

Honours programme FASoS

List of topics 2017-18

1. Learning from disaster: improving your political sensitivity

Prof. dr. ir. Marjolein van Asselt

Major incidents and disasters, such as plane crashes and chemical explosions, are usually subject of investigation. In different countries, different arrangements have been made to investigate disasters. The formal aim of these investigations is truth finding and learning from disaster. Due to the heavy impact on society, these investigations are embedded in societal and political processes. Usually such investigations experience broad media coverage and are highly debated in parliaments and society at large. The aim of this seminar is to understand the societal and political dimensions of disaster investigation, as a means to understand what it means and requires operating in such a politically sensitive context. Such investigations aim to contribute to changes in society, from the basic idea that understanding risks can (but not necessarily does) inform better actions. So a key question is also how to deal with and approach the diversity of actors that could learn from such an investigation.

The seminar is supervised by prof. Marjolein van Asselt, holding a chair in risk governance. Since 2000, she has been member of various high-level advisory bodies in the Netherlands, directly advising the Dutch government, such as the Scientific Council for Government Policy (WRR). When she was a member, the WRR produced influential reports on i-government, development policy, the learning economy, school drop outs, corporate social responsibility and risk regulation. Since 2014 she is board member of the Dutch Safety Board (OVV), responsible for learning from accidents in all sectors, from aviation to health care, from industry to agriculture, from gas exploitation to food safety. In this responsibility, she was involved in the investigation into the MH17 crash. This honours project provides an opportunity to learn from the practice of serving as a high-level expert, which should help the students participating in this seminar to improve their political sensitivity. Part of the project is a visit to the Dutch Safety Board in The Hague.

2. Ghost Voices: Research for an Exhibition and Series of Events at Marres

Prof. Dr. Karin Bijsterveld

Marres is a prominent House for Contemporary Culture at Maastricht, directed by Valentijn Byvanck. Over the past few years, Marres has been the home of several adventurous exhibitions

and workshops featuring one or more of the senses. In September 2018, the institute will organize an exhibition and series of events focusing on *Ghost Voices*. The exhibition proper will involve the entire Marres venue, and among the ghost voices resounding will be those of former residents and visitors of the house and premises that now constitute Marres: a seventeenth-century mayor, a group of eighteenth-century magistrates, a nineteenth- and twentieth-century family of brewers, and the architects who designed and renovated the buildings. Curator of the exhibition will be anthropologist and ethnomusicologist Björn Schmelzer, leader of Graindelavoix, a world-famous 'multidisciplinary company with a fascination for the voice'. Yet what do we know exactly about the lives, sounds and voices of the former residents of the Marres buildings? How can their history, their material heritage and cultures of the voice be used in an exhibition such as this one? What to think, for instance, of traditions concerning haunted houses, family recordings, or our inner voices? This exciting honours project will involve archival research into the past of former Marres residents and the study of literature on sound, voice and the senses, but will also train students to enrich exhibitions with additional, related events. Knowledge of Dutch and/or French in addition to English is necessary to participate in this honours project.

Marres, House for Contemporary Culture: <http://www.marres.org/en/home-2/>

Graindelavoix: <http://www.graindelavoix.org/>

3. On the future of Europe – the different scenarios, their feasibility, and their advisability

Prof. dr. Tannelie Blom and Prof. dr. Sophie Vanhoonacker

On the first of March 2017, the President of the European Commission, Jean-Claude Juncker, delivered a birthday present at the front door of the European Union, just in time for the celebration of its 60th anniversary later that month. It was a 'White Paper on the Future of Europe' featuring a reflection on all the challenges Europe had been exposed to over the past ten years. It also presented 5 possible scenarios for countering these challenges, with 2025 as the provisional horizon of expectation. In the wake of Juncker's White Paper and under the editorship of some senior Commissioners, another five 'reflection papers' were published. These reflection papers zoom in on the more specific topics already identified by the 'White Paper on the Future of Europe'. They deal with Europe's social dimension (Valdis Dombrovskis & Marianne Thyssen); the risks and opportunities of globalization (Frans Timmermans & Jyrki Katainen); the deepening of the EMU (Dombrovskis & Pierre Moscovici); the future of European defense (Federica Mogherini & Jyrki Katainen); and the future financing of the EU (Günther Oettinger & Corina Cretu).

