

**HOW are THE  
COURSES  
STRUCTURED?  
WHERE can  
I FIND a LIBRARY?  
WHAT'S THE  
WEEKLY SCHEDULE?**

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The information contained  
in this booklet can be found  
on the Internet at  
[www.univiu.org/shss/  
/globalization-program](http://www.univiu.org/shss/<br/>/globalization-program)  
The web site is periodically  
updated.



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## General Information

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## What is VIU

**Venice International University (VIU)** is something unique in the international academic panorama: a group of Universities from different countries sharing a common campus on the beautiful island of San Servolo, in the Venice lagoon. All involved in jointly creating multidisciplinary programs that go beyond the traditional divisions in separate disciplines and educational structures (faculties, departments, schools etc.) in order to face the present global challenges:

- \_ sustainable development, to reduce environmental deterioration, avoid the destruction of non-renewable resources and encourage the use of renewable ones;
- \_ climate change, to contrast global warming and avoid the related extreme events that cause serious economic and social damage;
- \_ population ageing, and all the social, economic and health issues that it brings with it;
- \_ urban growth, with the forecast of 75% of world population living in cities by the year 2050;
- \_ global ethics, for greater tolerance in view of the migration flows on the planet;
- \_ the preservation of cultural heritage, which is being subjected to forces that risk damaging it or destroying it forever.

Research in these global topics requires a different kind of preparation than in the past. Students at VIU learn to move across cultures and disciplines under the guidance of Professors from all over the world, with a flexible approach, an open mind and creative thinking.

The Universities that form VIU range from the Far East (Universities of *Tongji* and *Tsinghua* in China, *Waseda University* in Japan) to the Far West (*Boston College* and *Duke University* in the USA, *INRS Québec*, Canada) passing through the Mediterranean and Europe (*Tel Aviv University* in Israel, the *European University at St. Petersburg* in Russia, *Ludwig-Maximilians-Universität München* in Germany, *Université de Lausanne* in Switzerland, *Università degli Studi di Padova* and the Venetian Universities of *Ca' Foscari* and *Luav* in Italy).

The study programs are defined collegially: the Board of Directors, headed by the President, Ambassador Umberto Vattani, sets out the strategic outlines, and the Academic Council, led by the Dean, Professor Agar Brugiavini, articulates and applies them in two yearly terms. The courses are taught in English by Professors from the different Member Universities.

Venice, with its lagoon, its islands and its mainland, is a living laboratory which is also very fragile, with an extraordinary cultural and envi-



ronmental heritage, and the perfect setting for studying the various aspects of the global challenges that the contemporary world forces us to deal with. VIU offers its support for research programs involving the various Universities that form its network, and develops specific programs for advanced training. For example, in a program supported by the Italian Ministry of Environment, approximately ten thousand Chinese officials have received advanced training during the first ten years of the program on topics linked to environmental sustainability, an issue of strategic importance for China and for the entire world community.

VIU has always considered art and architecture as vital instruments for both social and economic growth. That is why each year VIU organizes exhibitions during the Venice Biennale, and hosts permanent works of art by renowned artists on its Campus. VIU also encourages the application of new information and communication technology to Art and Architecture, making use of the enormous potential presented by the present and the past of Venice: through its Multimedia Laboratory, a collaboration of *Duke University* and *Iuav*, VIU provides students from the Humanities with special training in the use of the latest digital visualization tools applied to cultural heritage. Thanks to cooperation agreements with UNESCO and the Council of Europe, VIU participates in programs with these important organizations, in particular regarding the valorisation of Venetian routes in the Mediterranean and in the world.

VIU is present in many worldwide University Networks, such as the *Global University Summit*, the *Coimbra Group*, the *Alexander von Humboldt Association* and the *Associations of Victorian Studies of Great Britain, North America and Australasia*.

Three important Italian public institutions are also part of VIU: the Province of Venice, the Ministry of Environment and the National Research Council (CNR).

The Italian Ministry for University Education and Scientific and Technological Research formally recognized the Venice International University consortium as an international center of higher education and research by Ministerial Decree on 23 October 1997.



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## **School of Humanities and Social Sciences**

*crossing borders*

*educating towards world citizenship*

Today's globalized world needs flexible minds, able to move across disciplines, capable of tackling contemporary challenges with innovative humanistic approaches; recognizing the importance of environmental and economic sustainability and natural and cultural heritage; understanding, communicating and working with people from other cultures. VIU's School of Humanities and Social Sciences provides a response in this direction, promoting academic cooperation among partner universities from around the world, through academic programs, internships, seminars, workshops and conferences. In particular, the School provides students with an intense educational experience in Venice, in multicultural contexts, where global and comparative approaches are privileged, integrating the study of human heritage, creativity and imagination with the study of social relations and institutions. The School draws from the expertise acquired since 1997, by the VIU Joint multicultural Semester Program, by the first editions of the VIU Globalization Program and by the VIU Research Centers on Environmental Management and Sustainable Development (TEN) and Economic Innovation (TeDIS). Its main activities are: the Globalization Program, Internships, Summer Schools and Intensive Seminars, Public lectures, Co-curricular Activities, Conferences and the Web Community.

The Globalization Program is the flagship of the School of Humanities and Social Sciences and brings together talented, motivated students from the 13 member universities in a truly multicultural, international and interdisciplinary environment. Each semester over 100 students participate in the program as part of their degree in their home university. The interdisciplinary courses are English-taught by professors from the member universities.

The program provides a powerful learning experience in which students develop their capacity for critical thinking and creative problem solving. Students of the Globalization Program are thus more prepared for graduate and professional study and for careers in new and emerging fields. Students choose from a course offering of 18-20 courses in the following three topic areas:

**Venice & Italy:** courses that showcase Venetian and Italian life, culture, art and history:

1. History of Venice
2. Italian Contemporary History in Films

### **Globalization Program**

3. Art and Architecture in Renaissance Venice
4. Italian Fashion and Design
5. Italian for Foreigners

**Cultures Of The World:** courses that examine the cultures of the world; courses that make the most of the intercultural classroom:

6. Intercultural Communication
7. Gender Studies
8. Comparing East and West

**Global Challenges:** courses that address current, global issues, preferably from an interdisciplinary perspective:

9. Identity, Heritage and Globalization
10. Globalization, Ethics, Welfare and Human Rights
11. Global Governance for Peace and Security, Cooperation and Development

Two specialization tracks are also offered, one in Fall and one in Spring:

**Economics, Management and Digital Technologies applied to Cultural Heritage** (Fall semester)

**Environmental Management and Sustainable Development** (Spring semester)

Additional courses, on offer for one semester only are taught by visiting professors from member universities.

The Globalization Program is a 15-week credit only program. Courses are 40-hours long (except *Italian for Foreigners*: 56 hours) and recognized for credit by member universities. Attendance is compulsory; a mid-term break allows independent travel in Italy and Europe. Courses have 20-25 students to facilitate group work and student presentations.

## Academics

All Member Universities recognize Globalization Program courses for credit. Each University defines the procedures by which courses are approved and how they can be inserted into a student's degree program. Request further information about credits by writing to: [shss@univiu.org](mailto:shss@univiu.org)

## Credit recognition

If you encounter difficulties in receiving credits for courses, please contact the Assistant Dean for assistance.



## Admissions

Any student currently registered at one of VIU's member Universities (both at Undergraduate and Graduate level) is eligible to apply for and participate in VIU activities. Exchange students registered at Ca' Foscari, Luav and Padova universities are also eligible to apply for the VIU Program. Credits are recognized by home universities as the courses in the program may be regarded as equivalent to courses offered by Ca' Foscari, Luav and Padova. All students taking *Italian for Foreigners* must register for and complete at least two other full term courses.

You can apply through one of VIU's member Universities through the following contact people:

- \_ Boston College: **Larry Pickener**, larry.pickener@bc.edu
- \_ Duke University: **Susan Pratt**, pratt.susan@duke.edu
- \_ European University of St. Petersburg:  
**Natalia Mazur**, nmazur@eu.spb.ru
- \_ Institut National de la Recherche Scientifique:  
**Dalida Poirier**, Dalida.poirier@inrs.ca
- \_ Ludwig-Maximilians-Universität: **Claudia Wernthaler**,  
Claudia.Wernthaler@verwaltung.uni-muenchen.de
- \_ Tel Aviv University: **Hava Shani**, acadaff@tauex.tau.ac.il
- \_ Università Ca' Foscari Venezia: **Alvise Perosa**, alvise@unive.it /  
**\*Elisa Gamba**, international@unive.it  
(Università Ca' Foscari Venezia - Erasmus students only)
- \_ Università degli Studi di Padova: **Giovanna Valenzano**,  
giovanna.valenzano@unipd.it
- \_ Università Luav di Venezia: **Giorgio Gianighian**,  
giorgio.gianighian@iuav.it
- \_ Tongji University Sino-Italian campus: **Sara Ovidi**,  
ovid@tongji.edu.cn
- \_ Tsinghua University: **Yi Liu**, yi.liu@tsinghua.edu.cn
- \_ Université de Lausanne: **Antoinette Charon Wauters**, acw@unil.ch
- \_ Waseda University: **Maho Yoshikawa**, myoshikawa2@kurenai.waseda.jp

Or you may contact VIU offices directly: shss@univiu.org

Students from Ca' Foscari, Luav and Padova (including exchange students) must also contact their student secretariat where they should register VIU courses within two weeks from the beginning of VIU's academic semester.

If you are currently registered at one of VIU's member universities and already know which courses you would like to take, you should pre-register and register for courses through on-line forms that are available at: [www.univiu.org/globalization](http://www.univiu.org/globalization)

Online registration for courses

Students must be regularly enrolled in their home university and must pay regular tuition fees to their home university. No further fees are paid directly to Venice International University.

Tuition fees

Orientation is provided at the beginning of semester. Accommodation is available on campus on the Island of San Servolo, situated in the Lagoon of Venice just 10 minutes by boat from Piazza San Marco. VIU also assists students in finding accommodation in apartments in Venice.

Logistics

A rich variety of Co-curricular activities further enhances the educational mission of the program, through cross-cultural games, social events, lectures, weekly movie screening, creativity projects, day trips and site-visits to the most important venues and sites of Venice and its hinterland, and locations related to the courses.

Co-curricular Activities

VIU provides internship opportunities, mobility and scholarships to students of the member universities who attend the Globalization Program. Following the semester of courses at VIU, selected students are offered internships at research centers, universities, cultural organizations and companies in Italy and abroad. Each semester VIU publishes two calls for applications for the Internship and Mobility Program:

Internships and Mobility

### **1. Internships worldwide**

For students in the second year of their Master's degree, who intend pursuing research for their Master's thesis in themes related to the Globalization Program. Successful applicants attend the semester of courses at VIU and compete for internships abroad, supported by scholarships.

### **Internships Worldwide (Cultural Heritage)**

- \_ Museum of Contemporary Art (MOCA), Shanghai, China
- \_ Tongji University, UNESCO WHITRAP Institute, Shanghai, China
- \_ Tel Aviv University, Israel
- \_ Istanbul Bilgi University, Istanbul, Turkey

### **Internships Worldwide (Sustainable Development):**

- \_ Tongji University, Shanghai, China
- \_ Tsinghua University, Beijing China
- \_ United Nations Environmental Project (UNEP) Bangkok, Thailand
- \_ Waseda University, Tokyo, Japan
- \_ Duke University, Durham (NC), USA
- \_ Universitat Autònoma de Barcelona, Observatori de la Urbanització, Barcelona, Spain

## **2. Internships in Italy**

For undergraduate and master's students, including exchange students at Ca' Foscari, luav and Padova, who are attending the semester at VIU and who are interested in gaining practical experience and familiarity with working life and organizational dynamics of some of the most important research centers, companies and institutions active in the fields of Management of Cultural Heritage and Sustainable Development in Venice and throughout Italy.

### **Internships in Italy (Cultural Heritage):**

- \_ UNESCO Venice Office
- \_ Peggy Guggenheim Collection, Venice
- \_ La Biennale di Venezia, Venice
- \_ Fondazione Musei Civici, Venice
- \_ Polymnia - Mg Museum, Mestre-Venice
- \_ CNR-Italian National Research Council, Rome
- \_ Comune di Venezia, Venice
- \_ Associazione Culturale Italo-Tedesca, Venice
- \_ Centro Tedesco di Studi Veneziani, Venice
- \_ VELA Spa, Venice

### Internships in Italy (Sustainable Development):

- \_ CNR-Italian National Research Council, Rome
- \_ UNESCO Venice Office
- \_ Galileia s.r.l., environmental engineering and consultancy, Padua
- \_ eAmbiente, environmental management consultancy, Venice
- \_ Comune di Venezia, Venice
- \_ Agire - Venice Energy Agency, Mestre-Venice
- \_ Valcucine – kitchen manufacturer, Pordenone
- \_ Magis - furniture manufacturer, Quarto D'Altino
- \_ Enel, Public utilities, Rome

Scholarships are awarded to selected students in order to contribute to the costs of international travel and accommodation.

For further information: [globalization@univiu.org](mailto:globalization@univiu.org)

The Globalization Program is the impetus for an original reflection on globalization within an international network that involves researchers, policy-makers, entrepreneurs, cultural institutions and regional institutions of the countries represented at Venice International University. Each semester VIU invites guest speakers to address topical themes at the Opening Ceremonies of the semesters and during the VIULECTURES series.

VIU's School of Humanities and Social Sciences coordinates a series of intensive seminars and summer schools in collaboration with the member universities.

Seminars are open to VIU students who can register for them up to one month before the beginning.

Please contact: [shss@univiu.org](mailto:shss@univiu.org) or [summerschools@univiu.org](mailto:summerschools@univiu.org)

A virtual network of present and past students and professors is developed through a blogging platform [www.viublogs.org](http://www.viublogs.org), the Venice International University Community group on:

[www.elearning.univiu.org](http://www.elearning.univiu.org)

and [www.flickr.com/photos/univiu](http://www.flickr.com/photos/univiu).

### Open Lectures

### Seminars and Summer Schools

### Web Community

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## VIU Campus

VIU academic and administrative offices are located in the main building near the entrance of the island, where there are also fully equipped classrooms and seminar rooms.

The VIU Card (available from Front Office) provides access to library, computer and photocopying facilities.

The PC Room is open to all VIU professors and students, 24 hours a day. PCs are connected to the Internet and have the suite of Microsoft Office programs installed. There are also work stations for laptops and Wi-Fi is available.

VIU also has a highly advanced Apple Mac Computer Lab for integrating digital technologies in the academic courses. The 3D modeling, visualization, and mapping technologies installed enable students to engage with questions of change over time and dynamic process in urban and rural environments. The programs available include 3D modeling using SketchUp, 3D acquisition using Photogrammetry, interactive mapping with Google Earth, Scalar, and the basics of arcGIS related to Google Earth.

There are four photocopiers in the VIU main building (Library, zone 6, zone 7).

There are residential halls with over 200 places on the island of San Servolo. There are also laundry facilities, a cafeteria which is open every day for breakfast, lunch and dinner and a bar (opening hours 8.00 – 18.00).

The VIU Library catalogue is online at: <http://library.univiu.org>

The VIU Library is in the main building and the collection includes reference books, textbooks, dictionaries, reviews, magazines and a collection of DVDs. The Library is open for lending from Monday to Friday (check notice board for hours).

Course materials are available through VIU e-learning platform: [elearning.univiu.org](http://elearning.univiu.org), where professors upload materials, resources and assignments for their courses. Access is restricted to registered students.

VIU students also have access to libraries and facilities in Venice. This guide includes a list of libraries in Venice including opening hours, location and resources available.

### Classrooms and offices

### Computer facilities and photocopying

### Housing and dining

### Libraries and Resources

The location chosen for the School, Venice, offers to non-Venetian students the opportunity of temporarily living in a world heritage city, with a great concentration of arts, architecture and history.

Having been a great merchant city and a political myth, and, at the same time, a capital of Humanism and a Literary Myth, it is the perfect place for the school and its mission. But it is not only the signs of the past, which make Venice interesting for the School. The city is a living machine in a unique setting, based on water, which represents an alternative urban and social concept, which spreads on a variety of islands in the lagoon and the estuary and in the mainland.

The city offers the possibility of experiencing contemporary challenges of environmental and economic sustainability and the effects of global traveling, providing resources and opportunities of fieldwork for various kinds of courses, considering also its role as administrative capital of the most dynamic industrial region of Italy, as site of one of the most important World Film Festivals and as growing center of international contemporary arts exhibitions.

Through its activities and collaborations, the School also intends to contribute to the cultural and political debate on this extraordinary metropolitan area.

## Venice

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## Italy

### **History of Venice**

Luca Pes,  
Venice International University  
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### **Art and Architecture in Renaissance Venice**

Richard Schofield,  
Università luav di Venezia  
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### **Venice and the Republican Tradition. Self-Governance and Empire in Ancient and Modern Political Philosophy**

Günter Zöller,  
Ludwig-Maximilians-Universität  
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### **Italian Contemporary History in Films**

Luca Pes,  
Venice International University  
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### **Italian Fashion and Design**

TBD

### **Italian for Foreigners – beginner, intermediate, upper intermediate levels**

Massimo Brunzin (coordinator) ,  
Valentina Facen and Claudia  
Meneghetti,  
Venice International University  
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## Cultures of The World

### **Intercultural Communication**

Ludovica Scarpa,  
Università luav di Venezia  
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### **Gender Studies**

Deborah Levenson,  
Boston College  
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### **Comparing East and West**

Agostino De Rosa,  
Università luav di Venezia  
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### **Literature and the City:**

#### **A Global Perspective**

Elana Gomel,  
Tel Aviv University  
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## Global Challenges

### **Identity, Heritage and Globalization**

Deborah Levenson,  
Boston College  
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### **Globalization, Ethics, Welfare and Human Rights**

Francesca Coin,  
Università Ca' Foscari Venezia  
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### **Global Governance for Peace and Security, Cooperation and Development**

Ilja Richard Pavone  
Consiglio Nazionale  
delle Ricerche  
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**Sustainable Development  
and Environmental  
Management**

**Globalization, Environment  
and Sustainable Development**  
Ignazio Musu, Ilda Mannino,  
Venice International University  
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**Introduction to Economic  
Growth (i)**  
Kirill Borisov, Yulia Vymyatnina,  
European University at St.  
Petersburg  
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**Globalization  
and Competitiveness:  
Global Value Chains**  
Stefano Micelli, Giulio Buciuni,  
Università Ca' Foscari Venezia  
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**Cities, Global Change  
and Sustainable Development**  
Margherita Turvani,  
Università Iuav di Venezia  
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**Coastal Wetlands, Lagoons  
and Estuaries: Environmental  
Monitoring and Management**  
Sonia Silvestri,  
Duke University  
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**Introduction to Satellite Remote  
Sensing of Coastal  
Environments**  
Sonia Silvestri,  
Duke University  
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**Additional courses**

**Principles of Economics  
for Non-Economists (i)**  
Kirill Borisov, Yulia Vymyatnina,  
European University  
at St. Petersburg  
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**Good Decision Making  
in Uncertain World: Introduction  
to Normative Decision Theory (i)**  
Kazuhiisa Takemura,  
Waseda University  
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**Psychology of Decision Making  
in Complex World: Introduction  
to Behavioral Decision Theory (i)**  
Kazuhiisa Takemura,  
Waseda University  
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**Science Fiction  
and Postmodernity**  
Elana Gornel,  
Tel Aviv University  
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**Law and Liberty.  
Political Freedom in the Modern  
Tradition**  
Günter Zöllner,  
Ludwig-Maximilians-Universität  
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## Courses

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## History of Venice – S1501

Luca Pes

Venice International University

### Course description

Various things make Venice a place of particular interest: the fact that it was built on water and marshland; the way its inhabitants shaped the Lagoon and managed the environment; the relationship with Byzantium and the East; the way it became the capital of a merchant empire; its role as a center of the printing industry, art production and Humanism; its development into a city of pleasure; the sudden loss of independence; the 19th Century cultural myth of its death; its rebirth with the Risorgimento of Italy; the creation of a new urban order, from the industrial port of Marghera to the beach resort at the Lido; the great social transformations of the 1950's-1970's, leading to a 'Greater Venice' crisis; its tendency to become a "theme-park"; the way the city still presents an alternative notion of urban space.

The course covers all of these themes through interactive lectures and a wide use of multimedia sources (images, videos, music), with a view to providing a broad introduction to ways of looking at the history of this unique place. The main focus will be on the relationship between the environmental setting, the morphology of the city, and its social life and political institutions. The course will include site visits (Ghetto, Ducal Palace, Mose and the Industrial Port).

Students are expected to actively contribute to the class, through one oral presentation, and a final research paper, developing themes of personal interest, in agreement with the Professor. Topics can range from Literature to Economics, from Law to Cinema. Past themes have included: Venice and the Fourth Crusade, Venetian Courtesans, The Life of Casanova, The Bostonians in Venice, Fascist Architecture in Venice, Venice in the History of Mass Tourism.

Group work mixing nationalities will be encouraged. Research papers must include bibliographical references and notes.

Students are also expected to study a text (such as Gherardo Ortalli and Giovanni Scarabello, *A Short History of Venice*, Pacini Editore 1999; but an alternative text may be chosen with the professor's agreement) and discuss it individually with the professor.

### Syllabus

Venetian stereotypes

Origin Narratives

The Invention of the Lagoon

The Construction of the City

Rise of Venice 726-1204

**Luca Pes**, Venice International University

B.Sc. (Econ.) in History and Government (LSE), (Laurea) B.A. in History (Ca' Foscari), Ph.D. in Italian Studies (Reading). Assistant Dean and Director of the SHSS at VIU, where he teaches every semester since the beginning of academic activities in 1997. Also Professor of Modern and Contemporary History at the Faculty of Philosophy of San Raffaele University in Milan. Taught Urban and Contemporary History at the Faculty of Regional Planning of Luav and Contemporary History at Ca' Foscari. Published mostly on Venetian 19th-20th Century Cultural and Social History, on the Methodology of Local and Urban History and of Contemporary History. Research and teaching interests include Cinema and History, and Contemporary Italian Society.

Expansion of Venetian Trade and Power 1204-1453

Decline and Fall 1453-1797

The Venetian Experience

“Death” and Risorgimento of the City

Venice: industrial city

Rise of Greater Venice

Unfinished Greater Venice

Venice as Living City?

Perspectives

### **Evaluation method**

60% individual oral discussion of a text, oral presentations in class,  
participation in class discussions

40% written research paper

### **Readings**

(all available in the reading-room and in bookstores)

Main text, which all students are expected to read:

Gherardo Ortalli and Giovanni Scarabello, *A Short History of Venice*,

Pacini Editore 1999 – by far the best very brief and reliable

chronological synthesis, widely available (and reasonably cheap), by

two scholars from Ca’ Foscari University.

### **Other suggested texts**

Elisabeth Crouzet Pavan, *Venice Triumphant: the Horizons of a Myth*,

The Johns Hopkins University Press 2005 – top French scholar on

Medieval Venice deconstructs the myth and recounts the history

up to 1797: excellent and up-to-date, best recent book.

Frederic Lane, *Venice. A Maritime Republic*, The Johns Hopkins

University Press 1973 – the classic synthesis on the History of

Venice, which rightly keeps being reprinted. Lane has been the

most outstanding US economic and social historian on Venice (esp.

Renaissance): very reliable and clear.

Margaret Plant, *Venice. Fragile City 1797-1997*, Yale University Press

2003 – by far best book in English on Venice post-1797. It is very up-

to-date and encompasses politics, culture and architecture. The

author is Professor Emeritus in Art History in Melbourne, Australia.

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## Art and Architecture in Renaissance Venice – 51502

Richard Schofield

Università Iuav di Venezia

### Course description

The course intends to explore Venetian and Veneto Architecture from the middle of the Quattrocento to the death of Palladio. It starts with an introduction to the terminology needed with which to speak about architecture; then it passes to a tour around the Venetian Empire ending up at Padova and S. Marco in Venice, intended to show what it was the great Venetian architects used as sources for their architecture: at Pola, the Arco dei Sergi and the Amphitheatre; at Spalato, the palace of Diocletian with its mausoleum and temple; at Verona the Arco dei Gavi, the Arco dei Borsari, the Arco di Giove Ammon and the Amphitheatre. In Venice it starts with the architecture of Bartolomeo Bon (Porta della Carta, porta di SS Zanipaulo, perhaps the Gate of the Arsenal) arriving at the Ca' del Duca, then passes on to consider the buildings built by and attributed to the Lombardo workshop; the presbytery of S. Giobbe, S. Maria dei Miracoli, Palazzo Gussoni and the Cappella Gussoni in S. Leo; including the question of the atrium of S. Giovanni Evangelista. After which comes an examination of Codussi's contribution, particularly the palazzo corner Spinelli and Vendramin Calergi, and his most important churches of S. Michele in Isola and S. Zaccaria. There will be a discussion of the splendid Scuola Grande di S. Marco built by both Pietro Lombardo and Mauro Codussi. The arrival of Sansovino in Venice marks a break-point in the city with respect to the use of sources deriving strictly from the Venetian Empire and marks the moment when antique Roman and early Cinquecento Roman sources were brought en masse to the city; the effects become immediately obvious with an examination of the spectacular Library of S. Marco, the Loggetta and of the Zecca as well as from his grand palaces on the Canal Grande, Corner, Dolfin and Grimani. Sanmichele's contribution to Venetian architecture can be studied particularly using the example of the palazzo Corner at S Polo. But a glance at Sanmichele's Veronese architecture is extremely instructive; an architect saturated in the early Roman Cinquecento styles who then transports them to Verona, his home town, and mixes them with motifs taken from the local Veronese Roman antiquities that he studied all his life (Palazzo Bevilacqua, palazzo Canossa, Pompei, the cappella Pellegrini). Thereafter the course moves away from Venice to the Veneto to Vicenza in particular with a study of Palladio's villas starting with the villa Pisani and ending up with the villa Rotonda, of his town palaces from the Ca' Chiavenna, palazzo Thiene and onwards, his civic buildings, particularly the Basilica, then

**Richard Schofield**, Università Iuav di Venezia

(Laurea) B.A. in Greek and Latin Literature, History and Philosophy (Oxford); MA and PhD in Art History (Courtauld Institute, London). Professor of Architectural History at IUAV. Previously taught Art History at Nottingham University, where he was Head of the Department of Art History and Curator and Director of the University Art Gallery. Among other things, published on Bramante and Milan and Lombardy in the Renaissance; on the debates on the façade of the Duomo in Milan in 1582-1682; on Giovanni Antonio Amadeo; on Pellegrino Tibaldi; on the Four Books on Architecture by Andrea Palladio; on the Scuola Grande di San Marco in Venice. Translated Vitruvius in English (Penguin).

returning to Venice to study his two great churches, S. Giorgio Maggiore and the Redentore.

#### **Learning outcomes**

To provide the students with the vocabulary with which to study Renaissance architecture and with a working knowledge of the Renaissance architecture of a particular place and time, in this case, Venetian Renaissance architecture.

#### **Required preliminary knowledge**

No preliminary knowledge required. The first lecture will include an introduction to the architectural terminology

#### **Syllabus**

- Week 1 Introduction to architectural vocabulary; the Roman Antiques of the Venetian Empire
- Week 2 the Roman Antiques of the Venetian Empire; S. Marco in Venice
- Week 3 Architecture of Bartolomeo Bon; Pietro Lombardo
- Week 4 Pietro Lombardo
- Week 5 Mauro Codussi
- Week 6 Mauro Codusisi
- Week 7 Sansovino in Venice
- Week 8 Sansovico; Sanmichele
- Week 9 Sanmichele
- Week 10 Palladio villas
- Week 11 Palladio villas and civic buildings
- Week 12 Palladio civic buildings and churches in Venice

## Readings

- \*\*Ackerman, J., *Palladio*, Harmondsworth : Penguin books, 1966.
- \*Boucher, B., *Andrea Palladio: The Architect in his Time*, New York, Abbeville Press, 1998.
- \*Concina, E., *A History of Venetian architecture*, Cambridge, Cambridge University Press, 1998
- \*\*Howard, D., *The Architectural History of Venice*, New Haven, London, Yale University Press, 2002.
- \*Howard, D., *Jacopo Sansovino: Architecture and Patronage in Renaissance Venice*, New Haven, London, Yale University Press, 1975
- \*\*Huse, N., Wolters, w., *The Art of Renaissance Venice: Architecture, Sculpture, and Painting, 1460-1590*, Chicago, London : The University of Chicago press, 1990.
- \*McAndrew, J., *Venetian Architecture of the Early Renaissance*, Cambridge, Massachusettes, MIT press, 1980.

