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MACALESTER COLLEGE STUDY ABROAD PROGRAM

PERSPECTIVES ON GLOBALIZATION

Designed and Implemented by:

THE MACALESTER COLLEGE INTERNATIONAL CENTER & INSTITUTE FOR GLOBAL CITIZENSHIP

In collaboration with:

THE FACULTY OF ARTS AND SOCIAL STUDIES MAASTRICHT UNIVERSITY

PROGRAM OUTLINE FOR AUGUST & FALL 2011 July 30, 2011

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Executive Summary

PERSPECTIVES ON GLOBALIZATION AUGUST SEMINAR & FALL SEMESTER 2011

The curriculum of this program focuses on the rigorous, trans-disciplinary, and comparative study of globalization and is designed for students of many academic disciplines with strong interests in this theme.

Using *globalization* as a master concept, the program engages students in major questions concerning the human condition. Among others, the program content focuses on subthemes of human rights, urban diversity, and global governance. In doing so, students are active participants and learners in and beyond the classroom.

This is an August-cum-Fall semester program based in the Netherlands that includes an intense classroom and field-based August seminar followed by fall semester coursework at Maastricht University. Successful completion of this program yields a total of 18 semester hours of credit: three for the August Seminar, twelve for the fall semester courses and three for the Independent Study Project.

The August Seminar, led by Prof Ahmed Samatar, is an intensive interrogation and observation of globalization in different contexts. It takes place primarily in The Hague, with additional educational excursions to Amsterdam. The fall semester at Maastricht University includes selected coursework, including a required course on *Globalization* and *Inequality* and an elective course related to the program theme.

Students are also required to undertake an *Independent Study Project (ISP)* that culminates in the *Perspectives on Globalization Essay*.

During the August seminar students share rooms in The Hague; during the fall semester they live in single dormitory rooms with a community kitchen in the International Student dormitories of Maastricht University.

All Macalester students in good academic standing and with a formally declared major of relevance to this program are eligible to apply. Interested and qualified international students are eligible to study abroad in this program with financial aid. The application procedure for this program is the same as for any study away program through Macalester, and students (U.S. and international) must apply to Macalester by the spring semester study away deadline.

Please see the full program description below for important details.

PERSPECTIVES ON GLOBALIZATION

When there is general change of conditions, it is as if the entire creation has changed and the whole world altered, as if it were a new and repeated creation, a world brought into the existence anew.

Ibn Khaldoun
The Muqaddimah, 1377

Our world is a world of overlapping communities of fate, where the fate of one country and that of another are more entwined than ever before.

David Held, "Democracy and Globalization,"

In Global Governance, 1997

Globalization falls outside the established academic disciplines, as a sign of the emergence of a new kind of social phenomenon, fully as much as an index of the origins of those disciplines in nineteenth-century realities that are no longer ours. There is thus something daring and speculative, unprotected, in the approach of scholars and theorists to this unclassifiable topic, which is the intellectual property of no specific field, yet which seems to concern politics and economics in immediate ways, but just as immediately culture and sociology, not to speak of information and the media, or ecology, or consumerism and daily life. Globalization . . . is thus the modern or postmodern version of the proverbial elephant, described by its blind observers in so many diverse ways. Yet one can still posit the existence of the elephant in the absence of a single persuasive and dominant theory; nor are blinded questions the most unsatisfactory way to explore this kind of relational and multilevel phenomenon.

Frederick Jameson, The Cultures of Globalization, 1998

A specter hovers over the denizens of the liquid-modern world and all their labors and creations: the specter of superfluity. Liquid modernity is a civilization of excess, redundancy, waste, and waste disposal.

Zygmunt Bauman,
Does Ethics Have a Chance in a World of Consumers? 2008

I. Background Information

In recent years, study abroad programming at colleges and universities has come to occupy an increasingly important position within the central mission of higher education. This is certainly the case among the most internationally committed and high-quality liberal arts colleges in the United States and the distinguished centers of scholarship and teaching at universities abroad. Still, many international educators and teaching faculty remain less than satisfied with the study abroad offerings in new and rapidly evolving interdisciplinary fields, including those related to global citizenship. At Macalester College the study of transnational phenomena includes an exploration of the globalization of life in some of its paramount spheres — environmental, cultural, political, and economic — within the context of a robust intellectual life in liberal learning.

At its inception, Macalester College had a dual dream: on the one hand, to encourage students to cultivate their growth through rigorous study and critical self-reflection; on the other, to educate students for a condition of freedom, civic action, and a vocation of leadership. This dream was captured by the pioneering works and lives of Edward Duffield Neill and James Wallace, two of the College's most significant founders and builders. Thus, in its new Institute for Global Citizenship, Macalester keeps faith with the dream by creating with and for our students a context conducive to a distinctive synthesis of intellectual intensity, self-monitoring, and preparation for public usefulness in a multicivilizational global community.

The *Perspectives on Globalization* program — including its intensive August seminar in The Hague that includes educational excursions in Amsterdam, a full load of coursework at Maastricht University during the fall semester; and a required independent study project carried out by each participating student — is one important instantiation of the opportunities that Macalester's International Center and Institute for Global Citizenship afford qualified students.

With this in mind, we have chosen *The Netherlands* as the site for this August seminar and the fall semester intellectual and cross-cultural feast. The country is known, among much else, for its earlier fierce struggle for its national liberty and expansion of civic tolerance and individual freedoms; pioneering role in world trade and cultural interactions; intense colonial appetite and brutal conquest of others; exceptional and lasting artistic achievements; appealing destination for many immigrants; and significant role in the evolving union of European states.

The August seminar takes place in The Hague, a cozy city of historical depth known for being the seat of Government of the Netherlands and home to numerous international institutions and NGOs. The rest of the autumn semester of this program is based primarily in *Maastricht*. This city, we find, offers an educationally ideal location. In addition to its own deep history (dating back to 50 BCE) and rising contemporary profile, Maastricht hosted the European Summit in which the Treaty that bears its name was adopted as the formal foundation of the European Union. The city is also near important centers of global thinking and multicultural life such as Amsterdam, Brussels, The Hague, Cologne, Frankfurt, Strasbourg, and Paris. The University, though much younger

than those at Leiden, Amsterdam, Utrecht, Groningen, or Nijmegen, has lately been ranked as one of the top academic institutions in the Netherlands. This recognition is based on factors that include a distinguished faculty, rich and demanding curricula, a diverse student body, and excellent facilities. Our students and our program are integrated into Maastricht University's Faculty of Arts and Social Sciences with on-site coordination by **Dr. Joop de Jong.** The combination of Macalester's globalist ambition, Maastricht's location and pleasing environment, and the strong academic ambience of the University promise to make for a thrilling learning experience.

