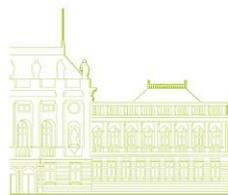




RADICAL (DIS)ENGAGEMENT: STATE – SOCIETY – RELIGION

30 June –13 July 2019
PROGRAM



GRAZ
INTERNATIONAL
SUMMER SCHOOL
SEGGAU
2019

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KEYNOTE 2019

GUSEGG 2019: Radical (Dis)Engagement: State – Society – Religion

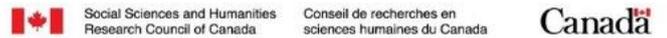
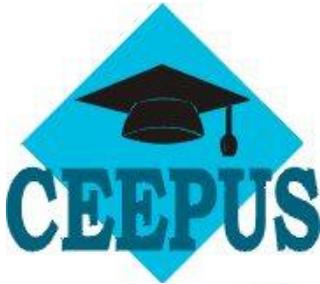
Constant political uncertainties. Climate change. Demographic transformation. Continual re-thinking of societal coherence in times of diversity. New technologies that will redefine the notion of work. All these challenges are often met with reactions ranging from resignation to proactive ignorance, both on the individual and wider social, cultural, and national levels. The lack of knowledge and tolerance increasingly erupts in aggression and violence against others, taking the place of critical reflection and civic engagement. Trust in institutional structures, political procedures and information (re)sources has been replaced by mistrust and disengagement. The belief in an open and tolerant society and our individual agency has been undermined.

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

An analysis of present and past (dis)engagement with state, society, and religion, will offer insights into the dynamics and structures that govern us as individuals. The summer school will provide more questions than answers, and will allow us to investigate the different approaches to the definitions of state, society, and religion, and their interconnectedness. Focusing on the emphasis areas of the University of Graz – South Eastern Europe and North, Central and South America – this program will offer a basis for discussing global and continental challenges as well as opportunities that change entails.

Roberta Maierhofer
for the Academic Advisory Board

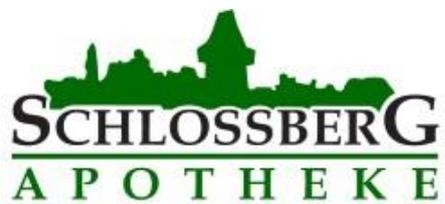
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The Graz International Summer School 2019 – A Brief Introduction

General Description

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

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.

Course Credits and Teaching Format

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

Aims and Objectives

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.

Outcomes:

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

The GUSEGG Team

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.



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



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 meditation sessions in the mornings of both weeks of the summer school.



Traussnig, Florian is consultant for education and culture of the Catholic community of the institutions of higher education in Graz and chief editor of its quarterly magazine *Denken+Glauben*. He is also an independent researcher in the field of contemporary history. He has published two books on the “Resistance from the Outside” against Hitler Germany by Austrian exiles between 1938 and 1945. Florian Traussnig is a member of the GUSEGG steering committee.



Francis, Afiya has been a member of the UWI St. Augustine’s International Office under the Office of Institutional Advancement and Internationalization since 2015. As the Study Tour Coordinator for the University, Afiya coordinates both incoming study tours and the UWI St. Augustine’s outgoing study tour program, the UWI Discovers Series. Afiya herself loves to travel and has been doing so since birth. As a child of a former diplomat and a “third culture kid” her comfort zone lies in the unknown and discovering new places and cultures. She has lived in six different countries and plans on continuing her travels and hopefully encourage others to step out of their comfort zone and explore the world. Afiya is part of the GUSEGG team at the first week of the program.



Kalmar, Roberto born to Austrian parents in Montevideo in 1956, has been living in Austria since 1973. He holds a degree in Sports Sciences (thesis title “Sports and Narcissism”) and one in Latin American Studies with a thesis written on the Uruguayan military government. Currently, he is enrolled in a PhD program at the University of Graz researching Austrian exile in Bolivia during WWII. Roberto originally came as a student to the summer school and now returns on a regular basis to support the GUSEGG team.



Knehtl, Urška is a Master student at the University of Maribor, Slovenia. She 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. Currently she is writing her third Master’s thesis, in the study program International Business, which focuses on marketing and business communication on Facebook. She spent a semester in Jena, Germany and currently she is spending a semester at the University of Graz, Austria. Urška is a member of the GUSEGG team.



Lačej, Erlis is a Joint Master’s degree student in English and American Studies at the University of Graz. Her study field focuses on cultural studies. As a fluent speaker of seven languages, she is interested in knowing how languages construct cultures and vice versa. She is currently writing her Master’s thesis, where she is looking into how intercultural communication shapes human identities and how much do personalities change in the process of exchange in an (inter)cultural context. She spent one semester at Ca’Foscari University of Venice as part of her Joint Degree study program. Erlis was a GUSEGG student in 2018, and this year is part of the GUSEGG team.



Marinšek, Urša holds BAs in English Language and Literature and Sociology, and an MA in English from the University of Maribor, Slovenia. During her studies, she worked as a nursing home assistant and as a tour guide in a karst cave. She is employed at the University of Graz, working as a coordinator for the Graz International Summer School Seggau of the University of Graz.



Prochinig, Julia has been working as a student assistant at C.IAS at the University of Graz since 2016. She is currently studying English and Biology in the teachers' training program as well as pursuing a Bachelor's degree in Molecular Biology. Her position at the Center has enabled her to further pursue her main academic interests along the intersection of her different fields of research in the Humanities as well as Science, Technology, Engineering and Mathematics. The opportunity to engage with a wide variety of leading scholars, and participate in teaching and C.IAS events have sparked her enthusiasm for her main area of interest – postmodern American literature, where themes of truth, knowledge, and our ability and inability to communicate are prevalent in postmodern writing. The ongoing project of her diploma thesis is concerned with the expression of such ideas in the creative non-fiction works of David Foster Wallace. Julia is part of the GUSEGG team.



Schneider, Andreas is a student of history at the University of Graz, and observes history in the making, looking for questions more than answers. At first, he participated in the Graz International Summer School Seggau as a student, and this year, he is back in the team as a valuable IT support, responsible for the entire office setup as well as the on-site assistance during morning lectures and seminar times.



Schuch, Andreas is an English and Computer Science teacher and currently employed at the Caritas Secondary School for Economic Professions and Social Management in Graz. He is also a PhD student in the field of Game Studies and project assistant for the EU-funded program "MYSTY," which aims to introduce and support the use of digital storytelling in different school contexts. His recent academic work includes his diploma thesis with the title *Aesthetic Illusion in Digital Games*, as well as an article about teaching strategies dealing with ageism and gender discrimination using digital games published in 2016. Andreas is a member of the GUSEGG IT team.



The GUSEGG Lecturers

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



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



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



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



2015-2016 recipient of a Fulbright Scholar award that brought her to the University of Graz in Austria to teach and do scholarship for summer term 2016.

Forman, Murray is interested media and culture with a primary focus on popular music. For over twenty years he has engaged in research about hip-hop culture, contributing to the emerging field of hip-hop studies. He 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). His most recent book is *One Night on TV is Worth Weeks at the Paramount: Popular Music on Early Television* (Duke University Press, 2012). Professor Forman is an inaugural recipient of the Nasir Jones Hip-Hop Fellowship at the Hip-Hop Archive, the Hutchins Center for African and African American Research, Harvard University (2014-2015).



Goggin, Peter is Associate Professor in Rhetoric (English) at Arizona State University and a Senior Scholar in the Global Institute of Sustainability and affiliate faculty with ASU's School for the Future of Innovation in Society. He is the editor of *Environmental Rhetoric and Ecologies of Place, Rhetorics, Literacies, and Narratives of Sustainability*, co-editor of *Serendipity in Rhetoric, Writing, and Literacy Research* and author of *Professing Literacy in Composition Studies*. His articles on literacy, environmental rhetoric, feral animals, mermaids, and oceanic islands include publications in *Composition Studies, Community Literacy Journal, Computers and Writing, Rhetoric Society of America and Shima*. He is a founder and co-director of the annual Western States Rhetoric and Literacy conference, which features themes on sustainability, culture, transnationality, and place.



Heppner, Harald studied in Graz 1969-1975, and did research stays in Bucharest (1978, 1986), Moscow (1980), Sofia (1985), and Paris (1992). He is Associate Professor for Southeast European History (1997-2015), Head of the Department of History at University of Graz (2011-2015); Dr. h.c. of the Universities of Timișoara/Romania (2001), Cluj-Napoca/Romania (2007), and Sofia/Bulgaria (2015). Since 2016, he has been serving as President of the Society for Eighteenth Century Studies on South Eastern Europe.



Isak, Hubert is the deputy Director of the Institute of European Law at the University of Graz. He studied in Graz and Paris and received his in Public International Law and European Law in 1996. Since 1995 he is the Chairholder of the Jean Monnet Chair in "Law of the European Union and European Community Law" (first Jean Monnet Professor at Law Faculty in Austria). His teaching experience is multicultural, with posts in South East Europe, as Lecturer at the Diplomatic Academy of Austria, Vienna and as Visiting Professor at Rutgers School of Law, in 1997, 2004, and 2010. In 2006 he taught at the University of Pittsburgh School of Law. His main research interests include the Constitutional Framework of the European Union, and External Action of the European Union.



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



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



Lamprecht, Gerald (PhD, University of Graz) is professor of Jewish History and Contemporary History, and the Head of the Center for Jewish Studies of the University of Graz. His research interests include Jewish history in the 19th and 20th century in Central Europe, history of Jewish soldiers in World War I, National Socialism, the persecution of the Jews and Memory Studies. He has recently co-edited the publication *Jewish Soldiers in the Collective Memory of Central Europe. The Remembrance of World War I from a Jewish Perspective*, that appeared with Böhlau: Vienna-Cologne-Weimar, 2019 (with Eleonore Lappin-Eppel and Ulrich Wyrwa).



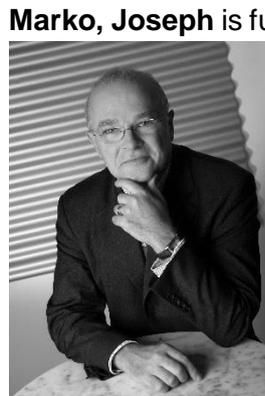
Lauppert-Scholz, Kathrin Ruth studied Sociology at the University of Graz and Interfaith Dialogue at the Danube University Krems. Her main area of interest is Sociology of Religion and Cultural Mediation. She works closely with the Jüdische Gemeinde Graz, the Graz Jewish Cultural Community, conceptualizing and giving commemoration walks of the *Stolpersteine* (Stumbling Stones) as well as numerous other projects that foster interfaith communication. She has hosted the workshop “ZusammenHalt – Prevention of Extremism and Radicalization” at the AAI Graz, and is a member of a number of Pedagogical Academies and Teacher Training Colleges across Austria.



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



the Family in Washington, D.C., researches and publishes on Bowen family systems theory and her own family of origin, and serves on the Executive Committee of the Family History Database Project of the Bowen Theory Academy.



Marko, Joseph is full professor of comparative public law and political sciences at the Institute of Public Law and Political Sciences at the University of Graz/Austria. He previously served as one of the three international judges at the Constitutional Court of Bosnia and Herzegovina 1997-2002, appointed by the President of the European Court of Human Rights, and as a member of the Council of Europe's Advisory Committee of the Council of Ministers, established under the Framework Convention for the Protection of National Minorities, from 1998-2002 and 2006-2007. He also served as politico-legal advisor for constitutional reform to the High Representative in Bosnia and Herzegovina, Christian Schwarz-Schilling, in 2006/07. Since 1998 he is the Director of the Institute for Minority Rights at the European Academy Bozen/South Tyrol. From 2011 to 2016 he served as Dean of the Faculty of Law at Graz University. From July 2016 to January 2018 he served as legal advisor for the UN-SASG, Espen Eide, in the Cyprus re-unification negotiations. His research focuses on comparative constitutional law and politics, in particular power sharing in divided societies and the role of constitutional courts, the study of nationalism, minority protection and ethnic conflict. He has published more than 15 books and more than 100 scholarly articles in German and English.