\*Required reading

\*\*Suggested reading

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## Venice and the Republican Tradition. Self-Governance and Empire in Ancient and Modern Political Philosophy – S1503

Günter Zöller

Ludwig-Maximilians-Universität

### Course Description

The course will examine the cultural tradition of political republicanism in a local Venetian and a global international perspective. The seminar will address first ancient Greek and Roman anti-monarchical thought about democratic and republican self-governance and non-domination and then turn to modern accounts of popular rule and the sovereignty of the people. Throughout the seminar the republican constitution of Venice will serve as a unique historical example for linking ancient and modern forms and functions of anti-monarchism and self-governance in politics. Historical reading will range from Plato and Aristotle through Machiavelli and Montesquieu to the Federalists and Tocqueville and will be supplemented with more recent contributions on the relation between republicanism and democracy.

The core concern of the republican tradition to be examined in the course is with the freedom of a state's citizens from arbitrary rule and foreign domination. While closely associated with the rejection of monarchical rule, especially in the latter's extreme manifestations as tyranny and despotism, political republicanism focuses on the rule of (just) laws and the self-government of the citizenry. The very term "republic" goes back to Rome's political set-up after the expulsion of its last king and before the neo-monarchical ascent to absolute power of the later Emperors – a period of some five hundred years during which the republic (from the Latin for "common affair," *res publica*) was constituted by the joint rule of the people and the patricians (*SPQR/Senatus Populusque Romanus*/The Senate and the People of Rome).

Earlier forms of self-rule included popular self-rule in fifth-century Athens (Greek: *demokratia*) and, arguably, the political set-up of the Hebrew people under their covenant with God and prior to the rule of priests and kings ("Hebrew republic"). Later forms of self-rule typically were confined to local communities operating independently of established states and empires, such as the "free" cities of the medieval and early modern Germano-Roman Empire and the Northern Italian city republics. Throughout, political thinkers distinguished between democracy as direct popular rule, deemed dangerous and impractical ("tyranny of the majority"), and the republic as a prudent political balancing act between self-government and indirect rule through representative bodies.

With the American Revolution and the French Revolution at the close of the 18th century, a republican form of modern government emerged that was no longer confined to a city state but encompassed large territories

**Günter Zöller**, Ludwig-Maximilians-Universität

Magister Artium and Dr. phil. in Philosophy (Rheinische Friedrich-Wilhelms-Universität, Bonn). Professor of Philosophy at LMU, where he was Chair of the Philosophy Department. Previously taught at Grinnell College and at the University of Iowa. In 2007, Visiting Professor at the University of Padua. Areas of specialization: Kant and German Idealism; 19th Century Philosophy; 20th Century Continental Philosophy. Areas of competence: History of Modern Philosophy; Political Philosophy; Aesthetics; Philosophy of Music; Philosophy of Literature. Already taught at VIU in Fall 2011.



previously deemed to be governable only by a centralized monarchical state. While the new French republic soon degenerated into political fundamentalism and civic terrorism which then gave way to the neo-imperial rule of Napoleon Bonaparte, the United States of America developed into the testing ground for the compatibility of democratic and republican forms of government. By this time Venice, the oldest surviving republic of the non-democratic, aristocratic type, had ceased to exist. Today political republicanism's civic culture of self-rule has received serious consideration as a historically inspired alternative to the polar opposites of individualistic liberalism and anti-individualistic communitarianism.

### **Learning Outcomes**

On a formal level, students will learn to read closely, reconstruct analytically and assess critically challenging philosophical texts and their complex arguments. In terms of content, students will learn about the past and present of philosophical thinking about political self-rule and the status of autonomy, freedom and self-determination in the Western philosophical-political tradition.

### **Required Knowledge**

There are no formal requirements for taking the course. But given the challenging readings and demanding discussions expected from all course participants, students should be willing and able to think critically, read closely and argue convincingly – or to learn to do so.

### **Evaluation**

The course will be taught seminar-style, with students assuming responsibility for informal and formal presentations of the assigned readings in class, instructor-guided class discussions and individual independent research projects. The final grade will be based on the quantity and quality of a student's contributions to class discussion (50%) and a final paper, due at the end of finals week, on a topic pertinent to the course and to be chosen in consultation with the instructor (50 %).

### **Syllabus**

24 class meetings, twice a week for twelve weeks

1. Introduction
2. Republics Old and New
3. The Hebrew Republic (Hebrew Bible)
4. The Athenian Republic (Thucydides)

5. The Best Republic (Plato)
6. The Second-Best Republic (Plato)
7. The Polity (Aristotle)
8. The Athenian Constitution (Aristotle)
9. The Roman Republic 1 (Polybios)
10. The Roman Republic 2 (Tacitus)
11. The Most Serene Republic (Venice, Constiitution)
12. The Most Serene Republic (Venice, Palazzo Ducale)
13. The Neo-Roman Republic (Machiavelli)
14. The Absolute Republic (Hobbes)
15. The Virtuous Republic 1 (Montesquieu)
16. The Virtuous Republic 2 (Montesquieu)
17. The People's Republic 1 (Rousseau)
18. The People's Republic 2 (Rousseau)
19. The Revolutionary Republic (Sieyès)
20. The Federal Republic (Madison/Hamilton)
21. The Idea of the Republic (Kant)
22. The Democratic Republic 1 (Tocqueville)
23. The Democratic Republic 2 (Tocqueville)
24. Review

### Readings

Selections to be read will be provided as pdf files.

Excerpts from:

*Hebrew Bible*

Thucydides, *The Peloponnesian War*

Plato, *The Republic*

Plato, *The Laws*

Aristotle, *The Politics*

Aristotle, *The Athenian Constitution*

Polybius, *History of Rome*

Tacitus, *Annals*

Machiavelli, *Discourses on Livy*

Hobbes, *Leviathan*

Montesquieu, *The Spirit of the Laws*

Rousseau, *On the Social Contract*

Sieyès, *What is the Third Estate?*

Madison/Hamilton/Jay, *The Federalist* (#9 and 10)

Kant, *The Metaphysics of Morals*

Tocqueville, *On Democracy in America*.

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## Italian Contemporary History in Films – S1504

Luca Pes

Venice International University

### Course Description

The course is an introduction to modern Italian politics, society and culture in a historical and comparative perspective. Lectures will revolve around six major Italian movies, which will be the object of collective discussion: *Il Gattopardo* by Luchino Visconti, *Amarcord* by Federico Fellini, *La Notte di San Lorenzo* by Giuseppe and Paolo Taviani, *Don Camillo* by Julien Divivier, *Mimi metallurgico ferito nell'onore* by Lina Wertmüller and *Il Caimano* by Nanni Moretti. The idea is that films can be useful as a starting point for historical discussion, as documents of the time in which they were made, as historiographical texts on the period in which they are set and as historical agents, as they are constantly reinterpreted and can influence culture in different successive moments. They can also be useful because they talk about individuals, daily life, family and personal relations; they involve a “mise-en-scene” which bring history much closer to life, and oblige us to discuss events and phenomena also at a micro level, bringing in themes related to gender, family, and collective psychology.

The period covered by the course runs from 1796 to 2013, i.e. from the process of Nation-Building to the Present. Similarly to Germany and unlike Spain, Italy is a new nation-state. The beginning of the process of unification can be traced back to the Napoleonic Age, which saw the diffusion of ideals of Liberalism, Democracy and Nationalism. The foundation of the new Kingdom (1861) was followed by attempts to forge a common identity in the context of a liberal but conservative State, which formed the basis of the first industrialization. After the Great War, the peninsula saw the rise of the first Fascist Regime in Europe, as a result of an alliance between Mussolini, the Monarchy and the Catholic Church. Military defeat and the 1943-45 Civil War, paved the way for a Republic, characterized by a blocked political system with the Catholic Party in power and the largest Communist Party in the West on the opposition. In 1992-94 the judicial investigation and arrests of corrupt politicians contributed to a revolution in the party system, which laid the foundations of the present political landscape. The course will also deal with issues like Church-State relations and the influence of Catholicism, origins and development of the Mafia, the North-South divide, social transformations, emigration and immigration, the 1968 movements, the economic miracle and development of the ‘Made in Italy’ concept, and controversies involving Berlusconi. The general focus will be on the relationship between politics and society.

Luca Pes, Venice International University

B.Sc. (Econ.) in History and Government (LSE), (Laurea) B.A. in History (Ca' Foscari), Ph.D. in Italian Studies (Reading). Assistant Dean and Director of the SHSS at VIU, where he teaches every semester since the beginning of academic activities in 1997. Also Professor of Modern and Contemporary History at the Faculty of Philosophy of San Raffaele University in Milan. Taught Urban and Contemporary History at the Faculty of Regional Planning of Luav and Contemporary History at Ca' Foscari. Published mostly on Venetian 19th-20th Century Cultural and Social History, on the Methodology of Local and Urban History and of Contemporary History. Research and teaching interests include Cinema and History, and Contemporary Italian Society.

A set of readings downloadable from the courseblog provide further insight, including articles by the leading scholars published in English, such as John Davis, Adrian Lyttelton, Paul Corner, Gianfranco Pasquino, Percy Allum and Perry Anderson.

Students are expected to contribute to class, discussing the movies, preparing one oral presentation and writing one research paper, developing themes of personal interest, in agreement with the professor. Topics can range from Literature to Economics, from Law to Cinema. Past themes have included: Pinocchio and the Unification of Italy, A comparison between National Socialism and Fascism, Milan as the capital of fashion, The American and the Italian Southern Questions, Neorealist Cinema and Post-War Culture, Japanese and Italian Feminism Compared.

Oral presentations should ideally be prepared in groups of two participants, preferably of different nationality, each speaking for approx. 15 minutes. Research papers must include bibliographical references and footnotes.

### **Syllabus**

The course will be divided into six units:

- 1) *Il Gattopardo* - the Risorgimento and its aftermath 1796-1871  
(weeks 1-2)
- 2) *Amarcord* - the origins and development of Fascism 1872-1935  
(weeks 3-4)
- 3) *La Notte di San Lorenzo* - Fascism, War and Resistance 1936-1945  
(weeks 5-6)
- 4) *Don Camillo* - the Republic and the Cold War 1946-1962 (weeks 7-8)
- 5) *Mimi metallurgico ferito nell'onore* - Economic Miracle, 1968 and the 1970s (weeks 9-10)
- 6) *Il Caimano* - Postfordism and crisis of democracy 1980-2013 (weeks 10-11)

Each one of the units will consist in (a) an introductory lecture on the movie and the historical context; (b) a collective discussion on the movie (which will be screened out of class); (c) a lecture on themes related to the movie; (d) student presentations.

## **Evaluation**

60% oral presentations, class participation and contribution to discussion of movies

40% final research paper

## **Readings**

### **Best general book:**

Holmes George (ed.), *The Illustrated Oxford History of Italy*, Oxford University Press, Oxford-New York 1997

### **Suggested readings on specific periods:**

Davis John (ed.), *Italy in the Nineteenth Century*, Oxford University Press, Oxford-New York 2000

Lyttelton Adrian (ed.), *Liberal and Fascist Italy, 1900-1945*, Oxford University Press, Oxford-New York 2002

Paul Ginsborg, *A History of Contemporary Italy. Society and Politics 1943-1988*, Penguin, London etc. 1990

McCarthy Patrick (ed.), *Italy since 1945*, Oxford University Press, Oxford-New York 2000

Other readings on Italian Cinema and Italian History will be suggested in class.

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## **Italian for Foreigners: beginner, intermediate, upper-intermediate – S1506**

Massimo Brunzin (coordinator)  
Venice International University

**BEGINNER LEVEL** (A1 level of the Common European Framework of Reference for Languages)

This course is addressed to beginner students who have no knowledge of the Italian language. Although reading and writing will be important, significant emphasis in class will be placed on speaking and listening. Group work and role-play are used extensively to develop these skills. The course is conducted in Italian from the first day. Homework will be corrected during class time which will allow the students to self-correct and understand why a specific grammar point works the way it does. At the end of the course, students will be able to communicate in most everyday situations, using basic vocabulary and grammar.

Hours: 56

Class Schedule: Monday, Tuesday, Wednesday and Thursday 9.15-10.45  
or 11.00–12.30

### **Course Syllabus**

#### **Grammar**

Definitive and indefinite articles

Simple present tense (regular verbs, three conjugations –are –ere –ire)

Irregular verbs: *essere, avere, andare, fare, bere, rimanere, venire, uscire*

Verbs *Dovere* (to have to, must) *Potere* (can, to be able to) *Volere* (to want)

Use of “ci” (there)

Simple past (perfect tense)

Possessive adjectives and pronouns

Use of the verb *Piacere* (to like)

Reflexive pronouns

Introduction to direct object pronouns

Use of the simple prepositions and prepositions with article

Imperative

Conjunctions *e* (and) *ma* (but) *mentre* (while) *quando* (when) *perché* (why, because)

#### **Communicative areas**

Identification: name, nationality..., introducing oneself, personal habits

Asking and answering information

#### **Massimo Brunzin**

(Laurea) B.A. in Foreign Languages and Literature (Ca' Foscari), doctorate in Francophone Literature (Bologna). Specialized in Language Teaching with Advanced Technology (Ca' Foscari). Member of the management staff and instructor in Italian for foreigners at the Venice Institute. Teaching Assistant in Francophone Literature at Ca' Foscari, with special interest in Black Africa. Author of several articles on African Francophone Literature. Coordinator of the Italian as a Foreign language courses at VIU since Fall 2001.

Offering something, inviting someone, accepting, refusing

Situations: in class, at the bar, at the station, at the restaurant, in a store, a language school, in a hotel.

Talking about family, describing people and items, telling a brief story in the past tense

Asking for explanations about words or linguistic questions

Expressing preferences; Expressing pleasure and displeasure

### **Oral comprehension**

Dialogues; Messages (listening to a message on an answering machine, to the radio); Interviews (radio, TV); Video (movies, TV);

Advertisements; Songs;

### **Written comprehension**

Timetables; Menu; Memorandum; Post cards and letters to friends;

Diary; Recipes; Short biographies; Short announcements;

Advertisements; Comics; Short instructions; Catalogues; Fieldtrip schedules or cultural programs

### **Oral expression and vocabulary**

Readings concerning:

Studying and learning a foreign language

Everyday-life situations

Cities and means of transportation

Space, forms, dimensions, quantity

Time

### **Written expression**

Filling in an enrolment form; writing a message; writing a post card; writing a diary page; writing an informal letter.

### **Evaluation**

The students will be expected to come to all classes prepared to actively participate in oral and written work. Attendance is absolutely mandatory for this class. Absences will lower the final grade.

30% Class performance (participation and attendance). Classes will involve much student-student and student-instructor interaction in open-ended conversations. The quality of interaction will have a significant effect on the course grade.

20% Homework. (10 pieces of homework, written) Effort and enthusi-

asm will count as much as accuracy in preparation.

20% Mid-term exam (written);

20% Final exam (oral, final paper presentation);

10% Final working paper – written in class, students will produce some written documents concerning their own experience in Venice as a foreign student (e.g. short Venice guide for foreign students)

### **Tutoring**

Students can ask their teacher for any extra assistance they may need to personalize their program further or to review specific grammar points.

### **Textbook**

Workbook of Istituto Venezia 2 (selection of authentic teaching materials and selected teaching materials from textbooks such as Espresso, Chiaro, Domani)

**INTERMEDIATE LEVEL** (B1 level of the Common European Framework of Reference for Languages)

This course is a continuation of 'Italian Beginners'. Students will begin the course by reviewing material from the previous course.

This language course is designed so that students can practice their grammar skills and increase their ability to understand, speak, read and write Italian, while emphasizing the development of reading comprehension. It includes an introduction to new grammar skills, with continued vocabulary study, conversational practice, short composition, cultural and literary readings and some work with video. Group work and role-play are used extensively to develop these skills. The course is conducted in Italian from the first day. Homework will be corrected during class time which will allow the students to self-correct and understand why a specific grammar point works the way it does. During classes, students will produce some written documents concerning their own experience in Venice as a foreign student. Students can ask their teacher for any extra materials they may need to further personalize their program, or to review grammar skills.

Hours: 56

Class Schedule: Monday, Tuesday, Wednesday and Thursday 9.15-10.45 or 11.00 – 12.30



## **Course Syllabus**

### **Grammar**

Review of simple present tense (regular and irregular)  
Review of simple past  
Review of simple future tense  
Reflexive verbs  
Use of the partitive “*ne*”  
Imperfect past tense  
Simple past (perfect tense) and imperfect used together  
Agreement of the direct pronouns with the perfect tense  
Formal/informal use of the imperative;  
*Stare + gerundio*: present continuous;  
Introduction to subjunctive (present)  
Si impersonale  
Pronouns  
Use of *ci*  
Relative pronouns  
Introduction to conditional (present)

### **Communicative areas**

Telling stories and events in the past; Describing weather; Giving and asking for advice or instructions; Describing situations, places and people; Making a phone call; Organizing a trip; Asking permission; Giving an opinion; Making projects for the future; Apologizing; Making a proposal and inviting; Accepting and refusing ; Complaining

### **Oral comprehension**

Dialogues; Weather report; Songs; Phone calls; Videos; Advertisements;

### **Written comprehension**

Writing a letter to a friend or a relative; Instructions; Warnings and messages; Invitations; Announcements; Stories; Short literature passages; Tourist information; Horoscopes; Short newspaper articles; How to write a letter of complaint

### **Oral expression and vocabulary**

Face-to-face conversation; Instructions; Descriptions; Stories; Phone calls; Role play

**Written expression**

Post cards; Informal letters; Diary pages; Stories.

**Evaluation**

The students will be expected to come to all classes prepared to actively participate in oral and written work. Attendance is absolutely mandatory for this class. Absences will lower the final grade.

30% Class performance (participation and attendance). Class will involve much student-student and student-instructor interaction in open-ended conversations. The quality of interaction will have a significant effect on the course grade.

20% Homework. (10 pieces of homework, written) Effort and enthusiasm will count as much as accuracy in preparation.

20% Mid-term exam (written);

20% Final exam (oral, final paper presentation)

10% Final working paper – written in class: students will produce some written documents concerning their own experience in Venice as a foreign student (e.g. short Venice guide for foreign students)

**Tutoring**

Students can ask their teacher for any extra assistance they may need to personalize their program further or to review specific grammar points.

**Textbook:**

Workbook of Istituto Venezia 2: Workbook of Istituto Venezia 2 (selection of authentic teaching materials and selected teaching materials from textbooks such as Espresso, Chiaro, Domani).

**UPPER INTERMEDIATE LEVEL** (B2 level of the Common European Framework of Reference for Languages)

This course is composed of:

- 56 hours of Intermediate classes aiming at a general review of skills;
- 18 hours of classes dedicated to further developing such skills as: formulating opinions; making judgments and suggestions, in oral and written form, on selected issues presented in the reading material; narrating in oral and written form using different verbal tenses and modes; reading, comprehending and analysing newspaper, magazine articles and movie sequences.

Students will begin the course by reviewing material from the previous courses.

This language course will allow students to reinforce their grammar skills and increase their ability to understand, speak, read and write Italian, while emphasizing the development of reading comprehension. It includes an introduction to new grammar skills, with continued vocabulary study, conversational practice, short composition, cultural and literary readings and some work with video. Group work and role-play are used extensively to develop these skills. The course is conducted in Italian from the first day. Homework will be corrected during class time which will allow the students to self-correct and understand why a specific grammar point works the way it does. During classes, students will produce some written documents concerning their own experience in Venice as a foreign student (e.g. short Venice guide for foreign students). Students can ask their teacher for any extra materials they may need to further personalize their program, or to review grammar skills.

Hours: 74

Class Schedule: Monday, Tuesday, Wednesday and Thursday 9.15-10.45

## Course Syllabus

### Grammar

Review of:

simple present tense (regular and irregular);

past tenses;

simple future tense

Reflexive verbs;

Use of the partitive “*ne*”;

Imperfect past tense;

Simple past (perfect tense) and imperfect used together;

Agreement of the direct pronouns with the perfect tense;

Formal/informal use of the imperative;

*Stare+gerundio*: present continuous;

Subjunctive (present);

Si impersonale;

Pronouns;

Use of *ci*;

Relative pronouns (*che*, *chi*);

Conditional (present);

Introduction to:

Relative pronouns (*cui*);

Subjunctive (present, past);

Conditional (present, past);

Impersonal (*si impersonale con verbi riflessivi*);

Conditional clause (*primo e secondo tipo*);

In-depth examination of prepositions.

### **Communicative areas**

Formulating opinions; making judgments and suggestions, in oral and written form,

on selected issues presented in the reading material.

Narrating in oral and written form using different verbal tenses and modes.

Reading, comprehending and analysing newspaper, magazine articles and movie sequences.

### **Oral comprehension**

Dialogues; Songs; Videos and movies sequences; Advertisements

### **Written comprehension**

Writing formal and informal letters; Instructions; Warnings and messages; Announcements; Narrative passages; Newspaper and magazine articles

### **Oral expression and vocabulary**

Face-to-face conversation; Instructions; Descriptions; Tales; Role play

### **Written expression**

Formal and informal letters, diary pages, tales, summarizing a narrative text.

### **Evaluation**

The students will be expected to come to all classes prepared to actively participate in oral and written work. Attendance is absolutely mandatory for this class. Absences will lower the final grade.

30% Class performance (participation and attendance). Classes will involve much student-student and student-instructor interaction in more open-ended conversation. The quality of interaction will have a significant effect on the course grade.

20% Homework. (written) Effort and enthusiasm will count as much as accuracy in preparation.

20% Mid-term exam (written);

20% Final exam (oral, final paper presentation);

10% Final working paper – written in class: students will produce

some written documents concerning their own experience in Venice as a foreign student (e.g. short Venice guide for foreign students)

**Tutoring**

Students can ask their teacher for any extra assistance they may need to personalize their program further or to review specific grammar points.

**Textbook**

Workbook of Istituto Venezia 2 (selection of authentic teaching materials and selected teaching materials from textbooks such as Espresso, Chiaro, Domani, Un giorno in Italia and Magari)

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## Intercultural Communication – S1507

Ludovica Scarpa

Università Iuav di Venezia

Cristina Pasini (Assistant), Anna Fabris (Tutor)

### Course Description

“...Ideas govern the world, or throw it into chaos:

(...) all social mechanisms rest upon opinions.”

(Auguste Comte, Positive Philosophy)

“Power is others’ fear”

(Russian proverb)

Intercultural Communication: in this course, “we want to do it, not only talk about it” (Stuart Hall). Much more than a “course”, it is going to be an ‘Intercultural Training Experience’ with activities designed to develop self-awareness and a positive orientation toward ‘otherness’. Cultures are no longer (if ever) homogenous national cultures that do not change over time: multiculturalism is our everyday experience. We can imagine that every single person is a ‘kingdom’, with her/his expectations and assumptions about ‘how the world is’ and about how it ought to be. Seen in this light, we cannot escape intercultural communication. Why is it that contact with others is sometimes frustrating and fraught with misunderstanding? Good intentions, the use of what one considers to be a friendly approach, do not always seem to be sufficient, to many people’s surprise.

How do we understand one another when we do not share a common cultural experience?

In times of online communication, about assumptions, values, patterns and social practices that shape culture and human interaction. For many decades now, the relationship between culture, society and subjectivity has been the primary focus of social theory.

The process of communication is irreversible and transactional, we take on multiple roles simultaneously and ‘build’ a complex system. The message received can be very different from the message sent. “*We cannot not communicate*” (Watzlawick), quite the opposite, we live in a “*web of meanings*” (Geertz). Communication is the carrier of culture; in turn, culture manifests itself in communication, and tells people “how they should behave appropriately” (Bakic-Miric). Cultures organize our lives: if our (unconscious) assumptions are not met, we may feel frustration and stress.

This course is an introduction to basic tools for interpreting and deconstructing meanings, communication and culture. The goal of this class is to provide students with an opportunity to participate actively in the social construction of reality and challenge the narra-

**Ludovica Scarpa**, Università Iuav di Venezia

(Laurea) Bachelor in History of Architecture (IUAV); Dr.Phil. in Social History and MA in Mediation and Mediative Communication (Free University, Berlin). Lecturer at IUAV in soft skills, negotiation, self-management, problem-solving, crucial communication and cultural anthropology. Member of the Board of trustees of the Federal German Education Foundation, and Conflict mediator and Communication facilitator at the Berliner Gesellschaft für Mediation.

tives that define subjectivity and social interaction. We are going to learn to fashion tools that will enable us to overcome the human drive to answer, almost automatically, with the “fight or flight response“, if interactions are ‘strange’, or ‘different-from-what-we-expect’.

Niklas Luhmann spoke of ‘double contingency’: in each interaction a person makes assumptions, assumes that the other person also makes assumptions, and assumes that the assumptions he makes concerning the other person are the same as the assumptions the other person makes concerning himself. Humans are similar in their needs (Maslow) but not in the cultural strategies developed historically to meet them. Working within a rich transcultural class-environment, our goal is to render visible the taken-for-granted assumptions that inform cultural narratives and social communication and to re-think subjectivity and culture as expressions of individual agency.

We are going to learn together a new language: ‘meta-communication’, the ability to speak about how we speak together, what meanings we take for granted, what we assume, what we want, what we think we are not getting if frustration is the result.

### Course Structure

This course is divided into ten different tools-sections:

Active listening

Non-Violent-Communication (Marshall Rosenberg) and constructive critical feedback

the ‘Square of Communication’ (Schulz von Thun)

how to develop an ‘ethnological viewpoint’, a nonjudgmental stance and master ‘crucial conversations’

systemic logic behind human situations (expectations, needs & goals)

the ‘Square of Values’

the ‘Inner Team’

the ‘Vicious Circle’

People & Diversity

Embracing Emergence: Empathy for the Situation

### Peer-group work

In the peer-groups you will have the chance to work with students from all over the world and *practice every week* the tools we discuss together. Peer-groups begin from the first day and are made of 4 to 7 students, if possible each from a different country. Groups work on sharing *personal experiences* and on sharing what they *read*. We will

sort out membership of the peer-groups in the first week.

We will be sharing PDFs and comments in our VIU-blog. Our policy for each text is 'read all you want', this means that you are free to read as much as you want, but you should be able to exchange perceptions and respond critically throughout the entire in-class discussions. If you want to only read a few pages you should coordinate in large groups, bearing in mind that large groups will be harder to organize and coordinate. Smaller groups are easier to coordinate even though each person must read more. Class discussions will be self-organized. Each of you must be actively involved either by leading the class discussion, presenting a power point or raising critical questions and controversial issues. You will be expected to find creative ways to make in-class discussion inclusive and stimulating for everyone.

#### In-class activities and discussions

The groups will present and discuss their readings in class, as well as the exercises they have engaged in together during the week. Since students will have come from different cultures, we will have the opportunity to develop our tools directly through *everyday incidents* and to engage in "meta-communication".

Our goal is to encourage you to think from a new 'point of view' about cultural perceptions and expectations. I want you to look at the ways in which your personal history, culture and background inform your understanding of reality and social interaction. Your group activities will take place in and outside the class. In-class activities involve enacting just as much as understanding, experiencing just as much as sharing. As a general rule, there will be no opportunities to make up for missed in-class activities. Please let me know by the first week of the semester if you plan on missing classes so that appropriate arrangements can be made.

#### Final Paper

Choose one of the topics discussed in class and look at the suggested bibliography. Your final paper should *describe how you employed one of the tools we have developed to solve or understand a personal "critical incident"*. Use all required readings to frame the discussion of your research topic as well as books from the reading list.

As a general rule, your paper should describe a strong personal experience. You can also use your conclusion to raise interesting questions for further study and to give feedback to the course.



Remember that you must cite all your sources, even if you do not quote them directly, and add a final bibliography. Your final paper should be 4 full pages and it must be typed, double space in 12 point Times New Roman, one inch margin, and stapled at the top-left corner of the page.

### **Class Environment**

In this class we want to 'make it safe' for everyone to speak about any personal experience and create a '*special protected area*', we are all teachers/trainers and students, so we share together the responsibility for creating and stimulating a *safe* learning environment. You are expected to be in class, to be prepared, to read, to think and to talk about the assigned tasks. You are also expected to be *on time* and to actively participate in each class activity and to stimulate lively class discussion. It is crucial to assume that everyone's experiences are different, and to respect each other's feelings at all times.

### **Class Attendance**

I will register attendance. If you are absent, it is your responsibility to gather information about the materials covered. If you are late, make sure you sign in for the day. Once you have signed for your attendance, you are required to stay for the entire class. Please, let me know in advance if you expect to be missing a class so that proper arrangements can be made. Class absences will affect your grade.

