

Graz International Summer School Seggau 2021

Castle in the Cloud/s

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



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1. GUSEGG Faculty and Staff

1.1. Academic Program Administrative Team

Academic Director and Chair of Center for Inter-American Studies



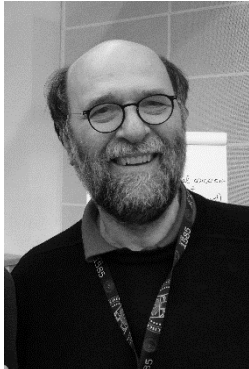
Roberta Maierhofer is Professor of American Studies and Director of the Center for Inter-American Studies (C.IAS) at the University of Graz, Austria. From 1999 to 2011, she held a series of Vice-Rector positions for International Relations (1999-2003), International Relations and Affirmative Action for 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 interregional collaboration was fundamental for her leadership role at the Center for Inter-American Studies, which she has been directing since February 2006, and determined how the University of Graz established a second regional focus area in terms of North-, Central- and South America in 2012. Her research focuses on American Literature and Cultural Studies, Gender Studies, Transatlantic Cooperation in Education, and Age/Aging Studies. 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.

Academic Co-Director of GUSEGG



Barbara Ratzenböck 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 recent 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.

Co-Director and Representative of COMECE



Michael Kuhn 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 GUSEGG and a steering committee member. He offers the meditation sessions in the mornings of both weeks of the summer school, and for the three days of last year's Research Hub as well.

Representative of the Diocese Graz-Seckau



Florian Traussnig is consultant for education and culture of the Catholic University Chaplaincy in Graz (KHG), and chief editor of its magazine Denken+Glauben. He is also an independent researcher in the field of contemporary military history and propaganda studies. Having received his doctorate in history from the University of Graz in 2013, he has published two books on the "Resistance from the Outside" against Hitler Germany by Austrian exiles between 1938 and 1945. His book "Die Psychokrieger aus Camp Sharpe. Österreicher als Kampfpropagandisten der US-Armee im Zweiten Weltkrieg" came out in August 2021.

GUSEGG Coordinator



Dagmar Wallenstorfer is a PhD candidate at the University of Graz, Austria, and currently working as the 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.

1.2. Teaching Faculty (in alphabetical order)



Armengol, Josep M. is Professor of American literature and Gender studies at the University of Castilla-La Mancha, Spain. He has published on literary representations of masculinity in prestigious academic journals such as *Signs*, *MELUS*, *Critique*, *Men and Masculinities*, the *Hemingway Review*, *Journal of Gender Studies*, and *Postcolonial Studies*, among others. His latest books include *Debating Masculinity* (Men's Studies Press, 2009), *Richard Ford and the Fiction of Masculinities* (the winner of the 2010 AEDEAN literary scholarship prize), *Queering Iberia* (2012), *Embodying Masculinities* (2013), *Alternative Masculinities for a Changing World* (Palgrave, 2014), *Masculinities in Black and White* (Palgrave, 2014, awarded with the 'Javier Coy' prize for best monograph by SAAS), and *Masculinities and Literary Studies* (Routledge, 2017). He is also one of the main Editors of the academic journal *Men and Masculinities*, as well as co-editor of the "Masculinity Studies" series at Peter Lang. Currently, he coordinates a EU-funded research project on masculinities and aging in contemporary European literature and cinemas (www.mascage.eu)



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 College Cevenol.

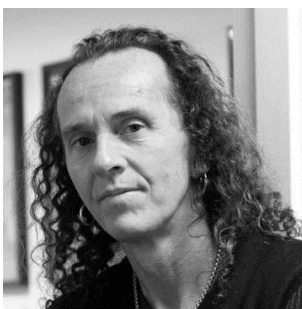


Derado, Augustin earned his Master’s degree in Sociology at the University of Zagreb (2013) and is currently a doctoral candidate in Sociology at the University of Zadar, writing a dissertation thesis on household life strategies and survival strategies. His research interests centre on gender, strategies, qualitative sociology and mixed methods, and his research activity is based on relational Bourdieusian methodology. He has collaborated as a researcher on projects

about social inequalities and life strategies (SNFS SCOPES); youth, politics and populism (EU FP7); societal values of culture and cultural policy (EU Horizon 2020); and relational gender identities in a modernization and development context (Croatian Science Foundation).



Fischer, Irmtraud is Professor for Old Testament Studies at the University of Graz since 2004, and during 2007–2011, she was Vice rector for research and continuing education at this University. In 2017 she was a Dr.h.c. phil at the University Gießen, in Germany. In 1988 she finished her Dissertation, and her Habilitation in 1993. She received various Visiting professorships in Marburg/Lahn (1993), Vienna (1995), Bamberg (1995/96), Jerusalem (2001) and Rome (2011). From 1997–2004 she received full professorship (C4) for Old Testament and women studies in theology. She was also the editor of the international multilingual project “Bible and women” (www.bibleandwomen.org.)



Forman, Murray is 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). He is also author of *One Night on TV is Worth Weeks at the Paramount: Popular Music on Early Television* (Duke University Press, 2012). He was 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 (2015).



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.



Haring, Nicole holds a master’s degree in education (ESL/EFL & Geography) and one in English and American Studies both from the University of Graz, Austria. Her research focus lies on literary and cultural feminist criticism and gender studies in connection with education. Recently, she has finished a Fulbright scholarship at the University of Oklahoma, USA as a foreign language instructor for German. Currently, she is working at the Center for Inter-American Studies at the University of Graz, Austria as a project assistant. Besides that, she is also working on her dissertation with the focus on deconstructing gender stereotypes and assumptions in the language classroom through narrative practices.



Hartung, Heike is an independent scholar in English Studies who teaches at the University of Potsdam and the University of Rostock, Germany. She is currently employed as a research fellow of the European Union research project “Aging Masculinities” at the Center for Inter-American Studies, University of Graz, Austria. 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). She is a founding member

of ENAS, the European Network in Aging Studies, and a co-editor of the Transcript Aging Studies publication series.



Körbler, Claudia is an international development specialist, global storyteller and host of Global Storytelling for Global Development, a platform with the goal to use storytelling as a tool to create and foster social impact globally and help millennials become a part of a Zero Hunger generation by 2030. Her passion for finding global solutions to emerging problems and creating social impact brought her to Kenya where she filmed the documentary “Nashukuru”. She holds a Degree in Transcultural Communication (English/Spanish/German) from the Karl-Franzens University of Graz, a Certificate in Business Administration from Georgetown University in Washington, D.C and conducts her Executive MBA at the California Lutheran University in Los Angeles. Claudia currently works as Knowledge Management and Operational Specialist for the International Finance Cooperation of the World Bank Group.



