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The information contained in this booklet can be found on the Internet at www.univiu.org/shss/globalization-program
The web site is periodically updated.

General Information

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:

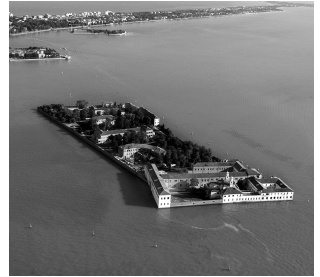
- _ sustainable development, to reduce environmental deterioration, avoid the destruction of non-renewable resources and encourage the use of renewable ones;
- _ climate change, to contrast global warming and avoid the related extreme events that cause serious economic and social damage;
- _ population 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, *Université de Bordeaux* in France, *Università degli Studi di Roma "Tor Vergata"*, *Università degli Studi di Padova* and the Venetian Universities of *Ca' Foscari* and *Iuav* 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 Carlo Giupponi, 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 labora-



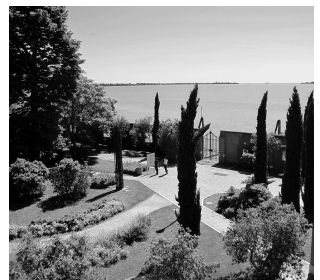
tory which is also very fragile, with an extraordinary cultural and environmental heritage, and the perfect setting for studying the various aspects of the global challenges that the contemporary world forces us to deal with. VIU offers its support for research programs involving the various Universities 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 valorization 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*.

Two important Italian public institutions are also part of VIU: the Province of Venice – *Città Metropolitana di Venezia*, 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.



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 15 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 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

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 student 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: **Mireille McLaughlin**, fortieme@bc.edu

Duke University: **Susan Pratt**, pratt.susan@duke.edu

European University of St. Petersburg: **Prof. 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@lmu.de

Tel Aviv University: **Shira Betesh-Galili**, acadaff@tauex.tau.ac.il

Tongji University Sino-Italian campus: **Ou Ning**,
ouning@tongji.edu.cn

Tsinghua University: **Jiane Zuo**, jiane.zuo@mail.tsinghua.edu.cn

Università Ca' Foscari Venezia: Prof. **Shaul Bassi**, bassi@unive.it /

Elisa Gamba, international@unive.it (Università Ca' Foscari Venezia
- Erasmus students only)

Université de Bordeaux: Prof. **Laurent Servant** - laurent.servant@u-bordeaux.fr / Marie Grand, marie.grand@u-bordeaux.fr

Université de Lausanne: **Sylvie Kohli**, erasmus@unil.ch

Università degli Studi di Padova: Prof. **Franca Bimbi**,
franca.bimbi@unipd.it

Università degli Studi di Roma "Tor Vergata": Prof. **Gustavo Piga**,
gustavo.piga@uniroma2.it / Global Governance B.A. office,
global.governance@uniroma2.it

Università luav di Venezia: Prof. **Maria Chiara Tosi**, mnrts@iuav.it

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 stu-

dents) 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

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.

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.

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.

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:

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.

Online registration for courses

Tuition fees

Logistics

Co-curricular Activities

Internships and Mobility

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
- _ Boston College, Chestnut Hill, USA

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, Iuav 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 - M9 Museum, Mestre-Venice
- _ CNR-Italian National Research Council, Rome
- _ VELA Spa, Venice
- _ Comune di Venezia, Venice
- _ Associazione Culturale Italo-Tedesca, Venice
- _ Centro Tedesco di Studi Veneziani, 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
Scholarships are awarded to selected students in order to contribute to the costs of international travel and accommodation.
For further information: 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 or summerschools@univiu.org

A virtual network of present and past students and professors is developed through a blogging platform: Moodle, elearning.univiu.org, and the Venice International University Community groups on:

f Facebook: www.facebook.com/VeniceInternationalUniversity

t Twitter: VIU Community @univiu, twitter.com/univiu

●● and Flickr: www.flickr.com/photos/univiu.

Open Lectures

Seminars and Summer Schools

Web Community

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.

Classrooms and offices

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

Computer facilities and photocopying

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).

Housing and dining

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).

Libraries and Resources

Course materials are available through VIU e-learning platform: 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.

Venice

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.

Italy

History of Venice

Luca Pes,
Venice International University
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Italian Contemporary History in Films

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

Barbara Savy,
Università degli Studi di Padova
pag. 25

The Architectural and Urban Heritage of Venice in Modern and Contemporary Times

Guido Zucconi,
Isabella di Lenardo,
Università Iuav di Venezia
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Italian for Foreigners – beginner, intermediate, upper intermediate levels

Massimo Brunzin (coordinator),
Ivan Lo Giudice and Claudia
Meneghetti,
Venice International University
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Italian Fashion Design

not available in Fall 2016

Cultures of The World

Comparing East and West

Dennis Shirley,
Boston College
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Intercultural Communication

Elisabetta Pavan,
Università Ca' Foscari Venezia
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Gender Studies

Luca Trappolin,
Università degli Studi di Padova
pag. 45

History of US-Japan Relations

Hatsue Shinohara,
Waseda University
pag. 48

Intercultural Communication in the Eastern Mediterranean and the Land of Israel in Greco- Roman Times

Moshe Fischer,
Tel Aviv University
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Everyday Life in Ancient Greece

Moshe Fischer
Tel Aviv University
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Jewish History and Culture in Imperial Russia and in the USSR, 1772-1990

Valery Dymshits,
Alexander Ivanov,
European University
at Saint Petersburg
pag. 59

Cultural History of the Jewish Diaspora – F1614

Valery Dymshits,
Alexander Ivanov,
European University
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Fall 2016 Courses

Global Challenges

Globalization, Ethics, Welfare and Human Rights

Hans-Martin Schönherr-Mann,
Ludwig-Maximilians-Universität
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Global Governance for Peace and Security, Cooperation and Development

Hatsue Shinohara,
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Identity, Heritage and Globalization

Martina Avanza,
Université de Lausanne
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Contemporary Migration and Refugee Crisis

Martina Avanza,
Université de Lausanne
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The Social Consequences of Globalization. The case of the Italian Northeast

Guido Borelli
Università luav di Venezia
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The Ethics of Technological Society

Hans-Martin Schönherr-Mann,
Ludwig-Maximilians-Universität
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Economics, Management and Digital Technologies applied to Cultural Heritage

Digital Tools for the Humanities: Critical Perspectives

Dennis Shirley,
Boston College
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Fundamentals of Web Based Multimedia Communication

Victoria Szabo,
Duke University
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Digital Storytelling

Victoria Szabo,
Duke University
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Economics and Management of the Arts

Bruno Bernardi,
Università Ca' Foscari Venezia
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Training in UNESCO World Heritage Studies

Giorgio Gianighian,
Venice International University
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Courses

History of Venice – F1601

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), attendance to the VIU Conference on "Disorder and Popular Politics in Early Modern Venice" (Friday, October 7th) and to the seminar in preparation for it, aimed specifically for the students of "History of Venice".

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. Oral presentations may be the outcome of a field work.

Students are also expected to study a text and discuss it individually with the professor. The aim of the discussion will also be to test student understanding of what said in class and their orientation in time and space. Detailed information about the course, guidelines and useful materials will be available during the semester in the e-learning platform, which students will be asked to consult regularly, writing comments, when asked.

Luca Pes

B.Sc. (Econ.) in History and Government (LSE), Laurea in History (Ca' Foscari), Ph.D. in Italian Studies (Reading). Vice Dean, Director of the SHSS at VIU, where he has taught every semester since the beginning of academic activities in 1997. Was 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 IUAV and Contemporary History at Ca' Foscari. Published mostly on Venetian 19th-21st 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.

Syllabus

Venetian stereotypes
Origin Narratives
The Invention of the Lagoon
The Construction of the City
Rise of Venice 726-1204
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: Work of Art in Progress or Theme Park?
Venice as Living City
Future Perspectives

Evaluation

10% attendance and participation
20% individual out of class discussion with professor
30% oral presentations in class
40% written final research paper

Readings

Giorgio Gianighian and Paola Pavanini, *Venice: the basics*, Gambier Keller 2010 (80 pages) - introduction to urban Venice as a built environment by two Venetian architectural historians (Gianighian is professor of restoration at IUAV and at Shanghai Jiao Tong University and teaches a course on UNESCO World Heritage Sites at VIU in the Fall semesters). 720.945311/GIA VEN

Gherardo Ortalli and Giovanni Scarabello, *A Short History of Venice*, Pacini Editore 1999 (126 pages) -the best very brief and reliable chronological synthesis of Venice as a city-state and power, widely available, by two scholars of Ca' Foscari University. 945.31/ORT VEN

Joanne M. Ferraro, *Venice. History of the Floating City*, Cambridge University Press 2012 (214 pages) - most recent overview of the History of Venice as a city and a state, assuming postmodern approaches: the construction and evolution of identities; the multiculturalism of material life; social hierarchy; and gender as a cultural construction - by an American Historian. 945.31/FER VEN

Elisabeth Crouzet Pavan, *Venice Triumphant: the Horizons of a Myth*, The Johns Hopkins University Press 2005 - top French scholar on Medieval Venice deconstructs myths and tells the history of the city and the Republic before 1797, paying attention also to urban daily life and the relationship with water: excellent book.

945.31/CRO VEN

Frederic Lane, *Venice. A Maritime republic*, The Johns Hopkins University Press 1973 - the classic textbook on the History of Venice, which keeps being reprinted. Lane has been the most outstanding US economic and social historian on Venice (esp. Renaissance): very reliable and clear.

945.31/LAN VEN

Margaret Plant, *Venice. Fragile City 1797-1997*, Yale University Press 2003 (424 pages) - this illustrated book encompasses politics, culture and architecture of the city after the fall of the Republic, using also Italian scholarly research. The author is Professor Emeritus in Art History in Melbourne, Australia.

945.31/PLA VEN

Richard Bosworth, *Italian Venice. A History*, Yale University Press, New Haven and London 2014 (329 pages) - the history of Venice from the annexation to the present, told by an Australian political historian (famous for his works on Italian Fascism) from the University of Oxford. A most recent book, which roots narrative in visible elements of the urban environment (monuments, buildings, places), aware of Italian Historiographical works.

945.31/BOS VEN

Italian Contemporary History in Films – F1602

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 Duvivier, *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-scène” 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 2016, 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

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A set of readings downloadable from the course e-learning platform provides 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 attend classes, watch all the movies and actively participate to group discussions; form a team with other mates and introduce one of the movies to the rest of the class; submit a final research paper at the end of the semester. It is particularly important students are present to the discussions of films, as that will qualitatively affect final evaluation.

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 1980-2016
(weeks 10-11)

Each one of the units will consist in (a) an introductory lecture on the historical context of the time in which the movie is set; (b) an introductory lecture on the director and the time in which the movie was produced (c) introductory presentations by students; (d) a general discussion.

Movies will be screened out of class.

Detailed information about the course, guidelines and useful materials will be available during the semester in the e-learning platform, which students will be asked to consult regularly, writing comments.

Evaluation

- 10% attendance
- 20% contribution to discussion of movies
- 30% oral presentations
- 40% final research paper

Readings

CINEMA AND HISTORY (methodology)

Pierre Sorlin, *The film in history: restaging the past*, Noble Books, Totowa 1980

ITALIAN CINEMA (quick reference for all movies, like a dictionary)

Peter E. Bondanella, *A History of Italian Cinema*, Continuum, New York 2009

ITALIAN CINEMA (themes, with reference to some of the movies)

Giacomo Lichtner, *Fascism in Italian cinema since 1945: the politics and aesthetics of memory*, Victoria University of Wellington, Palgrave Macmillan, Basingstoke 2013

Vincent F. Rocchio, *Cinema of anxiety: a psychoanalysis of Italian neorealism*, University of Texas Press, Austin 1999

Angelo Restivo, *The cinema of economic miracles: visuality and modernization in the Italian art film*, Duke University Press, Durham 2002

Jacqueline Reich, *Beyond the Latin lover: Marcello Mastroianni, masculinity, and Italian cinema*, Indiana University Press, Bloomington 2004

Marga Cottino Jones, *Women, desire, and power in Italian cinema*, Palgrave MacMillan, New York 2010.

ITALIAN HISTORY AND CULTURE (books with useful material for context of all the movies)

David Forgacs and Robert Lumley (ed.), *Italian cultural studies: an introduction*, Oxford University Press, Oxford-New York 1996

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

IL GATTOPARDO (Visconti's cinema, historical setting of the movie)

Henry Bacon, *Visconti: explorations of beauty and decay*, Cambridge University Press, Cambridge-New York 1998

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

AMARCORD (Fellini's cinema and historical setting of the movie)

Edward Murray, *Fellini the artist*, 2nd, enl. ed., F. Ungar, New York 1985

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

THE NIGHT OF THE SHOOTING STARS (Taviani's cinema and historical setting of the movie)

Lorenzo Cuccu, *The Cinema of Paolo and Vittorio Taviani: Nature, Culture and History Revealed by Two Tuscan Masters*, Gremese, Rome 2001

Claudio Pavone, *A civil war : a history of the Italian resistance*, Verso, London-New York 2013

DON CAMILLO (Guareschi's life and historical setting of the movie)

Alan R. Perry, *Don Camillo Stories of Giovannino Guareschi: A Humorist Potrays the Sacred*, University of Toronto Press, Toronto-Buffalo 2007

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

THE SEDUCTION OF MIMI (Wertmueller's cinema and historical setting of the movie)

Grace Russo Bullaro, *Man in Disorder: The Cinema of Lina Wertmüller in the 1970s*, Troubador, Leicester 2007

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

THE CAYMAN (Moretti's cinema and historical setting of the movie)

Ewa Mazierska, Laura Rascaroli, *The Cinema of Nanni Moretti: Dreams and Diaries*, Wallflower Press, London 2004.

Paul Ginsborg, *Silvio Berlusconi: television, power and patrimony*, Verso, London-New York 2005

Art and Architecture in Renaissance Venice – F1603

Barbara Savy

Università degli Studi di Padova

The aim of this course is to look at Venice as an early example of globalized art and architecture. Since its origins, Venice hosted people of different nations and cultures, who provided new approaches suggestions and improvements to its art and architecture.

This was even clearer during the Early Modern age, when Venice was “at the centre of the world”. Its relation with the Middle East (Byzantium, Egypt, the Turks), but also with Northern Europe (Germany, the Flanders, the Low Countries), Central Italy (Florence, Rome) and other Italian cities (Padua, Ferrara, Milan) offered, throughout the centuries, extraordinary occasions for the creation of a unique language, open to a wide range of influences and inputs.

Starting from St Mark’s square as a study case, the Course focuses on history of Venetian art and architecture during the Renaissance age, exploring relevant topics: religious and public buildings with their decorations; hosting structures and centers of international trade; services for assistance (“Scuole”, “ospedali”, and other charitable and social institutions). Playing an important role in the civic and religious ritual of Venice, they were the source of an important and characteristic type of patronage, by commissioning works of art from the major artists of the period, such as Giovanni Bellini, Carpaccio, Tiziano, Tintoretto and Palladio among others. This course aims to provide students with a deep understanding of Renaissance Venice through an interdisciplinary approach to its cultural complexity in relation to its wider historical and cultural context.

We will “enter the buildings” and focus on the way Venetian people used to communicate with their foreign guests (both political or religious leaders and intellectuals or merchants) through visual arts and architecture. In this perspective a correct approach will be offered to the interpretation of the works of art using a wide range of sources, historical and literary, trying also to compare Venice to the other European centers of power and business, such as Florence and Rome, but also Paris, Madrid or London. This will concern to analyze some key episodes and selected Renaissance works, as well as the most famous painters and architects in relations to their patrons: Giovanni Bellini, Carpaccio, Titian (the painter to whom the highest international patronage and fame were granted), Giorgione, Tintoretto and Veronese in relation to the buildings which hosted their works (from Jacopo Sansovino to Andrea Palladio). If Carpaccio put in place a wonderful narrative painting and Titian has to be recognized as a starting point for European “state portraiture”, Palladio created a new “system-

Barbara Maria Savy

Dottorato in History and Criticism of Arts and Music at the University of Padova. Teaches History of Art at the University of Padua. Formerly also taught in Naples (Suor Orsola Benincasa). Worked for the Regional Board of the Ministry of Cultural Heritage and Environmental Conservation in Naples. Specialist in Renaissance painting in Venice and Northern Italy (esp. Ferrara, Brescia and Bergamo); Dosso Dossi, Moretto, Romanino and Moroni in particular. She has researched cases of patronage, notably by Alfonso I d’Este and by religious confraternities. Previously taught at VIU in Spring 2014, Fall 2014, Fall 2015, Spring 2016 terms.

atic and communicable” way of designing buildings which influenced the development of architecture in Northern Europe, and later in North America.

