



GRAZ
INTERNATIONAL
SUMMER SCHOOL
SEGGAU
2020

Graz International Summer School Seggau 2020: Stability, Security, and Happiness: State – Society – Religion



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1. FACULTY AND STAFF

1.1. GUSEGG Faculty and Staff

1.1.1. Academic and Administrative Program Coordination

- **Prof. Dr. Roberta Maierhofer**, Academic Director and Chair of Center for Inter-American Studies
- **Drs. Michael Kuhn**, Co-Director and Representative of COMECE
- **Barbara Ratzenböck**, Bakk. MA, Academic Co-Director of GUSEGG
- **Mag. Dr. Florian Traussnig**, Representative of the Diocese Graz-Seckau
- **Mag. Dagmar Wallenstorfer**, GUSEGG Coordinator

1.1.2. Teaching Faculty (in alphabetical order)

- **Prof. Dr. Marjorie Agosín**, Wellesley College, USA
(<http://www.wellesley.edu/>)
- **Prof. Dr. Philip Barnard**, University of Kansas, USA
(<https://ku.edu/>)
- **Prof. Dr. Christian Cwik**, University of Graz, Austria
(<https://www.uni-graz.at/en/>)
- **Prof. Dr. Murray Forman**, Northeastern University, USA
(<https://camd.northeastern.edu/>)
- **Prof. Dr. Cheryl Lester**, University of Kansas, USA
(<https://ku.edu/>)
- **Prof. Dr. Roberta Maierhofer**, University of Graz, Austria
(<https://www.uni-graz.at/en/>)
- **Senior Lecturer Mirko Petrić**, University of Zadar, Croatia
(<http://www.unizd.hr/>)
- **Prof. Dr. Luis San Vicente Portes**, Montclair State University, USA
(<https://www.montclair.edu/>)
- **Ass.- Prof. Dr. Stefan Rabitsch**, University of Graz, Austria
(<https://www.uni-graz.at/en/>)
- **Barbara Ratzenböck**, Bakk. MA, University of Graz, Austria
(<https://www.uni-graz.at/en/>)
- **Prof. Dr. Matthias Rothe**, University of Minnesota, USA
(<https://twin-cities.umn.edu/>)
- **Prof. Dr. Katharina Scherke**, University of Graz, Austria
(<https://www.uni-graz.at/en/>)
- **Prof. Dr. Don E. Walicek**, University of Puerto Rico, Puerto Rico
(<http://www.uprrp.edu/>)

2. GUSEGG: JULY 5-18, 2020

2.1. General Description

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

2.2. Target Group

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

2.3. Course Credits and Teaching Format

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

2.4. Logistics

The venue of the summer school is Seggau Castle located 45 km south of Graz, Austria. The history in that area dates back to Roman times and the unique Lapidarium at Seggau is a testimonial of those times. The 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 conference venue and a four-star hotel with all the amenities of a resort. As a modern conference venue, Schloss Seggau has seminar and lecture rooms for various capacities. All the rooms are IT equipped (e.g. laptops, beamers). The venue is 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 will make sure the students arrive safely to

Seggau Castle by providing shuttles from the nearest train station to the castle and will coordinate arrival and departure times accordingly.

2.5. Cost of Program and Application

The total student participation cost is € 1.500 covering course costs, tuition, room & board (double, triple or quad rooms, and 3 meals per day), extracurricular activities, and the Graz excursion.

Application deadline for GUSEGG 2019 is **March 18, 2020**. More information about the application process can be found on the GUSEGG website: <http://international.uni-graz.at/gusegg>.

2.6. On-Site Support

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

2.7. Aims and Objectives

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

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

2.8. Outcomes

- Developed critical thinking of students,
- Discussed change in today's world, from migrations, political regimes, climate change to new technologies,
- Enabled students to gain an understanding of current global affairs and to incorporate personal experience into the discussions,
- Learned to build on interdisciplinary methods to strengthen one's own academic background,
- Familiarized with transnational contexts such as Europe and the Americas,

- Discussed and analyzed concepts such as nationalism, globalization, sustainability, societal coherence,
- Equipped students with a broader outlook on shaping today's world,
- Strengthened the relationship between institutions,
- Enriched international and intercultural experience of all the participants (students and lecturers),
- Established interdisciplinary cooperation of teachers and students on a global level,
- Created a highly supportive international network for students and faculty, new travel and cultural experiences, and further academic opportunities,
- Explored new teaching methodologies and practices,
- Mastered transferable skills such as analysis, discussion, debate and academic writing,
- Shared and gained international expertise among all the participants.

2.9. Extracurricular Activities, Events, and Excursions

A one-day trip to Graz with a site-visit to the University of Graz, a reception at the City Hall, as well as, a guided city tour is included in the program. An optional trip to Maribor in Slovenia is offered to participants at their own expense. In addition, social events will be organized, such as volleyball, water polo, soccer, and table tennis tournaments, movie and game nights and a karaoke evening, as well as two international evenings, where students present their countries.

2.10. Further Information

Website: <https://international.uni-graz.at/en/stud/int-focus/summerschools/gusegg-summerschool/>

GUSEGG Film: <https://www.youtube.com/watch?v=kjSbGAmXmgQ>
https://www.youtube.com/watch?v=xRFAUe59bew&list=PLm-gGn7rbCuhh_GD1febOSNta11XGuwxx

Artistic film on Vimeo (password: karaoke): <https://vimeo.com/174475682#at=0>

3. ACADEMIC PROGRAM: Stability, Security, and Happiness: State-Society-Religion

GUSEGG 2020 will offer as an overall theme a broad discussion of our understanding of security, stability, and happiness. Defined quality assurance mechanisms and product and service safety measures are often defined as a guarantee for achieving individual happiness. Taking the place of political action and structural social change, the "imperative of happiness" (Illouz) has led to institutions and multinational corporations determining which individual decisions will lead to successful, meaningful, and healthy lives. When happiness is seen as independent of the material and political contexts we live in, then individual personal action is seen as a replacement and not as a demand for collective political agency. Climate change activists' calls for action are relegated to media coverage as social events inspiring individual measures, but not as an urgent call for institutional and governmental consequences. As happiness has become a consumer good, the promise of an individual state of bliss has led to a decline of institutional ownership in terms of social, cultural, political, and economic measures, and shifted responsibilities from the collective to the individual. When the United Nation publish the "World Happiness Report" and the OECD

launch the "Better Life Initiative," there is a shift from a demand for political action to the realm of the individual.

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

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

Such investigations offer us the opportunity of developing disruptive intellectual approaches and ideas, as we can gain insights into the many forces that make us believe that the challenges we face are essential, natural, and inevitable. Therefore, analysis offers us not only an understanding of our own alliances on an individual, a regional, national, and global level, but also the possibility of moving from a passive position to active involvement in transformation processes in order to become agents of change by an authentic reformulation of our identities.

3.1. Detailed Academic Program

3.1.1. Morning Lectures

Lecturers teaching the seminar modules in the afternoon as well as experts in various fields will deliver morning lectures that provide the context for the seminars. All students are required to attend the morning lectures; the topic of these lectures will be directed towards a general audience. The morning lectures are followed by a break, and afterwards by a plenary discussion, in which the students will have the chance to ask questions.

3.1.2. Optional Lunch Workshops

The workshops are additional voluntary coursework positioned in the midday slots and should help students improve specific skills, such as writing and publishing, presenting academic work in diverse settings. Students sign up for the workshop(s) prior to the summer school.

- **Creative Writing Workshop**

Marjorie Agosin, Wellesley College, USA, magosin@wellesley.edu

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

Outcomes

Students will:

- Develop writing skills and creativity skills,
- Use personal experience in writing,
- Acquire knowledge in writing styles,
- Manage to further develop their creativity in various genres,
- Acquire a critical outlook on various genres (e.g. poetry, prose, essay),
- Establish a written voice and persona in their texts,
- Successfully use English grammar,
- Be trained in editing, correcting and drafting texts,
- Use creative writing as a resource for individual creative processes.

Topics and Schedule

1 July 2019	Introduction
2 July 2019	Poetry
3 July 2019	Prose
8 July 2019	Drama, essay
9 July 2019	Writing styles
10 July 2019	Conclusion

Readings

- Balcells, Jacqueline. *The Enchanted Raisin*. Latin American Literary Review Press, 1988.
- Brunet, Marta. "Solitude of Blood." *Landscapes of a New Land: Fiction by Latin American Women*, edited by Marjorie Agosin, White Pine, 1992, pp. 61-83.
- Castellano, Rosario. "Meditation on Threshold." *Meditation on the Threshold. A Bilingual Anthology Poetry (English and Spanish Edition)*, Bilingual Review, 1988.
- . "Monologue of Foreign Woman." *A Rosario Castellano Reader. An Anthology of Her Poetry, Short Fiction, Essays, and Drama*, edited by Maureen Ahern, University of Texas Press, 1998, p. 84.
- García Márquez, Gabriel. "Nobel Lecture." *Nobelprize.org*, 8 Dec. 1982, www.nobelprize.org/nobel_prizes/literature/laureates/1982/marquez-lecture.html. Accessed 18 Jan. 2018.
- Liscano, Carlos. *Truck of Fools*. Vanderbilt Univ. Press, 2004. (Selected excerpts)
- Neruda, Pablo. "Nobel Lecture." *Nobelprize.org*, 13 Dec. 1971, www.nobelprize.org/nobel_prizes/literature/laureates/1971/neruda-lecture.html. Accessed 18 Jan. 2018.
- . "Ode to the Artichoke." *PoemHunter.com*, 22 Mar. 2010, www.poemhunter.com/poem/ode-to-the-artichoke/. Accessed 18 Jan. 2018.
- . "Ode to Tomatoes." *Famous Poets and Poems* famouspoetsandpoems.com/poets/pablo_neruda/poems/15736. Accessed 18 Jan. 2018.
- . Selected Poetry.
- Partnoy, Alicia. "The Small Box of Matches." *The Little School: Tales of Disappearance & Survival*. Cleis Press, 1998.

