



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





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# 1. FACULTY AND STAFF

## 1.1. GUSEGG FACULTY AND STAFF (IN ALPHABETICAL ORDER)

### 1.1.1. ACADEMIC AND ADMINISTRATIVE PROGRAM COORDINATION

- **Mag. Martina Braunegger**, GUSEGG Coordinator
- **Drs. Michael Kuhn**, Co-Director and Representative of COMECE
- **Prof. Dr. Roberta Maierhofer**, Academic Director and Director of Center for Inter-American Studies
- **Dr. 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

**Prof. Dr. Marjorie Agosín**, Wellesley College, USA (<http://www.wellesley.edu/>)

**Prof. Dr. Kaleigh Bangor**, University of Oklahoma, USA (<https://www.ou.edu/>)

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

**Prof. Dr. Christian Cwik**, University of Graz, (<https://www.uni-graz.at/en/>)

**Prof. Dr. Murray Forman**, Northeastern University, USA (<https://camd.northeastern.edu/>)

**Dr. Hernando C. Gómez Prada**, Castilla-La Mancha University, Spain  
([https://www.uclm.es/?sc\\_lang=en](https://www.uclm.es/?sc_lang=en))

**Mag. Nicole Haring**, University of Graz, Austria (<https://www.uni-graz.at/en/>)

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

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

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

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

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

**Dr. Barbara Reiter**, University of Graz, Austria, [barbara.reiter@uni-graz.at](mailto:barbara.reiter@uni-graz.at)

**Françoise Schein**, Founder and Director INSCIRIRE, [scheinfrancoise@gmail.com](mailto:scheinfrancoise@gmail.com)

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

**Prof. Dr. Don E. Walicek**, University of Puerto Rico at Rio Piedras, USA  
(<https://www.upr.edu/>)

## 2. GUSEGG: JULY 3-16, 2022

### 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 Lapidarian 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 2022 is **March 14, 2022**. 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 1.1.1.) 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-qGn7rbCuhh\\_GD1febOSNta11XGuwx](https://www.youtube.com/watch?v=xRFAUe59bew&list=PLm-qGn7rbCuhh_GD1febOSNta11XGuwx)

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



### **3. ACADEMIC PROGRAM:**

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

GUSEGG 2022 will offer a discussion of how measurements inform our lives, as individuals and as a society. Personal and political decisions are often based on numbers and their interpretation. In times of immense data collection and digitalization of information, numbers influence how individuals interact with each other and how social structures determine these interactions. Even before the Covid-19 pandemic, our societies had already become “digital by default” (Hill, Betts & Gardner 2015), which has given numbers and numeric measurements even more importance. More and more aspects of life – working, learning, shopping, leisure, communication with friends and family, but also activism and political engagement – happen online. The current push for digitalization is closely linked to datafication, the increasing use of algorithms, and machine learning, which create new concerns. As Sharon Block (2020) has recently pointed out, “algorithms are a list of programmed instructions, and can be millions of lines of proprietary code, never seen or understood by end users,” leading to critical algorithms studies as a response to the impact of unknowable algorithms on individual and collective decisions and actions.

Thus, GUSEGG 2022 will address the pressing questions of how our lives are influenced by numbers, how our online and offline actions and interactions are being measured, calculated, and counted, by ourselves and others, and what this means for states, societies, and our understanding of the world. In order to develop strategies and methods to meet the challenges of our times, this summer school suggests engaging in academic contemplation and interdisciplinary exchange about our datafied world. Such investigations offer us the opportunity of developing disruptive intellectual approaches and ideas, as we can gain insights into the many forces that make us believe that the challenges we face are essential, natural, or inevitable. Therefore, the suggested analysis offers us not only an understanding of our own alliances to data on an individual, a regional, national, and global level, but also the possibility of moving from a passive position to active involvement in transformation processes. By gaining insights into how measuring, calculating, and counting work in different domains, such as politics, society, and research, we can – continuing the work of sociologist Aaron Cicourel (1964) – understand how our realities are re-measured, re-calculated, and re-counted.

#### **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 Agosín, Wellesley College, USA, [magosin@wellesley.edu](mailto: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:

4 July 2022	Introduction
5 July 2022	Poetry
6 July 2022	Prose
11 July 2022	Drama, essay
12 July 2022	Writing styles
13 July 2022	Conclusion

### Readings:

Oliver, Mary (2005). Long Life: Essays and Other Writings. Boston: Da Capo Press.

Oliver, Mary (2002). What We Do Know. Poems and Prose Poems. Boston: Da Capo Press.

Raine Kathleen, Brian Keeble et al. (2017). That Wondrous Pattern: Essays on Poetry and Poets. Berkeley: Counterpoint

## Documentary Production Workshop

Hernando C. Gómez Prada, Castilla-La Mancha University, Spain, [hernandocarlos.gomez@um.es](mailto:hernandocarlos.gomez@um.es)

This workshop is intended for students who wish to discover and explore their creative talents in documentary production. Students will receive insight into documentary production and will participate in a short documentary production at the Summer School by using tools of storytelling and digital media.

## Outcomes:

Students will:

- Be familiar with the process of defining, designing and conducting a documentary production project,
- Be familiar with the principles of producing a documentary, from starting a proposal, and producing a final version that can be shown at the end of the summer school,
- Understand how to develop a specific topic suitable for a short documentary,
- Have gained transferable skills in media production.

## Topics and Schedule:

4 July 2022	Introduction to the workshop. Starting at the beginning: What is a documentary? How can it be linked with academia? What are suitable topics for the GUSEGG documentary? Composing a first draft of questions for the documentary
5 July 2022	Shooting the GUSEGG 2022 documentary
6 July 2022	Getting things sorted out, editing, finishing the documentary; wrap-up and final discussion

## Academic Writing Workshop

**Prof. Dr. Kaleigh Bangor**, University of Oklahoma, USA: [kaleigh.bangor@ou.edu](mailto:kaleigh.bangor@ou.edu)

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:

8 July 2022	Information about publishing opportunity with GUSEGG, <i>Off Campus: Seggau School of Thought Publication</i> .
11 July 2022	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?
12 July 2022	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.
13 July 2022	Getting things sorted out and finishing the paper; proofreading etc. How do I turn my academic paper into a publishable essay?

### 3.1.3. PUBLICATION AND POSTER PRESENTATIONS

#### 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/>

#### Poster Presentations

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 in a special event that takes place in the evening of the second week (see agenda).

### 3.2. PARALLEL AFTERNOON SEMINARS (STUDENTS CHOOSE ONE):

#### SEMINAR 1: NARRATIVES IN ARCHIVES

Week 1: Don E. Walicek, University of Puerto Rico, Río Piedras Campus, [don.walicek@upr.edu](mailto:don.walicek@upr.edu)

Week 2: Christian Cwik, University of Graz, Austria, [christian.cwik@uni-graz.at](mailto:christian.cwik@uni-graz.at)

**Week 1:** Don E. Walicek

##### **Course description:**

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

**Week 2:** Christian Cwik

##### **Course description:**

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

##### **Learning outcomes:**

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

- Identify the different types of narratives that have traditionally structured knowledge about the history of the Americas
- Describe main currents in using archival materials to construct new narratives in the humanities and social sciences.
- Explain how examples of measurement, counting, and calculation relate to colonization, decoloniality, and other aspects of the history of the Caribbean
- Discuss how poets, academics, researchers, and others have used archival materials to shape understandings of the past and present

- Plan a paper or project that builds on the concept of (re)measurement as a basis for better understanding history.

### Topics and Schedule:

Date	Topics	Readings
July 4	<p>Introductions</p> <p>Approaching (Re)measurement</p> <p>Containing categories, units, and collectivity</p> <ul style="list-style-type: none"> <li>Narrative types</li> <li>Language and translation</li> <li>The importance of description</li> </ul>	<p><b>White</b> (1987) "The Value of Narrativity in the Representation of Reality" (pp. 1-25)</p> <p><b>Tsing</b> (2015) "Arts of Noticing" (pp. 17-26) and "Containment as Collaboration" (pp.27-36)</p> <p><u>Optional but recommended:</u></p> <p><b>Lambert</b> (2021) "A Brief History of Measurement" (short article)</p> <p><b>White</b> (1980) "The Value of Narrativity in the Representation of Reality"</p>
July 5	<p>Navigating epistemologies, linguistic and cultural difference, archives of violence</p> <ul style="list-style-type: none"> <li>Indigenous archives</li> <li>Demographic data</li> <li>The quantification of humanity, rights, and freedom and the abolition of slavery</li> </ul>	<p><b>Duncan</b> (2019) "Before the Melting Pot: Pre-Columbian Weights and Measures" (short article)</p> <p><b>Oliver</b> (1999) "The Taíno Cosmology" (pp. 140-153)</p> <p><b>Draper</b> (2010) "The Distribution of Slave Compensation" (pp. 114-138)</p>
July 6	<p>Exploring archival evidence</p> <ul style="list-style-type: none"> <li>Reading and constructing narratives</li> <li>Exercise #1 using primary source documents</li> </ul>	<p><b>Bastian</b> (2003) "How the Virgin Islands Lost Its Memory" (pp. 1-18) and "A Community Constructs its Memory: Commemorations" (pp. 53-74)</p> <p><u>Optional but highly recommended:</u></p> <p><b>Azoulay</b> (2017) "Archive"</p>
July 7	<p>The necessity of poetry</p> <ul style="list-style-type: none"> <li>Poems as narratives</li> <li>Archival truth and spirituality</li> <li>Poetic responses: process (symptoms vs. strategy) and political action</li> </ul>	<p><b>Kaufman</b>, Rachel (2020) "Translating History"</p> <p>2-3 poems by <b>Jane Hirshfield</b> from Ledger (2021)</p> <p>2-3 poems by <b>Claudia Rankine</b> from Citizen: An American Lyric (2014)</p> <p>2-3 poems by <b>Martín Espada</b> from Floaters (2021)</p> <p><u>Optional but highly recommended:</u></p> <p><b>Kaufman</b> (2021) "Historical Traces in Archival Poetry"</p>
July 8	<p>Recalculating goals, tasks, and methods using digital resources</p> <ul style="list-style-type: none"> <li>Digital resources for reading, creative work, and academic research</li> </ul>	<p><b>Hirshfield</b> (2021) "The Fullness of Things" (interview by Krista Tippett)</p> <p><u>Online resources (see Digital Resources below for links):</u></p> <p>Guantánamo Public Memory Project (online project)</p> <p>The Decolonial Atlas (online project)</p>