### **Syllabus**

- Week 1 Introduction and introductions. Class discussion: 'Culture?' 'Communication?' Active listening. Games to reveal 'our rules'.
- Week 2 Non-Violent-Communication (Marshall Rosenberg) and constructive critical feedback, in-class activity (exercises, role playing).
- Week 3 the 'Square of Communication' (Schulz von Thun), in-class activity (exercises, role playing).
- Week 4 how to develop an 'ethnological viewpoint', a nonjudgmental stance and 'crucial conversations'; in-class activity (exercises, role playing).
- Week 5 the systemic logic behind human situations (expectations, needs & goals), in-class activity (exercises, role playing). Class discussion.

- Week 6 the 'Square of Values', in-class activity (exercises, role playing).
- Week 7 the 'Inner Team', in-class activity (exercises, role playing).  
MID-TERM BREAK
- Week 8 the 'Vicious Circle', in-class activity (exercises, role playing).
- Week 9 People & Diversity (Distance/Closeness/Duration/Change); Empathy/Sympathy; in-class activity (exercises, role playing).
- Week 10 Embracing Emergence: Empathy for the Situation, in-class activity (exercises, role playing).
- Week 11 Role playing and class discussion, in-class activity.
- Week 12 May 25-29: Exam week. Your final paper is due on May 28th by 18:00 pm.  
Disclaimer: this syllabus may be subject to change to accommodate student learning levels and course schedule.

### Evaluation

Your overall evaluation will be calculated on the basis of your performance in in-class activities and discussions, peer-group work and one final paper. In computing your grades, your performance will be considered as follows: in-class activities, 30% of the grade, final paper, 40% of the grade, peer-group work, 30% of the grade.

### Readings

\*Required Readings, the other texts are suggestions.

Natasa Bakic-Miric\*, *An Integrated Approach to Intercultural Communication*, Cambridge Scholars Publishing, Newcastle upon Tyne, 2012 (available in the VIU library);

Patterson, Grenny, McMillan, Switzler, *Crucial Conversations*, McGrawHill, New York 2012

Paul Watzlawick, *The Invented Reality: How Do We Know What We Believe We Know? (Contributions to Constructivism)*, Norton, New York, 1984

Peter L. Berger and Thomas Luckmann, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, Anchor Books, New York, 1966

Texts available online:

Friedemann Schulz von Thun\*, *Six Tools for Clear Communication*.  
The Hamburg Approach.

Janet and Milton J. Bennett\*, *DEVELOPING INTERCULTURAL*

SENSITIVITY: AN INTEGRATIVE APPROACH TO GLOBAL AND DOMESTIC DIVERSITY, The Diversity Collegium, 2002.

Bennett, Milton, J.\*, *Intercultural communication: A current perspective*. In Milton J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press. 1998.

Larry A. Samovar\*, *Intercultural Communication, a Reader*, Wadsworth 2009.

CORE MINDFULNESS HANDOUT\*: *Non-Judgmental Stance*.  
Rachelle Lamb\*, *Compassionate Nonviolent Communication*,  
Nonviolent Communication (Book Publisher's Site)  
[www.nonviolentcommunication.com](http://www.nonviolentcommunication.com)

Scott Atran, THE TROUBLE WITH MEMES: INFERENCE VERSUS IMITATION IN CULTURAL CREATION, in: *Human Nature* 12(4):351-381, 2001

HAROLD GARFINKEL, *Studies in ETHNOMETHOOLOGY*, PRENTICE-HALL, INC., Englewood Cliffs, New Jersey, 1967.

Thich Nhat Hanh, *The Miracle of Mindfulness*, Beacon Press, Boston 1975.

Peggy Holman, *Engaging Emergence*, Berrett-Koehler, San Francisco, 2010.

If students would like to read books in Italian or German:  
Luigi Anolli, *La mente multiculturale*, Laterza, Bari, 2006,  
Dagmar Kumbier, Friedemann Schulz von Thun, *Interkulturelle Kommunikation: Methoden, Modellen, Beispiele*, Rowohlt, Reinbek bei hamburg 2006.

See also: [www.ludovicascarpa.eu](http://www.ludovicascarpa.eu)

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## Gender Studies – S1508

Deborah Levenson  
Boston College

### Course Description

Transfigurations: Feminisms, Latin America and the West

This course is an introduction to the study of gender. Looking at contrasting cases and sources from Latin America, the United States, Europe and elsewhere, *Transfigurations* situates gender as a social and historical construction that has established norms and roles that have been challenged and transgressed by different forms of feminism. It locates feminism as a global concept that has shifting, rather than ultimate, meanings. Its global roots are deep and sustaining.

Covering much time and space, the main thread of this course is the transformation of women who critically reflect on their place in society, and endeavor to change their roles, possibilities and representations. We explore the universality and the specificity of women's experiences in different milieus and times that, in terms of women, have surprising commonalities. Whether a non-conformist nun in 17th century colonial Mexico City or in Venice, 19th and 20th century women's rights advocates worldwide, intellectual women searching for space in modernist artistic circles, or political activists, these women broke the boundaries of traditional gender roles and formulated variations of feminist understandings, practices and visions. The impact of the struggle for women's rights is apparent in work of international organizations such as the United Nations.

### Syllabus

#### Weeks 1-2 Introductions

Week 1-2 Feb 23-March 6: *Introducing ourselves*, and our own gendered worlds.

Theoretical questions: What is Sex? Gender? Feminism?

Readings: Sojourner Truth, "Aren't I A Woman?"; Jamaica Kincaid, "Girl;" and Denise Riley "Am I That Name?" Candace West and Don H. Zimmerman, "Doing Gender" and excerpts from Nancy Chodorow, *Individualizing Gender and Sexuality*.

#### Weeks 3-7 Historical Questions

Week 3 March 9-13: *Foundational Stories*

Readings: Irene Silverplatt, *Sun, Moon Witches*, chapter 2; Ramon Gutierrez, *When Jesus came the Corn Mothers Went Away*, pages 1- 7; *Genesis* chapters 1-3; Aristophanes' Speech from Plato's *Symposium*; et al.

Deborah Levenson, Boston College

BA and MA in History (Massachusetts), PhD in Latin American History (NYU). Professor of History at BC. Teaching areas: Modern and colonial Latin America; urban poverty; modernity; gender; social movements; religion and history; oral history. At present, her research focuses on a study of two very different Guatemalan artists, using their art, patrons and life stories to think about the history of twentieth-century Guatemala. Among her most representative publications in the field of Feminism "The Loneliness of Working Class Feminism" in *The Gendered Worlds of Latin American Women* (1997).

- Week 4 March 16-20: *Framing the problem: The Muse of Feminism: Sor Juana de la Cruz.*  
Readings: Poems and “The Answer.”
- Weeks 5-6 March 23-April 3: *Foundational Propositions: Women, Work, and Citizenship.*  
Readings: Harriet Taylor Mill (England), “The Enfranchisement of Women;” John Stuart Mill (England) “The Subjection of Women;” Declarations of Sentiments and Resolutions, Seneca Falls, USA Susan B. Anthony (USA) “Social Purity;” Francisca Diniz, (Brazil) “Equality of Rights;” Emma Goldman (Lithuania, USA) “The Tragedy of Women’s Emancipation;” Voz de Obrera, “No God, No Boss, No Husband” (Argentina). These readings are all short.
- Week 7 April 13-17 1900s: *Feminists and Literature; Feminists and War*  
Reading: Alfonsina Storni and Gabriela Mistral, poems; Jane Addams et al; The International Congress of Women for World Peace. Paper due, on time, without exceptions, at the end of week 7.

### **Weeks 8-12 Contemporary Issues**

- Week 8 April 20-24 *Feminism and religion*  
Reading: Anitta Kynsilehto; “Islamic Feminisms;” Judit Bokser Liwerant.  
“Jewish Identities in a Changing World.”
- Week 9 April 27- May 1: “*Third-World*” *Feminism: Class, Race and Gender*  
Excerpts from Audre Lorde; Bell Hooks; Domitila; Beijing 1995 Conference; Combahee River Collective.
- Week 10 May 4-8: “*Queer*” *feminism; and what does Lesbian Gay Bisexual and Transgender theory and practice do for our understanding of gender?*  
Teresa de Lauretis (Italy-USA) “Feminism and its differences.”
- Week 11 May 11-15: *Globalization and the Circulation of Women,*  
Reading: Arlie Russell Hochschild, “Love and Gold;” Barbara Ehrenreich, “Maid to Order.”
- Week 12 May 18-22: *Where does this leave women? Looking back and moving forward.* Please prepare written reflections contrasting themes and thinkers for this final class.  
Exam Week: May 25-May 29

**Policies:** No mechanical devices may be used without the professor's permission.

### **Evaluation**

Evaluation will be based on **class participation** (15%); seven in-class **reflection writing assignments** (a total of 30%); one 6-11 pp. **paper** about a specific woman or aspect of the current global rights movement, and the relevant text(s) (30%); and a **final** (25%.) To succeed in and enjoy this class, please make a commitment to it!

### **Readings**

I will send out PDFs of the readings as the class progresses. These are book chapters, primary sources or scholarly articles. Readings must be done on time, and students will write about them in-class. In addition, I may add readings—or subtract some—as the class gets going, and our concerns emerge. The class is structured around group discussions and work, and short lectures.

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## Comparing East and West – S1509

Agostino De Rosa  
Università Iuav di Venezia

### Course Description

The course aims at giving students a basic knowledge and a guide to the interpretation of the figurative forms which Western and Eastern (especially Sino-Japanese) cultures have used to represent time and space. Starting from the analysis of the anthropological positions that have historically distinguished the two ethno-cultural fields, the course will provide a close examination of why, despite the development in the West of the conical linear perspective during the Renaissance, the Far East privileged a pseudo-axonometry which quickly became the symbolic form for the complex native philosophical and religious context. The theme of the representation of light and shade in both of the figurative contexts will be particularly underlined, employing materials coming not only from the history of art and of figuration, but also from literature, music and cinema.

### Learning outcomes of the course

The expected learning outcome involves the students' development of a comparative approach to the Western and Eastern forms of representation, by means of the analytic observation and the documentary study of some of the figurative milestones. The course aims at encouraging the student to develop her/his own critical capacities through the exegesis of images characterized by a strong geometric and symbolic content, even if distant from an ethnographic point of view, by trying to foreground their common features.

### Syllabus

#### Week 1 *Perspective versus axonometry*

Lesson 1 - *The geometrical and cultural roots of linear perspective*

- Panofsky, E. (1996). *Perspective as Symbolic Form*, Zone Book, Brooklyn, New York.

- Scolari, M., (2012). *Oblique Drawing. A History of Anti-Perspective*, The MIT Press, Cambridge, Massachusetts.

Lesson 2 *Projective Foundations of Linear Perspective*

- Montague, J. (2013). *Basic Perspective Drawing: A Visual Approach*, Wiley, Hoboken, NJ: 40-78.

- Kemp, M. (1992) *The Science of Art: Optical Themes in Western Art from Brunelleschi to Seurat*, Yale, Yale University Press.

**Agostino De Rosa**, Università Iuav di Venezia

Architect and Full Professor of Architecture at Iuav. Teaching interests: Foundations and Applications of Descriptive Geometry; Theory and History of Representation Methods; Architectural Drawing in Landscape Architecture. Author of books and essays on the theme of representation, the history of images and land art. Edited the critical edition of the works and treatises on perspective by friar Jean François Nicéron (1613–1646), reconstructing – digitally and physically – Nicéron's design of optical devices and tricheries. Scientific co-ordinator of the surveying program (with laser scanner technology) of the anamorphic paintings hosted in the Monastery of Trinità dei Monti (Rome). Curator of numerous exhibitions in Italy, Germany and Sweden.

Week 2 *Between Shadows and Light*

Lesson 1 *Theory and History of Shadow Projection (I)*

- Stoichita, V. (2013). *Short History of the Shadow*, Reaktion Books, London: 1st chapter.

- Gombrich, E. (1995). *Shadows: The Depiction of Cast Shadows in Western Art*, National Gallery, London.

Lesson 2 *Theory and History of Shadow Projection (II)*

- Bauer, G. (1987). *Experimental Shadow Casting and the Early History of Perspective*, in "Art Bulletin", vol. LXIX, June.

Week 3 Lesson 1 *Theory and History of Shadow Projection (III)*

- Da Costa Kaufmann, T. (1975). *The Perspective of Shadows: The History of the Theory of Shadow Projection*, in "Journal of the Warburg and Courtauld Institutes", Vol. 38: 258-287.

*A-perspectival representation in Far East Figurative Art*

Lesson 2 *Delete the senses*- De Rosa, A. (1998). *L'infinito svelato allo sguardo. Forme della rappresentazione estremo orientale*, Milan, Città Studi: 1st chapter.

Week 4 Lesson 1 *Images without limits*

- De Rosa, A. (1998). *L'infinito svelato allo sguardo. Forme della rappresentazione estremo orientale*, Milan, Città Studi: 2nd chapter.

-Wells, W.H.(1935). *Perspective in early Chinese Painting*, London, E. Coldston.

Lesson 2 *At the edge of the shadow*

- De Rosa, A. (1998). *L'infinito svelato allo sguardo. Forme della rappresentazione estremo orientale*, Milan, Città Studi: 3rd chapter.

Junichiro, T. (2001). *In Praise Of Shadows*, new edition, London, Vintage Classics.

- Glum, P.(1981-82). *Light without shade*, I, in "Oriental Art" n°4, Winter

- Glum, P.(1982). *Light without shade*, II, in "Oriental Art" n°1, Spring.

Week 5 *The art of light and space*

Lesson 1 *Another Horizon: James Turrell's light installations (I)+II*

- De Rosa, A. (2006). *James Turrell/Geometrie di Luce/Roden*



*Crater Project*, Electa, Milan. - Sinnreich U., edited by (2009).  
*James Turrell: Geometry of Light*, Ostfildern, Hatje Cantz.  
Assignment of 1st individual exercise: comparative study of two pictorial images (one from the Renaissance pictorial tradition, and the other from the Far East) freely chosen by the student.

Lesson 2 *A Dawn in the Void: The Roden Crater Project (I)*  
- De Rosa, A. (2006). *James Turrell/Geometrie di Luce/Roden Crater Project*, Electa, Milan.  
- Govan, M., edited by (2013). *James Turrell: A Retrospective*, New York and London, Prestel USA,

Week 6 Lesson 1 *A Dawn in the Void: The Roden Crater Project (I)*  
- De Rosa, A. (2006). *James Turrell/Geometrie di Luce/Roden Crater Project*, Electa, Milan. - Govan, M., edited by (2013). *James Turrell: A Retrospective*, New York and London, Prestel USA,  
Delivery of 1st individual exercise.  
Lesson 2 – discussion of exercises and readings

Week 7 *The Vertigo of Sight*  
Lesson 1 *The Secrets of Anamorphosis. First part*  
- De Rosa, A., D'Acunto, G. (2002). *La vertigine dello sguardo. Tre saggi sulla rappresentazione anamorfica*, Venezia, Libreria Editrice Cafoscarina: 1st chapter.  
- Massey, L. (2007). *Picturing Space, Displacing Bodies: Anamorphosis in Early Modern Theories of Perspective*, University Park, PA, Penn State University Press.  
Lesson 2 *The Secrets of Anamorphosis. Second part*  
- De Rosa, A., D'Acunto, G. (2002). *La vertigine dello sguardo. Tre saggi sulla rappresentazione anamorfica*, Venezia, Libreria Editrice Cafoscarina: 1st chapter.  
- Massey, L. (2007). *Picturing Space, Displacing Bodies: Anamorphosis in Early Modern Theories of Perspective*, University Park, PA, Penn State University Press.

Week 8 Lesson 1 *Small visual mazes*  
- De Rosa, A., D'Acunto, G. (2002). *La vertigine dello sguardo. Tre saggi sulla rappresentazione anamorfica*, Venezia, Libreria Editrice Cafoscarina: 2nd chapter.

- Kemp, M. (1992). *The Science of Art: Optical Themes in Western Art from Brunelleschi to Seurat*, Yale, Yale University Press.

Assignment of 2nd individual exercise: comparative study (i.e. written paper) of two essays:

1) Plummer, H. (1987). Poetics of Light, in "A+U", Tokyo December.;

2) Junichiro, T. (2001). In Praise Of Shadows, new edition, London, Vintage Classics.

Maximum length: 10 pages (excluding the illustrations).

Research papers must include bibliographical references and notes.

Lesson 2 *Steps into Infinity: the twin Anamorphic Corridors at Trinità dei Monti (Rome)*

- De Rosa, A., (2013). *Jean François Nicéron. Prospettiva, catottrica e magia artificiale*, Rome, Aracne.

*Midterm Break Week*

Week 9 *Comparing East and West: some case studies*

Lesson 1 Guest lecture: Alessio Bortot (University Iuav of Venezia), *Ang Bayan shrine and its Origin Myth Architecture*.  
Delivery of 2nd individual exercise.

Week 10 Lesson 1 Guest lecture: Rossella Salerno (Politecnico di Milano), *Forms of landscape representation between East and West*.

Lesson 2 Guest lecture: Cosimo Monteleone (University Iuav of Venezia), *The Observatory by Maharaja Sawai Jai Singh (Jaipur, India)*.

Week 11 Lesson 1 Guest lecture: Andrea Giordano (Università degli Studi di Padova), *History of Perspective through Ideal Cities*.  
Lesson 2 Guest lecture: Cosimo Monteleone (University Iuav of Venezia), *Frank Lloyd Wright and the Far East*.

Week 12 Lesson 1 paper discussion and readings  
Lesson 2—paper discussion and readings.  
*Exam week*

## Evaluation

The course will consist of lectures, with the aid of multimedia materials. The students' learning status will be evaluated with two short individual exercises during the course, in the form of seminars, each counting for the 30% of the final grade (30%+30%=60%). The remaining 40% will be given according to the final exam, which will involve a discussion of the themes developed during the course.

## Readings

### Required reading

- Panofsky, E. (1996). *Perspective as Symbolic Form*, Zone Book, Brooklyn, New York.
- Plummer, H. (1987). *Poetics of Light*, in "A+U", Tokyo December.
- Junichiro, T. (2001). *In Praise Of Shadows*, new edition, London, Vintage Classics.

### Suggested reading

- AA.VV., *VIA/Architecture and Shadow*, #11, Philadelphia 1990
- Aromberg Levin, M., *Piero della Francesca: The Flagellation*, New York 1972
- Bauer, G., *Experimental Shadow Casting and the Early History of Perspective*, in "Art Bulletin", vol. LXIX, June 1987
- Baxandall, M., *Shadows and Enlightenment*, New Haven e London 1995
- Clunas, C., *Pictures and Visuality in Early Modern China*, London 1997
- Fong, M., *The technique of 'chiaroscuro' in Chinese Painting from Han through T'ang*, in "Artibus Asiae", XXXVIII, 2/3, Ascona 1976
- Glum, P., *Light without shade*, I, in "Oriental Art" n°4, Winter 1981/82
- Glum, P., *Light without shade*, II, in "Oriental Art" n°1, Spring 1982
- Gombrich, E. H., *Shadows/The depiction of cast shadows in western art*, London 1995.
- Hung, W., *The Double Screen/Medium and Representation in Chinese painting*, London 1996
- Inoue, M., *Space in Japanese Architecture*, New York/Tokyo, 1985
- Isozaki, A., 'Ma': *Japanese Time-Space*, in "JA", Tokyo February 1979
- Itoh, T., *Space and Illusion in the Japanese Garden*, New York-Tokyo & Kyoto, 1977
- Kemp, M., *The Science of Art: Optical Themes in Western Art from Brunelleschi to Seurat*, Yale 1992
- Maeda, R. J., *Spatial Enclosures: the Idea of Interior Space in Chinese*

- Painting*, in "Oriental Art" #4, Fall 1985/86
- Maki, F., *Japanese City Spaces and the Concept of Oku*, in "JA", Tokyo  
May 1979
- March, B., *A Note on Perspective in Chinese Painting*, in "The China  
Journal", VII/2, August 1929
- March, B., *Linear Perspective in Chinese Painting*, in "Eastern Art" n°3,  
Philadelphia 1931
- Needham, J., Wang, L., Lo Gwey, D., *Voice Perspective*, in AA.VV., "Science  
and Civilization in China", vol. IV, Cambridge 1971
- Nietschke, G., *From Shinto to Ando/Studies in Architectural  
Anthropology in Japan*, London-Berlin 1993
- Scolari, M., *Oblique Drawing: A History of Anti-Perspective*, Cambridge  
Mass. 2012
- Wells, W.H., *Perspective in Early Chinese Painting*, London 1935.

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## Literature and the City: A Global Perspective – S1510

Elana Gomel

Tel Aviv University

### Course description

Modernity is inseparable from the big city, its crowds, spectacles, sounds, and smells. The explosive growth of cities at the beginning of the 19th century paved the way for industrialization, technological revolution, and global capitalism. It also created a particular type of artistic sensibility: the flâneur, the alienated but curious explorer of the many urban worlds. In modern literature, the city often becomes the protagonist, eclipsing in importance individual characters. In this course we will discuss the role of the city in modern literature. Starting with the Victorian metropolis of Charles Dickens and Arthur Conan Doyle, we will follow the changing images of the city to contemporary urban fantasy and beyond.

The impact of the city is not limited to Anglophone literature. The 21st century is marked by the rise of global cities, such as Shanghai, Hong Kong, London, and Mumbai. The urban politics of globalism pose a challenge to the power of the nation state and offer a promise of greater freedom and mobility. As Derrida puts it in his essay “On Cosmopolitanism”: “Could the city, equipped with new rights and greater sovereignty, open up new horizons of possibility previously undreamt of by international state law?” At the same time, 21st-century global cities are plagued by problems similar to those of the Victorian metropolis: increasing social and economic inequality, overpopulation, and crime. We will consider how the Victorian and modernist legacy of the urban novel is creatively transformed by writers across the globe.

### Goals of the course:

Familiarity with the cultural history of the city.

Capacity to analyze contemporary texts in their historical contexts.

### Syllabus

#### Week 1 *Experience of the City*

Background Reading: Ed Soja “Putting Cities First: Re-mapping the Origins of Urbanism” (in Bridges and Watson); Richard Sennett, “Introduction”

Texts discussed in class: Edgar Allan Poe, “The Man of the Crowd”.

Topics for discussion: the difference between rural and urban lifestyles; the rise of cities and the development of civilization; crowds; sensory overload; distraction; anonymity

**Elana Gomel**, Tel Aviv University MA in English Literature and PhD in the Humanities (TAU). Professor, Department of English and American Studies at TAU. Formerly Visiting Scholar at Stanford and Princeton. Her fields of interest are Narrative theory, Postmodernism, Genre Theory, Science Fiction, Fantasy, Science and Literature, Urban Studies, Multiculturalism, the Victorian Novel, Charles Dickens. One of her most recent books is *Narrative Space and Time: Representing Impossible Topologies in Literature*, New York: Routledge, 2014.

## Week 2 *City and Modernity*

Background Reading: Raymond Williams, *The Country and the City* (Chapter 1); John Urry, "City Life and the Senses" (in Bridge and Watson)

Texts discussed in class: Charles Baudelaire, "The Painter of Modern Life", Walter Benjamin, "The Flâneur"

Topics for discussion: the flâneur, the artist, and the bohemian; the pleasures and the perils of city life

## Week 3 *The City of Two Tales: the Victorian Metropolis*

Background Reading: Peter Ackroyd, "Night in the City", Raymond Williams, *The Country and the City* (Chapter 19); Bridge And Watson, "The City Imaginaries"

Texts discussed in class: Charles Dickens, *Sketches by Boz* (Chapter 1, "The Streets - Morning", Chapter 2, "The Streets-Night")

Charles Dickens, *Bleak House* (Chapter 1)

Topics for discussion: the rich and the poor; class, race and gender in Victorian London; the impact of inequality on the topography of urban space.

## Week 4.1 *Crime and Punishment in the City*

Background Reading: D. A. Miller, *The Novel and the Police* (Chapter 6)

Texts discussed in class: Arthur Conan Doyle, "The Adventure of the Red-Headed League", "The Adventure of the Blue Carbuncle"

Topics for discussion: crime, surveillance, and the private eye.

## Week 4.2 *Dreaming in the City*

Background Reading: Steve Pile "Sleepwalking in the City" (Watson and Bridge, Ch. 8)

Texts discussed in class: Robert Louis Stevenson, "Strange Case of Dr. Jekyll and Mr. Hyde"

Topics for discussion: the urban imagination, cities as dreamscapes, desire and fear.

Week 5 *City of Light, or Urban Utopia*

Background Reading: Le Corbusier, *The City of Tomorrow* (excerpts); Raymond Williams, Chapter 23 (“The City and the Future”) Texts discussed in class: Jules Verne, *The Begum’s Fortune* (excerpt); J. G. Ballard, “Concentration City”  
Topics for discussion: how the modernist urban utopia turned into a nightmare.

Week 6 *The Traumatized City*

Background Reading: Sennett, Chapter 7 (“Fear of Touching”)  
Texts discussed in class: Peter Ackroyd, “Blitz”; Art Spiegelman, *In the Shadow of No Towers* (graphic novel, excerpts)  
Topics for discussion: cities and catastrophe, urban apocalypse, disease and contagion.

Week 7 *The Divided City*

Background Reading: Gary Bridge and Sophie Watson *City Differences* (Ch. 21); Peter Marcuse, *Cities of Polarization and Marginalization* (Bridge and Watson, Ch. 23).  
Texts discussed in class: Neil Gaiman, *Neverwhere*  
Topics for discussion: class, ethnic and racial divisions in the city.

Week 8 *Visible and Invisible Cities*

Background Reading: James Donald, “The Immaterial City: Representation, Imagination and Media Technologies”: (Bridge and Watson, Ch. 5)  
Texts discussed in class: Neil Gaiman, *Neverwhere*; Italo Calvino, *Invisible Cities*  
Topics for discussion: representation, media and cyber-cities

Week 9 *The Global City 1: Culture and Representation*

Background Reading: Anthony King, “Postcolonialism, Representation and the City” (Bridge and Watson, Ch. 22)  
Lily Kong, “Value Conflicts, Identity Construction and Urban Change” (Bridge and Watson, Ch.30)  
Texts discussed in class: Calvino, *Invisible Cities*;  
Topics for discussion: the rise of the global metropolis

**Week 10** *The Global City 2: Fear and Hope*

Background Reading: Sennett, "Conclusion: Civic Bodies"

Texts discussed in class: Haruki Murakami, *1Q84* (Chapter 1 and 2)

Topics for discussion: how the heterogeneous, global, multi-cultural metropolis creates a new sense of self and a new relationship with the Other.

**Week 11** *City of the present?*

Background Reading: Rem Koolhaas, "The Invention and Reinvention of the City"

Texts discussed in class: China Miéville, *The City and the City*

Topics for discussion: have big cities become uninhabitable?

**Week 12.** *City of the Future?*

Background Reading: Erik Swyngedouw and Maria Kaika, "The Environment of the City ... or the Urbanisation of Nature" (Bridge and Watson, Ch. 47), Raymond Williams, "Cities and Countries" (Ch. 25)

Topics for discussion: how can urban experience be reimagined in the 21st century?

**Evaluation**

The final grade is given on the basis of the following:

Two class presentations (30 %)

A research paper (30 %)

Final exam (40%)

**Readings**

*A Companion to the City*, Gary Bridge and Sophie Watson, eds

*Flesh and Stone*, Richard Sennett

*The Country and the City*, Raymond Williams



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## Identity, Heritage and Globalization – S1511

Deborah Levenson  
Boston College

### Course description

Encounters with Others: Global Tourism and Third World Communities  
Tourism is one of the fastest growing global industries. No single sphere connects as many people and cultures as does tourism today. It effects identities on the multiple levels of nation, gender, class, race, and sexuality, and it alters the meanings of tradition, local culture and heritage.

Once a luxury for the wealthy, tourism has become embedded in the life styles of hundreds of millions of people; according to the United Nations in 2013 international tourists numbered over one billion. Whether in the Amazon, Costa Rica, Turkey or Venice and whether families with children, the elderly or young backpackers, the needs of tourists draw on local resources of labor, water and land, and on cultural reserves of music, cuisine and crafts. This course unpacks tourism as a global event. Its links seem without end.

Discussions about tourism abound. Does it promote economic development? Increase world understanding? Modernize? Drain resources? Promote dependency? Reinforce hierarchies of color and class? Does it redesign urban spaces into historical fantasies? Support museums? Preserve folk culture? Homogenize folk culture?

By first discussing general global issues and then looking at case studies, *Encounters with Others* gives students a chance to understand how tourism, an apparently commonplace question of reading guide-books and booking lodgings, reshapes the world. It offers a complex picture, and an opportunity to understand global tourism without making simplistic judgments.

