

SYLLABUS FOR THE SEMINAR

Borders, Violence, Human Security

Lecturer(s):

Alexander I. Stingl, PhD

weekly | /Friday/Freitag | 12:15 - 13:45 | 16.10.2015 - 29.01.2016 | C 3.120

BE ADVISED:

I NORMALLY DO NOT PROVIDE INFORMATION THAT IS ALREADY PROVIDED IN THE SYLLABUS! THEREFORE, READ THE SYLLABUS CAREFULLY AND IN ITS ENTIRETY AT THE BEGINNING OF THE SEMESTER AND CHECK AGAIN ON mystudy BEFORE PRODUCING (AND SUBMITTING) YOUR TERM PAPER FOR THE LATEST UPDATED VERSION, REGARDING REGULATIONS FOR THE TERM PAPER.

(Ich beantworte üblicherweise keine Fragen, deren Antworten aus dem Syllabus bereits bekannt sein müssten. Lesen Sie deshalb dieses Dokument zu Beginn des Semesters vollständig durch. Bevor Sie Ihre Hausarbeit abfassen, auf jeden Fall nochmals vor der Abgabe, konsultieren die letzte überarbeitete Fassung dieses Syllabus auf mystudy.)

Syllabus Structure:

- Content of the course
- Learning goals
- On Presentations and Assignments
- Formal requirements
- Grading
- Office Hours
- Participation and Tutorials
- Requirements for course tasks
- On Literature/Films/Novels/Anime
- Task and Session plan

Course Description

Otherness/Alterity both constitute but are also constituted by borders and boundaries. In this seminar, we focus on borders/boundaries, their importance and context, their effects, and how they can(not) and should(not) be overcome. This involves several types of borders and boundaries, from (inter-)personal boundaries to (inter)cultural and (inter)national boundaries. Boundaries involve questions of violence, between individuals and between groups: Boundaries can be the reason for this violence but also the way to prevent violence. Borders can create the feeling of security, and sometimes the production of security requires crossing of borders. Borders are produced by human labor, but they also enable and constrain labor (for example in terms of migration). Borders involve human rights and responsibilities, as well as affects. Some people and groups live border(ed) lives, and are constantly crossing borders or never leaving the border itself. Borders have, in short, psychological, social, economic, and cultural functions. We

will attempt to shine a light on these various meanings and functions, to figure out what, if anything, unites them.

Goals of this course

We follow a common concept such as 'border' through many iterations in practice. We will learn that a concept used so casually involves very complicated practical effects and touches very different life-worlds and political questions. Evaluation/comparison team-cultures

- Combine lines of questioning: 'What are socio-political and economic effects of borders?' with how do different academic perspectives (political science, economics, sociology, culture/literature studies, feminist science studies) make a difference in practice (intervention).
 - How to read academic texts, and how to use them in policy-making, NGO-work, and business?
 - Exercises for academic writing, public speaking, debate, grant-writing
 - Working in a group, designing, and explaining a project together. (Groups are an essential aspect of this course). Creation of a web-site for the group to showcase their project (relevant for Hausarbeit).
 - Analytical and communication skills in international/intercultural context.
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- The main goal of a seminar is to understand, develop, and use forms of debate and argument to facilitate solution-oriented communication between science and public. Future academic and other professional job-markets demand that students are able to work in multi-perspective work environments and actively mediate conflicts. This course is designed to work with students towards an understanding what that means and how necessary tools can be acquired, with a content focus that concerns people personally and ethically.
 - Understanding the relation between scientific practice, and social and political processes
 - Understanding the concepts relevant for this seminar
 - Overview ethical processes in science/humanities and political decision-making
 - Overview of political, social, and ethical implications
 - Application of argumentative strategies and forms of tacit government in situation of conflict of interests
 - Working within a group (organization, task assignment)
 - Learning how to produce a poster-presentation within the group (e.g. using Prezi)
 - Multi-perspective: Arguing the perspective of the other
 - Forms and tools of debate
 - Production of a Term Paper (Hausarbeit)
 - Overview of funding and ethical processes in science, and political decision-making
 - Overview of political, social, and ethical implications of progress in the life sciences
 - 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
 - Speech writing
 - Grant writing
 - Course language is English

On presentations, web-site, and homework assignments

The web-site student will create in their group is an integral part of this seminar, around which you will structure your activities. On this website, you will:

- Present the project your group is working on, which will lead to your individual term paper (Hausarbeit)
- Students will publish short book/literature reports and questions on this web-site
- Students will publish report of an expert interview.

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, download, print) 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 us know what you already have tried (usually, the library will give you some information, if a certain book or journal is unavailable). Also, make sure whether other participants have experienced the same problem. We will do our best to find an alternative, if needed.

