



Graz International Summer School Seggau 2021:

Castle in the Cloud/s

Stability, Security, and Happiness: State – Society – Religion

4 July - 10 July, 2021





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1. GUSEGG Faculty and Staff

1.1. Academic and Administrative Program Coordination

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Barbara Ratzenböck, Dr.rer.soc.oec. Bakk.rer.soc.oec. MA, Academic Co-Director of GUSEGG

Drs. Michael Kuhn, Co-Director and Representative of COMECE

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1.2. Teaching Faculty (in alphabetical order)

Prof. Dr. José Maria Armengol, University of Castilla-La Mancha, Spain
(JoseMaria.Armengol@uclm.es)

Prof. Dr. Philip Barnard, University of Kansas, USA (<https://ku.edu/>)

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Prof. Dr. Cheryl Lester, University of Kansas, USA (<https://ku.edu/>)

Prof. Dr. Roberta Maierhofer, University of Graz, Austria (<https://www.uni-graz.at/en/>)

Senior Lecturer Mirko Petrić, University of Zadar, Croatia (<http://www.unizd.hr/>)

Prof. Dr. Luis San Vicente Portes, Montclair State University, USA
(<https://www.montclair.edu/>)

Dr. Barbara Ratzenböck, Bakk. MA, University of Graz, Austria (<https://www.uni-graz.at/en/>)

Prof. Dr. Katharina Scherke, University of Graz, Austria (<https://www.uni-graz.at/en/>)

Prof. Dr. Don E. Walicek, University of Puerto Rico, Puerto Rico (<http://www.uprrp.edu/>)



2. GUSEGG: JULY 4-10, 2021

2.1. General Description

The **Graz International Summer School Seggau** is an interdisciplinary and international program that offers a rich academic curriculum, an intercultural space for learning, the opportunity for academic and professional development, and the opportunity to reach a diverse cohort of students for a hybrid summer school experience by adding a different format to the already existing wide range of other programs. It is designed as an educational immersive experience that offers learning both on an academic as well as a personal level, and provides students with the opportunity of meeting like-minded people from more than thirty countries. The program is run by the University of Graz, which is Austria's second largest comprehensive university in Austria.

2.2. Target Group

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

2.3. Course Credits and Teaching Format

The summer school is made up of morning research labs, where due to its hybrid form and the different time zones, only the students present at Seggau Castle will have to attend and the ones who share the same time zone; the afternoon seminars in hybrid form, which will have to be attended by all participants, the ones on site and the ones online; and the evening lectures, which will also be attended by all participants, both online and on site. Lecturers teaching the seminar modules in the afternoon as well as experts in the field will deliver morning lectures followed by discussions that provide the context for the seminar modules. In addition, students work in small groups in hybrid form, made up of participants from each of the different seminars to present a summary of what they have learned at the end of the summer school, giving them the opportunity to reflect, analyse and contribute in another setting.

In addition to the one-week program of GUSEGG 2021: Castle in the Cloud/s, the GUSEGG Academy will invite GUSEGG students, alumni and interested participants to further join the discourse on issues and topics in the context of the GUSEGG 2021 topics. Students who wish to receive the 6 ECTS, are required to participate in 5 events of the GUSEGG Academy, which take place throughout the year, from April 2021 to December 2021, and to hand in a critical review on each of them, in addition to the active participation in all formats of the summer school and a seminar paper that will be handed in after the completion of the program.



2.4. Cost of Program and Application

The total student participation cost for students from the University of Graz and universities in Austria is **€ 250** covering course costs, tuition, room & board (single rooms, and 3 meals per day). Participation cost for international students participating remotely via online platforms is **10€**. Application deadline for GUSEGG 2021 is **March 31, 2021**. More information about the application process can be found on the GUSEGG website: <http://international.uni-graz.at/gusegg>.

2.5. On-Site Support

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

2.6. Aims and Objectives

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

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

2.7. Outcomes

- ❖ Developing critical thinking of students,
- ❖ Discussing change in today's world, from migrations, political regimes, climate change to new technologies,
- ❖ Enabling students to gain an understanding of current global affairs and to incorporate personal experience into the discussions,



- ❖ Learning to build on interdisciplinary methods to strengthen one's own academic background,
- ❖ Familiarizing with transnational contexts such as Europe and the Americas,
- ❖ Discussing and analysing concepts such as nationalism, globalization, sustainability, societal coherence,
- ❖ Equipping students with a broader outlook on shaping today's world,
- ❖ Strengthening the relationship between institutions,
- ❖ Enriching international and intercultural experience of all the participants (students and lecturers),
- ❖ Establishing interdisciplinary cooperation of teachers and students on a global level,
- ❖ Creating a highly supportive international network for students and faculty, new travel and cultural experiences, and further academic opportunities,
- ❖ Exploring new teaching methodologies and practices,
- ❖ Mastering transferable skills such as analysis, discussion, debate and academic writing,
- ❖ Sharing and gaining international expertise among all the participants.

