GRAZ INTERNATIONAL SUMMER SCHOOL SEGGAU - AUSTRIA

GUSEGG 2022

RE-MEASURING, RE-CALCULATING, RE-COUNTING: STATE - SOCIETY- RELIGION IN TRANSITION

GUSEGG 2022 REPORT
July 3 – 16, 2022
SEGGAU, AUSTRIA

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KATHOLISCHE KIRCHE STEIERMARK

UNI GRAZ

Opening Remarks

GUSEGG 2022 offered a discussion of how measurements inform our lives, as individuals and as a society. Personal and political decisions are often based on numbers and their interpretation.

In times of immense data collection and digitalization of information, numbers influence how individuals interact with each other and how social structures determine these interactions.

Even before the Covid-19 pandemic, our societies had already become "digital by default" (Hill, Betts & Gardner 2015), which has given numbers and numeric measurements even more importance. More and more aspects of life – working, learning, shopping, leisure, communication with friends and family, but also activism and political engagement – happen online. The current push for digitalization is closely linked to datafication, the increasing use of algorithms, and machine learning, which create new concerns. As Sharon Block (2020) has recently pointed out, "algorithms are a list of programmed instructions, and can be millions of lines of proprietary code, never seen or understood by end users," leading to critical algorithms studies as a response to the impact of unknowable algorithms on individual and collective decisions and actions.

Thus, GUSEGG 2022 addressed the pressing questions of how our lives are influenced by numbers, how our online and offline actions and interactions are being measured, calculated, and counted, by ourselves and others, and what this means for states, societies, and our understanding of the world.

In order to develop strategies and methods to meet the challenges of our times, this summer school suggested engaging in academic contemplation and interdisciplinary exchange about our datafied world. Such investigations offer us the opportunity of developing disruptive intellectual approaches and ideas, as we can gain insights into the many forces that make us believe that the challenges we face are essential, natural, or inevitable. Therefore, the suggested analysis offers us not only an understanding of our own alliances to data 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.

By gaining insights into how measuring, calculating, and counting work in different domains, such as politics, society, and research, we can – continuing the work of sociologist Aaron Cicourel (1964) – understand how our realities are re-measured, re-calculated, and re-counted.

Ao. Univ.-Prof. Mag. Dr. phil. Roberta Maierhofer, M.A.
Academic Director

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KATHOLISCHE KIRCHE STEIERMARK

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Table of Contents

1.	Academic and Administrative Program Coordination	7
2.	Teaching Faculty	11
3.	Organizing Team	22
4.	General Description	26
	Course Credits and Teaching Format	26
	Venue and Logistics	17
	Cost of the Program and On-Site Support	27
	Aims and Objectives	27
	Extracurricular Activities, Events, and Excursions	27
5.	GUSEGG 2022 Statistics	28
6.	Participants of GUSEGG 2022	29
7.	Opening Lecture	30
8.	Morning Lectures	31
9.	Afternoon Seminars	48
10.	Lunch Workshops	62
11.	Evening Lectures and Alumni Day	64
12.	Excursions	65
13.	Poster Presentations	66
14.	GUSEGG 2022 - Students' Impressions	68
15.	Agenda	69
16.	PR material	70
17.	Media Reports	72
18.	GUSEGG Academy Events	78
19.	GUSEGG Publication Series „Off Campus Seggau School of Thought“	80
20.	Social Program and Activities	86
21.	A Special Thank You to All the Sponsors Who Supported the Graz International Summer School Seggau 2022!	88

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Academic and Administrative Program Coordination

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Roberta Maierhofer, Prof. Dr.
Academic Director and Director
of the Center for Inter-American Studies

Roberta Maierhofer is Professor of American Studies and Director of the Center for Inter-American Studies (C.IAS) at the University of Graz, Austria. From 1999 to 2011, she held a series of Vice-Rector positions for International Relations (1999-2003), International Relations and Affirmative Action for Women (2003-2007), and International Relations and Interdisciplinary Cooperation (2007-2011). In 2000, she initiated and established the focus area of South-Eastern Europe at the University of Graz. This expertise of regional and interregional collaboration was fundamental for her leadership role at the Center for Inter-American Studies, which she has been directing since February 2006, and determined how the University of Graz established a second regional focus area in terms of North, Central, and South America in 2012. Her research focuses on American Literature and Cultural Studies, Gender Studies, Transatlantic Cooperation in Education, and Age/Aging Studies. Additionally, she 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.

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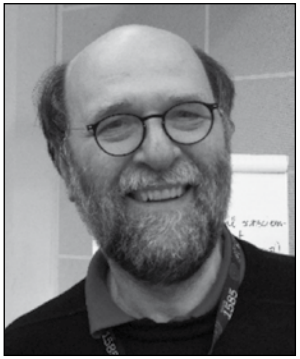
Barbara Ratzenböck, Dr.
Academic Co-Director of GUSEGG

Barbara Ratzenböck is a sociologist and Senior Scientist at the Center for Inter-American Studies of the University of Graz. Her research and teaching focus on digitalization, gender, and generations, as well as Inter-American studies. She is currently a co-investigator of the international research project 'Aging in Data' (SSHRC Canada, PI: Kim Sawchuk, Concordia University). She has also been actively involved in the project Ageing + Communication + Technologies, among others as dataset coordinator of the Austrian survey of the Cross-national Longitudinal Study: Older Audiences in the Digital Media Environment. In addition, she is passionate about facilitating interdisciplinary learning experiences. Since 2017, she has served as academic co-director of the Graz International Summer School Seggau, supporting intercultural exchange among international students and researchers.



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

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

© Walter Prügger

Walter Prügger
Representative of the Diocese Graz-Seckau

Walter Prügger is the head of the department of Education, Art and Culture of the Diocese Graz-Seckau and one of the two representatives of the Diocese Graz-Seckau in the GUSEGG Steering Committee. He studied Religious Pedagogy and has received a Master´s degree in Development of School & Education Management. During the academic year, he offers courses for students at the PPH Augustinum and in teacher training programs in different institutions in Austria and Europe. Wanting to inspire change in religious education, he became an author of school books and the representative for the new curriculum for the 1st to the 8th grade.

© M. Gsellmann

Florian Traussnig, Dr.
Representative of the Diocese Graz-Seckau

Florian Traussnig is curator for discourse at KULTUM Graz and one of the two representatives of the Diocese Graz-Seckau in the GUSEGG Steering Committee. He is a military & propaganda historian at the Ludwig Boltzmann Institute for the Research on Consequences of War (BIK) in Graz and has published three books on the "Resistance from the Outside" against Hitler Germany by Austrian exiles between 1938 and 1945. His ongoing research project (with Stefan Rabitsch) is called: "'My job will be rock climbing …' – Short wartime-biographies and personnel database of Austrian exiles in the 10th US Mountain Division of World War II."

© Uni Graz

Ulrike Grassberger received her Master's degree in Health Management in Tourism at the University of Applied Sciences FH Joanneum, Bad Gleichenberg. After finishing her studies, she gained extensive work experience in the hotel and tourism industry (focus on tourism marketing).

In 2013, she started to work for the Graz International Summer School Seggau and, after a break, she joined the GUSEGG team again in 2022. At the summer school, she is responsible for the administrative coordination of the project. She is also a member of the GUSEGG steering committee.

© Knaus / Uni Graz

Dagmar Wallenstorfer is a PhD candidate at the University of Graz, Austria, and was the project coordinator for the Graz International Summer School Seggau. From 2016 - 2018 she worked as a high school teacher for English and Biology in Austria, after that she worked as a German language instructor for adults. Her research focuses on the effects of cultural diversity in classroom settings, the relation between culture and identity, and the question of how teachers can support students by becoming culturally aware members of society.

Teaching Faculty (In Alphabetical Order)

© Marjorie Agosín

Marjorie Agosín 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.

@ Kaleigh Bangor

Kaleigh Bangor is a lecturer of German at the University of Oklahoma (USA) and is the German Language Program Coordinator there. She has received her Ph.D. in German Literature with a certificate in Women's and Gender Studies from Vanderbilt University (USA). Her research interests focus on 20th century Austrian and German Jewish literature and culture. In addition, she focuses on critical feminist pedagogy, the intersection of language and literature in the classroom, and how digital tools impact language learning. Her published articles include " 'Der Tintenterror der Bürokratie': Joseph Roth's Autoethnographic Engagement with Bureaucratic Contact Zones' (2019), "Philological Investigations – Hannah Arendt's Berichte on Eichmann in Jerusalem" (2016), and "Writing in the Gap between J.F. Oberlin and J.M.R. Lenz: Promoting Empathy and Political Change via the Persuasive Depiction of Madness" (2012).

© Marcos Bote

Marcos Bote is an Associate Professor at the Department of Sociology at the University of Murcia (Spain). He teaches courses related to quantitative methods and sociology of ageing. He has been awarded post-doctoral fellowships at the University of Surrey (Marie Curie Position) (UK), Portland State University (USA) and UCLA (Fulbright Position) (USA). His papers have been published in international journals such us Social Science and Medicine, PLOSOne and Sociological Research Online. He currently is researching topics of masculinity and sexuality and ageing.

© GUSEGG

Christian Cwik currently is a Postdoc researcher at the Center for Inter-American Studies of the University of Graz. Previously, he has been a lecturer for Atlantic and European History at the University of the West Indies in St. Augustine, Trinidad & Tobago. He has also held several positions at Caribbean and Latin American universities, such as the University of Havanna (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.

© Eva Eppler

Eva Duran Eppler is Associate Professor of Linguistics at the University of Roehampton London (UK). She works on various aspects of bi-/multilingualism, especially among refugee/migrant communities. She has published extensively on structural and processing aspects of multilingual language use (Emigranto, 2010), perceptual dialectology, linguistics distances and language and identity. She is secretary of the Committee of Linguistics in Education and engaged in projects that bring language awareness and language analysis skills – both mono- and multilingual – to students and teachers at all levels of education.

© Irmtraud Fischer

Irmtraud Fischer has been a Professor for Old Testament Studies at the University of Graz since 2004. From 2007 to 2011, she was Vice-rector for Research and Continuing Education at the same university. In 2017, she received her Dr.h.c. phil from the University of Gießen (Germany). She completed her dissertation in 1988 and received her habilitation later in 1993. She has completed several visiting professorships in Marburg/Lahn (Germany) (1993), Vienna (Austria) (1995), Bamberg (Germany) (1995/96), Jerusalem (2001) and Rome (2011). 1997–2004, she received full professorship (C4) for Old Testament and women studies in theology. She was also the editor of the international multilingual project “Bible and Women” (www.bibleandwomen.org).

© Matthew Modoono/Northeastern University

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

© Anat Giloba

Anat Gilboa is an Israel Institute International course lecturer. She is an art historian specializing in early-modern European art, Jewish and Israeli visual culture, and film. Her research, academic courses, and talks reflect a focus on a cross-disciplinary analysis of visual culture, history, gender politics, religion, and literature. Dr. Gilboa has published an exhibition catalogue entitled My Heart is in the East, and I am in the Farthest West (University of Nebraska, 2014), a monograph entitled Images of the Feminine in Rembrandt's Work (Eburon Academic Publishers, distributed by the University of Chicago Press, 2003), as well as book chapters and articles in American and European journals. Currently she is finalizing a manuscript on the perception of the Holocaust in contemporary Israeli art.

© Hernando Gómez

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

© Nicole Haring

Nicole Haring is a PhD candidate at the Center for Inter-American Studies at the University of Graz, Austria. She holds two Master's degrees, one in education (English & Geography) and one in English and American Studies, both from the University of Graz. Her research interests focus on feminist theory and pedagogy, gender studies, and cultural gerontology. She received a Fulbright Scholarship for the University of Oklahoma (USA) and the Elisabeth-List Fellowship for Gender Studies from the University of Graz. Currently, she holds a doctorial fellowship from the Austrian Academy of Sciences to work on her dissertation project on intergenerational storytelling on gender. Additionally, she is a researcher in the MascAge Project (www.mascage.eu) and part of the Erasmus+ project DigLit (www.diglit.eu). She has published on intersectional feminist theory and is the co-editor of the transcript publication Gender and Age/Ageing in Popular Culture (forthcoming end of 2022).

© CJS

Gerald Lamprecht (PhD University of Graz) is professor for Jewish History and Contemporary History and 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 the Jewish soldiers in World War I, national socialism and the persecution of the Jews, and Memory Studies. Amongst others, he is co-editor of the volumes Jewish Soldiers in the Collective Memory of Central Europe. The Remembrance of World War I from a Jewish Perspective, Böhlau: Vienna-Cologne-Weimar 2019 (with Eleonore Lappin-Eppel, Ulrich). He is the author of the books Nationalsozialismus in der Steiermark. Opfer – Täter – Gegner (Nationalsozialismus in den österreichischen Bundesländern 4), Studienverlag: Innsbruck-Wien-Bozen 2015 (with Heimo Halbrainer); and Fremd in der eigenen Stadt. Die moderne jüdische Gemeinde von Graz vor dem Ersten Weltkrieg (Schriften des Centrums für Jüdische Studien, Bd. 8), Studienverlag: Innsbruck-Wien-München-Bozen 2007.