	<ul style="list-style-type: none"> <li>• Semiosis and meaning-making</li> <li>• Exercise #2 using primary source documents</li> </ul>	<p>The Early Caribbean Digital Archive (Northeastern University)</p> <p>A Directory of Caribbean Digital Scholarship (Columbia University)</p> <p>Voces Oral History Center (University of Texas at Austin)</p>
July 11	Different types of Afro American Resistance in the age of Atlantic-Slavery	<p>David <b>Eltis</b>, Europeans and the Rise and Fall of African Slavery in the Americas: An Interpretation. In: The American Historical Review, Vol. 98, No. 5 (1993), pp. 1399-1423. <a href="https://www.jstor.org/stable/2167060">https://www.jstor.org/stable/2167060</a></p> <p>Barton C. <b>Hacker</b>, Firearms, Horses, and Slave Soldiers: The Military History of African Slavery. In: Icon, Vol. 14 (2008), pp. 62-83. <a href="https://www.jstor.org/stable/23787162">https://www.jstor.org/stable/23787162</a></p>
July 12	The fight for the abolition of slave trade and slavery in the age of enlightenment and in the aftermath	<p>Mischa <b>Honeck</b>, Abolitionists from the Other Shore: Radical German Immigrants and the Transnational Struggle to End American Slavery. In: Amerikastudien / American Studies, Vol. 56, No. 2 (2011), pp. 171-196. <a href="https://www.jstor.org/stable/23317699">https://www.jstor.org/stable/23317699</a></p> <p>Wim <b>Klooster</b>, The rising expectations of free and enslaved blacks in the Greater Caribbean Chapter. In: Kloosters Wim (Ed.), Curaçao in the Age of Revolutions, 1795-1800. Pp. 57-74. <a href="https://www.jstor.org/stable/pdf/10.1163/j.ctt1w76v9f.6.pdf?ab_segments=0%2F5YC-6168%2Ftest&amp;refreqid=fastly-default%3Ad80800a493ff82171d0e417a1c769643">https://www.jstor.org/stable/pdf/10.1163/j.ctt1w76v9f.6.pdf?ab_segments=0%2F5YC-6168%2Ftest&amp;refreqid=fastly-default%3Ad80800a493ff82171d0e417a1c769643</a></p>
July 13	The impact of the Jim-Crow-Laws for the USA and the Western Hemisphere during US-Imperialism	<p>Aarushi H. <b>Shah</b>, All of Africa Will Be Free Before We Can Get a Lousy Cup of Coffee: The Impact of the 1943 Lunch Counter Sit-Ins on the Civil Rights Movement. In: The History Teacher, Vol. 46, No. 1 (November 2012), pp. 127-147. <a href="https://www.jstor.org/stable/43264079">https://www.jstor.org/stable/43264079</a></p> <p>Allan D. <b>Cooper</b>, From Slavery to Genocide: The Fallacy of Debt in Reparations Discourse. In: Journal of Black Studies, Vol. 43, No. 2 (2012), pp. 107-126. <a href="https://www.jstor.org/stable/23215202">https://www.jstor.org/stable/23215202</a></p>
July 14	Black Lives Matter and Afro American Resistance in the 21 <sup>st</sup> century	<p>Rene R. <b>Rocha</b> and Tetsuya <b>Matsubayashi</b>, The Politics of Race and Voter ID Laws in the States: The Return of Jim Crow? In: Political Research Quarterly, Vol. 67, No. 3 (2014), pp. 666-679. <a href="https://www.jstor.org/stable/24371900">https://www.jstor.org/stable/24371900</a></p> <p>Kimberly <b>McNair</b>, Beyond Hashtags: Black Twitter and Building Solidarity across Borders. In: De Kosnik Abigail and Keith P. Feldman, #identity-Hashtagging Race, Gender, Sexuality, and Nation. (Ann Arbor, University of Michigan Press, 2019), <a href="https://www.jstor.org/stable/pdf/j.ctvndv9md.21.pdf?ab_segments=0%2F5YC-6168%2Ftest&amp;refreqid=fastly-default%3A2ca1a3829eba973dce92cfb9d3689133">https://www.jstor.org/stable/pdf/j.ctvndv9md.21.pdf?ab_segments=0%2F5YC-6168%2Ftest&amp;refreqid=fastly-default%3A2ca1a3829eba973dce92cfb9d3689133</a></p>

## Readings:

### Week 1 (Prof. 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, 2022.
- 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.

### Week 2 (Prof. Cwik):

- Barton, C. Hacker. Firearms, Horses, and Slave Soldiers: The Military History of African Slavery. In: *Icon*, Vol. 14 (2008), pp. 62-83.
- Cooper, Allan D.. From Slavery to Genocide: The Fallacy of Debt in Reparations Discourse. In: *Journal of Black Studies*, Vol. 43, No. 2 (2012), pp. 107-126.
- David, Eltis. Europeans and the Rise and Fall of African Slavery in the Americas: An Interpretation. In: *The American Historical Review*, Vol. 98, No. 5 (1993), pp. 1399-1423.
- Honeck, Mischa. Abolitionists from the Other Shore: Radical German Immigrants and the Transnational Struggle to End American Slavery. In: *Amerikastudien / American Studies*. Vol. 56, No. 2 (2011), pp. 171-196.
- Klooster, Wim. The rising expectations of free and enslaved blacks in the Greater Caribbean Chapter. In: Klooster Wim (Ed.), *Curaçao in the Age of Revolutions, 1795-1800*. pp. 57-74.
- McNair, Kimberly. Beyond Hashtags: Black Twitter and Building Solidarity across Borders. In: De Kosnik Abigail and Keith P. Feldman, *#identity-Hashtagging Race, Gender, Sexuality, and Nation*. Ann Arbor, University of Michigan Press, 2019
- Rene R. Rocha and Tetsuya Matsubayashi, The Politics of Race and Voter ID Laws in the States: The Return of Jim Crow? In: *Political Research Quarterly*. Vol. 67, No. 3 (2014), pp. 666-679.
- Shah, Aarushi H.. All of Africa Will Be Free Before We Can Get a Lousy Cup of Coffee: The Impact of the 1943 Lunch Counter Sit-Ins on the Civil Rights Movement. In: *The History Teacher*, Vol. 46, No. 1 (November 2012), pp. 127-147.

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<https://www.politicalconcepts.org/archive-ariella-azoulay/>
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- Draper, Nicholas. 2010. *The Price of Emancipation: Slave Ownership, Compensation, and British Society at the End of Slavery*. New York: Cambridge.
- Duncan, Teresa. 2019. "Before the Melting Pot: Pre-Columbian Weights and Measures." Taking Measure.  
<https://www.nist.gov/blogs/taking-measure/melting-pot-pre-columbian-weights-and-measures>
- Espada, Martín. 2021. *Floater*. New York: W.W. Norton and Company.
- Gal, Susan and Judith Irvine. 2019. *Signs of Difference*. New York: Cambridge University Press.



- Hirshfield, Jane. 2021. *Ledger*. New York: Knopf.
- Hirshfield, Jane. 2021. "The Fullness of Things" (interview by Krista Tippett), *The On Being Project*.  
<https://onbeing.org/programs/jane-hirshfield-the-fullness-of-things/>
- Kaufman, Rachel. 2020. "Translating History." *The Journal of Theory and Practice* 25, 1, 21-30.
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<https://jhiblog.org/2021/05/12/archival-poetry/>
- Lambert, Tim. 2021. "A Brief History of Measurement." *Local Histories*. <https://localhistories.org/a-brief-history-of-measurement/>
- Oliver, José R. 1999. "The Taíno Cosmos." In *The Indigenous People of the Caribbean*, ed. by Samuel M. Wilson, Gainesville: University of Florida Press, 140-153.
- Rankine, Claudia. 2014. *Citizen: An American Lyric*. Graywolf Press. Minneapolis.
- Roberts, Peter. 2008. *The Roots of Caribbean Identity: Language, Race, and Ecology*. Cambridge: Cambridge University Press.
- Stoler, Ann Laura. 2008. *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*. Princeton: Princeton University Press.
- Swett, Hilary. "Things to Do at Home: Organize Your Personal Archive." *The Writers' Guild Foundation*.  
<https://www.wgfoundation.org/blog/2020/3/25/organizing-your-personal-archive>
- Tsing, Anna Lowenhaupt. 2015. *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton: Princeton University Press.
- White, Hayden. 1980. "The Value of Narrativity in the Representation of Reality" *Critical Inquiry* 7 (1) 5-27.
- White, Hayden. 1987. *The Content of the Form*. Johns Hopkins University Press.
- White, Hayden. 2014. *The Practical Past*. Evanston: Northwestern University Press.
- Digital Resources
- Guantánamo Public Memory Project (online project)  
<https://gitmomemory.org/>
- The Decolonial Atlas (online project)  
<https://decolonialatlas.wordpress.com/>
- The Early Caribbean Digital Archive (Northeastern University)  
<https://ecda.northeastern.edu/>
- A Directory of Caribbean Digital Scholarship (Columbia University)  
<http://caribbeandigitalnyc.net/2020/directory/>
- Voces Oral History Center (University of Texas at Austin)  
<https://voces.lib.utexas.edu/>

## SEMINAR 2: MEDIA ARCHEOLOGY: PRIVATE AND PUBLIC

Mirko Petrić, University of Zadar, Croatia / Institute of Social Sciences Ivo Pilar, Croatia,  
[mpetric@unizd.hr](mailto:mpetric@unizd.hr)

### Course Description:

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

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

### Learning outcomes:

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

- Learn about the notion of media archaeology,
- Understand the role of the media in defining political realities of the 20th and 21st century,
- Understand the notion of the public sphere and its current transformations,
- Develop a critical outlook on various approaches to studying the connection between media and politics (especially theories of technological and media determinism),
- Gain an understanding of how media are used in political campaigns,
- Develop a critical outlook on political campaigns,
- Develop the ability to critically discuss the future of citizenship in the age of algorithms.