Paz, Octavio. "Nobel Lecture." *Nobelprize.org*, 8 Dec. 1990, www.nobelprize.org/nobel_prizes/literature/laureates/1990/paz-lecture.html. Accessed 18 Jan. 2018.

Raznovich, Dianne. *Disconcerted*. in *Defiant Acts: Four Plays*. Bucknell University Press, 2002.

▪ **Academic Writing Workshop**

Stefan Rabitsch, University of Graz, Austria, stefan.rabitsch@uni-graz.at

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 will explore the process of "doing" research vis-à-vis easy-to-use writing tools with a view immediately putting them into (writing)practice. Preparing participants to author a manuscript for consideration in the publication series *Off Campus: School of Thought* will serve as an overarching goal.

Outcomes

Students will:

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

Topics and Schedule

6 July 2020	Introduction to the workshop. Starting at the beginning: What is research and what is an academic paper? What is (not) a topic? How do we develop a topic?
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7 July 2020	Composing a first draft, developing a research question/thesis statement, getting data and starting with analysis. Finding, accessing and using sources; citing styles, in-text citations, referencing.
8 July 2020	Getting things sorted out and finishing the paper; proofreading etc. How do I turn my academic paper into a publishable essay?
10 July 2020	Information about publishing opportunity with GUSEGG, <i>Off Campus: Seggau School of Thought Publication</i> .

▪ Public Speaking Workshop

Stefan Rabitsch, University of Graz, Austria, stefan.rabitsch@uni-graz.at

Ralph Waldo Emerson remarked that “[a]ll the great speakers were bad speakers at first,” while Mark Twain famously said that “[t]here are two types of speakers, those who get nervous and those who are liars.” Between the two of them, they speak to the single most important key to successful public speaking regardless of the venue, audience, scope and technological equipment: practice. This workshop will offer a practice-based approach which will help participants prepare and carry out professional presentations that are interesting, effective and well performed. In order to achieve audience impact, we will engage with dimensions that shape all forms of public speaking: presence, performance, design, delivery and technology (or lack thereof). Geared toward participation and collaboration, students will practice different genres of public speaking, ranging from impromptu talks, elevator pitches, interviews, science slams, storytelling, conference papers and thesis defenses.

Outcomes

Students will:

- Gain knowledge on how to successfully prepare and structure a speech
- Be familiar with different presentation strategies,
- Be able to deliver a speech successfully,
- Have practiced different genres of speaking (e.g. pitches, slams),
- Improve listening and speaking skills,
- Be able to cope with stage fright and shyness,
- Be able to read, react to and interact with audiences,
- Be able to train themselves in gaining confidence, pace, tone audibility, and audience contact,
- Develop techniques for public speaking in numerous contexts.

Topics and Schedule

13 July 2020	Intro, genres of speaking
14 July 2020	Various techniques and practice

15 July 2020	Preparing for science slam
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▪ **Publication, Poster Presentations, and Science Slam**

a) **Publication Opportunity**

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

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

b) **Poster Presentations & Science Slam**

Students who wish to present their work, thesis, research or interest, will have an opportunity to do so in a form of a scholarly poster or taking part in Science Slam in a special event that takes place in the evening of the second week (see agenda).

3.1.3. Parallel Afternoon Seminars (Students Choose One):

▪ SEMINAR 1: Unhappy Nations: Histories and Politics

Week 1: Christian Cwik, University of Graz, Austria

Week 2: Don E. Walicek, University of Puerto Rico, Río Piedras Campus

Course Description

The arrival of European seamen and colonizers at the end of the 15th and 16th century, mainly from the Iberian Peninsula, has destroyed the “happy” nations of indigenous people in the Americas. Based on Roman and Christian laws, the Europeans (French, English, Dutch and Danish colonizers who entered this war against the indigenous nations during the first third of the 17th century) developed their colonies by establishing new societies as well as imposing Roman Catholic religion as state religion. But different outlaw groups occupied the several interspaces (maritime and terrestrial) and established there (frontier) their conception of a new and happy world. Among them we can find Europeans, Natives and Africans intermingling and generating new popular societies, specifically pirate and bandit societies which became famous in historiography and literature. With the foundation of nations as a consequence of the independence processes (1775-1898), these interspaces became smaller and smaller because of the violent colonization of the frontier. This process is still ongoing and has produced an incredible high number of unhappy nations and failed states. Today, the most dangerous countries in the world are in Latin America and the Caribbean. In most of the ratings, regarding happiness, American countries rank on the lowest end of the scale.

The seminar wants to reflect the value of happiness by means of different ethnic and cultural categories in the Americas. Furthermore, we try to deconstruct the well-known phrase “Life, Liberty and the pursuit of Happiness” in the US Declaration of Independence and study its impact for the establishment of nations and states. Finally, we would like to find answers due to the matter of fact why Latin America and the Caribbean are the most violent and brutal region in the world of today.

Outcomes

Students will:

- Become familiar with the history of continental America and the Caribbean.
- Learn about state theory in the Americas before, during and after European colonialism and the emergence of U.S. imperialism.
- Get to know the differences between out- and inland territories.
- Learn about the cultural, social, economic and political differences of happiness and unhappiness.
- Discuss the impact that “*the pursuit of Happiness*” has had on different societies in the Americas.
- Learn to analyze contemporary phenomena related to (un)happiness in the continental America and the Caribbean.
- Demonstrate critical thinking in written and oral reactions to texts related to the course’s main topics, selected from a variety of disciplines.

- Analyze the selected themes through various approaches and from divergent perspectives.
- Formulate creative approaches to the complexities of the course's main topics.

Topics and Schedule

Date	Topic	Reading
6 July 2020	The "Happy Indigenous Nations" in Continental America and the Caribbean	Sturgis Amy, The Myth of the Passive Indian. Was America before Columbus just a "continent of patsies"? In: Reason. Free minds and Free markets. (April 2006) https://reason.com/2006/04/01/the-myth-of-the-passive-indian-3/ (31.7.2019) Chacon Richard and Mendoza Ruben, North American Indigenous Warfare and Ritual Violence. Tucson 2007.
7 July 2020	The destruction of the Indies: The unhappy reality of the new world.	De las Casas Bartolome, A short account of the Destruction of the Indies. London 1992.
8 July 2020	The "happiness" of the American frontier.	Weber David J., The Spanish Frontier in North America. New Haven 1992. Weber David J., Bárbaros: Spaniards and Their Savages in the Age of Enlightenment. New Haven 2005.
9 July 2020	<i>The Pursuit of Happiness and the formation of new national states.</i>	Darnton Robert, The Pursuit of Happiness. In: <i>The Wilson Quarterly</i> , Vol. 19, No. 4 (Autumn, 1995), pp. 42-52. Kesebir Pelin and Diener Ed, In Pursuit of Happiness: Empirical Answers to Philosophical Questions. In: <i>Perspectives on Psychological Science</i> , Vol. 3, No. 2, From Philosophical Thinking to Psychological Empiricism, Part II (Mar., 2008), pp. 117-125
10 July 2020	Contemporary unhappy states in Ibero- and Anglo America.	Panizza Ugo and Yanez Monica, Why are Latin Americans so unhappy about reforms. In: <i>Journal of Applied Economics</i> , Vol. VIII, No. 1 (May 2005), pp. 1-29. Stavenhagen Rodolfo, Challenging the Nation-State in Latin America. In: <i>Journal of International Affairs</i> , Vol. 45, No. 2, Rethinking Nationalism and Sovereignty (Winter 1992), pp. 421-440.

