

IMAS DAYS

December 18-19, 2019
Wolfert Bilingual School Rotterdam

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INTRODUCTION

Welcome to the IMAS days!

The IMAS days are meant to give you more insight into the country that you will visit during the IMAS. In the next two days, you will look at your IMAS destination from an economic, political, historical and philosophical perspective.

At the start of the IMAS days, you will meet your IMAS group in your 'country classroom' (see page 4). After a short introduction, your IMAS group will be divided over four humanities subjects (economics, global politics, history and philosophy). With this smaller group, you will move to your specific 'subject classroom' (see page 5).

In the subject classroom, you will meet students from other IMAS groups that have chosen the same subject. You will now have the chance to research your IMAS

destination from the perspective of the chosen subject (see page 8-20 for research topics). The goal is to prepare a short presentation by making either a poster, a powerpoint presentation or a short movie.

After having prepared your presentation in the subject classroom, you will move back to the country classroom to present your research to your own IMAS group and your IMAS leader(s). This way, your IMAS group works together on a country overview from various humanities perspectives.

We hope that you will enjoy the IMAS days and we look forward to your presentations!

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COUNTRY CLASSROOMS

DESTINATION	TEACHERS	CLASS ROOM
Bosnia	MLA/JLU	101
Ethiopia	MHB/MOS	018
Gambia	HSI/NMA	108
Georgia 1	JSO/APL	017
Georgia 2	GVL/DKE	107
Morocco	HRA/RWI/TSO	016
North-Macedonia	MCL/JVA	010
Romania	RJO/FZA	005
Ukraine	REY/JDI	103
Nepal (self-organised)	PVL	009
Namibia (self-organised)	KVA	011
Kenya (self-organised)		
China (self-organised)		
Spain (self-organised)		
Suriname (self-organised)		

SUBJECT CLASSROOMS

SUBJECT	TEACHER	COUNTRIES	CLASS ROOM
History 1	STMKE	Bosnia Georgia 1 Romania Nepal Ethiopia Namibia Kenya China	108
Global Politics 1	PVL/STADF		009
Economics 1	RVA		017
Philosophy 1	KVA/STEBU		011
History 2	JRI	Georgia 2 Ukraine Gambia Morocco North-Macedonia Suriname Spain	018
Global Politics 2	EER/PVL		010
Economics 2	RKE		016
Philosophy 2	FVE		005

DECEMBER 18: PROGRAMME

TIME	PLACE	ACTIVITY
9:00	Auditorium	Plenary opening and welcome
9:15	Country classroom	Introduction to the IMAS days
9:30		Division in groups of max. 5 students
9:45	Subject classroom	Project work with humanities teachers
11:15		Break
11:45		Five-minute presentations and peer-review in subject classroom
13:00		End of day 1

DECEMBER 19: PROGRAMME

TIME	PLACE	ACTIVITY
9:00	Subject classroom	Project work in subject classroom with humanities teacher
11:15		Break
11:45	Country classroom	Final presentations in country classroom with humanities teachers and IMAS leaders
12:45		Announcing the winners
13:00		Optional IMAS time by IMAS leaders
15:00		End of day 2

ECONOMICS

We would like you to research the development of your country and / or to find out what the strengths, weaknesses, opportunities and threats are.

However, development is not an easy concept to define and measure. Therefore it is common practice to use 'indicators' of development instead. Each of these indicators is chosen as a close approximation to a characteristic which changes markedly during the process of development. For example: the infant mortality rate is very closely

correlated with the health of the population. Whilst health is a difficult concept to quantify, infant mortality is quantifiable and provides a good indicator of health. Health is also related to nutritional standards and health care provision so these too can be used as indicators of health.

Choose activity A or B and finish with activity C and present the outcome. (your SWOT analysis will be better if you combine both activity A and B, so you may opt for all three activities as well).

A

Research and analyse these main indicators for your country. Describe them and show how they developed over time:

- | | |
|----|--|
| 1. | GNP/GDP Per Capita |
| 2. | Birth Rates, Population Growth and Structure |
| 3. | Life Expectancy, Health, Literacy |
| 4. | Energy Consumption |
| 5. | Rural-Urban Migration and Unemployment |
| 6. | Poverty and Income Distribution |
| 7. | Composite Indicators |

B

Other ways to get to know more about your country is to find the answers to the following questions:

- | | |
|----|---|
| 1. | Is your country a MEDC or LEDC country? |
| 2. | Does your country have affiliation to trade organisations? |
| 3. | Does your country have affiliation to economic organisations? |

4.	What are the major imports for your country (and from which countries do they import)?
5.	What are the major exports for your country (and to which countries do they export)?
6.	What is the Human Development Index (HDI) for your country?
7.	What are the natural resources of your country?
8.	What is the percentage of unemployment for your country?
9.	What is the GNP per capita for your country?