II. Program Goals

The *educational goals* of this program include a deepening and enrichment of the intellectual development and an extension of the civic-consciousness of Macalester participants through a comparative exploration of important aspects of globalization. This initiative is deliberately designed as a model of study abroad that may reach its optimum potential by engaging students, cognitively and cross-culturally, in transformative learning within the selected theme.

The *curricular content* of the program focuses on a rigorous, trans-disciplinary, and comparative study of *globalization*. It outlines the lure and durability of a deeper understanding of the processes and implications of selected transnational yet locally specific phenomena and their connections with the liberal arts. The program also aims to challenge students to review carefully habitual ways of learning and living, and to think anew about the world.

We believe that all significant knowledge is primarily linked to the making and understanding of *key concepts* or ideas. *Globalization* - the program's master concept - is a composite of dynamic and complex processes that could shed light on the interplay between local issues and the more universal challenges of the human condition. Characterized by its multiple and simultaneous movements (e.g. ecological, cultural, economic, and political), sometimes seemingly contradictory and expanding at a dizzying pace across the planet, the idea and the realities of globalization must be *felt* and *studied* to decipher some of the acute elements of what seems like a *cut in time* in the shaping of the contemporary world. Our students will grapple with this throughout the program.

III. Program Coursework & Credits

Students selected for this program enroll in the August–*cum*–Fall semester program in the Netherlands that is specially designed by Macalester and Maastricht University for students interested in *perspectives on globalization*.

Successful completion of this program yields a total of *18 semester hours of credit* for successful completion of the Perspectives on Globalization August Seminar, Fall Semester Courses, and the Independent Study Project as follows:

A. August Seminar: Perspectives on Globalization [3 credits] Dates: August 13-30, 2011.

NB: Students must arrive in the Netherlands on Saturday, August 13. The seminar begins with orientation the afternoon of Saturday, August 13 and ends the evening of August 30 (seminar lodging is available that night) well before regular Maastricht University fall classes begin.

The August component of the full program is designed by **Ahmed Samatar**, Dean of the Macalester College Institute for Global Citizenship and James Wallace Professor of International Studies, and **Michael Monahan**, Director of the Macalester International Center. During August **Ahmed Samatar** serves as the *Macalester Faculty Director*, responsible for much of the seminar teaching, with logistical and other help provided by our part-time Den Haag-based *Program Assistant*, **Carolyn van Es-Vines**.

Brief biographical information on Carolyn van Es-Vines:

A native of Indianapolis, Indiana, Carolyn Vines has spent the last twenty years traveling and living abroad. She earned her BA in Spanish at Indiana University, where she participated in a summer abroad program in Guanajuato, Mexico. At the University of Maryland, she earned an MA in Latin American literature and conducted research for a doctoral dissertation in Alcalá de Henares, Spain. She currently lives with her family in the Netherlands, where she has worked as an instructor and advisor at University College Utrecht, the country's first international liberal arts college. She currently consults and is a freelance author and journalist. Her memoir is *black and (A)broad: traveling beyond the limitations of identity*.

The *general description* of the August seminar is as follows:

Though the origins, scope, and the nature of its contours are subjects of thick contestations, there is a growing consensus that globalization or "liquid modernity", in Zygmunt Bauman's intriguing expression, betrays inordinate degrees of flux in the midst of new and old complexities. Here, ecological, cultural, livelihood, and political anxieties seem to be paramount. Perhaps more than any other zone of the world, the on-going reconfigurations of the European continent exemplify the breathtaking drama and the multiplicity of forces and contradictions at work.

The program's August Seminar, then, is an intensive interrogation and observation of globalization in a comparative perspective. Structurally, the seminar will consist of three main components:

- 1. A phenomenological exploration of globalization.
- 2. Field encounters with select & salient themes of globalization & the EU.
- 3. Student reports on readings and field learning, with an eye for teasing out the meaning of globalization.

As part of this program, participating students engage in visits aimed to help gain a better understanding of selected global and regional issues in the European context. **Home base location and** *educational excursion highlights* during the August seminar include:

- The Hague is the home of many NGOs, institutions dedicated to questions of human rights, and immigrants from around the world. Here students will learn about international law, global justice, and issues of peace and conflict, the work at the International Criminal Tribunal for the former Yugoslavia (ICTY) and the Peace Palace, and the experience of immigrants through the eyes of the Somali diaspora.
- Amsterdam is the most diverse urban area in the region. Here students will learn about the nature of a globalizing and multicultural city; about immigration and citizenship among the "new Dutch" (e.g. those with ethnic roots in such countries as Indonesia, Morocco, Turkey, Surinam, Iraq, and others); and about the perspectives on current issues from the long-settled Dutch.

To supplement the lectures, discussions, and site visits, the program's *educational excursions* also offer students opportunities to learn about important historical events and artistic achievements in the region, and free time for (self-guided) visits to selected museums and other cultural sites. Beyond these excursions, students are encouraged to undertake independent visits to other locales connected to their academic interests as their schedules permit.

B. Fall Semester Required Course: Globalization and Inequality [6 credits] All Macalester student participants must take this course. Although designed in part with our program theme in mind, this course may include other Dutch and international students enrolled at Maastricht University.

Department: Faculty of Arts and Social Sciences

Minor Globalization & Development Period 1, September 6-October 10

Course Number: EUS3011

Level: Advanced

Prerequisites for Macalester Students: Successful Completion of the Macalester

Perspectives on Globalization August Seminar. Teacher/Course Coordinator: *Dr. Wiebe Nauta*

Course Objectives: The topic of this course is globalization and inequality. In a series of lectures, readings and collaborative student projects we explore notions of globalization, inequality, poverty and development and the associated policies that impact these phenomena. The focus is on the manner in which inequalities manifest themselves at the global level, in the light of the UN's Millennium Declaration and the associated campaigns to achieve the Millennium Development Goals. Themes explored are colonialism, the actors of development, human rights, health, migration and food, natural resources and crises.

Teaching method(s): Problem-based-learning in small groups, lectures and project work.