The course will be articulated in classroom lectures and site visits, plus day trips aimed to improve the student’s historical and critical capacities, thanks to the direct analysis of the works. The students will have the unique opportunity to gain firsthand knowledge of works of architecture and art in their environmental historical and cultural context.

Learning outcomes

Throughout the midterm test, seminars and a final exam, the students will have to demonstrate the ability to analyze works of art and architectural by allocating it in the relevant historical and urban context. They would have a basic knowledge of the reading list of the course, as well as a detailed knowledge of the topics illustrated during the lectures. Students will acquire and use the specific language of art history and architecture to communicate and interact in class. They will be able to give a presentation according to the guidelines offered by the instructor and write short texts/essays about specific artworks or artists considering them from an interdisciplinary point of view.

Evaluation

To perpetuate cultural heritage is important in a globalized world, and we hope to show the students a modern and useful way to appreciate the Venetian art and architecture. As researchers we dedicate our studies to the Renaissance era and we are enthusiastic to help students understand the most strategic sites and monuments as architectural structures and visual arts whose functions and meanings were meant to be comprehensible by people of different cultures.

Students will be required to take a midterm written exam (essay questions based on slides: they will be asked to identify, compare and contrast some slides; this is not a memory test, but a test to verify their ability to contextualize and compare works), to give an on-site seminar presentation (possibly during the site visits too) and a final paper. Attendance of all scheduled activities is compulsory.

30% attendance and participation (lessons, visits and day trips)

35% in-class test

35% written research paper.

Readings

- Ehresmann, Julia M. (ed.), *The Pocket Dictionary of Art Terms*, London 1980.
- Hall, James A., *Dictionary of Subjects and Symbols in Art*, London 1974 (ISBN-10: 0719541476; ISBN-13: 978-0719541476).
- Steer, John, *A Concise History of Venetian Painting*, London 1980 (ISBN-10: 0500201013).
- Humfrey, Peter, *Painting in Renaissance Venice*, New Haven 1997 (ISBN: 9780300067156; ISBN-10: 0300067151).
- Bacchi, Andrea, *La scultura a Venezia da Sansovino a Canova* (Milano 2000, ISBN: 88-304-1776-9).
- Huse Norbert, Wolfgang Wolters, *The Art of Renaissance Venice: Architecture, Sculpture, and Painting, 1460-1590*, Chicago, University of Chicago Press, 1993 (ISBN-10: 0226361098)
- Hummerson, John, *The Classical Language of Architecture*, Cambridge, the M.I.T. press, c1963 (first edition).
- D. Rosand, Myths of Venice, *The Figuration of a State*, Chapel Hill & London, 2001 (ISBN: 9780807856635).

A list of reading assignments about specific topics will be given week by week. During the single lectures, specific readings useful for different competences will be suggested, also considering exhibition catalogues or recently published monographic books on Venetian artists.

The Architectural and Urban Heritage of Venice in Modern and Contemporary Times – F1604

Guido Zucconi, Isabella di Lenardo
Università Luav di Venezia

Together with a series of detailed description, this course aims at providing a critical introduction to the architectural and urban features of Venice, specifically considering how architecture and art has contributed to create a particular idea of the city. Such a matter acquires particular significance in the transition from the XVIII.th to the XIX.th century, when Venice was losing its status of capital city and dramatically changing its traditional role of “dominante” [*dominating city*].

Learning outcomes of the course

Starting from a suite of highlights and from a number of case studies, we want students to get acquainted with the guidelines concerning cultural, historic and artistic heritage related to modern and contemporary Venice from XVIII.th to XX.th century. Through this course, students will become familiar with the principal pieces of architecture and the artistic references, in particular with those which are a constituent part of the urban context.

The first part of the course until midterm break will be taught by prof. di Lenardo, the second part by prof. Zucconi.

Evaluation

Starting from a suite of highlights and from a number of case studies, we want students to get acquainted with the guidelines concerning cultural, historic and artistic heritage related to modern and contemporary Venice from XVIII.th to XX.th century. A particular focus will be on primary sources in the Archivio di Stato, Tax Declaration and Cadasters, to understand what types of functions were in the city before and after the Fall of the Republic. Special lectures allow handling the main digital urban analysis tools. Through this course, students will become familiar with the principal pieces of architecture and the artistic references, in particular with those that are a constituent part of the urban context.

Readings

CONCINA E., *A history of Venetian architecture*, Cambridge, 1998
HOWARD D., *The Architectural History of Venice*, London, Batsford, 1987
ZUCCONI G., *Venice. An Architectural Guide*, Venezia, Arsenale, 2007
MARTINEAU J., ROBINSON A. (editors), *The glory of Venice: art in the eighteenth century: Royal Academy of arts*, London 1994

Guido Zucconi

Laurea in Architecture (Politecnico, Milan) and M.A. at the Department of Architecture and Urban Planning (Princeton). Professor in History of Architecture and Urban History at IUAV. Teaching also at the University of Padova. Vice-coordinator of the board in the joint Ph.D. program IUAV-University of Verona and Ca' Foscari in History of Arts. Member of the Steering Committee of the TPTI-Erasmus Mundus, European program in association with the University of Paris IV-Sorbonne Panthéon, Universidade de Evora and University of Padova. Taught at the Politecnico of Milan and at the University of Udine. Was President of the Italian Association of Urban History, Visiting Professor at Edinburgh University, École Pratique des Hautes Études (Sorbonne, Paris), Fudan University in Shanghai, and CUJAE of La Habana. Main fields of interest: architecture and the city, conservation and planning in 19th-20th Century Italy, Venetian architecture and urban design of the 19th-20th centuries. Taught at VIU in Fall terms 1999, 2002, 2011-2015. Publications in English include: “Venice. An architectural guide”, Arsenale, Venice 1993.

Isabella Di Lenardo

Laurea specialistica in History of Modern Art (Ca' Foscari), Dottorato in Theory and History of Art (SSAV). Lecturer at the École Polytechnique Fédérale de Lausanne (EPFL). Was teaching Assistant in Urban History and History of Architecture at IUAV. Was Research Fellow at the Dutch University Institute for Art History in Florence. Author of essays and

LEWIS D., Notes on XVIII century Venetian architecture, "Bollettino dei Musei Civici veneziani", n. XII, 1971

PLANT M., *Venice: fragile city, 1797-1997*, New Haven/London, Yale University Press, c2002

HEWISON R., *Ruskin and Venice*, London, 1978

SCHULZ, J., *The Restoration of the Fondaco dei Turchi*, "Annali di Architettura", VII (1995), pp.19-38.

GOY, R., *The city and its architecture*, London, Phaidon, 1999.

articles about Venetian Art and Architecture during the 'Long Renaissance'. She was involved in teaching at the VIU Summer School "Visualizing Venice: the Ghetto of Venice" and was Coordinator of the Ca' Foscari-EPFL Fall School in Digital Humanities. Taught in the VIU Globalization Program in Fall term 2013, 2014 and 2015. Her research interests are focused on the production and circulation of artistic and architectural knowledge in Europe between the Sixteenth and Eighteenth Centuries, with a particular emphasis on North-South relationships and influences.

Italian for Foreigners – beginner, intermediate, upper intermediate levels – F1605

Massimo Brunzin (coordinator), Ivan Lo Giudice, Claudia Meneghetti
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

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

Massimo Brunzin

Laurea 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 Istituto Venezia. 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.

Ivan Lo Giudice

Laurea triennale in Translation and interpretation, English and Spanish (Ca' Foscari), Laurea triennale in Public Relations (Udine), M.Sc. in Global Politics (Southampton). Lecturer in Italian Language and Culture at Istituto Venezia. Since last year, also teaches Italian as a Foreign Language at VIU.

Claudia Meneghetti

Laurea in Language Sciences (Ca' Foscari). Professor of Italian as a Foreign Language at Istituto Venezia. Has taught Beginners and Intermediate Italian courses at VIU for several years. Taught Italian at the Boston University Venice Program in 2011.

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 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.

Readings

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.

Readings

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 mes-

sages; 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.

Readings

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)

ADVANCED LEVEL

Course description

This course is composed of:

- 56 hours of intermediate classes with the purpose of a general review;

- 18 hours of classes will be specially dedicated to further developing skills such 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.

- 6 hours classes dedicated to reading, comprehending and summarizing a narrative text (Mastronardi)

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

This language course will allow students to reinforce their grammar skills and increase their ability to understand, speak, read and write Italian. It includes complex grammar skills, with continued vocabulary study, conversational practice, composition, cultural and literary readings and some work with video. Group work will be used extensively to develop these skills. The course is conducted in Italian from the first day. Homework will be corrected during class time and it will allow the students to self-correct and understand why a specific grammar point works the way it does.

During classes and at home students will read and analyze Lucio Mastronardi, *Il Maestro di Vigevano*, and will watch and analyze the movie by Elio Petri, based on the book.

Students will produce a final paper highlighting similarities and differences between the novel and the movie.

Students also will produce some written documents concerning their own experience in Venice as a foreign student (e.g. small 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: 80

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);

past tenses;

simple future tense
 Reflexive verbs;
 Partitive particle *ne*;
 Imperfect past tense;
 Simple past (perfect tense) and imperfect used together;
 Agreement of the direct pronouns with the perfect tense;
 Formal/unformal use of the imperative;
Stare+gerundio: present continuous;
 Subjunctive (present);
Si impersonale;
 Pronouns;
 Locative particle *ci*;
 Relative pronouns (*che, chi*);
 Conditional (present);
 Impersonal (*si* impersonale con verbi riflessivi);
Introduction to:
Ci and *ne* particles: other uses
 Relative pronouns (*cui* and *il quale*);
 Subjunctive (passato, imperfetto e trapassato);
 Conditional (present, past);
 Conditional clause (secondo, terzo tipo e forme miste);
 In-depth examination of prepositions.
 Remote past;
 Gerund: simple and compound
 Participle
 Infinitive
 Use and omission of articles
 Reported Speech
 Adverb phrases
 Indefinite pronouns and adjectives
 Pronominal verbs (*andarsene, fregarsene, contarci, ...*)
 Conjunctions
 Construction *make+infinitive*
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 analyzing newspaper, magazine articles, narrative texts and movie sequences.

Oral comprehension

Dialogues; Songs; Videos and movie sequences; Advertisements;

Written comprehension

Formal and informal letters; Instructions; Warnings and messages; Announcements; Tales; Narrative texts; Newspaper and magazine articles;

Oral expression and vocabulary

Face-to-face discussion; Instructions; Descriptions; Tales;

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 for this class is absolutely mandatory. Absences will lower the final grade.

30% Class performance (participation and attendance). Class 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) during classes, students will produce some written documents concerning their own experience in Venice as a foreign student (e.g. small Venice guide for foreign students)

Tutoring

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

Readings

Textbook: Workbook of Istituto Venezia 2 (selection of authentic teaching materials and selected teaching materials from textbooks such as Magari, Nuovo Contatto, Viaggio nell'italiano).

Comparing East and West – F1607

Dennis Shirley
Boston College

Course description

Confucian heritage cultures in China, Singapore, Japan, South Korea and Singapore post the highest results on international large-scale assessments of student learning. Why is this? Do the tests reflect actual student knowledge levels or do they mirror an instructional focus on testing that overemphasizes performativity and drill? Are there hidden social costs for the high achievement results in some regions such as loss of creativity and excessive rote learning that need to be identified? Could components of western educational systems that provide more opportunities for students to develop their own point of view help to rectify some imbalances in eastern systems? Finally, how might we develop optimal combinations of various educational systems in the future?

This course will explore educational systems in East and West to explore underlying cultural, pedagogical, and curricular explanations for diverse learning outcomes. Students will study research reports and policy recommendations from major transnational organizations and will also investigate analyses and debates from within nations. Students will study the role of the media in disseminating the results of large-scale assessments and the various levels of attention or indifference to the outcomes from policy makers within jurisdictions.

International large-scale assessments are controversial among some scholars because they fear that the results misrepresent actual levels of student learning and can lead to rushed judgments that exacerbate rather than solve persistent problems of educational attainment. Are their concerns legitimate? To understand these concerns students will study research methods used in the assessments, possible sources of sampling error or misinterpretation, and evidence indicating that international large-scale assessments cannot capture the full cultural complexities of any given jurisdictions.

An important feature of this class will be that extensive use of new technologies will be undertaken in order to engage in direct conversations with leading policy makers and educators from around the globe. Students will have opportunities to question change leaders about their preferred strategies for improving academic outcomes. They will be encouraged to consider alternative approaches to enhancing learning, such as experiential learning and the full and creative deployment of various on-line services.

Throughout the course students will learn to conduct independent research and to develop original and independent interpretations of con-

Dennis Shirley

B.A. in Political and Social Thought (Virginia), M.A. in Sociology (New School of Research, New York), Ed.D. in Teaching, Curricula, and Learning Environments (Harvard). Professor of Teacher Education at BC. He is editor in chief of the "Journal of Educational Change". Conducted research and led professional development workshops for school leaders throughout the world. His publications have been translated into several languages. He is author of *The Mindful Teacher* with Elizabeth MacDonald (New York: Teachers College Press, 2009). His forthcoming book *The New Imperatives of Educational Change: Achievement with Integrity* will be available from Routledge in Fall 2016.

temporary educational policies. The course will utilize a seminar-style format requiring students to practice developing their own point of view and comparing and contrasting them with their classmates. Students will have opportunities to reflect on their own schooling experiences in their home countries and to share them with one another as we endeavor to understand how our school systems have come to develop their particular configurations and how they might be improved in the future.

Learning outcomes:

Students will learn to develop their skills as independent thinkers, subtle and critical writers, and collaborative interlocutors of one another's ideas. They will learn to analyze educational reports to recognize their strengths and also to identify areas of weakness. They will learn to advance arguments in favor of their particular policy recommendations.

Required previous knowledge:

Students should have some facility with spoken and written English and interest in contemporary efforts to improve educational systems around the world.

Evaluation

Students will be assessed in the following manner:

- 15% Essay #1 on educational policy and outcomes in a single nation
- 25% Essay #2 comparing 3 nations' policies and outcomes
- 35% Essay #3 advancing policy recommendations on the basis of course readings
- 10% Student postings in weekly class blogs
- 15% Student participation in class discussions

Reading

The course readings will be drawn from independent scholars and from studies published by the Organization for Economic Cooperation and Development (OECD) reflecting findings on the Program for International Student Assessment (PISA). The OECD publishes overall findings on PISA results as well as case studies of individual countries as well as sectors within individual countries. The course readings will also draw on other publications of transnational organizations, such as UNICEF, the World Bank, McKinsey & Company, and the Economist Intelligence Unit.

Examples of course readings include:

Darling-Hammond, L. (2009) *The flat world and education*. New York: Teachers College Press.

Hargreaves, A., & Shirley, D. (2009) *The fourth way: The inspiring future for educational change*. Thousand Oaks, CA: Corwin.

Hargreaves, A., & Shirley, D. (2012) *The global fourth way: The quest for educational excellence*. Thousand Oaks, CA: Corwin.

McKinsey & Company (2010) *How the world's most improved school systems keep getting better*. London: McKinsey & Company.

Programme for International Student Assessment (2012) *PISA 2012 results in focus: What 15 year olds know and what they can do with what they know*. Paris: OECD

Zhao, Y. (2010) *Catching up or leading the way?* Washington, DC: Association for Supervision and Curriculum Development.

Zhao, Y. (2012) *World class learners: Educating creative and entrepreneurial students*. Thousand Oaks, CA: Corwin.

Intercultural Communication – F16o8

Elisabetta Pavan

Università Ca' Foscari Venezia

The aim of the course is to help students to acquire knowledge, skills and attitudes that increase intercultural competence, particularly in university and working environments, and to improve their communicating abilities in the VIU multicultural context. Part of the course is theoretical. The other part is practical, inducing students to practice intercultural communication and to develop their intercultural awareness, inside and outside class.

