

FIFTEEN

Reporting the research

- 15.1 International style
- 15.2 Academic and professional reporting
- 15.3 Public presentation
- 15.4 Influencing world change

'Be short, be simple, be human', advised a British civil servant in 1948.¹ A chapter on writing research reports could end there.

But, a world research report potentially has a world readership. This means thinking about diverse presentation styles – international and inclusive, academic and professional, expert and public, local and global. Research funders (C4.3) may want a *communications plan*, including an *open notebook* presentation of data throughout a project, interim *findings* and *briefing papers* for policy-makers and the press, *open access* papers online, the use of *social media*, and an assessment of *impact*.² But the most important aim is to make research accessible to those who contributed to it and to people who it might directly concern. This all requires a wide range of presentation skills and styles.³ This chapter outlines *international style*, the basics of *academic* and *professional* report writing, *public presentation* techniques, and how research outcomes might contribute to *social change* on a world scale.

At an organizational level, using research outcomes is no longer a one-way researcher-to-user 'dissemination' process. It is a dynamic, interactive and ongoing knowledge-creation-sharing process, as the *EU Eionet* paradigm suggests (Figure 15.1).⁴ Much 'reporting' of 'research findings' is instantaneous, on platforms like

Crowdmap. Digital press agencies, such as *Citizenside*, link thousands of citizen reporters using platforms like *Reporter Kit*. A smart crowdsourced research project (C6.4), with a popular aim, simple robust methods and good freeware, could potentially evolve into a viral research project, which is taken up in different forms around the world, beyond the control of its instigators, with an infinite life. This would take the concept of 'participatory research' onto a new level.

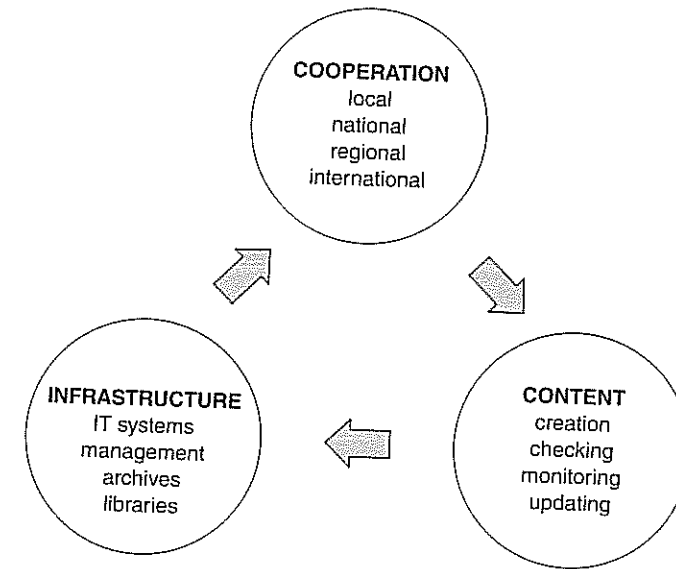


Figure 15.1 Knowledge sharing

Source: Based on the European Environment Information and Observation Network (Eionet).

15.1 International style

World research reports obviously need to be written in a way that is accessible to a world audience – in a 'plain' international style. But there is often confusion about what this means. The present-day expectation is for clear international English (or other language), not obtuse academic language or official legal language. Books like *Plain English Guide* provide sound advice;⁵ and *Writing for the Internet*⁶ and *Writing for the Media*⁷ apply these principles. George Orwell's 'rules', from 1946, were prescient of present-day standards, and are now available on a Russian website:⁸

1. Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.
2. Never use a long word where a short one will do.
3. If it is possible to cut a word out, always cut it out.
4. Never use the passive where you can use the active.
5. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.
6. Break any of these rules sooner than say anything outright barbarous.

The style used by the international media – *al Jazeera*, *Russia Today*, *BBC*, *China Daily* – provides good examples. These organizations use style-guides such as the *AP Stylebook*,⁹ or those from national press.¹⁰ Specialist advice is available from organizations, such as *Writing Effectively for WHO*¹¹ and glossaries from initiatives such as the IPCC.¹² The *Wikipedia Manual of Style* provides updates.¹³ Recent academic textbooks and journals, from respectable academic publishers, are a useful guide to modern standards. When writing about other countries in another language, think carefully about when to use indigenous languages and scripts (Box 15.1).

Box 15.1 Using other languages and fonts

Tenses are confusing, especially when writing in English, and more difficult if you are Chinese.

- A research report is a *report* of something that *has* happened recently. The text is not yet widely accepted as knowledge, and so it will generally be in the *past* tense (“The study *found* that...”).
- But literature and theoretical reviews usually use the *present* tense to indicate that the ideas *do* reflect accepted knowledge and remain current (“Gandhi *says* that...”). But if it seems appropriate to present an idea as clearly from a *past* era, use the *past* tense (“Hitler *said* that...”).

Further advice is on the website.



童宁 – 童甯
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In international settings, *inappropriate terms* can cause offence or create significant misunderstandings, and opinions are constantly changing. Terms such as the ‘Third World’, ‘developing countries’ and the economic ‘South and North’ are losing viable meaning. The Orientalist construct of the “Far East” is now usually termed ‘East Asia’, and the ‘Middle East’ is more sensibly described by the UN as ‘West Asia’. ‘The West’ is also becoming meaningless – not least because from East Asia people often fly east to get to ‘the West’. Culturally, ‘European-American’ seems more accurate. Don’t repeat politicized terms unthinkingly. Why call the end of colonial rule ‘independence’, as if a country is like a child, and has just grown up. Isn’t ‘liberation’ or ‘withdrawal of occupying powers’ more accurate? Did 5th century Britain become ‘independent’ from the Romans?

Obviously nationalistic, ethnocentric, paternalist or pejorative statements should be avoided – “Companies in these countries cannot reach international standards.” Try not to imply that the people of a nation are all responsible for the actions of their wayward governments – not “The Ugandans are homophobic” when meaning “Ugandan politicians...”. Try to use international and local norms for describing specific groups. But this can be complicated – Americans may use “people of color”

but British writers would use “black”, and both may include Asian people. Check styles on relevant international websites such as *UN Enable*. Listen to how particular people describe themselves, for example on national websites.

It is hard to accommodate and respect all *cultural traditions* and *political views* when producing content for a world audience. The UNESCO *Disarming History* project is evolving useful methods from diplomacy when trying to create documents about places where events are disputed. In general:

- At first, *only include things that everyone agrees about*, using basic language (“Japanese military in Nanjing”, not “Nanjing Massacre”).
- *Circulate initial drafts* widely for comment, in relevant languages, and discuss responses openly.
- Build *acceptance of the process*.
- Identify *international norms* as a basis for discussing contentious material (*Children’s Rights Convention*, *ICC Statute*).
- Use *international terminology* from relevant and objective glossaries and lexicons (WHO, IPCC).
- Then *work incrementally* to agree and phrase contentious material.
- If agreement cannot be reached, *explain why*, and *present all views*.
- *Do not trade facts* politically, only use agreed material.
- Although slow, this builds support for the eventual outcomes.

