



## **Humanisation and Globalisation**

### **Graduate School**

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1st edition, September 2010

## **WARNING**

A combination of working in the same position for a long time, high work stress and an unsuitable workspace, may cause health problems such as RSI. Preventive measures can reduce these problems.

Title	GS week 4:
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## PREFACE

Welcome to the fourth week of the 2010 academic program of the UvH Graduate School.

The concept of human dignity is deeply rooted within Humanist traditions and is fundamental for the UvH's main principles. The university's core mission is to contribute to the development of a humane society and a meaningful existence for all human beings, through academic education and research. Our multi – and interdisciplinary teaching – and research programs have been organised around two leading principles: 'meaning making' and 'humanisation'

In the previous Graduate School week, we focussed on 'meaning making' and this final week of the first year program is focussed on 'humanisation', as the second core principle. Whereas 'meaning making' focuses predominantly on the personal and the uniquely individual ways in which people give meaning to their existence, in 'humanisation', the focus is more on the social and political circumstances human beings create in the form of institutions, communities and societies. Personal meaning making and the politics of humanisation are intricately interconnected in our daily lives.

In the 21st century, an age of globalisation, people and the societies they live in are more interconnected than ever before in human history. Through wide-scale migration and urbanisation, the use of ICT and global trade, societies across the world become more and more diverse in terms of e.g. culture, religion, language and ethnicity. This situation creates new possibilities, responsibilities, dilemmas and challenges. For researchers at the UvH, including PhD researchers, humanisation in the context of globalisation raises many pertinent issues when they develop conceptual frameworks, formulate research questions and when they deal with the ethical and methodological dilemmas which arise in the process of doing research.

In this final week of the first year of the GS, the group is joined by academics and PhD candidates who participate in the international 'Promoting Pluralism Program' (please see [www.hivos.net](http://www.hivos.net)). This is a joint initiative of the UvH/Kosmopolis Institute, the Humanist Organisation for Cooperation with Developing Countries (Hivos), the Centre for the Study of Culture and Society (CSCS) in Bangalore, India, the Center for Religious and Cross-Cultural Studies (CRCS) in Yogyakarta, Indonesia and the Cross-Cultural Foundation of Uganda (CCFU), in Kampala, Uganda.

We welcome them and are happy with the opportunity it offers us to create an international learning environment in which PhD students and staff can exchange their ideas and experiences

Caroline Suransky (coordinator 4<sup>th</sup> week)

in cooperation with Gerty Lensvelt-Mulders and Harry Kunneman

## COURSE DESCRIPTION

### 1 General information

Title:	GS week 4: Humanisation and Globalisation
College year:	2010
Period:	week 40, 4 <sup>th</sup> -7 <sup>th</sup> of October 2010
Part of:	Graduate School
Target Group:	AIO's and PhD Graduate School participants
Coördinator:	Dr. A.C. Suransky
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Subject :	Human Development, Sustainable Development and Ecology
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Subject :	Human Rights

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Subject: Islam and Humanism

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## 2 Key Objectives

### *Objectives of 4<sup>th</sup> Course work week Graduate School*

1. Develop a critical understanding of the basic concept of ‘humanization’ with the interdisciplinary field of Humanistics
2. Generate new knowledge on core contemporary issues pertaining Humanism and its critics, including analyses from subaltern and/or post colonial perspectives
3. Create an international network of PhD students and staff from partner institutions of the University for Humanistics
4. Being able to actively participate in philosophical and ethical discussions on basic values of critical Humanism, Humanistics and the pursuit of doctoral research
5. Further development of research methods and – skills, particularly with regard to ‘action research’.
6. Communicate with peers on candidates’ Doctoral research-in-progress and practice the presentation of one’s own PhD research proposal

### *General Objectives of the PhD program of the UvH Graduate School:*

The general objectives of the PhD program are derived from so-called European 'Dublin Descriptors', which set the standard for the third cycle in Higher Education in the Netherlands, for the degree of Doctor:

- Systematic development of research methods and – skills in the interdisciplinary field of Humanistics;
- Development of the capacity to design, develop and execute an elaborate research project, including the ability to adequately address ethical dilemmas which arise during the research
- Development of the ability to contribute to knowledge development and generate new knowledge that is worthy for (inter)national publications in refereed academic journals
- Being able to critically analyse, evaluate and synthesize new and complex ideas;
- Learning to communicate effectively about the research with peers within the academic field of Humanistics, the broader scientific community and within broader society;
- Development of academic skills at Doctoral level which will enable graduates to pursue technological, social and/or cultural progress within both academic and professional contexts.