### Topics and Schedule:

Date	Topic	Readings
July 4	Introduction: What is Media Archaeology?	<p><b>CTheory Interview:</b> Archaeologies of Media Art / Garnet Hertz interviews Jussi Parikka:  <a href="https://journals.uvic.ca/index.php/ctheory/article/view/14750/5621">https://journals.uvic.ca/index.php/ctheory/article/view/14750/5621</a></p> <p>Simone <b>Natale</b> (2012): "Review Essay – Understanding Media Archaeology", <i>Canadian Journal of Communication</i>, 37: 523-527.</p> <p><u>Optional:</u></p>

		<p>Media Archaeology – a lecture by Jussi <b>Parikka</b>  <a href="https://www.youtube.com/watch?v=KJ1lo2v8Vso">https://www.youtube.com/watch?v=KJ1lo2v8Vso</a></p> <p>Erkki <b>Huhtamo</b>: Media Archeology / Useful Fictions  <a href="https://www.youtube.com/watch?v=cOrYqh2dwg0">https://www.youtube.com/watch?v=cOrYqh2dwg0</a></p>
July 5	What is Public Sphere?	<p>Nancy <b>Fraser</b> (1990). "Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy", <i>Social Text</i>, 25/26: 56-80.</p> <p><u>Optional:</u></p> <p>Jürgen <b>Habermas</b> (1989 [1962]). <i>The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society</i>, Cambridge Massachusetts: The MIT Press.</p> <p>Gerald <b>Hauser</b> (1999). <i>Vernacular Voices: The Rhetoric of Publics and Public Spheres</i>, Columbia: University of South Carolina.</p>
July 6	Orality and Literacy: What is Internationalization of Technology?	<p>David Perell: A summary of Ong's Orality and Literacy,  <a href="https://perell.com/essay/orality-and-literacy/">https://perell.com/essay/orality-and-literacy/</a></p> <p><u>Optional:</u></p> <p><b>PA Soukup</b> (2007). "Orality and Literacy Twenty-Five Years Later", <i>Communication Research Trends</i>, 26(4), 1-33.</p> <p><b>Oral Tradition</b> (January 1987) 2 (1): <i>Festschrift for Walter J. Ong</i>,  <a href="https://journal.oraltradition.org/issues/2i/lord/">https://journal.oraltradition.org/issues/2i/lord/</a></p> <p>Walter J. <b>Ong</b> (1982). <i>Orality and Literacy. The Technologizing of the World</i>. London: Methuen.</p> <p>Albert B. <b>Lord</b> (1971). <i>The Singer of Tales</i>. New York: Atheneum.</p>
July 7	The Gutenberg Galaxy: What is Technological Determinism?	<p>R. R. <b>Kline</b> (2001). "Technological Determinism", <i>International Encyclopedia of the Social &amp; Behavioral Sciences</i>, Amsterdam: Elsevier, pp. 15495-15498.</p> <p>Slavomír <b>Gálik</b> &amp; Sabína <b>Gáliková Tolnaiová</b> (2014). "The Gutenberg Galaxy and its "Twilight" in the Context of Contemporary Electronic Media", <i>Human Affairs</i>, 24: 461–469.</p> <p><u>Optional:</u></p> <p>Allan <b>Dafoe</b> (2015). "On Technological Determinism: A Typology, Scope Conditions, and a Mechanism", <i>Science, Technology, &amp; Human Values</i>, 40 (6): 1047-1076.</p> <p>Marshall <b>McLuhan</b> (1962). <i>The Gutenberg Galaxy: The Making of the Typographic Man</i>. Toronto: University of Toronto Press.</p>
July 8	Newspapers and Radio: 5W and Two-Step Flow	<p>John P. <b>Robinson</b> (1976). "Interpersonal Influence in Election Campaigns; Two Step-Flow Hypotheses", <i>Public Opinion Quarterly</i>, 40: 304-319.</p> <p><u>Optional:</u></p> <p>Sujin <b>Choi</b> (2015). "The Two-Step Flow of Communication in Twitter-Based Public Forums", <i>Social Science Computer Review</i>, 33 (6): 696-711.</p>

		<p>Klaus <b>Bruhn Jensen</b> (2009), "Three-Step Flow", <i>Journalism</i>, 10 (3): 335–337.</p> <p>Valeria <b>D'Autilia</b> (2013). "While. La sesta W del web journalism", <i>H-ermes, Journal of. Communication</i>, 1(1) : 155-172.</p>
July 11	Photography, Film, Television: From Documentation to Manipulation	<p>Rune <b>Pettersson</b> (2002). "Image Manipulation", paper presented at the Media and Education conference, Poznan, April 20–23, 2002.  <a href="https://www.researchgate.net/publication/281827307_Image_Manipulation">https://www.researchgate.net/publication/281827307_Image_Manipulation</a></p> <p><u>Optional:</u></p> <p>Richard J. <b>Oriez</b> (2009). <i>Do Readers Believe What They See? Reader Acceptance of Image Manipulation</i>, Master's Thesis, School of Journalism, University of Missouri-Columbia.</p> <p>Lyndon <b>Kennedy</b> and ShihFu <b>Chang</b> (2008). "Internet Image Archaeology: Automatically Tracing the Manipulation History of Photographs on the Web", <i>MM '08: Proceedings of the 16th ACM international conference on Multimedia</i>, October 26–31, 2008, Vancouver, British Columbia, Canada.</p>
July 12	Internet-based Communication: From the Virtual Community to the Social Media	<p>Zizi <b>Papacharissi</b> (2002). "The Virtual Sphere: The Internet as a Public Sphere", <i>New Media &amp; Society</i>, 4 (1): 9–27.</p> <p><u>Optional:</u></p> <p>Cass <b>Sunstein</b> (2001). "The Daily We: Is the Internet really a blessing for democracy?" <i>Boston Review</i>, 2001,  <a href="http://bostonreview.net/cass-sunsteininternet-democracy-daily-we">http://bostonreview.net/cass-sunsteininternet-democracy-daily-we</a></p> <p>Scott <b>Lash</b> (2007). "Power after Hegemony: Cultural Studies in Mutation?", <i>Theory, Culture &amp; Society</i>, 24 (3): 55–78.</p> <p>John <b>Lanchester</b> (2017). "You are the Product!", <i>London Review of Books</i>, 39 (16): 3-10.</p>
July 13	Politics in a Media-Rich Environment	<p>Jay G. <b>Blumler</b> and Dennis <b>Kavanagh</b> (1999). "The Third Age of Political Communication: Influences and Features", <i>Political Communication</i>, 16(3): 209–230.</p> <p><u>Optional:</u></p> <p>Jay G. <b>Blumler</b> (2016). "The Fourth Age of Political Communication", <i>Politiques de communication</i>, 6 (1): 19–30.</p> <p>Jay G. <b>Blumler</b> (2018). "The Crisis of Public Communication, 1995–2017", <i>Javnost - The Public</i>, 25 (1-2): 83-92.</p> <p>Jostein <b>Gripsrud</b> (2009). "Digitising the Public Sphere: Two Key Issues", <i>Javnost - The Public</i>, 16 (1): 5-16.</p>
July 14	From Citizens via Citizen Journalists to Fair Algorithms?	<p>France <b>Aubin</b> (2013). "Intellectuals, the Public Sphere and Dissemination Strategies", in Peter Thijssen et al. (eds.), <i>New Public Spheres: Recontextualizing the Intellectual</i>, Farnham: Ashgate, pp. 71-87.</p> <p><u>Optional:</u></p>

	<p>Jeffrey <b>Alexander</b> (1998). "Introduction. Civil Society I, II, III: Constructing an Empirical Concept from Normative Controversies and Historical Transformations", in Jeffrey Alexander (ed.), <i>Real Civil Societies: Dilemmas of Institutionalization</i>, London: Sage, pp. 1-19.</p> <p>Aldon <b>Morris</b> (2007). "Naked Power and the Civil Sphere", <i>Sociological Quarterly</i>, 48: 615–628.</p> <p>Christos <b>Frangonikolopoulos</b> (2012). "Global Civil Society and Deliberation in the Digital Age", <i>International Journal of Electronic Governance</i>, 5 (1): 11-23.</p> <p>Bailey <b>Flanigan</b>, Paul <b>Gölz</b>, Anupam <b>Gupta</b>, Brett <b>Henning</b> and Ariel D. <b>Procaccia</b> (2021). "Fair algorithms for selecting citizens' assemblies", <i>Nature</i> 596: 548–552.</p>
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## Readings:

