



# **Disruptive Imagination and Resistance in Europe and the Americas: State – Society – Religion**

**June 30–July 13, 2024**



Photo credit: GUSEGG, Neuhold, Pesec, Prochini



## Table of Contents

<b>1. GUSEGG Faculty and Staff .....</b>	<b>3</b>
1.1. Academic Program Coordination .....	3
1.2. Administrative Program Coordination and Interns .....	3
1.3. Teaching Faculty.....	3
<b>2. GUSEGG: June 30–July 13, 2024 .....</b>	<b>4</b>
2.1. General Description .....	4
2.2. Target Group .....	4
2.3. Course Credits and Teaching Format.....	4
2.4. Logistics .....	4
2.5. Cost of Program and Application.....	5
2.6. On-Site Support.....	5
2.7. Aims and Objectives .....	5
2.8. Outcomes .....	6
2.9. Extracurricular Activities, Events, and Excursions .....	6
2.10. Further Information.....	6
<b>3. Academic Program.....</b>	<b>7</b>
3.1. Detailed Academic Program .....	8
Morning Lectures .....	8
Optional Lunch Workshops .....	8
Creative Writing Workshop.....	8
Academic Writing Workshop.....	9
Publication and Poster Presentations.....	10
Publication Opportunity .....	10
Poster Presentations .....	10
3.2. Parallel Afternoon Seminars (Students Choose One):.....	11
Seminar 1: Contested Territories .....	11
Seminar 2: Media and Society in a Post-Digital Age.....	14
Seminar 3: Challenges of Economy .....	17
Seminar 4: Jewish Studies .....	20
Seminar 5: Culture, Gender, and Narrative Pedagogies.....	23
Seminar 6: Aging in Data .....	26
Seminar 7: Society, Politics, and Emotions.....	29
<b>4. Introducing the GUSEGG Faculty.....</b>	<b>31</b>
<b>5. Conclusion .....</b>	<b>35</b>

# 1. GUSEGG FACULTY AND STAFF

## 1.1. ACADEMIC PROGRAM COORDINATION

- **Prof. Dr. Roberta Maierhofer**, Academic Director and Director of Center for Inter-American Studies
- **Drs. Michael Kuhn**, Co-Director
- **Walter Prügger**, BEd. MA, Diocese Graz-Seckau
- **Dr. Florian Traussnig**, Diocese Graz-Seckau
- **Dr. Nicole Haring**, MA, Academic Assistant
- **Mirko Petrić**, Institute of Social Sciences Ivo Pilar (HR)
- **Prof. Dr. Luis San Vicente Portes**, Montclair State University (USA)

## 1.2. ADMINISTRATIVE PROGRAM COORDINATION AND INTERNS

- **Mag. (FH) Ulrike Grassberger**, GUSEGG Coordinator
- **Dr.ssa Chiara Ricci**, GUSEGG Coordinator
- Erasmus Intern I
- Erasmus Intern II

## 1.3. TEACHING FACULTY

**Prof. Dr. Marjorie Agosín**, Wellesley College, USA (<http://www.wellesley.edu>)

**Prof. Dr. Yasemin Besen Cassino**, Montclair State University (<https://www.montclair.edu/>)

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**Prof. Dr. Don E. Walicek**, University of Puerto Rico at Rio Piedras, USA (<https://www.upr.edu/>)



## 2. GUSEGG: JUNE 30–JULY 13, 2024

### 2.1. GENERAL DESCRIPTION

The **Graz International Summer School Seggau (GUSEGG)** is an interdisciplinary and international program that adds a different format to the existing range. It is designed as an educational immersive experience that offers learning on an academic as well as a personal level. In the context of a study-abroad experience, GUSEGG provides a diverse cohort of students with a rich academic curriculum, an intercultural space for learning, a chance to meet like-minded people from more than thirty countries, and a unique opportunity for academic and professional development. 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, and **who appreciate an intense, structured, and challenging academic program**. It offers students multiple opportunities to approach 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, collective, and national identities.

### 2.3. COURSE CREDITS AND TEACHING FORMAT

The summer school consists of morning lectures, where all participate, and afternoon seminars, which are taken in smaller groups. The morning lectures, which all students are required to attend, are held by the professors teaching the seminar modules as well as by experts from a diverse range of disciplines; the lectures are then followed by discussions in various formats to provide additional context for the seminar modules. In the afternoon, students work in their designated seminar modules in an interactive way with their professor.

In addition, each student is assigned to a “Dot Group” consisting of participants from each of the different seminars: this gives them an opportunity to reflect, analyze, and contribute in a setting other than that of their seminar groups, with the ultimate objective of presenting a summary of what they have learned at the end of the summer school.

Students can earn **6 ECTS (European) credits** if they meet the following requirements: active participation in all formats of the summer school and the submission of a seminar paper after completion of the program. Students will also receive a Certificate of Attendance.

### 2.4. LOGISTICS

The venue of the summer school is Seggau Castle, located 45 km south of Graz, Austria. The history of that area dates back to Roman times, which is reflected in the unique *lapidarium* at Seggau: the ancient Roman tombstones embedded in the outer walls of the upper castle document this impressive history and the continuous destruction and resurrection of the castle. Today, the site is a modern conference venue and four-star hotel with all the amenities of a resort. As a conference hotel, Schloss Seggau



offers seminar and lecture rooms of various capacity and for various purposes, all IT-equipped and easily accessible.

The venue can be easily reached by public transportation. If travelling by plane, the nearest airport is Graz Airport; if flying to Vienna, the venue can be then reached by train. The GUSEGG team will make sure that the students arrive safely at Seggau Castle by providing shuttles from the nearest train station to the castle and coordinating arrival and departure times accordingly.

## **2.5. COST OF PROGRAM AND APPLICATION**

The total student participation fee is **€ 2,400**, which covers course costs, tuition, room and board (double, triple or quad rooms, and 3 meals per day), extracurricular activities, and the excursion to Graz.

The application deadline for GUSEGG 2024 is **January 31, 2024**. More information about the application process can be found on the GUSEGG website: <https://international.uni-graz.at/de/incoming-students-and-staff/incoming-students/gusegg/>

## **2.6. ON-SITE SUPPORT**

On-site, the academic and administrative program coordinators (see 1.1.) will be available 24/7. Apart from on-site office hours, all participants will be given an emergency telephone number that they can call during their journeys to and from Seggau and at any time for the duration of their stay.

## **2.7. AIMS AND OBJECTIVES**

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

- promote critical thinking and build intercultural dialogue;
- ensure quality education with a variety of research labs and seminars, including many international participants, lecturers, and other experts in their fields;
- develop the students' skills in public speaking, academic writing, and creative writing;
- encourage students to work together in small interdisciplinary team settings to complete tasks and to seek additional support from all the professors on site;
- provide opportunities for students to present their work (such as presenting an academic poster, participating in the discussions, publishing in the GUSEGG publication);
- present and discuss focus areas of the University of Graz – South Eastern Europe and North, Central, and South America – through interdisciplinary lectures;
- establish a long-lasting interdisciplinary cooperation among teachers, students, and participating experts by creating an international community through the GUSEGG Alumni network: [Chapter GUSEGG - Alumni Community \(uni-graz.at\)](https://alumni.uni-graz.at/de/das-netzwerk/chapter/chapter-in-europa/chapter-gusegg/) (<https://alumni.uni-graz.at/de/das-netzwerk/chapter/chapter-in-europa/chapter-gusegg/>).



## 2.8. OUTCOMES

At the end of the summer school, students will have:

- further developed their critical thinking skills,
- discussed change in today's world, from migration, political regimes, climate change to new technologies, current crises, and transformation processes,
- gained an understanding of current global affairs and incorporated personal experience into the discussions,
- learned to build on interdisciplinary methods to strengthen their academic backgrounds,
- familiarized themselves with transnational contexts such as Europe and the Americas,
- discussed and analyzed concepts such as nationalism, globalization, sustainability, societal coherence, and transformation mechanisms,
- been equipped with a broader outlook on shaping today's world,
- contributed to strengthening the relationship between institutions,
- been part of a unique international and intercultural experience,
- established interdisciplinary cooperation of teachers and students on a global level,
- access to 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.

## 2.9. EXTRACURRICULAR ACTIVITIES, EVENTS, AND EXCURSIONS

Included in the program is a day trip to Graz with an on-site visit to the University of Graz, a reception at City Hall, and a guided city tour. Students are also encouraged to take part in an optional trip to Maribor, Slovenia, and in various other social events organized by the school, such as movie, games, and karaoke nights, various sports tournaments, as well as two international evenings, where they have a chance to present their countries to their peers.

## 2.10. FURTHER INFORMATION

**Website:** [Gusegg - Büro für Internationale Beziehungen \(uni-graz.at\)](https://gusegg.uni-graz.at/) ([https://international.uni-graz.at/de/incoming-students-and-staff/incoming students/gusegg/](https://international.uni-graz.at/de/incoming-students-and-staff/incoming%20students/gusegg/))

**GUSEGG 3-minute trailer:** <https://www.youtube.com/watch?v=xRFAUe59bew>

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

**Art video: *SHIFTING PERSPECTIVES*:** <https://vimeo.com/174475682#at=0> (password: karaoke)

### 3. ACADEMIC PROGRAM

#### **Disruptive Imagination and Resistance in Europe and the Americas: State – Society – Religion**

As challenges and crises multiply, a sense of resignation and helplessness spreads. Climate change, war, inequality, poverty, hunger, and pandemics pose existential threats to our lives and the stability of our societies. Faced with such a threat, the response is meek. How could we go about things differently? There seems to be a dearth of alternatives. However, such a lack is indicative of a secondary crisis, namely that of the imagination. Maybe there are alternatives but we are simply too comfortable within the frameworks dictated by the status quo to imagine them. The task of the imagination is, therefore, to unsettle this comfort. Imagine in order to disrupt, disrupt in order to resist. Because, once disruptive imagination shatters the comforts of intellectual complacency, new avenues of action might open up: resistance against injustice and exploitation, on the one hand, and resistance against one's own hopelessness and resignation, on the other.