Lester, Cheryl is Associate Professor Emeritus of American Studies and English at the University of Kansas, USA. Her work focuses on literary history and cultural studies, and she has published primarily on cultural politics in turn-of-the-20th-century US literature, Faulkner, and literature by Black and Jewish Americans. She co-founded the KU Jewish Studies Program and taught Jewish American Literature and Culture. She currently researches and writes about the history and lives of her Jewish ancestors, concentrating on Jewish learning through Yiddish language studies with the YIVO Institute for Jewish Research, and Biblical Hebrew Grammar and Talmud studies with SVARA, a traditionally radical yeshiva dedicated to the study of Talmud and committed to Queer experience.



Petrić, Mirko is an expert adviser at the Institute of Social Sciences “Ivo Pilar” (Regional Centre Split) and Senior Lecturer in the Department of Sociology at the University of Zadar (Croatia). He specializes in cultural sociology and has worked as a researcher in several international projects (EU FP5, The British Council, Swiss National Science Foundation, Croatian Science Foundation, UNESCO IFCD, Horizon 2020). Prior to academic work, he has also worked as a journalist and copy editor. He is also

active in the civil society, and has launched several petitions and campaigned to preserve cultural heritage and public space.



Pirstinger, Franziska is a teacher trainer, painter, and an Art teacher. She studied art education and painting at the Pedagogical Academy Eggenberg as well as the Academy of Fine Arts in Vienna. She also studied psychology at the Pedagogical Psychology Department at the University of Vienna. She is currently working at the University of Education in Styria, and she is also Head of the Competence Center of Art, Culture and Creativity at the KPH in Graz. She is highly interested in helping people from different cultures to activate their creative and artistic potential. At GUSEGG 2021, she will be holding two sessions of Art Intervention with the participants.



Prisching, Manfred born in 1950 in Austria, he studied law (Dr. jur. 1974) and economics (Mag. Rer. Soc. Oec. 1977). He was a Professor at the Institute of Sociology, University of Graz. He received many Guest Professorships and research fellowships at the Rijksuniversiteit Limburg (Maastricht, NL), Harvard University (Boston), universities in New Orleans, Little Rock and Las Vegas. From 1997-2001, he was the Rector of the University of Applied Sciences in Graz, as well as a member of the Austrian Academy of Sciences; Austrian Scientific Board. – Books about Crises, Unemployment, Welfare State, Ideologies of education, Consumption, McSociety, Diagnoses of our time.



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.



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).



Schuch, Andreas is an English and Computer Science teacher, lecturer at the College of Education Styria, PhD student at the University of Graz and a member of the GUSEGG team. From 2016 to 2018 he was project assistant for the EU-funded program “MYSTY”, which aimed to introduce and support the use of digital storytelling in different school contexts. He is also the co-founder of the research group Narrative Didactics. Currently, he is focusing on completing his PhD thesis, which

examines immersion in digital games. He has recently published on digital storytelling as a teaching tool and on teaching strategies dealing with ageism and gender discrimination using digital games.



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.

1.3. Organizing Team



Dagmar Wallenstorfer is a PhD candidate at the University of Graz, Austria, and currently working as the 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.



Erlis Laçej is a PhD student at the University of Graz, Austria. She completed the Joint Master's Degree from the University of Graz and Ca' Foscari University of Venice in English and American Studies. Her current research focuses on language, age/ing and interculturality in popular media, such as television series. From spring 2019, she is working as a project assistant at the Center for Inter-American Studies at the University of Graz. She was part of the editing team of Vol. VI of the series "Off Campus: Seggau School of Thought". She was a student participant at GUSEGG 2018, and part of team GUSEGG 2019, 2020, and 2021.



Frederick Reinprecht is a student of English and American Studies at the University of Graz, who supports the Centre of Inter-American Studies in the capacity of a student assistant. His academic interests mainly revolve around the mediation and depiction of US-American culture in literature, film and music. He was a student participant at GUSEGG 2019 and he is a team member of GUSEGG 2021.



Lorenzo Mainas is a student of the International Master in Cultural Sociology at the University of Graz. He left his hometown Bologna at the age of 18 to study International Development and Cooperation in search novelties and new stimuli, which have been his constant motivation. After graduating, he lived in Brighton for a year for work and then returned to Italy, this time to Trento where he started his Master's degree. He is a student participant and a team member of GUSEGG 2021.



Urška Knehtl finished her Master's in Teaching English and German as a Second Language. In her theses, she wrote about politeness in online discussion forums and stylistic analysis of travel books and travel blogs. She has also completed her third Master's thesis in the study program *International Business*, which focused on marketing and business communication on Facebook. She spent a semester in Jena, Germany and one at the University of Graz, Austria. She was part of the team GUSEGG 2019, and she is also part of team GUSEGG 2021.

2. General Description

GUSEGG 2021: July 4 – 10, 2021

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.

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.



2.1. Course Credits and Teaching Format

The Graz International Summer School Seggau 2021 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 and the ones who share the same time zone will have to attend; 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. In addition to the one-week program of GUSEGG 2021: Castle in the Cloud/s, the GUSEGG Academy invites 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.

2.2. Cost of Program and On-Site Support

The total student participation cost for students from the University of Graz 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€. On-site, the academic and administrative program coordinators will be available 24/7. All the participants will be given an emergency telephone number for the whole duration of the program.

2.3. 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 research labs and seminars, including many international participants, lecturers, and other experts in their fields,
- 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.

2.3.1. 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 analyzing 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.

2.3.2. Further Information

✚ Website:

<https://international.uni-graz.at/de/summerschools/graz-international-summer-school-seggau/>

✚ GUSEGG Film:

https://www.youtube.com/watch?v=xRFAUe59bew&list=PLm-qGn7rbCuhh_GD1febOSNta11XGuwxx

✚ Artistic film on Vimeo (password: karaoke):

<https://vimeo.com/174475682#at=0>

3. Academic Program

GUSEGG 2021 will offer as an overall theme a broad discussion of the 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 7 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 analyzing 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. GUSEGG 2021: Poster Presentation & Workshop

The Workshop on *Public Speaking and Presenting in Digital Spheres*, will be held online by Dr. Stefan Rabitsch, where everyone interested in improving their presentation skills in online setting can come and join us. The workshop consists of two parts: **Part 1** on June 11th, 2021, 5.00-6.30 pm (CET) and **Part 2** on June 25th, 2021, 5.00-7.30 pm (CET).



