



GRAZ
INTERNATIONAL
SUMMER SCHOOL
SEGGAU

Graz International Summer School Seggau 2019: Radical (Dis)Engagement: State – Society – Religion

October 2018



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1. Faculty and Staff

1.1. GUSEGG Faculty and Staff

1.1.1. Academic and Administrative Program Coordination

- **Prof. Dr. Roberta Maierhofer**, Academic Director and Chair of Center for Inter-American Studies
- **Drs. Michael Kuhn**, Co-Director and Representative of COMECE
- **Barbara Ratzenboeck**, Bakk. MA, Academic Co-Director of GUSEGG
- **Christine Rajic**, Mag.theol., Representative of the Diocese Graz-Seckau
- **Ulrike Grassberger**, GUSEGG Coordinator
- **Urša Marinšek**, GUSEGG Coordinator

1.1.2. Teaching Faculty (in alphabetical order)

- **Prof. Dr. Marjorie Agosin**, Wellesley College, USA (<http://www.wellesley.edu/>)
- **Prof. Dr. Philip Barnard**, University of Kansas, USA (<https://ku.edu/>)
- **Prof. Dr. Christian Cwik**, University of the West Indies, Trinidad and Tobago (<https://sta.uwi.edu/>)
- **Prof. Dr. Maureen Daly Goggin**, Arizona State University, USA (<https://www.asu.edu/>)
- **Prof. Dr. Peter Goggin**, Arizona State University, USA (<https://www.asu.edu/>)
- **Prof. Dr. Stephen Katz**, Trent University, Canada (<https://www.trentu.ca/>)
- **Prof. Dr. Helga Kromp-Kolb**, BOKU – University of Natural Resources and Life Sciences, Vienna, Austria (<https://www.boku.ac.at/en/>)
- **Prof. Dr. Cheryl Lester**, University of Kansas, USA (<https://ku.edu/>)
- **Prof. Dr. Roberta Maierhofer**, University of Graz, Austria (<https://www.uni-graz.at/en/>)
- **Senior Lecturer Mirko Petrić**, University of Zadar, Croatia (<http://www.unizd.hr/>)
- **Prof. Dr. Luis San Vicente Portes**, Montclair State University, USA (<https://www.montclair.edu/>)
- **Barbara Ratzenboeck**, Bakk. MA, University of Graz, Austria (<https://www.uni-graz.at/en/>)
- **Prof. Dr. Kim Sawchuk**, Concordia University, Canada (<https://www.concordia.ca/>)
- **Prof. Dr. Don E. Walicek Lindley**, University of Puerto Rico at Río Piedras, Puerto Rico (<http://www.uprrp.edu/>)

2. GUSEGG: June 30-July 13, 2019

2.1. General Description

The **Graz International Summer School Seggau** is an interdisciplinary and international program that offers a rich academic curriculum, an intercultural space for learning, the opportunity for academic and professional development, and the opportunity to reach a diverse cohort of students for a study-abroad experience by adding a different format to the already existing wide range of other programs. It is designed as an educational immersive experience that offers learning both on an academic as well as a personal level, and provides students with the opportunity of meeting like-minded people from more than thirty

countries. The program is run by the University of Graz, which is Austria's second largest comprehensive university in Austria.

2.2. Target Group

The program is a carefully structured intercultural study opportunity and offers international experience to students from **all disciplines at different levels of their studies**. The program is designed for internationally oriented, highly motivated students, who wish to deepen their understanding of current European affairs with a focus on Europe and America. It offers students multiple opportunities to study and discuss global developments and challenges within the context of transformation processes and demographic changes that affect aspects of individual, social, political, religious, cultural, literary, regional, economic, cohort and national identities.

2.3. Course Credits and Teaching Format

The summer school is made up of morning lectures, where all students and teachers participate, and afternoon seminars in smaller groups. Lecturers teaching the seminar modules in the afternoon as well as experts in the field will deliver morning lectures followed by discussions that provide the context for the seminar modules. All students are required to attend the morning lectures; the topic of these lectures will be directed towards a general audience. In addition, students work in small groups made up of participants from each of the different seminars to present a summary of what they have learned at the end of the summer school, giving them the opportunity to reflect, analyze and contribute in another setting. Students can earn **6 ECTS (European) credits**. Requirements are active participation in all formats of the summer school and a seminar paper that will be handed in after the completion of the program.

2.4. Logistics

The venue of the summer school is Seggau Castle located 45 km south of Graz, Austria. The history in that area dates back to Roman times and the unique Lapidarium at Seggau is a testimonial of those times. The history is documented in the ancient Roman tombstones embedded in the outer walls of the upper castle, constant reminders of the region's impressive history and the continuous destruction and resurrection of the castle. Today, the site is a conference venue and a four star hotel with all the amenities of a resort. As a modern conference venue, Schloss Seggau has seminar and lecture rooms for various capacities. All the rooms are IT equipped (e.g. laptops, beamers). The venue is well connected and easily accessible. If travelling by plane, the nearest airport is Graz Airport. If flying to Vienna, the venue can be reached by train. The GUSEGG team will make sure the students arrive safely to Seggau Castle by providing shuttles from the nearest train station to the castle and will coordinate arrival and departure times accordingly.

2.5. Cost of Program and Application

The total student participation cost is € 1.500 covering course costs, tuition, room & board (double, triple or quad rooms, and 3 meals per day), extracurricular activities, and the Graz excursion.

Students receiving **CEEPUS scholarships pay € 120**, which contributes to room and board. CEEPUS students receive a CEEPUS scholarship and an additional University of Graz scholarship for CEEPUS students. CEEPUS students come from:

- **CEEPUS Partner Institutions** in the **Network CIII-AT-0503-08-1819 Inter-American Studies**: University of Veliko Tarnovo, Plovdiv University, Palacky University, University of Zagreb, University of Pecs, University of Szeged, Karoli Gaspar University of the Reformed Church, Jagiellonian University in Krakow, Alexandru Ioan Cuza University of Iasi, University of Belgrade, Comenius University in Bratislava, University of Novi Sad, University of Ljubljana, University of Zadar, University of Maribor.
- **CEEPUS Partner Countries FREEMOVER**: Albania, Bosnia & Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Kosovo, Macedonia, Moldova, Montenegro, Poland, Romania, Serbia, Slovakia, Slovenia.

In order to receive a CEEPUS scholarship, after applying for the Summer School, students have to apply for funding directly with CEEPUS. You can contact the CEEPUS coordinator (a local National CEEPUS Organization or NCO) at a home university for more information. As soon as a student has registered with the network, they should contact our CEEPUS coordinator Xaver Hergenröther at the University of Graz.

If your university is not part of the network but within a network-country, students apply for a Freemover Scholarship.

Application deadline for GUSEGG 2019 is **March 18, 2019**. More information about the application process can be found on the GUSEGG website: <http://international.uni-graz.at/gusegg>.

2.6. On-Site Support

On-site, the academic and administrative program coordinators (see 1.2.1.) will be available 24/7. Apart from on-site office hours, all the participants will be given an emergency telephone number for when they travel and the duration of the program.

2.7. Aims and Objectives

Apart from developing and strengthening academic collaboration, the program strives to:

- Develop critical thinking of students and build intercultural dialogue,
- Ensure quality education with a variety of morning lectures and seminars, including many international participants, lecturers, and other experts in their fields,
- Develop students' skills in public speaking, academic writing, creative writing,
- Encourage students to work together in small interdisciplinary team settings to complete certain tasks and to seek additional support from all the professors on site
- Provide equal opportunities for students in presenting their work (e.g. presenting a scholarly poster, participating in a science slam, publishing in the GUSEGG publication, etc.),
- Establish sustainable interdisciplinary cooperation of teachers, students, and participating experts by creating an international community through the GUSEGG Alumni network: <https://alumni.uni-graz.at/de/alumni-gruppen/chapter/chapter-international-summer-school-seggau/>,
- Present and discuss focus areas of the University of Graz – South Eastern Europe and North, Central and South America – through interdisciplinary lectures.

2.8. Outcomes

- Developed critical thinking of students,
- Discussed change in today's world, from migrations, political regimes, climate change to new technologies,
- Enabled students to gain an understanding of current global affairs and to incorporate personal experience into the discussions,
- Learned to build on interdisciplinary methods to strengthen one's own academic background,
- Familiarized with transnational contexts such as Europe and the Americas,
- Discussed and analyzed concepts such as nationalism, globalization, sustainability, societal coherence,
- Equipped students with a broader outlook on shaping today's world,
- Strengthened the relationship between institutions,
- Enriched international and intercultural experience of all the participants (students and lecturers),
- Established interdisciplinary cooperation of teachers and students on a global level,
- Created a highly supportive international network for students and faculty, new travel and cultural experiences, and further academic opportunities,
- Explored new teaching methodologies and practices,
- Mastered transferable skills such as analysis, discussion, debate and academic writing,
- Shared and gained international expertise among all the participants.

2.9. Extracurricular Activities, Events, and Excursions

A one-day trip to Graz with a site-visit to the University of Graz, a reception at the City Hall, as well as, a guided city tour is included in the program. An optional trip to Maribor in Slovenia is offered to participants at their own expense. In addition, social events will be organized, such as volleyball, water polo, soccer, and table tennis tournaments, movie and game nights and a karaoke evening, as well as two international evenings, where students present their countries.

2.10. Further Information

Website: <https://international.uni-graz.at/en/stud/int-focus/summerschools/gusegg-summer-school/>

GUSEGG Film: <https://www.youtube.com/watch?v=kjSbGAmXmgQ>

https://www.youtube.com/watch?v=xRFAUe59bew&list=PLm-qGn7rbCuhh_GD1febOSNta11XGuwx

Artistic film on Vimeo (password: karaoke): <https://vimeo.com/174475682#at=0>

3. Academic Program: “RADICAL (DIS)ENGAGEMENT: STATE-SOCIETY- RELIGION”

GUSEGG 2019 will offer as an overall theme a discussion on social, political, cultural, economic, and individual engagement and disengagement. Constant political uncertainties. Climate change. Demographic transformation. Continual re-thinking of societal coherence in times of diversity. New technologies that will redefine the notion of work. All these issues are often met with reactions ranging from resignation to proactive ignorance, both on the individual and wider social, cultural, and national

levels. The lack of knowledge and tolerance increasingly erupt in aggression and violence against others, taking the place of critical reflection and civic engagement. Trust in institutional structures, political procedures and information (re)sources has been replaced by mistrust and disengagement. The belief in an open and tolerant society and our individual agency has been undermined.

In order to develop strategies and methods to meet the immense challenges of our time, this summer school suggests engaging in academic contemplation and interdisciplinary exchange. Analyzing both engagement as well as disengagement in terms of the relationship of the individual to social, political, and economic structures offers us the opportunity of developing disruptive intellectual approaches and ideas, as we can gain insights into political, social, economic, and cultural forces that make us believe that the challenges we face are essential, natural, and inevitable. Such analysis offers us not only an understanding of our own alliances on an individual, a regional, national, and global level, but also the possibility of moving from a passive position to active involvement in transformation processes in order to become agents of change by an authentic reformulation of our identities.

3.1. Detailed Academic Program

1. Morning Lectures

Lecturers teaching the seminar modules in the afternoon as well as experts in various fields will deliver morning lectures that provide the context for the seminars. All students are required to attend the morning lectures; the topic of these lectures will be directed towards a general audience. The morning lectures are followed by a break, and afterwards by a plenary discussion, in which the students will have the chance to ask questions.

2. Optional Lunch Workshops

The workshops are additional voluntary coursework positioned in the midday slots and should help students improve specific skills, such as writing and publishing, presenting academic work in diverse settings. Students sign up for the workshop(s) prior to the summer school.

Creative Writing Workshop

Marjorie Agosín, Wellesley College, USA, magosin@wellesley.edu

This workshop is intended for students who wish to discover and explore their creative talents. Students are encouraged to express themselves creatively through various genres, and for a multitude of purposes. The workshop will also provide an opportunity for them to test try out ideas, exchange views, and develop their passion for writing.