© Cheryl Lester

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

© GUSEGG

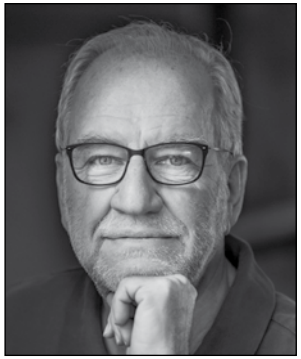
Ricardo Pagliuso Regatieri is a Professor at the Department of Sociology and at the Graduate Program in Social Sciences at the Federal University of Bahia (Brazil), where he is one of the leaders of PERIFÉRICAS - Research Group on Social Theories, Modernities and Colonialities. He received his B.A. in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

© Adrijana Vidić

Mirko Petrić is Senior Lecturer in Cultural Sociology, Cultural Studies, and Qualitative Research Methods at the Department of Sociology of the University of Zadar (Croatia) and expert advisor at the Institute of Social Sciences "Ivo Pilar" – regional centre Split. Prior to working as a university lecturer, he worked as a journalist and copy editor. Despite his current academic preoccupations, he has never ceased contributing articles and opinion columns to various print media outlets and is an active member of civil society, who has initiated or helped organize several digital media campaigns. He has co-authored the curriculum of the International Joint Master's Degree in Cultural Sociology (Graz-Zadar, Trento-Brno) and collaborates closely with the Center for Inter-American Studies at the University of Graz. 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.

© Luis San Vicente Portes

Luis San Vicente Portes 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 Tecnologico Autonomo de Mexico (ITAM) and holds diplomas in Business Development and Administration from ITAM, and on the Economics of the European Union awarded by the London School of Economics. He has worked as a consultant for the Inter-American Development Bank and for the World Bank in Washington, D.C.; 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. Additionally, he taught at ITAM (Mexico), Georgetown University (USA), the University of Graz (Austria), and at the Executive MBA program at Rutgers University (USA). His 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.



© c. Jungwirth

Manfred Prisching studied law (Dr. jur. 1974) and economics (Mag. rer. soc. oec. 1977). He was a Professor at the Institute of Sociology, University of Graz. He held many Guest Professorships and research fellowships at the Rijksuniversiteit Limburg (Maastricht, NL), Harvard University (Boston), universities in New Orleans, Little Rock, and Las Vegas. From 1997 to 2001, he was the Rector of the University of Applied Sciences in Graz. He is a member of the Austrian Academy of Sciences; Austrian Scientific Board. He has written many books about crises, unemployment, welfare state, ideologies of education, consumption, and diagnoses of our time.

© Barbara Reiter

Barbara Reiter is a German philosopher. She studied in Würzburg, Berlin, and Bremen and wrote her dissertation on chance in ethics. Currently, she is a lecturer at the department of philosophy at the University of Graz. She directed experimental documentary movies such as Under the Earth Under the Skin (2001) and Significance (2002), parts one, two, three, and four, which focus on the meaning of the 30 articles of the Universal Declaration of Human Rights in everyday life. She has been working with Francoise Schein ever since they met in Berlin in 1993.

© Ludwig Boltzmann-Institut für Kriegsfolgenforschung

Peter Ruggenthaler is Vice-director of the Ludwig Boltzmann Institut für Kriegsforschung in Graz, Vienna, and Raabs (Austria). He is the head of the program line "Cold War" and has published and supported numerous publications on the Cold War as both author and editor. His habilitation dissertation titled The Concept of Neutrality in Stalin's Policy, 1945-53, was published by Harvard University (2015) and he was awarded a special prize for Science and Research by Land Steiermark. His main research areas are the Cold War, the history of the Soviet Union, and forced labor in the Third Reich.

© UCL

Françoise Schein is a Belgian artist, urbanist and architect. She studied Urban Design at Columbia University in New York and Architecture in Brussels. She studied art with Robert Morris at NYU University in New York. Schein has developed her large scale urban works at an international level in Europe, the United States, in South America and in the Middle East. She teaches at the ESAM School of Arts and Media in Caen, Normandy in France. For 30 years she has been dedicated a large body of her work to the dissemination of the human rights within the public realms, in schools and among underprivileged quarters. Françoise Schein is also the founder of the international network Inscrire which initiates and realizes public artworks worldwide. She has been working with Barbara Reiter ever since they met in Berlin in 1993.

© Foto Furgler

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

© Katherine Miranda

Don E. Lindley Walicek is Professor of English and Linguistics in the College of Humanities at the University of Puerto Rico at Río Piedras. He 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. His academic interests mainly revolve around 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.

Organizing Team

© Tzivanopoulos/Uni Graz

Eva Katharina Bauer is currently enrolled in the Joint Master's Programme for English and American Studies at the University of Graz and will spend her final semester at the University of Paris. She supports both, the Institute of English Studies and the Center for Inter-American Studies in the capacity of a student assistant. Her academic interests mainly revolve around socio- and psycholinguistics as well as feminist and African American literature. Her current research focuses on the role of temporalities of environmental issues within ecolinguistics. Eva was a student participant at GUSEGG 2021 and she a team member of GUSEGG 2022.

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Urška Knehtl finished her Master's in Teaching English and German as a Second Language. In her theses, she wrote about politeness in online discussion forums and stylistic analysis of travel books and travel blogs. She completed her third Master's thesis in the study program International Business, which focused on marketing and business communication on Facebook. She spent a semester in Jena, Germany, and one at the University of Graz, Austria. 2022 was her third time as a GUSEGG team member.

© Samuel Coombs

Lea Pešec is a student in the European Joint Master's Programme in English and American Studies at the University of Graz. She obtained two Bachelor's degrees in English Language and Literature and Sociology from the University of Zadar (Croatia) in 2020. During the summer semester 2021, she worked as a student assistant at the Institute of English Studies, University of Graz. Currently, she works as a student assistant at the Center for Inter-American Studies, University of Graz. She has also participated in student exchange programs at the University of Graz and at the University of Bamberg. Her research is focused within the field of cultural studies, more specifically, gender studies and age/aging studies. She was part of team GUSEGG in 2021 and a team member of GUSEGG 2022.

© GUSEGG

Dolores Hunsky is a published author and researcher from Slovenia. Currently finishing European Joint Master's Degree in English and American Studies in Graz, Austria, she primarily focuses on topics that are considered neglected and/or taboo; ranging from gender and queer studies, human and animal rights, or anything else that needs the world's attention. Her work encompasses several genres and age groups; from children's poetry to academic research articles. As part of her studies, she spent a semester at Ca' Foscari, University of Venice, and has attended GUSEGG as a student in 2019 and 2022.

© GUSEGG

Andreas „Finn“ Schneider observes history in the making, looking for questions more than answers. Over the years, he participated in the Graz International Summer School Seggau as a student, IT guy and, together with Marjorie Ágosin, poetic lecturer. This year, he was back on the team as IT support, co-responsible for the office setup as well as on-site assistance for the morning lectures and seminars.

© Sabine Baldinger

Andreas Schuch is a teacher and lecturer, project assistant, and PhD student at the University of Graz. In his dissertation, he examines immersion and distance in digital games. As project assistant for the EU-funded program DigLit (2021-2023), he develops a digital toolkit for creatively working with young adult literature in classrooms. He is the co-founder of the research group Narrative Didactics which disseminates methods and tools to encourage the use of narratives in classroom teachings. He has recently published on digital storytelling as a teaching tool and on teaching strategies dealing with ageism and gender discrimination using digital games.

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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, and a unique opportunity for advanced academic and professional development. Adding a different format to the already existing wide range of other programs, GUSEGG has been designed as an immersive educational 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.

GUSEGG is organized by the University of Graz in cooperation with the Commission of the Bishops' Conferences of the European Community (COMECE) and the Diocese Graz-Seckau. The Office of International Relations of the University of Graz acts as the coordinating unit. Prof. Dr. Roberta Maierhofer (Center for Inter-American Studies of the University of Graz) is the academic director.

The program is designed for internationally oriented, highly motivated students, who wish to deepen their understanding of current European affairs, with the 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 consists of morning lectures, where all students and teachers participate, and afternoon seminars, which are held in smaller groups. All of the classes are given by lecturers who are experts in their respective fields. Morning lectures and their discussion serve as context for the seminar modules. All students are required to attend the morning lectures, as the topics are directed towards a general audience. In addition, students work in groups made up of participants from different seminars, with the objective of presenting a summary of what they have learned at the end of the summer school. This gives them the opportunity to reflect, analyze, and contribute in another setting than their seminar groups. Students have the possibility of earning 6 ECTS (European) credits, if they meet certain requirements: active participation in all formats of the summer school and submission of a seminar paper that has to be handed in after the completion of the program.

Venue and Logistics

The venue of the summer school is Seggau Castle, located 45 km south of Graz, Austria. The history of the area dates back to Roman times, which is reflected in the unique Lapidarian at Seggau.
History is documented in the ancient Roman tombstones embedded in the outer walls of the upper castle, constant reminders of the region's impressive history and the continuous destruction and resurrection of the castle. Today, the site is a modern conference venue and a four-star hotel with all the amenities of a resort. As a conference venue, Schloss Seggau has seminar and lecture rooms for various capacities.

All the rooms are IT equipped (e.g. laptops, beamers), well connected, and easily accessible. If travelling by plane, the nearest airport is Graz Airport. If flying to Vienna, the venue can be reached by train. The GUSEGG team makes sure the students arrive safely to Seggau Castle by providing shuttles from the nearest train station to the castle and coordinating arrival and departure times accordingly.

Participation Fee of the Program and On-Site Support

The total participation fee for students in 2022 was € 1,500, covering course materials, tuition, room, and board (double and triple rooms, and three meals per day), extracurricular activities, and an excursion to Graz. This represented a considerably subsidized participation fee. On-site, the academic and administrative program coordinators were available 24/7. All the participants were given an emergency telephone number for the whole duration of the program.

Aims and Objectives

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

- develop critical thinking of students and build intercultural dialogue,
- ensure quality education with a variety of research labs and seminars, including many international participants, lecturers, and other experts in their fields,
- encourage students to work together in small interdisciplinary team settings to complete tasks and to seek additional support from all the professors on site,
- develop students' skills in public speaking and academic writing,
- provide equal opportunities for students in presenting their work (e.g. presenting a scholarly poster, publishing in the GUSEGG publication, etc.),
- present and discuss focus areas of the University of Graz – South Eastern Europe and North, Central and South America – through interdisciplinary lectures.
- 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/

Extracurricular Activities, Events, and Excursions

A one-day trip to Graz with a visit of the University of Graz, a reception at the City Hall, as well as a guided city tour and a visit to Schloss Eggenberg was included in the program. An optional trip to Maribor Slovenia was offered to participants at their own expenses. In addition, social events were organized, such as volleyball, soccer, and table tennis tournaments, movie nights, and a karaoke evening, as well as two international evenings, where students presented their countries.

GUSEGG 2022 Statistics

This year, the Graz International Summer School Seggau welcomed 66 students from all around the world for the two-week program. Students joined from 42 universities and 26 countries countries, from the Americas, to Europe, to Africa and Asia.

The four countries with the most participants were: the USA with eight participants, Austria with seven participants, and Hungary and Albania with six participants each.

Participants of GUSEGG 2022

GUSEGG 2022 welcomed 66 students from 26 different countries and 42 universities.

Kamal Tasiu Abdullahi	Nigeria	Istanbul University
Karina Adamova	Kazakhstan	Georgetown University in Qatar
Anna Aschauer	Austria	University of Graz
Elisa D'Aversa	Italy	University of Graz
Eva Bauer	Austria	University of Graz
Faruk Bašić	Bosnia and Hercegovina	University of Sarajevo
Jan Stephan Abel Carlo Irrizary Piedras	USA	University of Puerto Rico, Río
Manca Cerar	Slovenia	University of Ljubljana
Ethan Christ	USA	University of Kansas
Courtney Clayton	Canada	University of New Brunswick
Senad Dilji	Austria	University of Vienna
Tamás Endréni	Hungary	Károli Gáspár University of the Reformed Church
Fanni Forgács	Hungary	University of Pécs
Petra Fuks	Slovenia	University of Maribor
Pavjo Gjini	Albania	University of Graz
Marisela Malinali González Ramos	Mexico	University of Guadalajara
Mohammed Gouriach	Morocco	Bremen University
Njomzë Hajrizi	Kosovo	AAB College
Dolores Hunsky	Slovenia	University of Graz
Darija Ivošević	Croatia	University of Zadar
Luca Jókuti	Hungary	Károli Gáspár University of the Reformed Church
Katrin Jungheim	Germany	University of Graz
Artiola Kajtazi	Kosovo	AAB College
Emi Kalluçi	Albania	Polis University
Sadeh Klein	USA	University of Kansas
Theodora Klingebiel	Germany	University of Gothenburg & Linköping University
Urška Knehtl	Slovenia	University of Maribor
Kristian Kolar	Croatia	Ca'Foscari
Marilena Koufogianni	Greece	University of Nis
Anja Kostic	Serbia	AAB College
Fatjona Kuçi	Kosovo	University of Tirana
Rexhina Kurti	Albania	University of Toronto
Anastasia Kvashnina	Canada	Jean Monnet University
Zélie Lambert	France	Spanish Open University
Sarah Lauch Saez	Spain	University of Helsinki
Elise Liikala	Finland	University of Graz
Diana Malaj	Albania	University of Graz
Maria Manousopoulou	Greece	AAB College
Edita Maraj	Kosovo	Károli Gáspár University of the Reformed Church
Tomoko A. Molnár	Hungary	University of Coimbra
Bruna Rafaela Moreira de Sousa	Portugal	AAB College
Erletë Morina	Kosovo	University of Ss. Cyril and Methodus in Trnava
Miroslava Najslová	Slovakia	University of Salzburg
Serge Nengali Kumankamba	DR Congo	University of New Brunswick
Gaia Noseworthy	Canada	City University of New York
Jonathan Odden	USA	University of Szeged
Bence László Palcsó	Hungary	University of Graz
Lea Pešec	Croatia	"Alexandru Ioan Cuza" University of Iasi
Cristina Platon	Romania	University of Graz
Julia Prochinig	Austria	Catholic University of the Sacred Heart
Alexa Pogace	Albania	University of Oklahoma
Jaden Robinson	USA	University of Zadar
Melanija Šajnović	Croatia	University of Puerto Rico – Rio Piedras
Rebeca Santiago Rodriguez	USA	University of Miskolc
Patrik Sári	Hungary	Agricultural University of Tirana
Andreas Schneider	Austria	University of Zagreb
Erion Shehu	Albania	Johannes Kepler University Linz
Monika Simic	Croatia	University of Graz & University of Salzburg
Diana Sosa	USA	PPH Augustinum Graz
Eva Staudegger	Austria	University of Maribor
Katharina Stern	Austria	University of Macedonia
Bianca Thieme	Germany	University of Bamberg
Adamantia Tsalopoulou	Greece	University of New Brunswick
Leonie Unkel	Germany	University of Bamberg
Sophie Watson	Canada	
Katharine Wilson	USA	

7. Opening Ceremony & Opening Lecture

On July 3, 2022 the Graz International Summer School Seggau 2022 was officially opened by our academic director Ao. Univ.-Prof. Dr.phil. Roberta Maierhofer and co-director and representative of the COMECE Drs. Michael Kuhn. The rector of the University of Graz, Dr. Peter Riedler, as well as MMag. Alois Kölbl representing Bishop Dr. Krautwaschl were also among the opening speakers. The opening ended at Schloss Seggau's wine cellar with music, bonfire, and delicious Styrian wine.