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

Official Dates/Abgabetermine:

Exposé(SL)

Paper/Hausarbeit 15.03.2016

1) begründete Fragestellung/Question and Reasoning.

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

2) Exposé

Send as a pdf-document.

Coverpage ("Title", 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 ("Titel", 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.

Each term paper must be preceded by an abstract and a list of contents (both together not exceeding a page). The abstract is to be structured as follows

Abstract

Purpose – [Description of the purpose of your paper]

Design/methodology/approach – [How do you accomplish your purpose]

Findings – [What did your paper accomplish in the end, i.e. what are your main conclusions]

Originality/value – [In what ways does your paper exceed what you learned in the seminar itself]

Keywords (Five)- [Provide five keywords that help situate your paper in the wider academic discourse]

Language/*Sprache*: English!!!!

It is imperative that you make references to texts used in the seminar. However, you should also use additional texts that were not part of the seminar.

If you absolutely do not feel comfortable enough to try and write the paper in English, I ask that you explain your case to me after(!) I have reviewed your exposé in English. I may grant an exception, if you give a plausible reason and your exposé leads me to believe that your request is warranted.

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

The paper is meant to refer to both the seminar's contents, literatures, and perspectives, and the contents you were offered in the organisation of the *Verstehen*-Module beyond the seminar.

Structurally, this is meant to be reflected in the successive process of working in 'packages'

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 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 philosophy, that illustrates how to build an argumentative structure and how to think about formalities when writing can be found here:

http://prezi.com/z4h1_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: Wir benötigen das Exposé (zum 18.1.) und Hausarbeit (zum 15.3) jeweils termingerecht. Nicht fristgerecht abgegebene Arbeiten werden als 'nicht bestanden' bewertet.

The official date for the term paper writing phase is Jan. 31, 2014. If you fall sick (or experience another emergency) after Jan. 31 and require an extension, please obtain a formal note (“Attest”) from a 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 we will be informed by the Office of Examination Affairs (*Prüfungsamt*) of how many days of extension you are granted. Please take notice of the fact that we have no influence over this process, nor are we allowed to grant you an extension. Extensions on the paper's due date are official matters outside our 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 Lehrende hierauf keinen Einfluss haben. Ein/e Lehrende/r 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 we are 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 plagiarism and make sure that anyone caught plagiarizing or actively involved in any action with the intent of plagiarizing or cheating is pursued to the full extent of legal possibilities.

Office hours:

PLEASE NOTE: I EXPECT TO HAVE AT LEAST TWO MEETINGS WITH EVERY STUDENT OVER THE COURSE OF SEMESTER TO TALK ABOUT A) THE TOPIC (MID-SEMESTER) AND B) THE STRUCTURE (TOWARDS THE END OF THE SEMESTER) OF YOUR TERM PAPER.

I am conducting office hours every week during the semester. Consult *mystudy* for specific times, which I will also announce in the first 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 our 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 Eoin Ryan and Micha Endlich and their team of TAs, exist to help with writing academic papers in English.

Your tutor and I, as your lecturer, 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 may 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 me (or your TA in the tutorial), and, of course, the members of any work-group you have been assigned to, for they might have to cover contents you should have prepared/presented, and they can in turn inform you about the seminar's proceedings and important information. There will be matters discussed in class that are crucial to your successfully passing the class. 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 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 will be assigned to a work group. You should meet with them 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. Be smart about how you organize your studies and assignments!

For all presentations you prepare, bear in the mind the following advise: You may use presentation software, such as e.g. PowerPoint, as you see fit. For research, you may use the Internet along with the library, of course . 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 academic/scholarly(!) sources per topic if possible. An encyclopedia, lexicon, or Wikipedia does not qualify as such.

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 something like “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 readings, homework and preparatory tasks, see below.

Literature and Media:

I do expect you to have acquired and read three book-length texts, as well as a number of smaller texts over the course of the seminar. Some but not all of the smaller texts will be uploaded to the materials folder in *mystudy*. If not available online via the library e-book system, in the Material folder you may find some of the longer texts for you to review before you acquire them. It is always good to check these options. 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.

Additionally, expect you to have engaged at least one work of fiction/film/anime in the context of this seminar, and uploaded a critical review 1-2 pages on your groups website.

I understand that for the majority of students as well as even many adjunct/part-time instructors, money is always an issue. I will try to make choices for the three books, so that together they should, if possible, not exceed a sum of ca. 75.00 Euro. I am aware that this is still a small investment, but an important and hopefully productive one. Please consider alternative avenues of obtaining the book. Specifically for the third book: Check e-book availability with the library or consider buying a book together with another student to share, or other options – such as “Fernleihe”, etc.