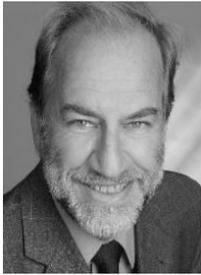


Penz, Hermine is Professor of Sociolinguistic at the University of Graz. She is the Head of the Curricula Commission of the Doctoral program in Philosophy as well as the Department Coordinator in Intercultural Communication and Discourse Analysis. She is a close collaborator with the European Centre for Modern Languages, where she has worked on projects researching Cultural Mediation and the use of technology in the intercultural classroom. She currently serves as project lead of the University of Graz in the Erasmus+ project MYSTY, which aims to foster inclusion and enhance awareness of cultural diversity in teachers and pupils through Digital Story Telling. Together with Alwin Fill, she has edited *The Routledge Handbook of Ecolinguistics* (2017).



Petrić, Mirko, 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.

Prisching, Manfred studied law and economics and is Professor at the Institute of Sociology, at University of Graz. He was a guest professor and research fellow at Rijksuniversiteit Limburg (Maastricht, NL), Harvard University (Boston), and universities in New Orleans, Little Rock and Las Vegas as well as many others. From 1997-2001 he was Rector of the University of Applied Sciences in Graz. He is a member of the Austrian Academy of Sciences and the Austrian Scientific Board. His main fields of research are history of ideas, economic history, cultural sociology, and diagnoses of time. Some of his recent books include: *Zeitdiagnose. Methoden, Modelle, Motive*. 2018; *Pop-Kultur. Historische und aktuelle Perspektiven einer kulturellen Revolution.*, 2018; and *Die Steiermark: Eine Landvermessung.*, 2018.



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.



Sawchuk, Kim is a Professor in the Department of Communication Studies, holds the Concordia University Research Chair in Mobile Media Studies, and is the Associate Dean of Research and Graduate Studies for the Faculty of Arts and Science at Concordia University. She is also the director of Ageing, Communication, Technologies: Experiencing a Digital World In Later Life (ACT), a seven-year research project funded under the auspices of Social Sciences and Humanities Research Council Partnership Grant. ACT is an international, interdisciplinary, and multi-methodological research project that investigates the transformation of experiences of ageing with the proliferation of new forms of mediated communications in networked societies. Much of Kim Sawchuk's intellectual attention has focused on the intersection between age, ageing, and communication technologies. Dr. Sawchuk's research asks what it means to age in a society where the pressure to become digital is being made into an imperative for participation in public life. She has conducted major ethnographic investigations on "seniors and cell phones" with Dr. Barbara Crow of York University. These studies have demonstrated the need for researchers to understand the connections between ageing, personal household economies, political economic forces and the policies that influence cell phone use; they also question how we understand "non-use". Kim's most recent work on ageing and media is centred on community-based media practices with older adults and is asking questions about the ways in which Web 3.0 is shaping public knowledge of age and ageing.



Walicek, Don E. Lindley



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

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

Morning Lectures

July 1, 2019

Introductory Lecture by Roberta Maierhofer

“Radical (Dis)Engagement: State – Society – Religion”

The summer school will offer as an overall theme a discussion on social, political, cultural, economic, and individual engagement and disengagement. Constant political uncertainties. Climate change. Demographic transformation. Continual re-thinking of societal coherence in times of diversity. New technologies that will redefine the notion of work. All these issues are often met with reactions ranging from resignation to proactive ignorance, both on the individual and wider social, cultural, and national levels. The lack of knowledge and tolerance increasingly erupts in aggression and violence against others, taking the place of critical reflection and civic engagement. Trust in institutional structures, political procedures and information (re)sources has been replaced by mistrust and disengagement. The belief in an open and tolerant society and our individual agency has been undermined. In order to develop strategies and methods to meet the immense challenges of our time, this summer school suggests engaging in academic contemplation and interdisciplinary exchange. Analyzing both engagement as well as disengagement in terms of the relationship of the individual to social, political, and economic structures offers us the opportunity of developing disruptive intellectual approaches and ideas, as we can gain insights into political, social, economic, and cultural forces that make us believe that the challenges we face are essential, natural, and inevitable. Such analysis offers us not only an understanding of our own alliances on an individual, a regional, national, and global level, but also the possibility of moving from a passive position to active involvement in transformation processes in order to become agents of change by an authentic reformulation of our identities.

Keynote I by Manfred Prisching

“Disruptive Times: Features of the World in the 21st Century”

Disruption is a buzzword, but it describes how the profound changes of the era happen. The old models no longer describe the patterns of change: progress, industrialization, service society, postmodernism, end of history, globalization, secularization. There are many single observations that do not fit together. European countries are the luxurious places of the world, but they are scared of crises. Radical, even extreme scenarios are created, providing the realization of a paradisiac society (e.g. by new digital technologies) as well as apocalyptic final stages (e.g. by climate change). Conflicting positions face one another: the new world will overwhelm us, or: finally, it is us who decide. Artificial intelligence triggers leaps in our performance; or: the robots will dominate us. It will be a world of individualistic self-expression; or: a world of complete foreign control. Internet access to information makes people think in more democratic ways; or: the dynamics of the electronic world are the death of democracy. Large wars have become impossible; or: they have changed their face, but are an imminent threat. We can predict some developments; we can forefeel others; and we have no idea what some developments would mean. Therefore it is advisable to try to decipher certain features, shifts and patterns of postmodern societies - and possible starting points for engagement.

July 2, 2019

Morning Lecture I by Harald Heppner

“Religion between State and Society in Europe’s Past and Present”

Religions and their organizations, churches, belong to the oldest phenomena of human life. In the context of state and society, they play a double function: they can be an instrument of a political system in terms of the population, as well as a supporting force in favor of society in terms of the state. Beginning with the processes of secularization, industrialization, and urbanization the traditional role of religions/churches have decreased, but in the era of globalization they are again playing an important role – more in terms of societies rather than states.

1. How can we characterize the historical effects of religions/churches in Europe?
2. Which innovation factors have changed the traditional role of religions/churches since the 18th century?
3. Which possibilities might the different types of religions/churches have to change a world in transition in the future?

Morning Lecture II by Cheryl Lester

“Jews and Jewish Studies Past and Present”

Jewish Studies and its institutions go at least as far back as the 3rd century, with the compilation of an oral tradition known as the Mishnah and a written tradition called the Gemara, the two combined in the 63 tractates of the Talmud. Until the modern period, however, Talmud Torah studies were organized exclusively by and for Jews. Beginning in the 18th century and with the uneven process of Jewish Emancipation in Europe, Jewish Studies was transformed by the inclusion of Jews as citizens and of Jewish studies as a legitimate area of academic study and research that belonged in the developing modern university. Although Jewish Studies today intersects with what one scholar has called a “paradigm of return,” whereby Jews estranged from Jewish learning and its cultural milieu make deliberate efforts to rediscover, reinforce, and reassert their links to the Jewish people, its purpose is not to shape or strengthen Jewish identities but rather to build solidarities between those studying Jews and the Jews whom they study.

1. What is the connection between Jewish Emancipation and the emergence of Jewish studies as an academic discipline?
2. How are the goals of Jewish studies changed when it moves from an activity by and for Jewish people to one that invites both Jews and non-Jews?
3. In what ways does the study of other peoples and cultures help to build solidarities across difference?

July 3, 2019

Morning Lecture III by Joseph Marko

“Human and Minority Rights Protection”

The presentation will discuss the main elements of the development and conundrums of human rights and minority protection in Europe in the academic disciplines of history, law, political theory and sociology and their interrelationships. Thereby, the following questions will

be addressed: Why do we consider “ethno-cultural” minorities of all sorts dangerous for political unity and legal equality to this day? Is this based on a path-dependency stemming from different normative and institutional models of state formation and nation-building in Europe, requiring either assimilation into the dominant “majority culture” or leading to various forms of exclusion (segregation, ethnic cleansing) or even extinction of members of groups (genocide)? And is there no way out of this dilemma? The answer given will be in the affirmative: We have to make the ideological underpinnings and “family relationships” (Wittgenstein) between racism, nationalism and liberalism visible which legitimize the monist-identitarian nation-state paradigm to this day and to develop a new normative and institutional model which follows from an ethical perspective of “cosmopolitan constitutional pluralism” translated into institutional arrangements which provide for autonomy, subsidiarity, social and system integration and which is termed “multiple diversity governance.”

1. Do feelings of solidarity between citizens and human beings necessarily require a pre-existing linguistic or religious community?
2. How are social identities formed?
3. Why shall we speak of processes of ethnification of territories, groupings of people or institutions instead of ethnic groups or nations?
4. Why is anti-discrimination legislation insufficient to effectively protect minorities?

Morning Lecture IV by Gerald Lamprecht

”From late 19th Century Antisemitism to the Persecution of the Jews in Austria 1938 to 1945”

Immediately after the so-called “Anschluss,” the annexation of Austria to Nazi-Germany, Jews in Austria faced discrimination, forced segregation, looting, and brutal persecution. Although since the era of emancipation Jews were an integral part of the Austrian society and lived next-door to their Christian neighbors, nearly no one in Austria protested against the persecution. The reason for this behavior was not only the fear of oppression by the new political power and the terror regime but first of all the deep-rooted antisemitism in Austrian society and culture. In my talk, I will first sketch the Austrian Jewish history in the era of emancipation and then give an overview of the persecution of the Jews from 1938 to 1945, with a particular focus on the development of the political antisemitism since the last third of the 19th century.

Morning Lecture V by Ruth Lauppert-Scholz

“Stolpersteine”

The “Association for a Culture of Remembrance in Graz” works to foster a culture of remembrance in terms of the visual and public memory of those persecuted and murdered by the Nazi regime. Following many other European cities, the project Stolpersteine initiated by the artist Gunter Demnig from Cologne, Germany,

<http://www.stolpersteine.com/>

The association's members (i.e. currently interested citizens; representatives of the the local Jewish Community, of the Lutheran and Catholic Churches, of the Jehovah's Witnesses, and of Victims' Associations; local councilors from the Green Party, the Social Democrats, the Austrian Communists, and the Austrian People's Party; historians) contribute to the project.

July 4, 2019

Morning Lecture VI by Hermine Penz

“Discourse and the Environment – an Ecolinguistic Approach”

Ecolinguistics studies the interaction between language and ecology. This is done by 1) transferring ecology metaphorically to languages and by 2) studying the impact that language has on the relationship between human beings and its environment. The latter looks at the role of language in creating, aggravating and solving environmental problems. The main questions asked are:

How do we talk about the environment? How does our way of talking construct our 'environmental' reality?

Starting by looking at the language system itself, which favours metaphors of growth ('big is good', 'small is bad'), these questions will be transferred to various texts and contexts, including everyday language use, the media, science, politics, etc. A focus will also lie on how the media report and frame environmental issues such as climate change, natural resources, genetic engineering, etc. It will be shown that language itself and the way we use it always provides particular perspectives on these issues.

Morning Lecture VII by Helga Kromp-Kolb

“#fridays-, #scientists-, and #allforfuture - and yet no future?”

Triggered by Greta Thunberg's strike for the climate, schoolchildren, scientists, parents, artists etc. all over the world call for ambitious climate policies. Yet governments are moving but slowly. Most individuals, most institutions (including universities) and most businesses do not feel addressed at all, except maybe regarding their marketing. Climate scientist's wording is becoming stronger, their scenarios more dramatic. What are scenarios for 2070 - best and worst case? And what does it take to move from one to the other?