2.8. Further Information

- ❖ **Website:** <https://international.uni-graz.at/en/stud/int-focus/summerschools/gusegg-summer-school/>
- ❖ **GUSEGG Film:** <https://www.youtube.com/watch?v=kjSbGAmXmqQ>
https://www.youtube.com/watch?v=xRFAUe59bew&list=PLm-gGn7rbCuhh_GD1febOSNta11XGuwxx
- ❖ **Artistic film** on Vimeo (password: karaoke): <https://vimeo.com/174475682#at=0>

3. Academic Program: Stability, Security, and Happiness: State-Society-Religion

GUSEGG 2021 will offer as an overall theme a broad discussion of our understanding of security, stability, and happiness. Defined quality assurance mechanisms and product and service safety measures are often defined as a guarantee for achieving individual happiness. Taking the place of political action and structural social change, the "imperative of happiness" (Illouz) has led to institutions and multinational corporations determining which individual decisions will lead to successful, meaningful, and healthy lives. When happiness is seen as independent of the material and political contexts we live in, then individual personal action is seen as a replacement and not as a demand for collective political agency. Climate change activists' calls for action are relegated to media coverage as social events inspiring individual measures, but not as an urgent call for institutional and governmental consequences. As happiness has become a consumer good, the promise of an individual state of bliss has led to a decline of institutional ownership in terms of social, cultural, political, and economic measures, and shifted responsibilities from the collective to the individual. When the United



Nation published the "World Happiness Report" and the OECD launched the "Better Life Initiative," there was a shift from a demand for political action to the realm of the individual.

Therefore, such issues are often met with reactions ranging from resignation to proactive ignorance, both on the individual and wider social, cultural, and national levels. Whereas critical reflection and civic engagement can lead to dramatic social change, placing the responsibility merely on the individual often leads to an eruption of aggression and violence against others. Understanding that the responsibility of creating an open and tolerant society lies both in the collective and individual, and requires political and social agency in order to ensure structures and institutions that support both the individual and the community.

In order to develop strategies and methods to meet the immense challenges of our time, this summer school suggests engaging in academic contemplation and interdisciplinary exchange. It will do so by analysing different expectations often expressed as demands and entitlement of ensured happiness as well as the demand for a tight net of security measures, such as the European Data Protection Law. Thus, discussing the relationship of the individual to social structures in terms of security, stability, and happiness leads to a contemplation of engagement as well as disengagement in terms of the relationship of the individual to social, political, and economic structure.

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, and inevitable. Therefore, analysis offers us not only an understanding of our own alliances on an individual, a regional, national, and global level, but also the possibility of moving from a passive position to active involvement in transformation processes in order to become agents of change by an authentic reformulation of our identities.

3.1. Academic Program

3.1.1. Publication and Poster Presentations

a) Publication Opportunity

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

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

b) Poster Presentations

Students who wish to present their work, thesis, research or interest, will have an opportunity to do so in the form of a scholarly poster in a special event that takes place prior to the summer school in June 2021.



3.2. Parallel Afternoon Seminars (Students Choose One):

3.2.1. SEMINAR 1: Unhappy Nations: Histories and Politics

Don E. Walicek, University of Puerto Rico, Río Piedras Campus

Course Description

Examining happiness in the broad scope of the complex social history of the Americas, this course consists of three main parts. Part one examines central aspects of the human experience that can be used to better understand and critically assess statements about happiness and their manifestations across different cultures, moral geographies, and time periods. Exploring the nexus between happiness and memory, the second part focuses on the consequences of contact between the Indigenous people of the Americas and Europeans involved in the colonization of the region, debates about the rights and futures of non-European (Indigenous, African, and Asian) peoples, and contemporary scholarship that theorizes genocide, coloniality, and other episodes of violence. Part two also considers how enslaved African and Afro-Caribbean peoples and other marginalized groups created languages, cultural traditions, and world-views that allowed them to foster happiness and hope within their individual lives and in society at large. Finally, the seminar's third part will deconstruct the well-known phrase "life, liberty and the pursuit of happiness" from the U.S. Declaration of Independence and consider its impact for different societies and social groups. Students enrolled in this seminar will have the opportunity to plan and develop a short research project that involves the analysis of colonial-era archival materials.

Outcomes

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

- Describe main currents in the study of happiness in the humanities and social sciences.
- Identify how happiness has been expressed in a variety of social, historical, and linguistic contexts within the history of the Americas.
- Explain how various struggles for freedom (e.g., struggles against slavery, colonialism, imperialism) relate to cultural traditions and world-views that have fostered happiness within Caribbean contexts.
- Identify ways in which language, meaning, and related sociolinguistic phenomena are implicated in political struggle and humans' quest for happiness.
- Develop arguments about the significance that the phrase "*the pursuit of happiness*" in the U.S. Declaration of Independence has had on different groups and societies in the Americas.
- Design a research project that shows how knowledge of history can contribute to a more ethical and sustainable future.



