

Fall 2023

DSSC 8111: Approaches to Knowledge and Truth: Ways of Knowing in Development Studies and Social Change¹

Fridays, 9:15-11:45 am US central time

Class meets in 400 Ford Hall

Note: Several of our class sessions will be held over Zoom. Please use this link unless an alternative link is provided:

<https://umn.zoom.us/j/94375843806?pwd=QkI1MVUvZmMyZWx6bWFmNy9RSmFudz09>

Course Canvas Site: <https://canvas.umn.edu/courses/378915>

Instructor:

[Professor Richa Nagar](#)

Email: nagar@umn.edu

Pedagogical Partner:

Dr. Sara Musaifer

Postdoctoral fellow, NYU-Abu Dhabi

Former ICGC fellow and a co-founder & member of the *AGITATE!* Editorial Collective

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Appointments

I would love to be in conversation with you about questions addressed by this seminar, so please don't hesitate to reach out and make an appointment. I will hold appointments in multiple locations on Minneapolis and Saint Paul campuses and by Zoom. *Please send me an email (preferably 72 hours in advance) to make an appointment--Richa.*

I would be happy to meet with you to discuss any emerging curiosities related to the seminar. Please reach out via email and make an appointment, preferably 72 hours in advance. I am currently based out of Abu Dhabi, UAE so I will hold appointments by Zoom-- Sara.

Description

This course serves as a critical introduction to questions of scholarship and responsibility as well as the ethics, politics, and poetics of knowledge making, while offering an opportunity to develop

¹ This syllabus is subject to change based on the evolving needs of the class, emerging issues in our conversation, and opportunities that may become available and would be valuable for our learning. Any changes will be announced at least a week in advance of the class meeting. The contents of this class, including this syllabus, may appear in form or in part in future publications and archives of [AGITATE! Unsettling Knowledges](#).

collective reflections on these themes. Through the lenses of disciplinarity and anti-disciplinarity, the course centers on different meanings of social and epistemic justice. It invites you to explore the ways in which our complex locations shape the knowledges we produce as well as the varied stakes involved in knowledge making. We will ask: *how do disciplinary and interdisciplinary fields authorize and reproduce particular ways of seeing, ordering, and institutionalizing knowledges? What comes to count as knowledge and who becomes authorized to own, evaluate, or disseminate that knowledge? What and whom do dominant disciplinary authorizations exclude or marginalize, and how? How, and to what extent, can academic intellectuals overturn and unmake disciplined knowledges to co-build intellectual and political agitations with those who have been marginalized or erased from dominant languages of the academy?*

This year's seminar includes significant activities organized around visits (by Zoom) of guest speakers from across the world. With crucial contributions of these visitors—who have grappled in different ways with inter/trans/anti-disciplinary research, activism, artistry, and critical pedagogies—we will think through the aforementioned questions while unlearning, relearning, agitating, and growing in conversation with one another.

Required Texts and E-reserves

There are two required books for this course:

- Koni Benson with André Trantraal, Nathan Trantraal, and Ashley E. Marais. 2021. *Crossroads: I Live Where I Like: A Graphic History*. PM Press/Kairos. To access this text as an ebook through the UMN Libraries, click here: [Crossroads : I live where I like : a graphic history /](#) The book is also available through the UMN Bookstore.
- Amoke Kubat, *Missing Mama: My Story of Loss, Sorrow, and Healing*. Respondability, Inc.
- All other required readings will be available through the course's Canvas site.

Assignments, Expectations, Grading Criteria, and Relevant Policies

Attendance & Participation:

Regular attendance, active participation, and timely completion of assigned work are basic requirements for this course, which depends on full presence, generous collaboration, and mutual cooperation among all of us. This class is committed to the principle of collaborative learning: In order to learn from one another and from the collective as a whole, we must take our own responsibility as learners seriously. To facilitate such learning, I expect each participant to:

- Complete all the readings and assignments by the due dates and times and come to class well-prepared to engage the topic of the day and to contribute thoughtfully to the large group and small group activities.
- Bring with you the assigned materials and your reflections so that you can refer to them during classroom discussion.
- Have respectful and stimulating dialogues with your peers so that all of you are able to support and enhance one another's journeys as co-learners.