1. Greta Thunberg claims that her experience over the last month, speaking to top politicians, was that “they have no clue.” Do you feel sufficiently informed about climate change, its causes and effects?
2. Why is it so difficult to face the climate crisis and act upon it, when we know what's to be done?
3. In your personal ranking, what place does the climate crisis take as compared to digitalization, migration and other global issues

Morning Lecture VIII by Christian Cwik

July 5, 2019

“Refugee Crisis in the Context of World War II”

Hardly any other term has been made so controversial in politics of the last years as the phrase “refugee crisis.” European far and not-so-far rights are connecting the refugee crisis of the

early 21st century with Oswald Spengler's fear of *The Decline of the West* published in 1918. The defense against refugees from the Arab world and Africa in many ways satisfies the secret desire to strengthen Europe's identity as enlightened Christian continent through confrontations with an imaginary enemy. At the center of the dispute is the eternal fight against Islam from the East and South ("Arab World"). The narrative of 'our western values are in danger' dominates the political discourse on refugee policy today. Hundred years ago the discourse had been dominated by the eternal fight against the Jews. Anti-Judaism and antisemitism, conflicts and wars in Eastern and Central Europe had produced millions of Jewish Refugees. In the 1920s and 1930s in Central Europe, antisemitism also became the dominant ideology to stop the "Decline of the West." The aim of anti-Semitic policy was the deportation of the Jewish population. But the question arose as to where to go with the millions of Jews. At the Evian Conference in July 1938, the international community negotiated the political and legal dimension of deportations, as well as global reception rates and the way in which refugees should be accommodated. In this talk, I would like to look at the concepts and language of Evian and compare them to current concepts and language. Furthermore, I would like to analyze how Latin American countries have dealt with Evian and its follow up and how they manage current refugee crises.

1. What do Western values mean from the perspective of a Sub-Saharan African?
2. What did the deportation of Third Reich refugees mean if they were deported back there?
3. What does *Blancimiento* policy from the perspective of the Argentine constitution mean?

Morning Lecture IX by Murray Forman

"Age and the Archive: A Hip-Hop Version"

Archives are deemed important to the historical understanding of nations and are accepted as being essential to the preservation of cultural knowledge. Yet for all of their emphasis on history and the accumulation of documents and artifacts associated with the past, archives are also simultaneously enacted according to present urgencies and future speculation. In this presentation, I address the fact that global hip-hop culture is currently experiencing an intensification of archival activity – its archival turn -- that is related to the aging of the culture and of its participants/artists. I will explain and analyze some of the stakes involved in hip-hop's archival practices, critically unpacking the ways in which hip-hop archives emerge in relation to age, reputation and legacies, memory, inheritance, preservation, nostalgia, and the tensions between community-based creativity and institutional authority.

1. What kinds of evidence can hip-hop archives provide pertaining to past events and participants and what are the stakes involved?
2. If hip-hop began as a locally-based, community-oriented set of creative practices, what are the potential risks and benefits of formalizing an archive and aligning it with established institutional entities?
3. Is it legitimate to conceive of the archival processes as an extension of hip-hop's creative labor, or is it something else altogether?

July 8, 2019

Morning Lecture X by Stephen Katz

"Thinking Otherwise and the Life of Ideas"

The lecture explores the creative relationship between the biographies of scholars and thinkers and their ideas and theories, as they travel and develop together. Presented historical examples follow sociologist Pierre Bourdieu's reflexive perspective on "fieldwork in philosophy" as a way to foreground the material contexts, spaces, politics and traditions in which ideas become animated and meaningful. The lecture concludes with a personal account of Professor Katz's career experiences that illustrate how biographical events shape and inspire thinking otherwise in the field of ageing studies.

1. What are the benefits of learning about the tales and biographies of writers, artists and thinkers for understanding their ideas?
2. Why should all of us, whether we do or don't pursue scholarly careers, step back and explore our own life experiences in order to reflect upon how they influence our views of the world?
3. How does critical 'fieldwork' into the places and histories occupied by oppressive ideas help us to think differently to resist dominant forms of power?

Morning Lecture XI by Kim Sawchuk

"Join the Persistence: Activist Ageing in Networked Societies"

What can we learn by talking to ageing activists? What does it mean to age as an activist in networked societies? How might activist ageing operate as an alternative to the normative concept of "active ageing." Join the persistence interrogates ageing in connection to activism to challenge facile equivalences between activism and youthfulness. Drawing on interviews and participatory action research with ageing activists (primarily in Montreal), "join the persistence" questions dominant understandings of activism as a heroic oppositional stance to power and oppression. Emphasizing persistence -slow, patient, considered actions over a long period of time- highlights ageing as a critical lens to understand activism as ideological commitment to a cause, affective connection to others, and as an embodied experience that is modulated by time and influenced by the vagaries of the life course.

1. What can we learn by talking to ageing activists?
2. What does it mean to age as an activist in networked societies?
3. How might activist ageing operate as an alternative to the normative concept of "active ageing?"

July 9, 2019

Morning Lecture XII by Mirko Petrić

"Fighting Fire with Fire: Media Literacy as a Solution to Political Illiteracy?"

Umberto Eco's famous dictum, according to which "if you want to use television to teach somebody, you must first teach them how to use television" dates back to 1979. As well-thought as it might sound, this piece of advice refers to a reality that preceded participatory media cultures, the marketization of education, and the specter of populism in politics and society. How does one become a citizen with the "power to critically choose /.../ and to elaborate information" (Eco, 1996) in a "post-truth" era, in which political professionals use "fake news" and "alternative facts" to discredit the idea of "objective journalism," "lay audiences" are increasingly locked in their social media "echo chambers," and educational standards are declining despite an "ever-growing number of graduates and knowledge production sites" (Kwiek, 2013)? This lecture discusses the idea that an increased focus on media literacy can help address the current predicaments in the political sphere, ranging from non-participation in elections to the populist mindset of those who chose to participate. Can media literacy indeed be a cure for growing political illiteracy? In an attempt to provide some

answers to that question, the lecture draws upon selected texts of media theorists and pedagogues, critics of “academic capitalism,” and analysts of populism. Special attention is devoted to the notion of multiple literacies and once automatically expected “knowledge growth in teaching with technology” (Niess, 2011). The aim of the lecture is to challenge the assumption that “technology is a given – not a debate” and to open up possibilities for a non-digital post-lecture dialogue on the current challenges of education for political citizenship.

1. Why do you think that non-digital discussions are important in a world which is clearly dominated by digital technology?
2. Reverse digital gap (those on the top not having to rely on digital technology) indicates inequality and privilege in the same way access to technology once did. Is it not counterproductive to deprive those whose upward mobility depends on access to technology of some skills needed to access it? Are there differences in this regard between media-rich and less media-rich contexts?
3. Why do you emphasize the role of the state with regard to securing both civil society and educational outcomes? Would not transnationalism be more effective in a globalized world?

Morning Lecture XIII by Luis Portes

“This Time is Faster”

Throughout history, humankind has evolved and adapted to new ways doing things. From sustenance methods to the organizing of a collective life, in hindsight, societies have gone through dramatic changes. Think of the dawn of agriculture or the end of feudal states. Alternative forms of organization have evolved intentionally or incrementally to the point where we are now part of the largest and prosperous living human population ever –even if the latter is not equally shared. Then how it is that in the span of a few years the world system that fostered it is unraveling before our eyes? Why all the radical discontent either in the form of engagement or disengagement? This talk will provide a flyover of the process of economic development in the last 200 years and contrast two structural conveyors of cultural change: urban migration and mobile communications penetration. This time is faster, and the platform is one that favors the relentless intermingling of economic, political, ethnic, and cultural themes that operate in both national and international contexts unconstrained by distance, time or place – unlike a town’s public square.

1. How many forms of inequality can you think of?
2. What do you understand by migration?
3. Based on the past 200 years, how do you visualize the coming 100?

July 10, 2019

Morning Lecture XIV by Hubert Isak

“Churches – Subject to European Union Law like any other?”

According to Art. 17 of the Treaty on the Functioning of the European Union (TFEU), “1. The Union respects and does not prejudice the status under national law of churches and religious associations or communities in the Member States”(1) and the Union shall also “maintain an open, transparent and regular dialogue with these churches and organizations.” This provision, however, does not exclude the applicability of core provisions of EU law to churches to the extent the activities are not linked to the specific character of Churches. This will be

demonstrated by some exemplary cases of which the recent so-called “Good Friday-Ruling” was one of the most significant.

1. If an employee who is atheist is treated in a different manner compared to an employee belonging to a particular church and therefore enjoying special preferential treatment regarding payment if working on a specific holiday each year – would you consider this consideration justified or would you qualify it as a non-justifiable discrimination?
2. Is it justified that of a church or other religious institution establishes as a condition for further being employed to comply with the religious rules of this Church or religious institution?
3. The EU integration process is, per definition, an inter-national process, and so are its rules. Religion as a social phenomenon is, by definition, an anti-national feature too, not knowing frontiers. Given this parallel: Should the EU be more engaged in this field or should it rather stick to what has been stated in the Preamble of the Treaty on the European Union (TEU), namely that the Union “is drawing inspiration from the cultural, religious and humanist inheritance of Europe”, without awarding a special, legally privileged status to the religious, i.e. mainly Christian, part of this inheritance?
4. Religious organizations and their secular equivalents still constitute a major part of civil society, even in a more and more secularized world. Under these premises: Should religion (or Churches as their institutional representatives) (radically) disengage from civil society and limit its activities to the more or less “private” exercise of its fundamental right to freedom of religion, both individually and collectively, as guaranteed by the European convention on Human Rights and the Fundamental Rights Charter of the European Union as well? Or should they, as a bearer of key values which also underpin the European Union, continue to accompany and to take responsibility for the development of society, but of course without being interfering in or mingling with political groups?

Morning Lecture XV by Don E. Walicek

“Rethinking Freedom at Guantánamo Bay; Literature, Humanism, and the Problem of Epistemological Imperialism”

This three-part presentation considers Guantánamo Bay, Cuba a site of global significance that is deeply entrenched in a complex set of interlocking struggles, including debates about slavery, colonialism, imperialism, and the rule of law. Its first part offers a history of the bay, linking various controversies that have taken place there to specific examples of artistic and literary production. Part two discusses representations of freedom in *Poems from Guantánamo, The Detainees Speak* (2007), a volume edited by Marc Falkoff, and two memoirs by men who were incarcerated in the controversial military prison established at Gitmo: Ahmed Errachadi’s *The General, The Ordinary Man Who Changed Guantanamo* (2013) and Mohamedou Ould Slahi’s *Guantánamo Diary* (restored edition, 2017). The third and final part uses philosopher Sylvia Wynter’s concept of ‘embattled humanism’ to better understand both the rich trajectory of artistic and literary production surrounding the bay and the broader possibilities of transforming what Wynter terms epistemological imperialism.

1. What is humanism?
2. How can work in the humanities be modified better address problems associated violence and human rights abuses at Guantanamo Bay and beyond?
3. What insights related to the critique of violence at Guantanamo Bay are relevant in other societies? Provide a specific example (an insight and a specific social context).

July 11, 2019

Morning Lecture XVI by Andreas Schneider/ Marjorie Agosín

“Poetry at 9: A Challenge, a Trial and a Hearing”

In a world of Trumpisation, Brexiteering and Climate Crisis Denial, academics stand accused of ivory-towery and procrastination. All our well-formed diagrams fall flat when it comes to justifying the direction, impact and relevance of much of our work. The world needs radical change, right here and now, and not just engagement but passion and perseverance. So how can poetry help us? As entertainment, it can't compete with binge-watching and youtubing. For sharp and pointy soundbites, people turn to headlines and twitter instead.

Poetry has always been the language of imagination, the rhythm of the heart, a primeval mashup of love and beauty and truth. It goes deep. It might be too whimsical for serious study, too ambiguous for the precise scope of a proper paper. But poetic thinking is resonant. It lingers when the class is over. It unnerves. It irritates. It goes against the grain.