Assessment: 4 subgroup projects (40% of final grade); 1 individual ISP-related project paper (20% of final grade); and take-home exam (40% of final grade).

Learning Materials: Challenging Global Inequality: Development Theory and Practice in the 21st Century. Greig, Hulme & Turner (2007). This book will be provided upon arrival in Maastricht. Readings: various academic articles and policy documents to be assigned (available through Maastricht University Library, Maastricht University Library E-journals and the internet).

Maastricht University will provide a detailed syllabus. The textbook for this course is available from the Maastricht University Library upon student arrival.

C. Fall Semester Elective Course: 6 credits

Each Macalester *student must choose one elective course* from those listed below (or by special arrangement another Maastricht course relevant to our theme and to the student's academic needs). Most such courses are offered for 6 credits each in eight-week periods, often following Maastricht University's Problem-Based Learning pedagogical method.

Students are responsible for making sure that they meet all *course prerequisites* and that the chosen elective course does not conflict with the *timetable* of the required courses. Students are especially urged to take elective courses that support the program's learning objectives. **Dr. Joop de Jong** and others will provide academic advising on *suggested courses* focusing on such topics as world and regional history; human rights; ecology and the environment; economic development; international law and politics; cultural identity and nationalism; and literary and artistic achievements that may be available from Maastricht University.

Students are strongly recommended to pick an elective in an early period in the semester which opens the possibility to meet other students from the beginning of Maastricht University course work and allows more time in the second half of the semester for concentration on the independent study project.

Examples of Maastricht University *elective courses* currently scheduled to be offered during the fall semester and to fulfill the Macalester program expectations are:

1. Development and Poverty in the 21st Century

Department: Faculty of Arts and Social Sciences

Minor Globalization & Development. Period 2, November 1- December 23

Course Number: EUS3019

Teacher/Course Coordinator: Dr. Wiebe Nauta

Level: Advanced

Prerequisites: Successful completion of the Macalester Perspectives on Globalization August Seminar.

Course Description:

"By 2030, the towns and cities of the developing world will make up 80 per cent of urban humanity" - UNFPA, 2007. *State of the World Population: Unleashing the Potential of Urban Growth*, p. 1.

As the first decade of the 21st century comes to the end, this course looks at 'the city' as a lens through which to consider issues of development and poverty in our globalized world.

As the world is experiencing a series of interlocked crises —the financial crisis, the food crisis, the population crisis, the climate crisis, the energy crisis—this course aims to examine the way in which these crises illuminate and exacerbate the fault lines in the global economic and social infrastructure.

Modern urban growth and development has been inexorably entwined with the globalization of economy and the agro-industrial industries. But who are the winners and the losers in these processes of global change? In some ways the city, as an urban space, can be conceptualized as a contested site, where various social actors pursue their agendas and enact their identities. Through readings in this course we delve into the human aspects of these loci, embodying contrasts and contradictions, and analyze social, economic and political processes in industrial and post-industrial cities. We discuss connections and tensions between urban communities and economic development, the creation of vulnerable populations through urbanization and the structural failures of slum ecologies. We examine the articulation of neo-liberalism in urban space, and the consequences of international debt and structural adjustment projects in 'megacities' and consider the relationship between the city and the environment, and the ways in which bodies are commodified in cities around the world. But we also examine the opportunities these cities represent: as spaces of creativity, new melanges of identity, new cultures and novel economic, social and political prospects.

Recommended Reading:

• Davis, Mike, Planet of Slums

2. Human Rights

Department: University College Maastricht

Period 1: September 6th-October 10th

Course Number: SSC3059

Teacher/Course Coordinator: A.P.M Coomans

Prerequisites: SSC2024 International Law or other strong background in Human

Rights.

Course Objectives:

To provide a substantial introduction to international (universal and regional) human rights norms and institutions in human rights treaties and related documents.

Course Description:

In this course we look at human rights from the inside: the obligations of states to uphold universal standards and the mechanisms in place to transform national injustices into international concerns giving rise to recommendations (but hardly sanctions) to governments and accountability tools to civil society. These obligations and mechanisms have been created after 1948 when the Universal Declaration of Human Rights was adopted by the United Nations. Human rights are a universal language intended to end discrimination and violence, reduce human suffering and promote human development. Much has been achieved, in only a few decades, in international law. But even more needs to be done in the national practice of states, in our own and other countries, through the concerted efforts of all of us as responsible members of a global community and its human rights instruments. The group sessions in this course are devoted to problem based tasks and discussion of assignments. These sessions will focus on the 'international law' part (human rights treaties and related documents). Subjects to be discussed include universality and other key concepts, categories of rights, non-state actors, several vulnerable groups, and all kinds of mechanisms, institutions, committees and courts. Students will conduct research into the monitoring of states and situations of their own choice, on which they will write a paper. Thus, international law and national practice, including civil society input, will be combined in students' own research.

Recommended Reading:

- Ghandhi, Sandy (ed.). *International Human Rights Documents*. Oxford: OUP 2010 (7th Edition).
- Moeckli, Daniel, et al. (eds.). *International Human Rights Law*. Oxford: OUP 2010 (1st Edition).

3. One World

Department: Faculty of Arts and Social Sciences

Period 1: September 6 - October 10

Course Number: EUS3000

Teacher/Course Coordinator: A.G. Tyndall

Course Objectives:

To familiarize students with theory, historiography and methodology of historical sociology, combining a macrohistorical and a macrosociological approach; To give students insight in some of the basic patterns in the history of civilization and in the way in which society has evolved over time; To trace the historical background of "globalization", and in so doing to provide insight into the factors that have helped to shape the modern world-system; To trace the historical background of the current distribution of wealth and poverty amongst different

parts of the world; To give insight in the development of the relationship between man and his environment, demonstrating how environmental factors have influenced the history of civilization and vice versa; and To look at European history from an "external" perspective, i.e. as part of a wider pattern of natural factors as well as economic and cultural exchanges that have always encompassed larger parts of the world or – from the 16th century onwards - the world as a whole.

Course Description:

World history is closely related to "globalization". World history traces the historical origins and development of this phenomenon. Contacts between civilizations are as old as humanity itself; people, ideas, technology and diseases have always travelled. World history forces Europe to look at itself anew and to face the fact that, for a very long time, it has only played a very marginal role in the story of human civilization. Precisely because Europeans have the inclination to look at their own history as if it were some kind of autonomous process, it is important to stress the close interdependency that has always existed between this continent and other parts of the world. World historians, for example, emphasized: the role of climatic and environmental factors, the importance of disease, human migration, trade, exchange of ideas and technology, and the part played by the emergence and spread of intellectual networks. Consequently, these (and other) subjects will form the contents of this module.