- Aubin, France (2013). "Intellectuals, the Public Sphere and Dissemination Strategies", in Peter Thijssen et al. (eds.), *New Public Spheres: Recontextualizing the Intellectual*, Farnham: Ashgate, pp. 71-87.
- Blumler, Jay G. and Kavanagh, Dennis (1999). "The Third Age of Political Communication: Influences and Features", *Political Communication*, 16(3): 209–230.
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[https://www.researchgate.net/publication/281827307\\_Image\\_Manipulation](https://www.researchgate.net/publication/281827307_Image_Manipulation)
- Robinson, John P. (1976). "Interpersonal Influence in Election Campaigns; Two Step-Flow Hypotheses", *Public Opinion Quarterly*, 40: 304-319.
- Optional additional readings:
- Alexander, Jeffrey (1998). "Introduction. Civil Society I, II, III: Constructing an Empirical Concept from Normative Controversies and Historical Transformations", in Jeffrey Alexander (ed.), *Real Civil Societies: Dilemmas of Institutionalization*, London: Sage, pp. 1-19.
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- Dafoe, Allan (2015). "On Technological Determinism: A Typology, Scope Conditions, and a Mechanism", *Science, Technology, & Human Values*, 40 (6): 1047-1076.
- D'Autilia, Valeria (2013). "While. La sesta W del web journalism", *H-ermes, Journal of Communication*, 1(1) : 155-172.
- Flanigan, Bailey; Gözl, Paul; Gupta, Anupam; Henning, Brett and Procaccia, Ariel D. (2021). "Fair algorithms for selecting citizens' assemblies", *Nature* 596: 548–552.
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- Habermas, Jürgen (1989 [1962]). *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*, Cambridge Massachusetts: The MIT Press.
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- Morris, Aldon (2007). "Naked Power and the Civil Sphere", *Sociological Quarterly*, 48: 615–628.
- Ong, Walter J. (1982). *Orality and Literacy. The Technologizing of the World*. London: Methuen.
- Oral Tradition (January 1987) 2 (1): Festschrift for Walter J. Ong,  
<https://journal.oraltradition.org/issues/2i/lord/>
- Oriez, Richard J. (2009). *Do Readers Believe What They See? Reader Acceptance of Image Manipulation*, Master's Thesis, School of Journalism, University of Missouri-Columbia.
- Soukup, Paul A. (2007). "Orality and Literacy Twenty-Five Years Later", *Communication Research Trends*, 26(4), 1-33.
- Sunstein, Cass (2001). "The Daily We: Is the Internet really a blessing for democracy?" *Boston Review*, 2001, <http://bostonreview.net/cass-sunsteininternet-democracy-daily-we>
- Media Archaeology – a lecture by Jussi Parikka <https://www.youtube.com/watch?v=KJ1lo2v8Vso>
- Erkki Huhtamo: Media Archeology / Useful Fictions  
<https://www.youtube.com/watch?v=cOrYqh2dwg0>

### SEMINAR 3: FROM PANCAKES TO DONUTS: ECONOMIC MODELS

Luis San Vicente Portes, Montclair State University, USA, [portesl@montclair.edu](mailto:portesl@montclair.edu)

#### Course Description:

A sleep tracking app. A map of the spread of COVID-19 by zip code. Likes and followers. An economic depression. The first pre-Columbian civilization that included 'zero' in their number system: Who were the Mayas? Equitable economic outcomes. Money – cryptocurrencies – National digital currencies. What the public imagination gets wrong.

| - |

WARNING: Hang on tight, some of what follows are quotes from the future coming from Seggau Castle in July of 2022. Other parts are questions addressed to you, and others are just thoughts. Can you tell them apart?

| - |

When a tool takes over every aspect of life, something is lost; society becomes less human. Consider numbers. What is meant to inform or guide, evermore reduces the individual to a sequence of digits. One is worth, or worthless, based upon what numbers say about oneself; an object with a tag. Datafication, the term introduced in the description of GUSEGG 2022, can be a better way to venture into this than digitization ---which is just zeros and ones.

| - |

We have a general sense of what it is. We know we are part of it. And what happens to it affects us directly. Ah, it is also invisible because it is an abstract concept. What is it? 'Society' is a good candidate for an answer, but it is not. You see, in the late 1920s and up until the mid-1930s, the entire world went into a big economic slump, so bad that one in four persons was jobless. Everyone knew something was going very wrong, but by then national statistics didn't exist. Then and now, how can governments devise policies without a light on what it hopes to fix? [...]

| - |

What is a common element that all the currencies of the world have? No matter in which country of the world you are reading this Seminar description just look into your wallet. Numbers! One of the functions of money is to be a unit of account. So, is Bitcoin money? Let's see. Can you use it to buy things? Yes. Is it a unit of account? Yes. But...

| - |

Just two terms to get us thinking: 'market economy' and 'market society.' The first is a system whose use is to allocate scarce resources, the latter, is one in which everything has a price, everything becomes transactional [...]

| - |

In other domains, even when the numbers exist, when asked, individuals' beliefs are far off; in many ways people see a society that is not there. One of these are economic disparities, which are much worse than what people think them to be. So, should the mood turn gloomier, more disgruntled, more polarized? Why don't we better try to discover what the connections between some of correlates are? And, why is the public imagination getting it wrong?

| - |

What about 'likes' and 'followers'? We won't get into those, but I don't like them ---again, deeply dehumanizing. A sleep tracking app? I'm losing my sleep just thinking about it...

#### Learning outcomes:

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

- Understand what shapes our social reality today,
- Critically assess the use of measurements on the individual, society, and their connection within political, economic, and national constraints,



- Define different economic systems, the process of economic development and important institutions connected to it,
- Be able to critically assess the frameworks (theories and models) that explain the functioning of national, regional, and global linkages and how they affect well-being,
- Understand the latest in disruptive processes that affect how society is organized and functions in the face of evermore technological innovations,
- Characterize inequality in many of its dimensions, and its trends,
- Be able to illustrate the limits and extensions that society imposes on markets,
- Above all, gain understanding about the role numbers play in our society.

### Topics and Schedule:

Date	Topic	Readings
July 4	The Economy	<p><b>Coyle, Diane.</b> "Rethinking GDP." <i>Finance and Development</i>, Vol. 54, No.1, 2017.</p> <p><b>Callen, Tim.</b> "PPP versus the Market: Which Weight Matters?" <i>Finance and Development</i>, Vol. 44, No. 1, 2007.</p> <p><b>Edison, Hali.</b> "Testing the Links How strong are the links between institutional quality and economic performance?" <i>Finance and Development</i>, Vol. 40, No. 2, 2003.</p>
July 5	Money: old and new	<p><b>Asmundson, I. and Oner, C.</b> "What is Money?" <i>Finance and Development</i>, Vol. 49, No. 3, 2012.</p> <p><b>Bouveret, A. and Haksar, V.</b> "What are Cryptocurrencies?" <i>Finance and Development</i>, Vol. 55, No. 2, 2018.</p> <p><b>Gopinath, G. and Itskhoki, O.</b> "Dominant Currency Paradigm: A Review", NBER Working Paper No. w29556, 2021.</p>
July 6	Capitalism : ) or : (	<p><b>The Economist.</b> "Janos Kornai Understood Capitalism by Studying its Opposite." November 20th 2021 edition.</p> <p><b>The Economist.</b> "Which Market Model is Best?" September 12<sup>th</sup> 2020 edition.</p> <p><b>Shafik, Minouche.</b> "What We Owe Each Other." <i>Finance and Development</i>, Vol. 58, No. 2, 2021.</p>
July 7	Intermission: The Business Cycle Model	<b>Lecture Notes</b> (handout).
July 8	Inequality: Measurement and Perception	<p><b>The Nation.</b> "Diminishing Returns: A liberal economist tries to reckon with the state of capitalism today." May 4th 2021.</p> <p><b>Financial Times.</b> "Why People Underestimate the Problem of Inequality." March 3 2019.</p> <p><b>Hvidberg, K., C. Kreiner, and S. Stancheva.</b> "Social Position and Fairness Views on Inequality." NBER Working Papers 28099, National Bureau of Economic Research, 2020.</p>
July 11	Inequality & Monetary Policy	<p><b>Budina, N., C. Fratto, D. Igan, and H. Poirson.</b> "Central Banks Should Better Communicate Monetary Policy's Distributional Effects." <i>Finance and Development</i>, Vol. 58, No. 2, 2021.</p> <p><b>Financial Times.</b> "Monetary Policy Is Not the Solution to Inequality." June 29th 2021.</p>

July 12	Inequality & International Trade	<p><b>McDonald, Brad.</b> "Why Countries Trade." <i>Finance and Development</i>, Vol. 46, No. 4, 2009.</p> <p><b>Rodrik, Dani.</b> "A Primer on Trade and Inequality." Institute for Fiscal Studies, 2021.</p>
July 13	Inequality & Technology	<p><b>Wellisz, Chris.</b> "Prophet of Pessimism." <i>Finance and Development</i>, Vol. 54, No. 2, 2017.</p> <p><b>Acemoglu, D. and P. Restrepo.</b> "Tasks, Automation, and the Rise of U.S. Inequality." NBER, Working Paper No. w28920, National Bureau of Economic Research, 2021.</p> <p><b>The Economist.</b> "Henry Kissinger and Eric Schmidt take on AI." November 20th 2021 edition.</p>
July 14	Markets and Society	<p><b>Sandel, Michael J.</b> "Market Reasoning and Moral Reasoning: Why Economists Should Re-engage with Political Philosophy." <i>Journal of Economic Perspectives</i>, Vol. 27, No. 4, 2013.</p> <p><b>Aggarwal, Nikita.</b> "The New Morality of Debt." <i>Finance and Development</i>, Vol. 58, No. 1, 2021.</p>

### Readings:

Acemoglu, D. and P. Restrepo. "Tasks, Automation, and the Rise of U.S. Inequality." NBER, Working Paper No. w28920, National Bureau of Economic Research, 2021.