C	
	Make a SWOT Analysis for your country using the outcome of activity A and/or B.
	SWOT (strengths, weaknesses, opportunities and threats) analysis is a framework used to evaluate a company's or country's competitive position. SWOT analysis assesses internal and external factors, as well as current and future potential.

GLOBAL POLITICS

RESEARCH QUESTIONS

For *State & Nation* and *Regime*, answer all questions. For *Civil Society & Participation* and *Political Challenges & Issues*, pick and choose. Research the answers to this question through the use of reliable sources. Your teacher can explain concepts you don't understand and point you in the right direction.

STATE & NATION

To what extent have the borders of this state been stable in recent history?

Is this a nation-state or multi-nation state? What makes you think so?

Is this state a member of any intergovernmental organizations? (EU, UN, etc) Or is it perhaps trying to join one?

Describe some of the most important political events that have happened in this country in the past twenty years (give-or-take).

REGIME

How does your country score on the Democracy Index?

Does this country have a democratic or authoritarian regime?
Describe some of the main characteristics.

To what extent is this country becoming more or less democratic?

How do leaders in this country get into power?

CIVIL SOCIETY & PARTICIPATION

To what extent are civil liberties guaranteed?

To what extent are citizens able to participate in politics?

Are elections held in this country? Describe the results of the most recent elections.

Is this a corporatist or pluralist society? Explain.

Describe some of the most important social cleavages in this country and explain their significance.

What is the dominant ideology in this country? Explain.

POLITICAL CHALLENGES & ISSUES

Describe the relations between this country and others: which are its most important allies? Does it have any enemies? If so, which and why?

To what extent are human rights protected in this country? What challenges remain?

What socio-economic challenges does this country face? What has been the government's response thus far?

What environmental challenges does this country face? What has been the government's response thus far?

What challenges do women face in this country? What has been the government's response thus far?

What challenges do ethnic or religious minorities face in this country? What has been the government's response thus far?

What challenges do LGBT+ citizens face in this country? What has been the government's response thus far?

HISTORY

COUNTRY	OPTIONAL RESEARCH QUESTIONS
Bosnia	<i>European Muslims:</i> How did the Ottoman rule (1463-1878) shape Bosnia in politics, religion, and culture, and why is Bosnia different from other parts of the Balkan once ruled by the Ottomans?
	<i>Srebrenica:</i> What happened during the Srebrenica massacre (1995) and what are the historical roots of the hatred between Serbs, Bosniaks and Croats?
	<i>Srebrenica:</i> To what extent are the Dutch guilty of the Srebrenica massacre?
Ethiopia	<i>The Religious Roots of Reggae:</i> why did Jamaicans feel inspired by Ethiopia and the Ethiopian Emperor Haile Selassi (rule 1930 - 1974) and how did this contribute to the new religion of Rastafarianism?
	<i>The Solomonic Dynasty:</i> How did Ethiopia manage to stay independent and fight off Ottoman, Italian and Egyptian forces between the 13th-20th century?
	<i>Second Italo-Ethiopian War (1935-1937):</i> Why did the League of Nations ignore Emperor Haile Selassi's plea, and thus failed to protect Ethiopia against the aggression of Mussolini's fascist Italy?

COUNTRY	OPTIONAL RESEARCH QUESTIONS
Gambia	<i>Medieval Mali (1235-1400)</i> : What was the impact of the Mali administration, economy, war, and architecture on West-Africa, including Gambia?
	<i>Gambia and the slave trade</i> : What was the role of different European countries (Portugal, England, Netherlands, France) in colonising Gambia and setting up the transatlantic slave trade?
	<i>Independence and coups</i> : How did Gambia gain independence from Britain, and how did the coups of 1981, 1994 and 2014 shape the recent history of Gambia?
Georgia	<i>Maintaining Identity</i> : How did Georgia manage to maintain a separate cultural, religious and political identity during successive invasions/ rulerships of (Islamic) empires such as the Seljuqs, Mongols, Iranians and Ottomans?
	<i>Monasteries and Music</i> : What is the role of monasteries and music in the construction of a national Georgian identity and how are they used in public relations and tourism?
	<i>Abkhazia and Ossetia</i> : What are the historical origins of the (recent) wars between Russia and Georgia over the regions Abkhazia and Ossetia?