So that documents can be found globally, research projects, documents, websites and other materials need clear *international locators*, which should be tested on global search engines. This includes:

- a distinctive but informative *project title* – “Invisible Victims”.
- an explanatory *subtitle* using the *keywords* – “Crime and abuse against people with learning disabilities”.
- the likely *Library of Congress profile* – where bookshops and libraries might locate publications – “Criminology. Human Rights. Social Work”.
- consistent *meta-data tags* – “disability”, “victims”, “crime” – and *hashtags* – #InvisVict.
- a *logo*, *key photos* and *images* – *Google Images* will demonstrate if image searches lead back to project materials.
- *key names* – researchers, partners, places.
- *links* to relevant organizations and projects.

If commercial publishers are likely to use the research outputs, check that they agree with this plan. Also check accessibility for people the research concerns – languages, translations of keywords, disability access.

Good international journals try to ensure that their publications are *accessible* and open to young researchers in less wealthy countries. The *Open Data Institute* works to make complex information accessible. Second language speakers, and people with reading difficulties, may not be able to scan-read text – they will read in ‘series’, every word from beginning to end. There are methods to make research accessible for the people it concerns, even if they have difficulty reading. For blind people, tactile diagrams and photos can be produced.¹⁴ Computers can read documents aloud, but they should be checked – the word “therapist” might be read aloud as “the rapist”. Creating documents

with a clear international style is very similar to the methods used to make documents accessible for people with learning disabilities, such as a simplified 'parallel text'.¹⁵

15.2 Academic and professional reporting

Research reports use two basic forms of text to explain the outcomes of research – the new knowledge and ideas.

- *Descriptive findings*, which present the main facts of the research in a straightforward way, with clarifications but very little opinion.
- The *narrative* (story) which is based on casual chains of evidence and explanation leading to logical conclusions.

For any report be aware of copyright, libel and blasphemy laws in the relevant countries (C5.2). Check anonymity. The country where data came from will usually be identifiable, which can put people in that country at risk.

Many books explain *academic writing*.¹⁶ The format of an academic report usually includes: Introduction, Literature Review, Theoretical Framework, Methods, Findings and initial analysis, Discussion/Further Analysis, Conclusions and implications. The website provides an elaboration. Academic theses and dissertations usually need a full description of methods, to demonstrate to examiners that the work is robust. Journal articles require a clear but shorter description, unless the methods are innovative. Good academic style is usually objective, not personal ("The study found that..." not "My research found..."), but using the first person ("I", "my", "me") is acceptable when it is the simplest way to phrase something ("My family..." may be better than, "The family of the researcher..."). Check about plagiarism, and whether audio and video material can be included. If a report is part of an academic course, check the criteria that examiners use before writing the report (Box 15.2). These criteria should be reflected in the Abstract, perhaps in the Introduction, and certainly in the Conclusion. Examiners will use those sections to assess the whole study quickly.

Professional reports need clear evidence-based findings, and a logical discussion of the implications. The *Royal Geographical Society* provides useful advice, especially for fieldwork.¹⁷ Professional research often demands 'problem-solving'¹⁸ or 'solution-oriented'¹⁹ outcomes (C4.2.1) – problems together with solutions. Conclusions go beyond discovering 'what is' to assessing critically 'what could be'.²⁰ The most important part is the executive summary, because this is all that most people will read. Professional reports usually minimize the discussion of the research methods, perhaps by describing them in an appendix or website. But often the same things have been said many times before, and have changed nothing. One way to deal with this is to present the history of failure as an aspect of the research, and challenge policy-makers to do better.²¹

An academic or professional report may then be the basis for *academic papers* or *books*, but it is rare that a report is simply published commercially in its original form. Academic papers need to be framed in specific ways for specific journals.²²

and books need to appeal to a wide audience. Most book publishers want a structured proposal (usually explained in online 'guidance for submissions') and the most important section concerns sales and marketing. An initial research report might also be re-presented to form a funding proposal for further research.²³

Box 15.2 The requirements for a thesis or dissertation

The dissertation/thesis should:

- be clearly written and presented, and use relevant and coherent arguments.
- take critical account of previous work on the subject.
- use, and develop, relevant methods proficiently.
- demonstrate that the study is the student's own independent work.
- make a significant contribution to learning, through the
 - discovery of new knowledge,
 - connection of previously unrelated facts,
 - development of new theory or methods,
 - revision of older views.
- be of a standard to merit publication, in whole or in part, or in a revised form.

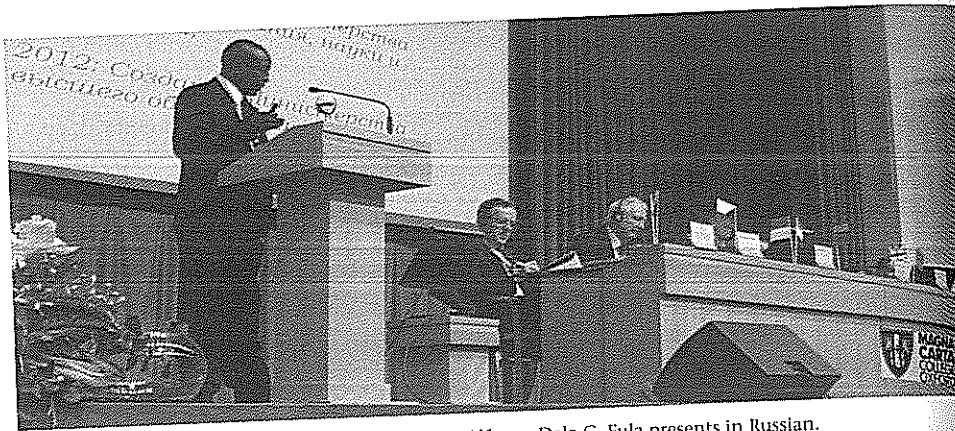
[Based on regulations from the universities of Oxford, Cambridge and London.]

15.3 Public presentation

Presenting research to a world audience is demanding. Many 'public understanding' movements specialize in presenting complicated research in effective ways. The journal *Public Understanding of Science* hosts ongoing discussions,²⁴ and risk communication is a special skill.²⁵ Websites such as *PublicEngagement* provide useful frameworks and tools for embedding research projects in public domains. Digital data capture makes creating videos and webcasts simple, but audio soundscapes are underused and can enhance podcasts and radio programmes. Speaking at international conferences, especially with interpretation, requires planning (Figure 15.2). This includes thinking about cross-cultural aspects of *materials* (slides and videos), *technology* use (do your materials work on local systems?), *platform* position (maintaining contact with audience and media), *interpretation* (simultaneous and non-simultaneous), *fieldwork* presentations (appropriate technologies). This is explained further on the website.