In this honours program we will start with looking into the above-mentioned Commission documents calling for a debate on the future of Europe. In a next step we will search for other official documents, speeches, and articles contributing to this debate, whether they have been put

forward by representatives of the EU, by Academia, or journalists. Our final aim will be to deliver an assessment of the attainability and advisability of the different roadmaps and contribute to the discussion on the future of the Union more broadly.

4. Multilingual Soundscapes: Conducting cross-border research on language, cultures and identities

Prof. Leonie Cornips in collaboration with PhD candidate Pomme van de Weerd

The towns of Maastricht, Liège, Tongeren and Aachen are within a maximum distance of about 50 kilometers. This distance is felt much more strongly, however, due to a number of powerful constructs: they are part of different states, where people speak different languages, and (are imagined to) have different customs. But even within those cities, great diversity exists: there are newcomers and natives, visitors and inhabitants, foreign students and labor migrants. Then what are the differences and similarities between these cities, and how are these created, maintained, negotiated or changed? And what do language, culture, and (trans)national identities have to do with this?

In this seminar we will examine the relations between language, culture, and identities, by focusing on multilingual communication in these four border towns. The students will familiarize themselves with the conceptual basics of linguistic anthropology and sociolinguistics, while consistently applying this knowledge in two research projects. Both projects will make use of soundscapes: audio-recordings complemented with (still or moving) images, ethnographic observations, and thorough analyses. The first research is to be conducted on a topic of the students own choosing (alone or in small groups), though related to the topics discussed in class. The second project is part of a larger UM research project and consists of making soundscapes in the cathedrals of Maastricht, Liège, Tongeren and Aachen.

5. Opening the Closed Doors of Diplomacy? Parliamentary Involvement in EU External Relations

Prof. Thomas Christiansen and Dr. Anna Herranz-Surrallés

To what extent should parliaments be involved in foreign policy decisions such as international agreements, military intervention, the use of drones or the imposition of sanctions? The answer to this question is far from straightforward. Compared to domestic policies, foreign policy is very often subjected to much lower levels of parliamentary scrutiny. This is related to the long-established tradition of considering foreign policy matters as being too sensitive and too urgent to be exposed to the openness of parliamentary debates and the uncertainties of party politics. However, the increasingly blurred distinction between internal and external affairs, especially in

Europe, as well as the difficult ethical dilemmas that foreign policy choices frequently entail, have made this state of affairs ever more questionable.

This project aims to bring students closer to the current societal and academic debates about the *legitimacy and democratic quality of foreign policy*, and in particular, the *role of parliaments* in scrutinizing and shaping this policy domain. The course focuses on the EU, where the demands of democratic control of foreign policy are becoming increasingly difficult to ignore. The expansion of areas where the EU has acquired an external role (e.g. trade, climate change, energy security, crisis management or counter-terrorism) and the blurred distribution of competences in these domains are making the task of oversight of both national parliaments and the European Parliament ever more complex. A full diagnosis of the extent to which there might be a ‘democratic deficit’ in European external relations and the examination of possible ways to remedy it, are therefore questions of particular academic interest and policy relevance.

The course had its origins in the collaborative Jean-Monnet project *Interparliamentary Cooperation in EU External Action - Parliamentary Scrutiny and Diplomacy in the EU and Beyond* (PACO) in which the course coordinators worked together with partners at universities in Belgium, the UK, Germany, Norway and Turkey. Students will have the chance to contribute materials to the *Virtual Interparliamentary Cooperation Map in external action* (VIPCO), a platform providing an overview of the structure and practice of inter-parliamentary cooperation and diplomacy that was developed in the context of the PACO project. Finally, excellent student papers will be considered for publication in the CERiM Online Paper series.

The participants in this honours seminar will be joined by students on a related MARBLE project which will be open to selected BA students from the Faculties of Arts and Social Sciences, Law and Economics at Maastricht University and the University College Maastricht, thus aiming at a highly international and inter-disciplinary group.