Topics and Schedule

Dates	Topic	Reading
6 July 2021	Parameters of Place and Happiness	<p>Darnton Robert, The Pursuit of Happiness. In: <i>The Wilson Quarterly</i>, Vol. 19, No. 4 (Autumn, 1995), pp. 42-52.</p> <p>Lomas, Tim. Mapping Well-Being. In: "Translating Happiness, A Cross-Cultural Lexicon of Well-Being" pp. 1-36. Boston, 2018.</p> <p>Kesebir P, Diener E. "In Pursuit of Happiness: Empirical Answers to Philosophical Questions." In <i>Perspectives on Psychological Science</i>. 2008;3 (2):117-125.</p> <p>Goddard, Cliff and Zhengdao Ye. "Exploring 'Happiness' and 'Pain' Across Languages and Cultures." In: <i>'Happiness' and 'Pain' across Languages and Cultures</i> pp. 1-18. Amsterdam, 2016.</p>
7 July 2021	Happiness and Memory: Indigenous Peoples	<p>De las Casas, Bartolome, <i>A Short Account of the Destruction of the Indies</i>. London 1992.</p> <p>Sturgis, Amy. The Myth of the Passive Indian. Was America before Columbus just a "continent of patsies"? In: Reason. Free Minds and Free Markets. (April 2006) https://reason.com/2006/04/01/the-myth-of-the-passive-indian-3/</p> <p>Zotigh, Dennis W. and Renee Gokey. "Rethinking How We Celebrate Indigenous People's Day. In: Smithsonian National Museum of the American Indian. (October 12, 2020) https://www.smithsonianmag.com/blogs/national-museum-american-indian/2020/10/12/indigenous-peoples-day-updated2020/</p>



<p>8 July 2021</p>	<p>Conceptualizing Happiness, Enlightenment and American frontiers</p>	<p>Weber, David J., <i>Bárbaros: Spaniards and Their Savages in the Age of Enlightenment</i>. New Haven 2005.</p> <p>Interview - Walter D. Mignolo. In E-International Relations, (June 1, 2017)</p> <p>https://www.e-ir.info/2017/06/01/interview-walter-d-mignolo/</p> <p>Interview - Walter D. Mignolo/Part 2: Key Concepts. In E-International Relations, (June 1, 2017)</p> <p>https://www.e-ir.info/2017/01/21/interview-walter-mignolopart-2-key-concepts/</p>
<p>9 July 2021</p>	<p>Freedom and Happiness in the Context of Colonization and Slavery</p>	<p>Roberts, Peter A. "Framing the Relationship between Play, Happiness and Honour" (ch. 1) and "Singing to Survive and Jive" (ch. 9) In: <i>A Response to Enslavement, Playing Their Way to Virtue</i>. Kingston, 2019.</p> <p>Optional: Roberts Neil. On Slavery, Agency, and Freedom. In <i>Freedom as Marronage</i> (2015), pp. 1-49. Chicago, 2015.</p>
<p>10 July 2021</p>	<p>Knowledge, Relationality, & Belonging: Whose Language? Whose Happiness? Whose Ethics?</p>	<p>Carli N. Conklin, The Origins of the Pursuit of Happiness, 7 Wash. U. Jur. Rev. 195 (2015).</p> <p>Barreiro, José. Indigenous Cuba: Hidden in Plain Sight." In: <i>American Indian</i>, Vol. 18, No. 4 (2017).</p> <p>Optional: Schlesinger, Arthur M. "<u>The Lost Meaning of the 'Pursuit of Happiness'.</u>" <i>William and Mary Quarterly</i> 3rd ser. vol. 21, no. 3 (1964): 326-27.</p>



3.2.2. SEMINAR 2: Media, Generations, and Gender

Mirko Petrić, University of Zadar, Croatia

Barbara Ratzenböck, University of Graz, Austria

Course Description

“Media, Generations, and Gender”

This seminar addresses fundamentals of media studies and sociology of media, focusing on selected issues of relevance. First, we will *sharpen our analytical tools* by developing a concise understanding of terms which we use frequently – both in everyday life and in academic settings – but often vaguely, such as ‘media’ and ‘culture.’ In doing so, we will place media developments into a wider context of social transformations. In the subsequent session, we will investigate a first key issue in relation to media – *populism* and its proliferation in the “age of distrust”. In addition to the negative connotations of terms like “mediocracy” and “digital populism”, space will be devoted to the discussion of “digital activism” and other forms of civic and intellectual participation enabled by digital media. Session 3 will discuss *social media* as well as *digital inequalities* as another crucial issue related to the study of media. Even if many things increasingly happen online – working, learning, shopping, getting news – not all people have equal access to digital infrastructure and acquisition of skills. How and why people use different kinds of media depends on various factors, such as socio-economic resources, technological infrastructure, location, and social norms related to gender and generational position, but also individual interests. Building on this critical discussion, session 4 will then *showcase an empirical study* which examined how women aged 60 plus engage with ‘old’ and ‘new’ ICTs and how this relates to lifetimes of experience with technology change.

