

## Syllabus

**“Care, Power, Information: Issues of Social Justice in Biomedicine, Ecology, and Governance 3.0”**

**Dr.phil. Alexander I. Stingl**

**Leuphana College (Leuphana Semester Winter 2013/14)**

**Leuphana University, Lueneburg, Germany**

PLEASE READ THIS SYLLABUS CLOSELY BEFORE WE START THE COURSE AND READ ITS LAST UPDATED VERSION AGAIN BEFORE YOU BEGIN WORKING ON YOUR PAPER!

LESEN SIE SICH DEN SYLLABUS VOR BEGINN DES SEMINARES UND DESSEN LETZTGÜLTIGE VERSION VOR BEGINN DER HAUSARBEIT SORGFÄLTIG DURCH!

### Syllabus Structure:

1. Content of the course
2. Learning goals
3. Presentations and Assignments
4. Formal requirements
5. Grading
6. Office Hours
7. Participation and Tutorials
8. Requirements for course tasks
9. Literature
10. Task and Session plan

### Description:

The promise of our time is that of an age when information and communication technologies (ICTs) create a world wide web of public discourse and political participation, where global access to techno-science will solve human problems of poverty and illness as well as human-made problems for the Earth as our environment. The underlying promise is one of ‘social justice for all’. But this optimistic view is a slippery slope. In this course, we want to investigate the propositions in this scenario. We want to learn how to formulate a critique of concepts such as social justice, the public, and governance based on realistic premises:

For example, political participation is a major issue for social justice, and web-technologies promise the possibility for participation for everyone. But does that promise hold up or are specific groups people excluded from participation because of the fact that the public is now happening online rather than offline? What does power mean today? How is governance possible, i.e. the directives, standards, and values that guide the ways that our public engagements and interactions are conducted in any formal context, in a world where this context is largely dependent on online forms and values – Governance 3.0.

Can innovations in the biomedical sciences be made accessible for everyone? And what kinds of consequences do we have to expect if everybody on the planet will, for example, be able to live longer, thanks to advances in biomedicine? How can controversial biomedical experiments and results be regulated, and who owns “life”? Is there a right to food and water, in a world where even our genetic material can be patented? Human interventions into the environment are a matter of social justice that intersects with power asymmetries between rich and poor people, between men and women, between the ‘West and the rest’, etc. Postcolonial and feminist theories have just begun to help us reconceptualize our social-environmental relations from wider angle? Understanding the various agencies that affect our ecologies in the broadest sense has become a necessary task for anyone engaged in issues of social justice.

In this seminar, we will address these questions to understand why they concern us and also why they are connected. In familiarizing ourselves with important concepts and theories, we want to find out how they can be used to develop practical solutions. To this end, four groups will be formed with the task to develop one practice-oriented project each.

### Goals:

- Students will learn how to use academic tools resources adequately and with practical uses in mind.
- Students will be learning about relevant literatures and theories from postcolonial, feminist, and global social justice perspectives on digital media, health care&research, and environmentalism.

- Students will work in groups.
- Overview of funding and ethical processes in science, and political decision-making
- Application of argumentative strategies and forms of tacit government in situation of conflict of interests
- Diversity: gender and postcolonial critique of science
- Working within a group and individually: Task organization, time management, shared responsibility.
- Discussion of new forms of academic publication and public discourse: Liquid Books, Open Access, etc.
- Elaboration of the role of what it means to be a 'public intellectual' today
- Speech writing
- Grant writing
- Course language is English
- The term paper itself can be written in either English or German
- The term paper will be focused on the project students develop with their group. In the paper, each student will produce their own, individual description of the project and its context in the first part of the paper, and develop a particular section of the project in their individual papers (for example methodology, theory, historical background, diversity perspective, comparative cases, etc.) This requires students to work together as a team but still allows for each individual contribution and final grade to be independent of the group's actual dynamic.

### On presentations and homework assignments

Students will present, individually and with their groups, content that they have prepared before each session. They will analyze and create arguments for discussion. When presenting, students should consider carefully whether they want to use a manuscript to read from, use cue cards or speak freely 'off the cuff'. Speaking without any aids is advisable only for those who already have gained experience in public talking. When preparing a manuscript for a talk or a speech, students should calculate the reading time for a single standard manuscript page to be two to three minutes. Students should practice reading out loud with a timer.

Presentations and written contributions should in general heed the following guidelines:

- ▲ Begin with an introduction into the topic you are talking about. You might want to consider presenting an actual case (for example referring to a news item) or a fictional story that illustrates the problem or issue. Provide an overview of the structure of your talk or paper. Create curiosity among your audience, but also give some orientation.
- ▲ Summarize the key-points of your argument and explain them, where necessary, explicate technical terms that you are using; Sometimes your goal is the introduction or elaboration of a particular concept.
- ▲ Create an internal connection or a comparative perspective between your views and the texts.
- ▲ Connect the dots in your presentation/paper by referencing what was said in your introduction, argue whether or not the problem raised there has been successfully described, analyzed or resolved by the tools or perspectives discussed.
- ▲ Try to create interesting and provocative questions for further discussion in a conclusion. This may take the form of a provocative hypothesis, further perspectives and ideas that the text(s) under discussion could enable, or you could cite some unresolved questions that you feel still lurk in the text(s), and which you yourself have not yet been able to answer satisfyingly; you may also point out where you felt the text(s) you read was unclear or to something you find hard to understand, and would encourage others to help you make it clearer.

