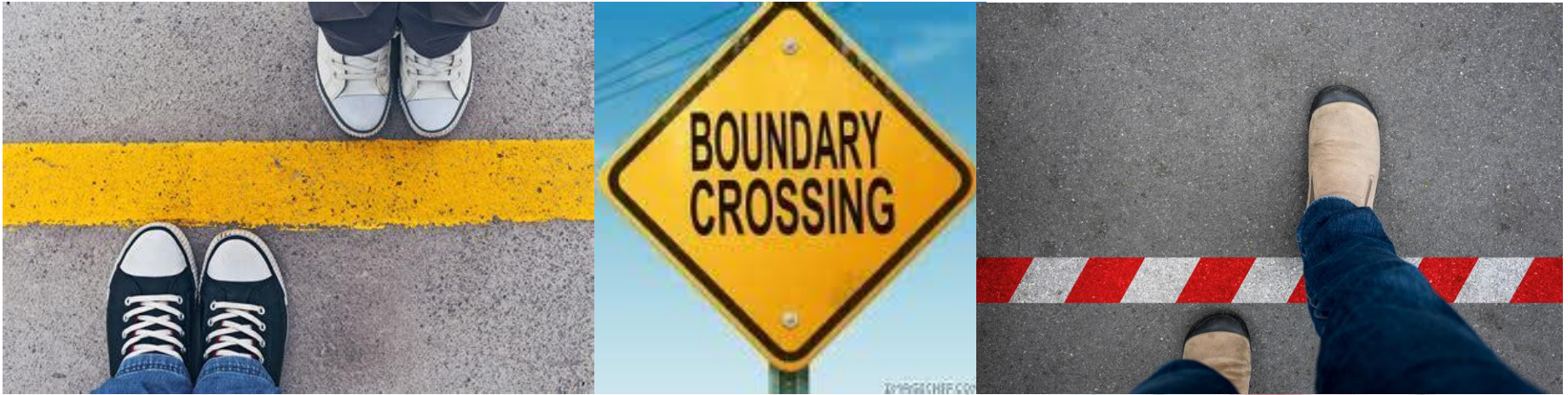


INTERDISCIPLINARITY

as



Prof. Peter P. Mollinga

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4 February 2024

SaciWATERs - Kathmandu

ZEF



SOAS
University of London

Senegal 1981-83



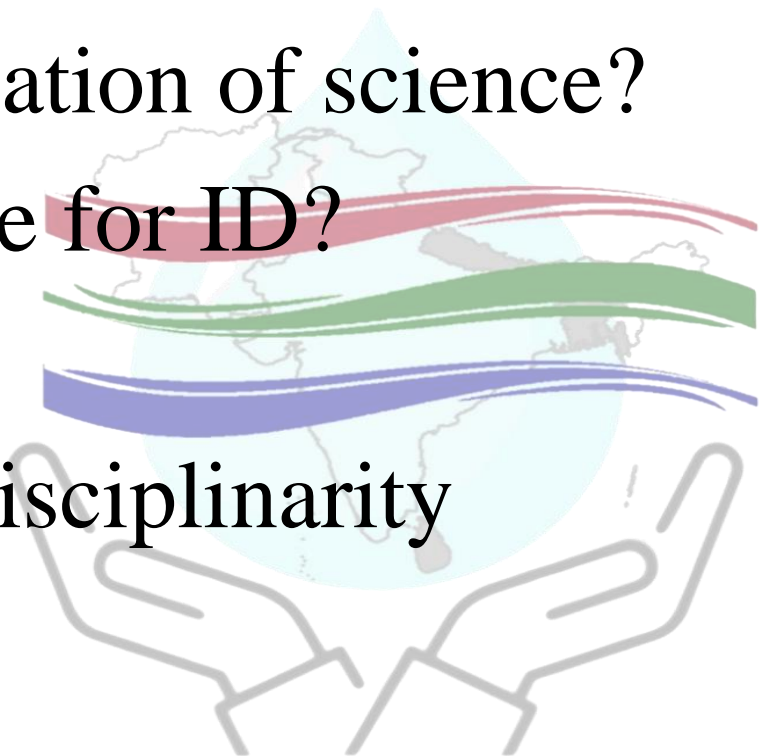
What are we going to do?

- A 2-hour and a 3-hour session to discuss
- basic ideas regarding ‘interdisciplinarity’
- and interdisciplinary research questions
- in an interactive manner



Today: the basics of interdisciplinarity

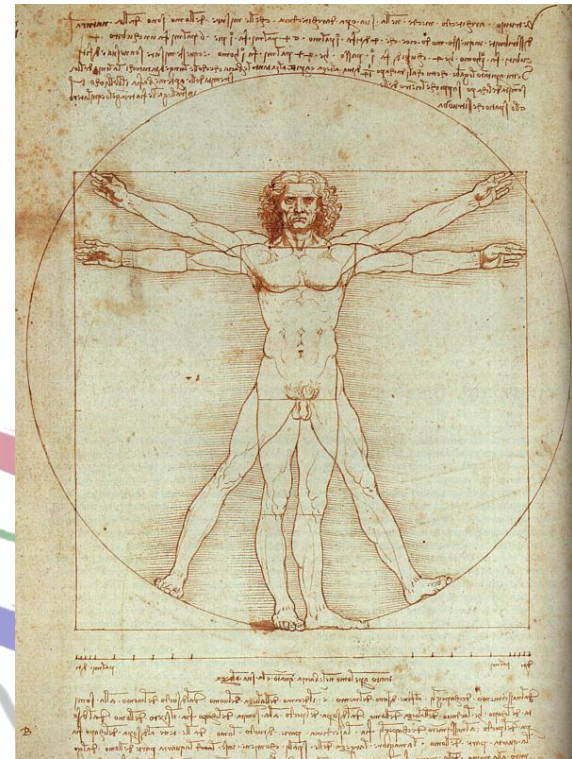
1. Where did disciplines come from?
2. What do we gain and lose with the disciplinary organisation of science?
3. What is the rationale for ID?
4. Definitions
5. Two types of interdisciplinarity
6. Boundary work



Before we look at
interdisciplinarity, let's look at
disciplines



Did we always have disciplines?



From *homo universalis* to specialisation

Industry and modernity



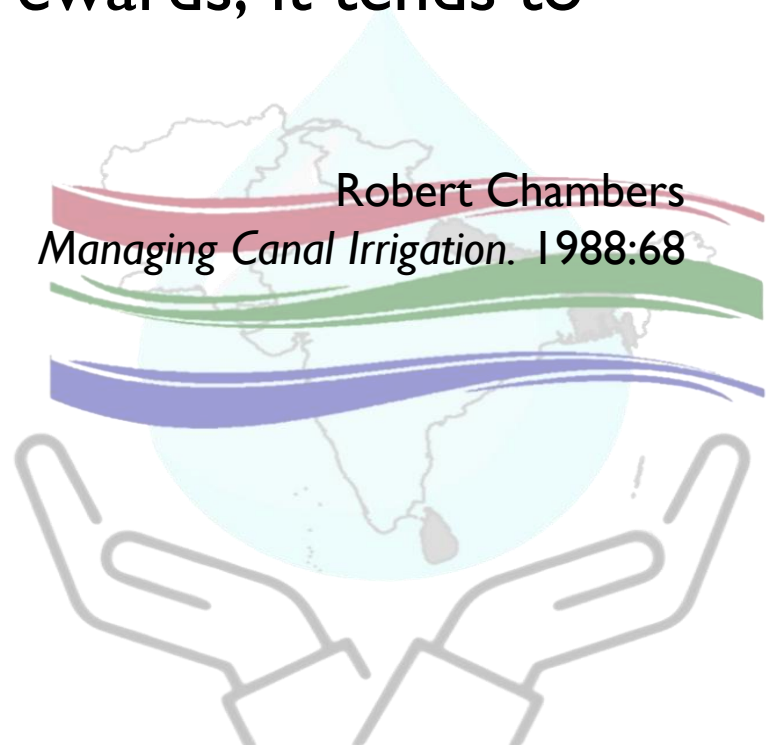
Specialisation

| Professionals | Normal problems | Normal solutions |
|----------------------------|---|---|
| Administrators | Lack of coordination | Coordination by administrators |
| Agricultural engineers | Poor leveling | Physical development below outlet |
| Agricultural extensionists | Farmers' ignorance of water management practices | Communicate to and 'educate' farmers |
| Agronomists | Water supply is too much, too little or untimely | Supply exact plant water requirements |
| Economists | Waste of water | Water pricing |
| | Underutilisation of potential | Further investment |
| Irrigation engineers | Inadequate physical works | Construct better works |
| | Inadequate maintenance | More resources for maintenance |
| | Waterlogging | Line canals, pump out ground water, construct drains |
| Social scientists | Inequity and conflict over water below the outlet | Organisation for conflict resolution below the outlet |

Normal professionalism

“Normal professionalism is the thinking, values, methods and behaviour dominant in a profession. Reproduced through education and training and sustained by hierarchy and rewards, it tends to specialised narrowness.”

Robert Chambers
Managing Canal Irrigation. 1988:68



Why do we find it so difficult to combine natural/technical science disciplines with social science/humanities disciplines?

Answer

1. Territorialism
2. The Cartesian Divide



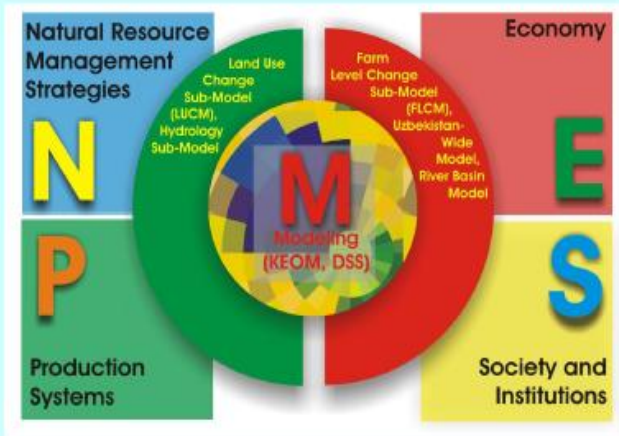
Answer /
Territorialism



Khorezm project, Uzbekistan

Project Phase II:

**Field Research
and Development of a Restructuring Concept
(2004-2006)**

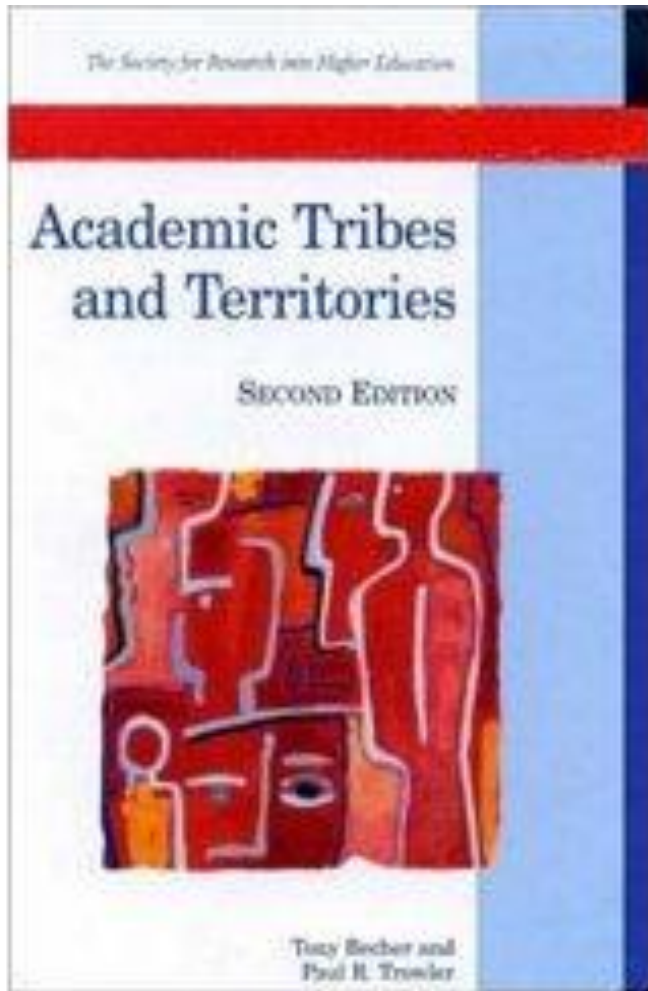


http://www.khorezm.zef.de/proposal_khorezm.0.html

Table 1: Overview of the research areas, themes and work packages in Phase II of the project

| Code | Name of Area | Themes | Individual Work Packages | |
|------------------------------|--|--|--------------------------|---|
| | | | Numbers | Topics |
| N | Natural Resource Management Strategies | Hydrology and salinity management | N21 | Upscaling of field water measurements, Khorezm-wide hydrology model |
| | | Soil fertility | N22, N23 | Soil ecology and fertility status |
| | | Drinking water quality | N24 | Salinity in drinking water and related diseases |
| | | Alternative land uses (trees, ponds) | N25 | Plantation of trees and shelterbelts: growth, irrigation needs |
| | | | N26 | Establishment of ponds for fish production |
| | | Forecasting natural resource use | N27 | Remote-sensing of land use and biophysical parameters; landscape planning for trees, ponds and crops; Establishment of Land Use Change Model (LUCM) |
| P | Production Systems | Crop diversification and optimization | P21, P22 | Introduction of alternative crops (potatoes, sunflowers), optimization of fertilizer use |
| | | Alternative cropping systems | P23 | Introduction of conservation agriculture through bed&furrow systems |
| | | Irrigation efficiency | P24 | Irrigation system performance |
| | | Modeling production systems efficiency | P25 | Establishment of production functions for crops and systems |
| | | E | Economy | Market analysis |
| Economic resource management | E22 | | | Costs and effects of restructuring land and water use |
| Socioeconomic assessment | E23 | | | Losers and winners of reform: Socio-economic effects of restructuring land and water use |
| Farm analysis | E24 | | | Development of Farm Level Change Model (FLCM) |
| S | Society and Institutions | Legal and political prerequisites of land reform | S21 | The regulatory environment for land tenure. Environmental legislation. |
| | | Water allocation: Institutions & networks | S22, | Institutional and informal systems for water allocation: Distribution of competences and decision-making |
| | | | S23 | Competition for water in the Aral Sea Basin: Regional and supra-regional conflict potential and viable arbitration mechanisms |
| M | Modeling and Decision Support | GIS data basis | M21 | Maintenance of GIS Center Khorezm as a service component |
| | | Modeling (KEOM) | M22 | Scenario Analysis using the Khorezm Ecological Optimization Model, and preparation of DSS for Phase III |

Tribes and territories



**Tony Becher and
Paul Trowler**

**Academic Tribes and Territories:
Intellectual Enquiry and the
Cultures of Disciplines
(second edition)**

SRHE and OU, 2001

Answer 2

The Cartesian Divide



Is this nature?