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

1) Feldman, I. *In the name of humanity*

Post a group review of the book on your group’s website, reflecting your group’s position on how you understand “humanity” and how the chapters in this book challenge, confirm, or reshape your understanding. (2 or more pages [max. 4])

2) Mezzadra, S. *Border as Method*

Every student posts a review of the book, reflecting your individual reading experience on your website (2 pages)

3) Third book:

Each member of your group chooses and obtains one of the following. Do not read the same book in your group twice. Everyone must have their own book.

Everyone writes a review (2-4 pages) of their book for the other members of the group. Make the review available to the others in your group, meet and discuss the book. Your review is intended to inform your group about the main points discussed in the book, as well as underline its context and provide a critical appraisal.

Additionally, meet with those members of the other groups who reviewed the same book and compare your reviews and the feedback you got from your group. Decide on which review is best, or rewrite one together, and upload that to *mystudy* as a definite version.

Books are as follows:

1. Chatterjee, *Politics of the Governed*
2. Sassen, *Territory, Authority, Rights*
3. Brown, *Walled States, Waning Sovereignty*
4. Chakrabarty, *Provincializing Europe*
5. Schuilenburg, *Securitization of Society*
6. Escobar, *Territories of Difference*
7. Sanjines C. *Embers of the Past*
8. Ndlovu-Gatsheni, *Empire, Global Coloniality, and African Subjectivity*

Media/Fiction

Additional expect you to have engaged at least one work of fiction/film/anime in the context of this seminar, and uploaded a short critical review ½ to max. 2 pages on your group's website. (If you have a better suggestion for work of fiction/film, etc., I am willing to entertain the possibility if reasons are given).

Possible Novels (consider that they may contain descriptions of violence):

- *Things fall apart* by Chinua Achebe
- *A Long Way Gone* by Ismael Beah
- *Born under a mile of shadows* by Andrea Busfield
- *The Shallows of Kabul* by Yasmina Khadra

Possible films (consider that they may contain very graphic depictions of violence):

- *Blood Diamond*
- *Rwanda Hotel*
- *Syriana*
- *Rosewater*
- *Raajneeti*

Possible anime series (consider that they may contain depictions of violence):

- *Psycho-Pass*
- *Coppelion*
- *Jormungand*

Tasks & Sessions

Please note:

All assignments for texts, group presentations, etc. are to be prepared before each session. I do operate on the premise that you come prepared and, for example, I will ask questions that require familiarity with the texts.

You will be required to create a web-site with your group (we will have six groups of five people in this course; be smart with assignments), and use for uploads regarding your “project” as well as book reviews, etc.

Each group will develop a “project”. Your project can be a research project you would like to do, an activist project, or can involve existing research, social movements or political activism. The group’s “project” will be what each individual student in the group will use to develop their individual term paper (*Hausarbeit*). **Remember: Every student will write their own individual paper!** Working together in the group, however, means that you can help each other out in conducting research, editing, and proof-reading your papers.

Each group will be assigned an international expert who has agreed to be available for an online interview, depending on their schedule they will have between 30 and 90 minutes. The expert will tell you about their research. Your task is to organize the interview, prepare questions you want to ask them about their research, for example, questions that may be of interest to your group’s project. You will make notes and by mid-January post short but coherent and informative text about what you learned in the interview about the experts research. Please understand that the experts are people who may not live in the same time-zone as you. They make time for you, while they have a very busy schedule to do research and teach students of their own, as well have busy political and personal lives. So, be kind and understanding towards their terms and constraints, and in the interview treat them respectfully.

List of Experts:

a. Nathan Fisk (nwfisk@gmail.com)

University of South Florida Assistant Professor of CyberSecurity Education
Ph.D., Rensselaer Polytechnic Institute. Dr. Fisk studies youth, digital citizenship, and Internet safety, focusing on the critical analysis of policies and curricula intended to protect youth online. Most recently, his research is directed towards developing pedagogical tools for teaching more inclusive concepts of cybersecurity. He currently teaches Internet in Education, and is developing a series of courses for a Graduate Certificate in Digital Citizenship & Online Safety. His third book, *Cyberbullies and Cybercitizens: Internet Safety and the Policing of Youth Sociality*, will be published through MIT Press in Fall 2016.

b. George Steinmetz, (geostein@umich.edu)

Professor Steinmetz is the Charles Tilly Collegiate Professor of Sociology in the Department of Sociology and the Department of Germanic Language and Literatures at the University of