Please consider, when using media and presentation software, such as Keynote, PowerPoint or Prezi, that content and form of your presentation should be appropriate for the use of media/software. Use slides, clips, etc. parsimoniously. Do not crowd slides with text nor use overly complex diagrams. You can find a humorous but quite illustrative depiction of "what not to do" here:

<http://progressivegeographies.com/2013/10/17/an-excellent-presentation-on-how-not-to-give-presentations/>

At this point, the literature for the seminar and your homework should be available through either the library, *mystudy*, or via the internet, while you should please obtain, i.e. buy, your own copy of the main texts, that you can bring to class. Please make sure you have obtained and read the texts and prepared the work in advance (**time-management**). Please do inform me immediately if you cannot obtain a text after having explored all possible options, and let me know what

you already have tried (usually, the library will give you some information, if a certain book is unavailable). Also, make sure whether other participants have experienced the same problem. I will do my best to find an alternative, if needed.

### On the term paper and essay (Formalia zur Hausarbeit und dem Essay)

Official Dates/Abgabetermine:

Exposé(SL) 24.01.2014

Paper/Hausarbeit 15.03.2014

1) begründete Fragestellung (ca. 1 Seite)/Question and Reasoning.

I expect to see you at least once during my office hours to discuss your research question for the paper.

2) Exposé (bestanden/nicht bestanden; pass/fail)

Send as a pdf-document.

Coverpage ("Exposé", Date, Name, Student-Id number, email, seminar title, name of instructor, leading question)

Deckblatt („Exposé“, Datum, Name, Matrikelnummer, Email-Adresse, Seminar,

Seminarleitung, Fragestellung)

Exposé of about 2 pages (1000 words), ca. 2 Seiten (1000 Wörter)

List of literature you are considering up to that point

**3) Paper/Hausarbeit** (will be graded 1.0 to 5.0 [Failed])

Coverpage ("Exposé", Date, Name, Student-Id number, email, seminar title, name of instructor, leading question)

List of contents

kontextbildende Einleitung (ca. 5 Seiten)/Extended Introduction and Context (ca. 5 pages):

Argumentativer Hauptteil (ca. 7 Seiten)/Main Argument (ca. 7 pages)

Fazit (ca. 2 pages)/ Conclusion (ca. 2 pages)

Literaturliste/List of Literature

Eigenständigkeits-Erklärung mit Unterschrift (please use the template!)

Recommended but not mandatory: Include an abstract (250-300 words) and five keywords, after list of contents.

Length: 12 to 15 pages (plus maximum 2 pages Bibliography)

Use 12 point (*Schriftgröße 12*), Times New Roman, 1,5 Spaced (*Zeilenabstand*)

Do not use *neologisms* (technical terms you have made up)

Use established technical terms (Fachbegriffe) where appropriate. Be clear and concise.

Each student has to write their *own* individual paper.

Language/*Sprache*: English or *Deutsch*. If you feel comfortable enough to try and write it in English, you are encouraged to do so. However, write in a language that you feel comfortable with, that allows you to express *your* thoughts. Whether you choose to write in German or English will have no direct influence on your grade. If you do write in German, citations that are in English do not need to be translated. It is imperative that you make references to texts used in the seminar. You should use additional texts that were not part of the seminar. If you are uncertain, try to write the Exposé in the language you are uncertain about, and we talk about what to do afterwards.

The final paper is to be created along the following guide lines:

In general, the paper should refer to both (a) the seminar's contents, literatures, and perspectives, and (b) the contents you were offered in the organization of the "Geschichts"-module beyond the seminar such as including the reader for and the lectures of the *Ringvorlesung*. Structurally, the paper's development must be reflected in the successive process of working in 'packages': (1) Development of research question, (2) Exposé, (3) Final Paper.

More specifically, however, the paper is part of the group project. The overall topic of each paper is the project developed within the group a student has been assigned to. The term paper's introduction, therefore, must offer the student's own, individual description of the group's project in the form of an 'extended introduction', and describe the student's individual viewpoint or method (or else) in analyzing or contributing to the project as the 'context'. This analysis/contribution/etc. is unfolded in detail in the 'argumentative section'. The 'conclusion' should indicate, based on

their individual perspective, whether they consider project feasible, effective, and efficient. Individually, they may come to a different conclusion than the rest of the group. It is important that and how the conclusion is argued for on the basis of theoretical, methodological, and/ or practical premises, and not whether or not they agree with their team. This allows for the paper to be the part of the group's endeavor while each individual paper remains an independent product of the individual student.

Please observe that the complete version (!) of the paper is to be send to me by March 15, 2013 at the very latest. I do not accept papers post-marked after their due date. Papers that are send to me after the due date or that are incomplete will be automatically graded as "5.0/failed".