1) Bangladesh: Draining polder lands to river at low tide at sluice gate.



<https://wle.cgiar.org/polder-promise-unleashing-productive-potential-southern-bangladesh>

<https://www.slideshare.net/CPWF/ganges-global-drivers-by-zahirul-khan>

Is this nature?

2) Rice terraces in Nepal



<https://www.biodiversityinternational.org/news/detail/promoting-agricultural-biodiversity-on-the-mountains-of-nepal/>



Is this nature?

3) Riverfront Ahmedabad, India



[https://www.tripadvisor.in/LocationPhotoDirectLink-g297608-d2501233-i165077870-Sabarmati Riverfront-Ahmedabad Ahmedabad District Gujarat.html](https://www.tripadvisor.in/LocationPhotoDirectLink-g297608-d2501233-i165077870-Sabarmati_Riverfront-Ahmedabad_Ahmedabad_District_Gujarat.html)

<https://www.livemint.com/Multimedia/reLHXMbC7mk1zg5dR7QqnI/In-pictures-Xi-Jinpings-India-visit.html>

Is this nature?

4) Water sport in Colombo, Sri Lanka



https://www.tripadvisor.co.uk/Attractions-g293962-Activities-c61-t184-Colombo_Western_Province.html

1) Bangladesh: Draining polder lands to river at low t



2) Rice terraces in Nepal



3) Riverfront Ahmedabad, India



4) Water sport in Colombo, Sri Lanka



Are *Nature* and *Society* separate things?

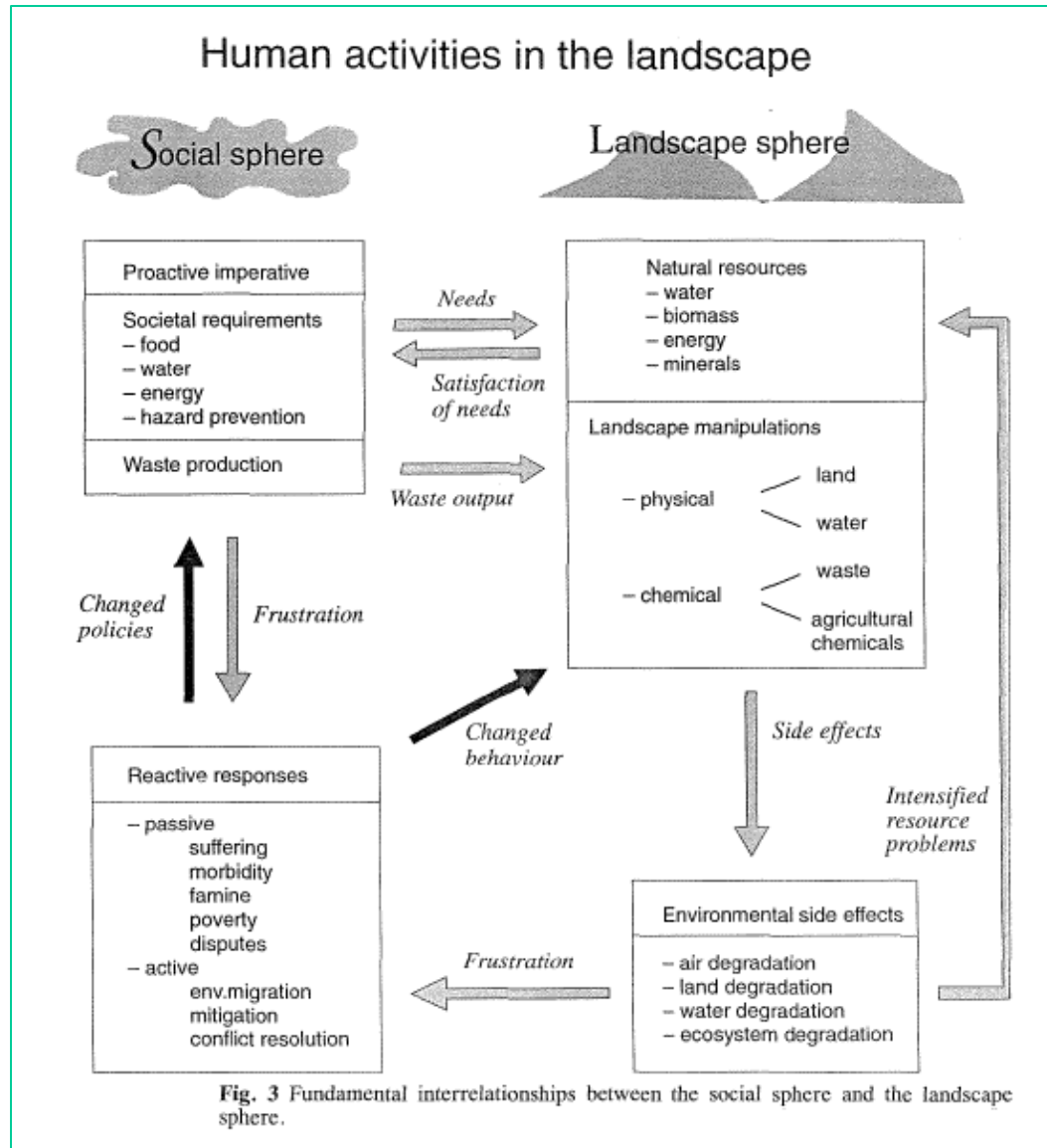


Fig. 3 Fundamental interrelationships between the social sphere and the landscape sphere.

Source: Falkenmark, 1997:457

The Cartesian divide of nature and society

- Controlling and exploiting nature:

“The modernist dichotomy of nature and society, so deeply ingrained in agri-food studies and orthodox social theory, is disabling – analytically, politically, and ethically.” Goodman (1999:33)

Goodman, D. 1999. Agro-food studies in the ‘Age of Ecology’: nature, corporeality, bio-politics. *Sociologia Ruralis* 39 (1) pp. 17-38

- With a gender dimension – masculinity:

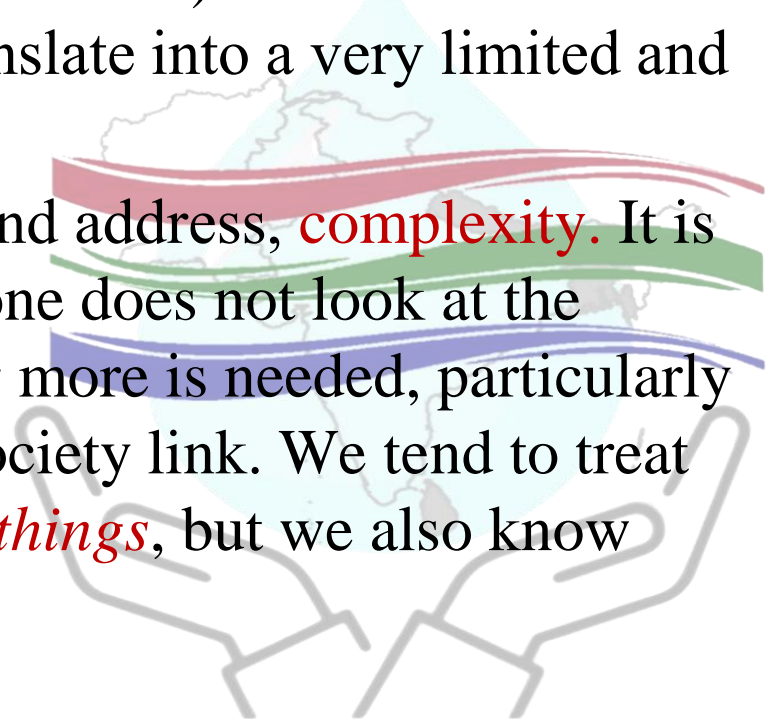
Merchant, Carolyn. 1980. *The death of nature: women, ecology and the scientific revolution.*



Why are disciplines not enough?

Two answers:

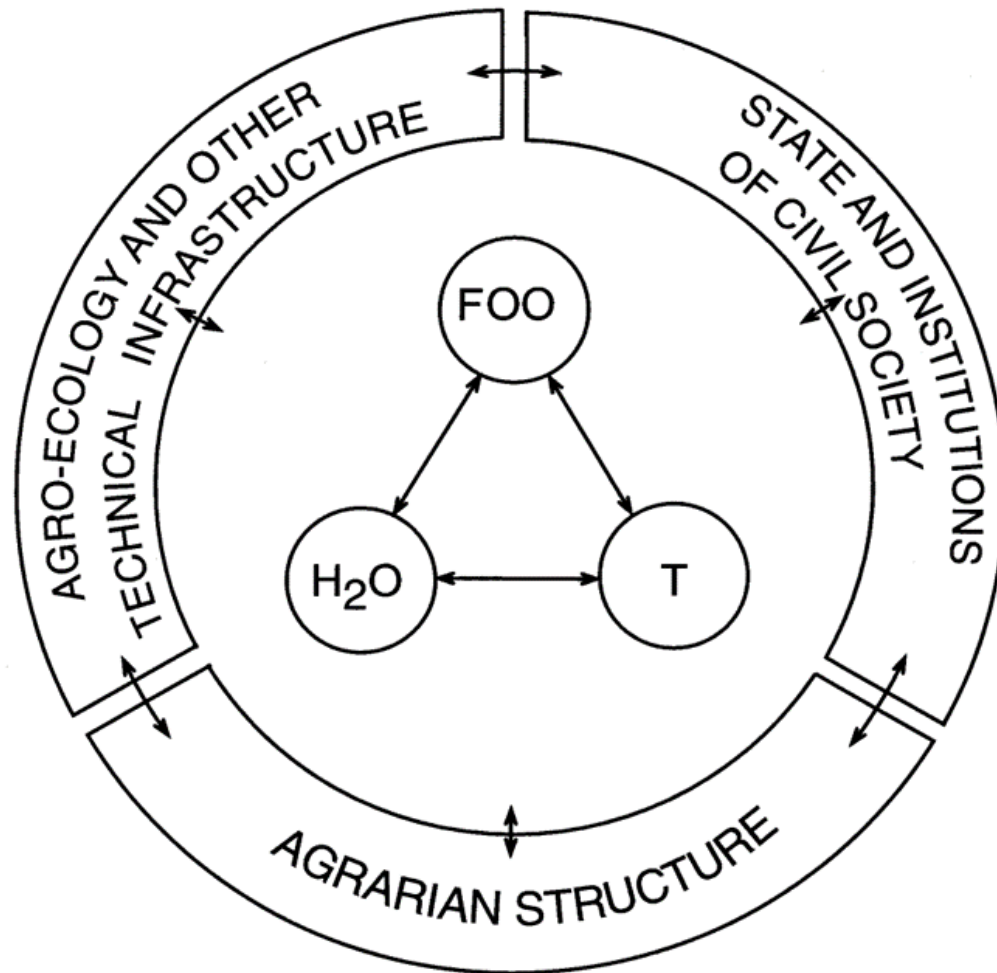
1. Academic disciplines and professional fields are *specialisations*, which can become rather *myopic* in how they understand the world. Academic disciplines need to be '*saved from themselves*' (Harriss 2002) to avoid that 'specialisation' and 'focus' translate into a very limited and partial view of the world.
2. Disciplines can't understand, and address, *complexity*. It is inherent to specialisation that one does not look at the (complex) whole → something more is needed, particularly for understanding the nature-society link. We tend to treat nature and society as *separate things*, but we also know they are *connected*



Can't we simply add up the contribution of all the different disciplines and then have the full picture?