Recommended Reading:

- D.S. Landes, The Wealth and Poverty of Nations
- Ponting, A Green History of the World

4. The Making of Crucial Differences

Department: Faculty of Arts and Social Science

Period 1: September 6 October 10

Course Number: EUS3008

Teacher/Course Coordinator: U.G.S.I. Brunotte

Course Description:

The Making of Crucial Differences deals with historical configurations of race, class, gender and sexuality. It looks at the way in which self and other, black and white, east and west, male and female, hetero- and homosexual, upper, middle and lower class were conceptualized and sometimes newly invented in science, philosophy and social theory, and how these concepts were constructed and 'lived' in social reality. The diffuse process of what is known as Enlightenment is taken as a meaningful starting point. This political and cultural transformation promised liberty, democracy and equality between races, sexes and classes, yet at the same time it has built the crucial forms of in- and exclusion which structure society and individual identities until the present day. Especially the close connection between the European constructions of "subjectivity" and hegemonic masculinity and the "colonial experience" will be analyzed.

Recommended Reading:

- Joseph Conrad: Heart of Darkness (1899, 1995) Penguin Classics
- Ann McClintock: *Imperial Leather: Race, Gender and Sexuality in Colonial Contest*, Routledge 1995
- Thomas Laquer: *Making Sex: Body and Gender from Antiquity to Freud*, Harvard University Press 1990

5. Crucial Differences in the 21st Century

Department: Faculty of Arts and Social Sciences Period 2. Section 1: November 1 - December 23

Course Number: EUS3000

Teacher/Course Coordinator: M.J.H. Meijer

Course Description:

Crucial Differences deals with contemporary configurations of race, class, gender and sexuality. It looks at the way in which the crucial differences are constituted nowadays. We will study how constructions of gender, ethnicity, class and sexuality are contested and how they are changing. We are especially interested in intersectional approaches, which state that crucial differences interact with each other and are often defined in terms of each other. This course is radically interdisciplinary, with lecturers from Law, Economy, Health Sciences and Arts & Culture.

6. Crucial Differences in the 21st Century

Department: University College Maastricht Period 2, Section 2: November 1 - December 23

Course Number: EUS3000

Teacher/Course Coordinator: U.G.S.I. Brunotte

Prerequisites: One of the following (or equivalent background for Macalester

students):

HUM2003 The Making of Crucial Differences (strongly recommended) and/or

HUM2011 Cultural Studies II and/or HUM1003 Cultural Studies I

Course Description:

This course introduces contemporary perspectives on 'race'/ethnicity, class, gender and sexuality. You will learn to examine the ways in which such crucial differences are constituted nowadays by asking questions like: how do claimants such as 'racial' minorities, 'Third World' feminists, gays and lesbians (gathered in so called identity politics movements) reshape the form and content of identities? How is our everyday life constituted and re-constituted by such politics? Does this identity claiming primarily pertain to the symbolic and cultural realms, or does it also affect material inequality? Is claim-making based on 'difference' leading to the deepening of the divisions or is it leaving some space for coalition and networking despite — or rather because of — it is being based on 'crucial differences'? Through critical inquiry into major texts, this course dynamically re- conceptualizes the intersections between the divisions of gender, class, 'race'/ethnicity and sexuality; the relationship between these divisions and

the nation-state in the process of globalization; and between theory and practice in 'difference' claim-making. Examples we draw on extend beyond Europe. Diversity is furthermore exemplified in our interdisciplinary approach. The course builds on approaches and theories from disciplines such as literature, philosophy, sociology, anthropology, economics, political economy, health science as well as from the fields of gender studies, cultural studies, development studies and migration studies. The interdisciplinary nature of this course, however, does not mean to simply add existing disciplinary strands together. Rather, it will provide you with an opportunity to critically analyze and comprehend the multiple facets of the world.

7. European Environments

Department: Faculty of Arts and Social Sciences

Period 2: November 1 - December 23

Course Number: EUS3001

Teacher/Course Coordinator: J.D. Lachmund

Course Objectives:

The course provides a basic introduction into the sociology and history of the environment and demonstrates the relevance of such approaches for the understanding of environmental problems and policies in contemporary Europe.

Course Description:

Environmental problems such as chemical pollution, global warming, acid rain or species loss are both natural processes as well as arenas of social and political contest. This course probes the social and political dimension of the environment in a European context. What is defined as an environmental problem and by whom? How are environmental problems and their possible solutions negotiated between different groups of actors, such as environmental movements, industrial interest groups and political regulators? What is the role of scientific experts in these conflicts? Do they provide objective evidence that can solve these problems more rationally or is science itself just another site of social negotiation and conflict? How can our societies be reorganized in order to make them environmentally friendly or "sustainable"? In addressing these issues the course will not only make student familiar with one of the most developed EU policy areas. It will also shed light on the multiple relations that exist between the environment and the broader cultural and social processes that characterize our contemporary European societies as well as the process of European unification. In order to tackle these questions, the course draws on recent scholarship in fields such as environmental sociology, environmental history, and the social studies of science. The format of the course combines conventional pre-discussion/postdiscussion sequences with longer-term research and project assignments.

Recommended Reading:

- John Hannigan, Environmental Sociology, London, Routlegde, 1995.
- Alan Irwin, Sociology and the Environment. London, Harpers, 2001.

8. Cultural Pluralism

Department: Faculty of Arts and Social Sciences

Period 2: November 1 - December 23

Course Number: ACU2001

Teacher/Course Coordinator: H.J. Pott

Course Objectives:

To acquire an intellectual vocabulary for describing, analyzing, understanding and evaluating the dilemmas of cultural pluralism.

Course Description:

Contemporary Western societies are culturally plural: different communities have different systems of belief, different values and life styles. Cultural diversity raises new fears about a loss of society's identity, and faces new problems about how to reconcile the demands of both diversity and unity. This course examines a number of normative issues that determine today's intellectual debate on the future of pluralistic societies: discussions about universalism and relativism, secularism and the come-back of religion, human rights and animal rights, media culture and the politics of emotion.