A short example, consisting of four pages of a paper written for a course in phillosophy, that illustrates how to build an argumentative structure and how to think about formalities can be found here:

[http://prezi.com/z4ht\\_fwilbxj/a-sample-philosophy-paper/](http://prezi.com/z4ht_fwilbxj/a-sample-philosophy-paper/)

*Als Hausarbeit (= Prüfungsleistung) werden also Teil 3) bewertet, und zwar mit einer Gesamtnote (1,0, 1,3, 1,7, 2,0 ... 5,0). Es muss am Ende auf jeden Fall eine komplette Hausarbeit inklusive Deckblatt, Inhaltsverzeichnis, Literatur, und Eigenständigkeitserklärung abgegeben werden.*

*Die Abgabefomalitäten sind wie folgt:*

*Ich benötige das Exposé (zum 24.1.) und Hausarbeit (zum 15.3) jeweils termingerecht. Nicht fristgerecht abgegebene Arbeiten werden als 'nicht bestanden' bewertet.*

The official date for the term paper phase is Jan. 31, 2014. If you fall sick and require an extension, please obtain a formal note ("Attest") from your physician, which you must hand over to the person in charge of administration of these affairs:

Dr. Andreas Jürgens Leuphana Universität College Scharnhorststr. 1 21335 Lüneburg

If your case is considered valid, you and I will be informed of how many days of extension you are granted. Please take notice of the fact that I have no influence over this process, nor am I allowed to grant you an extension. Extensions on the paper are official matters outside my jurisdiction.

Im **Krankheitsfall** (ab 31.01.2014 = offizieller Beginn der Arbeit an der HA) verschiebt sich die Abgabefrist um die Anzahl der krankgeschriebenen Tage. Die betreffenden Studierenden müssen hierfür bei der

Modulkoordination ein entsprechendes Attest einreichen (**mit Hinweis welches Seminar!**). Wir informieren die Studierenden und die Seminarleitung dann über den neuen Abgabetermin.

Attest an:

Dr. Andreas Jürgens Leuphana Universität College Scharnhorststr. 1 21335 Lüneburg

Bedenken Sie daher, dass ein/e Lehrende/r hierauf keinen Einfluss hat. Ich kann und darf keine Verlängerung der Abgabefrist gewähren, d.h. wenden Sie sich, wenn es Ihrer Meinung nach eine ernsthafte (!) Begründung für eine Verlängerung gibt, an die offiziellen Stellen.

### Grading:

I consider three dimensions of your paper when deciding on your grade:

- ⤴ Technical Execution
- ⤴ Quality
- ⤴ Originality

Technical Execution is the most important point and makes up for most of your grade and it is the deciding factor whether you can pass this class:

- ⤴ Did the author follow the structure and format?
- ⤴ Did the author manage to write clearly.
- ⤴ Did the author make references to the texts in the course?
- ⤴ Did the author make citations, and were these made in a coherent style?
- ⤴ Did the author show an understanding of the subject matter
- ⤴ Did the author make use of appropriate technical vocabulary

### Quality:

- ^ Did the author argue his/her points reasonably and convincingly?
- ^ Did the author use references beyond the course material?
- ^ Did the author's text cohere with his/her group's project presentation in the seminar?
- ^ Did the author provide a realistic evaluation

Originality does not mean that you have to come up with a genius idea that no one else has, what I am looking for is whether or not you can think beyond the literature and argue your own point effectively rather than merely quoting and paraphrasing.

Once again: All the relevant literature should be available through the university library, the electronic journal access of the library or via open access. Please notify me if you have exhausted all means to get a copy of any one of items listed in the literature, and describe to me what you have tried already.

Please note: I will officially report and make sure that anyone caught with the intent of plagiarizing or cheating is pursued to the full extent of legal possibilities.

### Office hours

I am offering office hours every week during the semester. Consult *mystudy* for specific times, which I will announce in the preparatory meeting.

Office hours are intended to help you with academic and professional questions, i.e. everything to do with the content and formalities of the seminar (organization, literatures, essay, term paper), questions about your professional or academic careers, or with other fields within the areas of my professional competence. I can only emphasize that you should use the office hours to your advantage. It is always better to have raised an issue immediately, and we have had a chance to find a solution or at least discuss some options, before having to deal with the consequences later and unprepared. It is a matter of experience that students who have made use of the variety of options for advise and tutoring (Tutorials, language center, writing workshops, office hours, etc.) also fare better in their exams and grades, and have to deal with less anxiety and stress. The language center of the university, in particular Dr. Isabel May and her team of TAs, exist to help with writing academic papers in English.

Your tutor and I are committed to helping you to succeed, to learn, and also to experience a seminar that offers a cooperative, interesting and fun atmosphere for studying – however, that depends on your making use of the options for learning and getting advise.

Please do inform your tutor (TA) and me – and when required also the administration of the Leuphana College – in a timely fashion about any problems you may experience, which endanger your participation and success in the seminar.

### Tutorium and Active Participation

I do expect your presence and active participation in the seminar. I also assume that you will be present and actively participate in the tutorial (*Tutorium*). Let me reiterate, that it is a proven and reliable fact that there is a correlation between the measures of stress/anxiety, academic success, active participation, and the level of advance preparation. If you have to miss a class or tutorial for a serious (!) reason, please do inform either me (class) or your TA (tutorial), and, of course, the members of the group you have been assigned to, for they might have to cover contents you should have prepared/presented, and they can inform you about the seminar's proceedings. You do miss class and tutorial at your own peril.