Visualization entails thinking about the design, size, colour, density, emotion, and the narrative of informative images.²⁶ Specialists provide a wealth of ideas.²⁷ But don't use anything just for an effect. Do graphs provide better information if shown as 3D blocks or in colour? If not, a basic format is better. Colours and grey shades often do not copy or print well – black and white is more transferable. A smart line diagram might be better than slow online visualizations. For example, a simple Venn diagram can be used to depict and explain the complicated geopolitics of the 'British

Isles'. Matching the presentation style to the likely audience is more important than impressive graphics.²⁸ Many books explain specific techniques such as flow charts²⁹ or process maps,³⁰ and effective 'envisionings',³¹ including PowerPoint³² and quantitative information.³³ Infographics software includes *Adobe Illustrator*, the free *Inkscape*, and *Creately*, which allows users to work together over the internet. The Wikipedia page 'infographics' provides updates.



Angolan and Portuguese speaker, Alfonso Dala C. Fula presents in Russian. (1st European Quality Education Forum, Magna Carta College, in Minsk.)

Figure 15.2 Presenting at international conferences

There is further information about presenting on the website.
Photo: Author's own

If research is to be used in a *forensic setting* (courts), this may involve showing persuasive technical slides,³⁴ and providing good audit trails for the evidence. It is necessary to select clear examples, but not to select untypical examples. Opposing lawyers can also examine the same evidence, and can challenge a biased presentation of data. The scope of court evidence is widening. The ICC has accepted children's drawings as contextual evidence of war crimes in Sudan.³⁵

But smart technologies are simply the tools of presentation, not the content. Any presentation is a narrative, and, like innovations in novel writing, cinema, theatre and opera, it is still possible to do new things in old ways.

thinking zone: should narratives be presented backwards?

tradition

Historical narratives usually start from a significant date in the past, and stop at another significant later date. The dates, and remit of the narrative, reflect the historical traditions of the writer - often wars, laws, and "great men".

In contrast, archaeologists and evolutionary theorists often 'reverse engineer' their analysis from a new find or scientific discovery. Similarly, policy analysts might 'back-cast' analysis from a current event to assess how previous policies related to it.

think backwards

Map the causal chains - events, ideologies, people, science - of an international issue (gay rights, the ethics of using drones) by drawing a flow chart (or 'tree') backwards from a relevant event (a papal statement, drone attacks in Pakistan).

Stop at points when data becomes unavailable, unreliable or irrelevant. Use dotted lines for significant gaps in data.

what's missing?

What might be missing from the chart because evidence is:

- in another language?
- not a text (statues, inscriptions, 'intangible heritage')?
- lost, destroyed or hidden?
- not accessible through Google?

narrative

Consider how you would write-up this chart as a reverse narrative.

What might be the differences between this backwards presentation and a traditional narrative text?

- Are different things included, and excluded?
- Are national historical traditions more, or less, controlling?
- Are different conclusions likely?
- Do the dotted lines suggest areas for potential research?

How might this approach contribute to the UNESCO aim of 'disarming history'?

[See: Critical Process Analysis, Figure 12.4.]

15.4 Influencing world change

World research often aims to change things. But it is not easy for individual researchers to meet powerful decision-makers and reach a world audience, and so it is usually necessary to work with campaigning or educational organizations. Consider who would be interested in the research, and why? Who would benefit from it, and how? Might the research contribute to policy, practice or advocacy, and when? Which events would help, and where? Can a website be created, and who will maintain it? Can the *International Studies Association* help?

Research-based *arts*, created by the people the research concerns, can be vehicles for change - poetry, pictures, videos, magazines, stories, songs and plays. *Artists Against War* is a significant example. Media companies which make 'soap operas' may build the research into a story-line. Reproductive health information in Central

Asia (*Silk Road Radio*), and justice issues in Rwanda are presented in this way. Social impact computer games, such as *World Without Oil*, *Pipe Trouble* and *Desert of Real*, offer another way to influence people through interactive narratives. *Games for Change* is evolving strategies for designing effective serious games.

Educational materials can be based on research. Distance education programmes may be interested in research-based material. Issues from findings might be included in curricula and exam syllabuses. *Child-to-child* methods can implement health and related studies. But avoid exaggeration, test out materials, and remember that not everyone understands sophisticated images and symbolism. When research about malaria was first utilized, villagers took no notice of posters because they had never seen mosquitoes the size of a dog (Figure 15.3).



A Chinese malaria education poster

Figure 15.3 Massive mosquitoes

Conceptual tools are available to analyse and use power groups. The need to find 'spaces' for change is central.³⁶ This includes identifying the 'spaces for participation' (closed, invited, claimed/created), in relation to visible, hidden and invisible forms of power, at local, national and global levels.³⁷ Researchers should identify 'sources, structures, positions, relationships and mechanisms, and outcomes of power'.³⁸ Tools can be categorized into tools for understanding, organizing and ensuring action and sustainability.³⁹ These approaches recognize that bringing about change means engaging with powerful people, and therefore understanding the nature of power.⁴⁰ Similar tools are available to support grassroots organizations to achieve change.⁴¹

Professional campaigners try to identify *agency* – what or who will make the difference to a situation? Environmental campaigners might work to change how global companies behave by influencing their insurers or investors. Politicians will respond to likely media coverage. Press editors know that a newspaper can be brought down by advertisers being persuaded to pull out. Large retailers will change practice quickly if they fear consumer boycotts. Since 1995, *Transparency International* has used a methodology which has an integral social change mechanism, because those asked to contribute to the research – CEOs, politicians, experts, academics – are likely to have an interest in using it.⁴²

Decision-makers, journalists and others who can influence change, are busy people who do not have the time to read long research reports – they need *summaries*. Short 'findings'⁴³ or 'briefings'⁴⁴ papers may present key outcomes in a few bullet points on a front page, with elaborations and sources of further information later.⁴⁵ These should contain clear, and if necessary simplified, descriptions of the research outcomes, but not political rhetoric or simplistic sound bites. Project websites can contain further information, resources and full reports. SMS texting and email alerts should only be used with permission from the recipients, or the impact can be negative.

Press and other media receive numerous press releases, and the major outlets usually respond better when these come from known press officers. The basics of creating a press release are on the website. A 'letter to the editor' in a national newspaper may be picked up by journalists on that paper or elsewhere. Investigatory journalists, such as those at India's *Tehelka*,⁴⁶ or *exaronews.com* for business stories, appreciate good evidence of relevant abuses of power, although they may take all the credit for revealing the story. To get a longer factual article accepted entails a brief email to a relevant editor, asking if she or he would be interested to see a full draft. Opportunistic media dissemination can come from using radio phone-ins or programmes that put public questions to high profile panellists, and contributing to blogs and other online discussions.