GUSEGG 2024 will offer a platform for the contributions of academics of various backgrounds and disciplines on this one topic. This pluralism reflects the breadth and depth of the question posed by the title. Disruptive imagination is not an isolated, individual task but a social, processual, systemic one. The input has to come from as many sides as possible and the output can only ever be provisional. No one answer will be found. One aspect of the possible disruptiveness of the imagination is its open-endedness. To embrace the imagination as a vehicle for resistance is to embrace this open-endedness, which means abandoning all illusions of definiteness and accepting the heterogeneity of experience. This is the only way the challenges of today can be met. Or can you imagine another?

Thus, GUSEGG 2024 will present research on how disruptive imagination and resistance in Europe and the Americas are addressed socially, politically, culturally, and economically, and what this means for states, societies, and religions. In order to develop strategies and methods to meet the challenges of our times, this summer school suggests engaging in academic contemplation and interdisciplinary exchange. Such investigations offer us the opportunity of developing disruptive intellectual approaches and ideas, as we can gain insights into the many forces that make us believe that the challenges we face are essential, natural, or inevitable. Therefore, the suggested analysis offers us not only an understanding of our own positions on an individual, a regional, national, and global level, but also the possibility of moving from a passive position to active involvement in addressing conflict, challenge, and change, and offer insights into the dynamics and structures that govern us and shape as individuals and groups. Focusing on the emphasis areas of the University of Graz – South Eastern Europe and North, Central and South America – this program will offer a basis for discussing global and continental challenges as well as opportunities that such academic engagement provides.



### 3.1. DETAILED ACADEMIC PROGRAM

#### MORNING LECTURES

The morning lectures provide the context for the afternoon seminar modules and will be held by seminar professors and by other experts in various fields. All students are required to attend. The lectures and subsequent discussion are followed by a break, and afterwards by a “student networking session” in which students will have a chance to get to know other students and their work and exchange opinions. After the lectures, there will be time to formulate questions within the ‘Dot Groups,’ in order to already prepare for the final presentation at the end of the summer school.

#### OPTIONAL LUNCH WORKSHOPS

The summer school offers additional optional workshops that take place in the break after lunch. These are intended to help students improve specific skills, such as writing and publishing, presenting academic work, and creative writing. Students are required to sign up for the workshop(s) prior to the beginning of the summer school.

##### Creative Writing Workshop

**Marjorie Agosín**, Wellesley College, USA, [magosin@wellesley.edu](mailto:magosin@wellesley.edu)

In this workshop, students will explore how they can express themselves creatively through the mediums of prose, poetry, theatre and creative non-fiction. We will read important works about the art of writing and engage in discussions about the meaning of creative expression as a means to understand the world around us through another way of thinking via the power of literature.

#### Learning outcomes

By the end of the course, students will:

- develop their writing and creative skills;
- experiment with various mediums (e.g. poetry, prose, essays);
- acquire knowledge and a critical outlook on various genres and writing styles;
- learn to establish a written voice and persona in their texts;
- be trained in drafting, correcting, and editing their work;
- use their personal experience in writing;
- use creative writing as a resource for individual creative processes.

#### Topics and Schedule

July 1, 2024	Introduction
July 2, 2024	Poetry
July 3, 2024	Prose
July 8, 2024	Drama, Essay
July 9, 2024	Writing Styles
July 10, 2024	Conclusion



## Readings

- Agosin**, Marjorie (2003). *The Guardian of Memory: Aldo Izzo and the Ancient Jewish Cemetery of Venice*. Poole: Solis Press
- Hirsch**, Edward (1999). *How to Read a Poem: And Fall in Love with Poetry*. New York: Harcourt Brace & Co.
- Manguel**, Alberto (2006). *The Library at Night*. Toronto: Knopf Canada.
- Oliver**, Mary (2005). *Long Life: Essays and Other Writings*. Boston: Da Capo Press.
- Oliver**, Mary (1994). *A Poetry Handbook: A Prose Guide to Understanding and Writing Poetry*. San Diego: Harcourt.
- Paz**, Octavio (1984). *Selected Poems*. New York: New Directions Publishing.
- Raine**, Kathleen, Brian **Keeble**, et al. (2017). *That Wondrous Pattern: Essays on Poetry and Poets*. Berkeley: Counterpoint.
- Rilke**, Rainer Maria (1929). *Letters to a young poet 1875-1926*. Leipzig: Insel Verlag.
- Neruda**, Pablo (2013). *All the Odes*. Farrar, New York: Straus & Giroux Inc.

## Academic Writing Workshop

**Satty Flaherty-Echeverría**, Centre College, Kentucky, USA, [satty.echeverria@centre.edu](mailto:satty.echeverria@centre.edu)

Academic writing is often perceived as a daunting task by students and scholars alike—but it doesn't have to be. What is more, while everyone in the academe practices academic writing, the products of that practice do not look, feel or "read" the same across disciplines. Indeed, there are different academic writing "cultures" in place in the humanities as opposed to the natural or engineering sciences. However, whether we think, work and ultimately write in terms of the scientific method or critical/cultural thinking, we arguably follow a "universal" process in what constitutes academic research. Academic writing is then merely a formal means of presenting scholarly research whether it is literary analysis, a sociological survey or an experiment. Thinking and working through one's research in terms of writing and vice versa is a meaningful way to dispel the seemingly daunting nature of producing a scholarly text. In this one-stop-(work)shop, we will explore the process of "doing" research vis-à-vis easy-to-use writing tools with a view immediately putting them into (writing)practice. Preparing participants to author a manuscript for consideration in the publication series Off Campus: School of Thought will serve as an overarching goal.

## Learning Outcomes

By the end of the course, students will:

- become familiar with the process of defining, designing, and conducting a research project;
- become familiar with the principles of writing academic papers; from starting a draft and going through different revisions to producing a final version that can be considered for submission;
- understand how to develop a specific research topic;
- understand the concepts of a research question, a hypothesis, a thesis statement/observation;
- recognize what counts as data, analysis, and an academically sound source;



- practice different academic genres (abstract, prospectus, research essay);
- have practiced writing skills;
- have developed revising, editing and proofreading skills with their peers;
- understand and be able to apply the principles of citation;
- have gained transferable skills in writing and be prepared for independent work.

### Topics and Schedule

July 1, 2024	Introduction to the workshop. Starting at the beginning: What is research and what is an academic paper? What is good academic writing? What is (not) a topic?
July 2, 2024	How do we find a topic? Developing a research question/thesis statement, getting data, and starting with analysis.
July 3, 2024	The importance of having a plan: structuring and composing a first draft.
July 5, 2024	Finding, accessing, and using sources; citing styles, in-text citations, referencing.
July 8, 2024	Getting things sorted out and finishing the paper; revising, proofreading etc.
July 9, 2024	How do I turn my academic paper into a publishable essay?
July 10, 2024	Information about publishing opportunity with GUSEGG <i>Off Campus: Seggau School of Thought Publication</i> .

### PUBLICATION AND POSTER PRESENTATIONS

#### Publication Opportunity

Students are encouraged to submit their work for consideration in a publication on the topic of the summer school that is published in the *Off Campus: Seggau School of Thought* series. The publication is double-blind peer reviewed and published open-access. The following volumes have been published so far: <https://unipub.uni-graz.at/offcampus>.

#### Poster Presentations

Students who wish to present their work, thesis, research, or interest will have an opportunity to do so in the form of an academic poster in the course of a special evening event in the second school week (see agenda).



## 3.2. PARALLEL AFTERNOON SEMINARS (STUDENTS CHOOSE ONE):

### SEMINAR 1: CONTESTED TERRITORIES

**Week 1:** Don E. Walicek, University of Puerto Rico, Río Piedras Campus, [don.walicek@upr.edu](mailto:don.walicek@upr.edu)

**Week 2:** Ricardo Pagliuso Regatieri, Federal University of Bahia, Brazil, [ricardopagliuso.ufba@gmail.com](mailto:ricardopagliuso.ufba@gmail.com)

#### Course description

**Week 1:** The seminar's first week combines insights from the humanities with case studies, theoretical tools, and significant historical events to consider narratives that have been told and retold by writers, scholars, institutions, and some of the world's most powerful nation-states. Emphasis will be placed on tensions, ruptures, and struggles that have resulted in social, economic, and political change, including forms of being that are more egalitarian and just.

**Week 2:** In the second week of the seminar, we will shift to more directly consider perspectives from the social sciences, approaching the topic of contested territories first by discussing colonialism and coloniality of power in the production of the geo-cultural region called the Americas. Focusing more specifically on Latin America, and with a special attention to Brazil, we will then move on to look into contested narratives about the nation, the role of race in the definition of the nation and the question of cultural identity.

#### Learning outcomes

By the end of the seminar, students will be able to:

- Use key concepts (e.g., agency, creolization, coloniality, decolonization, migration, or nation-state) to analyze and better understand historical texts, cultural, social, and historical patterns, as well as contemporary scholarship;
- Relate colonization, slavery, mass migration, and political struggle to contemporary social and political problems within contested territories of the Americas;
- Explain how the origins and effects of coloniality have informed problems and their solutions within the humanities and social scientists as well as within society at large;
- Identify ways in which social diversity (e.g., diversity linked to race, ethnicity, gender, sexuality, religion/spirituality or nationality) have enriched discussion and debate and within the humanities and social sciences;
- Conceptualize a research project that activates the disruptive imagination by effectively analyzing patterns or dynamics in one or more contested territories.

#### Topics and Schedule

Date	Topics	Readings
July 1, 2024	<i>Indigenismo</i> and the Legacy of Bartolomé de las Casas	<b>Belausteguigoitia, Marisa.</b> "From <i>Indigenismo</i> to <i>Zapatismo</i> : Scenarios of Construction of the Indigenous Subject". In: <i>Critical Terms in Caribbean and Latin American Thought</i> . Martínez-San Miguel, Yolanda et al.

