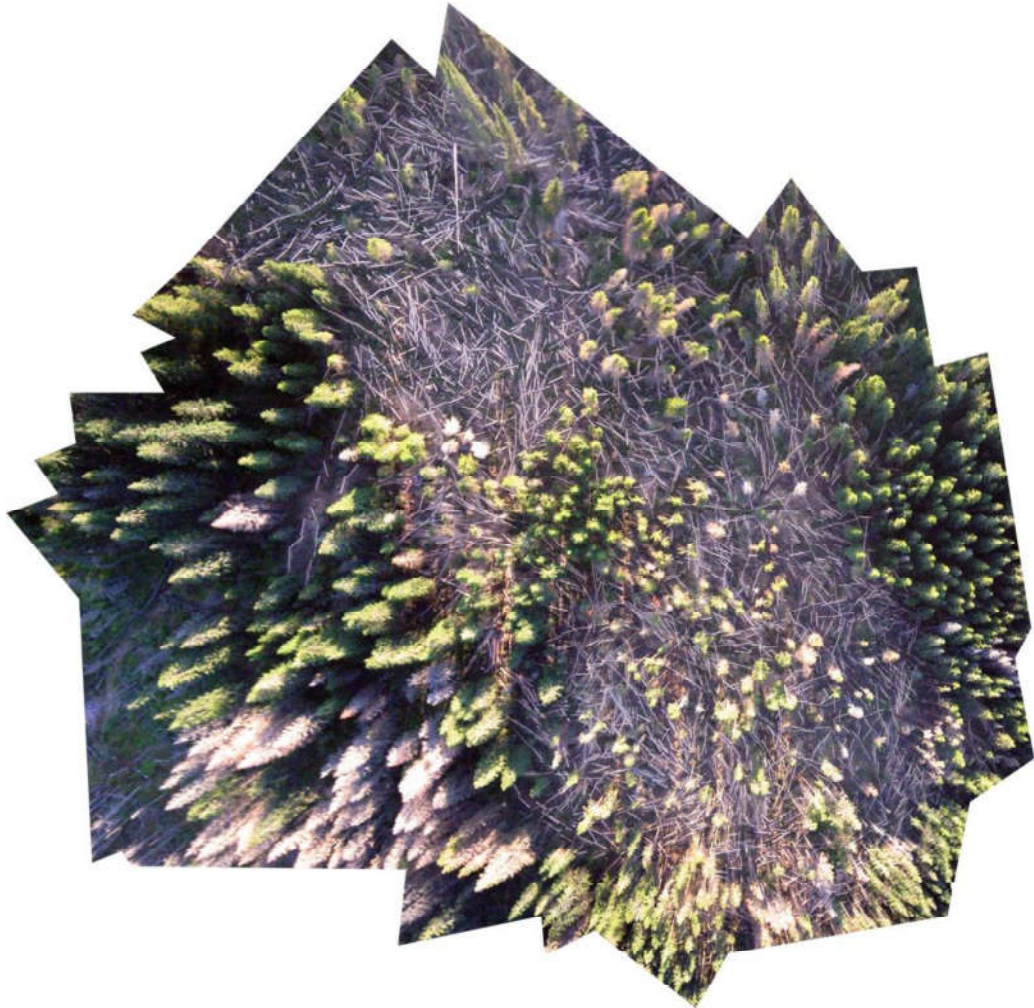




Blok 3.4C
Sociology of the Globe

Sociology
Erasmus School of Social and Behavioral Sciences



Course Manual
Sociology of the Globe

COURSE MANUAL

BLOK 3.4C

(Revision 2)

SOCIOLOGY OF THE GLOBE

FSWS-3040

2017-2018

Cover photo:

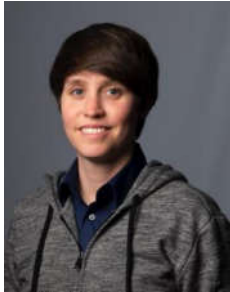
An aerial photo of a forest in Šumava, Czech Republic. Activists use composites like these, made of several pictures pasted together, to document illegal logging in protected reserves. To take the pictures, they tape cameras and phones to helium balloons and send them into the air.

Source: <https://publiclab.org/wiki/sumava-czech-republic>

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Introduction

Globalization is often treated as an irreversible process, an overwhelming, worldwide form of change that can't be escaped or undone. In this course we will critically analyze these kinds of claims and practices. We will take them apart from different perspectives, in order to better understand their varied implications and motivations.

The course focuses on contemporary approaches to understanding globalization discourse and practice. Approaches will be selected from important critical perspectives, including studies of: science and technology, gender and sexuality, race and postcolonial theory, urban sociology, as well as political economy and development. Each course meeting will be dedicated to one of the selected theoretical approaches. In addition, throughout the course we will discuss examples of 1) technological, 2) cultural, and 3) economic globalization.

What are some different forms of globalization, and how do specific groups in society experience them differently? How do the changes of globalization vary across time and

space, and depending upon the approach used to study them? How can we even know that global changes are occurring? What are ways to study technological, cultural, and economic changes in reference to the vast scale of the entire globe? How might it be possible to alter or successfully deal with the effects of globalization, if no one agrees what they are?

Learning Goals

- Compare and contrast key contemporary approaches in critical sociology
- Gain insight into different cultural and economic understandings of the globe
- Analyze claims about global societies and the globe
- Gain more experience doing advanced academic writing in English

Content

This course consists of lectures once per week and tutorials twice per week. Refer to Socweb for information on the dates, times, rooms, and to see which tutorial group you have been assigned to.

Presence at lectures and tutorials are mandatory. The tutorials require active participation and are designed to prepare students for the final paper and portfolio. If a student cannot make it to a tutorial, he/she is expected to inform the tutor prior to the meeting. For more information on the tutorial attendance and consequences of absence, please see the sections below that deal with the tutorials.

Course Materials

Articles and book chapters assigned for the course are provided on Socweb.

Email

All questions regarding registration, conflicting courses, problems with Socweb, and course scheduling must go through Bureau Onderwijs (OSEA), or the relevant department.

We do not respond to emails regarding questions that are answered in this course manual or that were covered during the lectures. For emails that merit a response, allow at least 2-3 days for any reply. Do not wait until the day before the deadline.

Students with exceptional circumstances, or students with disabilities that significantly affect their ability to fulfill the requirements, are advised to contact OSEA and the study advisor to make arrangements. In those cases and in others, we advise you to also speak to the counselor for students. The counselor is available free of charge via OSEA for students who wish to speak further about anything that might affect their ability to participate fully in the course.