3.2. 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/>



4. Detailed Program and Schedule

Graz International Summer School Seggau 2021
Castle in the Cloud/s Stability, Security, and Happiness: State – Society – Religion
Program Schedule 2021 (4 July - 10 July)

	4 July (Sunday)	5 July (Monday)	6 July (Tuesday)	7 July (Wednesday)	8 July (Thursday)	9 July (Friday)	10 July (Saturday)
07:30-08:45		BREAKFAST					
08.30-08:45		MORNING MEDITATION with Drs. Michael Kuhn (Optional)					
09.00-11:45		APPLIED RESEARCH LAB					
		<i>Feminist Bible Studies</i> , Irmtraud Fischer	<i>Cultural Readings of Gender</i> , Heike Hartung, and Nicole Haring	<i>Qualitative Research</i> , Barbara Ratzenböck,	<i>Narrative Didactics</i> , Andreas Schuch and Dagmar Wallenstorfer	<i>Relational approach and mixed methods research</i> , Augustin Derado	DEPARTURE
12.00-12.45	ARRIVAL	LUNCH					
13:00-14:45		ART INTERVENTION					
		Franziska Pirstinger	Franziska Pirstinger				
15.00		SEMINAR 1: Happiness in Contested Spaces: History, Politics, and Difference in the Americas (Don E. Walicek) SEMINAR 2: Media, Generations, and Gender (Mirko Petric, Barbara Ratzenböck) SEMINAR 3: Economics and Inequalities: GDP and Happiness (Luis San Vicente Portes) SEMINAR 4: Narratives of Jewish Migration (Cheryl Lester, Philip Barnard) SEMINAR 5: Age/ing Masculinities: In Pursuit of Happiness (Roberta Maierhofer, Heike Hartung, Jose M. Armengol, Hernando C. Gómez) SEMINAR 6: Sociology of Emotions: Happiness and Nostalgia (Katharina Scherke)					
16.00	OPENING						
18:00-19:30	DINNER	DINNER					
19:30-21:00		EVENING LECTURES					CLOSING
		<i>Memory & Trauma: Injustice and Solidarity</i> Don Walicek, and Cheryl Lester	<i>Gender & Generations: Future in the Past</i> Mirko Petrić	<i>Reaching the Digital & Non-Digital Public</i> Michael Kuhn	<i>Economics & Inequalities: Stability? Security? Happiness?</i> Luis San Vicente Portes (Response Statement by Claudia Körbler)	Student Presentations Roberta Maierhofer	

4.1 Applied Research Lab/s



➤ Monday, July 5, 09:00-11:45 (CEST)

Feminist Bible Studies by Irmtraud Fischer

Understanding the Bible through the gender agenda: a gender fair reading of Old Testament texts on sexuality. Focusing on feminist exegesis, this workshop will show what it means to read the bible without any gender-bias as well as with the option for gender equality, thus, becoming aware of the impact of intersectionality. This will be thematically shown on exemplary texts on sexuality, through the creation stories which influenced gender conceptions throughout history up until now, but also through critical reading of narratives of sexual violence, as well as love poems like “Songs of Songs”.

➤ Tuesday, July 6, 09:00-11:45, (CEST)

Cultural Representations of Gender by Heike Hartung and Nicole Haring

The applied research lab “Cultural Representations of Gender” will explore techniques from literary and cultural studies on *how to read gender* in cultural representations, precisely in literature. It is the aim of the lab to engage with close reading techniques in combination with theoretical understandings from gender studies and feminist theory. The lab will consist of brief theoretical input and the application of analytical tools to show stories that problematize gender and other intersectional identity categories. Particularly, the investigation of the intersections of age and gender will be in the center of the workshop to juxtapose the individual with the collective. Significant concepts in gender studies and feminist theories, such as embodiment, power, sexuality, and resistance will be explored within the lab and the students will receive the necessary tools to read texts through an intersectional feminist lens that challenges limiting notions of gender and age (*among other identity categories*).



➤ Wednesday, July 7, 09:00-11:45, (CEST)

Qualitative Research by Barbara Ratzenböck

This applied research lab will delve into the discourse of qualitative research and methods in the humanities, but not only. In doing so, it also addresses epistemological foundations of the humanities (in comparison to those of the social sciences and the natural sciences) as well as challenges and benefits of interdisciplinary research. How we see and experience research objects strongly depends on our theoretical and methodological approaches which are based on our ideas of knowledge production and general purpose of research. This research lab invites participants to jointly explore different theoretical and methodological approaches to researching the practices of qualitative research, such as walking interviews for instance, from a perspective inspired by the humanities and social sciences. Participants will be encouraged to develop their own critical research questions in the fields of qualitative research.

➤ Thursday, July 8, 09:00-11:45, (CEST)

Digital Storytelling Workshop with Andreas Schuch and Dagmar Wallenstorfer

Digital storytelling is a new method for learning and teaching in which storytelling is combined with digital technologies. A digital story is a short-form video in which someone narrates and shares a personal, cultural or other aspect of their life with others. This process encourages reflection processes about oneself and others as well as working with a specific topic on language, digital, intercultural and many other levels. The level of complexity concerning technology- and topic-related aspects can easily be adjusted according to the context in which a digital storytelling project takes place.

First experiments of combining multimedia elements with storytelling performances can be traced back to California during the 1980s. In 1994, the Digital Media Center was founded in San Francisco, which later became the Center for Digital Storytelling and, in 2015, simply Story Center. The center has played an instrumental role in developing and popularizing the practice of digital storytelling, which was initially limited to mostly therapeutic and expressive applications. Scholars and educators worldwide have since discovered and written about the numerous benefits of

educational digital storytelling. However, digital storytelling has not yet reached the classrooms and university courses in German-speaking countries.

In this workshop, participants will get an overview of what digital storytelling is and learn about the basic steps involved in the process of creating and facilitating the creation of digital stories. A number of different methodological and technological tools will be introduced and course participants will be asked to produce a (prototype) digital story by themselves. For this purpose, all participants are kindly asked to **bring a smartphone, tablet and/or laptop to the workshop**, ideally with access to **a few personal photos** about one or more of the topics: **“Stability, Security, and Happiness”**.

➤ **Friday, July 9, 09:00-11:45, (CEST)**

Relational Approach and Mixed Methods Research: Constructing Gender Strategies in the Space of Social Inequalities by Agustin Derado

This workshop presents the rationale as well as the application of sociological relational approach in gender analysis. Sociological relational approach views individuals as fundamentally interdependent and embedded in structural relations of inequality - as Powell and Dépelteau (2013: 2) point out: “individuals (...) cannot be understood, even theoretically, apart from their relational contexts”. Studying gender relationally therefore entails analysing masculinity and femininity in the same frame of reference (Dworkin, 2015: 171) as well as locating individuals and households in the intersections of structural relations of inequality (McCall, 2005). Through this workshop we will clarify the logic of the relational approach to theory and methodology in gender research and in the study of social inequalities. It uses the example of mixed methods (utilising both qualitative and quantitative procedures) analysis applied to explore the relation of gender and class in Croatia, as part of the project GENMOD “Relational gender identities in Croatia: Modernization and development perspectives” (HRZZ-IP-2016-06-6010). The analysis relied on: a) the construction of the individual - male and female - gender strategies in the division of housework, b) developing a typology of household strategies linked to the division of housework, viewed in the context of the totality of household work practices, c) constructing the social space of inequalities in Croatia, and d) projecting the strategies into the space of social class inequalities. Multi-step qualitative analysis used to construct gender

strategies is elaborated during the workshop. Its procedures entail three levels of coding and the construction of analytical profiles and tables. They are followed by the explanation of the procedures used to quantitatively construct the social space of inequalities: a utilisation of the Bourdieusian multiple correspondence analysis relying on the multidimensional model of class analysis for hybrid societies developed by Cvetičanin et al (2021). Lastly, the relational logic of understanding gender and class dimension of social inequalities is explained.