### **3 Methods**

Master classes, workshops and peer learning activities

### **4 Course evaluation**

Each course week in the Graduate School will be evaluated verbally and/or in writing. This specific week, evaluation will take place on Thursday afternoon the 7<sup>th</sup> of October, in a discussion, conducted by Prof. Dr. G. Lensvelt-Mulders, Prof. Dr. H Kunneman and Dr. A.C. Suransky. In addition, there will be a written evaluation that focuses on the first (pilot) year of the Graduate School.

The evaluation of academic programs is the responsibility of the UvH Quality Assurance Office. Information provided by staff and students will be used to improve the academic programs at the university. For further questions and information, students may contact members of the Pilot Team of the Graduate School: Prof. Dr. Gerty Lensvelt-Mulders, Prof. Dr. Harry Kunneman and/or Dr. Caroline Suransky, the Quality Assurance Office of the UvH or the GS student assistant Vicky Hölsgens.

## COURSE OUTLINE

### Course Schedule

Day/ Part	Date	Time	Subject	Staff	Room
1/1	4th of October 2010	10.00 -13.00	Introduction to the course: contextualising Humanization  Master class: Human Develop- ment and the Capability Approach	Dr. C. Suransky, Prof. dr. H. Kunneman Prof. Dr. H. Manschot Dr. C Suransky	UvH
1/2	4th of October 2010	14.00- 17.00	1. Research as Critical Engagement 2. Presentation of research-in- progress by the PhD-candidates in the Kosmopolis Pluralism Program followed by dialogue	Drs. F. Kaulingfreks,  Dr. C. Suransky	UvH
2/1	5 <sup>th</sup> of October 2010	10.00 -13.00	Master class: Ambiguous Legacy: Secular Humanism and Dilemmas of Freedom in a Postcolonial Setting	Prof. Dr. S. Kakarala	UvH
2/2	5 <sup>th</sup> of October 2010	14.00- 17.00	Workshop Action Research	Prof. Dr. A. Smaling	UvH
3/1	6 <sup>th</sup> of October 2010	10.00 -13.00	Master class a) Eurocentrism, Human Rights and Humanism b) Cosmopolitanism and the Humanist Myopia	Dr. F. Suárez Müller Prof. dr. H. Kunneman - Dr.C. Suransky, Prof . R. Kakarala	UvH
3/2	6th of October 2010	14.00- 17.00	Peer learning: exchange in small groups of work in progress by PhD-candidates	Dr..C. Suransky	UvH



4/1	7 <sup>th</sup> of October 2010	10.00 -13.00	Master class: a) Humanism and Islam: ethical and methodological questions b) Religion in the Public Sphere followed by a dialogue between Dr. Z. Bagir and Dr. A. Ljamai	Dr. A. Ljamai Dr. Z. Bagir,	UvH
4/2	7th of October 2010	14.00- 17.00	Looking ahead: Submission of proposals Program 2 <sup>nd</sup> year PhD Programme Evaluation 1st year Pilot Program	Prof.dr.G. Lensvelt-Mulders, Dr. C. Suransky, prof. dr. H..Kunneman	UvH

## STUDY GUIDELINES

1. Prior to participation in the fourth Graduate School course week, all PhD candidates will further develop their own PhD proposal.
2. With regard to your PhD research proposal, you may choose one of the following options:
  - a. Submit your most recent and updated full draft proposal
  - b. Summarize your draft proposal in 1-2 pages  
Send your proposals to Ms Vicky Hölsgens at [vh@uvh.nl](mailto:vh@uvh.nl) before 24<sup>th</sup> September 2010. All your proposals (submitted full versions and summaries) will be posted on the SWP on Tuesday 29<sup>th</sup> September.
3. All readings will be made available in July and appear on the Graduate School SWP

## Description of the classes, workshops and peer learning activities

### Day1/Part 1

Meeting 1

October 4th 2010

10h00-13h00

Staff: Prof. Dr. H.P. Kunneman, Prof. Dr. H.A.M. Manschot and Dr. A.C. Suransky,

Theme

**1) Introduction to the course: Contextualizing Humanization**

Humanisation: a fundamental concept within Humanistics by Harry Kunneman.