6. On Expedition – Travels into the Unknown

Prof. dr. Ernst Homburg and Dr. Annemieke Klijn

Travels and explorations strongly influenced the development of science. On a general level this has been fully recognized. A closer inspection though, shows that there are only a few studies that investigated in detail how and why transfer of knowledge took place. In a recent book on *The Globalization of Knowledge in History* (2012), edited by Jürgen Renn, the topic is characterized as a neglected dimension of globalization processes. Indeed, modern history of science and STS have shown that the transfer of knowledge between different cultures always implies a ‘translation’, or transformation, of that knowledge. Teaching students the ‘art’ of interpreting primary sources on travels from that perspective is one of the major aims of this project, next to gaining a better understanding of the exchange of knowledge in the past, and the exploitation of the wealth of the Maastricht Jesuit Library.

The Jesuits Library inside the Maastricht University houses several hundreds, if not thousands, of books on travels, missions and explorations in the library. In this project we want to explore these hidden treasures of the Maastricht library, with a focus on the transmission of scientific knowledge. The study of the primary sources, i.e. the ‘jewels’ from the 17th and 18th century will be the starting point, but for a careful interpretation the study of secondary sources, in which the library is also rich, is indispensable.

In order to improve the scholarly analysis of these primary sources a comparative perspective has been chosen, that will structure the comparison between the case studies of the students within the research group in two dimensions:

(1) the political structure of the unknown society that is explored. We have decided to choose China, Japan and North-America as case studies.

(2) the background, and esp. scientific vs. religious perspectives, of the explorers. We will compare Jesuits missions of the 17th century with some late-18th century expeditions, and investigate in particular whether confrontation between the self and the other was described differently, and also what different types of scientific knowledge were transmitted. So in sum:

	17th century	18th century
Hierarchical societies	Jesuit missions to China and Japan	Scientific expeditions to China and Japan
Nomad societies	Jesuit missions to North-America	Scientific expeditions to North-America

Depending on the size of the group all quadrants can be investigated, or only part of them.

7. Nietzsche and the Problem of Modernity

Prof. dr. Arnold Labrie

Friedrich Nietzsche (1844-1900) has been, without doubt, one of the pivotal figures in modern culture. His influence has spread widely beyond the confines of academic philosophy into the domain of modern art and literature. Although Nietzsche wasn't a systematic philosopher, one could well contend that the crucial question in his work concerns the problem of modernity and modern culture. According to Nietzsche European culture finds itself in a state of crisis, the depth of which it has even hardly become aware of. This crisis concerns all aspects of European life, but especially the ways in which we conceptualize reality. Nietzsche's work may be seen as a thorough and prolonged critique of modern European culture in all its aspects. It is a work of deconstruction, necessary to lay the foundations for –as Nietzsche hoped- a new and reinvigorated culture. Deconstruction of our traditional view of reality goes hand in hand with a critique of underlying assumptions concerning moral behavior. The results of this critique are still visible today, especially in postmodern philosophy, which often sounds like an echo of (and commentary on) Nietzsche's work.

During the first 4 sessions students will read a number of texts that can serve as a common ground for discussion. W. Kaufmann, *Nietzsche: Philosopher, Psychologist, Antichrist* is a relatively older title, but may still serve as a good general introduction to Nietzsche's thought (even though further reflection may shed doubt on some of Kaufmann's readings of Nietzsche). Apart from this book we will read a few texts of Nietzsche together: *Die Geburt der Tragödie aus dem Geiste der Musik*, a part of *Zur Genealogie der Moral* e.a.

After these 4 introductory sessions, students will choose a subject for an individual paper of about 10 pages, concerning an important aspect of Nietzsche's thought. A few problem fields could be suggested:

- Nietzsche's view on (and use of) the Classics;
- Nietzsche and the Christian tradition;
- Nietzsche's concept of resentment in culture;
- The reception of Nietzsche's thought in modern culture;
- Nietzsche's view on history;
- Nietzsche and mass culture;
- Nietzsche and the Enlightenment tradition;
- Nietzsche and the Romantic tradition;
- Nietzsche and Germany;
- Nietzsche's concept of politics;
- Any other type of subject that students are interested in and that the coordinator can accept as a well-defined subject, worthwhile to study in the context of this module.