COUNTRY	OPTIONAL RESEARCH QUESTIONS
Morocco	<p><i>'Ik heb een tante in Marokko'</i>: Why did Moroccan migrant workers leave for Western-European countries as France, Belgium and the Netherlands, and what did their life in the Netherlands look like during the first decade of their arrival (1969-1980)?</p>
	<p><i>Arab and Berber Identity</i>: What are the historical origins of the recent Imazighen protests in Morocco, and how are they connected to the revolts of 1958 and 1984?</p>
North-Macedonia	<p><i>Why "North"-Macedonia?</i> What are the historical arguments used by Greece to force the recent name change upon North-Macedonia?</p>
	<p><i>Under Ottoman Rule</i>: How did the Ottomans shape North-Macedonia when it was part of the Ottoman "Rumelia Eyalet" (1365-1867)?</p>
Romania	<p><i>Dracula versus the Turks</i>: Who was the legendary Vlad Dracula and what was his role in defending Walachia against the invading Turks between 1448-1476?</p>
	<p><i>On the wrong side of history</i>: How did Nicolae and Elena Ceaușescu secure dictatorial power in communist Romania and how and why did they create a personality cult?</p>

COUNTRY	OPTIONAL RESEARCH QUESTIONS
Ukraine	<p><i>The great meltdown:</i> What caused the Chernobyl nuclear disaster in 1986, how did crisis management fail, and what was the impact on health and environment in Ukraine?</p>
	<p><i>Crimea:</i> Which civilizations were built in Crimea over the ages, and what are the historical origins of the conflict between Russia and Ukraine about the Crimean peninsula and why is the peninsula of importance for both countries?</p>
Self-organised IMAS	<p><i>Colonisation:</i> Was your country a colonial power or a (partly) colonised territory? Explain the time period during which this happened, explain what and how it happened, and how the results of this colonial era are felt until this day.</p>
	<p><i>Second World War:</i> What was the role of your country during the Second World War? Explain the geo-political position, fronts, and main players and events.</p>
	<p>Select a top three of major historical events in the history of your country, or choose your own topic, fitting to your country.</p>

PHILOSOPHY

Etiquette

How to solve the trolley problem? Is it ever justified to lie? Should you sacrifice yourself for the benefit of the largest group? These are all questions from Western ethics that relate to ‘big’ moral issues. The philosopher Amy Olberding argues that we can also look at ethical issues in a different way. That is to say, on the level of everyday interaction with our fellow human beings. Her work is inspired by the ideas of the Chinese philosopher Confucius (551-489 B.C.), who argued for the importance of etiquette. Etiquette is the set of conventional rules (*‘Micropractices’*) that delineates the expected behaviour within a certain social context or society. She writes:

‘If I wish to drive a nail, a hammer works best; if I wish to make my well-meaning known to others, etiquette works best.’

Etiquette is about social, everyday interactions. When learning etiquette, you learn which cognitive-emotional and physical reactions are appropriate within a certain social context. For example, etiquette prescribes how we should deal with the elderly. An ill-considered gesture

or a not so generous tone can have a moral impact. Think of accidentally interrupting someone without realising it.

Assignment

Try to find information on the etiquette of your IMAS destination. Make a list and compare your findings with etiquette in The Netherlands.

Olberding argues how important etiquette is when thinking about social injustice. In doing so, she uses the example of so-called ‘microinequities’.

Microinequities

According to Olberding, thinkers and philosophers who deal with social injustice have recently paid more attention to the impact of so-called ‘micromessages’: when we interact with others we communicate in various subtle ways, such as body posture, tone of voice, eye contact (or the lack thereof). These forms of communication determine our interaction with others.

Microinequities are forms of communication – consciously or unconsciously – that expose social inequality. In general, microinequities have the effect of isolating the other as ‘different’ (from the insiders) and thus as inferior, or ‘less effective’.

Microinequities result in small but potent moral harms which, taken together, can have a very negative impact. Olberding quotes the example of ‘the elevator effect’ by the philosopher George Yancy (1961):

‘George Yancy has coined the expression ‘elevator effect’ to describe what it is like to be a Black man sharing an elevator car with a white woman, an experience he characterizes as having his identity and person ‘confiscated.’ The effect is derived not from explicit communication nor is it deliberately inflicted. Rather, it transpires through a woman’s bodily tension, her visibly gripping her bag more tightly, her failure to make eye contact, and so forth: ‘Her body language signifies, ‘Look, the Black!’ On this score, though short of a performative locution, her body language functions as an insult.’ As Yancy argues, the issue here is not simply the encounter but that such encounters are serial, that their effects are cumulative, and that they pattern along pernicious cultural biases and stereotypes. The episode is ‘miniature,’

but the harm is morally significant and not well contained: ‘The confines of that small space within the elevator,’ Yancy explains, ‘can certainly function as a replicative instance of the larger social macrocosm of problems in Black and white.’ He is not, in the elevator, a professor and professional, but the Black Male, with all the valences of threat and menace that culturally contains.’

Source: Amy Olberding, *Etiquette: A Confucian Contribution to Moral Philosophy* (2014).

Assignment

Have you ever experienced something similar to Yancy’s elevator effect? Share your experience with your group.