4.1.1. Afternoon Workshop



- Monday, July 5, and Tuesday, July 6, 13:00-14:45, (CEST)

Art Intervention by Franziska Pirstinger

Hands on GUSEGG Art Workshop...A painting game begins, where participants can immerse themselves in the world of colors and shapes and let be inspired. The colors dance across the canvas. All art material will be provided ahead of time by Team GUSEGG for every participant on site.

4.2 Parallel Afternoon Seminars (Students choose one)

SEMINAR 1

Happiness in Contested Spaces: History, Politics, and Difference in the Americas

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

(don.walicek@upr.edu)

July 5 – July 9 / (15:00 – 17:45, CEST)

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.

🌐 Student Participants (*arranged alphabetically according to the country of origin)

	Country	Name	University
1	Austria	Johannes Neuwirth	University of Graz
2	Austria	Frederick Reinprecht	University of Graz
3	Canada	Andrew McFall	University of Toronto
4	China	Letian Lei	Charles University Prague
5	Croatia	Adi Tufek	University of Zagreb
6	Germany	Celia Eva Fritze	University of Applied Arts Graz
7	Germany/USA	Tamara-Lynn Gonsalves	Otto-Friedrich-Universität Bamberg
8	Hungary	Olga Pinjung	University of Szeged
9	Hungary	Csenge Sándor	Karoli Gaspar Reformatus Egyetem
10	Hungary	Szabina Szabad	University of Szeged
11	Nigeria	Chidiebere Nnabugwu	Ku Leuven
12	Norway	Erlend Soebye Groenvold	University of Bergen
13	Trinidad and Tobago	Alexander Sharnet	University of the West Indies
14	USA	Carolina Leon-Valderrama	Appalachian State University
15	USA	Billie Comer	Appalachian State University
16	USA	Grace Friedheim	Appalachian State University

*Didactic and Technical Support: Frederick Reinprecht

🌐 Topics and Schedule

Dates	Topic	Readings with an asterisk (*) should be completed before the summer school begins
5 July	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>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>

<p>6 July</p>	<p>Happiness and Memory: Indigenous Peoples</p>	<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>Optional: Barreiro, José. Indigenous Cuba: Hidden in Plain Sight." In: American Indian, Vol. 18, No. 4 (2017). https://www.americanindianmagazine.org/story/indigenous-cuba-hidden-plain-sight</p>
<p>7 July</p>	<p>Conceptualizing Happiness, Enlightenment and American frontiers</p> <p>Possible Guest Speaker</p>	<p>*Interview - Walter D. Mignolo. In E-International Relations, (June 1, 2017) 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) https://www.e-ir.info/2017/01/21/interview-walter-mignolopart-2-key-concepts/</p> <p>Adayfi, Mansoor. "In Our Prison on the Sea" <i>New York Times</i> (2017) https://www.nytimes.com/2017/09/15/opinion/sunday/guantanamo-early-years-sea.html</p> <p>Adayfi, Mansoor. "Taking Marriage Class at Guantánamo Bay" <i>New York Times</i> (2018) https://www.nytimes.com/2018/07/27/style/modern-love-marriage-class-at-guantanamo.html</p>

8 July	Freedom and Happiness in the Context of Colonization, Slavery, and Incarceration	<p>*Roberts, Peter A. Required “Framing the Relationship between Play, Happiness and Honour” (intro. and ch. 1) and “Singing to Survive and Jive” (ch. 9) In: <i>A Response to Enslavement, Playing Their Way to Virtue</i>. Kingston, 2019. [chapter 9 is recommended but optional]</p> <p>Optional: Roberts Neil. On Slavery, Agency, and Freedom. In <i>Freedom as Marronage</i> (2015), pp. 1-49. Chicago, 2015.</p>
9 July	Knowledge, Relationality, & Belonging: Whose Language? Whose Happiness? Whose Ethics?	<p>* Conklin, Carli N. “The Origins of the Pursuit of Happiness,” 7 Wash. U. Jur. Rev. 195 (2015), pp. 197-262. Required reading: pp. 224-244.</p> <p>Video: TBA</p> <p>Kesebir P. and 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>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>

SEMINAR 2

Media, Generations, and Gender

Lecturers: Mirko Petrić, University of Zadar, Croatia (mpetric@unizd.hr) and Barbara Ratzenböck, University of Graz, Austria (barbara.ratzenboeck@uni-graz.at)

July 5 – July 9 / (15:00 – 17:45, CEST)

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.

Student Participants (*arranged alphabetically according to the country of origin)

	Country	Name	University
1	Austria	Sandra Borić	University of Graz
2	Austria	Roberto Kalmar	University of Graz
3	Austria	Simon Maierhofer	University of Graz
4	Austria	Michael Vogrin	University of Graz

5	Bosnia	Medisa Fočić	International University of Sarajevo
6	Brazil	Giovanna Sampaio Martins	Federal University of Bahia
7	Croatia	Ema Bašić	University of Zadar
8	Croatia	Lea Stojanović	University of Graz
9	Croatia	Doris Varga	University of Zagreb
10	Hungary	Virág Zombory	Karoli Gaspar Reformatus Egyetem
11	Kosovo	Edita Maraj	AAB College
12	Montenegro	Aleksa Janković	University of Donja Gorica
13	Russia	Kristina Ladygina	Staatliche Universität St.Petersburg
14	Slovenia	Jozef Kolarič	University of Ss. Cyril and Methodius in Trnava
15	Syria	Adam Dean	University of Bergen
16	USA	Sofia Lebron	University of Puerto Rico-Rio Piedras

*Didactic and technical support: Lea Stojanović

Topics and Schedule

Dates	Topic	Reading Requirements
5 July	What is Media? What is Culture?	Lorimer , Rawland. “Mass Communication: Some Redefinitional Notes”, Canadian Journal of Communication, 2002, vol. 27: 63- 72. Williams , Raymond. The Long Revolution. Chatto & Windus, 1961, pp. 41–71. Lewis, Jeff. Cultural Studies. The Basics. Sage, 2008, pp. 3–35. Lewis , Jeff. <i>Cultural Studies. The Basics</i> . Sage, 2008, pp. 3–35.
6 July	What is Populism?	Müller , Jan-Werner. “Capitalism in One Family” London Review of Books, 2016, vol. 38, n. 23, pp. 10-14. Müller , Jan-Werner. “‘The people must be extracted from within the people’: Reflections on Populism“, Constellations, 2014, vol. 21, no. 4: 483-493. Halmai , Gábor. “Populism, authoritarianism and constitutionalism”, German Law Journal, 2019, vol. 20, pp. 296–313.
7 July	What is Social about Social Media? Digitalization and Inequalities	Lanchester , John. “You are the Product!”, London Review of Books, vol. 39, no. 16, 2017, pp. 3-10. Lafontaine , Constance and Kim Sawchuk. “Accessing InterACTION: Ageing with Technologies and the Place of Access,” in Jia Zhou & Gavriel Salvendi (eds.) ITAP 2015, Part 1. Springer, 2015, pp. 210–220. 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.
8 July	Empirical Research: Gender & Generations in the Digital Era	Mannheim , Karl (1952). "The Problem of Generations" in P. Kecskemeti (ed) <i>Karl Mannheim: Essays</i> , 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.) <i>ITAP 2017, Part I, LNCS 10297</i> , Springer Switzerland, 2017), pp. 25–37.
9 July	Wrap-Up Session	

SEMINAR 3

Economics and Inequalities: GDP and Happiness

Lecturer: Luis San Vicente Portes, Montclair State University, USA

(portesl@montclair.edu)

July 5 – July 9 / (15:00 – 17:45, CEST)

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 hardpressed 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 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?