		<p>(Eds.). New York: Palgrave Macmillan, 2016, pp. 23-36.</p> <p><b>De las Casas</b>, Bartolomé. <i>A Short Account of the Destruction of the Indies</i> (translated by Nigel Griffin, introduction by Anthony Pagden), 1542. [excerpts], New York: Penguin, 1992.</p> <p><b>Long Soldier</b>, Layli. "38" (poem) In: <i>WHEREAS</i>, Minneapolis, MN: Graywolf Press, 2017. <a href="https://onbeing.org/poetry/38/">https://onbeing.org/poetry/38/</a></p>
July 2, 2024	From Colonial Matrices of Power to the Importance and Dangers of "Turns"	<p><b>Maldonado Torres</b>, Nelson. "The Decolonial Turn" (translated by Robert Cavoors) <i>New Approaches to Latin American Studies</i>: New York: Routledge, 2017.</p> <p><b>Ndlovu-Gatsheni</b>, Sabelo. "Overuse of the Term 'Decolonisation.'" <a href="https://www.youtube.com/watch?v=9djrXMY9ZMQ">https://www.youtube.com/watch?v=9djrXMY9ZMQ</a> Global Center of Spatial Methods for Urban Sustainability.</p> <p><b>Pietri</b>, Pedro. "Puerto Rican Obituary" (poem). In: <i>Selected Poetry</i>, San Francisco: City Lights Books, 2015 [1973]. <a href="https://www.poetryfoundation.org/poems/58396/puerto-rican-obituary">https://www.poetryfoundation.org/poems/58396/puerto-rican-obituary</a></p> <p>Optional:</p> <p><b>Ndlovu-Gatsheni</b>, Sabelo. "Colonisation of Being" <a href="https://www.youtube.com/watch?v=SwRI3NqFsZ8">https://www.youtube.com/watch?v=SwRI3NqFsZ8</a> Global Center of Spatial Methods for Urban Sustainability.</p> <p><b>Maldonado Torres</b>, Nelson. "Coloniality of Power and Metaphysical Catastrophe." <a href="https://www.youtube.com/watch?v=7rpFb1_gblk">https://www.youtube.com/watch?v=7rpFb1_gblk</a></p>
July 3, 2024	Contestation through Language as a Foundation of Culture: Agency, Creolization, and Creativity	<p><b>Ahearn</b>, Laura M. "Agency and Language." In: Jaspers, Jürgen et. Al. (Eds.). <i>Society and Language Use</i>. Philadelphia: John Benjamins, pp. 28-48, 2010.</p> <p><b>Alleyne</b>, Mervyn C. "The 'Creole' Concept in Cultural Studies." In: Meeks, Brian (Ed.). M.G Smith; <i>Social Theory and Anthropology in the Caribbean and Beyond</i>: Kingston, 2011, pp. 43-60.</p> <p><b>Anzaldúa</b>, Gloria E. "The New Speakers" (poem). In: <i>The New Speakers: The Gloria Anzaldúa Reader</i>, ed. Ana Louise Keating, pp. 24-25, 2009. <a href="https://www.poetryfoundation.org/poems/159943/the-new-speakers">https://www.poetryfoundation.org/poems/159943/the-new-speakers</a></p>
July 4, 2024	Patterns and Space: What is Just, Legal, and Right?	<p><b>Dayan</b>, Colin. <i>The Story of Cruel and Unusual</i>. Boston: Massachusetts Institute of Technology, 2007.</p> <p>Optional:</p> <p><b>Wilson Gilmore</b>, Ruth and Chris <b>Gilmore</b>. "Restating the Obvious." In: Sorkin, Michael (Ed.). <i>Indefensible Space: Architecture of the National Security State</i>. New York: Routledge, 2008, pp. 141-162.</p>

July 5, 2024	Haiti's Revolution as a Global Event	<p><b>Knight</b>, Franklin W. "The Haitian Revolution." <i>The American Historical Review</i>, 105 (1): 103-115, Feb. 2000.</p> <p><b>Trouillot</b>, Michel-Rolph. "An Unthinkable History: The Haitian Revolution as a Non-Event." From <i>Silencing the Past; Power and the Production of History</i>. Boston: Beacon Press 2015 [1995], pp. 70-107.</p> <p><b>Walcott</b>, Derek. "The Sea Is History" (poem). In: <i>Selected Poems</i>. New York: Farrar, Straus and Giroux, 2007. <a href="https://poets.org/poem/sea-history">https://poets.org/poem/sea-history</a></p>
July 8, 2024	Forging a New World: Americas and the Coloniality of Power	<p><b>Quijano</b>, Aníbal and <b>Wallerstein</b>, Immanuel. "Americanity as a Concept, or the Americas in the Modern World-System." <i>International Journal of Social Sciences</i>, 134: 583-591, 1992.</p> <p><b>Quijano</b>, Aníbal. "Coloniality and Modernity/Rationality." In: Therborn, Goran (Ed.), <i>Globalizations and Modernities</i>. Stockholm: Forskningsradnamnden, 1999 [1992].</p> <p><b>Dussel</b>, Enrique. "Eurocentrism and Modernity." (Introduction to the Frankfurt Lectures). <i>boundary 2</i>, 20 (3): 65-76, 1993.</p>
July 9, 2024	Mestizaje and National Identity in Latin America from the mid-19 <sup>th</sup> to the mid-20 <sup>th</sup> Centuries	<p><b>Martinez-Echazabal</b>, Lourdes. "Mestizaje and the Discourse of National/Cultural Identity in Latin America, 1845-1959." <i>Latin American Perspectives</i> 25(3): 21-42, 1998.</p>
July 10, 2024	Racial Democracy	<p><b>Guimarães</b>, Antonio Sergio. "Racial Democracy: An American connection." Slightly modified English version of "Democracia racial revisitada", published in Portuguese in <i>Afro-Asia</i>, 60: 9-44, 2019.</p>
July 11, 2024	Nation and Identity in Brazil in the 20 <sup>th</sup> and the 21 <sup>st</sup> Centuries	<p><b>Eakin</b>, Marshall. <i>Becoming Brazilians: Race and National Identity in Twentieth-century Brazil</i>. Cambridge: Cambridge University Press, 2017, pp. 251-284.</p>

## Readings

Bibliography: Within daily schedule, above.

## SEMINAR 2: MEDIA AND SOCIETY IN A POST-DIGITAL AGE

**Mirko Petrić**, Institute of Social Sciences Ivo Pilar, Croatia, [mirko.petric@pilar.hr](mailto:mirko.petric@pilar.hr)

### Course description

As recently noted by Schmitt (2021), the word ‘post-digital’ by no means describes a world without computers and the Internet. On the contrary, it simply suggests a new understanding of the digital and its new role in our self-understanding. In other words, in a context in which the palpable technological aspects of contemporary media seem to increasingly disappear, their role in our everyday lives remains significant, albeit in changed forms.

This seminar module will discuss the relationship between media and politics in what can be seen as an emerging post-digital age. This is a context in which once prominent ‘virtual communities’ (Rheingold, 1993) have been all but forgotten, and an increasing integration of offline and online activities in all spheres of (human) life takes place. On the other hand, we live in a world in which ‘seamless data exchange’ is allegedly becoming the norm in the machine context. But does this alleged ‘interaction seamlessness’ extend to human-machine relations? And, more specifically, do media and technology effects have a decisive bearing on how humans cast their votes in political elections?

Trying to provide answers to these and similar questions, we will attempt to paint a clearer picture of the connection between media and politics in a context that further complexifies what Blumler (2016) described as the ‘fourth age of political communication’. However, we will also try to learn from the past, by examining the complex interplay of media technologies and political practices evolving in different historical contexts. We will also thematize the changing notions of the public and private spheres in deliberative democracies.

### Learning outcomes

In the course of the seminar, students will:

- Learn about the notion of media archaeology and how the modes of analysis associated with it can be used to help understand the characteristics of the current ‘fourth age of political communication’;
- Understand the role of the media in defining the political realities of the 20<sup>th</sup> and 21<sup>st</sup> centuries;
- Understand the notion of the public sphere and its current transformations;
- Develop a critical outlook on various approaches to studying the connection between media and politics (especially theories of technological and media determinism);
- Gain an understanding of how media are used in political campaigns;
- Develop a critical outlook on political campaigns;
- Develop the ability to critically discuss the future of citizenship in the age of algorithms.

### Topics and Schedule

Date	Topics	Readings
July 1, 2024	Introduction: What is Media? What is Culture?	<b>Lorimer</b> , Rawland (2002). “Mass Communication: Some Redefinitional Notes”, <i>Canadian Journal of Communication</i> , 27: 63-72.

	What is Media Archaeology?	<p><b>Natale</b>, Simone (2012). "Review Essay – Understanding Media Archaeology", <i>Canadian Journal of Communication</i>, 37: 523-527.</p> <p><b>Hertz</b>, Garnet, "CTheory Interview: Archaeologies of Media Art" (Garnet Hertz interviews Jussi Parikka), <a href="https://journals.uvic.ca/index.php/ctheory/article/view/14750/5621">https://journals.uvic.ca/index.php/ctheory/article/view/14750/5621</a></p> <p>Optional:</p> <p><b>Huhtamo</b>, Erkki: Media Archeology / Useful Fictions <a href="https://www.youtube.com/watch?v=cOrYqh2dwg0">https://www.youtube.com/watch?v=cOrYqh2dwg0</a></p> <p><b>Lewis</b>, Jeff (2008). <i>Cultural Studies. The Basics</i>. Sage, pp. 3–35.</p> <p><b>Parikka</b>, Jussi, Lecture: Media Archaeology, <a href="https://www.youtube.com/watch?v=KJ1lo2v8Vso">https://www.youtube.com/watch?v=KJ1lo2v8Vso</a></p> <p><b>Williams</b>, Raymond (1961). <i>The Long Revolution</i>. Chatto &amp; Windus, pp. 41–71.</p>
July 2, 2024	What is the Public Sphere?	<p><b>Fraser</b>, Nancy (1990). "Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy", <i>Social Text</i>, 25/26: 56-80.</p> <p>Optional:</p> <p><b>Habermas</b>, Jürgen (1989 [1962]). <i>The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society</i>, Cambridge Massachusetts: The MIT Press.</p> <p><b>Hauser</b>, Gerald (1999). <i>Vernacular Voices: The Rhetoric of Publics and Public Spheres</i>, Columbia: University of South Carolina.</p> <p><b>Seeliger</b>, Martin and <b>Sevignani</b>, Sebastian, eds.: <i>Theory, Culture &amp; Society</i>, Special Issue, A New Structural Transformation of the Public Sphere?, <a href="https://www.theoryculturesociety.org/blog/special-issue-public-sphere">https://www.theoryculturesociety.org/blog/special-issue-public-sphere</a></p>
July 3, 2024	Orality and Literacy: What is the Internationalization of Technology?	<p><b>Perell</b>, David. A summary of Ong's Orality and Literacy, <a href="https://perell.com/essay/orality-and-literacy/">https://perell.com/essay/orality-and-literacy/</a></p> <p>Optional:</p> <p><b>Soukup</b>, PA (2007). "Orality and Literacy Twenty-Five Years Later", <i>Communication Research Trends</i>, 26(4), 1-33.</p> <p><i>Oral Tradition</i> (January 1987) 2 (1): <i>Festschrift for Walter J. Ong</i>, <a href="https://journal.oraltradition.org/issues/2i/lord/">https://journal.oraltradition.org/issues/2i/lord/</a></p> <p><b>Ong</b>, Walter J. (1982). <i>Orality and Literacy. The Technologizing of the World</i>. London: Methuen.</p> <p><b>Lord</b>, Albert B. (1971). <i>The Singer of Tales</i>. New York: Atheneum.</p>
July 4, 2024	The Gutenberg Galaxy: What is Technological Determinism?	<p><b>Kline</b>, R. R. (2001). "Technological Determinism", <i>International Encyclopedia of the Social &amp; Behavioral Sciences</i>, Amsterdam: Elsevier, pp. 15495-15498.</p> <p><b>Slavomír Gálik</b> and <b>Gáliková Tolnaiová</b> Sabína (2014). "The Gutenberg Galaxy and its "Twilight" in the Context of</p>