Outcomes: Students will:

- Be able to define ‘media’ and ‘culture’ in a complex but concise fashion,
- Understand the role of the media and their transformations in the 20th and 21st century,
- Learn about the populist movement,
- Be able to define the role of the media in the constitution of current populism,
- Be able to define ‘social media’ and discuss critically its social implications,
- Learn about digital inequalities and factors mediating access to digital technologies
- Learn about the relevance of intersections of generation and gender for norms of media use



Topics and Schedule

Date	Topic	Readings
5 July 2021	What is Media? What is Culture?	<p>Lorimer, Rawland. "Mass Communication: Some Redefinitional Notes", <i>Canadian Journal of Communication</i>, 2002, vol. 27: 63-72.</p> <p>Williams, Raymond. <i>The Long Revolution</i>. Chatto & Windus, 1961, pp. 41–71.</p> <p>Lewis, Jeff. <i>Cultural Studies. The Basics</i>. Sage, 2008, pp. 3–35.</p>
6 July 2021	What is Populism?	<p>Müller, Jan-Werner. "Capitalism in One Family" <i>London Review of Books</i>, 2016, vol. 38, n. 23, pp. 10-14.</p> <p>Müller, Jan-Werner. "The people must be extracted from within the people': Reflections on Populism", <i>Constellations</i>, 2014, vol. 21, no. 4: 483-493.</p> <p>Halmai, Gábor. "Populism, authoritarianism and constitutionalism", <i>German Law Journal</i>, 2019, vol. 20, pp. 296–313.</p>
7 July 2021	What is Social about Social Media? Digitalization and Inequalities	<p>Lanchester, John. "You are the Product!", <i>London Review of Books</i>, vol. 39, no. 16, 2017, pp. 3-10</p> <p>Lafontaine, Constance and Kim Sawchuk. "Accessing InterACTion: Ageing with Technologies and the Place of Access," in Jia Zhou & Gavriel Salvendi (eds.) <i>ITAP 2015</i>, Part 1. Springer, 2015, pp. 210–220.</p> <p>Fernández-Ardèvol, Mireia. 'One phone, Two Phones, Four Phones. Older Women and Mobile Telephony in Lima, Peru', in C. W. Larsson and L. Stark (eds) <i>Gendered Power and Mobile Technology: Intersections in the Global South</i>, Routledge, 2019, pp 93–107.</p>



8 July 2021	Empirical Research: Gender & Generations in the Digital Era	Mannheim , Karl (1952). "The Problem of Generations" in P. Kecskemeti (ed) Karl Mannheim: Essays, London: Routledge, pp 276–322. Ratzenböck , Barbara. "Everyday Life Interactions of Women 60+ with ICTs: Creations of Meaning and Negotiations of Identity," in: Jia Zhou and Gavriel Salvendy (Eds.) ITAP 2017, Part I, LNCS 10297, Springer Switzerland, 2017), pp. 25–37.
9 July 2021	Wrap-Up Session	



3.2.3. SEMINAR 3: Economics and Inequalities: GDP and Happiness

Luis San Vicente Portes, Montclair State University, USA

Course Description:

Sounds like a riddle. We don't see it but we are in it. We don't see it but we are all part of it. More? This is what it is not, society. Here is the give-away: to account for it, it has to be measured. Oh, but is it there where the trouble begins? Measures are based on scales, and if there are scales then one can compare. One can compare its evolution over time and its appearance at a point in time. Ok ok, it is ... the economy!

See? It was better left un-named, because now we are forced to think harder. Start with our fixture to it and the effect it has on us. Is growth bad? Wait, whose growth? And what about stability? Is there a trade-off between growth and stability? Security would be nice, but what makes us happy? Could it be unmeasured things (e.g. caring for others)? One would be hard-pressed to find a nation whose stated objective is to maximize growth, though at least there are three nations who seek to maximize happiness ---and they are led by women. Scotland, New-Zealand, and Iceland do have such a goal, and so does Bhutan, the first nation to promote Gross National Happiness since 1972.

But then again, is happiness and absolute or a relative notion? Does it affect my perception of well-being that others are better-off or worse-off than me? If so inequality matters.

This seminar will provide a foundation and perspective from which to tackle all these questions and other pressing ones such as why are there economic disparities among countries, why some economies are more stable than others (its ramifications to security, where security extends to the threat from climate change), and if happiness is the ultimate goal, how to measure it, and how to achieve it?

Outcomes: Students will:

- Understand what shapes our social reality today,
- Critically assess national goals within political, economic, and societal constraints,
- Define economic development and important institutions connected to it,
- Be able to critically assess the effects of national and global dynamics in affecting well-being,
- Understand the process of trade and the concept of finance in the context of globalization,
- Characterize inequality in many of its dimensions, and its trends,
- Be able to illustrate the limits and extensions that society imposes on markets,
- Gain understanding on the manifestations of social rupture.



Topics and Schedule

Date	Topic	Readings
5 July 2021	Foundations: What's Economic Development?	Callen , Tim. "PPP versus the Market: Which Weight Matters?" <i>Finance and Development</i> , vol. 44, no. 1, 2007, www.imf.org/external/pubs/ft/fandd/2007/03/basics.htm
6 July 2021	Economic Development: Institutions	Edison , Halli. "Testing the Links How strong are the links between institutional quality and economic performance?" <i>Finance and Development</i> , 2003, pp. 35-37.
7 July 2021	Globalization: Trade	McDonald , Brad. "Why Counties Trade." <i>Finance and Development</i> , 2009, pp. 48-49.
8 July 2021	Globalization: Finance	Kose, Ayhan M., Prasad, Eswar, Rogoff, Kenneth and Wei, Shang-Jin . "Financial Globalization: Beyond the Blame Game." <i>Finance and Development</i> , vol. 44, no. 1, 2007, https://www.imf.org/external/pubs/ft/fandd/2007/03/kose.htm .
9 July 2021	Income and Distributional Effects of Globalization	Dollar , David and Aart Kraay . "Trade, Growth, and Poverty" <i>Finance and Development</i> , vol. 38, no. 3, 2001, http://www.imf.org/external/pubs/ft/fandd/2001/09/dollar.htm .