Recommended Reading:

• Bhikhu Parekh: Rethinking Multiculturalism

• J.M. Coetzee: Elisabeth Costello

9. Great Expectations

Department: Faculty of Arts and Social Sciences

Period 2: November 1 - December 23

Course Number: EUS3017

Teacher/Course Coordinator: H. Maurer

Course Objectives:

To provide insight into the historical development, the EU institutions, decision-making processes and current issues of the EU, and to get familiar with integration theories.

Course Description:

The main aim of this course is to provide students with a basic understanding of the European Union: its development, its institutional framework and current problems. First, this course introduces the European integration process since the early 1950s. Using the current debate on the future of the Union as our point of departure, this course goes back to the early years of the European Communities and subsequently traces all the major developments in the EU up to the present. Secondly, we investigate the institutions of the European Union, their tasks and the main decision-making mechanisms. Finally, current political challenges of European integration are put up for debate. Throughout the whole course, students, additionally, get familiarized with the main European integration theories.

10. The Atrocity Triangle: Perpetrators, Victims and Bystanders; A Course on the Causes of Gross Human Rights Violations

Department: University of College Maastricht

Period 2: November 1 - December 23

Course Number: SSC3032

Teacher/Course Coordinator: F. Grunfeld

Prerequisites: Two 200-level courses in the Social Sciences or Humanities

Course Objectives:

 To deal with the different causes of gross human rights violations and the linkage between gross human rights violations and violent conflicts in the world.

- To view the world through the eyes of the perpetrators as well as the bystanders by focusing on their roles and possibilities.
- To examine the causes of human rights violations on micro-, meso- and macro level from the perspective of different disciplines (social psychology, sociology, history, international relations, international law and psychology).

Course Description:

This course deals with the causes of gross human rights violations and the linkage between gross human rights violations and violent conflicts in the world. The atrocity triangle focuses on three actors, namely: the perpetrator, the victim, and the bystander. In the second part the central role of the perpetrator is studied whereas in the third part the focus is on the bystander. In all meetings the relationship between the three actors including their impact on the other will be discussed. We will start with the forms, functions and effects of political violence and the concept of genocide in particular. In this context we will watch two videos. The first one is about Cambodia and the second one concerns the training school for torturers during the colonel's regime in Greece. Especially the last video raises the question whether or not everybody can be trained to become a torturer. In order to answer this question we will discuss Milgram's experiment on obedience to authority and various other social-psychological mechanisms which make people commit atrocious crimes once they are demanded to do so. We will furthermore have a discussion on several compulsive and determinative features of the environment surrounding perpetrators of gross human rights violations. Special attention will be given to the Holocaust as an illustration of how with the help of a bureaucratic system genocide can be planned, organized and carried out. After the Holocaust we will focus on the genocide in Rwanda (1994) and continue with the subsequent genocides in Srebrenica (1995) and Darfur (since 2003). In the third part the role of bystanders in international politics at macro-level of both states and international organizations in the field of human rights will be discussed. We will give special attention to the role of the UN Security Council when they were confronted with gross human rights violations. We will further

explore the possibilities of international intervention in the past and nowadays. The failure to prevent Genocide in Rwanda, Srebrenica and Darfur will be studied. Military intervention and other means such as economic sanctions and their effectiveness as a reaction to early warnings will be dealt with as well. At the end of this course we will deal with the aftermath of gross human rights violations: policing of the past on human rights abuses by previous regimes.

Recommended Reading:

• Jones, A. (2006). Genocide: A Comprehensive Introduction. Routledge.

11. Cultural Diversity in Global Perspective

Department: University of College Maastricht

Period 2: November 1 - December 23

Course Number: HUM2018

Teacher/Course Coordinator: TBD

Prerequisites: At least one Humanities course

Course Objectives:

To teach students to reflect upon issues of globalization and cultural diversity from several disciplinary perspectives and connect these issues with their major field of academic study.

Description:

This course focuses on cultural difference and identity in an era in which the nation is losing its unifying significance in matters of personal identity and group identity formation. It seeks to analyze how globalization influences identity and culture and the ways in which these interact with social differences, gender, ethnicity, religion and nationality. Its orientation is both practical and theoretical. Students will get acquainted with different theories of globalization and culture such as Hybridization (Nederveen Pieterse), McDonaldization (Ritzer), or the Clash of Civilizations (Huntington), concepts such as Orientalism (Said) and Occidentalism (Margalit and Buruma), Fundamentalism and Multiculturalism. Throughout the course theoretical discussions are linked to real life, actual and sometimes pressing practical debates and examples such as multicultural dilemmas, national identity formation, fundamentalist terrorism, and migration. Themes: Cultural Diversity; Gender and Ethnicity; National Identity; Multiculturalism; Orientalism; Occidentalism; Fundamentalism. Disciplinary perspectives: Cultural Studies, Migration Studies, Gender and Diversity Studies, Sociology.

Recommended Reading:

• E-readers. • Nederveen Pieterse, J. (2009). *Globalization and Culture Global Mélange*. 2nd edition. New York [etc.]: Rowman & Littlefield Publishers.

12. Culture, Politics and Society in Contemporary Asia

Department: University College Maastricht

Period 2: November 1 - December 23

Course Number: SSC3044

Teacher/Course Coordinator: A.P. van Veen

Course Objectives:

To understand economic issues in contemporary Asian societies in their social, cultural and political context.

Course Description:

This course focuses on the integration and synthesis of culture, economics and politics in the Asian societies to increase an understanding of the region, in its contemporary socio-political and cultural setting. This course will transcend the borders of academic disciplines and domains and deals with topics like:

- Modernity and public policy
- Politico-cultural obstacles for intra-regional cooperation
- Social change and prosperity
- Intercultural communication
- Asian societies in the global context

These issues will be discussed alternately in lectures and seminars. The course is in particular of interest for students who consider doing business/an exchange/master program in Asia.

NB: A limited number of *additional elective courses* may be available to students with specific academic interests or independent study project topics in support of the program's learning objectives, but only with the advance approval of the program directors and faculty members.

Language courses are possible through Maastricht University's Language Centre, but do not give sufficient credit to replace the program's elective course. Therefore, language courses may be attended at students' own expense. More information is available from the Maastricht University website at:

 $\underline{http://www.maastrichtuniversity.nl/web/Main/Misc/LanguageCentre1/Themas/AboutThe}\\ \underline{LanguageCentre.htm}$

D. Independent Study Project (ISP) and Perspectives on Globalization Essay [3 credits]

The *Independent Study Project (ISP)* is a crucial and required part of the Perspectives on Globalization program. Its aim is to bring together the experience and academic insights gained during the August seminar with the learning gained during the fall semester. The project culminates in a major paper – the *Perspectives on Globalization Essay* – due at Macalester by **January 15, 2012** with an oral presentation at the Macalester Symposium on Perspectives on Globalization to be held in Maastricht one day during the week before students' departures. Final papers may be published or otherwise made available by Macalester College for an audience in and beyond the College.