Free online *repositories* such as the *Social Science Research Network*⁴⁷ and *SCRIBD* can be used to provide open access to full reports.⁴⁸ The *Ranking Web of World Repositories* provides details of hundreds of similar sites.⁴⁹ *Sage OPEN* combines standard peer review and open access to create a repository-style online journal. An internet site could be the main outcome of a research project, with an archive of reports, and links to similar sites. Support and dissemination comes from sites such as *Dkosopedia*. Making appropriate contributions to *Wikipedia* and similar wikis can embed research within overall paradigms. And academics can add their own research to course reading lists to publicize their work outside their own departments, and use university data archives.

Face-to-face meetings with decision-makers can be difficult to manage. Providing a clear indication of the content of any meeting will mean they can get other relevant staff to attend, and leaving well-written briefing papers (with contact details) for possible follow-up is essential. Treat the meeting as a chance to enlighten and educate, not pressurize. Senior people are often shielded from the truth about their actions, and so a briefing from a well-informed outsider is often very welcome, particularly if it comes at an apposite moment. Government officials will appreciate good evidence if they need to attend an inquiry or international meeting on that

topic, and CEOs may welcome hearing about a problem within their organization before a TV appearance. Finding the *windows of opportunity* is crucial – approaching the right person at the right time with the right information.

Another strategy is to present information to **accountability organizations**. At an international level, this might include the ICC, and at a national level evidence might be submitted to the police or prosecution service, or to formal complaints agencies such as Trading Standards offices. Formal government inquiries also often accept evidence from experts and organizations, and may eventually present it online.⁵⁰ Shadow sites may accept other material and analysis.⁵¹ Professional bodies will usually consider evidence in the form of complaints, and many organizations specialize in redressing specific forms of abuse of power.⁵²

Social media sites are significant catalysts for change, for example through a petition on sites like *www.change.org*. But using social media to promote a research report is not always effective, unless there are 'killer facts' which also get the attention of the mainstream media. The influential sites (at present) include:

- Facebook (and Weibo and Yandex) (networking and information exchange, especially for organizations).
- Twitter (sound bites, linked to other material).
- Tout (micro video blogs).
- LinkedIn (to network key researchers).
- Google Scholar (author profiles to track when reports are used).
- Slideshare (sharing presentations).
- YouTube (sharing video material).

Social Media for Academics provides ongoing lists, discussions and updates. Social networking has changed the style of presenting research findings. The *Stop Killer Robots* campaign is an example. To get world attention, claims need to:

- use *clear terms* – 'Killer robots', not 'autonomous unmanned armed aerial vehicles'.
- appear *new and significant* – They have 'dramatically changed warfare, bringing new humanitarian and legal challenges'.
- use simple *challenging questions* to engage the audience – 'Do machines have the right to decide to take the lives of human beings?'
- *appeal to normality* – 'Take off your uniform. Think of your family.'

Social network sites also provide the chance to coordinate numerous similar organizations, which increases the legitimacy of a campaign. *Avaaz* provides a platform for multidimensional campaigning. *WORLDbytes* works with citizen journalists.

Measuring the **impact** of research is increasingly important, and increasingly easy.⁵³ *Flag counter* counts the nationalities of who visits a site. Studies in *altmetrics* are developing tools that permit the measurement of web-based activity surrounding online material. This goes beyond citations, and includes usage statistics, online discussions, bookmarking and recommendations.⁵⁴ 'Uptake' entails longer term embedding of ideas through 'stakeholder involvement' and 'capacity building'.⁵⁵ The *Research for Development* (R4D) dashboard is an example.

And this all needs to be done with awareness of *scams* – fake conferences (Figure 15.4), phony journals and book publishers, corrupt commercial interference,⁵⁶ and countless other ways that online wrongdoers will try to extort money. Others may try to discredit research. Right-wing groups such as *American Majority* train members to manipulate ratings for books on *Amazon*, and sentiment for films, to influence keyword searches. PR companies such as the *Bivings Group* specialize in internet lobbying and attack scientific articles that challenge the companies they work for. So called fact checkers' like *Sense About Science* (SAS) often make more sense to dubious companies than to scientists.⁵⁷ Online research papers critical of the Chinese government may be attacked by thousands of individuals paid by the Chinese government.⁵⁸ The Israeli government arranges 'scholarships' for students who manipulate social media to present Israel positively.⁵⁹ And, of course, these nuisance people have their own research methodologies. Apparently, Nigerian scammers don't hide their nationality, because they need to filter out the mass of smart people at an early stage in the relationship.⁶⁰ *Scamwarners.com* can help, but common sense is essential. In cyberspace, and everywhere else, research presentation should be short, simple, human, and smart.

THE TRICKS		THE MISTAKES
Email address copies the UN style. It targets places where awareness is less, and the need for free travel is more. 'invitee' and 'invite' makes recipient feel special.	----- Пересылаемое сообщение ----- От кого: United Nations <invitation@unwps.org> Кому: xxxxxxxxxxxx Дата: Sun, 4 May 2014 15:28:47 +0200 (CEST) Тема: Invitation: UN World Partnership Summit on Sustainable Development 24th – 27th June, 2014, London, United Kingdom. Dear Invitee, Nonprofit/NGO Colleague, On behalf of the organizing and scientific working committee, the United Nations Department for Sustainable Development (UN-DSD) invites you to a Four-day summit...	The 'UNWPS' does not exist. There is no mention of this 'Summit' on search engines. The 'UN Department for Sustainable Development' does not exist. It is a 'division', which does not use the abbreviation 'DSD'.
Anyone who applied would probably be asked to pay a large deposit for the hotel, and hear no more. Full version on the website.		

Figure 15.4 Fake conferences

main ideas

The first aim is to reach **research participants**, and others who have a **direct interest** in the research. This may mean producing reports using:

- relevant local languages.
- accessible formats for people with disabilities.

International presentation of research requires thinking about:

- the laws of *libel* and *copyright*, and the safety of researchers and others involved in a piece of research.
- a *clear style of writing*. An academic report for experts will include technical details to provide convincing testable evidence. A professional report will minimize technical details and provide good summaries.

- the criteria that *examiners* may use to assess theses and dissertations.
- effective *presentation techniques* – current trends in communications and publishing; using *online resources* – tools to create effective visualizations and assess the impact and uptake of online research, online repositories and social media.