Syllabus

Theoretical section:

Culture as a context for communication.

Communication as a cultural element. Perception and communication.

The socio-relational context. Culture shock.

Verbal communication. Language, thought, culture; translation problems; discourse pattern; gender and communication.

Nonverbal communication. Proxemics; kinesics; paralanguage; haptics; clothing and physical appearance; olfactics.

Cultural patterns and communication foundations. Cultural values.

Cultural models.

Intercultural competence in interpersonal relationships.

Intercultural communication in organizations.

Practical section:

Class and field activities, final research paper and oral presentation.

Students will create a personal intercultural communication manual, built as a work in progress for lifelong learning.

Evaluation

30% class, midterm and field activities

30% oral presentation and participation to class,

40% final research paper.

Readings

Hall E.T. (1959). *The Silent Language*, New York: Doubleday. Selected parts.

Hall, E. T. (1966). *The Hidden Dimension*, New York: Doubleday. Selected parts.

Hofstede G. (1991). *Cultures and organizations: Software of the mind*, New York: McGraw-Hill. Selected parts.

Elisabetta Pavan

Laurea in Modern Foreign Languages and Literatures (English, Spanish) and Dottorato in Linguistics, with a thesis on Intercultural Communication (Ca' Foscari). Lecturer in Intercultural Communication, Theory of Mass Communication, English Language at Ca' Foscari. Also teaches English Language at the University of Padova, and Intercultural Communication and Mass Media at University of Primorskem, Koper, Slovenia. Was Visiting Professor at the University of São Paulo, USP, Brazil. She is on the Steering Committees of two European projects: JEZIK LINGUA and EDUKA - educating for diversity. Main fields of interest: Intercultural Communication both in the educational and managerial contexts; Methodology of Cultural Aspects; the use of media and authentic materials in teaching Foreign Languages; Foreign Language (FL) methodologies; Mass Communication. Taught at VIU in Fall 2014 and 2015.

Jandt, F. (2010). *An Introduction to Intercultural Communication*,
Thousand Oaks: Sage Publications (TEXTBOOK)

Tannen, D. (1990). *You just don't understand*, New York: Ballantine
Books. Selected parts.

Additional readings available during the course.

Gender Studies – F1609

Luca Trappolin

Università degli Studi di Padova

Course Description

Gender studies are an interdisciplinary field of research focused on the way that the meanings of being men and women are constructed through every day-life practices, discourses and representations, cultural objects and institutional practices.

The course, however, will be mainly focused on the sociological dimension of gender studies, in which gender is investigated both as an organizing principle of society and a product of society itself.

On the one hand, the class will discuss how gender expectations affect the lives of boys/men and girl/women in different times and spaces, as well as the organization of social institutions such as family, school, the labor market; and on the other, we will address how gender is socially constructed and the implications these processes have for men and for women.

Identifying which gender patterns and meanings are more constraining than others (and who takes advantage of this) entails investigating society and culture from the point of view of the unequal distribution of power between men and women and within different groups of men and women. As a consequence, the course will encourage students to think critically about how gender differences translate into gender inequalities.

Special attention will be given to the interpretation of the symbolic dimension of gender. From this point of view, the course will address how norms of masculinities and femininities – intersected with class, race and sexual identity – are represented in public discourses and mass-media. Examples will refer to the Italian context as well as to other Western and Eastern contexts.

Students will be encouraged to collectively analyze and discuss the readings through a framework provided at the beginning of the course.

Much of the reading will be focused on theory and research findings. Nevertheless, each area of gender studies takes its cue from real life. As a consequence, students will be asked to give examples of “real-life situations” related to their national contexts and experience.

Learning outcomes of the course

- _ To gain knowledge and a critical sense of gender inequality today;
- _ To learn to read, analyze and discuss theoretical and research texts on the course topics;
- _ To be introduced to direct observation as method of enquiry.

Luca Trappolin

Ricercatore at the Department of Philosophy, Sociology, Pedagogy and Applied Psychology, University of Padova, where he teaches Sociology of Differences and he is responsible for Queer Studies at the Interdepartmental Research Centre for Gender Politics Studies (CIRSPG). Taught Gender Studies at VIU in Fall 2014. He is in the Editorial Board of *AG-AboutGender*, international journal of Gender Studies. Main fields of interest: the transformations of gender identities and sexual orientation; conflicts related to identity recognition dynamics and the construction of the public sphere. With A. Gasparini and R. Wintemute, he is editor of *Confronting Homophobia in Europe. Social and Legal Perspectives*, Hart Publishing, Oxford 2012.

_ To learn to analyze public debates, cultural products, mass-media communication and policies by applying the knowledge acquired during the lessons.

Syllabus

The course will begin with a general overview of the emergence and the development of gender studies: main objects, topics, concepts and research perspectives. Classes will bring together notions from feminist studies, men's studies, post-colonial studies, cultural studies and queer studies.

Specific topics of the course will be the following:

- _ The emergence and development of the sociological interest in gender;
- _ How individuals become gendered;
- _ Gender and socialization;
- _ The gendered division of labor;
- _ Gender and the sex segregation of jobs;
- _ The interactional approach in gender studies: concepts and research findings
- _ Doing gender: the approach of performativity;
- _ The social construction of masculinity and the emergence of Men's Studies;
- _ Gender Studies, Lesbian and Gay Studies;
- _ Gender Studies and Queer Theory

In the second part of the course, classes will address the following topics:

- _ the phenomenological approach in gender studies;
- _ from boys to men: the construction of masculinity
- _ the violation of gender norms and the pluralization of gender identities: homosexuality and homophobia.

Evaluation methods

Evaluation will be based on:

- * 20% participation in class discussions and activities;
- * 30% midterm paper related to the sociological dimension of Gender Studies;
- * 50% final paper.

Reading

Readings will be extracted mainly from the following books:

Essed, P., Goldberg, D.V. and Kobayashi, A. (eds.) (2005), *A Companion to Gender Studies*, Blackwell;

Fenstermaker, S. and West, C. (eds.) (2002), *Doing Gender, Doing Differences: Inequality, Power and Institutional Change*, Routledge;

Holmes, Mary (2007), *What is Gender? Sociological Approaches*, Sage

Kimmel, M. and Aronson, A. (eds.) (2000), *The Gendered Society Reader*, Oxford University Press.

Wharton, Amy S. (2005), *The Sociology of Gender: An Introduction to Theory and Research*, Blackwell.

Other readings will be provided in PDF format.

History of US-Japan Relations – F1610

Hatsue Shinohara
Waseda University

Course description

This course has dual aims: On the empirical side it seeks to cover major events that took place between the U.S. and Japan in the twentieth century, whilst with regard to a theoretical and interpretative framework the class will focus on perspectives involving Foreign Policy and Diplomacy—how different entities communicate, negotiate and make compromises to promote their agendas or settle conflicts.

In the 1850s Japan, which had pursued a seclusion policy for two and half centuries, was opened up and introduced to the practice of international relations by the U.S. In a long historical perspective, their bilateral relations went through some upheavals over the period. This class will examine how the two countries developed their relationship, focusing upon four major cases and events: The Road to Pearl Harbor, the American Occupation of Japan, the Reversion of Okinawa, and the Security Initiatives in the mid-1990s. Through a historical examination of the bilateral relationship over the century, we can also learn something about Japan's position in Asia and the world, because Japan's postwar development, both political and economic, and Japan's relations with Asian nations, cannot be fully grasped independently of her relationship with the U.S.

In order to pursue the aforementioned aim, we will situate our discussion and examination within a framework of Foreign Policy and Diplomacy. When a country plans and formulates certain policies concerning foreign affairs, it needs to consider various elements such as domestic and international determinants. When two or more countries get involved in negotiation to implement the policy, they carry out careful negotiations. For instance, the U.S. and Japan were conducting negotiations in the fall of 1941 to prevent war, but in the end their efforts were in vain. Why did they fail to reach agreement? To answer the question fully, it would be helpful to examine such concepts as the role of a diplomat, two-level game theory and so on.

In the end I hope that we can carry forward a discussion of what is required for good and successful Foreign Policy and Diplomacy to enhance an individual country's interests and to contribute at the same time to international stability.

Learning outcome

Students will learn about the major historical events and important issues affecting US-Japan relations in the twentieth century and will

Hatsue Shinohara

B.A. and M.A. School of Law (Waseda), M.A. and Ph.D. Department of History (University of Chicago). Professor, Graduate School of Asia-Pacific Studies, Waseda. Main fields of interest: International History (League of Nations, US-Japan relations, Collective Memory on War), Multi-disciplinary approach in International Relations (Law and Politics, History of International Law) and disciplinary history of International Relations (Intellectual History on War and Peace, Theoretical discourse on War in International Law and International Relations theory, Constructivism, English School). Major works in English: a book on *US International Lawyers in the Interwar Years: A Forgotten Crusade* (Cambridge UK: Cambridge University Press, 2012) and a book chapter on "International Law and World War One: A Pivotal Turn," published in *Legacies of World War One*, edited by Thomas W. Zeiler (Oxford University Press, forthcoming 2016).

be able to consider the effect and implications of encounters between two different cultures. In addition, by establishing an overarching interpretative framework of diplomacy that highlights foreign policy making based upon the interaction of the various elements and actors/leaders, the military, bureaucracy and public opinion and a negotiation process between nations, students can also learn the complex and intricate nature of diplomacy, which is an essential social institution in the conduct of international relations.

Syllabus and readings

(readings available in pdf version)

Week 1 1. Introduction

[Unit 1: Defining Foreign Policy and Diplomacy]

2. Diplomacy and International Relations

Hans Morgenthau, "Diplomacy," "The Future of Diplomacy," in *Politics among Nations*, seventh edition (Boston: McGraw Hill, 2006), Chap. 31 and 32.

Week 2 3. International and domestic factors

-Alex Mintz and Karl DeRouen, "International, Domestic and Cultural Factors influencing Foreign Policy Decision Making," in *Understanding Foreign Policy Making* (Cambridge, UK: Cambridge University Press, 2010);

-Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two Level Games," *International Organization* 42 (Summer 1988), 427-460.

4. National Orientation in Foreign Policy?

Wilsonianism: The Origin of the Twentieth Century American Foreign Policy?

- "President Woodrow Wilson's War Message, 1917";

-Lloyd E. Ambrosius, "Woodrow Wilson and George W. Bush: Historical Comparisons of Ends and Means in Their Foreign Policies," *Diplomatic History*, Vol.30 (June 2006);

-Tony Smith, *America's Mission: The United States and the World Wide Struggle for Democracy in the Twentieth Century* (Princeton: Princeton University Press, 1994), Chap.1.

Week 3 5. 1-4 Political Thoughts of Individual Leaders

Paul Sharp, *Diplomatic Theory of International Relations*

(Cambridge UK: Cambridge University Press, 2009), Chap 1-3.

6. Summary of the unit and discussion

[Unit 2: The Road to Pearl Harbor]

- Week 4* 7. The Manchurian Incident and intellectual discussion
Hatsue Shinohara, *US International Lawyers in the Interwar Years* (Cambridge: CUP, 2012), Chap. 4.
8. Public Opinion in Japan
Kakegawa Tomiko, "The Press and Public Opinion in Japan, 1931-1941," in Dorothy Borg et al. eds., *Pearl Harbor as History* (New York: Columbia Univ. 1975), pp. 533-549.
- Week 5* 9. The Fall of 1941-international context
- Akira Iriye, "The Road to Pearl Harbor," in *Cambridge History of American Foreign Relations*, vol. 3, (Cambridge, UK: CUP, 1993), Chap. 11;
- Sumio Hatano and Sadao Asada, "Japan's Decision to 'Go South'," in Akira Iriye, ed., *Pearl Harbor and the Coming of the War* (Boston: Bedford, 1999), 125-136.
10. The Fall of 1941-negotiation
"Draft of Proposed Modus Vivendi with Japan," "Hull Note," in Iriye, *Pearl Harbor*, pp. 63-98.

[Unit 3, the American Occupation of Japan]

- Week 6* 11. "Atomic Diplomacy"
Tsuyoshi Hasegawa, *Racing the Enemy: Stalin, Truman and the Surrender of Japan* (Cambridge, MA: Harvard University Press, 2005), "Conclusion."
12. Grand Design: American Interests?
"Potsdam Declaration"; 2. "Activities of the Far Eastern Commission, Report by the Secretary General, February 26, 1946-July 10, 1947."
- Week 7* 13. Drafting a Constitution for a Foreign People
- John Dower, "Neocolonial Revolution," *Embracing Defeat* (New York: W.W. Norton, 1999);
- Ray A. Moor & Donald L. Robinson, "A Liberal and Enlightened Constitution," *Partner for Democracy: Crafting the New Japanese State under MacArthur* (Oxford: Oxford University Press, 2002)
14. Cultural Diplomacy?
Takemae Eiji, "The Cultural Reforms," *The Allied Occupation of Japan* (New York: Continuum, 2002).

[Unit 4, the Reversion of Okinawa]

- Week 8* 15. The Cold War in Asia
Warren Cohen, "The Korean War and Its Consequences" in *Cambridge History of American Foreign Relations*, vol. 4, (Cambridge, UK: CUP, 1993), Chap. 3.
16. Domestic Factors-Anti Security Treaty Movement in Japan
National Council Report, 6/11/1960; 2. Edwin O. Reischauer, "Broken Dialogue," *Foreign Affairs* 39 (1960-1961), 11-25.
3."Reishauer's Oral History."
17. Okinawa Factors
- Christopher Aldous, "'Mob Rule' or Popular Activism: The Koza Riot of December 1970 and the Okinawan Search for Citizenship," in Glenn D. Hook and Richard Siddle eds., *Japan and Okinawa: Structure and Subjectivity* (New York: Routledge, 2003);
- Klein, T. M. "The Rhykyus on the eve of reversion," *Pacific Affairs* 45 (Spring,1972).
- Week 9* 18. Secret Diplomacy
- "US-Japan Joint Statement, 11/29/1969";
- "Writing the Script in Collaboration with Henry Kissinger," Kei Wakaizumi, *The Best Course Available* (Hawaii: University of Hawaii Press, 2002), Chap. 10.

[Unit 4, Redefinition of US-Japan Security Alliance in the 1990s]

- Week 10* 19. US-Japan Alliance in the post-Cold War Era for Japan
- Morihiro Hosokawa, "Are U.S. Troops in Japan Needed?" *Foreign Affairs* (1998);
- Tatsuro Tsuda, "Japan's Host nation Support Program for the U.S.-Japan Security Alliance, *Asian Survey* 46 (2006), 937-961.
20. Nye Report
"United States Security Strategy for the East Asia-Pacific Region (2/27/1995)"
- Week 11* 21. Military, Bureaucracy and Foreign Policy
- Funabashi Yoichi, "Confluence," in *Alliance Adrift* (New York: Council on Foreign Relations Press, 1999);
- Paul Giarra, "US Bases in Japan: Historical Background and Innovative Approaches to Maintaining Strategic Presence,"

in Michael J. Green and Patrick M. Cronin eds., *The U.S.-Japan Alliance: Past, Present, and Future* (New York: Council on Foreign Relations Press, 1999).

22. 7/18 Military in Okinawa

- Gabe Masaaki, "It is High Time to Wake Up: Japanese Foreign Policy in the Twenty-First Century," *Japan and Okinawa*;

- Masamichi Sebastian Inoue, John Purves, Mark Selden, "Okinawa Citizens, US Bases, and the Security of Asia," *Economic and Political Weekly*, Vol. 33, No. 6 (Feb. 7-13, 1998), pp. 264-266

Week 12 23. Summary and wrap up discussion

Evaluation

Students are required to read assigned materials. After a 30-40 minutes lecture by an instructor, we will have class discussion.

40 % -preparation for the class, attendance and quality of class discussion

20 % midterm short essay

40 % final paper (and presentation)

Readings

I will send out PDFs of the readings. These are primary sources, book chapters, or scholarly articles. Readings must be done on time.

Other related references will be suggested in class.