**2) Master class: Human Development and the Capability Approach** by Prof. Henk Manschot and Dr. Caroline Suransky

Information

The Human Development – and Capability Approach (HDCA) is an approach to the pursuit of a humane life for all people. How does the HDCA speak to the concept of ‘humanization’, as one of the basic concepts in Humanistics? What are its underlying assumptions, its strengths as well as its gaps and silences?

The HDCA, initially developed by Amartya Sen and Martha Nussbaum, has been given an unusual degree of attention and influence in development thinking. The capability-approach invites us to look at the set of life options a human being has, and the actual things a s/he does and achieves. The rethinking of the concept of development is focused on the content of people’s lives and their conception of well being, on – in the famous words of Sen -“what they have reason to value.” Sen’s work on human capability stresses empowerment as a process of developing individual capacities through education and skills development which can empower individuals to fight for a better quality of life. Sen sees poverty as an indication of an inability of people to meet their basic needs. Nussbaum’s normative work on human capabilities stresses the unique value of the individual human being and elaborates on the idea that the ten basic capabilities should be developed at a threshold level as the core stone of human

development. In this session we will also view and discuss the documentary *Changing Paths* by Jaqueline Bakker, Fatush Productions.

Method

Master class and dialogue

Preparation

Please read the following texts:

For those with limited time, please select one text by Sen and one text by Martha Nussbaum

Sen, Amartya. (1999) "Democracy as a Universal Value", in: *Journal of Democracy*, 10(3), 1999.

Sen, Amartya. (2006) 'Development as capability expansion'. In: Bina Agarwal, Jane Humphries and Ingrid Robeyns (Eds), *Capabilities, Freedom and Equality*. Oxford, Oxford University Press

Nussbaum, Martha. (2006) 'Capabilities as fundamental entitlements' In: Bina Agarwal, Jane Humphries and Ingrid Robeyns (Eds) *Capabilities, Freedom and Equality*; Oxford, Oxford University Press

Nussbaum, Martha. (2008) 'Human Dignity and Political Entitlements' in: *Human Dignity and Bioethics: Essays Commissioned by the President's Council on Bioethics* Washington, DC

[http://bioethics.georgetown.edu/pcbe/reports/human\\_dignity/chapter14.html](http://bioethics.georgetown.edu/pcbe/reports/human_dignity/chapter14.html)

Day 1/Part 2

Meeting 2

October 4th 2010

14h00-17h00

Staff: Drs. F. Kaulingfreks, Dr. C. Suransky

Theme

**1. Research as critical engagement** by Drs. Femke Kaulingfreks

## **2. Presentation of research in progress of PhD-candidates from Kosmopolis pluralism program followed by dialogue**

Information The first hour Femke Kaulingfreks (PhD candidate UvH) will discuss her own research in progress as PhD candidate at the UvH. She will elaborate on ideas and practices of academic research as critical engagement with change.

During the remainder of the afternoon, the four Kosmopolis-Hivos Pluralism PhD candidates from India, Indonesia and Uganda will present their research-in-progress, followed by a dialogue with the group

Method Peer learning

### Day 2/Part 1

Meeting 3 October 5<sup>th</sup> 2010  
10h00-13h00  
Staff: Prof. Dr. S. Kakarala – Centre for the Study of Culture and Society (CSCS), Bangalore, India

**Master class: Ambiguous Legacy: Secular Humanism and Dilemmas of Freedom in a Postcolonial Setting** by Prof Sitharaman Kakarala

Information This discussion aims to address a central question in twentieth century humanist philosophy, namely the question of human agency and pursuit of freedom. The discussion will have two parts. We start with an outline of the context of liberal humanism as a resource of critiquing colonialism and the creation of the modern national subject. The other part traces a genealogy of postcolonial critique that underscores the inadequacy and at times contradictory nature of the humanist project of freedom, initially through a critique of nationalism but subsequently as a critique of the Enlightenment project itself. The discussion will conclude with a brief reflection on the potential of the postcolonial critique to a productive reframing of the humanist goal advancing agency and freedom.

