

**Syllabus *Europe and its Other(s)***  
**Dr.phil. Alexander I. Stingl**  
**Leuphana College (Leuphana Semester Winter 2012/13)**  
**Leuphana University, Lueneburg, Germany**

Einzeltermin | Fr, 30.11.2012, 12:15 bis Fr, 30.11.2012, 14:45 | C 12.108 | Block  
Einzeltermin | Sa, 01.12.2012, 11:00 bis Sa, 01.12.2012, 17:30 | C 12.108 | Block  
Einzeltermin | Fr, 14.12.2012, 12:15 bis Fr, 14.12.2012, 14:45 | C 12.108 | Block  
Einzeltermin | So, 16.12.2012, 11:00 bis So, 16.12.2012, 17:30 | C 12.108 | Block  
Einzeltermin | Sa, 12.01.2013, 11:00 bis Sa, 12.01.2013, 17:30 | C 12.105 | Block

Description:

It is said, the world has become both smaller and larger in the past few decades:

Smaller because economy, politics, and mass communication have become faster and more interconnected due to globalization and the Internet; and larger as a result of these developments, because we have increasing access to content while ever more content is created. At the end of the last millennium, terms like 'global village', 'world knowledge society' and 'Internet galaxy' seemed to answer the hopes of those dreaming the 'cosmopolitan dream'. Even 9/11 was first viewed through this lens, as a side-effect of globalization or as a fundamentalist counter-movement.

„If only it were that simple“, is a judgment we arrive at more often when looking critically at global or at distant local events from our European corner of the Earth, and we not just harbor the suspicion that it is more complex, we also begin to talk about and analyze why and how. While it is true that Europe has played a major role in the affairs of individuals and societies all over the globe for centuries, it is doubtful whether it has played the major defining role for the world, and it is even more doubtful that the European or Western way of life is the way most people in this world would prefer to live. But what follows from this insight for our future dealings with 'the rest of the world' if this world is precisely more than 'just the rest'? Throughout the colonial era and even the longest period after the Second World War, Europeans have acted as if theirs was the universal and only way of doing things. But the emergence of postcolonial studies, the 're-discovery' of centuries of a nearly global Southeast-Asian economic and scientific dominance, the turn to traditional cultures of healing such as acupuncture, ayurveda or yoga, and the recent success of alternate forms of emergent state capitalism in Singapore or China are just a few of the areas where the representation of the supremacy of the Western ethos is being contested. It is the goal of this seminar to address some of the most salient and critical areas that are being contested to address the issues that separate the European point of view from a postcolonial outlook, that takes seriously the native legitimacy, objectivity and utility of the standpoints of other cultures and their rationalities as knowledges that are just as indigenous and situated as is European knowledge, ethos, and rationality. It is imperative that we can understand and accept the differences in order to navigate the world of knowledges and jobs today and tomorrow, which will be a world at the same time larger and smaller but in distinctly other ways than we often tend to believe.

Goals:

The goal of this seminar is to help students attain the following skills :

- Academic writing
- Debate
- Critically judging arguments and scientific facts
- Finding and working with academic sources
- Intercultural competence
- Confidence in language skills
- Research planning

Students will learn to question cultural values that guide European political and scientific thinking, debunking "mono-cultures of mind". Presentations in class will be prepared by groups. The students will individually read both Dipesh Chakrabarty's *Provincializing Europe* and Walter D. Mignolo's *The Darker Side of Western Modernity*. In groups of five, they will also work together on a third book (We will discuss the choice between Gayatri Spivak's *Critique of Postcolonial Reason* and Sandra Harding's *Sciences from Below*). A small number of shorter texts will be included in the seminar to create individual and group exercises in academic discussion, presentation and writing. Amongst their group, students will develop a strategy to compare Chakrabarty and Mignolo with Spivak or Harding, this approach will be used as their guide for the three individual paper assignments ['drei Teile die als Hausarbeit gewertet werden']. It will give students the opportunity to develop their ideas and skills not only in the linear dimension but to begin in discourse amongst peers and gain more independence as the assignments proceed.

The seminar has the goal to enable students to write academic papers and actively participate in academic and political debate. Students will learn how to work with academic sources. They will also learn how to craft good arguments from these sources and support their own ideas. Additionally, students will learn how research is planned and funded, including grant writing.

### On presentations and homework assignments

Students will present individually and with their groups content 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 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 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.

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 get your own copy of the three main texts Chakrabarty, Mignolo and Harding (alternatively Spivak).