Aggarwal, Nikita. "The New Morality of Debt." *Finance and Development*, Vol. 58, No. 1, 2021.

Asmundson, I. and Oner, C. "What is Money?" *Finance and Development*, Vol. 49, No. 3, 2012.

Bouveret, A. and Hasar, V. "What are Cryptocurrencies?" *Finance and Development*, Vol. 55, No. 2, 2018.

Budina, N., C. Fratto, D. Igan, and H. Poirson. "Central Banks Should Better Communicate Monetary Policy's Distributional Effects." *Finance and Development*, Vol. 58, No. 2, 2021.

Coyle, Diane. "Rethinking GDP." *Finance and Development*, Vol. 54, No.1, 2017.

Callen, Tim. "PPP versus the Market: Which Weight Matters?" *Finance and Development*, Vol. 44, No. 1, 2007.

Edison, Halli. "Testing the Links How strong are the links between institutional quality and economic performance?" *Finance and Development*, Vol. 40, No. 2, 2003.

Financial Times. "Why People Underestimate the Problem of Inequality." March 3 2019.

Financial Times. "Monetary Policy Is Not the Solution to Inequality." June 29th 2021.

Gopinath, G. and Itskhoki, O. "Dominant Currency Paradigm: A Review", NBER Working Paper No. w29556, 2021.

Hvidberg, K., C. Kreiner, and S. Stancheva. "Social Position and Fairness Views on Inequality." NBER Working Papers 28099, National Bureau of Economic Research, 2020.

McDonald, Brad. "Why Countries Trade." *Finance and Development*, Vol. 46, No. 4, 2009.

Rodrik, Dani. "A Primer on Trade and Inequality." Institute for Fiscal Studies, 2021.

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.

Shafik, Minouche. "What We Owe Each Other." *Finance and Development*, Vol. 58, No. 2, 2021.

The Economist. "Which Market Model is Best?" September 12<sup>th</sup> 2020 edition.

The Economist. "Henry Kissinger and Eric Schmidt take on AI." November 20th 2021 edition.

The Economist. "Janos Kornai Understood Capitalism by Studying its Opposite." November 20th 2021 edition.

The Nation. "Diminishing Returns: A liberal economist tries to reckon with the state of capitalism today." May 4th 2021.

Wellisz, Chris. "Prophet of Pessimism." *Finance and Development*, Vol. 54, No. 2, 2017.

## SEMINAR 4: MEDIATION AND MEMORY: TRADITION AND TRANSFORMATION IN JEWISH LIFE

Cheryl Lester, University of Kansas, USA, [chlester@ku.edu](mailto:chlester@ku.edu)

Philip Barnard, University of Kansas, USA, [philipb@ku.edu](mailto:philipb@ku.edu)

### Course Description:

This seminar explores relations of memory, tradition, and transformation in narratives of Jewish experience, from founding narratives in Biblical literature to modern literary-historical texts from the 18<sup>th</sup> to the 21<sup>st</sup> centuries. Written narratives are both foundational elements & evolving media / mediators of Jewish identity and its transformation over historical time, and this seminar will explore ways in which the challenges of Jewish experience and debates over Jewish belonging intersect with modern narrative forms in their continual transformation, from the founding narratives in the Torah or Hebrew Bible to the “emancipation” of the revolutionary period, the catastrophe of the Shoah, and the post-modern present. Through readings from the Book of Numbers in the Torah to modernizing literary forms from the late-18<sup>th</sup> to the early 21<sup>st</sup> centuries, we will explore the production and transformation of Jewish traditions, practices, and peoplehood, as refracted through the extreme and often traumatic transformations of modernity.

### Learning outcomes:

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

- Learn about forms of narrative and their role as mediators of tradition, memory, and transformation.
- Learn about the role of Jewish literature in the production and transformation of Jewish history and life.
- Learn how memory, tradition, and transformation figure as central concerns and narrative tropes in literature from the Hebrew Bible to the present.

### Topics and Schedule:

Date	Topic	Reading
July 4	Biblical Constructions of Tradition & Transformation	Numbers [ <i>Bamidbar</i> / In the desert] is the fourth book of the Torah, Judaism's foundational text. Excerpts TBA. <a href="https://www.sefaria.org/Numbers">https://www.sefaria.org/Numbers</a>
July 5	Re-Calculating Jewish Transterritorial Identity in the Revolutionary Era (1790s-1800s)	<b>Brinkmann</b> , Tobias. “Jewish Migration,” 2010. <i>European History Online</i> <a href="http://ieg-ego.eu/en/threads/europe-on-the-road/jewish-migration">http://ieg-ego.eu/en/threads/europe-on-the-road/jewish-migration</a> <b>Brown</b> , Charles Brockden: “What is a Jew?” <i>The Monthly Magazine and American Review</i> 3.5 (November 1800), pp. 323-25. <b>Brown</b> , Charles Brockden: Chapter 23 (backstory of Achsa Fielding) from <i>Arthur Mervyn; or, Memoirs of the Year 1793. Second Part</i> . [1800]. Hackett Publishing, 2008, pp. 305-16.
July 6	Tradition & Transformation in 19 <sup>th</sup> -Century Narrative (1840s-90s)	<b>Mayer</b> , Nathan: excerpt from <i>The Fatal Secret</i> (1858). <i>Norton Anthology</i> , pp. 94-99. <b>Cahan</b> , Abraham: “A Ghetto Wedding” (1898). <i>Norton Anthology</i> , pp. 122-34.

July 7	Tradition & Transformation in 19 <sup>th</sup> /20 <sup>th</sup> Century Poetry (1880s-1970s)	<b>Lazarus</b> , Emma: "1492", "The New Colossus," and "Venus of the Louvre" (1883-1895). <i>Norton Anthology</i> , pp. 104-07. <b>Teller</b> , J. L.: "Of Immigration" (1940). "New York in a Jewish Mood" (1975). <i>Norton Anthology</i> , pp. 532-33.
July 8	Re-Calculating Jewish Transterritorial Identity in Eastern European Journalism (1920s)	<b>Roth</b> , Joseph: "Eastern European Jews in the West," "The Jewish Shtetl," and "Ghettoes in the West (Vienna)." From <i>The Wandering Jews</i> (1927), pp. 5-67.
July 11	Re-Calculating Art as Mediator of Trauma (1920s, 1991)	<b>Kafka</b> , Franz: "Josephine the Singer, or the Mouse Folk" (1924). <b>Spiegelman</b> , Art: excerpt from <i>Maus II: a Survivor's Tale: And Here My Troubles Began</i> (1991). <i>Norton Anthology</i> , pp. 1093-1105.
July 12	Re-Measuring Jewish Assimilation after the Shoah: (1960s)	<b>Roth</b> , Philip. "Eli, the Fanatic." <i>Commentary</i> (1 April 1959).
July 13	Tradition & Transformation in 20 <sup>th</sup> -Century Memoir (1990s)	<b>Moses</b> , Miriam Israel: excerpt from <i>Survivors and Pieces of Glass</i> (1998). <i>Norton Anthology</i> , pp. 1111-20.
July 14	Rabbinic Tradition & Transformation in 21 <sup>st</sup> -Century Memoir (2010s)	<b>Kurshan</b> , Ilana: excerpt from <i>If All the Seas Were Ink: A Memoir</i> (2017). Excerpt TBA.

### Readings:

(For German texts translated into English, e.g., Kafka and Joseph Roth, students fluent in German are encouraged to consult the original).

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* (1800). Edited and annotated by Philip Barnard and Stephen Shapiro. Hackett Publishing, 2008, pp. 305-16. (E-text will be supplied).

Cahan, Abraham. "A Ghetto Wedding" (1898). *Norton Anthology*, pp. 122-34. (E-text will be supplied).

Chametzky, Jules, et al. *Jewish American Literature: A Norton Anthology* (New York: W.W. Norton, 2001).

Kafka, Franz: "Josephine the Singer, or the Mouse Folk" (1924). Translated by Willa and Edwin Muir. In *Franz Kafka, The Complete Stories*, pp. 360-76. New York: Schocken Books, 1971. (E-text will be supplied).

Kurshan, Ilana. *If All the Seas Were Ink: A Memoir*. New York: St. Martin's Press, 2017. (E-text will be supplied). Excerpts TBA.

Lazarus, Emma: "1492", "The New Colossus," and "Venus of the Louvre" (1883-1895). *Norton Anthology*, pp. 104-07. (E-text will be supplied).



Mayer, Nathan. excerpt from *The Fatal Secret* (1858). Norton Anthology, pp. 94-99. (E-text will be supplied).

Moses, Miriam Israel. Excerpt from *Survivors and Pieces of Glass* (1998). Norton Anthology, pp. 1111-20. (E-text will be supplied).

Numbers [Bamidbar / In the desert]. From the Torah / the Hebrew Bible. Excerpts TBA.  
<https://www.sefaria.org/Numbers>

Roth, Joseph. "Eastern European Jews in the West," "The Jewish Shtetl," and "Ghettoes in the West (Vienna)." *The Wandering Jews*, pp. 5-67. Translated by Michael Hoffman. New York: W.W. Norton, 2001. (E-text will be supplied).