So let's think like poets. Let's be poets! Burst bubbles and open minds, change perceptions and shape words into reality. Among the tools in our poetic belt we'll find synchronicity, serendipity, ambiguity, and the Butterfly Effect. And we'll have help. Marjorie Agosín is an avid writer of love letters to the world. Together with her we will turn around the challenge, and upturn the trial. In this poetic hearing, there will be a panel of academic experts who'll have to answer to our poems.

1. What poem or song has saved your life - Or changed it?
2. Have you ever written a sentence that was so powerful it got stuck in your head and lingered?
3. Where do poems go when they die?

Morning Lecture XVII by Philip Barnard

“When was Literature?”

Mainstream literary-historical discussions generally associate Modernism with the developments of the late 19th and early to mid-twentieth-century, linking these to period emphases including formalism, the articulation of alienation as inner-experience, and, above all, the special role of art as a privileged medium for (usually anti-systemic) ideas & values. Thus we think of and admire Modernist literary monuments from Faulkner to Kafka, Woolf, Joyce, Proust, and so on.

However, scholarship since post-structuralism has made this consensus periodization and definition problematic. Lacoue-Labarthe and Nancy's *Literary Absolute* (1978), for ex., proposes the term “romantico-modern” to describe a longer span beginning in 1798 with the Schlegels, Hölderlin, and other Frühromantik (early-romantic) writers, who affirm a then-new conception of “Literature” that shares the primary features of Modernism mentioned above: the ceaseless development of formal innovation, emphasis on psychological interiority and alienation in aesthetic experience, and the privileged role of art as a medium for perception and thinking (cf. the “art as a replacement for religion” thesis, in the anglophone tradition, from Arnold to Eagleton). Likewise, Bourdieu's *Distinction* (1979) intellectually closes the long era of aesthetic idealism (the notion of art as a privileged medium for Truth) that opened with Kant's *Third Critique* (1790). If we adjust our interpretive frame and re-periodize in this manner, it seems apparent that the central features of what we think of as Modernism are, in fact, the

same as those that animate “Literature” as such since the era of the French Revolution; or, in other words, since the advent of liberal capitalism as the primary ideological frame of the capitalist world-system.

This large question of periodization helps us better understand the particular status of “Literature” the historical formation as it mutates today under late capitalism. Whereas early modern print culture (i.e. *belle-lettres* from the invention of movable type to the French Revolution) functions as political discourse in the public sphere (cf. Habermas), the formation “Literature” (post-1798, if we must designate a year) reshapes liberal print culture as private experience in the aesthetic sphere. Literature functioned as an elite culture practice in dialogue with the emergence of mass cultural forms that, as of the late twentieth century, succeeded it as the dominant practices of discursive art.

1. What are some characteristics of “Modernist” literary works?
2. What is “print culture”?
3. What is the “public sphere”?
4. Was Bob Dylan’s Nobel Prize for Literature a mistake?

GUSEGG 2019 Students

Last Name	First Name	Country	University
Aberdeen	Kurrisha	Trinidad and Tobago	The University of the West Indies
Agape	Andreea	Romania	Alexandru Ioan Cuza University
Ali	Joselle	Trinidad and Tobago	The University of the West Indies
Bagnasco	Filippo Maria	Italy	University of Graz
Bajic	Marina	Serbia	University of Novi Sad
Bekceli	Rita	Kosovo	AAB University
Blazevic	Adriana Petra	Croatia	University of Zadar
Bouqentar	Lamiaae	Canada	University of Montreal
Chen	Yu-Chen	Canada	University of Toronto
Day	Jacob	USA	Arizona State University
DeJong	Scott	Canada	Concordia University Montreal
Dokic	Stasa	Serbia	University of Novi Sad
Driscu	Teodora	Romania	Alexandru Ioan Cuza University
Duderija	Andrea	Croatia	University of Zadar
Duma	Bianca-Raluca	Romania	Alexandru Ioan Cuza University
Emmanuel	Salomi	The Netherlands	Kinnaird College for Women University
Enesey	Dorisz Diana	Hungary	Károli Gáspár University of the Reformed Church in Hungary
Ferreira	Maxine	Trinidad and Tobago	The University of the West Indies
Fiser	Bence	Hungary	University of Pecs

Gavran	Iva	Croatia	University of Zagreb
Ghiran	Stefan	Romania	Alexandru Ioan Cuza University
Gicic	Armin	Serbia	University of Novi Sad
Guardado Salguero	Eliseo	El Salvador	Palacký University Olomouc
Hunsky	Dolores	Slovenia	University of Maribor
Iosif	Stefana	Romania	Alexandru Ioan Cuza University
Irimia	Monica Cristiana	Romania	Alexandru Ioan Cuza University
Jagljal	Shinara	Trinidad and Tobago	The University of the West Indies
Jahiri	Narigona	Slovenia	University of Maribor
Jimenez Brandariz	Vanessa	Spain	University Carlos III of Madrid
Jones	Campbell	Australia	University of Queensland
Kalmar Lachs	Roberto David	Austria	University of Graz
Klobucar	Elena	Croatia	University of Zagreb
Knehtl	Urska	Slovenia	University of Maribor
Kovacs	Balint	Hungary	University of Pecs
Krapic	Filip	Croatia	University of Zagreb
Kumar	Himanshu	India	Saurashtra University
Kusari	Diona	Kosovo	University of Prishtina
Lacej	Erlis	Albania	University of Graz
Lam	Hau Yau	Hong Kong	University of Queensland
Luzha	Diana	Kosovo	Universum College
Machtenberg	Julia	Germany	Ruhr University Bochum
Maierhofer	Simon	Austria	University of Graz
Margetic	Olivera	Serbia	Masaryk University Brno

Mason	John Paul	USA	University of Wyoming
Matejasev	Svetozar	Serbia	Research Centre of the Slovenian Academy of Sciences and Arts
Mitterbacher	Kerstin	Austria	University of Graz
Moran	Sean	USA	University of Wyoming
Morgan	Elise Katherine	USA	University of Kansas
Mozs	Edit	Hungary	Károli Gáspár University of the Reformed Church in Hungary
Pavlas	David	Slovenia	University of Maribor
Peinado	Juan Manuel	Argentina	National University of Cuyo
Penezic	Klara	Croatia	University of Zagreb
Prochinig	Julia	Austria	University of Graz
Raducu	Roberta Mihaela	Romania	National University of Political Studies and Public Administration
Ransome	Cyprian	Trinidad and Tobago	The University of the West Indies
Rawson	Alexander Wallace	USA	University of Kansas
Reinprecht	Frederick	Austria	University of Graz
Reyes	Michael Jeremy	Trinidad and Tobago	The University of the West Indies
Rumson	Claudia Lorraine	Germany	Free University of Berlin
Safarov	Nuriiar	Russia	University of Helsinki
Seda Chabrier	Cristina Isabel	USA	University of Puerto Rico
Shishko	Besmir	Kosovo	University of Graz
Simon	Avadon	Trinidad and Tobago	The University of the West Indies

Somogyi	Kitti	Hungary	University of Pecs
Sultana	Bipasha	Canada	Concordia University Montreal
Suszta	Laura	Hungary	Károli Gáspár University of the Reformed Church in Hungary
Szabo	Helga	Hungary	University of Szeged
Szemes	Beatrix Petra	Hungary	University of Sopron
Tury	Melinda	Hungary	University of Szeged
Valverde Vela	Luis Antonio	Spain	University of Cadiz
Van de Beeck	Lise Virginie C	Belgium	University of Ottawa
Wallace	Morgan	USA	University of Wyoming
Westgard	Emma D	Sweden	Lafayette College
Wu	Jiawen	China	University of Pecs
Zilla	Amanda	Trinidad and Tobago	The University of the West Indies

Seminars

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

WEEK 1 (Prof. Cwik)

The development of new political theories of state during the era of enlightenment have changed our societies in a drastic way. Especially the impact of Rousseau's *The Social Contract* and Montesquieu's "Separation of Power" became the basis of the modern state. Former subjects of kings and queens became citizens of states. As citizens they became officially the state sovereign and were fighting for more political and economic participation within the new system. In the colonies the development was different, because the decolonization process had priority and political participation does hardly play a role. The lack of industrialization in the new independent states prevented the emergence of a proletariat hence the conservative feudal system remained during the age of revolutions. The seminar wants to elaborate the differences between state formation processes in Europe and the Americas based on different examples in different epochs among them: the German Confederation State (1815-1848) versus the United States of America, France versus Brazil, Panama versus Albania, Venezuela versus Yugoslavia, Gibraltar versus Anguilla. The seminar will also discuss new state projects such as Catalunya.

WEEK 2 (Prof. Walicek)

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

Lecturers: Professor Christian Cwik and Professor Don Walicek

Participants in this seminar are:

- | | |
|-----------------------------|---------------------------------|
| - Teodora Driscu | - Edit Mozs |
| - Armin Gicic | - Alexander Wallace Rawson |
| - Vanessa Jimenez Brandariz | - Cristina Isabel Seda Chabrier |
| - Balint Kovacs | - Jiawen Wu |
| - Julia Machtenberg | - Avadon Simon |
| - Elise Katherine Morgan | |

Classes: July 1-5 and July 8-11, in Schloss 1 (upper Schloss)

OUTCOMES

Students will:

- Become familiar with state theory in Europe, Latin America and the Caribbean,
- Understand reasons of resistance against Colonialism,
- Find out how migrants have been responsible for political changes,
- Understand more about present migrations,
- Be familiar with migration theories and be able to apply them to today's migrations,
- Know how societies change and are affected by migrations and relocations,

- Demonstrate critical thinking in written and oral reactions to texts related to the course themes and selected from a variety of disciplines,
- Formulate creative approaches to the complexities of the course's main topics,
- Analyze selected themes through a variety of approaches and from divergent perspectives.

TOPICS AND SCHEDULE

Date	Topic	Reading
1 July 2019	Political State Theory	<p>Montesquieu. <i>The Spirit of Law. A Compendium of the First English Edition.</i> University of California Press, 1977, passim.</p> <p>Muldoon, Ryan. <i>Social Contract Theory for a Diverse World: Beyond Tolerance.</i> Routledge, 2016, p. 31-42.</p> <p>Rousseau, Jean Jacques. <i>The Social Contract or Principles of Political Right.</i> Wordsworth, 1998, passim.</p> <p>Sullivan, Vickie B. <i>Montesquieu and the Despotism Ideas of Europe: An Interpretation of the Spirit of the Laws.</i> The University of Chicago Press, 2017, p. 89-98.</p>
2 July 2019	Formation of National States During the Age of Revolution in Europe and the Americas	<p>Benton, Lauren. <i>A Search for Sovereignty: Law and Geography in European Empires, 1400–1900.</i> Cambridge University Press, 2010, pp. 124-140.</p> <p>Hobsbawm, Eric. <i>The Age of Revolution, 1789-1848.</i> Vintage, 2010, pp. 43-50.</p> <p>Tilly, Charles. <i>The Formation of National State in Western Europe.</i> Princeton University Press, 1975, passim.</p>
3 July 2019	Federation States, Centralistic States, Socialist States	<p>Greß, Franz. <i>Reforming Governance: Lessons from the United States of America and the Federal Republic of Germany.</i> Palgrave Macmillan, 2001, pp. 11-35.</p> <p>Pipes, Richard. <i>The Formation of the Soviet Union: Communism and Nationalism; 1917– 1923.</i> Harvard University Press, 1970, passim.</p> <p>White, George W. <i>Nation, State, and Territory: Origins, Evolutions, and Relationships, Volumes 1 and 2.</i> Rowman & Littlefield Publishers, 2004 and 2007, passim.</p>
4 July 2019	Protectorate States, Overseas Territories, New State Projects	<p>Cuadras-Moratá, Xavier. <i>Catalonia: A New Independent State in Europe? A Debate on Secession within the European Union.</i> Routledge, 2016, pp. 51-60.</p> <p>Kochenov, Dimitry. <i>EU Law of the Overseas: Outermost Regions, Associated Overseas Countries and Territories, Territories Sui Generis.</i> Aspen Publishers, 2011.</p> <p>Madden, Frederick and John Darwin. <i>The Dependent Empire, 1900-1948: Colonies, Protectorates, and Mandates: Select Documents on the Constitutional History of the British Empire and Commonwealth, Vol. VII,</i> Greenwood Press, 1994, pp. 43-61.</p>
5 July 2019	Europe-America: Transformation through Migration	<p>Munck, Ronaldo and Mary Hyland. "Migration, regional integration and social transformation: A North–South comparative approach." <i>Global Social Policy</i>, vol. 14, no. 1, 2013, pp.32–50. <i>Sage Journals</i>, https://doi.org/10.1177/1468018113504773.</p> <p>Von Sternburg, Speck. "The Phantom Peril of German Emigration and South-American Settlements." <i>The North American Review</i>, vol. 182, no. 594, 1906, pp. 641-650.</p>