The ISP essay involves approximately 90 hours of student work on a pre-approved topic

of study, with guidance by Macalester directors and Maastricht University faculty members, including **Wiebe Nauta** who, in addition to teaching the required course in *Globalization and Inequality*, serves as the program's ISP supervisor and research facilitator for all students. Although Dr. Nauta's role is not designed to be as extensive as that of the average Macalester supervisor, he is each participating student's first contact on questions concerning the independent study projects. Where necessary, another appropriate academic or professional in the field may be consulted as an extra advisor for individual students. Additional project advising is available from the Macalester coordinators during the spring semester prior to the August seminar and by **Dr. Ahmed Samatar** during the August Seminar itself in the Netherlands. Students should consult updates to the August syllabus for further guidelines on the independent study project essay, as well as a working timetable for the ISP.

IV. Readings

A. Pre-seminar Texts

Each year at least two *required background readings* are provided to each participating student during the summer preceding the August semester of this program. The expectation (and requirement) is that these texts will be read carefully in advance of arrival in the Netherlands. This year, the program's *required pre-seminar readings* are:

- 1. Lechner, Frank J. *The Netherlands: Globalization and National Identity*. Taylor & France Group, Routledge, 2008.
- 2. Snyderman, Paul and Hagerdoorn, Louk. *When the Ways of Life Collide*. Princeton University Press, 2007.

B. Seminar Texts

Required readings that are at the intellectual core of the August Seminar itself include the following books which are provided to students in advance of the seminar and which students must bring to the Netherlands:

- 1. Bauman, Zygmunt. Europe: An Unfinished Adventure. Polity Press, 2004.
- 2. Jenkins, Philip. *God's Continent: Christianity, Islam and Europe's Religious Crisis*. Oxford University Press, 2007.
- 3. Richard W. Miller, *Globalizing Justice: The Ethics of Poverty and Power*. Oxford University Press, 2010.

C. Other Readings

In addition to these core seminar readings, there are occasional pieces that will be brought to the attention of the students to highlight specific sub-themes of the seminar of

relevance to the program's guest presentations and educational excursions. To the extent possible, these readings will be forwarded electronically to students in advance of the seminar or handed out to students upon arrival in the Netherlands. But in some cases students will need to find and review selected readings from library and other sources in the Netherlands. Among the articles that students may be asked to read for various sessions of the August 2011 seminar (see the syllabus for the schedule) are these:

- 1. Duyvendak, J., Pels, T. & Rijkschroeff, R. (2005). 'A multicultural paradise? The cultural factor in Dutch integration policy'.
- 2. Honig, Jan Willem. "Avoiding War, Inviting Defeat: The Srebrenica Crisis, July 1995," *Journal Of Contingencies and Crisis Management*, Vol. 9, No. 4 (Dec. 2001): 200-210.
- 3. Alston, Philip. "Of Witches and Robots: The Diverse Challenges of Responding to Unlawful Killings in the Twenty First Century." *Macalester International Roundtable*, 2010.
- 4. Spruyt, Jan Bart. "Can't we discuss this?" Liberalism and the Challenge of Islam in the Netherlands', *Orbis*, Vol. 51, Issue 2 (Spring 2007, 313-329.
- 5. Vermeulen, F., & Berger, M. (2008). "Civic Networks and Political Behavior: Turks in Amsterdam and Berlin," in S. Karthick Ramakrishnan & I. Bloemraad (eds.) *Civic Hopes and Political Realities: Immigrants, Community Organizations and Political Engagement*, New York: Russell Sage Foundation Press, pp. 160-192.
- 6. Benhabib, Seyla. "*Just* Membership in a Global Community," *Macalester Civic Forum,* Spring, 2008, PP. 45-61.

D. Further Recommended Readings

The list of books and articles below is meant to provide students with *suggestions for further reading* on the program theme and on selected subtopics of the seminar, as well as suggestions that may be relevant to students' independent study projects. (* Indicates highly recommended works.)

- 1. Albrow, Martin. *The Global Age: State and Society Beyond Modernity*. Palo Alto: Stanford University Press, 1996.
- 2. Balibar, Etienne. *We, The People of Europe: Reflections on Transnational Citizenship.* Princeton University Press, 2003.
- 3. *Benhabib, Seyla. The Rights of Others: Aliens, Residents and Citizens. Cambridge: Cambridge University Press, 2004.
- 4. Buruma, Ian. Murder in Amsterdam: The Death of Theo Van Gogh and the Limits of Tolerance. Penguin Press, 2006.
- 5. *Falk, Richard. *Predatory Globalization: A Critique*. Cambridge: Polity Press, 1999.
- 6. *Giddens, Anthony. Europe in the Global Age. Polity Press, 2006.

- 7. Israel, Jonathan. *The Dutch Republic: Its Rise, Greatness, and Fall 1477-1806*. (Oxford History of Early Modern Europe). Oxford University Press, 1995.
- 8. Judt, Tony. Postwar: A History of Europe Since 1946.
- 9. *Leonard, Mark. Why Europe Will Run the 21st Century. Public Affairs, 2005.
- 10. Mittleman, James. *The Globalization Syndrome: Transformation and Resistance*. Princeton: Princeton University Press, 2000.
- 11. Pasha, Mustapha, and Samatar, Ahmed. *The Resurgence of Islam in Globalization: Critical Reflection*. 1996.
- 12. *Ramadan, Tariq. *Western Muslims and the Future of Islam*. Oxford: Oxford University Press, 2004.
- 13. Weinstein, Michael (editor). *Globalization: What's New?* New York: Columbia University Press, 2005.

V. Eligibility, Application and Further Information

All Macalester students in good academic standing and with a formally declared major of relevance to this program are eligible to apply. Interested and qualified international students are eligible to study abroad in this program with financial aid.

The application procedure for this program is the same as for any study away program through Macalester, and students (U.S. and international) must apply to Macalester by the spring semester study away deadline. Each applicant must also provide an *additional essay* outlining the details of their independent study project.