Irrigation: a complex system

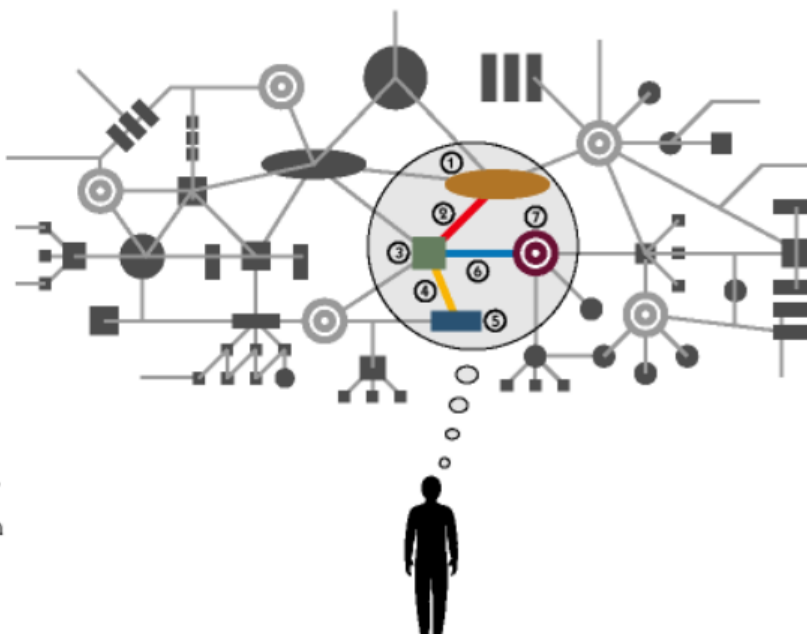


Generic image of a complex system

← Back **Conceptual Complexity & Diagrams** Integration & Diagrams ↑ Back

Due to the limited capacity of our working memory – 7 +/- 2 'chunks' of information – we cannot hold in our minds concepts, arguments, or problems that consist of more than 5 to 9 objects or relationships. This cognitive limitation severely restricts our ability to think about complicated things like complex systems. However, we can do what we often do, extend our intellectual abilities with external representations.

The particular affordances of diagrammatic representation – its ability to show many objects and relationships – make it an ideal external aid for thinking about conceptual complex problems i.e. ones with more than 7 objects or relationships. Diagrams provide an external mnemonic aid, enabling us to see complicated relationships and quickly move between various mind-sized groupings.



Reductionism is a natural result of our unconscious need to break things into mind-sized chunks. CSS, as a reaction against reductionism, must use all available means to help people understand that which they can't think about.

For example, even a simple model of evolution is more than a mind-full.

Evolution

Idiagram - Copyright © 1998 Marshall Clemens

Two key characteristics:

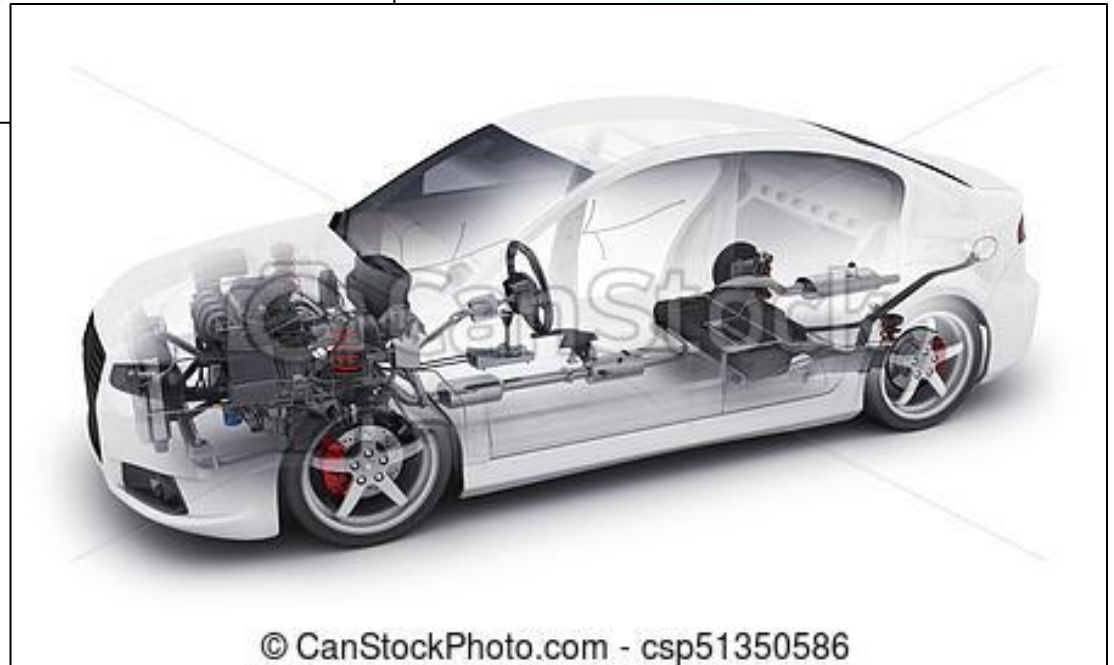
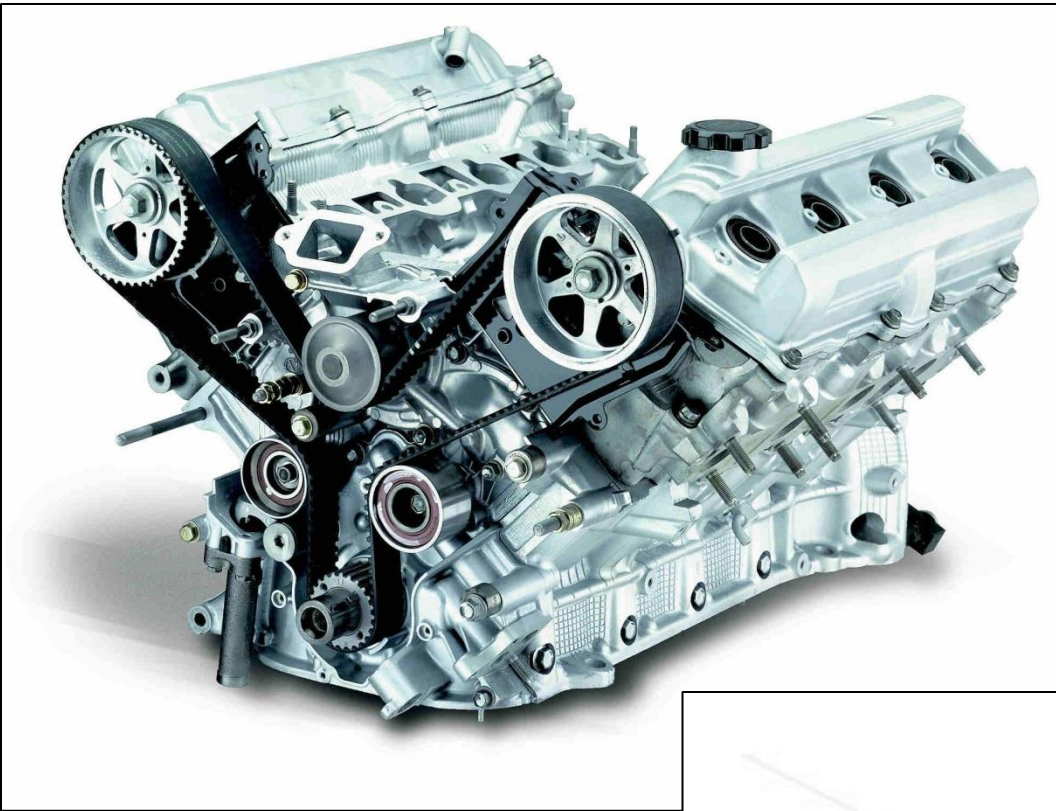
1. Heterogeneity
2. Emergence

[http://www.idiagram.com/
examples/vcss/ccad.html](http://www.idiagram.com/examples/vcss/ccad.html)

What is this?



And this?



Emergence

- System properties depend on how we put its components together: the whole is more than the sum of its parts
- Complex systems have *emergent* properties
- If that would not be the case there would be no need for interdisciplinarity – we could simply add up



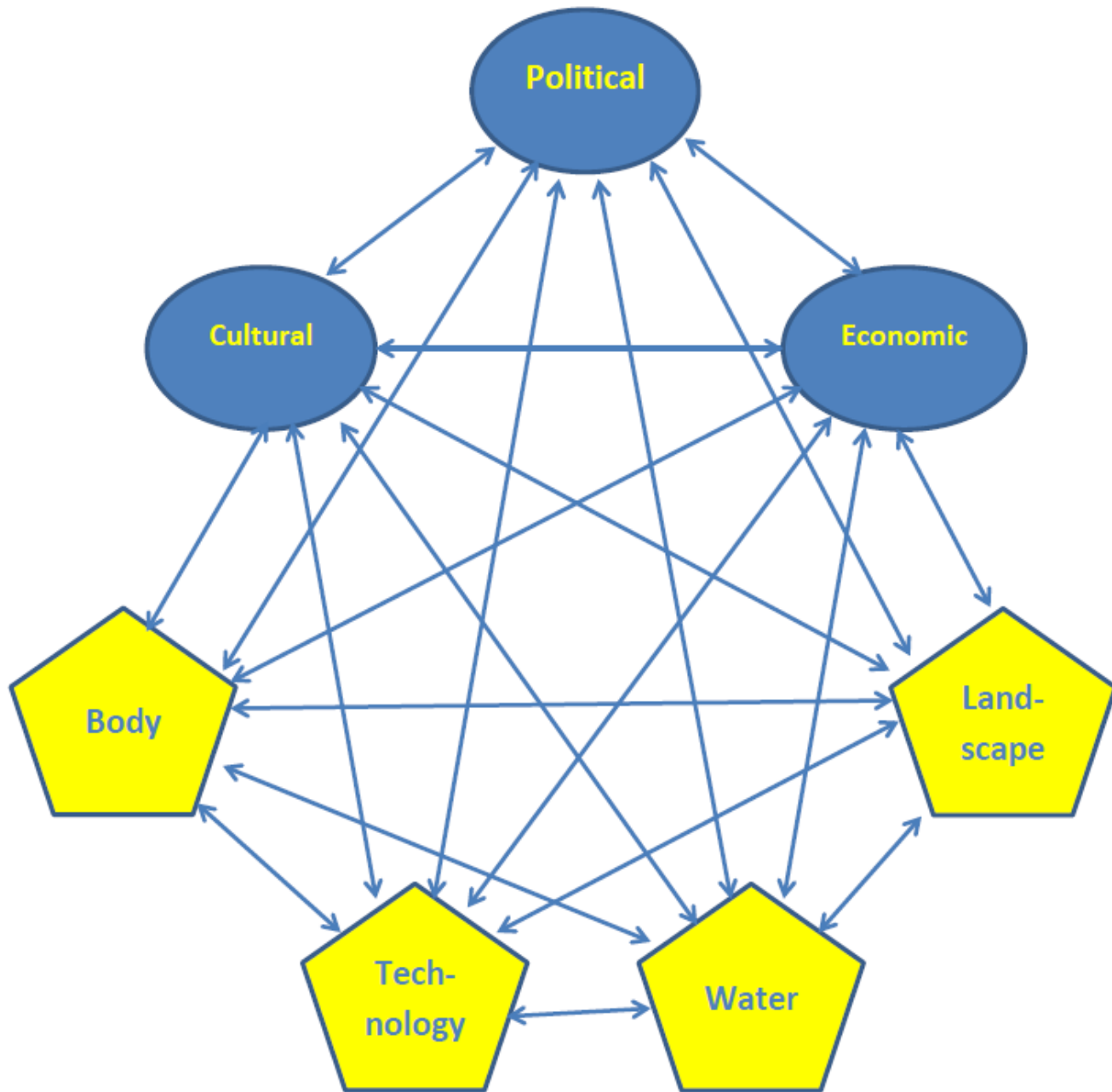
For analysing the complexity of the world...