Michigan and a Corresponding Member of the Centre de Sociologie européenne, Paris. He is a social theorist and a historical sociologist of states, empires, and social science. He is currently working on two main projects. The first is a project on the emergence of sociology in the former British and French overseas colonies between the 1930s and the 1960s. The second is a reconstruction of sociology as historical socioanalysis. He has also worked on Germany and several of its former colonies (Namibia, Samoa, and Qingdao, China), on social policy at the local and central levels in imperial Germany, on visual sociology, on the rise and fall of the city of Detroit, on the epistemology of the human sciences, and on political and cultural theory. He is the author of *The Devil's Handwriting: Precoloniality and the German Colonial State in Qingdao, Samoa, and Southwest Africa* and *Regulating the Social: The Welfare State and Local Politics in Imperial Germany*. He is the editor of *The Politics of Method in the Human Sciences: Positivism and Its Epistemological Others*, also published by Duke University Press.

c. Sabrina M. Weiss (sabinamweiss@gmail.com)

Visiting Assistant Professor, Department of Science, Technology, and Society, Rochester Institute of Technology, Rochester, NY.

Research Interests: Intersectional ethical theory across biological and technological practices; embodied cognition; cyborg and technology theory; human-nonhuman interactions; virtual world social interactions and discourse; gut microbiomes as disruptive enactments of health practices and identity discourses; international media transformations (anime, sageuk); gender and sex in historical, institutional, and public discursive contexts.

d. Claire Laurier Decoteau (decoteau@uic.edu)

Associate Professor Director of Graduate Studies, Dept. of Sociology, University of Illinois at Chicago.

Claire Laurier Decoteau received her PhD in Sociology from the University of Michigan (2008). Broadly, her research focuses on the social construction of health and disease, the politics of knowledge production, and peoples' grounded experiences with healing and health care systems. Decoteau was awarded the 2009 American Sociological Association's Dissertation Award. Her book, *Ancestors and Antiretrovirals: The Biopolitics of HIV/AIDS in Post-Apartheid South Africa* (2013, University of Chicago Press) argues that it is through HIV/AIDS policy that the South African government has attempted to balance the contradictory demands of postcolonial nation-building – forced to satisfy the requirements of neoliberal global capital and meet the needs of its most impoverished population. Drawing on 30 months of ethnographic, discursive and historical research, the book traces the politics of AIDS in South Africa from 1994 through 2010 analyzing: the political economy of the post-apartheid health system, the shifting symbolic struggles over the signification of HIV/AIDS, and the ways in which communities profoundly affected by the epidemic incorporate culturally hybrid subjectivities, informed by both indigenous and biomedical healing paradigms. Decoteau is currently engaged in two projects. The first is a book project focusing on epistemic contestations over definitions of autism spectrum disorder (ASD). And she is in the middle of a two-year qualitative project, focusing on Somali refugee parents of children with autism in Minneapolis and Toronto.

e. Joan Fujimura (fujimura@ssc.wisc.edu)

Professor of Sociology, University of Wisconsin-Madison.

Over the past five years, Fujimura has led an interdisciplinary team based at UW-Madison in the

collection and analysis of data from five research sites that use or develop human genetic variation categories. The goal of the project is to examine where, when, and how group categories are used in genomics. We explore whether, and if so how, these group categories overlap with social race categories. These sites recruit human subjects for DNA studies, genotype DNA samples, and analyze the samples for disease risk, for response to medication, or for studies of genetic variation. Recent findings arising from this study – on human genetics and the use of concepts of race and ancestry, on the impact of genomics on personalized medicine and the transfer of genomics knowledge “from bench to bedside”, on work organization in large genomic interdisciplinary studies, and on other impacts of new genetic technologies– have been presented at numerous conferences and published in leading journals and anthologies on the topic of socio-historical studies of race and genomics. We are also writing two books on this topic, one oriented to policy formation, the other oriented to the socio-historical studies of science, technology, and medicine. Over the past three years, Fujimura has led a second interdisciplinary team based at UW-Madison in the collection and analysis of data on interdisciplinary collaboration and innovation in the conduct of life sciences research and its impact on the development of knowledge in biology and medicine. The research on interdisciplinarity is not limited to the life sciences but incorporates fields such as engineering, computation, education, and also the social sciences, arts and humanities. The project is still in its data collection phase, but the project staff is beginning to write articles on the data collected thus far.

f. Oyeronke Oyewumi (Oyeronke.Oyewumi@stonybrook.edu)