Intercultural Communication in the Eastern Mediterranean and the Land of Israel in Greco – Roman Times – F1611

Moshe Fischer

Tel Aviv University

This course will examine intercultural communication in the Eastern Mediterranean in general and in Ancient Israel in particular during Classical times (general chronological frame: 5th century BCE – 8th century CE). Two leading cultural worlds meet, fight but also merge in the Near East, namely the Greco-Roman and the Oriental ones. The main theme proposed in this course is the presentation of various aspects of such interactions commonly termed ‘Hellenization’ and ‘Romanization’, as reflected by archaeological, epigraphical and artistic material which has been revealed by the archaeological research carried out in the region during recent decades. Main topics included in this course are the transition from ‘Orientalism’ to ‘Hellenism’, the Phoenician vis-à-vis the Greek culture during the Persian rule of the area, the Jewish-Greek and Jewish-Roman conflict seen through the Maccabean Wars and the First and Second Jewish War (Bar-Kokhba War) against the Romans. Epigraphic material will also be presented, reflecting the use of Oriental languages as overwhelmed by Greek and Latin in the area, as part of the cultural impact and interaction. One outcome of this process was the Hellenic/Hellenistic cultural heritage of Byzantine Palestine as reflected by artistic achievements such as mosaic pavements.

Priority will be given to material evidence and the historical background of the pluralistic societies which were typical of the region during these periods. Focus will be on the ethnic groups of the area during different periods such as Jews, Greeks, Phoenicians under Persian rule; Jews and Greeks in Hellenistic Palestine (the backdrop to the Maccabean wars) and the time of Herod the Great (the background for events of the first and second centuries CE). We will also be looking at the archaeology of the Holy Land in the first centuries of Christianity, in particular the impact of Christian pilgrimage on Palestinian society, and later the interaction with Early Islam.

Learning outcomes of the course

knowledge of the archaeological and historical background of the development of the Near East in later antiquity.

Syllabus

Geographical, political and cultural background of the Mediterranean in antiquity. The main sources: archaeology, historical evidence, epigraphy. The first contacts between the Orient and the Greeks before Alexander the Great: Mazad Hashavyahu as a case study.

Moshe Fischer

B.A./M.A. Department of History and Archaeology (Bucharest), Ph.D.

Department of Classics (TAU). Full Professor of Archeology at

TAU. Member of the editorial boards of the “Journal of Roman Archeology”

and of “Ancient East and West”. His research and publications focus is

Classical Archaeology and in particular: Greece and Rome in the

Near East; Settlement Patterns in Hellenistic, Roman and Byzantine

Israel; Pottery of Hellenistic, Roman and Byzantine Israel; Architecture

and Architectural Decoration in Hellenistic, Roman and Byzantine

Period Israel. Since 1992 he has been director of the excavations in Yavneh-

Yam (Iamneia in Greek), 20 km South of Jaffa, Israel.

Phoenicians, Greeks and the Orient under Persian rule (6th to 4th centuries BCE):

- _ The Near East: geo-political background; peoples and their rulers; the city-state
- _ Historical background: sources, literature, time-line of events
- _ Persian cultural material: Jerusalem as a case study (the Return to Zion)

Greek impact

- _ Greek intrusions
- _ Case studies: Dor, Yavneh-Yam, Ashqelon etc
- _ Characteristic features of cultural interaction after Alexander the Great's arrival to the Near East

Jews and Greeks in Hellenistic Palestine: cultures in conflict (3rd-1st centuries BCE)

- _ Alexander the Great
- _ Diadochi: Ptolemy and Seleucus, heirs of Alexander
- _ Ptolemaic Palestine: Zenon papyri; Afeq/Pegae and Maresha as case studies
- _ Seleucid Palestine: urbanization: new or continuation of old?
- _ Why did the Maccabees revolt?
- _ Archaeology of the Hasmonaean state
- _ Hellenistic Judaism in Eretz Israel
- _ Art and Architecture of Hellenistic Palestine

The Herodian Era – End of the Second Temple Period – Early Roman period: from Hellenism to Romanitas (1st century BCE-1st century CE).

- _ The Romans are here! Pompeius Maior in the Near East and the end of the Seleucid and Hasmonean independence (66-40 BCE)
- _ Herod the Great: the role of personality in history (37-4 BCE)
- _ The Temple in Jerusalem
- _ Urbanization, architecture and art
- _ Countryside
- _ Pilgrimage
- _ Jewish sectarianism & the beginnings of Christianity
- _ Qumran and the Dead Sea communities
- _ The Nabateans
- _ Conflicts and pacification

Roman Rule in *Palaestina*: Jewish wars and the *pax Romana*? (1st-2nd centuries CE)

- _ The First Jewish War (66-70/73 CE)
- _ The Second War (Bar Kokhba Revolt) (132-135 CE)

- _ Jewish defeat: Palaestina-Syria and Aelia Capitolina
- _ The Roman army and the cities: Latin in a Graeco-Aramaic-Hebrew society
- _ Rabbinical reconstruction : the Yavneh period
- _ Roman Rule in *Palaestina: modus vivendi?* (2nd-3rd centuries CE).
- A- Roman material construction
 - _ Roads
 - _ Bridges
 - _ Thermae
 - _ Temples
- B- Jewish cultural construction
 - _ Jewish Galilee
 - _ The Jewish literary/religious sources: Mishnah and Talmud
 - _ Synagogues
- C Art in Roman Palestine: identity of a province
- The Holy Land: a pluralistic view (Pagans, Christians, Jews, Samaritans and 'Others' under an ecclesiastical economy) (4th-7th centuries CE)
 - _ Holy Land and Christianity: the dynamics of ideology
 - _ Jewish prosperity under threat: the birth of 'Jewish' art
 - _ Samaritan ambiguity
 - _ Archaeology of the pilgrimage economy: advantages of religious tourism
- Early Islamic Palestine: reception and rejection (7th-8th centuries CE)
 - _ Muslim conquest: violent or not? The contribution of archaeology.
 - _ Problematics of transitional periods: Late Byzantine-Early Islamic.
 - _ Byzantine heritage in Early Islamic society: Archaeology of the *longue durée*
- Conclusions: archaeology and the study of cultural interaction
- XII. Students' papers and discussions

Teaching and evaluation methods

including the percentage of the overall grade assigned to each evaluation:

first part would be a frontal teaching and presentation of the main topics followed by presentations by the students in class and finally the delivery of written papers to be graded.

20% attendance and participation

30% oral presentations in class

50% written research paper

Reading

The New Encyclopedia of Archaeological Excavations in the Holy Land.

5

Vols. Jerusalem-Washington

Avni, G. 2014. *The Byzantine–Islamic Transition in Palestine. An Archaeological Approach* (Oxford Studies in Byzantium). Oxford: Oxford University Press.

Goodman, M. 2008. *Rome and Jerusalem: the clash of ancient civilizations*. New York (Random House)

Knoblet, J., 2005. *Herod the Great*. University Press of America.

Levine, L. I. 1999. *Judaism and Hellenism in Antiquity: Conflict or Confluence?* Washington (Seattle: University of Washington Press)

Magness, J. 2012. *The Archaeology of the Holy Land: From the Destruction of Solomon's Temple to the Muslim Conquest*. Cambridge University Press.

Murphy-O'Connor, J. 1998. *The Holy Land*, 4th ed (Oxford: Oxford Univ. Press, 1998).

Taylor, J. 1993. *The Myth of the Judeo-Christians*. Cambridge, Mass.

Everyday Life in Ancient Greece – F1612

Moshe Fischer

Tel Aviv University

This course is an attempt at presenting various aspects of everyday life in Ancient Greece focusing on the peak of the Greek Democratic society based on the polis (city state) as a political unit and its countryside. The chronological frame would be the fifth and fourth centuries BCE. Insight into Greek everyday life will be based on archaeological artistic and historical sources, including inscriptions, numismatic evidence and other sources. A detailed description of the geographical and human environmental background of the Greek world will serve as starting point for examining other aspects. The latter will be organized according to the following main fields: the Greek polis and its political and social institutions (urban space and its use, architectural and artistic aspects); housing, household and private sphere; cult and ritual (architectural, social, artistic aspects); economic life of the city and its hinterland; private and public in the world of the polis (juridical framework and the city). Several meetings will be focused on aspects of individual life, family, and gender. Death and burial of the ancient Greeks will also be discussed. Based on the presentation of these aspects we will discuss the place and status of the Greek citizen in a world of hundreds of city-states as regarding his/her political, social, religious identity.

Learning outcomes of the course

knowledge of a large spectrum of aspects of everyday life in Ancient Greece against the background of political and social development of the Greek Democratic society.

Required preliminary knowledge

a general knowledge of ancient history and archaeology of the Greek world.

Syllabus

- _ Geographical and historical background of the Greek world and its diaspora
- _ Definition of the term 'everyday life', household archaeology; sources and methodology
- _ Settlement and settling; political life in Greek democracy
- _ The urban frame of the polis: architecture of power, demos versus individuals
- _ War and peace: realia of military aspects and evidence of peace
- _ Residential space: houses and households; social stratification

Moshe Fischer

B.A./M.A. Department of History and Archaeology (Bucharest), Ph.D. Department of Classics (TAU). Full Professor of Archeology at TAU. Member of the editorial boards of the "Journal of Roman Archeology" and of "Ancient East and West". His research and publications focus is Classical Archaeology and in particular: Greece and Rome in the Near East; Settlement Patterns in Hellenistic, Roman and Byzantine Israel; Pottery of Hellenistic, Roman and Byzantine Israel; Architecture and Architectural Decoration in Hellenistic, Roman and Byzantine Period Israel. Since 1992 he has been director of the excavations in Yavneh-Yam (Iamneia in Greek), 20 km South of Jaffa, Israel.

- _ Childhood and family life
- _ The countryside: agriculture, food processing, marketing
- _ Consumer society: cooking, eating and drinking. The symposium as a Greek phenomenon.
- _ Technology and Industry/production: pottery, metallurgy, jewelry
- _ Communication and trade; the monetary economy
- _ Death and burial
- _ Religion and cult: temples, shrines, altars and sanctuaries
- _ Discussions, students' papers etc.

Teaching and evaluation methods

including the percentage of the overall grade assigned to each evaluation: first part would be a frontal teaching and presentation of the main topics followed by presentations by the students in class and finally the delivery of written papers to be graded.

20% attendance and participation

30% oral presentations in class

50% written research paper

Reading

Adkins, L. and Adkins, R. A. 1998. *Handbook to Life in Ancient Greece*. Oxford (University Press).

Alcock, S. E. and Osborne, R. eds. 2007. *Classical Archaeology*. Oxford (Blackwell).

Crawford, M. and Whitehead, D. eds. 1986. *Archaic and Classical Greece. A Selection of Ancient Sources in Translation*. Cambridge.

Flacelière, R., 2002. *Daily life in Greece at the time of Pericles*. Sterling Publishing Company.

Mee, C. 2011. *Greek Archaeology. A Thematic Approach*. Oxford (Wiley-Blackwell).

Jewish History and Culture in Imperial Russia and in the USSR, 1772-1990 – F1613

Valery Dymshits, Alexander Ivanov

European University at Saint Petersburg

Course description

Part I. Jewish Life in Imperial Russia: the Shtetl and its Culture, 1772–1917

The first part of the course provides students with a general overview of the East European period in Jewish cultural history with a particular focus on folklore and visual culture. Students will explore various aspects of the Jewish storytelling tradition and major trends in the visual culture of East European Jewry as well as their cultural and historical contexts. We will also focus on the influence of Jewish folk culture on professional art and literature in the 20th century.

During the first part of the course we will discuss particular features of Jewish culture in Eastern Europe and trace the borders and inner structures of Jewish Eastern Europe. Special attention will be paid to the social and religious life in the Shtetl and the role of Yiddish and other languages in the Shtetl. We will cover different fields of Jewish culture, such as folk literature, popular beliefs, superstitions and demonology, folk songs and Purim-shpils, folk theatre, traditional and modern Klezmer music, Jewish wedding rituals, visual folk art. We will discuss the first attempts to create a national Jewish literature (I.-L. Perets) and its development in the works of I. Manger, I. Bashevis-Singer, I. Babel, the first efforts to collect Jewish folklore (A. An-sky) and later studies in Jewish folk art and music (I. L. Kahan and YIVO). We will trace how Jewish folklore was absorbed by Jewish and Russian Avant-Garde artists such as Mark Chagal, El Lisitsky and others.

Part II. Jewish Life in Soviet Russia: Politics, Ideologies, Representations, 1920s – 1990s

The second part of the course describes an ambitious experiment in the radical modernization of Jewish society in Soviet Russia. In 1927–1934 thanks to a large-scale Jewish agricultural colonization the so-called areas of continuous Jewish farming were created which were later reorganized into five Jewish national administrative districts in Southern Ukraine, the Crimea and the Birobidzhan district (after 1934 – the Jewish Autonomous Region – JAR) in the Soviet Far East. In 1938, in accordance with the new Soviet policy of eliminating the administrative autonomies of scattered minorities Jewish national administrative districts were abolished and the relocation of Jews both to the Crimea and JAR was suspended. Nevertheless, implementation of the Soviet-Jewish project especially in 1925 – 1930 helped hundreds of thousands of Russian Jews, including *lishentsy* (people with restricted civil rights), to adapt willingly to the new Soviet social and economic

Valery Dymshits

Candidate of Science and Doctor of Sciences (St. Petersburg Technological Institute). Lecturer on Jewish ethnography, Jewish folklore, History of Yiddish Literature, History of Jewish Folklore and Ethnography, Russian-Jewish Literature at EUSP and at St. Petersburg State University. Took part in the foundation of St. Petersburg Jewish University (PJU), now St. Petersburg Institute of Judaica (PIJ), where he was Head of the Institute of Jewish Diaspora Research. Has done fieldwork in Ukraine, Moldavia, Byelorussia, Baltic States, Central Asia, Caucasus and Romania. Worked on the ethnography and folk culture of Ashkenazim, Bukhara Jews, Mountain Jews, Georgian Jews, Russian Judaizer sects.

Aleksandr Ivanov

Member of the Commission for Research Planning and Chief administrator of the “Petersburg Judaica” Center at EUSP, where he taught “Jewish Life under Bolshevik’s Rule: Politics, Ideologies, Representations, 1920s-30s.”. He is coordinator of the Petersburg branch of the International archival project on Jewish documentary sources in depositories throughout Russia, Ukraine, and Belarus carried out by the Russian State Humanitarian University (Moscow) and the Jewish Theological Seminary (New York). Fields of research include: History of the Russian Jewry, History of Jewish philanthropic organizations, History of the formation of Jewish archives in Russia, visual sources on the History of Jews in Russia from a visual anthropology perspective.

realities and to receive all the civil and political rights available at that time.

In the 1930s the national Jewish project was part of Stalin's modernization of the country, but the Soviet regime was less eager to accomplish the most urgent economical tasks, than to create a myth about modernization processes in the "Jewish street" through mass-media. To stimulate extensive Jewish mobilization for the agricultural colonization of the 'virgin lands' in Soviet Russia the whole Jewish agricultural colonization project was extensively propagated by Soviet photojournalists, the film industry and ethnographic exhibitions. This extremely important task of the social and cultural 'rehabilitation' of the Jews in the USSR required the presentation of an attractive image of the new Soviet Jewry and of the "Soviet Jewish homeland" in the Birobidzhan area. In the 1930s soviet photojournalists promoted the type of a "new Soviet Jew" — proud, strong, addicted to physical labor — which had nothing in common with his forebears in the former Pale of Settlement. A new Soviet Yiddish culture free from "religious prejudices" was created as the base of the new Jewish identity.

In the final part of the course we will discuss Jewish life in the USSR after World War II, starting with the development of an anti-Semitic politics (1948–1952) which included the abolishment of the Jewish Anti-Fascist Committee, the campaign against the so-called "rootless cosmopolitans" and the "Doctors' Plot". Then we will turn to the revival of Jewish culture during the Khrushchev Thaw (1958–1964), anti-Zionist campaigns of 1970s, as well as the Jewish national movement for free emigration, especially the activities of the "refuseniks" — Jewish Soviet citizens whose requests for permission to emigrate from the country were denied from the late-1970s to the early-1990s). Our course is based on archival documents including visual sources (photos, documentary films, posters etc.) from the depositories of St. Petersburg, Moscow, London, Paris, New York, Jerusalem and Berlin. The lectures will be accompanied by visual presentation in Power Point and documentary films "Jews on the Land" (1926) and "Red Zion" (2006).