Grading and Examination

You are responsible for consulting the course manual and Socweb fully for all of the requirements, deadlines, and grades related to this course. These regulations are based on the rules and instructions of the School of Social and Behavioral Sciences Exam Committee.

Language

The language of course instruction is English. The tutorial assignments and response paper portfolio must be written in English. Since writing in English is one of the learning goals, we encourage you to write the research paper in English, but it is possible to write it in Dutch. Keep in mind that this is a chance to receive feedback on your English from native and fluent speakers.

Requirements

To successfully pass the course, students are required to fulfill the following criteria.

A. 12 tutorial assignments (10% of final grade)

1. 4 total 'exploratory assignments', one due every Tue.
2. 4 total 'paper preparation assignments', one due every Tue.
3. 4 total 'mini response papers', one due every Fri.

For an explanation of these tutorial assignments see below, under *Tutorial Assignments*.

The tutorial assignments will be graded pass/fail by the tutors before the first tutorial of the week that follows the submission date. For example, all tutorial assignments from week 1 will be graded PASS/FAIL before the start of that tutorial group's first meeting during week 2.

Students must receive a PASS for at least 11 out of 12 of these tutorial assignments in order to be eligible to submit the portfolio and final paper, and therefore to pass the course.

Students who do not receive a PASS for at least 11 out of 12 tutorial assignments will automatically fail the course and will not be eligible to submit the portfolio and final paper (see below). Any portfolio or final paper submitted by such students will automatically receive a grade of 0.

Students who receive a PASS on 12 out of 12 of the tutorial assignments will be granted the full marks for the tutorial assignment portion of the grade.

Re-Examination

Students who have not uploaded their assignment before the tutorial, or who upload assignments that do not meet the basic requirements, will be noted by the tutor. For students who attend tutorials without submitting a satisfactory assignment, the grading of any revised assignments will take into account the fact that the student benefitted from the group discussion before submitting the revision.

If a tutorial assignment is evaluated as FAIL, it needs to be resubmitted via Socweb.

The student can revise a maximum of **2 failed tutorial assignments** in total during the course. Each failed tutorial assignment can only be resubmitted **1 time per assignment**. If the revised version again receives a failing grade, then the student has failed that assignment for the current year.

Such assignments must be uploaded to the **special upload box** on Socweb for failed assignments and absences.

Resubmitted versions of failed assignments are due **before 23:59 on the date of the final exam.**

The course includes one short group presentation (See the *Tutorial Guide* section, below). If a presentation is either missed or evaluated as FAIL, the resit for the presentation is an individual assignment, one per student. It consists of an individual written report on the content of the presentation (max 1,000 words, 12 point font).

See below for requirements regarding missed tutorials and response papers. Not that the requirements for missed tutorial assignments (below) are different from those for failed assignments (above).

B. A Portfolio that includes revised versions all 4 mini response papers (40% of the final grade)

There is **no exam** for this course, but we will use the exam and re-sit dates as the deadlines for the response paper portfolio and the final paper. Details of the portfolio are below in the *Response Paper Portfolio* section.

C. A Final paper (50 % of final grade)

The final paper will be written in groups of 3 students. Topics will be chosen from the list provided below in the *Final Paper* section.

Deadline Portfolio and Final Paper

Both the portfolio and the final paper are due (uploaded via Socweb) **before 23:59 on the date of the final exam.**

Re-Examination Portfolio and Final Paper

The portfolio and/or final paper can be re-examined. The deadline to upload the revised portfolio and/or final paper to Socweb is the course **re-sit exam date, before 23:59.**

The course schedule, including lecture, tutorial, exam and re-site dates are available in the timetable on Socweb. The final grades for the course will be distributed within 3 weeks after the exam date, or for final paper resits, within 3 weeks after the resit date.

Tutorial Assignments

The tutorial assignments must be written individually by each student and uploaded to Socweb before the student's tutorial meeting for each week.

All tutorial assignments must be written individual, ***in your own words***. There will be a plagiarism check on all assignments.

Three tutorial assignments are due per student, every week. The assignments for each week are described in depth in the section below, titled *Tutorial Guide*.

Every Tuesday before the tutorial, **two** assignments are due:

1. Exploratory assignment

Depending on the week, these consist of either a short drawing OR a short writing assignment (max 1 page drawing or 300 words, font size 12). These will be used during the tutorial to help you prepare for the week's readings.

2. Paper preparation

These short assignments are different each week, ranging from one sentence to a 1-2 page outline. They will be used during the tutorial meetings to help you make progress on your final paper.

Every Friday before the tutorial, **one** assignment (the third for that week) is due.

3. Mini Response paper.

The mini response papers are meant to test your understanding of the required readings from the course literature. Prove to us that you, as an individual, have read the required readings (under course readings) and worked to understand them.

When quoting from the readings, take care to select carefully and make them of appropriate length—a few sentences at most. Do not put entire quotations in italics or bold text.

For the mini responses, don't use more than the required length. If the course manual states "1 sentence", then that is the **maximum** length allowed for that part. The challenge is to state it clearly in a short space. Be careful: writing a shorter text is often more difficult, and take more time, than writing a longer one!

For **every** required text (so, multiple times per response paper), you must include the following. So if four texts were assigned this week, you'd include the following 3 questions four separate times, i.e. once for each assigned text. It is not necessary to respond to the "optional" readings.

All of your responses must be written individually and in your own words:

1. List 5 key terms or words from each text. These are usually repeated many times and can help to discover the author's main argument.
2. 1-2 sentences: What is the author's main argument?

For this question, state the argument in your own words in one sentence. When seeking the main argument, look for “I argue...”, “I claim...”, and so on. But make sure you don’t just choose any argument from the text. Pick the most important overall claim that the text is trying to make.

Keep in mind that it is difficult to understand the one most important argument or thesis in a text. The selection of main arguments will be discussed during the tutorials.

3. 1 sentence: What is your reaction to this individual text? If you’re unsure, give your individual opinion of how this text relates to other required texts that you’ve read for the course so far, or to what you’ve read elsewhere (for example, in other courses).

Every mini response paper must also do the following. These are combined for all texts, so you’ll only answer these three questions **one time** per response paper:

1. 1-2 sentences: Select 1 quotation (one total from all of the required texts) that you think is particularly interesting and would like to discuss during the tutorial. Note: This is the only part of your response paper that should be a direct quotation. To avoid plagiarism, include quotation marks and the page number(s) where the quotation is from.