		<p>Contemporary Electronic Media”, <i>Human Affairs</i>, 24: 461–469.</p> <p>Optional:</p> <p><b>Dafoe</b>, Allan (2015). “On Technological Determinism: A Typology, Scope Conditions, and a Mechanism”, <i>Science, Technology, &amp; Human Values</i>, 40 (6): 1047-1076.</p> <p><b>McLuhan</b>, Marshall (1962). <i>The Gutenberg Galaxy: The Making of the Typographic Man</i>. Toronto: University of Toronto Press.</p>
July 5, 2024	Newspapers and Radio: 5W and Two-Step Flow	<p><b>Robinson</b>, J. P. (1976). “Interpersonal Influence in Election Campaigns; Two Step-Flow Hypotheses”, <i>Public Opinion Quarterly</i>, 40: 304-319.</p> <p>Optional:</p> <p><b>Choi</b>, Sujin (2015). “The Two-Step Flow of Communication in Twitter-Based Public Forums”, <i>Social Science Computer Review</i>, 33 (6): 696-711.</p> <p><b>Jensen</b>, Klaus Bruhn (2009). “Three-Step Flow”, <i>Journalism</i>, 10 (3): 335–337.</p> <p><b>D’Autilia</b>, Valeria (2013). “While. La sesta W del web journalism”, <i>H-ermes, Journal of Communication</i>, 1(1) : 155-172.</p>
July 8, 2024	Photography, Film, and Television: From Documentation to Manipulation	<p><b>Pettersson</b>, Rune (2002). “Image Manipulation”, paper presented at the Media and Education conference, Poznan, April 20–23, 2002.  <a href="https://www.researchgate.net/publication/281827307_Image_Manipulation">https://www.researchgate.net/publication/281827307_Image_Manipulation</a></p> <p>Optional:</p> <p><b>Oriez</b>, Richard J. (2009). <i>Do Readers Believe What They See? Reader Acceptance of Image Manipulation</i>, Master’s Thesis, School of Journalism, University of Missouri-Columbia.</p> <p><b>Kennedy</b>, Lyndon and <b>Chang</b>, ShihFu (2008). “Internet Image Archaeology: Automatically Tracing the Manipulation History of Photographs on the Web”, <i>MM ’08: Proceedings of the 16th ACM international conference on Multimedia</i>, October 26–31, 2008, Vancouver, British Columbia, Canada.</p>
July 9, 2024	Internet-based Communication: From the Virtual Community to the Social Media and Beyond	<p><b>Papacharissi</b>, Zizi (2002). “The Virtual Sphere: The Internet as a Public Sphere”, <i>New Media &amp; Society</i>, 4 (1): 9–27.</p> <p>Optional:</p> <p><b>Sunstein</b>, Cass (2001). “The Daily We: Is the Internet really a blessing for democracy?” <i>Boston Review</i>, 2001, <a href="http://bostonreview.net/cass-sunsteininternet-democracy-daily-we">http://bostonreview.net/cass-sunsteininternet-democracy-daily-we</a></p> <p><b>Lash</b>, Scott (2007). “Power after Hegemony: Cultural Studies in Mutation?”, <i>Theory, Culture &amp; Society</i>, 24 (3): 55–78.</p> <p><b>Lanchester</b>, John (2017). “You are the Product!”, <i>London Review of Books</i>, 39 (16): 3-10.</p>

July 10, 2024	Politics in a Media-Rich Environment	<p><b>Blumler</b>, Jay G. and Kavanagh, Dennis (1999). "The Third Age of Political Communication: Influences and Features", <i>Political Communication</i>, 16(3): 209–230.</p> <p><b>Blumler</b>, Jay G. (2016). "The Fourth Age of Political Communication", <i>Politiques de communication</i>, 6 (1): 19–30.</p> <p>Optional:</p> <p><b>Blumler</b>, Jay G. (2018). "The Crisis of Public Communication, 1995–2017", <i>Javnost - The Public</i>, 25 (1-2): 83-92.</p> <p><b>Gripsrud</b>, Jostein (2009). "Digitising the Public Sphere: Two Key Issues", <i>Javnost - The Public</i>, 16 (1): 5-16.</p>
July 11, 2024	From Citizens via Citizen Journalists to Fair Algorithms? Towards a Public Sphere 4.0 or Surveillance Capitalism?	<p><b>Aubin</b>, France (2013). "Intellectuals, the Public Sphere and Dissemination Strategies", in Peter Thijssen et al. (eds.), <i>New Public Spheres: Recontextualizing the Intellectual</i>, Farnham: Ashgate, pp. 71-87.</p> <p>Optional:</p> <p><b>Alexander</b>, Jeffrey (1998). "Introduction. Civil Society I, II, III: Constructing an Empirical Concept from Normative Controversies and Historical Transformations", in Jeffrey Alexander (ed.), <i>Real Civil Societies: Dilemmas of Institutionalization</i>, London: Sage, pp. 1-19.</p> <p><b>Morris</b>, Aldon (2007). "Naked Power and the Civil Sphere", <i>Sociological Quarterly</i>, 48: 615–628.</p> <p><b>Frangonikolopoulos</b>, Christos (2012). "Global Civil Society and Deliberation in the Digital Age", <i>International Journal of Electronic Governance</i>, 5 (1): 11-23.</p> <p><b>Flanigan</b>, Bailey, et al. (2021). "Fair algorithms for selecting citizens' assemblies", <i>Nature</i> 596: 548–552.</p>

## Readings

Bibliography: Within daily schedule, above.

## Digital Resources

Queen Mary University of London Library Services: *Politics – Useful Websites*  
<https://www.qmul.ac.uk/library/library-skills/resource-guides-by-subject/politics-and-international-relations/useful-websites/>

University of Reading Library Services: *Politics and international relations – Websites*  
<https://libguides.reading.ac.uk/politics/websites>

Pew Research Center: *Politics and Policy* <https://www.pewresearch.org/topic/politics-policy/>

### SEMINAR 3: CHALLENGES OF ECONOMY

Luis San Vicente Portes, Montclair State University, USA, [portesl@montclair.edu](mailto:portesl@montclair.edu)

#### Course description

Reset. Back to square one. Blank slate. Let your imagination run. How would you re-invent the world? Or let's say, what would you change about the world? And how? Would it involve deconstructing and rebuilding? Would it be disruptive of the way things are? A challenge to the order of the world or some aspects of how society is organized?

But wait, do we have to be that radical? Does a blank slate mean giving up your smart phone? Your running water? Vaccines? Solar power? Longer lives? Maybe we just need to resist or rethink some systems and processes, could it be?

Ok, let's start here. Why don't we reverse-engineer or playback our march to progress. Maybe along the way we created problems without solutions(?) or even solutions without problems (?).

In this Seminar we will explore the economic path that we have followed and what underpins it. This will take us into questions of inequality, sustainability, market systems, social planning, gendered labor markets, artificial intelligence, monetary arrangements, cryptocurrencies and ... capitalism?

#### Learning outcomes

In the course of the seminar, students will:

- Understand the principles on which the economic aspects of society rest;
- Obtain a critical view on what is, what could be, and what should be;
- Know at a deeper level many of the 21<sup>st</sup> Century's problems which are grossly simplified, shallowly debated, and/or ideologically charged.

#### Topics and Schedule

Date	Topics	Readings
July 1, 2024	Economics	<p><b>Coyle</b>, Diane. "Rethinking GDP." <i>Finance and Development</i>, Vol. 54, No.1, 2017.</p> <p><b>Callen</b>, Tim. "PPP versus the Market: Which Weight Matters?" <i>Finance and Development</i>, Vol. 44, No. 1, 2007.</p> <p><b>Edison</b>, Halli. "Testing the Links How strong are the links between institutional quality and economic performance?" <i>Finance and Development</i>, Vol. 40, No. 2, 2003.</p> <p><b>Business Cycle Model</b>. Handout.</p>
July 2, 2024	Economic systems	<p><b>The Economist</b>. "Which Market Model is Best?" September 12<sup>th</sup> 2020 edition.</p> <p><b>Shafik</b>, Minouche. "What We Owe Each Other." <i>Finance and Development</i>, Vol. 58, No. 2, 2021.</p>