Dept. Sociology, Stony Brook

In her award-winning book *The Invention of Women: Making an African Sense of Western Gender Discourses* (University of Minnesota Press, 1997), Oyeronke Oyewumi makes the case that the narrative of gendered corporeality that dominates the Western interpretation of the social world is a cultural discourse and cannot be assumed uncritically for other cultures. She concludes that gender is not only socially constructed but is also historical. Furthermore, she points out that the current deployment of gender as a universal and timeless social category cannot be divorced from either the dominance of Euro/American cultures in the global system or the ideology of biological determinism which underpins Western systems of knowledge. Born in Nigeria and educated at the University of Ibadan and the University of California at Berkeley, Oyewumi has been widely recognized for her work. The monograph *Invention* won the 1998 Distinguished Book Award in the Gender and Sex Section of the American Sociological Association and was a finalist for the Herskovitts Prize of the African Studies Association in the same year. Books: *Gender Epistemologies in Africa: Gendering Traditions, Spaces, Social Institutions, and Identities*, edited. Palgrave Macmillan (2010); *The Invention of Women: Making an African Sense of Western Gender Discourses*. University of Minnesota Press, Minneapolis: Minnesota (1997)

It is possible, though not yet fully determined, that 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 from ours 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 10-15 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 as a personal favor and because I probably told them what a great group students you are. 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, and when you ask a question do so in a proper form. Thank you!

Schedule and Individual Sessions with Assignments

1. 16.10.2015 a. Introduction: What are borders and boundaries? b. Group formation and syllabus

- a. Introduction, Syllabus, Hausarbeit, Website
Dr. Stingl will explain the structure of the seminar, the deadlines for the term paper, and the use of web-sites in this seminar.
- b. Group Formation
We will create five to six groups (5-6 students each). Make sure you know your group members, exchange contact information and meet regularly during the semester. Recall you can split *all* tasks amongst each other.
- c. Discussions:
 1. Expectations for this seminar
 2. Borders and Boundaries

Texts:

- Simmel, Georg "The Stranger"
- Adams/Murphy/Clarke "Anticipation"
- Mol, Annemarie "I eat an apple"

2. 23.10.2015 a. Borders, Immigration and Illegal Aliens. b. What is academic literature? What isn't? How to find and reference it. And How to Read academic texts

- a. Discussing the texts (below): "Spaces and moving between places".
- b. Groups present definitions and concepts for discussion, i.e. explain them briefly:
 - Group A: Politics, Policy, Polity, Polis
 - Group B: Government, Governmentality, Governmentality
 - Group C: Public, Private, Onlife
 - Group D: Republicanism, Democracy, Totalitarianism
 - Group E: Socialism, Communism, Social Democracy
 - Group F: Anarchy, Anocracy, Aristocracy
- c. Spatial definitions for this seminar.
- d. Explain Group Projects

Texts:

- Simmel, Georg "The Stranger"
- Ferguson, James, Gupta, Akhil. "Beyond "Culture": Space, Identity, and the Politics of Difference ." *Cultural Anthropology* 7, no. 1 (1992): 6–23.
(http://www4.uwm.edu/c21/conferences/2008since1968/ferguson_beyondculture.pdf)
- Natalie Cisneros. "'Alien" Sexuality: Race, Maternity, and Citizenship" in: *Hypatia* Special Issue: Crossing Borders Special Issue Volume 28, Issue 2, pages 290–306, Spring 2013

3. 30.10.2015 a. Drawing Borders: From Colonialization of America to Peel Commission 1937. b. Presentations (Conference Experience)

a. We talk about borders and their importance for “making political” in relation to Anibal Quijanos text.

General Text for everyone:

Anibal Quijano. "Coloniality of Power, Eurocentrism, and Latin America" in: *Nepantla: Views from South* 1.3 (<http://www.unc.edu/~aescobar/wan/wanquijano.pdf>)

b. Explain Group Projects

c. Group Presentations:

Every Group presents in min. 5 to max. 10 minutes (optional whether you wish to be using presentation program Keynote/Prezi/PowerPoint). Illustrate the main ideas from the text for your group (your group's text is in the list below). Finish the presentation with one or two questions for discussion which refer to the general text (Quijano):

Group A

Uriel Abulof. 'Deep Securitization and Israel's “Demographic Demon”' in: *International Political Sociology* Volume 8, Issue 4, pages 396–415, December 2014

Group B

Blanca Garcés-Mascareñas "Revisiting Bordering Practices: Irregular Migration, Borders, and Citizenship in Malaysia" in: *International Political Sociology* (2015) 9 , 128–142

Group C

Aoileann Ní Mhurchu "Ambiguous Subjectivity, Irregular Citizenship: From Inside/Outside to Being-Caught In-between" in: *International Political Sociology* (2015) 9 , 158–175

Group D

Michele Acuto. "Everyday International Relations: Garbage, Grand Designs, and Mundane Matters" in: *International Political Sociology* (2014) 8 , 345–362

Group E

Nir Gazit and Robert Latham. "Spatial Alternatives and Counter-Sovereignties in Israel / Palestine" in: *International Political Sociology* (2014) 8 , 63–81

Group F

Julian Go. 2014. “Capital, Containment, and Competition: The Dynamics of British Imperialism, 1730–1939.” *Social Science History* 38 (1-2): 43–69.
doi:10.1017/ssh.2015.5.

c. Discussion of the presentations.