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:

**Essay**(ca. 1000 Wörter, wird nur mit bestanden/nicht bestanden beurteilt): 04.02.2013 (Feb. 4th)  
(ca. 1000 words. Graded with pass or failed.)

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

1) begründete Fragestellung (ca. 1 Seite)/Question and Reasoning (ca. 1 page):  
21.12.2012 (Dec. 21st)

2) kontextbildende Einleitung (ca. 5 Seiten)/Extended Introduction and Context (ca. 5 pages):  
11.01.2013 (Jan 11th)

3) arg. Hauptteil + Fazit (ca. 7 Seiten) Main Argument and Conclusion (ca. 7 pages):  
15.03.2013 (March 15th)

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

US 12 point (*Schriftgröße 12*), Times New Roman, 1.5 Spaced (*Zeilenabstand*)

Do not use *neologisms* (technical term 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.

The essay has the following frame, as outlined by the Leuphana College:

The essay (ca. 1000 words) is supposed to be written in a free form that is a reflection of the subjective position of the author and supportive of his/her transition from the context part of the term paper to the argumentative part. Formally, though, it is not part of the final term paper and will not be considered for the calculation of the final grade. The essay, while mandatory, is an autonomous part of the semester's work, and focuses on the perspective of your subject question and your authorship in the context of the theme of "Europe". Questions are framed as such: What point of view can *I* bring to the table? What is the social and/or scientific relevance that *I* see emerging in my line of questioning? This perspective may or may not be directly connected to the results and arguments you will present in your final paper. There will be no negative or positive effect on your grade whether the essay is or is not coming to the same conclusion. Writing the essay, which is a genre of its own, is intended to enable a different perspective on your topic, to help you understand your role as an author, and help you understand and actively take over the responsibilities connected with the role of author.

[Der Essay(ca. 1000 Wörter) soll in freier, betont subjektivreflektierender Form den Prozess des Übergangs vom Kontextteil der Hausarbeit zur eigenen Argumentation organisch unterstützen, zählt aber formal nicht zur Hausarbeit und fließt auch nicht in die Bewertung der Hausarbeit ein. Der Essay als Studienleistung ist ein eigenständiger Text, in dem Sie sich perspektivisch mit ihrer Fragestellung und ihrer eigenen Autorschaft im Kontext „Europa“ auseinandersetzen sollen. Die Fragestellung ist also wie folgt umgrenzt; Welche Sichtweise, welchen Zugang kann ICH einbringen in dieses Thema, diese Fragestellung? Welche wissenschaftliche und gesellschaftliche Relevanz sehe ICH in meiner Fragestellung? Diese Perspektive muss nicht notwendigerweise später mit den Ergebnissen der Argumentation in der Hausarbeit übereinstimmen (– etwaige Überschneidungen und eine Bezugnahme im arg. Hauptteil auf den Essay sind hingegen aber auch nicht negativ zu bewerten.) Das Schreiben am Essay als einer eigenen Textgattung soll Ihnen im Vorwege vor allem einen anderen Blick auf ihr Thema verschaffen und dazu beitragen, sich in Ihrer Rolle als AutorInnen zu greifen und auch die damit verbundene Verantwortung anzunehmen]

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 module beyond the seminar such as reader and the lectures of the *Ringvorlesung*. Structurally, this is meant to be reflected in the successive process of working in 'packages'

1) Develop a research question/hypothesis, and explain your reasoning (ca. 1 page)

*Entwicklung einer begründeten Fragestellung (ca.1 Seite)*

2) Extended introduction, context-formations = Locate your question in the semester's theme "Europe", explore beyond the limits of seminar while engaging seminar, reader, and lectures. (ca. 5 pages)

*kontextbildende Einleitung = Verortung der Fragestellung im seminarübergreifenden Kontext „Europa“, also Bezugnahme sowohl auf Inhalte des Seminars als auch der Ringvorlesung (ca. 5 Seiten)*

3) Main Part with arguments and conclusion. Explicate and resolve your line of questioning in the frame of a scientific/academic discourse (ca. 7 pages)

*argumentativer Hauptteil + Fazit = Erörterung/Beantwortung der Fragestellung im spezifischen wissenschaftlichen Diskurs (ca. 7 Seiten)*

Please observe that the research question, part 1, is considered a preparatory step for the paper. It is not considered for grading directly. However, please take notice of the fact that *after* handing in parts 2 as well as part 3, when their due, you have no opportunity to revise for they represent an *actually weighted course work* (please note: I cannot accept submissions past the due date. If you fail to submit the parts in time you will be given the grade 5.0 and fail the course. Details for submission and due dates are specified in this syllabus). Parts 2 and 3 taken together will comprise your grade, and they "count" as one paper. However, since both parts, while they are supposed to complement each other, were written at different points in time, the rule of thumb is that they do not "have to be as one" but they "should fit together" in their rationale and as a successive text.