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

READINGS

Week 1 (Prof. Cwik)

- Benton, Lauren. *A Search for Sovereignty: Law and Geography in European Empires, 1400–1900*. Cambridge University Press, 2010, pp. 124-140.
- Cuadras-Moratá, Xavier. *Catalonia: A New Independent State in Europe? A Debate on Secession within the European Union*. Routledge, 2016, pp. 51-60.
- Greß, Franz. *Reforming governance: Lessons from the United States of America and the Federal Republic of Germany*. Palgrave Macmillan, 2001, pp. 11-35.
- Hobsbawm, Eric. *The Age of Revolution, 1789-1848*. Vintage, 2010, pp. 43-50.
- Kochenov, Dimitry. *EU Law of the Overseas: Outermost Regions, Associated Overseas Countries and Territories, Territories Sui Generis*. Aspen Publishers, 2011.
- Kritz, Mary M. and Douglas T. Gurak. "International Migration Trends in Latin America: Research and Data Survey." *The International Migration Review*, vol. 13, no. 3, 1979, pp. 407-427.

- Madden, Frederick and John Darwin. *The Dependent Empire, 1900-1948: Colonies, Protectorates, and Mandates: Select Documents on the Constitutional History of the British Empire and Commonwealth, Vol. VII*, Greenwood Press, 1994, pp. 43-61.
- Mitsilegas, Valsamis. "Immigration Control in an Era of Globalization: Deflecting Foreigners, Weakening Citizens, and Strengthening the State." *Indiana Journal of Global Legal Studies*, vol. 19, no. 1, 2012, pp. 3-35.
- Montesquieu. *The Spirit of Law. A Compendium of the First English Edition*. University of California Press, 1977, passim.
- Muldoon, Ryan. *Social Contract Theory for a Diverse World: Beyond Tolerance*. Routledge, 2016, pp. 31-42.
- Munck, Ronaldo and Mary Hyland. "Migration, regional integration and social transformation: A North–South comparative approach." *Global Social Policy*, vol. 14, no. 1, 2013, pp. 32-50. *Sage Journals*, <https://doi.org/10.1177/1468018113504773>.
- Piché, Victor and Catriona Dutreuilh. "Contemporary Migration Theories as Reflected in their Founding Texts." *Population* (English Edition, 2002-), vol. 68, no. 1, 2013, pp. 141-164.
- Pipes, Richard. *The Formation of the Soviet Union: Communism and Nationalism; 1917– 1923*. Harvard University Press, 1970, passim.
- Rousseau, Jean Jacques. *The Social Contract or Principles of Political Right*. Wordsworth, 1998, passim.
- Sullivan, Vickie B. *Montesquieu and the Despotism Ideas of Europe: An Interpretation of the Spirit of the Laws*. The University of Chicago Press, 2017, pp. 89-98.
- Tilly, Charles. *The formation of National State in Western Europe*. Princeton University Press, 1975, passim.
- White, George W. *Nation, State, and Territory: Origins, Evolutions, and Relationships, Volumes 1 and 2*. Rowman & Littlefield Publishers, 2004 and 2007, passim.
- Von Sternburg, Speck. "The Phantom Peril of German Emigration and South-American Settlements." *The North American Review*, vol. 182, no. 594, 1906, pp. 641-650.

Week 2 (Prof. Walicek)

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

Seminar Module 2: Media and Crises of Democracy

The Media and Modernity: The Populist Moment

The content of the seminar is outlined by its title, which quotes the titles of John B. Thompson's classical social theory of the media and Jan Werner Müller's recent article on populism in contemporary politics and culture. Added to this should be the content of Harry

Frankfurt's 2005 essay "On Bullshit," which analyzed the implications of the rhetorical mode of "post-factual politics" even before the term was coined. Topics covered include discussions of the technological and cultural differences of "legacy media" and "social media," the transformation of the public sphere in the era of "networked individualism," and dissent in the age of "regressive modernity" (Nachtwey, 2016).

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

Lecturer: Professor Mirko Petrić

Participants in this seminar are:

- Andreea Agape
- Adriana Petra Blazevic
- Yu-Chen Chen
- Jacob Day
- Andrea Duderija
- Bianca-Raluca Duma
- Iva Gavran
- Diana Luzha
- Olivera Margetic
- Helga Szabo
- Morgan Wallace

Classes: July 1-5 and July 8-11, in Seminarraum 2 (next to the GUSEGG Office)

OUTCOMES

Students will:

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

TOPICS AND SCHEDULE

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

		<p>http://web.mit.edu/esd.83/www/notebook/WorldSystem.pdf.</p> <p>Beck, Ulrich. <i>Risk Society</i>. Sage Publications Ltd, 1992. (excerpts)</p>
2 July 2019	The media and modernity	<p>Sunstein, Cass. "The Daily We: Is the Internet really a blessing for democracy?" <i>Boston Review</i>, 2001, http://bostonreview.net/cass-sunsteininternet-democracy-daily-we.</p> <p>Thompson, John B. <i>The Media and Modernity. A Social Theory of the Media</i>. Polity Press, 1995. (Overview.)</p> <p>Thompson, John B. "The New Forms of Visibility." <i>Theory, Culture & Society</i>, vol. 22 no. 62, 2005, pp. 31-51.</p>
3 July 2019	Social media and surveillance capitalism	<p>Lanchester, John. "You are the Product!" <i>London Review of Books</i>, vol. 39, no. 16, 2017, pp. 3-10.</p>
4 July 2019	A fourth age of political communication?	<p>Blumler, Jay G. and Dennis Kavanagh. "The Third Age of Political Communication: Influences and Features." <i>Political Communication</i>, vol. 16, no. 3, 1999, pp. 209–230.</p>
5 July 2019	Towards a populist media rhetoric: from Frankfurt' essay to "fake news"	<p>Frankfurt, Harry. <i>On Bullshit</i>. Princeton University Press, 2005 [1986]. (A selection – the original 1986 <i>Raritan</i> essay)</p>
8 July 2019	The populist moment	<p>Müller, Jan-Werner. "Capitalism in One Family." <i>London Review of Books</i>, vol. 38, no. 23, 2016, pp. 10-14.</p> <p>Müller, Jan-Werner. "'The people must be extracted from within the people': Reflections on Populism." <i>Constellations</i>, vol. 21, no. 4, 2014, pp. 483-493.</p>
9 July 2019	Populism in different contexts	<p>Muis, Jasper and Tim Immerzeel. "Causes and consequences of the rise of populist radical right parties and movements in Europe." <i>Current Sociology</i>, vol. 65, no. 6, 2017, pp. 909-930.</p>
10 July 2019	Civil society 4.0?	<p>Alexander, Jeffrey. "Introduction. Civil Society I, II, III: Constructing an Empirical Concept from Normative Controversies and Historical Transformations." <i>Real Civil Societies: Dilemmas of Institutionalization</i>, edited by Jeffrey Alexander, Sage, 1998, pp. 1-19.</p> <p>Hauser, Gerald A. <i>Vernacular Voices: The Rhetoric of Publics and Public Spheres</i>. University of South Carolina Press, 1999. (Overview.)</p> <p>Morris, Aldon. "Naked Power and the Civil Sphere." <i>Sociological Quarterly</i>, vol. 48, 2007 pp. 615–628.</p>
11 July 2019	From public intellectuals to citizen intellectuals?	<p>Aubin, France. "Intellectuals, the Public Sphere and Dissemination Strategies." <i>New Public Spheres: Recontextualizing the Intellectual</i>, edited by Peter Thijssen et al., Routledge, 2013, pp. 71-87.</p> <p>Dunlop, Tim. "If you build it they will come." <i>Evatt Journal</i>, vol. 3, no. 4, 2003, http://evatt.org.au/papers/if-you-build-it-they-will-come.html.</p>

READINGS

- Alexander, Jeffrey. "Introduction. Civil Society I, II, III: Constructing an Empirical Concept from Normative Controversies and Historical Transformations." *Real Civil Societies: Dilemmas of Institutionalization*, edited by Jeffrey Alexander, Sage, 1998, pp. 1-19.
- Aubin, France. "Intellectuals, the Public Sphere and Dissemination Strategies." *New Public Spheres: Recontextualizing the Intellectual*, Farnham, edited by Peter Thijssen et al., Routledge, 2013, pp. 71-87.
- Beck, Ulrich, Wolfgang Bonss, and Christoph Lau. "The Theory of Reflexive Modernization: Problematic, Hypotheses and Research Programme." *Theory, Culture & Society*, vol. 20, no. 2, 2003, pp. 1-33.
- Beck, Ulrich. *Risk Society*. Sage Publications Ltd, 1992.
- Blumler, Jay G. and Dennis Kavanagh. "The Third Age of Political Communication: Influences and Features." *Political Communication*, vol. 16, no. 3, 1999, pp. 209–230.
- Frankfurt, Harry. *On Bullshit*. Princeton University Press, 2005 [1986]. (A selection – the original 1986 *Raritan* essay)
- Dunlop, Tim. "If you build it they will come." *Evatt Journal*, vol. 3, no. 4, 2003, <http://evatt.org.au/papers/if-you-build-it-they-will-come.html>.
- Hauser, Gerald A. *Vernacular Voices: The Rhetoric of Publics and Public Spheres*. University of South Carolina Press, 1999.
- Lanchester, John. "You are the Product!" *London Review of Books*, vol. 39, no. 16, 2017, pp. 3-10.
- Martinez-Vela, Carlos. "World Systems Theory." *Massachusetts Institute of Technology*, 2001, <http://web.mit.edu/esd.83/www/notebook/WorldSystem.pdf>
- Morris, Aldon. "Naked Power and the Civil Sphere." *Sociological Quarterly*, vol. 48, 2007, pp. 615–628.
- Muis, Jasper and Tim Immerzeel. "Causes and consequences of the rise of populist radical right parties and movements in Europe." *Current Sociology*, vol. 65, no. 6, 2017, pp. 909-930.
- Müller, Jan-Werner. "'The people must be extracted from within the people': Reflections on Populism." *Constellations*, vol. 21, no. 4, 2014, pp. 483-493.
- . "Capitalism in One Family." *London Review of Books*, vol. 38, no. 23, 2016, pp. 10-14.
- Thompson, John B. *The Media and Modernity. A Social Theory of the Media*. Polity Press 1995.
- . "The New Forms of Visibility." *Theory, Culture & Society*, vol. 22, no. 62, 2005, pp. 31-51.
- Sunstein, Cass. "The Daily We: Is the Internet really a blessing for democracy?" *Boston Review*, 2001, <http://bostonreview.net/cass-sunsteininternet-democracy-daily-we>.