Each student should select their own quotation. Because of the length and variety of required readings, and because the quotations reflect a student’s individual interests and preferences, it is not expected that different students will select the same quotation.

2. 1 sentence: State one thing noted this week that was particularly interesting and/or that you didn’t know before and would like to remember.
3. 1 sentence: Write one question that you still have, to aid with the tutorial discussion.

Tutorial Attendance

The content of the lectures is different from the content of the tutorials. The lectures complement, and provide broader context for, both the tutorials and the required readings.

In principle, 100% attendance is required for the tutorials. Students who arrive more than 15 minutes late will automatically be marked absent. Students are allowed two late arrivals (less than 15 minutes). A student who has been late two times during the course will automatically be marked absent if she/he is late for a third time.

The tutorial instructor of each group will register attendance.

Absence

If you are late or absent from a tutorial, you are still responsible for uploading your tutorial assignments on time.

Your absence from tutorials will be administered by the tutor. To compensate for absence, you will upload an assignment. The assignment for missing a tutorial is **due before 23:59 on**

the date of the final exam. The assignment must be uploaded to Socweb in the special upload box for extra assignments (absences and fails).

A student can do at most 2 extra assignments to make up for 2 missed tutorials. This means that if a student misses 3 tutorials, that student will be unable to pass the course in the current academic year, and will not be allowed to submit a final paper or response portfolio during the current year. Any final papers submitted by students with 3 or more absences will automatically receive a grade of 0.

The assignment consists of a 750 word summary of a part of the assigned literature of that week's literature .

If you miss a tutorial on Tuesday, your summary will cover the readings by:

Week 1: Cosgrove, Edwards.

Week 2: Mitchell, Said.

Week 3: Escobar, Gibson-Graham.

Week 4: Derickson, Gordon, Mitchell.

Week 5: Anderson, Norris.

If you miss a tutorial on Tuesday, your summary will cover the readings by:

Week 1: Helmreich, Rose.

Week 2: Sharp, Trouillot.

Week 3: Massey, Sparke.

Week 4: Mitchell, Roy, Stoler.

Week 5: Norris, Spruyt.

If the assignment is graded with a PASS, then the student will be registered as having attended the particular tutorial session.

The extra assignment must be submitted in addition to the tutorial assignments for the missed meeting, including the response paper, which must still be uploaded by the regular deadline.

See the section Fraud and Plagiarism under Final Paper for regulations for plagiarism, which is to be avoided at all costs if you expect to ever pass this course.

List of Lectures

1. ***Feminism***. The Globe Is Not Inevitable: Feminist Theory from Globalization to Globes

Topics: Donna Haraway, medieval world maps, planet Earth, outer space, 1990s globalization, paradigms, theories of knowledge, objectivity, facts and observation

2. ***Postcolonialism***. The Globe Is Not New: Colonial and Postcolonial Legacies

Topics: Edward Said, circulation, decolonialism, modernity, medieval Islamic science, non-Western globalization, progress, speech and debate, the history of the internet

3. ***Political Economy***. The Globe Is Not Smooth: The Uneven Spaces of Capitalism

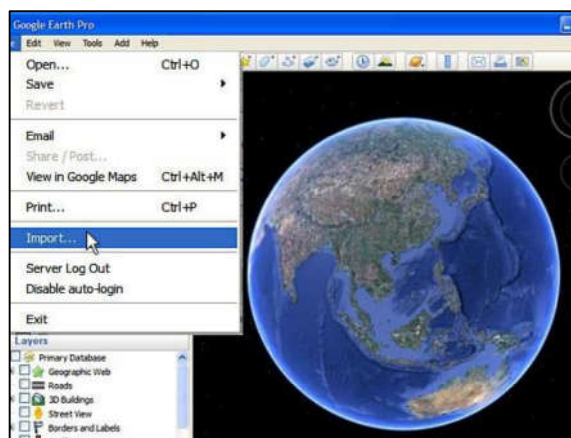
Topics: Doreen Massey, development studies, distribution, logistics, container shipping, infrastructure, big data, surveillance, supply chains, labor and automation, the iPhone

4. ***Urban Studies***. "Other Globes Are Possible: Cities and the Planetary Imagination."

Topics: Ananya Roy, the imagination, urban competition, Henri Lefebvre, the future, dystopia, science fiction, territory, ghosts, ruins, theories of space and time, the commons

5. ***The Nation-State***. "The Globe Is Not Borderless: The History of the Nation-State." Guest Lecture by Michal Onderco.

Topics: Benedict Anderson, borders, international relations, politics, diplomacy, nations in a global frame, the circulation of knowledge, special case on the power of the imagination



An example of how the globe is not inevitable, new, smooth, etc.:

A variety of different data can be made and imported when mapping the globe in programs like Google Earth.

Course Readings

<p>Week 1: Feminism</p>	<p><u>Required Readings</u></p> <p>Pgs. ix-xii. (Preface). In Cosgrove, D. (2003). <i>Apollo's Eye: A Cartographic Genealogy of the Earth in the Western Imagination</i>. Baltimore: Johns Hopkins University Press. (Hard copy in Study Landscape, as are select copies of other course texts)</p> <p>Pgs. 27-47 (Ch. 2): Edwards, P. N. (2010). "Global Space, Universal Time". In <i>A Vast Machine: Computer Models, Climate Data, and the Politics of Global Warming</i>. Cambridge, Mass.: MIT Press.</p> <p>Helmreich S (2011) From Spaceship Earth to Google Ocean: Planetary Icons, Indexes, and Infrastructures. <i>Social Research</i> 78(4): 1211–1242.</p> <p>Rose, G. (1997). Situating Knowledges: Positionality, Reflexivities and Other Tactics. <i>Progress in Human Geography</i>, 21(3), 305–320.</p> <p><u>Optional Readings</u></p> <p>Ahmed, S. (2017). <i>Living a Feminist Life</i>. Durham, NC: Duke University Press.</p> <p>Pgs. 1-25 (Ch. 1): Edwards, P. N. (2010). "Thinking Globally". In <i>A Vast Machine: Computer Models, Climate Data, and the Politics of Global Warming</i>. Cambridge, Mass.: MIT Press.</p> <p>Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. <i>Feminist Studies</i>, 14, 575–599.</p> <p>Pgs. 1-15 (Ch. 1): Haraway, D. (1989). "Introduction: The Persistence of Vision". In <i>Primate Visions: Gender, Race and Nature in the World of Modern Science</i>. New York: Routledge.</p> <p>Lorde, A. (2007). <i>Sister Outsider: Essays and Speeches</i>. Berkeley: Crossing Press.</p> <p>Martin, E. (1991). The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. <i>Signs</i>, 16(3), 485–501.</p> <p>Pgs. 72-80: Ch. 7, "Feminist Epistemologies of Science". In Sismondo, S. (2010). <i>An Introduction to Science and Technology Studies</i>. Chichester, UK: Wiley-Blackwell.</p>
<p>Week 2: Postcolonialism</p>	<p><u>Required Readings</u></p> <p>Pgs. 1-33 (Ch. 1): "Egypt at the Exhibition". In Mitchell, T. (1991). <i>Colonising Egypt</i>. Berkeley: University of California Press.</p>