4. 06.11.2015 a. The Colonial Matrix of Power, Knowledge and Being. b. Group Project Ideas and 'What is a good presentation?'

- a. What makes a good presentation. Please think about last week's presentations. What did you like, what did not work so well. What is effective?
- b. I will ask questions about the two texts and the photo-essay. When reading the text in preparation, think about your own experiences of colonialism, ways that you contribute to colonialism, where your own thinking and everyday experience might have hidden colonial dimensions.

General Texts:

- Lugones, Maria. n.d. "The Coloniality of Gender." *W O R L D S & K N O W L E D G E S O T H E R W I S E | S P R I N G 2 0 0*
(https://globalstudies.trinity.duke.edu/wp-content/themes/cgsh/materials/WKO/v2d2_Lugones.pdf)
 - Mignolo, Walter D., and Madina V. Tlostanova. 2006. "Theorizing from the Borders Shifting to Geo- and Body-Politics of Knowledge." *European Journal of Social Theory* 9 (2): 205–21. doi:10.1177/1368431006063333.
 - PhotoEssay: George Steinmetz and Julia Hell *The Visual Archive of Colonialism: Germany and Namibia Public Culture Winter 2006* 18(1): 147-184 (<http://www-personal.umich.edu/~geostein/docs/Steinmetz%20and%20Hell%20Public%20Culture%202005%20Visual%20Archive%20of%20colonialism.pdf>)
- c. Groups should give a brief overview of their project idea (which will be their groups focus for their term papers)
 - d. Group task for next week explained. Question, thesis, hypothesis.

5. 13.11.2015 Continuing Presentations

6. 20.11.2015 a. Border as Labor, Labor across Borders. b. Debating/discussing.

- a. Continuing Presentations
- b. Groups must find short videos (2-3 minutes), articles, or cartoons that illustrate a provocative thesis or hypothesis that connects "border" concept with "labor" concept. [Please send link to Dr. Stingl before sessions, so we can show them]. Be prepared to explain.(Panel format)

Texts (will be used for your explanations in [b.]):

- N Pieper, M Segrave & R N Moore , 'Editorial: What's in a Name? Distinguishing forced labour, trafficking and slavery', *Anti - Trafficking Review* , issue 5, 2015, pp . 1 – 5 , www.antitraffickingreview.org
- Sirijit Sunanta. "Thailand and the Global Intimate: Transnational Marriages, Health Tourism and Retirement Migration." *MMG Working Paper 14-02*
(http://www.mmg.mpg.de/fileadmin/user_upload/documents/wp/WP_14-02_Sunanta%20Thailand%20and%20the%20Global%20Intimate.pdf)
- Christine Bacareza Balance "How It Feels to Be Viral Me: Affective Labor and Asian American YouTube Performance " in: *SQ: Women's Studies Quarterly* Volume 40, Numbers 1 & 2, Spring/Summer 2012
(<http://sites.uci.edu/aas55spring2014/files/2014/03/04.03-Balance-How-It-Feels-to-Be-Viral-Me.pdf>)

7. 27.11.2015 a. Terrorism, war, and violence. b. Group projects, structure of HA, and Expose writing a.

- a. Expert interview: Description of Task and picking your Expert
- b. Groups find and provide definitions and limits for their concept and defend them, as well as find 3-5 academic texts about their definition (and examples) on their own (read one of them and use in presenting your definition, as well as referring to the general texts).

Concept for each group:

- Group A: Violence
- Group B: Structural Violence
- Group C: War
- Group D: Civil War
- Group E: Terrorism
- Group F: Revolution

General texts for everyone.

- Cynthia Weber. "Encountering Violence: Terrorism and Horrorism in War and Citizenship" in: *International Political Sociology* (2014) 8 , 237–255
- J. Chuang. 'The Challenges and Perils of Reframing Trafficking as "Modern - Day Slavery" ', *Anti - Trafficking Review* , Issue 5, 2015, pp . 146 – 149 , www.antitraffickingreview.org

8. 04.12.2015 a. Structural Violence (Inter)nationally. Human Rights/Human Security b. How to give an effective speech.