When submitting the essay and the parts of the paper you must observe the following instructions:

I do require the essay and parts 2 and 3 of the paper by the date their due at the latest as a hard-copy: I require two print-outs each!!!!

Where not possible to hand it to me in person, please send them to the following office address: Dr. phil. Alexander I. Stingl, Galvanistrasse 17, 90459 Nürnberg. I do not accept papers post-marked after their due date. While I do ask you to also send me an electronic copy via email, only the hard-copy counts as a successful submission!

Instructions:

Part 1 please send per email

Teil 2 you have the opportunity to give it to me during the seminar

Teil 3 via snail mail

Essay via snail mail

*Beachten Sie bitte: Die begründete Fragestellung (Teil 1) gilt als Vorarbeit zur Hausarbeit. Sie fließt in die Benotung nicht mit ein. Aber für die Teile 2 und 3 haben Sie nach der termingerechten Einreichung keine Möglichkeit der Überarbeitung, weil dies in einzelnen bereits Prüfungs- und Studienleistungen darstellen, auch wenn diese keine Einzelnoten erhalten. Ich werde also beide Teile zusammen als komplette Hausarbeit dann benoten, d.h. Sie sollten beim Abfassen daran denken, dass Teile 2 und 3 nach Möglichkeit einen organisch zusammenhängenden Text ergeben sollten, damit ist gemeint Sie sollten nicht in einen Teil völlig anders argumentieren als im anderen.*

*Noch einmal: Als Hausarbeit(= Prüfungsleistung) werden also die Teile 2) + 3) bewertet, und zwar mit einer Gesamtnote (1,0, 1,3, 1,7, 2,0 ... 5,0). Da die Hausarbeit ja nicht wie aus einem Guss angefertigt wurde, werden die beiden Teile bitte einzeln bewertet werden und tendenziell gleichgewichtet, um dann die Gesamtnote zu ergeben. Es ist vorgegeben, dass dies exakt berechnet werden muss, aber ein sehr guter Kontext-Teil und ein schwacher argumentativer Teil (oder anders herum) können als Gesamtnote nur eine Note im Mittelfeld erreichen.*

*Die Abgabefomalitäten sind wie folgt:*

*Ich benötige die Essays und Hausarbeitsteile 2 und 3 jeweils termingerecht und zweimal ausgedruckt von Ihnen. Was Sie mir diese nicht persönlich im Seminar geben können, sende Sie per Post an meine Büro-Adresse in Nürnberg; Dr. phil. Alexander I. Stingl, Galvanistrasse 17, 90459 Nürnberg. Es zählt der Poststempel! Nicht fristgerecht abgegebene Arbeiten werden als nicht bestanden bewertet. Nur zur Sicherheit senden Sie mir die Arbeiten zusätzlich(!) noch per email als pdf, aber es zählt nur die eingereichte Papierform!*

*Teil 1 der Hausarbeit senden Sie mir bitte per email.*

*Teil 2 haben Sie ja Gelegenheit zur Abgabe im Seminar*

*Teil 3 per Post*

*Essay per Post*

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 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 twice every week during the semester. Since I am not living in Lüneburg, this means that my office hours are virtual or tele-office hours: I am renting an office in Nürnberg, where you can reach me on Mondays and Tuesdays between 12.00 and 2.30 pm (and only at these times!). The phone number is 0911-437698. If you need to contact me urgently or to set up a separate time for speaking, etc., use my leuphana-email (I cannot answer to any inquiries made through other media). I will try and answer as quickly and thoroughly as I can, but please do have some patience. I am trying to set up, if time and German railway permit, additional office hours for the weekends of the seminar.

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. Isabell May and her team of TAs, exist to help with writing academic papers in English.

Your tutor, Mr. Schneider, 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 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 hey can inform you about the seminar's proceedings. You do miss class and tutorial at your own peril.