“no specialized [i.e. disciplinary] knowledge fits the needs, because none contains information about the interplay of numerous different elements, factors and functions” (Francois, 2006: 618, in Friman, 2010:12-13)

Analytical challenge of ID:

modelling a heterogeneous, interconnected system that exhibits emergence

$$W\&D = f d(C+P+E)^{WLTB}/dt$$



Definitions

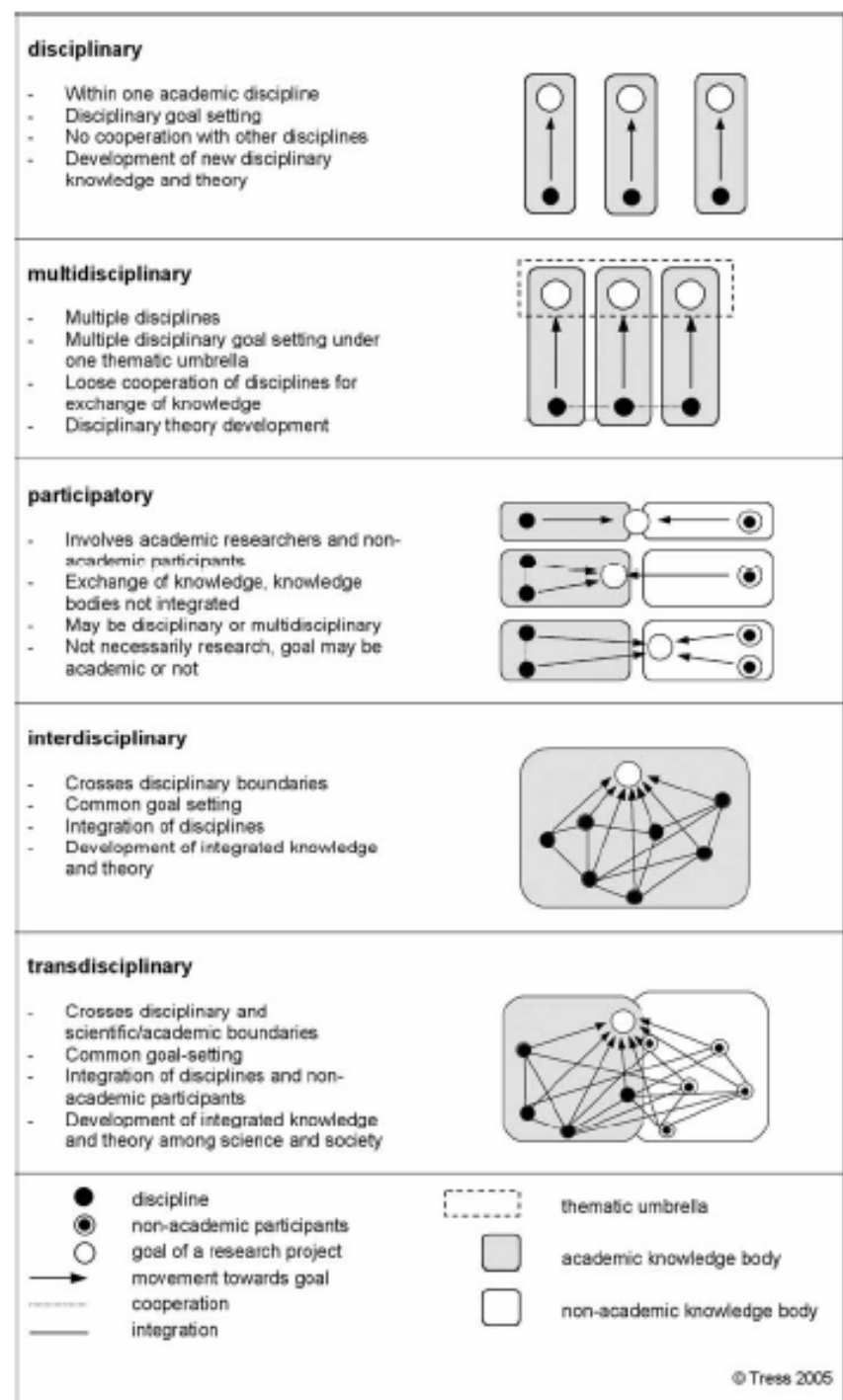


A typology

- Disciplinarity
- Multi-disciplinarity
- Participatory
- Interdisciplinarity
- Transdisciplinarity

www.learningforsustainability.net

Source: Bärbel Tress, Gunther Tress and Gary Fry
Defining concepts and the process of knowledge production in integrative research



History: two waves



Critical and Instrumental interdisciplinarity

Klein, Julie Thompson. 1990. *Interdisciplinarity: History, theory, and practice*. Detroit: Wayne State University Press.

Klein, Julie Thompson. 1996. *Crossing boundaries: Knowledge, disciplinarity, and interdisciplinarity*. Charlottesville, London: University Press of Virginia



First wave: critical ID

- From 1960s: new ID science emerges on the wave of social movements:
 - Environmental movements → *environmental studies*
 - Feminist movements → *gender studies*
 - Anti-imperialist movements → *development studies*
 - Peace movements → *peace and conflict studies*
 -

→ *Transformation of society, questioning the status quo*



Second wave: instrumental ID

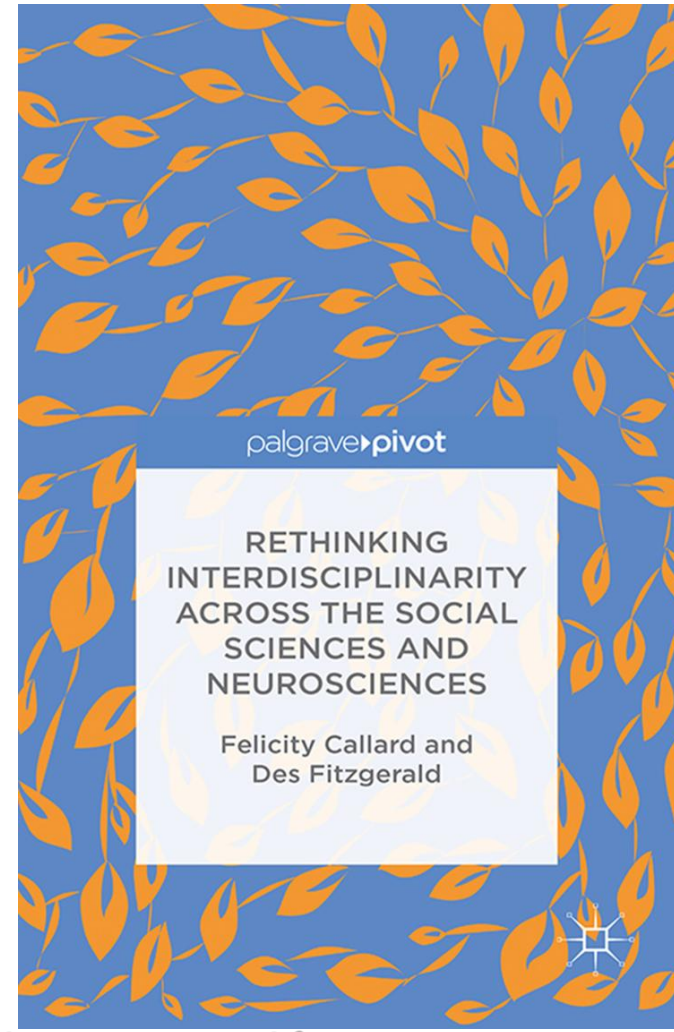
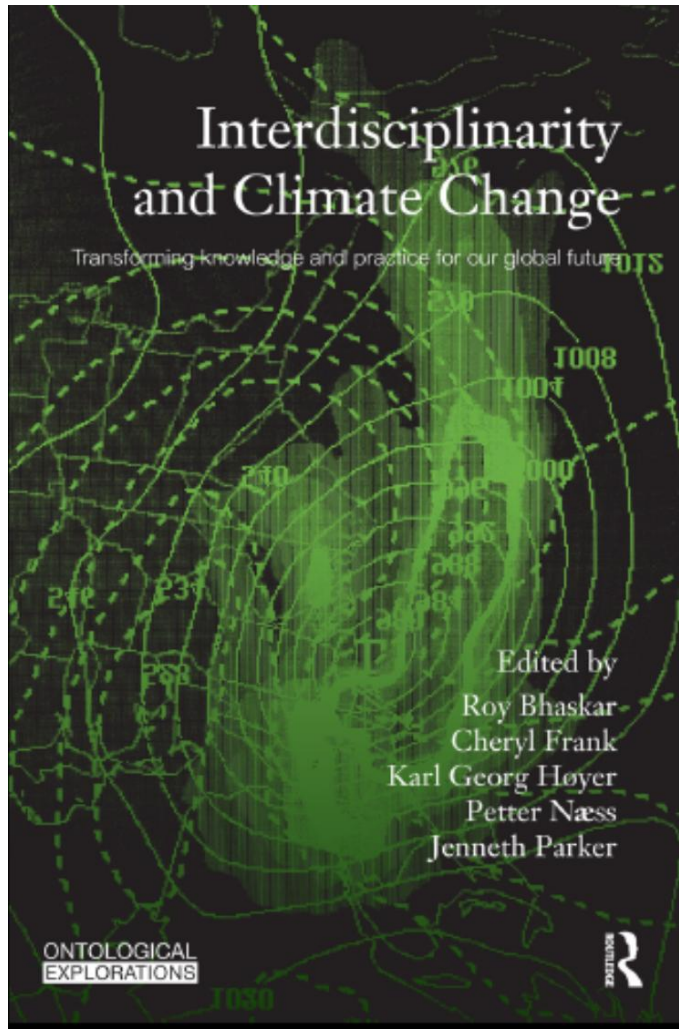
- From 1980s: response to increasing complexity of (problems in) society
 - ✓ Berger, G., and Duguet, P. 1982. *The University and the Community: The Problems of Changing Relationships*. Paris: Organisation for Economic Co-operation and Development (OECD).
 - ✓ Corporate sector contributions to ID:
Carlile, Paul R. 2002. 'A pragmatic view of knowledge and boundaries: boundary objects in new product development.' *Organization Science* 13(4): 442-455.
 - ✓ Policy research funders push for ID and 'impact', for example EU H2020 (European Union, Horizon 2020)

→ *Fixing of problems (within existing, capitalist parameters – not questioning the status quo)*

Practice



How has interdisciplinarity grown over the past decades?



Resources for doing ID and TD

Network for Transdisciplinary Research

Our contribution to address complex societal challenges: We link scientific communities, support transdisciplinary careers and promote the development of competencies and methods.

td-net | Network for Transdisciplinary Research

Researchers and teachers, as well as young academics, can find information on methodological approaches and the current discourse in the transdisciplinary community

Share

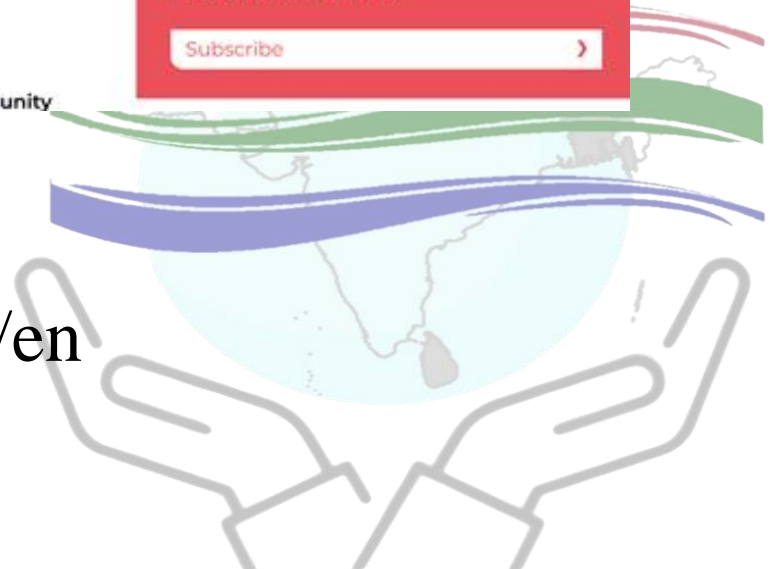


Newsletter td-info

Subscribe



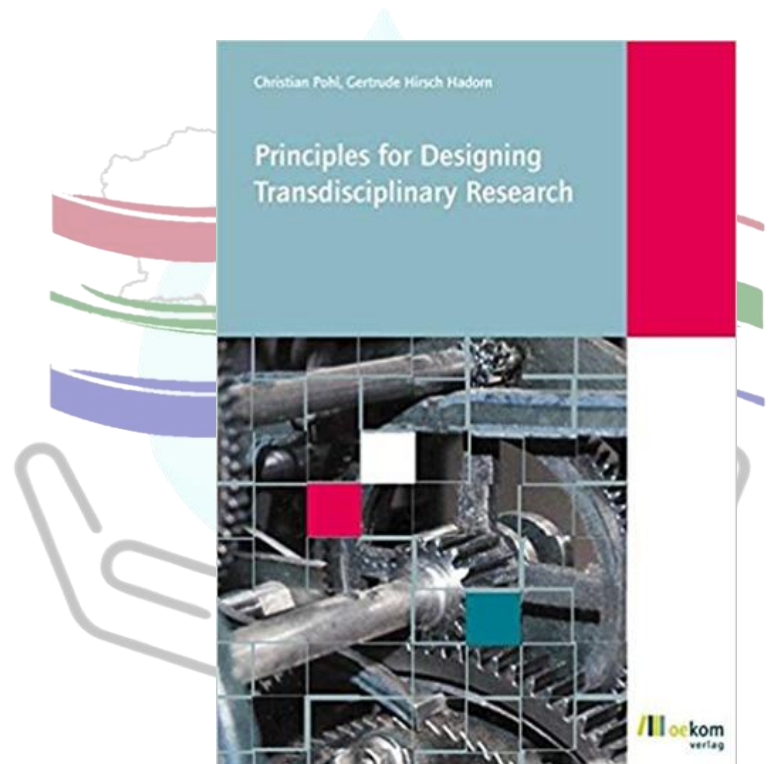
<https://transdisciplinarity.ch/en>



Methodological consolidation

Societal challenge of TD: design a research process in which researchers are (also) accountable to stakeholders/interest groups

- System knowledge
- Target knowledge
- Transformation knowledge



Doing interdisciplinarity: How to cross boundaries?