Syllabus and Readings

Part I

Class 1. Introductory Lecture: Special Features of Jewish Culture in Eastern Europe. What was Jewish Eastern Europe: Borders

and Inner Structures?

The class is dedicated to the discussion of historical and political conditions in Eastern Europe in XVI – early XX cc. In that period the shtetl was formed as a unique ethnic, social and economic organism.

Reading:

- Klier, John D. *What Exactly Was a Shtetl? // The Shtetl: Image and Reality. Papers of the Second Mendel Friedman International Conference in Yiddish / Eds. Gennedy Estraiakh & Mikhail Krutikov. Oxford: Legenda, 2000. 23-35.*

Recommended further reading:

- Hundert, Gershon D. *Jews in Poland-Lithuania in the Eighteenth Century: A Genealogy of Modernity. University of California Press, 2004.*

- Gitelman, Zvi. *A Century of Ambivalence: The Jews of Russia and the Soviet Union, 1881 to the Present. New York, Schocken Books and YIVO Institute for Jewish Research, 1988.*

Class 2. Social and Religious Life in a Shtetl.

The shtetl had very sophisticated inner dynamic, stricter from the religious, educational, social, cultural and political points of view. We will discuss the role of vertical hierarchy and horizontal structures in everyday life of traditional Jewish society.

Reading:

- Aksenfeld Yisrorl. *The Headband // Shtetl. The Creative Anthology of Jewish Life in Eastern Europe. Ed. by Joachim Neugroschel. 49-50*

- Kotik Yekhezkel, *The Memoirs. Journey to a Nineteenth-Century Shtetl // d. David Assaf, Wane State University Press, 2005. 18-23, 109-157, 242-250.*

Recommended further reading:

- Stampfer, Shaul. *Families, Rabbis and Education. Traditional Jewish Society in Nineteenth-Century Eastern Europe. The Littman Library of Jewish Civilization, 2010.*

- *The Shtetl: Image and Reality. Papers of the Second Mendel Friedman International Conference in Yiddish / Eds. Gennedy Estraiakh & Mikhail Krutikov. Oxford: Legenda, 2000.*

- Zborowski, Mark; Herzog, Elizabeth. *Life Is With People: The Culture of the Shtetl. Schocken Books, 1995.*

Class 3. Yiddish and Other Languages in a Shtetl.

Yiddish was not only the vernacular of the East European Jews but contained in its inner structures traces of Jewish history. Later, Yiddish studies became one of the main sources for sociolinguistics. We will discuss Yiddish from a sociolinguistic perspective and its interactions with other languages both Jewish and non-Jewish.

Reading:

- Mendele Moykher-Sforim. *The Travels of Benjamin the Third*. // Shtetl. The Creative Anthology of Jewish Life in Eastern Europe. Ed. by Joachim Neugroschel. 187-194.
- Katz, Dovid. *Yiddish* // The YIVO Encyclopedia of Jews in Eastern Europe.
<http://www.yivoencyclopedia.org/article.aspx/Language/Yiddish>

Recommended further reading:

- Dawidowicz, Lucy. *The Golden Tradition, Jewish Life and Thought in Eastern Europe*. Syracuse University Press, 1996.
- Wex, Michael. *Born to Kvetch. Yiddish Language and Culture in All of Its Moods*. St. Martin's Press. NY, 2005.

Class 4. History of Jewish Folkloristics. Main Problems in Jewish Folk Studies. Jewish Folklore, Nationalism and Literature. I.-L. Peretz. A. An-sky, His Life and Work. Later Studies in Jewish Folk Art and Music. I. L. Kahan and YIVO. What is Jewish in Jewish Folklore and Folk Art.

Studies in Jewish folk culture started much later than in other European languages and cultures and were inspired by new tendencies and trends in Jewish literature. We will discuss key figures – their biographies and ideas – in Jewish ethnic and folk studies.

Reading:

- Peretz I. L. *The Pond* // The I. L. Peretz Reader. Ed. Ruth R. Wisse. Yale University Press. 2002. 74-84
- An-sky, S.A. *The Tower in Rome*. // The Dybbuk and Other Writings, ed. by David Roskies. Shoken Books, NY. 1992. 151 -167.
- Lukin, B. *An-sky and the Jewish Museum* // The Worlds of S. An-sky. Ed. by G. Safran and S. Zipperstein. Stanford University press. 2006. 281-306.

Recommended further reading:

- Wisse, Ruth R. *Introduction*. // The I. L. Peretz Reader. Ed. Ruth R. Wisse. Yale University Press. 2002. XIII – XXX.
- Safran G. *Wandering Sole. The Dybbuk's Creator S. An-sky*. Harvard University press. 2010.

Class 5. Jewish Folk Art. Synagogues. Folk Architecture.

During XVI – XIX cc. Jewish communities in East Europe created a unique style and design both in religious and secular architecture. Our discussion will be based on historical photos and field research work done in 1990-2000.

Reading:

- Yargina, Z. *Wooden Synagogues*. Image. 7-64
- Piechotka, Maria and Kazimierz. *Wooden Synagogues of Poland in the 17th and 18th Century*
<http://www.zchor.org/verbin/verbin.htm>
- Sokolova, Alla. *The Podolian Shtetl as Architectural Phenomenon*. // The Shtetl: Image and Reality. Papers of the Second Mendel Friedman International Conference in Yiddish / Eds. Gennedy Estraiikh & Mikhail - Krutikov. Oxford: Legenda, 2000. 35-79.

Recommended further reading:

- Piechotka, Maria and Kazimierz. *Heaven's Gate 2004*
- Krinsky, Carol Herselle. *Synagogues of Europe: Architecture, History, Meaning*. Massachusetts Institute of Technology, 1985.

Class 6. Seminar on Jewish Folk Art. Traditions and Innovations.

Tombstone Decorations. Traditional Symbols.

The most magnificent examples of Jewish folk art are the traditional cemeteries still existent in former shtetls. The richly decorated tombstones give us the best samples of traditional ornaments and symbols typical for traditional Jewish art.

Reading:

- Goberman, David. *Carved Memories: Heritage in Stone From the Russian Jewish Pale*. Rizzolli, NY, 2000/. 9 - 25
- Khaimovich, B. *The Jewish Bestiary of the XVIII-th Century in the Dome Mural of the Khodorov Synagogue // Jews and Slavs*. - Jerusalem- Kyiv, 2000. – V.7. 130-187.

Class 7. Folk Books. Folk Literature Genres. Eliahu Levita and his “Bove-bukh”. Tsene-Rene. Hasidic Literature.

Since XVI c. Yiddish literature has been based on printed books. Printing in Yiddish afforded new possibilities for popular Jewish culture. It was on the one hand a channel for adapting elite culture to popular usage and on the other a first fixing of folk subjects. Yiddish folk books had a very strong influence on the Jewish oral tradition.

Reading:

- Eli Bokhur. *Bovo of Atona* 19 -29; *Tsene-Rene*. 47-54 ;

Shivkhei Besht 101 -104 // No Star Too Beautiful. Yiddish Stories from 1382 to the Present. Ed. by Joachim

Neugroschel. 2000.

- Rabbi Nakhman of Bratslev. *A Tale of a Prince* // The Great Works of Jewish Fantasy and Occult. Ed. by Joachim

Neugroschel . 1976. 359 -362

Recommended further reading:

- Zinberg, Israel. *Old Yiddish Literature from Its Origins to the Haskalah Period*. KTAV Publishing house. 1975

- Green, Arthur. *Tormented master. The Life and Spiritual Quest of Rabbi Nahman of Bratslav*. Jewish Lights. 1992.

Class 8. Folktales. Wanderer Tales. Legends. Supernatural Tales, Superstitions and Demonology. Children’s Tales. Humorous Tales and Anecdotes.

Jewish folklore possesses a real treasury of wanderer tales and legends. They show the very specific synthesis of international oral subjects and motifs with the ideas and values from Jewish religion and the written tradition. Supernatural and superstitious folk stories as well as anecdotes are the richest surviving genres of folk narration. Many of such narrations are still a living reality and were collected in field expeditions during recent years. Such oral short stories are an important source for the history of Jewish mentality and everyday life.

Reading:

- Silverman Weinreich, Beatrice. *Introduction*. // Yiddish Folktales. Ed. by Beatrice Silverman Weinreich. Schocken Books, 1997. XIX – XXXII.

- *Wander Tales*, 65-147; *Legends*, 259-322 // Yiddish Folktales.

Ed. by Beatrice Silverman Weinreich. Schocken Books, 1997.
 - *Tales of the Prophet Elijah // Shtetl*. The Creative Anthology of Jewish Life in Eastern Europe. Ed. by Joachim Neugroschel. 23 – 30.
 - *Supernatural Tales*, 325-367; *Children's Tales*, 31-61; *Humorous Tales*, 203-255// Yiddish Folktales. Ed. by Beatrice Silverman Weinreich. Schocken Books, 1997.
 - Kotik Yekhezkel, *The Memoirs. Journey to a Nineteenth-Century Shtetl // d.* by David Assaf, Wane State University Press, 2005. 226-232.
 Recommended further reading:
 - Trachtenberg, Joshua. *Jewish Magic and Superstition*. University of Pennsylvania Press. 2003
 - *Folktales of the Jews. V. 2. Tales from Eastern Europe*. Ed. by Dan Ben-Amos. Jewish Publishing Society. 2007

Class 9. Jewish Wedding. Traditional Klezmer Music. Modern Klezmer Music. Jewish Folk Songs. Folk Theatre. Purim-shpils.

Jewish folk music, or so-called Klezmer Music, has become in recent years an important part of the World Music movement. Klezmer Music has now changed its identity and become the new brand of Jewish culture for Jews and non-Jews. Our discussion will examine the roots of traditional Jewish music, its place in the life of the Jewish community and in traditional Jewish wedding usage.

Jewish folk culture has a rich tradition of folk theatre and carnival. We can define the Purim-shpil (traditional Purim play) as a unique type of “parodia sacra” based on comic interpretation of the Bible and traditional commentary.

Reading:

- Shalom-Aleichem. *Stempeniu // Shtetl*. The Creative Anthology of Jewish Life in Eastern Europe. Ed. by Joachim Neugroschel. 287-375
- Sapoznik, Henry. *Klezmer! Jewish Musik from Old World to Our World*. Schirmer Trade Books. 2006. 1 -29.
- Veidlinger, Jeffrey. *Jewish public Culture in the Late Russian Empire*. Indiana university press. 2009. 165 -169.
- Sandrow, Nahma. *Vagabond Stars. A World History of Yiddish Theater*. Seth Press. 1986. 1 -20.

Recommended further reading:

- Zinberg, Israel. *Old Yiddish Literature from Its Origins to the Haskalah Period*. KTAV Publishing house. 1975. 301-344.

Class 10. Jewish Folklore and Yiddish Classical Literature.

Yiddish literature is a comparatively new phenomenon based on a rich folklore tradition. It is very important for an understanding of Yiddish literature to compare it with its folklore sources.

Reading:

- Peretz I. L. *A Passion for Clothes*. // *The Great Works of Jewish Fantasy and Occult*. Ed. by Joachim Neugroschel. 1976. 374-380.

- Bashevis-Singer, I. *The Mirror*. No Star Too Beautiful. *Yiddish Stories from 1382 to the Present*. Ed. by Joachim Neugroschel. 2000. 671-679.

Recommended further reading:

- Dan Miron. *The Image of the Shtetl and Other Studies of Modern Jewish Imagination*. Indiana University Press, 1995.

Class 11. Seminar on Discussing S.A. An-sky 's Play "The Dybbuk or Between the Two Worlds" (1915). Its structure, its History and its Fate. The Movie "Dybbuk" (1936)

S.A. An-sky's Play "The Dybbuk or Between the Two Worlds" and its theatre and cinema performances synthesized many elements of folk culture: customs, beliefs, legends, music, songs, costumes etc. and their interaction with the modern viewpoint and modern media.

Reading:

- The Movie "Dybbuk" (1936).

https://www.youtube.com/watch?v=gEaz_JEHqXM

Recommended further reading:

- An-sky S. A. *Yiddish "Dybbuk"*. // *The Dybbuk and Other Writings*, ed. by David Roskies. Shoken Books, NY. 1992. 1-49

- An-sky S. A. *"Russian" Dybbuk*, // *The Worlds of S. An-sky*. Ed. by G. Safran and S. Zipperstein. Stanford university press. 2006. 361-435.

Class 12. Jewish Folk Art and Jewish Avant-guard. Mark Chagal, El Lissitzky and the Artists of “Kultur-Lige”.

The Jewish artistic avant-garde based its experiments on a mixture of international artistic language and the traditions of Jewish folk art. Such world stars as Chagall and Lissitzky studied Jewish folk art and used folk motifs in their creations.

Reading:

- Wolitz, Seth. *Vitebsk versus Betsalel: A Jewish Kulturkampf in the Plastic Arts* // Wolitz S. L. *Yiddish Modernism*.

Bloomington. 2014. 381 – 403.

- Dymshits, Valery. *Eliezer Lissitzky, the Jewish Artist* // El Lissitzky. *The Experience of Totality*. Madrid, La Fabrica. 2014. 21- 37.

Recommended further reading:

- Wolitz S. L. *Yiddish Modernism*. Bloomington. 2014.

Part II

Class 13. Introductory Lecture: Jews in the socio-political environment of post-revolutionary Russia, 1917–1920s.

This lecture focuses on the contradictory attitudes of the Bolsheviks towards Russian Jewry in the early-1920s. On the one hand, the Jews were defined as an oppressed national minority in the time of Tsarist Russia. On the other hand, the social policy of the Soviet administration was such that more than 40% of the Jewish population in Soviet Russia was included in the category of *lishentsy* (disfranchised persons, i.e. without civil rights) according to the Bolshevik constitution of 1918. Although the Jews had received full legal rights with the arrival of the Soviets, in practice, a significant part of the Jewish population was considered to be alien to the Soviet regime and still lived in poverty and distress. The Soviet administration set out to resolve this contradiction. Socio-economically, the masses of the Jewish poor from the shtetls of the former Pale of Settlement needed to be involved in productive activity. In political terms, it was necessary to forge a new identity, of so-called “Soviet Jewry”, which would be loyal to the Soviet regime and suited to the socioeconomic environment in which they lived.

Reading:

- Levin N., *The Jews in the Soviet Union since 1917. Paradox of Survival*. Vol. 1. New York University Press, 1988, pp. 68–119.

Recommended further reading:

- Ivanov A., From Charity to Productive Labor: The World ORT Union and Jewish agricultural colonization in the Soviet Union, 1923–38, in *East European Jewish Affairs*. Vol. 37. No. 1. London, April 2007, pp. 1–28.

Class 14. Jewish agricultural colonization within the framework of the Jewish modernization project in the USSR (political and ideological aspects), 1920s – 1930s.

The leading role in the formation of Soviet Jewry was given to the project of Jewish agricultural colonization and the creation of Jewish autonomies in the USSR. Thus, during the period from 1927 till 1936, as a result of Jewish agricultural colonization, five Jewish national administrative districts were established in Southern Ukraine and in Northern Crimea and the Jewish Autonomous Region in Birobidzhan area at the Soviet Far East. This lecture will explore the history of Jewish agricultural colonization in Russia in close connection with ideological attitudes, including ideas of creating a Jewish national state, developed by Jewish and non-Jewish political parties in the late 19th – early 20th centuries. Special attention will be paid to ideological aspects of the Jewish modernization project in the USSR.

Reading:

- Dymshits V., Historical Chance. The Creation of Jewish autonomy in the Crimea, Ukraine and the Far East, in *The Hope and the Illusion. The search for a Russian Jewish homeland. A remarkable period in the History of ORT*. V. Dymshits, A. Ivanov (eds.). St. Petersburg–London: ORT Publishing, 2006, pp. 9–23.

<http://www.ozet.ort.spb.ru/eng/index.php?id=476>

Recommended further reading:

- Gitelman Z., *A Century of Ambivalence. The Jews of Russia and the Soviet Union, 1881 to the Present*. Indiana University Press, 2001, pp. 59–114.