Spiegelman, Art. Excerpt from *Maus II: a Survivor's Tale: And Here My Troubles Began* (1991). Norton Anthology, pp. 1093-1105. (E-text will be supplied).

Teller, J. L.: "Of Immigration" (1940), "New York in a Jewish Mood" (1975). Norton Anthology, pp. 532-33. (E-text will be supplied).

## Seminar 5: Narrative Didactics as Re-Measurement

Nicole Haring, University of Graz, Austria, [nicole.haring@uni-graz.at](mailto:nicole.haring@uni-graz.at)

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

### Additional Lecturers:

Prof. Dr. Marjorie Agosín (Wellesley College, USA)

### Course Description:

This seminar explores the radical potential of critical narrative analysis for research, education and everyday life. Deconstructing and re-measuring narratives of social constructs, such as race, class, gender, and age, are powerful tools for awareness of self and others and are also expressions of resistance to confining social realities. Intersectionality and relationality are didactic concepts that help negotiate action on a personal as well as public level. In times of immense global challenges, such as increasing political divides, climate change, demographic transformation, technological revolutions, and biomedical advancement, it is essential that we as humans recognize our lives as narrated and thus open to interpretation and shaping. This understanding is didactic in its core and will be in the center of the seminar, which focuses on creative expressions and academic approaches to what it means to be human and challenges participants to engage in radical re-thinking of how narratives shape our lives as individuals as well as global citizens.

### Learning outcomes:

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

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

### Topics and Schedule:

Date	Topic	Reading
July 4	Introduction: Engagement Through Texts - Narrative Didactics	Each participant will be asked to provide a poem as an introduction of him-/herself. All the poems presented will be made available to participants.
July 5	(Re)Defining/ (Re)Measuring Narratives	<b>Ryan</b> , Marie-Laure. "Narrative". <i>A Companion to Cultural and Critical Theory</i> . Szeman, Imre, Blacker, Sarah, and Sully, Justin (Eds.), 2017, pp. 517-530.  <b>Baldwin</b> , Clive. "Narrative (,) Citizenship and Dementia: The Personal and the Political." <i>Journal of Aging Studies</i> , vol. 22, 2008, pp. 222-228.
July 6	Philosophical Narratives as Re-Measuring	<b>Foucault</b> , Michel. "The Subject and Power." <i>Critical Inquiry</i> , vol. 8, no. 4, 1 July 1982, pp. 777-795.  <b>Spivak</b> , Gayatri Chakravorty. „Translator Preface". Of Grammatology. Derrida, Jacques. 1974, pp. ix-lxxxix.



July 7	Narratives of Intersectional and Relational Didactics	<p><b>Lorde</b>, Audre. "The Master's Tools Will Never Dismantle the Master's House". <i>Sister Outsider</i>. 1979, pp. 98-101</p> <p><b>Crenshaw</b>, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics". <i>University of Chicago Legal Forum</i>, 1989,1, 1989, pp. 139-167.</p> <p><b>McNally</b>, David. "Intersections and Dialectics: Critical Reconstructions in Social Reproduction Theory". <i>Social Reproduction Theory. Remapping Class, Recentring Oppression</i>. Bhattacharya, Tithi (Ed.). 2017, pp. 94-112.</p>
July 8	Artistic Deconstruction Narratives : Agnes Vardá	watch <i>Agnes Vardá Documentary</i>
July 11	Narratives in Research: Anocriticism	<p><b>Haring</b>, Nicole, <b>Maierhofer</b>, Roberta, and <b>Ratzenböck</b>, Barbara. "Critical Narrative Analysis – An Anocritical Approach". <i>Gender and Age/Aging in Popular Culture</i>. transcript Bielefeld (forthcoming 2023)</p> <p><b>Maierhofer</b>, Roberta. "The Old Women as the Prototypical American - An Anocritical Approach to Gender, Age, and Identity." <i>What is American? New Identities in U.S. Culture</i>, edited by Walter W. Hölbling and Klaus Rieser, LIT, 2004, pp. 319-336.</p>
July 12	Narrative Didactics: Gender and Generations	<p><b>Bambara</b>, Tony Cade (1972). "My Man Bovanne". <i>Gorilla, My Love</i>.</p> <p><b>hooks</b>, bell. "Toward a Revolutionary Feminist Pedagogy". <i>Talking Back, Thinking Feminist, Thinking Black</i>. 2015. pp. 91-101.</p> <p><b>Maierhofer</b>, Roberta. "Bambara's My Man Bovanne". <i>Explicator</i>. 1998. pp. 57-59.</p>
July 13	Didactic Creative Writing: Trauma & Memory (Marjorie Agosín)	<p><b>Agosín</b>, Marjorie. "The Generation of Disenchantment." <i>Human Rights Quarterly</i>, vol. 14, no. 1, 1992, pp. 135–141.</p> <p><b>Agosín</b>, Marjorie, and Janice <b>Molloy</b>. "So We Will Not Forget: Literature and Human Rights in Latin America." <i>Human Rights Quarterly</i>, vol. 10, no. 2, 1988, pp. 177–192.</p>
July 14	Didactic Creative Writing: Trauma & Memory (Marjorie Agosín)	<p><b>Agosín</b>, Marjorie. "How to Speak with the Dead? A Poet's Notebook." <i>Human Rights Quarterly</i>, vol. 16, no. 1, 1994, pp. 214–223.</p> <p><b>Rubinstein</b>, Robert L. "Narratives of Suffering among Older Jewish Women." <i>Journal of Aging Studies</i>, vol. 23, no. 2, 2009, pp. 124–129.</p>

### Readings:

- Agosín, Marjorie. "The Generation of Disenchantment." *Human Rights Quarterly*, vol. 14, no. 1, 1992, pp. 135–141.
- . "How to Speak with the Dead? A Poet's Notebook." *Human Rights Quarterly*, vol. 16, no. 1, 1994, pp. 214–223.
- Agosín, Marjorie, and Janice Molloy. "So We Will Not Forget: Literature and Human Rights in Latin America." *Human Rights Quarterly*, vol. 10, no. 2, 1988, pp. 177–192.

- Baldwin, Clive. "Narrative (,) Citizenship and Dementia: The Personal and the Political." *Journal of Aging Studies*, vol. 22, 2008, pp. 222-228.
- Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics". *University of Chicago Legal Forum*, 1989,1, 1989, pp. 139-167.
- Foucault, Michel. "The Subject and Power." *Critical Inquiry*, vol. 8, no. 4, 1 July 1982, pp. 777–795.
- Haring, Nicole, Maierhofer, Roberta, and Ratzenböck, Barbara. "Critical Narrative Analysis – An Anocritical Approach". *Gender and Age/Aging in Popular Culture*. transcript Bielefeld (forthcoming 2023)
- hooks, bell. "Toward a Revolutionary Feminist Pedagogy". *Talking Back, Thinking Feminist, Thinking Black*. 2015. pp. 91-101.
- Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House". *Sister Outsider*. 1979, pp. 98-101
- Maierhofer, Roberta. "The Old Women as the Prototypical American - An Anocritical Approach to Gender, Age, and Identity. What is American? New Identities in U.S. Culture, edited by Walter W. Hölbling and Klaus Rieser, LIT, 2004, pp. 319-336.
- . "Bambara's My Man Obovane". *Explicator*. 1998. pp. 57-59.
- McNally, David. "Intersections and Dialectics: Critical Reconstructions in Social Reproduction Theory". *Social Reproduction Theory. Remapping Class, Recentering Oppression*. Bhattacharya, Tithi (Ed.). 2017, pp. 94-112.
- Rubinstein, Robert L. "Narratives of Suffering among Older Jewish Women." *Journal of Aging Studies*, vol. 23, no. 2, 2009, pp. 124–129.
- Ryan, Marie-Laure. "Narrative". *A Companion to Cultural and Critical Theory*. Szeman, Imre, Blacker, Sarah, and Sully, Justin (Eds.), 2017, pp. 517-530.
- Spivak, Gayatri Chakravorty. „Translator Preface". *Of Grammatology*. Derrida, Jacques. 1974, pp. ix-lxxxix.

## SEMINAR 6: 'WHEN I'M 64' - AGING MASCULINITIES AND A DATIFIED WORLD

Week 1: Murray Forman, Northeastern University, USA, [M.Forman@northeastern.edu](mailto:M.Forman@northeastern.edu)

Week 2: Barbara Ratzenböck, University of Graz, Austria, [barbara.ratzenboeck@uni-graz.at](mailto:barbara.ratzenboeck@uni-graz.at)

### Week 1: Murray Forman

#### Course Description:

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” and addressing issues associated with age and non-binary or gender fluidity. Among the issues under analysis are: representations of men in relation to anti-aging discourse and anti-aging advertising; aspects of style and identity among aging men; the social assessment of “age appropriate” and “age inappropriate” attitudes and behaviors; and case studies engaging masculinity, age, and celebrity in the realms of popular music and hip-hop culture. During the seminar’s first week, students 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 into and beyond middle age.

### Week 2: Barbara Ratzenböck

#### Course Description:

Moving from theoretical understandings of processes of aging and concepts of masculinities as well as their representations, the second week of the seminar will explore empirical research on age, gender, and media technology use. Work, learning, getting news, shopping, leisure, catching up with family and friends – as more and more aspects of our everyday lives happen online, research on the social practices, structures, and consequences of digitalization, as well as their cultural implications, becomes increasingly important. How and why people engage with different digital tools, platforms, and their algorithms depends on various factors, such as socio-economic resources, technological infrastructure, location, and social norms related to gender and generational position, but also individual interests. In this part of the seminar, will take a closer look at the relevance of generations and gender – especially aging masculinities – for everyday engagement with the digital world. In doing so, we will, among others, also jointly explore the method of ‘walking interviews’ and reflect on the influence moving through space has on narrating our experiences as beings within time.