OUTCOMES

Students will:

- Develop writing skills and creativity skills,
- Use personal experience in writing,
- Acquire knowledge in writing styles,
- Manage to further develop their creativity in various genres,
- Acquire a critical outlook on various genres (e.g. poetry, prose, essay),

- Establish a written voice and persona in their texts,
- Successfully use English grammar,
- Be trained in editing, correcting and drafting texts,
- Use creative writing as a resource for individual creative processes.

TOPICS AND SCHEDULE

1 July 2019	Introduction
2 July 2019	Poetry
3 July 2019	Prose
8 July 2019	Drama, essay
9 July 2019	Writing styles
10 July 2019	Conclusion

READINGS

- Balcells, Jacqueline. *The Enchanted Raisin*. Latin American Literary Review Press, 1988.
- Brunet, Marta. "Solitude of Blood." *Landscapes of a New Land: Fiction by Latin American Women*, edited by Marjorie Agosin, White Pine, 1992, pp. 61-83.
- Castellano, Rosario. "Meditation on Threshold." *Meditation on the Threshold. A Bilingual Anthology Poetry (English and Spanish Edition)*, Bilingual Review, 1988.
- . "Monologue of Foreign Woman." *A Rosario Castellano Reader. An Anthology of Her Poetry, Short Fiction, Essays, and Drama*, edited by Maureen Ahern, University of Texas Press, 1998, p. 84.
- García Márquez, Gabriel. "Nobel Lecture." *Nobelprize.org*, 8 Dec. 1982, www.nobelprize.org/nobel_prizes/literature/laureates/1982/marquez-lecture.html. Accessed 18 Jan. 2018.
- Liscano, Carlos. *Truck of Fools*. Vanderbilt Univ. Press, 2004. (Selected excerpts)
- Neruda, Pablo. "Nobel Lecture." *Nobelprize.org*, 13 Dec. 1971, www.nobelprize.org/nobel_prizes/literature/laureates/1971/neruda-lecture.html. Accessed 18 Jan. 2018.
- . "Ode to the Artichoke." *PoemHunter.com*, 22 Mar. 2010, www.poemhunter.com/poem/ode-to-the-artichoke/. Accessed 18 Jan. 2018.
- . "Ode to Tomatoes." *Famous Poets and Poems* famouspoetsandpoems.com/poets/pablo_neruda/poems/15736. Accessed 18 Jan. 2018.
- . Selected Poetry.
- Partnoy, Alicia. "The Small Box of Matches." *The Little School: Tales of Disappearance & Survival*. Cleis Press, 1998.
- Paz, Octavio. "Nobel Lecture." *Nobelprize.org*, 8 Dec. 1990, www.nobelprize.org/nobel_prizes/literature/laureates/1990/paz-lecture.html. Accessed 18 Jan. 2018.
- Raznovich, Dianne. *Disconcerted*. in *Defiant Acts: Four Plays*. Bucknell University Press, 2002.

Academic Writing Workshop

Maureen Daly Goggin, Arizona State University, USA, maureen.goggin@asu.edu

When we speak of academic writing, we also have to talk about academic research that leads to the authoring of academic papers. And when we speak of academic research and writing we enter messy terrain, filled with dissensions, disparities, and disputes across and within disciplines about what counts as a research question, what counts as data, what counts as analysis, and what counts as an academic genre. In this class, we will explore literacy practices shared across these discordant boundaries. A mere practical

purpose for this class is to prepare students to author a manuscript for consideration in the publication series *Off Campus: School of Thought*.

OUTCOMES

Students will:

- Be familiar with the process of writing academic papers; from starting a draft to a final version,
- Understand the concept of a research question,
- Recognize what counts as data, analysis, and academic genre,
- Have practiced writing skills,
- Have developed revising, editing and proofreading skills,
- Revise citing styles,
- Have gained transferable skills in writing, be prepared for independent work and author an academic paper.

TOPICS AND SCHEDULE

1 July 2019	Introduction to the workshop. Starting at the beginning: What is research and what is an academic paper? How do I find a topic?
2 July 2019	Composing a first draft, posing a research question, getting data and starting with analysis. Getting and using sources; citing styles, in-text citations, referencing.
3 July 2019	Getting things sorted out and finishing the paper; proofreading etc. How do I turn my academic paper into a publishable essay?
5 July 2019	Information about publishing opportunity with GUSEGG, <i>Off Campus: Seggau School of Thought Publication</i> .

Public Speaking Workshop

Peter Goggin, Arizona State University, USA, petergo@asu.edu

In these three workshop sessions, we will focus on strategies for effective talks and paper presentations in various academic and professional settings. The workshops will introduce workshop participants to (and remind them of) techniques and rhetorical appeals of presence, performance, design, delivery, and technology for purposes of engaging, persuading, educating, enlightening, and challenging academic audiences in oral/visual presentations. The Public Speaking class will be an interactive workshop that will encourage participation and collaboration in developing, practicing, and critiquing such presentation genres as pitches, slams, elevator speeches, storytelling, conference papers, and defenses.

OUTCOMES

Students will:

- Gain knowledge on how to successfully prepare and structure a speech
- Be familiar with different presentation strategies,
- Be able to deliver a speech successfully,
- Have practiced different genres of speaking (e.g. pitches, slams),

- Improve listening and speaking skills,
- Be able to cope with stage fright and shyness,
- Be able to train themselves in gaining confidence, pace, tone audibility, and audience contact,
- Develop techniques for public speaking in numerous contexts.

TOPICS AND SCHEDULE

8 July 2019	Intro, genres of speaking.
9 July 2019	Various techniques and practice.
10 July 2019	Preparing for science slam.

Publication, Poster Presentations, and Science Slam

a) Publication Opportunity

Students are encouraged to submit their work for consideration in a publication on the topic of the summer school that is published by the University of Graz Press in the *Off Campus: Seggau School of Thought* series. So far, three volumes have been published, and one volume is underway.

<https://universitaetsverlag.uni-graz.at/de/katalog/geisteswissenschaften/off-campus-seggau-school-of-thought/>

b) Poster Presentations & Science Slam

Students who wish to present their work, thesis, research or interest, will have an opportunity to do so in a form of a scholarly poster or taking part in Science Slam in a special event that takes place in the evening of the second week (see agenda).

3. Parallel Afternoon Seminars (Students Choose One):

Seminar 1: Histories and Politics of State, Nation, and Identity

Week 1: Christian Cwik, University of the West Indies, St. Augustine Campus, Trinidad and Tobago, christian.cwik@sta.uwi.edu

Week 2: Don E. Walicek Lindley, University of Puerto Rico, Puerto Rico, don.walicek@upr.edu

COURSE DESCRIPTION

WEEK 1 (Prof. Cwik)

The development of new political theories of state during the era of enlightenment have changed our societies in a drastic way. Especially the impact of Rousseau's *The Social Contract* and Montesquieu's "Separation of Power" became the basis of the modern state. Former subjects of kings and queens became citizens of states. As citizens they became officially the state sovereign and were fighting for more political and economic participation within the new system. In the colonies the development was different, because the decolonization process had priority and political participation does hardly play a role. The lack

of industrialization in the new independent states prevented the emergence of a proletariat hence the conservative feudal system remained during the age of revolutions. The seminar wants to elaborate the differences between state formation processes in Europe and the Americas based on different examples in different epochs among them: the German Confederation State (1815-1848) versus the United States of America, France versus Brazil, Panama versus Albania, Venezuela versus Yugoslavia, Gibraltar versus Anguilla. The seminar will also discuss new state projects such as Catalunya.

WEEK 2 (Prof. Walicek)

Students will explore the expression of individual human experiences at Guantánamo Bay, Cuba, and instances in which the U.S. Naval Base at Guantánamo Bay has figured prominently in the collective conscience of Americans as well as populations in the Caribbean and Latin America. Special attention will be given to the occupation of the bay by the U.S. during the Spanish-American War, episodes in which tens of thousands of Cuban and Haitian refugees were held there in the 1990s, and the operations of the prison for suspected terrorists established there in the aftermath of 9/11. Factors leading to Guantánamo’s emergence role as a place that has impacted the formation of states, nations, military policies, and identities will be considered.

OUTCOMES

Students will:

- Become familiar with state theory in Europe, Latin America and the Caribbean,
- Understand reasons of resistance against Colonialism,
- Find out how migrants have been responsible for political changes,
- Understand more about present migrations,
- Be familiar with migration theories and be able to apply them to today’s migrations,
- Know how societies change and are affected by migrations and relocations,
- Demonstrate critical thinking in written and oral reactions to texts related to the course themes and selected from a variety of disciplines,
- Formulate creative approaches to the complexities of the course’s main topics,
- Analyze selected themes through a variety of approaches and from divergent perspectives.

TOPICS AND SCHEDULE

Date	Topic	Reading
1 July 2019	Political State Theory	<p>Montesquieu. <i>The Spirit of Law. A Compendium of the First English Edition.</i> University of California Press, 1977, passim.</p> <p>Muldoon, Ryan. <i>Social Contract Theory for a Diverse World: Beyond Tolerance.</i> Routledge, 2016, p. 31-42.</p> <p>Rousseau, Jean Jacques. <i>The Social Contract or Principles of Political Right.</i> Wordsworth, 1998, passim.</p> <p>Sullivan, Vickie B. <i>Montesquieu and the Despotism of Europe: An Interpretation of the Spirit of</i></p>

		<i>the Laws</i> . The University of Chicago Press, 2017, p. 89-98.
2 July 2019	Formation of National States During the Age of Revolution in Europe and the Americas	<p>Benton, Lauren. <i>A Search for Sovereignty: Law and Geography in European Empires, 1400–1900</i>. Cambridge University Press, 2010, pp. 124-140.</p> <p>Hobsbawm, Eric. <i>The Age of Revolution, 1789-1848</i>. Vintage, 2010, pp. 43-50.</p> <p>Tilly, Charles. <i>The Formation of National State in Western Europe</i>. Princeton University Press, 1975, passim.</p>
3 July 2019	Federation States, Centralistic States, Socialist States	<p>Greß, Franz. <i>Reforming Governance: Lessons from the United States of America and the Federal Republic of Germany</i>. Palgrave Macmillan, 2001, pp. 11-35.</p> <p>Pipes, Richard. <i>The Formation of the Soviet Union: Communism and Nationalism; 1917 – 1923</i>. Harvard University Press, 1970, passim.</p> <p>White, George W. <i>Nation, State, and Territory: Origins, Evolutions, and Relationships, Volumes 1 and 2</i>. Rowman & Littlefield Publishers, 2004 and 2007, passim.</p>
4 July 2019	Protectorate States, Overseas Territories, New State Projects	<p>Cuadras-Moratá, Xavier. <i>Catalonia: A New Independent State in Europe? A Debate on Secession within the European Union</i>. Routledge, 2016, pp. 51-60.</p> <p>Kochenov, Dimitry. <i>EU Law of the Overseas: Outermost Regions, Associated Overseas Countries and Territories, Territories Sui Generis</i>. Aspen Publishers, 2011.</p> <p>Madden, Frederick and John Darwin. <i>The Dependent Empire, 1900-1948: Colonies, Protectorates, and Mandates: Select Documents on the Constitutional History of the British Empire and Commonwealth, Vol. VII</i>, Greenwood Press, 1994, pp. 43-61.</p>
5 July 2019	Europe-America: Transformation through Migration	<p>Munck, Ronaldo and Mary Hyland. "Migration, regional integration and social transformation: A North–South comparative approach." <i>Global Social Policy</i>, vol. 14, no. 1, 2013, pp.32–50. <i>Sage Journals</i>, https://doi.org/10.1177/1468018113504773.</p> <p>Von Sternburg, Speck. "The Phantom Peril of German Emigration and South-American Settlements." <i>The North American Review</i>, vol. 182, no. 594, 1906, pp. 641-650.</p>
8 July 2019	American Predicaments	<p>Evans Braziel, Jana. "Haiti, Guantánamo, and the 'One Indispensable Nation' U.S. Imperialism, 'Apparent States' and Postcolonial Problematics of Sovereignty." <i>Cultural</i></p>