Monday July 4, 09:00 – 10:05 (CEST)

The Age of Corrections: Reshaping Realities and Expectations, Hopes and Fears

Manfred Prisching, University of Graz, Austria

After World War II: prosperity, democracy, security, progress. There were some irritations: the admonitions of the Club of Rome or the oil crisis, but that could be postponed to the future. After 1989: end of the Cold War, disappearance of the Iron Curtain, prospect of peace (with the exception of the Balkans). European unification. A success story. Then, however, a few uncertainties followed: 2008 global economic crisis. 2015 migration crisis. Brexit. Corona. And now the war. Inflation. We misinterpreted some developments. There was complacency and hubris, but there are single events that are changing the face of the world. Ukraine has the potential to trigger a general correction, in some areas for the better, in others for the worse. Finally, we have other challenges to deal with, and we need to re-size and re-contextualize them in the light of the recent crises: ecology, globalization, digitalization, democracy, prosperity and growth, security. If we want to assume that mankind will survive the next century, we need to shed some illusions and paint a realistic picture of the challenges ahead. We need to design a new patchwork of collective developments and individual life.

Keywords: war, sustainability, globalization, transformation

8. Morning Lectures

Experts of various fields as well as the professors of our seminar modules were invited to give morning lectures followed by a discussion. These lectures served as context for the seminar modules, and thus, all students were required to attend to get an insight into each seminar modul and other related topics. Plenary discussions or group work followed the lectures were students had the opportunity to ask questions individually or form them in groups. Morning lectures and their discussion served as context for the seminar modules. All students were required to attend the morning lectures, as the topics were directed towards a general audience. The morning lectures were followed by a break, after which a plenary discussion was held and all students could ask questions.

Tuesday, July 5, 09:00 – 10:45 (CEST)

Nir Hod 's Mother: From Trauma into Triumph – The Nazi Photograph of Warsaw

Irmtraud Fischer, University of Graz, Austria
Anat Gilboa, Ben-Gurion University, Beersheba, Israel

Ghetto's Liquidation Revisited - The topic of the course is a series of ten paintings, labelled Mother by Nir Hod, an Israeli-born Jewish artist, who is based in New York City. The paintings were exhibited in Paul Kasmin Gallery in Manhattan in 2012 (figure 1). The series is derived from the well-known 1943 photograph, so-called 'Boy from the Ghetto Warsaw,' 'The Jewish Quarter of Warsaw is no more,' as well as the 'Warsaw Ghetto Uprising.' - In the historical photograph a group of Jewish inmates has been caught by Nazi soldiers, and are forced to leave their hiding places. Their arms are raised while forced to march towards their death. At the center of the group stands a little boy, whose raised arms and frightened expression are in stark contrast to the armed men with their pointed guns. The original snapshot was probably taken by the Nazi Officer Franz Konrad as a visual evidence for the 'Stroop Report.' Jürgen Stroop, who assembled the report to confirm the extermination of the Warsaw Ghetto, gave it as a present to the chief SS officer, Heinrich Himmler. Derived from the 1943 record, Nir Hod chose to paint one female inmate, seen on the left-hand side of the original photograph. Shown in close-up and painted in minute details against a dark background, the same female figure is depicted ten times, walking with raised arms and open lips, disclosing her unexpected rush of surprise (figure 2). At the exhibition, nine similar-scale paintings of the figure were displayed, parallel to one another, on one wall. On an adjacent partition, one painting was positioned, larger than the others. On an opposite side to the nine paintings, a copy of the small photograph of the liquidation of the Ghetto was shown.

By isolating the woman from the original group, Hod shifted the attention to, by then, an overlooked side-figure. Adding various colours and a bright soft aura to, otherwise a small, longstanding monochrome snapshot, Hod transformed a non-distinct female captive into a modern woman, walking in determination towards a target, unknown to the viewer. I would argue, however, that the artist chose to name the series 'Mother,' relating aspects of modernity such as individuality and gender equality with traditional Jewish values and ethos.

Nir Hod's series of paintings is an example of a growing tendency in Israeli artistic discourse, examining the past to better understand it, rather than as a means to perpetuate it, with the hope that universality, transnationality and equality will coexist with long-established Jewish ethics as a new norm.

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Jewish History and the Holocaust in Austria

Gerald Lamprecht, University of Graz, Austria

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With the annexation of Austria to National Socialist Germany in March 1938, which, according to the historian Gerhard Botz, was at the same time a seizure of power from above, a National Socialist self-empowerment from below and a military occupation from outside, the transformation of Austrian society in the sense of the racist Nazi "Volksgemeinschaft", the people's community began immediately. This process was characterized by the voluntary as well as forced inclusion of all those who could be part of the "Volksgemeinschaft" and the forced and violent exclusion of those who could not or did not want to be part for racial or political reasons. Inclusion and exclusion, attraction, and pressure, as well as violence were closely interwoven and cannot be considered separately.

This lecture first gives an overview of the history of Jews in Austria from the middle of the 19th century onward and focuses second on the main characteristics of Nazi rule in Austria. It places its main emphasis on the processes of inclusion and exclusion in the process of creating Nazi rule as well as the persecution of those who were persecuted, expelled, and murdered for racist reasons. In doing so, my aim is to use the Austrian and particularly Styrian example to show that the Holocaust was an integral part of National Socialist rule.

Wednesday, July 6, 09:00 – 10:45 (CEST)

Austria and the Cold War

Peter Ruggenthaler, University of Graz, Austria

The Cold War kept the world on its toes for almost half a century. When the Iron Curtain was lowered over Europe, Austria too was in danger of division. The victorious countries of World War II, that freed Austria from Nazism, prepared for a long occupation of the country. Austria was the central stage of the conflict between East and West, and thus also a romping ground for the secret services. Additionally, the war of propaganda between the East and the West raged in the country.

Austria bordered with more than thousand kilometers to communist dictatorships. Ideologically connected with the democratic values of the western world, and neutral in terms of security-policy between the blocks, Austria‘s foreign-political course was a tightrope walk – a constant balancing act between the East and the West. As a neutral state, Austria played an important role as an intermediary and place of negotiation.

Only with the overcoming of the division of Europe in 1989 and the end of the Cold War started a new era for Austria.

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Jewish Collective Memory and the Crisis in Ukraine

(Online/Video)

Cheryl Lester, University of Kansas, USA

People everywhere are following the crisis in Ukraine, and Jewish people worldwide are no exception. With its distinct collective memory and the media through which it is maintained, disseminated, and transformed, Jewish perspectives on the crisis are largely absent from reports and opinions published in mainstream media. The guiding light of Jewish perspectives is the vast, ancient canon of Jewish literature, produced over centuries, with Torah and Talmud at its center. How to survive war, occupation, persecution, exile -- these questions animate this literature and are ever renewed and at play in a long history of crises. One recurrent challenge addressed in the literature involves intersectional and relational identity and the question of negotiating Jewish interests in the context of non-Jewish sovereignty, particularly when the Jewish people become targets of oppression, hatred, and mass murder. As an example, I discuss the Jewish holiday of Purim, which is centered on the Book of Esther, and which fell this year less than two weeks after Russia invaded Ukraine. Its celebration by Jews around the world is informed by a long history of persecution and exile, and serves as an occasion for the measurement and recalibration of Jewish peoplehood and the renewal and transformation of Jewish collective memory.

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A “Group of Individuals” or “Cogs in a Wheel”?

The Search for Identity and Individualism in the U.S. Mountain Troops in World War II

Florian Traussnig, University of Graz, Austria

As the so-called 10th US Mountain Division was the only major military unit of the U.S. Army in World War II that specialized on winter and mountain warfare, the “tale” the 10th Mountain Division echoes through a myriad of books and articles – until today. In his lecture Florian Traussnig examined the negotiations of identity in the personal recounts and in the postwar-narratives of the seemingly exceptional “mountain warriors” of this unit. After their strenuous training in (9.200 feet high) Camp Hale in Colorado’s Rocky Mountains, many of the soldiers of the 10th Mountain Division saw some heavy fighting in the Italian Apennines. Although the military at that time was already influenced by the emerging “data state” (Jill Lepore) and part of a highly mechanized and standardized machinery of war, a mighty mythology about these (partially European) ski “heroes” and “rugged outdoorsmen” has emerged after the war. By integrating the myths of the American West in their “unit history” and by juxtaposing the former with the imported European alpine myths of illustrious (refugee) skiers in their unit, the soldiers of the 10th Mountain Division created a narrative space between personal ideal and prosaic wartime reality, as well as between military uniformity and rugged individualism. Thus, and with some help of journalists and historians after the fact, the mountain soldiers were able to (re-)frame their military service – which for the large part was not that exceptional or diverse from other infantry units – as “chivalric” mountain warfare and/or individualistic adventure.

Thursday, July 7, 09:00 – 10:45 (CEST)

Re-Measuring/Re-Estimating Emotions/Re-Measuring/ Re-Estimating Nostalgia

Katharina Scherke, University of Graz, Austria

In her lecture, Katharina Scherke discussed important authors and concepts in the field of sociology of emotions. Among others, she elaborated on how emotions have been conceptualized varyingly in the course of history in both the social sciences and the humanities. As she argued, for a long time, they were regarded as hinderances for rational action and only recently their status has been re-estimated and their contribution to all human actions (also to so-called 'rational' ones) came into the focus. In particular, Scherke explored multiple concepts of 'nostalgia' (e.g. personal and historical nostalgia, restorative and reflective nostalgia) and ways to measure them.

Numbers, the Modern Caribbean, and the Discursive Construction of Humanism

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

The presentation explored the extent to which a longstanding obsession with numbers, calculations, measurements, and the assignment of value to humans, their labor, and their broader political significance shaped modernity and the long-term possibilities of humanistic discourse. Building on the analysis of archival materials and scholarship on plantation societies by the anthropologist Sidney W. Mintz, it will pay special attention to how specific events in Caribbean history associated with the abolition of slavery, experiments in indentured servitude, and the movement of refugees relate to critiques of humanism and dehumanization offered by the Caribbean thinkers Michel-Rolph Trouillot and Sylvia Wynter. The paper's ultimate goal is to consider how critical engagement with numbers and language about numbers can contribute to more inclusive understandings of humanism, including ideas that protect the well-being of marginalized and vulnerable people in contemporary societies.

Friday, July 8, 09:00 - 10:45 (CEST)

The Struggle of a Nation: The Example of Brazil

Ricardo Pagliuso Regatieri, Universidade Federal da Bahia, Brazil

The government of Jair Bolsonaro in Brazil represents first and foremost an outspoken attempt to counter and reverse the political cycle that started with the 1985 re-democratization and the 1988 Constitution. Despite their differences, the governments of the period that became known as New Republic (1985-2016) had as commonalities their disengagement with the military dictatorship (1964-1985) and their commitment to the new democratic-constitutional arrangement. The collapse of the New Republic, in which economic crisis and widespread distrust in politics and politicians merged, created a power void that Bolsonaro was able to navigate and in which he eventually prevailed. As populist and fascist leaders in the past, his rhetoric promised to revolutionize corrupt politics and re-found the violated nation. As an antidote to what was seen as the moral lassitude of the New Republic, Bolsonaro, himself a former Army captain, proposed to redeem the military regime of 1964-1985. Re-democratization in Brazil took place through an extensive political amnesty: not only the opposers of dictatorship were rendered free of any charge, but this also applied to the agents of state repression. No perpetrator of torture paid for his crimes and Brazilian society never really came to terms with the dictatorship. Bolsonaro offers an alternative narrative of nation and (post) coloniality, which aims at re-signifying the violence at the root of the colonial constitution of Brazil and the violations of human rights during the military dictatorship. He has done so based on unsubstantiated allegations, lies and conspiracy theories.

Recounting Cyber Threats and Global Responses

Serge Nengali Kumankamba (PhD Candidate), University of Salzburg, Austria

Nowadays, the international community must confront numerous types of cyber-attacks and cybercrimes by states and non-state actors, such as destructive malwares against civilian critical infrastructure, while states are negotiating a treaty to police responsible state behavior in cyberspace. This lecture offered a critical examination of the application and function of state consent to regulatory developments, and due diligence obligations in the area of cyber security. As argued, the concept of state consent to rules of international law has changed considerably over time, with perceptive implications for the ontological status of the state as legitimate "maker of international law" and the modus operandi of the global system.