Method Master class

Preparation

Please read the following texts:  
For those with limited time, please select two texts

Rabindranath Tagore, *Nationalism*, London: Macmillan, 1918  
ch. 1 pp. 3-46

Partha Chatterjee, *Nationalist Thought and the Colonial  
World*, Delhi: Oxford University Press, 1986 ch. 1 pp.1-35

Gayatri Chakravorty Spivak, "Righting Wrongs" in *Oxford  
Amnesty Lectures 2001* (London: Oxford, 2002) ch.5 pp 168-  
227

Dipesh Chakrabarty, *Provincializing Europe*, Princeton:  
Princeton University Press, 2000 ch.1 pp.3-23

Day 2/Part 2

Meeting 4

October 5<sup>th</sup> 2010  
14h00-17h00

Staff:

Prof. Dr. A. Smaling

Theme

**Workshop: Action Research**

Information

Action research is a type of empirical research in which the researcher develops knowledge (gathering and analysing 'data'; interpreting research results and drawing conclusions) and, in mutual interaction, changes social relations (such as, the cooperation between colleagues, the culture of a group, the structure of an organization, policies of care giving). Of course, the researchers or other stakeholders intend that this change will be an improvement. Their criteria for improvement are related to a view of life or another framework of values and norms. In short, the research goal of action research is twofold: both developing knowledge and improving social relations. So, action research is an appropri-

ate manner to assist or execute humanization activities.

Nowadays, every form of action research has a strong participative character. This means that the researched subjects are also co-researchers and that the professional or primary researchers are also co-subjects. The choice for a participative type of research may be instrumentally motivated, but for the most part this choice is inspired by a philosophy of life.

Because of the intertwining of knowing and acting, facts and norms, an important issue is how to strive for scientific quality. That is why besides a more or less general introduction an article is mentioned on the quality issue.

Method

Workshop

Preparation

Peter Reason and Kate Louise McArdle, Action research and organization development. In: Thomas G. Cummings (ed.), *Handbook of Organization Development*. Thousand Oaks: Sage, 2007, ch. 8.

<http://people.bath.ac.uk/mnspwr/paperslist.htm>

Alan Feldman, Validity and quality in action research. In: *Educational Action Research*, 2007, Volume 15, Issue 1, p. 21-32.

Day 3/Part 1

Meeting 5

October 6<sup>th</sup> 2010

10h00-13h00

Staff: Dr. F. Suárez-Müller, Dr. C. Suransky, Prof. Dr. H. Kunneman

Theme

**Master class**

**1: Eurocentrism, Human Rights and Humanism**

**2: Cosmopolitanism and the Humanist Myopia**

Information

Eurocentrism, Human Rights and Humanism by Dr. Fernando Suárez-Müller

The validity of Human Rights has been challenged by many arguments, one of them being the argument of eurocentrism. Human Rights are considered to be a product implying massive and illegitimate power relations. I would like to show that in itself (or logically) there is a genetic fallacy functioning at the basis of this argument so that human rights cannot be invalidated by it. Human rights are indeed the result of the development of Western humanist thought claiming universal validity. I will roughly show how this development took place, how the argument of eurocentrism challenges the Universal Declaration of The Human Rights, and why it can only validly function when these rights are taken for granted. The argument of eurocentrism however opens our eyes for the fundamental problem of the limits between truth and interpretation making a multicultural hermeneutics of human rights possible.