13 July 2020	Whose happiness, whose knowledge? Navigating language, epistemology, and difference.	Trouillot Michel-Rolph. "North Atlantic Fictions." In: <i>Global Transformations, Anthropology and the Modern World</i> pp. 29-46. New York, 2003. Lomas, Tim. Mapping Well-Being. In: "Translating Happiness, A Cross-Cultural Lexicon of Well-Being" pp. 1-36. Boston, 2018. (optional reading) Goddard Cliff and Zhengdao Ye "Exploring 'Happiness' and 'Pain' Across Languages and Cultures." In: <i>'Happiness' and 'Pain' across Languages and Cultures</i> pp. 1-18. Amsterdam, 2016.
14 July 2020	Agency, freedom, and emancipation.	Roberts Neil. On Slavery, Agency, and Freedom. In <i>Freedom as Marronage</i> (2015), pp. 1-49. Chicago, 2015.
15 July 2020	Culture and happiness in the context of colonization.	Roberts Peter A. The Legacy of Colonial Literacy in the West Indies. In: "From Oral to Literate Culture: Colonial Experience in the English West Indies" pp. 268-278. Kingston, 1997. Roberts Peter A. "Framing the Relationship between Play, Happiness and Honour" (ch. 1) and "Singing to Survive and Jive" (ch. 9) In: <i>A Response to Enslavement, Playing Their Way to Virtue</i> . Kingston, 2019.
16 July 2020	How to move forward? Genre jumping and the imagination.	Danticat Edwidge. Create Dangerously (ch. 1) In: <i>Create Dangerously: The Immigrant Artist at Work</i> . Princeton: pp. 1-20.

Readings

Week 1 (Christian Cwik)

Chacon, Richard and Mendoza, Ruben. North American Indigenous Warfare and Ritual Violence. Tucson, 2007.

Chacon, Richard and Mendoza, Ruben. Latin American indigenous warfare and ritual violence. Tucson, 2007.

Darnton, Robert. "The Pursuit of Happiness". In: *The Wilson Quarterly*, Vol. 19, No. 4 (Autumn, 1995), pp. 42-52.

De las Casas, Bartolome. A short account of the Destruction of the Indies. London, 1992.

Kesebir, Pelin and Diener, Ed. "In Pursuit of Happiness: Empirical Answers to Philosophical Questions." In: *Perspectives on Psychological Science*. Vol. 3, No. 2, From Philosophical Thinking to Psychological Empiricism, Part II (Mar., 2008), pp. 117-125.

Panizza, Ugo and Yanez, Monica. "Why are Latin Americans so unhappy about reforms".

- In: Journal of Applied Economics, Vol. VIII, No. 1 (May 2005), pp. 1-29.
- Stavenhagen, Rodolfo. "Challenging the Nation-State in Latin America". In: Journal of International Affairs, Vol. 45, No. 2, Rethinking Nationalism and Sovereignty (Winter 1992), pp. 421-440.
- Sturgis, Amy. "The Myth of the Passive Indian. Was America before Columbus just a "continent of patsies"?". In: Reason. Free minds and Free markets. (April 2006) <https://reason.com/2006/04/01/the-myth-of-the-passive-indian-3/> (31.7.2019).
- Weber, David J. "The Spanish Frontier in North America". In: New Haven, 1992.
- . "Bárbaros: Spaniards and Their Savages in the Age of Enlightenment". New Haven, 2005.
- White, George W. Nation, State, and Territory: Origins, Evolutions, and Relationships, Volumes 1 and 2. Rowman & Littlefield Publishers, 2004 and 2007, passim.

Week 2 (Don E. Walicek)

- Danticat, Edwidge. Create Dangerously: The Immigrant Artist at Work. Princeton: Princeton University Press, 2010.
- Goddard, Cliff and Zhengdao Ye. In: 'Happiness' and 'Pain' across Languages and Cultures. Amsterdam: John Benjamins, 2016.
- Roberts, Peter A. From Oral to Literate Culture: Colonial Experience in the English West Indies. Kingston: University of West Indies Press, 1997.
- Roberts, Peter A. A Response to Enslavement, Playing Their Way to Virtue. Kingston, 2019.
- Roberts, Neil. Freedom as Marronage. Chicago: University of Chicago Press, 2015.
- Trouillot, Michel-Rolph. Global Transformations, Anthropology and the Modern World. New York: Palgrave, 2003.
- Lomas, Tim. Translating Happiness, A Cross-Cultural Lexicon of Well-Being. Boston: Massachusetts Institute of Technology Press, 2018.

▪ SEMINAR 2: The Digitalization of Politics: Media and Populism

Mirko Petrić, University of Zadar, Croatia

Course Description

“The Media and Modernity: The Populist Moment”

The content of the seminar is outlined by its title, which quotes the titles of John B. Thompson’s classical social theory of the media and Jan Werner Müller’s recent article on populism in contemporary politics and culture. Added to this should be the content of Harry Frankfurt’s 2005 essay “On Bullshit”, which analyzed the implications of the rhetorical mode of “post-factual politics” even before the term was coined. Topics covered include discussions of the technological and cultural differences of “legacy media” and “social media”, the transformation of the public sphere in the era of “networked individualism”, and dissent in the age of “regressive modernity” (Nachtwey, 2016).

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

Outcomes

Students will:

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

Topics and Schedule

Date	Topic	Readings
6 July 2020	Social transformations in the “second modernity” context	<p>Beck, Ulrich, Wolfgang Bonss, and Christoph Lau. “The Theory of Reflexive Modernization: Problematic, Hypotheses and Research Programme.” <i>Theory, Culture & Society</i>, vol. 20, no. 2, 2003, pp. 1-33.</p> <p>Martinez-Vela, Carlos. “World Systems Theory.” <i>Massachusetts Institute of Technology</i>, 2001, http://web.mit.edu/esd.83/www/notebook/WorldSystem.pdf.</p> <p>Beck, Ulrich. <i>Risk Society</i>. Sage Publications Ltd, 1992. (excerpts)</p>
7 July 2020	The media and modernity	<p>Sunstein, Cass. “The Daily We: Is the Internet really a blessing for democracy?” <i>Boston Review</i>, 2001, http://bostonreview.net/cass-sunsteininternet-democracy-daily-we.</p> <p>Thompson, John B. <i>The Media and Modernity. A Social Theory of the Media</i>. Polity Press, 1995. (Overview.)</p> <p>Thompson, John B. “The New Forms of Visibility.” <i>Theory, Culture & Society</i>, vol. 22 no. 62, 2005, pp. 31-51.</p>
8 July 2020	Social media and surveillance capitalism	<p>Lanchester, John. “You are the Product!” <i>London Review of Books</i>, vol. 39, no. 16, 2017, pp. 3-10.</p>
9 July 2020	A fourth age of political communication?	<p>Blumler, Jay G. and Dennis Kavanagh. “The Third Age of Political Communication: Influences and Features.” <i>Political Communication</i>, vol. 16, no. 3, 1999, pp. 209–230.</p>
10 July 2020	Towards a populist media rhetoric: from Frankfurt’ essay to “fake news”	<p>Frankfurt, Harry. <i>On Bullshit</i>. Princeton University Press, 2005 [1986]. (A selection – the original 1986 <i>Raritan</i> essay)</p>
13 July 2020	The populist moment	<p>Müller, Jan-Werner. “Capitalism in One Family.” <i>London Review of Books</i>, vol. 38, no. 23, 2016, pp. 10-14.</p> <p>Müller, Jan-Werner. ““The people must be extracted from within the people’: Reflections on Populism.” <i>Constellations</i>, vol. 21, no. 4, 2014, pp. 483-493.</p>
14 July 2020	Populism in different contexts	<p>Muis, Jasper and Tim Immerzeel. “Causes and consequences of the rise of populist radical right parties and movements in Europe.”</p>

		<i>Current Sociology</i> , vol. 65, no. 6, 2017, pp. 909-930.
15 July 2020	Civil society 4.0?	<p>Alexander, Jeffrey. "Introduction. Civil Society I, II, III: Constructing an Empirical Concept from Normative Controversies and Historical Transformations." <i>Real Civil Societies: Dilemmas of Institutionalization</i>, edited by Jeffrey Alexander, Sage, 1998, pp. 1-19.</p> <p>Hauser, Gerald A. <i>Vernacular Voices: The Rhetoric of Publics and Public Spheres</i>. University of South Carolina Press, 1999. (Overview.)</p> <p>Morris, Aldon. "Naked Power and the Civil Sphere." <i>Sociological Quarterly</i>, vol. 48, 2007 pp. 615–628.</p>
16 July 2020	From public intellectuals to citizen intellectuals?	<p>Aubin, France. "Intellectuals, the Public Sphere and Dissemination Strategies." <i>New Public Spheres: Recontextualizing the Intellectual</i>, edited by Peter Thijssen et al., Routledge, 2013, pp. 71-87.</p> <p>Dunlop, Tim. "If you build it they will come." <i>Evatt Journal</i>, vol. 3, no. 4, 2003, http://evatt.org.au/papers/if-you-build-it-they-will-come.html.</p>

Readings

- Alexander, Jeffrey. "Introduction. Civil Society I, II, III: Constructing an Empirical Concept from Normative Controversies and Historical Transformations." *Real Civil Societies: Dilemmas of Institutionalization*, edited by Jeffrey Alexander, Sage, 1998, pp. 1-19.
- Aubin, France. "Intellectuals, the Public Sphere and Dissemination Strategies." *New Public Spheres: Recontextualizing the Intellectual*, Farnham, edited by Peter Thijssen et al., Routledge, 2013, pp. 71-87.
- Beck, Ulrich, Wolfgang Bonss, and Christoph Lau. "The Theory of Reflexive Modernization: Problematic, Hypotheses and Research Programme." *Theory, Culture & Society*, vol. 20, no. 2, 2003, pp. 1-33.
- Beck, Ulrich. *Risk Society*. Sage Publications Ltd, 1992.
- Blumler, Jay G. and Dennis Kavanagh. "The Third Age of Political Communication: Influences and Features." *Political Communication*, vol. 16, no. 3, 1999, pp. 209–230.
- Frankfurt, Harry. *On Bullshit*. Princeton University Press, 2005 [1986]. (A selection – the original 1986 *Raritan* essay)
- Dunlop, Tim. "If you build it they will come." *Evatt Journal*, vol. 3, no. 4, 2003, <http://evatt.org.au/papers/if-you-build-it-they-will-come.html>.
- Hauser, Gerald A. *Vernacular Voices: The Rhetoric of Publics and Public Spheres*. University of South Carolina Press, 1999.