3.2.4. SEMINAR 4: Narratives of Jewish Migration

Cheryl Lester, University of Kansas, USA

Philip Barnard, University of Kansas, USA

Course Description:

This seminar explores aspects of the evolution of narratives of Jewish migration, from the narrative of Exodus in the Hebrew Bible to its construction as the foundation of Jewish peoplehood to the Haggadah and its transformations in narratives of migration in literary-historical texts to the 20th century and beyond. Thus “narrative” (along with related concepts of tradition and cultural transmission) and “migration” become basic keywords and concepts to be viewed analytically, historicized, and periodized. We consider how “narrative,” “migration,” and Jewish “diasporic” identity are interrelated and figure in contemporary debates about Jewish peoplehood. Our texts address the dynamic between religious and secular narratives of migration, on one hand, and the precarious stability and security of Jewish identities. The seminar’s readings, both sacred (Exodus, the Passover Haggadah), literary (Joseph Roth, Philip Roth), and filmic (“My Polish Honeymoon”) enable us to examine the construction and transformation(s) of Jewish narratives of migration and Jewish identity and trace out the vicissitudes of stability, security, and happiness in sacred and secular texts.

Outcomes: Students will:

- Learn about sacred and secular narratives of migration
- Gain a broad historical understanding of Jewish migration
- Learn about the concepts of Jewish identity and “diaspora”
- The seminar readings will move from the analysis of the Biblical narrative of Hebrew Exodus to the construction of the Exodus in Rabbinic literature and on to literary, filmic, and critical narratives in which migration figures as a narrative structure, keyword, or narrative trope.



Topics and Schedule

Date	Topic	Reading
5 July 2021	Exodus & the Haggadah: Founding narratives & the most popular Jewish book	<p>Shemot (Book of Exodus) 12:37-17:16. In Tanakh: The Holy Scriptures (JPS, 1985) Sefaria. https://www.sefaria.org/Exodus.12?lang=bi&aliyot=0</p> <p>Wikipedia article “Haggadah”: https://en.wikipedia.org/wiki/Haggadah</p> <p>My Jewish Learning article “The Haggadah”: https://www.myjewishlearning.com/article/the-haggadah/</p> <p>Pesach Haggadah. From “Magid, Ha Lachma Anya” to “Magid, Rabban Gamliel’s Three Things” (composed c.280-c.360 CE). Sefaria. https://www.sefaria.org/Pesach_Haggadah,_Magid,_Ha_Lachma_Anya?lang=bi</p>
6 July 2021	Joseph Roth: The Pale and the legacy of the Shtetl	<p>Roth, Joseph. “Eastern European Jews in the West,” “The Jewish Shtetl,” and “Ghettos in the West (Vienna).” <i>The Wandering Jews</i>. Norton, 2001, pp. 5-67.</p>
7 July 2021	Philip Roth: USA and post-war identity struggles	<p>Roth, Philip. “Eli, the Fanatic.” <i>Commentary</i> (1 April 1959).</p> <p>Wirth-Nesher, Hana. “Resisting Allegory, or Reading ‘Eli, the Fanatic’ in Tel Aviv.” <i>Proof texts</i> 21.1 (2001): 103-112.</p>
8 July 2021	Contemporary experience 1: “Young, German, and Jewish”	<p>Documentary film, “Young, German, and Jewish” (2021), dir. Jan Tenhaven. 43 minutes. https://www.youtube.com/watch?v=dE4mBjQ_s84</p>



9 July 2021	Contemporary experience 2: Tourism and memory	Dramatic film, “My Polish Honeymoon” (2018), dir. Elise Otzenberger. 128 minutes.
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3.2.5. SEMINAR 5: Age/ing Masculinities: In Pursuit of Happiness

Jose M. Armengol, University Castilla-La Mancha, Spain

Hernando C. Gómez Prada, Complutense University of Madrid, Spain

Heike Hartung, Potsdam University, Germany and University of Graz, Austria

Roberta Maierhofer, University of Graz, Austria

Course Description:

The seminar will introduce the emergent field of Critical Age Studies with a particular emphasis on gender and aging among men. Intersectional theoretical approaches will be discussed as a means of analysis across social variables (focused on, but not limited to, aging masculinities) as well as exploring the significance of the plural construct, “aging masculinities.” Among the issues under analysis are: the depiction of older men in relation to anti-aging discourse and anti-aging advertising; aspects of style and identity among aging men; and case studies engaging masculinity, age, and celebrity in the realms of popular music and hip-hop culture. Students will acquire a clearer understanding about how masculine aging is manifested as a cultural construct while examining the multiple meanings and values associated with men beyond middle age.