- Schedule at least six hours before each weekly meeting to absorb the assigned materials and undertake your reflections/ writing. As you read, write notes in a notepad, journal, or your electronic device, and use these as a basis for crafting your weekly reflections and responses. Sometimes the material may be difficult to process—note that as well; identify terms or ideas that are unclear; highlight the sentences you think are crucial; jot down any thoughts that may be relevant to our previous discussions.
- Help to create a non-competitive and collaborative space that inspires honest reflection and critical analysis and that fosters the creativity of all. Let's mobilize our energy and ideas to give momentum to our class activities. Let's become aware of how much space we ourselves are taking, and of how we might encourage others to more fully contribute their energies and ideas to the collective flow. To facilitate such collaboration, I invite you to be attentive to the following **Ground Rules** and propose modifications in them as needed:

Ground Rules/This Class as a Learning Space

We will strive to cultivate an environment of humility, openness, and respect for all as we engage, generate and co-create knowledge as members of this class. We will strive to create a space where:

- we are actively aware of our location in, and the politics of, the classroom,
- we engage in an honest dialogue about power and difference,
- learning is a genuinely collaborative and reciprocal process that builds community, and
- every voice is heard and respected without compromising a commitment to grapple with ethics and justice.
- We encourage open sharing and discussion, while remembering that the most transformative learning experiences we have are sometimes moments of great discomfort that require unlearning and relearning.

To ensure a respectful learning environment for all:

- Make sure that your cell phones are turned off before the class begins.
- Be fully present as an active listener/witness in the classroom when others are speaking/performing.
- You will be asked to use a computer for some kinds of in-class exercises and discussions, so keep them handy.
- Be aware of your body language in the classroom and treat everyone with the same respect that you yourself would like to be treated and engaged with.
- Remember that participation does not mean dominating the discussion needlessly, and involves making room for everyone to engage in conversation, reflection, and co-creation.

Grades & Assignments

- **Note that the first two assignments are co-related: some members of the class will be writing weekly reflections and questions while others will be responding and commenting on all the weekly submissions prior to our class meeting. This crucial**

engagement will form the basis for the in-class discussion; therefore, it is important that your submissions and responses/comments not be late. All participants will read everything that has been shared on canvas so that we are well-prepared to begin discussion in class.

- The grade breakdown is as follows:

	Points Possible	Percentage of Final Grade
I. <u>5 Weekly Reflections & 1 Discussion Question, due at 4 pm on Wednesday before the class meeting</u> (6 points each: 4 points for the written reflection, 2 points for the question).	5X6=30	30%
II. <u>3 Responses & Comments to all the Weekly Reflections & Questions, due at 4 pm on Thursday before class meeting</u> (5 points each).	3X5=15	15%
III. <u>Engagements and Dreams</u> (55 points). <ul style="list-style-type: none"> • Workshopping ideas in class on Nov 17th (10 points) • First draft due at noon on Nov 25th (15 points) • Discussion of drafts on Dec 1st & Dec 8th (15 points: 5 points for participating in discussion of your own draft, 10 points for written comments on, and in-class engagement with, your peers' projects). • Final submission, due on Dec 14th at noon (15 points) 	10+15+15+15=55	55%
TOTALS	100	100%

- I. **Five Weekly Reflections and Questions** (6 points each: 4 points for the written reflection & 2 points for the question. Total points: 30)

Over the course of the semester, each seminar participant will use the online forum on our course canvas site to share five weekly reflections on the assigned texts (250-300 words) and to pose one substantive discussion question (separate from the previous word count) to discuss collectively with the class. *During some weeks, you will have specific instructions from me or from a guest speaker to undertake particular tasks in relation to our upcoming session. In these cases, you will fulfill these tasks and the completion of these tasks will count as your weekly reflection &*

question. Through these reflections/questions/responses, I expect you to engage with key themes, arguments, perspectives, and provocations posed in the assigned texts that you found particularly generative or difficult, as well as the points of connection or tension they might offer in relation to what you are learning in your other classes and sites of engagement. Make sure to complete this assignment no later than 4pm on the Wednesday before we meet to discuss the material.

II. **Three Responses & Comments on Peers' Weekly Reflections and Questions** (5 points each. Total points: 15)

Thrice over the course of the semester, each seminar participant will use the online forum to respond three times to **all** the weekly reflections and questions that your peers submit on the assigned material for that week. You will use the 'reply' button on the canvas forum to submit your responses and comments. Feel free to add, revise, and extend what has been offered for discussion by the seminar participants you are reading. Through these responses and comments, you will engage the perspectives of your classmates and we will together build a systematic conversation across disciplines and locations. Make sure to share these responses no later than 4pm on the Thursday before we meet to discuss the material.