- Lanchester, John. "You are the Product!" *London Review of Books*, vol. 39, no. 16, 2017, pp. 3-10.
- Martinez-Vela, Carlos. "World Systems Theory." *Massachusetts Institute of Technology*, 2001, <http://web.mit.edu/esd.83/www/notebook/WorldSystem.pdf>
- Morris, Aldon. "Naked Power and the Civil Sphere." *Sociological Quarterly*, vol. 48, 2007, pp. 615–628.
- Muis, Jasper and Tim Immerzeel. "Causes and consequences of the rise of populist radical right parties and movements in Europe." *Current Sociology*, vol. 65, no. 6, 2017, pp. 909-930.
- Müller, Jan-Werner. "'The people must be extracted from within the people': Reflections on Populism." *Constellations*, vol. 21, no. 4, 2014, pp. 483-493.
- . "Capitalism in One Family." *London Review of Books*, vol. 38, no. 23, 2016, pp. 10-14.
- Thompson, John B. *The Media and Modernity. A Social Theory of the Media*. Polity Press 1995.
- . "The New Forms of Visibility." *Theory, Culture & Society*, vol. 22, no. 62, 2005, pp. 31-51.
- Sunstein, Cass. "The Daily We: Is the Internet really a blessing for democracy?" *Boston Review*, 2001, <http://bostonreview.net/cass-sunsteininternet-democracy-daily-we>.

▪ **SEMINAR 3: Economics and Inequalities: GDP and Happiness**

Luis San Vicente Portes, Montclair State University, USA

Course Description

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

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

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

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

Outcomes

Students will:

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

Topics and Schedule

Date	Topic	Readings
6 July 2020	Foundations: What's Economic Development?	Callen , Tim. "PPP versus the Market: Which Weight Matters?" <i>Finance and Development</i> , vol. 44, no. 1, 2007, www.imf.org/external/pubs/ft/fandd/2007/03/basics.htm .
7 July 2020	Economic Development: Institutions	Edison , Halli. "Testing the Links How strong are the links between institutional quality and economic performance?" <i>Finance and Development</i> , 2003, pp. 35-37.
8 July 2020	Globalization: Trade	McDonald , Brad. "Why Countries Trade." <i>Finance and Development</i> , 2009, pp. 48-49.
9 July 2020	Globalization: Finance	Kose, Ayhan M., Prasad, Eswar, Rogoff, Kenneth and Wei, Shang-Jin. "Financial Globalization: Beyond the Blame Game." <i>Finance and Development</i> , vol. 44, no. 1, 2007, https://www.imf.org/external/pubs/ft/fandd/2007/03/kose.htm .
10 July 2020	Income and Distributional Effects of Globalization	Dollar , David and Aart Kraay . "Trade, Growth, and Poverty" <i>Finance and Development</i> , vol. 38, no. 3, 2001, http://www.imf.org/external/pubs/ft/fandd/2001/09/dollar.htm .
13 July 2020	Why Does Inequality Matter?	"Inequality v growth." <i>The Economist</i> , The Economist Newspaper, 3 Mar. 2014, www.economist.com/news/finance-and-economics/21597931-up-point-redistributing-income-fight-inequality-can-lift-growth-inequality . Summers , Lawrence H. "The Inequality Puzzle." <i>Democracy Journal</i> , no. 33, 2014, pp. 91-99.
14 July 2020	Trends in Inequality	"FOCUS on Top Incomes and Taxation in OECD Countries: Was the crisis a game changer?" <i>OECD, Directorate for Employment, Labour and Social Affairs</i> , May 2014.
15 July 2020	Technology: Economics and Society	Wellisz , Chris. "Prophet of Pessimism." <i>Finance & Development</i> , June 2017, pp. 28-31.
16 July 2020	Moral Limits of the Market	Sandel , Michael J. "Market Reasoning and Moral Reasoning: Why Economists Should Re-engage with Political Philosophy." <i>Journal of Economic Perspectives</i> , vol. 27, no. 4, 2013, pp. 121-140.

Readings

Callen, Tim. "PPP versus the Market: Which Weight Matters?" *Finance and Development*, vol. 44, no. 1, 2007. www.imf.org/external/pubs/ft/fandd/2007/03/basics.htm.

Dollar, David and Aart Kraay. "Trade, Growth, and Poverty" *Finance and Development*, vol. 38, no. 3, 2001, <http://www.imf.org/external/pubs/ft/fandd/2001/09/dollar.htm>.

Edison, Halli. "Testing the Links How strong are the links between institutional quality and economic performance?" *Finance and Development*, 2003, pp. 35-37.

"FOCUS on Top Incomes and Taxation in OECD Countries: Was the crisis a game changer?" *OECD, Directorate for Employment, Labour and Social Affairs*, May 2014.

“Inequality v growth.” *The Economist*, The Economist Newspaper, 3 Mar. 2014, www.economist.com/news/finance-and-economics/21597931-up-point-redistributing-income-fight-inequality-can-lift-growth-inequality.

Kose, Ayhan M. et al. “Financial Globalization: Beyond the Blame Game.” *Finance and Development*, vol. 44, no. 1, 2007, <http://www.imf.org/external/pubs/ft/fandd/2007/03/kose.htm>.

McDonald, Brad. “Why Counties Trade.” *Finance and Development*, 2009, pp. 48-49.

Sandel, Michael J. “Market Reasoning and Moral Reasoning: Why Economists Should Re-engage with Political Philosophy.” *Journal of Economic Perspectives*, vol. 27, no. 4, 2013, pp. 121-140.

Summers, Lawrence H. “The Inequality Puzzle.” *Democracy Journal*, no. 33, 2014, pp. 91-99.

Wellisz, Chris. “Prophet of Pessimism.” *Finance & Development*, 2017, pp. 28-31.

▪ SEMINAR 4: Narratives of Jewish Migration

Cheryl Lester, University of Kansas, USA

Philip Barnard, University of Kansas, USA

Course Description

This seminar explores aspects of the evolution of narratives of Jewish migration, from the founding narrative of exodus in Biblical and rabbinic literature to narratives of migration in literary-historical texts from the 18th to the 20th century and beyond. Thus “narrative” (along with related concepts of tradition and cultural transmission) and “migration” become basic keywords and concepts to be viewed analytically, historicized, and periodized. We consider how “narrative,” “migration,” and Jewish identity are interrelated and figure in contemporary debates about Jewish peoplehood. Our texts address the dynamic between religious and secular narratives of migration, on one hand, and the precarious stability and security of Jewish identities. The seminar’s readings, both sacred (Exodus, the Passover Haggadah), literary (Brockden Brown, Anya Yezierska, Joseph Roth, Philip Roth, etc.) and critical (Amery, Boyarin, Brinkmann, etc.) enable us to examine the construction and transformation(s) of Jewish narratives of migration and Jewish identity and trace out the vicissitudes of stability, security, and happiness in sacred and secular literature.

Outcomes

Students will:

- Learn about forms of narrative and concepts of migration
- Learn about Jewish identity and aspects of Jewish history and literature. The seminar readings will move from the analysis of foundational Jewish narratives of migration to historical, critical, and literary narratives in which migration figures as a keyword or narrative trope.