The module can be seen as an exercise in the study of one important writer/philosopher (c.q. Nietzsche), as an exercise in the study of and reflection on 'modernity' with Nietzsche as our *maître à penser*, and as an exercise in textual analysis and interpretation.

The module requires at least 3 participants.

8. *The case of space tourism*

Prof. dr. ir. Harro van Lente

Until recently, space travel was a concern of nations investing in prestigious exploratory projects or in launching satellites. Now, several operators offer space travel for private persons, or, at least, promise to organize such travels on a regular basis in the near future, with dropping costs. In their attempts to define and inhabit the prospective market for space tourism, these operators bring forth particular visions of the future of space travel. In doing so, they develop particular accounts of what such trips entail, why they are exciting and important and why people would need them. It also raises questions about tourism in general and its role in modernity (Zygmunt Bauman). Recent accidents in the launch of a spacecraft have sharpened the discourse: while some argue that this shows that space tourism is unviable and undesirable, others argue that human curiosity will not be stopped by such drawbacks – the accident stresses it is a basic human need to expand your horizon.

Students will investigate the visions and efforts of space tourism and how they are embedded in wider discourse of modernity and tourism. Data are to be drawn from newspaper articles, websites of operators, popular books on space travel and governmental documents. As a second step, students will reflect on the way needs and wants are co-produced by ongoing technological efforts; and how this raises philosophical and political questions about the desirability of novel needs.

9. Silicon Valley, Silicon Heuvel? Are high-tech clusters born or made?

Prof. dr. Cyrus Mody

“Silicon Valley” is the term coined in the early 1970s to describe the cluster of high-tech, especially electronics, companies clustered at the south end of the San Francisco Bay in California. Yet a thriving culture of entrepreneurship and innovation in electronics (and other fields) existed in that area long before silicon became its iconic material. Similar clusters of firms that collectively dominate an industry have an even longer history: Detroit for cars, Manchester for textiles, Neuchatel for watches. Silicon Valley, though, is probably the high-tech manufacturing region that has been most frequently, if usually unsuccessfully, copied. Today there is a Silicon Glen, Silicon Fen, Silicon Alley, Silicon Prairie, Silicon Beach, etc. – not to mention the various regions that call themselves the “Silicon Valley of ...” The appetite for new Silicon Valleys is apparently endless.

Is it actually possible to make a new Silicon Valley, though? And would a region actually benefit from creating such a high-tech cluster? In this seminar we will look at how the original Silicon Valley emerged and what it has become, and we will look at how other regions have tried to create their own Silicon Valley. Students will choose a region that has tried to form a local high-tech cluster, examine its efforts in depth, and discuss whether those efforts make sense given local conditions, the history of the actual Silicon Valley, and the history of efforts to clone that original.

10. The Maastricht Treaty 25 Years On: Legacy and Interpretations

Prof. dr. Kiran Klaus Patel

In 2017, Maastricht celebrates the 25th anniversary of the signing of the treaty that the city is best known for internationally. This honours class will address the controversial legacy of the Maastricht Treaty. How have views on the Treaty changed in the course of the past 25 years? How important is present situation in the EU to understand how the Maastricht Treaty is viewed? And, against that backdrop: What are the EU’s future potentials, challenges and threats?