III. **Engagements & Dreams, in four stages** (Total points: 55)

For this multi-stage project, you will reflect on the key concepts covered in our seminar in relation to the dream(s) you would like to pursue as a member of your academic field and an ICGC fellow. The three tasks that you will accomplish for Week Two and revisit other times during the semester will provide a critical foundation for this project. Among the many possible questions that might guide your project are: *What approaches to knowledge and truth have you been most drawn to in the course of this semester and why? What kinds of ethical imperatives drive you? To what extent do you think there is space for you to dream, build, and grow with these approaches in your own field(s)? Are there some things that seem more possible or difficult than others? What kinds of collective (anti)disciplinary rituals, agitations, or interventions may be needed to turn the impossible into possible?* I am open to other questions or creative ideas that you may have for this project as long as you engage with the key concepts and ideas that we have covered. You may choose to work on this project with one or two classmates in the form of an exploratory conversation. The work will proceed in the following steps:

- On November 17th, we will workshop ideas collectively in class (worth 10 points). *Building on the work of the semester, you will teach one another about the rituals and ceremonies of your fields. We will consider what it might mean to dream in and beyond your fields (however you want to define your fields), and what dreams you want to nourish through your Ph.D. journeys. Through this discussion, each of you will also determine:*

- (i) the thematic focus of your project and your possible entry points into it;
- (ii) the scope of the project and the form in which you are imagining this work, &
- (iii) the specific ways you plan to engage questions of disciplinarity or inter/trans/multi/anti-disciplinarity in your project.

- By noon on November 25th, you will submit a draft of approximately 750 words that discusses aforementioned aspects (i, ii, iii) in a shared google folder (worth 15 points).
- On December 1st and 8th, each author (or a group of co-authors) will make brief remarks (1-2 min) contextualizing their drafts and each draft will receive detailed comments from all the seminar participants (worth 15 points: 5 points for sharing a draft of your own work, 10 points for written and in-class engagement with draft projects of your peers).
- Final submission is due on December 14th at noon. I will be interested in reading for the ways in which the feedback that you received from the class on December 1st and 8th has informed your revision and reflection. I expect this submission to be about 2500 words (excluding bibliography), but I am open to other lengths based on the specificities of each project (15 points).

PLEASE NOTE:

- You must complete all the requirements to pass the course.
- All written work must be word-processed and proofread in advance for grammatical and typographical errors, spellings, and punctuation.
- Student Writing Support provides free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. I strongly encourage you to use this resource. For more details, visit: <http://writing.umn.edu/sws/index.html>

Grading Criteria

CLA Grading criteria: The University mandated "+" and "-" grading symbols will be used with the A-F grading system.

A -- achievement *outstanding* relative to the level necessary to meet course requirements.

B -- achievement *significantly above* the level necessary to meet course requirements.

C -- achievement meeting the *basic* course requirements in every respect.

D -- achievement *worthy of credit* even though it does not meet the basic requirements.

F -- performance *failing* to meet the basic course requirements.

S -- equivalent to a grade of C or better.

Grading and worth will not be based upon sex, gender, race, ethnicity, religion, or ability. No one will be discriminated against on the basis of any personal identification, cultural, spiritual or political belief or practice.

Absences, Revisions, Extensions, and Incompletes

- To be fair to the class as a whole I can only excuse absences in cases of illness or emergency.
- The nature and structure of this class prohibit me from accepting late assignments or from giving extensions on tasks that shape our collective work on a weekly basis. Similarly, there will be no opportunity to ‘redo’ or ‘revise’ assignments beyond what is already built into the syllabus.
- You have to be physically present in the class to earn full credit for your weekly reflections and responses. If you are facing a serious health problem or a personal crisis and wish to ask for an extension or alternative arrangements, please contact me at least 48 hours before the assignment is due. Extensions and incompletes will only be provided in rare cases, and will require documentation detailing why you cannot complete the assignment/course on time.

Academic Freedom and Responsibility

I will not ask you to espouse the opinions, perspectives, and theories put forth in this class, but I do expect you to read the assigned materials, attend weekly meetings, and participate in all class activities, and engage these seriously in your written assignments and in-class discussions.

Academic Integrity and Scholastic Misconduct

Ethics and honesty are critical to academic and life success. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action including dismissal against any student who is found responsible for scholastic dishonesty or who otherwise fails to meet the standards. Any student who has been judged to have engaged in scholastic dishonesty in coursework may receive a reduced or failing grade for the work in question and for the course. For more information see the University of Minnesota [Student Conduct Code](#).