#### Learning outcomes:

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

- be familiar with academic approaches to analyzing cultural representations of aging masculinities as well as of digitalization (in literature, music, interviews),
- understand how narratives of age/ing and gender as well as of digitalization and datafication shape academic and public discourse,
- have explored what it means to age in a digital world,
- know how to reflect critically on these issues (academic essay),
- be familiar with a variety of methods in Cultural Studies,

- 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
July 4	Introduction to Critical Age Studies	<b>Cruikshank</b> , Margaret (2009). Chapter 1: "Cultural Myths and Aging," in: <i>Learning to be Old. Gender, Culture, and Aging</i> . Lanham. Rowman & Littlefield. 2 <sup>nd</sup> ed., pp. 10-23.  <b>Sontag</b> , Susan (1972). "The Double Standard of Aging," in: <i>Saturday Review</i> , pp. 29-38.
July 5	From Biological to Cultural Aging: Shifting the Analytical Emphasis	<b>Gullette</b> , 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.
July 6	Older Men, Image, and Self-Image	<b>Bennett</b> , 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.  <b>Clarke</b> , 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.  <b>Twigg</b> , Julia (2018). "Dress, Gender and the Embodiment of Age: Men & Masculinities." In: <i>Ageing &amp; Society</i> . Pp. 1-21.
July 7	Aging Masculinities and Hip-Hop	<b>Fogarty</b> , Mary (2012). "'Each One, Teach One': B-Boying and Ageing." In: <i>Ageing and Youth Cultures: Music, Style and Identity</i> . Andy Bennett & Paul Hodgkinson, eds. London: Berg. Pp. 53-65  <b>Forman</b> , Murray (2014). "Ice/Age: Experience, Achievement and Transformations of an OG." In: <i>Rapper, Writer and Pop-Cultural Player: Ice-T and the Politics of Black Cultural Production</i> . Josephine Metcalf & Will Turner, eds. New York: Ashgate. Pp. 19-42.
July 8	Male Celebrity Icons: Aging Past a "Best Before" Date?	Case Studies: Mick Jagger, Iggy Pop, George Clinton, etc. (various media reports and interviews); student-sources examples
July 11	Aging in a Digital & Datafied World	<b>Lafontaine</b> , Constance and Kim Sawchuk (2015). "Accessing InterACTION: Ageing with Technologies and the Place of Access." In: <i>ITAP 2015</i> , Jia Zhou and Gavriel Salvendy, eds. Cham: Springer. Pp. 210-220.  <b>Göran</b> , Bolin (2016). "The Rhythm of Ages: Analyzing Mediatization Through the Lens of Generations Across Cultures." In: <i>International Journal of Communication</i> (10). Pp. 5252-5269.  <b>Östlund</b> , Britt (2005). "Design Paradigms and Misunderstood Technology: The Case of Older Users." In: <i>Young technologies in old hands: an international view on senior citizen's utilization of ICT</i> . Birgit Jæger, ed. Copenhagen: DJØF Forlag. Pp. 25-39.

July 12	Researching intersections of age/gender and media technology use	<b>Ratzenböck</b> , 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> (18/ 1/37). Pp. 49-64.
July 13	Analyzing interview data	<b>Corbin</b> , Juliet and Anselm <b>Strauss</b> (2015). Chap. 5: "Strategies for Qualitative Data Analysis" in Basics of Qualitative Research. Techniques and Procedures for Developing Grounded Theory. Los Angeles/London. 4 <sup>th</sup> edition.  Steinar <b>Kvale</b> (2007). Chapter 9: "Analyzing Interviews" in: Doing Interviews. London. Sage, pp. 101-119.
July 14	Reflection on Learning Outcomes	

## 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.
- 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 Hodgkinson, 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.
- Sontag, Susan (1972). "The Double Standard of Aging," in: Saturday Review, pp. 29-38.
- Twigg, Julia (2018). "Dress, Gender and the Embodiment of Age: Men and Masculinities." In: Ageing & Society. Pp. 1-21.

### Week 2 (Barbara Ratzenböck)

- Bolin, Göran (2016). "The Rhythm of Ages: Analyzing Mediatization Through the Lens of Generations Across Cultures." In: International Journal of Communication (10). Pp. 5252-5269.
- Corbin, Juliet and Anselm Strauss (2015). Chapter 5: "Strategies for Qualitative Data Analysis" in Basics of Qualitative Research. Techniques and Procedures for Developing Grounded Theory. Los Angeles/London. 4th edition.
- Kvale, Steinar (2007). Chapter 9: "Analyzing Interviews" in: Doing Interviews. London. Sage, pp. 101-119.
- Lafontaine, Constance and Kim Sawchuk (2015). "Accessing InterACTION: Ageing with Technologies and the Place of Access." In: ITAP 2015, Jia Zhou and Gavriel Salvendy, eds. Cham: Springer. Pp. 210-220.

Östlund, Britt (2005). "Design Paradigms and Misunderstood Technology: The Case of Older Users." In: Young technologies in old hands: an international view on senior citizen's utilization of ICT. Birgit Jæger, ed. Copenhagen: DJØF Forlag. Pp. 25-39.

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 (18/ 1/37). Pp. 49-64.

## SEMINAR 7: RE-MEASURING EMOTIONS / RE-CALCULATING KNOWLEDGE

Week 1: Katharina Scherke, University of Graz, Austria, [katharina.scherke@uni-graz.at](mailto:katharina.scherke@uni-graz.at)

Week 2: Barbara Reiter, University of Graz, Austria, [barbara.reiter@uni-graz.at](mailto:barbara.reiter@uni-graz.at), and Françoise Schein, Association INSCRIRE, [scheinfrancoise@gmail.com](mailto:scheinfrancoise@gmail.com)

### Week 1: Katharina Scherke

#### Course Description:

Emotions have been judged very differently in the course of history within the social sciences and humanities: for a long time they were regarded as hinderances for rational action, only recently their status has been re-estimated and their contribution to all human actions (also to so-called 'rational' ones) came into the focus. The seminar will give an insight into the debate on rationality and emotionality in the social sciences, followed by a short introduction into main concepts of sociology of emotions. Along with this, also an overview of empirical research methods in sociology of emotions will be given.

Thereafter, nostalgic feelings and their social embedding will be discussed. Like emotions in general also nostalgia has been judged very differently throughout history. Once it was seen as a mental disorder, now its positive impact on human well-being is discussed vividly. Different disciplines have dealt with nostalgia so far and very often cultural critiques framed nostalgia as leading to conservatism and restorative attitudes. The seminar is going to deal with nostalgia from a sociology-of-emotions point of view. We will have a look at different aspects of nostalgia (e.g. personal and historical nostalgia, restorative and reflective nostalgia) and ways to measure them. Furthermore, the widespread rise of nostalgic feelings within different societies will be discussed before the background of societal transformation processes.

#### Learning outcomes:

Students will:

- get an insight into the history of research on emotions in the social sciences and humanities
- become familiar with sociology of emotions approach in general and its key positions
- gain insight into the interdisciplinary character of research on nostalgia
- learn and critically assess different concepts and possibilities in (empirical) research on nostalgia

### Week 2: Barbara Reiter and Françoise Schein

#### Course Description:

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



## Learning outcomes:

Students will:

- understand the connection between art, architecture, and philosophy
- be able to see their surroundings in a more analytical way
- gain insight into the interdisciplinary character of participatory art projects
- have worked together on a proposal for a project in public space

## Topics and Schedule:

Date	Topic	Readings
July 4	Introduction: The discourse on rationality and emotions in the social sciences // Sociology of Emotions	<b>Barbalet</b> Jack M., Emotion and Rationality, in: Barbalet Jack M., Emotion, Social Theory and Social Structure. A Macrosociological Approach, Cambridge/New York/Melbourne 1998, pp. 29-61. <b>Bericat</b> Eduardo, The sociology of emotions: four decades of progress, in: Current Sociology, 2016, Vol.64(3), pp.491-513.
July 5	Empirical research methods in Sociology of Emotions	<b>Bernard</b> Julien, "Funery emotions. Categorizing data from a fieldwork diary", in: Flam Helena, Kleres Jochen (eds.), Methods of Exploring Emotions, London: Routledge 2015, 172-180. <b>Wettergren</b> Asa, "How do we know what they feel?", in: Flam Helena, Kleres Jochen (eds.), Methods of Exploring Emotions, London: Routledge 2015, 115-124.
July 6	Interdisciplinary research on nostalgia	<b>Becker</b> Tobias, The Meanings of Nostalgia: Genealogy and Critique, in: History & Theory. 2018/57(2), 234-250.
July 7	Historical and personal nostalgia	<b>Wildschut</b> Tim, <b>Sedikides</b> Constantine, <b>Arndt</b> Jamie, <b>Routledge</b> Clay, Nostalgia: Content, Triggers, Functions, in: Journal of Personality and Social Psychology, 2006, 91 (5): 975–993.
July 8	Nostalgia and societal transformation processes	<b>Reifová</b> Irena, The pleasure of continuity: Re-reading post-socialist nostalgia, in: International Journal of Cultural Studies, 11/2018, Vol.21(6), pp.587-602.
July 11	Introduction: The Rhizome and the idea of a network	Gilles <b>Deleuze</b> and Felix <b>Guattari</b> , A Thousand Plateaux. Translated by Brian Massumi. Minneapolis: University of Minnesota Press, 1987.
July 12	Seeing 1: Presentation of Inscire's projects <a href="http://www.inscire.com">www.inscire.com</a>	<b>Aristotle</b> , Metaphysics, Book 1. Multiple Editions and translations.
July 13	Seeing 2: Visiting and seeing some local place, photographing, imagining	John <b>Berger</b> , Ways of Seeing. Penguin Classics 2008. <a href="https://www.youtube.com/watch?v=OpDE4VX_9Kk">https://www.youtube.com/watch?v=OpDE4VX_9Kk</a>
July 14	Human Rights: Imagining a local Human Rights' project	<b>Benedek et al.</b> , Understanding Human Rights. Manual on Human Rights Education. Graz 2012. <a href="http://humra.org/wp-content/uploads/2016/03/Manual_HR-education.pdf">http://humra.org/wp-content/uploads/2016/03/Manual_HR-education.pdf</a>
July 15	Practical Aspects: Creating and developing ideas	