11. 'A city to fall in love with'. Tourism in Maastricht

Prof. dr. Klaartje Peters and Dr. Jaap Hoogenboezem

Tourism is rapidly becoming a contested issue. In both Venice and Barcelona anti-tourism marches were held, and many European old cities discover that there is a tension between the economic rewards of attracting tourists and offering pleasant living conditions to citizens. The city of Maastricht, one of the oldest cities of Europe, is the second tourist destination of the Netherlands. The city attracts millions of visitors every year: shoppers, Dutch and foreign tourists, business travelers, lovers of culture and heritage, TEFAF visitors, hikers and cyclists coming for the South Limburg hills, a large and rather diverse group. The money these visitors spend on lodging, food and drinks, city tours, art, events and shopping is an important aspect of the local economy, and is often used by policymakers to shape new policies for infrastructure and parking, regulations for hotels and Airbnb, festivals, opening hours of shops and cafés, and many other policy areas. But what does the municipality of Maastricht, attracting visitors with the slogan from the title of this project, know about these visitors, their activities and expenses? And what do they know about the effects, positive and negative, on the city and its citizens? In this project we will look at data collection and analysis, and the relation to making sound policies. We will use different methods of data collection and analysis to find out more about the relevance, the nature and the different aspects of tourism and tourism policy in Maastricht. We formulate a common research question, and then discuss different research methods, which students use - solo or in teams - to do their own research. In the end, the main goal of our project is to evaluate the strength of policy arguments the municipality uses in a policy field that is important for the city *and* the citizens of Maastricht. Are their policies and plans backed up by rigorous research based on good data and analysis, and can we add something to that? The project is open for all students, Dutch and non-Dutch. We will present the results of our project to the municipality in a meeting at the city hall (Stadhuis).

12. International Election Observation and Survey Methodology

Prof. dr. Hans Schmeets

This project/seminar will be closely related to Hans Schmeets' on-going research in the field of international election assessments and survey methodology. He will share his research in the position of a statistical/election analyst in the 'core team' of the OSCE/ODIHR Election Observation Missions (EOMs) in recent years, including various EOMs in the Ukraine covered by over 1,000 international election observers. On this topic he has authored *International election observation and assessment of elections* (CBS: The Hague 2011). Various aspects of the research within EOMs will be outlined: the sample of the polling stations, the bias introduced by the selection of

the polling stations, the design of the observer report forms, data-collection of observers' findings by the use of 'magic pens', and how to analyze the quantitative data and written comments. Furthermore, the impact of the background (e.g. nationality) on the assessment of the elections will be illustrated based on over 30 elections. The seminar will also be linked to the methodology used in (large scale) social surveys conducted by Statistics Netherlands (e.g.: social cohesion, wellbeing, labor force, religion, elections). The students will visit Statistics Netherlands (in Heerlen). The various phases of survey research will be demonstrated, including the activities within the questionnaire laboratory and live-interviews at the 'Computer Assisted Telephone Interview' department.

This seminar aims at providing: (1) basic knowledge of survey-research methodology in general; (2) backgrounds of the assessments of elections by international organizations, the OSCE in particular; (3) knowledge of the methodology used social surveys and election assessments; (4) practical sessions on data-collection and data-processing; (5) practical sessions of analyzing (quantitative and qualitative) data based on EOMs conducted in recent elections in various OSCE member states (e.g. Ukraine, Kazakhstan, Azerbaijan, Russia, Georgia).

13. Democracy in the smart city

Prof. dr. Tsjalling Swierstra

The notion of a "smart city" invokes the imagery of an urban system that harnesses digital infrastructures to seamlessly manage interconnected flows of people, energy, traffic and money. While critics of the smart city warn against a technocratic authoritarianism – government for the people rather than by the people – others see possibilities for a new type of democratic bottom-up approach that relies heavily on digital technologies. They envision a smart city as defined by a type of governance that depends less on centralized rule and pre-scribed regulations and laws, and more on distributed agency and ad-hoc decision-making. This promise is inscribed in decision-making processes pertaining to a wide variety of domains, from air quality, public infrastructures, to innovation, to political decision-making, and informs corporate, government, civic and activist understandings of how to best (self-)organize one's interests amidst urban settings that rapidly grow both in scale and complexity. In this seminar we critically compare these ideas with existing, and competing, 'models of democracy'. We start by reading and excerpting David Held's *Models of Democracy* (3rd edition); proceed by collecting and analyzing literature on the governance of smart cities, and end with critically comparing the different models.

14. The legacy of contemporary art: in search of the work of Ine Schröder

Prof. dr. Renée van de Vall on collaboration with Dr. Vivian van Saaze

The central question for this project is, ‘What does it mean keeping the work of an artist alive after the artist has passed away?’ It will focus on the work of the Maastricht artist Ine Schröder (1951-2014), and is offered in collaboration with the *Bonnefantenmuseum*.