Given the deep critical engagement with assigned materials and collaboration with peers that is required for all the written assignments for this course, Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg® can not be used for course assignments. This applies to the following actions:

- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to brainstorm, formulate arguments, or template ideas for assignments;
- Using AI to summarize or contextualize source materials;
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Disability Accommodations

If you have, or think you have, a disability in any area such as mental health, attention, learning, chronic health, sensory or physical, please contact the Disability Resource Center office on campus to arrange a confidential discussion regarding equitable access and reasonable accommodations. Visit <https://diversity.umn.edu/disability/home> or call 612-626-1333.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu/>.

Equity and Diversity

The U of MN is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. For further information, visit: <https://diversity.umn.edu/eoaa/> or call Univ. Office of Equal Opportunity and Affirmative Action, 418 Morrill Hall at 612-624-9547.

Mandatory Reporting

As of January 2018, the University of Minnesota has implemented a revised 'Mandatory Reporting' policy that requires us as course facilitators to report information regarding sexual misconduct or information about a crime of sexual misconduct on or related to the University or its institutional members (students, staff, faculty, coaches) with the Office for Equal Opportunity and Affirmative Action (EOAA).

For confidential resources on and near campus regarding sexual violence, refer to: <http://aurora.umn.edu/get-help/additional-resources>.

Class Schedule and Key Activities

For more details, see the [COURSE CANVAS SITE](#).

Please Note: There may be changes in the class schedule & activities depending on issues emerging in our conversations, new materials (e.g., a film) that might become available, and/or (in)ability of a guest speaker to participate in a scheduled class session. Any changes will be announced at least a week in advance of the class meeting.

Date, Place, Time	Topic & Texts	Major Activities
Week 1 FRI, Sep 8	Welcome & Introductions This course as a collective journey for social, ecological, and epistemic justice	<ul style="list-style-type: none"> ● Discussion of syllabus ● Grappling collectively with the land acknowledgment. ● Introduction to 3 tasks for Week Two.
Week 2 FRI, Sep 15	Development, Violence, Relational Accountability, and Translating for Justice <ul style="list-style-type: none"> ● Shawn Wilson, <i>Research is Ceremony: Indigenous Research Methods</i>. Chapter 6 & short excerpts provided here. ● Richa Nagar, <i>Hungry Translations: Relearning the World Through Radical Vulnerability</i>, Introduction, pp. 7-46. Chicago: University of Illinois Press. ● Richa Nagar, Isabel Meier, & Aila Spathopoulou (2023). Refusals, radical vulnerability, and hungry translations – a conversation with Richa Nagar. <i>Fennia - International Journal of Geography</i>. https://doi.org/10.11143/fennia.121797 (Click here for the article) 	<ul style="list-style-type: none"> ● For your weekly reflections and questions, finish the 3 tasks described here. ● In class, we will: (a) summarize key take-aways from the readings, & (b) discuss your reflections on ceremony, ritual, and the sacred.
Week 3 FRI, Sep 22 We will meet in person. Professor Aijaz will join us by Zoom	Climate Change, Rivers, and Ecocriticism Guest Speaker: Abdul Aijaz, Indiana University, Bloomington. READ: <ul style="list-style-type: none"> ● Abdul Aijaz (2023). State, Scarcity, and Survival: A Minor History of People and Place 	Weekly reflections, responses, & comments

	<p>in the Lower Bari Doab, Punjab. <i>Environment and Planning. E, Nature and Space</i>.</p> <ul style="list-style-type: none"> ● Ruth Behar (2003). Ethnography and the Book That Was Lost. <i>Ethnography</i>, 4:1, 15–39. ● Naveeda Khan. River and the Corruption of Memory. <i>Contributions to Indian Sociology</i> 49:3, 389–409. ● Sylvia Wynter. (1971). Novel and History, Plot and Plantation. <i>Savacou</i>. June: 95-102. ● Saidiya Hartman (2008). Venus in Two Acts. <i>Small Axe : A Journal of Criticism</i> 12: 2, 1–14. ● Kyle P. Whyte (2018). Indigenous Science (fiction) for the Anthropocene: Ancestral Dystopias and Fantasies of Climate Change Crises. <i>Environment and Planning. E, Nature and Space</i>. 1:1-2, 224–42. 	
<p>Week 4 FRI, Sep 29 This meeting will be held by Zoom and led by Dr. MUSAIFER.</p>	<p>Liberating Our Research Guest speaker: Dr. Sara MUSAIFER READ:</p> <ul style="list-style-type: none"> ● Beudelaine Pierre (2021). La Règle Des Trois Unités. <i>AGITATE!</i> 3. (Click here for the article). ● Fida Adely (2019). Decolonizing our questions/decolonizing our answers. <i>Gender and Education</i>, 31(4), 452-457. (Click here for the article). ● Siddharth Bharath, Seung-Gyeong Ji, Naimah Petigny, & Sandra Rellier. (2019). Collective Anti-Disciplinarity: Feeling Promiscuous, Positioning Narrative, And Making Home. <i>AGITATE!</i> 1. (Click here for the article). ● Sara MUSAIFER. (2023). Pedagogies of nation-building: Contesting modernities and modernizing schools in (post)colonial Bahrain. <i>Postcolonial Directions in Education</i>, 12(1), 1-34. (Click here for the article) <p>LISTEN:</p>	<p>Discuss the assigned material and revisit your reflections for Week Two tasks on ceremony, ritual, and the sacred.</p>