July 3, 2024	Capitalism	<b>The Economist.</b> "Janos Kornai Understood Capitalism by Studying its Opposite." November 20th 2021 edition.
July 4, 2024	Inequality	<b>The Nation.</b> "Diminishing Returns: A liberal economist tries to reckon with the state of capitalism today." May 4th 2021. <b>Financial Times.</b> "Why People Underestimate the Problem of Inequality." March 3 2019. <b>Hvidberg, K., C. Kreiner, and S. Stancheva.</b> "Social Position and Fairness Views on Inequality." NBER Working Papers 28099, National Bureau of Economic Research, 2020.
July 5, 2024	Globalization	<b>McDonald, Brad.</b> "Why Countries Trade." <i>Finance and Development</i> , Vol. 46, No. 4, 2009. <b>Rodrik, Dani.</b> "A Primer on Trade and Inequality." Institute for Fiscal Studies, 2021.
July 8, 2024	Technology	<b>Wellisz, Chris.</b> "Prophet of Pessimism." <i>Finance and Development</i> , Vol. 54, No. 2, 2017. <b>Acemoglu, D. and P. Restrepo.</b> "Tasks, Automation, and the Rise of U.S. Inequality." NBER, Working Paper No. w28920, National Bureau of Economic Research, 2021. <b>The Economist.</b> "Henry Kissinger and Eric Schmidt take on AI." November 20th 2021 edition.
July 9, 2024	Energy	<b>Stock, James.</b> "Driving Deep Decarbonization." <i>Finance and Development</i> , September, 2021. <b>Black, Simon.</b> "IMF Fossil Fuel Subsidies Data: 2023 Update" IMF Working Paper No. 2023/169. <b>Energy Information Administration.</b> "Annual Energy Outlook 2023.
July 10, 2024	Gender disparities	<b>Duflo, Esther.</b> "Women Empowerment and Economic Development." <i>Journal of Economic Literature</i> , Vol. 50, No. 4, 2012. <b>Can Bertay, Ata.</b> "Gender Inequality and Economic Growth: Evidence from Industry-Level Data" IMF Working Paper No. 2020/119.
July 11, 2024	Market Society	<b>Sandel, Michael J.</b> "Market Reasoning and Moral Reasoning: Why Economists Should Re-engage with Political Philosophy." <i>Journal of Economic Perspectives</i> , Vol. 27, No. 4, 2013. <b>Aggarwal, Nikita.</b> "The New Morality of Debt." <i>Finance and Development</i> , Vol. 58, No. 1, 2021.

## Readings

Bibliography: Within daily schedule, above.

## Digital Resources

All readings are available in the Padlet site for Seminar 3 at:

<https://padlet.com/portesl2/s2785gz7v5tozx82>

## SEMINAR 4: JEWISH STUDIES

**Yael Siman**, Universidad Iberoamericana Ciudad de México, Mexico, [yaelsiman@gmail.com](mailto:yaelsiman@gmail.com)

### Course description

Jews immigrated to Latin America in several waves, starting from the time of the Inquisition. However, contemporary Jewish communities began forming in the latter half of the 19th century or the first decades of the 20th century. Jewish individuals journeyed from Europe and Asia, settling in different Latin American cities and countries. With them, they brought diverse languages, religious, ethnic and national identities. National historical and political processes, such as military coups, social revolutions, violence and transitions to democracy, impacted Jewish identities in various ways. Yet, the impact of the Shoah (Holocaust) was particularly significant across the region.

This course delves into how Jewishness is presently defined in Latin America, examining factors such as migration, Jewish settlement after the Shoah, and the legacies of the Jewish past. Specifically, the course explores questions related to memory-building among Jews in the region and the diverse ways in which this memory has shaped present-day Jewishness in a region that is considered part of the Global South.

### Learning outcomes

Students will:

- Learn about the role of migration in the constitution and consolidation of Jewish communities and Jewishness in Latin America.
- Examine how the Shoah impacted Jewish life in Latin America through refuge.
- Understand the role of gender and migration in Jewish life in the Caribbean.
- Learn how the global memory of the Holocaust interacted with local histories and national political processes in Latin America.
- Delve into post-Holocaust representations in Latin America.

### Topics and Schedule

Date	Topic	Reading
July 1	Jewish migration to Latin America, exile, and the formation of local Jewish communities	<b>Agosin</b> , Marjorie. <i>Always From Somewhere Else. A Memoir of my Chilean Jewish Father</i> . New York: The Feminist Press at the City University of New York, 1998.
July 2	Jewish settlement in Latin America during and after the Shoah	<b>Lesser</b> , Jeffrey. <i>Welcoming the Undesirables. Brazil and the Jewish Question</i> . Berkeley, Los Angeles and London: University of California Press, 1-22.
July 3	An inconvenient exile: Jewish refugees in Mexico	<b>Gleizer</b> , Daniela. <i>Unwelcome Exiles: Mexico and the Jewish Refugees from Nazism, 1933-1945</i> . Leiden and Boston: Brill, 2013.

July 4	Jewish transit to/in/from Latin America	<b>Seghers</b> , Ann. <i>Transit</i> . New York: New York Review of Books, 2013.
July 5	Stories of Jewish refuge in Latin America: fears and hopes in testimonies and memoirs	<b>Avila, L., N. Nicholls, and Y. Siman</b> . "Migration Narratives of Holocaust Survivors in Chile, Colombia, and Mexico." In: Cole, Tim, and Simone Gigliotti. <i>The Holocaust in the Twenty-First Century. Relevance and Challenges in the Digital Age. Lessons and Legacies</i> . Vol. XIV. Evanston: Northwestern University Press, 2021, 162-192.
July 8	Gender and Jewish migration in the Caribbean	<b>Kaplan</b> , Marion A. "Did you bring any girls? Gender Imbalance in a Jewish Refugee Settlement: Sosúa, the Dominican Republic." In: Kaplan, Marion A., and Deborah Dash Moore (Eds.), <i>Gender and Jewish History</i> . Bloomington and Indianapolis: Indiana University Press, 2011, 104-119.
July 9	Global and local memories of the Shoah in Latin America	<b>Spitzer</b> , Leo. <i>Hotel Bolivia. The Culture of Memory in a Refuge from Nazism</i> . New York: Hill and Wang, 1998, Preface, 107-140.
July 10	Latin American Jewishness since the Shoah: multiculturalism, antisemitism, wars, and terror	<b>Zaretsky</b> , Natasha. <i>Acts of Repair. Justice, Truth, and the Politics of Memory in Argentina</i> . New Brunswick, NJ: Rutgers University Press, 2021, 1-15; 96-128.
July 11	Post-Holocaust memory in Latin America: social and cultural representations	<b>Tarica</b> , Estelle. <i>Holocaust Consciousness and Cold War Violence in Latin America</i> . New York: State University of New York Press, 2022.

## Readings

Bibliography: Within daily schedule, above.

## Optional readings

**Avni**, Haim. *Argentina and the Jews: A History of Jewish Immigration*. Alabama: University Alabama Press, 2002.

**Cwik**, C. and V. **Muth**. "Jewish Families from Vienna in the Southern Caribbean during the Shoah." In: López-Calvo, Ignacio, and Marjorie Agosín (Eds.). *Refugees, Refuge, and Human Displacement*. New York: Anthem Press, 2023, 69-92.

**Dwork**, D. and R. J. **van Pelt**. *Flight from the Reich. Refugee Jews, 1933-1946*. New York and London: W. W. Norton & Company, 2009, Introduction (xi-xv), The First to Flee (9-27), A Life Anywhere (119-140), Where Now? (315-339).

**Jennings**, Eric T. *Escape from Vichy. The Refugee Exodus to the French Caribbean*. Cambridge and London: Harvard University Press, 2018.

**Kaplan**, Marion A. *Hitler's Jewish Refugees. Hope and Anxiety in Portugal*. New Haven and London: Yale University Press, 2020, Introduction (1-22).

**Kaplan**, Marion A. *Dominican Haven. The Jewish Refugee Settlement in Sosúa, 1940-1945*. New York: Museum of Jewish Heritage, 2008, 1-8; 49-82.



- Laikin Elkin**, J. and G. W. **Merkx** (Eds.). *The Jewish Presence in Latin America*. Boston: Allen & Unwin, 1987.
- Lesser**, J. and R. **Rein** (Eds.). *Rethinking Jewish Latin-Americans*. New Mexico: University of New Mexico Press, 2008.
- Wells**, Allen. *Tropical Zion. General Trujillo, FDR, and the Jews of Sosúa*. Durham and London: Duke University press, 2009.



## SEMINAR 5: CULTURE, GENDER, AND NARRATIVE PEDAGOGIES

**Fabiana Fazzi**, Ca' Foscari University of Venice, Italy, [fabiana.fazzi@unive.it](mailto:fabiana.fazzi@unive.it)

**Nicole Haring**, University of Graz, Austria, [nicole.haring@uni-graz.at](mailto:nicole.haring@uni-graz.at)

### Course description

This seminar will provide an interdisciplinary perspective on culture, gender, and narrative pedagogies with the aim to bring popular critical social justice theories, with regard to gender, intersectionality, and language, in dialogue with cultural and educational studies to explore the potential of a critical narrative analysis for research, education, and everyday life. Critical engagements with cultural narratives and storytelling practices are in the focus of the seminar to invite a discussion on how our existing in the world as individuals within collective and institutional settings can be experienced in terms of broader social, political, cultural, and historical contexts. Deconstructing narratives of social constructs, such as race, class, gender, language, ethnicities, and age, are powerful tools for awareness of self and others as well as expressions of resistance to confining social realities. Intersectionality and relationality are didactic concepts that help negotiate action on a personal as well as public level and may provide a useful link to critical and narrative pedagogies. At the same time, there is a need to consider language(s) ideologies and practices as fundamental when decolonizing both educational and other public settings, such as museums. In times of immense global challenges, such as increasing political divides, migration, 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 understanding is didactic in its core and will be in the center of the seminar, which 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. Finally, this seminar will experiment with storytelling practices to engage in creative outlets and critical pedagogies first hand.

### Learning outcomes

By the end of the course, students will be able to:

- Be familiar with academic approaches of gender and diversity studies (intersectionality, multilingualism)
- Understand how narratives shape academic and public discourse and are didactic tools
- Understand how language(s) ideologies and practices are connected with issues of social justice in both educational and public contexts
- 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)

### Topics and Schedule

Date	Topics	Readings
July 1, 2024	Introduction I: Culture, Gender // What is culture / What is gender?	<b>Butler</b> , Judith. "Preface (1999)." <i>Gender Trouble</i> , 1999, pp. x–xxviii.