🌍 Student Participants (*arranged alphabetically according to the country of origin)

	Country	Name	University
1	Belgium	Sandra Elpers	Ku Leuven
2	Croatia	Nina Buljan	University of Zadar
3	Croatia	Petra Jakopović	University of Zagreb
4	Italy	Lorenzo Mainas	University of Graz
5	Kazachstan	Nazym Malikova	Nazarbayev University
6	Norway	Martin Dean	University of Bergen
7	Pakistan	Omair Khan	University of Pannonia
8	Serbia/Hungary	Maria Margit	Karoli Gaspar Reformatus Egyetem
9	USA	Michael Aguero	Appalachian State University
10	USA	Rachel Crowell	Appalachian State University
11	USA	Mary-Stewart Myers	Appalachian State University

*Didactic and technical support: Lorenzo Mainas

🌍 Topics and Schedule

Dates	Topic	Reading Requirements
5 July	Economic Development: Foundations and Institutions	Callen , Tim. "PPP versus the Market: Which Weight Matters?" Finance and Development, vol. 44, no. 1, 2007, www.imf.org/external/pubs/ft/fandd/2007/03/basics.htm . Edison , Hali. "Testing the Links How strong are the links between institutional quality and economic performance?" Finance and Development, 2003, pp. 35-37.
6 July	Globalization: Trade	McDonald , Brad. "Why Counties Trade." Finance and Development, 2009, pp. 48-49.
7 July	Globalization: Finance	Kose , Ayhan M., Prasad, Eswar, Rogoff, Kenneth and Wei, Shang-Jin. "Financial Globalization: Beyond the Blame Game." Finance and Development, vol. 44, no. 1, 2007, https://www.imf.org/external/pubs/ft/fandd/2007/03/kose.htm .
8 July	Technology: Economics and Society	Wellisz , Chris. "Prophet of Pessimism." Finance & Development, June 2017, pp. 28-31.

9 July	Moral Limits of the Market	Sandel, Michael J. “Market Reasoning and Moral Reasoning: Why Economists Should Re-engage with Political Philosophy.” <i>Journal of Economic Perspectives</i> , vol. 27, no. 4, 2013, pp. 121-140.
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SEMINAR 4

Narratives of Jewish Migration

Lecturers: Cheryl Lester (chlester@ku.edu) and Philip Barnard (philipb@ku.edu),

University of Kansas, USA

July 5 – July 9 / (15:00 – 17:45, CEST)

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 and 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.

Student Participants (*arranged alphabetically according to the country of origin)

	Country	Name	University
1	Austria	Julia Prochinig	University of Graz
2	Austria	Richard Wallenstorfer	University of Graz
3	Croatia	Klara Penezić	University of Zagreb
4	Hungary	Istvan Bobay	Karoli Gaspar Reformatus Egyetem

5	Italy	Chiara Principali	Università Di Roma La Sapienza
6	Italy	Serena Sapienza	Università Di Roma La Sapienza
7	Palestine	Sherean Shehada Hader	University of Puerto Rico-Rio Piedras
8	Serbia	Amina Selmani	University of Belgrade
9	USA	Sofia Thompson	Appalachian State University
10	USA	Juliette Mattair	Wellesley College
11	USA	Rebeca Santiago Rodriguez	University of Puerto Rico-Rio Piedras

*Didactic and technical support: Julia Prochinig

Topics and Schedule

Dates	Topic	Reading Requirements
5 July	Jewish Migration: Historical Overview	Brinkmann, Tobias. "Jewish Migration," 2010. <i>European History Online</i> http://ieg-ego.eu/en/threads/europe-on-the-road/jewish-migration
6 July	Exodus & the Haggadah: Founding narratives & the most popular Jewish book	Shemot (Book of Exodus) 12:37-17:16. In <i>Tanakh: The Holy Scriptures</i> (JPS, 1985) Sefaria. https://www.sefaria.org/Exodus.12?lang=bi&aliyot=0 Wikipedia article "Haggadah": https://en.wikipedia.org/wiki/Haggadah My Jewish Learning article "The Haggadah": https://www.myjewishlearning.com/article/the-haggadah/ 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
7 July	Joseph Roth: The Pale and the legacy of the Shtetl	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.
8 July	Philip Roth: USA and postwar identity struggles	Roth, Philip. "Eli, the Fanatic." <i>Commentary</i> (1 April 1959). Wirth-Nesher, Hana. "Resisting Allegory, or Reading 'Eli, the Fanatic' in Tel Aviv." <i>Proof texts</i> 21.1 (2001): 103-112.
9 July	Contemporary experiences: "Young, German, and Jewish"	Discussion of Documentary films (please watch films independently)

	Tourism and memory	<p>Documentary film, “Young, German, and Jewish” (2021), dir. Jan Tenhaven. 43 minutes. https://www.youtube.com/watch?v=dE4mBjQ_s84</p> <p>Dramatic film, “My Polish Honeymoon” (2018), dir. Elise Otzenberger. 128 minutes.</p>
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SEMINAR 5

Aging Masculinities: In Pursuit of Happiness

Lecturers:

Jose Maria Armengol, University Castilla de la Mancha, Spain;

Murray Forman, Northeastern University, USA (m.forman@northeastern.edu)

Heike Hartung, University of Potsdam, Germany (hhartung@uni-potsdam.de)

Hernando Gomez, Researcher in the MASCAGE Project, (hergo22@hotmail.com)

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

July 5 – July 9 / (15:00 – 17:45, CEST)

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.