		<p><i>Critique</i>, no. 64, 2006, pp. 127-160. JSTOR, JSTOR, www.jstor.org/stable/4489260.</p> <p>Paik, A. Naomi. "Introduction." <i>Rightlessness; Testimony and Redress in U.S. Prison Camps since World War II</i>. University of North Carolina Press, 2016, pp. 1-18.</p>
9 July 2019	Understanding the Nation	<p>Lipman, Jana K. "The Case of Kid Chicle: Military Expansion and Labor Competition, 1939-1945." <i>Guantánamo: A Working-Class History between Empire and Revolution</i>, University of California Press, 2009, pp. 29-60.</p> <p><u>Optional</u>: Greenberg, Karen. "The First Team." <i>The Least Worst Place, Guantánamo's First 100 Days</i>, Oxford University Press, 2009, pp. 23-40.</p>
10 July 2019	Roles of the Writer, Humanist, Artist, and Critic	<p>Danticat, Edwidge. "Create Dangerously: The Immigrant Artist at Work." <i>Create Dangerously: The Immigrant Artist at Work</i>. Princeton University Press, 2010, pp. 1-20.</p> <p>Falkoff, Marc. <i>Poems from Guantánamo: The Detainees Speak</i>. University of Iowa Press, 2007.</p> <p>García Calzada, Ana Luz. "Kites" and "Breathing Room." <i>Guantánamo and American Empire</i>, edited by Don E. Walicek and Jessica Adams, Palgrave Macmillan, 2018, pp. 173-183.</p> <p><u>Video</u>: "The Haitian Guantánamo Bay Experience: The Legal Journey." <i>Vimeo</i>, uploaded by Rachele Salnave, 2012, https://vimeo.com/39612144.</p>
11 July 2019	Justice and the Law in Global Context	<p>Sen, Amartya. "An Approach to Justice." <i>The Idea of Justice</i>, The Belknap Press of Harvard University Press, 2009, pp. 1-27.</p> <p>Slahi, Mohamedou Ould. "The End of the Story," and "An Introduction to the New Edition." <i>Guantánamo Diary: The Fully Restored Text</i>, Little, Brown and Company, 2017, pp. xxii-lii.</p> <p><u>Optional</u>: Rebollo-Gil, Guillermo. "The Many Bodies of Mos Def: Notes for an Unremarkable Poem on Failure." <i>Guantánamo and American Empire</i>, edited by Don E. Walicek and Jessica Adams, Palgrave Macmillan, 2018, pp. 101-121.</p>

READINGS

Week 1 (Prof. Cwik)

Benton, Lauren. *A Search for Sovereignty: Law and Geography in European Empires, 1400–1900*. Cambridge University Press, 2010, pp. 124-140.

Cuadras-Moratá, Xavier. *Catalonia: A New Independent State in Europe? A Debate on Secession within the European Union*. Routledge, 2016, pp. 51-60.

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- Hobsbawm, Eric. *The Age of Revolution, 1789-1848*. Vintage, 2010, pp. 43-50.
- Kochenov, Dimitry. *EU Law of the Overseas: Outermost Regions, Associated Overseas Countries and Territories, Territories Sui Generis*. Aspen Publishers, 2011.
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Week 2 (Prof. Walicek)

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Seminar 2: Media and Crisis of Democracy

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“The Media and Modernity: The Populist Moment”

The content of the seminar is outlined by its title, which quotes the titles of John B. Thompson’s classical social theory of the media and Jan Werner Müller’s recent article on populism in contemporary politics and culture. Added to this should be the content of Harry Frankfurt’s 2005 essay “On Bullshit”, which analyzed the implications of the rhetorical mode of “post-factual politics” even before the term was coined. Topics covered include discussions of the technological and cultural differences of “legacy media” and “social media”, the transformation of the public sphere in the era of “networked individualism”, and dissent in the age of “regressive modernity” (Nachtwey, 2016).

In the first week of the seminar, we will place the media developments into a wider context of social transformations taking place in what the sociologist Ulrich Beck has called a “risk society” and a “second” or “reflexive modernity”. To be able to understand these, we will also look back and discuss the transformations the media have undergone in the first and second half of the 20th century. In other words, we will study how consensus was manufactured in the age of the electronic mass media, and then move on to the role of the digital interactive media in the constitution of the current electoral politics. In the second week, we will define and discuss populism in the “age of distrust”. In addition to the negative connotations of the terms like “mediocracy” and “digital populism”, ample space will be devoted to the discussion of “digital activism” and other forms of civic and intellectual participation enabled by the digital media.

OUTCOMES

Students will:

- Explore social theory of the media in modernity,
- Learn about the populist movement,
- Gain insight into rhetoric of political campaigns,
- Gain insight into populist rhetoric in other political and media systems,
- Understand the role of the media and their transformations in the 20th and 21st century,
- Be able to define the role of the media in the constitution of current populism,
- Grasp other concepts in connection to populism,
- Develop a critical outlook on political campaigns.

TOPICS AND SCHEDULE

Date	Topic	Readings
1 July 2019	Social transformations in the “second modernity” context	<p>Beck, Ulrich, Wolfgang Bonss, and Christoph Lau. “The Theory of Reflexive Modernization: Problematic, Hypotheses and Research Programme.” <i>Theory, Culture & Society</i>, vol. 20, no. 2, 2003, pp. 1-33.</p> <p>Martinez-Vela, Carlos. “World Systems Theory.” <i>Massachusetts Institute of Technology</i>, 2001,</p>

		<p>http://web.mit.edu/esd.83/www/notebook/WorldSystem.pdf.</p> <p>Beck, Ulrich. <i>Risk Society</i>. Sage Publications Ltd, 1992. (excerpts)</p>
2 July 2019	The media and modernity	<p>Sunstein, Cass. "The Daily We: Is the Internet really a blessing for democracy?" <i>Boston Review</i>, 2001, http://bostonreview.net/cass-sunsteininternet-democracy-daily-we.</p> <p>Thompson, John B. <i>The Media and Modernity. A Social Theory of the Media</i>. Polity Press, 1995. (Overview.)</p> <p>Thompson, John B. "The New Forms of Visibility." <i>Theory, Culture & Society</i>, vol. 22 no. 62, 2005, pp. 31-51.</p>
3 July 2019	Social media and surveillance capitalism	<p>Lanchester, John. "You are the Product!" <i>London Review of Books</i>, vol. 39, no. 16, 2017, pp. 3-10.</p>
4 July 2019	A fourth age of political communication?	<p>Blumler, Jay G. and Dennis Kavanagh. "The Third Age of Political Communication: Influences and Features." <i>Political Communication</i>, vol. 16, no. 3, 1999, pp. 209–230.</p>
5 July 2019	Towards a populist media rhetoric: from Frankfurt' essay to "fake news"	<p>Frankfurt, Harry. <i>On Bullshit</i>. Princeton University Press, 2005 [1986]. (A selection – the original 1986 <i>Raritan</i> essay)</p>
8 July 2019	The populist moment	<p>Müller, Jan-Werner. "Capitalism in One Family." <i>London Review of Books</i>, vol. 38, no. 23, 2016, pp. 10-14.</p> <p>Müller, Jan-Werner. "'The people must be extracted from within the people': Reflections on Populism." <i>Constellations</i>, vol. 21, no. 4, 2014, pp. 483-493.</p>
9 July 2019	Populism in different contexts	<p>Muis, Jasper and Tim Immerzeel. "Causes and consequences of the rise of populist radical right parties and movements in Europe." <i>Current Sociology</i>, vol. 65, no. 6, 2017, pp. 909-930.</p>
10 July 2019	Civil society 4.0?	<p>Alexander, Jeffrey. "Introduction. Civil Society I, II, III: Constructing an Empirical Concept from Normative Controversies and Historical Transformations." <i>Real Civil Societies: Dilemmas of Institutionalization</i>, edited by Jeffrey Alexander, Sage, 1998, pp. 1-19.</p> <p>Hauser, Gerald A. <i>Vernacular Voices: The Rhetoric of Publics and Public Spheres</i>. University of South Carolina Press, 1999. (Overview.)</p>

		Morris , Aldon. "Naked Power and the Civil Sphere." <i>Sociological Quarterly</i> , vol. 48, 2007 pp. 615–628.
11 July 2019	From public intellectuals to citizen intellectuals?	Aubin , France. "Intellectuals, the Public Sphere and Dissemination Strategies." <i>New Public Spheres: Recontextualizing the Intellectual</i> , edited by Peter Thijssen et al., Routledge, 2013, pp. 71-87. Dunlop , Tim. "If you build it they will come." <i>Evatt Journal</i> , vol. 3, no. 4, 2003, http://evatt.org.au/papers/if-you-build-it-they-will-come.html .

READINGS

- Alexander, Jeffrey. "Introduction. Civil Society I, II, III: Constructing an Empirical Concept from Normative Controversies and Historical Transformations." *Real Civil Societies: Dilemmas of Institutionalization*, edited by Jeffrey Alexander, Sage, 1998, pp. 1-19.
- Aubin, France. "Intellectuals, the Public Sphere and Dissemination Strategies." *New Public Spheres: Recontextualizing the Intellectual*, Farnham, edited by Peter Thijssen et al., Routledge, 2013, pp. 71-87.
- Beck, Ulrich, Wolfgang Bonss, and Christoph Lau. "The Theory of Reflexive Modernization: Problematic, Hypotheses and Research Programme." *Theory, Culture & Society*, vol. 20, no. 2, 2003, pp. 1-33.
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- Muis, Jasper and Tim Immerzeel. "Causes and consequences of the rise of populist radical right parties and movements in Europe." *Current Sociology*, vol. 65, no. 6, 2017, pp. 909-930.
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- Thompson, John B. *The Media and Modernity. A Social Theory of the Media*. Polity Press 1995.
- . "The New Forms of Visibility." *Theory, Culture & Society*, vol. 22, no. 62, 2005, pp. 31-51.
- Sunstein, Cass. "The Daily We: Is the Internet really a blessing for democracy?" *Boston Review*, 2001, <http://bostonreview.net/cass-sunsteininternet-democracy-daily-we>.

Seminar 3: Economics and Inequalities

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The lines have been drawn, erased, re-drawn. What does this all mean? Who is to draw them? And why? And how? How do we engage and disengage? We see the actors: national bodies, supra-national bodies, and individuals longing for yesteryears ---as of late. To make sense of these shifts, radical, sometimes in terms of integration, and others in terms of disintegration, one needs to understand the underlying forces, whether history, technology, economics, and how all of them together shape the “political present”. This is the arena where things become visible. Here they crystalize, distorted, opaque, or otherwise, but they come to light. To engage in a fruitful, insightful, and informed discussion we need to stop and look into the moving pieces that create the whole. It is in this whole, where we see engagement and disengagement in different scales and manifestations, partaking in regional, national, and global debates that ultimately shape the lives of people. By an in-depth understanding of the processes of economic development, technological innovation, economic integration (state-promoted, think free trade; or individually pursued, think migration), and their effects on growth, standards of living, and inequality, this seminar will shed light on global trends and in particular manifestations of (mostly) disengagement such as Brexit, the breaking up of NAFTA; and on the challenges facing those arrangements and structures that seek deeper and shared engagement, for instance, the European Union and the World Trade Organization, along with satellite institutions with similar aims.

OUTCOMES

Students will:

- Understand what shapes our social reality today,
- Critically asses technological change,
- Define economic development and important institutions connected to it,
- Understand the process of trade and the concept of finance in the context of globalization,
- Be able to critically assess the effects of globalization,
- Characterize inequality in many of its dimensions, and its trends,
- Be able to illustrate the limits and extensions that society imposes on markets,
- Gain understanding on the manifestations of social rupture.