A framework

Boundary crossing

requires

Boundary work



Boundary work 3x

1. Develop boundary concepts: *think*
2. Configure boundary objects: *act*
3. Shape boundary settings: *enable*



Boundary concepts

TABLE 4.1: Three dimensions of water control

| <i>Dimension</i> | <i>Association/meaning</i> | <i>Disciplines</i> | <i>Example references</i> |
|--------------------------------------|---|---|---|
| Technical control | Guiding-manipulating-mastering of physical processes | (Civil) engineering, soil mechanics, hydraulics, hydrology, agronomy, meteorology, agro-ecology | Plusquellec, Burt and Wolter (1994: 35) |
| Organisational control | Commanding-managing of people's behaviour | Management science, extension science, public administration, organisation sociology | Hunt (1990: 144), Huppert (1989: 35), Lowdermilk (1990: 155) |
| Socio-economic and political control | Domination of people('s labour) Regulation of social processes | Political economy, economics, rural sociology, political science, social and cultural anthropology, gender studies, agrarian history, law | Stone (1984: 202), Boyce 1987: 198-199, 229, 233), Enge and Whiteford (1989: 5-7) |

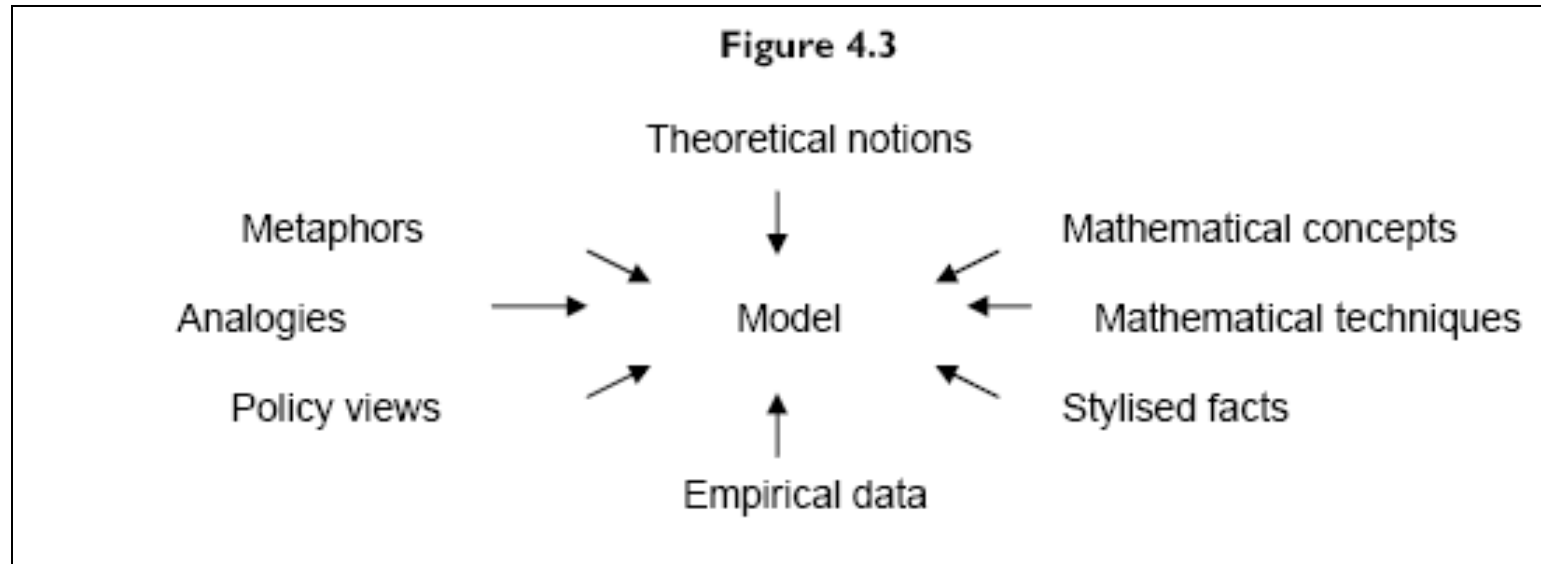
Source: Adapted from Table 2.1 in Mollinga, 2003: 38.

Boundary objects

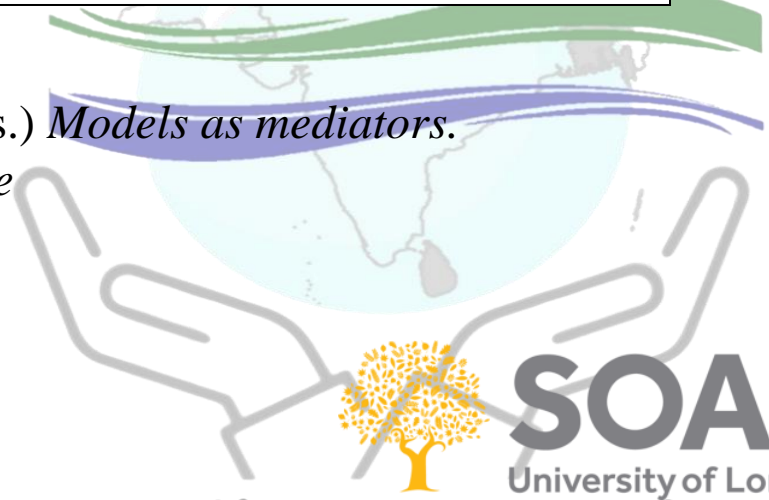
- Models
- Frameworks
- Processes
-



Models

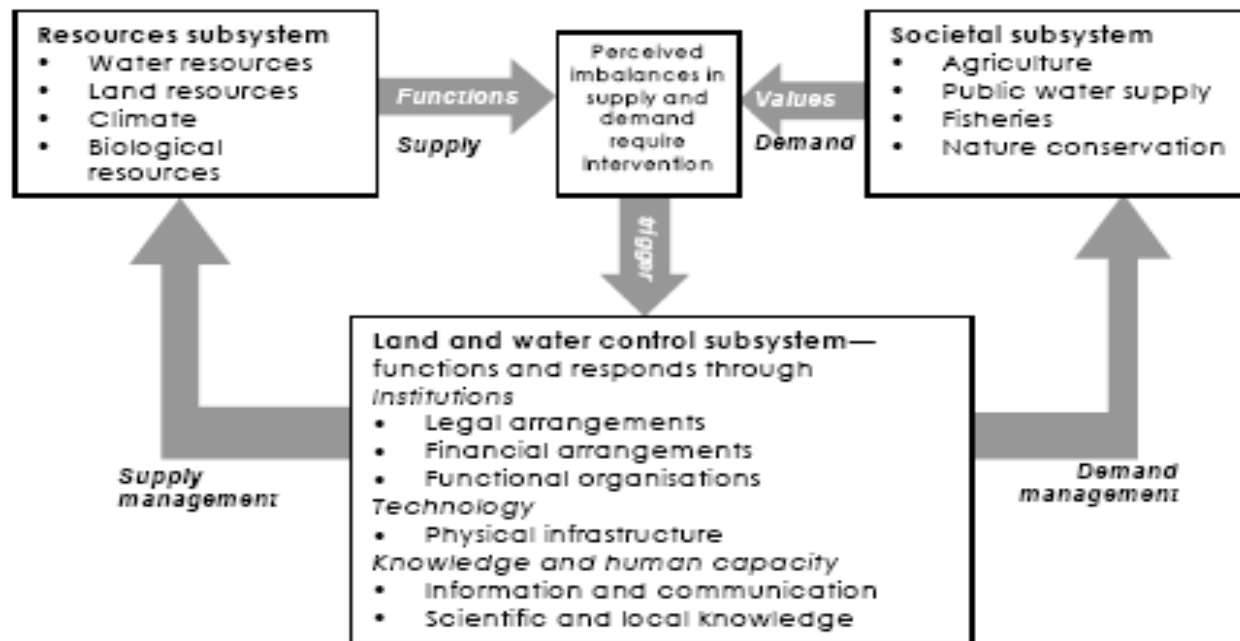


Source: Bouwman, in Morgan & Morrison (eds.) *Models as mediators. Perspectives on Natural and Social Science*



Frameworks

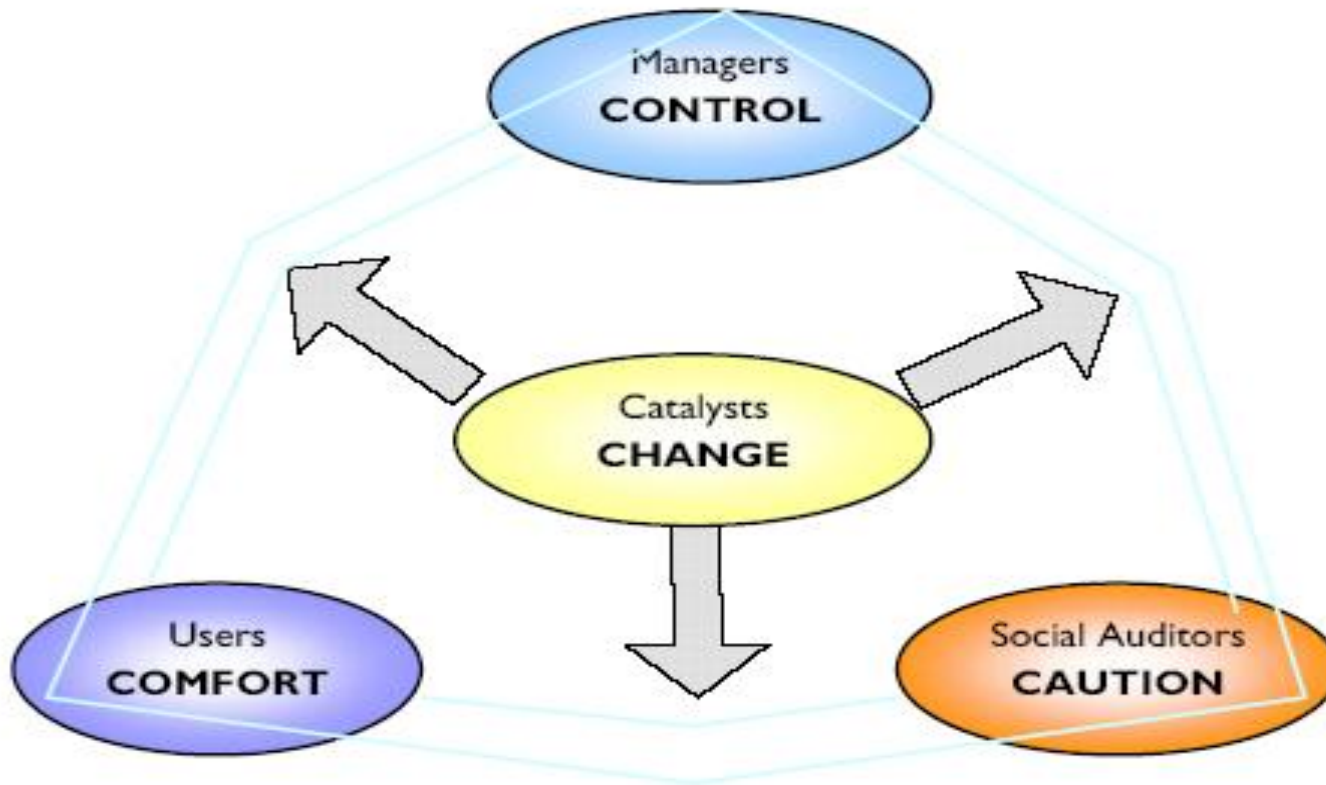
Figure 4.4 The three subsystems of the socioecological system: the resources subsystem, the societal subsystem and the land and water control subsystem



Source: Adapted from Slootweg, Vanclay and van Schooten 2001.