Class 15. Creation of Jewish autonomies in the Crimea and Southern Ukraine of the Soviet Union, late-1920s – 1930s.

Despite the notable progress of Jewish colonization by 1927 in Northern Crimea and Southern Ukraine, the idea of organizing a large-scale Jewish resettlement, with the aim of creating a “Jewish republic” there, faced serious resistance on the part of local national administrations representing the interests of the Ukrainians and Crimean Tatars. They sought to implement their own national resettlement projects which were at odds with the plans of the Soviet regime. This lecture will analyze the results of Jewish agricultural colonization in these regions, including discussion of interethnic relations and other problems that prevented successful creation of a “Jewish republic” in the Crimea in the time.

Reading:

- Dekel-Chen J. L., *Farming the Red Land: Jewish Agricultural Colonization and Local Soviet Power, 1924-1941*. Yale University Press, 2005.

Recommended further reading:

- Kagedan A. L., American Jews and the Soviet Experiment: The Agro-Joint Project, 1924-1937, in *Jewish Social Studies*, Vol. 43:2 (1981: Spring), pp.153–164.

Class 16. The Birobidjan project and creation of the Jewish Autonomous Region in the Far East of the Soviet Union, 1930s.

This lecture is dedicated to comprehensive analyses of the Birobidzhan colonization project based on methodological approaches developed within the framework of the “spatial turn” concept in the humanities. We will focus particularly on political and ideological aspects of representations of Jewish re-settlers and their neighbors – Amur Cossacks, Koreans, Tungus and others – in the Soviet press of the time.

Reading:

- Ivanov A., “To the Jewish Country!”: Representations of Birobidzhan in Soviet Mass-Media, 1920s – 1930s, in: Malgorzata Maksymiak, Susanne Marten-Finnis, Michael Nagel (eds.): *Promised Lands, Transformed Neighbourhoods*

and Other Spaces. Migration and the Art of Display, 1920-1950 / Länder der Verheißung, Verpflanzte Nachbarschaften und Andere Räume: Migration und die Kunst ihrer Darstellung, 1920-1950, Bremen 2016, edition lumière, p. 49–84.

Recommended further reading:

- Weinberg R., *Stalin's Forgotten Zion. Birobidzhan and the Making of a Soviet Jewish Homeland*. University of California Press, 1998.

- Srebnik H., *Dreams of Nationhood: American Jewish Communists and the Soviet Birobidzhan Project, 1924-1951*. Brighton, MA: Academic Studies Press, 2010.

Class 17. The “Iconic Turn” in contemporary historiography; photo-collections related to Jewish agricultural colonization in Russian and foreign archives.

This lecture focuses on methodological approaches developed within the framework of the “Iconic turn” concept in the humanities and their use for studying collections of photos depicting various events in Jewish history.

Reading:

- Shneer D., *Through Soviet Jewish Eyes. Photography, War and the Holocaust*. Rutgers University Press, 2011, pp. 13–83.

Recommended further reading:

- Becker K., *Picturing our Past: An Archive Constructs a National Culture*, in *The Journal of American Folklore*, Vol. 105, No. 415 (Winter 1992), pp. 3–18.

- Shneer D., *Photography*, in *The YIVO Encyclopedia of Jews in Eastern Europe*. G. D. Hundert (ed.) University, Vol. 2. New Haven & London: Yale University Press, 2008, pp. 1350–1353.

Class 18. Representations of Jewish agricultural colonization in Soviet photojournalism; constructing visual images of the “New Soviet Jewry”, 1920s – 1930s.

This lecture focuses on the results of visual anthropological analyses of collections of photos dedicated to the events of the Jewish agricultural colonization that have been preserved in several archival institutions in St. Petersburg, Moscow, London, Paris and Jerusalem. The results of the analyses allow us to trace political, ideological, and aesthetic

ic aspects in the construction of the visual image of the “new Soviet Jewry” in Soviet photojournalism of the time.

Reading:

- Ivanov A., March of Enthusiasts: photographs from the OZET and the ORT archives, in *The Hope and the Illusion. The search for a Russian Jewish homeland. A remarkable period in the History of ORT*. V. Dymshits, A. Ivanov (eds.). St. Petersburg–London: ORT Publishing, 2006, pp. 121 – 127.

Recommended further reading:

- Grynberg A., On Reading Photographic Images, in *The Tradesmen and Farmers of Yiddishland, 1921–1938*. Paris: Somogy editions d’art & ORT France, 2006, pp. 15–17.
- Beizer M., Mitsel M., *The American Brother. The “Joint” in Russia, the USSR and the CIS*. Published by the American Jewish Joint Distribution Committee, 2004.

Class 19. Representations of the Jewish agricultural colonization in Soviet cinema; discussion of the documentary film “Jews on the Land”, 1926.

This lecture is devoted to the examination of different aspects of the filmmaking process in the late-1920s - 1930s under the supervision of the Soviet authorities. In the course of the lecture a significant 1927 documentary film “Jews on the Land”, produced by the Ukrainian Photo and Cinema Administration in Yalta (Crimea), will be shown and discussed. It is indicative that leading Soviet intellectuals participated in creation of the film including the poet Valdimir Mayakovsky, writer Viktor Shklovsky, film director Abram Room, cameraman Avgust Kiun and assistant director Lili Brik.

Reading:

- Ivanov A., La participation de l’OZET dans la production du film documentaire Birobidjan (1937), in *Kinojudaica. Représentations des Juifs dans le cinéma de Russie et d’Union soviétique des années 1910 aux années 1980*. Valerie Pozner & Natasha Laurent (eds.). Paris: Nouveau Monde éditions, 2012, pp. 197–219.

- Film “Jews on the Land”

<https://www.youtube.com/watch?v=vLzmeG84YYc>

Recommended further reading:

- Hoberman J., Cinema, in *The YIVO Encyclopedia of Jews in Eastern Europe*. G. D. Hundert (ed.) University, Vol. 1. New Haven & London: Yale University Press, 2008, pp. 331–336.

Class 20. Development of Jewish ethnography and creation of Jewish museums in the USSR, late-1920s – 1930s.

Jewish ethnography emerged as a field of study during the 19th century. In Russia it was connected with the name of Semen An-sky who organized the first Jewish ethnographic expeditions to the Pale of Settlement and then founded Russia's first Jewish Museum in Petrograd. In the Soviet period the academic community, including ethnographers, had to participate in creating the future "Jewish republic" in the USSR, and those who worked at ethnographic museums were the first to be mobilized for these ideological ends. Jewish ethnographic museums and exhibitions that were organized according to the model of the Petrograd Jewish Museum in many cities of the Soviet Union can be considered products of this Soviet propaganda. The museums and exhibitions in and of themselves, regardless of the actualities of the Jewish colonization project, nevertheless confirmed the successful implementation of economic and cultural construction in the Jewish Autonomous Region.

Reading:

- *Photographing the Jewish Nation. Pictures from S. An-sky's Ethnographic Expeditions*. U. Avrutin, V. Dymshits, A. Ivanov, A. Lvov, H. Murav, A. Sokolova (eds.). Waltham, Massachusetts: Brandeis University Press & Hanover and London: University Press of New England, 2009.

Recommended further reading:

- Valen D., After An-sky: I.M. Pul'ner and the Jewish Section of the State Museum of Ethnography in Leningrad, in *Going to the People: Jews and the Ethnographic Impulse*, J. Veidlinger (ed.). Bloomington: Indiana University Press, 2016.

- Litvak O. Museums and Exhibitions, in *The YIVO Encyclopedia of Jews in Eastern Europe*. G. D. Hundert (ed.) University, Vol. 2. New Haven & London: Yale University Press, 2008, pp. 1216–1219.

Class 21. The exhibition “Jews in Tsarist Russia and in the USSR” at the State Ethnographic Museum in Leningrad and the closure of the Soviet-Jewish Modernization Project, 1937–1941.

This lecture analyses political and ideological aspects of the representation of Jewish life in the Russian Empire and the Soviet Union at the grand exhibition “Jews in Tsarist Russia and in the USSR” which was held at the State Ethnographic Museum in Leningrad in 1939–41. The exhibition celebrated the completion of a large-scale project of Jewish agricultural colonization in Soviet Russia, in particular, and of the Sovietization of Jewish life, in general. The project culminated in the creation of the Jewish Autonomous Region in the Birobidzhan area of the Far East of the Soviet Union, but the exhibition was opened at the moment when the Communist Party of the Soviet Union had lost interest in the project. Of particular interest is a discrepancy between the official ideological message and its perception by some of critically minded visitors to the exhibition, whose notes have been preserved in the archives of the Russian State Ethnographic Museum in St Petersburg.

Reading:

- Ivanov A., The exhibition “Jews in Tsarist Russia and in the USSR” and the closure of the Jewish Modernization Project in the Soviet Union, 1937–41, in *East European Jewish Affairs*, 2013, Vol. 43, No. 1, pp. 43–61.

Recommended further reading:

- Hirsh F., Toward an Empire of Nations: Border-Making and Formation of Soviet National Identities, in *Russian Review*, Vol. 59, No. 2 (April 2000), pp. 201–226.

- Hirsh F., Getting to Know. “The Peoples of the USSR”: Ethnographic Exhibits as Soviet Virtual Tourism, 1923–1934, in *Slavic Review*, Vol. 62, No. 4 (2003), pp. 683–709.

Class 22. Jewish life in the USSR after the World War II and development of the Stalinist anti-Semitic politics, 1948–1952.

This lecture will explore the reasons for the rise of state anti-Semitism in the Soviet Union in 1948–1952 related to the destruction of the Jewish Anti-Fascist Committee, the campaign against the so-called “rootless cosmopolitans”, and the “Doctors’ Plot” and the impact of these cases on

Jewish life in the country.

Reading:

- Rubenstein J., Naumov V. P., *Stalin's Secret Pogrom. The Postwar Inquisition of the Jewish Anti-Fascist Committee*. New Haven & London: Yale University Press, 2001.
- Brent J., Naumov V. P., *Stalin's Last Crime: The Plot Against the Jewish Doctors, 1948-1953*. New York: Harper Collins, 2003.

Recommended further reading:

- Levin N., *The Jews in the Soviet Union since 1917. Paradox of Survival*. Vol. 2. New York University Press, 1988, pp. 527–572.

Class 23. Sharp turns in Soviet Jewish history: From the liberalization of Jewish life during the Khrushchev Thaw to the rise of the Jewish national movement for free emigration in the late-1970s – early-1990s.

The focus of this lecture is the liberalization of civil life in the USSR known as the Khrushchev Thaw (1958–1964), which offered an opportunity for the revival of Jewish culture in the country, before the anti-Zionist campaigns of the 1970s completely stopped this process. This in turn caused the rise of the Jewish national movement for free emigration, especially the activities of the “refuseniks”, from the late-1970s. The Jewish national movement will be treated in the lecture as an important factor in destabilizing the Soviet regime, and to some extent influencing the breakup of the Soviet Union.

Reading:

- *Jews and Jewish Life in Russia and the Soviet Union*. Ya. Ro'i (ed.). London; New York: Routledge, 2006.

Recommended further reading:

- Ro'i Ya., *The Struggle for Soviet Jewish Emigration, 1948–1967*. Cambridge University Press, 1991.
- *Jewish Culture and Identity in the Soviet Union*. Ya. Ro'i, A. Beker (eds.). New York University Press, 1991.

Class 24. Seminar: Contemporary representations of the Jewish agricultural colonization; discussion of the documentary film “Red Zion” (2006).

This class is dedicated to discussion of contemporary repre-

sentations of the Jewish life in the Soviet Union. The documentary film "Red Zion" (director Evgeny Tsimbal) released by the Moscow studio "Fortuna Films" in 2006 is chosen as a starting point for our final debates.

Reading:

- The film "Red Zion"

<https://www.youtube.com/watch?v=mAwXmt1xHLg>

Recommended further reading:

- Slezkine Yu., *The Jewish Century*. Princeton University Press, 2004, pp. 105–203.

Exam-week. Papers due.

Evaluation

30% contribution to the first and second seminars

30% contribution to the third seminar

40% final paper

Cultural History of the Jewish Diaspora – F1614

Valery Dymshits, Alexander Ivanov

European University at Saint Petersburg

Course Description

Modern humanities have developed two main concepts of Jewish culture – the “unitary” and the “multiple” one, or to be more precise in the last case, multiple Jewish cultures. However, we suggest that these two concepts might not be that different from each other. On the one hand, partisans of the unitary concept often take into consideration interactions between Jews and non-Jews, but they consider them less important. On the other hand, proponents of a pluralistic hybrid character of Jewish culture agree that practices adopted from neighboring cultures undergo transformation within a specific Jewish context.

As long-term diasporic minorities, Jewries were keen on formulating and preserving their identity/identities notwithstanding the fluidity of Jewish culture/cultures and the blurring of their boundaries. The main source of the so-called core Jewish identity was a religious and in a broader sense, cultural heritage, but this heritage has been changing over the last two centuries: traditional Jewish texts were joined by national history, literature and fine arts, printed books – by museums and exhibitions, pilgrimage – by tourism.

The multi-ethnic and multi-language Jewish community is united by Hebrew as the sacred language and a set of Holy books (Tanah, Talmud, Rabbinical literature). All Jewish ethnic groups produced such specific linguistic phenomena as their own vernacular and a complex of ritual objects. There was an uninterrupted cultural dialogue between different Jewish communities. Taking into consideration these and many other factors we can describe world Jewry as a special type of civilization.

Our primary task will be to examine and to clarify the complex issues of Jewish identity construction, heritage preservation, and cultural concepts within broad geographical and historical perspectives. A wide variety of episodes from different countries and epochs will merge into a single narrative thanks to implicit similarities between social, cultural and ideological elements.

We shall start with a general overview of the historical evolution of the Jewish diaspora and a brief description of the diversity of Jewish cultures and languages and then discuss the cultural specifics of different Jewish ethnic groups in Europe, Africa, and Asia taking into consideration their material culture, art, language and folklore. Our discussion will be based on twenty-five years of field research of Jewish ethnography and folk art in different regions including Central Asia

Valery Dymshits

Candidate of Science and Doctor of Sciences (St. Petersburg Technological Institute). Lecturer on Jewish ethnography, Jewish folklore, History of Yiddish Literature, History of Jewish Folklore and Ethnography, Russian-Jewish Literature at EUSP and at St. Petersburg State University. Took part in the foundation of St. Petersburg Jewish University (PJU), now St. Petersburg Institute of Judaica (PIJ), where he was Head of the Institute of Jewish Diaspora Research. Has done fieldwork in Ukraine, Moldavia, Byelorussia, Baltic States, Central Asia, Caucasus and Romania. Worked on the ethnography and folk culture of Ashkenazim, Bukhara Jews, Mountain Jews, Georgian Jews, Russian Judaizer sects.

Aleksandr Ivanov

Member of the Commission for Research Planning and Chief administrator of the “Petersburg Judaica” Center at EUSP, where he taught “Jewish Life under Bolshevik’s Rule: Politics, Ideologies, Representations, 1920s-30s.”. He is coordinator of the Petersburg branch of the International archival project on Jewish documentary sources in depositories throughout Russia, Ukraine, and Belarus carried out by the Russian State Humanitarian University (Moscow) and the Jewish Theological Seminary (New York). Fields of research include: History of the Russian Jewry, History of Jewish philanthropic organizations, History of the formation of Jewish archives in Russia, visual sources on the History of Jews in Russia from a visual anthropology perspective.

and the Caucasus. We will introduce the concept of a 'usable past' within the framework of the global Jewish context. Special attention will be paid to the evolution of a single religious Jewish identity into several modern identities: historical, ethnic, national, political, cultural, etc.

We will analyze the role of Yiddish literature and language as a new resource for constructing a secular identity in the global context tracing the transformation of Yiddish from a low status local vernacular into a global language of an international Jewish cultural elite in the early-20th century.

Some unusual cases such as the Jewish boxers in Great Britain in the 18th – 20th centuries and Jewish soldiers in the Finnish army during and after the WWII will be examined to demonstrate how an intangible Jewish heritage served as a source of local and global Jewish identities.

Another important portion of our course will be dedicated to charitable communal institutions and their role in Jewish culture as a development of the Jewish giving tradition into professional philanthropy in Eastern and Western Europe and in the USA in the late-19th – 20th centuries.