### Requirements for class and group homework

A first thing that I would like you to do, before we begin the seminar, is that you should take a quiet moment at home, make yourself some tea or coffee (or whatever you prefer), arm yourself with pen and a sheet of paper and *just-so* reflect on what it is that does capture your interest when thinking about the semester theme for the *Ring Vorlesung* as an issue, what you hope to understand or believe you will gain from our seminar in particular. Think, in particular, about the concepts and relations of public, state, and science/scholarship. Make a few notes, and try to write up one or two concise questions that you would consider writing about, whether in a small or a lengthy treatise. Keep not only your thoughts but also your notes, since we may need them at the end of the seminar.

You have been assigned to one of five work groups. You should meet at least two to three times before each seminar weekend and prepare the tasks you have been assigned.

You may also work together in your group to prepare and discuss the general readings.

For all presentations you prepare, bear in the mind the following advice: You may use presentation software, such as e.g. PowerPoint, as you see fit. For research, you may of course use the Internet along with the library. However, do yourself a favor and do not merely copy and paste, nor use only a single source of information (be particularly careful with sites like Wikipedia). At the end of any presentation, name your sources (or show them on a slide) and provide at least five different sources per topic if possible.

Remember that the task of a presentation is to help define, distinguish and/or compare important concepts and technical terms or socio-historic phases, as well as creating questions and examples for discussion in class. Be a little competitive when researching; the first examples you may find may have already been used by many others abundantly. One important task that your presentations and discussions should accomplish is to help us in arriving together at tentative definitions, that will accompany us over the course of the seminar and carry into your writing process. In other words, we want to create a tentative conceptual frame, when speaking about the State or Enlightenment or Postcolonialism, that enables us to be confident that we are speaking about roughly the same things. When researching, you will quickly realize that many concepts that seem clear and easily understood at first, some of which you may have been using often without much reflection, suddenly obtain a quality of being multifarious and obscure: When Kant speaks about Enlightenment, for example, you will find that he does so in a very different way than historians do, you might also find that Kant was not a friend of the idea of *democracy* and that he created a sharp distinction between a concept like *democracy* and that of a *republic*, while many current political theorists and philosophers treat these concepts as if they were interchangeable. Therefore, it is imperative that, when addressing these matters, you should always look for prudent examples to illustrate your use of a concept.

For the different homework tasks to prepare, see below.

#### Literature:

As was specified, I do expect you to have acquired and read three book-length texts, as well as a number of smaller texts. Some of the smaller texts will be uploaded to the materials folder in *mystudy*. However, since you also are required to learn and practice the use of a university library and other resources, some texts you will just have to try and find yourself.

I understand that for the majority of students as well as instructors such as myself, money is always an issue. I try to make certain that the three books together do not exceed a sum of 50.00 Euro, which is still a small investment, but an important, and hopefully productive one.

The three books you are to acquire and read in their entirety are:

First Book: Rajan, Sunder Kaushik, ed., *Lively Capital*, Durham, NC: Duke UP, 2012, Euro 21,80

Second Book: Cazdyn, Eric, *The Already Dead*. Durham, NC: Duke UP, Euro 18,99

Third Book is different for each group. You will prepare a 20 minute presentation on the book as well as create a 4-5 page book review/summary together:

Group A: Friedrichs, Jörg *The future is not what it used to be*. Cambridge, MA: MIT PRESS, 2013, Euro 20,95

Group B: Kinchy, Abby, *Seeds, Science, Struggle: The Global Politics of Transgenic Crops*. Cambridge, MA: , 2012, Euro 16,20

Group C: Ricker-Schulte, Stefanie, *Cached*. New York, NY: NYU Press, 2013, Euro 19,99

Group D: Price-Smith, Andrew T. *Contagion and Chaos: Disease Ecology and National Security in the Era of Globalization*. Cambridge, MA: MIT Press, 2009, Euro 19,13

Group E: Protevi, John. *Political Affect*. Minneapolis: Minnesota UP, 2009, Euro 18,50

CONTROL Group: Mueller, Milton. *Networks and States*. Cambridge, MA: MIT PRESS, 2010, Euro 15,77.

#### Additional Suggested Reading:

Dussel, E. *Ethics of Liberation*. Durham, NC: Duke University Press, 2013 (orig. Spanish ed. , 1998)

Morana, M, eta l. *Coloniality at Large*, Durham, NC: Duke UP, 2008

## Tasks & Sessions

We may have guest speakers during the course of the seminar, some of whom may be 'beamed in' via Skype. This may result in a few changes in the time-table, since we have to allow for guest-speaker's schedules differing because they may live in a different time-zone, are very busy, etc.

Normally, a guest speaker will present their recent research in about 15 minutes allowing for another 10 minutes of your questions and comments. Please bear in mind that guest speakers are respected and very busy researchers and university teachers who make time and effort to be available to you, while they are doing this for free. Therefore, I ask you to behave in a way that you would like to be treated if you were a guest speaker in someone else's seminar. Pay attention, be silent when the guest is speaking, when you ask a question do so in a proper form. Thank you!