Topics and Schedule

Date	Topic	Reading
6 July 2019	Introduction to Narratives of Jewish Migration: Keywords and Concepts	<p>Burgett, Bruce and Glenn Hendler. "Contributors." <i>Keywords for American Cultural Studies</i>. 2d edition. https://keywords.nyupress.org/american-cultural-studies/contributors/</p> <p>Burgett, Bruce and Glenn Hendler. "Works Cited." <i>Keywords for American Cultural Studies</i>. 2d edition. https://keywords.nyupress.org/american-cultural-studies/works_cited/</p> <p>Edwards, Brent Hayes. "Diaspora." <i>Keywords for American Cultural Studies</i>. 2d edition. https://keywords.nyupress.org/american-cultural-studies/essay/diaspora/</p> <p>Kaplan, Carla. "Identity." <i>Keywords for American Cultural Studies</i>. 2d edition. https://keywords.nyupress.org/american-cultural-studies/essay/identity/</p> <p>Luibhéid, Eithne. "Immigration." <i>Keywords for American Cultural Studies</i>. 2d edition. New York: NYU, 2014, pp. 125-29.</p> <p>Gálvez, Alyshia. "Migration." <i>Keywords for American Cultural Studies</i>. 2d edition. pp. 168-74.</p> <p>Yu, Henry. "Ethnicity." <i>Keywords for American Cultural Studies</i>. 2d edition. pp. 100-04.</p>
7 July 2019	Exodus: The Founding Narrative	<p>Shemot (Book of Exodus) 12:37-17:16. In <i>Tanakh: The Holy Scriptures</i> (JPS, 1985) Sefaria. https://www.sefaria.org/Exodus.16.15?lang=bi&with=all&lang2=en</p>
8 July 2019	The "Most Popular Jewish Book Ever Written" (composed c.280-c.360 CE)	<p>Pesach Haggadah. From "Magid, Ha Lachma Anya" to "Magid, Rabban Gamliel's Three Things."</p>
9 July 2019	Jewish Place as "the Place of Difference"	<p>Boyarin, Daniel and Jonathan Boyarin, "Diaspora: Generation and the Ground of Jewish Identity" <i>Critical Inquiry</i> 19.4 (Summer 1993): 693-725.</p>
10 July 2019	Jewish Migration (1450-1950)	<p>Brinkmann, Tobias. "Jewish Migration," 2010. <i>European History Online</i> http://ieg-ego.eu/en/threads/europe-on-the-road/jewish-migration</p>
13 July 2019	Expulsion from Spain and the rise of the Eastern European Diaspora (1492-1789)	<p>Brown, Charles Brockden. "What is a Jew?" <i>The Monthly Magazine and American Review</i>, vol. 3, no. 5, 1800, pp. 323-25.</p> <p>Brown, Charles Brockden. Chapter 23 (backstory of Achsa Fielding) from <i>Arthur Mervyn; or, Memoirs of the Year 1793</i>. Second Part. [1800]. Hackett Publishing, 2008, pp. 305-16.</p>
14 July 2019	Mass migration from Eastern Europe and "Metropolisation" (1789-1914)	<p>Yeziarska, Anya. "How I Found America." <i>Hungry Hearts</i>. Boston: Houghton Mifflin, 1920. A Celebration of Women Writers. Penn Libraries. https://digital.library.upenn.edu/women/yeziarska/hearts/hearts.html#X</p> <p>Aleichem, Sholem. "Tevye Leaves for the Land of Israel." <i>Tevye the Dairyman and the Railroad Stories</i>. 1909. NY: Schocken Books, 1987, pp. 97-116.</p>

15 July 2019	Expulsion, Shoah and the foundation of Israel (1914-48)	Roth, Joseph. "Eastern European Jews in the West," "The Jewish Shtetl," and "Ghettoes in the West (Vienna)." <i>The Wandering Jews</i> . Norton, 2001, pp. 5-67. Amery, Jean. "How Much Home Does a Person Need?" <i>At the Mind's Limits: Contemplations by a Survivor on Auschwitz and Its Realities</i> . Trans. Sidney Rosenfeld and Stella P. Rosenfeld. Bloomington, IN: Indiana UP, 1980, pp. 41-61.
16 July 2019	Jewish Identity (After 1948)	Roth, Philip. "Eli, the Fanatic." <i>Commentary</i> (1 April 1959). Wirth-Nesher, Hana. "Resisting Allegory, or Reading 'Eli, the Fanatic' in Tel Aviv." <i>Proof texts</i> 21.1 (2001): 103-112.

Readings

- Aleichem, Sholem. "Tevye Leaves for the Land of Israel." *Tevye the Dairyman and the Railroad Stories*. 1909. NY: Schocken Books, 1987, pp. 97-116.
- Amery, Jean. "How Much Home Does a Person Need?" *At the Mind's Limits: Contemplations by a Survivor on Auschwitz and Its Realities*. Trans. Sidney Rosenfeld and Stella P. Rosenfeld. Bloomington, IN: Indiana UP, 1980, pp. 41-61.
- Boyarin, Daniel and Jonathan Boyarin, "Diaspora: Generation and the Ground of Jewish Identity" *Critical Inquiry* 19.4 (Summer 1993): 693-725.
- Brinkmann, Tobias. "Jewish Migration," 2010. European History Online
<http://ieg-ego.eu/en/threads/europe-on-the-road/jewish-migration>
- Brown, Charles Brockden. "What is a Jew?" *The Monthly Magazine and American Review*, vol. 3, no. 5, 1800, pp. 323-25. (E-text will be supplied)
- . Chapter 23 (backstory of Achsa Fielding) from *Arthur Mervyn; or, Memoirs of the Year 1793. Second Part*. Hackett Publishing, 2008, pp. 305-16. (E-text will be supplied).
- Pesach Haggadah. Sefaria Edition. https://www.sefaria.org/Pesach_Haggadah?lang=bi
- Rashi on Exodus from Pentateuch with Rashi's commentary by M. Rosenbaum and A.M. Silbermann 12:37 - 17:16
- Roth, Joseph. "Eastern European Jews in the West," "The Jewish Shtetl," and "Ghettoes in the West (Vienna)." *The Wandering Jews*. Norton, 2001, pp. 5-67
- Roth, Philip. "Eli, the Fanatic." *Commentary* (1 April 1959).
- Shemot (Book of Exodus) 12:37-17:16. In *Tanakh: The Holy Scriptures* (JPS, 1985) Sefaria.
<https://www.sefaria.org/Exodus.16.15?lang=bi&with=all&lang2=en>
- Yeziarska, Anya. "How I Found America." *Hungry Hearts*. Boston: Houghton Mifflin, 1920. A Celebration of Women Writers. Penn Libraries.
<https://digital.library.upenn.edu/women/yeziarska/hearts/hearts.html#X>
- Wirth-Nesher, Hana. "Resisting Allegory, or Reading 'Eli, the Fanatic' in Tel Aviv." *Proof texts* 21.1 (2001): 103-112.

▪ **SEMINAR 5: Aging Masculinities: In Pursuit of Happiness**

Murray Forman, Northeastern University, USA

Barbara Ratzenböck, University of Graz, Austria

Course Description

Week 1 (Murray Forman)

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

Week 2 (Barbara Ratzenböck)

The second week of the seminar will focus on a selection of methods to study intersections of gender and age/ing. First, participants will learn about the method of “digital story-telling” and subsequently also produce their own digitally-recorded story on aging masculinities. These stories will serve as a vantage point to discuss experiences, imaginations, as well as cultural reference points and representations of old age and masculinities. Further, students will be introduced to the method of walking interviews and also learn how to do one themselves, exploring the influence moving through space has on narrating our experiences as beings within time. At the end of the second week, the seminar will look into current research on aging masculinities. Discussing epistemological and methodological cornerstones of the international project “MASCAGE - Gendering Age: Representations of Masculinities and Ageing in Contemporary European Literatures and Cinemas,” students will learn about challenges and benefits of interdisciplinary research in the context of investigating aging masculinities in the European setting.

Additional Lecturers:

Prof. Dr. Roberta Maierhofer (University of Graz, Austria)

Dr. Oana Hergenröther (University of Graz, Austria)

Andreas Schuch (University of Graz, Austria)

Outcomes

Students will:

- Be familiar with academic approaches to analyzing cultural representations of aging masculinities (literature, music, digital stories, interviews),
- Understand how narratives of age/ing and gender shape academic and public discourse,
- Have explored how individual experience of age/ing and gender can be narrated in different settings,

- Know how to produce their own creative expressions of life experiences (digital story) as well as reflect critically on these issues (academic essay),
- Be familiar with a variety of methods in Cultural Studies, such as digital storytelling, (walking) interviews, focus groups
- Develop a familiarity with critical age studies and the underlying theories that inform the analysis of cultural ageism and the specific issues associated with aging masculinities

Topics and Schedule

Date	Topic	Reading
6 July 2020	Introduction to Critical Age Studies	<p>Cruikshank, Margaret (2009). Chapter 1: "Cultural Myths and Aging," in: <i>Learning to be Old. Gender, Culture, and Aging</i>. Lanham. Rowman & Littlefield. 2nd edition, pp. 10-23.</p> <p>Gullette, Margaret Morganroth (2004). Chapter 1: "Trapped in the New Time Machines"; Chapter 6: "What Is Age Studies" in: <i>Aged by Culture</i>. Chicago and London: University of Chicago Press, pp. 3-20.</p> <p>Katz, Stephen. 2014. "What is Age Studies?" in: <i>Age, Culture, Humanities</i>. Vol. 1, No. 1.</p>
7 July 2020	Age/ing, Gender, and Identity	<p>Calasanti, Toni & Sadie Giles (2017). "The Challenge of Intersectionality." In: <i>Generations</i>. Vol. 41, No. 4. Pp. 69-76.</p> <p>Sontag, Susan (1972). "The Double Standard of Aging," in: <i>Saturday Review</i>, pp. 29-38.</p> <p>Thompson, Edward H. & Kaitlyn B. Langendoerfer (2016). "Older Men's Blueprint for 'Being a Man.'" In: <i>Men and Masculinities</i>. Vol. 19. No. 2. Pp. 119-147.</p>
8 July 2020	Older Men, Image, and Self-Image	<p>Bennett, Andy (2013). "Toning Down the Mohawk: Music, Style and Aging." In: <i>Music, Style, and Aging: Growing Old Disgracefully?</i> Philadelphia: Temple University Press. Pp. 68-93.</p> <p>Clarke, Laura H., Erica V. Bennett and Chris Liu (2014). "Aging and Masculinity: Portrayals in Men's Magazines." In: <i>Journal of Aging Studies</i>. Vol. 31. Pp. 26-33.</p> <p>Twigg, Julia (2018). "Dress, Gender and the Embodiment of Age: Men and Masculinities." In: <i>Ageing & Society</i>. Pp. 1-21.</p>
9 July 2020	Aging Masculinities and Hip-Hop	<p>Fogarty, Mary (2012). "'Each One, Teach One': B-Boying and Ageing." In: <i>Ageing and Youth Cultures: Music, Style and Identity</i>. Andy Bennett & Paul Hodkinson, eds. London: Berg. Pp. 53-65</p> <p>Forman, Murray (2014). "Ice/Age: Experience, Achievement and Transformations of an OG." In: <i>Rapper</i>,</p>