	<ul style="list-style-type: none"> Nadine Naber. “Liberate Your Research.” Produced by Chandi Desai. <i>The Liberation Pedagogy Podcast</i>. March 03, 2021. Podcast. MP3 audio. 48:21. (Click here for the episode). 	
<p>Week 5 FRI, Oct 6 This will be an AGITATE! Event</p>	<p>Land & Pedagogy Guest speakers: Nouf Saleh & Duaba Unenra, Walk the Wild Path Collective</p> <p>READ:</p> <ul style="list-style-type: none"> Who are we? + Guiding Principles: https://walkthewildpath.org/ A Letter to the Community– Lily Springs Farm http://www.lilyspringsfarm.com/new-chapter Leanne Betasamosake Simpson (2014) Land as Pedagogy, <i>Decolonisation, Indigeneity, Education & Society</i> 3:3:1-25 Maya Mikdashi (2013) What is Settler Colonialism? (for Leo Delano Ames Jr.), <i>American Indian Culture and Research Journal</i> 37:2:23-34. WPC Circular Story <p>WATCH:</p> <ul style="list-style-type: none"> Munir Fasheh (2011), <i>Occupation of Knowledge</i>, TedxRamallah, YouTube, https://youtu.be/D0MVsjhTdsQ <p>Optional (for further viewing/reading):</p> <ul style="list-style-type: none"> John Trudell documentary on youtube Sand Talk by Tyson Yunkaporta 	<p>Weekly reflections, responses & comments</p>
<p>Week 6 FRI, Oct 13 This will be an AGITATE! Event</p>	<p>Stories, Healing, Transformation With Amoke Kubat, Yoruba Priestess, teacher, artist.</p> <p>To do:</p> <p>IA. Read: Amoke Kubat, 2012, <i>Missing Mama: My Story of Loss, Sorrow, and Healing</i> (Group 1 reads pp. 3-73, Group 2 reads 75-end)</p>	<p>Weekly reflections, responses & comments as specified under 1B.</p>

	<p>IB. On Canvas, respond to the following for your weekly reflection: (a) Who is this story about? (b) Where are the places that you see yourself in these stories? (c) Write a note to this motherless child. (You can incorporate your response to a. and b. as you write c.)</p> <p>II. Watch: Opera of Memories</p> <p>Optional (for further viewing):</p> <ul style="list-style-type: none"> • Angry Black Woman & Well Intentioned White Girl <p>You should be able to click on watch now in the email you received from agitatejournal@umn.edu to view it. You will need to log in to the AGITATE! vimeo account. Details are below:</p> <p>username: agitatejournal@umn.edu Password: agitate!2023</p> <p>If that does not work, try logging in to AGITATE! vimeo account first on your browser, before clicking the link.</p> <ul style="list-style-type: none"> • RIP (Radical in Possibilities): Play Handbook. 	
<p>Week 7 FRI, Oct 20 We will meet in person. Drs. Sara Musaifer and Esraa al-Muftah will join us by Zoom.</p>	<p>Education, Movements, & (in)Justice Guest speakers: Dr. Sara Musaifer (New York University-Abu Dhabi) and Dr. Esraa al-Muftah (Qatar University) READ:</p> <ul style="list-style-type: none"> • Al-Muftah, E. & AlKhateeb, H., (2020). Accreditation and the standardization of syllabi: Critical reflections from the college of education at Qatar University. In A.E. Mazawi & M. Stack, (Eds.), <i>Course syllabi in faculties of education: Bodies of knowledge and their</i> 	<p>Weekly reflections, responses & comments</p>