		<p><b>Lorber</b>, Judith. "Introduction". <i>The Paradoxes of Gender</i>. Yale University Press, 1994.</p> <p><b>West</b>, Candace, and Don H. Zimmerman. "Doing Gender." <i>Gender and Society</i>, no. 1, 1987, pp. 125–51.</p> <p><b>Williams</b>, Raymond. "The Analysis of Culture". <i>The Long Revolution</i>. Columbia University Press, 1961, pp. 41–71.</p>
July 2, 2024	Introduction II: Narrative Pedagogies // What is pedagogy? / What are narrative pedagogies?	<p><b>Foucault</b>, Michel. "The Subject and Power." <i>Critical Inquiry</i>, no. 8, 1982, pp. 777–95.</p> <p><b>Freire</b>, Paulo. <i>Pedagogy of the Oppressed</i>. The Continuum Publishing Company, 1970.</p> <p><b>Giroux</b>, Henry. "Teacher as Transformatory Intellectuals." <i>Social Education</i>, 1985, pp. 376–79.</p> <p><b>hooks</b>, bell. <i>Teaching to Transgress: Education as the Practice of Freedom</i>. Routledge, 1994.</p>
July 3, 2024	Education & Social Justice I: Gender, Intersectionality, and Critical Pedagogies	<p><b>Ahmed</b>, Sara. "An Affinity of Hammers." 2016.</p> <p><b>Lorde</b>, Audre. "How the Master's Tools Will Never Dismantle the Master's House." <i>Sister Outsider</i>, edited by Audre Lorde, Crossing Press, 1984, pp. 98–101.</p> <p><b>Carastathis</b>, Anna. "The Concept of Intersectionality in Feminist Theory." <i>Philosophy Compass</i>, vol. 9, no. 5, 2014, pp. 304–14.</p>
July 4, 2024	Education and Social Justice II: Multilingualism and Critical Pedagogies	<p><b>Pennycook</b>, Alastair. <i>Critical Applied Linguistics</i>. Routledge, 2021. (Specifically, <i>Introduction</i>, Chapter 3 and Chapter 6)</p> <p><b>Cummins</b>, Jim. <i>Rethinking the Education of Multilingual Learners</i>. Routledge, 2021. (Specifically, Chapter 5 and 11)</p> <p><b>Ibrahim</b>, Nayr Correia. "Visual and artefactual approaches in engaging teachers with multilingualism: Creating DLCs in pre-service teacher education". <i>Languages</i>, vol. 7, no. 2, 2022, pp. 1–22.</p>
July 5, 2024	Project Showcases: Decolonising language in public spaces for social change: The case of museums	<p><b>Robinson-Jones</b>, Charlie. "Tension in the linguistic landscape: the implications of language choices for diversity and inclusion in multilingual museums representing minorities". <i>International Journal of Multilingualism</i>, 2022, pp. 1–25.</p> <p><b>Matras</b>, Yaron. "Decolonising language in the city: Multilingual repertoires, institutional practice and civic engagement in a UK urban setting". <i>Working Papers in Urban Language &amp; Literacies</i>, 2023.</p> <p><b>Macleroy</b>, V. and S. <b>Shamsad</b>. "A moving story from Dhaka to London: Revealing vibrant identities in young people's intercultural encounters with mobile art, embroidery and artefacts". <i>Language and Intercultural Communication</i>, 2020, vol. 20, no. 5, pp. 482–496.</p>
July 8, 2024	Theory of Storytelling and Narrative-Based Research I	<p><b>Chazan</b>, May and <b>Macnab</b> Maddy. "Doing the Feminist Intergenerational Mic: Methodological Reflections on Digital Storytelling as Process and Praxis." <i>Forum</i>:</p>

		<p><i>Qualitative Sozialforschung/Forum: Qualitative Social Research</i>, no. 2, 2018.</p> <p><b>Burgess</b>, Jean. "Hearing Ordinary Voices: Cultural Studies, Vernacular Creativity and Digital Storytelling." <i>Continuum</i>, vol. 20, no. 2, 2006, pp. 201–14.</p> <p><b>Flottemesch</b>, Kim. "Learning Through Narratives: The Impact of Digital Storytelling on Intergenerational Relationships." <i>Academy of Educational Leadership Journal</i>, no. 17, 2013, pp. 53–60.</p>
July 9, 2024	Theory of Storytelling and Narrative-Based Research II	<p><b>Anderson</b>, Jim and <b>Macleroy</b>, Vicky. (Eds.). <i>Multilingual digital storytelling: Engaging creatively and critically with literacy</i>. Routledge, 2016.</p> <p><b>i Solé</b>, Cristina Ros. "The Textures of Language: An Autoethnography of a Gloves Collection". <i>Liberating Language Education</i> edited by Jim Anderson &amp; Vicky Macleroy, Multilingual Matters, 2022, pp. 101-143.</p> <p><b>Pavlenko</b>, Anita. "The making of an American": negotiation of identities at the turn of the XX century. <i>Negotiation of identities in multilingual contexts</i> edited by Anita Pavlenko &amp; Adrian Blackledge. Multilingual Matters, 2004, pp. 34-67.</p>
July 10, 2024	Storytelling Workshop	
July 11, 2024	Storytelling Workshop	

## Readings

Bibliography: Within daily schedule, above.



## SEMINAR 6: AGING IN DATA

Kim Sawchuk, Concordia University, Canada, [kim.sawchuk@concordia.ca](mailto:kim.sawchuk@concordia.ca)

### Course description

This interdisciplinary and academically intergenerational seminar will consider both aging as data and the datafication of aging by posing a critical approach to aging as more than number.

We will interrogate politics of representation to question common notions of both age and data; in the context of age, we will pay explicit attention to the key concept of intersectionality. Discussing the power of algorithms, we explore social implications, such as inclusion and exclusion or “data harms” (Redden 2018) through datafication. We will also, in concrete terms, focus on the question of what it means to age in a datafied world. Students will examine issues, such as quantified aging and the appropriation of digital tools by various communities of practice.

Students participating in the seminar will be given the opportunity to engage in project development, and to explore data collection from a qualitative point of view. As we discuss the many forms that data takes, from a critical age studies perspective, we will return to issues such as the representation of perspectives, voices, and the politics of data collection and analysis as they are related to our own local practices.

In addition to in-person lectures and discussions, the seminar will also invite guest lecturers to join on Zoom to offer students the opportunity to engage with prominent researchers of the field and ask questions about their work. Depending on availabilities, this year’s special guests may include Stephen Katz (Trent University), Galit Nimrod (Ben-Gurion University), Vera Gallistl (Karl Landsteiner Privatuniversität für Gesundheitswissenschaften, Austria), Anna Wanka (Goethe-Universität Frankfurt am Main), Alex Peine (Utrecht University).

### Learning outcomes

After the seminar, students will:

- be familiar with aging and old age as cultural and social concepts (beyond chronology);
- understand the relevance of intersectionality in relation to aging, particularly gender;
- understand the basic concepts of data, datafication, and algorithms and how this intersects with aging from a cultural studies perspective;
- understand technology access and appropriation as multi-layered (material and socio-cultural).

### Topics and Schedule

Date	Topic	Reading
July 1, 2024	Introduction to Critical Age Studies	<b>Cruikshank</b> , Margaret (2009). “Cultural Myths and Aging.” In: <i>Learning to be Old. Gender, Culture, and Aging</i> , 2 <sup>nd</sup> ed. Lanham. Rowman & Littlefield, pp. 10-23. <b>Sontag</b> , Susan (1972). “The Double Standard of Aging.” In: <i>Saturday Review</i> , pp. 29-38.

July 2, 2024	From Biological to Cultural Aging: Shifting the Analytical Emphasis	<b>Gullette</b> , Margaret Morganroth (2004). "Trapped in the New Time Machines"; "What Is Age Studies." In: <i>Aged by Culture</i> . Chicago and London: University of Chicago Press, pp. 3-20.
July 3, 2024	Introduction to Critical Data Studies	<b>Dalton</b> , Craig and <b>Thatcher</b> , Jim (2014). "What does a critical data studies look like, and why do we care?" In: <i>Society + Space</i> . <a href="https://tinyurl.com/yydt5w9f">https://tinyurl.com/yydt5w9f</a> . <b>Koro-Ljungberg</b> , Mirka, <b>MacLure</b> , Maggie, and <b>Ulmer</b> , Jasmine (2017). "D...a...t...a, Data++, Data, and Some Problematics". In: Norman K. Denzin & Yvonna S. Lincoln (Eds.), <i>The SAGE handbook of qualitative research</i> , 5 <sup>th</sup> ed. Los Angeles, London New Delhi Singapore Washington DC Melbourne: SAGE, pp. 462-484. <b>Redden</b> , Joanna (2018). "The harm that data do: paying attention to how algorithmic systems impact marginalized people worldwide is key to a just and equitable future." In: <i>Scientific American</i> (319/5). <b>Couldry</b> , Nick and <b>Mejias</b> , Ulises A. (2019). "Data colonialism: Rethinking big data's relation to the contemporary subject." In: <i>Television &amp; New Media</i> 20(4), pp. 336-349.
July 4, 2024	Datafication	<b>Cheney-Lippold</b> , John (2017). "Introduction." In: <i>We Are Data: Algorithms and the Making of our Digital Selves</i> . New York: NYU Press, pp. 1-36. <b>Lupton</b> , Deborah (2018). "How do data come to matter? Living and becoming with personal data." In: <i>Big Data &amp; Society</i> 5(2). <b>Andrejevic</b> , Mark (2014). "The big data divide." In: <i>International Journal of Communication</i> 8, pp. 1673-1689.
July 5, 2024	The Power of Algorithms	<b>Beer</b> , David (2017). "The Social Power of Algorithms." In: <i>Information, Communication &amp; Society</i> 20(1), pp. 1-13. <b>Bucher</b> , Tina (2016). "The algorithmic imaginary: exploring the ordinary affects of Facebook algorithms." In: <i>Information, Communication &amp; Society</i> 20(1), pp. 30-44.
July 8, 2024	Ageing in data	<b>Fernández-Ardèvol</b> , Mireia and <b>Grenier</b> , Line (2022). "Exploring data ageism: What good data can('t) tell us about the digital practices of older people?" In: <i>New Media &amp; Society</i> . <a href="https://doi.org/10.1177/14614448221127261">https://doi.org/10.1177/14614448221127261</a> . <b>Peine</b> , Alexander and <b>Neven</b> , Louis (2020). "The co-constitution of ageing and technology – a model and agenda." In: <i>Ageing and Society</i> , pp. 1-22. <b>Sawchuk</b> , Kim (2019). "Private parts: Ageing, AI, and the ethics of consent in subscription-based economies." In: <i>Innovation in Aging</i> 3(S1), S22.
July 9, 2024	Access and Agency of Older Adults in a Digital World	<b>Lafontaine</b> , Constance and <b>Sawchuk</b> , Kim (2015). "Accessing InterACTION: Ageing with Technologies and