		<i>Writer and Pop-Cultural Player: Ice-T and the Politics of Black Cultural Production.</i> Josephine Metcalf & Will Turner, eds. New York: Ashgate. Pp. 19-42.
10 July 2020	Male Celebrity Icons: Aging Past a “Best Before” Date?	Case Studies: Mick Jagger, Iggy Pop, George Clinton (various media reports and interviews)
13 July 2020	Methods in Aging Studies I: Introduction to Digital Story-Telling (Andreas Schuch)	Gardner, Abigail, Penz, Hermine, Maierhofer, Roberta. “MyStory: The Tale of an Erasmus+ Storytelling Project.” (in print) Burgess, Jean. “Hearing Ordinary Voices: Cultural Studies, Vernacular Creativity and Digital Storytelling.” <i>Continuum: Journal of Media and Cultural Studies</i> , vol. 20, no. 2, 2006, pp. 201-214.
14 July 2020	Methods in Aging Studies II: Digital Story-Telling (Hands-On) (Andreas Schuch)	Pölzleitner, Elisabeth, Penz, Hermine, Maierhofer Roberta. “Digital Storytelling in the foreign language classroom.” (in print) Poletti, Anna. “Coaxing an Intimate Life. Life Narrative in Digital Storytelling.” <i>Continuum: Journal of Cultural and Media Studies</i> , vol. 25, no. 1, 2011, pp. 73-83.
15 July 2020	Methods in Aging Studies III: (Walking) Interviews	Ratzenböck, Barbara (2016): “Let’s Take a Look Together”: Walking Interviews in Domestic Spaces as a Means to Examine ICT Experiences of Women 60+,” in: <i>Journal of Communication and Public Relations</i> vol. 18, no 1(37), 49-64.
16 July 2020	Methods in Aging Studies IV: Current Research in the Field of Aging & Masculinities – The MASCAGE Project (Focus Groups with Older Men on Aging, Stereotypes, and Cultural Representations) (Roberta Maierhofer, Oana Ursulesku)	Bryman, Alan (2012): “Chapter 19: Focus Groups,” in: <i>Social Research Methods</i> . Oxford University Press. pp. 472-491.

Readings

Week 1 (Murray Forman)

- Bennett, Andy (2013). “Toning Down the Mohawk: Music, Style and Aging.” In: *Music, Style, and Aging: Growing Old Disgracefully?* Philadelphia: Temple University Press. Pp. 68-93.
- Calasanti, Toni & Sadie Giles (2017). “The Challenge of Intersectionality.” In: *Generations*. Vol. 41, No. 4. Pp. 69-76.
- Clarke, Laura H., Erica V. Bennett and Chris Liu (2014). “Aging and Masculinity: Portrayals in Men’s Magazines.” In: *Journal of Aging Studies*. Vol. 31. Pp. 26-33.

- Cruikshank, Margaret (2009). Chapter 1: "Cultural Myths and Aging," in: Learning to be Old. Gender, Culture, and Aging. Lanham. Rowman & Littlefield. 2nd edition, pp. 10-23.
- Fogarty, Mary (2012). "'Each One, Teach One': B-Boying and Ageing." In: *Ageing and Youth Cultures: Music, Style and Identity*. Andy Bennett & Paul Hodkinson, eds. London: Berg. Pp. 53-65
- Forman, Murray (2014). "Ice/Age: Experience, Achievement and Transformations of an OG." In: *Rapper, Writer and Pop-Cultural Player: Ice-T and the Politics of Black Cultural Production*. Josephine Metcalf & Will Turner, eds. New York: Ashgate. Pp. 19-42.
- Gullette, Margaret Morganroth (2004). Chapter 1: "Trapped in the New Time Machines," in: *Aged by Culture*. Chicago and London: University of Chicago Press, pp. 3-20.
- . Chapter 6: "What Is Age Studies," in: *Aged by Culture*. Chicago and London: University of Chicago Press, pp. 101-119.
- Katz, Stephen. 2014. "What is Age Studies?" in: *Age, Culture, Humanities*. Vol. 1, No. 1.
- Sontag, Susan (1972). "The Double Standard of Aging," in: *Saturday Review*, pp. 29-38.
- Thompson, Edward H. & Kaitlyn B. Langendoerfer (2016). "Older Men's Blueprint for 'Being a Man.'" In: *Men and Masculinities*. Vol. 19. No. 2. Pp. 119-147.
- Twigg, Julia (2018). "Dress, Gender and the Embodiment of Age: Men and Masculinities." In: *Ageing & Society*. Pp. 1-21.

Week 2 (Barbara Ratzenböck)

- Gardner, Abigail, Penz, Hermine, Maierhofer, Roberta. "MyStory: The Tale of an Erasmus+ Storytelling Project." (in print)
- Burgess, Jean. "Hearing Ordinary Voices: Cultural Studies, Vernacular Creativity and Digital Storytelling." *Continuum: Journal of Media and Cultural Studies*, vol. 20, no. 2, 2006, pp. 201-214.
- Pölzleitner, Elisabeth, Penz, Hermine, Maierhofer Roberta. "Digital Storytelling in the foreign language classroom." (in print)
- Poletti, Anna. "Coaxing an Intimate Life. Life Narrative in Digital Storytelling." *Continuum: Journal of Cultural and Media Studies*, vol. 25, no. 1, 2011, pp. 73-83.
- Ratzenböck, Barbara (2016): "Let's Take a Look Together": Walking Interviews in Domestic Spaces as a Means to Examine ICT Experiences of Women 60+," in: *Journal of Communication and Public Relations* vol. 18, no 1(37), 49-64.
- Bryman, Alan (2012): "Chapter 19: Focus Groups," in: *Social Research Methods*. Oxford University Press. pp. 472-491.

▪ **SEMINAR 6: Philosophy of (Un-)Happiness: Passion and Nostalgia**

Katharina Scherke, University of Graz, Austria

Matthias Rothe, University of Minnesota, USA

Course Description

Week 1 (Katharina Scherke)

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

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

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

Week 2 (Matthias Rothe)

“The conception of happiness... resonates irremediably with that of redemption,” Walter Benjamin remarks, implying that we cannot consider happiness as something that is (solely) in our own power. Already Immanuel Kant – moving against the self-sufficiency of any ethics of virtue – replaced the pursuit of happiness with the worthiness of being happy. Such caution might be informed by the recognition that, broadly speaking, with the advent of capitalism promises of happiness were proliferated and universalized at the same time as their fulfilment had become unlikely or impossible (society, after all, means being in relations of dependence with people with whom we have absolutely no relation). Is such unlikeliness or impossibility of happiness an unfortunate aporia, society’s condition of functioning or a productive contradiction? Karl Marx and Friedrich Engel’s *Communist Manifesto*, for example, famously turn this contradiction into a drive for universal emancipation. Their project of universal inclusion points to another closely related aspect of ‘modern happiness’ which seems to compromise any form of individualist ethics of happiness. How can one achieve happiness for oneself while many all over the globe struggle for survival, while not only human life but that of many species are in danger of extinction? Worse, when the happiness of some seems to be premised on such state of affairs and when concepts of happiness themselves are inevitably bound up with particular ways of living and thus come with exclusion?

In short: The pursuit of happiness has in Western Europe since the late eighteenth century been reconsidered in various ways as a political project, often from the point of view of unhappiness. As a political project, it seeks reconciliation between the expectation of individual happiness and the complexities of society. In this seminar, we will critically explore a number of such projects – philosophical first and foremost, but also artistic and anthropological ones. They all take the experience of society as their point of departure and shy away from making happiness *primarily* a moral or psychological concern. In different, often opposite ways, they inquire into societal conditions of possibility of (un-)happiness and draw conclusions with a view to individuals’ agency in change.