### Learning outcomes

Students will learn to contextualize tourism within the dynamics of globalization. They will learn to examine the relationship between developed countries and underdeveloped ones through the lens of tourism. They will acquire a sense of the importance of contingencies: many of the ills ascribed to tourism reflect weak local governmental policies, and not tourism per se.

They will learn about the crucial role of international organizations. A final outcome will be that students acquire knowledge about Latin America.

**Deborah Levenson**, Boston College

BA and MA in History (Massachusetts), PhD in Latin American History (NYU). Professor of History at BC. Teaching areas: Modern and colonial Latin America; urban poverty; modernity; gender; social movements; religion and history; oral history. At present, her research focuses on a study of two very different Guatemalan artists, using their art, patrons and life stories to think about the history of twentieth-century Guatemala. Among her most representative publications in the field of Feminism “The Loneliness of Working Class Feminism” in *The Gendered Worlds of Latin American Women* (1997).

## Syllabus

Weeks 1 Feb 24-26.

Introductions: Our global tourism; sightseers and sights  
Reading: George Gmelch "Let's go Europe."

Week 2 March 3-5

The Field of Tourism

Readings: Erve Chambers, "Tourism, Society and the Political Economy;" and Nelson Graham, "A Secular Ritual."

Week 3 March 10-12

The challenges:

Reading: Chambers, "Nature Tourism and the Environment;"  
"Tourism and Culture."

Week 4 March 17-19

First World Tourism: In Front of Our Eyes

Reading: Chapters 3 and 4 from Robert C. Davis and Garry Marvin, *Venice, the Tourist Maze*

Week 5-6 March 24-26-31, April 2

Globalization and Tourism: the historical case *par excellence*: The Caribbean

Reading: Jamaica Kincaid, *A Small Place*; Polly Pattullo, *Last Resorts* Chapters 3-4, and 6.

Week 7 April 14-16

Tourism and the Performing of Culture

Reading: Michael Foster, "Inviting the Uninvited Guest: Ritual, Festival, Tourism, and the Namahage of Japan;"  
Walter Little, "Performing Tourism: Maya Women's Strategies."

Papers due without exception at the close of week 7.

Week 8 April 21-23

The Tourism Encounter

Readings: Jon Abbink, "Tourism and its Discontents: Suri-Tourist Encounters in Southern Ethiopia; Jill Sweet, "Et 'em Loose' Pueblo Indian Management of Tourism."

Week 9 April 28-30

Tourism, Gender and Sexuality

Readings: Hazel Tucker, "Negotiating Gender Relations and Identity between Locals and Tourists in Turkey, Romantic Developments;" Denise Berman, "When Sex Workers and Sex Tourists Meet."

Week 10 May 5-7

Tourism and Identity

Readings: Amanda Stronza, "Through a Mirror: Tourism and Identity in the Amazon;" Jack Kugelmass "Rites of the Tribe: The Meaning of Poland for American Jewish Tourists."

Week 11 May 12:

Tourism and Art (Back to Venice!)

The Venice Biennale: The scene and the seeing

Week 12 May 19-22: Field Work reports.

Robert Davis, Chapter 11 "Taking it all home."

Policies: No mechanical devices may be used without the professor's permission.

### **Evaluation**

Evaluation will be based on class participation (15%); in-class writing assignments (a total of 25%); a 5-8 page paper that deals with development, heritage, identity or an aspect of promotion, whether guide books or package tours (25%); field work—including oral presentation (15%), and a final essay (20%).

### **Readings**

With one exception – Jamaica Kincaid's *A Small Place* – which you need to buy, I will send out PDFs of the readings as the class progresses. These are book chapters, or scholarly articles. Readings must be done on time, and students will write about them in-class. In addition, I may add readings – or subtract some – as the class gets going.

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## **Globalization, Ethics, Welfare and Human Rights – S1512**

Francesca Coin

Università Ca' Foscari Venezia

### **Course description**

The course looks at the ethical implications of globalization, its impact on society, welfare and human rights. Over the past decades, the process of globalization has largely transformed our perception of the world. Ethnoscapes, mediascapes, technoscapes, financescapes and ideoscapes (Appadurai; 1996) fuse in the global city, transforming its space and territory into a melting pot of diaspora communities, technologies, financial capital, information and communication. Historically, law, economy, security, authority, and citizenship have largely been constructed as national. Yet, as globalization challenges the sovereignty of the nation-state, it also stimulates new foundational grounds for global citizenship. This course analyzes economic globalization in a historical perspective. Its goal is to analyze and evaluate the arguments of both the critics and the advocates of globalization, paying particular attention to the questions that globalization raises about the future. Is it possible to use globalization to envision different models of economic integration and global coexistence? Is it possible to use the current crisis as an opportunity to imagine future possibilities for an alternative economic development?

### **Description of in-class discussions**

We will have six in-class discussions on six different books. Our policy for each book is “read all you want”, this means that you are free to read as much or as little as you want of each book but you should be able to exchange perceptions and respond critically in class. The idea is that you should work in groups: if you want to read only a limited number of pages you should coordinate in very large groups, bearing in mind that large groups will be harder to organize and coordinate. Smaller groups are easier to coordinate though each member must read more. Class discussions will be self-organized and must touch on all aspects of the book. Each of you must be actively involved either by leading the class discussion, presenting a power point or raising critical questions and controversial issues. By the end of the discussion each person should have a critical grasp of the materials in their entirety. You will have ten days to organize each in-class discussion and find creative ways to make them involving and stimulating for everyone.

### **Description of response papers**

The main goal of this assignment is to encourage you to think critically about the materials that we read in class. We will spend three to

**Francesca Coin**, Università Ca' Foscari Venezia

B.A. in History, M.A. and Ph.D. in Sociology. Assistant Professor in Sociology at Ca' Foscari University of Venice, where she teaches courses on Neoliberal Policies and Globalization. Already taught at VIU. She has lived for several years in the United States and has travelled extensively through Asia and the Americas doing research and social work in the rural peripheries in order to assess the impact of globalization on labor. The notion of labor is her main research interest. She has published extensively on issues related to labor conditions in the rural peripheries and in the West, looking at the effects of neoliberalism on subjectivity. Currently, her main research interests focus on the impact of neoliberalism and austerity in the public sphere, particularly regarding reproduction and education.

five weeks discussing each topic. At the end of each session, you must turn in a response paper. Response papers should be three pages long and reflect your personal opinion and your theoretical perspective. What is the author's main argument? What are the more reasonable aspects of his/her argument, what instead would you criticize?

### **Description of final paper**

In the response paper, you have to provide an in-depth analysis of one of the topics that we read in class.

As a general rule, your paper should have a strong central argument which should be clearly stated in your introduction. This argument can be phrased as a statement or as a question, and expanded in the body of your paper. The body of your paper should detail your argument, and support it with evidence such as examples or quotations. This part of your paper should have a logical and coherent progression and show your ability to draw theoretical connections. At the end of the paper, you should summarize how the evidence you have presented proves your argument. You can also use your conclusion to raise interesting questions for further study.

Remember that you must cite all your sources, even if you do not quote them directly, and add a final bibliography. For information on the format of citations and bibliography see the ASA style guide on: <http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>.

Your final paper should be 8 full pages and must be typed, double-space in font 12 Times New Roman, one inch margin, and stapled at the top-left corner of the page.

### **Class Environment**

In this class we are all teachers and students, and we share responsibility for creating and stimulating a safe learning environment. You are expected to be in class, to be prepared, to read, to think and to talk about the assigned readings. You are also expected to be on time, to leave on time, and to actively participate to each class activity and to stimulate vivid class discussion. It is crucial to assume that everyone's experiences are different, and to respect each other's feelings at all times.

### **Class Attendance**

I will record attendance. If you are absent, it is your responsibility to gather information about the materials covered. If you are late, make

sure you sign in for the day. Once you have signed attendance, you are required to stay for the entire class. Please let me know in advance if you expect to miss a class so that proper arrangements can be made. Class absences will affect your grade.

## Syllabus

- Week 1 Feb 23  
Introduction. The end of history?  
Reading: F. Fukuyama, *The End of History* (1992)  
Feb 25  
Freedom is just another word.  
David Harvey, *A brief history of neoliberalism*, chapters 1-2.
- Week 2. March 2  
On freedom  
E. Frankel Paul, *Hayek's conception of freedom, coercion and the rule of law*  
March 4  
Freedom in action  
David Harvey, *A brief history of neoliberalism*, chapter 3.
- Week 3. March 9  
Class discussion 1  
Response paper 1 due (Harvey chapters 1 to 3; E. Frankel Paul)  
March 11  
Globalization in Central and South America  
David Harvey, *A brief history of neoliberalism*, chapter 4.
- Week 4 March 16  
On Mexico  
F. A. Rothstein, *Globalization in Rural Mexico, Three decades of Change*, chapters 1-2  
March 18  
Class discussion 2  
Response paper 2 due (Harvey chapter 4, Rothstein 1-2)
- Week 5 March 23  
Globalization in China  
Tom Miller, *Chapters 1,2*

March 25  
Globalization in China  
Tom Miller, Chapters 3,4

Week 6 March 30  
Globalization in China  
Tom Miller, Chapters 5,6  
April 1  
Class discussion 3  
Response paper 3 due (Tom Miller, 1-6)  
April 6-10 SPRING BREAK

Week 7 April 13  
The discourses of globalization  
Mark Blyth, Austerity's Twin Histories. Preface, chapter 4  
April 15  
Mark Blyth, Austerity's Twin Histories, chapters 5

Week 8 April 20  
Mark Blyth, Austerity's Twin Histories, chapters 6  
*Live like you're rich* - documentary  
April 22  
Class discussion 4  
Response paper 4 due (Blyth, 4-5-6)

Week 9 April 27  
Globalization in the US  
Berardi chapter 1  
April 29  
Globalization in the US  
Berardi Chapter 2

Week 10 May 4  
Globalization in Japan  
Documentary: Japan's Disposable Workers  
Clips: Suicide as salvation  
May 6  
Globalization in Japan  
Scott North, Deadly virtues: Inner-worldly asceticism and  
*karoshi* in Japan

**Week 11 May 11**

Class discussion 5

Response paper 5 due

May 13

Case-study: Turkey

Documentary

Umut Özkırmılı - The Making of a Protest Movement in

Turkey\_ #Occupygezi-, foreward, introduction

**Week 12 May 18**

Umut Özkırmılı - The Making of a Protest Movement in

Turkey\_ #Occupygezi-, 1-2

May 20

Class discussion 6

Response paper 6 due

Your Final Paper is due on Friday May 22 at noon

**Readings**

David Harvey. 2005. *A Brief History of Neoliberalism*. Oxford: Oxford University

F. Fukuyama, *The End of History* (1992)

E. Frankel Paul, *Hayek's conception of freedom, coercion and the rule of law*

F. A. Rothstein, *Globalization in Rural Mexico, Three decades of Change*, University of Texas, 2007.

T. Miller, *China's Urban Billion: The Story behind the Biggest Migration in Human History*, Zed Books, 2012.

M. Blyth, *Austerity: history of a dangerous idea*, Oxford University Press, 2013.

Scott North, *Deadly virtues: Inner-worldly asceticism and karôshi in Japan*

Franco Berardi, *Heroes*, Verso Books, 2015.

U. Özkırmılı - The Making of a Protest Movement in Turkey\_ #Occupygezi- Palgrave Pivot 2014.

\* Chapters to read will be indicated in class



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## **Global Governance for Peace and Security, Cooperation and Development – S1513**

Ilja Richard Pavone

Consiglio Nazionale delle Ricerche

### **Course description**

This course provides an introduction to the theory and practice of international organizations. Its central theme is the interaction between international law and politics, illustrated through an in-depth examination of the United Nations and a secondary focus on selected regional organizations.

Modern threats to peace and security, such as international terrorism, drug trafficking, climate change, food scarcity, infectious diseases like Ebola, illegal poaching, are proving impossible to solve through traditional structures of national governments and intergovernmental organizations (IGOs), or to fully understand through the lens of a single academic discipline. The Course in Global Governance for Peace and Security, Cooperation and Development is an interdisciplinary program that seeks to address global issues from multiple perspectives and methodological approaches. Its goal is to analyze the role of the United Nations (UN) and its main specialized agencies (i.e. the World Health Organization – WHO) and subsidiary bodies (i.e. the United Nations Environmental Program – UNEP) in dealing with the threats to peace and security of the XXI Century. The course aims to provide basic tools and concepts to understand the concept of Global Governance and its relevance for peace, security, development and international cooperation.

### **Specific issues tackled by this course are:**

#### **Track 1: Key Actors of Global Governance in the XXI Century**

The world has changed enormously since the creation of the United Nations. There are four times as many state actors, a correspondingly greater number and proportion of non-state actors, and a tremendous diversity in the types of state and non-state actors compared to 1945. There has been a matching proliferation in the number, nature and types of threats to national security and world peace alike. Consequently, the growing number and types of actors in world affairs have to grapple with an increasing number, range and complexity of issues in an increasingly networked, deeply intertwined but also more fragmented world. This track analyzes the role of the United Nations in Global Governance in the XXI Century. To this aim, we will describe (a) the functioning of the United Nations and its main bodies; (b) the role of developing countries within the General Assembly; (c) the role of the Permanent Members ('P5') within the Security Council; (d) Proposals of reform of the Security Council; (e) working methods, mandate and

### **Ilja Richard Pavone**

(Laurea) B.A. in Political Science and Phd in Human Rights and International Order (Sapienza, Rome). Researcher of International Law, Institute for International Legal Studies of the Italian National Research Council (CNR). Professor of Environmental Ethics and Scientific Education, Faculty of Natural and Environmental Sciences, University of Siena and previously Visiting Professor at the NYU School of Law. Author of over 30 publications, essays and articles in international law, European Union law, and international organization with a particular focus on Bioethics, Human Rights and Environment, International Health Law.

strategies of selected UN Specialized Agencies: World Bank, International Monetary Fund, International Maritime Organizations; (f) working methods, mandate and strategies of selected regional organizations (Council of Europe, OSCE, European Union, African Union, Organization of American States, experiences of cooperation in the Asian region, such as ASEAN and APEC).

#### Track 2: New Threats to Peace and Security and the Role of the UN Security Council

The general objective of this track is to promote the students' understanding of the contemporary threats to peace and security emerging from the practice of the UN Security Council. In particular, we will explore the corridors of reasoning of the SC in its determination of new threats to peace after the end of the Cold War and to identify the potential impact of the Council's new approach on several branches of international law. In track 1, we will analyze the role the UN Security Council played in addressing these threats: (a) The Ebola Outbreak; (b) Climate Change; (c) International Terrorism; (d) Human Organs' Trafficking; (e) Illegal Poaching; (f) Piracy in the Gulf of Aden. A section of Track 1 will also be devoted to cases of 'failure' of SC's global governance: the theory of humanitarian intervention and the Kosovo crisis of 1999; exporting democracy and fight against terrorism after 11/09: the cases of Afghanistan, Iraq and Libya; the shift from the concept of humanitarian intervention to the Responsibility to Protect (R2P); the Libyan crisis and the implementation of R2P; the military intervention in Mali; the Syrian crisis and the failure of R2P; the secession of Crimea and the deadlock of the Security Council.

#### Track 3: Global Health Governance: the role of the World Health Organizations

Global health is at the threshold of a new era. Few times in history has the world faced challenges as complex as those now posed by global health challenges such as the Ebola outbreak or infectious diseases like HIV/AIDS, malaria and tuberculosis. The common denominator of these pandemics is that they are poverty-related diseases originated from developing countries. WHO adopted a set of rules – the International Health Regulations, IHR – to deal with these challenges. In track 3, we will discuss the content of IHR and the validity of the 'all-hazard approach', adopted to address appropriately the Ebola Outbreak; the conformity with human rights' standards of safety measures adopted at domestic level, i.e. travel bans and forced quarantines (selected national legislations in Europe and in Africa will be analyzed). In fact, in addi-

tion to medical issues the Ebola outbreak raises questions of public health related to human rights' protection; the next step will be therefore to analyze: nature and scope of States' duties in relation to the human right to health as enshrined in the WHO's Statute and in Article 12 of the Covenant on Economic, Social and Cultural Rights.

**Track 4: Global Environmental Governance: the role of the United Nations Programme for the Environment (UNEP)**

This track analyzes the role of the United Nations Programme for the Environment (UNEP) in global matters related to environmental protection, such as climate change, loss of biodiversity, and sustainable development. It assesses the strengths and weaknesses of the current global environmental policy and its architecture.

This article argues that, to address the multi-faceted climate challenge, governance efforts must evolve beyond the current global regime-building model and that environmental and development policies must become integrated much better.

The key arguments to be dealt in track 3 are: (a) UNEP and its functioning; (b) proposal to strengthen the role of UNEP in environmental governance; (c) UNEP's key programs: climate change; disasters & conflict; ecosystem management; chemicals and waste; resource efficiency; (d) sustainable development and the implementation of the UN Millennium Development Goals.

### **Learning outcomes of the course**

This course will give students a background in legal theory as applied to the global governance and provide students with an opportunity to acquire significant knowledge on some of the most pressing issues facing the world today. Students will be competent in international organizations and their respective roles in different policy fields (peace and security, health, environment, globalization, human rights).

After the course attendance students are expected to have competence in:

- \_ The theoretical foundations of Global Governance;
- \_ Processes, components, actors and stakeholders of Global Governance;
- \_ The challenges to Global Governance;
- \_ The role of the United Nations in three principal areas: peace and security, human rights, health, environment and sustainable development

- \_ The role of regional organizations in peace and security
- \_ The changing nature of international relations.
- \_ The course aims also to increase students' awareness of legal and ethical skills:
- \_ Through rigorous engagement with legal and philosophical debates, arguments and themes concerning global governance.
- \_ Through sustained encouragement to articulate sound ideas and arguments in class and through a written essay, the elaboration of a report within a working group and a moot court competition.

### **Required preliminary knowledge**

There are no prerequisites for this course. That said, an interest in ethical and legal aspects of globalization will help students understand the main arguments more quickly. Relatedly, reading and writing comfortably in English at the undergraduate college level will enable students to engage more actively in course discussion forums and peer assessment exercises.

### **Evaluation**

#### **Assignment Overview**

Here are some of the course assignments and activities:

*Oral Lectures:* Most of the course content is delivered through oral presentations and slide shows. Each lesson is divided in a theoretical and a practical part. After an analysis of the position of the most eminent scholars on the topic dealt, of the relevant ethical issues and of the international legislation, case studies will be presented (i.e. the situation in Syria, the new strategy against terrorism, climate change and the policies adopted by a specific country).

*Video Lectures:* some video lectures/documentaries are foreseen. Each video runs 10-12 minutes;

*Discussion forums:* The class thrives on discussion. Multiple discussion forums are designed to come from of the lectures. Students will have the ability to articulate their own views on globalization as well as learn from their fellow students from around the world.

*Organization of Conferences/Seminars:* The lecturer will organize round tables/workshops/seminars during his/her semester with his/her colleagues. Selected students will have the possibility to participate in this activity through a short presentation (5') during the workshop.

**Assessment of student work:**

Midterm Written Exam 20%

Final Written and Oral Exam 40%

Moot Court Competition 20%

Working Group 20%

Definitions of student work:

**a) The Midterm Exam**

This will be an in-class exam consisting of 1 essay question and 10 short answer keyword identification questions based on key terms . Overall the exam will test students' knowledge of what has been taught in lectures throughout the first part of the quarter. The students will be given three potential essay questions in advance; of these, one will be selected for the current midterm. This exam is worth 20% of the final grade, i.e. 10% for the essay and 10% for the key term identifications.

**b) The final exam**

This will be a 2-hour exam consisting of 2 essay questions and 10 identifications. It will test students' knowledge of what has been taught in lectures throughout the semester. 5 questions will be given in advance, 3 will be selected for the final exam, and, of these, students will have to choose 2 to answer. There will also be 10 identification questions requiring short 3 - 5 sentence responses. This exam is worth 40% of the final grade.

**c) The Moot Court Competition**

The students will have to simulate a judicial case of human rights' violation before an international court (i.e. African Court on Human Rights, Inter-American Court on Human Rights). They will be divided in two groups: the claimants (i.e. native population whose right to land has been damaged by an international corporation), the defendant (the State).

The professor of the course and some of his/her colleagues will be the judges and will adopt a final statement on the merits of the case. The claimants and the defendants will then receive a vote from the judges evaluating their work. This exercise will provide 20% of the overall evaluation.

#### **d) Working Group:**

The research work which will contribute 20% towards the final grade consists of two different gradable components. The focus of the research will be to prepare a report on a specific issue dealt through the semester with a particular focus on case and country studies.

The aim is also to help students see how they can work in a multicultural team and bring together insights from lectures and already existing academic writings with primary research carried out on a topic of their particular interest. The final reports drafted by each group will be presented orally at the end of the semester before the class.

#### **Readings**

##### **D1. Main text**

Conforti B. and Focarelli C., (2010) *The Law and Practice of the United Nations*, Leiden: Martinus Nijhoff;

##### **D2. Suggested readings**

Alston P, (2012), "The United Nations: No Hope for Reform?", in *Realizing Utopia: The Future of International Law* (Cassese A. ed.), Oxford: Oxford University Press;

Byrnes A., Hayashi M., Michaelsen C., (2013), *International Law in the New Age of Globalization*, Leiden: Martinus Nijhoff;

Newman E. , Thakur R. Tirman J., (2006), *Multilateralism Under Challenge? Power, International Order, and Structural Change* (Tokyo: United Nations University Press;

Franck J., (2013), *Governance Challenges in Global Health*, New England Journal of Medicine, 368: 936-942.

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## **Globalization, Environment and Sustainable Development – S1514**

Ignazio Musu, Ilda Mannino

Venice International University

### **Course description**

Globalization has important impacts on the environment that need to be taken into account in order to achieve sustainable development. The course aims at introducing the students to the environmental implications of globalization. Environmental issues have gained center-stage in economic analysis and policy-making in recent years and their urgency has opened up new opportunities in terms of technological innovation and entrepreneurship.

Through an interdisciplinary perspective, the course will provide students with key competences and instruments for the analysis of natural and environmental resources in a sustainable perspective and for the development of policies oriented towards the promotion of sustainable development processes both at a national and international level.

### **Introduction and objectives**

The course focuses on environmental issues in a globalized context within the framework of sustainable development. From this perspective the course will cover different themes, starting from the introduction of the concepts of economic globalization and of sustainable development, exploring then the new concept of Green growth and using the case study of China as representative of the relationship between economic development and environmental issues. The course will also explore the role of businesses in sustainable development, considering Corporate Social Responsibility and Industrial Ecology. Moreover international environmental agreements will be considered as tool for promoting sustainable development at the global level. Climate change will also be analyzed as a key global challenge to the achievement of sustainable development.

### **Course organisation and supervision**

The overall structure of the course and its thematic organisation have been developed and coordinated by Prof. Ignazio Musu (Ca' Foscari University, TEN Center - Venice International University) and Dr. Ilda Mannino (TEN Center - Venice International University).

The course is organised around different thematic areas, each developed through classes, and lectures by experts and researchers with a different background.

### **Ignazio Musu**, TEN Center

Professor of Economics and Environmental Economics, Faculty of Economics at Ca' Foscari. President of the VIU TEN Center in charge of the Sino-Italian Advanced Training Program on environmental management and sustainable development and of the Course for Sustainability targeting South-Eastern European countries. Member of different commissions, among which the supervision board of the Bank of Italy and Giorgio Cini Foundation, Venice. Former Dean of VIU. Already taught at VIU in Spring 2011-2014. His main research fields are Environmental and Resource Economics, Growth Theory, International Trade.

### **Ilda Mannino**, TEN Center

(Laurea) Bachelor in Environmental Science (Ca' Foscari). Scientific Coordinator of Research and Advanced Training in Environmental Management at the VIU TEN Center. Already taught for the SHSS program in Spring 2009-2013. Her Teaching topics include Industrial Economics and Industrial Ecology at the Scuola di alta specializzazione ambientale (ASA) of the Veneto Agency for Environmental Protection. Former Ca' Foscari Tutor within the Euro-Asian research and training in Climate change Management (CLIMA). Post-doctoral research conducted at the Center of Industrial Ecology, Yale University. Her present research interests focus on Integrated Coastal Zone Management and Industrial Ecology.

## Syllabus and Readings

### ORIENTATION

Week 0 February 16-20

Thursday, February 19

Freshman fair

### THEME I – INTRODUCTION TO SUSTAINABLE DEVELOPMENT AND GLOBALIZATION

Week 1 February 24-26

Tuesday, February 24, 11.00-12.30

Interaction Between Society and Environment – part I

Dr Ilda Mannino (TEN Center, Venice International University)

Required Readings: Book *Ecological Economics*, by Michael common and Sigrid Stagl, Chapters 3-4.

Thursday, February 26, 11.00-12.30

Interaction Between Society and Environment – part II

Dr Ilda Mannino (TEN Center, Venice International University)

Required Readings: Book *Ecological Economics*, by Michael common and Sigrid Stagl, Chapter 5: 5.5.6.2, 5.4; Chapter 6: 6.1, 6.2, 6.3.6-6.6.3; Chapter 7.

Week 2 March 3-5

Tuesday, March 3, 11.00-12.30

Introduction to Sustainable Development

Dr Ilda Mannino (TEN Center, Venice International University)

Required Readings: Book *Ecological Economics*, by Michael common and Sigrid Stagl, Chapter 10.1; 10.4

<http://www.undp.org/mdg/>; [www.MAweb.org](http://www.MAweb.org);

<http://www.uncsd2012.org/rio20/>;

<http://www.uncsd2012.org/rio20/about.html>

Thursday, March 5, 11.00-12.30

Globalization and Sustainable Development: Rio + 20

and After, Sustainable Development Goals

Dr Ilda Mannino (TEN Center, Venice International University)



Required Readings: <http://www.undp.org/mdg/>,  
[www.MAweb.org](http://www.MAweb.org), <http://www.uncsd2012.org/rio20/>,  
<http://www.uncsd2012.org/rio20/about.html>, <https://sustainabledevelopment.un.org/focussdgs.html>, UN 2012, *The future we want*

**Week 3 March 10-12**

**Tuesday, March 10, 11.00-12.30**

**Sustainable Development in Practice: Discussion and Exercises in Class**

Dr Ilda Mannino (TEN Center, Venice International University)

**THEME II – SUSTAINABLE DEVELOPMENT and GREEN ECONOMIC GROWTH IN a GLOBAL SCENARIO**

**Thursday, March 12, 11.00-12.30**

**A Fossil Fuel Based Global Economy**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: M. Scott Taylor, J. Moreno Cruz, *Back to the Future of Green Powered Economies*, NBER WP 18236, 2012; IIASA, *Global Energy Assessment*, Cambridge University press, 2012, pp.108-116; R.Gordon, *Is U. S. economic growth over? Faltering innovation confronts the six headwinds*, NBER, WP 18315, august 2012.

**Week 4 - March 17 – 19**

**Tuesday, March 17, 11.00-12.30**

**The Global Energy System: Energy Efficiency**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: M. Grub, *Planetary Economics*, Routledge, 2013, chapters 3-5.

**Thursday, March 19, 11.00-12.30**

**The Global Energy System: New Energy Sources**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: International Energy Agency, *World Economic Outlook*, 2012 and 2013; D. Helm, *The Carbon Crunch*, Yale University Press, 2012, chapters 4-8.

**Week 5 March 24-26**

**Tuesday, March 24, 11.00-12.30**

**Market, Prices and Sustainable Development**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: M. Common and S. Stagl *Ecological Economics*, Cambridge University Press, 2005, chapters 8,9 and 11.

**Thursday, March 26, 11.00-12.30**

**Environmental Taxes and Cap and Trade Systems**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: M. Grub, *Planetary Economics*, Routledge, 2013, chapters 6-8.

**Week 6 March 31- April 2**

**Tuesday, March 31, 11.00-12.30**

**Globalization and Green Growth**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: World Bank, *Inclusive Green Growth*, 2011; I.Musu, *On Greening Economic Growth: a critical survey*, VIU, 2014.

**Thursday, April 2, 11.00-12.30**

**Green Growth: Strategies and Policies**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: D. Mazzucato, *The Entrepreneurial State*, Anthem Press, London, 2013. chapters 6 and 7; D.Rodrik, *Green Industrial Policies*, Grantham Research Institute project on "Green Growth and the New Industrial Revolution", September 2013; I.Musu, *On Greening Economic Growth: a critical survey*, VIU, 2014.