	<p><i>discontents, international and comparative perspectives</i> (pp. 153-169). London, UK: Bloomsbury Publishing</p> <ul style="list-style-type: none"> ● Jamaica Kincaid (1988). <i>A Small Place</i>. New York: Farrar, Straus, Giroux, Chapters 1-3 ● Neha Vora (2014). Expat/Expert camps: redefining “labour” within Gulf migration. In A. Khalaf, O. AlShehabi, A. Hanieh, <i>Transit states: labour, migration and citizenship in the Gulf</i> (170-197). Pluto Press. <p>LISTEN:</p> <ul style="list-style-type: none"> ● Tiffany L. Smith. “(Dis)covering routes: an inside look into the exodus of some U.S. Black teachers.” Produced by Tiffany L. Smith. <i>(A)Broad in Education</i>. Podcast. Season 3, episode 1. MP3 audio. 31:55. (Click here for the episode). 	
<p>Week 8 FRI, Oct 27</p>	<p>Slowing Down and Taking Stock READ & COMPLETE BEFORE CLASS:</p> <ul style="list-style-type: none"> ● Tricia Hersey. 2022. “Dream,” pp. 91-125. In <i>Rest Is Resistance: A Manifesto</i>. New York: Little Brown Spark. ● Revisit/ reflect on all the reading/ listening/ viewing assignments from the previous weeks. ● Revisit your reflections <u>on ceremony, ritual, and the sacred</u> and add insights, ideas, concepts, or provocations from your fields/journeys thus far. ● Write approx. 400 words on how you want to advance these reflections through your final project on <i>Engagements and Dreams</i>. ● Come prepared to have a layered discussion of all of the above in class. 	<p>Weekly reflections, responses & comments as specified in the second column.</p>
<p>Week 9 FRI, Nov 3</p>	<p>Defying Medical Violence and Social Death</p>	<p>Weekly reflections, responses & comments</p>

<p>We will meet in person. Professor Swarr will join us by Zoom</p>	<p>Guest Speaker: Professor Amanda Swarr, University of Washington</p> <p>Read:</p> <ul style="list-style-type: none"> ● Richa Nagar and Amanda Lock Swarr. 2010. "Theorizing Transnational Feminist Praxis." In eds. Amanda Lock Swarr and Richa Nagar. <i>Critical Transnational Feminist Praxis</i>. Albany: SUNY, pp. 1-20. ● Amanda Lock Swarr. 2023. <i>Envisioning African Intersex: Challenging Colonial and Racist Legacies in South African Medicine</i>, Durham: Duke University Press. Read: <ul style="list-style-type: none"> ○ Introduction (pp. 1-19), ○ Chapters 3-5 (pp. 73-155) ○ Epilogue (pp. 156-160) 	
<p>Week 10 FRI, Nov 10</p> <p>We will meet in person. Professor Benson will join us by Zoom</p>	<p>Crossroads: Reclaiming Land, Housing, and History</p> <p>Guest speaker: Dr. Koni Benson, University of the Western Cape, Cape Town</p> <p>Read:</p> <ul style="list-style-type: none"> ● Koni Benson with André Trantraal, Nathan Trantraal, and Ashley E. Marais. 2021. <u><i>Crossroads : I live where I like : a graphic history/</i></u> 	<p>Weekly reflections, responses & comments</p>
<p>Week 11 FRI, Nov 17</p>	<p><i>Workshopping Ideas for 'Engagements & Dreams'</i></p> <p><i>Participants teach one another about the rituals and ceremonies of their fields. What does it mean to dream in and beyond your fields (however you want to define your fields)? What dreams do you want to nourish through your Ph.D. journeys?</i></p>	<p>Take a look at the assignment details and bring ideas to share and develop in class.</p>
<p>Week 12 FRI, Nov 24</p>	<p>Long weekend. No class.</p>	<p>First drafts due by google docs <u>here</u>.</p>

<p>Week 13 FRI, Dec 1</p>	<p><i>Engagements & Dreams: Discussion of First Drafts</i></p>	<p>The authors of the drafts will not make formal presentations. The readers will come prepared to provide detailed feedback to the authors.</p>
<p>Week 14 FRI, Dec 8</p>	<p><i>Engagements & Dreams: Discussion of First Drafts</i></p>	<p>The authors of the drafts will not make formal presentations. The readers will come prepared to provide detailed feedback to the authors.</p>
<p>EMAIL by noon on Dec 14</p>	<p>Final Projects</p>	<p>Submit to the shared folder here.</p>