Outcomes

Students will:

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

Date	Topic	Readings
6 July 2020	Introduction: Sociology of emotions	Bericat Eduardo , The sociology of emotions: four decades of progress, in: <i>Current Sociology</i> , 2016, Vol.64(3), pp.491-513.
7 July 2020	The social character of happiness and other emotions	Barbalet Jack M. , Action and confidence, in: Barbalet Jack M., <i>Emotion, Social Theory and Social Structure. A Macrosociological Approach</i> , Cambridge/New York/Melbourne 1998, 82-102. Ahmed Sara , Sociable happiness, in: <i>Emotion, Space and Society</i> , 2008, Vol.1(1), pp.10-13.
8 July 2020	Interdisciplinary Research on Nostalgia	Becker Tobias , The Meanings of Nostalgia: Genealogy and Critique, in: <i>History & Theory</i> . 2018/57(2), 234-250.

		Wildschut Tim, Sedikides Constantine, Arndt Jamie, Routledge Clay , Nostalgia: Content, Triggers, Functions, in: <i>Journal of Personality and Social Psychology</i> , 2006, 91 (5): 975–993.
9 July 2020	Historical and personal nostalgia and the retro-trend	Reifová Irena , The pleasure of continuity: Re-reading post-socialist nostalgia, in: <i>International Journal of Cultural Studies</i> , 11/2018, Vol.21(6), pp.587-602. Schiermer Bjørn , Late-modern hipsters: New tendencies in popular culture, in: <i>Acta Sociologica</i> , 05/2014, Vol.57(2), pp.167-181.
10 July 2020	Populist usage of nostalgia?	Kenny Michael , Back to the populist future? Understanding nostalgia in contemporary ideological discourse, in: <i>Journal of Political Ideologies</i> , Vol.22(3), pp.256-273.
13 July 2020	(Un-)Happiness in Capitalism: “Something is missing” (Etwas fehlt)	Kurt Weill, Bertolt Brecht, Elisabeth Hauptmann, <i>Rise and Fall of the City of Mahagonny</i> (1929)
14 July 2020	The Pursuit of Happiness	Hannah Arendt, “On Action and The Pursuit of Happiness”, in H. Arendt, <i>Thinking without a Banister. Essays in Understanding</i> (2018), pp. 201-219 Sarah Ahmed, <i>The Promise of Happiness</i> (2010), introduction, ch. 4/5
15 July 2020	Happiness elsewhere: - The Happiness of Collective Refusal (Foucault) - The Happiness of Escape and Return (Williams)	Michel Foucault, “Reports on the Iranian Revolution (1978/1979)”, in: appendix to Afari Janet, Kevin B. Anderson, <i>Foucault and the Iranian Revolution: Gender and the Seductions of Islamism</i> . University of Chicago Press (2005) Bianca C. William, <i>The Pursuit of Happiness: (Black Women, Diasporic Dreams, and the Politics of Emotional Transnationalism)</i> (2018), introduction/ch. 1
16 July 2020	Society’s Totality: Happiness as Afterthought and Redemption	Theodor W. Adorno, - <i>Minima Moralia</i> (excerpts)

Readings

Week 1 (Katharina Scherke)

- Ahmed, Sara. "Sociable Happiness." In: *Emotion, Space and Society*, 2008, Vol.1(1), pp. 10-13.
- Barbalet, Jack M. "Action and Confidence." In: Barbalet Jack M., *Emotion, Social Theory and Social Structure. A Macrosociological Approach*. Cambridge/New York/Melbourne, 1998, pp. 82-102.
- Becker, Tobias. "The Meanings of Nostalgia: Genealogy and Critique." In: *History & Theory*, 2018/57(2), pp. 234-250.
- Bericat, Eduardo. "The sociology of emotions: four decades of progress." In: *Current Sociology*, 2016, Vol.64(3), pp. 491-513.
- Kenny, Michael. "Back to the populist future? Understanding nostalgia in contemporary ideological discourse." In: *Journal of Political Ideologies*, Vol.22(3), pp. 256-273.
- Reifová, Irena. "The pleasure of continuity: Re-reading post-socialist nostalgia." In: *International Journal of Cultural Studies*, 11/2018, Vol.21(6), pp. 587-602.
- Schiermer, Bjørn. "Late-modern hipsters: New tendencies in popular culture." In: *Acta Sociologica*, 05/2014, Vol.57(2), pp. 167-181.
- Wildschut, Tim, Sedikides Constantine, Arndt Jamie, Routledge Clay. "Nostalgia: Content, Triggers, Functions." In: *Journal of Personality and Social Psychology*, 2006, 91 (5), pp. 975–993.

Week 2 (Matthias Rothe)

- Adorno, Theodor W., *History and Freedom. Lecture 1965/65*. Polity (2006)
- Afari Janet, Kevin B. Anderson, Foucault and the Iranian Revolution: Gender and the Seductions of Islamism. University of Chicago Press (2005)
- Sarah Ahmed, *The Promise of Happiness*. Duke University Press (2010)
- Benhabib, S., *The Reluctant Modernism of Hannah Arendt. New Edition with a New Preface and an Appendix*, New York: Rowman and Littlefield Publishers (2010)
- Cummings, Jason, L. "Assessing U.S. Racial and Gender Differences in Happiness, 1972–2016: An Intersectional Approach. *Journal of Happiness Studies*, pp. 1-24. <https://doi.org/10.1007/s10902-019-00103-z>. First online 20 March 2019
- Ghamari-Tabrizi, Bebrooz, *Foucault in Iran. Islamic Revolution after the Enlightenment*. University of Minnesota Press (2015)
- Jaeghi, Rahel, "'No Individual Can Resist': Minima Moralia as Critique of Forms of Life" *Constellations: An International Journal of Critical & Democratic Theory* 12(1): pp. 65–8 (2004)
- Seel, Martin, *Versuch über die Form des Glücks*. Suhrkamp (1999)
- Silberman, Marc, Stephen Brockmann Florian Vassen (ed.), *Mahagonny.com, The Brecht Yearbook*, 29 (2004)
- Thomä, Dieter, *Vom Glück in der Moderne*. Suhrkamp (2003)
- Wellmer, Alfred, "Hannah Arendt on Revolution : » *Revue Internationale de Philosophie*. 53: 207–222 (1999)

William, Bianca C. *The Pursuit of Happiness: (Black Women, Diasporic Dreams, and the Politics of Emotional Transnationalism)*. Duke University Press (2018)

▪ **Introducing the GUSEGG Faculty and Staff (in alphabetical order)**

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



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



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



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



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



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



Lester, Cheryl is Associate Professor Emerita of the University of Kansas, where she was Conger-Gabel Teaching Professor, Associate Professor of English and American Studies, and Courtesy Professor in Jewish Studies. Her research interests are in the field of the American novel, especially William Faulkner, with 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.

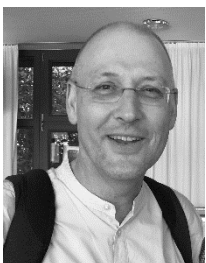
Maierhofer, Roberta is Professor of American Studies and Director of the *Center for Inter-*



American Studies at the University of Graz, Austria. From 1999 to 2011, she held a series of Vice-Rector positions for International Relations (1999-2003), International Relations and Affirmative Action for Women (2003-2007), and International Relations and Interdisciplinary Cooperation (2007-2011). In 2000, she initiated and established the focus area South-Eastern Europe at the University of Graz. This expertise of regional and inter-regional collaboration was fundamental for her leadership role at the

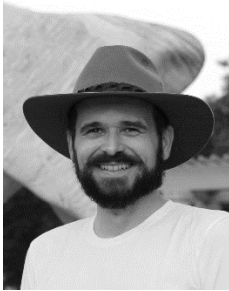
Center for Inter-American Studies, which she has been directing since February 2007, and determined how the University of Graz established a second regional focus area in terms of North-, Central- and South America in 2012. She is a founding member of the *European Network in Aging Studies* (ENAS), supported the establishment of the *North American Network in Aging Studies* (NANAS), and has been a member of the Humanities and Arts Committee of the *Gerontological Society of America*. Her research focuses on American Literature and Cultural Studies, Gender Studies, Transatlantic Cooperation in Education, and Age/Aging Studies. Since 2011, she has been representing Austrian universities as a member of the Board of the Austrian Fulbright Commission and is a member of the University Council of the University of Bamberg, Germany. Since 2011, she has been directing a Master Program on Interdisciplinary Gerontology. As a member of doctoral schools, such as of the University of Graz one on Gender and another on Migration, and of the University of Malaga and UNED, Spain, she also advises and supports early career researchers. She also acts as a co-advisor in terms of the Joint Degree in English and American Studies. Since 2004, she has been directing the *Graz International Summer School Seggau*, which was established as an interdisciplinary and intercultural platform in the fields of European and Inter-American Studies.