MID-TERM EXAM – title and short outline of the essay and group paper is due by Friday 18

Midterm break April 6 - 10

**Week 7 April 14-16**

**Tuesday, April 14, 11.00-12.30**

**Economics of Climate Change: Analysis and Policy**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: R.S.J. Tol, *Climate Economics*, Edward Elgar, 2014; W. Nordhaus, *The Climate Casino*, Yale University Press, 2013.

**Thursday, April 16, 11.00-12.30**

**Economics of Climate Change: Scenarios**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: International Energy Agency, *World Economic Outlook*, 2014; R.S.J. Tol, *Climate Economics*, Edward Elgar, 2014; W. Nordhaus, *The Climate Casino*, Yale University Press, 2013.

**Week 8 April 21-23**

**Tuesday, April 21, 11.00-12.30**

**A Case Study on Sustainable Development: China**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings: The World Bank, *China 2030*, 2012.

**THEME III – GLOBAL ENVIRONMENTAL ISSUES AND INTERNATIONAL AGREEMENTS**

**Thursday, April 23, 11.00-12.30**

**Introduction to International Law and the Environment: the Climate Change Regime**

Dr. L. Massai (Catholic University of Lille)

Required Readings: IEL after Rio, Peter Sands; The future we want, RIO+20 UNCSD,

[https://rio20.un.org/sites/rio20.un.org/files/a-conf.216l-1\\_english.pdf.pdf](https://rio20.un.org/sites/rio20.un.org/files/a-conf.216l-1_english.pdf.pdf) ; United Nation Framework Convention on Climate Change; Kyoto Protocol, unfccc.int

'A Guide to the Climate Change Convention Process',

<http://unfccc.int/resource/docs/publications/guideprocess-p.pdf>

**Week 9 April 28-30**

**Tuesday, April 28, 11.00-12.30**

**Negotiating the 2015 Agreement: COP21/Paris final call?**

Dr. L. Massai (Catholic University of Lille)

Required Readings:

'Negotiators Handbook' UNEP,

[http://unfccc.int/resource/docs/publications/negotiators\\_handbook.pdf](http://unfccc.int/resource/docs/publications/negotiators_handbook.pdf);

The Long Way to the Copenhagen Accord, L. Massai, RECIEL 2010;

Copenhagen Accord, [http://unfccc.int/meetings/copenhagen\\_dec\\_2009/items/5262.php](http://unfccc.int/meetings/copenhagen_dec_2009/items/5262.php);

Cancun Agreements, [http://unfccc.int/essential\\_background/cancun\\_agreements/items/6132.php](http://unfccc.int/essential_background/cancun_agreements/items/6132.php);

Durban outcomes,

[http://unfccc.int/essential\\_background/items/6825.php](http://unfccc.int/essential_background/items/6825.php);

Doha Climate Gateway,

[http://unfccc.int/meetings/doha\\_nov\\_2012/meeting/6815\\_hp#decisions](http://unfccc.int/meetings/doha_nov_2012/meeting/6815_hp#decisions)

Warsaw decisions,

[http://unfccc.int/meetings/warsaw\\_nov\\_2013/meeting/7649.php#decisions](http://unfccc.int/meetings/warsaw_nov_2013/meeting/7649.php#decisions)

Lima Call for Climate Action

[http://unfccc.int/files/meetings/lima\\_dec\\_2014/application/pdf/auv\\_cop20\\_lima\\_call\\_for\\_climate\\_action.pdf](http://unfccc.int/files/meetings/lima_dec_2014/application/pdf/auv_cop20_lima_call_for_climate_action.pdf)

**THEME IV – THE ROLE OF CORPORATE SOCIAL RESPONSIBILITY IN PROMOTING SUSTAINABLE DEVELOPMENT**

**Thursday, April 30, 11.00-12.30**

**Business Ethics and CSR (Corporate Social Responsibility)**

Prof. Chiara Mio/M. Fasan (Ca' Foscari University)

Required Readings: Ioannis Ioannou and George Serafeim (2010). "Drivers of Corporate Sustainability and Implications for Capital Markets: An International Perspective".

**Week 10, May 5-7**

**Tuesday, May 5, 11.00-12.30**

**Measuring Environmental Costs AND Environmental Performances**

Prof. Chiara Mio/M. Fasan (Ca' Foscari University)

Required Readings: Peter Kenning (2008). "The Influence of General Trust and Specific Trust on Buying Behavior", in *International Journal of Retail & Distribution Management*, Vol. 36 No. 6, 2008, pp. 461-476. Gray R. (2010). "Is accounting for sustainability actually accounting for sustainability and how would we know? An exploration of narratives of organisations and the planet", in *Accounting, Organizations and Society* 35 (2010) 47–62.

#### **THEME V – INDUSTRIAL ECOLOGY AND SUSTAINABLE DEVELOPMENT**

**Thursday, May 7, 11.00-12.30**

**Introduction to Industrial Ecology and its Main Concepts**

Dr Ilda Mannino (TEN Center, Venice International University)

Required Readings: Frosch R.A., Gallopoulos N. (1989).

"Strategies for Manufacturing", *Scientific American* 9/89; pp 144-152; Lifset R. & Graedel T.E. (2002). Industrial ecology: goals and definitions in *A handbook of industrial ecology*, Robert U. Ayres, Leslie Ayres.

#### **Week 11 May 12-14**

**Tuesday, May 12, 11.00-12.30**

**Globalized Patterns of Industrial Production and Life Cycle Assessment**

Dr Ilda Mannino (TEN Center, Venice International University)

Required Readings: Arena A. P. (2001). "Spreading Life-Cycle Assessment to Developing Countries Lessons from Argentina", *Journal of Industrial Ecology*, Vol. 4, n. 3; Lifset R. (1993). "Take it back: Extended Producer Responsibility as a Form of Incentive-Based Environmental Policy", *Journal of Resource Management and Technology*, Vol. 21, n. 4. Jackson T. (2005).

**Thursday, May 14, 11.00-12.30**

**Material Flow Analysis and Industrial Symbiosis**

Dr Ilda Mannino (TEN Center, Venice International University)

Required Readings: Chertow M.R. (2000). "Industrial Symbiosis: Literature and Taxonomy", *Annual Review of Energy and the Environment*, 25, pp. 313-337; Ehrenfield J.R.,

Chertow M.R. (2002). "Industrial Symbiosis: The Legacy of Kalundborg", in *A Handbook of Industrial Ecology*, R.U. and Ayres L.W., Eds. Edward Elgar, Cheltenham, UK; Tong X., Lifset R., Lindhqvist T. (2005). "Extended Producer Responsibility in China Where Is "Best Practice"?", *Journal of Industrial Ecology*, Vol. 8, n. 4.

**Week 12 May 19-21**

**Tuesday, May 19, 11.00-12.30**

**Sustainable Consumption**

Dr Ilda Mannino (TEN Center, Venice International University)

Required Readings: "Live Better by Consuming Less? Is There a "Double Dividend" in Sustainable Consumption?", *Journal of Industrial Ecology*, Vol. 9, n. 1-2; Hertwich E. G. (2005).

"Consumption and the Rebound Effect An Industrial Ecology Perspective", *Journal of Industrial Ecology*, Volume 9, Number 1-2; Lifset R. (2000). "Moving from Products to Services", *Journal of Industrial Ecology*, Vol. 4, n. 1.

**Thursday, May 21, 11.00-12.30**

**Industrial Ecology in Practice: Discussion and Exercises in Class**

Dr Ilda Mannino (TEN Center, Venice International University)

Due group Research paper by May 21

**Week 13 May 26 – 28**

- Presentation of the research papers

Due Individual essay by May 28

**Evaluation**

Students will be expected to do the required reading and to attend classes regularly. Attendance is compulsory for all students. Required readings will be designated on a weekly basis according to the themes listed in the course outline. Students will be also encouraged to find additional material for their papers by searching the Internet and accessing suggested websites.

Field trips and seminars related to the course will also be arranged.

N.B. In addition to the 40 hours of in-class tuition, Globalization Program students must accumulate a minimum of 40 hours in seminars, guest lectures and field trips, and VIULECTURES.

**Module Essays** – A short essay will be expected from each student on one topic chosen from among the themes studied during the course – 45% of the final grade.

**Paper** – There will be a group research paper required for the course – 45% of the final grade.

**Class participation** – Overall class participation, in terms of both attendance and interaction, will count for 10% of the final grade.

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## Introduction to Economic Growth – S1515

Kirill Borisov, Yulia Vymyatnina

European University at St. Petersburg

### Course description

The process of economic growth and the sources of differences in economic performance across nations are some of the most interesting, important and challenging areas in modern social science. Economists have been thinking about economic growth since the days of Adam Smith. Their efforts have led to a better understanding of the sources of economic growth though many mysteries remain.

The purpose of this course is to introduce students to these major questions and to the theoretical tools necessary for studying them. Discussions of theories and models developed to analyze growth are placed in the context of the broad empirically observed patterns and historical processes underlying the current state of the world economy. This course discusses what determines economic growth, why some countries are growing while other are not, why some countries have ended up being rich while many others remain poor, how globalization influences countries' growth prospects, and how historical, cultural, religious, institutional, geographic and other non-economic factors stimulate or otherwise economic growth.

The course will also examine the place of discussions of growth in economic discourse, of ethical and value judgments related to the issues of economic growth and technical progress, and of whether growth makes us happier.

Presentations during the course: the students will be given additional suggested readings for short (about 15 minutes) presentations during the seminars. The list of topics for presentations will be presented at the beginning of the course, and additional readings will be suggested taking into account the specific preferences and interests of the students.

Seminar participation: active participation is essential. Be ready to answer questions and discuss assigned readings as well as material used in the classroom and to provide feedback on other students' presentations.

Homework: several written assignments will be given during the course to assist students' grasp of the main concepts and models discussed.

Mid-term exam: a multiple-choice test intended to check students' understanding and progress in the middle of the course.

Final paper: students will be offered a tentative list of topics for the final paper. Specific topics and related literature will be discussed at the first seminars. Full guidelines will be provided at the beginning of

**Kirill Borisov**, European University at St. Petersburg

Diploma of Economist-Mathematician and PhD in Mathematics (Leningrad), Doctor of Science in Economics (Russian Academy of Sciences, Moscow). Professor at the EUSP Department of Economics, where he was Dean in 2008-2010. Research Interests: Economic growth and inequality, Natural resource and environmental economics, Political economy. Areas of Teaching: Macroeconomics; Microeconomics; Economic Growth; International Economics; Mathematical Economics.

**Yulia Vymyatnina**, European University at St. Petersburg  
Diploma in Economics (St. Petersburg State University), MSc in Business Administration (Stockholm), MA and PhD in Economics (EUSP). Professor and Deputy Head of the Economics Department at EUSP. Formerly Visiting Scholar at UCL and Visiting Researcher at the Bank of Finland and at the Oesteuropa Institut in Regensburg. Teaching experience in the field of Macroeconomics, Industrial Organization, Consumer Behaviour, Economics for Energy Markets; Financial Management, Monetary Policies, Monetary Theories. Publications in English include *Creating a Eurasian Union: Economic Integration of the Former Soviet Republics*, Palgrave Macmillan, 2014; and in Russian *Theory of money: lessons from the crisis*, EUSP press, 2013.



the course. Expected length of the final paper is about 4000 words. Final exam will consist of two parts: multiple-choice questions and several problems covering the material of the whole course.

### Learning outcomes

By the end of this course, students should be able to:

- discuss the main empirical facts about economic growth;
- explain the main economic and non-economic factors affecting economic growth;
- use theoretical models for explaining the main facts about economic growth including the difference of growth rates between different countries;
- critically discuss these models and identify their limitations and failings in accounting for empirical facts;
- critically discuss the relation of economic growth to such global problems as environmental degradation, globalization, poverty and income inequality;
- summarize the main points treated in ethical discussions and value judgments related to economic growth and technological progress as well as relations between economic growth and subjective well-being.

### Key topics

- \_ Economic growth: differences between countries
- \_ Income distribution across the world and global income inequality
- \_ Factors affecting economic growth:
  - \_ Physical capital
  - \_ Population growth
  - \_ Human capital
  - \_ Technological progress
- \_ Growth accounting
- \_ Non-economic factors affecting economic growth:
  - \_ Natural resources
  - \_ Environmental issues
  - \_ Culture, religion and geography
  - \_ Institutions
  - \_ Globalization and growth
- \_ Convergence hypothesis: do countries converge in terms of growth rates or incomes
- \_ Economic growth, ethics and values
- \_ Economic growth and happiness

### **Prerequisites**

This course has no prerequisites. However, some basic mathematics, algebra, and graphing will be used.

### **Evaluation:**

Presentations during the course 15%

Seminar participation and homework 20%

Mid-term exam 20%

Term paper 25%

Final exam 20%

### **Readings**

#### **Core text:**

David N. Weil. 2013. *Economic Growth*. Pearsons, 3rd edition.

#### **Additional reading**

William Easterly. 2001. *The Elusive Quest for Growth*. MIT Press.

Elhanan Helpman. 2004. *The Mystery of Economic Growth*. Harvard University Press.

Michael Spence. 2010. *The next convergence*. Picador.

Thomas Piketty. 2014. *Capital in the Twenty-First Century*. Harvard University Press.

Tomas Sedlacek. 2011. *Economics of Good and Evil: The Quest for Economic Meaning from Gilgamesh to Wall Street*. Oxford University Press.

Janos Kornai. 2013. *Dynamism, Rivalry, and the Surplus Economy: Two Essays on the Nature of Capitalism*. Oxford University Press.

Further reading will be suggested during classes. Obligatory readings will vary between 40 and 50 pages per week.

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## **Globalization and Competitiveness: Global Value Chains – S1516**

Stefano Micelli, Giulio Buciuni  
Universtia Ca' Foscari Venezia

### **Course description**

In the last fifteen years, economic integration has been moving faster and farther throughout the world, triggering substantial discussion on globalization and its consequences for businesses and industries. Particular attention has been dedicated to a variety of topics related to international management and regional competitiveness and development. The course aims at framing the debate on globalization by highlighting the impacts of the international integration of markets for goods, labour and technologies on firms, territories and local production systems.

### **Introduction and objectives**

The goal of this course is to familiarize students with the strategic options and challenges businesses and industrial systems face in the global economy. Towards this goal, the course will expose students to current concepts, frameworks and theories relevant to the study of firms' international development. The global value chains (GVCs) approach will be used as an analytic and interpretive tool for understanding paths of economic growth for both organizations and local production systems. Students will be encouraged to undertake interdisciplinary team research projects focusing on global industries and related issues.

### **Course organization and supervision**

The overall structure of the course and its thematic organization have been developed by prof. Stefano Micelli (Università Ca' Foscari di Venezia, Venice International University), and Giulio Buciuni (lecturer and course coordinator, Università Ca' Foscari di Venezia, Venice International University). The course is organized around different thematic areas, each developed through classes, seminars and field trips.

### **Course Requirements**

Required reading will be designated on a weekly basis according to the themes listed in the course outline. Students will be expected to do the required reading and to attend class on a regular basis, as attendance is compulsory for all the participants. Field trips for members of the class will be arranged. In addition to the 40 hours of in-class tuition, Globalization Program students must accumulate a minimum of 40 hours in seminars, field trips and VIU LECTURES. Participation in seminars, field trips and guest lectures is highly recommended to Semester Program students, although it is not compulsory.

**Stefano Micelli**, Università Ca' Foscari Venezia

Associate professor in Business Economics and Management and Chair of the Degree Program in International Management at Ca' Foscari University, Director of the TeDIS Center and former Dean of VIU. Coordinator of many national and international projects in the fields of ICT, local economic development and competitiveness of firms and regions. Research focus on the impacts of information technologies on business competitiveness, internationalization of industrial districts and design; and more broadly on Production systems, Business administration and Internationalization strategies and upgrading processes of SMEs in global value chains.

**Giulio Buciuni**, Università Ca' Foscari Venezia

(Laurea) Bachelor in Marketing and Business Management, (Laure Specialistica) Master in Economics and Management of Networks (Ca' Foscari), PhD in Business Administration (Verona). Post-doctoral Research Fellow at the Department of Management at Ca' Foscari. Visiting fellow at the Center on Globalization, Governance and Competitiveness at Duke. Research interests: Global Value Chains, Organizational structure, Global Production Networks, Outsourcing. Author of a comparative study on local production systems of North Carolina and North-Eastern Italy and global competition. Already taught in the Globalization Program in Spring 2012-2014.

## Course Outline

- Week 1 Rethinking competition in a globalizing economy
- Week 2 Fragmentation of production and offshore outsourcing
- Week 3 The theory of global value chains (GVCs)
- Week 4 Innovation in manufacturing GVCs
- Week 5 Exploring the nexus between industrial districts and GVCs
- Week 6 Doing research in GVCs
- Week 7 Team project set up and mid-term examination
- Week 8 Exporting the 'Made in Italy' brand in the global economy
- Week 9 Entrepreneurship and start-ups: why localism still matters
- Week 10 Design thinking
- Week 11 Green economy: between marketing and social responsibility
- Week 12 Team projects discussion

## Syllabus

- Week 1 Rethinking competition in a globalizing economy
  - References*
  - Lesson 1 Is globalization an irreversible path?  
*Friedman, T. (2005). The World Is Flat. Picador, New York.*  
*Selected pages: 3-21.*
  - Ghemawat, P. (2007). Why the World isn't flat. Foreign Policy, March 1, 2007.*
  - Lesson 2 Competing in the global economy: opportunities, threats, and trade-offs  
*Spence, M. (2011). The Impact of Globalization on Income and Employment. Foreign Affairs, Jul/Aug 2011.*
  
- Week 2 Fragmentation of production and offshore outsourcing
  - References*
  - Lesson 3 What should we think about offshore outsourcing?  
*Blinder, A. (2006). Offshoring: The Next Industrial Revolution? Foreign Affairs, March/Apr 2006.*
  - Friedman, T. (2012). Average Is Over. The New York Times, January 24, 2012.*
  - Lesson 4 What can we gain from a value chain analysis?  
*Contractor, F.J., Kumar, V., Kundu, S.K. and Pedersen, T. (2010). Reconceptualizing the Firm in a World of Offshoring and Outsourcing: The Organizational and Geographical*

*Relocation of High-Value Company Functions. Journal of Management Studies, 47 (8): 1417-1433.*  
*Kaplinsky, R. and Morris, M, (2001). A Handbook for Value Chain Research. Institute of Development Studies, Brighton. Selected pages: 4-10; 22-23*

Week 3 The theory of global value chains (GVCs)

*References*

Lesson 5 Governance and upgrading in global value chains (GVCs)

*Gereffi, G., Humphrey, J. and Sturgeon, T. (2005). The governance of global value chains. Review of International Political Economy 12(1): 78-104.*

Lesson 6 Managing global value chains: Zara case study  
*Tokatli, N. (2008). Global sourcing: insights from the global clothing industry—the case of Zara, a fast fashion retailer. Journal of Economic Geography (8): 21-38*

Week 4 Innovation in manufacturing GVCs

*References*

Lesson 7 Rethinking the role of manufacturing in GVCs  
*Buciuni, G., G. Coro, and S. Micelli (2013) Rethinking Manufacturing in Global Value Chains. An International Comparative Study in the Furniture Industry. Industrial and Corporate Change (Forthcoming).*

Lesson 8 Uno Contract

Guest lecturer *Mauro Tabaro, CEO of Uno Contract*

Week 5 What's the nexus between industrial clusters and GVCs?

*References*

Lesson 9 Industrial clusters and GVCs

*Bair, J. and Gereffi, G. (2001). Local Clusters in Global Chains: The Causes and Consequences of Export Dynamism in Torreon's Blue Jeans Industry. World Development, 29 (11): 1885-1903.*

Lesson 10 Alfred Marshall alive and well?

*Readings will be provided by the lecturer*

Week 6 Doing research in GVC

*References*

Lesson 11 Team project set up

Lesson 12 Value chain globalization in project manufacturing industries

*Guest lecture: Dott. Ruggero Golini (University of Bergamo and Politecnico Milano)*

Week 7 Doing research in GVC

*References*

Lesson 13 How do SMEs establish cross-border relationships? A GVCs perspective

*Buciuni, G., and L. Mola (2013) How Do Entrepreneurial Firms Establish Cross-Border Relationships? A Global Value Chain Perspective. Journal of International Entrepreneurship (forthcoming).*

Lesson 14 Mid-term examination

Week 8 “Made in Italy” in the global economy

Lesson 15 Design Apart

*Guest lecture: Prof. Stefano Micelli (Ca’ Foscari University of Venice)*

Lesson 16 Lamami

*Guest lecturer Andrea Girolami, Founder of Lamami*

Week 9 Entrepreneurship and start-ups: does localism still matter?

*References*

Lesson 17 Ferriveloci

*Guest lecturer Gianmaria Citron, Founder of Ferriveloci*

Lesson 18 Entrepreneurship and Upgrading

*Guest lecture: Prof. Vladi Finotto (Ca’ Foscari University)*

Week 10 Design thinking

*References*

Lesson 19 Magis Design

*Guest lecturer Eugenio Perazza, Founder and President of Magis Design*

Lesson 20 Team project and individual essay follow up

Week 11 Green economy: between marketing and social responsibility  
Lesson 19 The role of lead firms in fostering environmental innovation

*Guest lecture: Dott. Valentina De Marchi, (University of Padua)*

Lesson 21 Progetto Quid

*Guest lecture: Anna Fiscale, Founder of Progetto Quid*

Week 12 Team project presentation

Lesson 22 In-class presentation

Lesson 23 In-class presentation

### **Evaluation**

Class Participation 10%

Mid-term exam 30%

Individual essay 30%

Team Project 30%

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TOTAL 100%

### **Readings**

Bair, J. (2009). *Frontiers of commodity chain research*. Stanford University Press.

Bartlett, C.A. and Ghoshal, S. (2002). *Managing across Borders: The Transnational Solution*. 2nd edition. Harvard Business School Press

Dicken, P. (2003). *Global Shift: Reshaping the Global Economic Map in the 21st Century*, 4th edition. Thousand Oaks, CA: Sage Publications.

Gereffi, G. and Korzeniewicz, M. (1994). *Commodity Chains and Global Capitalism*. Westport, CT: Praeger.

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## **Cities, Global Change and Sustainable Development – S1517**

Margherita Turvani  
Università Iuav di Venezia

### **Course description**

The course aims to provide students with the basic tools and frameworks to recognize and analyse contemporary urban issues. The course will explore from an interdisciplinary perspective how cities work and change, in terms of urban life, configurations of people and place, social and environmental challenges, and urban sustainability. Students will understand how cities are complex systems, where natural and built environment co-evolve. Starting from a theoretical introduction on cities, the course focuses on Venice as a peculiar case of global city. Students will work on city “hot spots”, chosen as examples of the key challenges enlightening the city complexity: architecture, culture, social structure, economy, and natural environment as interrelated components in all case studies under examination.

The course will take advantage of a digital lab where students get in touch with fundamental digital tools for mapping and communicating researches on complex places and spaces. Lab participants will learn how manipulating and editing raster and vector images, as well as learn how to contextualize historical and current data through the use of mapping and annotations in 3D space. Moreover students will acquire knowledge about presenting richly annotated, time-based and interactive visualizations of their case studies.

Students will be organized in groups and from the very start of the course they will work with the aim of investigating the underlying complexity of the city ‘hot spots’ to highlight the contemporary major socio-economic and environmental challenges and to propose policies and planning goals, trying to evaluate their impacts on the city. Field trips will be arranged on three Fridays in order to let the students become familiar with the ‘Case studies’ which will offer the base for providing the main tools and concepts to understand the urban functioning, with a focus on city governance, the policy making process, and the achievement of sustainability.

### **Course organization and requirements**

Students are expected to do the required readings and to attend class regularly. Attendance is compulsory for all students. Required readings will be made available on a weekly basis according to the themes listed in the course outline. Students will be also encouraged to find additional material for their group works by searching the Internet and accessing suggested websites.

**Margherita Turvani**, Università Iuav di Venezia

(Laurea) B.A. in Political Sciences (University of Turin). Professor of Political Economy at IUAV, Department of Planning & Design in Complex Systems. She is IUAV representative on the VIU Board of Directors. Previously taught at the University of Turin and was Researcher at the University of Urbino. Formerly Visiting Fellow at the University of Stanford and at Tsinghua University. Taught at VIU in Fall 2010 and Spring 2011-2014. She contributed to several research areas such as Labor Market Studies, New Institutional Economics, Economics of Innovation and Industrial Organization. Present research interests include: Sustainability and Economics, focusing on Land and Urban Sustainability.



## Exams

Two evaluations will take place during the course :

Midterm evaluation: four written open questions will be assigned on week 6 and due on week 7, after the brake.

Final evaluation made up of the presentation of research results on case studies (group work) and a final written test in class based on four open questions.

The first evaluation is due on week 7th.

The second evaluation is on week 12 and 13th (final presentation of group work, on week 12th; final written test on week 13th).

## Classroom rules

Attendance is compulsory for all students. Maximum 15% absence.

Exam dates are:

\_ Due 7th week: mid-term evaluation

\_ Due 12th week group presentation

\_ 13th week: written final evaluation in class

Students will have the chance of taking the exam just once and not have the possibility of taking the exam on other dates.

The use of any kind of phones, tablets and computers (if not explicitly required by the instructor) is strictly prohibited during the class hours.

Penalty grade will be assigned to students who will not follow these rules. Attendance/class participation/interaction grade can be negatively affected. It means that unexcused absences, lateness, low participation in class discussion, disrupting classes and the use of technological devices if not required will reduce the grade.

## Course Timing

There are 2 lessons per week (90 minutes each) except for the 6 Lab sessions which will last 2 hours each and that will take place in the VIU Digital Lab with the assistance of Ludovica Galeazzo, and jointly organized with the course Coastal Wetlands, Lagoons and Estuaries: Environmental Monitoring and Management.

There are three site visits on Fridays: Murazzi, Arsenal, Mose, jointly organized with the course Coastal Wetlands, Lagoons and Estuaries: Environmental Monitoring and Management

Schedule for lessons: Monday and Wednesday 15.15 – 16.45

N.B. Schedule for digital labs: Monday and Wednesday 13.30 15.30

## **Syllabus and Readings**

### **Module I: Cities Challenges**

#### **Approaching Cities**

Week 1

Dates 23 Feb

Lecture 1

Title Urbanization: an introduction

Teacher Margherita Turvani

Readings S. Kim, "Urbanization" The New Palgrave Dictionary of Economics, Second Edition - ARTICLE

Week 1

Dates 25 Feb

Lecture 2

Title Venice: Social and Economic Overview

Teacher Margherita Turvani

Readings OECD Territorial Reviews: Venice –

#### **Planning cities**

Week 2

Dates 2 Mar

Lecture 3

Title Urban Planning: an introduction

Teacher Matteo Basso

Readings Hall P. e Tewdwr-Jones M. (2011). Urban and Regional Planning, 5th edition, London and New York: Routledge (pp. 11-25)

Week 2

Dates 4 Mar

Lecture 4

Title Urban Planning: continuation

Teacher Matteo Basso

Readings Hall P. (2002). Cities of tomorrow: an intellectual history of urban planning and design in the Twentieth Century, 3th edition, Malden, Oxford: Blackwell (pp. 218-261)

## City Challenges

Week 3

Dates 9 Mar

Lecture 5

Title The evolution of global production and its effects on cities

Teacher Margherita Turvani

Readings Begg I., 1999, Cities and Competitiveness, Urban Studies  
May,36: 795-809

Week 3

Dates 11 Mar

Lecture 6

Title City Sustainability

Teacher Margherita Turvani

Readings Alberti, M. Susskind, L. (1996), Managing Urban  
Sustainability: an introduction to the Special Issue.  
Environmental Impact Assessment, 16:213-221.  
Mathew Khan, Green Cities, Brooking Institution, Ch. 6 and 8

Week 4

Dates 16 Mar

Lecture 7

Title City sustainability: the Lagoon of Venice

Teacher Margherita Turvani

Readings Solidoro et al., 2010. Response of the Venice Lagoon  
Ecosystem to Natural and Anthropogenic Pressures over  
the Last 50 Years. In: Kennish, M. & Paerl, H. (Eds.), Coastal  
lagoons: critical habitats and environmental change. CRC  
Press, Taylor and Francis, Boca Raton, Florida, USA: 483-511.  
Musu, I. 2001, Sustainable Venice: suggestions for the  
future, Springer.

Week 4

Dates 18 Mar

Lecture 8

Title Joint Lab Digital Mapping (Cartographic sources and intro-  
duction to QGIS)

Teacher Ludovica Galeazzo et al.