Outcomes: Students will:

- Be familiar with academic approaches to analysing cultural representations of aging masculinities (literature, music, digital stories, interviews),
- Understand how narratives of age/ing and gender shape academic and public discourse,
- Have explored how individual experience of age/ing and gender can be narrated in different settings,
- Develop a familiarity with critical age studies and the underlying theories that inform the analysis of cultural ageism and the specific issues associated with aging masculinities



Topics and Schedule

Date	Topic	Reading
5 July 2021	<p>Roberta Maierhofer</p> <p>Introduction to Critical Age Studies / Age/ing, Gender, and Identity</p>	<p>Cruikshank, Margaret (2009). Chapter 1: “Cultural Myths and Aging,” in: <i>Learning to be Old. Gender, Culture, and Aging</i>. Lanham. Rowman & Littlefield. 2nd edition, pp. 10-23.</p> <p>Gullette, Margaret Morganroth (2004). Chapter 1: “Trapped in the New Time Machines”; Chapter 6: “What Is Age Studies” in: <i>Aged by Culture</i>. Chicago and London: University of Chicago Press, pp. 3-20.</p> <p>Katz, Stephen. 2014. “What is Age Studies?” in: <i>Age, Culture, Humanities</i>. Vol. 1, No. 1.</p> <p>Calasanti, Toni & Sadie Giles (2017). “The Challenge of Intersectionality.” In: <i>Generations</i>. Vol. 41, No. 4. Pp. 69-76.</p> <p>Sontag, Susan (1972). “The Double Standard of Aging,” in: <i>Saturday Review</i>, pp. 29-38.</p>
6 July 2021	<p>Jose Maria Armengol / Hernando Gomez</p> <p>Older Men, Image, and Self-Image</p>	<p>Bennett, Andy (2013). “Toning Down the Mohawk: Music, Style and Aging.” In: <i>Music, Style, and Aging: Growing Old Disgracefully?</i> Philadelphia: Temple University Press. Pp. 68-93.</p> <p>Clarke, Laura H., Erica V. Bennett and Chris Liu (2014). “Aging and Masculinity: Portrayals in Men’s Magazines.” In: <i>Journal of Aging Studies</i>. Vol. 31. Pp. 26-33.</p> <p>Twigg, Julia (2018). “Dress, Gender and the Embodiment of Age: Men and Masculinities.” In: <i>Ageing & Society</i>. Pp. 1-21.</p>
7 July 2021	<p>Heike Hartung</p> <p>Gender and Masculinities in Embodied Narration</p>	<p>Isherwood, Christopher (1964/2010; excerpts from the novel): <i>A Single Man</i></p> <p>Butler, Judith (2004): “Precarious Life”</p> <p>Braidotti, Rosi (2013): “The Inhuman: Life Beyond Death”</p>



<p>8 July 2021</p>	<p>Murray Forman</p> <p>Aging Masculinities and Hip-Hop</p> <p>Male Celebrity Icons: Aging Past a “Best Before” Date?</p>	<p>Fogarty, Mary (2012). “Each One, Teach One’: B-Boying and Ageing.” In: <i>Ageing and Youth Cultures: Music, Style and Identity</i>. Andy Bennett & Paul Hodgkinson, eds. London: Berg. Pp. 53-65</p> <p>Forman, Murray (2014). “Ice/Age: Experience, Achievement and Transformations of an OG.” In: <i>Rapper, Writer and Pop-Cultural Player: Ice-T and the Politics of Black Cultural Production</i>. Josephine Metcalf & Will Turner, eds. New York: Ashgate. Pp. 19-42.</p> <p>Case Studies: Mick Jagger, Iggy Pop, George Clinton (various media reports and interviews)</p>
<p>9 July 2021</p>	<p>Wrap-Up Session</p>	



3.2.6. SEMINAR 6: Sociology of Emotions: Happiness and Nostalgia

Katharina Scherke, University of Graz, Austria

Course Description:

Nostalgia has been defined quite differently throughout history. Once it was seen as a mental disorder, now its positive impact on human well-being is discussed vividly. Different disciplines have dealt with nostalgia so far and very often cultural critiques framed nostalgia as leading to conservatism and restorative attitudes. The seminar is going to deal with nostalgia from a sociology-of-emotions point of view. It thus takes up a specific aspect out of the huge amount of work being done by different disciplines on emotions and passion so far.

Emotions have been (re-)discovered by sociology in the last 40 years. Within sociology of emotions two main lines of thought can be distinguished: one line making the social development of emotions a topic of discussion, and another one investigating the social effects of emotions. In regard to nostalgia both lines of thought are applicable. Having a look into the social circumstances which form the background for nostalgia and also looking at the consequences of (widespread) nostalgic remembrances in a society for this society can be a task for sociology.

After a short introduction to sociology of emotions in general we will deal with different aspects of nostalgia (e.g. personal and historical nostalgia, restorative and reflective nostalgia, retro-trends in fashion and design). Furthermore, the usage of nostalgia in populist rhetoric, which seemingly promises an increase of happiness and wellbeing by a return to the past will be analysed in regard to the underlying different other emotional messages (e.g. of hatred and anger).