We will compare Zionist and Territorialist agricultural colonization projects in Palestine, Argentina, the USA, and Russia in 1900s – 1940s. We will discuss the importance of material and immaterial Jewish heritage and ways of preserving it, including practices, representations, expressions, skills etc. related to Hebrew and Jewish studies, the creation of Jewish museums and archives in Europe, the USA, and the Soviet Union that can be considered as places of Jewish memory in the 20th century. We will talk about the memorialization of the Holocaust as a part of Jewish cultural heritage and as an integral part of the global heritage of all mankind.

The Klesmer Music Revival will be studied as an important cultural construct (an 'invented tradition') specific to 20th century Jewish culture and an integral part of the World Music movement in the late 1970s – 2010s.

Reconstructing the cultural history of Jewry, we will apply different methods and approaches developed by anthropologists, sociologists, historians of institutions, etc. teaching our students how to utilise them for the analysis of cultural interactions in a global perspective.

Syllabus and Readings

Part I

Class 1. Diaspora cultures as the special type of culture. Diasporas typologies. Jews as a paradigmatic Diaspora group. The main features of the ethnography of minorities.

Reading:

- Brubaker, Rogers. "The 'diaspora' diaspora". *Ethnic and Racial Studies*, 2005, 28 (1): 1–19.

Recommended further reading:

- *Encyclopedia of Diasporas. Immigrant and Refugee Cultures around the World*. Ed. Melvin Ember. 2005

https://books.google.ru/books?id=7QEjPVydgYMC&printsec=frontcover&dq=&redir_esc=y&hl=ru#v=onepage&q&f=false

Class 2. Who are the Jews? Between religious, social, ethnic and linguistic definitions. The Jews as a civilization.

Reading:

- Rosman Moshe. *Prolegomenon to the Study of Jewish Cultural History* // *Jewish Studies, an Internet Journal*, vol. 1 (2002), pp. 109–127

Recommended further reading:

- Rosman Moshe. *How Jewish is Jewish History?* Oxford and Portland, Oregon: The Liftman Library of Jewish Civilization, 2007

Class 3. "Jewish" languages as a sociolinguistic category. The main features of Jewish languages. The sociolinguistic situation in the traditional Jewish community. Yiddish as the classical Jewish language.

Reading:

- Katz, Dovid. *Yiddish* // *The YIVO Encyclopedia of Jews in Eastern Europe*.

<http://www.yivoencyclopedia.org/article.aspx/Language/Yiddish>

Recommended further reading:

- Harshav Benjamin, *Language in Time of Revolution*. Stanford University Press, 1993

- Harshav Benjamin, *The Meaning of Yiddish*. Stanford University Press, 1999

Class 4. The structure of the Jewish Diaspora. The main directions of the historical migration of the Jews. A list of the main Jewish ethnic groups. The concept of secondary Diaspora. The ethnic structure of the contemporary Jewish Diaspora.

Reading:

- Gottheil, Richard; Reinach, Théodore *DIASPORA*

<http://www.jewishencyclopedia.com/articles/5169-diaspora>

Recommended further reading:

- *The Routledge Handbook of Contemporary Jewish Cultures.*

Ed. by Nadia Valman and Laurence Roth. L.: Routledge, 2014

Class 5. Confessional structure of the Jewish Diaspora. Basic communities and sects. Ashkenazim and Sephardim as religious terms. Hasidism. Mitnagdim. Karaites. Samaritans.

Reading:

- Stampfer, Shaul. *Families, Rabbis and Education. Traditional Jewish Society in Nineteenth-Century Eastern Europe.* The Littman Library of Jewish Civilization, 2010.

Recommended further reading:

- Neusner, Jacob. *A Short History of Judaism.* Fortress Press.

1992

Class 6. Jewish ethnic groups in Europe. Ashkenazim and Sephardim as ethnic terms.

Reading:

- Hundert Gershon D., *Jews in Poland-Lithuania in the Eighteenth Century: A Genealogy of Modernity.* University of California Press, 2004.

- *Odyssey of the Exiles.* The Sephardi Jews 1492 -1992. Ed.

Ruth Porter, Sarah Harel-Hoshen. Beth Hatefutsoth. Israel

1992

Recommended further reading:

- Kaplan, Yosef. *The Alternative Path of Modernity. The*

Sephardi Diaspora in Western Europe. Brill, 2000.

<https://books.google.ru/books?id=RnoUPD9ByT4C&pg=PA9&lpg=PA9&dq=Sh.+Ettinger+Jewish+History&source=bl&ots=oME5AsXBai&sig=W2RvPREB9XumkFSsqoKa7nQ-xFg&hl=ru&sa=X&ved=oahUKEwjKnlfsvnLMAhXEdCwKHTIdDiYQ6AEIGzAA#v=onepage&q=Sh.%20Ettinger%20Jewish%20History&f=false>

Class 7. Jewish ethnic groups of Persia, the Arab countries, Central Asia and India. Mechanisms of ethnogenesis in the Jewish Diaspora. Vanished and emerging ethnic groups. Krymchaks. Bukhara Jews. What does it mean “to become a Jew” and “to stop being a Jew”? Cases of the Jewish identity in different groups. Sabbatarians. Mountain Jews. Jewish ethnicity as a factor in Jewish politics.

Reading:

- Dymshits, Valery. *The Eastern Jewish Communities of the Former USSR // Facing West. Oriental Jews of Central Asia and the Caucasus.* Amsterdam: Zwolle, 1998. Pp. 7 – 28.

- Dymshits, Valery. *Jews of the Caucasus. Mountain Jews // Facing West. Oriental Jews of Central Asia and the Caucasus.* Amsterdam: Zwolle, 1998. Pp. 107 - 109.

Recommended further reading:

- Emelyanenko, Tatjana. *Central Asian Jewish Costume // Facing West. Oriental Jews of Central Asia and the Caucasus.* Amsterdam: Zwolle, 1998. Pp. 33-61

- Dmitriev, Vladimir. *Jews of the Caucasus // Facing West. Oriental Jews of Central Asia and the Caucasus.* Amsterdam: Zwolle, 1998. Pp. 75 - 106

Class 8. Seminar on the Ethnic Structure of Jewish Diaspora. Similarities and differences.

Class 9. Traditional Jewish art from all over the world and from all periods. How the concrete religious function interacted with local artistic tradition.

Reading:

- Amar, Ariella; Jacoby, Ruth. *Ingathering of the Nations. Treasures of Jewish Art.* Israel. 1998.

Recommended further reading:

- The Center for Jewish Art. Hebrew University, Jerusalem.
<http://cja.huji.ac.il/>

Class 10. “Jewish time and “Jewish space”. The structure of cultural values. The structure of annual cycles and the life cycle in the different Jewish communities. The perception of the Jews by their “ethnic neighbors”.

Reading:

- Stern, Sacha. *Calendar and Community: A History of the Jewish Calendar 2nd Century BCE to 10th Century CE*. Oxford University Press, 2001

- Bartal, Israel. *Relations between Jews and Non-Jews. Literary Perspectives* // The YIVO Encyclopedia of Jews in Eastern Europe.

http://www.yivoencyclopedia.org/article.aspx/Relations_Between_Jews_and_Non-jews/Literary_Perspectives

Recommended further reading:

- Goldberg, Sylvie-Anne. *Crossing the Jabbok. Illness and Death in Ashkenazi Judaism in Sixteenth -through Nineteenth -Century Prague*. Berkeley -Los Angeles, University of California Press, 1996

- Zborowski Mark, Herzog Elizabeth. *Life Is With People: The Culture of the Shtetl*. Schocken Books, 1995.

Class 11. Seminar “The image of the Jew as the stranger in world folklore and literature”.

Class 12. Jewish ethnic groups in the modern world. The conflict between ethnic and national identities. Israel and the Diaspora.

Reading:

- Della Pergola, Sergio. *World Jewish Population, 2010*.

Association for the Social Scientific Study of Jewry (ASSJ), Jewish Federations of North America (JFNA), North American Jewish Data Bank, November 2010

Recommended further reading:

- Elazar, Daniel J. *The Jewish People as the Classic Diaspora: A Political Analysis* <http://www.jcpa.org/dje/articles2/classic-dias.htm>

Part II

Class 13. Introductory Lecture. Jewish identities, collective memory, and cultural heritage in the modern era.

Reading:

- *The Routledge Handbook of Contemporary Jewish Cultures*. N. Valman and L. Roth (eds.). Routledge, 2014:

<https://books.google.ru/books?id=u32QBAAAQBAJ&pg=PR1&lpg=PR1&dq=The+Routledge+Handbook+of+Contemporar>

y+Jewish+Cultures.&source=bl&ots=m3Gc7GpjTs&sig=Kk_ELo4jZiCfN5zRLxsrJVEIfF4&hl=ru&sa=X&ved=oahUKEwiCuL uG3vzMAhXPbZoKHbb_D6UQ6AEINDAD#v=onepage&q=The%20Routledge%20Handbook%20of%20Contemporary%20Jewish%20Cultures.&f=false

Recommended further reading:

- Helmut K. Anheier, Yudhishthir Raj Isar, *Cultures and Globalization. Heritage, Memory and Identity*. SAGE Publishing, 2011:

https://books.google.ru/books?id=b5_MVaUmoQwC&printsec=frontcover&hl=ru&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Class 14. Peculiarities of Jewish local identities: the case of the Jewish boxers in Great Britain, 18th – 20th centuries.

Reading:

- *Fighting Back? Jewish and Black Boxers in Britain*. Michael Berkowitz and Ruti Ungar (eds.). London: University College, 2007.

Recommended further reading:

- Allen Bodner, *When Boxing Was a Jewish Sport*. New York: Excelsior Editions, 1997:

https://books.google.ru/books?id=POTg_K3D8JoC&pg=PA17&lpg=PA17&dq=Jewish+boxers+articles&source=bl&ots=FKEIUbo-N&sig=YhTRH45gybrhG4Nr2-rXNIpS7uE&hl=ru&sa=X&ved=oahUKEwim86Kt4PzMAhWjCpoKHRqSBLgQ6AEIZDAJ#v=onepage&q=Jewish%20boxers%20articles&f=false

Class 15. In the service of their native country: the case of Jewish soldiers in the Finnish army during the WWII.

Reading:

- Tapany Harviainen, The Jews in Finland and World War II, in *Nordisk Judaistik. Scandinavian Jewish Studies*, Vol. 21 (1–2, 2000), pp. 157—166.

Recommended further reading:

- Hannu Routkallio, *Finland and the Holocaust. The Rescue of Finland's Jews*. New York: Holocaust Library, 1987.

Class 16. Jewish history and culture through the prism of Jewish archives: Jewish Communal Records (Pinkassim, Takkanot ha-Kahal, Genizot) and non-Jewish archives pertaining to Jews (records of Jewish-related legislation in England, Spain, the Kingdom of Poland, Grand Duchy of Lithuania, Russian Empire) in the early modern era.

Reading:

- *Encyclopedia Judaica*, in 22 vol., 2nd ed., Vol. 1. Detroit:

Macmillan/Keter, 2007:

<http://www.encyclopedia.com/article-1G2-2587501260/archives.html>

Recommended further reading:

- Jacob R. Marcus, *The Jew in the Medieval World. A Source-book, 315 – 1791*. Hebrew Union College, 2000.

Adina Hoffman, Peter Cole, *Sacred Trash: The Lost and Found World of the Cairo Geniza*. New York: Schochen Books, 2011.

Class 17. Jewish archives and the rise of the Jewish historical scholarship in Europe (Germany, France, England), and in the United States, late-19th – 20th century.

Reading:

- Miriam Viner, Archives, in in *The YIVO Encyclopedia of Jews in Eastern Europe*. G. D. Hundert (ed.) University, Vol. 1. New Haven & London: Yale University Press, 2008:

<http://www.yivoencyclopedia.org/article.aspx/archives>

Recommended further reading:

- Alexander Ivanov, Introduction, in *Jewish Documentary Sources in Saint Petersburg Archives*. A. Ivanov & M.

Kupovetsky (eds.). Vol. 1 – Federal Archives. St. Petersburg: “MIR”, 2011, pp. 46–74.

Class 18. Jewish Archives in the time of the Holocaust: looting, destruction, rescue. The Einsatzstab Rosenberg, the NSDAP Institut zur Erforschung die Judenfrage (Institute for Study of the Jewish Question) in Frankfurt, the Ringelblum Archive.

Reading:

- Donald E. Collins, Herbert P. Rothfeder, *The Einsatzstab Reichsleiter Rosenberg and Looting Jewish and Masonic Libraries during World War II*, in *Journal of Library History*, Vol. 18 (Winter 1983), pp. 21–36.

- Patricia K. Grimsted, Alfred Rosenberg and the ERR: The Records of Plunder and the Fate of the Loot, in *IISH Research Paper 47*. Published online by the International Institute of Social History (IISH/IISG), Amsterdam (March 2011): <http://errproject.org/survey/ERR-Intro.pdf>
- Recommended further reading:
 - David Fishman, *Embers plucked from the fire: the rescue of Jewish cultural treasures in Vilna*. New York: YIVO Institute for Jewish Research, 2009.
 - *The Ringelblum Archive. Warsaw Ghetto. Selected documents*. E. Bergman, T. Epsztein eds. Warsaw: The Emanuel Ringelblum Jewish Historical Institute, 2000.

Class 19. The Jewish giving tradition as an important cultural asset: the case of Jewish philanthropy in relation to Jewish agricultural colonization projects in Palestine, Argentina and the USA, 1900s – 1920s.

Reading:

- Morton D. Winsberg, Jewish Agricultural Colonization in Argentina, *Geographical Review*, Vol. 54, No. 4 (October 1964), pp. 487–501.
- Uri D. Herscher, *Jewish Agricultural Utopias in America, 1880-1910*. Detroit: Wayne State University Press, 1991.
- Recommended further reading:
 - Ephraim Frisch, *An Historical Survey of Jewish Philanthropy. From the Earliest Times to the Nineteenth Century*. New York: Cooper Square Publishers, 1969.

Class 20. The rise of transnational Jewish philanthropy in 1920s – 1940s and the modernization of East European Jewry: the case of the Society for Promotion of Artisan and Agricultural work among Jews (ORT).

Reading:

- Alexander Ivanov, From a Russian-Jewish Philanthropic Organization to the 'Glorious Institute of World Jewry': Activities of the World ORT Union in the 1920s – 1940s, in *Russian Jewish Diaspora and European Culture*. P. Wagstaff, J. Schulte, O. Tabachnikova (eds.). Leiden & Boston MA: Brill, 2012, pp. 387–416.
- Recommended further reading:

- Alexander Ivanov, From Charity to Productive Labor: The World ORT Union and Jewish agricultural colonization in the Soviet Union, 1923 – 38, in *East European Jewish Affairs*, 2007. Vol. 37. Issue 1, pp. 1–28.
- Alexander Ivanov, Facing East: The World ORT Union and the Jewish Refugee Problem in Europe, 1933–1938, in *East European Jewish Affairs*, Vol. 39, Issue 3. London, December 2009, pp. 369–388.

Class 21. The preservation of Jewish cultural heritage and the creation of Jewish museums in the late-19th – early 20th century (Wien, Prague, St. Petersburg): theories and practices. Jewish contemporary commemorative practices and the creation of the Holocaust museums and exhibitions.

Reading:

- Olga Litvak, Museums and Exhibitions, in *The YIVO Encyclopedia of Jews in Eastern Europe*. G. D. Hundert (ed.) University, Vol. 2. New Haven & London: Yale University Press, 2008:
http://www.yivoencyclopedia.org/article.aspx/Museums_and_Exhibitions
- Isabel Wollaston, Negotiating the Marketplace: The Role(s) of Holocaust Museums Today, in *Journal of Modern Jewish Studies*, Vol. 4, No. 1 (2005), pp. 63–80.