Monday, July 11, 09:00 – 10:45 (CEST)

Multilingualism and Identity

Eva Eppler, University of Roehampton, UK

The presentation looked at how four women, Austrian Jewish refugees living in London, use linguistic features that have been said to index gender and ethnicity to construct their identities while exploiting one of the assets of their minority identities – their bilingualism – to create a collaborative floor.

Eva Eppled argued that code-switching facilitates the construction of a collaborative floor because the use of the "other" code for specific functions is less likely to be constructed as seizing the floor, and because a change in language requires speakers to pay even closer attention to each other at all linguistics levels than monolingual mode.

Austrian Refugees and Refugee Policy in Colombia and Trinidad in the context of World War II

Christian Cwik, University of Graz, Austria

This lecture used the life histories of several Jewish refugee families from Austria (especially of children) as microhistoric approach to explore the macrohistoric structures of Colombia's and Trinidad's refugee policy in the context of World War II. Apart from many similarities, the immigration policies of Colombia and Trinidad regarding the refugee crisis differed substantially and this cannot be limited to the fact that Trinidad was still a British colony. The result, however, was similar since both countries admitted only few Holocaust refugees. Besides, Colombia and Trinidad made profit over refugees and refugee policy, at least in terms of deposits (according to contemporary witnesses, a deposit sum was equal to a family's yearly livelihood) and forced labour, Colombia also through confiscations, expropriations, and Lend-Lease aid. Although (at least some) refugees with Austrian passports were able to escape the measures, German refugees were not allowed to practice as physicians or lawyers in Colombia or supposedly lost their employment after the freezing of assets and the expropriation of German entrepreneurs and companies. The biggest profit, however, became economic warfare as major feature of US interventionism. It affected not only refugees and refugee policy but also Colombia's economy enduringly and was based on a close albeit conflicting relationship with the UK.

This lecture analyzed the reasons behind Colombia's and Trinidad's refugee policy in comparative perspective with a special focus on the role of anti-Semitism, imperialism geopolitics and money.

Tuesday, July 12, 09:00 – 10:45 (CEST)

Inclusive Research on Social Sciences

Marcos Bote, University of Murcia, Spain

Among the continuous changes that since the beginning of this century encompassed methodological approaches in the Social Sciences, a paradigm shift has caught the attention of scholars in relation to the way of designing and carrying out research, which is installed under the umbrella of what some authors have agreed to call Inclusive Research (Nind, 2014).

Despite being a concept under construction, fundamentally based on the field of educational research with people with disabilities (Walmsley and Johnson, 2003), there seems to be agreement that inclusive research involves using research as a means and result of governance mechanisms that allow groups traditionally distanced from decision-making processes in terms of research to play a central role in the design and implementation of knowledge production activities.

Although inclusivity can be extended to a number of population or social groups, the fundamental objective of this talk focuses on defining strategies to work with people with disabilities, using an approach that both methodologically and theoretically is partially aligned with the postulates of the Independent Living Movement and critical disability studies (crip theory).

Are You Still Here? Age and the Persistence of Being

Murray Forman, Northeastern University, USA

Within popular discourse, „still“ arises as a common term employed in the discussion of older people and how they are directly addressed. It is most frequently used to imply that an older individual has maintained certain aspects of their earlier/younger character or practices, suggesting sustained capacity and endurance. Stillness is, however, a complex concept that, even if expressed with good intentions, can have unintended, even negative residual meanings. Within the ubiquity of ageist decline narratives, „still“ may privilege the unique abilities of exceptional individuals or it may be overly selective, isolating particular attributes over others, consequently fragmenting perspectives of the person in full. The presentation offers analysis of the mobilized discourses of stillness and provides a critical vantage onto the stakes involved in relation to aging individuals.

Wednesday, July 13, 09:00 – 10:45 (CEST)

Enlightening Numbers, Imagined Numbers, and Practical Numbers

How does your REM sleep minute-count make you feel, happy or sad?

Luis San Vincente Portes, Montclair State University, USA

How about your contact lenses prescription? Is the GPS in your smartphone a good friend of yours? There are no numbers out there. Numbers are an abstract construct. Groupings of objects can be represented by such an informational shortcut. Well, then, numbers are packets of information. It is up to the individual to act, ponder, or reflect upon them. Hence, they are stored in one's mind and become the input of one's thoughts, decisions, or mood. How numbers are put to use can bring either scientific progress or emotional misery (ignoring them is an option, at your own peril). An abstraction of an abstraction is 'zero.' And then there are the negative numbers. This talk will aim at drawing lines in an evermore datafied society. From scientists to policy-makers, to the individual, numbers have mostly been tools, until they've turned to become the object of our affection, I mean, obsession. Through a series of examples, the conversation will take us into each of the adjectives in the title as we recognize that the millennial notion of a market system underpinning human civilization has morphed into market society where inert numbers have taken a life of their own.

From the Agora to the Algorithm: Beyond the Public Sphere?

Mirko Petrić, University of Zadar, Croatia / Institute of Social Sciences Ivo Pilar, Croatia

Although it is still routinely mentioned in political discussions, there are ever more indications that the notion of public sphere has reached its "best by" date. At any rate, the notion as famously defined by Habermas should be re-examined in the light of new developments, calling in question not only the role of citizenship in political life but also traditional media uses for political deliberation. New forms of political communication begin to predominate in media-rich environments of economically developed countries, and they are increasingly based on non-human agency.

The purpose of this lecture is to discuss the current transformations of the public sphere from a sociological rather than purely technological or campaign-centered perspective. We will try to explain how the notion of public sphere in its previous guises relates to the notions of politics, community, and space. This discussion will include a recapitulation of criticisms of its "bourgeois" conceptualization from the perspectives emphasizing its exclusionary character and the importance of its antecedents. Finally, the implications of the role of automated processes in political communication are discussed, including the idea of "fair algorithms for selecting citizens' assemblies".

Thursday, July 14, 09:00 – 10:45 (CEST)

Reinterpreting Roth and his Nostalgia for Austria's Imperial Past

Kaleigh Bangor, University of Oklahoma, USA

There is a particular Austrian author known today for his nostalgia—Joseph Roth. From the early 1930s onward, Roth had been an enthusiastic proponent of the Habsburg myth, and the tenor of his pro-Habsburg journalism became particularly adulatory during the final years of his life. Most readers of Roth today, see The Radetzky March (1932) and The Emperor's Tomb (1938) as endorsements of Austria's imperial past, however, as I will argue, Roth is not naively nostalgic. In fact, especially in these works, Roth dramatizes his inner conflict between the solace offered by Habsburg nostalgia and his own awareness of the perceptual, psychological, and moral weaknesses that such nostalgia entailed.

9. Afternoon Seminars

SEMINAR 1

July 4 – July 14 / (15:00 – 18:00, CEST)

Narratives in Archives

Lecturers:

Week 1: Don E. Walicek, University of Puerto Rico, Río Piedras Campus
Week 2: Christian Cwik, University of Graz, Austria
Didactic and technical support: Eva Bauer

Week 1: Don E. Walicek

The first week of this course considered how ideas about (re)measuring, (re)calculating and (re)counting can be productively juxtaposed with academic scholarship and historical materials (e.g., data, primary sources, information about language, nature, society and material culture) in order to read and construct narratives and archival resources in ways that are useful in the present. An exploration of diverse perspectives from the humanities and social sciences, it gave special attention to narratives and archives that are associated with the history of cultural and linguistic contact in the Americas, with a focus on case studies from the Caribbean. In addition to learning about topics such as Indigenous epistemologies, reactions to colonization, and the abolition of slavery in the Anglophone Caribbean, students explored how historians, poets, archivists, and academics have approached the creation of narratives that are truthful, meaningful, and engaging for a wide spectrum of readers.

Week 2: Christian Cwik

The second week of this seminar offered a discussion about the different levels of „black lives matter“ from an Inter-American perspective. We focused on different aspects of Afro-American resistance in the Americas in a historical context. Beginning with the times of slavery where we reflected in particular on women resistance within domestic slavery and we talked about the time of abolition and apprenticeship. Both forced the development of racism in the Americas and ended up in the implementation of the racist Jim-Crow-Laws in the US, which have influenced many Latin American countries because of Washington's imperial policy in the Western Hemisphere during 1850 and 2022. Today's widely spread racism against Afro Americans between Argentina and Canada do have its roots in this history.

Student Participants of Seminar 1

	Name	University
1	Anna Aschauer	University of Graz
2	Faruk Bašić	International University of Sarajevo
3	Eva Bauer	University of Graz
4	Pavjo Gjini	University of Graz
5	Sadeh Klein	University of Kansas
6	Fatjona Kuçi	AAB College
7	Diana Malaj	University of Graz
8	Bruna Rafaela Moreira de Sousa	University of Coimbra
9	Bence László Palcsó	University of Szeged
10	Alexa Pogace	Catholic University of the Sacred Heart
11	Jaden Robinson	University of Oklahoma

SEMINAR 2

July 4 – July 14 / (15:00 – 18:00, CEST)

Media Archeology: Private and Public

Lecturer: Mirko Petrić, University of Zadar, Croatia / Institute of Social Sciences Ivo Pilar, Croatia
Didactic and technical support: Andreas Schneider

Media archaeology is a relatively new field of media studies that attempts to understand new and emerging media by examining the modes of media delivery in the past. It frequently focuses on digital transmutations of analogue filmmaking and processing techniques. Likewise, although some of its representatives invoke Foucault's "archaeology of knowledge", the practitioners in this emerging field usually approach the term "archaeology" in a metaphorical sense. Media scholar Jussi Parikka (2010) defines media archaeology as "a theoretically refined analysis of the historical layers of media in their singularity – a conceptual and practical exercise in carving out the aesthetic, cultural, and political singularities of media".

In our course, we approached the past and present media practices from a truly archaeological perspective, in that we tried to re-create social histories from material traces of media practices. Our focus was on political developments related to the changing notions of public and private sphere in deliberative democracies. At the center of our attention were the audiences embedded variously in complex media ecologies and political realities of their time. We were interested in uncovering and understanding a complex interplay of media technologies and political practices evolving in different historical contexts.

Student Participants of Seminar 2

	Name	University
1	Manca Cerar	University of Ljubljana
2	Darija Ivošević	University of Zadar
3	Zélie Lambert	Jean Monnet University
4	Sarah Lauch Saez	Spanish Open University UNED
5	Erletë Morina	AAB College
6	Gaia Noseworthy	University of New Brunswick
7	Melanija Šajnović	University of Zadar
8	Rebeca Santiago Rodriguez	University of Puerto Rico – Rio Piedras
9	Andreas Schneider	
10	Bianca Thieme	University of Maribor

SEMINAR 3

July 4 – July 14 / (15:00 – 18:00, CEST)

From Pancakes to Donuts: Economic Models

Lecturer: Luis San Vicente Portes, Montclair State University, USA
Didactic and technical support: Urška Knehtl

A sleep tracking app. A map of the spread of COVID-19 by zip code. Likes and followers. An economic depression. The first pre-Columbian civilization that included 'zero' in their number system: Who were the Mayas? Equitable economic outcomes. Money – cryptocurrencies – National digital currencies. What the public imagination gets wrong. WARNING: Hang on tight, some of what follows are quotes from from Seggau Castle in July of 2022. Other parts are questions addressed to you, and others are just thoughts. Can you tell them apart? When a tool takes over every aspect of life, something is lost; society becomes less human. Consider numbers. What is meant to inform or guide, evermore reduces the individual to a sequence of digits. One is worth, or worthless, based upon what numbers say about oneself; an object with a tag. Datafication, the term introduced in the description of GUSEGG 2022, can be a better way to venture into this than digitization – which is just zeros and ones. We have a general sense of what it is. We know we are part of it. And what happens to it affects us directly. Ah, it is also invisible because it is an abstract concept. What is it? 'Society' is a good candidate for an answer, but it is not. You see, in the late 1920s and up until the mid-1930s, the entire world went into a big economic slump, so bad that one in four persons was jobless. Everyone knew something was going very wrong, but by then national statistics didn't exist. Then and now, how can governments devise policies without a light on what it hopes to fix? […] What is a common element that all the currencies of the world have?

No matter in which country of the world you are reading this Seminar description just look into your wallet. Numbers! One of the functions of money is to be a unit of account. So, is Bitcoin money? Let's see. Can you use it to buy things? Yes. Is it a unit of account? Yes. But…
Just two terms to get us thinking: 'market economy' and 'market society.' The first is a system whose use is to allocate scarce resources, the latter, is one in which everything has a price, everything becomes transactional […]. In other domains, even when the numbers exist, when asked, individuals' beliefs are far off; in many ways people see a society that is not there. One of these are economic disparities, which are much worse than what people think them to be. So, should the mood turn gloomier, more disgruntled, more polarized? Why don't we better try to discover what the connections between some of correlates are? And, why is the public imagination getting it wrong? What about 'likes' and 'followers'? We won't get into those, but I don't like them ---again, deeply dehumanizing. A sleep tracking app? I'm losing my sleep just thinking about it …

Student Participants of Seminar 3

	Name	University
1	Kamal Tasiu Abdullahi	Istanbul University
2	Senad Dilji	University of Vienna
3	Emi Kalluçi	Polis University
4	Urška Knehtl	
5	Rexhina Kurti	University of Tirana
6	Serge Nengali Kumankamba	University of Salzburg
7	Cristina Platon	"Alexandru Ioan Cuza" University of Iasi
8	Diana Sosa	Johannes Kepler University Linz
9	Eva Staudegger	University of Graz
10	Adamantia Tsalopoulou	University of Macedonia

SEMINAR 5

July 4 – July 14 / (15:00 – 18:00, CEST)

Narrative Didactics as Re-Measurement

Lecturers:

Nicole Haring, University of Graz, Austria

Roberta Maierhofer, University of Graz, Austria

This seminar explored the radical potential of critical narrative analysis for research, education and everyday life. Deconstructing and re-measuring narratives of social constructs, such as race, class, gender, and age, are powerful tools for awareness of self and others and are also expressions of resistance to confining social realities. Intersectionality and relationality are didactic concepts that help negotiate action on a personal as well as public level. 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 understanding is didactic in its core and was in the center of the seminar, which focused on creative expressions and academic approaches to what it means to be human and has challenged participants to engage in radical re-thinking of how narratives shape our lives as individuals as well as global citizens.