		<p>the Place of Access.” In: Jia Zhou and Gavriel Salvendy (Eds.), <i>ITAP 2015</i>. Cham: Springer, pp. 210-220.</p> <p><b>Östlund</b>, Britt (2005). “Design Paradigms and Misunderstood Technology: The Case of Older Users.” In: Birgit Jæger (Ed.), <i>Young technologies in old hands: an international view on senior citizen’s utilization of ICT</i>. Copenhagen: DJØF Forlag, pp. 25-39.</p> <p><b>Neven</b>, Louis and <b>Peine</b>, Alexander (2017). “From Triple win to triple sin: how a problematic future discourse is shaping the way people age with technology.” In: <i>Societies</i> 7(3).</p>
July 10, 2024	Aging with Data: Quantified Selves	<p><b>Katz</b>, Stephen and <b>Marshall</b>, Barbara L. (2018). “Tracked and Fit: FitBits, Brain Games, and the Quantified Aging Body.” In: <i>Journal of Aging Studies</i> (45), pp. 63-68.</p> <p><b>Fernández-Ardèvol</b>, Mireia and <b>Rosales</b>, Andrea (2017). “My Interests, My Activities: Learning from an Intergenerational Comparison of Smartwatch Use.” In: Jia Zhou and Gavriel Salvendy (Eds.), <i>ITAP 2017</i>. Cham: Springer, pp. 1-16.</p>
July 11, 2024	Reflection on learning outcomes	

## SEMINAR 7: SOCIETY, POLITICS, AND EMOTIONS

**Week 1:** Katharina Scherke, University of Graz, Austria, [katharina.scherke@uni-graz.at](mailto:katharina.scherke@uni-graz.at)

**Week 2:** Murray Forman, Northeastern University, USA, [m.forman@northeastern.edu](mailto:m.forman@northeastern.edu)

### Course description

**Week 1:** Emotions and affect are social phenomena not only because they are shaped by our social existence but also due to their significant influence on our future actions, unfolding group dynamics and thus also on the emotional climate in our society as a whole. The seminar will give a short introduction into main concepts of sociology of emotions. A special focus will be given to feeling rules, i.e. social norms and expectations for the expression (and also experience) of emotions in various social situations. It will be shown, how these feeling rules are shaped by political actors, media and the cultural sector. Furthermore, different emotions and their role in maintaining group cohesion within social movements, but also their role in attracting new followers for these movements, will be discussed. The usage of emotions in populist rhetoric will be another topic for our discussions, which will be shown at the example of nostalgia, that very often has been framed by cultural critiques as leading to political conservatism and restorative attitudes. We will have a look at different aspects of nostalgia from a sociology of emotions point of view and try to figure out its relevance for future-oriented action.

**Week 2:** This section of the seminar will critically examine the ways that emotions and affect inform subjective identity – the self – in particular relation to fans and fandom as well as exploring the role of emotion and affect in forming the bonds that align individuals, facilitating the aggregation of social cohorts within varied contexts of popular culture and politics. Understood as a “shimmering” of force and intensity, affect is “not the same as emotions or desires. Affect is closely tied to what we often describe as the feeling of life...Some things feel different from others, some matter more, or in different ways, than others” (Grossberg 2002). Affect is also a relational force, a vector which can conjoin individuals, providing the means by which social cohorts – affective alliances – might cohere or disperse. In 21<sup>st</sup> century media society, it is safe to assume that we are all audiences of something, and within this audience and reception mode, we are very often also fans, which is to say we are more deeply and personally invested in the object of our fandom, more open to the resonant intensities that define the fan’s identity. Thus, our emotions and affective compulsions are prodded and buffeted and appealed to in myriad ways as we position ourselves in media streams, immersing ourselves in the media’s fast-flowing channels. The overarching seminar theme will be extended through critical analysis of the media as they function within a powerful and pervasive affective economy and are integral to the formation of contemporary political party affiliations, social justice movements, popular fandom, and individual pleasures.

### Learning outcomes

By the end of the course, students will:

- get an insight into the history of research on emotions in the social sciences and humanities;
- become familiar with sociology of emotions approach in general and its key positions;
- get an insight into the role of emotions within social movements;

- get an insight into the usage of emotions within populist rhetoric;
- learn and critically assess different concepts of nostalgia and their application towards political rhetoric;
- get an insight into differences and commonalities between the concepts of emotion and affect;
- understand the analytical and theoretical approaches to popular media and the formation of collective social alliances.

## Topics and Schedule

Date	Topics	Readings
July 1, 2024	Introduction: Sociology of Emotions	<b>Bericat</b> , Eduardo. "The sociology of emotions: four decades of progress." In: <i>Current Sociology</i> , 2016, Vol. 64(3), pp. 491-513.
July 2, 2024	Emotions and social movements	<b>Kleres</b> Jochen, <b>Wettergren</b> Åsa. "Fear, hope, anger, and guilt in climate activism." In: <i>Social Movement Studies</i> , 2017, Vol. 16(5), pp. 507-519.
July 3, 2024	Activists' strategies and emotions	<b>Benski</b> , Tova. "Breaching events and the emotional reactions of the public. Women in Black in Israel", in <i>Emotions and Social Movements</i> , Flam Helena, King Debra (eds.), London: Routledge 2005, pp. 57-78.
July 4, 2024	Populism and emotions: the usage of nostalgia	<b>Becker</b> , Tobias. "The Meanings of Nostalgia: Genealogy and Critique." In: <i>History &amp; Theory</i> , 2018, Vol. 57(2), pp. 234-250.
July 5, 2024	Emotion/Affect and Feeling Rules: constructed by media and the cultural sector	<b>Illouz</b> , Eva. "Emotions, Imagination and Consumption: A new research agenda." In: <i>Journal of Consumer Culture</i> , 2009, Vol. 9(3), pp. 377-413. <b>Harding</b> , J. & <b>Pribram</b> , E. D. 2004. "Losing Our Cool? Following Williams and Grossberg on Emotions." In: <i>Cultural Studies</i> Vol. 18, no. 6., pp. 863-883.
July 8, 2024	Fandom and Affective Alliances	<b>Grossberg</b> , Lawrence (2002). "Is there a Fan in the House? The Affective Sensibility of Fandom." In: <i>The Adoring Audience: Fan Culture and Popular Media</i> , L. Lewis, ed., New York: Routledge., pp. 50-65.
July 9, 2024	Populism and Political Fandom	<b>Sandvoss</b> , Cornel. (2019). "The Politics of Against: Political Participation, Anti-Fandom, and Populism." In: <i>Anti-Fandom: Dislike and Hate in the Digital age</i> , M. Click, ed., New York: New York University Press, pp. 125-146.
July 10, 2024	Emotion, Interiority and Black Resistance	<b>Allen</b> , T.N. & <b>Randolph</b> , A. (2020). "Listening for the Interior in Hip-Hop and R&B Music." In: <i>Sociology of Race and Ethnicity</i> Vol. 6, No. 1, pp. 46-60.
July 11, 2024	Age, Memory, and Nostalgic Affect	<b>Bolin</b> , Göran (2016). "Passion and nostalgia in generational media experiences." In: <i>European Journal of Cultural Studies</i> Vol. 19, No. 3, pp. 250-264. <b>Keightley</b> , E. & <b>Pickering</b> , M. (2006). "For the Record: Popular Music and Photography as Technologies of Memory." In: <i>Cultural Studies</i> Vol. 9, No. 2, pp. 149-165. <b>Stern</b> , Marc J. (2014). "Neural Nostalgia." In: <i>Slate</i> , August 12.

## 4. INTRODUCING THE GUSEGG FACULTY



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**Agosin, 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 Agosin 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.



© F. FAZZI

**Fazzi, Fabiana** is a PostDoc Research Fellow in Educational Linguistics at Ca' Foscari University (Venice, Italy). Her research interests lay in the area of: language learning beyond the classroom, multiliteracies and global citizenship skills development in an additional language, innovative instructional approaches (i.e. CLIL, Arts-based), and plurilingual education. She has been involved in several research projects including: i) the Erasmus+ project "Lit. Up Your Phones-DigLit" (2021–2023) aimed at promoting diversity and equality in the ELT classroom through the combination of Young Adult Literature, Digital Social Reading, and Digital Storytelling, and ii) the "Migrating Objects" project in collaboration with the Peggy Guggenheim Collection aimed at challenging western museum narratives and validating visitors' full linguistic and cultural repertoire through co-designing, co-piloting, and co-evaluating translingual activities in the museum spaces. In 2020, she co-founded the MILE research group aimed at exploring the possible synergies between language and museum education for societal wellbeing and development.



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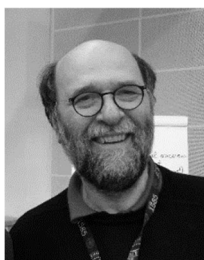
**Forman, Murray** is interested in media and culture with a primary focus on popular music. For over twenty years, he has engaged in research about hip-hop culture, contributing to the emerging field of hip-hop studies as one of its leading academics. He is the author of *The 'Hood Comes First: Race, Space and Place in Rap and Hip-Hop* (Wesleyan University Press, 2002) and co-editor (with Mark Anthony Neal) of *That's the Joint!: The Hip-Hop Studies Reader* (Routledge, 1st edition 2004; 2nd edition, 2012). His most recent book is *One Night on TV is Worth Weeks at the Paramount: Popular Music on Early Television* (Duke University Press, 2012). Professor Forman is an inaugural recipient of the Nasir Jones Hip-Hop Fellowship at the Hip-Hop Archive, Hutchins Center for African and African American Research, Harvard University (2014–2015).