Achieving world change entails:

- identifying the 'spaces' for achieving change – the 'windows of opportunity'.
- using a *solution-oriented style* – problems presented together with proposals for solving them.
- being aware of *scams* and the *misuse of research* by others.

key reading

- Cornwall, A. and Coehlo, V. (eds) (2006) *Spaces for Change? The Politics of Citizen Participation in New Democratic Arenas*. London: Zed Books.
- Cutts, M. (1999) *Plain English Guide: How to Write Clearly and Communicate Better*. Oxford: Oxford University Press.
- Denicolo, P. and Becker, L. (2011) *Success in Publishing Journal Articles*. London: Sage.
- Few, S. (2004) *Show Me the Numbers: Designing Tables and Graphs to Enlighten*. Oakland, CA: Analytics Press.
- McCandless, D. (2010) *Information is Beautiful*. London: Collins.
- Pinker, S. (2014) *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. London: Allen Lane.
- Richardson, L. (1990) *Writing Strategies: Reaching Diverse Audiences*. London: Sage

online resources

- To access the resources – search on the name in italics, use the http, or search on the generic term in 'quote marks'.
- Royal Geographical Society* – recording your expedition – www.rgs.org/OurWork/Publications/EAC+publications/Expedition+Handbook/Recording+your+expedition.htm
- AP Stylebook* – www.apstylebook.com/?do=product
- Writing Effectively for WHO* – www.colelearning.net/who/
- IPCC climate change glossaries* – www.ipcc.ch/publications_and_data/publications_and_data_glossary.shtml
- Research for Development* – dashboard – <http://r4d.dfid.gov.uk/UsageDashboard.aspx>
- Artists Against War* – cultural campaigning – www.artistsagainstarwar.ca/
- Stop Killer Robots* – campaign against automatic drone killing – www.stopkillerrobots.org/learn/
- Social Media for Academics* – www.andymiah.net/2012/12/30/the-a-to-z-of-social-media-for-academics/
- Flag counter* – <http://s09.flagcounter.com/index.html>
- Games for Change* – serious games for social justice

Glossary

- abroad** out of a "home" country
- alien** belonging to another place
- anarchy** 'without a ruler' – the absence of a hierarchical system of government
- area study** research or facts about a geographic region, structured in a way that makes comparisons possible
- asymmetrical** not evenly formed
- big data** data sets that are too big, too fast or slow, too diverse (sources and types) and/or too complex to be managed and analysed by traditional systems
- bilateral** between two countries
- bishopric** the province of a bishop
- border** a political boundary which requires permission to cross
- citizens** those who have a right to live in a particular state, nationals
- city state** a city that claims the status of a state
- civilization** a people with a shared history and culture
- civilizational state** a large state that claims legitimacy on the basis of a shared history and culture
- collective defence** an agreement that an attack on one country amounts to an attack on all
- colony** a settlement in a conquered or acquired place
- comparative method** an old and now discredited approach to comparing peoples on the basis of "race" (*Linguistics*: a method for comparing languages with the same origins)
- comparative study** analysis of the similarities and differences, concerning a common factor; between two or more places
- continent** geographical land mass
- cosmopolitan** an undivided view of humanity and power

country the territory or land of a people or nation

country case study a bounded study of a country or issue within a country

cross-border crosses national boundaries

crowds the masses, non-elites, 'down-system' people

cultural imperialism using the culture of a powerful group to dominate others

culture 'a design for living' (Kluckhohn and Kelly)

democracy rule by the people

development an unfolding to its potential

development assistance financial and technical aid to less developed countries

diplomacy a process that 'enables states to secure their foreign policies without resort to force, propaganda, or law' (Berridge)

donors countries that give aid to less wealthy countries

Earth the name of our planet

elites select groups, 'up-system' people

empire a large territory governed by 'emperors'

environmentalism an organized concern for the environment

ethnic nationalism the use of race to legitimize a nation or nationalist ideology

ethnicity identity, a general ancestry or cultural heritage

ethnocentric believing in the centrality and paramount importance of one's own people

ethnology the study of groups on the basis of race

eugenics the spurious "improvement" of a people on the basis of genetics

exceptionalist a belief within a group that it is different from, and better than, others

expansionism increasing the territory of a state by extending its borders

fiefdom land given by a superior to a subordinate in return for loyalty and/or military support

foreign happening, or came from, elsewhere

global relating to parts of the whole world; worldwide

global commons shared areas not part of nation states

global governance a process of regulation intending to have global reach, transnational governance

globalization a process that affects a sector of the world

glocal 'think global, act local'

governance rule that is not based on an enforceable system of laws

humanitarian assistance help for people suffering emergencies or disasters

humanity the number and nature of the people of the whole world

idealism an approach to international relations based on what ought to be – human rights, UN codes, internationalisation, etc (see realism)

ideology a system of ideas (usually about social life)

in-group insiders

insiders those who have a "we" relationship

international between nations

international community a non-specific group of state and non-state actors who share common values about human rights and global problems

international organizations formal bodies that work between nations

international relations the bilateral and multilateral interactions across national borders

lands territories

legitimate accepted or successful

location a specific point relative to other criteria

minority a group with less power

mitigating reducing the detrimental aspects

multilateral between more than two countries

multinational across many nations

nation a territorial people with a shared history, identity, culture, language and/or ethnicity

nationalistic an excessive national ideology

nationals people who belong to a nation

neocolonial a new form of colonialism

nihilism (ontology) a belief that nothing truly exists

nominalism (ontology) arguing that existence comes from an interplay of experiences and mental events

others "them" rather than "us"

out-group outsiders

outsiders those who do not have a "we" relationship

overseas abroad

pan- all

peoples a body of persons sharing a common culture, language, history or inherited condition of life

place a physical area which may imply other things such as historic significance

- planet** a major celestial body orbiting a star
- planetary** pertaining to the planet
- postcolonial** after being a colony
- posthuman** beyond a human state
- principality** the dominion of a prince
- realism** an approach to international relations based on the reality of what is (see idealism); (ontology) accepting that anything that is a noun exists
- region** a place defined geographically, political or culturally, often embracing smaller places
- rights** moral principles of human behaviour, often entitlements
- scientific racism** the application of spurious scientific methods to demonstrate the inferiority of other ethnic groups
- security regime** the rules for security arrangements
- sovereign state** a territory that has a permanent population, a government, and the capacity to enter into relations with other sovereign states
- sovereignty** ultimate authority within a defined territory
- space** a real or imagined area that may have political meaning
- state crime** abuses of power that are committed or permitted by governments
- stateless peoples** cultural groups without citizenship or nationality
- stereotype** something continued or repeated unthinkingly
- supra-national** above nations
- supremacist** claiming a right to rule "inferior" groups
- system** a whole composed of parts in orderly arrangement according to some scheme or plan
- territory** a tract of land, or district, of unidentified boundaries
- transhuman** spanning a human and a non-human state
- transnational** across nations
- tribal land** territory used by groups united by kinship or other close ties
- universal** pertaining to everything or everyone
- world** the Earth, together with all of its countries and peoples
- worldview** an outlook encompassing the whole of an individual's or group's knowledge and opinions
- xenophobic** a fear strangers or foreigners