TOPICS AND SCHEDULE

Date	Topic	Readings
1 July 2019	Foundations: What’s Economic Development?	Callen , Tim. “PPP versus the Market: Which Weight Matters?” <i>Finance and Development</i> , vol. 44, no. 1, 2007, www.imf.org/external/pubs/ft/fandd/2007/03/basics.htm .
2 July 2019	Economic Development: Institutions	Edison , Halli. “Testing the Links How strong are the links between institutional quality and economic performance?” <i>Finance and Development</i> , 2003, pp. 35-37.
3 July 2019	Globalization: Trade	McDonald , Brad. “Why Counties Trade.” <i>Finance and Development</i> , 2009, pp. 48-49.

4 July 2019	Globalization: Finance	Kose, Ayhan M., Prasad, Eswar, Rogoff, Kenneth and Wei, Shang-Jin. "Financial Globalization: Beyond the Blame Game." <i>Finance and Development</i> , vol. 44, no. 1, 2007, https://www.imf.org/external/pubs/ft/fandd/2007/03/kose.htm .
5 July 2019	Income and Distributional Effects of Globalization	Dollar, David and Aart Kraay. "Trade, Growth, and Poverty" <i>Finance and Development</i> , vol. 38, no. 3, 2001, http://www.imf.org/external/pubs/ft/fandd/2001/09/dollar.htm .
8 July 2019	Why Does Inequality Matter?	"Inequality v growth." <i>The Economist</i> , The Economist Newspaper, 3 Mar. 2014, www.economist.com/news/finance-and-economics/21597931-up-point-redistributing-income-fight-inequality-can-lift-growth-inequality . Summers, Lawrence H. "The Inequality Puzzle." <i>Democracy Journal</i> , no. 33, 2014, pp. 91-99.
9 July 2019	Trends in Inequality	"FOCUS on Top Incomes and Taxation in OECD Countries: Was the crisis a game changer?" <i>OECD, Directorate for Employment, Labour and Social Affairs</i> , May 2014.
10 July 2019	Technology: Economics and Society	Wellisz, Chris. "Prophet of Pessimism." <i>Finance & Development</i> , June 2017, pp. 28-31.
11 July 2019	Moral Limits of the Market	Sandel, Michael J. "Market Reasoning and Moral Reasoning: Why Economists Should Re-engage with Political Philosophy." <i>Journal of Economic Perspectives</i> , vol. 27, no. 4, 2013, pp. 121-140.

READINGS

- Callen, Tim. "PPP versus the Market: Which Weight Matters?" *Finance and Development*, vol. 44, no. 1, 2007. www.imf.org/external/pubs/ft/fandd/2007/03/basics.htm.
- Dollar, David and Aart Kraay. "Trade, Growth, and Poverty" *Finance and Development*, vol. 38, no. 3, 2001, <http://www.imf.org/external/pubs/ft/fandd/2001/09/dollar.htm>.
- Edison, Halli. "Testing the Links How strong are the links between institutional quality and economic performance?" *Finance and Development*, 2003, pp. 35-37.
- "FOCUS on Top Incomes and Taxation in OECD Countries: Was the crisis a game changer?" *OECD, Directorate for Employment, Labour and Social Affairs*, May 2014.
- "Inequality v growth." *The Economist*, The Economist Newspaper, 3 Mar. 2014, www.economist.com/news/finance-and-economics/21597931-up-point-redistributing-income-fight-inequality-can-lift-growth-inequality.
- Kose, Ayhan M. et al. "Financial Globalization: Beyond the Blame Game." *Finance and Development*, vol. 44, no. 1, 2007, <http://www.imf.org/external/pubs/ft/fandd/2007/03/kose.htm>.
- McDonald, Brad. "Why Countries Trade." *Finance and Development*, 2009, pp. 48-49.
- Sandel, Michael J. "Market Reasoning and Moral Reasoning: Why Economists Should Re-engage with Political Philosophy." *Journal of Economic Perspectives*, vol. 27, no. 4, 2013, pp. 121-140.
- Summers, Lawrence H. "The Inequality Puzzle." *Democracy Journal*, no. 33, 2014, pp. 91-99.
- Wellisz, Chris. "Prophet of Pessimism." *Finance & Development*, 2017, pp. 28-31.

Seminar 4: Sustainability and Intergenerational Ethics

Week 1: Helga Kromp-Kolb, BOKU – University of Natural Resources and Life Sciences, Vienna, Austria, helga.kromp-kolb@boku.ac.at

Week 2: Stephen Katz, Trent University, Canada, skatz@trent.ca

COURSE DESCRIPTION

In **Week 1** seminar will address Climate Change (CC), the most pressing of the global sustainability challenges. We will cover the chain from emissions to effects to give a science based understanding of the issue and of the challenge that lies in the Paris climate agreement of 2015. CC will then be placed in the wider context of the UN Sustainable Development Goals (SDG’s) and root causes of the multiple crisis the world is facing will be discussed. In a final step it will be shown that addressing more issues or SDGs at the same time, i.e. adding more complexity, can open options for achieving the aims that would not unfold by a single issue approach. At the same time, the extent and the effects of constraints resulting from disciplinary approaches of science, simplified models and of the ivory tower and the objectivity paradigm prevalent in much of the scientific world will be addressed. What are their merits and how do they affect societal decisions at the cross roads we find ourselves in at present? What can students and scientists do to make a difference? Academic learning will be complemented by small exercises and games offering personal experiences linked to the issues discussed.

In **Week 2**, the core topics shift to environmental justice and intergenerational ethics, with a focus on embracing new pathways to planetary futures that implicate interdependent relations between young and old. Student discussion and creative engagement are vital to the seminar. In addition to the required readings and media materials, the seminar looks to our international experiences and interdisciplinary backgrounds as key resources for critical thought and social change.

OUTCOMES

Students will:

- Get a science based understanding of Climate Change, its causes, impacts and implications,
- Become familiar with Sustainable Development Goals and their interactions,
- Critically reflect the role of science and understand some of its predominant paradigms,
- Become aware of the almost inevitable contradictions between cognitive understanding and actions,
- Developing a critical understanding of environmental sustainability,
- Tracing local practices to global phenomena,
- Understanding intergenerational conflict and cooperation in relation to environmental justice,
- Assessing environmental activism for political change,
- Broadening a vision of ageing and human development that includes a planetary perspective,
- Questioning the links between systemic inequality and ecological destruction,
- Thinking about media and environmental awareness,
- Reflecting deeply about the interconnectedness of all life now and into the future,
- Understanding and applying the concept of socio-resilience,
- Gaining insight and skills in mediating necessary due to massive sustainability related changes on the basis of different sustainability related topics (waste, food loss etc.).

TOPICS AND SCHEDULE

Date	Topic	Reading
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1 July 2019	Introduction The science of climate change and the Paris agreement	IPCC 2014: <i>Climate Change 2014. Synthesis Report. Summary for Policy Makers.</i> https://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf .
2 July 2019	Climate Game: We will be simulating a COP meeting, trying to achieve Paris targets	None
3 July 2019	Sustainable Development Goals – Tradeoffs – and Synergies	TWI2050 2018: <i>The World in 2050. Transformations to Achieve the Sustainable Development Goals. Report prepared by the World in 2050 initiative.</i> International Institute for Applied Systems Analysis (IIASA), Laxenburg, Austria.
4 July 2019	Root Causes and the Role of Science	Oreskes, Naomi and Erik M. Conway. <i>The Collapse of Western Civilization. A view from the future.</i> Columbia University Press, 2014.
5 July 2019	From Understanding to Acting – Why Does it not Work? Leverage Points	Gifford, Robert. “The Dragons of Inaction. Psychological Barriers That Limit Climate Change Mitigation and Adaptation.” <i>American Psychologist</i> , Vol. 66, 2011, pp. 290 -302. Meadows, Donella. <i>Leverage Points to Intervene in a System.</i> (Whole Earth Winter 1997). Sustainability Institute, 1998.
8 July 2019	Environmental Politics and the Capitalization of Life Itself	Sassen, Saskia. “Dead Land, Dead Water.” <i>Expulsions: Brutality and Complexity in the Global Economy.</i> The Bellnap Press of Harvard University Press, 2014, pp. 149-210. Film: Guggenheim, David, director. <i>An Inconvenient Truth.</i> Lawrence Bender Productions, 2006.
9 July 2019	Environment, Justice and Intergenerational Ethics for Ageing Populations	Haq, Gary. “Growing Old in a Changing Climate.” <i>Public Policy & Aging Report</i> , vol. 27, no. 1, 2017, pp. 8-12, 2017. Schuppert, Fabian. “Climate Change Mitigation and Intergenerational Justice.” <i>Environmental Politics</i> , vol. 20, no. 3, 2011, pp. 303-21. Optional: Haq, Gary, Jan Minx, John Whitelegg and Anne Owen. <i>Greening the Greys: Climate Change and the Over 50s.</i> Stockholm Environment Institute, 2007.
10 July 2019	Environment, Justice and Intergenerational Ethics for Younger Populations	Gibbons, Elizabeth D. “Climate Change, Children’s Rights, and Intergenerational Climate Justice.” <i>Health and Human Rights Journal</i> , vol. 16, no. 1, 2014, pp. 19-30.

		<p>Stratford, Elaine. "Skateboarding as Social and Environmental Praxis: Navigating a Sustainable Future," <i>Geographies of Global Issues: Change and Threat</i>, edited by Tracey Skelton, Natascha Klocker and Nicola Ansell, Springer, 2017, pp. 1-19.</p> <p><u>Optional</u>: Corner, Adam and Olga Roberts, Sybille Chiari, Sonja Völler, Elisabeth S. Mayrhuber, Sylvia Mandl and Kate Monson. "How do Young People Engage with Climate Change? The Role of Knowledge, Values, Message Framing, and Trusted Communicators." <i>WIREs Climate Change</i>, vol. 6, no. 5, 2015, pp. 523-534.</p>
11 July 2019	The Future of Now	<p>Kaplan, Matthew, Mariano Sanchez and Jaco Hoffman. "Intergenerational Strategies for Preserving and Appreciating the Natural Environment," <i>Intergenerational Pathways to a Sustainable Society</i>, edited by Matthew Kaplan, Mariano Sanchez and Jacobus Hoffman, Springer International Publishing, 2017, pp. 163-73.</p> <p>*Student Conference: Each student will be responsible for a short presentation on one example of an intergenerational movement, image, program, performance, space, publication, aesthetic, sport, organization, technology, policy, fashion, community or something else that connects different age groups to green or environmental issues.</p>

READINGS

Week 1 (Prof. Kromp-Kolb)

Gifford, Robert. *The Dragons of Inaction. Psychological Barriers That Limit Climate Change Mitigation and Adaptation*. American Psychologist, vol. 66, 2011, pp. 290-302.

<https://pdfs.semanticscholar.org/3072/cff5697ebf90a237069a1c293cacb398f2c3.pdf>.

IPCC 2014: *Climate Change 2014. Synthesis Report. Summary for Policy Makers*.

https://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf.

Meadows, Donella. *Leverage Points to Intervene in a System*. (Whole Earth Winter 1997). Sustainability Institute, 1998, <https://www.climateinteractive.org/wp-content/uploads/2014/11/Leverage-Points-DMeadows.pdf>.

Oreskes, Naomi and Erik M. Conway. *The Collapse of Western Civilization. A view from the future*. Columbia University Press, 2014.

TWI2050 2018: *The World in 2050. Transformations to Achieve the Sustainable Development Goals. Report prepared by the World in 2050 initiative*. International Institute for Applied Systems Analysis (IIASA), Laxenburg, Austria,

[www.twi2050.orghttp://www.iiasa.ac.at/web/home/research/twi/TWI2050_Report_web-071718.pdf](http://www.iiasa.ac.at/web/home/research/twi/TWI2050_Report_web-071718.pdf).

Week 2 (Prof. Katz)

Barr, Stewart, and Justin Pollard. "Geographies of Transition: Narrating Environmental Activism in an Age of Climate Change and 'Peak Oil'." *Environment and Planning A, Economy and Space*, vol. 49, no. 1, 2017, pp. 47-64.