	<p>Said, E. W. (1998, January 2). Islam Through Western Eyes. <i>The Nation</i>. (Available at: http://www.thenation.com/article/islam-through-western-eyes/)</p> <p>Pgs. 11-28 (Ch. 1): "Imagining the World". In Sharp, J. (2008). <i>Geographies of Postcolonialism</i>. London: Sage.</p> <p>Trouillot, M.-R. (2003). North Atlantic Universals: Analytical Fictions, 1492-1945. <i>The South Atlantic Quarterly</i>, 101(4), 839–858.</p> <p><u>Optional Readings</u></p> <p>Antrim, Zayde. (2015). <i>Routes and Realms: The Power of Place in the Early Islamic World</i>. Oxford: Oxford University Press.</p> <p>Foster, Laura A. (2017). <i>Reinventing Hoodia: Peoples, Plants, and Patents in South Africa</i>. Seattle: University of Washington Press.</p> <p>Gilroy, P. (1992). <i>The Black Atlantic: Modernity and Double Consciousness</i>. Cambridge, MA: Harvard University Press.</p> <p>Pgs. 1-16 (Ch. 1): Livingstone, D. N. (2003). "A Geography of Science?". In <i>Putting Science in Its Place: Geographies of Scientific Knowledge</i>. Chicago: University of Chicago Press.</p> <p>Pgs. 135-147 & 153-163 (selections from Ch. 4): Livingstone, D. N. (2003). "Circulation: Movements of Science". In <i>Putting Science in Its Place: Geographies of Scientific Knowledge</i>. Chicago: University of Chicago Press.</p> <p>Roberts, Lissa. (2009). "Situating Science in Global History: Local Exchanges and Networks of Circulation." <i>Itinerario</i> 33(1), 9–30.</p> <p>Pgs. 1-28 (Intro.): "Introduction" In Said, E. (1979). <i>Orientalism</i>. New York: Vintage. [Note: These page numbers are for the PDF. The bookstore and study landscape have a more recent printing, so the page numbers may be different.]</p> <p>Stoler, A. L. (1995). <i>Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things</i>. Durham, North Carolina: Duke University Press.</p>
<p>Week 3: <i>Political Economy</i></p>	<p><u>Required Readings</u></p> <p>pgs. 139-144 & 158-175: Selections from Escobar, A. (2005). Economics and the Space of Modernity. <i>Cultural Studies</i>, 19(2).</p> <p>Pgs. 1-16. (Ch. 1). Reframing the Economy, Reframing Ourselves. In Gibson-Graham, J. K., Cameron, J., & Healy, S. (2013). <i>Take Back the Economy: An Ethical Guide for Transforming Our Communities</i>. Minneapolis: University of</p>

	<p>Minnesota Press.</p> <p>Pgs. 81-89. (Ch. 8). "Aspatial Globalization". In Massey, D. (2005). <i>For Space</i>. London: Sage.</p> <p>Pgs. 279-313. (Selection from Ch. 8). "Space". In Sparke, M. (2013). <i>Introducing Globalization: Ties, Tensions, and Uneven Integration</i>. Chichester, UK: Wiley-Blackwell.</p> <p><u>Optional Reading</u></p> <p>Bowker, G. C., & Star, S. L. (1999). <i>Sorting Things Out: Classification and Its Consequences</i>. Cambridge, Mass: MIT Press.</p> <p>Pgs. 91-127 and 129-161. (Chs. 1 and 4). "The Labor of Logistics: Just-in-Time Jobs", and "The Geo-Economics of Piracy: The 'Somali Pirate' and the Remaking of International Law". In Cowen, D. (2014). <i>The Deadly Life of Logistics: Mapping Violence in Global Trade</i>. Minneapolis: University of Minnesota Press.</p> <p>Goldsmith, J. and Wu, T. (2008). <i>Who Controls the Internet?: Illusions of a Borderless World</i>. Oxford: Oxford University Press.</p> <p>Helmreich S. (2007). Blue-green Capital, Biotechnological Circulation and an Oceanic Imaginary: A Critique of Biopolitical Economy. <i>BioSocieties</i> 2(03): 287–302.</p> <p>Pgs. 189-204 (Ch. 17): "Political Economies of Knowledge". In Sismondo, S. (2010). <i>An Introduction to Science and Technology Studies</i>. Chichester, UK: Wiley-Blackwell.</p> <p>Pgs. 1-25 (Ch. 1): Sparke, M. (2013). "Globalization". In <i>Introducing Globalization: Ties, Tensions, and Uneven Integration</i>. Chichester, UK: Wiley-Blackwell.</p> <p>Smith, N. (2008). <i>Uneven Development: Nature, Capital and the Production of Space</i>. Athens, USA: The University of Georgia Press.</p> <p>Tsing, A. (2009). Supply Chains and the Human Condition. <i>Rethinking Marxism</i> 21(2), 148–176.</p> <p>Tsing, A. (2000). The Global Situation. <i>Cultural Anthropology</i>, 15(3), 327–360.</p>
Week 4: Urban Studies	<p><u>Required Readings</u></p> <p>Derickson, K. (2017). Masters of the universe. <i>Environment and Planning D:</i></p>

Society and Space, forthcoming, 1-6.

Pgs. 7-8 (two pages only). In Gordon, A. F. (2008). *Ghostly Matters: Haunting and the Sociological Imagination* (2nd edition). Minneapolis: University Of Minnesota Press.

Mitchell, D. (1995). The End of Public Space? People's Park, Definitions of the Public, and Democracy. *Annals of the Association of American Geographers*, 85(1), 108–133.