Cosmopolitanism and the Humanist Myopia - Prof. Dr. Harry Kunneman and Dr. Caroline Suransky,

Given the many pressing problems facing humanity in the new century, the idea of cosmopolitanism seems to have a higher relevance and greater urgency than ever before. In reality however, present day world society is far removed from a cosmo-polis. Both on the level of individual orientations and on the level of worldwide institutional structures, global developments point as much to the dominance of disrupting economic forces and to the increasing political

significance of national, religious and ethnic conflicts, as to political frameworks and economic practices which are oriented towards a more just world-society. In view of this tension between the great relevance of cosmopolitanism on the one hand and the worrisome practical situation of our planet on the other hand, it seems that the cosmopolitan project is in need of new horizons of inspiration. In search for such a horizon, we will focus on the relation between humanism and cosmopolitanism, more in particular on the consequences for the cosmopolitan project of what we have termed the 'humanist myopia'. This myopia, or nearsightedness, springs from the belief that 'deep down' all human beings are primarily oriented towards benevolent, empathic and dialogical forms of bonding with others. This leads to a systematic neglect of the propensities of human beings for indifferent, malevolent and violent forms of relating to others. We will argue in favor of a *critical* humanism, holding on to a cosmopolitan vision of a more just and sustainable world society, but also critical with regard to the manifestations of the humanist myopia.

These master classes will be followed by a brief response by Prof. Dr. S Kakarala and dialogue with the group

Method

Master class

Preparation

Please read the following texts:

Forst, Rainer (1999) "The Basic Right to Justification. Toward a constructivist Conception of Human Right" in: *Constellations* 6, 1999, S.35-60

Kunneman, Harry & Suransky, Caroline (2011 forthcoming) "Cosmopolitanism and the Humanist Myopia", in: M. Rovisco, M. Nowicka (Eds.), *The Ashgate Companion to Cosmopolitanism*, London: Ashgate



### Day 3/Part 2

Meeting 6	October 6 <sup>th</sup> 2010 14h00-17h00 Staff: Dr. A.C. Suransky
Theme	<b>Peer learning: exchange in small groups of work-in-progress by all PhD-candidates</b>
Information	Exchange of work-in-progress in small groups: discussing PhD research proposals
Method	Peer learning
Preparation	With regard to your PhD research proposal, you may choose one of the following options: a. Submit your most recent and updated full draft proposal b. Summarize your draft proposal in 1-2 pages Send your proposals to Ms Vicky Hölsgens at <a href="mailto:vh@uvh.nl">vh@uvh.nl</a> before 24 <sup>th</sup> September 2010. All your proposals (submitted full versions and summaries) will be posted on the SWP on Tuesday 29 <sup>th</sup> September.

### Day 4/Part 1

Meeting 7	<u>October 7<sup>th</sup> 2010</u> 10h00-12h30 Staff: Dr. Z. Bagir, Dr. A. Ljamai
Theme	<b>Master class</b> <b>1: Humanism and Islam: ethical and methodological questions</b> <b>2. Religion in the Public Sphere</b>
Information	<b>Humanism and Islam: Ethical and Methodological questions</b> by Dr. Abdelilah Ljamai  How do Humanism and Islam relate to each other? What kind of ethical and methodological questions emerge when they meet? Based on a study of Classical Islamic texts, we will

discuss how ‘humanization’ appears within Islamic thought. For instance within the movement of the Mu’tazilites ( end of 8th Century) in which there was a great focus on key humanist principles, including freedom of expression; freedom of interpretation of text; and the idea of ratio first - Holy Script second. We see similar ideas in the work of Islamic philosophers from the East, such as al-Farabi and Ibn Sina and in texts from Ibn Baja en Averrus, who came from Andalusia. All of them encouraged critical thought and a rational reinterpretation of the Holy Script. After an introduction, we will focus on ethical and methodological questions that emerge when Islam and humanism meet: both in theory and how they appear in practices such as practices of human rights, democratization and gender positions.

**Religion in the public sphere** by Dr. Zainal Abidin Bagir;  
Center for Religious and Cross-Cultural Studies (CRCS),  
Yogyakarta, Indonesia

An inherent dimension of the problem of religious diversity is the presence of religions in the public sphere. Such a public presence may mean problems when religions compete with each other and with other civil society actors, especially when their conservative elements are emphasized. But it may also create opportunities of engaging religious communities in fostering human development for social justice.

In this session we will discuss how religions play their roles, positively or negatively, in development, especially in the context of a globalized world. This will be illustrated by examples from Indonesia, where researchers in the Promoting Pluralism Knowledge Program encounter the abovementioned issues in their research.