Student Participants of Seminar 5

	Name	University
1	Courtney Clayton	University of New Brunswick
2	Luca Jókuti	Károli Gáspár University of the Reformed Church
3	Artiola Kajtazi	AAB College
4	Theodora Klingebiel	University of Gothenburg & Linköping University
5	Anja Kostic	University of Nis
6	Tomoko A. Molnár	Károli Gáspár University of the Reformed Church
7	Monika Simic	University of Zagreb
8	Katharina Stern	PPH Augustinum Graz
9	Leonie Unkel	University of Bamberg
10	Katharine Wilson	University of Bamberg

SEMINAR 6

July 4 – July 14 / (15:00 – 18:00, CEST)

"When I'm 64" – Aging Masculinities and a Datified World

Lecturers:

Week 1: Murray Forman, Northeastern University, USA

Week 2: Barbara Ratzenböck, University of Graz, Austria

Didactic and technical support: Lea Pešec

Week 1: Murray Forman

The first week of the seminar introduced the emergent field of Critical Age Studies with a particular emphasis on gender and aging among men. Intersectional theoretical approaches were discussed as a means of analysis across social variables (focused on, but not limited to, aging masculinities) as well as exploring the significance of the plural construct, "aging masculinities" and addressing issues associated with age and non-binary or gender fluidity. Among the issues under analysis were: representations of men in relation to anti-aging discourse and anti-aging advertising across different media; representations of style and identity among aging men; the social assessment of "age appropriate" and "age inappropriate" attitudes and behaviors; and case studies engaging masculinity, age, and celebrity in the realms of popular music and hip-hop culture. During the seminar's first week, students acquired a clearer understanding about how masculine aging is manifested as a cultural construct while examining the multiple meanings and values associated with men into and beyond middle age. This occured in a context where the politics of representation were considered as a key theme for any consideration of "aging masculinities in a datafied world."

Week 2: Barbara Ratzenböck

The second week of the seminar explored older adults' digital technology practices and appropriations. How and why people engage with different digital tools, platforms, and how lives are affected by unseen algorithms depends on various factors, such as socio-economic resources, technological infrastructure, geographical location, social norms and individual interests. In this part of the seminar, we took a closer look at the relevance of generations and gender – especially aging masculinities – for the everyday engagement with the digital world, discussing recent case studies within the social media landscape. In doing so, we addressed methodological questions of doing research with older adults at this particular moment of transformation to datafied societies. What is and what is not thought about as data in empirical research about older adults, and how does this transform our ideas of aging? In addition to critical reflections on conducting online research with older adults, the seminar included hands-on training on the method of walking interviews in small domestic spaces in the context of exploring media biographies.

Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada
Aging in Data
Canada

Student Participants of Seminar 6

	Name	University
1	Karina Adamova	Georgetown University in Qatar
2	Jan Stephan Carlo Irrizary	University of Puerto Rico, Río Piedras
3	Fanni Forgács	University of Pécs
4	Fuks Petra	University of Maribor
5	Mohammed Gouriach	Bremen University
6	Njomzë Hajrizi	AAB College
7	Kristian Kolar	University of Maribor
8	Edita Maraj	AAB College
9	Miroslava Najslová	University of Ss. Cyril and Methodus in Trnava
10	Jonathan Odden	City University of New York
11	Lea Pešec	University of Graz
12	Patrik Sári	University of Miskolc
13	Sophie Watson	University of New Brunswick

SEMINAR 7

July 4 – July 14 / (15:00 – 18:00, CEST)

Re-Measuring Emotions / Re-Calculating Knowledge

Lecturers:

Week 1: Katharina Scherke, University of Graz, Austria

Week 2: Barbara Reiter, University of Graz, Austria

and Françoise Schein, Association INSCRIRE, France

Didactic and technical support: Dolores Hunsky and Julia Prochinig

Week 1: Katharina Scherke

Emotions have been judged very differently in the course of history within the social sciences and humanities: for a long time they were regarded as hinderances for rational action, only recently their status has been re-estimated and their contribution to all human actions (also to so-called 'rational' ones) came into the focus. The seminar gave an insight into the debate on rationality and emotionality in the social sciences, followed by a short introduction into main concepts of sociology of emotions. Along with this, also an overview of empirical research methods in sociology of emotions was given. Thereafter, nostalgic feelings and their social embedding were discussed. Like emotions in general, nostalgia has been judged very differently throughout history. Once it was seen as a mental disorder, now its positive impact on human well-being is discussed vividly. Different disciplines have dealt with nostalgia so far and very often cultural critiques framed nostalgia as leading to conservatism and restorative attitudes. The seminar dealt with nostalgia from a sociology-of-emotions point of view. We had a look at different aspects of nostalgia (e.g. personal and historical nostalgia, restorative and reflective nostalgia) and ways to measure them. Furthermore, the widespread rise of nostalgic feelings within different societies was discussed before the background of societal transformation processes.

Week 2: Barbara Reiter and Françoise Schein

Art, architecture and philosophy have in some significant ways always been intertwined. Modern cities and postmodern forms of life give rise to new ideas of how to connect them. One way to understand this connection is by reading and looking. Another way is acting and working together on a participatory art project and develop ideas for a specific space. In this class, we worked academically on some key texts and in the meantime got familiar with ways of working together on a specific project. In the Association Inscrire's network, the methodology of collaborative work has been done for decades. We looked into the work of Francoise Schein and her global collaborators, read some of the philosophical key texts of the network, and developed ideas of how to re-connect seeing, thinking, and feeling in the public sphere by re-placing the text of the human rights.

Student Participants of Seminar 7

	Name	University
1	Elia D'Aversa	University of Graz
2	Ethan Christ	University of Kansas
3	Tamás Endréni	Károli Gáspár University of the Reformed Church
4	González Ramos Marisela	University of Guadalajara
5	Dolores Hunsky	University of Graz
6	Katrin Jungheim	University of Graz
7	Marilena Koufogianni	Ca'Foscari
8	Anastasia Kvashnina	University of Toronto
9	Elise Liikala	University of Helsinki
10	Maria Manousopoulou	University of Graz
11	Julia Prochinig	University of Graz
12	Erion Shehu	Agricultural University of Tirana

Re-Thinking Public Space

Within Seminar 7 (week 2) the project “Re-Thinking Public Space” was developed for the City of Leibnitz and presented to the Mayor of Leibnitz Michael Schumacher.

The project “Re-Thinking Public Space“ strives to turn unused public spaces into an artistic reminder of what our society is (or should be) about. In this particular instance, the Leibnitz train station is to become a space in which everyone remembers human rights and their importance. By visualizing each article and creating an image that will be exposed to every passerby, the unused space is suddenly given a noble purpose. Additionally, artists working on the project get to express their creativity in a way that is proactive and thought-provoking; inspiring change for the future or gratitude for the present.

10. Lunch Workshops

The lunch workshops represented additional voluntary coursework aiming at helping students improve specific skills, such as writing and publishing, presenting academic work in diverse settings, or creating a documentary. Students signed up for the workshop(s) prior to the summer school.

Documentary Production Workshop

July 4 – July 6, 13:30 – 15:00, (CEST)
Lecturer: Hernando C. Gómez Prada, University of Murcia, Spain

This workshop was intended for students who wish to discover and explore their creative talents in documentary production. Students received insight into documentary production and participated in a short documentary production at the Summer School by using tools of storytelling and digital media.
Outcomes:
Students
• became familiar with the process of defining, designing and conducting a documentary production project,
• became familiar with the principles of producing a documentary, from starting a proposal, and producing a final version that can be shown at the end of the summer school,
• understood how to develop a specific topic suitable for a short documentary,
• gained transferable skills in media production.

Academic Writing Workshop

July 11 – July 13, 13:30 – 15:00, (CEST)

Lecturer: Kaleigh Bangor, University of Oklahoma, USA

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

Outcomes:

Students

- became familiar with the process of defining, designing and conducting an academic research project,
- became familiar with the principles of writing academic papers; from starting a draft and going through different revisions to producing a final version that can be considered for submission,
- understood how to develop a specific research topic,
- understood the concepts of a research question, a hypothesis, a thesis statement/observation,
- recognized what counts as data, analysis, and an academically sound source,
- practiced different academic genres (e.g., an abstract, a prospectus, a research essay, an annotated bibliography),
- practiced writing skills,
- developed revising, editing and proofreading skills with their peers,
- understood and were able to apply the principles of citation,
- gained transferable skills in writing, were prepared for independent work and authoring an academic paper.

11. Evening Lectures and Alumni Day

Reading and Discussion with Marjorie Agosín

GUSEGG 2022 hosted a reading and a discussion evening on July 4 with Professor Marjorie Agosín (online). Apart from being a scholar, Professor Agosín is also a poet. In her work, she focuses on social justice, feminism, and remembrance. She has authored numerous works of poetry, fiction, and literary criticism. It was a pleasure to have Professor Agosín sharing her poems and life experience.

Alumni Day

GUSEGG alumni of the previous years joined us for Alumni Day on July 6, 2022 at Schloss Seggau and had the opportunity to attend this year's summer school program, meet students from 2022 and reconnect with old friends.

In the evening a public evening event/panel discussion titled „Hot Times" hosted by Michael Kuhn took place. The discussion focused on fundamental questions in the field of education such as „How can we learn from each other?", „What is the role of an University?" or „How can we create more inclusion?"

The discussion featured Joachim Reidl, Vice-Rector of the University of Graz, Walter Prügger from the Diocese Graz-Seckau , as well as Roberta Maierhofer, and GUSEGG 2022 student Zélie Lambert. The discussion was followed by questions from the plenary.

International Presentations

On two evenings of the summer school program, the participants were given the opportunity to present their home country to their fellow students and professors. Through the open and self-reflective display of what students thought to be of note, others gained new insight into different locale traditions, customs and economic realities.

12. Excursions

Excursion to Graz, Austria

The excursion to Graz took place on July 9. During the excursion, students were able to step out of the extensive academic program to take in the city of Graz as a new experience, while also gaining insight into the local context of the summer school and the hosting academic institution's campus. The participants started the tour of Graz at the University of Graz and made their way through the city to all the main sights. After the tour, the group headed to the City Hall for a reception and lunch hosted by the Office of the Mayor of Graz. After getting to know the city through the guided tour, students had the opportunity to take in the urban environment on their own. In the afternoon a visit to Schloss Eggenberg was organized.

Excursion to Maribor, Slovenia

The GUSEGG students had the option to visit the city of Maribor. Partaking in this journey to the Slovene Capital allowed the students to cross boarders in order to develop a deeper understanding of the European setting, while also being able to have authentic exchanges with local students from Maribor.

13. Poster Presentations

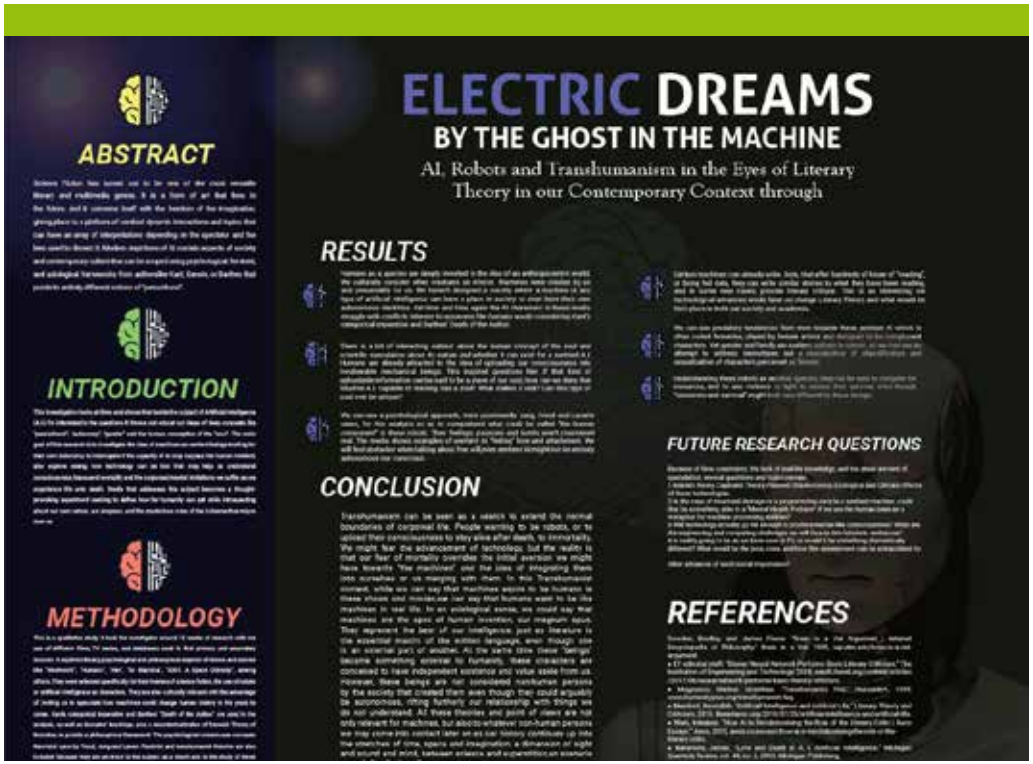
The Graz International Summer School Seggau offered participants the opportunity to participate in the poster presentation on July 13. Students could present their ongoing research. Each presenter had time to give a short summary of their poster and answer questions from fellow students and lecturers on an individual basis. Students profited by getting ideas on how to expand and continue their research. Participants voted for the best three poster presentations and the winners, who received a small price, were announced during the closing ceremony of GUSEGG 2022 at Seggau Castle, and are the following:

