with the election of Nelson Mandela as the country’s first black president; on the other hand, during approximately the same period (i.e., from 1989 to 1991), the Cold War officially ended (following the fall of the Berlin Wall), the first post-Cold-War war (a.k.a. “Operation Desert Storm”) was waged, a “New World Order” (as then U.S. President George H. W. Bush—invoking Winston Churchill—called it) was established, and an exponential leap in the globalization of capital took place that has ushered in a planetary order increasingly characterized by racialized separations and divisions (often marked by the proliferation of physical walls and borders of all sorts) between rich and poor, between the privileged and the disenfranchised, between humans whose life and safety must be protected at all costs and humans who are entirely expendable and who can be killed or let die with impunity. In short, at the same time that apartheid was officially abolished in South Africa, apartheid (or a variation on that theme of racialized separation, oppression, and exploitation) went global. Or—to capsize all of the above—had apartheid in some sense been global all along? Was modernity, among other things, a project of apartheid from the very start?

This seminar will address these questions—as well as the apparent paradox generating it—by examining the complex relations between sovereignty and biopolitics in modernity and by situating apartheid (and its deployments of race and of violence) as central to the intersection of sovereignty and biopolitics. To this purpose, we will study works (or excerpts from works) by Giorgio Agamben, Étienne Balibar, Walter Benjamin, Alain de Benoist, Steve Biko, Gilles Deleuze, Jacques Derrida, Frantz Fanon, Michel Foucault, Herman Giliomee, Paul Gilroy, Colette Guillaumin, Alfred Hoernlé, Kiarina Kordela, Alex La Guma, Paul Maylam, Achille Mbembe, Deborah Posel, Ernest Renan, Carl Schmitt, Tzvetan Todorov, Dimitris Vardoulakis, Hendrik Verwoerd, Paolo Virno, Alexander Weheliye, as well as Sylvia Wynter & Katherine McKittrick, Michael Hardt & Antonio Negri, Sandro Mezzadra & Brett Nielson, Anne McClintock & Rob Nixon, and Maurits van Bever Donker, Premesh Lalu, Gary Minkley & Ross Truscott.



**SPRING SEMESTER 2020**

**DSSC 8112**                    **Scholarship and Public Responsibility (1 cr)**  
**Instructor:**                **Dr. Michael Goldman, Sociology**  
**Course Schedule:**        **Fridays, 10-11:30am, 1<sup>st</sup> Half of the Semester**

**Who takes this course?** ICGC Scholars in their first year of the program should enroll in DSSC 8112. ICGC Scholars from earlier cohorts who have not yet taken DSSC 8112 due to scheduling conflicts should also enroll in this seminar.

**DSSC 8310**                    **Topics in Development Studies and Social Change (1 cr)**  
**Section 1:**                    **Education, citizenship and belonging in times of populism and nationalism**  
**Instructor:**                **Roozbeh Shirazi, Department of Organizational Leadership, Policy and Development**  
**Course Schedule:**        **Wednesdays, 2-4pm, 2<sup>nd</sup> Half of the Semester**

**Who takes this course?** ICGC Scholars in their second year of the program should enroll for a minimum of 2 credits of DSSC 8310. DSSC 8310 is a variable credit course, typically offered for one credit. Students are welcome to enroll in multiple sections of DSSC 8310, and must complete at least two credits.

**Course Description:** What can we learn about threats to democracy from racialized nationalism and populism through an examination of educational processes, curricula, and everyday institutional practices? Broadly conceived, education—and formal schooling in particular—have long been understood to be a vital site of cultivating and teaching the nation, belonging, and notions of citizenship. And yet schooling has been equally implicated in producing racialized notions of Otherness, threat, and exclusion. This ICGC seminar is meant to serve as a critical introduction to the relationship between education and questions of membership and politics, with particular emphasis on how processes of exclusion have materialized across a range of educational institutions and sociopolitical contexts over time. Students will work on developing a contemporary or historical case study of their choice that examines how educational processes provide an important vantage point to understand patterns of racialized inclusion and exclusion from the national imaginary.