- Byrne, Clodagh and Clare Harris. "Climate Change in an Ageing World", *HelpAge Position Paper*, HelpAge International, 2015.
- Corner, Adam and Olga Roberts, Sybille Chiari, Sonja Völler, Elisabeth S. Mayrhuber, Sylvia Mandl and Kate Monson. "How do Young People Engage with Climate Change? The Role of Knowledge, Values, Message Framing, and Trusted Communicators." *WIREs Climate Change*, vol. 6, no. 5, 2015, pp. 523-534.
- Gibbons, Elizabeth D. "Climate Change, Children's Rights, and Intergenerational Climate Justice." *Health and Human Rights Journal*, vol. 16, no. 1, 2014, pp. 19-30.
- Godfray, H. Charles J., et al. "Food Security: The Challenge of Feeding 9 Billion People." *Science*, vol. 327, no. 5967, 2010, pp. 812-818.
- Haq, Gary, Jan Minx, John Whitelegg and Anne Owen. *Greening the Greys: Climate Change and the Over 50s*. Stockholm Environment Institute, 2007.
- Haq, Gary. "Growing Old in a Changing Climate." *Public Policy & Aging Report*, vol. 27, no. 1, 2017, pp. 8-12.
- Holling, C.E. "Understanding the Complexity of Economic, Ecological, and Social Systems". *Ecosystems*, vol. 4, 2001, pp. 390-405.
- Kaplan, Matthew, Mariano Sanchez and Jaco Hoffman. "Intergenerational Strategies for Preserving and Appreciating the Natural Environment," *Intergenerational Pathways to a Sustainable Society*, edited by Matthew Kaplan, Mariano Sanchez and Jacobus Hoffman, Springer International Publishing, 2017, pp. 163-73.
- Kuhlman, Tom and John Farrington. "What is Sustainability?" *Sustainability*, vol. 2, no. 11, 2010, pp. 3436-3448.
- Md. Mazedul Islam and Md. Mashiur Rahman Khan. "Environmental Sustainability Evaluation of Apparel Product: A Case Study on Knitted T-Shirt." *Journal of Textiles*, 2014, Article ID 643080.
- "Rethinking the Future of Plastics." *The New Plastics Economy*. The Ellen McArthur Foundation, 2017.
- Sassen, Saskia. "Dead Land, Dead Water." *Expulsions: Brutality and Complexity in the Global Economy*. The Bellnap Press of Harvard University Press, 2014, pp. 149-210.
- Schuppert, Fabian. "Climate Change Mitigation and Intergenerational Justice." *Environmental Politics*, vol. 20, no. 3, 2011, pp. 303-21.
- Stratford, Elaine. "Skateboarding as Social and Environmental Praxis: Navigating a Sustainable Future," *Geographies of Global Issues: Change and Threat*, edited by Tracey Skelton, Natascha Klocker and Nicola Ansell, Springer, 2017, pp. 1-19.

Seminar 5: Jewish Culture and Modernity

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Philip Barnard, University of Kansas, USA, philipb@ku.edu

COURSE DESCRIPTION

This seminar explores aspects of the evolution of concepts of Jewish culture in modernity, focusing on mostly U.S. literary-historical texts as its primary materials. Thus "modernity" (along with related concepts modernism and post-modernism) and "Jewish culture" become basic keywords and concepts to be viewed analytically, historicized, and periodized. We begin by asking how "modernity" and "Jewish culture" are interrelated and how the invention of tradition(s) is a basic dynamic of modernity. Our texts address this invention, the dynamics of modernity and modernism, and the question of Jewishness, from both literary (Brockden Brown, Joseph Roth, Philip Roth, etc.) and critical (Batnitzky, Gluck, Gruber, etc.) perspectives. The seminar's readings, as they explore the construction and transformation(s) of Jewish modernity, trace

out an ongoing dynamic of engagement and dis-engagement with identity formations and their vicissitudes.

OUTCOMES

Students will:

- Learn about concepts of modernity (as well as modernism and post-modernism),
- Learn about Jewishness, and aspects of U.S. literary history. The seminar readings will involve the analysis of cultural representations (primarily literary texts), and reflection on analytical and critical models (academic essay).

TOPICS AND SCHEDULE

Date	Topic	Reading
1 July 2019	Introduction to Jewish Culture and Modernity: Keywords, Concepts, Periods	Batnitzky , Leora. "Modern Judaism and the Invention of Jewish Religion." <i>How Judaism Became a Religion: An Introduction to Modern Jewish Thought</i> . Princeton UP, 2013, pp. 13-31. Outhwaite , William, editor. <i>The Blackwell Dictionary of Modern Social Thought</i> (Second Edition); articles "Modernism and Postmodernism," "Modernity," and "Modernization" (Blackwell, 2006), pp. 401-06.
2 July 2019	Enlightenment and Haskalah: Jewish Dis/Engagement	Litvak , Olga. <i>Haskalah: The Romantic Movement in Judaism</i> . Rutgers UP, 2012, pp. 3-46.
3 July 2019	Jewish identity in question during the Revolutionary Era	Brown , Charles Brockden. "What is a Jew?" <i>The Monthly Magazine and American Review</i> , vol. 3, no. 5, 1800, pp. 323-25. Brown , Charles Brockden. Chapter 23 (backstory of Achsa Fielding) from <i>Arthur Mervyn; or, Memoirs of the Year 1793. Second Part</i> . [1800]. Hackett Publishing, 2008, pp. 305-16.
4 July 2019	Jewish Population and Migration in Eastern Europe	"Population and Migration." <i>The Yivo Encyclopedia of Jews in Eastern Europe</i> . http://www.yivoencyclopedia.org/article.aspx/Population_and_Migration . Roth , Joseph. "Eastern European Jews in the West," "The Jewish Shtetl," and "Ghettoes in the West (Vienna)." In <i>The Wandering Jews</i> . Norton, 2001, pp. 5-67.
5 July 2019	Spaces and Places of Jewish Dis/Engagement	Pinsker , Shachar and Newman , Lisa. "A Rich Brew: How Cafés Created Modern Jewish Culture." <i>The Shmooze: The Yiddish Book Center's Podcast</i> . Episode 193 (2 August 2018). https://www.yiddishbookcenter.org/language-literature-culture/the-shmooze/193-rich-brew-how-caf-s-created-modern-jewish-culture Herzl , Theodore. <i>The Jewish State</i> pp. 73-97. Project Gutenberg E-book.
8 July 2019	Jewish identity in question after the Shoah	Roth , Philip. "Eli, the Fanatic." <i>Commentary</i> (1 April 1959). Wirth-Nesher , Hana. "Resisting Allegory, or Reading 'Eli, the Fanatic' in Tel Aviv." <i>Prooftexts</i> , vol. 21, no.1, 2001, pp. 103-112.
9 July 2019	Simulating Jewish spaces after the Shoah	Gruber , Ruth. "Beyond Virtually Jewish: New Authenticities and Real Imaginary Spaces in Europe." <i>Jewish Quarterly Review</i> , vol. 99, no. 4, 2009, pp. 487-504. Horne , Dara. "Shtetl." <i>Promised Lands: New Jewish American Fiction on Longing and Belonging</i> , edited by Derek Rubin, Brandeis UP, 2010, pp. 25-34.

10 July 2019	Jewishness Inside and Out	Staub, Michael E., Melnick, Jeffrey, and Feld, Marjorie N. "Smart," and "Shul." <i>Keywords In and For the New Jewish Studies. Shofar vol. 24, no. 4, 2006, pp. 2-33.</i>
11 July 2019	Hybridity, Soul, and Jewish Culture	Staub, Michael E., Melnick, Jeffrey, and Feld, Marjorie N. "Smart," and "Shul." <i>Keywords In and For the New Jewish Studies. Shofar vol. 24, no. 4, 2006, pp. 2-33.</i> Cohen, Leonard. "Who by Fire" (1974). YouTube.

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- Batnitzky, Leora. "Modern Judaism and the Invention of Jewish Religion." *How Judaism Became a Religion: An Introduction to Modern Jewish Thought*. Princeton UP, 2013, pp. 13 – 31.
- Brown, Charles Brockden. "What is a Jew?" *The Monthly Magazine and American Review*, vol. 3, no. 5, 1800, pp. 323-25. (E-text will be supplied)
- . Chapter 23 (backstory of Achsa Fielding) from *Arthur Mervyn; or, Memoirs of the Year 1793. Second Part*. Hackett Publishing, 2008, pp. 305-16. (E-text will be supplied).
- Cohen, Leonard. "Who by Fire" (1974). *YouTube*.
- Gruber, Ruth. "Beyond Virtually Jewish: New Authenticities and Real Imaginary Spaces in Europe." *Jewish Quarterly Review*, vol. 99, no. 4, 2009, pp. 487-504.
- Herzl, Theodore. *The Jewish State*, pp. 73-97. Project Gutenberg E-book.
- Horne, Dara. "Shtetl." *Promised Lands: New Jewish American Fiction on Longing and Belonging*, edited by Derek Rubin, Brandeis UP, 2010, pp. 25-34.
- Litvak, Olga. *Haskalah: The Romantic Movement in Judaism*. Rutgers UP, 2012, pp. tba.
- Outhwaite, William. *The Blackwell Dictionary of Modern Social Thought* (Second Edition); articles "Modernism and Postmodernism," "Modernity," and "Modernization." Blackwell, 2006, pp. 401-406.
- Pinsker, Shachar and Lisa Newman. "A Rich Brew: How Cafés Created Modern Jewish Culture." *The Shmooze: The Yiddish Book Center's Podcast*. Episode 193 (2 August 2018), <https://www.yiddishbookcenter.org/language-literature-culture/the-shmooze/193-rich-brew-how-caf-s-created-modern-jewish-culture>.
- Roth, Joseph. "Eastern European Jews in the West," "The Jewish Shtetl," and "Ghettos in the West (Vienna)." In *The Wandering Jews*. Norton, 2001, pp. 5-67
- . "Eli, the Fanatic." *Commentary* (1 April 1959).
- Staub, Michael E., Jeffrey Melnick, and Marjorie N. Feld. "Soul" *Keywords In and For the New Jewish Studies. Shofar*, vol. 24, no. 4, 2006, pp. 13-21.
- Wirth-Nesher, Hana. "Resisting Allegory, or Reading 'Eli, the Fanatic' in Tel Aviv." *Prooftexts*, vol. 21, no. 1, 2001, pp. 103-112.

Seminar 6: Ageing, Communication, and Technologies

Kim Sawchuk, Concordia University, Canada, kim.sawchuk@concordia.ca

This seminar considers age and ageing as key concepts whose definitions affect how, in today's networked societies marked by the proliferation of digitally mediated communications often deemed the purview of the young, issues that pertain to the social exclusion/inclusion of an increasingly older population and the development of ethical intergenerational relations are articulated in public discourses and policies. Adopting an interdisciplinary approach, we will draw upon the insights of critical ageing studies scholars in Europe and the Americas to: a) examine the predominance of "decline narratives" associated with ageing; b) to draw the contours of ageism and what we might call "digital ageism"; and c) to question the

ethical and political implications of notions of “active ageing” and “wellness” in the context of growing concerns about age-related decline, including cognitive, memory and physical decline. We will also draw upon ethnographies with older adults as well as theoretical work on media, mediation and mediatization to reflect on the possibilities of transgressing mainstream definitions of age and ageing, and the norms and expectations that they contribute to establish and legitimize. We will discuss the contrasted definitions of ageing proposed by and performed in different cultures of ageing to shift our perspective on what concepts of age and ageing can do, the relevant questions they lead us to ask, and the stands they invite us to take in the here and now.

OUTCOMES

Students will:

- Be familiar with decline narratives and the connection with ageism,
- Understand the theories of governmentality,
- Have explored “digital ageism” and will be able to explain it,
- Have explored the “active ageing” paradigm,
- Gain insight into ageing in public and performing strategies of female ageing pop stars (regarding gender and sexuality),
- Be familiar with media in connection to memory (e.g. songs acting as vehicles of reminiscence/recollection),
- Recognize other cultures of aging,
- Know how materiality and mediatization are understood and how they connect to aging,
- Learn how to review critically factsheet on media capsules.