Student Participants (*arranged alphabetically according to the country of origin)

	Country	Name	University
1	Albania	Erlis Laçeçj	University of Graz
2	Austria	Eva Katharina Bauer	University of Graz
3	Austria	Martina Braunegger	University of Graz
4	Austria	Nicole Haring	University of Graz
5	Croatia	Darija Ivošević	University of Zadar
6	Hungary	Patrik Nagy	Benedek Elek Faculty of Pedagogy Sopron
7	Hungary	Veronika Peteri	Karoli Gàspàr University
8	Iran	Zhila Mirshafiei	University of Graz
9	Italy	Filippo Bagnasco	University of Graz
10	Serbia	Tijana Kragulj	University of Graz
11	Serbia	Nina Simović	University of Novi Sad
12	Spain	Rocío Pérez	Granada University
13	Trinidad and Tobago	Emmanuel Peters	University of the West Indies
14	USA	Nadhzet Rodriguez	University of Puerto Rico - Rio Piedras
15	USA	Triana Trower	Appalachian State University
16	Vietnam	Duyen Do Thao Phuong	University of Graz

* Didactic and technical support: Nicole Haring

Topics and Schedule

Dates	Topic	Reading Requirements
5 July	Introduction	
6 July	Jose Maria Armengol Carrera “Aging Masculinities: An Introduction Through Film Studies”	Sontag , Susan (1972). “The Double Standard of Aging,” in: Saturday Review, pp. 29-38 Armengol , Josep M (2018). “Aging as Emasculation? Rethinking Aging Masculinities in Contemporary U.S. Fiction”. Critique: Studies in Contemporary Fiction, 53:9, 355-367.
7 July	Roberta Maierhofer and Murray Forman “Representations of Aging in Music and Literature”	Katz , Stephen (2014). “Music, Performance, and Generation”. In: Aging, Media, and Culture. Maierhofer , Roberta (2019). “Feminism and Aging in Literature”. Maierhofer , Roberta (2004). “The Old Woman as the Prototypical American – An Anocritical Approach to Gender, Age, and Identity”. In: What is American? New Identities in U.S. Culture. Wien: Lit Verlag. Naiman , Tiffany (2019). “Resisting the Politics of Aging: Madonna and the Value of Female Labor in

		Popular Music”. In: Popular Music and the Politics of Hope: Queer and Feminist Interventions. New York: Routledge.
8 July	Hernando C. Gómez Prada “Aging in the intersection: Queer Studies + aging Studies”	Halberstam , Judith (2005). “Queer temporality and postmodern geographies”, Pp. 1-22. Calasanti , Toni. (2019) “On the intersections of age, gender and sexualities in research on ageing” Pp. 13-31. News. https://www.nytimes.com/2021/04/02/world/americas/mexico-transgender-community-center.html https://theculturetrip.com/europe/spain/articles/madrid-is-opening-the-first-council-funded-lgbtq-retirement-home/
9 July	Heike Hartung “Gender and Masculinities in Embodied Narration”	Isherwood , Christopher (1964/2010); excerpts from the novel). A Single Man. Butler , Judith (2004). “Precarious Life”. Braidotti , Rosi (2013). “The Inhuman: Life Beyond Death”.

SEMINAR 6

Sociology of Emotions: Happiness and Nostalgia

Lecturer: Katharina Scherke, University of Graz, Austria

(katharina.scherke@uni-graz.at)

July 5 – July 9 / 15:00 – 17:45 (CEST)

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, retotrends 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 analyzed in regard to the underlying different other emotional messages (e.g. of hatred and anger).

 **Student Participants** (*arranged alphabetically according to the country of origin)

	Country	Name	University
1	Austria	Julia Baier	University of Graz
2	Austria	Selina Eder	University of Graz
3	Austria	Lisa Maria Wurzinger	University of Graz
4	Croatia	Luka Antonina	University of Zadar
5	Germany	Sarah Nabjinsky	University of Applied Arts
6	Hungary	Alexa Karanyic	Károli Gáspár University
7	Hungary	Ana Üveges	Karoli Gaspar Reformatus Egyetem
8	India	Saptarko Biswas	Christian-Albrecht University of Kiel
9	Kosovo	Fatjona Kuçi	AAB College
10	Lithuania	Austeja Zebelyte	Vilnius University
11	Poland	Trojan Dominik Kornel	University of Graz
12	Serbia	Matija Cvetanović	University of Novi Sad
13	Serbia	Sara Major	University of Novi Sad
14	Slovenia	Ana Horvat	University of Ljubljana
15	Slovenia	Elektra Katarina Korošec	University of Ljubljana
16	Spain	Jorge Expósito	University of Granada
17	USA	Ana Butler	Appalachian State University
18	USA	Evan Thomas	Appalachian State University

*Didactic and technical support: Lisa Maria Wurzinger

Topics and Schedule

Dates	Topic	Reading Requirements
5 July	Introduction: Sociology of Emotions	Bericat Eduardo, The sociology of emotions: four decades of progress, in: Current Sociology, 2016, Vol.64(3), pp.491-513.
6 July	The social character of happiness and other emotions	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. Ahmed Sara , Sociable happiness, in: Emotion, Space and Society, 2008, Vol.1(1), pp.10-13.
7 July	Interdisciplinary Research on Nostalgia	Becker Tobias, The Meanings of Nostalgia: Genealogy and Critique, in: History & Theory. 2018/57(2), 234-250. Wildschut Tim, Sedikides Constantine, Arndt Jamie, Routledge Clay, Nostalgia: Content, Triggers, Functions, in: Journal of Personality and Social Psychology, 2006, 91 (5): 975–993.
8 July	Historical and personal nostalgia and the retrotrend	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. Schiermer Bjørn, Late-modern hipsters: New tendencies in popular culture, in: Acta Sociologica, 05/2014, Vol.57(2), pp.167-181.
9 July	Populist usage of nostalgia?	Kenny Michael, Back to the populist future? Understanding nostalgia in contemporary ideological discourse, in: Journal of Political Ideologies, Vol.22(3), pp.256-273

4.3 Evening Program



➤ Monday, July 5, 19:30-21:00 (CEST)

Nineteenth-Century African American Migration to Haiti and the Semiotics of Collective Memory

Don E. Walicek and Cheryl Lester

What is the significance of trauma, dehumanization, and violence for collective memory? How should narratives about such experiences be constructed? For whom should they be written? Consisting of three main parts, this paper turns to these and related questions to show how collective memories of slavery, revolution, and migration are created,



recreated, and contested through entextualization, erasure, and other semiotic processes. As will be explained, approximately 6,000 African Americans left for Haiti prior to the abolition of slavery in the U.S. They fled realities of slavery, dispossession, racial violence, and limited economic opportunities. The paper's first part is an account of the circumstances that led to this migration. The second part will focus on social dynamics in the town of Samaná, a settlement where the descendants of 300 original migrants maintained "American" language and culture for more than 150 years (Lissewski 1991, Walicek 2007, Valdez 2010). Probing discourses about slavery, belonging, and freedom, part three asks how findings from this research might support the cultivation of progressive solidarity and a more equitable future.

Back to the Bet Midrash: Judaism for the Sake of Justice and Equity

The principles, values, and customs of Judaism are neither timeless nor universal but are transformed over time through struggle and contestation. Especially at

times of disruptive change, the concept of Jewish peoplehood, the core concept of Jewish solidarity, demands innovation. Responding to the present moment as a "crash," Rosh Yeshiva Rabbi Benay Lappe founded SVARA (a Talmudic term translated as "moral intuition"), a yeshiva that teaches Talmud as an innovation born in the context of trauma. Viewed through the lens of queer experiences, SVARA advocates for the study of Talmud as the ground of a radical and liberatory expression of Judaism. Just as the rabbis of the Talmud, following the destruction of the Temple and the Babylonian exile, replaced ritual sacrifice with prayer, SVARA replaces prayer with the learning environment of the bet midrash as the core spiritual practice of Judaism. SVARA views Talmud as a "roadmap for making radical change rooted in tradition," a way to move and equip people with svara (moral intuition) and gemara (learning) so that they may bring about a more just and equitable world.