Roy, A. (2011). Urbanisms, Worlding Practices and the Theory of Planning. *Planning Theory*, 10(1), 6–15.

Pgs. 9-14 (stop at the phrase “collaborative political projects”). In Stoler, A. L. (2013). *Imperial Debris: On Ruins and Ruination*. Durham, NC: Duke University Press.

Optional Readings

Pgs. 1-12. “Introduction: Dystopia and Histories”. Baccolini, R., & Moylan, T., eds. (2003). *Dark Horizons: Science Fiction and the Dystopian Imagination*. New York: Routledge.

Elden, S. (2010). Land, Terrain, Territory. *Progress in Human Geography*, 34(6), 799–817.

Halpern, O. (2015). *Beautiful Data: A History of Vision and Reason Since 1945*. Durham, North Carolina: Duke University Press.

Hassler-Forest, D. (2016). *Science Fiction, Fantasy, and Politics: Transmedia World-Building Beyond Capitalism*. Lanham, MD: Rowman & Littlefield. (Hard copy in Study Landscape)

Katz, C. (1994). Under the Falling Sky: Apocalyptic Environmentalism and the Production of Nature. In A. Callari, C. Biewener, & S. Cullenberg (Eds.), *Marxism in the Postmodern Age: Confronting the New World Order*, 274–82. New York: Guilford Press.

Katz, C. (2001). On the Grounds of Globalization: A Topography for Feminist Political Engagement. *Signs: Journal of Women in Culture and Society*, 26(4), 1213–1234.

Pgs. 1-65 (Ch. 1): “Plan of the Present Work”. In Lefebvre, H. (2002). *The Production of Space*. Oxford: Blackwell Publishing.

Mignolo, W. D. (2011). *The Darker Side of Western Modernity: Global Futures, Decolonial Options*. Durham, NC: Duke University Press.

Pgs. 34-62 (Ch. 2): “Enframing”. In Mitchell, T. (1991). *Colonising Egypt*.

	<p>Berkeley: University of California Press.</p> <p>Redfield, P. (2002). The Half-Life of Empire in Outer Space. <i>Social Studies of Science</i>, 32(5/6), 791–825.</p> <p>Stengers, I. (2010). <i>Cosmopolitics I</i>. Minneapolis: University of Minnesota Press.</p>
<p>Week 5: <i>Nationalism</i></p>	<p><u>Required Readings</u></p> <p>Pgs. 48-58. Anderson, B. (1983). <i>Imagined Communities</i>. London: Verso, 1983. Excerpt from Spencer, P & Wollman, H, eds. (2005) <i>Nations and Nationalism: A Reader</i>, Edinburgh: Edinburgh University Press.</p> <p>Pgs. 287-297. Norris, P. (2003). Global Governance and Cosmopolitan Citizens. In Held, D & McGraw, A, eds. <i>The Global Transformations Reader</i>. Malden, MA: Polity Press.</p> <p>Spruyt, H. (2002). The Origins, Development, and Possible Decline of the Modern State. <i>Annual Review of Political Science</i>, 5(1), 127-149. (Available at: http://www.annualreviews.org/doi/10.1146/annurev.polisci.5.101501.145837)</p>

Schedule of Tutorials

The following assignments are due from each individual student. Each assignment must be uploaded to Socweb before the start of the tutorial meeting. Also bring your completed assignment to the tutorial, either in printed form or in electronic form on your laptop or phone, etc.

Week 1: Feminism

Tutorial 1 (Fri.)

Due: Response paper 1 (uploaded to Socweb). For the response paper guidelines, see the above section on *Tutorial Assignments*.

Week 2: Postcolonialism

Tutorial 2 (Tue.)

Due: both Exploratory assignment 1 and Paper preparation 1.

Exploratory Assignment 1: World Map

On one sheet of regular paper, draw a map of the world from memory. Set a timer for 30 – 45 minutes and don't use the internet! Sketch the outlines of the continents as best as you can from memory, and add as many details (names of countries, oceans, rivers, etc.) as you can. Don't worry if you don't know how to draw. Just do your best. Stick figures, hearts, etc. are all fine. You can use a pencil and erase if you like, or just cross out any mistakes and keep going.

One the timer is up, look at your map and write 100-300 words based on what you find there, and your experience of drawing it. Which places were the hardest to remember? What did you leave out? Do an internet search for one of the places that you left out.

Upload both your drawing and your typed paragraph to Socweb. To upload the drawing, just take a photograph of it (i.e. with your phone). Do also bring the original drawing to your tutorial group meeting.

Paper Preparation 1: Topic

Look at the guidelines for the final paper (section below titled *Final Paper*). Select which topic you would like to write on, from the list of available topics. Also think about which specific example from within this topic that you'd like to write about. Be sure to also look at the suggested readings, including the table of contents of any books, as these include sources that are about specific examples.

Upload your topic choice to Socweb in a document that includes all of the following:

1. Your full name and ID number
2. The number and title of your chosen topic (For example: 1. Unnatural Disasters)
3. One or two specific examples you might like to write about (For example, "Hurricane Katrina" and/or "The Refugee Crisis").
4. One sentence explaining why you chose this topic.

During the tutorial, the tutors will place you into groups 3 students based on your interests. Let the tutor know if you prefer to work alone or in a group. They will do their best to group you according to your preference, although this is not always possible for practical reasons.

Tutorial 3

Due: Response paper 2 (uploaded to Socweb). For the response paper guidelines, see the above section on *Tutorial Assignments*.

Week 3: Political Economy

Tutorial 4

Due: both Exploratory assignment 2 and Paper preparation 2

Exploratory Assignment 2: Familiar Place

Write 300-500 words (upload to Socweb): Taking a place that you know well and looking at it from a new perspective. This can be a particular place (your current or former neighborhood) or a type of place (the tram, the gym, etc.). How might you experience this place differently if you were a different person (for example, much older or much younger)? What if you were an animal, or an alien from outer space? If you've known this place for some time, then how have you personally experienced it differently over time?

Paper Preparation 2: Proposal

Together with your group (if you have one), write a 1-2 page proposal for your paper idea. Include the specific topic, relevant sources, a possible question to ask, or the argument that you seek to make. What challenges do you anticipate? Which of the two course approaches will you use? Look for new sources now if you think they'll be necessary and list them here as well.

Each student should upload one Paper Preparation assignment (proposal) to Socweb, but

within a group, both members can upload the same document.