Further details and updates on pre-departure orientation, readings, program calendar, course syllabi, educational excursions, and teaching staff are available from the Macalester International Center, the Institute for Global Citizenship, and Maastricht University.

VI. Program Cost, Financial Aid, and Scholarships

The *estimated comprehensive program fee* for the August and fall semester program includes full Macalester tuition; program fees; required educational excursions; advising on independent study projects; lodging in shared rooms during the seminar and single rooms during the semester with a community kitchen; a stipend for independent study project expenses; *allowances* toward meals (local rates); allowances toward local and international travel (US\$1000); allowances toward books and incidental expenses; and resident permits. Some of these expenses will appear on students' Macalester bills, while others will be paid directly by the student before departure or on-site in the Netherlands. The program fee *does not include* personal spending money; non-seminar travel; passport fees; or optional activities. For individual questions about the program costs and billing procedures, please contact **Paula Paul-Wagner**, Assistant Director of the Macalester International Center at paulwagner@macalester.edu

Since Macalester *financial aid and scholarships* are applicable to this program, the final cost to each student is offset by financial aid. For students eligible for financial aid, the estimated comprehensive cost will be considered when aid awards are determined. For further information on financial aid, please contact the Macalester Financial Aid office.

For further and updated information on this program, please contact **Paula Paul-Wagner** (Email: paulwagner@macalester.edu) in the International Center or **Ahmed Samatar** (Email: samatar@macalester.edu) in the Institute for Global Citizenship.

Perspectives on Globalization

AUGUST 2011 SEMINAR Syllabus July 30, 2011

I. Seminar Contents & Academic Requirements

The August Seminar consists of four inter-related academic components, yielding a total of 100 points in grading and evaluation of student learning, as outlined below. Every student is responsible for all the assigned reading and is expected to fully participate in the life of each class meeting, guest lecturer presentation, and educational excursion.

A. Classroom Presentations & Discussions (20 points).

As outlined in detail below, seminar sessions will often include two students assigned to summarize (accompanied by a typed outline) the readings for the day by identifying the central argument, the mode(s) of presentation, and the *three* most pivotal concepts and their relations. This is to be followed by brief individual evaluative comments and *two* questions for general discussion. Maximum time for this section of each class is *twenty* minutes.

B. Seminar Educational Excursions in The Hague & Amsterdam (20 points).

These educational excursions focus on sub-themes of the seminar, including: issues of *human rights*, especially in light of the International Criminal Tribunal for the former Yugoslavia (ICTY) in The Hague; and concerns surrounding the *globalization of cities*, *immigration, and multiculturalism*, especially with views from Amsterdam.

C. First Paper: Reflections on the Readings & the Educational Excursions (3,000 words; 20 points).

This paper is due: Sept. 16. Please, send it to Macalester College via e-mail attachment to: beegle@macalester.edu

Expectations for this paper include the following:

- 1. Create a title page.
- 2. Select *one* of the books we have read in the seminar.
- 3. Choose *one* of the educational excursions
- 4. Compose the rest of the paper by integrating the selected text and the excursion:
 - a. Articulate the reasons behind your choices.

- b. Identify the paramount theme of each.
- c. Discuss the main points of convergence and divergence.
- d. Bring forth any *specific* contributions of each to your learning experience.

D. Globalization Essay (40 points).

This is the major written work of the semester (6,000 words, excluding the notes and bibliography). **Due: January 15, 2012.** Guidelines include:

- 1. Create a cover page which includes the title of the essay, your name, seminar theme, word count, and date.
- 2. Create an acknowledgment page that expresses your gratitude and registers the names and affiliations (particularly advisors) of those who made notable contributions to your progress.
- 3. Identify the phenomenon you want to explore and the reasons behind your interest.
- 4. Set up the broad context and the strategy you want to follow to write up the paper.
- 5. Explain what specific attributes of the matter you had observed in the Netherlands or Europe. Integrate the readings and lectures where appropriate.
- 6. Identify concrete lessons that the phenomenon had taught you about globalization. Integrate the readings and lectures where appropriate.

*** Submit an electronic copy to Beegle@macalester.edu.

August 2011 Seminar Working Schedule

Saturday, August 13

Students arrive in The Hague and check into their rooms at the Stayokay Den Haag Initial practical orientation.

Stayokay Den Haag Scheepmakersstraat 27 2515 VA Den Haag Tel: +31 (0)70 315 78 88

denhaag@stayokay.com

Sunday, August 14

2:00 – 5:00 p.m.

Guided tour and introduction to the city.

Cultural Guide: Carolyn van Es-Vines, Program Assistant

Monday, August 15

9:30 a.m. – 12:30 p.m.

Introductions and seminar review. These include: expectations, lectures, discussions,

readings, educational excursions, and independent projects.

Presenter: Professor Ahmed Samatar

Venue: American Book Center

Lange Poten 23 2511 CM Den Haag

Tel:+31-(0)-70- 364- 27 42

1:30 - 4:00 p.m.

Collective Discussion of preparatory readings, Lechner, *The Netherlands*, and Sniderman and Hagendoorn, *When Ways of Life Collide*.

Some possible questions: (A) What is the main argument of each?; (B) How (methods/techniques) is the topic researched/undertaken?; (C) What did you find useful?; and (D) What shortcomings?

Venue: American Book Center

Tuesday, August 16

9:30 a.m. – 12:30 p.m.

Major Lecture Seminar Topic: Globalization: Definitions, Conceptualization, and Contemporary Perspectives

This lecture will, among others, touch upon various definitions of globalization, point towards some of the major schools of thought, and offer a historically sensitive approach to an anatomy of the phenomenon. The lecture concludes with an assertion that globalization's effects are visible in such key platforms as environment, culture, livelihood, and civic order.

Presenter: Professor Samatar

Required Readings: Richard W. Miller, *Globalizing Justice: The Ethics of Poverty and Power* (Oxford, 2010), pp. 1–117.

Venue: American Book Center

2:00-4:30 p.m.

Seminar Topic: Ethics of Globalization

Introductory Remarks: Professor Samatar

Required Reading: Miller, pp. 118–260.

Student Discussants (the complete volume): Ezequiel Jimenez, Kate Keleher, and Omar

El Zoheiry

Venue: American Book Center

Wednesday, August 17

9:30 a.m. – 12:30 p.m.