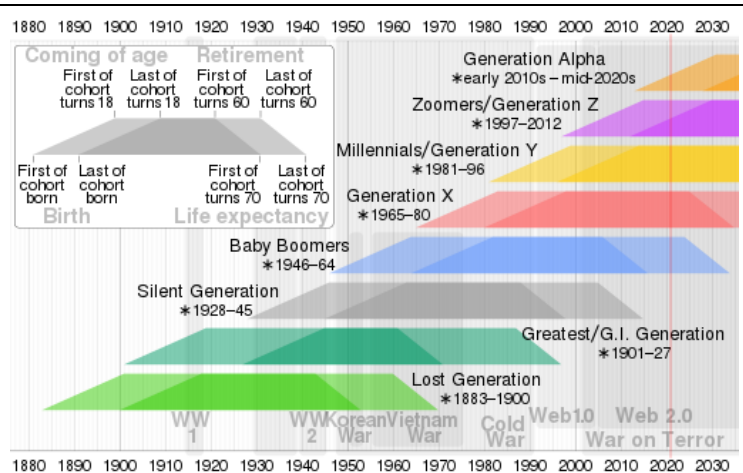
➤ Tuesday, July 6, 19:30-21:00 (CEST)

Gender and Generations: Future in the Past

Mirko Petrić



“To some generations much is given. Of other generations much is expected”, Franklin D. Roosevelt stated in his 1936 presidential renomination speech. Several generations have passed since then, and the present-day ones seem to have a much less clear vision of what they are “given” or what is “expected” of them. This also applies to the complex field of gender relations, perhaps even more so because the modern, social science concept of “generation” was derived from the preceding notion of “familial generation”.



This lecture addresses two key questions: (1) How have modernization processes in the 20th and 21st centuries changed our understanding of the notion of

“generations”? (2) How does generational membership influence gender-related attitudes, values, and practices? After presenting sociological snapshots of answers to these questions in the past, the lecture continues with a more detailed discussion of how generational gender attitudes, values and practices change over time. The examples are from two regionally comparable countries with different political trajectories in the recent past (Austria and Croatia). The emphasis is on the long-term duration and non-linear character of modernization changes.

Graph: CMG Lee

Source: Wikimedia Commons

➤ Wednesday, July 7, 19:30-21:00 (CEST)

Reaching the Digital and Non-Digital Public

Michael Kuhn



➤ Thursday, July 8, 19:30-21:00 (CEST)

Economics and Inequalities: Stability? Security? Happiness?

Luis San Vicente Portes

It is likely that the answer each of us has to the meaning of these words may be different, though we all share their importance. On what does the answer depend? Is it somewhere enshrined? It may well be that Stability and Security are necessary conditions for Happiness. Even if so, each of these life experiences may involve a private and public element. The interplay of external and internal domains? A stable family environment alongside social harmony; safety in our interpersonal relationships and a secure environment in which to exercise our agency in an institutional setting that fosters self-determination. So, what about Happiness? Are the contours of Happiness sharper? Is Happiness absolute (a personal experience) or is it relative (affected by other’s standing)?

Difficult, right? Or maybe not. Stability and Security may be slow-moving and may be the product of possibly centuries of traditions and history (or until a pandemic comes to test them). But Happiness could be easier to track in shorter time scales. While

all of these are abstract and subjective, this Plenary Lecture will provide a platform to think of them through the lens of economics. While touching on the three keywords, it may be that happiness unravels their connection and paint with color shades of their ethereal nature.

And this is where we begin: inequality. We know what it is, it triggers strong emotions, and we underestimate it in the simplest of comparisons. Inequality is sort of the anti-Happiness. The frequent measurement of living conditions through material well-being informs of “progress” at the national level with insights at our relative standing in a myriad of dimensions that allow for income, wealth, consumption, health, and gender comparisons.

But is this shadow on happiness inevitable? Do we have to live with it? Where does it come from?

4.4 Complete list of students

(*arranged alphabetically according to country of origin)

	Name	Country	University
1	Erlis Laçe	Albania	University of Graz
2	Johannes Neuwirth	Austria	University of Graz
3	Frederick Reinprecht	Austria	University of Graz
4	Sandra Borić	Austria	University of Graz
5	Roberto Kalmar	Austria	University of Graz
6	Simon Maierhofer	Austria	University of Graz
7	Michael Vogrin	Austria	University of Graz
8	Julia List	Austria	University of Graz
9	Julia Prochinig	Austria	University of Graz
10	Richard Wallenstorfer	Austria	University of Graz
11	Eva Katharina Bauer	Austria	University of Graz
12	Martina Braunegger	Austria	University of Graz
13	Nicole Haring	Austria	University of Graz
14	Julia Baier	Austria	University of Graz
15	Selina Eder	Austria	University of Graz
16	Lisa Maria Wurzinger	Austria	University of Graz
17	Sandra Elpers	Belgium	Ku Leuven
18	Giovanna Sampaio Martins	Brazil	Federal University of Bahia
19	Medisa Focić	Bosnia and Hercegovina	International University of Sarajevo
20	Andrew McFall	Canada	University of Toronto
21	Letian Lei	China	Charles University Prague
22	Adi Tufek	Croatia	University of Zagreb
23	Ema Bašić	Croatia	University of Zadar
24	Lea Stojanović	Croatia	University of Graz

25	Doris Varga	Croatia	University of Zagreb
26	Nina Buljan	Croatia	University of Zadar
27	Petra Jakopović	Croatia	University of Zagreb
28	Klara Penezić	Croatia	University of Zagreb
29	Darija Ivošević	Croatia	University of Zadar
30	Luka Antonina	Croatia	University of Zadar
31	Celia Eva Fritze	Germany	University of Applied Arts Graz
32	Sarah Nabjinsky	Germany	University of Applied Arts Graz
33	Tamara-Lynn Gonsalves	Germany/USA	Otto-Friedrich-Universität Bamberg
34	Olga Pinjung	Hungary	University of Szeged
35	Csenge Sándor	Hungary	Karoli Gaspar Reformatus Egyetem
36	Szabina Szabad	Hungary	University of Szeged
37	Virág Zombory	Hungary	Karoli Gaspar Reformatus Egyetem
38	Istvan Bobay	Hungary	Karoli Gaspar Reformatus Egyetem
39	Patrik Nagy	Hungary	Benedek Elek Faculty of Pedagogy Sopron
40	Veronika Peteri	Hungary	Karoli Gaspár University
41	Alexa Karanyic	Hungary	Karoli Gaspár University
42	Ana Üveges	Hungary	Karoli Gaspar Reformatus Egyetem
43	Saptarko Biswas	India	Christian-Albrecht University of Kiel
44	Zhila Mirshafiei	Iran	University of Graz
45	Lorenzo Mainas	Italy	University of Graz
46	Chiara Principali	Italy	Università Di Roma La Sapienza
47	Serena Sapienza	Italy	Università Di Roma La Sapienza
48	Filippo Bagnasco	Italy	University of Graz
49	Nazym Malikova	Kazachstan	Nazarbayev University
50	Edita Maraj	Kosovo	AAB College
51	Fatjona Kuçi	Kosovo	AAB College
52	Austeja Zebelyte	Lithuania	Vilnius University
53	Aleksa Janković	Montenegro	University of Donja Gorica
54	Chidiebere Nnabugwu	Nigeria	Ku Leuven
55	Erlend Soebye Groenvold	Norway	University of Bergen
56	Martin Dean	Norway	University of Bergen
57	Omair Khan	Pakistan	University of Pannonia
58	Sherean Shehada Hader	Palestine	University of Puerto Rico-Rio Piedras
59	Trojan Dominik Kornel	Poland	University of Graz
60	Kristina Ladygina	Russia	Staatliche Universität St.Petersburg
61	Amina Selmani	Serbia	University of Belgrade
62	Tijana Kragulj	Serbia	University of Graz