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How to use this book

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Index

- access 74, 79, 82, 112, 118, 131, 133, 148, 149, 159, 161, 163, 169
 open 83, 122, 230, 239
 to documents 47, 61
 to world data 118
 Afghanistan 3, 24, 26, 45, 208
 Africa 2, 26, 31, 35, 84, 104, 143, 145, 193
 and death 129
 Development Bank 48
 Union 36
 (See South Africa)
 aid 46–7
 al-Bīrūnī 3, 10, 24, 130, 159, 226
 Algeria 2, 3
 alien 37, 42, 77, 175
 analysis 207
 comparative 208
 further 207–223
 predicative 217
 anarchy 11, 12, 40, 41
 aphorisms 201
 Arabia 2, 11, 26
 archaeology 30, 159, 16, 166
 archives 60, 71, 115, 116, 118, 127, 137, 161, 162, 184, 196–8, 231, 239
 UN 196
 area study xxix, 27, 30, 60, 97, 98, 100–1
 art 4, 97, 100, 170
 botanical 4, 162
 scientific 4, 119, 162, 170, 178
 Assyria 2
 asymmetrical conflict 42
 Australia 6, 13, 35, 50, 54, 175, 222
 avatars 86
 back-translation 133
 Bahamas 3, 4
 Belarus, 18, 45, 159
 Bible 2, 26, 58, 104
 big data 1, 14, 71, 33, 71, 79, 88, 97, 102, 105–7, 109, 115, 118, 138, 140, 142, 143, 146, 155–6, 157, 179, 198, 199, 217, 220, 228, 229
 bilateral 37, 38, 39, 44
 biographies 127
 blind 171, 175, 181, 233
 border 29, 30, 2, 6, 11
 botanical art 162
 Brazil xxiv, 49, 223
 Britain xxii, 4, 5, 6, 28, 32, 34, 42, 50, 51, 113, 121, 144, 145, 152, 227, 232
 Tate 167
 Burma (Myanmar) xxiii
 cannibals 63
 Caribbean 35
 cartography 3, 5, 100
 causation 53, 153, 210–213
 future 214
 Central America 35
 Central Asia 2, 35, 42, 145
 China xxii, 1, 4, 6, 16, 26, 28, 32, 39, 41, 42, 45, 46, 47, 48, 53, 60, 64, 83, 92, 104, 111, 128, 143, 149, 186, 190, 193, 223, 232
 citizen mapmaking 178
 citizens 20, 22, 29, 32, 148, 173, 231
 city state 22, 29, 32, 33
 civilization 30, 37, 39, 22, 23, 24, 26, 32, 51, 56, 57
 clash of 26
 civilizational state 32
 coastal regions 145, 161, 162–4, 177, 178
 global commons 164
 codes (UN) 38

- collecting data 118
 collective defence 42,
 Colombia xxiv, 82
 colony 64,
 communist 168
 comparative method 24, 101, 226, 228
 comparative studies 9, 17, 28, 36, 70, 79, 96,
 98, 100, 101, 104, 138, 144, 151, 170, 186,
 197, 200, 208–10, 221
 historical 160
 meta-analysis 191–2
 complex emergencies 44
 concepts 16, 21, 60, 74, 208, 223–227
 and indexes 221
 conferences 236, 241
 confidentiality 81
 Congress of Nations 37
 continent 22, 23, 32, 35, 57, 175, 243
 cosmopolitan 22, 29, 40, 56, 57, 129, 155
 country case-studies xxix, 60
 crime 201
 cross-border 29, 44, 52, 81, 98, 105, 148, 169
 cross-cultural 11, 14, 17, 27, 41, 81, 126, 129,
 130, 155, 235
 crowds 32, 1, 5, 22, 28, 40, 46, 67, 88, 95, 97,
 99, 103, 128, 160, 219, 220
 crowdsourcing 1, 5, 28, 46, 88, 97, 99, 103–5,
 138, 143, 144, 148, 155, 161, 164, 169,
 176, 198, 219, 231
 maps 179
 cultural imperialism 27, 56, 100
 cultural studies 27
 culture 36, 18, 22, 57, 27, 70, 55, 56, 74, 88,
 91, 93, 100, 129, 137, 140, 155, 160, 210,
 225, 226, 228
- data capture 112, 128, 139–40, 170–1, 235
 data 111–198
 collecting 118
 crowdsourcing 103
 finding 115
 management 73, 81, 103, 105, 111–124, 114
 selecting 117
 testing 119
 transferring 121
 democracy 46, 200, 221, 228
 demography 100
 development 11, 22, 35, 36, 43–50, 52, 70
 assistance (ODA) 4, 44, 45
 human 47, 145, 221
 studies 130, 162
 diplomacy 3, 27, 42, 46, 72, 73, 100, 210, 233
 resource, 41
 disability xxiii, 24, 45, 77, 87, 138, 218, 233
 diversity 29
 documentary analysis 195
- documents 71, 97, 113, 118, 127–8, 147, 159,
 188, 195–203
 finding 37, 60, 195, 233
 official 3, 11, 195
 security of, 115
 transferring 121
 using 198
 donors 46
- East Asia 1, 11, 28, 62, 92, 190, 232,
 economics 47
 environmental 53
 Egypt xxiv, xxiii, 3, 5
 Elihu Burritt 37
 elites 6, 17, 22, 24, 28, 29, 40, 43, 49, 63, 75,
 96, 98, 126, 127, 128, 133, 140, 144, 185,
 187, 200
 empire 1, 22, 32, 41, 56, 178, 200
 England 5, 26, 32, 36, 49, 101, 168, 177
 environment 51–56, 75, 83, 98, 99, 145, 147,
 169, 171, 217
 activists 51, 163, 239
 built 167–9
 change 162, 164, 170
 ethics 99
 health 163
 impacts 102, 162, 188, 212
 justice 53
 politics 101
 refugees 164, 193
 victims 53
 environmentalism 51, 200
 epistemology 10, 61, 63, 119
 ethics 4, 80–93, 97, 118, 126, 227, 237
 committees 90
 ecological 53–5
 fieldwork 76
 foreign policy 41
 global and international 29, 39, 40, 99, 200
 research on 99
 retroactive and retrospective 99, 200
 ethnic nationalism 23, 24
 ethnicity 22, 26, 27, 102
 ethnocentric 16, 19, 22, 23, 56, 126, 232
 ethnography 98, 159
 ethnology 22, 23, 24
 eugenics 24, 31, 77, 126
 Europe Court of Human Rights 37
 evaluation 99
 exceptionalist 23, 56
 expansionism 32
 experiments 13, 30, 76, 96, 97, 135, 136, 149,
 213, 216
 natural 101, 209
 online 137
 eye-witness 159