Implicit prejudices

These microinequities are sometimes based on implicit prejudices. These are prejudices of which the person who has them is sometimes not even aware, while it does influence their behaviour. If you are not aware of such a judgment, it is difficult to correct it by means of self-regulation or by modifying your behaviour by using etiquette (different, better suited to the social context in question).

Assignment

Discuss with your group which preconceptions you have about your IMAS destination.
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Can you imagine how your preconceptions could become apparent in your behaviour, or the shared behaviour of your IMAS group?
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Implicit association test (IAT)

One way to find out whether you have implicit prejudices is to do the so-called implicit association test (IAT). The IAT consists of several tasks in which you are asked to combine two concepts as quickly as possible. For example, positive words such as 'happy' or 'good' and negative words such as 'bad' or 'sad' must be linked to black or white faces. It turns out that white people often find it more difficult to link positive words to black faces than to white faces. The same applies to the concepts of 'homosexuality' and 'love', which for most people are more difficult to combine than 'heterosexuality' and 'love'.

The results of the IAT show that most people who took the test have negative implicit prejudices against women, LGBT+ people, the elderly,

people of colour, etc. These implicit prejudices often do not correspond to the views that these people consciously hold, i.e. with what they explicitly say they think of a person or a group of people, for example when asked to do so in a conversation. The IAT therefore suggests that what people say often does not correspond to how they actually act.

Source: Leon de Bruin, Fleur Jongepier en Sem de Maagt, *Ik. Filosofie van het zelf.* (2017), p. 90.

Assignment

Visit https://implicit.harvard.edu/implicit/netherlands/ and try the IAT for yourself.

Read the results of your IAT and think of an example in which your implicit prejudices might become apparent in your behaviour.

Try to think of a way in which the etiquette of your IMAS destination could help to change your behaviour in such a way that it has less negative moral impact.

<i>ECONOMICS 1</i>	<i>ECONOMICS 2</i>	<i>GLOBAL POLITICS 1</i>	<i>GLOBAL POLITICS 2</i>
Eva	Witte	Farmaan	Nasr-Eddine
Mohamed	Mohammed	Naoufal	Anas
Esme	Emma	Aron	Ferid
Mila	Zenne	Samer	Shane
Shawn Tsoa	Warn	Unal	Stein
Rey	Sam	Milly	Fleur
Prijay	Jip	Morris	Gibson
Roos	Paul	Bengisu	Milou
Ebrar	Michelle	Eva	Shakira
Tristan	Oscar	Rosa	Joshua
Maxiem	Mirza	Wissal	Anouk
Quinn	Selin	Alyssa	Lucy
Kadir	Tahirah	Djahmal	Sebastian
Catherine	Salma	Naomi	Sima
Ruben	Thijn	Liam	Naomi
Brechtje	Erin	Tim	Eric
Ezra	Siebren	Didem	Lavna
Tom	Mehwish	Ibtissame	Elijah
Lotte	Kiki	Aurèle	Mary
Milan	Elijah	Sebastian	Diego
Suzy Kay	Yrsa	Daphne	Arielle
Hidde	Odin	Wessel	Max
Babette	Duncan	Steven	Hugo
Julia		Widhi	Liam
Karel		Thibault	Marijn
Dirk		Luc	Loïs
Julie		Jasper	
		Alex	
		Claudia	

<i>HISTORY 1</i>	<i>HISTORY 2</i>	<i>PHILOSOPHY 1</i>	<i>PHILOSOPHY 2</i>
Tahsin	Josephine	Don	Ilkay
Nejra	Ekrem Kaan	Kamilia	Sherwin
Wid	Adam	Shamar	Redouane
Anaïs	Hazal	Adil	Shane
Bedirhan	Arslaan	Damian	Alex
Lucas	Tibor	Kaj	Wijnand
Stephanie	Bram	Ilsa	Julia
Taisha	Arinda	Casey	Nina
Ella	Anne	Roman	Tygo
Kiki	Efecan	Amber	Cheena
Puck	Thijmen	Boaz	Amanpreet
Elin	Caroline	Kimi	Joanna
Jente	Roelof	Krizia	Daan
Breg	Simon	Shariqah	Jochem
Louise	Jort	Andrei	Tessa
Olivier	Rozemarijn	Sabria	Gunnar
Endo	Shivano	Tobias	Wies
Afanaisa	Isabella	Mees	Sem Laurens
Wanou	Flore	Brechje	Melle
Megan	Lara	Jacob	Gijs Jaap
Stijn	Deniz Leon	Joep	Jules
Tim	Finley	Fox	Christophe
Anna-Louise	Boris	Chris	Koen
Julie	Ersin	Claudine	Elin
Roos	Yuta	Isabel	Darren
Coen	Tyron		Millie
Valentijn	Arda		
Kristine Rose	Marcel		
	Heleen		
	Robert		

NOTES