63	Nina Simović	Serbia	University of Novi Sad
64	Matija Cvetanović	Serbia	University of Novi Sad
65	Sara Major	Serbia	University of Novi Sad
66	Maria Margit	Serbia/Hungary	Karoli Gaspar Reformatus Egyetem
67	Jozef Kolarić	Slovenia	University of Ss. Cyril and Methodius
68	Ana Horvat	Slovenia	University of Ljubljana
69	Elektra Katarina Korosec	Slovenia	University of Ljubljana
70	Rocío Pérez	Spain	University of Granada
71	Jorge Expósito	Spain	University of Granada
72	Adam Dean	Syria	University of Bergen
73	Alexander Sharnet	Trinidad and Tobago	University of the West Indies
74	Emmanuel Peters	Trinidad and Tobago	University of the West Indies
75	Comer Billie	USA	Appalachian State University
76	Grace Friedheim	USA	Appalachian State University
77	Carolina Leon-Valderrama	USA	Appalachian State University
78	Sofia Lebron	USA	University of Puerto Rico-Rio Piedras
79	Michael Aguero	USA	Appalachian State University
80	Rachel Crowell	USA	Appalachian State University
81	Mary-Stewart Myers	USA	Appalachian State University
82	Juliette Mattair	USA	Wellesley College
83	Rebeca Santiago Rodriguez	USA	University of Puerto Rico-Rio Piedras
84	Sofia Thompson	USA	Appalachian State University
85	Nadhzal Rodriguez	USA	University of Puerto Rico-Rio Piedras
86	Triana Trower	USA	Appalachian State University
87	Ana Butler	USA	Appalachian State University
88	Evan Thomas	USA	Appalachian State University
89	Duyen Do Thao Phuong	Vietnam	University of Graz

Statistics from GUSEGG 2021

This year, the Graz International Summer School Seggau welcomes 89 students from all around the world to join us for the one-week program taking place in Schloss Seggau, located in the southern part of Styria in Austria. Given the COVID 19



circumstances, this year it is possible to only welcome participants from Austria to join us on site at Schloss Seggau, while the international participants join us virtually from all corners of the world. Statistically, GUSEGG 2021 has 89 participants, where 25 of them come from the universities in Graz, who join us on site for the one-week program, and 65 international participants join us virtually from their respective home countries. The three countries with the most GUSEGG 2021 participants are: Austria with 15 participants; the USA with 14 participants, and then Croatia and Hungary with 9 participants each. There is a diverse number of countries that the participants of this year's summer school come from; all the way from the Americas, to Europe, and Asia, with a very widespread and international outreach.

5. GUSEGG Academy 2021

The GUSEGG Academy offers online events, lectures, and talks from March to July 2021, where participants of GUSEGG 2021 and others can join. In order to receive **6 ECTS** for the attendance at the **Graz International Summer School Seggau (GUSEGG)**, participants have to sign up for **at least 5 of the events and lectures** listed below and write a one-page critical review/summary for each of these events.



	Date of the event	Title of the event
1	March 10, 2021	How We Write , Reading and talk with William Begley, author of <i>The Maple Conspiracy</i> , and Martina Braunegger, author of short fictional texts.
2	March 17, 2021	Political and Cultural Processes of Integration in Latin America , Tomás Straka (Universidad Católica Andrés Bello, Caracas)
3	April 14, 2021	Lecture: Nelson Rockefeller and the Idea of Panamericanism in Venezuela (1930-1945) , Esther Mobilia Ditaiuti (Universidad Central de Venezuela, Caracas)
4	April 21, 2021	Sephardic and New Christian Diaspora in the Age of Atlantic Expansionism , Christian Cwik (University of Graz)
5	April 23, 2021	Talking Oscars 2021: Virtual Round Table Discussion
6	April 28, 2021	Showdown on the Pixel Frontier: Video Games and the American West , John Wills
7	April 29, 2021	Inter.Reading Book Club: Mid-Term Event
8	May 05, 2021	Lecture: US-American Latin American Policy: From Bill Clinton to Donald Trump , Alexander Springer (BMEIA)
9	May 10, 2021	Ardent in `America´ - The Racist Perception of her Thoughts on Black Political Strategy , Dr. Kaleigh Bangor (University of Oklahoma, USA)
10	May 12, 2021	Islam made in the USA: The Spread of Black Muslim Movements in the Americas and in the Caribbean , Philip Brückmayr, Uni Wien
11	May 17, 2021	Young Adult Literature in Discussion (DigLit Discussion Series)
12	May 19, 2021	Book Presentation: Home, (Be)Longing, and Identity in Imagined Landscapes with Anastasija Lyubova and Marjorie Agosín (Fulbright Austria Alumni Event)
13	May 26, 2021	Slave Revolt on Screen: The Haitian Revolution in Film and Video Games , Alyssa Goldstein Sepinwall

14	June 09, 2021	Karl von Scherzer in Central America. The Austrian Humboldt , Laurin Blecha, University of Vienna
15	June 10, 2021	Thinking, Speaking, Writing in Different Tongues: Multilingualism and Creativity , Eva Eppler, University of Roehampton, UK, Narjes Azimi (Poet and Author), Lisa Schantl (Tint Journal)
16	June 15, 2021	Zwischen "Green Deal" & "Klimakatastrophe": Ökologischer Workshop , Hermine Penz, University of Graz
17	June 16, 2021	Digital Black Atlantic , Roopika Risam
18	June 23, 2021	Gender and Age/Aging in Popular Culture , Murray Forman/Cheryl Lester
19	June 24, 2021	Vlogging Auschwitz: New Players in Holocaust Commemoration , Tomazs Lysak, University of Warsaw
20	June 28, 2021	Kick-Off: Erasmus+ Project: Dig.Lit , Anna Poletti, Joe Lambert
21	June 29, 2021	Inter.Reading Book Club: Final Event



6. Sponsors of Graz International Summer School Seggau 2021

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