### Requirements for class and group homework

As I sketched out above, the change in the structure of the term paper, compared to previous years in the Leuphana semester, do affect the structure of the seminar and the tutorials. In sum, besides the mandatory essay, you are required to deliver a term paper in three successive parts, each at a fixed date. Essay and term paper are connected by your thematic issue, but they represent two different and independent styles of written contribution. A good introduction on the essay is Theodor W. Adorno's 'Der Essay als Form' (Adorno, *Philosophie und Gesellschaft*. Stuttgart: Reclam, 1984: 5 – 32)

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 Europe as an issue, what you hope to understand or believe you will gain from this seminar. 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 the actual seminar starts on the week-end of Nov.30<sup>th</sup> and prepare the homework 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 advise: 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 a 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.

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.

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

Chakrabarty, Dipesh. *Provincializing Europe : postcolonial thought and historical difference*. - Reissue, with a new preface by the author. Princeton, NJ: Princeton Univ. Press, 2008

Mignolo, Walter. *The darker side of Western modernity : global futures, decolonial options* Durham : Duke University Press, 2011 (according to the library system, the book should also be available in an online version)

with the third book, I am suggesting to make a change from the original plan, due to the reform of the semester. Instead of Spivak's text, I am suggesting you acquire and read:

Harding, Sandra. *Sciences from Below: Feminisms, Postcolonialities, Modernities*. Durham, NC: Duke UP, 2008.

Harding's text is shorter and more accessible than Spivak's, while it should also be available online through the library. Those who would still prefer Spivak's book *Critique of Postcolonial Reason*, may, of course use that instead.

You should have read at least Chakrabarty's book before our first meeting and be familiar with all three. For the second week-end I would expect that you to have read all three books.

## **Tasks & Sessions**

### I. Introduction

Fr, 30.11.2012, 12:15 bis Fr, 30.11.2012, 14:45

#### 1. **Session**

a. Your World and Theirs: Debunking myths about "The Same Difference"

Texts and Video for all:

- Harding, Sandra "Preface", "Introduction" in: Harding, Sandra ed. *Postcolonial Science and Technology Studies Reader*, Durham, NC: Duke UP, 2011: ix – xiv, 1 – 31
- Ong, Ahiwa "On the Edge of Empire (Flexible Citizenship)"
- Watch: DeLanda, Manuel "Metaphysics as Ontology" (90 mins.), retrieved at: <http://www.youtube.com/watch?v=1ZjMKGTYfK4>, last accessed Oct. 27<sup>th</sup>, 2012

b. Outline of Seminar, Technical Details, Essay, Term Paper

#### 2. **Session**

a. Science between myth and truth: Postcolonial Science Studies

Literature for all:

- Scott, Colin "Science for the West, Myth for the Rest?" in: Harding, Sandra ed. *Postcolonial Science and Technology Studies Reader*, Durham, NC: Duke UP, 2011: 175 – 198
- Prasad, Amit "Science in Motion: What Postcolonial Science Studies Can Offer" *Electronic Journal of Communication Information & Innovation in Health (RECIIS)* Vol. 2, No. 2, July-December 2008, p. 35-47 available for download at: <http://sociology.missouri.edu/faculty/prasada.shtml>
- Prasad, Amit "Beyond Modern versus Alternative Science Debate: Analysis of Magnetic Resonance Imaging Research", *The Economic and Political Weekly*, Vol. 41, No. 3, January 2006 p. 219-227. available for download at: <http://sociology.missouri.edu/faculty/prasada.shtml>

Presentation of Concepts (ca. 10 minutes each). Explain the concept and their differences. Offer a definition for each.

Group A: Premodernity, Modernity, Postmodernity

Group B: Imperialism, Orientalism and Occidentalism.

Group C: Colonialism, Neo-Colonialism, Post-Colonialism

Group D Civilization, Culture, Society

Group E Enlightenment, Secularization, Modernization

b. Reading and working with academic texts

I will give an introduction on how students should work with texts (creating excerpts, etc.), and why reading and reading academically is not the same.

## II. State and Power

Sa, 01.12.2012, 11:00 bis Sa, 01.12.2012, 17:30 |

### 3. Session

#### a. Power and the monocultures of the mind

Texts for all:

- Rouse, Joseph "Power-Knowledge" Cambridge Companion to Foucault
- Shiva, Vandana "Monocultures of the Mind"

Everyone should have written a personal story of a single or two pages length where they experienced or read about a case where they felt that power and knowledge created a mono-culture of mind. We are going to discuss some examples and elaborate.

#### b. What is academic literature and what are sources for academic writing

What can be quoted in academic writing. How can you distinguish 'proper literature'. I am also addressing issues of citation and bibliography. How do you find literature. We will be using some examples from your case stories in class to find out.