Petrić, Mirko, Mr. Sc. is Senior Lecturer in Cultural Sociology, Cultural Studies, and Qualitative



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

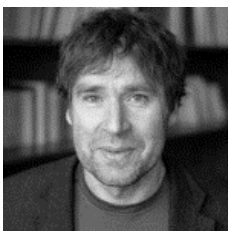
Rabitsch, Stefan “Steve” is fixed-term assistant professor in American Studies at the University of Graz and is teaching American cultural history as visiting post-doctoral lecturer at the University of Klagenfurt. A self-declared “Academic Trekkie”, he is the author of *Star Trek and the British Age of Sail: The Maritime Influence throughout the Series and Films* (McFarland 2019) and co-editor of *Set Phasers to Teach! Star Trek in Research and Teaching* (Springer 2018). He is co-editor of *Fantastic Cities: American Urban Spaces in Science Fiction, Fantasy, and Horror* (UP Mississippi 2020) and co-editor of the forthcoming *Routledge Handbook to Star Trek* (2021). He is also a founding editorial board member of *JAAAS: Journal of the Austrian Association of American Studies*. In his endeavors, he focuses on American Cultural Studies, Cultural History, and Science Fiction Studies across media. His professorial thesis project “I wear a Stetson now. Stetsons are cool!”: A Cultural History of Western Hats—received the 2019 Fulbright Visiting Scholar Grant in American Studies which allowed him to work at the Center for the Study of the American West at West Texas A&M University.



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



Rothe, Matthias is Associate Professor of German and Philosophy at the University of Minnesota. He works at the intersection of literature, political philosophy and aesthetics. He has published among others on Critical Theory, Marx, Michel Foucault and epic theatre. Most recently and in collaboration with artist Phoebe van Held, he translated into English, annotated and introduced Elisabeth Hauptmann and Bertolt Brecht's drama fragment *Jae Fleischacker* in Chicago (Bloomsbury 2019). He is currently working on 1920s German avant-garde theater, collective modes of artistic production and aesthetic form.



San Vicente Portes, Luis is a Professor at the Department of Economics and Finance at Montclair State University. He joined MSU in the fall of 2005 after the completion of his doctoral degree at Georgetown University. He earned his bachelor's degree at the Instituto Tecnológico Autónomo de México (ITAM), and holds diplomas in Business Development and Administration from ITAM, and on the Economics of the European Union awarded by the London School of Economics. Dr. San Vicente Portes has worked as a



consultant for the Inter-American Development Bank and for the World Bank in Washington, DC; and full-time for the Ministry of Finance and Petroleos Mexicanos in Mexico. At MSU, Luis San Vicente Portes' teaching responsibilities include undergraduate and graduate courses in macroeconomics, international economics, and development. He has also taught at ITAM (Mexico), Georgetown University (USA), the University of Graz (Austria), and at the Executive MBA program at Rutgers University (USA). Luis San Vicente Portes' research focuses on macroeconomics and international economics. Using computational techniques, he takes a theoretical approach in the study of business cycles, international trade and inequality. In particular, his research analyzes the macroeconomic effects of greater economic integration on business cycles and the distribution of income and wealth and has been published in journals such as Quarterly Review of Economics and Finance, The Berkeley Journal of Macroeconomics, The Global Economy Journal, and the Journal of Development Economics, among others.

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



Walicek, Don E. Lindley is Full Professor of English and Linguistics in the College of Humanities at the University of Puerto Rico at Río Piedras. Walicek holds a BA in Cultural Anthropology and an MA in Latin American Studies, both from the University of Texas at Austin. His graduate studies in linguistics included coursework in Germany and the Netherlands. He earned his PhD in English at the University of Puerto Rico's Río Piedras Campus. He has academic interests in the areas of language contact, sociohistorical linguistics, and Caribbean history. His publications include "Chinese Spanish in Nineteenth-Century Cuba: Documenting Sociohistorical Context" in *Synchronic and Diachronic Perspectives on Contact Languages* (John Benjamins 2007); "The Founder Principle and Anguilla's Homestead Society" in *Gradual Creolization: Studies Celebrating Jacques Arends*," (John Benjamins 2009); Thomas Russell's Grammar of 'A Stubborn and Expressive Corruption'" in *European Creolists in the 19th Century* (Buske 2014); and "The Anguilla Revolution and Operation Sheepskin" in *Caribbean Military Encounters* (Palgrave Macmillan, 2017). In addition, he is co-editor of the volume *Guantánamo and American Empire; The Humanities Respond* (Palgrave Macmillan, 2018). Walicek serves as Editor of the *Caribbean Studies*



journal Sargasso and is the local coordinator for Puerto Rico's International Corpus of English (ICE) project.

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



4. CONCLUSION

The Graz International Summer School Seggau program offers a high-quality academic program that is more than just a learning experience. It is a unique program, which brings together strengths of many institutions of higher learning internationally. It is an enriching cultural and academic experience connecting international participants from various disciplines and study levels. On the one hand, this program provides a platform for young scholars to spend two weeks in a unique learning atmosphere with their fellow students and lecturers, and on the other, it gives them an opportunity to engage, network and showcase their work for their future careers.



Graz International Summer School Seggau 2020 - Stability, Security, and Happiness: State - Society - Religion

Program Schedule 2020 (July 5- 11) - FIRST WEEK								
		05.07. [Su.]	06.07. [Mo.]	07.07.[Tu]	08.07. [We.]	09.07. [Th.]	10.07. [Fr.]	11.07. [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 8.00 am
	09.15-09.20		Intro	Intro	Intro	Intro	Intro	
	09.20-10.00		Introduction Roberta Maierhofer Keynote Lecture Manfred Prisching	Morning Lecture	ALUMNI DAY Morning Lecture	Morning Lecture	Morning Lecture	
	10.05-10.45		Inroduction to Dot Groups Roberta Maierhofer	Morning Lecture	Morning Lecture	Morning Lecture	Morning Lecture	
	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		Academic or Creative Writing 01.30-03.00 pm	Academic or Creative Writing 01.30-03.00 pm	Academic or Creative Writing 01.30-03.00 pm	01.30-02.45 pm Castle Tour	GUSEGG Publication 01.30-03.00 pm	9.45 am Guided City Tour 12.00 am Reception City Hall
03.00 pm - 06.30 pm	SM 1: Unhappy Nations: Histories and Politics		Christian Cwik , University of Graz, Austria					
	SM 2: Media and Populism: Digitalisation of Politics		Mirko Petrić , University of Zadar, Croatia					
	SM 3: Economics and Inequalities: GDP and Happiness		Luis San Vicente Portes , Montclair State University, USA					
	SM 4: Narratives of Jewish Migration		Cheryl Lester and Philip Barnard , University of Kansas, USA					
	SM 5: Aging Masculinities: In Pursuit of Happiness		Murray Forman , Northeastern University, USA, and Barbara Ratzenböck , University of Graz, Austria					
	SM 6: Philosophy of (Un)Happiness: Passion and Nostalgia		Katharina Scherke , University of Graz, Austria					
06.30 pm - 07.30 pm	DINNER							
08.00 pm	Evening Session	Opening Ceremony & Reception	Reading and Discussion: Marjorie Agosin	Free	Discussion: Education in Troubled Times Bishop Wilhelm Krautwaschl	Land Steiermark International Presentations I	Land Steiermark International Presentations II	Free



Program Schedule (July 12-18) - SECOND WEEK													
	12.07. [Su.]	13.07. [Mo.]	14.07. [Tu.]	15.07. [We.]	16.07. [Th.]	17.07. [Fr.]	18.07. [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	Optional: Maribor Excursion	Daily Update	Daily Update	Daily Update	Daily Update	Daily Update	Departure by 12.00					
	09.15-09.20		Intro I	Intro I	Intro I	Intro I	Intro I						
	09.20-10.00		Morning Lecture	Morning Lecture	Morning Lecture	Morning Lecture	Summer School Evaluation						
	10.05-10.40		Dot Group Presentations (10 Minutes per Group)	Break	Break	Break	Break		Break				
	10.05-10.45									Morning Lecture	Morning Lecture	Morning Lecture	Morning Lecture
	10.45-11.10									Break	Break	Break	Break
11.10-12.30	Discussion / Dot Group Work	Discussion / Dot Group Work						Discussion / Dot Group Work		Wrap Up Roberta Maierhofer			
12.30 pm - 03.00 pm	LUNCH BREAK		Public Speaking or Creative Writing 01.30-03.00 pm	Public Speaking or Creative Writing 01.30-03.00 pm	Public Speaking or Creative Writing 01.30-03.00 pm	01.00-02.15 pm Castle Tour							
03.00 pm - 06.30 pm	SM 1: Unhappy Nations: Histories and Politics		Don Walicek, University of Puerto Rico, Rio Piedras Campus				Free						
	SM 2: Media and Populism: Digitalisation of Politics		Mirko Petrić, University of Zadar, Croatia										
	SM 3: Economics and Inequalities: GDP and Happiness		Luis San Vicente Portes, Montclair State University, USA										
	SM 4: Narratives of Jewish Migration		Cheryl Lester and Philip Barnard, University of Kansas, USA										
	SM 5: Aging Masculinities: In Pursuit of Happiness		Murray Forman, Northeastern University, USA, Barbara Ratzenböck, University of Graz, Austria										
	SM 6: Philosophy of (Un)Happiness: Passion and Nostalgia		Matthias Rothe, University of Minnesota, USA										
06.30 pm - 07.30 pm	DINNER												
08.00 pm	Evening Session	Movie Night / Game Night	Karaoke	Free	Poster Presentations Science Slam	Preparation Time for the Dot Group Presentations	Closing Ceremony 6 p.m.						

Optional

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Graz International Summer School Seggau, October 2019

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