© N. HARING

**Haring, Nicole** is Senior Scientist at the Center for Inter-American Studies at the University of Graz, Austria. Her research interests focus on feminist theory, contemporary US-American literature, Inter-American studies, aging and intergenerational studies, and critical pedagogies. She has had a Fulbright fellowship at the University of Oklahoma (2019-2020), the Elisabeth-List-Fellowship for Gender Studies at the University of Graz (2020-2021) and recently finished her DOC Fellowship from the Austrian Academy of Science where she worked on intergenerational storytelling on gender and education (2021-2023). Currently, her

research focuses on social reproduction theory, eco-criticism and environmental humanities. She is the lead researcher in the Erasmus+ project “Eco-Storytelling” and has been the academic assistant of the Graz International Summer School Seggau (GUSEGG) since 2022. Additionally, she is the editor of GUSEGG’s Off Campus: Seggau School of Thought open-access publication.



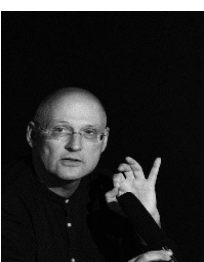
© A. SCHUCH

**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.



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**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.



© A. VIDIĆ

**Petrić, Mirko** is expert advisor at the Ivo Pilar Institute of Social Sciences – Regional Center Split and Senior Lecturer in Media, Sociology, and Semiotics at the Arts Academy, University of Split. Prior to working as a university lecturer, he worked as a journalist and copy editor. Despite his current academic preoccupations, he has never ceased contributing articles and opinion columns to various media outlets and is an active member of the civil society, who has initiated or helped organize several digital media campaigns. He has 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. He has participated in research projects funded by the British Council, Swiss National Science Foundation, Croatian Science Foundation, UNESCO IFCD, and the European Commission's Horizon 2020 program. 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 countries in South-East Europe.



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**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 Autónomo de México (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.



©THANH MAI THI NGOC

**Pagliuso Regatieri, Ricardo** is a Professor at the Department of Sociology and at the Graduate Program in Social Sciences at the Federal University of Bahia (Brazil), where he is one of the leaders of PERIFÉRICAS - Research Group on Social Theories, Modernities and Colonialities. He received his B.A. in Social Sciences, his M.A. in Sociology, and completed his Ph.D. in Sociology at the University of São Paulo (Brazil). He spent a doctoral research period at the Goethe University Frankfurt (Germany). He was a Research Professor at Korea University, where he taught at the Graduate School of International Studies, and a lecturer at Hankuk University of Foreign Studies (South Korea). He was also a short-term visiting professor at the University of Cape Verde. He was a visiting research fellow at the Graduate Institute of International and Development Studies (Switzerland) and at the Institut für die Wissenschaften vom Menschen (Austria). He is currently a visiting research fellow at the Université Libre de Bruxelles (Belgium). His areas of interest are: Social Theory, Critical Theories, Coloniality, Modernity, Global Periphery, Latin America, East Asia, and Africa.



© S. FLAHERTY-ECHVERRÍA

**Flaherty-Echeverría, Satty** is an associate professor of Spanish, Latin American Studies and African and African American Studies at Centre College. Her research and teaching interests focus on race and black intellectual histories in the Spanish- and Portuguese-speaking diasporas. Her current book project examines the transformative discursive exchanges produced in the Black Press among black thinkers of the Iberian Transatlantic between 1920 and 1950. She has published her work in *Sx Salon*, the *C. L. R. James Journal*, the *Interdisciplinary Journal of Portuguese Diaspora Studies*, and *Letras Hispanas*. She received a Ph.D. in Spanish and Portuguese studies from the University of Minnesota. She has led study abroad programs in Brazil, México, Cuba, Belize and Costa Rica and is honored to be a GUSEGG 2015 alum.



© R. PRENOVAULT

**Sawchuk, Kim** is a Professor in the Department of Communication Studies. She holds a research Chair in Mobile Media Studies and she is the Director of the Aging in Data project and the ACTLab, Concordia University, Montreal, Quebec. As a feminist media studies scholar, Sawchuk's research spans the fields of art, gender, and culture, examining the intersection of technology into people's lives and how that changes as one ages.



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**Scherke, Katharina** studied sociology and history of art. Between 1999 and 2004 she was associated member of the interdisciplinary special research area "Modernity – Vienna and Central Europe at about 1900" at the University of Graz. Since 2007 she is associate professor at the Department of Sociology at the University of Graz since 2021 acting as head of Department. She is also the spokesperson of the research network 'Heterogeneity and Cohesion' at the University of Graz. Between 2007 and 2016 she has been Vice-Dean of the School of Business, Economics and Social Sciences *ibid*. Furthermore, she has been Vice-Coordinator of the Emotions Research Network of the European Sociological Association from 2009-2012 and serves as a board member of this network since then. Between 2015-2017 she has been president of the Austrian Sociological Association. Her research interests focus on sociology of emotions, cultural sociology, history of sociology and sociological theory. Recently she has been co-editor of the „Handbuch Kultursoziologie“ (Wiesbaden 2019) and „Emotionssoziologie“ (Bielefeld 2023).



**Siman, Yael** has a MA and PhD in Political Science from the University of Chicago and a BA in International Relations from the Universidad Iberoamericana Ciudad de México. During her doctoral studies she was a Fulbright scholar and is a member of the National System of Researchers. Her academic interests include genocide and mass violence, forced displacement and migration, as well as the relationship between political science and oral history. She is currently developing a research project on collectives of relatives of victims of disappearance and forced displacement in Mexico. Since 2020 she is a full-time professor in the Department of Social and Political Sciences at the Universidad Iberoamericana Ciudad de México (Mexico).



©K. MIRANDA

**Walicek Lindley, Don E.** is 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 been a Fulbright Scholar as well as a Fellow of the American Council of Learned Societies. He has academic interests in the areas of language contact, sociohistorical linguistics, and Caribbean studies. His publications include chapters dealing with situations of linguistic and cultural contact in Anguilla, Cuba, Puerto Rico, Haiti, and the Dominican Republic. He has also published on Anguillian, the English-lexifier Creole language spoken in Anguilla. 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 2024: Disruptive Imagination and Resistance in Europe and the Americas: State - Society - Religion

Program Schedule 2024 (June 30-July 6) - FIRST WEEK

									30.06. ISu.1	01.07. IMo.1	02.07. ITu.1	03.07. IWe.1	04.07. ITh.1	05.07. IFr.1	06.07. ISa.1
07.30-08.45 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	Graz Excursion Departure 8.45 am  10.15 am Guided City Tour  12.00 am Reception City Hall							
			Intro	Intro	Intro	Intro	Intro								
			Introduction Roberta Maierhofer <b>Keynote Lecture</b> Manfred Prisching	Morning Lecture I Name Title	ALUMNI DAY Morning Lecture I Name Title	Morning Lecture I Name Title	Morning Lecture I Name Title								
			Present Dot Groups / Meet the Professors Roberta Maierhofer	Morning Lecture II Name Title	Morning Lecture II Name Title	Morning Lecture II Name Title	Morning Lecture II Name Title								
			Break	Break	Break	Break	Break								
			Student Networking	Student Networking	Student Networking	Student Networking	Student Networking								
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	01.30-02.45 pm Castle Tour	GUSEGG Publication 01.30-03.00 pm							
03.00 pm - 06.00 pm	SM 1: Contested Territories		Don Walicek, University of Puerto Rico, Puerto Rico												
	SM 2: Media & Society: Democracy in a Post-Digital World		Mirko Petrik, Institute of Social Sciences Ivo Pilar, Croatia												
	SM 3: Challenges of Economy		Luis San Vicente Portes, Montclair State University, USA												
	SM 4: Jewish Studies		Yael Siman, Universidad Iberoamericana, Mexico												
	SM 5: Culture, Gender, and Narrative Pedagogies		Fabiana Fazzi, Ca' Foscari University of Venice, Italy, and Nicole Haring, University of Graz, Austria												
	SM 6: Aging in Data		Kim Sawchuk, Concordia University, Canada												
	SM 5: Society, Politics & Emotions		Katharina Scherke, University of Graz, Austria												
06.30 pm - 07.30 pm	DINNER														
08.00 pm	Evening Session	Opening Ceremony & Reception	Reading & Discussion Marjorie Agosin	Free	European Culture in Times of Change Plenary Discussion (Bishop Krautwaschl, Rector Riedler)	Internat. Presentations I	Internat. Presentations II	Free							

Program Schedule (July 7-13) - SECOND WEEK									
	07.07. ISu.1	08.07. IMo.1	09.07. ITu.1	10.07. IWe.1	11.07. ITh.1	12.07. IFr.1	13.07. ISa.1		
07.30-08.45 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	Summer School Evaluation	Departure by 12.00
	Morning Lectures with Discussions		Intro	Intro	Intro	Intro	Intro		
			Morning Lecture I Name Title	Morning Lecture I Name Title	Morning Lecture I Name Title	Morning Lecture I Name Title	Break		
			Morning Lecture II Name Title	Morning Lecture II Name Title	Morning Lecture II Name Title	Wrap Up Roberta Maierhofer			
			Break	Break	Break	Break	Dot Group Presentations (10 Minutes per Group)		
			Student Networking	Student Networking	Student Networking	Student Networking			
	12.30 pm - 03.00 pm		LUNCH BREAK				01.30-02.45 pm Castle Tour		
	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						
03.00 pm - 06.00 pm	SM 1: Contested Territories		Ricardo Pagliuso Regatieri, University of Bahia, Brasilia				Free		
	SM 2: Media & Society: Democracy in a Post-Digital World		Mirko Petric, Institute of Social Sciences Ivo Pilar, Croatia						
	SM 3: Challenges of Economy		Luis San Vicente Portes, Montclair State University, USA						
	SM 4: Jewish Studies		Yael Siman, Universidad Iberoamericana, Mexico						
	SM 5: Culture, Gender, and Narrative Pedagogies		Fabiana Fazzi, Ca' Foscari University of Venice, Italy, and Nicole Haring, University of Graz, Austria						
	SM 6: Aging in Data		Kim Sawchuk, Concordia University, Canada						
	SM 5: Society, Politics & Emotions		Murray Forman, Northeastern University, USA						
06.30 pm - 07.30 pm	DINNER								
08.00 pm	Evening Session	Movie Night	Karaoke	Free	Poster Presentations	Preparation Time for Dot Group Presentations	Closing Ceremony 5.30 p.m.		

Optional



## IMPRINT

Graz International Summer School Seggau, January 2024

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