### 4. Session

#### a. State and government I: Republicanism

Each Group will prepare a presentation on defining the following concepts(5-10 minutes). Do your own research on the concepts. Illustrate with one Western and one non-Western example, how your definition applies. Name five books, papers or studies you encountered that seem important for your discussion, at least one should be written by a non-Western author.

Group A: State and Government  
Group B: Community and Society  
Group C: Center and Periphery  
Group D: Democracy and Totalitarianism  
Group E: Capitalism and Socialism

#### b. Analyzing and describing reasons and arguments from academic sources

We will discuss what counts as a good research questions in light of part 1 of your term paper (Hausarbeit).

### 5. Session

#### a. State and Government II: Democracy

Reference texts for all (read them, or at least be familiar with how the concepts Democracy, Republicanism, and Citizenship are addressed in these texts):

- Kant, Immanuel "Perpetual Peace"
- Solomon, Benjamin "Kant's Perpetual peace"
- Watch "Interview with Colin Crouch" retrieved at:  
<http://www.youtube.com/watch?v=FnTOiso08HM> , last accessed Oct. 5<sup>th</sup>, 2012

Each group should have discussed among themselves before the seminar (make a few notes), how you understand the concepts Democracy, Republicanism, and Citizenship, how you think about these concepts and the question of so-called "Asian values", and if or how these concepts are challenged, perhaps even threatened, today.



b. Presenting comparative perspectives

With reference to the paper part 2 and 3, we will discuss why comparative perspectives are useful, and how to structure your paper.

6. Session

a. Justice I: Social Justice and Equality

Texts for all:

- Spivak, Gayatri “Can the Subaltern Speak?”
- Chakrabarty, Dipesh “Subaltern Studies and Postcolonial Historiography”

In your group prepare a definition for “social justice” and for “equality” (1-2 paragraphs each).

In class, we will discuss, based on your definitions, what possibilities of critique or resistance people have when they experience injustice or inequality.

b. Constructing a good argument

Based on the following texts (which we will look at in class!!!), we will discuss how one can construct a convincing argument in a text, such as an essay or a paper.

<http://www.social-europe.eu/2012/09/the-institutional-foundations-of-middle-class-democracy/>

[http://www.bostonreview.net/BR37.6/martin\\_oneill\\_thad\\_williamson\\_rawls\\_property\\_owning\\_democracy\\_american\\_politics.php](http://www.bostonreview.net/BR37.6/martin_oneill_thad_williamson_rawls_property_owning_democracy_american_politics.php)

### III. Global and Environmental Justice

Fr, 14.12.2012, 12:15 bis Fr, 14.12.2012, 14:45

#### 7. Session

##### a. Justice II: Environmental&Food Justice

Texts for all:

- Levkoe, Charles “Learning democracy through food-justice movements”
- Schlosberg, David “Reconceiving Environmental Justice”
- Guattari “The Three Ecologies”

Short videos on 'Agriculture and Seeds' and on 'Food Justice' in class, Discussion

##### b. Debating like a pro

We will be talking about debate Systems, and discuss options about facilitating a livestream debate at the end of the seminar with American students from Rensselaer Polytechnic Institute in Troy, NY.

#### 8. Sitzung

##### a. Justice III: Global Justice and Human Rights

Each Group will prepare a presentation (ca. 10 minutes each) on a justice/human rights issue and site in relation their group name. The presentation should feature a description of the justice and human rights issue, pay attention to the actor perspective your group is assigned (Policy-Makers, Media, etc.), and involve the theoretical perspectives (feminist, modernity, objectivity, occidentalism). Point out the most controversial aspects. Suggest ideas how the perspectives and actors in your group name could work to resolve the issue.

Group A: Policy-Makers, Feminism, Modernity

Group B: Media, Orientalism, Postmodernity

Group C: Public, Postcolonialism, Environmentalism

Group D: Corporations, Occidentalism, Industrialism

Group E: Science, Secularism, Objectivity

##### b. Debating like a pro

We will engage in some practice excercises for debating, and elaborate how you can practice in your group.

### IV. Gender, Culture, Identity

So, 16.12.2012, 11:00 bis So, 16.12.2012, 17:30

#### 9. Session

##### a. Gender and Identity Politics

Texts for all:

- Johnson/Repta “Sex and Gender”
- Fausto-Sterling “The bare bones of sex 1”

We will discuss in class what we consider the situation in Europe to be like.

Each group, based on the readings, will then tell us (ca. 5 minutes, no presentation software) about concepts and practices of gender and sex from a specific non-Western region.