TOPICS AND SCHEDULE

Date	Topic	Reading
1 July 2019	Age, Ageing and Narratives of Decline	Gullette , Margaret Morganroth. “The New Regimes of Decline”, <i>Agewise: Fighting the New Ageism in America</i> . University of Chicago Press, 2011, pp.1-17.
2 July 2019	Ageing as a normative category	Van Dyk , Silke, Stephan Lessenich , Tina Denninger , and Anna Richter . “The Many Meanings of ‘Active Ageing.’ Confronting public discourse with older people’s stories.” <i>Recherches Sociologiques et Anthropologiques</i> , vol. 44, no. 1, 2013, pp. 97–116.
3 July 2019	Ageing and Sexuality	Sandberg , Linn J. “Closer to touch: sexuality, embodiment and masculinity in older men’s lives.” <i>Ageing in Everyday Life: Materialities and Embodiment</i> , edited by Stephen Katz, Polity Press, 2018, pp. 129-144.
4 July 2019	Memory and Media: Producing Our Present-pasts (and futures) as we Age	Van Dijck , Jose. “Remembering songs through telling stories: pop music as a resource for memory.” (eds.). <i>Sound Souvenirs: Audio Technologies, Memory and Cultural Practices</i> , edited by Jose van Dijck and Karin Bijsterveldt, Amsterdam University Press, 2010, pp. 107-119.
5 July 2019	Ageing with Dementia	Kontos , Pia and Grigorovich , Alison. “Dancing with dementia: citizenship, embodiment and everyday life in the context of long-term care.” <i>Ageing in Everyday</i>

		<i>Life: Materialities and Embodiment</i> , edited by Stephen Katz, Polity Press, 2018, pp. 163-179.
8 July 2019	Other Cultures of Ageing	Taylor , Jodie. "Queer Temporalities and the Significance of "Music Scene" Participation in the Social Identities of Middle-aged Queers." <i>Sociology</i> , vol. 44, no. 5, 2010, pp. 893–907.
9 July 2019	Mediation, Mediatization: Ageing and Creative Interventions – Together	Sawchuk , Kim. "Tactical Mediatization: Pressures, Push-back and Learning from RECAA." <i>MedieKultur: Journal of Media and Communication Research</i> , vol. 29, no. 54, 2013, pp. 47-64.
10 July 2019	Materialities of ageing with Technology	Katz , Stephen. <i>Afterword: Aging Together. Cultural Aging: Life Course, Lifestyle, And Senior Worlds</i> . University of Toronto Press, 2009, pp. 233-234.
11 July 2019	More Materialities : Ageing with Stuff Wrap up: Ageing-with, Ageing-together	Ekerdt , David J. "Things and Possessions," <i>Ageing and Everyday Life: Materialities and Embodiments</i> , edited by Stephen Katz, Polity Press, 2018, pp. 29-43.

READINGS

- Ekerdt, David J. "Things and Possessions," *Ageing and Everyday Life: Materialities and Embodiments*, edited by Stephen Katz, Polity Press, 2018, pp. 29-43.
- Gullette, Margaret Morganroth. "The New Regimes of Decline." *Agewise: Fighting the New Ageism in America*, University of Chicago Press, 2011, pp. 1-17.
- Jennings, Ross. "It's All Just a Little Bit of History Repeating: Pop Stars, Audiences, Performance and Ageing, Exploring the Performance Strategies of Shirley Bassey and Petula Clark." *Rock On: Women, Ageing and Popular Music*, edited by Ross Jennings, Abigail Gardner, Ashgate, 2012, pp. 35-51.
- Katz, Stephen. "Afterword: Aging Together." *Cultural Aging: Life Course, Lifestyle, And Senior Worlds*, University of Toronto Press, 2009, pp. 233-234.
- Kontos, Pia and Alison Grigorovich, "Dancing with dementia: citizenship, embodiment and everyday life in the context of long-term care," edited by Stephen Katz, *Ageing in Everyday Life: Materialities and Embodiment*, Polity Press, 2018, pp. 163-179.
- Ratzenböck, Barbara. "Let's take a look together": Walking interviews in domestic spaces as a means to examine ICT experiences of women 60+. *Romanian Journal of Communication and Public Relations*, vol. 18, no. 1, 2016, pp. 49–64.
- Sandberg, Linn J. "Closer to touch: sexuality, embodiment and masculinity in older men's lives." *Ageing in Everyday Life: Materialities and Embodiment*, edited by Stephen Katz, Polity Press, 2018, pp. 129-144.
- Sawchuk, Kim. "Tactical Mediatization: Pressures, Push-back and Learning from RECAA." *MedieKultur: Journal of Media and Communication Research*, vol. 29, no. 54, 2013, pp. 47-64.
- Taylor, Jodie. "Queer Temporalities and the Significance of "Music Scene" Participation in the Social Identities of Middle-aged Queers." *Sociology*, vol. 44, no. 5, 2010, pp. 893–907.
- Van Dyk, Silke, Stephan Lessenich, Tina Denninger, and Anna Richter. "The Many Meanings of 'Active Ageing.' Confronting public discourse with older people's stories." *Recherches Sociologiques et Anthropologiques*, vol. 44, no. 1, 2013, pp. 97–116.
- Van Dijck, Jose. "Remembering songs through telling stories: pop music as a resource for memory." *Sound Souvenirs: Audio Technologies, Memory and Cultural Practices*, edited by Jose van Dijck and Karin Bijsterveldt, Amsterdam University Press, 2010, pp. 107-119.

Seminar 7: Narrative-Based Research / Research-Based Life Writing

Roberta Maierhofer, University of Graz, Austria, roberta.maierhofer@uni-graz.at

Barbara Ratzenboeck, University of Graz, Austria, barbara.ratzenboeck@uni-graz.at

Additional Lecturers:

Dr. Susanne Lamm (University of Graz, Austria)

Prof. Dr. Hermine Penz, (University of Graz, Austria)

Andreas Schuch MA, (University of Graz, Austria)

Prof. Dr. Marjorie Agosín (Wellesley College, USA)

This seminar explores the radical potential of life writing for research and everyday life. Writing and re-writing our own lives and reading such accounts by others are powerful tools for awareness of self and others and are also expressions of resistance to confining social realities. An engagement with different forms of life-writing can help us map out alternative courses of action on a personal as well as public level. In times of immense global challenges, such as increasing political divides, climate change, demographic transformation, technological revolutions, and biomedical advancement, it is essential that we as humans recognize our lives as narrated and thus open to interpretation and shaping. This interdisciplinary seminar focuses on creative expressions and academic approaches to what it means to be human and challenges participants to engage in radical re-thinking of how narratives shape our lives as individuals as well as global citizens.

OUTCOMES

Students will:

- Be familiar with academic approaches to analyzing cultural representations (literature, material artefacts, interviews),
- Understand how narratives shape academic and public discourse,
- Have explored how individual experience can be narrated in different settings ,
- Know how to produce their own creative expressions of life experiences (digital story, creative writing pieces) as well as reflect critically on these issues (academic essay),
- Gain insight into approaches and theories of creative writing,
- Be familiar with methods of digital storytelling.

TOPICS AND SCHEDULE

Date	Topic	Reading
1 July 2019	Introduction: Engagement Through Texts	Each participant will be asked to provide a poem as an introduction of him-/herself. All the poems presented will be made available to participants.

2 July 2019	Narrating Reality	<p>Marshall, Paule. "To Da-duh, in Memoriam." 1967. & "Reena and Other Stories." 1983. Feminist Press, pp. 93-106.</p> <p>Maierhofer, Roberta. "'Hold! Stop! Don't Pity Me' - Age, Gender, and Ethnicity in American Studies." AAA: <i>Arbeiten aus Anglistik und Amerikanistik</i>, vol. 25, no. 1, 2000, pp. 107-118.</p>
3 July 2019	Stones Telling Stories: Objects - Subjects (Excursion to Frauenberg led by the archeologist Susanne Lamm)	<p>Holtorf, Cornelius, and Eric H. Cline. "TV Archaeology Is Valuable Storytelling [with Response]." <i>Near Eastern Archaeology</i>, vol. 71, no. 3, 2008, pp. 176-179, https://www.tempelmuseum-frauenberg.at/.</p>
4 July 2019	Introduction to Digital Story-Telling (Hermine Penz/ Roberta Maierhofer/ Andreas Schuch)	<p>Gardner, Abigail, Penz, Hermine, Maierhofer, Roberta. "MyStory: The Tale of an Erasmus+ Storytelling Project." (in print)</p> <p>Burgess, Jean. "Hearing Ordinary Voices: Cultural Studies, Vernacular Creativity and Digital Storytelling." <i>Continuum: Journal of Media and Cultural Studies</i>, vol. 20, no. 2, 2006, pp. 201-214.</p>
5 July 2019	Digital Story-Telling (Hands-On) (Andreas Schuch)	<p>Pölzleitner, Elisabeth, Penz, Hermine, Maierhofer Roberta. "Digital Storytelling in the foreign language classroom." (in print)</p> <p>Poletti, Anna. "Coaxing an Intimate Life. Life Narrative in Digital Storytelling." <i>Continuum: Journal of Cultural and Media Studies</i>, vol. 25, no. 1, 2011, pp. 73-83.</p>
8 July 2019	Narratives in Research: Interviews	<p>Ratzenböck, Barbara. "'Let's Take a Look Together': Walking Interviews in Domestic Spaces as a Means to Examine ICT Experiences of Women 60+." <i>Journal of Communication and Public Relations</i>, vol. 18, no. 1(37), 2016, pp. 49-64.</p> <p>Medeiros, Kate De. "Suffering and Generativity: Repairing Threats to Self in Old Age." <i>Journal of Aging Studies</i>, vol. 23, no. 2, 2009, pp. 97-102.</p>
9 July 2019	Narratives in Research: Anocriticism	<p>Maierhofer, Roberta. "The Old Women as the Prototypical American - An Anocritical Approach to Gender, Age, and Identity." <i>What is American? New Identities in U.S. Culture</i>, edited by Walter W. Hölbling and Klaus Rieser, LIT, 2004, pp. 319-336.</p> <p>Baldwin, Clive. "Narrative (,) Citizenship and Dementia: The Personal and the Political." <i>Journal of Aging Studies</i>, vol. 22, 2008, pp. 222-228.</p>
10 July 2019	Creative Life Writing: Trauma & Memory (Marjorie Agosín)	<p>Agosín, Marjorie. "The Generation of Disenchantment." <i>Human Rights Quarterly</i>, vol. 14, no. 1, 1992, pp. 135-141.</p> <p>Agosín, Marjorie, and Janice Molloy. "So We Will Not Forget: Literature and Human Rights in Latin America." <i>Human Rights Quarterly</i>, vol. 10, no. 2, 1988, pp. 177-192.</p>
11 July 2019	Creative Life Writing: Trauma & Memory (Marjorie Agosín)	<p>Agosín, Marjorie. "How to Speak with the Dead? A Poet's Notebook." <i>Human Rights Quarterly</i>, vol. 16, no. 1, 1994, pp. 214-223.</p>

		<p>Rubinstein, Robert L. "Narratives of Suffering among Older Jewish Women." <i>Journal of Aging Studies</i>, vol. 23, no. 2, 2009, pp. 124–129.</p>
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READINGS