- a. Structural Violence and Human Security
- b. Speech: Each group has prepared a political speech (5 minutes to max. 8 minutes; written up to be read!) based on the concept prepared for last week (Group A: Violence; Group B: Structural Violence; Group C: War; Group D: Civil War; Group E: Terrorism; Group F: Revolution). The speech picks up a contemporary example for the concept, and is supposed to create public support why a Western country, e.g. Germany, should actively intervene. If helpful, use arguments and ideas from the texts we have read up to this point

Texts

- Introduction to *Gender, Violence and Human Security* (Material Folder)
- Chandra Mukerji "Material Practices of Domination and Techniques of Western Power." *Theory and Society*. 2002 31:1-31.

9. 11.12.2015 a. Environment, nature, and the rural imaginary across or within borders? b. Posters

- a. Grant Writing Exercise I
- b. Debate Topics I
- c. Forumsveranstaltung Planning I
- d. Poster

I expect you to have read the first book (Book 1, edited by Feldman) at this point

Each group should have prepared a poster (Use Prezi, powerpoint or pdf) on an environmental and/or agricultural issue that “divides people”.

- Group A: Genetically Modified Seeds
Group B: Overfishing
Group C: Fracking
Group D: Land-Grabbing
Group E: Mono-Cultural Agriculture
Group F: Coltan Mining

Texts for everybody:

- Max Spoor "Multidimensional Social Exclusion and the ‘Rural-Urban Divide’ in Eastern Europe and Central Asia" in: *Sociologia Ruralis* Volume 53, Issue 2, pages 139–157, April 2013
- Bakker, Hans “Global Rural-Urban Matrix” (Intro to *The Methodology of Political Economy*)
- Stingl, Alexander I. “The Rural Imaginary” (Chapter from *The Methodology of Political Economy*)
- Maldonado-Torres, Nelson “The Coloniality of Being”
<http://www.decolonialtranslation.com/english/maldonado-on-the-coloniality-of-being.pdf>

10. 18.12.2015 a.. Human Rights and Cultural Difference: A contradiction? B. Grant Writing

- a. Grant Writing Exercise II
- b. Debate Topics II
- c. Forumsveranstaltung Planning II
- d. Panel Exercise: Two people (!) from every group must have studied the texts for their group, made notes about the text, and done some research on the context of the topic. The exercise the we will be doing in class, will involve the fact that two groups will have worked on one text.

Text for Groups A and B

Samer Abdelnour and Akbar M. Saeed "Technologizing Humanitarian Space: Darfur Advocacy and the Rape-Stove Panacea" in: *International Political Sociology* Volume 8, Issue 2, pages 145–163, June 2014

Texts for Groups C and D

Allison, Anne. "Cyborg Violence: Bursting Borders and Bodies with Queer Machines" in: *Cultural Anthropology*, Vol. 16, No. 2 (May, 2001), pp. 237-265

Texts for Groups E and F

Doutje Lettinga, Femke Kaulingfreks "Clashing Activisms: International Human Rights Organizations and Unruly Politics" in: *Journal of Human Rights Practice* (2015) 7 (3): 343-365.

Text for everybody

Nelson Maldonado Torres "The Coloniality of Being"

<http://www.decolonialtranslation.com/english/maldonado-on-the-coloniality-of-being.pdf>

Everybody should have watched:

- Mignolo, Walter "Citizenship, Knowledge, and the Limits of Humanity", 36 mins., <https://www.youtube.com/watch?v=guRtl-tRydA>
- Walter Mignolo on Citizenship and Orientalism, 7 mins, https://www.youtube.com/watch?v=otGEa5_T4ho

11. 08.01.2016 College DAY

There will be no session on this day due to your participation in College Day.
This is why we have the extra session on December 12.

I expect you to have read the second book (Mezzadra) by this point

However, I expect your group to upload what you have written up from your Expert Interview by this date.

Also make sure that you meet with your group this week about the preparations for the Forum as well as the debates on Jan. 23. At least one of your group, of not all should use this week to See Dr. Stingl in his office hours to report on progress.

Also, please make sure that before you come and see me in my office hours that you have read or at least taken a look at this text: <http://www.eurozine.com/articles/2015-11-13-flynn-en.html>

12. 15.01.2016 a. Human Trafficking, Global Health, Big Business. b. Choosing Methods and Website.