Seminar Module 3: Economics and Inequalities

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

Lecturer: Professor Luis San Vicente Portes

Participants in this seminar are:

- Kurrisha Aberdeen
- Shinara Jaglal
- Campbell Jones
- Urska Knehtl
- Filip Krapic
- Kerstin Mitterbacher
- Juan Manuel Peinado

Classes: July 1-5 and July 8-11, in Schloss 2 (upper Schloss)

OUTCOMES

Students will:

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

TOPICS AND SCHEDULE

Date	Topic	Readings
1 July 2019	Foundations: What's Economic Development?	Callen , Tim. "PPP versus the Market: Which Weight Matters?" <i>Finance and Development</i> , vol. 44, no. 1, 2007, www.imf.org/external/pubs/ft/fandd/2007/03/basics.htm .
2 July 2019	Economic Development: Institutions	Edison , Halli. "Testing the Links How strong are the links between institutional quality and economic performance?" <i>Finance and Development</i> , 2003, pp. 35-37.
3 July 2019	Globalization: Trade	McDonald , Brad. "Why Countries Trade." <i>Finance and Development</i> , 2009, pp. 48-49.
4 July 2019	Globalization: Finance	Kose, Ayhan M., Prasad, Eswar, Rogoff, Kenneth and Wei, Shang-Jin . "Financial Globalization: Beyond the Blame Game." <i>Finance and Development</i> , vol. 44, no. 1, 2007, https://www.imf.org/external/pubs/ft/fandd/2007/03/kose.htm .
5 July 2019	Income and Distributional Effects of Globalization	Dollar , David and Aart Kraay . "Trade, Growth, and Poverty" <i>Finance and Development</i> , vol. 38, no. 3, 2001, http://www.imf.org/external/pubs/ft/fandd/2001/09/dollar.htm .
8 July 2019	Why Does Inequality Matter?	" Inequality v growth. " <i>The Economist</i> , The Economist Newspaper, 3 Mar. 2014, www.economist.com/news/finance-and-economics/21597931-up-point-redistributing-income-fight-inequality-can-lift-growth-inequality . Summers , Lawrence H. "The Inequality Puzzle." <i>Democracy Journal</i> , no. 33, 2014, pp. 91-99.
9 July 2019	Trends in Inequality	"FOCUS on Top Incomes and Taxation in OECD Countries: Was the crisis a game changer?" OECD , <i>Directorate for Employment, Labour and Social Affairs</i> , May 2014.
10 July 2019	Technology: Economics and Society	Wellisz , Chris. "Prophet of Pessimism." <i>Finance & Development</i> , June 2017, pp. 28-31.
11 July 2019	Moral Limits of the Market	Sandel , Michael J. "Market Reasoning and Moral Reasoning: Why Economists Should Re-engage with Political Philosophy." <i>Journal of Economic Perspectives</i> , vol. 27, no. 4, 2013, pp. 121-140.

READINGS

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

Seminar Module 4: Sustainability and Intergenerational Ethics

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

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

Lecturers: Professor Helga Kromp-Kolb and Professor Stephen Katz

Participants in this seminar are:

- Joselle Ali
- Rita Bekceli
- Dorisz Diana Enesey
- Himanshu Kumar
- Diona Kusari
- Sean Moran
- Beatrix Szemes
- Kitty Somogyi

Classes: July 1-5 and July 8-11, in Seminarraum 3 (next to the GUSEGG Office)

OUTCOMES

Students will:

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

TOPICS AND SCHEDULE

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

		<p>Schuppert, Fabian. "Climate Change Mitigation and Intergenerational Justice." <i>Environmental Politics</i>, vol. 20, no. 3, 2011, pp. 303-21.</p> <p><u>Optional</u>: Haq, Gary, Jan Minx, John Whitelegg and Anne Owen. <i>Greening the Greys: Climate Change and the Over 50s</i>. Stockholm Environment Institute, 2007.</p>
10 July 2019	Environment, Justice and Intergenerational Ethics for Younger Populations	<p>Gibbons, Elizabeth D. "Climate Change, Children's Rights, and Intergenerational Climate Justice." <i>Health and Human Rights Journal</i>, vol. 16, no. 1, 2014, pp. 19-30.</p> <p>Stratford, Elaine. "Skateboarding as Social and Environmental Praxis: Navigating a Sustainable Future," <i>Geographies of Global Issues: Change and Threat</i>, edited by Tracey Skelton, Natascha Klocker and Nicola Ansell, Springer, 2017, pp. 1-19.</p> <p><u>Optional</u>: Corner, Adam and Olga Roberts, Sybille Chiari, Sonja Völler, Elisabeth S. Mayhuber, Sylvia Mandl and Kate Monson. "How do Young People Engage with Climate Change? The Role of Knowledge, Values, Message Framing, and Trusted Communicators." <i>WIREs Climate Change</i>, vol. 6, no. 5, 2015, pp. 523-534.</p>
11 July 2019	The Future of Now	<p>Kaplan, Matthew, Mariano Sanchez and Jaco Hoffman. "Intergenerational Strategies for Preserving and Appreciating the Natural Environment," <i>Intergenerational Pathways to a Sustainable Society</i>, edited by Matthew Kaplan, Mariano Sanchez and Jacobus Hoffman, Springer International Publishing, 2017, pp. 163-73.</p> <p>*Student Conference: Each student will be responsible for a short presentation on one example of an intergenerational movement, image, program, performance, space, publication, aesthetic, sport, organization, technology, policy, fashion, community or something else that connects different age groups to green or environmental issues.</p>

READINGS

Week 1 (Prof. Kromp-Kolb)

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

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

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

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

Meadows, Donella. *Leverage Points to Intervene in a System*. (Whole Earth Winter 1997).

Sustainability Institute, 1998, <https://www.climateinteractive.org/wp-content/uploads/2014/11/Leverage-Points-DMeadows.pdf>.

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

TWI2050 2018: *The World in 2050. Transformations to Achieve the Sustainable Development Goals*.

Report prepared by the World in 2050 initiative. International Institute for Applied Systems

Analysis (IIASA), Laxenburg, Austria,

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

Week 2 (Prof. Katz)

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

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

Seminar Module 5: Jewish Culture and Modernity

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

Lecturers: Professor Cheryl Lester and Professor Philip Barnard

Participants in this seminar are:

- | | |
|------------------------------|------------------------|
| - Salomi Emmanuel | - Julia Prochinig |
| - Bence Fiser | - Michael Jeremy Reyes |
| - Stefan Ghiran | - Besmir Shisko |
| - Stefana Iosif | - Laura Suszta |
| - Roberto David Kalmar Lachs | - Emma D Westgard |
| - Klara Penezic | |

Classes: July 1-5 and July 8-11, in Schloss 3 (upper Schloss)

OUTCOMES

Students will:

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

TOPICS AND SCHEDULE

Date	Topic	Reading
1 July 2019	Introduction to Jewish Culture and Modernity: Keywords, Concepts, Periods	Batnitzky , Leora. "Modern Judaism and the Invention of Jewish Religion." <i>How Judaism Became a Religion: An Introduction to Modern Jewish Thought</i> . Princeton UP, 2013, pp. 13-31. Outhwaite , William, editor. <i>The Blackwell Dictionary of Modern Social Thought</i> (Second Edition); articles "Modernism and Postmodernism," "Modernity," and "Modernization" (Blackwell, 2006), pp. 401-06.
2 July 2019	Enlightenment and Haskalah: Jewish Dis/Engagement	Litvak , Olga. <i>Haskalah: The Romantic Movement in Judaism</i> . Rutgers UP, 2012, pp. 3-46.
3 July 2019	Jewish identity in question during the Revolutionary Era	Brown , Charles Brockden. "What is a Jew?" <i>The Monthly Magazine and American Review</i> , vol. 3, no. 5, 1800, pp. 323-25. Brown , Charles Brockden. Chapter 23 (backstory of Achsa Fielding) from <i>Arthur Mervyn; or, Memoirs of the Year 1793. Second Part</i> . [1800]. Hackett Publishing, 2008, pp. 305-16.
4 July 2019	Jewish Population and Migration in Eastern Europe	" Population and Migration ." <i>The Yivo Encyclopedia of Jews in Eastern Europe</i> . http://www.yivoencyclopedia.org/article.aspx/Population_and_Migration . Roth , Joseph. "Eastern European Jews in the West," "The Jewish Shtetl," and "Ghettoes in the West (Vienna)." In <i>The Wandering Jews</i> . Norton, 2001, pp. 5-67.
5 July 2019	Spaces and Places of Jewish Dis/Engagement	Pinsker , Shachar and Newman , Lisa. "A Rich Brew: How Cafés Created Modern Jewish Culture." <i>The Shmooze: The Yiddish Book Center's Podcast</i> . Episode 193 (2 August 2018). https://www.yiddishbookcenter.org/language-literature-culture/the-shmooze/193-rich-brew-how-caf-s-created-modern-jewish-culture Herzl , Theodore. <i>The Jewish State</i> pp. 73-97. Project Gutenberg E-book.
8 July 2019	Jewish identity in question after the Shoah	Roth , Philip. "Eli, the Fanatic." 1959. <i>Goodbye Columbus and Five Short Stories</i> (Vintage, 1993). Wirth-Nesher , Hana. "Resisting Allegory, or Reading 'Eli, the Fanatic' in Tel Aviv." <i>Proof texts</i> 21.1 (2001): 103-112.
9 July 2019	Simulating Jewish spaces after the Shoah	Gruber , Ruth. "Beyond Virtually Jewish: New Authenticities and Real Imaginary Spaces in Europe." <i>Jewish Quarterly Review</i> , vol. 99, no. 4, 2009, pp. 487-504. Horne , Dara. "Shtetl." <i>Promised Lands: New Jewish American Fiction on Longing and Belonging</i> , edited by Derek Rubin, Brandeis UP, 2010, pp. 25-34.
10 July 2019	Jewishness Inside and Out	Staub , Michael E., Melnick , Jeffrey, and Feld , Marjorie N. "Keywords In and For the New Jewish Studies." <i>Shofar</i> 24.4 (2006): 2-33. [Read "Smart" and "Shul," pp. 1-12 & 22-33.]
11 July 2019	Hybridity, Soul, and Jewish Culture	Staub , Michael E., Melnick , Jeffrey, and Feld , Marjorie N. "Keywords In and For the New Jewish Studies." <i>Shofar</i> 24.4 (2006): 2-33. [Read "Soul," pp. 13-21.] Cohen, Leonard. "Who by Fire" (1974). YouTube.

READINGS

Batnitzky, Leora. "Modern Judaism and the Invention of Jewish Religion." *How Judaism Became a Religion: An Introduction to Modern Jewish Thought*. Princeton UP, 2013, pp. 13 – 31.

Brown, Charles Brockden. "What is a Jew?" *The Monthly Magazine and American Review*, vol. 3, no. 5, 1800, pp. 323-25. (E-text will be supplied)

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

Seminar Module 6: Ageing, Communication, and Technologies

This seminar considers age and ageing as key concepts whose definitions affect how, in today's networked societies marked by the proliferation of digitally mediated communications often deemed the purview of the young, issues that pertain to the social exclusion/inclusion of an increasingly older population and the development of ethical intergenerational relations are articulated in public discourses and policies. Adopting an interdisciplinary approach, we will draw upon the insights of critical ageing studies scholars in Europe and the Americas to: a) examine the predominance of "decline narratives" associated with ageing; b) to draw the contours of ageism and what we might call "digital ageism"; and c) to question the ethical and political implications of notions of "active ageing" and "wellness" in the context of growing concerns about age-related decline, including cognitive, memory and physical decline. We will also draw upon ethnographies with older adults as well as theoretical work on media, mediation and mediatization to reflect on the possibilities of transgressing mainstream definitions of age and ageing, and the norms and expectations that they contribute to establish and legitimize. We will discuss the contrasted definitions of ageing proposed by and performed in different cultures of ageing to shift our perspective on what concepts of age and ageing can do, the relevant questions they lead us to ask, and the stands they invite us to take in the here and now.