### Preparatory Meeting Nov. 1 13.45 - 14.15 Room 5.311

Please read Ong, Flexible Citizenship. Groups selected and group speaker. Group Assignments. General

### Introduction Nov.15 15.00 - 16.30 Room 5.311

1. Introduction 'Global Social Justice'. Scope of the seminar and projects.  
General texts everyone must have read:  
Lively Capital: Introduction, Haraway, and Choy  
Foucault, Michel. "Intellectuals and Power: a conversation between M.Foucault and G. Deleuze(1977)" in:  
Bouchard, ed. *Language, Counter-Memory, Practice* New York: Cornell UP

#### Group tasks

1. Discuss and prepare in the weeks before the seminar and present in class! Each group A-E prepares a short 5-7 minutes presentation using PowerPoint, Prezi, Keynote or similar: How would you define World System, Globality, Globalism, Globalization. Illustrate your concepts, using examples. Discuss the connection and/or difference local-global, using your examples. Conclude with a question or a provocative statement or example for further discussion in class. The CONTROL GROUP, similarly, prepares a presentation on Global Governance.
2. Each group discusses before the seminar, taking notes (!), the concept of the public intellectual (find examples of people that represent in your opinion such a person, and discuss why). Discuss whether or not you agree with the ideas in Foucault.

Academic Craft ('Wissenschaftliches Arbeiten').

Consider this question (write up some notes for discussion in class):

Are the texts of Haraway, Choy, Foucault/(Deleuze) academic/scientific texts and why (not)?

### Justice Publics Resistance Nov. 16 11.00 - 18.00 Room 5.311

2. What is social justice? What are problems of social justice?  
General texts everyone must have read:  
Declaration of Human Rights  
Lively Capital: Dumit, Tanner  
Quijano, Anibal "Coloniality of Power" in: *Nepantla: Views from the South* 1,3, 2000: 533ff. also in *Coloniality at large* or at:  
[http://ignorantisimo.free.fr/CELA/docs/mirrorMyHarvardRabasa/Rabasa218/reader/Anibal%20Quijano/Anibal\\_Quijano.Coloniality.pdf](http://ignorantisimo.free.fr/CELA/docs/mirrorMyHarvardRabasa/Rabasa218/reader/Anibal%20Quijano/Anibal_Quijano.Coloniality.pdf)

#### Group tasks

Describe a concept/theory of justice, illustrate with an example/thought experiment (ca. 10 minutes):

Group A: John Rawls and Kant

Group B: Michael Walzer and David Miller

Group C: Aristotelian and Platonian Ethics

Group D: Confucius and Buddhism

Group E: African Perspectives

CONTROL GROUP: Describe a concept of (free) market and the philosophy of utilitarianism

Academic Craft ('Wissenschaftliches Arbeiten')

3. Acts of epistemic disobedience: The local, the global, and other kinds of spaces of (in-)justice.  
General texts everyone must have read:  
Mignolo, Walter „Epistemic Disobedience, Independent thought, and De-Colonial Freedom” in: *Theory, Culture, and Society* Vol. 26, 778, 2009: (<http://waltermignolo.com/wp-content/uploads/2013/01/epistemicdisobedience.pdf>)  
Kleinman, Daniel, Sainath Suryanarayanan “Dying Bees and the Social Production of Ignorance” in: *Science, Technology, and Human Values* Vol. 38, 2013: 492 - 517

Group tasks:

- Read the specified text. Create a two part presentation: a. Summarize key aspects for a 5-7 minute presentation without (!) using presentation software. b. Find one Western and one non-Western („developing country“/“Third World“) story of a person each, that illustrates the theory you presented. In 5 minutes, you can present both stories in any way you like.  
Group A: Hartsock, Nancy „The feminist standpoint“ in McCann, Carole R./ Kim, Seung-Kim *The Feminist Theory Reader*. Routledge, 2013: 354 - 369  
Group B: Haraway, Donna „Situated Knowledges“ in McCann, Carole R./ Kim, Seung-Kim *The Feminist Theory Reader*. Routledge, 2013: 412 - 424  
Group C: Appleton, Helen, et al „Gender and Indigenous Knowledges” in: Harding, Sandra, ed. *The Postcolonial Science Studies Reader*. Durham, NC: Duke UP, 2011: 211 - 224  
Group D: Karen Bäckstrand “Civic Science for Sustainability: Reframing the Role of Experts, Policymakers, and Citizens in Environmental Governance” in: Harding, Sandra, ed. *The Postcolonial Science Studies Reader*. Durham, NC: Duke UP, 2011: 439 - 458  
Group E: Hargittai, Eszter “Digital Na(t)ives? Variation in Internet Skills and Uses among Members of the “Net Generation” in: *Sociological Inquiry*, 80(1), 2010 :92-113  
CONTROL GROUP: Come up with definitions for expert and lay knowledge, and a story that illustrates your definitions.

4. The Public and the Web: From the ancient polis to e-government to Governance 3.0?

General texts everyone must have read:

Lively Capital, Fortun

Rauber, J. “The United Nations – a Kantian dream come true?” in: *Hanse Law Review* Vol. 5.1 (<http://www.hanselawreview.org/pdf7/Vol5No1Arto4.pdf>)

For “Designing Academic Posters” look at:

<http://www.youtube.com/watch?v=MqgigwIXadA>

<http://colinpurrington.com/tips/academic/posterdesign>

<http://www.cns.cornell.edu/documents/ScientificPosters.pdf>

<http://www.ga.lsu.edu/Effective%20Poster%20Design%20for%20Academic%20Conferences.pdf>

Group tasks

- 1) Design a poster (with Power Point, Prezi or similar):

Design Poster (You must work together in your group on this task!!!)