July 16	Presentation of Ideas: Presentation of results	
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## Readings:

### Week 1 (Scherke)

- Barbalet Jack M., Emotion and Rationality, in: Barbalet Jack M., Emotion, Social Theory and Social Structure. A Macrosociological Approach, Cambridge/New York/Melbourne 1998, pp. 29-61.
- Becker Tobias, The Meanings of Nostalgia: Genealogy and Critique, in: History & Theory. 2018/57(2), 234-250.
- Bericat Eduardo, The sociology of emotions: four decades of progress, in: Current Sociology, 2016, Vol.64(3), pp.491-513.
- Bernard Julien, "Funery emotions. Categorizing data from a fieldwork diary", in: Flam Helena, Kleres Jochen (eds.), Methods of Exploring Emotions, London: Routledge 2015, 172-180.
- 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.
- Wettergren Asa, "How do we know what they feel?", in: Flam Helena, Kleres Jochen (eds.), Methods of Exploring Emotions, London: Routledge 2015, 115-124.
- Wettergren Asa, "How do we know what they feel?", in: Flam Helena, Kleres Jochen (eds.), Methods of Exploring Emotions, London: Routledge 2015, 115-124.
- Wildschut Tim, Sedikides Constantine, Arndt Jamie, Routledge Clay, Nostalgia: Content, Triggers, Functions, in: Journal of Personality and Social Psychology, 2006, 91 (5): 975–993.

### Week 2 (Schein and Reiter)

- Aristotle, Metaphysics, Book 1. Multiple Editions and translations.
- John Berger, Ways of Seeing. Penguin Classics 2008. [https://www.youtube.com/watch?v=OpDE4VX\\_9Kk](https://www.youtube.com/watch?v=OpDE4VX_9Kk)
- Benedek et al., Understanding Human Rights. Manual on Human Rights Education. Graz 2012. [http://humra.org/wp-content/uploads/2016/03/Manual\\_HR-education.pdf](http://humra.org/wp-content/uploads/2016/03/Manual_HR-education.pdf)
- Gilles Deleuze and Felix Guattari, A Thousand Plateaux. Translated by Brian Massumi. Minneapolis: University of Minnesota Press, 1987.

## Introducing the GUSEGG Faculty and Staff (in alphabetical order)

**Agosin, 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 Agosin is the recipient of many awards, as well as honorary doctorates. The Government of Chile awarded her the Gabriela Mistral lifetime achievement and the United Nations awarded her the Leadership award. In the field of literature, her novel received many awards, among them the Pura Belpre award granted by the American Library Association.



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



**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* (2022). 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.



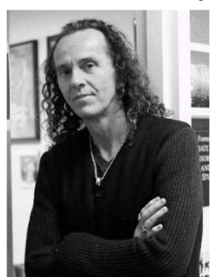
**Braunegger, Martina** holds a Master's degree in education (ESL/EFL and German) and a Bachelor's degree in English and American Studies from the University of Graz. She is currently employed at the Office of International Relations at the University of Graz and works as a project coordinator for the Graz International Summer School Seggau (GUSEGG) while finishing her Master's in English and American Studies. In her research, she focuses on Inter-American Cultural and Literary Studies and is interested in topics such as feminist storytelling, Chicana literature, and Gender Studies.



**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).



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



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



**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.



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



**Reiter, Barbara** is a German philosopher. She studied in Würzburg, Berlin and Bremen and is a lecturer at Graz University. She has been working with Francoise Schein ever since they met in Berlin in 1993.



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



a theoretical approach in the study of business cycles, international trade and inequality. In particular, his research analyzes the macroeconomic effects of greater economic integration on business cycles and the distribution of income and wealth and has been published in journals such as *Quarterly Review of Economics and Finance*, *The Berkeley Journal of Macroeconomics*, *The Global Economy Journal*, and the *Journal of Development Economics*, among others.

**Schein, Françoise** is a Belgian artist, urbanist and architect. She studied in Brussels and New York and is based in Paris. She is also the founder of the international network *Inscrire* which initiates and realizes public artworks worldwide. She has been working with Barbara Reiter ever since they met in Berlin in 1993.



**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 Kulturosoziologie” (Wiesbaden 2022).



**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. As a member of the Narrative Didactics Research Group and co-founder of the Inter.Reading Book Club, set at the Center for Inter-American Studies (CIAS) at the University of Graz, she focuses on American literature and culture.



## 4. CONCLUSION

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



## Appendix

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

			03.07. [Su.]	04.07. [Mo.]	05.07. [Tu.]	06.07. [We.]	07.07. [Th.]	08.07. [Fr.]	09.07. [Sa.]
07.30 am - 09.00 am	BREAKFAST								
09.30 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  9.45 am Guided City Tour  12.00 am Reception City Hall
	09.15-09.20		Intro	Intro	Intro	Intro	Intro		
	09.20-10.00		Introduction Roberta Maierhofer Keynote Lecture Manfred Prisching	Morning Lecture I	ALUMNI DAY Morning Lecture III	Morning Lecture V	Morning Lecture VII		
	10.05-10.45		Introduction to Dot Groups Roberta Maierhofer	Morning Lecture II	Morning Lecture IV	Morning Lecture VI	Morning Lecture VIII		
	10.45-11.10		Break	Break	Break	Break	Break		
	11.10-12.30		Meet the Professors	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work	Discussion / Dot Group Work		
12.30 pm - 03.00 pm	LUNCH BREAK			Documentaries or Creative Writing 01.30-03.00 pm	Documentaries or Creative Writing 01.30-03.00 pm	Documentaries or Creative Writing 01.30-03.00 pm	01.30-02.45 pm Cartle Tour	GUSEGG Publication 01.30-03.00 pm	
03.00 pm - 06.30 pm	SM 1: Narratives in Archives		Don Walicki, University of Puerto Rico, Puerto Rico						
	SM 2: Media Archeology: Private and Public		Mirko Petric, University of Zadar, Croatia						
	SM 3: From Pancakes to Donuts: Economic Models		Luis San Vicente Portes, Montclair State University, USA						
	SM 4: Mediation and Memory: Tradition and Transformation in Jewish Life		Cheryl Lester and Philip Barnard, University of Kansas, USA						
	SM 5: Narrative Didactics as Re-Measurement		Nicole Haring and Roberta Maierhofer, University of Graz, Austria						
	SM 6: 'When I'm 64' - Aging Masculinities & a Datified World		Murray Forman, Northeastern University, USA, Barbara Ratzenböck, University of Graz, Austria						
	SM 7: Re-Measuring Emotions		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 Hot Times: Bishop Wilhelm Krautwaschl and Rector Peter Riedler	Land Steiermark International Presentations I	Land Steiermark International Presentations II	Free	

Program Schedule (July 10-16) - SECOND WEEK

		10.07. [Su.]	11.07. [Mo.]	12.07. [Tu.]	13.07. [We.]	14.07. [Th.]	15.07. [Fr.]	16.07. [Sa.]
07.30 am - 09.00 am	BREAKFAST							
09.30 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 IX	Morning Lecture XI	Morning Lecture XIII	Morning Lecture XV	Summer School Evaluation	
	10.05-10.40						Break	
	10.05-10.45		Morning Lecture X	Morning Lecture XII	Morning Lecture XIV	Morning Lecture XVI	Dot Group Presentations (10 Minutes per Group)	
	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				01.00-02.15 pm Cartle Tour			
03.00 pm - 06.30 pm	SM 1: Narratives in Archives		Christian Cwik, University of Graz, Austria				Free	
	SM 2: Media Archeology: Private and Public		Mirko Petric, University of Zadar, Croatia					
	SM 3: From Pancakes to Donuts: Economic Models		Luis San Vicente Portes, Montclair State University, USA					
	SM 4: Mediation and Memory: Tradition and Transformation in Jewish Life		Cheryl Lester and Philip Barnard, University of Kansas, USA					
	SM 5: Narrative Didactics as Re-Measurement		Nicole Haring and Roberta Maierhofer, University of Graz, Austria					
	SM 6: 'When I'm 64' - Aging Masculinities & a Dated World		Murray Forman, Northeastern University, USA and Barbara Ratzenböck, University of Graz, Austria					
	SM 7: Re-Calculating Knowledge		Françoise Schein, INSCRIRE, and Barbara Reiter, University of Graz					
06.30 pm - 07.30 pm	DINNER							
08.00 pm	Evening Session	Movie Night / Game Night	Karaoke	Free	Posters & Documentaries Presentations	Preparation Time for Dot Group Presentations	Closing Ceremony 6 p.m.	

## IMPRINT

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