Bruna Rafaela Moreira De Sousa
"(Dis)robing Sara: Repositioning Sara Baartman in a South African Context"

Kristian Kolar
"An Unlikely Cultural Revolution – The Impact of Radio Luxembourg on Yugoslav Culture"

Jan Stephan Abel Carlo Irrizary
"Electric Dreams by the Ghost in the Machine"

(Dis)robing Sara: Repositioning Sara Baartman in a South African Context
INTRODUCTION
RESEARCH FINDINGS
CONCLUSION
HISTORICAL CONSIDERATIONS
REFERENCES
ACKNOWLEDGEMENTS


ELECTRIC DREAMS
BY THE GHOST IN THE MACHINE
AI, Robots and Transhumanism in the Eyes of Literary Theory in our Contemporary Context through
ABSTRACT
INTRODUCTION
METHODOLOGY
RESULTS
CONCLUSION
FUTURE RESEARCH QUESTIONS
REFERENCES

14. GUSEGG 2022 Students‘ Impressions

Students’ experiences of the summer school are diverse, yet they all reflect the immersive and intense learning environment the program creates. Here is a selection of GUSEGG 2022 student impressions:

“The atmosphere and friendliness of the students and staff exceeded all my expectations. The intellectual discourse and level of academia, combined with this atmosphere makes GUSEGG the perfect environment.”

“I recommend GUSEGG because it is a timeless experience that allows you to get new perspectives on different topics while stepping out of your ‘comfort zone’.”

“I will be taking this knowledge forward with me to my future endeavors!”

“I had very high expectations regarding the lectures and seminars and I was not disappointed. The lectures and seminars were fantastic – exceeding my expectations.”

“The program was very good, at times exhausting, but very rewarding.”

“The summer school was the best experience I have had in my life until now. And gave me a whole other perspective in a lot of things.”

“Thank you again for two incredible weeks in July, the summer school has broadened my horizon immensely.”

“I was surprised by the rigor and diversity of content.”

“It is an incredible environment to learn about different disciplines through lectures and seminars as well as to meet new people. Also, the environment stimulated interesting conversations. “

15. Agenda

Graz International Summer School Seggau 2022: Re-Measuring, Re-Calculating, Re-Counting: State - Society - Religion in Transition

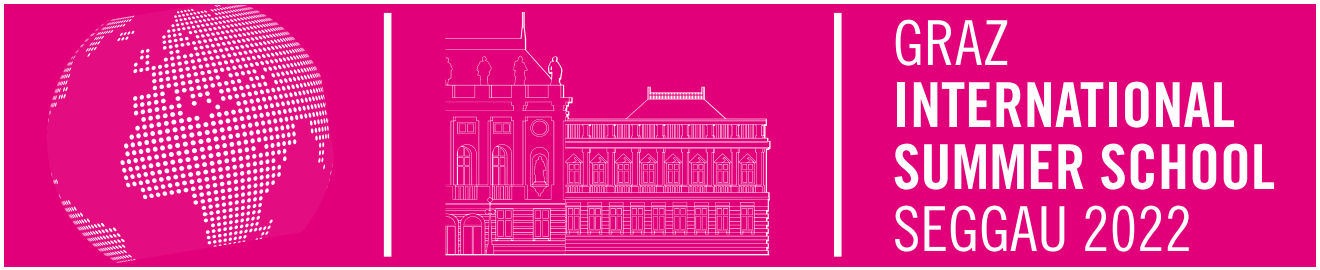
Program Schedule 2022 (July 3-9) - FIRST WEEK

		03.07. [Su.]	04.07. [Mo.]	05.07.[Tu]	06.07. [We.]	07.07. [Th.]	08.07. [Fr.]	09.07. [Sa.]
07.30 am - 09.00 am	BREAKFAST							
08.30 am	Morning Meditation (Michael Kuhn)							
09.00 am - 12.30 pm Morning Program	09.00-09.15	Arrival	General Information	Daily Update	Daily Update	Daily Update	Daily Update	Graz Excursion Departure 09.00 am 10.15 am Guided City Tour 12.00 am Reception City Hall
	09.15-09.20		Intro	Intro	Intro	Intro	Intro	
	09.20-10.00		Introduction Roberta Maierhofer Keynote Lecture Manfred Prisching	Morning Lecture I: Irmtraud Fischer / Morning Lecture II: Anat Gilboa	ALUMNI DAY Morning Lecture IV: Peter Ruggenthaler / Online Lecture: Cheryl Lester	Morning Lecture VI: Max Spotti	Morning Lecture VIII: Ricardo Pagliuso Regatieri	
	10.05-10.45		Inroduction to Dot Groups Roberta Maierhofer	Morning Lecture III: Gerald Lamprecht	Morning Lecture V: Florian Traussnig	Morning Lecture VII: Don E. Walicek	Morning Lecture IX: Hermine Penz	
	10.45-11.10		Break	Break	Break	Break	Break	
	11.10-12.30		Meet the Professors	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work	
12.30 pm - 03.00 pm	LUNCH BREAK		Documentaries Workshop 01.30-03.00 pm	Documentaries Workshop 01.30-03.00 pm	Documentaries Workshop 01.30-03.00 pm	01.30-02.45 pm Castle Tour	GUSEGG Publicati... 01.30-03.00	
03.00 pm - 06.30 pm	SM 1: Narratives in Archives		Don Walicek, University of Puerto Rico, Puerto Rico					
	SM 2: Media Archeology: Private and Public		Mirko Petrić, University of Zadar, Croatia					
	SM 3: From Pancakes to Donuts: Economic Models		Luis San Vicente Portes, Montclair St...					
	SM 5: Narrative Didactics as Re-Measurement		Nicole Haring and Roberta M...					
	SM 6: "When I'm 64" - Aging Masculinities & a Datified World		Murray Forman, Northeastern ...					
	SM 7: Re-Measuring Emotions							
06.30 pm - 07.30 pm								
08.00 pm	Evening Session	Opening Ceremony/ Rec...						

Program Schedule (July 10-16) - SECOND WEEK

	10.07. [Su.]	11.07. [Mo.]	12.07. [Tu.]	13.07. [We.]	14.07. [Th.]	15.07. [Fr.]
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	Daily Update	Daily Update	Daily Update	Daily Update	Daily Update
	09.15-09.20	Intro I	Intro I	Intro I	Intro I	Intro I
	09.20-10.00	Morning Lecture X: Eva Eppler	Morning Lecture XII: Marcus Bote	Morning Lecture XIV: Luis San Vicente Portes	Morning Lecture XVI: Kaileigh Bangor	Summer School Evaluation
	10.05-10.40	Morning Lecture XI: Christian Cwik	Morning Lecture XIII: Murray Forman	Morning Lecture XV: Mirko Petric	Morning Lecture XVII: Lea Watzinger	
	10.05-10.45	Break	CEEPUS MEETING/ Break	Break	Break	Break
	10.45-11.10	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work	Wrap Up Roberta Maierhofer
	11.10-12.30	Optional: Maribor Excursion				01.30-02.45 pm Castle Tour
12.30 pm - 03.00 pm	Academic Writing Workshop 01.30-03.00 pm	Academic Writing Workshop 01.30-03.00 pm	Academic Writing Workshop 01.30-03.00 pm			
03.00 pm - 06.30 pm	Christian Cwik, University of Graz, Austria					
	Mirko Petrić, University of Zadar, Croatia					
	Luis San Vicente Portes, Montclair State University, USA					
	Nicole Haring and Roberta Maierhofer, University of Graz, A...					
	Murray Forman, Northeastern University, USA and Barbara Ratzenbö... Austria					
	Barbara Reiter, Univ...					

16. PR Material



Graz International Summer School
Seggau 2022

GUSEGG

Re-Measuring, Re-Calculating, Re-Counting:
State - Society - Religion in Transition

July 3 - July 16, 2022
Seggau Castle, Leibnitz,
Austria, Europe

Participate in the Poster and Documentaries Presentations!

HOW THE SUMMER SCHOOL WORKS

Seminar Modules

1. Narratives in Archives
2. Media Archeology: Private and Public
3. From Pancakes to Donuts: Economic Models
4. Mediation and Memory: Tradition and Transformation in Jewish Life
5. Narrative Didactics as Re-Measurement
6. "When I'm 64" – Aging Masculinities in a Datified World
7. Re-Measuring Nostalgia / Re-Calculating Knowledge

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international.uni-graz.at/gusegg

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March 14, 2022

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University of Graz / Austria

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GRAZ
INTERNATIONAL
SUMMER SCHOOL
SEGGAU 2022

Persönliche Einladung zur Eröffnungsfeier
der 17. Graz International Summer School Seggau 2022

RE-MEASURING, RE-CALCULATING, RE-COUNTING:
STATE - SOCIETY- RELIGION IN TRANSITION
Sonntag, 3. Juli 2022, 18:00 Uhr, Schloss Seggau

Media Reports

Kleine Zeitung, 6.7.2022

STEIERMARK LEBEN SPORT

KLEINE ZEITUNG

GRAZ & UMGEBUNG EINLOGGEN

SOMMER-UNI SCHLOSS SEGGAU

Die Welt in Zeiten der Krise neu vermessen

Die „Graz International Summer School Seggau" findet derzeit wieder statt und beschäftigt sich unter anderem mit dem Thema der Digitalisierung, um Auswertung von Test- und Messsystemen und was dies für die Gesellschaft bedeutet.

Die internationale Sommeruni findet derzeit im Süden der Steiermark im Schloss Seggau statt.

Derzeit findet auf Schloss Seggau in der Südsteiermark wieder die "Graz International Summer School Seggau" statt, eine Sommeruni, die gemeinsam von

Themen

Katholische Kirche Österreich, 6.7.2022

Katholische Kirche Österreich

KIRCHE RAT & HILFE GLAUBEN & FEIERN THEMEN

Steiermark: Summer School Seggau heuer über die Vermessung der Welt

Renommierte Sommeruniversität auf Schloss Seggau eröffnet - Rund 100 Teilnehmerinnen und Teilnehmer noch bis 16. Juli

06.07.2022

drucken teilen tweet teilen

Nichts Geringeres als die Neuvermessung der Welt im Umbruch - rechnerisch wie gesellschaftlich, sozial und religiös - steht auf dem Programm der "Graz International Summer School Seggau" (GUSEGG). Die renommierte Sommeruniversität wurde bereits am 3. Juli eröffnet - sie dauert aber noch bis 16. Juli und steht heuer unter dem Titel "Re-Measuring, Re-Calculating, Re-Counting: State - Society - Religion in Transition". Ausgerichtet wird die Tagung auf Schloss Seggau, an der rund 100 Interessierte - Studierende wie Vortragende - teilnehmen, von der Diözese Graz-Seckau, der Universität Graz und der Kommission der Bischofskonferenzen der Europäischen Gemeinschaft (COMECE).

"In Krisenzeiten wie den aktuellen und der damit verbundenen Aufwertung von Mess- und Testsystemen sowie auch von Statistiken zu Rüstungsausgaben dreht sich derzeit vieles um Zahlen, um Digitalisierung, um Daten und die damit verbundenen politischen Entscheidungen, aber auch um die intellektuelle und erzählerische Einordnung dieser Phänomene", heißt es zum Thema der Sommeruniversität in einer Aussendung der Diözese Graz-Seckau am Mittwoch. "Was müssen wir als Gesellschaft neu ausmessen? Was anders kalkulieren? Welche neuen, welche anderen Erzählungen brauchen wir? Welche Rolle spielt die Religion neben dem Staat und der Gesellschaft dabei?"

Nach interdisziplinären Plenumsvorlesungen am Vormittag können die Teilnehmer schließlich am Nachmittag in sieben Seminarmodulen die Themen vertiefen ("Narratives in Archives", "Media Archeology: Private and Public", "From Pancakes to Donuts: Economic Models", "Mediation and Memory: Tradition and Transformation in Jewish Life", "Narrative Didactics as Re-Measurement", "'When I'm 64' - Aging Masculinities in a Datified World" und "Re-Measuring Nostalgia / Re-Calculation Knowledge").

Eröffnet wurde die Sommeruniversität von Michael Kuhn, dem langjährigen Vertreter der Österreichischen Bischofskonferenz bei der COMECE (ab September wird ihm Johannes Moravitz als Europareferent nachfolgen). Kuhn blickte dabei auf die vielen aktuellen Krisenherde und die Notwendigkeit einer Neubewertung vieler Handlungsweisen - etwa im Blick auf das Klima und die Ökologie. In Vertretung von Diözesanbischof Wilhelm Krautwaschl begrüßte außerdem Hochschulseelsorger Alois Kölbl die Teilnehmer und plädierte für einen kritischen Dialog zwischen Denken und Glauben, um in unsicheren Zeit etwa Verschwörungserzählungen rational entgegentreten zu können.