Document the process of your research, discussions, and design process in „field notes“

Present and explain poster by narrating its creation from field notes, explain how you made decisions (you do not have to print it!) Please cite at 3-5 academic text sources (Wikipedia, Encyclopedia, the Brockhaus don't count as academic!!!!). You may confer with me regarding literature.

Group A: The ancient Greek conception of the polis, agora, and citizenship. (Solon, Plato, Aristotle, etc.)

Group B: Monarchy, Aristocracy, Republic, Democracy, Totalitarianism: Describe these Concepts, Processes, and use Examples

Group C: Public/private distinction. Traditional and contemporary online/offline

Group D: E-government/Government 2.0

Group E: Postindustrial Society and Postdemocracy

CONTROL GROUP: Create a poster on how to make a poster

Academic Craft (“Wissenschaftliches Arbeiten“)

**Techno-Science: Ethics and/or business Nov. 29 15.00 – 18.15 Room 5.311**

## 5. Can techno-science and the internet save the world?

General texts everyone must have read:

Stingl, Alexander I. "Digital Divide". "Internet & Society", and "Knowledge-based Economy" (Uploads)

Nordmann, Alfred "Epistemic Strategies of Science and Techno-Science" in: [https://www.uni-bielefeld.de/ZIF/FG/2006Application/PDF/Nordmann\\_essay2.pdf](https://www.uni-bielefeld.de/ZIF/FG/2006Application/PDF/Nordmann_essay2.pdf)

Group tasks:

The groups A to E should each search the internet for one actually existing web-site/project that combines political activism, social justice and perhaps (techno)science

(Examples are: <http://www.gyca.org/> or <http://www.democracynow.org/> or

<http://www.advocatesforyouth.org/> or the projects presented by Kim Fortun [*Lively Capital*], her text should be helpful for this task). Introduce the web-site you found interesting in class. Consider the arguments from the general texts, as well. There is no time-limit, but consider that you must be effective. Imagine yourself as the spokespersons for the web-site. Imagine that you have a booth at a fair or conference, with any passerby willing to spend just a few minutes for you at best.

CONTROL Group: Based on the problems of the „digital divide“, as well as the lay/expert divide, develop an argument why web-based projects are difficult to accomplish. Consider and create a list formal criteria to evaluate web-projects for their effectivity in overcoming these problems (Consider Kim Fortun's text as well). Your job will be to evaluate group A-E's choice.

## 6. Patenting Life? Genetically modified Organisms and food justice

General texts everyone must have read:

*Lively Capital*, Jasanoff and Smith

Holt-Gimenez "Food Security, Food Justice, Food Sovereignty" online at:

[http://international.uiowa.edu/files/international.uiowa.edu/files/file\\_uploads/FoodMovementsWinter2010bc\\_kgrndr.pdf](http://international.uiowa.edu/files/international.uiowa.edu/files/file_uploads/FoodMovementsWinter2010bc_kgrndr.pdf)

Alkon/Noorgard "Breaking the food chain" online at:

<http://sociology.uoregon.edu/faculty/norgaard/AlkonandNorgaard2009.pdf>

Just FYI as Suggested Supplementary Reading (not-mandatory!!!!):

[http://www.foodethicscouncil.org/system/files/FoodJustice\\_reportweb.pdf](http://www.foodethicscouncil.org/system/files/FoodJustice_reportweb.pdf)

<http://www.oxfam.org/sites/www.oxfam.org/files/growing-a-better-future-010611-en.pdf>

[http://www.otherworldsarepossible.org/sites/default/files/documents/Harvesting%20Justice-Transforming%20Food%20Land%20Ag\\_0.pdf](http://www.otherworldsarepossible.org/sites/default/files/documents/Harvesting%20Justice-Transforming%20Food%20Land%20Ag_0.pdf)

Group tasks:

Group A: Considering the Western concepts of social justice we discussed, what must a just distribution of food accomplish, what must a concept of food justice look like to work with Western concepts, where are potential problems. Create a script for a dialog where this is explained. You can stage this like a short play or use animation software (there should be freeware around)

Group B: Considering Kleinman's and Suryanarayanan text, research the importance of bees for the production of food. Create a presentation that involves the types expert and lay knowledge. Include the issue of genetically modified crops/pesticides, etc. as discussed on the issue of bees.

Group C: Going back to the text on indigenous knowledge and gender, create a poster (PowerPoint or Prezi) that illustrates how patenting practices may lead to injustice for indigenous populations and women.

Group D: In how far can it be said that the argument that "genetically modified organisms solve the world's food problems" must be critiqued as being an extension of Quijano's concept of the *coloniality of power*. Write a 7-10 minute speech, that develops these ideas for a lay-audience

Group E: Watch the documentary „Food Inc.“ (2008, director: R.Kenner), report on what you have learned from the film, using Dumit's text from *Lively Capital* as a comparison. Explain what Dumit does in the text with biomedicine and argue why and how the issue of food industry is similar or not.

CONTROL GROUP: Taking the Declaration of Human Rights as a basis, consider whether consumer rights should be added as human rights or take the place of human rights. Use the examples of food justice and genetically modified organisms. Explain your ideas to the class, and evaluate the presentations of Group A-E.