What one wants for a work of art and for an artist’s *oeuvre* is that it remains available as an active cultural resource. That new audiences may continue to experience the work, enjoy and be inspired by it, learn from it, or even be shocked by it or despise it. For contemporary artworks this is often quite difficult, because many types of work are inherently variable and hard to collect and preserve. On the one end of the scale are traditional types of artworks like paintings and sculptures for which ‘remaining available’ means: being physically present in a materially (or at least perceptually) unaltered way (as much as possible). On the other end of the scale are works that are one-time, one-place events, such as happenings or performances. They occur just once. This does not mean that they do no longer operate as a cultural resource: they can be remembered, for instance by means of documentation, and as such inspire and instruct long after the event took place. In between the two extremes are all kinds of different combinations of the stable and the ephemeral.

Ine Schröder’s work is a fascinating example of such a combination. Her installations were made from textile, wood, rope or paper. They were improvised and temporary; after the exhibition the work was disassembled and the material was often re-used for other works. All works were documented and archived by the artist. The *Bonnefantenmuseum* plans to organise a retrospective of her work (October 2018-April 2019) and invites students to investigate the question how to make her work visible and expressive for the audience.

This project is connected to the Marie Curie Innovative Training Network New Approaches in the Conservation of Contemporary Art (NACCA): <http://nacca.eu>.

15. Hidden presuppositions in science and philosophy

Prof. dr. Maarten Verkerk

It is generally believed that science and philosophy are rational and objective endeavors that do not need any appeal to non-rational sources. At first sight, this idea is very appealing. It suggests that an objective, rational, scientific truth comes within the reach of humanity. However, a thorough investigation in the natural sciences, social sciences and philosophy shows that this statement is contestable. More than that, it will be shown that pre-scientific presuppositions, ideological considerations, and religious beliefs not only influence the scientific community but play a constitutive role in the development of scientific and philosophical theories. In this course, we will read a couple of philosophers about the hidden presuppositions, ideological considerations, and religious beliefs in science and philosophy. In total we will have seven meetings:

- 1) *Start*. In the first meeting we will discuss the whole program.
- 2) *Luc Ferry: disruptive development*. The atheist Luc Ferry states that the history of philosophy has to be interpreted as a history of discontinuities. Especially, these discontinuities occur

in the basic presuppositions about the order of the world, the ideas of good and bad behavior, and view on wisdom or salvation.

- 3) *Herman Dooyeweerd: religious root.* The Christian philosopher Herman Dooyeweerd provokes the idea of the neutrality of science and philosophy was. He states that every scientific theory and philosophy has a religious root.
- 4) *Said Nursi: theological kernel.* The Islamic theologian Said Nursi believes that every philosophical approach requires a theological kernel and has to be developed within a theological framework.
- 5) *Bronislaw Szerszynsky: reordering of the sacred.* Bronislaw Szerszynski, a Polish philosopher, criticizes the idea that science and technology have disenchanting the world. In his view, the sacred is still there but has been re-ordered.
- 6) *Roy Clouser: the myth of religious neutrality.* The Christian philosopher Roy Clouser also does not believe in religious neutrality. He shows that theories in physics and psychology have a religious 'core'.
- 7) *Paper.* Every participant has to write a short paper about 'hidden presuppositions' in their own thinking and/or in the their own discipline. In the seventh and last meeting very student presents the conclusions of this paper to the other students. Length: 2500 – 3000 words.

16. After the Empire: Writing, rewriting and representing the history of colonialism

Prof. dr. Georgi Verbeeck

Since many years the age of colonialism has been closed in Europe and the Western world. However, its memory and legacies remain subject to recurrent controversies. Historians in various countries are rewriting the history of colonialism, while public discussions on museums, statues and monuments related to the colonial age continue to rage globally.

This seminar invites students with a vivid in public history. Not only will new views and interpretations in *academic historical research* be studied, but the *public domain of history* as well.

Students are encouraged to focus on a specific case, such as: scholarly controversies among historians on colonialism, contemporary history textbooks on colonialism, the representation of colonialism in old textbooks, current controversies on the establishment of (new) museums and exhibitions, activism and the writing of history, the global movement to demand apologies and/or reparations for slavery.

Suggested topics for further research are: the 'Mapping Slavery'- project in various Dutch cities; the reconstruction of the Museum of Central Africa in Tervuren (Belgium); museums and exhibitions on colonialism in Berlin; the reparation for slavery movement; public acts of apology. Further suggestions are welcome.