Quelle: kathpress

BILDUNG 06.07.2022

Vermessen der Gegenwart

Die Welt neu ausmessen – und ein Stück weit in die Steiermark holen. Die Sommeruni ist wieder zu Gast auf Schloss Seggau.

70 internationale Studierende und 20 Vortragende und Diskutantinnen stellen sich bis 16. Juli in Seggau brennenden Fragen der Zeit.

GUSEGG Team, Lea Pešec

Die „Graz International Summer School Seggau" (GUSEGG) ist eine internationale „Sommeruni", die von der Diözese Graz-Seckau, der Universität Graz und der COMECE (Kommission der Bischofskonferenzen der Europäischen Gemeinschaft) jährlich veranstaltet wird. Um 70 Studierende und 20 Lehrende und Vortragende pro Jahr hat sich unter der akademischen Leitung von Univ.-Prof. Roberta Maierhofer ein Forschungs- und Lehrnetzwerk gebildet, das sich seit Jahren im Ambiente von Schloss Seggau in der Südsteiermark entfaltet. Die Summer School richtet sich an international orientierte und motivierte Studierende aller Fächer und Niveaus. GUSEGG 2022 findet unter dem Titel „Re-Measuring, Re-Calculating, Re-Counting: State – Society – Religion in Transition" von 3. bis 16. Juli 2022 statt.

In Krisenzeiten wie den aktuellen und der damit verbundenen Aufwertung von Mess- und Testsystemen sowie auch von Statistiken zu Rüstungsausgaben dreht sich derzeit vieles um Zahlen, um Digitalisierung, um Daten und die damit verbundenen politischen Entscheidungen, aber auch um die intellektuelle und erzählerische Einordnung dieser Phänomene. Was müssen wir als Gesellschaft neu ausmessen? Was anders kalkulieren? Welche neuen, welche anderen Erzählungen brauchen wir? Welche Rolle spielt die Religion neben dem Staat und der Gesellschaft dabei? Die Schwerpunkte des Programms 2022 sind diesen Fragen folgend: Narratives in Archives, Media Archeology: Private and Public, From Pancakes to Donuts: Economic Models, Mediation and Memory: Tradition and Transformation in Jewish Life, Narrative Didactics as Re-Measurement, "When I'm 64" – Aging Masculinities in a Datified World sowie Re-Measuring Nostalgia/Re-Calculating Knowledge. Studierende können sich 6 ECTS anrechnen lassen (für Teilnahme und Seminararbeit).

Michael Kuhn, Vertreter der EU-Bischofskommission (COMECE), problematisierte bei der Eröffnung die multiplen Krisen unserer Zeit und die Fragen rund um einen „Re"-Start sowie das Neu-Bewerten vieler unserer Handlungsweisen – etwa im ökologischen Bereich. Gleichzeitig stellte er das fragende Nachdenken bei der Sommerschule unter das verbindende und Mut machende Motto „Shalom" und rief auf, den Träumen und Erzählungen zu einem guten Leben Ausdruck zu verleihen. Hochschulseelsorger Alois Kölbl, der im Namen des Hausherrn Diözesanbischof Wilhelm Krautwaschl die Studierenden und Vortragenden begrüßte, plädierte für einen kritischen Dialog zwischen Denken und Glauben, quasi Wissenschaft und Religion, um in unserer unsicheren Zeit etwa Verschwörungserzählungen rational entgegentreten zu können.

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U trideset godina izgradili

Naslovna / Novosti / Skupovi / Mr. sc. Mirko Petrić na ljetnoj školi Sveučilišta u Grazu, 3.-16. 7. 2022.

MR. SC. MIRKO PETRIĆ NA LJETNOJ ŠKOLI SVEUČILIŠTA U GRAZU, 3.-16. 7. 2022.

25. srpnja 2022. 183 pregleda

U razdoblju između 3. i 16. srpnja 2022., mr. sc. Mirko Petrić sudjelovao je u radu Graz International Summer School Seggau, koja je ove godine bila posvećena temi *Re-Measuring, Re-Calculating, Re-Counting: State-Society-Religion in Transition* (Premjeravanje, preračunavanje, prebrojavanje: Država-društvo-religija u tranziciji)

Foto: Lea Pešec

Mr. sc. Mirko Petrić vodio je nastavu seminarskog modula **Media Archaeology: Public and Private** (Medijska arheologija: javno i privatno) (6 ECTS) te održao dva plenarna predavanja, na teme *What is Media Populism and How to Study It* (Što je medijski populizam i kako ga proučavati) i *From the Agora to the Algorithm: Beyond the Public Sphere?* (Od agore do algoritma: nadilaženje javne sfere?).

18. GUSEGG Academy Events

(March to May 2022)

Leading up to the summer school, the GUSEGG Academy offered (online) events and meeting points, lectures, and talks from March to May 2022, where GUSEGG alumni and others could join, meet, and exchange.

March 3, 2022
Inter.Reading Book Club: KICK-OFF

May 9, 2022
From Austria to Chile: A Journey of Braided Memories. A Reading and Conversation Between Poet Marjorie Agosín and Photographer Samuel Shats

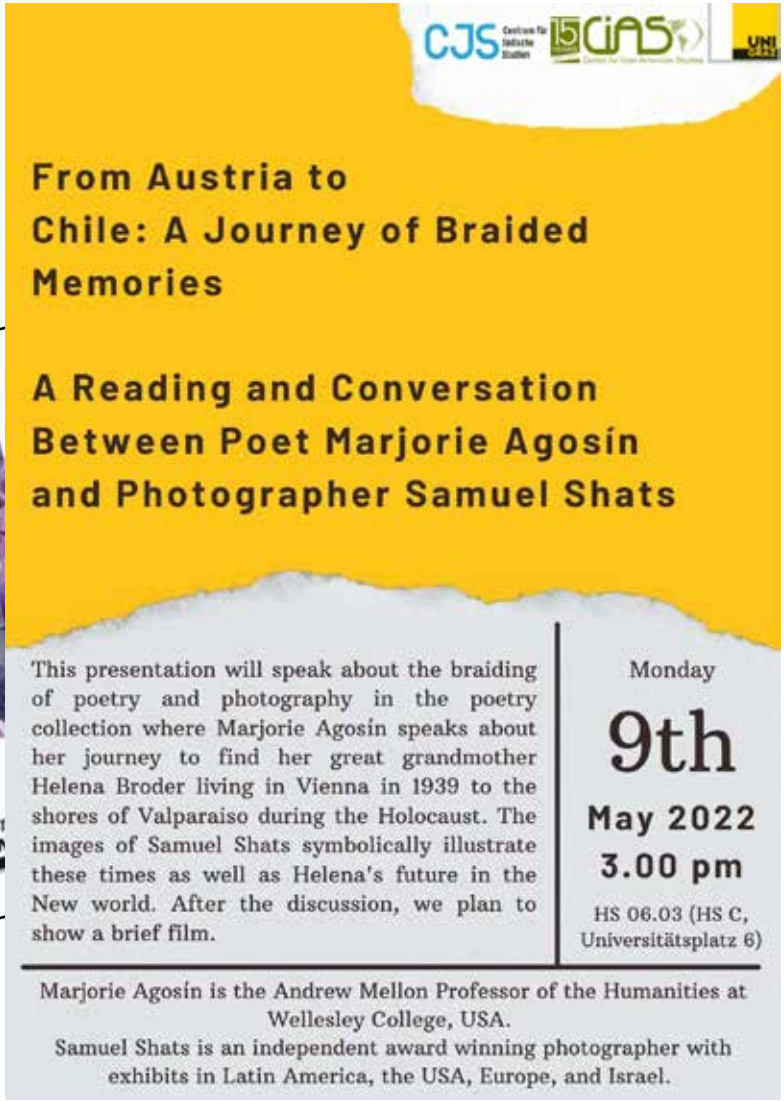
May 19, 2022
Literature, Storytelling & Narrative Methods: Interdisciplinary Symposium

May 19, 2022
15th Anniversary of the Center for Inter-American Studies

May 22, 2022
Austro-American Fest by the Austro-American Society for Styria

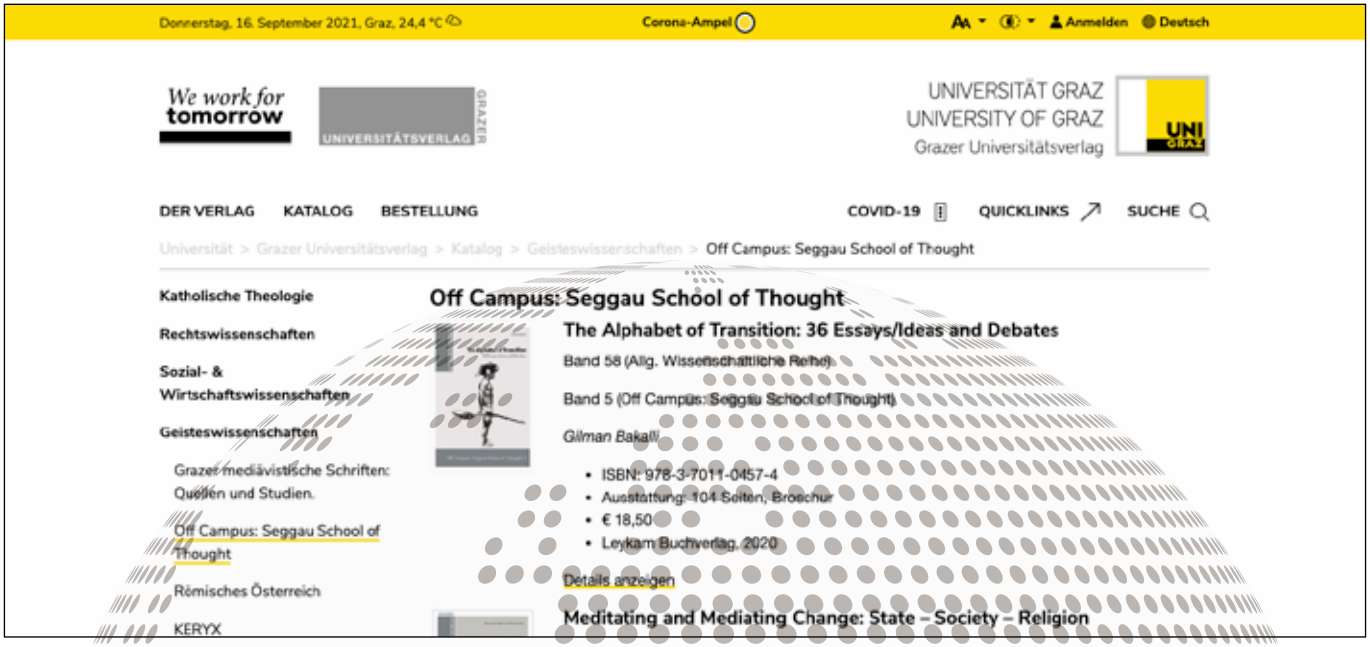
May 22-29, 2022
Conference: Camps, (In)justice, and Solidary in the Americas, Commemoration of the 20th Anniversary of the Guantánamo Bay Detention Camps

Camps, (In)justice, and Solidarity in the Americas
Commemoration of the 20th Anniversary of the Guantánamo Bay Detention Camps
May 23 & 26-29, 2022
Online & University of Graz, Heinrichstraße 36
We work for tomorrow


CJS
CIAS
From Austria to Chile: A Journey of Braided Memories
A Reading and Conversation Between Poet Marjorie Agosín and Photographer Samuel Shats
This presentation will speak about the braiding of poetry and photography in the poetry collection where Marjorie Agosín speaks about her journey to find her great grandmother Helena Broder living in Vienna in 1939 to the shores of Valparaiso during the Holocaust. The images of Samuel Shats symbolically illustrate these times as well as Helena's future in the New world. After the discussion, we plan to show a brief film.
Monday
9th
May 2022
3.00 pm
HS 06.03 (HS C, Universitätsplatz 6)
Marjorie Agosín is the Andrew Mellon Professor of the Humanities at Wellesley College, USA.
Samuel Shats is an independent award winning photographer with exhibits in Latin America, the USA, Europe, and Israel.

19. GUSEGG Publication Series “Off Campus Seggau School of Thought”

Students were encouraged to submit their work for consideration in a publication on the topic of the summer school that is published by the University of Graz Press in the Off Campus: Seggau School of Thought series.
https://universitaetsverlag.uni-graz.at/de/katalog/geisteswissenschaften/off-campus-seggau-school-of-thought/

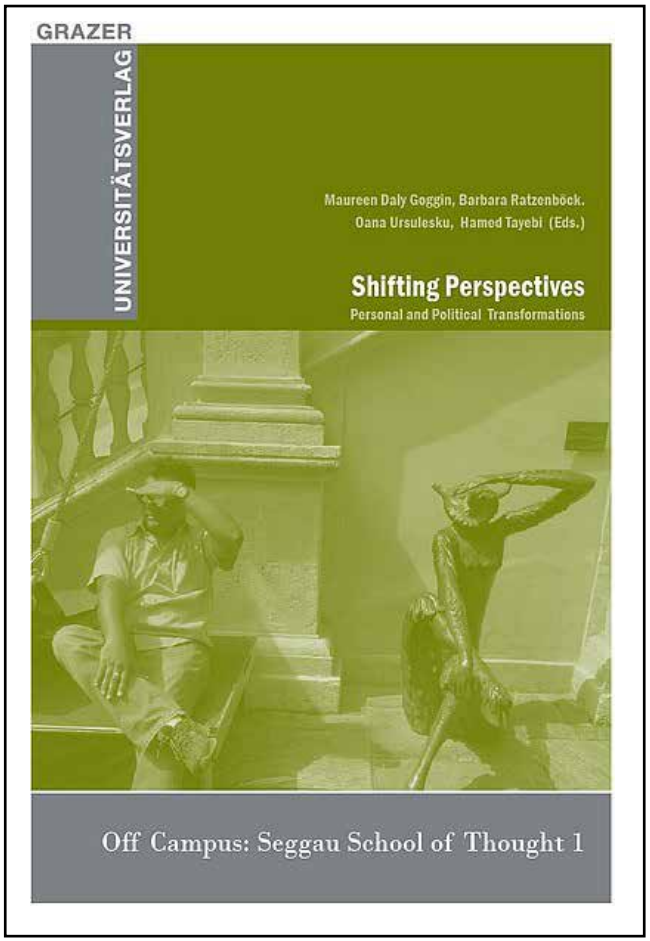


Off Campus: Seggau School of Thought, Volume I (2016)

"Shifting Perspectives. Personal and Political Transformations"

by Maureen Daly Goggin, Barbara Ratzenböck, Oana Ursulesku, Hamed Tayebi (Eds.)