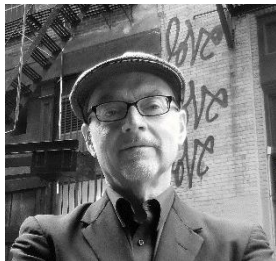
- Agosín, Marjorie. "The Generation of Disenchantment." *Human Rights Quarterly*, vol. 14, no. 1, 1992, pp. 135–141.
- . "How to Speak with the Dead? A Poet's Notebook." *Human Rights Quarterly*, vol. 16, no. 1, 1994, pp. 214–223.
- Agosín, Marjorie, and Janice Molloy. "So We Will Not Forget: Literature and Human Rights in Latin America." *Human Rights Quarterly*, vol. 10, no. 2, 1988, pp. 177–192.
- Baldwin, Clive. "Narrative (,) Citizenship and Dementia: The Personal and the Political." *Journal of Aging Studies*, vol. 22, 2008, pp. 222-228.
- Burgess, Jean (2006). "Hearing Ordinary Voices: Cultural Studies, Vernacular Creativity and Digital Storytelling." *Continuum: Journal of Media and Cultural Studies*, vol. 20, no. 2, pp. 201-214.
- Gardner, Abigail. Penz, Hermine, Maierhofer, Roberta. "MyStory: The Tale of an Erasmus+ Storytelling Project." (in print)
- Marshall, Paule. "To Da-duh, in Memoriam." 1967. & "Reena and Other Stories." 1983. Feminist Press, pp. 93-106.
- Maierhofer, Roberta. "'Hold! Stop! Don't Pity Me' - Age, Gender, and Ethnicity in American Studies." *AAA: Arbeiten aus Anglistik und Amerikanistik*, vol. 25, no. 1, 2000, pp. 107-118.
- . "The Old Women as the Prototypical American - An Anocritical Approach to Gender, Age, and Identity." *What is American? New Identities in U.S. Culture*, edited by Walter W. Hölbling and Klaus Rieser, LIT, 2004, pp. 319-336.
- Medeiros, Kate De. "Suffering and Generativity: Repairing Threats to Self in Old Age." *Journal of Aging Studies*, vol. 23, no. 2, 2009, pp. 97–102.
- Pölzleitner, Elisabeth, Penz, Hermine, Maierhofer Roberta. "Digital Storytelling in the foreign language classroom." (in print)
- Poletti, Anna. "Coaxing an Intimate Life. Life Narrative in Digital Storytelling." *Continuum: Journal of Cultural and Media Studies*, vol. 25, no. 1, 2011, pp. 73-83.
- Ratzenböck, Barbara. "'Let's Take a Look Together': Walking Interviews in Domestic Spaces as a Means to Examine ICT Experiences of Women 60+." *Journal of Communication and Public Relations*, vol. 18, no. 1(37), 2016, pp. 49-64.
- Rubinstein, Robert L. "Narratives of Suffering among Older Jewish Women." *Journal of Aging Studies*, vol. 23, no. 2, 2009, pp. 124–129.

4. Introducing the GUSEGG Faculty and Staff (in alphabetical order)

Agosín, Marjorie is a Chilean-American award-winning poet, human rights activist and novelist. She has been teaching at Wellesley College in Massachusetts for 30 years on various subjects such as Women Writers of Latin America and the writer and human rights in the Americas. She has authored nearly 50 books of poetry, memoir, essay, and the award-winning novel *I Lived in Butterfly Hill*. Marjorie Agosín is the recipient of many awards, as well as honorary doctorates. The Government of Chile awarded her the Gabriela Mistral lifetime achievement and the United Nations awarded her the Leadership award. In the field of literature, her novel received many awards, among them the Pura Belpre award granted by the American Library Association.



Barnard, Philip is Professor Emeritus at University of Kansas, where he was Chancellor's Club Teaching Professor of English. His research interests are contemporary cultural theory (since Poststructuralism) and cultural politics of the Atlantic Revolutionary Age, 1780-1830, focusing on the novel and Charles Brockden Brown. With co-author Stephen Shapiro, he has published *Pentecostal Modernism: Lovecraft, Los Angeles, and World-Systems Culture* (Bloomsbury 2017); editions of Brown's four canonical novels and Wollstonecraft's *Vindication* (Hackett 2009-13); and will publish the forthcoming *Oxford Handbook of Charles Brockden Brown* (2019). He is one of two managing editors for the ongoing 7-volume *Collected Writings of Charles Brockden Brown* (Bucknell UP, 2013-present), and co-editor of volume 1, *Letters and Early Epistolary Writings* (2013). He has also published English editions, translated and annotated, of Lacoue-Labarthe & Nancy's *The Literary Absolute* (with Cheryl Lester, 1988) and Guéry & Deleule's *The Productive Body* (w Stephen Shapiro, 2014); as well as translations of other writings by Philippe Sollers, Severo Sarduy, Alain Kirili, Julia Kristeva, etc. He is past President of the Charles Brockden Brown Society, past Director of Graduate Studies in English at KU, and Treasurer of American Friends of the Collège Cévenol.



Cwik, Christian has been a lecturer for Atlantic and European History at the University of the West Indies in St. Augustine, Trinidad & Tobago since 2013. He has also held several positions at Caribbean and Latin American universities, such as the University of Havana (Cuba), Cartagena University (Colombia), Bolivarian University (Caracas, Venezuela) as well as European Universities, such as Pablo Olavide (Sevilla, Spain), Cologne, Erfurt and Dresden (Germany) and the Universities of Vienna and Graz in Austria. In addition, Christian Cwik has been an invited guest speaker at numerous renowned universities, such as Harvard, Yale, Columbia, Johns Hopkins, Wellesley, Tulane, Texas and the UNAM in Mexico City. He also served as editor of several peer-reviewed journals and books. His expertise lies in Atlantic, Caribbean, and Latin American history. Currently, he is conducting research on Austrian refugees in Caribbean internment camps during World War II.



Daly Goggin, Maureen is Professor of Rhetoric at Arizona State University in Tempe, Arizona, USA where she teaches courses in women and material culture, history and theories of rhetoric, and research methods. Author and editor of eight scholarly books, a textbook, a pedagogical book, and numerous essays, her latest book is *Women and the Material Culture of Death* (Ashgate, 2013), a collection that examines the compelling and often poignant connection between women and the material culture of death by focusing on the objects women make, the images they keep, the practices they use or are responsible for, and the places they inhabit and construct through ritual and custom. Receipt of numerous awards for teaching and scholarship, Professor Maureen Daly Goggin was the 2015-2016 recipient of a Fulbright Scholar award that brought her to the University of Graz in Austria to teach and do scholarship for summer term 2016.



Goggin, Peter studied English and Drama in Boston and finished his PhD with the dissertation *A New Literacy Map of Research and Scholarship in Computers and Writing* at the Indiana University of Pennsylvania. Since 2008, he has been Associate Professor of English at Arizona State University. His affiliations contain a Senior Sustainability Scientist/Scholar position with the GIOS, a position as Faculty Affiliate at the School for the Future of Innovation in Society, and a position as Faculty Affiliate in English Education. Peter Goggin teaches undergraduate and graduate classes on Writing, Literacy, Rhetoric and Interdisciplinary Discourses in Environmental Studies. His professional service includes the position on the editorial board of two journals, and the position as ASU Faculty Senator. He has published extensively in the field of Environmental Studies, Island Studies, and Rhetoric, and his latest publication carries the title *Rhetorical and Material Boundaries: Animal Agency and Presence in Small Oceanic Islands*.



Grassberger, Ulrike received her Master's degree in Health Management in Tourism at the University of Applied Sciences FH-Joanneum Bad Gleichenberg. After finishing her studies, she gained extensive work experience in the hotel and tourism industry (focus on tourism marketing). In 2013 she started to work for the Graz International Summer School Seggau. At the summer school, she is responsible for the administrative coordination of the project.



Katz, Stephen is Professor (Emeritus) of Sociology and executive member of the Centre for Aging and Society at Trent University, Canada. He is author of books *Disciplining Old Age* (1996), *Cultural Aging* (2005), and *Ageing in Everyday Life* (editor, 2018), and numerous publications on aging bodies, technologies, critical gerontology, biopolitics, and cognitive impairment. Together with Barbara L. Marshall, he has co-authored a series of articles on aging, pharmaceutical expertise, sexuality and health technologies. His current research is on the neuro-cultural designs of aging memory and a new book on *Age, Mind and Body in Later Life*. In 2009, Professor Katz received the prestigious Trent University Distinguished Research Award for his work on aging and critical gerontology.



Kromp-Kolb, Helga finished her doctoral degree, as well as her habilitation at the University of Vienna. Since 1995, she has had a full professorship at the BOKU, where she is the chairwoman of the senate. Since 2010, she has been Head of the Centre for Global Change and Sustainability. Her expertise lies in the fields of climatology, environmental meteorology, air pollution, climate change, and Sustainable Development. Among numerous other awards, she has been nominated with the Building Future award in 2014, and received the Silver Medal of Honor from the Republic of Austria, and the Golden Medal of Honor from the State of Vienna.



Kuhn, Michael is a theologian and permanent deacon. He studied theology and film/communication sciences in Vienna, Amsterdam and Utrecht. He is a Senior Policy Adviser on EU affairs of the Austrian Bishops' Conference and Deputy General Secretary of COMECE. His publications focus on film and theology, religion, theology and European public affairs. Michael Kuhn is the representative for the COMECE at the Graz International Summer School Seggau and a steering committee member. He offers the meditation sessions in the mornings of both weeks of the summer school.



Lester, Cheryl is Associate Professor Emerita of the University of Kansas, where she was Conger-Gabel Teaching Professor, Associate Professor of English and American Studies, and Courtesy Professor in Jewish Studies. Her main research interests and publications are in the field of the American novel, especially William Faulkner, with emphases on modernity, race and ethnicity, migration and immigration, family, and aging. She has published translations (with Philip Barnard) of French philosophers Jean-Luc Nancy and Philippe Lacoue-Labarthe and French author Philippe Sollers and created an anthology (with Alice Lieberman) of first-person narratives for social work education in diversity. She was President of the Mid-America American Studies Association, Chair of the American Studies Department, Acting Director of the Jewish Studies Program, Member of the Board of the Faulkner Society, and Interim Editor of the American Studies Journal. She participated in the Post-Graduate Program at the Bowen Center for the Study of the Family in Washington, D.C., researches and publishes on Bowen family systems theory and her own family of origin, and serves on the Executive Committee of the Family History Database Project of the Bowen Theory Academy.



Maierhofer, Roberta is Professor of American Studies and Director of the *Center for Inter-American Studies* at the University of Graz, Austria. From 1999 to 2011, she held a series of Vice-Rector positions for International Relations (1999-2003), International Relations and Affirmative Action for Women (2003-2007), and International Relations and Interdisciplinary Cooperation (2007-2011). In 2000, she initiated and established the focus area South-Eastern Europe at the University of Graz. This expertise of regional and inter-regional collaboration was fundamental for her leadership role at the *Center for Inter-American Studies*, which she has been directing since February 2007, and determined how the University of Graz established a second regional focus area in terms of North-, Central- and South America in 2012. She is a founding member of the *European Network in Aging Studies*

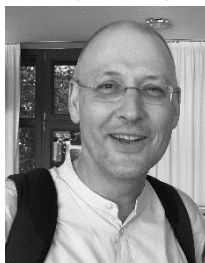


(ENAS), supported the establishment of the *North American Network in Aging Studies (NANAS)*, and has been a member of the Humanities and Arts Committee of the *Gerontological Society of America*. Her research focuses on American Literature and Cultural Studies, Gender Studies, Transatlantic Cooperation in Education, and Age/Aging Studies. Since 2011, she has been representing Austrian universities as a member of the Board of the Austrian Fulbright Commission and is a member of the University Council of the University of Bamberg, Germany. Since 2011, she has been directing a Master Program on Interdisciplinary Gerontology. As a member of doctoral schools, such as of the University of Graz one on Gender and another on Migration, and of the University of Malaga and UNED, Spain, she also advises and supports early career researchers. She also acts as a co-advisor in terms of the Joint Degree in English and American Studies. Since 2004, she has been directing the *Graz International Summer School Seggau*, which was established as an interdisciplinary and intercultural platform in the fields of European and Inter-American Studies.

Marinšek, Urša holds BAs in English Language and Literature and Sociology, and an MA in English from the University of Maribor, Slovenia. During her studies, she worked as a nursing home assistant and as a tour guide in a karst cave. She is employed at the University of Graz, working as a coordinator for the Graz International Summer School Seggau and also coordinates the Comparative Healthcare Program with the University of Pittsburgh, USA, at the Centre for Inter-American Studies of the University of Graz. She is currently enrolled in a PhD Program at the University of Graz. Urša is also co-editing the Vol. IV of the *Off Campus: Seggau School of Thought* publication with Professor Maureen Daly Goggin.