Tutorial 5

Due: Response paper 3 (uploaded to Socweb). For the response paper guidelines, see the above section on *Tutorial Assignments*.

Week 4: Imagination

Tutorial 6

Due: both Exploratory assignment 3 and Paper preparation 3

Exploratory Assignment 3: Imaginary Map

On one sheet of regular paper, draw a map of an imaginary world. The map could be of the Earth in the future, or a different planet, or a fantasy world that you invent or adapt from an existing story. If you use a book, movie, etc. as inspiration, then be sure to include the title and author/creator, either on the drawing itself or in your typed document (see below).

This time you can use the internet or other sources, but the drawing should be entirely your own. I advise you to draw it with pencil or pen, but you can also draw it on a computer. But, don't import images or do anything complicated: just draw with the mouse in Microsoft Paint (Windows), Paintbrush (Mac), or the free version of an app like Paper (iOS) or Draw (Android). Basic shapes (circles, squares, lines) are also fine. Keep in mind a phone is too small for this assignment, so if you don't have a laptop available, then use paper and pencil.

Once you finish your drawing, write 100-300 words explaining your imaginary world. If it's a future earth, how have things have changed and why? Has climate change drowned the world? Have the nations joined into one mega-nation, or fallen back into micro states? If it's another planet or a fantasy world, what are some interesting features? What has happened here, or is about to happen? If life is possible there, then how might life there compare to life on Earth?

Don't worry if you don't know how to draw. Just do your best. Stick figures, hearts, etc. are all fine. You can use a pencil and erase if you like, or just cross out any mistakes and keep going.

Upload both your drawing and your typed paragraph to Socweb. To upload the drawing, just take a photograph of it (i.e. with your phone). Do also bring the original drawing to your tutorial group meeting.

Paper Preparation 3: Abstract & Outline

Together with your group (if you have one), write one 500 word abstract (samenvatting) of your paper, as well as a 2-3 page outline of your final paper and upload it to Socweb. This can be a list of headings and subheadings (for example, numbered or with bullet points).

Make it as detailed and specific as possible. Include the main sections: Introduction, Literature Review, Example 1/Subargument 1, Example 2/Subargument 2, Conclusion. Keep in mind that the two “examples” may well be two approaches (such as, your topic viewed from the perspective of “postcolonialism” for example 1, and “political economy” for example 2). Also provide subheadings that show the topics and sources you will analyze in each section.

Work to make it all fit together: What information really needs to be in the introduction? Do the examples or subarguments combine to argue for your main argument? How does the literature relate to your example? Which sources are really central, and which are less important? Which sources from the required readings will you use? Which sources from the Suggested Reading list (for your final paper topic) will you use? Do you need additional sources that you don’t have already? Look at the total word count, and break it down, figuring out how many words you will need for each section or subsection.

This isn’t expected to be final, but you will discuss them during the tutorial to make sure it is headed in a good direction, and that it’s clear, relevant, practically achievable in the time available. This exercise should help you to specify what you’re doing, in conversation with the other groups, and make progress towards writing your final paper.

Each student should upload one Paper Preparation assignment, but within a group both members can upload the same document.

Note that these uploads will be made available to your tutorial group so that they can prepare to present your work during the following week’s tutorial (see below on the presentation).

Tutorial 7

Due: Response paper 4 (uploaded to Socweb). For the response paper guidelines, see the above section on *Tutorial Assignments*.

Week 5: Nationalism

Tutorial 8

Due: both Exploratory assignment 4 and Paper preparation 4 (presentation)

Exploratory Assignment 4: New Place

Write 300-500 words (upload to Socweb): Pick a place that is easy for you to get to, but where you normally wouldn't spend much time. It could be a park bench, a new restaurant, a field outdoors. Choose a place where you feel safe enough to sit for at least 30 minutes alone. Take notes on everything and everyone you see. You can also draw if you would like, or just list things.

Think about how the scene before you might look differently to researchers who comes from each of the three approaches we've studied so far: feminism, postcolonialism, political economy. Who or what do you notice first? Who do you only see after you've been there for a few minutes already? Are the people there doing stereotypically gendered things? Are the people working, and what counts as work in this case?

Even if there are no people around, then what can you see in the landscape, which infrastructures and features? Have people built canals, sown fields, left the land alone on purpose? Did people leave from this place and go all over the world? Were they brought here, voluntarily or involuntarily? What does 'voluntary' mean in a system where people need to work to live, anyway, and jobs aren't to be found just anywhere? How does this place relate to different scales: local, urban, regional, national, international, and global? How does this one place fit into all of the relationships among people and things, near or far, that have come before? You don't need to answer all of these questions, but they should guide your response.

Paper Preparation 4: Presentation

Prepare a 5 minute group presentation to be given during the final tutorial. However: your group will not be presenting your own paper! Each group will present the abstract and outline (assignment from last week) of another group in the same tutorial. The tutor will decide the division of presentations one week before the presentations are due.

For the group presenting, this exercise provides the opportunity to understand what others in the course are working on, and how they approach the topics covered in the course. It's also a chance to comment on a work in progress, whose full potential is not yet achieved.

For the group listening as another group presents your own work, the purpose of this exercise is to understand how others view what you wrote. You may think that your ideas are clear, but then see that others have a different understanding. This provides helpful feedback for revising your final paper before the last deadline.

If you're working in a group, both group members must speak and provide relevant points during the presentation.

The presentations will be limited to 5 minutes per group, to have enough time for everyone. So choose your content carefully. Use at least one, but not more than 3, simple slides (e.g. with 1-2 sentences or bullet points).

Before the tutorial starts, upload your slides to Socweb in a common format (such as

PowerPoint or PDF). Each student should upload one PowerPoint, but within a group both members can upload the same document.

In your presentation, list the specific topic and the two approaches the group is using. Also briefly state the paper's main argument in the paper (as determined from that group's abstract/outline assignment from the previous week).

There will be time for the group whose paper it is to respond. If there's time, they can discuss their progress since the outline from the previous week, in terms of writing and finishing the paper. This is a chance to discuss any problems you've encountered and concerns you have, while also receiving constructive feedback from the tutors and your fellow students.

Response Paper Portfolio

At the end of the course, each student will submit an individual portfolio of 4 revised papers of **500 words per paper**, for a total of maximum 2,000 words for all 4 revised papers. The papers will be revised versions of that student's 4 mini response papers.