Outcomes: Students will:

- become familiar with sociology of emotions approach in general and key positions in critical theory
- gain insight into the interdisciplinary character of research on emotions
- learn and critically assess different concepts and possibilities in (empirical) research on nostalgia
- reflect on the differences between philosophical, anthropological, artistic and moral approaches to happiness
- develop a critical outlook on the difference between nostalgia as an emotion and the usage of nostalgic messages in populist rhetoric
- learn about the conceptual history of happiness and the impact of class, race and gender on conceptions of happiness
- inquire into the relation between happiness and political agency



Date	Topic	Readings
5 July 2021	Introduction: Sociology of emotions	<p>Bericat Eduardo, The sociology of emotions: four decades of progress, in: Current Sociology, 2016, Vol.64(3), pp.491-513.</p>
6 July 2021	The social character of happiness and other emotions	<p>Barbalet Jack M., Action and confidence, in: Barbalet Jack M., Emotion, Social Theory and Social Structure. A Macrosociological Approach, Cambridge/New York/Melbourne 1998, 82-102.</p> <p>Ahmed Sara, Sociable happiness, in: Emotion, Space and Society, 2008, Vol.1(1), pp.10-13.</p>
7 July 2021	Interdisciplinary Research on Nostalgia	<p>Becker Tobias, The Meanings of Nostalgia: Genealogy and Critique, in: History & Theory. 2018/57(2), 234-250.</p> <p>Wildschut Tim, Sedikides Constantine, Arndt Jamie, Routledge Clay, Nostalgia: Content, Triggers, Functions, in: Journal of Personality and Social Psychology, 2006, 91 (5): 975–993.</p>



8 July 2021	Historical and personal nostalgia and the retro-trend	<p>Reifová Irena, The pleasure of continuity: Re-reading post-socialist nostalgia, in: International Journal of Cultural Studies, 11/2018, Vol.21(6), pp.587-602.</p> <p>Schiermer Bjørn, Late-modern hipsters: New tendencies in popular culture, in: Acta Sociologica, 05/2014, Vol.57(2), pp.167-181.</p>
9 July 2021	Populist usage of nostalgia?	<p>Kenny Michael, Back to the populist future? Understanding nostalgia in contemporary ideological discourse, in: Journal of Political Ideologies, Vol.22(3), pp.256-273.</p>



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

Armengol, Jose M. is Professor of American Literature and Gender Studies at the University of Castilla-La Mancha. He is the author of *Masculinities in Black and White: Manliness and Whiteness in (African) American Literature* (Palgrave Macmillan, 2014) and *Richard Ford and the Fiction of Masculinities* (Lang, 2010) and (co-)editor of *Alternative Masculinities for a Changing World* (Palgrave Macmillan, 2014), *Embodying Masculinities: Towards a History of the Male Body in U.S. Culture and Literature* (Lang, 2013), *Queering Iberia: Iberian Masculinities at the Margins* (Lang, 2012), *Men in Color: Racialized Masculinities in U.S. Literature and Cinema* (Cambridge Scholars, 2011), and *Debating Masculinity* (Men's Studies Press, 2009). José is currently also directing a research project on aging masculinities in contemporary U.S.-American fiction. He is a member of the Global Young Academy as of 2020.

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

Gómez Prada, Hernando C. holds a PhD in Audiovisual Communication, Advertising and Public Relations from the Complutense University of Madrid, and he is an ANECA-accredited assistant Professor. Previously, he developed his teaching and research work at Universität Leipzig (Germany), and he worked as a field researcher at the University of Murcia project and Leonardo 2019 grant 'Sexuality and Functional Diversity' (SEXFUN). Currently, he is a researcher in the Gendernet-Plus Era-Net Project MASCAGE. His research interests are audiovisual culture and cultural studies, gender, aging studies and LGBTQ studies. His academic publications include various high-impact journal articles, as well as eight book chapters published by prestigious academic presses internationally. In 2018 he attended GUSEGG as a student, an experience that marked his professional and personal future.

Hartung, Heike is an independent scholar in English Studies and teaches at the University of Potsdam and the University of Rostock. She is currently employed as a researcher of the MASCAGE project "Aging Masculinities" at the Center for Inter-American Studies, University of Graz. She has earned her PhD in English Studies at the Freie Universität Berlin and her PhD Habil. in English Literature and Cultural Studies at the University of Potsdam. In her



publications she applies the methods of literary theory and cultural studies to the interdisciplinary fields of aging, disability and gender studies. She is the author of the monograph *Ageing, Gender and Illness in Anglophone Literature: Narrating Age in the Bildungsroman* (2016) and the edited collection *Embodied Narration: Illness, Death, and Dying in Modern Culture* (2018).