Readings Oscar Ravera, 2000, The Lagoon of Venice: the result of both  
natural factors and human influence, J. Limnol., 59(1): 19-30

*Friday 20 Mar*

*Visit to Murazzi & Museum*

Week 5

Dates 23 Mar

Lecture 9

Title Joint Lab Digital Mapping and Morphing (Georeferencing and introduction to Morph Age)

Teacher Ludovica Galeazzo et al.

Readings D. A. Debats, I. N. Gregory, 2011, Introduction to Historical GIS and the Study of Urban History, in «Social ScienceHistory», 35 : 455-463.  
R. White, What is Spatial History?, 2010, <http://www.stanford.edu/group/spatialhistory/cgi-in/site/pub.php?id=29>

Dates 25 Mar

Lecture 10

Title Urban Regeneration: an introduction

Teacher Camilla Costa

Readings Garcia B. (2004), "Cultural Policy and Urban Regeneration in Western European Cities: Lessons from experience, prospects for the future", Local Economy, Vol. 19, n. 4, 312-326, November 2004, Routledge

## **Module II: Governing cities in the global era**

### **City Governance**

Week 6

Dates 30 Mar

Lecture 11

Title Culture-led urban development: the case of Arsenale in Venice

Teacher Camilla Costa

Readings <http://www.secondchanceproject.eu/static/venice.php>

Week 6

Dates 1 Apr

Lecture 12

Title Joint Lab. Data Management (Introduction to Omeka)

Teacher Ludovica Galeazzo

Readings T. Clement, W. Hagenmaier and J.L. Knies, Toward a Notion of the Archive of the Future: Impressions of Practice by Librarians, Archivists, and Digital Humanities Scholars, in «The Library Quarterly», 83 (2), April 2013: 112-130

*April 6-10*

*Midterm Break*

Week 7

Dates 13 Apr

Lecture 13

Title Urban Planning and Globalization: new goals, approaches, instruments since 1970

Teacher Matteo Basso

Readings Hall P. (2002). Cities of tomorrow: an intellectual history of urban planning and design in the Twentieth Century, 3th edition, Malden, Oxford: Blackwell ( pp. 343-361)

Week 7

Dates 15 Apr

Lecture 14

Title Joint Lab. Data Management (Introduction to Neatline)

Teacher Ludovica Galeazzo et al.

*Friday 17 Apr*

*Visit to Arsenale*

Week 8

Dates 20 Apr

Lecture 15

Title Joint Lab. Ludovica Galeazzo. Classroom work

Week 8

Dates 22 Apr

Lecture 16

Title Cities of the world

Teacher Matteo Basso

Readings Classroom work

Week 9  
Dates 27 Apr  
Lecture 17  
Title Comparing cities: The European and the Chinese City  
Teacher Matteo Basso  
Readings Campanella T.J., 2008, *The concrete dragon: China's urban revolution and what it means for the world*, New York: Princeton Architectural Press (pp. 281-302)  
Healey P., 2007, "The struggle for strategic flexibility in urban planning in Milan", in Healey P. *Urban Complexity and Spatial Strategies*, London: Routledge, pp.77-118

Week 9  
Dates 29 Apr  
Lecture 18  
Title Planning mega-events  
Teacher Matteo Basso  
Readings Chalkley B. and Essex S. (1999). "Urban development through hosting international events: a history of the Olympic Games", in *Planning perspective*, 14(4), pp. 369-394.

### **Module III: Reshaping Cities** **Reshaping Cities: Urban Regeneration**

Week 10  
Dates 4 May  
Lecture 19  
Title Joint Lab. Omeka and Neatline application  
Teacher Ludovica Galeazzo

Week 10  
Dates 6 May  
Lecture 20  
Title The Creative Class in Urban Environments  
Teacher Camilla Costa  
Readings Florida R. (2003), *Cities and the creative class* -ARTICLE

### **Reshaping cities: Large project**

Week 11  
Dates 11 May  
Lecture 21

Title Planning large projects

Teacher Matteo Basso

Readings Flyvbjerg B., Bruzelius N., Rothengatter W. (2003).  
Megaprojects and risk. An anatomy of ambition.  
Cambridge: Cambridge University Press (pp. 1-10)  
Altshuler A.A. and Luberoff D. (2003). Mega-projects. The  
changing politics of urban public investment, Washington,  
D.C.: Brookings Institution Press (pp. 8-44)

Week 11

Dates 13 May

Lecture 22

Title Managing large projects

Teacher Turvani

*Friday 15*

*Site visit Mose*

### **Group Work**

Week 12

Dates 18 May

Lecture 23

Title Students Presentation

Teacher Turvani & Basso

Dates 20 May

Lecture 24

Title Students Presentation

Teacher Turvani & Basso

Week 13

Dates 26-

Lecture 25-

Title written EXAM

Teacher Turvani

### **Evaluation**

Group work: 40/100 presentation teamwork

Written test: 40/100 ( 20 points on intermediate and 20 points on final )

Attendance/class participation/interaction 20/100

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## **Coastal Wetlands, Lagoons and Estuaries: Environmental Monitoring and Management – S1518**

Sonia Silvestri

Duke University

### **Course description**

What are the main environmental issues in coastal lagoons and estuaries? What are the chief physical processes driving them? Why should we maintain coastal wetlands? Lagoons, deltas and estuaries are subject to rapid and sometimes extreme changes, in response to natural and anthropogenic pressures. Importantly, the responses are not just related to physical processes, such as sediment dynamics induced by hydrodynamic patterns or extreme meteorological events, but also to ecological dynamics, in connection with vegetation cover, and the biological status of the sediments. Beside their evident ecological importance, coastal humid areas are often the location of important human settlements and the centre of relevant social/cultural interests. In fact, direct or indirect human interference has produced in the past - and is still producing - rapid morphological and ecological modifications of estuaries and lagoons worldwide. Venice and its lagoon are a well-documented and representative example of the possible outcomes of human-natural systems interactions in coastal environments.

The course is designed for both a technical and non-technical audience in that it addresses general environmental issues in lagoons, estuaries/deltas and wetlands. The main processes driving change in these environments will be presented, as well as the dominant geomorphological processes, in terms of how they respond to pressures like changing sea levels and water quality issues related to sustaining marshes and aquaculture. The course will use the history of the Venice lagoon, as well as descriptions of its more recent modifications, as an illustration of the issues connected with changes in coastal lagoons and estuaries driven by human impacts, induced climatic changes, and natural environmental dynamics. Adaptation measures to rising sea levels will be discussed, with particular reference to the MOSE system, the system of barriers currently being constructed to protect the city of Venice from extreme high tides.

The course will also focus on observing, monitoring, and environmental assessment: the necessary basis for management policies. Wetland functions, hydrology, decomposition, community habitat, and productivity will be discussed in an ecosystem context. Against this background the use of constructed wetlands for wastewater treatment and erosion control will also be presented. Students will acquire familiarity with various monitoring technologies, with particular interest for satellite remote-sensing tools (this part will be synergistic with the course "Introduction to satellite remote sensing of

**Sonia Silvestri**, Duke University (Laurea) B.Sc. in Environmental Sciences (Ca' Foscari) and PhD in Environmental System Modeling (Padova). Research scientist at the Nicholas School of the Environment (Duke) where she teaches "Remote sensing of Coastal Environments" and "Introduction to Satellite Remote Sensing". For ten years (2001-2011) she coordinated the remote sensing of the Lagoon for the Venice Water Authority. Research interests: Remote Sensing applied to vegetation mapping, soil studies, hydrology, tidal morphology and coastal water quality; Remote sensing and GIS applied to the identification of illegal landfills and contaminated sites; Hyperspectral imagery analysis; Large-scale multi-criteria analysis (GIS); Salt marsh evolution modeling; Relationship between wetlands morphology and vegetation. Taught at VIU in Spring 2013 and 2014.



coastal environments”). Applications to the Venice Lagoon will also be discussed in detail through hands-on projects.

#### **Course objectives and outcomes**

To develop (1) an understanding of the main natural and anthropogenic drivers of the evolution of environments subjected to tidal forcings, including both biotic and abiotic components; (2) a conceptual understanding of wetland preservation and restoration concepts and related topics; (3) the ability to analyze resource and management problems in coastal restoration.

To analyze (1) wetland functions, ecosystem services and management strategies for wetland and coastal restoration; (2) specific examples of protection/restoration activities applied in the Venice Lagoon. To develop (1) an understanding of how in-situ and remote sensing observations can support our understanding of coastal ecological and morphological dynamics.

To provide students with (1) the opportunity for reviewing and discussing restoration procedures and restoration assessments; (2) experience in leading a seminar and critiquing research papers.

Several modes of teaching are utilized: lectures, readings (readings in research articles are critiqued and students are asked to prepare a written analysis of articles), digital data analysis in the computer lab. Three field trips in the Venice Lagoon by boat will be utilized, to visit restored salt marshes, barrier islands protection structures and the MOSE system.

#### **Course duration and organization**

The global course duration is 13 weeks + 1 week for the exams.

In general there are 2 lessons/labs per week (90 minutes each), for a total of 3 hrs per week.

5 lessons will be taught from remote (from Duke University) while all the other lessons and labs will be hold in Venice.

\_ Total lecture hours: 24 hours

\_ Total computer lab sessions: 12 hours

\_ Total field trip duration: 18 hours.

#### **Resources**

A computer lab with 20 work stations or PCs fully equipped with software for GIS data analysis, plus the assistance of Dr. Ludovica Galeazzo for lab sessions. One projector. Fast Internet connection for remote teaching.

### Field Trips:

The 3 field trips are mandatory and will be organized on the following dates:

- March 13 Field trip to the Venice lagoon salt marshes
- March 20 Field trip to Murazzi
- May 15 Field trip to MOSE

### Syllabus

The global course duration is 13 weeks + 1 week for the exams:

April 6nd – April 10th: spring break

#### February 2015

- Mon 23 Lecture Coastal system morphology – in Venice  
Introduction to coastal environments: definitions and main controlling processes.
- Wed 25 Lecture Coastal system morphology – in Venice  
Coastal lagoons, estuaries and deltas: definitions and characteristics. Typical morphological structures and ecological properties of tidal environments. Geomorphological classifications.

#### March 2015

- Mon 2 Lecture Shaping forces of the coastal morphology – in Venice  
Tides, storm surges, water circulation, and waves.
- Wed 4 Lecture Ecogeomorphology – in Venice  
Biotic and abiotic processes shaping the tidal landscape. Biomorphodynamics. The role of salt marsh vegetation in trapping and stabilizing sediments. The role of phanerogams (seagrass) in retaining and stabilizing the bottom.
- Mon 9 Lecture The Venice lagoon as a natural lab – in Venice  
History of the evolution of the Venice Lagoon.  
Environmental issues faced by Venice in history and the adopted management solutions. Venice as an example of current typical issues of coastal lagoons: depositional/erosional trends, water quality degradation, sea level rise and exceptional high tides.
- Wed 11 Lecture The Venice lagoon as a natural lab – in Venice  
Natural and restored salt marshes in the Venice lagoon.

- Fri 13** Field trip to the Venice lagoon salt marshes  
Visit to natural and restored salt marshes.
- Mon 16** Lecture Monitoring and management – in Venice  
The importance of the geospatial analysis for monitoring and managing a coastal environment. What is a Geographic Information System? Remote sensing and other monitoring methods applied to the Venice lagoon.
- Wed 18** Lab #1 - 2hrs (joint with the course “Cities, Global Change and Sustainable Development ”) – in Venice  
delivered by Ludovica Galeazzo : Introduction to GIS systems
- Fri 20** Field trip to Murazzi  
Visit to Murazzi and to the museum of Pellestrina.
- Mon 23** Lab #2 - 2hrs (joint with the course “Cities, Global Change and Sustainable Development ”) – in Venice  
delivered by Ludovica Galeazzo: Introduction to GIS systems
- Wed 25** Lecture Wetlands – remotely from Durham  
Wetlands: characteristics and definitions. Wetland functions and ecosystem services. Biogeochemical cycles in wetlands.  
Assignment of the midterm test (due right after the spring break)
- Mon 30** NO CLASS

#### **April 2015**

- Wed 1** Lab #3 - 2hrs (joint with the course “Cities, Global Change and Sustainable Development ”) – in Venice  
delivered by Ludovica Galeazzo : Introduction to GIS systems

#### **April 6-10: spring break**

- Mon 13** Lecture Coastal wetlands – remotely from Durham  
midterm test due  
Wetlands and greenhouse gasses. Peatland: the example of the Zennare basin (southern part of the Venice lagoon watershed).
- Wed 15** Lab #4 - 2hrs (joint with the course “Cities, Global Change and Sustainable Development ”) – in Venice  
delivered by Ludovica Galeazzo: Introduction to GIS systems

- (Fri 17 Field trip to Arsenale)  
Not mandatory
- Mon 20 Lab #5 - 2hrs (joint with the course “Cities, Global Change and Sustainable Development”) – in Venice delivered by Ludovica Galeazzo: Introduction to GIS systems
- Wed 22 Lecture Coastal wetlands – remotely from Durham  
Wetland functions and services with examples from around the world. The role of ecology in the formation and development of wetlands and of coastal marshes. The value of wetlands. Constructed wetlands. Wetland restoration principles and case studies. Constructed wetlands and water quality.
- Mon 27 Lecture Coastal wetlands – remotely from Durham  
Monitoring the long-term success of restored wetlands. The ecology of wetlands, marshes and coastal areas: plants and organisms and their physiological adaptations to coastal environments.
- Wed 29 Lecture Water quality – remotely from Durham  
Water quality monitoring options and techniques. Remote sensing of water quality. A comparison of historical changes in quality over time due to anthropogenic activities. Remote sensing applied to the observation of climate change phenomena and measurements.

### May 2015

- Mon 4 Lab #6 - 2hrs (joint with the course “Cities, Global Change and Sustainable Development”) – in Venice delivered by Ludovica Galeazzo: Introduction to GIS systems
- Wed 6 NO CLASS
- Mon 11 Lecture Putting all together – in Venice  
Take home messages on the state and processes in coastal areas
- Wed 13 Lecture Climate and climate change – in Venice  
Causes and consequences of climate change
- Fri 15 Field trip to MOSE  
Guest speaker: Elena Zambardi – Consorzio Venezia Nuova.
- Mon 18 Lecture Climate change and sea level rise – in Venice  
Causes and consequences of sea level rise on coastal areas
- Wed 20 Lecture Climate change and sea level rise – in Venice  
Monitoring climate change and sea level rise

**Mon 25** Final presentations – in Venice

**Wed 27** Final presentations – in Venice

### **Evaluation**

Midterm evaluation: a written test with questions based on the first half of the course

Final evaluation: presentation of research projects based on the group works developed during the lab activities.

### **Grading**

Attendance is mandatory. Absence from classes and related activities is allowed to a maximum of 15% .

Midterm evaluation: 40/100

Final presentations: 40/100

Attendance/class and lab participation/ interaction/written analysis of research articles: 20/100.

### **Readings**

Examples of readings (texts, primary literature, popular press, etc.):

Canada Centre for Remote Sensing Fundamentals *of Remote Sensing*,  
<http://www.nrcan.gc.ca/earth-sciences/geography-boundary/remote-sensing/fundamentals/1430>

M. Mitsch, W.J. and J.G. Gosselink. 2007. *Wetlands*, New York: John Wiley, 2007, 4th edition.

### **Sample papers:**

Barbier, E.B., Hacker, S.D., Kennedy, C., Koch, E.W., Stier, A.C., Silliman, B.R., 2011. The value of estuarine and coastal ecosystem services.

Ecol Monogr 81, 169-193. Required reading + critique assignment  
Belluco et al. 2006, Mapping salt-marsh vegetation by multispectral and hyperspectral remote sensing, *Remote Sensing of Environment*, 105, 54–67.

Bertness, M.D. and A.M. Ellison. 1987. Determinants of pattern in a New England salt marsh plant community. *Ecological Monographs* 57:129-147.

K. Bromberg Gedan, B.R. Silliman, and M.D. Bertness (2009) Centuries of Human-Driven Change in Salt Marsh Ecosystems, *Annual Review of Marine Science*. Vol. 1: 117-141. DOI:

10.1146/annurev.marine.010908.163930

L. Carbone, P. Teatini, L. Tosi (2004) Eustacy and land subsidence in

- the Venice Lagoon at the beginning of the new millennium. *Journal of Marine Systems* Volume 51, Issues 1–4, Pages 345–353.
- Carniello, L., A. Defina, and L. D'Alpaos (2009), Morphological evolution of the Venice lagoon: Evidence from the past and trend for the future, *J. Geophys. Res.*, 114, F04002, doi:10.1029/2008JF001157.
- Carr, J. A., P. D'Odorico, K. J. McGlathery, and P. L. Wiberg (2012), Stability and resilience of seagrass meadows to seasonal and interannual dynamics and environmental stress, *J. Geophys. Res.*, 117, G01007, doi:10.1029/2011JG001744.
- Chander G., Markham B.L., Helder D.L. (2009), Summary of current radiometric calibration coefficients for Landsat MSS, TM, ETM+ and EO-1 ALI sensors. *Remote Sensing of Environment*, 113, 893-903.
- Chmura G.L., Anisfeld S.C., Cahoon D.R. and Lynch J.C. (2003). Global carbon sequestration in tidal, saline wetland soils. *Global Biogeochemical Cycles*, 17(4), 1111, doi: 10.1029/2002GB001917, pp: 1–12. Required reading
- Craft, C., Clough, J., Ehman, J., Joye, S., Park, R., Pennings, S., Guo, H.Y., Machmuller, M., 2009. Forecasting the effects of accelerated sea-level rise on tidal marsh ecosystem services. *Front Ecol Environ* 7, 73-78.
- Feagin, R.A., Martinez, M.L., Mendoza Gonzalez, G., Costanza, R., 2010. Salt marsh zonal migration and ecosystem service change in response to global sea level rise: a case study from an urban region. *Ecol Soc* 15.
- Gedan, K.B., Kirwan, M.L., Wolanski, E., Barbier, E.B., Silliman, B.R., 2011. The present and future role of coastal wetland vegetation in protecting shorelines: answering recent challenges to the paradigm. *Climatic Change* 106, 7-29. Required reading + critique assignment
- Gedan, K.B., Silliman, B.R., Bertness, M.D., 2009. Centuries of human-driven change in salt marsh ecosystems. *Annul Rev Mar Sci.* 1, 117-141.
- Giblin, A.E., Weston, N.B., Banta, G.T., Tucker, J., Hopkinson, C.S., 2010. The effects of salinity on nitrogen losses from an oligohaline estuarine sediment. *Estuaries and Coasts* 33, 1054-1068.
- Gledhill, D. K., R. Wanninkhof, and C. M. Eakin. 2009. Observing ocean acidification from space. *Oceanography* 22: 48-59.
- Howarth, R.W. and Teal, J.M. 1979. Sulfate reduction in a New England salt marsh. *Limnology and Oceanography* 24:999-1013.

- IPCC Fifth Assessment Report 2013. Climate Change 2013: Chapter 13: Sea Level Change. 121p. Required reading (Students will be asked to read 20 to 30 pages extracted from the report)
- Kirwan, M.L., Guntenspergen, G.R. Morris, J.T. 2009. Latitudinal trends in *Spartina alterniflora* productivity and the response of coastal marshes to global change. *Glob. Change Biol.* 15,1982-1989.
- Kirwan, M.L., Guntenspergen, G.R., D'Alpaos, A., Morris, J.T., Mudd, S.M., Temmerman, S., 2010. Limits on the adaptability of coastal marshes to rising sea level. *Geophys Res Lett* 37. Required reading + critique assignment
- Marani, M., A. D'Alpaos, S. Lanzoni, L. Carniello, A. Rinaldo, The importance of being coupled: Stable states, catastrophic shifts and hysteresis in tidal eco-morphodynamics, *Journal of Geophysical Research*, vol. 115, F04004, doi:10.1029/2009JF001600, 2010.
- M. Marani, S. Silvestri, E. Belluco, N. Ursino, A. Comerlati, O. Tosatto, M. Putti, Spatial organization and ecohydrological interactions in oxygen-limited vegetation ecosystems, *Water Resour. Res.*, 42, W06D06, doi:10.1029/2005WR004582, 2006.
- Marani, M., S. Lanzoni, S. Silvestri, and A. Rinaldo, Tidal landforms, patterns of halophytic vegetation and the fate of the lagoon of Venice, *J. Marine Syst.*, vol.51, 191-210, 2004.
- Mendelssohn, I.A. K.L. McKee, and W.H. Patrick, Jr. 1981. Oxygen deficiency in *Spartina alterniflora* roots: metabolic adaptation to anoxia. *Science* 214:439-441.
- Morris, J.T., Sundareshwar, P.V., Nietch, C.T., Kjerfve, B., Cahoon, D.R., 2002. Responses of coastal wetlands to rising sea level. *Ecology* 83, 2869-2877.
- Neubauer, S.C., 2011. Ecosystem responses of a tidal freshwater marsh experiencing saltwater intrusion and altered hydrology. *Estuaries and Coasts*.
- Nixon, S.W. 1980. Between coastal marshes and coastal waters - a review of twenty years of speculation and research on the role of salt marshes in estuarine productivity and water chemistry. pp. 437-525 in: Hamilton, P. and K.B. Macdonald (eds.) *Estuarine and wetlands processes with emphasis on modeling*. New York: Plenum Press. Teal, J.M. 1962. Energy flow in the salt marsh ecosystem of Georgia. *Ecology* 43:614-624.
- Pandolfi, J. M., S. R. Connolly, D. J. Marshall, and A. L. Cohen. 2011. Projecting coral reef futures under global warming and ocean acidification. *Science* 333: 418-422.

- Rahmstorf, S. 2007. A semi-empirical approach to projecting future sea-level rise. *Science* 315, 368370.
- Redfield, A.C. 1972. Development of a New England salt marsh. *Ecological Monographs* 42:201-237.
- Silvestri S., Defina A., Marani M., 2005. Tidal regime, salinity and salt marsh plant zonation. *Estuarine, Coastal and Shelf Science* 62, 119-130.
- Spalding, E.A., Hester, M.W., 2007. Interactive effects of hydrology and salinity on oligohaline plant species productivity: Implications of relative sea-level rise. *Estuaries and Coasts* 30, 214-225.
- Trocchi, A., F. Zambon, K.I. Hodges, M. Marani. Storm surge frequency reduction in Venice under climate change. *Climatic Change*, DOI: 10.1007/s10584-011-0093-x, 2011.
- Ursino N., Silvestri S., Marani M., 2004. Subsurface flow and vegetation patterns in tidal environments. *Water Resources Research*, 40, W05115, doi: 10.1029/2003WR002702
- Valiela and Teal. 1979. The nitrogen budget of salt marsh ecosystem. *Nature* 280:652-656.
- Vermeer, M., Rahmstorf, S., 2009. Global sea level linked to global temperature. *P Natl Acad Sci USA* 106, 21527-21532.
- Veron, J. E. N., O. Hoegh-Guldberg, T. M. Lenton, J. M. Lough, D. O. Obura, P. Pearce-Kelly, C. R. C. Sheppard, M. Spalding, M. G. Stafford-Smith, and A. D. Rogers. 2009. The coral reef crisis: The critical importance of <350 ppm CO<sub>2</sub>. *Marine Pollution Bulletin* 58: 1428-1436.
- Volpe et al., 2011, Remote sensing retrieval of suspended sediment concentration in shallow waters, *Remote Sensing of Environment* 115 (2011) 44-54.
- Weston, N.B., Porubsky, W.P., Samarkin, V.A., Erickson, M., Macavoy, S.E., Joye, S.B., 2006. Porewater stoichiometry of terminal metabolic products, sulfate, and dissolved organic carbon and nitrogen in estuarine intertidal creekbank sediments. *Biogeochemistry* 77, 375-408.
- Weston, N.B., Vile, M.A., Neubauer, S.C., Velinsky, D.J., 2011. Accelerated microbial organic matter mineralization following salt-water intrusion into tidal freshwater marsh soils. *Biogeochemistry* 102, 135-151.



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## Introduction to Satellite Remote Sensing of Coastal Environments – S1519

Sonia Silvestri  
Duke University

### Course description

Satellite remote sensing has become in the last few decades a key tool for environmental monitoring and research. Since 1972, when a NASA mission was specifically developed to monitor the state of the environment on the Earth, the number of satellites has greatly increased to cover a huge number of possible applications in different disciplines, from oceanography to forestry, glaciology, geology, hydrology, archeology. Remote sensing is particularly useful in coastal environments and specifically it is a key tool to monitor the rapid and extreme changes typical of lagoons, deltas and estuaries. Such changes are related to (i) physical processes, such as sediment dynamics induced by hydrodynamic patterns or extreme meteorological events, (ii) ecological dynamics, in connection with vegetation cover and the biological status of the sediments and (iii) anthropogenic pressure.

During the course students will learn what remote sensing data are and how they can be used to monitor coastal environments. After an introduction on the basic theory on remote sensing and the electromagnetic radiation principles, students will learn the principles of digital image processing. Satellite data will be used to reconstruct changes in time and space typical of coastal areas dynamics. The Venice lagoon will be used as an example and a case study, to illustrate the consequences of natural and anthropogenic morphological evolution. Students will acquire an operational knowledge of various satellite remote-sensing tools. In the computer lab, students will learn to use an advanced application for remote sensing data processing, with specific hands-on applications on (1) change detection in coastal zones, focusing in particular on salt marsh and barrier island erosion, (2) mapping salt marsh vegetation, seagrass, and macrophytes, (3) the assessment of the main water quality parameters (as for example water temperature, solid suspended sediment, chlorophyll concentration). At the end of the course students will develop a project which will allow them to apply the skills acquired during the course.

### Course objectives and outcomes

To develop (1) an understanding of remote sensing principles; (2) basic skills in image processing and analysis of remote sensing data.

To acquire (1) a general knowledge of the research and commercial sensors currently available, with particular attention to coastal applications; (2) an operational knowledge of the several remote-sensing data types that will be used in the lab and in the project works.

**Sonia Silvestri**, Duke University (Laurea) B.Sc. in Environmental Sciences (Ca' Foscari) and PhD in Environmental System Modeling (Padova). Research scientist at the Nicholas School of the Environment (Duke) where she teaches "Remote sensing of Coastal Environments" and "Introduction to Satellite Remote Sensing". For ten years (2001-2011) she coordinated the remote sensing of the Lagoon for the Venice Water Authority. Research interests: Remote Sensing applied to vegetation mapping, soil studies, hydrology, tidal morphology and coastal water quality; Remote sensing and GIS applied to the identification of illegal landfills and contaminated sites; Hyperspectral imagery analysis; Large-scale multi-criteria analysis (GIS); Salt marsh evolution modeling; Relationship between wetlands morphology and vegetation. Taught at VIU in Spring 2013 and 2014.

The course includes a strong operational component to be developed in the computer lab. Students will acquire basic skills in image processing and data analysis with specific applications to coastal environments and lagoons. Students will be asked to participate in the lab sessions and then complete specific assignments related to each session. Moreover students will be asked to read research articles on relevant topics. At the end of the course each student will develop a project, that will imply searching for, downloading, pre-processing, and analyzing available satellite imagery with application to one of the topics covered during the course. A final presentation and a written report will be part of the final evaluation of the student's proficiency.

#### **Course duration**

The global course duration is 13 weeks + 1 week for the exams: 1 lesson and 1 lab per week (90 minutes each), for a total of 3 hrs per week.

#### **Course duration and organization**

The global course duration is 13 weeks + 1 week for the exams. 1 lesson and 1 lab per week (90 minutes each), for a total of 3 hrs per week.

6 lessons/labs will be taught from remote (from Duke University) while all the other lessons and labs will be hold in Venice.

Total lecture hours: 21 hours

Total computer lab sessions: 15 hours

#### **Resources**

A computer lab with 20 work stations or PCs fully equipped with software for remote sensing data analysis (ENVI), plus the assistance of Dr. Ludovica Galeazzo for lab sessions. One projector. Fast Internet connection for remote teaching.