***Economics and Politics of Care******Dec. 15******11.00 – 16.15 Room 5.311***

7. Playing 'Risk' with the Environment? Precaution vs. Trial-and-error. (Speech/Essay-Writing)  
 General texts everyone must have read:  
 Welsh, Rick, Ervin, David "Precaution as an approach to technology development" in: *Science, Technology, and Human Values*, Vol. 31/2, 2006: 153 - 172  
 ([http://www.mma.gov.br/estruturas/biosseguranca/\\_arquivos/71\\_28112008025633.pdf](http://www.mma.gov.br/estruturas/biosseguranca/_arquivos/71_28112008025633.pdf))  
 Vandana Shiva „Monocultures of the mind“ at:  
<http://trumpeter.athabascau.ca/index.php/trumpet/article/viewFile/358/563>  
 Vandana Shiva "Monopolies, Monocultures, and myths..." at:  
[http://www.cfeps.org/ss2008/ss08r/harcourt/harcourt5\\_shiva.pdf](http://www.cfeps.org/ss2008/ss08r/harcourt/harcourt5_shiva.pdf)

## Group tasks

Each Group A-E and CONTROL identify a environmental politics/policy issue, where risk plays a major role (think local not global, i.e. not something like global climate change, but something that concerns people in a specific region). Prepare a written, 5-10 minute speech for class, addressing the issue by taking the position of at least two or more of the following dimensions: Risk Society, Postdemocracy, Precaution, Progress, Monocultures of Mind, Free Market, Corporations are People, Sustainability, Social Justice, Equality/Equity, Responsibility.

## Academic Craft ('Wissenschaftliches Arbeiten')

8. Taking care of people: The bio- in -politics, -power, -sociality, and -medicine?  
 General texts everyone must have read:  
 Cazdyn, Eric *The Already Dead*  
 Rose, Nikolas "The Human Sciences in a biopolitical age" at:  
[http://www.uws.edu.au/\\_data/assets/pdf\\_file/0010/282484/ICS\\_Occasional\\_Paper\\_Series\\_3\\_1\\_Rose\\_Final.pdf](http://www.uws.edu.au/_data/assets/pdf_file/0010/282484/ICS_Occasional_Paper_Series_3_1_Rose_Final.pdf)  
 Luna, Wendyl M. "Foucault and Ethical Subjectivity"  
 at:[http://www.kritike.org/journal/issue\\_6/luna\\_december2009.pdf](http://www.kritike.org/journal/issue_6/luna_december2009.pdf)  
 Stingl, Weiss "Biodigital Citizenship" (Upload)

## Group tasks

Prepare a 7-10 minute presentation on the specified text from the book: Browner/Sargent, ed. *Reproduction, Globalization and the State*. Durham, NC: Duke UP, 2011. Describe main hypothesis, argument and/or result of the text, describe the *subjectivity* that is reconstructed/deconstructed/analyzed.

## CONTROL Group :

Describe the salient methodological discussion of this chapter and what it contributes to understanding the role of *subjectivities*.

"Introduction. Toward Global Anthropological Studies of Reproduction: Concepts, Methods, Theoretical Approaches / Carole H. Browner and Carolyn F. Sargent"

## Group A:

From Sex Workers to Tourism Workers: A Structural Approach to Male Sexual Labor in Dominican Tourism Areas / Mark B. Padilla

## Group B:

Competing Globalizing Influences on Local Muslim Women's Reproductive Health and Human Rights in Sudan: Women's Rights, International Feminism, and Islamism / Ellen Gruenbaum

Group C: Globalizing, Reproducing, and Civilizing the Rural Subjects: Population Control Policy and Constructions of Rural Identity in China / Junjie Chen

## Group D:

Law, Technology, and Gender Relations: Following the Path of DNA Paternity Tests in Brazil / Claudia Fonseca

## Group E:

Problematizing Polygamy, Managing Maternity: The Intersections of Global, State, and Family Politics in the Lives of West African Migrant Women in France / Carolyn F. Sargent

9. Being Different? The problem of Euro-centrism and the white-male-privilege

General texts everyone must have read:

Revisit Quijano's text on Coloniality of Power.

Suggested Supplemental Reading, but not mandatory:

Lugones, Maria "Coloniality of Gender" [http://globalstudies.trinity.duke.edu/wp-content/themes/cgsh/materials/WKO/v2d2\\_Lugones.pdf](http://globalstudies.trinity.duke.edu/wp-content/themes/cgsh/materials/WKO/v2d2_Lugones.pdf)

Individual/Group tasks

1. Everyone should make notes about an instance they experienced or witnessed where they themselves were or could identify with a „victim“ of someone using privilege on them or discriminating against them.
2. Everyone should make notes about an instance where they themselves executed privilege and discrimination against others.

Discuss these in your group beforehand, find out whether you share the same understanding of discrimination and privilege. Be respectful to one another, you may have different views on these issues. Be aware that when sharing a personal experience, that others may disagree with your view even though the experience may have been difficult and stressful for you. Consider how much you are willing to share of yourself, when choosing your examples.

Reflect on the discussions, before coming to class.

We will have a general discussion in class on a related question.