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

Lester, Cheryl is Associate Professor Emerita of the University of Kansas, where she was Conger-Gabel Teaching Professor, Associate Professor of English and American Studies, and Courtesy Professor in Jewish Studies. Her research interests are in the field of the American novel, especially William Faulkner, with emphasis on modernity, race and ethnicity, migration and immigration, family, and aging. She has published numerous essays on Faulkner, particularly exploring his writings in relation to segregation and post-WWI African American migration. She has also translated and annotated (with Philip Barnard) French philosophers Jean-Luc Nancy and Philippe Lacoue-Labarthe's *The Literary Absolute* (1988) and French author Philippe Sollers. She edited and introduced an anthology (with Alice Lieberman) of first-person narratives for social work education in diversity. She is past President of the Mid-America American Studies Association, Chair of the American Studies Department, Acting Director of the Jewish Studies Program, Member of the Board of the Faulkner Society, and Interim Editor of the American Studies Journal. She participated in the Post-Graduate Program at the Bowen Center for the Study of the Family in Washington, D.C., researches and publishes on Bowen family systems theory and her own family of origin, serves on the Executive Committee of the Family History Database Project of the Bowen Theory Academy and is a Board Member of the KC Center for Family Systems.

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.

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

Ratzenböck, Barbara studied sociology at the University of Graz and at Hendrix College, Arkansas. She is a postdoc researcher at the Center for Inter-American Studies of the University of Graz. Her recently completed Phd project with the title "Media relations: how and why older women care for information and communication technologies" (2020), as well as her teaching focus on sociology of aging, media & technology studies, cultural studies, and Inter-American studies. Currently, she is serving as Austrian dataset coordinator of the ACT Cross-National Longitudinal Study: Older Audiences in the Digital Media Environment of the international Ageing + Communication + Technologies Project (actproject.ca). Serving as academic co-director of the Graz International Summer School Seggau (GUSEGG) and founding member of the student-led platform Evidence & Imagination (EVI) at the Doctoral Academy of the University of Graz, she supports intercultural exchange among international students and researchers.

San Vicente Portes, Luis is a Professor at the Department of Economics and Finance at Montclair State University. He joined MSU in the fall of 2005 after the completion of his doctoral degree at Georgetown University. He earned his bachelor's degree at the Instituto Tecnológico Autonomo de Mexico (ITAM), and holds diplomas in Business Development and Administration from ITAM, and on the Economics of the European Union awarded by the London School of Economics. Dr. San Vicente Portes has worked as a consultant for the Inter-American Development Bank and for the World Bank in Washington, DC; and full-time for the Ministry of Finance and Petroleos Mexicanos in Mexico. At MSU, Luis San Vicente Portes' teaching responsibilities include undergraduate and graduate courses in macroeconomics, international economics, and development. He has also taught at ITAM (Mexico), Georgetown University (USA), the University of Graz (Austria), and at the Executive MBA program at Rutgers University (USA). Luis San Vicente Portes' research focuses on macroeconomics and international economics. Using computational techniques, he takes a theoretical approach in the study of business cycles, international trade and inequality. In particular, his research analyzes the macroeconomic effects of greater economic integration on business cycles and



the distribution of income and wealth and has been published in journals such as Quarterly Review of Economics and Finance, The Berkeley Journal of Macroeconomics, The Global Economy Journal, and the Journal of Development Economics, among others.

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. Between 2007 and 2016 she has been Vice-Dean of the School of Business, Economics and Social Sciences *ibid*. She has been Vice-Coordinator of the Emotions Research Network of the European Sociological Association from 2009-2012, since then she serves as board member of this network. Between 2015-2017 she has been president of the Austrian Sociological Association. She is the spokes-person of the research network 'Heterogeneity and Cohesion' at the University of Graz. 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).

Walicek, Don E. Lindley 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 academic interests in the areas of language contact, sociohistorical linguistics, and Caribbean history. His publications include “Chinese Spanish in Nineteenth-Century Cuba: Documenting Sociohistorical Context” in *Synchronic and Diachronic Perspectives on Contact Languages* (John Benjamins 2007); “The Founder Principle and Anguilla’s Homestead Society” in *Gradual Creolization: Studies Celebrating Jacques Arends*,” (John Benjamins 2009); Thomas Russell’s Grammar of ‘A Stubborn and Expressive Corruption’” in *European Creolists in the 19th Century* (Buske 2014); and “The Anguilla Revolution and Operation Sheepskin” in *Caribbean Military Encounters* (Palgrave Macmillan, 2017). In addition, he is co-editor of the volume *Guantánamo and American Empire; The Humanities Respond* (Palgrave Macmillan, 2018). Walicek serves as Editor of the Caribbean Studies journal *Sargasso* and is the local coordinator for Puerto Rico’s International Corpus of English (ICE) project.

Wallenstorfer, Dagmar is a PhD candidate at the University of Graz, Austria, and project coordinator for the Graz International Summer School Seggau. From 2016-2018 she worked as a high school teacher for English and Biology in Austria, after that she worked as a German language instructor for adults. Her research focuses on the effects of cultural diversity in classroom settings, the relation between culture and identity, and the question of how teachers can support students by becoming culturally aware members of society. As a member of the *Narrative Didactics Research Group* and co-founder of the *Inter.Reading Book Club*, set at the Center for Inter-American Studies (CIAS) at the University of Graz, she focuses on American literature and culture.



4. 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.

5. Appendix

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