For each of the 4 revised response papers, turn your mini response paper into a "maxi" (no longer mini) response. So combine and extend the parts of your mini response paper into a coherent statement of the main argument of that week's texts and lectures, as well as an assessment of and reaction to them.

Be sure to also include, and respond to, the main argument of each required text. If you have a better idea of the main argument of particular texts after the tutorial discussion, then revise your statement of the main argument in your own words to reflect your improved understanding. The grade for the portfolio will include assessment of the relevance of your selected main arguments and ability to determine and respond to the content of the assigned readings.

Consider the following additional questions when providing your assessment of the readings. These are suggested but not required:

- How and why does the author argue as she/he does? How successful is their argument?
- How does this text fit into this week's theoretical approach? What do you take from that week's theoretical approach?
- How did your reaction to the texts change after the discussion of the readings in your tutorial group? How did you revise the main argument for this portfolio, and why did you change it?
- What became clear during the course that was not clear to you when you first wrote your mini response paper? How do you view that week's texts differently, now that you've finished the course?

Final paper

At the end of the course, each student will also submit a final paper. The body of the paper should be **2,500 – 3,000 words** (12 point font, double spaced), excluding references. In addition, the relevant sources must be cited and a reference list of the works cited must be included.

Students may work in groups of 3 students. Tutors may select the groups. For those who work in a group, each student must include an **individual 250 word "work statement"** on the title page of their paper. In the work statement, that student should describe how the work was divided within their group. This must include which student did which parts of the paper preparation, such looking up sources, reading which sources, outlining, as well as writing, such as who wrote which sections of the paper. It can also include the student's individual reaction to the process of writing the paper.

Note that, for all students including those who worked in groups, the final paper grade will be an **individual grade** for each student. So students may receive different grades even if they work together in one group on one paper. The reason for this is to ensure that both students are equal participants in their group. So the individual final grade will take into account the paper itself, the work statement for how the work of the paper was divided (see above), as well as the student's individual performance during the relevant parts of the tutorial meetings, the individual response paper portfolio, and particularly the final presentation (see the schedule of tutorials).

The paper will offer a comparative analysis of one contemporary public issue, from the point of view of two of the theoretical approaches discussed in the course. The aim of the paper is to compare and contrast how a single issue is viewed from two different approaches. Working in a group can help this process because it allows the members to compare and contrast their views of each approach.

The papers should include clear argument, either arguing in favor of one approach over the other, or combining the best aspects of each approach to suggest the best way to treat the issue. The paper should address the following questions:

- How is the topic defined, according to the scholars of each of the two relevant approaches?
- Where are the important locations, places, people for this topic, and for each approach? How does this affect the conclusions drawn by scholars from each approach?
- How does the picture of the topic from each approach overlap? How is it different? What are the implications of these similarities and differences?

The sources for the paper include the relevant course readings, to be selected by the students from the required list of readings, as well as a list of additional sources for each topic (see the list of topics below). If necessary, students can also add additional academic sources of their choosing. The references should be provided in APA style (see below).

Students will select **one** of the three possible topics from the following list of final paper options. You are advised to select one specific example from among those given in one of the sources listed under *Suggested Reading* for each topic:

Final Paper Options

1) Unnatural Disasters

So-called “natural” disasters always have a human element. The severity of a disaster is affected by everything from the future warning systems, to the way that buildings are made, to how quickly recovery workers respond. In addition, disasters like the refugee crisis on the Mediterranean may be unintentionally created by intentional intervention. How do disaster protection infrastructures, like flood barriers, differ across regions, or within a single city? How is it possible to intervene without worsening a situation? What are the unexpected dangers that arise from systemic inequalities as society becomes ever more global, and ever more complex? Pick one specific disaster or intervention to study from the point of view of two of the approaches discussed in this course.

Suggested Reading

Levitt, J. I., & Whitaker, M. C. (2009). *Hurricane Katrina: America's Unnatural Disaster*. Lincoln: University of Nebraska Press.

Fassin, D. (2012). *Humanitarian Reason: A Moral History of the Present*. Berkeley, CA: University of California Press.

Jeandesboz, J., and Pallister-Wilkins, P. (2014). *Crisis, Enforcement and Control at*

the EU Borders. *Crisis and Migration: Critical Perspectives*, 115–135.

Kanji, A., & Hussan, S. K. (2017, April 2). The Problem with Liberal Opposition to Islamophobia. Retrieved September 20, 2017, from <http://roarmag.org/magazine/problem-liberal-opposition-islamophobia/>

Lakoff, A. (Ed.). (2010). *Disaster and the Politics of Intervention*. New York: Columbia University Press.

Mamdani, M. (2005). *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*. New York: Harmony.

Perrow, C. (2011). *Normal Accidents: Living with High Risk Technologies*. Princeton: Princeton University Press.

2) Privatizing Nature

As capitalism spreads around the world, natural objects are increasingly being packaged and sold for an international market. One example is local plants that have long been collected as medicines by indigenous people. International pharmaceutical corporations sometimes buy the patents for these plants, selling them abroad for high prices at great gain, but sometimes preventing locals from continuing to use them. Who benefits from the sale of these plants? Who is hurt and how? Select one specific case from Foster 2017 (below). Pick one plant, place, OR corporation to study from the point of view of two of the approaches discussed in this course.

Suggested Reading

Fineman, M. A., Mattsson, T., & Andersson, U. (2016). *Privatization, Vulnerability, and Social Responsibility: A Comparative Perspective*. London: Routledge.

Foster, Laura A. (2017). *Reinventing Hoodia: Peoples, Plants, and Patents in South Africa*. Seattle: University of Washington Press.

Helmreich, S. (2007). Blue-green Capital, Biotechnological Circulation and an Oceanic Imaginary: A Critique of Biopolitical Economy. *BioSocieties*, 2(3), 287–302.

Katz, C., & Kirby, A. (1991). In the Nature of Things: The Environment and Everyday Life. *Transactions of the Institute of British Geographers*, 16(3), 259–271.

Mgbeoji, I. (2014). *Global Biopiracy: Patents, Plants, and Indigenous Knowledge*. Vancouver: University of British Columbia Press.

Rajan, K. S. (2006). *Biocapital: The Constitution of Postgenomic Life*. Durham, NC: Duke University Press.

Scott, J. C. (1998). *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press.

Smith, N. (2008). *Uneven Development: Nature, Capital and the Production of*

Space. Athens, GA: The University of Georgia Press.

Tilley, H. (2011). *Africa as a Living Laboratory: Empire, Development, and the Problem of Scientific Knowledge, 1870-1950*. Chicago: University Of Chicago Press.