***Techno-Science as Resistance******Jan 19******11.00 – 18.00 Room 5.311***

10. Global Public Health: Regimes of Prevention, Treatment, Research: 1. The WHO against SARS and bird-flu, 2. HIV in Europe and Africa, 3. Third World Drug Trials (Debating)

General texts everyone must have read:

Biehl, J. "Medication is me now" at:

<http://joaobiehl.net/wp-content/uploads/2009/07/medication-is-me-now.pdf>

"The Experimental Machinery of Global Clinical Trials: Case Studies from India / Kaushik Sunder Rajan" in:

Ong, A., Chen, N., eds. *Asian Biotech*. Durham, NC: Duke UP, 2010

Petrina "Globalizing Human Subject Research" and Healy "The New Medical Oikumene" in: *Global Pharmaceutical Reason*, edited by Lakoff, Andrew, Adriana Petryna, Arthur Kleinman. Duke University Press, 2006

Forster, "Pandemic or not" 2012 at: <http://steps-centre.org/wp-content/uploads/Pandemics.pdf>

#### Group tasks

All groups in advance, choose one speaker and prepare your speaker for a 20-30 minute panel debate on the question "Is a global health regime possible". Use texts above as general resources, and do some research on expert fields as provided here:

Panelists will be speakers of group A-E, moderator will be speaker of CONTROL

Speakers should be considered competent to speak on Global Public Health in general, as well as fulfill the role of experts on WHO/SARS (A), WHO/Bird Flu (B), HIV/Europe (C), HIV/Africa (D), Drug Trials in Developing Countries (E). It is the moderators job (CONTROL) to have prepared questions and provocations to keep the discussion going for at least 30 minutes.

#### Academic Craft ('Wissenschaftliches Arbeiten')

11. 'Follow the money!' :The dependency of industrialized countries on cheap resources from war-torn countries.

General texts everyone must have read:

*Lively Capital*: Smith, Peterson, Lakoff

You should have watched the film 'The Constant Gardner' (2005), directed by Fernando Meirelles

General texts everyone should(!) have read, i.e. please be informed about these issues as best you can, but be aware, contents and images may be disturbing in this critical and sensitive topic:

<http://ngm.nationalgeographic.com/2013/10/conflict-minerals/bleasdale-photography>

[http://www.biopiraterie.org/sites/default/files/etudes/Livret\\_Uk\\_010612.pdf](http://www.biopiraterie.org/sites/default/files/etudes/Livret_Uk_010612.pdf)

<http://www.eastasiaforum.org/2012/09/19/the-effect-of-child-labour-on-skills-evidence-from-indonesia/>

<http://www.childsoldiers.org/files/publications/2010-Whitman-Sexual-Violence-Coltan-and-the-DRCongo.pdf>

Prepare for a discussion format. Details in class.

12. Fragmented laws, capitalism, Occupy! movements and voting power. The government of state, markets, and corporations..... but what about the people?

General texts everyone must have read:

Teubner, Günter

"Fragmented Foundations" at:

<http://www.jura.uni-frankfurt.de/42852846/FragmentedFoundations.pdf>

and

„Law of the common" at:

<http://www.jura.uni-frankfurt.de/42853388/GS-Negri.pdf>

#### Group tasks:

All groups should have their book reviews (of their third book) ready, as both the presentation and the written version.

#### Academic Craft ('Wissenschaftliches Arbeiten')

13. Nature, Culture, Bodies, Things. Back to the basics. (Presentation of projects and What's in a research grant proposal?)

General texts everyone must have read:

"Near-Liberalism: Global Corporate Citizenship and Pharmaceutical Marketing in India" / Stefan Eck, in: Ong, A., Chen, N., eds. *Asian Biotech*. Durham, NC: Duke UP, 2010

"Thing-Power" Jane Bennett, "Materiality, Experience, and Surveillance" William E. Connolly, and

"Infrastructure and Event: The Political Technology of Preparedness" Andrew Lakoff and Stephen J. Collier in: Braun/Whatmore, eds. *Political Matter*. Minneapolis, MN: Minnesota UP, 2010

Group tasks:

Group A-E: Prepare notes and materials to talk about the project that you have developed, which will serve as the basis for your term paper. Make notes on the literatures from the seminar that are useful, note why and how.

CONTROL Group: Please come and see me a few weeks before this meeting to talk about your role in this and your project.

Academic Craft ('Wissenschaftliches Arbeiten'): Grant Proposal

14. The promise of Governance 3.0: What can science and publics do.... together?

General texts everyone must have read:

Eubanks, V. "Trapped in the Digital Divide: The Distributive Paradigm in Community Informatics." *The Journal of Community Informatics* 3: 2 (2007). Available online at:

<http://ci-journal.net/index.php/ciej/article/view/293/353>.

Stingl/Weiss, eds.(for Dahlbrock, et al) "PrivatGen\_ReportDraft" (upload) [please do not circulate outside of seminar nor quote without permission]

Reading these texts, focus on the concepts of relevance, public/private, governance 3.0, and the issue steering. Consider how the concepts can be useful for your project and the salient problems in this seminar: Everybody prepare for final discussion in class. Decide in your group on a format for the discussion, consider 30 to 50 minutes time will remain, come up with a suggestion (based on short presentations, posters, open discussion for all, panel debate). Have your group speakers meet together and negotiate between what and how your group decided on the format of this final discussion in advance of class.

Academic Craft ('Wissenschaftliches Arbeiten')