- fiefdom 32
 fieldwork 17, 58, 73, 74, 76–8, 79, 96, 98, 99,
 118, 119, 137, 189
 report writing 234
 presentations 235
 file-sharing rankings 222
 financial systems 48–9
 findings 5, 70, 73, 75, 76, 101, 112, 143, 151,
 160, 188
 ethics 83, 87
 indicative 149
 literature review, 59, 61, 62
 using 205–41
 validity 120
 focus groups 128
 focus 58, 61, 73–5, 76, 96, 117, 131, 148
 comparative questions 101
 groups 132, 220
 investigative research 103
 online research 137
 foreign 6, 17, 23, 24, 32, 41, 45, 61, 64, 78, 84,
 102, 231
 framework 70, 95–110
 action (UN) 38, 47, 52, 164
 analytical 198, 199, 207–228
 conceptual xxx, 61
 Critical Process Analysis 188
 crowdsourcing 103–105
 global/human security 39
 predictive analyses 217
 standard research 96
 world research xxxi, 18, 22, 97, 185
 theoretical 21–66, 51, 60, 234
 participatory 87
 France xxiv, 45, 63, 84, 168, 177,
 frequency tables 152
 further analysis 207–223
- generalization 149, 155, 214, 227, 223–229
 geography 31
 global xxix
 capitalism 48
 commons 22, 31, 36, 88, 162, 164,
 165–7, 169
 citizens 29
 ethics 29
 governance 39
 health 45
 globalization 22, 29, 38
 low end 39
 global xxx
 gold standard 50
 governance 16, 39, 44, 46, 54, 185,
 190, 191,
 Greece 2, 92, 143, 222
 group discussions 136
- Guatemala xxiv, 63
 Guinea-Bissau 3
- halo effect 15
 hearsay 159
 Hindus 3, 86, 113, 226
 history 2, 3, 6, 13, 16, 23, 32, 36, 46, 54, 73,
 97, 98, 101, 119, 126, 166, 168, 196
 day in 144
 defined 39
 disarming 233, 237
 end of 48
 future 171
 studies 26
 UN project 196
 human enhancement 30
 human subjects/participants 126, 88
 humanitarian assistance 39, 43, 45,
 105, 187
 humanity xxx, xxxi, 11, 29, 30, 31, 54
 crimes against 201
- Ibn Khaldūn 15, 24
 idealism 40, 41
 identity 11, 17, 26, 30, 83, 100
 coastal 162
 national 165
 ideology, 16, 24,
 inclusion xxiv, 2, 31, 49, 86–7, 105, 133, 162,
 181, 230
 interviews 107
 indexes 4, 47, 50, 84, 100, 101, 112, 145, 146,
 153, 168, 197, 209, 219, 220–223
 India 2, 3, 10, 13, 24, 26, 28, 40, 45, 59, 92, 98,
 130, 159, 190, 210, 211, 226, 239
 East India Company 32, 111, 184
 inequality 50
 integrity 80–93, 198, 192, 228
 forensic evidence 166
 photos 128
 intellectual property 85
 intelligence gathering 187
 international xxviii, xxix–xxi, 5, 6, 10, 11, 22,
 35, 51, 55, 64, 75
 agreement 29, 39, 45, 52
 civil service 39
 civil society 39
 economics 47
 financial systems 48
 knowledge 15
 law 34, 36, 37–8, 52, 92, 99
 organizations 31, 36–7
 politics 15
 relations 14, 39–43, 61
 research ethics 81
 studies 9

international *cont.*
 systems 36–7
 understanding 18
 interviews 76, 77, 88, 119, 128–136, 160, 162, 167, 188, 200
 inclusive 107
 theorization 223
 online 96, 107
 investigative 102, 131
 Iran xxiii, xxx, 3, 11, 12, 16, 24, 26, 29, 42, 60, 74, 104, 153, 193, 208
 Iraq 4, 16, 26, 37, 45, 92, 117, 168, 196, 200
 Dossier 215
 Islamic 1, 32, 33, 74, 82, 121, 144
 Israel 2, 13, 24, 85, 166, 193, 200, 241
 Italy xxiv, 51, 143, 222
 iterative methods 70–3
 Japan xxii, 3, 4, 23, 25, 26, 28, 44, 45, 46, 51, 52, 62, 84, 85, 104, 121, 126, 136, 143, 146, 153, 163, 175, 186, 189, 190, 196, 197, 199, 201, 224, 233
 Jordan xxiii, 4, 120
 Kazakhstan xxiii, 116, 137, 165, 168
 killer robots 43
 knowns 106
 Korea DPR (North) xxiv, 12, 27, 28, 33, 44, 63, 64, 75, 85, 116, 169, 180, 187, 190, 197, 199, 208
 Korea Rep. of (South) xxii, xxx, 4, 26, 28, 33, 45, 47, 60, 74, 82, 116, 126, 138, 186, 193, 199, 208, 210
 Kuwait 45
 lands 1, 5, 6, 32, 34
 Latin America 35
 law xxix, 3, 11, 12, 13, 32, 34, 36, 82, 84, 89, 101, 140, 146, 160, 178, 212, 213, 223, 224
 drafting documents 200, 234
 environmental 52, 211
 intellectual property 85
 international 22, 37, 41, 43, 92, 99, 164, 200
 state theory, 33
 UN 37
 legitimacy 13, 34, 64,
 lexicography 98
 lies 130
 life-logging 135
 listening 128, 136
 literature 58, review, 61
 ontology 10
 searching 59
 location 71, 105, 115, 120, 127, 159, 166, 175, 176, 179
 logistics 69, 76, 102
 map 1, 5, 6, 26, 34, 71–2, 100, 102, 112, 119, 120, 159, 163, 164, 169, 174–182
 citizen 178–80
 conceptual 60, 69, 104
 crowd 71, 88, 97, 179
 dot 145, 176
 participatory 99
 thematic 180–2
 world systems 187
 market research 146
 Melanesia 35
 Micronesia 35
 minority groups 116
 minority 22, 26, 77, 86, 112, 116, 133
 mitigate 54, 55, 217
 mixed methods 70–3, 112, 119, 161, 198, 208
 monuments 168
 MOOCs 27
 multicultural 29
 multilateral 37, 38, 39, 44
 musicology 98, 136
 narratives 236
 nation xxix–xxx, 2, 3, 5, 10, 22, 24, 26, 27, 29, 31, 32, 33, 34, 35, 36, 37–8, 39
 nationalistic 6, 18, 23, 27, 126, 159, 165, 232
 natural experiments 97, 101, 209
 neo-colonial 27, 32, 100
 neoliberal 41
 network analysis 102
 new security agenda 39
 New Zealand xxii, xxv, 4, 12, 35
 Nigeria xxiii, 24, 129, 144, 241
 nihilism 10,
 nominalism 10, 11, 36, 43, 51
 nothing 13
 objects 2, 3, 71, 98, 118, 122, 127, 129, 159, 165, 169
 built 168
 documents 200
 tracking 188
 observation 136
 participant, 128
 Oceania 35
 online research 87–9, 97, 105–7, 137
 ethics 85, 86, 89
 ontology 2, 10, 119
 of anarchy, 12, 40
 of nothing, 13
 relational 212
 open access 83
 opinion poll 143, 145
 othering 24
 others 3, 6, 23, 28, 69, 84–7, 126, 226
 seeing the world through the eyes of 2, 112
 overseas territories 34