Method

Master class

Preparation

Please read the following texts:

Abû Zayd, Nasr (2004) *Rethinking the Qur’ân: Towards a Humanistic Hermeneutics* -Inaugural address - May 2004  
Ibn Rushd chair of Humanism and Islam at the University for Humanistics. Humanistics University Press (HUP), Utrecht,  
The Netherlands

Bowen, John (2005), "Normative Pluralism in Indonesia: Regions, Religions, and Ethnicities", in W. Kymlicka and Baogang He, *Multiculturalism in Asia*, Oxford University Press, 152-169.

An-Na'im, Abdullahi (2005), "The Politics of Religion and the Morality of Globalization", in Mark Juergensmeyer, ed., *Religion in Global Civil Society*, Oxford, Oxford University Press, 23 - 47.

Day 4/Part 2

Meeting 8

October 7th 2010

13h30-17h00

Staff: Prof.Dr.G. Lensvelt-Mulders, Dr. C. Suransky, Prof. Dr. H. Kunneman

Theme

**Peer learning -dialogue: looking ahead:**

- **submission of proposals**
- **2<sup>nd</sup> year PhD-programme**

Information

In this final session, we will look back and discuss the course work program of the first year and we'll look ahead at the outline of the 2<sup>nd</sup> year. Furthermore, we'll discuss the submission of the final PhD proposals to UvH Board of Professors and subsequent registration for the 2<sup>nd</sup> year. Finally, there will be a written evaluation of the first year program

Method

Dialogue and a written evaluation of the first (pilot) year of the Graduate School

## LITERATURE

Abû Zayd, Nasr (2004) *Rethinking the Qur'ân: Towards a Humanistic Hermeneutics* – Inaugural address - May 2004 Ibn Rushd chair of Humanism and Islam at the University for Humanistics. Humanistics University Press (HUP), Utrecht, The Netherlands

An-Na'im, Abdullahi (2005), "The Politics of Religion and the Morality of Globalization", in Mark Juergensmeyer, ed., *Religion in Global Civil Society*, Oxford, Oxford University Press, 23 - 47.

Bowen, John (2005), "Normative Pluralism in Indonesia: Regions, Religions, and Ethnicities", in W. Kymlicka and Baogang He, *Multiculturalism in Asia*, Oxford University Press, 152-169.

Dipesh Chakrabarty, *Provincializing Europe*, Princeton: Princeton University Press, 2000 pp.3-23

Feldman (2007) "Validity and quality in action research" in: *Educational Action Research*, Volume 15 (1), pp. 21-32.

Forst, Rainer (1999) 'The Basic Right to Justification. Toward a constructivist Conception of Human Rights' in: *Constellations* 6, 1999 pp .35-60

Gayatri Chakravorty Spivak, "Righting Wrongs" in *Oxford Amnesty Lectures 2001* (London: Oxford, 2002) pp. 168-227

Kunneman, Harry & Suransky, Caroline (2011 forthcoming) Cosmopolitanism and the Humanist Myopia, in: M. Rovisco, M.Nowicka (Eds.), *The Ashgate Companion to Cosmopolitanism*, London: Ashgate

Nussbaum, Martha (2006) 'Capabilities as fundamental entitlements' In: Bina Agarwal, Jane Humphries and Ingrid Robeyns (Eds) *Capabilities, Freedom and Equality*; Oxford, Oxford University Press

Nussbaum, Martha (2008) 'Human Dignity and Political Entitlements' in: *Human Dignity and Bioethics: Essays Commissioned by the President's Council on Bioethics* Washington, DC [http://bioethics.georgetown.edu/pcbe/reports/human\\_dignity/chapter14.html](http://bioethics.georgetown.edu/pcbe/reports/human_dignity/chapter14.html)

Partha Chatterjee, *Nationalist Thought and the Colonial World*, Delhi: Oxford University Press, 1986 pp.1-35

Rabindranath Tagore, *Nationalism*, London: Macmillan, 1918 pp.3-46

Sen, Amartya (1999) “Democracy as a Universal Value” in: *Journal of Democracy*,10(3), 1999.

Sen, Amartya (2006) ‘Development as capability expansion’ .In: Bina Agarwal, Jane Humphries and Ingrid Robeyns (Eds), *Capabilities, Freedom and Equality*. Oxford, Oxford University Press