Tsing, A. L. (2015). *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton: Princeton University Press

3) Urban Big Data

Big data and the internet are presented as being 'global' and 'placeless', but their effects are felt differently across time, space, and social groups. Gentrification and rising inequality has been one outcome in cities in the global North that are dominated by tech industries. In the global South, the manufacture of technology and need for customer support has created jobs, but often with low pay and little labor protection. In addition, automation may make some jobs, in industries like truck driving, obsolete. Big data also create privacy concerns, as social media companies collect every more precise data on members of the public. What are the promises and perils of big data and smart or automated technologies? Who stands to benefit and where? Who hurts, and what is at stake? Pick one technology, corporation OR city to study from the point of view of two of the approaches discussed in this course.

Suggested Reading

Amoore, L. (2013). *The Politics of Possibility: Risk and Security Beyond Probability*. Durham, NC: Duke University Press.

Gabrys, J. (2011). *Digital Rubbish: A Natural History of Electronics*. Ann Arbor: University of Michigan Press.

Guo, L., Hsu, S.-H., Holton, A., & Jeong, S. H. (2012). A Case Study of the Foxconn suicides: An International Perspective to Framing the Sweatshop Issue. *International Communication Gazette*, 74(5), 484–503.

Smith, N. (2002). New Globalism, New Urbanism: Gentrification as Global Urban Strategy. *Antipode*, 34(3), 427–450.

Starosielski, N. (2015). *The Undersea Network*. Durham, NC: Duke University Press.

Takhteyev, Y. (n.d.). *Coding Places: Software Practice in a South American City*. Cambridge, MA: MIT Press.

Taylor, L. (2017). Safety in numbers? Group Privacy and Big Data Analytics in the Developing World. In L. Taylor, L. Floridi, & B. van der Sloot (Eds.), *Group Privacy: New Challenges of Data Technologies*. New York: Springer.

Taylor, L., & Broeders, D. (2015). In the Name of Development: Power, Profit and the Datafication of the Global South. *Geoforum*, 64, 229–237.

APA Style

The final paper should be written in APA style. Do the quotations and citations properly in order to avoid plagiarism. Helpful links:

[http://www.supermanlee.com/Styleguide/APA STYLE GUIDE 6th Edition.pdf](http://www.supermanlee.com/Styleguide/APA%20STYLE%20GUIDE%206th%20Edition.pdf)

http://www.eshcc.eur.nl/fileadmin/ASSETS/eshcc/Schrijfwijzer/writing_guide_2014.pdf

<https://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.apastyle.org/>

Take care to select quotations carefully and make them of appropriate length—a few sentences at most. Do not put entire quotations or paragraphs in italics or bold text.

Fraud and Plagiarism

If your exam contains plagiarism, expect to automatically receive a grade of zero and be referred for disciplinary action. The exams will be thoroughly checked. Seriously: **Do not plagiarize**. Plagiarism wastes your time and ours. It is the quickest way to fail this course, throw away your potential, and disappoint and otherwise really annoy everyone.

Grading of Portfolio and Final Paper

The portfolio and final paper will be graded per individual student (see above under “Final Paper”), based on the following aspects:

Theoretical frameworks: Does the paper include two relevant theoretical approaches from the course? Are the required literatures cited in a productive way? Are some of the sources in *Suggested Literature* (the list for that topic) used? Are the approaches discussed in a clear, specific, and relevant way?

Empirical example: Is a relevant example chosen and described in detail? Are connections drawn between the example and the two approaches? Is the example analyzed from the perspective of each approach?

Analysis: Are the goals and the central research question clearly formulated? Does the paper have a main argument, and is it explicitly stated early in the paper? Does the paper critically evaluate the differences and similarities between the two approaches with respect to the chosen examples? Are comparisons and contrasts drawn in a specific and relevant way?

Format: Has the paper been structured well, and is it neatly written? Are the style, language, and format appropriate for a research paper? Are all references cited in the body text, and do all cited texts appear in the reference list? Is the reference list in APA format? Are there only a few minor language or style errors?

The grading scale on the following page will be used for both the response portfolio and the final paper. Note that for the response portfolio you're not expected to have “empirical evidence” (noted below) beyond what's covered in the required course readings.

Grading Scale

<p>Good/Very good 7.5-8.4</p> <p>Excellent 8.5+</p>	<p>Work at the 'good' ('very good') level will display many (most) of the following characteristics:</p> <p>Well-organised, highly competent, comprehensive, analytical, evaluative, showing independence of thought. Evidence of significant reading and study beyond the core materials; relevant theory and/or methodology appropriately applied in the given situation with critical awareness, exposes shortcomings of theory and/or methods being applied, critical discussion of the existing literature. Identifies and addresses the issues raised in the problem statement/research question(s), presenting relevant empirical evidence in an appropriate and coherent manner.</p> <p>'Excellent' work displays all of the above characteristics.</p>
<p>(More than) Satisfactory 6.5-7.4</p>	<p>Competent and comprehensive with a clear and coherently-argued structure. Evidence of reading and study beyond the core materials, with no major errors of fact or interpretation. No major errors in the application of appropriate theory and/or methods of analysis. Evidence of critical awareness and some independence of thought. Analysis and argumentation is directed explicitly at the problem definition/research question(s), and relevant empirical evidence is presented in an appropriate manner.</p>
<p>Sufficient 5.5-6.4</p>	<p>Competent and comprehensive with a reasonably coherent structure and focus. Evidence of some reading and study beyond the core materials, with no major errors of fact or interpretation. No major errors in the application of appropriate theory and/or methods of analysis. Evidence of critical awareness, but limited originality or sense of perspective. A conscious attempt to direct the analysis and argumentation explicitly at the problem statement/research question(s), with reference to empirical evidence where appropriate.</p>
<p>Insufficient 4-5.4</p>	<p>Evidence of knowledge and understanding, but marred by errors and omissions of key issues. Limited/no evidence of reading and study beyond the core materials. Incorrect application of appropriate theory and/or methods of analysis to answer the question. General but non-specific familiarity with the topic area, but weak attempt to address problem statement/answer the research question(s). Lacks originality. Organisation of material and argumentation is weak. Weak (or non-existent) presentation of empirical evidence.</p>
<p>Poor <4</p>	<p>Very little evidence of serious study or minimal understanding/knowledge of the subject area. Contains serious errors and/or significant omissions.</p>