- a. Ethnography as Method and Ethnographic Theory
- b. Website and Project: Preparations for Seminarpräsentation
- c. Groups presentations

Texts for everybody:

- Paul Farmer "Who Lives and Who Dies: Paul Farmer on the iniquities of healthcare funding" in: London Review of Books, Vol. 37 No. 3 · 5 February 2015 (<http://www.lrb.co.uk/v37/n03/paul-farmer/who-lives-and-who-dies>)
- Alicia Ely Yamin and Rebecca Cantor "Between Insurrectional Discourse and Operational Guidance: Challenges and Dilemmas in Implementing Human Rights-Based Approaches to Health" in: Journal of Human Rights Practice, (2014) 6 (3): 451-485.
- Petryna, Adriana (see Feldman book)
- Decoteau, Claire "Exclusionary inclusion and the normalization of biomedical culture"
- Introduction and Chapter 1 from *Reproduction, Globalization, and the State*

For Groups (short presentations, absolute max. 10 mins. each; focus on what is important in the text **and** add some facts about the context, which you research yourself outside of the text itself):

Group A

Ashley Feasley. " Deploying Disclosure Laws to Eliminate Forced Labour: Supply chain transparency efforts of Brazil and the United States of America"
<http://www.antitraffickingreview.org/index.php/atjournal/article/view/135/127>

Group B

Adriana Petryna "Ethical variability: Drug development and globalizing clinical trials" in: *AMERICAN ETHNOLOGIST*, Vol. 32, No. 2, pp. 183 – 197

(https://www.sas.upenn.edu/anthropology/sites/www.sas.upenn.edu/anthropology/files/ethical_variability.pdf)

Group C

L. Palumbo and A. Sciarba, 'Vulnerability to Forced Labour and Trafficking: The case of Romanian women in the agricultural sector in Sicily', *Anti - Trafficking Review*, issue 5, 2015, pp. 89 – 108, www.antitraffickingreview.org

Group D

H. Lewis and L. Waite, 'Asylum, Immigration Restrictions and Exploitation: Hyper - precarity as a lens for understanding and tackling forced labour', *Anti - Trafficking Review*, issue 5, 2015, pp. 49 – 67, www.antitraffickingreview.org

Group E

Stefan Ecks. "Global Pharmaceutical Markets and Corporate Citizenship: The Case of Novartis' Anti-cancer Drug Glivec" *BioSocieties* (2008) 3, 165–181

Group F

Jeffrey W. Mantz. "Improvisational economies: Coltan production in the eastern Congo" in: *Social Anthropology/Anthropologie Sociale* (2008) 16, 134–50
(<http://mason.gmu.edu/~jmantz/Improvisational%20Economies.pdf>)

Furthermore, before this session:

One person in your group should find out and explain to the group before the session

What "ethnography" is and how it is done. Also, this person should have at least have a rough idea what ethnographic theory is – i.e. it is something different from the method. Ethnography.

In your group, discuss ideas how you design an ethnographic research for the topic of your presentation today. This discussion will be included in our presentation in the

Forumsveranstaltung, as well.

FORUMPRÄSENTATION am 22.1.

13. 22.01.2016 a. The Differend and the trickster: How to live (on/at/in/across) the border together? b. HA

- Discussion of Films

I expect you to have read a novel and/or watched a film from the list.

Texts for all, which you must be able to use intelligently in our discussion of the films/novels:

- Mignolo, Walter D., and Madina V. Tlostanova. 2006. "Theorizing from the Borders Shifting to Geo- and Body-Politics of Knowledge." *European Journal of Social Theory* 9 (2): 205–21. doi:10.1177/1368431006063333.
- Tlostanova, Madina Vladimirovna "Transcultural tricksters beyond times and spaces: decolonial chronotopes and border selves" (<http://publishing-vak.ru/file/archive-philology-2013-2/1-tlostanova.pdf>)

EXTRA DAY 23.1. 2016 12.00 – 16.00 Room

- a. Debate I
- b. What makes a group?
Lunchbreak ca. 13.30: Pizza?
- c. Debate II
- d. Reflection on working in a group.
- e. Debate III
- f. Group Website

General Texts:

- Georg Simmel "How is Society Possible?" in: *American Journal of Sociology* Vol. 16, No. 3 (Nov., 1910), pp. 372-391 (download free: http://www.jstor.org/stable/2763090?seq=1#page_scan_tab_contents)
- Alejandro Portes. "SOCIAL CAPITAL: Its Origins and Applications in Modern Sociology" in: *Annu. Rev. Sociol.* 1998. 24:1ñ24 (<http://www.unc.edu/courses/2008fall/sowo/804/957/Readings/socialcapital.pdf>)

[Vids: Ruha's talk]

14. 29.01.2016 a. Final Discussion. b. Last questions

Please read Working Papers 1, 2, 6, and 10 from this site:

http://www.euborderscapes.eu/index.php?id=working_papers

Every group prepares a two minute presentation of their group's topic, and every individual member prepares an "elevator"-pitch (i.e. 1 paragraph or 2- 3 sentences) explaining what their term paper is about.

I expect you to have read your third book by this point and have uploaded the book review.