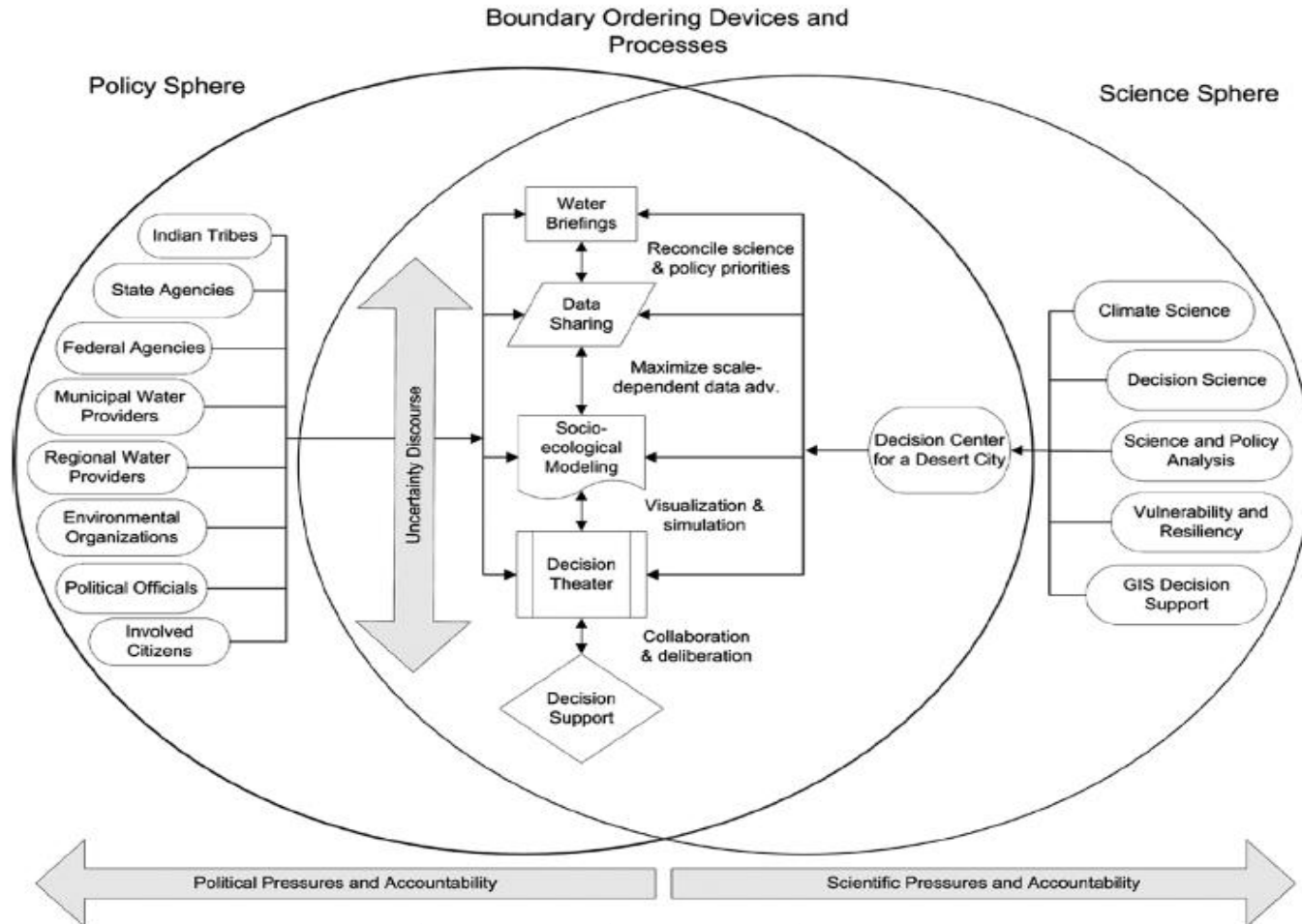
Processes

Figure 4.5 Three strands of effective resource use



Source: Moench et al., 1999:xii

Boundary organisation

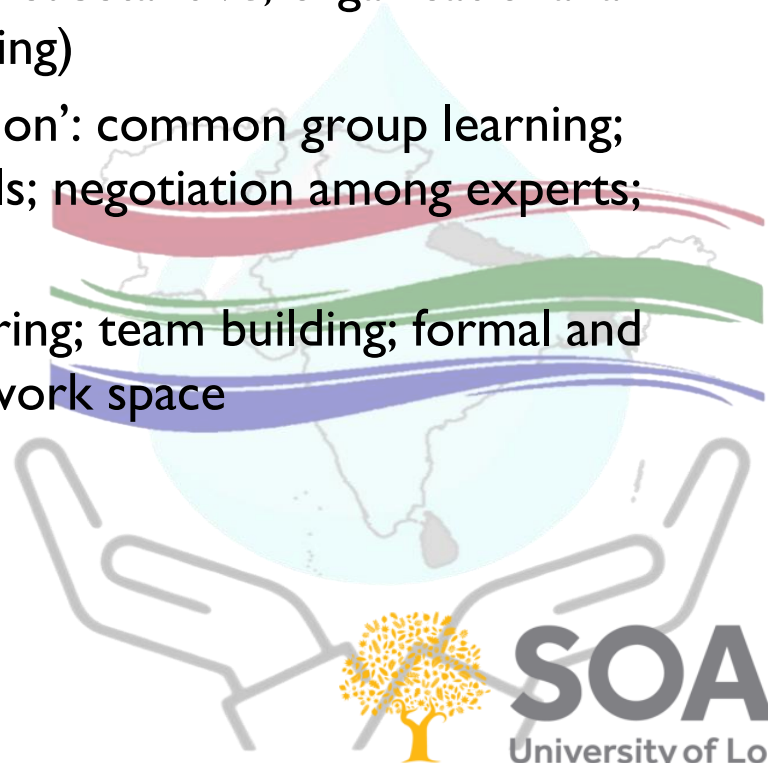


<https://dt.asu.edu/>

Source: White, Dave D, Elizabeth A. Corley and Margaret S. White (2008) 'Water Managers' Perceptions of the Science-Policy Interface in Phoenix, Arizona: Implications for an Emerging Boundary Organization' *Society & Natural Resources* 21:230-243

Boundary settings (internal)

- Internal forms of collaboration
 - Division of labour (work packages)
 - Research governance: structure of substantive, organisational and financial decision making (rule making)
 - Forms of organisation for ‘integration’: common group learning; model created by certain individuals; negotiation among experts; integration by leader
 - Forms of communication: data sharing; team building; formal and informal discussion; organisation work space



Boundary settings (external)

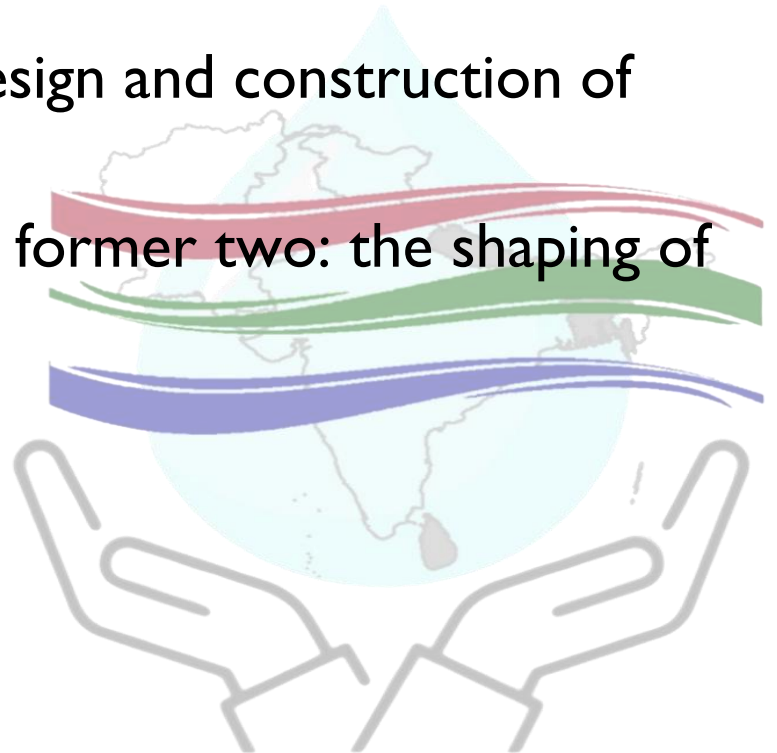
- External forms of collaboration
 - Research funders (shaping of focus, accountability)
 - Research partners (involvement in design and implementation; accountability; dissemination results; ‘impact pathways’)
 - Forms of knowledge
 - Characteristics of knowledge



Boundary work

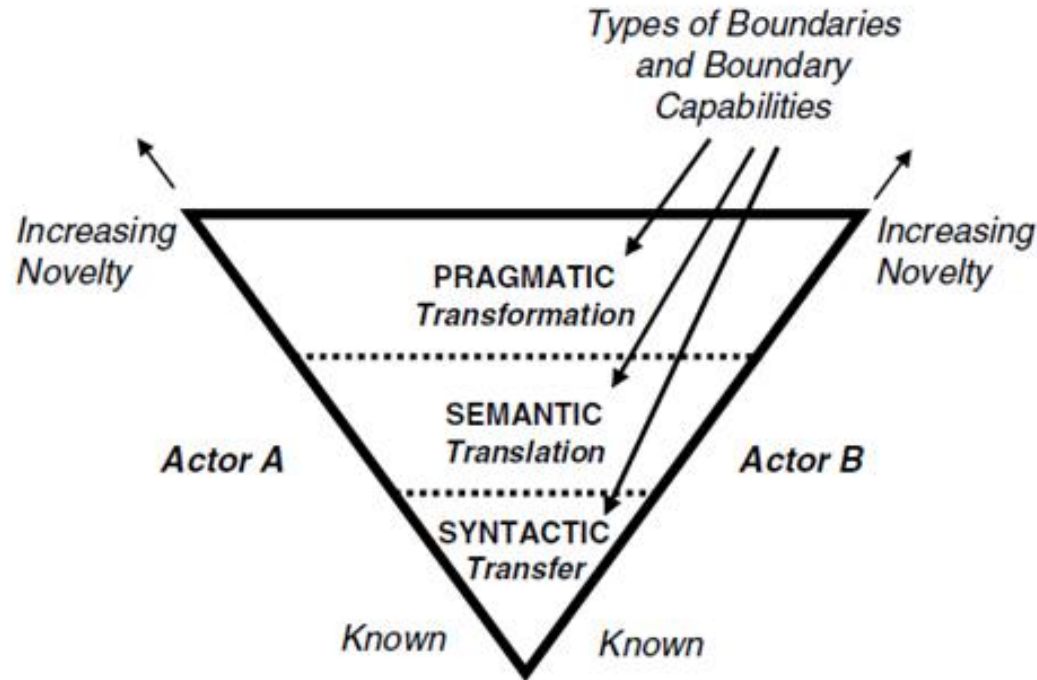
What does it take to do inter/transdisciplinary research on NRM problems?

- Analytical work for understanding: the development of **boundary concepts**
- Instrumental work for action: the design and construction of **boundary objects**
- Organisational work to facilitate the former two: the shaping of **boundary settings**



Types of boundary crossing

Figure 1 An Integrated/3-T Framework for Managing Knowledge Across Boundaries



Carlile, P. R. 2004. Transferring, translating, and transforming: An integrative framework for managing knowledge across boundaries. *Organization Science*, 15(5): 555-568.

Conceptualising these problems

1. **Syntactic problems**, or, language and communication problems, including the specificity of meanings in different language domains and thus translatability, modes of expression (textual or graphical f.i.), and discursive strategies and rhetorical styles;
2. **Semantic problems**, or, differences in approaches and paradigms, that is, theoretical and methodological divergence;
3. **Pragmatic problems**, or, problems related to incentives and institutions, including academia's funding structure, career structure, and publication and peer review structure.