17. High tech sexism? Google and diversity

Prof. dr. Sally Wyatt

During the summer of 2017, traditional and new media were full of stories about James Damore's 'Google's Ideological Echo Chamber', what has become known as the 'Google Manifesto'. When he wrote it, Damore was a software engineer at Google, though he was fired soon after the Manifesto became public. The Manifesto has two main points. First, Damore was complaining about what he saw as Google's systematic efforts to close down comment and debate from socially conservative people such as himself. Second, he put forward essential biological differences between men and women as the reason why there are so few women in the high tech industry and why those who are there are paid less than men. This generated a lot of discussion in the mainstream media, and also amongst the technical press, women software engineers, the extreme right-wing press in the US.

In this seminar, we will start by reading the Manifesto. We will use this as a launching point to examine the position of women working in the companies producing our current digital world, and how this has changed since the emergence of computing in the second half of the 20th century. Possible questions to be addressed include: What is biological essentialism? Are (digital) technologies gendered? Who studies computer science? How has this changed over time, and how does it vary between countries? Who designs and makes digital technologies? How does horizontal and vertical occupational segregation work in high tech companies? What kinds of policy actions can be taken to address continued gaps in the educational and employment opportunities of women?

No link is included to the Google Manifesto, as the only one that was working when preparing this was Breitbart, the extreme right, racist platform. It has been taken down by other sites, but it should be possible to find it somewhere when you look – but be careful what kinds of traces you leave in your search history.

18. The Cultural Remembrance of Child Removal in the Dutch Indies (1892-1940) in Postcolonial Dutch Society

Prof. dr. Lies Wesseling

Forcible removal of indigenous children was an integral part of colonial governance. Indigenous children (especially mixed-race children of native mothers and white fathers) were taken away from their parents to be re-educated in children's homes, to speed up the process of civilization in the colonies. Indigenous children were considered to be more malleable than their adult counterparts, hence their attractiveness as targets and tools of missionary projects: once re-educated, they could be used as trait d'union between the native populations of the colonies and

the colonial governments, as a solution to the perennial colonial problem of how to control a large native population by means of relatively small numbers of colonial administrators who are unfamiliar with their subjects' languages and cultures.

While practices of child removal figure quite prominently in efforts to come to terms with the colonial past in the former Commonwealth countries, amnesia seems to reign supreme in the postcolonial Netherlands. There does not seem to have been much of a postcolonial debate in the Netherlands, which has all but forgotten its 400 year-old close entanglement with Indonesia after its abrupt rupture with the 'motherland' in the wake of World War II. The aim of this honors program is to look for traces of this largely forgotten form of colonial governance in the educational discourses of children's fiction and textbooks about the Dutch Indies which were published from 1949 onwards. We will approach the topic from an international comparative perspective. Students who are unfamiliar with the Dutch language can concentrate on educative discourses on child removal in other former European empires, such as France, Belgium, Germany, or Sweden. Students who wish to focus on the Anglophone world to flesh out the framework for international comparison may also do so. After two weeks of studying Anglophone scholarly literature on child removal in the former British Commonwealth, students will receive a rigorous training in bibliographical research and in summarizing the sources under study. They will then contribute to an annotated bibliography on the topic by systematic searches in the relevant archives, i.e. the Centraal Bestand Kinderboeken of the Royal Dutch Library in the Hague, the archives of the KITLV/The Royal Netherlands Institute of Southeast Asian and Caribbean Studies in Leiden, the archives of the Nationaal Onderwijsmuseum in Dordrecht, and the Georg Eckert Institut für internationale Schulbuchforschung in Braunschweig, which houses an international collection of textbooks.

Relevant background literature:

Margaret D. Jacobs, 2009. *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940*. Lincoln: University of Nebraska Press.

Margaret D. Jacobs, 2014. *A Generation Removed: The Fostering and Adoption of Indigenous Children in the Postwar World*. Lincoln: University of Nebraska Press.

Christina Firpo, 2016. *The Uprooted: Race, Children and Imperialism in French Indochina, 1890-1980*. Honolulu: University of Hawai'i Press.