Group A: India

Group B: China

Group C: Indonesia

Group D: Nigeria

Group E: Brazil

b. Planning Research

We will discuss, how we could plan a research project to study the issue of sex/gender differences in the countries you presented. What kinds of methods would we use, what obstacles do we face.

10. Session

a. Culture and Identity Politics

Text for all:

- Johdka, Surinder “Engaging with caste”
- Gupta, Akhil, James Ferguson “Beyond 'culture': Space, Place, Identity, and the politics of difference” in: *Cultural Anthropology* Vol. 7, 1992: 6 – 23

[Not a mandatory text, but some familiarity is helpful: Fraser, Nancy “Tanner Lectures”]

b. Writing a grant proposal

We will talk about what a grant proposal is, and how to write one, based on the research plan discussion from the previous session

11. Session

a. What is globalization?

Text for all:

- Braidotti, Rosi ‘Feminist Epistemologies after Postmodernism: critiquing science, technology and globalisation’, in: *Interdisciplinary Science Reviews*, Vol. 32, no. 1, March 2007, pp. 65–74
- Beck Ulrich, 'World Risk Society'

Also, you may want to take a look at texts uploaded to *mystudy* on 'globalization'

Groups should discuss and make notes for discussion in class, how they would define globalization and how globalization affects or is affected by the actors and theory perspectives in their group's name.

b. The uses of theory and practice in academia

We want to understand the difference between theory and practice, or if there even is one. We want to explore the role that theory plays for your future work outside or inside of academia, how academic knowledge is created and transformed over time, how academia interacts with its publics.

Film "Food Inc." and Discussion

V. Economy and Global Future(s)

Sa, 12.01.2013, 11:00 bis Sa, 12.01.2013, 17:30

12. Session

a. Globalization and Digital Divide

Texts for all:

- Stingl/Weiss “Media Economies”
- Stingl “The Digital Divide” and “Internet and Society”
- Castells, Manuel “Communication in the Network Society
- Zavestocki, Stephen “Environmental Health Organizing in a Globalizing World” in Kopnina, Helen, Hans Keune, eds. *Health and Environment*. NYC: Nova Science Publishing, 2010: 255 – 272

In your group, discuss and then thoroughly prepare discussion *points and counter-points* on the issue Digital Divide, based on the following ideas:

The millennial generation or generation are also called the Internet or digital generation, because they grew up as *digital natives*, while previous generations are digitally illiterate, digital dyslexic or digital immigrants.

Does the same hold true not just for age, but also for sex, race, culture, geographic location, and if so, why?

Is globalization, really understood as the bridging of divides, and can this be accomplished by access to (digital) *information and communication technologies (ICTs)*? Taking into account age, sex, race, culture, location, what role does resistance mean? Can the subaltern speak in the realm of ICTs? What do social justice and equality mean for the practices of ICTs? Finally: What does 'integration' mean under these conditions?

b. Academic writing and the Internet, an uneasy relation?

How does the internet change academia? What is plagiarism? We will discuss questions that

13. Session

a. Economy: Forms of Capitalism

Texts, Video for all:

- Watch Video “RSA Animate: First as tragedy, then as farce” (ca. 10mins)  
<http://www.youtube.com/watch?v=hpAMbpQ8J7g>
- Crouch, Colin “Models of Capitalism” in: *New Political Economy* Vol. 10, Dec.2005
- Szelenyi, Ivan, Gil Eyal, Eleanor Townsley “The Theory of Post-communist Managerialism” in: *New Left Review* 1/222, 1997
- Szelenyi, Ivan, Gil Eyal, Eleanor Townsley “On Irony” in: *Thesis Eleven* May 2003 vol. 73 no. 15-41

b. How to write a conclusion for your paper?

We will discuss how you finish your term paper and discuss remaining questions

Texts for all:

- Choo, H. Y. and Ferree, M. M. “Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities.” in: *Sociological Theory*, 28: 129–149
- Harding, Sandra “Standpoint Theory”
- Haraway, Donna “Situated Knowledges”

14. Session

a. European Futures, Postcolonial Futures: European, Cosmopolitan or merely human?

Considering your group theme and based on the first two weekends, each group has prepared a speech of ca.1000 words length. In class, you will have a few minutes to revise the speech based on the days events.

Each group's speaker will deliver the speech, and lead a brief and open discussion on the contents. Afterwards, we will review the speeches together, discussing the form of the essay.

Skype Debate with RPI students and/or film and discussion