Lecturers: Professor Murray Forman and Professor Kim Sawchuk

Participants in this seminar are:

- | | |
|----------------------|--------------------------------|
| - Scott DeJong | - Roberta Mihaela Raducu |
| - Stasa Dokic | - Cyprian Ransome |
| - Elena Klobucar | - Bipasha Sultana |
| - Erlis Lacej | - Nuriar Safarov |
| - Hau Yau Lam | - Luis Antonio Valverde Vela |
| - Svetozar Matejasev | - Lise Virginie C Van de Beeck |

Classes: July 1-5 and July 8-11, in Brenner 3

OUTCOMES

Students will:

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

TOPICS AND SCHEDULE

Date	Topic	Readings and Questions
1 July 2019	Ageing and Narratives of Decline	<p>Margaret Morganroth Gullette, “The New Regimes of Decline,” <i>Agewise: Fighting the New Ageism in America</i> (p. 1-17). University of Chicago Press, 2011.</p> <p>For your pleasure: https://www.nytimes.com/2019/03/04/technology/modern-elder-resort-silicon-valley-ageism.html)</p> <p>How is ageism related to decline narratives? What are the ageist/decline narratives that we encounter and internalize as we grow up? How do we reproduce decline narratives in our own personal stories and expressions? How do we define and actualize “age appropriate” and “age inappropriate attitudes” or behaviors?</p>
2 July 2019	Ageing and Intersectionality: Questioning Normative Category	<p>Cho, Sumi, Kimberlé W. Crenshaw, and Leslie McCall. 2013. “Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis,” <i>Signs: Journal of Women in Culture and Society</i> (38) 41 (p. 785-810).</p> <p>Calasanti, Toni and Sadie Giles. 2018. “The Challenge of Intersectionality,” <i>American Society for Aging</i> (https://www.asaging.org/blog/challenge-intersectionality)</p> <p>What are the key elements of the “active ageing” paradigm? What ideological and institutional forces combine to produce social inequalities, and how? How can we identify and interrogate aspects of privilege (or advantage, entitlement, birthright, etc.) within age and ageing discourses and media representations?</p>
3 July 2019	Memory and Media: Producing Our Present-pasts (and futures) as we Age	<p>van Dijck, J. (2010), Remembering songs through telling stories: pop music as a resource for memory, " in J. van Dijck and K. Bijsterveldt (eds.). <i>Sound souvenirs: Audio technologies, Memory and cultural practices</i>, (107-119). Amsterdam: Amsterdam University Press.</p> <p>Boym, Svetlana. (2007), “Nostalgia and Its Discontents,” <i>Hedgehog Review</i> (9)2, Summer. (p 7-18).</p> <p>How might pop songs act as vehicles for reminiscence or recollection across the life course? How do narratives link particular experiences to memories?</p>

		<p>What is nostalgia and how is it a factor when listening to songs from our past?</p> <p>How is collective memory manifested and productively mobilized?</p>
4 July 2019	Other Cultures of Ageing	<p>Taylor, J. (2010). Queer Temporalities and the Significance of "Music Scene" Participation in the Social Identities of Middle-aged Queers. <i>Sociology</i>, 44(5), 893–907.</p> <p>Cruikshank, Margaret. 2013 "Class, Ethnicity, Sexual Orientation and Gender," <i>Learning to be Old: Gender, Culture and Ageing</i> (3rd edition). Lanham, MD: Rowman & Littlefield.</p> <p>Véro Leduc and Line Grenier, (2016) "Fingers on the line" video. Montreal.</p> <p>How does the concept of queer temporalities trouble the idea of the life course?</p> <p>What difference does "difference" make in critical age studies?</p>
5 July 2019	Ageing with Dementia	<p>Pia Kontos and Alisa Grigorovich</p> <p>"Dancing with dementia: citizenship, embodiment and everyday life in the context of long-term care, " in Stephen Katz, (ed) <i>Ageing and Everyday Life : materialities and embodiments</i>. Bristol Polity Press, 2018, 163-171.</p> <p>What is the contribution of this article to our understanding of dementia and self-hood?</p>
8 July 2019	Mediation, Mediatization: Ageing and Creative Interventions	<p>Kim Sawchuk (2013). "Tactical Mediatization: Pressures, Push-back and Learning from RECAA," <i>MedieKultur: journal of media and communication research</i>, 29 (54), 47-64.</p> <p>How is mediatization understood? How does it affect creative interventions by older adults in particular contexts?</p>
9 July 2019	Materialities of ageing with Technology	<p>Katz, S. (2009). Afterword: Aging Together. <i>Cultural Aging: Life Course, Lifestyle, And Senior Worlds</i> (2e édition) (p. 233-234). University of Toronto Press.</p> <p>Ratzenböck, B. (2016). "Let's take a look together": Walking interviews in domestic spaces as a means to examine ICT experiences of women 60+. <i>Romanian Journal of Communication and Public Relations</i>, 18(1), 49–64.</p> <p>How is materiality understood and how does it connect with age and ageing?</p>
10 July 2019	More Materialities : Ageing with Stuff	<p>David J. Ekerdt. (2018). "Things and Possessions," in Stephen Katz, (ed) <i>Ageing and Everyday Life : materialities and embodiments</i>. Bristol: Polity Press, 29- 43.</p> <p>Film Screening:</p> <p>Sophie Guerin (2013), "Une Jour A L'autre," (documentary film) Concordia University : Montreal.</p> <p>What is the difference between a commodity and a possession, as Ekerdt understands it? How does stuff matter through the life course?</p> <p>What stuff do you have now and what stuff would you bring with you?</p>
11 July 2019	Wrap up	No Readings. Discussions of potential papers for publication.

READINGS

Boym, Svetlana. (2007), "Nostalgia and Its Discontents," *Hedgehog Review* (9)2, Summer. (p 7-18).

- Calasanti, Toni and Sadie Giles. 2018. "The Challenge of Intersectionality," *American Society for Aging* (<https://www.asaging.org/blog/challenge-intersectionality>)
- Cho, Sumi, Kimberlé W. Crenshaw, and Leslie McCall. 2013. "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis," *Signs: Journal of Women in Culture and Society* (38) 41 (p. 785-810).
- Cruikshank, Margaret. (2013). "Class, Ethnicity, Sexual Orientation and Gender," *Learning to be Old: Gender, Culture and Ageing* (3rd edition). Lanham, MD: Rowman & Littlefield.
- David J. Ekerdt. (2018). "Things and Possessions" in Stephen Katz, (ed.) *Ageing and Everyday Life : Materialities and Embodiments*. Bristol: Polity Press, 29- 43.
- Katz, S. (2009). Afterword: Aging Together. *Cultural Aging: Life Course, Lifestyle, And Senior Worlds* (2e édition) (p. 233-234). University of Toronto Press.
- Kim Sawchuk (2013). "Tactical Mediatization: Pressures, Push-back and Learning from RECAA," *MedieKultur: Journal of Media and Communication Research*, 29 (54), 47-64.
- Kontos, Pia and Alisa Grigorovich. (2018). "Dancing with Dementia: citizenship, embodiment and everyday life in the context of long-term care," in Stephen Katz, (ed.) *Ageing and Everyday Life: Materialities and Embodiments*. Bristol: Polity Press, 163-171.
- Morganroth Gullette, Margaret. (2011). "The New Regimes of Decline," *Agewise: Fighting the New Ageism in America* (p. 1-17). University of Chicago Press.
- Ratzenböck, B. (2016). "Let's take a look together": Walking interviews in domestic spaces as a means to examine ICT experiences of women 60+. *Romanian Journal of Communication and Public Relations*, 18(1), 49–64.
- Taylor, J. (2010). Queer Temporalities and the Significance of "Music Scene" Participation in the Social Identities of Middle-aged Queers. *Sociology*, 44(5), 893–907.
- van Dijck, J. (2010), "Remembering songs through telling stories: pop music as a resource for memory," in J. van Dijck and K. Bijsterveldt (eds.). *Sound souvenirs: Audio technologies, Memory and cultural practices*, (107-119). Amsterdam: Amsterdam University Press.

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

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

Lecturers: Professor Roberta Maierhofer and Professor Barbara Ratzenböck, with Marjorie Agosín, Hermine Penz, Susanne Lamm, Andreas Schuch and Andreas Schneider

Participants in this seminar are:

- | | |
|----------------------------|---------------------------|
| - Filippo Maria Bagnasco | - Narigona Jahiri |
| - Lamiae Bouqentar | - David Pavlas |
| - Maxine Ferreira | - Frederick Reinprecht |
| - Eliseo Guardado Salguero | - Claudia Lorraine Rumson |
| - Dolores Hunsky | - Melinda Tury |
| - Monica Cristiana Irimia | - Amanda Zilla |

Classes: July 1-5 and July 8-11, in Kongress-Saal

OUTCOMES

Students will:

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

TOPICS AND SCHEDULE

Date	Topic	Reading
1 July 2019	Introduction: Engagement Through Texts	Each participant will be asked to provide a poem as an introduction of him-/herself. All the poems presented will be made available to participants.
2 July 2019	Narrating Reality	Marshall, Paule. "To Da-duh, in Memoriam." 1967. <i>Reena and Other Stories</i> . 1983. Old Westbury, NY: Feminist Press, pp. 93-106. Maierhofer, Roberta. "'Hold! Stop! Don't Pity Me' - Age, Gender, and Ethnicity in American Studies." <i>AAA: Arbeiten aus Anglistik und Amerikanistik</i> , Vol. 25, No. 1 (2000), pp. 107-118.
3 July 2019	Stones Telling Stories: Objects - Subjects (Excursion to Frauenberg led by the archeologist Susanne Lamm)	Holtorf, Cornelius, and Eric H. Cline. "TV Archaeology Is Valuable Storytelling [with Response]." <i>Near Eastern Archaeology</i> , vol. 71, no. 3, 2008, pp. 176–179. https://www.tempelmuseum-frauenberg.at/
4 July 2019	Introduction to Digital Story-Telling (Hermine Penz/ Roberta Maierhofer/ Andreas Schuch)	Gardner, Abigail. Penz, Hermine, Maierhofer, Roberta. "MyStory: The Tale of an Erasmus+ Storytelling Project." (in print) Burgess, Jean (2006). "Hearing Ordinary Voices: Cultural Studies, Vernacular Creativity and Digital Storytelling." <i>Continuum: Journal of Media and Cultural Studies</i> 20 (2): 201-214.
5 July 2019	Digital Story-Telling (Hands-On) (Andreas Schuch)	Elisabeth Pölzleitner, Hermine Penz, Roberta Maierhofer "Digital Storytelling in the foreign language classroom." (in print) Poletti, Anna (2011). "Coaxing an Intimate Life. Life Narrative in Digital Storytelling." <i>Continuum: Journal of Cultural and Media Studies</i> . 25 (1), 73-83.
8 July 2019	Narratives in Research: Interviews	Ratzenböck, Barbara. "'Let's Take a Look Together': Walking Interviews in Domestic Spaces as a Means to Examine ICT Experiences of Women 60+." <i>Journal of Communication and Public Relations</i> , Vol. 18, No 1(37) (2016), pp. 49-64. Medeiros, Kate De. "Suffering and Generativity: Repairing Threats to Self in Old Age." <i>Journal of Aging Studies</i> , vol. 23, no. 2, 2009, pp. 97–102.
9 July 2019	Narratives in Research: Anocriticism	Maierhofer, Roberta. "The Old Women as the Prototypical American - An Anocritical Approach to Gender, Age, and Identity. In: Walter W. Hölbling, Klaus Rieser (Eds.) <i>What is American? New Identities in U.S. Culture</i> . 2004. Vienna: LIT, pp. 319-336.