#### **Syllabus**

The global course duration is 13 weeks + 1 week for the exams:

**April 6-10: spring break**

#### **February 2015**

**Tue 24** Lecture Introduction to remote sensing – in Venice

**Thu 26** Lecture Definition, spectral bands and data formats – in Venice

### March 2015

- Tue 3** Lecture The electromagnetic spectrum – in Venice
- Thu 5** Lab Familiarizing with ENVI – in Venice
- Tue 10** Lecture Radiation budget equation, reflectance – in Venice
- Thu 12** Lab ENVI basic tools – in Venice
- Tue 17** Lecture Satellite platforms and sensors – in Venice
- Thu 19** Lab ENVI basic tools; downloading online images - in Venice  
Lab (extra 1.5hrs) Questions, discussion, websites (not mandatory)
- Tue 24** Lecture Coordinate systems and map projections– remotely from Durham
- Thu 26** Lecture Georeferentiation – remotely from Durham
- Tue 31** Lab Introduction to GIS systems – in Venice delivered by Ludovica Galeazzo

### April 2015

- Thu 2** Lab Georeferentiation in ENVI and GIS systems – in Venice delivered by Ludovica Galeazzo  
**April 6-10: spring break**
- Tue 14** Lecture Digital image processing – remotely from Durham
- Thu 16** Lab Radiometric and atmospheric correction – remotely from Durham
- Tue 21** Lecture Image classification; change detection – remotely from Durham
- Thu 23** Lab Unsupervised classification – in Venice delivered by Ludovica Galeazzo
- Tue 28** Lecture Multispectral satellite sensors – remotely from Durham
- Thu 29** Lab Supervised classification – in Venice delivered by Ludovica Galeazzo

### May 2015

- Tue 5** Discussion Assignment of the final projects; discussion – in Venice delivered by Ludovica Galeazzo
- Thu 7** Lab ENVI vs Multispec – in Venice delivered by Ludovica Galeazzo
- Tue 12** Lecture Remote sensing of vegetation – in Venice
- Thu 14** Lab NDVI, Tasseled Cap and Change Detection – in Venice
- Thu 19** Lecture Remote sensing of vegetation biomass – in Venice
- Thu 21** Lecture Thermal and Microwave remote sensing – in Venice

**Tue 26** Final presentations – in Venice

**Thu 28** Final presentations – in Venice

### **Evaluation**

Questions on lab activities: a written list of questions will be assigned at the end of each lab session and is due before the following lab.

Final evaluation: presentation of research remote sensing projects.

### **Grading**

Attendance is mandatory. Absence from classes and related activities is allowed to a maximum of 15% .

Lab questions evaluation: 40/100

Final presentations: 40/100

Attendance/class and lab participation/ interaction/written analysis of research articles: 20/100.

### **Readings**

Examples of readings (texts, primary literature, popular press, etc.):

John R. Jensen *Remote Sensing of the Environment – an earth resource prospective – second edition*

James B. Campbell *Introduction to remote sensing*

Canada Centre for Remote Sensing *Fundamentals of Remote Sensing*,

<http://www.nrcan.gc.ca/earth-sciences/geography-boundary/remote-sensing/fundamentals/1430>

NASA *Landsat 7 Handbook* <http://landsathandbook.gsfc.nasa.gov/>

M. Mitsch, W.J. and J.G. Gosselink. 2007. *Wetlands*, New York: John Wiley, 2007, 4th edition.

### **Sample papers:**

Andréfouët et al. 2003, Multi-site evaluation of IKONOS data for classification of tropical coral reef environments, *Remote sensing of Environment*, 88, 128-143.

Belluco et al. 2006, Mapping salt-marsh vegetation by multispectral and hyperspectral remote sensing, *Remote Sensing of Environment*, 105, 54–67.

Carder et al., 2003, MODIS Ocean Science Team Algorithm Theoretical Basis Document - ATBD 19 - Case 2 Chlorophyll a, NASA GSFC, [http://modis.gsfc.nasa.gov/data/atbd/atbd\\_mod19.pdf](http://modis.gsfc.nasa.gov/data/atbd/atbd_mod19.pdf)

Chander G., Markham B.L., Helder D.L. (2009), Summary of current radiometric calibration coefficients for Landsat MSS, TM, ETM+ and

- EO-1 ALI sensors. *Remote Sensing of Environment*, 113, 893-903.
- Fornes et al. 2006, Mapping Posidonia oceanic from IKONOS, *Journal of Photogrammetry and Remote Sensing*, 60, 315-322.
- Gledhill, D. K., R. Wanninkhof, and C. M. Eakin. 2009. Observing ocean acidification from space. *Oceanography* 22: 48-59.
- Lu, Z., and Kwoun, O., 2009, Interferometric synthetic aperture radar (InSAR) study of coastal wetlands over southeastern Louisiana: in *Remote Sensing of Coastal Environments*, edited by Y.Q. Wang, CRC Press, p. 25-60.
- Marani, M., A. D'Alpaos, S. Lanzoni, L. Carniello, A. Rinaldo, The importance of being coupled: Stable states, catastrophic shifts and hysteresis in tidal eco-morphodynamics, *Journal of Geophysical Research*, vol. 115, F04004, doi:10.1029/2009JF001600, 2010.
- Silvestri S., Defina A., Marani M., 2005. Tidal regime, salinity and salt marsh plant zonation. *Estuarine, Coastal and Shelf Science* 62, 119-130.
- Volpe et al., 2011, Remote sensing retrieval of suspended sediment concentration in shallow waters, *Remote Sensing of Environment* 115 (2011) 44-54.
- Wang et al., 2009, Separation of ground and low vegetation Signatures in LiDAR measurements of salt-marsh environments, *IEEE Transactions on Geosciences and Remote Sensing*, 47 (7), 2014-2023.

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## Principles of Economics for Non-Economists – S1520

Kirill Borisov, Yulia Vymyatnina

European University at St. Petersburg

### Course description

This course is a guide to economic literacy. Economics is important in the everyday life of each and every person, but it can appear too complicated for a non-professional. Economists often have competing views on what will happen to the economy and give contradictory advice to the politicians. Economic journalists, especially writing for the general public, tend to oversimplify and mix up the terms, the issues and their own opinions, leaving the public even more confused. However, economics is not as mysterious and difficult as it might seem from an outsider point of view.

Economics is the social science of choices, whether that choice is made by an individual, a firm, a government or a planet. It is a science in that economists try to explain (and often rationalize) behavior by developing models and testable theories and engaging in hypotheses testing. Economics is a social science because, at the end of the day, interaction between economic agents – be they individuals, firms, governments – is a part of social reality, and it is this interaction that drives the most interesting and engaging questions.

Economic methodology and tools can be applied to a wide variety of topics ranging from consumer choice and a business's choice of optimal production levels to choices made by political parties in parliament and historical situations offering different choices. Economics can offer potential solutions to key global problems such as development and environmental degradation. Understanding of economic notions and economic methods also allows us to understand the limitations of economic reasoning and to raise additional questions in an informed manner.

Presentations during the course: additional readings will be suggested to students for short (about 15 minutes) presentations during the seminars. Topics for presentations will be listed at the beginning of the course, and additional readings will be suggested taking into account the specific preferences and interests of the students.

Seminar participation: active participation is essential. Be ready to answer questions and discuss assigned readings as well as material used in the classroom and to provide feedback on other students' presentations.

Homework: several written assignments will be given during the course to assist students' grasp of the main concepts and models discussed.

Mid-term exam: a multiple-choice test intended to monitor students'

**Kirill Borisov**, European University at St. Petersburg

Diploma of Economist-Mathematician and PhD in Mathematics (Leningrad), Doctor of Science in Economics (Russian Academy of Sciences, Moscow). Professor at the EUSP Department of Economics, where he was Dean in 2008-2010. Research Interests: Economic growth and inequality, Natural resource and environmental economics, Political economy. Areas of Teaching: Macroeconomics; Microeconomics; Economic Growth; International Economics; Mathematical Economics.

**Yulia Vymyatnina**, European University at St. Petersburg  
Diploma in Economics (St. Petersburg State University), MSc in Business Administration (Stockholm), MA and PhD in Economics (EUSP). Professor and Deputy Head of the Economics Department at EUSP. Formerly Visiting Scholar at UCL and Visiting Researcher at the Bank of Finland and at the Oesteuropa Institut in Regensburg. Teaching experience in the field of Macroeconomics, Industrial Organization, Consumer Behaviour, Economics for Energy Markets; Financial Management, Monetary Policies, Monetary Theories. Publications in English include Creating a Eurasian Union: Economic Integration of the Former Soviet Republics, Palgrave Macmillan, 2014; and in Russian Theory of money: lessons from the crisis, EUSP press, 2013.

understanding and progress at the halfway point of the course.

Final paper: students will be offered a tentative list of topics for the final paper. Specific topics and literature will be discussed at the first seminars. Full guidelines will be provided at the beginning of the course. Expected length of the final paper is about 4000 words. The final exam will consist of two parts: multiple-choice questions and several problems covering the material of the whole course.

### **Learning outcomes**

By the end of this course, students should be able to:

ask economists and policy makers incisive questions regarding the economy;  
articulate their own perspective on economic issues;  
explain what the 'economic way of thinking' means;  
understand what economists mean by rational behavior, equilibrium, and optimum;  
make a distinction between macroeconomic and microeconomic issues;  
understand the difference between normative and positive economic statements;  
explain when there may be a place for government intervention;  
apply the tools of economic analysis to non-economic issues;  
understand the growing interdependence of nations;  
offer explanations for economic crises.

### **Key topics**

- \_ Thinking like an economist
- \_ Rational behavior of economic agents
- \_ Modelling the market: demand and supply
- \_ Competitive markets, monopolies and imperfect competition
- \_ Game theory and strategic behavior
- \_ Externalities and property rights
- \_ Institutions
- \_ Income distribution
- \_ International trade
- \_ Macroeconomic accounting – GDP, inflation, unemployment
- \_ Money, prices and inflation
- \_ Unemployment
- \_ Basics of finance
- \_ Economic fluctuations

- \_ Basic macroeconomic models for closed and open economies
- \_ Macroeconomics: schools of economic thought
- \_ Crisis
- \_ Environment and sustainability

### Prerequisites

This course has no prerequisites. However, some basic mathematics, algebra, and graphing will be used.

### Evaluation:

Presentations during the course 15%

Seminar participation and homework 20%

Mid-term exam 20%

Term paper 25%

Final exam 20%

### Readings

#### Core texts:

N. Gregory Mankiw. 2014. *Principles of Economics*. Cengage Learning. 7th edition.

*The Economy*. The new textbook of the CORE project aiming to create the new economic curriculum. Available here <http://core-econ.org/the-core-curriculum/>. Registration is required but the textbook is free.

#### Additional reading

Robert H. Frank and Ben S. Bernanke. 2013. *Principles of Economics*, McGraw Hill. 5th edition.

Tim Hartford. 2007. *The Undercover Economist*.; Little Brown.

Tim Hartford. 2013. *The Undercover Economist strikes back*. Little Brown.

Ha-Joon Chang. 2014. *Economics: The User's Guide: A Pelican Introduction*. Pelican.

Roger E.A. Farmer. 2010. *How the Economy Works: Confidence, Crashes and Self-Fulfilling Prophecies*. Oxford University Press.

Further readings will be suggested during classes. Obligatory readings will vary between 40 and 50 pages per week.



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## Good Decision Making in an Uncertain World: Introduction to Normative Decision Theory – S1521

Kazuhiisa Takemura  
Waseda University

### Course description

Outline: This course examines the basic concepts of decision theory with a view to making better decisions in an uncertain world. Increasing uncertainty about the economic and social environments is a typical feature of globalization in modern society. Normative decision theory is concerned with how people should make judgments and choices favouring good decision making.

Although decision-making broadly refers to the function of consciousness in making a decision, it can also be defined technically as the act of selecting an option from a group of alternatives, i.e. the choice of particular action. For instance, selecting the preferred means of transportation, deciding which product to purchase, and determining which proposal to adopt are examples of decision-making. We, as consumers, make decisions about purchasing various goods, and at times, must make decisions related to corporate activities and political issues.

Aristotle in the *Nicomachean Ethics* posits the highest good (*agathon*) as conditioning people's acts of selecting. This can be made more comprehensible by asking and answering the following questions: Why do people wish to go to a good college? Because they are more likely to get a good job. Why do they wish to get a good job? Because they wish to live a good life. Why do they wish to live a good life? Because they seek something good. This good thing might be defined as the highest good. If we seek more factors that increase value, we might arrive at the highest good. Examining optimal decision-making reveals that rationality is necessary in the course of making the decision. A decision for which the purpose and method are contradictory is somehow not right. When we intend to make a good decision, it appears that we often assume that we will naturally select the optimal alternative, i.e. practice the best decision-making. This is what is called the "best decision-making" in the world of business.

Decision theory is related closely to statistics, politics, psychology, behavioral economics and behavioral finance. Research into people's decision-making also plays an important part in these fields, in which various aspects overlap with the scope of behavioral decision theory. The implications of decision theory for individual decision making and social policy are discussed.

### Goal of the course

The student will learn normative and prescriptive theories of decision-

**Kazuhiisa Takemura**, Waseda University

BA and MA in Psychology (Doshisha), PhD in System Science (Tokyo Institute of Technology), PhD in Medicine (Kitasato). Professor of Social Psychology at the Department of Psychology, School of Letters, Arts and Sciences of Waseda University, where he is the Director of the Institute of Decision Research and Researcher at the Institute for Science and Technology.

making in an uncertain global world from a pluralistic perspective and will consider what constitutes good decision making in complex modern societies.

**Pre-requisite:** High school mathematics.

### **Syllabus**

Contents: The following will be discussed in the order given here.

1. What is decision-making in a global society ?
2. Structure of preference relations and decision-making problems
3. Decision-making and uncertainty
  - 3-1. Decision-making under conditions of certainty
  - 3-2. Decision-making under conditions of risk
  - 3-3. Decision-making under conditions of uncertainty
4. Approaches to decision-making research and behavioral decision theory
5. What is utility?
6. Explanation based on regret theory that assumes non-transitivity
7. The idea of the St. Petersburg paradox and expected utility
8. Relevance of Fechner's psychophysics and the logarithmic utility function
9. Possible psychophysical laws and the utility function
10. Study of the measurement of utility based on the expected utility theory
11. Best decision making in single-attribute decision problems
12. Best decision making in multi-attribute decision problems
13. Discussion: What is good decision making ? Students apply several theories to their reading of national case-studies.

### **Evaluation**

The course is composed of lectures, discussions, and presentations by students. Evaluation is structured in four steps: attendance and participation in class (30%); mid term exam (20%); final exam (20%), and final research paper (30%).

### **Readings**

Text book

Takemura, K. (2014), Behavioral decision theory: Mathematical and psychological descriptions of human choice behavior, New York: Springer,

## Reference

- Arrow, K. J. (1951). "Social choice and individual values". New York: Wiley.
- Bell, D. E., Raiffa, H. and Tversky, A. (1988). "Descriptive, Normative, and Prescriptive Interactions in Decision Making", In D. E. Bell, H. Raiffa, A. Tversky (eds.), *Decision Making: Descriptive, Normative, and Prescriptive Interactions*, New York: Cambridge University Press. 9-30.
- Berlin, I. (1969). *Four Essays on Liberty*, London: Oxford University Press.
- Berlin, I. (1990). *The Crooked Timber of Humanity*: Chapters in the History of Ideas is the fifth in a series of essay collections by Isaiah Berlin, compiled and edited by Henry Hardy. London: John Murray.
- Camerer, C. F., Loewenstein, G. and Rabin, M. (eds.) (2004). *Advances in Behavioral Economics*, Princeton, N. J., Princeton University Press.
- Edwards, W. (1961). "Behavioral Decision Theory", *Annual Review of Psychology*. 12, 473-498.
- Edwards, W. (ed.) (1992). *Utility Theories: Measurement and Applications*, Boston: Kluwer Academic Publishers.
- Fishburn, P. C. (1988). *Nonlinear Preference and Utility Theory*, Sussex: Wheatsheaf Books.
- Gilboa, I. (2009). *Theory of decision under uncertainty*. New York: NY: Cambridge University Press
- Gilboa, I. (2011). *Making better decisions: Decision theory in practice*. Chichester, UK: John Wiley and sons.
- Smithson, M. (1989). *Ignorance and Uncertainty: Emerging Paradigms*, New York, Springer Verlag.
- Takemura, K. (2000). "Vagueness in Human Judgment and Decision Making", In Z. Q. Liu and S. Miyamoto, *Soft Computing for Human Centered Machines*, Tokyo: Springer Verlag. 249-281.

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## **Psychology of Decision Making in a Complex World: Introduction to Behavioral Decision Theory – S1522**

Kazuhiisa Takemura  
Waseda University

### **Course description**

Outline: This course examines basic concepts of behavioral decision theory in complex societies under globalization. Behavioral decision theory can be described briefly as the general term for descriptive theories explaining the psychology behind people's decision-making behavior. It is called theory, but it is actually a combination of various psychological theories, for which no axiomatic systems such as those which have been developed for the utility theory widely used in economics, have yet been established, and it is generally limited to qualitative knowledge. As the studies of H. A. Simon, who won the Nobel Prize for economics in 1978, and D. Kahneman, who won the prize in 2002 suggest, however, the psychological methodology of behavioral decision theory and the knowledge gained from it have been applied widely in such fields as economics, business administration, and engineering, and are expected to prove more useful still in the future. This course will explain various behavioral decision theories related to different decision-making processes. Numerous models have been proposed to explain the psychological processes related to a whole range of decision strategies. This course will also introduce some new models useful in explaining decision-making processes. It ends with some speculation about the future of modern behavioral decision theories while referring to their connection with fields relating to neuroscience, such as neuroeconomics, that have been developed in recent years.

Reading this course requires no advanced expertise; nonetheless, an introductory level knowledge of psychology, business administration, and economics and about a high school graduate level of mathematics should improve the reader's comprehension of the content.

### **Goal of the course**

The student will learn descriptive theories of decision-making in an uncertain and complex world, and will acquire some knowledge of recent psychological findings and psychological theories concerning the human decision making process in social situations.

Pre-requisite: High school mathematics.

### **Syllabus**

Contents: The following will be discussed in the order given here.

1. Psychology of decision making in a complex world
2. What is behavioral decision theory? Its history and concepts

**Kazuhiisa Takemura**, Waseda University

BA and MA in Psychology (Doshisha), PhD in System Science (Tokyo Institute of Technology), PhD in Medicine (Kitasato). Professor of Social Psychology at the Department of Psychology, School of Letters, Arts and Sciences of Waseda University, where he is the Director of the Institute of Decision Research and Researcher at the Institute for Science and Technology.

3. Empirical research on the value function and reflection effect
4. Empirical research on the probability weighting function
5. Cumulative prospect theory
6. Experiments with cumulative prospect theory
7. What type of phenomenon is the framing effect?
8. Why can utility theory not explain the framing effect?
9. Framing in social life
10. Framing and mental accounting
11. Mental accounting
12. Contingent focus model of the framing effect.
- 13.1. Multi-attribute decision-making and information search
14. Emotions and decision strategies
15. Behavioral decision theories that explain decision-making processes
16. Discussion: Psychology of decision making in a global society.  
Students will apply several alternative theories to their reading of national case-studies.

### Evaluation

The course is composed of lectures, discussions, and presentations by students. Evaluation is structured in four steps: attendance and participation in class (30%); midterm exam (20%); final exam (20%), and final research paper (30%).

### Readings

#### Text book

Takemura, K. (2014), Behavioral decision theory: Mathematical and psychological descriptions of human choice behavior, New York: Springer.,

#### Reference

- Bell, D. E., Raiffa, H. and Tversky, A. (1988). "Descriptive, Normative, and Prescriptive Interactions in Decision Making", In D. E. Bell, H. Raiffa, A. Tversky (eds.), *Decision Making: Descriptive, Normative, and Prescriptive Interactions*, New York: Cambridge University Press. 9-30.
- Camerer, C. F., Loewenstein, G. and Rabin, M. (eds.) (2004). *Advances in Behavioral Economics*, Princeton, N. J., Princeton University Press.
- Edwards, W. (1961). "Behavioral Decision Theory", *Annual Review of Psychology*. 12, 473-498.
- Gigerenzer, G. and Goldstein, D. (1996). "Reasoning the fast and frugal

- way: Models of bounded rationality" *Psychological Review*. 103, 650–669.
- Gilboa, I. (2009). *Theory of decision under uncertainty*. New York: NY: Cambridge University Press
- Krantz, D. H., Luce, R. D., Suppes, P. and Tversky, A. (1971). "Foundations of measurement Volume 1: Additive and polynomial representations", New York: Academic Press.
- Luce, R. D. and Tukey, J. W. (1964). "Simultaneous conjoint measurement: A new type of fundamental measurement", *Journal of Mathematical Psychology*. 1, 1–27.
- Montgomery, H. (1983). Decision rules and the search for a dominance structure: Towards a process model of decision-making. In P. C. Humphreys, O. Svenson, and A. Vari (Eds.), *Analyzing and aiding decision processes*. Amsterdam: North-Holland. 343–369.
- Montgomery, H. (1993). The search for a dominance structure in decision-making: Examining the evidence. In G.A. Klein, J. Orasanu, R. Calderwood, and C. E. Zsombok (Eds.), *Decision-making in action: Models and methods*. Norwood, N.J.: Ablex. 182–187.
- Schwartz, B., Ward, A., Monterosso, J., Lyubomirsky, S., White, K. and Lehman, D. R. (2002). "Maximizing versus satisficing: Happiness is a matter of choice." *Journal of Personality and Social Psychology*. 83, 1178–1197.
- Takemura, K. (2000). "Vagueness in Human Judgment and Decision Making", In Z. Q. Liu and S. Miyamoto, *Soft Computing for Human Centered Machines*, Tokyo: Springer Verlag. 249–281.
- Takemura, K. (2014), *Behavioral decision theory: Mathematical and psychological descriptions of human choice behavior*, New York: Springer.,
- Tversky, A. and Kahneman, D. (1981). "The framing of decisions and the psychology of choice", *Science*. 211, 453–458.
- Tversky, A. and Kahneman, D. (1992). "Advances in prospect theory: Cumulative representation of uncertainty", *Journal of Risk and Uncertainty*. 5, 297–323.
- Tversky, A. and Wakker, P. (1995). "Risk attitudes and decision weights", *Econometrica*. 63, 1255–1280.
- Wu, G. and Gonzalez, R. (1996). "Curvature of the probability weighting function", *Management Science*. 42, 1676–1690.

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## Science Fiction and Postmodernity – S1523

Elana Gomel

Tel Aviv University

### Course description

We are living in a world of cyborgs, genetic engineering, instant communication, and super computers. This is the world whose essential features have been predicted (and often shaped) by science fiction (SF). Many critics have argued that SF plays the same central role in relation to postmodernity that realism played in relation to Victorian culture. In this course we will discuss SF as a literary genre and as a cultural phenomenon within a theoretical framework developed by Darko Suvin, Fredric Jameson, Adam Roberts, Brian McHale and others. We will consider how SF's creation of alternative ontologies resonates with the cultural climate of postmodernism. We will debate the meaning and significance of such well-known SF tropes as alien invasion, new world exploration, artificial intelligence, apocalyptic transcendence, and life in cyberspace. And we will read a selection of classic and contemporary SF texts by H. G. Wells, Stanislaw Lem, Philip K. Dick, Ursula Le Guin, Stephen Baxter, and others.

### Coursework

Each week, the students will be expected to read the texts listed as background reading in advance.

### Syllabus

#### Week 1 What is Science Fiction?

Background Reading: Darko Suvin, *Metamorphoses of Science Fiction* (Chapter 2)

Texts discussed in class: Greg Bear, "Blood Music"; Gregory Benford, "Exposures"

#### Week 2 In the Beginning Was Time

Background Reading: Elana Gomel, "The Time Machines: H. G. Wells and the Invention of Postmodernity"

Texts discussed in class: H.G. Wells, *The Time Machine*, Robert Heinlein, "...All You Zombies"

#### Week 3 In the Beginning Was Space

Background Reading: Mark Rose, *Alien Encounters* (Chapter 1)

Texts discussed in class: Arthur C. Clark, "The Star", "Stephen Baxter, "People Came from Earth"

**Elana Gomel**, Tel Aviv University

MA in English Literature and PhD in the Humanities (TAU). Professor, Department of English and American Studies at TAU. Formerly Visiting Scholar at Stanford and Princeton. Her fields of interest are Narrative theory, Postmodernism, Genre Theory, Science Fiction, Fantasy, Science and Literature, Urban Studies, Multiculturalism, the Victorian Novel, Charles Dickens. One of her most recent books is *Narrative Space and Time: Representing Impossible Topologies in Literature*, New York: Routledge, 2014.

**Week 4 Meeting the Aliens- 1**

Background Reading: Adam Roberts, *Science Fiction* (Chapter 1)  
Texts discussed in class: Stanislaw Lem, *Solaris*

**Week 5 Meeting the Aliens -2**

Background Reading: Gregory Benford, "Real Science, Imaginary Worlds"  
Texts discussed in class: Ted Chiang, "Story of Your Life", Octavia Butler, "Bloodchild"

**Week 6 Shapes of the other 1: Gender and Science Fiction**

Background Reading: Marleen Barr, *Feminist Fabulation* (Introduction)  
Texts discussed in class: Ursula Le Guin, *Coming of Age in Karhide*, James Tiptree, Jr. "The Women Men Don't See"

**Week 7 Shapes of the Other 2: Race and Science Fiction**

Background Reading: Adam Roberts, "Race"  
Texts discussed in class: Gene Wolfe, *The Fifth Head of Cerberus*

**Week 8 Reality and Simulacra**

Background Reading: Jean Baudrillard, "The Precession of Simulacra"  
Texts discussed in class: Steven Utley, "The Real World", Philip K. Dick, "Second Variety"

**Week 9 Posthumanity**

Background Reading: Ray Kurzweil, "The Singularity is Near", Rosi Braidotti *The Posthuman* (Chapter 1)  
Texts discussed in class: Greg Egan, "Wang's Carpets", William Gibson, "Johnny Mnemonic"

**Week 10 Are we still Human?**

Background Reading: John W. Campbell, "What Do You Mean...Human?"  
Texts discussed in class: Robert Charles Wilson, *Burning Paradise*



**Week 11 The End of History?**

Background Reading: Francis Fukuyama, *Our Posthuman Future* (Introduction)

Texts discussed in class: Wilson, *Burning Paradise*; Ian Watson, "The Very Slow Time Machine"

**Week 12 The History of the End?**

Background Reading: David Ketterer, *New World for Old* (Introduction)

Texts discussed in class: Arthur C. Clarke, "Nine Billion Names of God", Philip K. Dick. "The Golden Man"

**Evaluation:**

The final grade is given on the basis of the following:

Two class presentations (30 %)

A research paper (30 %)

Final exam (40%)

**Required Reading**

*Science Fiction*, Adam Roberts

*The Ascent of Wonder*, David G. Hartwell and Kathryn Cramer, eds.

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## **Law and Liberty. Political Freedom in the Modern Tradition – S1524**

Günter Zöller

Ludwig-Maximilians-Universität

### **Course description**

The seminar will investigate the origin, development and contemporary condition of the theoretical position in political philosophy called “liberalism”, focusing on the political role of freedom (“liberty”) as the core commitment of a modern, pluralist society that is to maintain its social cohesion without unduly infringing upon the individual self-determination of its members. The seminar will read closely and discuss critically classical and modern contributions to political liberalism ranging from Hobbes and Montesquieu through Rousseau and B. Constant as well as Tocqueville, J. S. Mill, I. Berlin and J. Rawls.

After a brief survey of ancient conceptions of political freedom, the course proper will begin with Thomas Hobbes’s revolutionary founding of modern political philosophy on the basis of a social contract involving the institution of a sovereign rule fit to maintain peace and prosperity for a state’s citizen subjects. The particular focus here will be on Hobbes’s influential distinction between liberty as right or individual permission and liberty as obligation involving the regard for the liberty of others. The course will then move on to Baruch Spinoza’s radical defense of the freedom to think and to communicate one’s thoughts in speech and print unhindered by state control and censorship. Spinoza argues that such freedom is not only compatible with the existence of a modern polity but a requirement thereof. Next the course will turn to the founding figure of political liberalism, John Locke, and his understanding of liberty as an inborn and inalienable right.

From there the course will proceed to Montesquieu’s discussion of liberty in the context of the role and the rule of law in a political community. The focus here will be on Montesquieu’s conceptual connecting of liberty with obedience to the law and civic responsibility. The civic dimension of liberty is further stressed by the course’s next author, Jean-Jacques Rousseau, who portrays the contractual origin of the state as the exchange of the dispersive liberty of individual humans beings for the collective liberty of the body politic. With the next pair of authors, Adam Ferguson and Adam Smith, the course will turn to the analysis of political freedom and civil liberty in the Scottish Enlightenment. The emphasis here will be on the relation between the political society of the state and the commercial society of the market. The chief contribution of the course’s next author, Benjamin Constant, to the liberal philosophical tradition is the distinction between ancient and modern liberty, with the former consisting pri-

**Günter Zöller**, Ludwig-Maximilians-Universität

Magister Artium and Dr. phil. in Philosophy (Rheinische Friedrich-Wilhelms-Universität, Bonn). Professor of Philosophy at LMU, where he was Chair of the Philosophy Department. Previously taught at Grinnell College and at the University of Iowa. In 2007, Visiting Professor at the University of Padua. Areas of specialization: Kant and German Idealism; 19th Century Philosophy; 20th Century Continental Philosophy. Areas of competence: History of Modern Philosophy; Political Philosophy; Aesthetics; Philosophy of Music; Philosophy of Literature. Already taught at VIU in Fall 2011.

marily in the public freedom of civic self-rule and the latter in the private freedom of personal self-determination.