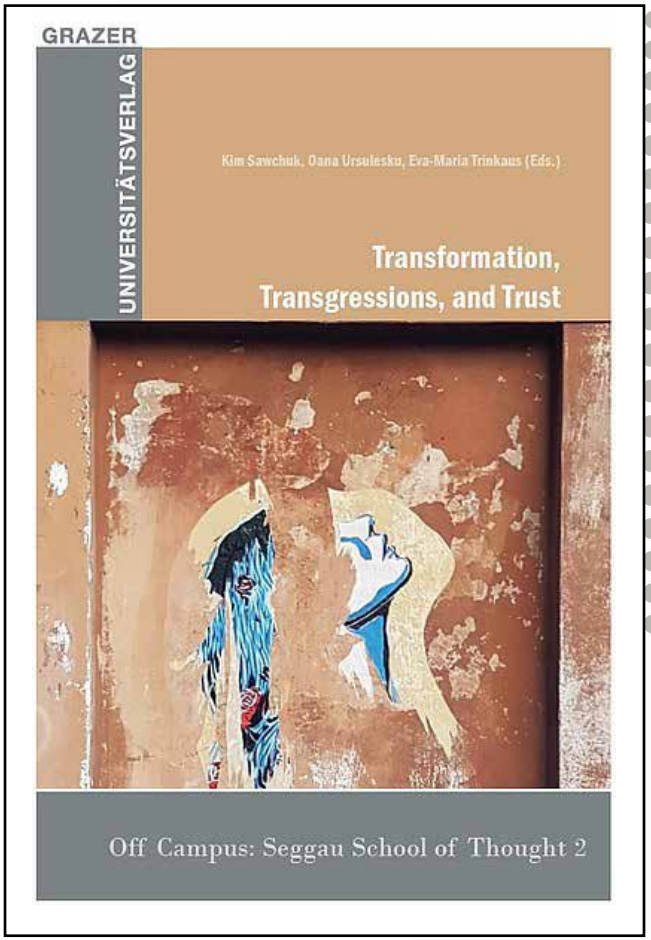
The Greek philosopher Heraclitus put forward the distinct doctrine of flux, the idea that the only constant in life is change. The flux of change generates relentless processes of transformation and shifting perspectives that are frequently perceived as unexpected and unpredictable. They are often triggered by the quest of individuals and groups for self-determination, for the need for cultural reassessment, by the ravages of war, or by more mundane motives of globalized businesses or politics. The essays in this collection robustly explore one or more of these states of transformations and shifting perspectives within three sections: S*ocial Construction of Identity, Citizens and Governing Bodies, and Traumatization in/by War*. We are well aware that as authors we are freezing a moment of shifting perspectives in the writings here. They will go on to all sorts of changes and lives from what we describe. And for that we are ever mindful and ever grateful.



Off Campus: Seggau School of Thought, Volume II (2018)

"Transformation, Transgressions, and Trust"
by Kim Sawchuk, Oana Ursulesku, Eva-Maria Trinkaus (Eds.)

The second volume of the Off Campus: Seggau School of thought publication series has found its purpose in bringing together articles of young scholars and lecturers of international universities in order to – in the sense of the title – transgress disciplinary as well as cultural and linguistic boundaries. Transformation, transgressions, and trust are the prevailing notions that this book emphasizes on, outlining the concepts of what it means to incorporate transformative aspects into transgressive processes. The core essence of structural change, and the critical reflection of the status quo, in this sense, is based on trust. The thirteen articles in this publication, as diverse as they may seem due to their interdisciplinary character, have in common a strong emphasis on a metaphorical and actual crossing and transcending that was deliberately sought by the authors in order to highlight the volume's theme. Their shedding light on the perspectives of trust, and what it means to initiate transformations and become aware of the liminality of concepts is expressed in fields as diverse as a literary analysis of body and place, transgressive forms of feminism, expressions of transgression through artistic interventions, linguistic heritage as a core aspect of the culturally and socially 'liminal' individual, the political notion of positive transgressions, and radical concepts of change and transformation in socio-economic policy-making.

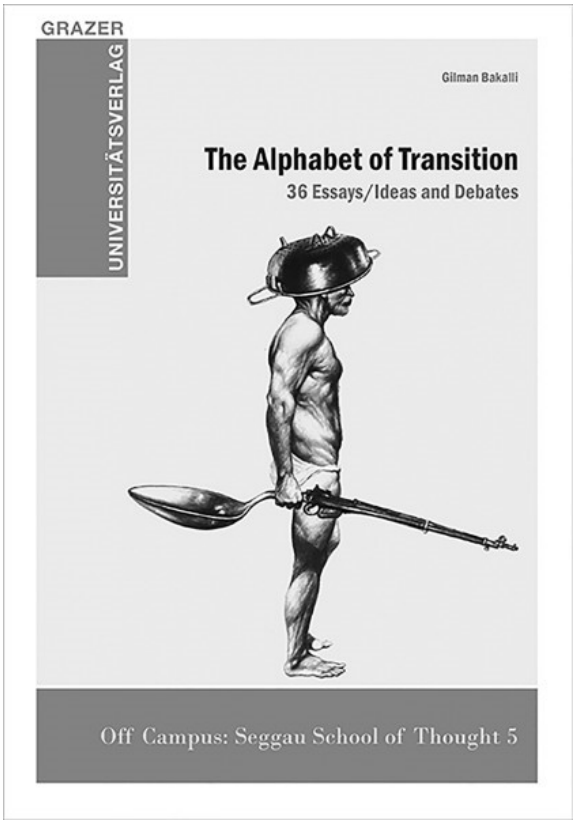


Off Campus: Seggau School of Thought, Volume V (2020)

"The Alphabet of Transition: 36 Essays/Ideas and Debates"
by Gilman Bakalli

The Alphabet of Transition is a collection of original essays about modern-day Albania, in which Gilman Bakalli (1967–2016) comments on a range of topics, from market forces to the role of the intellectual, from his ecological concerns to the taboo topic of blood feud. This book is a selection of considerations about topics and phenomena tormenting a society undergoing radical changes in economy, political, and ideological structures, with which come shifting perspectives in cultural narratives and cultural tropes. Without presupposing to give any kind of encompassing historical analysis, the author chooses concepts that, for him, lay bare the crucial problems of a society that is not certain of its directions, still conflicted about its roots, and lost in the contradictory and often merciless present. In this provocative, playful, and challenging series of essays arranged in alphabetical order and choosing for each letter a word that serves as prompt (A for *Accusation*; B for *Botox*, etc.), the author considers the relationship between Albania and Europe, the imagined East-West dichotomies, the syntagmatic and paradigmatic transformations at the turn of the 21st century, the discrepancies between the ideas of continuity and change, all seen through a web of references from science, culture, and art.

After completing a doctorate in Philosophy at the University of Graz, Gilman Bakalli took an active part in Albanian public life as teacher, researcher, and politician. He was cut short in his efforts of completing the promise of the book's title – 36 ideas and debates – so that the 27 essays in this book deconstruct its title, serve as an invitation to imagine the contents of the remaining nine titles, and embody the dynamics between constant flux and stagnation that the essays discuss.

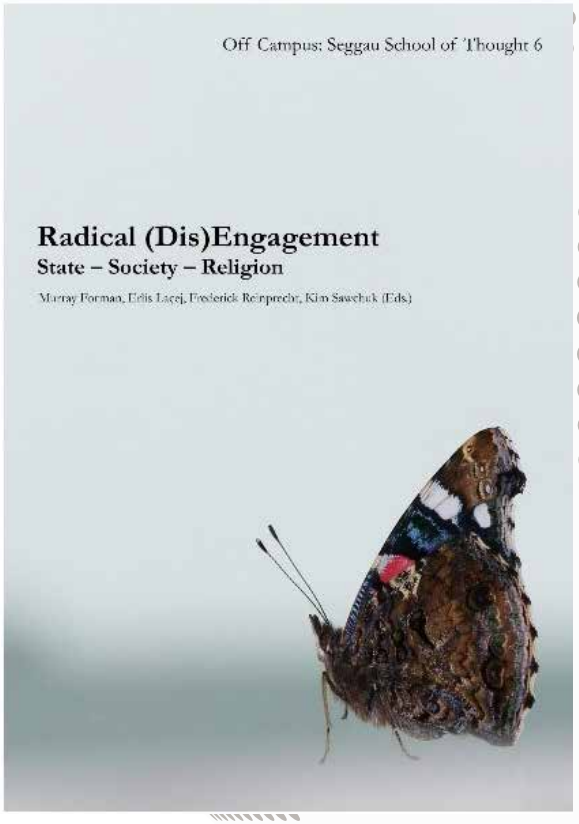


Off Campus: Seggau School of Thought, Volume VI (2020)

"Radical (Dis)Engagement: State – Society – Religion"

by Murray Forman, Erlis Laçej, Frederick Reinprecht, Kim Sawchuk (Eds.) (open access)

The sixth volume of the "Off Campus: Seggau School of Thought" publication series continues the efforts of the Graz International Summer School Seggau and its mission of nurturing and facilitating interdisciplinary discourse and international exchange. Like in previous incarnations of the series, this volume presents academic papers and essays from young academics, the scholars of tomorrow, and researchers at the beginning of their careers. Starting from the central question of the Graz International Summer School Seggau 2019, how political, social, economic, and cultural forces establish structures within our world, which are in turn presented as essential, natural, and inevitable, and thus make change appear impossible, the writings within this volume explore the possibilities of radically engaging with or disengaging from the status quo in order to move from a passive position to an active involvement in transformative processes to become agents of change by an authentic reformulation of our identities.

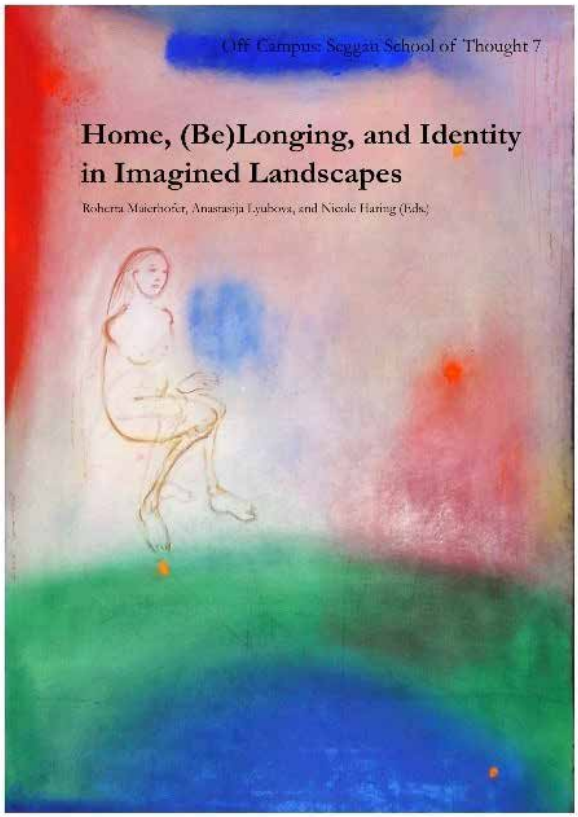


Off Campus: Seggau School of Thought, Volume VII (2021)

"Home, (Be)Longing, and Identity in Imagined Landscapes"
by Roberta Maierhofer, Anastasija Lyubova, and Nicole Haring (Eds.) (open access)

This entry of the student anthology was created through a process of reflecting on a literary seminar carried out by the Center for Inter-American Studies from the University of Graz and was inspired by the work in Marjorie Agosin's edited volume *Home – An Imagined Landscape*. In keeping to the book series' intention, this volume shows the breadth of scholarship of the Graz International Summer School Seggau, that is not only present while the summer institute is in session, but has a more long-lasting effect in terms of continuing the discussions initiated by the spirit of the Southern Styrian landscape, and presenting these ideas in a written text.

This volume, therefore, is a voice of a wider collaboration within a strong research and teaching community that was initiated by the summer school, but is not confined to that moment in time. In addition, this publication can be seen as a manifestation of the core interests of the Center for Inter-American Studies, a tangible and material expression, a mission statement in another form articulating intentions and goals of CIAS by presenting current research created within the context (and possibly because) of existing academic structures and institutionalized relationships. This book series is thus another way of re-defining academic cooperation by using existing structures to find new and challenging ways of producing and presenting scholarship in the humanities and social sciences.



20. Social Program and Activities

21. A Special Thanks to all the Sponsors who Supported the Graz International Summer School Seggau 2022!

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