10 July 2019		Baldwin, Clive. "Narrative (,) Citizenship and Dementia: The Personal and the Political." <i>Journal of Aging Studies</i> Vol. 22 (2008), pp. 222-228.
	Creative Life Writing: Trauma & Memory (Marjorie Agosin)	Agosin, Marjorie. "The Generation of Disenchantment." <i>Human Rights Quarterly</i> , vol. 14, no. 1, 1992, pp. 135–141. Agosin, Marjorie, and Janice Molloy. "So We Will Not Forget: Literature and Human Rights in Latin America." <i>Human Rights Quarterly</i> , vol. 10, no. 2, 1988, pp. 177–192.
11 July 2019	Creative Life Writing: Trauma & Memory (Marjorie Agosin)	Agosin, Marjorie. "How to Speak with the Dead? A Poet's Notebook." <i>Human Rights Quarterly</i> , vol. 16, no. 1, 1994, pp. 214–223. Rubinstein, Robert L. "Narratives of Suffering among Older Jewish Women." <i>Journal of Aging Studies</i> , vol. 23, no. 2, 2009, pp. 124–129.

READINGS

- Agosin, Marjorie. "The Generation of Disenchantment." *Human Rights Quarterly*, vol. 14, no. 1, 1992, pp. 135–141.
- Agosin, Marjorie. "How to Speak with the Dead? A Poet's Notebook." *Human Rights Quarterly*, vol. 16, no. 1, 1994, pp. 214–223.
- Agosin, Marjorie, and Janice Molloy. "So We Will Not Forget: Literature and Human Rights in Latin America." *Human Rights Quarterly*, vol. 10, no. 2, 1988, pp. 177–192.
- Baldwin, Clive. "Narrative (,) Citizenship and Dementia: The Personal and the Political." *Journal of Aging Studies* Vol. 22 (2008), pp. 222-228.
- Burgess, Jean (2006). "Hearing Ordinary Voices: Cultural Studies, Vernacular Creativity and Digital Storytelling." *Continuum: Journal of Media and Cultural Studies* 20 (2): 201-214.
- Gardner, Abigail. Penz, Hermine, Maierhofer, Roberta. "MyStory: The Tale of an Erasmus+ Storytelling Project." (in print)
- Marshall, Paule. "To Da-duh, in Memoriam." 1967. *Reena and Other Stories*. 1983. Old Westbury, NY: Feminist Press, pp. 93-106.
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- Maierhofer, Roberta. "The Old Women as the Prototypical American - An Anocritical Approach to Gender, Age, and Identity. In: Walter W. Hölbling, Klaus Rieser (Eds.) *What is American? New Identities in U.S. Culture*. 2004. Vienna: LIT, pp. 319-336.
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- Ratzenböck, Barbara. "'Let's Take a Look Together': Walking Interviews in Domestic Spaces as a Means to Examine ICT Experiences of Women 60+." *Journal of Communication and Public Relations*, Vol. 18, No 1(37) (2016), pp. 49-64.
- Rubinstein, Robert L. "Narratives of Suffering among Older Jewish Women." *Journal of Aging Studies*, vol. 23, no. 2, 2009, pp. 124–129.

In order to obtain **6 ECTS**, you need to actively participate and write a seminar paper within your seminar module. The workshop Academic Writing will offer guidance in terms of how to write a paper. Please, get in touch with your seminar professor during the 2 weeks of the summer school in order to find a topic, and a research question for writing your seminar paper.

Workshops

Academic Quick Fix I: Creative Writing

Professor Marjorie Agosín, Wellesley College, USA

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

Classes: July 1, 2, 3 and 8, 9, 10 (Mondays, Tuesdays and Wednesdays of both weeks), 13:00-15:00, in Seminarraum 2 (next to the GUSEGG Office)

Academic Quick Fix II: Academic Writing

Professor Maureen Daly Goggin, Arizona State University, USA

When we speak of academic writing, we also have to talk about academic research that leads to the authoring of academic papers. And when we speak of academic research and writing we enter messy terrain, filled with dissensions, disparities, and disputes across and within disciplines about what counts as a research question, what counts as data, what counts as analysis, and what counts as an academic genre. In this class, we will explore literacy practices shared across these discordant boundaries. A mere practical purpose for this class is to prepare students to author a manuscript for consideration in the publication series Off Campus: School of Thought.

Classes: July 1, 2, 3, 13:00-15:00, in Kongress-Saal

Academic Quick Fix III: Public Speaking

Professor Peter Goggin, Arizona State University

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

Classes: July 8,9,10, 13:00-15:00, in Kongress-Saal



Poster Presentations / Science Slam

The Graz International Summer School Seggau offers participants the opportunity to participate in the poster presentation and Science Slam within the frame of Future Forum Seggau @GUSEGG. Students can present their ongoing research on their bachelor, masters or PhD theses in form of a poster or slam, which will be presented to an international audience of researchers from various disciplines. The international and interdisciplinary audience will give constructive feedback and students profit by getting ideas on how to expand their ideas and continue their research.

A Typical GUSEGG Day at Seggau

Morning

Breakfast begins at 7:30.

From **8:30** to a few minutes before **9:00**, we would like to invite you to participate in the daily **meditation** sessions, held by Michael Kuhn.

Noon

Lunchtime is between 12:30 and 15:00. However, some of you might have to attend a workshop from 13:30 to 15:00. Please make sure that those students who are attending workshops have lunch first as they will not have time to do so otherwise.

Evening

Dinner is served from 18:30 to 19:30.

We arranged other events for our evenings: a gaming night, a visit to the castle's wine cellar, and a karaoke night, just to mention a few. Please check the official schedule for more information on the voluntary events (marked in green.)

Date	Time	Event
Sunday, June 30, 2019	20:00	Opening Ceremony & Reception
Monday, July 1, 2019	10:05-10:45	Introduction to Dot Groups
	13:30-15:00	Academic or Creative Writing
	20:00	Reading and Discussion with Marjorie Agosín
Tuesday, July 2, 2019	11:10-12:30	Discussion/Dot Group Work
	13:30-15:00	Academic or Creative Writing
Wednesday, July 3, 2019	11:10-12:30	Discussion/Dot Group Work
	13:30-15:00	Academic or Creative Writing
	20:00	Discussion: Education in Troubled Times
Thursday, July 4, 2019	The whole day	Alumni Day

	10:05-12:30	Climate Change
	13:30-14:45	Castle Tour
	20:00	International Presentations I
Friday, July 5, 2019	11:10-12:30	Discussion/Dot Group Work
	13:30-15:00	GUSEGG Publication
	20:00	International Presentations II
Saturday, July 6, 2019	8:00	Excursion to Graz
	9:45	Guided City Tour
	12:00	Reception City Hall
Sunday, July 7, 2019	9:00	Excursion to Maribor (optional)
	20:00	Movie Night/Game Night (optional)
Monday, July 8, 2019	11:10-12:30	International Urgency Panel
	13:30-15:00	Public Speaking or Creative Writing
	20:00	Karaoke
Tuesday, July 9, 2019	11:10-12:30	Discussion/Dot Group Work
	13:30-15:00	Public Speaking or Creative Writing
Wednesday, July 10, 2019	11:10-12:30	Discussion/Dot Group Work
	13:30-15:00	Public Speaking or Creative Writing
	20:00	Fulbright and "seeing the world as others see it..."
Thursday, July 11, 2019	11:10-12:30	Wrap Up
	20:00	Poster Presentations Science Slam
Friday, July 12, 2019	9:20-10:00	Summer School Evaluation
	10:05-11:00	Preparation for Dot Group Presentations
	11:00-12:30	Dot Group Presentations
	18:00	Closing Ceremony
Saturday, July 13, 2019	By 10:00	Check-out from the hotel
	By 12:00	Departure

Additional Information

In case of an **emergency**, please call the emergency phone number that was been given to you at arrival. If you get hurt or feel unwell, please come and visit us during the office hours at our GUSEGG office, or approach the office team.

The **swimming pool** may be used **until 21:00**. Towels from the hotel rooms are not to be used by the pool – please make sure to use your own towel.

On Monday, July 9, we offer **laundry service**. You can bring your clothes to the office. Please put them into a bag with your name on it. The price per washing bag is €5,-. You can iron your clothes in the corridors.

Attendance during the morning lectures, afternoon seminars, and evening discussions is **mandatory**. The optional events are marked in green color in the schedule on the next two pages.

The **International Presentations** events will offer you the chance to present your home country to your fellow students and lecturers. Please get together with all participants from your home country to arrange the presentation together in a group.

Excursion to Maribor, Slovenia is scheduled for Sunday, July 8, is not mandatory. If you wish to participate and get in touch with students and lecturers from our partner University in Maribor, please come and sign up for the excursion in our office.

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

Program Schedule 2019 (June 30-July 13) – FIRST WEEK

	30.06. [Su.]	01.07. [Mo.]	02.07. [Tu]	03.07. [We.]	04.07. [Th.]	05.07. [Fr.]	06.07. [Sa.]
07.30 am - 09.00 am	BREAKFAST						
08.30 am	Morning Meditation (Michael Kuhn)						
09.00 am - 12.30 pm Morning Program	09.00-09.15	General Information Intro	Daily Update Intro	Daily Update Intro	Daily Update Intro	Daily Update Intro	
	09.15-09.20						
	09.20-10.00	Introduction Roberta Maierhofer Keynote Lecture Manfred Prisching	Morning Lecture Harald Heppner	Morning Lecture Joseph Marko	ALUMNI DAY Morning Lecture Hermine Penz	Morning Lecture Christian Cwik	
	10.05-10.45	Introduction to Dot Groups Roberta Maierhofer	Morning Lecture Cheryl Lester	Morning Lecture Gerald Lamprecht Stolpersteine Ruth Lauppert-Scholz	Climate Change Helga Kromp-Kolb	Morning Lecture Murray Forman	
	10.45-11.10	Break	Break	Break		Break	
11.10-12.30	Meet the Professors	CEEPUS Meeting	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work		
12.30 pm - 03.00 pm	LUNCH BREAK						
03.00 pm - 06.30 pm	SM 1: Histories and Politics of State, Nation, and Identity	Academic or Creative Writing 01.30-03.00 pm		Academic or Creative Writing 01.30-03.00 pm	Academic or Creative Writing 01.30-03.00 pm	Academic or Creative Writing 01.30-03.00 pm	GUSEGG Publication 01.30-03.00 pm
	SM 2: Media and Crises of Democracy	Christian Cwik, University of West Indies, Trinidad & Tobago		Mirko Petrić, University of Zadar, Croatia			
	SM 3: Economics and Inequalities	Helga Kromp-Kolb, University of Natural Resources and Life Sciences Vienna, Austria		Luis San Vicente Portes, Montclair State University, USA			
	SM 4: Sustainability and Intergenerational Ethics	Cheryl Lester and Philip Barnard, University of Kansas, USA					
	SM 5: Jewish Culture and Modernity	Kim Sawchuk, Concordia University, Canada, and Murray Forman, Northeastern University, USA					
	SM 6: Ageing, Communication, and Technologies	Roberta Maierhofer and Barbara Ratzenböck, University of Graz, Austria					
	SM 7: Narrative-Based Research/ Research-Based Life Writing	DINNER					
06.30 pm - 07.30 pm	DINNER						
08.00 pm	Evening Session	Opening Ceremony & Reception	Reading and Discussion: Marjorie Agosin	Free	Discussion: Education in Troubled Times Bishop Wilhelm Krautwaschl	Land Steiermark International Presentations I	Land Steiermark International Presentations II
							Free



KATHOLISCHE
KIRCHE STEIERMARK



FUTURE FORUM SEGGAU
@ GUSEGG



The **Future Forum Seggau @GUSEGG** is a project developed by the Graz International Summer School Seggau, sponsored by Land Steiermark, for young academics in order to support their future perspectives. All lectures, workshops, and events marked with the **Future Forum Seggau @GUSEGG** logo are part of the **Future Forum Seggau** program.



IMPRINT

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