The course then will turn to two further founding figures of liberal thought, Alexis de Tocqueville, who contributed influential insights into the possibilities and limitations of liberty in a modern, mass-democratic republic, and J. S. Mill, who tied the meaningful exercise of liberty to the acquisition and exercise of intellectual and moral qualifications. The course will conclude with two key twentieth-century contributors to political liberalism and its philosophical foundation, Isaiah Berlin and John Rawls, with Berlin contributing the crucial but also controversial distinction between a negative and a positive conception of liberty and Rawls presenting the liberal state as a framework for a modern, pluralist society.

### **Learning Outcomes**

On a formal level, students will learn to read closely, reconstruct analytically and assess critically challenging philosophical texts and their complex arguments. In terms of content, students will learn about the past and present of philosophical thinking about political freedom in the modern Western tradition.

### **Syllabus**

By class meetings, twice a week for twelve weeks

1. Introduction and Overview
2. Freedom and Liberty
3. Liberty and Security (Hobbes) (1)
4. Liberty and Security (Hobbes) (2)
5. Liberty and Philosophy (Spinoza) (1)
6. Liberty and Philosophy (Spinoza) (2)
7. Life, Liberty and Possessions (Locke) (1)
8. Life, Liberty and Possessions (Locke) (2)
9. Liberty and Law (Montesquieu) (1)
10. Liberty and Law (Montesquieu) (2)
11. Liberty and Virtue (Rousseau) (1)
12. Liberty and Virtue (Rousseau) (2)
13. Civil Liberty (Ferguson)
14. Civil Liberty (Hume)
15. Ancient and Modern Liberty (Constant) (1)
16. Ancient and Modern Liberty (Constant) (2)
17. Liberty and Equality (Tocqueville) (1)

18. Liberty and Equality (Tocqueville) (2)
19. Liberty and Perfectionism (Mill) (1)
20. Liberty and Perfectionism (Mill) (2)
21. Positive and Negative Liberty (Berlin) (1)
22. Positive and Negative Liberty (Berlin) (2)
23. Liberty and Plurality (Rawls) (1)
24. Liberty and Plurality (Rawls) (2)

### **Evaluation**

The course will be taught seminar-style, with students assuming responsibility for informal and formal presentations of the assigned readings in class, instructor-guided class discussions and individual independent research projects. The final grade will be based on the quantity and quality of a student's contributions to class discussion (50%) and a final paper, due at the end of finals week, on a topic pertinent to the course and to be chosen in consultation with the instructor (50 %).

### **Readings**

Texts to be read will be provided as pdf files.

\* indicates that selections from the work will be read and discussed.

Hobbes, *Leviathan*\*

Spinoza, *Theologico-Political Treatise*\*

Locke, *Second Treatise of Government*\*

Montesquieu, *The Spirit of the Laws*\*

Rousseau, *The Social Contract*\*

Ferguson, *Essay on the History of Civil Society*\*

Hume, *Of the First Principles of Government, Of the Origin of Government and Of Civil Liberty*

Constant, *The Liberty of the Ancients Compared with That of the Moderns*

Tocqueville, *Democracy in America*\*

Mill, *On Liberty*\*

I. Berlin, *Two Concepts of Liberty*

Rawls, *Political Liberalism*\*

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## Summer Schools 2015

### **Boston College Summer Program:**

May 31 – June 28

#### **Globalization, Culture and Ethics**

Prof. Richard Keeley

#### **The Imaginary City: Why Writers Love Venice**

Prof. Kevin Newmark

#### **Drawings from the Venetian Masters**

Prof. Alston Conley

July 13-25

#### **Environmental Management in a Changing World: Coping with Sea Level Rise**

Prof. Nicolas Cassar,  
Duke University

Prof. Andrea D'Alpaos,  
Università di Padova

Prof. Marco Marani,  
Duke University

Prof. Brian C. Murray,  
Duke University

Prof. Ignazio Musu,  
VIU and Ca' Foscari University

Prof. William Pan,  
Duke University

Prof. Brian Silliman,  
Duke University

Prof. Sonia Silvestri,  
Duke University

Prof. Mario Putti,  
Università di Padova

### **Duke in Venice - Summer 2015**

June 3 – July 4

#### **Food for thought: Understanding Italian Society and Culture through its food**

Prof. Luciana Fellin

#### **Digital Visualization Workshop 2015 – Visualizing Venice: The Biennale and the City**

June 1-12

Prof. Caroline Bruzelius,  
Mark Olson,

Victoria Szabo  
and Hannah Jacobs,  
Duke University

Prof. Donatella Calabi,  
Ludovica Galeazzo  
and Chiara Di Stefano,  
Università Iuav di Venezia

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## Spring 2015 Seminars

February 23-27

### **Spectacular Catastrophe and Cataclysmic Spectacle**

Prof. Dr. Jörg Dünne,  
Dr. Gesine Hindermith -  
University of Erfurt  
Dr. Judith Kasper -  
Institute for Romance Literature,  
LMU

March 23-27

### **Organizational Development: Theory and Practice**

Prof. Dr. Felix Brodbeck,  
Dipl.-Psych. Gesa-Kristina  
Petersen,  
Dipl.-Psych. Tom Schreiber -  
Dept. of Psychology, LMU

April 20-24

### **Perception, Context and Cognition –**

#### **Contemporary Issues**

Prof. Dr. Stephan Sellmaier -  
Department of Philosophy, LMU  
Prof. Dr. Johannes Haag -  
University of Potsdam  
Dr. Erasmus Mayr -  
University of Oxford

April 27 – May 1

### **Coaching in complex systems \***

Prof. Dr. Mechthild Schäfer -  
Department of Psychology, LMU

May 11-15

### **Cutting Edge Language Research – Goals and Tools of Modern Linguistics**

Prof. Dr. Dietmar Zaefferer -  
Institute of Theoretical  
Linguistics and MCMP, LMU

May 18-22

### **Paul Celan – Poetry, Translation, Reading**

Dr. Michael Auer -  
Institute for Germanics, LMU  
Dr. Judith Kasper -  
Institute for Romance Literature,  
LMU

May 24-30

### **German and International Tort Law**

Prof. Dr. Johannes Hager -  
Faculty of Law, LMU

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Students must register at least  
one month before the seminar  
commences.  
Apply to [shss@univiu.org](mailto:shss@univiu.org)

\* Subject to approval of VIU  
Academic Council

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## Fall 2015 Courses

### **Art and Architecture in Renaissance Venice**

Alessandra Pattanaro,  
Barbara Savy,  
Università degli Studi di Padova

### **History of Venice**

Luca Pes,  
Venice International University

### **Italian Contemporary History in Films**

Luca Pes,  
Venice International University

### **Italian for Foreigners - beginner, intermediate, upper-intermediate levels**

Massimo Brunzin,  
Venice International University

### **Italian Fashion and Design**

TBD

### **Intercultural Communication**

TBD

### **Gender Studies**

Martina Avanza,  
Université de Lausanne

### **Comparing East and West**

Kenji Hashimoto,  
Waseda University

### **Identity, Heritage and Globalization**

Martina Avanza,  
Université de Lausanne

### **Globalization, Ethics, Welfare and Human Rights**

Orin Starn, Duke University

### **Global Governance for Peace and Security, Cooperation and Development**

Richard Nielsen,  
Boston College

### **Cooperative, Self-Subsidization, and Creative Leadership Strategies For Arts and Cultural Organizations**

Richard Nielsen,  
Boston College

### **Training in UNESCO World Heritage Studies**

Giorgio Gianighian,  
Università Iuav di Venezia

### **Digital Networking and the Regions**

Kenji Hashimoto,  
Waseda University \*

### **Economics and Management of the Arts**

Bruno Bernardi,  
Università Ca' Foscari Venezia

### **Digital Tools for Humanities**

Caterina Balletti,  
Università Iuav di Venezia

### **The Architectural and Urban Heritage of Venice in Modern and Contemporary Times**

Guido Zucconi/Isabella di  
Lenardo,  
Università Iuav di Venezia

### **Cultural Heritage and Legal Systems**

Elena Buoso,  
Università degli Studi di Padova \*

### **One Hundred Years of Chinese Cinema: Subjectivity and Collective Identities**

Hans Kühner,  
Ludwig-Maximilians-Universität

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## Academic Calendar

### **China and Europe – Trade, Conflict, and Communication**

Hans Kühner,  
Ludwig-Maximilians-Universität

### **Historical Geography of Jerusalem, Multicultural Heritage City**

Gideon Biger,  
Tel Aviv University

### **National Borders in the Age of Transnationalism**

Gideon Biger, Tel Aviv University\*

### **History of Photography**

Carlo Alberto Zotti,  
Università degli Studi di Padova

### **Sports, Culture and Society**

Orin Starn,  
Duke University

### **Conservation of the Industrial Heritage**

Giovanni Luigi Fontana,  
Università degli Studi di Padova \*

Fall 2015

Orientation week

September 7-11

**Opening Ceremony**

September 10

**Courses begin**

September 16

**Midterm break**

October 26 – October 30

**Courses end**

December 11

**Exam week**

December 14-18

**National holidays**

November 1, November 21,

December 8

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\* Subject to approval  
of VIU Academic Council







Most libraries are accessible to anyone for consultation, however they often require an identification card to be left at the entrance. Many libraries do not lend books and only allow consultation. Almost all libraries have closed shelves and users are expected to ask for books at the desk after having consulted the catalogues and filled out a request form.

### **Marciana**

Public library and historical documents,  
San Marco 7;  
tel. 041 2407211,  
biblioteca@marciana.venezia.sb  
n.it  
Monday to Friday 08.10-19.00,  
Saturday 08.10-13.30

### **Fondazione Cini**

Arts and Humanities,  
Isola di San Giorgio Maggiore;  
tel. 041 2710255,  
biblioteca@cini.it  
Monday to Friday  
09.00-16.30

### **Querini Stampalia**

general public library with some open shelves,  
Santa Maria Formosa,  
Castello 5252;  
tel. 041 2711411,  
biblioteca@querinistampalia.org  
Tuesday to Saturday  
11.00-23.00,  
Sunday  
11.00-19.00

### **Museo Correr**

Art History,  
San Marco 52;  
tel. 041 2405211,  
biblioteca.correr@comune.  
venezia.it  
Monday, Wednesday and Friday  
08.30-13.30,  
Tuesday and Thursday  
08.30-17.00

### **Levi Foundation**

History of Music and Music Scores,  
San Marco 2893;  
tel. 041 7867- 47/46,  
biblioteca@fondazionelevi.it  
Monday to Friday  
09.00-16.30;  
by appointment only,  
in the afternoon

### **Archives of the Biennale**

Archivio Storico delle Arti Contemporanee - ASAC  
VEGA Parco Scientifico  
Tecnologico di Venezia  
Via delle Industrie, Marghera;  
Tuesday and Wednesday  
09.00-17.00;  
by appointment only  
(tel.041 5218790 or e-mail  
consultazione.asac  
@labiennale.org)

## **Libraries of Università Ca' Foscari Venezia**

### **Cultural Flow Zone (CFZ)**

The Cultural Flow Zone (CFZ) was restored in 2005 and is made of four different spaces, the so-called "Tese". It has a reading room with over 300 places, 24 computers with internet connectivity, photocopying and multimedia facilities and it has a large selection of bibliographic and electronic resources. Zattere, Dorsoduro 1392, Venice tel. +39 041 234 5820 / 5811, cfz@unive.it www.unive.it/cfz

**Opening Hours:**  
from Monday to Friday  
9.00 am - 24.00

Saturday 9.00 am to 20.00

Sunday 2.00 pm to 24.00

#### **Notice:**

quick reference, book loans and returns, library registration, information and other services only from Monday to Friday  
9.00 am - 6.30 pm

### **Library of Economics (BEC)**

The Library of Economics (BEC) has around 120,000 volumes and 1,700 periodicals in the following disciplinary areas: Economics, Business Management, Statistics, Marketing, Accounting, Finance and so on. The Library offers many different services, such as: book loans, book reference, bibliographical assistance, a

multimedia room with 30 pcs, reference assistance for databases and photocopying.

Fondamenta San Giobbe, Cannaregio 873, Venice tel. 041 2348763, bec@unive.it www.unive.it/bec

**Opening Hours:**  
from Monday to Friday  
8.30 am - 19.45 pm  
Saturday 9.00 am to 13.00

#### **Notice:**

from Monday to Friday  
6.15 pm - 19.45  
and on Saturdays: reference, photocopying and book return services only.

### **Library of Humanities (BAUM)**

The Library of Humanities (BAUM) is located in the Malcanton Marcorà complex and has a total surface of 2500 sq m, two underground floors and 300 places. The Library of Humanities includes over 300,000 books, 3,651 journals and 600 electronic journals available on the university network. A significant part of the books and all the magazines are open-shelf and they belong to the following disciplinary areas: Philosophy, History, Art, Italian Studies, Philology, Arts, Social Sciences and so on. The Library of Humanities offers many different services, such as: book loans, book reference,

reference assistance, databases, photocopying and scanning facilities.

Malcanton Marcorà complex, Dorsoduro 3484/D, Venice tel. +39 041 234 5613 baum@unive.it, www.unive.it/baum

**Opening Hours:**  
from Monday to Friday  
8.30 am - 24.00;  
Saturday 9.00 am - 13.00

#### **Reference:**

from Monday to Friday  
8.30 am - 18.30;  
Saturday 9.00 am - 13.00  
(with the exception of the underground floors)

#### **Book loans:**

from Monday to Friday  
8.30 am - 18.15

#### **Self-access photocopying:**

from Monday to Friday  
8.30 am - 24.00;  
Saturday 9.00 am - 13.00

#### **Self-access scanning and printing:**

from Monday to Friday  
8.30 am - 24.00;  
Saturday 9.00 am - 13.00

### **Library of Mathematical, Physical and Natural Sciences (BAS)**

The collection of the Library of Mathematical, Physical and Natural Sciences (BAS) includes resources in the following scientific areas: Chemistry, Physics, Nanotechnologies, Environmental Sciences, Materials Sciences and so on. It has two different buildings - one in Venice and another in Mestre - and offers various services, such as book loans, book reference, reference assistance, databases and photocopying facilities.

Santa Marta 2137, Venice,  
via Torino 155, Mestre  
tel. +39 041 234 8516  
(Santa Marta) / 8454 (via Torino);  
bibliobas@unive.it

#### **Opening Hours:**

Santa Marta: from Monday  
to Friday 8.30 am - 19.00;  
via Torino: from Monday  
to Friday 8.30 am - 18.30

### **European Documentation Center (CDE)**

c/o Library of East Asian Studies  
(ASIA-OR)  
Palazzo Vendramin dei Carmini,  
Dorsoduro 3462, Venice  
tel. +39 041 234 9503,  
cde@unive.it

#### **Opening Hours:**

Monday to Friday  
9.00 am - 19.00  
Document research by  
appointment only

### **Library of the Inter-University Center for Studies on the Culture Veneto (CISVe)**

Palazzo Minich,  
San Marco 2940, Venice  
tel. 041 234 7596 / 7597,  
cisv@unive.it  
**Opening Hours:**  
from Monday to Friday 10.00 am  
- 13.00

### **Historical Library**

Ca' Foscari Historical Library was established in 1868 with the foundation of the University. The Historical Library includes about 80,000 books and periodicals from the sixteenth to the mid-twentieth century. It also includes 21 collections given by university professors and Rectors.

Ca' Bernardo, Dorsoduro 3199,  
Venice

#### **Opening hours:**

from Monday to Friday 9.00 am  
- 17.00 (admittance by  
appointment only)  
tel. +39 041 234 5832,  
fondostorico@unive.it

## **Library of Foreign Languages and Literatures (BALI)**

The Library of Foreign Languages and Literatures (BALI) includes the following libraries:

### **Library of Anglo-American, Iberian and Slavic Studies (AMERIBE)**

Ca' Bernardo,  
Dorsoduro 3199, Venice  
**Contacts:**  
tel. +39 041 234 9428 / 9482  
bibliodais@unive.it

#### **Opening hours:**

from Monday to Friday  
9.00 am - 18.00  
Additional library services till  
17.30 only

### **Library of European and Postcolonial Studies (SLLEP)**

Palazzo Cosulich,  
Zattere - Dorsoduro 1405, Venice  
tel. +39 041 234 7819 / 7827  
slleppre@unive.it

#### **Opening hours:**

from Monday to Friday  
9.00 am - 18.00

### **Library of Language Sciences (SC-LING)**

Ca' Bembo,  
Dorsoduro 1075, Venice  
tel. +39 041 234 5746  
bibliosl@unive.it

#### **Opening hours:**

from Monday to Friday 9.00 am  
- 18.00

## **Libraries of Università Iuav di Venezia**

### **Library of Eurasian Studies (EURASIA)**

Ca' Cappello, San Polo 2035,  
Venice

tel. +39 041 234 8852

bibeuras@unive.it

#### **Opening hours:**

from Monday to Friday

8.00 am - 20.00;

Saturday 8:00 am - 14.00

Additional library services only  
from Monday to Thursday 9.00  
am - 17.00

and Friday 9.00 am - 14.00

### **Library of East Asian Studies (ASIA-OR)**

Palazzo Vendramin dei Carmini,  
Dorsoduro 3462, Venice

tel. +39 041 234 9551 / 9503

asiabib@unive.it

#### **Opening hours:**

from Monday to Friday

9.00 am - 19.00

Additional library services till  
17.30 only

### **Central Library**

Tolentini, S. Croce 191;

tel. 041 2571104,

sbd@sally.iuav.it

Reading Room:

Monday to Friday 09.00-24.00

Consultation and loans:

Monday to Friday 09.00-20.00

Reserve Room:

Monday to Friday 09.00-18.30

### **Urban Planning Library, “G. Astengo”**

Temporarily at Tolentini,

S. Croce 191;

bc@sally.iuav.it

### **Architectural Planning Library closed shelves**

Ex Cottonificio Veneziano,

S. Marta, Dorsoduro 2196;

041 2571008,

dpa@marcie.iuav.it

Reading Room:

Monday to Friday 09.30-18.30

Consultation and loans:

Monday to Friday 09.30-18.30

### **History of Architecture Library closed shelves**

Palazzo Badoer,

Calle della Laca, S. Polo 2468;

tel. 041 257-1423/ -1430,

dsa@sally.iuav.it

Reading Room:

Monday to Friday 09.30-18.30

Consultation and loans:

Monday to Friday

09.30-18.30

|                    | <b>Monday</b>  | <b>Tuesday</b>   |
|--------------------|--|--|
| <b>9.15-10.45</b>  | S1506 Italian for Foreigners (beginner and intermediate), Brunzin/Facen/Meneghetti<br>S1515 Introduction to Economic Growth, Borisov/Vymyatnina  | S1506 Italian for Foreigners (beginner and intermediate), Brunzin/Facen/Meneghetti<br>S1508 Gender Studies, Levenson   |
| <b>11.00-12.30</b> | S1506 Italian for Foreigners (beginner and intermediate), Brunzin/Facen/Meneghetti<br>S1522 Psychology of Decision Making in Complex World: Introduction to Behavioral Decision Theory, Takemura<br>S1501 History of Venice, Pes                                       | S1506 Italian for Foreigners (beginner and intermediate), Brunzin/Facen/Meneghetti<br>S1514 Globalization, Environment and Sustainable Development, Musu/Mannino<br>S1510 Literature and the City: A Global Perspective, Gomel |
| <b>13.30-15.00</b> | S1518 Coastal Wetlands, Lagoons and Estuaries: Environmental Monitoring and Management, Silvestri<br>S1512 Globalization, Ethics, Welfare and Human Rights, Coin<br>S1521 Good Decision Making in Uncertain World: Introduction to Normative Decision Theory, Takemura | S1519 Introduction to Satellite Remote Sensing of Coastal Environments, Silvestri<br>S1511 Identity, Heritage and Globalization, Levenson<br>S1503 Venice and the Republican Tradition, Zoeller                                |
| <b>15.15-16.45</b> | S1504 Italian Contemporary History in Films, Pes<br>S1517 Cities, Global Change and Sustainable Development, Turvani<br>S1520 Principles of Economics for Non-Economists, Borisov/Vymyatnina   | S1509 Comparing East and West, De Rosa<br>S1502 Art and Architecture in Renaissance Venice, Schofield<br>S1524 Law and Liberty. Political Freedom in the Modern Tradition, Zoeller   |
| <b>15.15-18.30</b> | S1513 Global Governance for Peace and Security, Cooperation and Development, Pavone  |  |
| <b>17.00-18.30</b> | VIU Movie Series<br>Movies on Italy and Venice and movies proposed by VIU international students body in original language with English subtitles  | S1516 Globalization and Competitiveness: Global Value Chains, Micelli/Buciuni<br>S1507 Intercultural Communication, Scarpa<br>S1523 Science Fiction and Postmodernity, Gomel   |

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## Weekly Schedule

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### Wednesday

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S1506 Italian for Foreigners (beginner and intermediate), Brunzin/Facen/Meneghetti  
S1515 Introduction to Economic Growth, Borisov/Vymyatnina

S1506 Italian for Foreigners (beginner and intermediate), Brunzin/Facen/Meneghetti  
S1522 Psychology of Decision Making in Complex World: Introduction to Behavioral Decision Theory, Takemura  
S1501 History of Venice, Pes

S1518 Coastal Wetlands, Lagoons and Estuaries: Environmental Monitoring and Management, Silvestri  
S1512 Globalization, Ethics, Welfare and Human Rights, Coin  
S1521 Good Decision Making in Uncertain World: Introduction to Normative Decision Theory, Takemura

S1504 Italian Contemporary History in Films, Pes  
S1517 Cities, Global Change and Sustainable Development, Turvani  
S1520 Principles of Economics for Non-Economists, Borisov/Vymyatnina

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#### VIULIFE

Co-curricular Program:  
Open Lectures  
Guest Lectures  
Cultural Events  
Transcultural game

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### Thursday

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S1506 Italian for Foreigners (beginner and intermediate), Brunzin/Facen/Meneghetti  
S1508 Gender Studies, Levenson

S1506 Italian for Foreigners (beginner and intermediate), Brunzin/Facen/Meneghetti  
S1514 Globalization, Environment and Sustainable Development, Musu/Mannino  
S1510 Literature and the City: A Global Perspective, Gomel

S1519 Introduction to Satellite Remote Sensing of Coastal Environments, Silvestri  
S1511 Identity, Heritage and Globalization, Levenson  
S1503 Venice and the Republican Tradition, Zoeller

S1509 Comparing East and West, De Rosa  
S1502 Art and Architecture in Renaissance Venice, Schofield  
S1524 Law and Liberty. Political Freedom in the Modern Tradition, Zoeller

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S1516 Globalization and Competitiveness: Global Value Chains, Micelli/Buciuni  
S1507 Intercultural Communication, Scarpa  
S1523 Science Fiction and Postmodernity, Gomel

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### Friday

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Site visits, field trips:  
Site visits and field trips related to courses are arranged on Fridays.

Rescheduled classes:  
There will be 2 Fridays during the semester dedicated to rescheduled lectures:  
Friday, April 24  
Friday, May 8

VIULIFE  
Co-Curricular Program

VIU will also organize a series of co-curricular activities on Fridays during the semester.

Visits to:  
Palazzo Ducale  
Ghetto  
St. Mark Basilica  
Biennale of Architecture of Venice  
Lagoon Tour  
Port of Venice and MOSE Tour  
Palladian Villas, Vicenza  
trip to Padua

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NATIONAL and LOCAL PUBLIC HOLIDAYS:  
April 6, April 25, May 1.

Midterm break:  
April 6-10.



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February

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March

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| 13 |                  |  |
| 14 |                  |  |
| 15 |                  |  |
| 16 | Orientation Week |  |
| 17 | Orientation Week |  |
| 18 | Orientation Week |  |
| 19 | Opening Ceremony |  |
| 20 | Orientation Week |  |
| 21 |                  |  |
| 22 |                  |  |
| 23 | Courses begin    |  |
| 24 |                  |  |
| 25 |                  |  |
| 26 |                  |  |
| 27 |                  |  |
| 28 |                  |  |
| 29 |                  |  |
| 30 |                  |  |
| 31 |                  |  |

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**Academic Calendar  
Spring 2015**

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April

Midterm break  
Midterm break  
Midterm break  
Midterm break  
Midterm break

National holidays

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May

Courses end

Exam week  
Exam week  
Exam week  
Exam week  
Exam wee

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## Index courses

- 14, 20, 126, 134, 135 Art and Architecture in Renaissance Venice
- 127 China and Europe – Trade, Conflict, and Communication
- 15, 87, 134, 135 Cities, Global Change and Sustainable Development
- 127 Conservation of the Industrial Heritage
- 125 Coaching in complex systems
- 15, 95, 134, 135 Coastal Wetlands, Lagoons and Estuaries: Environmental Monitoring and Management
- 14, 46, 126, 134, 135 Comparing East and West
- 126 Cooperative, Self-Subsidization, and Creative Leadership Strategies For Arts and Cultural Organizations
- 126 Cultural Heritage and Legal Systems
- 125 Cutting Edge Language Research – Goals and Tools of Modern Linguistics
- 126 Digital Networking and the Regions
- 126 Digital Tools for Humanities
- 124 Drawings from the Venetian Masters
- 126 Economics and Management of the Arts
- 124 Environmental Management in a Changing World: Coping with Sea Level Rise
- 124 Food for thought: Understanding Italian Society and Culture through its food
- 14, 43, 126, 134, 135 Gender Studies
- 125 German and International Tort Law
- 14, 64, 126, 134, 135 Global Governance for Peace and Security, Cooperation and Development
- 15, 82, 134, 135 Globalization and Competitiveness: Global Value Chains
- 15, 70, 134, 135 Globalization, Environment and Sustainable Development
- 14, 59, 126, 134, 135 Globalization, Ethics, Welfare and Human Rights
- 15, 112, 134, 135 Good Decision Making in Uncertain World: Introduction to Normative Decision Theory
- 127 Historical Geography of Jerusalem, Multicultural Heritage City
- 127 History of Photography

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|                       |  |
|-----------------------|--|
| 14, 18, 126, 134, 135 | History of Venice  |
| 14, 56, 126, 134, 135 | Identity, Heritage and Globalization   |
| 14, 37, 126, 134, 135 | Intercultural Communication  |
| 15, 79, 134, 135      | Introduction to Economic Growth  |
| 15, 104, 134, 135     | Introduction to Satellite Remote Sensing of Coastal Environments   |
| 14, 26, 126, 134, 135 | Italian Contemporary History in Films  |
| 14, 126               | Italian Fashion and Design   |
| 14, 29, 126, 134, 135 | Italian for Foreigners – beginner, intermediate, upper intermediate levels                                 |
| 121, 134, 135         | Law and Liberty. Political Freedom in the Modern Tradition   |
| 14, 52, 134, 135      | Literature and the City: A Global Perspective  |
| 127                   | National Borders in the Age of Transnationalism  |
| 126                   | One Hundred Years of Chinese Cinema: Subjectivity and Collective Identities                                |
| 125                   | Organizational Development: Theory and Practice  |
| 125                   | Paul Celan – Poetry, Translation, Reading  |
| 125                   | Perception, Context and Cognition – Contemporary Issues  |
| 15, 109, 134, 135     | Principles of Economics for Non-Economists   |
| 15, 115, 134, 135     | Psychology of Decision Making in Complex World: Introduction to Behavioral Decision Theory                 |
| 15, 118, 134, 135     | Science Fiction and Postmodernity  |
| 15, 118, 134, 135     | Spectacular Catastrophe and Cataclysmic Spectacle  |
| 127                   | Sports, Culture and Society  |
| 126                   | The Architectural and Urban Heritage of Venice in Modern and Contemporary Time                             |
| 124                   | The Imaginary City: Why Writers Love Venice  |
| 126                   | Training in UNESCO World Heritage Studies  |
| 14, 23, 134, 135      | Venice and the Republican Tradition. Self-Governance and Empire in Ancient and Modern Political Philosophy |
| 125                   | Visualizing Venice: The Biennale and the City  |

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| 125         | Michael Auer              | 151         | Lucia Di Gioia         |
| 126         | Caterina Balletti         | 151         | Eleonora Di Maria      |
| 151         | Yves Bégin                | 126         | Isabella di Lenardo    |
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