Pakistan 3, 17, 24, 45, 46, 237
 participant observation 128
 participation 47, 86–7, 112, 133
 in research 91
 spaces for 238
 peoples xxix, xxxi, 3, 22–31, 23, 97, 98–100, 125, 137, 159, 160
 coastal 162
 indigenous 164
 rural 161
 transient 161
 perceptions 145
 Persia 5, 9, 16, 26, 29, 37, 74
 persona of researcher 82
 photography 4, 5, 71–2, 83–4, 85, 99, 103, 106, 118, 119, 128, 139, 160
 Google Images 115, 233
 management 114
 places xxix, xxxi, 3, 4, 11, 22, 31–36, 97, 98, 100–101, 125, 158–174, 224
 mapping 174–183
 planet 10, 53, 54, 55, 77, 86, 147, 175, 213
 planetary interest 52
 planning 67–108
 political violence 22, 26, 39–43
 Polynesia 35
 populations 4, 32, 100, 102, 105, 106, 117, 142–157, 144, 160, 164, 214
 transient 161
 Portugal 3, 32, 50, 222
 positivist 41
 postcolonial 32, 73, 98
 posthuman 22, 30,
 potatoes 18
 prediction 13, 117, 145, 213–220, 226
 prehistory 30
 press freedom 197
 problematization 75–6
 project management 76
 public domain 82
 public interest 82
 public presentation 235
 puppets 134
 qualitative 70, 87, 88, 95, 97, 117, 153, 165, 208, 217
 analysis software 198
 quantitative 70, 95, 97, 151, 155, 165, 208, 217
 rationale 73
 realism 10, 40–1
 realpolitik 40
 reciprocity 92
 Red Cross (ICRC) 43
 reflexivity xxxi, 6, 16–19
 refugees 35, 164, 193
 regions (UN) 35–36
 reliability 59, 63–5, 120
 remote research 87–9, 98
 remote sensing 177
 reporting research 230–242
 academics 234
 professional, 234
 research 230
 research xxix
 frameworks 2, 22, 95, 185
 design 69, 70
 online 87–9, 105–7
 technologies 112
 rights 2, 22, 23, 29–31, 32, 33, 34, 39, 55, 77, 83, 85, 87, 91, 119, 164, 227
 animal 30
 children's 29, 83, 208, 233
 European 37
 gay 237
 Inter-American 99
 risk 11, 53, 54, 81–3, 215
 analysis 99, 114, 135, 146, 217
 assessment (fieldwork) 70, 77–9, 123
 environmental 52
 existential 54
 financial 49
 robot xxvii
 ethics 89
 interviewers 136
 killer 43
 underwater 163
 rural 145, 148, 151, 161–2, 181, 223
 rapid appraisal 99
 Russia 45
 samples 148–9, 154–5
 satellite 89, 90, 91, 95, 99, 103, 105, 112, 160, 164, 169, 193
 maps 177
 Saudi Arabia 13, 45
 scientific drawing 4, 119, 162, 170, 178
 scientific racism 23, 24, 25, 126
 Scotland 5
 security regime 42
 selecting data 117
 self-reflexive diary 17
 significance 120
 Silk Roads 2, 21, 23, 184, 190, 238
 situation analysis 99
 snowball data 71
 social media 102, 105, 120, 137, 144, 146, 155, 156, 176, 179, 187, 188, 193, 220, 230, 240
 Somalia 2
 South Africa 2, 3, 13, 24, 52, 127, 181, 210
 Southeast Asia 16, 35, 36, 84, 168, 177,
 sovereign state 32, 33, 90
 sovereignty 32, 34, 185, 227,

- space 238
 - astronomical 10, 14, 31, 36, 51, 54
 - cyber 10, 36, 49, 164, 177, 241
 - geographical 31, 83, 88, 91, 102, 161, 178, 188
- Sri Lanka 2
- star plot 209
- state crime xxii, 22, 38, 188, 223
- state theory 33
- stateless peoples 35
- statistics 147–156
 - causal 153
 - descriptive 51
 - inferential 154
- stereotype 3, 85
- street 144, 159–60, 170
 - children 121, 127, 134, 139, 181
 - ethnography 160
 - maps 176, 179, 181
 - observation 72, 160
 - photos in 83
 - posters 78
 - StreetView* (Google) 71, 167, 176
- supply chains 189
- supremacist 23
- surveys 76, 96, 147–156
 - internet 105
 - non-digital 143
- SWOT analysis 186
- symbolism 12, 98, 167, 238
- Syria 3, 4, 5, 43, 63, 92, 121, 179, 197, 208
 - Tracker 179
- systems xxix, xxx, xxxi, 2, 3, 5, 10, 15, 28, 30, 36–56, 100, 158, 174
 - administrative 185
 - analysis 101
 - data management 114
 - mapping 187
 - social 185
 - world 184
- technologies 30, 43, 54, 55, 73, 78, 81, 90, 111, 112, 132, 148, 171, 177
 - crowdsourcing 103
 - data capture 139
 - disability access 87
 - mapping 178
 - presentation 235
- territory 22, 31, 32, 33, 34, 35, 51, 55, 100, 162
- testing data 119
- texts 2, 23, 24, 32, 59, 63, 71, 77, 104, 106, 127–8, 149, 165, 169
 - online 138
- theory 21, 148, 153, 224–228
 - causation 211
 - colonial 32
- theory *cont.*
 - critical 27, 98, 190, 207
 - culturally-based 227
 - domino 16
 - elite 28
 - evolutionary 30
 - game 40, 102
 - grounded 118
 - international relations 39
 - predictive 76
 - probability 40, 154
 - regime 41
 - world systems 101, 185–6
- transferring data 121
 - state 33
- transhuman 30, 77
- translation 3, 61, 73, 98, 120, 132–4, 135, 136, 233
- transnational 244
 - companies 102, 120
 - migration 100
- triangulation 103, 119, 120, 123, Turkey 2, 3, 190
- UAE 45
- UAVs (drones) 8, 91, 119, 122, 169, 177, 178–80
- United Nations 35, 37
 - regions 35
- universal xxx, xxxi, 10, 29, 31, 45
 - human 23, 169, 223
- unknowns 3, 14–15, 105, 106, 214, 218
- UNSTATS 35
- urban 160–1
 - ethnography 159
 - history, 167
 - music 98
 - peri 161
 - streets 159
 - young people 178
- USA (America) xxiv, 3, 5, 9, 13, 15, 16, 18, 22, 26, 27, 28, 29, 32, 34, 35, 36, 37, 39, 40, 42, 45, 46, 48, 51, 53, 63, 85, 92, 99
- Uzbekistan 3
- Vatican 33
- Vietnam 16, 101, 186
- VOI (*Skype*) 134, 135
- war damage 167
- water 19, 24, 39, 42, 43, 50, 51, 55, 101, 145, 161, 163, 164, 174, 176, 180, 189, 211, 215
- wellbeing xxiii, 39, 49, 50, 73, 77
- wetlands 161, 163, 179
- without borders 2, 6, 18, 197

- world research xxxi–xxxii, 1, 2, 21, 43, 64, 70, 98, 145, 148, 151, 160, 167, 178
- world xxix
 - change 237
 - knowledge 9
 - literature 59
 - regions (UN) 35
 - systems 101, 184
- worldview 9, 23, 26, 58, 162, 227
- xenophobic 23