Take the plunge into interdisciplinarity!



pm35@soas.ac.uk

Some further questions



Some further questions on inter- and transdisciplinary

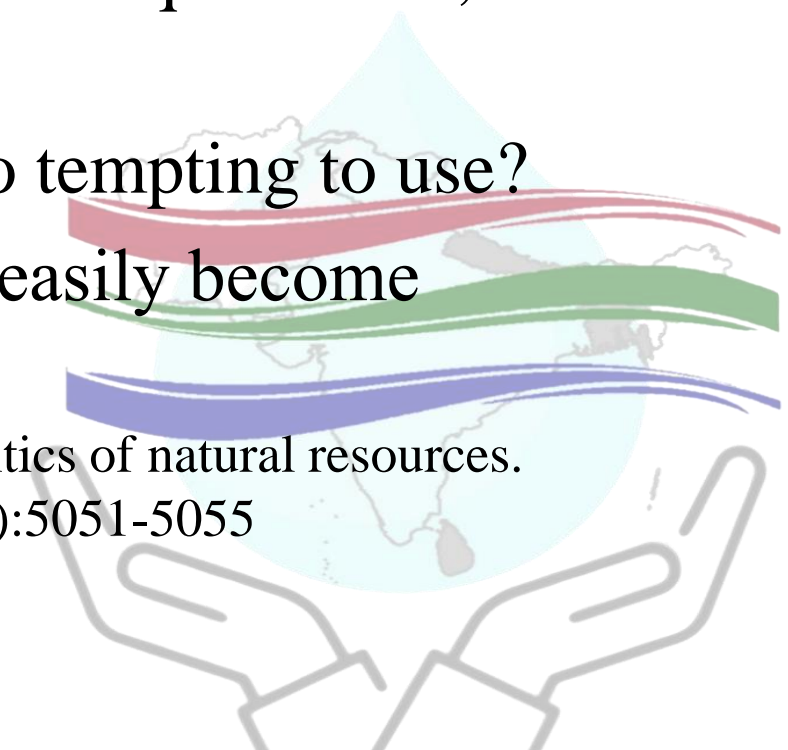
1. Binaries
2. Nature
3. Emergence
4. Politics



I. Binaries and dichotomies

- Which binaries and dichotomies do you know that are commonly used in science/research?
- Public/private, formal/informal, small-scale/large-scale, state/market, quantitative/qualitative, local/global,
- Why are they so popular, so tempting to use?
- ‘Analytical reductionisms’ easily become ‘strategic essentialisms’

Baviskar, A. (2003) For a cultural politics of natural resources.
Economic and Political Weekly 38(48):5051-5055



2. 'Emergence' – the bedrock of the rationale for ID

- <http://www.idiagram.com/examples/vcss/ccad.html>

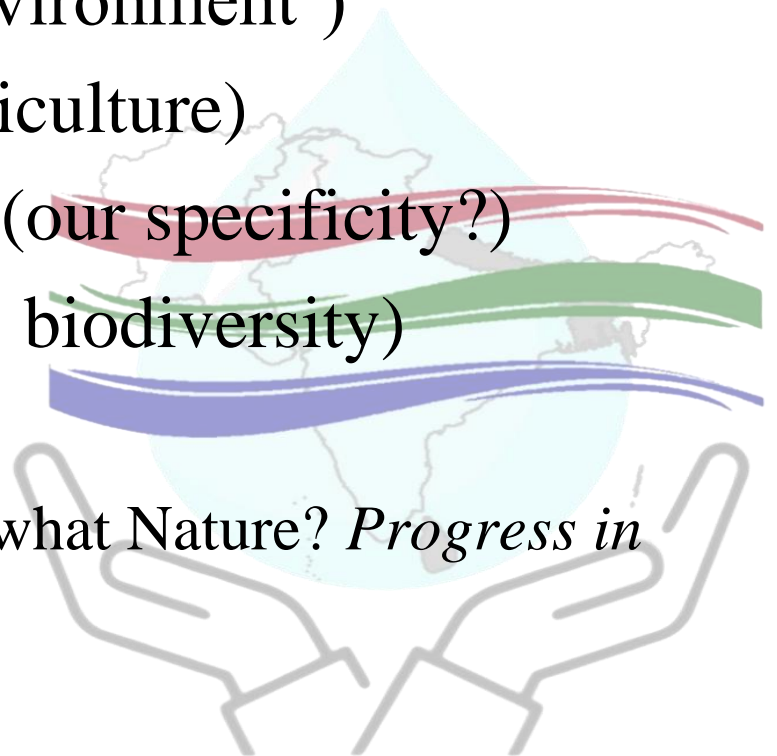


3. Meanings of 'nature'

When we say that 'nature is being commodified' (under capitalism), what do we exactly mean by 'nature' then?

1. Nature as external (the 'environment')
2. Nature as internal (e.g. agriculture)
3. Nature as the human body (our specificity?)
4. Nature as information (e.g. biodiversity)

Castree, N. (2003) Commodifying what Nature? *Progress in Human Geography* 27(3): 273-297



Meanings of nature

- *'nature'* : as a discursive construct
- *nature* : the hybrid sphere where the human and non-human co-evolve
- *Nature* : the material domain of physical processes).

Carolan, M. S. (2005). Society, biology, and ecology: Bringing nature back into sociology's disciplinary narrative through critical realism. *Organization & Environment*, 18(4), 393-421.

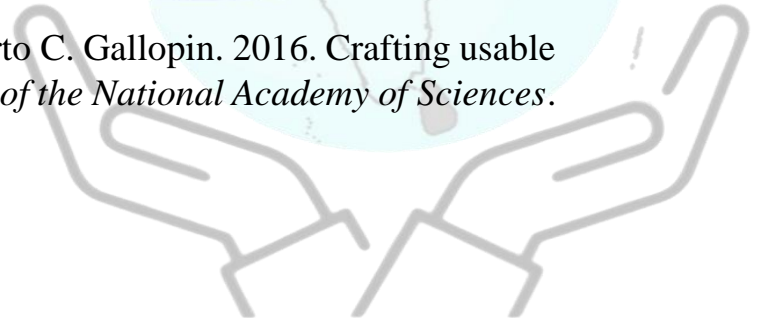


4. Science and politics

“to produce usable knowledge for sustainable development, researchers should know that

- i. they are likely to be perceived as “taking sides” through the knowledge they choose to produce no matter what they do;
- ii. the incentives they face in their choice of which questions to pursue are likely to disproportionately reflect the priorities of some interested parties and not others; and
- iii. how they treat the knowledge of local stakeholders will either empower those stakeholders by helping to validate their knowledge claims or disempower them by conveying that such knowledge is of little value.”

Clark, William C.; Lorrae van Kerkhoff; Louis Lebel; Gilberto C. Gallopin. 2016. Crafting usable knowledge for sustainable development. *PNAS Proceedings of the National Academy of Sciences*. 113(17): 4570–4578



The politics of research, or, your standpoint

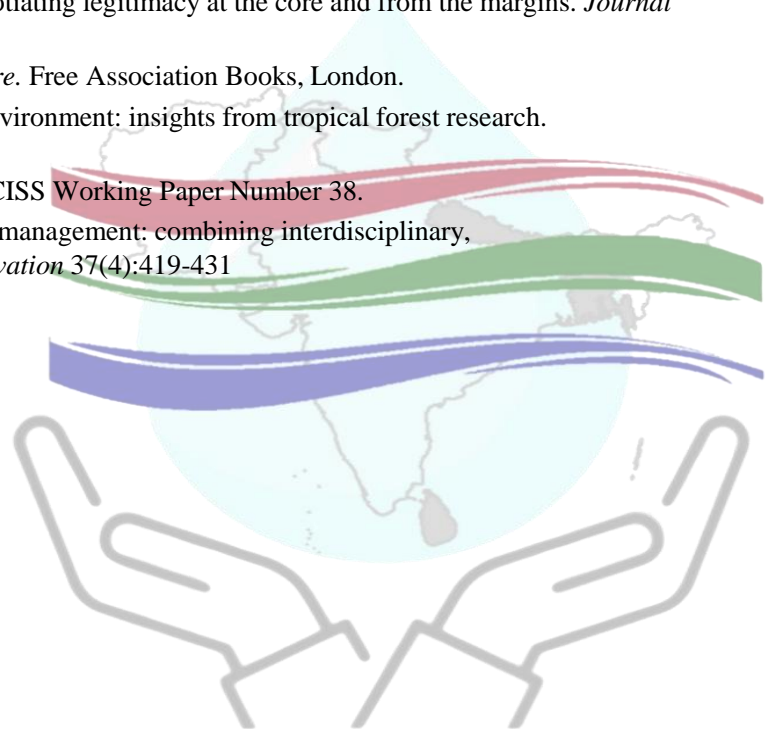
TABLE 1: THE DIVISION OF SOCIOLOGICAL LABOR

| | ACADEMIC AUDIENCE | EXTRA-ACADEMIC AUDIENCE |
|---|--|--|
| INSTRUMENTAL KNOWLEDGE <ul style="list-style-type: none"> • Knowledge • Truth • Legitimacy • Accountability • Pathology • Politics | <i>Professional Sociology</i> Theoretical/empirical Correspondence Scientific Norms Peers Self-Referentiality Professional Self-interest | <i>Policy Sociology</i> Concrete Pragmatic Effectiveness Clients/Patrons Servility Policy Intervention |
| REFLEXIVE KNOWLEDGE <ul style="list-style-type: none"> • Knowledge • Truth • Legitimacy • Accountability • Pathology • Politics | <i>Critical Sociology</i> Foundational Normative Moral Vision Critical intellectuals Dogmatism Internal Debate | <i>Public Sociology</i> Communicative Consensus Relevance Designated Publics Faddishness Public Dialogue |

Source: Burawoy (2005a:16); also in Burawoy (2005b:4)

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EXTRA SLIDES



Meanings of 'complexity'

- *Ontological*

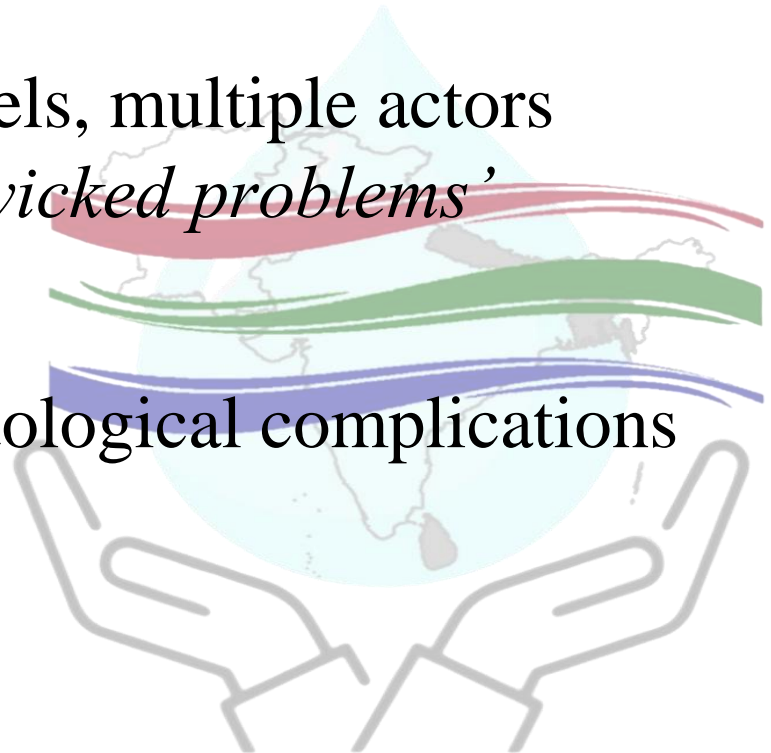
Heterogeneous elements, variety of relations, non-linear, evolving over time → *a whole with parts*

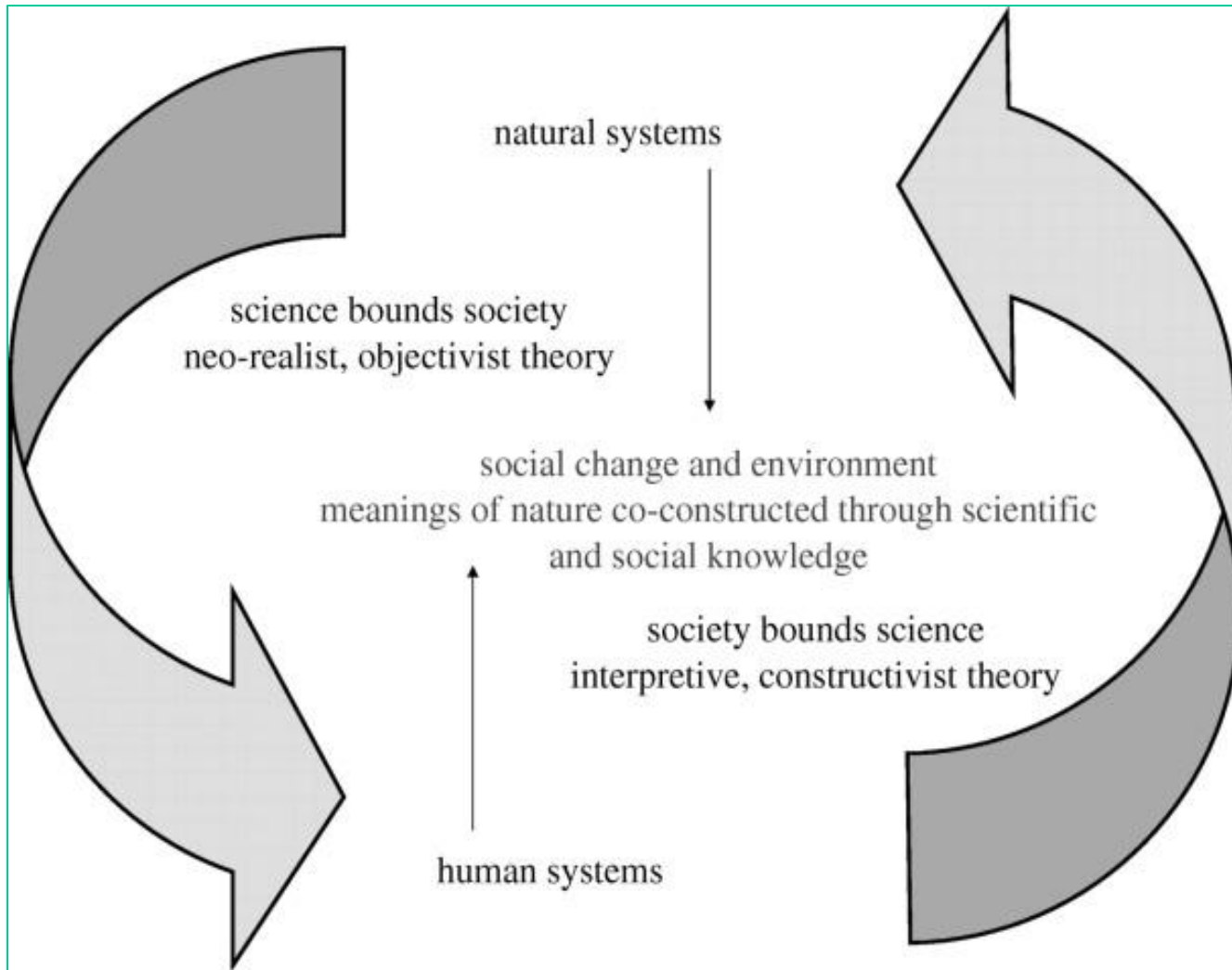
- *Societal*

Contestation at different levels, multiple actors with different interests → *'wicked problems'*