Seminar Topic: *The Remaking of Europe* **Introductory Remarks: Professor Samatar**

Required Reading: Bauman, pp. 1–90.

Student Discussants: Aimee Mackie and Wouter Hammink

Venue: American Book Center

2:00 – 4:30 p.m.

Seminar Topic: The Remaking of Europe, continued

Required Readings: Bauman, pp. 91–142.

Student Discussants: Danait Teklay and Lucia Callizo Vargas

Venue: The American Book Center

Thursday, August 18

9:30 a.m. - 12:30 p.m.

Major Lecture Seminar Topic: *Human Rights in a Global Historical Context* This lecture will attempt to define human rights, trace the civilizational diversity of the roots of the inspiration, and bring forth some of the contemporary and paramount issues concerning human rights.

Presenter: Professor Samatar Venue: American Book Center

2:00 - 4:30 p.m.

Seminar Topic: *Human Rights, continued* **Introductory Remarks: Professor Samatar**

Required Reading: Philip Alston, "Of Witches and Robots: The Diverse Challenges of Responding to Unlawful Killings in the Twenty-first Century," Macalester 2010 International Roundtable.

Student Discussants: Anna-Kay Brown and Maars Beltrandy y Rudquist

Venue: American Book Center

Friday, August 19

9:30 – 11:00 a.m.

Seminar Topic: War Crimes and Global Justice

General Preparatory Discussion

Reading: Honig, "Avoiding War, Inviting Defeat."

Venue: American Book Center

12:30 - 2:30 p.m.

SPECIAL NOTE: STUDENTS SHOULD BRING THEIR PASSPORTS

Visit to the International Criminal Tribunal for the Former Yugoslavia (ICTY)

Topic: The Karadzic Trial (observation of the proceedings)

Student Assistant Carolyn van Es-Vines available.

Venue: ICTY Churchillplein 1 2517 JW The Hague

Contact: Jan Kralt (<u>kralt.icty@un.org</u>; tel: +31 (0)70 512 5285) - he will be informed of

guest arrival at the entrance for visitors

2:30 - 3:30 p.m

Seminar Topic: War Crimes and Global Justice

Presenter: Peter Robinson (peter@peterrobinson.com; tel:+31-(0)-61-486-9467),

Defense Attorney at the ICTY and Macalester Alum.

Saturday, August 20

2:30 - 4:30 p.m.

Seminar Topic: Citizenship and Community Engagement

This includes reflections by members of the Somali-Dutch community about their

ongoing experiences to become stakeholders in Dutch society and Europe.

Venue: American Book Center

6:30 – 9:30 p.m.

Dinner with the Somali-Dutch Community

Venue: TBA

Sunday, August 21

4:00 - 6:30 p.m.

Barbeque with Macalester Alumna and owner of the American Book Center

Venue: Amsterdam

Monday, August 22

9:30 - 12:30

Seminar Topic: Guidelines for the First Essay

Venue: American Book Center

2:00 - 5:00 p.m.

Seminar Topic: Updates and discussion about the Independent Study Project

Venue: American Book Center

Tuesday, August 23

1:30 – 4:30 p.m.

Major Lecture Seminar Topic: Muslims and the West

Presenter: Professor Samatar

This lecture will focus on the evolution and the nature of the current encounters between the Islamic world and the West. The presentation is guided by two questions—one posed by many in the West, the other articulated by many Muslim peoples.

Required Reading: Jenkins, pp. 1–147 (chapter 1–7).

Venue: American Book Center

2:00 – 4:30 p.m.

Seminar Topic: Islam in Europe

Required Reading: Jenkins, pp. 148–289.

Student Discussants (the complete volume): Kate Keleher, Maars Beltrandy y Rudquist,

and Omar El Zoheiry

Venue: American Book Center

Wednesday, August 24

10:00 - 12:00

Seminar Topic: *Multicultural Amsterdam*: Encounter with the Moroccan Community Readings: Spruyt, Jan Bart, "'Can't We Discuss this Together?': Liberalism and the

Challenge of Islam in the Netherlands, *Orbis* (2007): 313–329.

Venue: TBA

Thursday, August 25

Educational Excursion to Amsterdam

Student Assistant Carolyn van Es-Vines available.

10:00 a.m. – 12:00 p.m.

Seminar Topic: Multicultural Amsterdam: A Scholar's Perspective

45292909 – for urgent situations only, prefers email)

Required Readings: Vermeulen and Berger, "Civic Networks and Political Behavior: Turks in Amsterdam and Berlin;" Duyrendak, Pels, and Rijkschroeff (2009), "A Multicultural Paradise?"

Brief biographical information on speaker:

Justus Uitermark is an assistant professor (non-tenured) in the sociology department of the Erasmus University Rotterdam. In September 2010, he defended his PhD-thesis 'Dynamics of power in Dutch integration politics' (cum laude). Uitermark has published books and articles on a wide variety of subjects, including gentrification, state theory, drug policy, social movements and urban governance.

Venue: Stayokay Amsterdam Vondelpark

Stayokay Amsterdam Vondelpark Zandpad 5 1054 GA Amsterdam Tel: +31-(0)-20- 589-89 96 vondelpark@stayokay.com

12:15 – 2:00 p.m.

Lunch discussion with guest speaker at Vertigo Restaurant, National Film Institute Vondelpark 3

1071 AA Amsterdam

Tel:+31-(0)-20-612-3021

2:00 p.m. onward: Museum afternoon.

Friday, August 26

10:00 - 12:30

Seminar Topic: Global Citizenship

Major Lecture: Professor Samatar

This lecture will focus on the meaning and dialectics of belonging that is at once local, national, and cosmopolitan.

Readings: Benhabib, Seyla, "Just Membership in a Global community." Macalester

Civic Forum. 2008, pp: 45-61

Student Discussants: Ezequiel Jimenez, Danait Teklay

Venue: American Book Center

Saturday, August 27, and Sunday, August 28

Free

Monday, August 29

9:30 – 12:30 p.m.

Seminar Topic: Update on the Independent Study Project

Venue: American Book Center

2:00 - 4:30 p.m.

Seminar Topic: Update on Independent Study Project continues

Venue: American Book Center

Tuesday, August 30

4:00 – 5:30 p.m.

Seminar Evaluation

Venue: American Book Center

6:30 - 9:30 p.m.

Closing Dinner

Venue: Indian Restaurant Maharani

Noordeinde 93

2514 GD

Den Haag

Tel: +31-(0)-70-365-8874