Petrić, Mirko, Mr. Sc. is Senior Lecturer in Cultural Sociology, Cultural Studies, and Qualitative Research Methods at the Department of Sociology of the University of Zadar (Croatia). Prior to working as a university lecturer, he worked as a journalist and copy editor. Despite his current academic preoccupations, Mirko has never ceased contributing articles and opinion columns to various print media outlets and is an active member of civil society, who has initiated or helped organize several digital media campaigns. He has also co-authored the curriculum of the International Joint Master's Degree in Cultural Sociology (Graz-Zadar, Trento-Brno) and collaborates closely with the Center for Inter-American Studies at the University of Graz. In addition to research of cultural participation and class, his recent research activity has been largely devoted to gender issues in transitional and post-transitional South-East European countries.



Rajič, Christine is a consultant of the Diocese Graz-Seckau for the fields of academia, culture and international affairs and is a doctoral student of Theology at the University of Graz. She is the editor-in-chief of the journal "Denken+Glauben," a monthly publication journal of the Diocese's community of the institutions of higher education in Graz. Christine Rajič worked as a research associate within the FWF-Project "Narrative Exegesis and Subject-oriented Biblical Didactics at the Theological Faculty in Graz" (2013-2017). Her publications focus on biblical exegesis and biblical didactics. Christine Rajič is a member of the GUSEGG steering committee.



Ratzenböck, Barbara studied sociology at the University of Graz and at Hendrix College, Arkansas.



Currently, she is conducting research as a Ph.D. candidate at the Center for Inter-American Studies of the University of Graz. Her PhD project focuses on women aged 60+ and their use of information and communication technologies in everyday life. She has also been actively involved in the international research project Ageing + Communication + Technologies as member of the ACT student committee and student advisor. Additional roles in the field of Aging Studies include serving as Executive Director of the European Network in Aging Studies (ENAS).

San Vicente Portes, Luis is a Professor at the Department of Economics and Finance at Montclair State University.



He joined MSU in the fall of 2005 after the completion of his doctoral degree at Georgetown University. He earned his bachelor's degree at the Instituto Tecnológico Autonomo de Mexico (ITAM), and holds diplomas in Business Development and Administration from ITAM, and on the Economics of the European Union awarded by the London School of Economics. Dr. San Vicente Portes has worked as a consultant for the Inter-American Development Bank and for the World Bank in Washington, DC; and full-time for the Ministry of Finance and Petroleos Mexicanos in Mexico. At MSU, Luis

San Vicente Portes' teaching responsibilities include undergraduate and graduate courses in macroeconomics, international economics, and development. He has also taught at ITAM (Mexico), Georgetown University (USA), the University of Graz (Austria), and at the Executive MBA program at Rutgers University (USA). Luis San Vicente Portes' research focuses on macroeconomics and international economics. Using computational techniques, he takes a theoretical approach in the study of business cycles, international trade and inequality. In particular, his research analyzes the macroeconomic effects of greater economic integration on business cycles and the distribution of income and wealth and has been published in journals such as Quarterly Review of Economics and Finance, The Berkeley Journal of Macroeconomics, The Global Economy Journal, and the Journal of Development Economics, among others.

Sawchuk, Kim is a Professor in the Department of Communication Studies, holds the Concordia University



Research Chair in Mobile Media Studies, and is the Associate Dean of Research and Graduate Studies for the Faculty of Arts and Science at Concordia University. She is also the director of Ageing, Communication, Technologies: Experiencing a Digital World In Later Life (ACT), a seven-year research project funded under the auspices of Social Sciences and Humanities Research Council Partnership Grant. ACT is an international, interdisciplinary, and multi-methodological research project that investigates the transformation of experiences of ageing with the proliferation of new forms of mediated communications in networked societies. Much of Kim Sawchuk's intellectual attention

has focused on the intersection between age, ageing, and communication technologies. Dr. Sawchuk's research asks what it means to age in a society where the pressure to become digital is being made into an imperative for participation in public life. She has conducted major ethnographic investigations on "seniors and cell phones" with Dr. Barbara Crow of York University. These studies have demonstrated the need for researchers to understand the connections between ageing, personal household economies,

political economic forces and the policies that influence cell phone use; they also question how we understand “non-use”. Kim’s most recent work on ageing and media is centred on community-based media practices with older adults and is asking questions about the ways in which Web 3.0 is shaping public knowledge of age and ageing.

Walicek, Don E. Lindley is Full Professor of English and Linguistics in the College of Humanities at the



University of Puerto Rico at Río Piedras. Walicek holds a BA in Cultural Anthropology and an MA in Latin American Studies, both from the University of Texas at Austin. His graduate studies in linguistics included coursework in Germany and the Netherlands. He earned his PhD in English at the University of Puerto Rico’s Río Piedras Campus. He has academic interests in the areas of language contact, sociohistorical linguistics, and Caribbean history. His publications include “Chinese Spanish in Nineteenth-Century Cuba: Documenting Sociohistorical Context” in *Synchronic and Diachronic Perspectives*

on Contact Languages (John Benjamins 2007); “The Founder Principle and Anguilla’s Homestead Society” in *Gradual Creolization: Studies Celebrating Jacques Arends,*” (John Benjamins 2009); Thomas Russell’s *Grammar of ‘A Stubborn and Expressive Corruption’* in *European Creolists in the 19th Century* (Buske 2014); and “The Anguilla Revolution and Operation Sheepskin” in *Caribbean Military Encounters* (Palgrave Macmillan, 2017). In addition, he is co-editor of the volume *Guantánamo and American Empire; The Humanities Respond* (Palgrave Macmillan, 2018). Walicek serves as Editor of the Caribbean Studies journal *Sargasso* and is the local coordinator for Puerto Rico’s International Corpus of English (ICE) project.

5. Conclusion

The Graz International Summer School Seggau program offers a high-quality academic program that is more than just a learning experience. It is a unique program, which brings together strengths of many institutions of higher learning internationally. It is an enriching cultural and academic experience connecting international participants from various disciplines and study levels. On the one hand, this program provides a platform for young scholars to spend two weeks in a unique learning atmosphere with their fellow students and lecturers, and on the other, it gives them an opportunity to engage, network and showcase their work for their future careers.

Graz International Summer School Seggau 2019 - Radical (Dis)Engagement: State - Society - Religion

Program Schedule 2019 (June 30-July 13) - FIRST WEEK								
	30.06. [Su.]	01.07. [Mo.]	02.07. [Tu.]	03.07. [We.]	04.07. [Th.]	05.07. [Fr.]	06.07. [Sa.]	
07.30 am - 09.00 am	BREAKFAST							
08.30 am	Morning Meditation (Michael Kuhn)							
09.00 am - 12.30 pm Morning Program	09.00-09.15	Arrival	General Information	Daily Update	Daily Update	Daily Update	Daily Update	Excursion to Graz 09.45 am Guided city tour 12.00 am Reception at City Hall
	09.15-09.20		Intro	Intro	Intro	Intro	Intro	
	09.20-10.00		Introductory Lecture: Roberta Maierhofer Radical (Dis)Engagement Keynote Lecture: Manfred Prisching State - Society - Religion	Morning Lecture	Morning Lecture	ALUMNI DAY Morning Lecture	Morning Lecture	
	10.05-10.45		Meet the Professors: Introduction and Discussion	Morning Lecture	Morning Lecture	Morning Lecture	Morning Lecture	
	10.45-11.10		Break	Break	Break	Break	Break	
	11.10-12.30		Introduction to Dot GroupWork	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work	
12.30 pm - 03.00 pm	LUNCH BREAK		Academic or Creative Writing 01.30-03.00 pm	Academic or Creative Writing 01.30-03.00 pm	Academic or Creative Writing 01.30-03.00 pm	01.00-02.15 pm Castle Tour	GUSEGG Publication 01.30-03.00 pm	
03.00 pm - 06.30 pm	SM 1: Histories and Politics of State, Nation, and Identity	Christian Cwik , University of West Indies, Trinidad & Tobago						
	SM 2: Media and Crises of Democracy	Mirko Petric , University of Zadar, Croatia						
	SM 3: Economics and Inequalities	Luis San Vicente Portes , Montclair State University, USA						
	SM 4: Sustainability and Intergenerational Ethics	Helga Kromp-Kolb , University of Natural Resources and Life Sciences Vienna, Austria						
	SM 5: Jewish Culture and Modernity	Cheryl Lester / Philip Barnard , University of Kansas, USA						
	SM 6: Ageing, Communication, and Technologies	Kim Sawchuk , Concordia University, Canada						
	SM 7: Narrative-Based Research/ Research-Based Life Writing	Roberta Maierhofer / Barbara Ratzenböck , University of Graz, Austria						
06.30 pm - 07.30 pm	DINNER							
08.00 pm	Evening Session	Opening Ceremony & Reception	Reading and Discussion: Marjorie Agosin	Free	Discussion: Education in Troubled Times Bishop Wilhelm Krautwaschl	Land Steiermark International Presentations I	Land Steiermark International Presentations II	Free



Program Schedule (July 7-13) - SECOND WEEK									
	07.07. [Su.]	08.07. [Mo.]	09.07. [Tu.]	10.07. [We.]	11.07. [Th.]	12.07. [Fr.]	13.07. [Sa.]		
07.30 am - 09.00 am	BREAKFAST								
08.30 am	Morning Meditation (Michael Kuhn)								
09.00 am - 12.30 pm Morning Program	09.00-09.15	Optional: Maribor Excursion	Daily Update	Daily Update	Daily Update	Daily Update	Daily Update	Departure by 12.00	
	09.15-09.20		Intro I	Intro I	Intro I	Intro I	Intro I		
	09.20-10.00		Keynote	Morning Lecture	Morning Lecture	Morning Lecture	Summer School Evaluation		
	10.05-10.40		Meet the Professors: Introduction and Discussion	Morning Lecture	Morning Lecture	Morning Lecture	Break		
	10.05-10.45			Morning Lecture	Morning Lecture	Morning Lecture	Preparation for Student Dot Group Presentations (10.00-11.00)		
	10.45-11.10		Break	Break	Break	Break	11.00: Student Dot Group Presentations (10 min / group)		
11.10-12.30	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work	Wrap Up: Roberta Maierhofer					
12.30 pm - 03.00 pm	LUNCH BREAK		Public Speaking or Creative Writing 01.30-03.00 pm	Public Speaking or Creative Writing 01.30-03.00 pm	Public Speaking or Creative Writing 01.30-03.00 pm	01.00-02.15 pm Castle Tour			
03.00 pm - 06.30 pm	SM 1: Histories and Politics of State, Nation, and Identity		Don Valicek, University of Puerto Rico, Puerto Rico						
	SM 2: Media and Crises of Democracy		Mirko Petric, University of Zadar, Croatia						
	SM 3: Economics and Inequalities		Luis San Vicente Portes, Montclair State University, USA						
	SM 4: Sustainability and Intergenerational Ethics		Stephen Katz, Trent University, Canada						
	SM 5: Jewish Culture and Modernity		Cheryl Lester / Philip Barnard, University of Kansas, USA						
	SM 6: Ageing, Communication, and Technologies		Kim Sawchuk, Concordia University, Canada						
	SM 7: Narrative-Based Research/ Research-Based Life Writing		Roberta Maierhofer / Barbara Ratzenböck, University of Graz, Austria						
06.30 pm - 07.30 pm	DINNER								
07.30 pm - 08.00 pm					GUSEGG book presentation				
08.00 pm	Evening Session	Movie Night or Game Night	Karaoke	Free	Discussion Forum: Lonnie Johnson (Fulbright) Daniel Mattern (US Embassy in Vienna) International Exchange, Cultural Diplomacy, and Other Radical Concepts	Poster Presentations Science Slam Peter Goggin	Closing Ceremony 6 p.m.		

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Graz International Summer School Seggau, October 2018

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