- *Analytical*

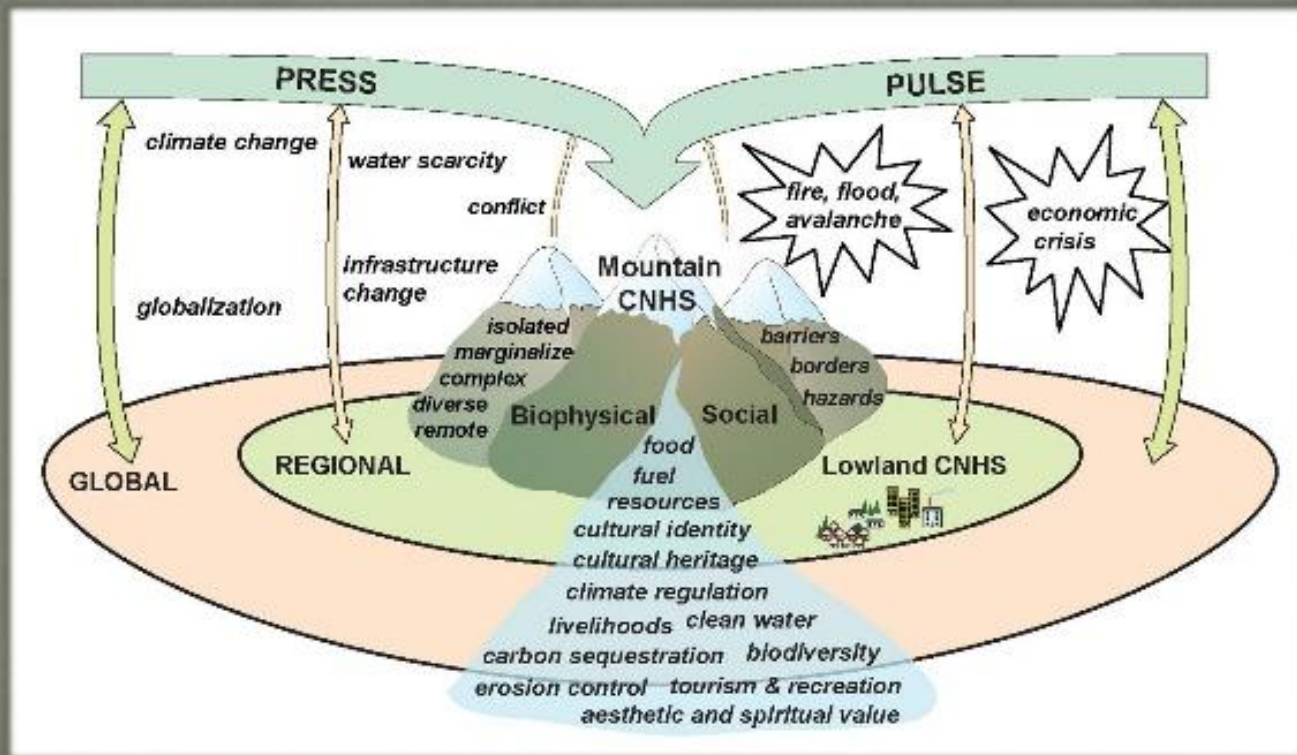
Multiple causalities, methodological complications → *an intellectual challenge*





Source: Corfee-Morlot et al. 2007

Conceptual Model of Mountain Social-Ecological Systems



(Adapted from Collins et al. 2011)

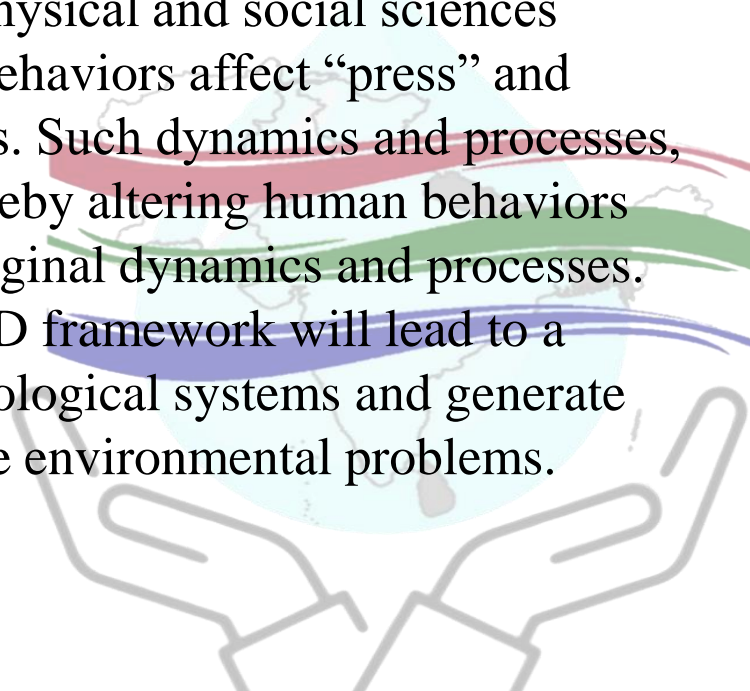
Collins, S. L., Carpenter, S. R., Swinton, S. M., Orenstein, D. E., Childers, D. L., Gragson, T. L., ... & Knapp, A. K. (2011). An integrated conceptual framework for long-term social-ecological research. *Frontiers in Ecology and the Environment*, 9(6), 351-357.

Abstract

The global reach of human activities affects all natural ecosystems, so that the environment is best viewed as a social–ecological system.

Consequently, a more integrative approach to environmental science, one that bridges the biophysical and social domains, is sorely needed.

Although models and frameworks for social–ecological systems exist, few are explicitly designed to guide a long-term interdisciplinary research program. Here, we present an iterative framework, “Press–Pulse Dynamics” (PPD), that integrates the biophysical and social sciences through an understanding of how human behaviors affect “press” and “pulse” dynamics and ecosystem processes. Such dynamics and processes, in turn, influence ecosystem services –thereby altering human behaviors and initiating feedbacks that impact the original dynamics and processes. We believe that research guided by the PPD framework will lead to a more thorough understanding of social–ecological systems and generate the knowledge needed to address pervasive environmental problems.

A faint background graphic featuring a globe with a map of the world. Two hands are shown at the bottom, cupping the globe. Overlaid on the globe are several thick, horizontal brushstrokes in red, green, and blue.

Key paradigms

Table 2 KEY DISCIPLINARY PERSPECTIVES (ALIGNED ACCORDING TO RESEARCH PARADIGM POSITIONS)

| Discipline | Positivism | Critical realism | Interpretivism |
|-------------------------|--|-------------------|-------------------------------|
| Economics | Neoclassical economics ('positivist economics') | Marxist economics | Interpretivist economics |
| Sociology | Functionalism | Critical realist | Symbolic interactionism |
| History | Empiricist | Critical realist | Life history |
| Politics | Rational choice theory (but also behaviouralism, rational choice institutionalism) | Critical realist | Sociological institutionalism |
| International relations | Realism, neorealism and neoliberalism | | Reflectivist theories |

← Social constructivism →

Is interdisciplinarity really about disciplines?

There is both a great deal in common across disciplines and much variety within them. In the social sciences, market economic models are used in economics, anthropology, history, sociology, political science, public policy, and even psychology; those from different disciplines who use these models may have more in common with each other than with those from the same departments who use Marxist perspectives. The biological sciences have reorganized over the past quarter-century, dropping the historic disciplinary distinctions, for example, between the plant and animal world and organizing more on levels of analysis from the gene to the organism to the ecosystem. Yet evolutionary biology cuts across all levels of analysis, and ecologists use genetic techniques to understand ecological systems and processes. **Thus the structure of scientific knowledge and the differences in epistemologies, theories, and methods among scientists have little to do with what have historically been called disciplines. So, when approaching collaborative work between scientists, forget disciplines; think scientific communities.**

Source: Lele and Norgaard, 2005:972

Sustainability science

“to produce usable knowledge for sustainable development, researchers need to (i) listen to the potential users who they hope will act upon their discoveries, adjusting their agendas to reflect those users’ needs rather than the enthusiasms of academia or funders”

Clark, William C.; Lorrae van Kerkhoff; Louis Lebel; Gilberto C. Gallopin. 2016. Crafting usable knowledge for sustainable development. *PNAS Proceedings of the National Academy of Sciences*. 113(17): 4570–4578



Knowledge for sustainable development

Clark, William C.; Lorrae van Kerkhoff; Louis Lebel; Gilberto C. Gallopin. 2016. Crafting usable knowledge for sustainable development. *PNAS Proceedings of the National Academy of Sciences*. 113(17): 4570–4578

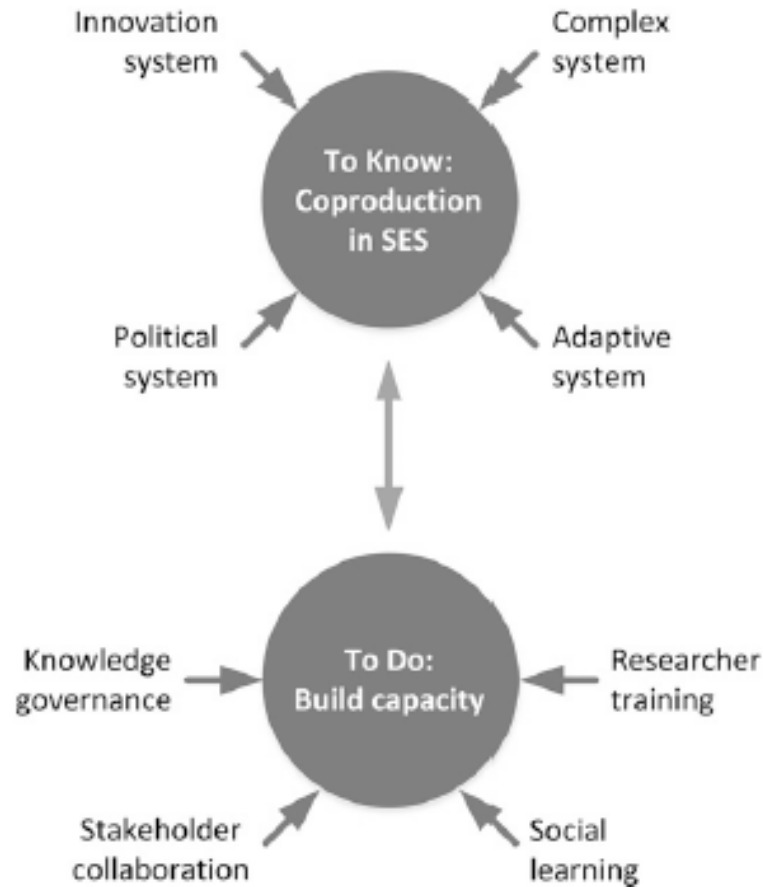


Fig. 1. A framework for crafting usable knowledge for sustainable development. The coproduction relations of social–environmental systems are understood through lenses seeing them as innovation, complex, adaptive, and political systems (knowing). Capacities to mobilize this understanding for creating usable knowledge are needed in the realms of stakeholder collaboration, social learning, knowledge governance, and researcher training (doing).



Types of transdisciplinary research on NRM&HD

| | System knowledge | Target knowledge | Transformation knowledge |
|--|--|--|------------------------------|
| Syntactic/ information processing ABM-DSS | Integrative mathematical system modelling and methodological individualism. Social relations of power absent as system component or dimension. | Primarily focused on (academic) knowledge generation. Priority setting/decision making externalised to non-academic actors. Sustainable development objectives formulated in the most general terms. | Rational planning |
| Semantic/ interpretive Sustainability science | Socioecological systems analysis and modelling. Complexity theory. Policy analysis. Dedicated reflective interest in inter- and transdisciplinarity. Social theory usually not explicit on social relations of power. | Primarily focused on sustainability and sustainable development. Objectives articulated in 'benevolent' terms (prevalence of 'visioning'), looking for 'within system' solutions. | Participation |
| Pragmatic/ political Activist research | Explicit analytical focus on social relations of power in concrete struggles/issues. Focus on 'grassroots concepts' and 'bottom up' political ecology theorising. Holistic understanding of hybrid and complex ecological-human systems through metaphors like 'metabolism'. Borrowing of a diversity of analytical tools. | Explicit and specific social transformation objectives articulated in terms of (in)equality/winners and losers and justice/rights. Explicit and partisan political theory. | Transformative public action |