Recommended further reading:

- *Jewish Museum Vienna, from A to Z*. M. Feurstein-Prasser (ed.). Munich, Berlin, London: Prestel, 2006.
- Hana Volavková, *A Story of the Jewish Museum in Prague*. Prague: Artia, 1968.
- *Photographing the Jewish Nation. Pictures from S. An-sky's Ethnographic Expeditions*. U. Avrutin, V. Dymshits, A. Ivanov, A. Lvov, H. Murav, A. Sokolova (eds.). Waltham, Massachusetts: Brandeis University Press & Hanover and London: University Press of New England, 2009.
- Georges Didi-Huberman, *Images in Spite of All: Four Photographs from Auschwitz*. University of Chicago Press, 2008.

Class 22. Representation of the Jewish past in contemporary museums: the case of the exhibition “Family heirlooms and

Jewish Memory” in St. Petersburg Museum of the History of Religion, 2011.

Reading:

- Alla Sokolova, Jewish memory and family heirlooms (based on materials from filed studies in St. Petersburg, 2010 – 2011, in *East European Jewish Affairs*, Vol. 43, Issue 1, pp. 3 – 30.

Recommended further reading:

- Ewa Domanska, The material presence of the past, in *History and Theory*, Vol. 45, No. 3 (2006), pp. 337–348.

- Erving Goffman, *Frame Analysis: An Essay on the Organization of Experience*. New York: Harper & Row, 1974.

Class 23. Seminar. Jewish tangible and intangible heritage in archives and museums: contemporary theories and practices.

Class 24. Klezmer revival as an example of invented Jewish tradition, late-1970s – 2010s.

Reading:

- Henry Sapoznik, *Klezmer! Jewish Musik from Old World to Our World*. Schirmer Trade Books, 2006.

Recommended further reading:

- Yale Strom, *The Book of Klezmer: The History, The Music, The Folklore*. Chicago Review Press, 2011.

Exam-week. Papers due.

Evaluation

30% contribution to the first and second seminars

30% contribution to the third seminar

40% final paper

Globalization, Ethics, Welfare and Human Rights – F1615

Hans-Martin Schönherr-Mann

Ludwig-Maximilians-Universität

Course description

Economy, Welfare and Human Rights under Conditions of Globalization

Globalization has different effects in different fields: primarily as an economic and political process, originating as far back as the imperialism of the 19th century, and continuing at least up until the worldwide financial crisis 2008; political regarding different fields of international cooperation, for example in the United Nations concerning an international agenda for climate politics combined with efforts towards technological innovation in energy production; in the global political influence of the USA or for example China; and the global reflections of regional political conflicts as in the Ukraine, the Iranian efforts to develop nuclear technologies; worldwide terrorism and the so-called global war on it, and so on. The spread of neoliberalism weakens the national states as well as supranational organizations. The welfare state, especially, has been the object of political reforms aiming to reduce its costs with the consequence of increasing social inequality. Conversely a lot of Non Governmental Organizations (NGOs) have emerged in recent decades as well as a number of protest movements based on ethical, political, economic or ecological ideas and criticisms, which try to combat the different outgrowths of global capitalism. Naturally globalization is accelerated by computerization, especially the internet, which has become a field of war as well as a controlling system, but on the other hand also a place of communication between individual citizens. It also therefore offers opportunities for people power and the fight for human rights.

The course offers possibilities for the students to work on the themes of globalization applying different disciplines and different national perspectives; for example, economic, political, humanitarian, social or technological perspectives on globalization in their own countries.

Teaching Methods: Lectures, discussions, student presentations, reading and analysing texts together in the Seminar.

Syllabus

Week 1: 9/12+9/14 Political Liberalism as a pluralistic answer to the clash of civilizations: John Rawls

Week 2: 9/19+9/21 Global democracy or clash of civilizations: Fukuyama and Huntington

Week 3: 9/26+9/28 The economical, ecological and social crisis of civilization: Ulrich Beck et.al.

Week 4: 10/3+10/5 Welfare state and human rights as an egalitarian

Hans-Martin Schönherr-Mann

Doctorate in Philosophy, Political Science and History (Erlangen). Privatdozent of Political Philosophy and Theory at LMU and Lecturer of Political Theory at the Bavarian School of Public Policy (HFP). Was Guest Professor at the Universities of Innsbruck, Passau and Turin. He is author of several publications, including monographs on Simone de Beauvoir, Friedrich Nietzsche, Jean-Paul Sartre, Hannah Arendt. Produced discussion programs for a number of German radio stations. His interests include 19th and 20th Century Philosophy and the Philosophy of German idealism; Practical Philosophy, Philosophy of Education, Political Philosophy and the Philosophy of Technology. Already taught at VIU in Fall 2002 and Spring 2007.

question for global civil society: Michael Walzer, Judith Shklar

- Week 5: 10/10+10/12 Ethics of global civil society in conflict with cultural and local traditions: Michael Walzer et.al.
- Week 6: 10/17+10/19 Postmodern belief, global ethics and the clash of religions: Gianni Vattimo, Hans Küng
- Week 7: 10/24+10/26 Post-Democracy as the result of neoliberal Globalization: Colin Crouch, Wolfgang Streeck
- Week 8: 11/7+11/9 The logic of the neoliberal global economy as an end of knowledge, welfare state and human rights: Colin Crouch, David Graeber et.al.
- Week 9: 11/14+11/16+11/23 + class to be rescheduled: The crisis of global neoliberalistic capitalism in marxistic and postmarxistic perspective: Karl Marx and Paul Mason
- Week 10: 11/28+11/30 External elements of the global crisis of capitalism: climate change, demography, migration: Mason
- Week 11: 12/5+12/7 recap as preparation for the written Exam
- Week 12: 12/12+12/14 written Examination

Evaluation

Presentation, written exam, each 50%

Reading

- Ulrich Beck, *World Risk Society*, Polity, Cambridge 1999
- Ulrich Beck, *Risk and Power: The Loss of Confidence and the Fragility of Market in Global Risk Society* – Lecture at Harvard University, Cambridge/MA. 2001
- Colin Crouch, *Post-democracy*. Polity, Cambridge 2005
- Colin Crouch, *The Strange Non-death of Neo-liberalism*. John Wiley & Sons, Hoboken 2011
- Colin Crouch, *The Knowledge Corrupters. Hidden Consequences of the Financial Takeover of Public Life*. Polity Press, Cambridge 2015
- Francis Fukuyama, *The End of History and the Last Man*. Free Press, 1992
- David Graeber, *Debt: the first 5000 years*, New York 2011
- James Griffin, *On human rights*. Oxford University Press, Oxford 2008
- Samuel Huntington, *The Clash of Civilizations and the Remaking of World Order*. Simon & Schuster, New York 1996
- Hans Küng, *Global Responsibility: In Search of a New World Ethic*, New York: Crossroad 1991

Hans Küng, Klaus M. Leisinger, Josef Wieland: *Manifes Globales Wirtschaftsethos – Konsequenzen und Herausforderungen für die Weltwirtschaft / Manifesto Global Economic Ethisc – Consequences and Challenges for Global Businesses*, Vorwort / Foreword: Jeffrey Sachs, München 2010 dtv. (book provided by the Professor)

Paul Gorden Lauren, *The evolution of international human rights. Visions seen*. University of Pennsylvania Press, Philadelphia 2011

Stephan Leibfried (ed.), *Welfare state future*, Cambridge 2001

Paul Mason, *PostCapitalism – A Guide to Our Future*, Penguin, London 1015

Karl Marx, *Outlines of the Critique of Political Economy (Grundrisse der Kritik der politischen Ökonomie 1858)* Penguin, 1973

Luca Mezzetti, *Human rights*, Bologna 2010

John Rawls, *A Theory of Justice*, Harvard 1971

John Rawls, *Political Liberalism*, Columbia University Press, New York 1993

Stephen J. Rosow, *Globalization and democracy*, Lanham 2015

Hans Schattle, *Globalization and citizenship*, Lanham 2012

Judith N. Shklar, *Ordinary Wishes*, Harvard Univ. Press 1984

Beat Sitter (ed.), *Universality: From Theory to Practice – An intercultural an interdisciplinary debate about facts, possibilities, lies an myths*, Academic Press Fribourg 2009

Wolfgang Streeck, *Governing interests: business associations facing internationalization*. Routledge, 2006

Gianni Vattimo, *Belief*, Polity Press, 1999

Gianni Vattimo, *Nihilism and Emancipation: Ethics, Politics and Law*, Edited by Santiago Zabala, Columbia University Press, 2004

Gianni Vattimo, *The Future of Religion*, Richard Rorty and Gianni Vattimo, Edited by Santiago Zabala, Columbia University Press, 2005

Michael Walzer, *Arguing About War*, Yale University Press, 2004

Michael Walzer, *On Toleration*, Yale University Press, 1997

Michael Walzer, *The Paradox of Liberation*, Yale University Press, 2015

Michael Walzer, *Spheres of Justice*, Basic Books, 1983

Michael Walzer, *Thick and thin: Moral argument at home and abroad*, Notre Dame Press, 1994

Michael Walzer, *Thinking Politically*, Yale University Press, 2007

Michael Walzer, *Toward a Global Civil Society*, Berghahn Books, 1995

Global Governance for Peace and Security, Cooperation and Development – F1616

Hatsue Shinohara
Waseda University

Course Description

The terms 'globalization' and 'global governance' have been part of our daily discourse for a while now, signifying that some new phenomena have been unfolding in the world. This course explores questions and issues concerning the new development. Do we live in an age of globalization and global governance? What is globalization? Is globalization something completely new and different from past experience? What do we mean by global governance even though we do not have a world government that maintains central authority in a hierarchical way? Accordingly, in this class we focus on the dimensions of global governance in security, peace and development.

Learning Outcome

Students can learn to grasp multi-dimensional facets of global governance by discussing its agents, means and concrete issues. Ultimately this course addresses the question of if and how the 'governance of the world' we live in has been and is maintained and pursued in order to secure the stability and progress of our lives.

Syllabus and readings

(readings available in pdf version)

Unit 1: Defining globalization and global governance

9/13 Introduction

- Bruce Mazlish, "Comparing Global History to World History," *Journal of Interdisciplinary History*, vol. 28, no. 3 (Winter 1998), 385-

9/15 Defining global governance

- Thomas G. Weiss and Rorden Wilkinson, "Change and Continuity in Global Governance," *Ethics and International Affairs*, 29 (4), 2015, 397-406.

- James N. Rosenau, "Governance in the Twenty First Century," *Global Governance*, vol. 1, no. 1 (1995)

Unit 2: Dimensions and phases of globalization

9/20 Economic

- Michel Spence, "The Impact of Globalization on Income and Employment," *Foreign Affairs*, 90 (4), 2011, 28-41

9/22 Political

- Heather Savigny, "Public Opinion, Political Communication and Internet," *Politics* 22 (1), 1-8.

Hatsue Shinohara

B.A. and M.A. School of Law (Waseda), M.A. and Ph.D. Department of History (University of Chicago). Professor, Graduate School of Asia-Pacific Studies, Waseda. Main fields of interest: International History (League of Nations, US-Japan relations, Collective Memory on War), Multi-disciplinary approach in International Relations (Law and Politics, History of International Law) and disciplinary history of International Relations (Intellectual History on War and Peace, Theoretical discourse on War in International Law and International Relations theory, Constructivism, English School). Major works in English: a book on *US International Lawyers in the Interwar Years: A Forgotten Crusade* (Cambridge UK: Cambridge University Press, 2012) and a book chapter on "International Law and World War One: A Pivotal Turn," published in *Legacies of World War One*, edited by Thomas W. Zeiler (Oxford University Press, forthcoming 2016).

9/27 Law/Norms

- Nico Krisch, "The Decay of Consent: International Law in an Age of Global Public Goods," *The American Journal of International Law*, Vol. 108, No. 1 (January 2014), pp. 1-40

9/29 Cultural

- Anthony D. Smith, "Towards a Global Culture?" *Theory, Culture and Society* 7 (1990), 171-91.

Unit 3: Actors, Agents and Means

International Organization

10/3 the League of Nations

- Thomas Richard Davies, "A "Great Experiment" of the League of Nations Era: International - Nongovernmental Organizations, Global Governance, and Democracy Beyond the State," *Global Governance* 18 (2012), 405-423

10/6 the United Nations

- David Bosco, "Assessing the UN Security Council: A Concert Perspective," *Global Governance* 20 (2014), 545-561

States

10/10 Sovereign states

- Andrew F Cooper and Bessma Momani, "Re-balancing the G-20 from Efficiency to Legitimacy: The 3G Coalition and the Practice of Global Governance," *Global Governance* 20 (2014), 213-232

10/13 Superpower

- David A. Lake, "Making America Safe for the World: Multilateralism and the Rehabilitation of US Authority" *Global Governance* 16 (2010), 471-484

Regional Organizations

10/17 EU

- Tallberg, Jonas "Paths to Compliance: Enforcement, Management, and the European Union," *International Organization* 56 (3) (2002): 609-644.

10/20 ASEAN

- Richard Stubbs, "The ASEAN alternative? Ideas, institutions and the challenge to 'global' governance," *The Pacific Review*, Vol. 21 No. 4 December 2008: 451-468.

Private sector

10/24 Civil society and NGO

- Charlotte Dany, "Janus-faced NGO Participation in Global

Governance: Structural Constraints for NGO Influence,”

Global Governance 20 (2014), 419-436

10/27 Multinational Company

- Marina Pierto-Carron et al., “Critical Perspectives on CSR and Development : What we know, what we don’t know, and what we need to know,” *International Affairs* 82 :5 (2006) 977-987.

Unit 4: Contemporary Issues and Global Governance

1) 11/8 New war and terrorism

- Ersel Aydinli and Hasah Yon, “Transgovernmentalism Meets Security: Police Liaison Officers, Terrorism, and Statist Transnationalism” *Governance: An International Journal of Policy, Administration, and Institutions*, Vol. 24, No. 1,(2011),55–84.

2) 11/10 Peace keeping

- Erin McCandless, “Wicked Problems in Peace building and Statebuilding: Making Progress in Measuring Progress through the New Deal,” *Global Governance* 19 (2013), 227-248

3) 11/15 Human rights

- Catherine Shanahan Rensha, “National Human Rights Institutions and Civil Society Organizations: New Dynamics of Engagement at Domestic, Regional, and International Levels,” *Global Governance* 18 (2012), 299-316

4)11/17 Arms control

- Suzette R. Grillo, “Global Gun Control: Examining the Consequences of Competing International Norm,” *Global Governance* 17 (2011), 529-555

5) 11/22 Piracy

- Michael J. Struett, Mark T Nance, and Diane Armstrong, “Navigating the Maritime Piracy Regime Complex” *Global Governance* 19 (2013), 93-104.

6) 11/24 International crime

- Kate Cronin-Furman, “Managing Expectations: International Criminal Trials and the Prospects for Deterrence of Mass Atrocity,”
- *The International Journal of Transitional Justice*, Vol. 7, 2013, 434-454,

7)11/29 Humanitarian intervention/ R2P

- Touko Pilparinen, "The Lessons of Darfur for the Future of Humanitarian Intervention," *Global Governance* 13 (2007), 365-390.

8)12/1 Development

- Devin Joshi and Roni Kay O'Dell, "Global Governance and Development Ideology: The United Nations and the World Bank on the Left-Right Spectrum," *Global Governance* 19 (2013), 249-275

12/6 Summary and wrap-up discussion

Evaluation

Students are required to read the assigned materials. After a 30-40 minutes lecture by an instructor, we will have class discussion.

40 % attendance and quality of class discussion

20 % mid-term essay

40 % final paper (and presentation)

Reading

I will send out PDFs of the readings. These are mostly scholarly articles. Readings must be done on time.

Identity, Heritage and Globalization – F1617

Martina Avanza
Université de Lausanne

Course description

The very broad theme of identity and globalisation will be treated through issues arising out of the revival of nationalisms in a globalized world. In fact, far from erasing local peculiarities as one would have thought, globalisation seems to be revitalising differences and in particular their political affirmation, to the point of virulence. This is the ideal theme to make the most of the international composition of the class. It is current (Israel/Palestine conflict, the immigration issue...) and should therefore stimulate the students' interest.

Teaching methods

The sessions will be structured around the discussion of essays and will privilege interactivity. Essays (essentially on anthropology, history, sociology, political science) will be backed up by other tools, such as films. The students will try to analyse these sources with the help of the theoretical texts read during class. In some cases, the sessions will be in part dedicated to associating scientific literature to the first-hand material gathered with the help of the students during classroom workshops (class exercises). This process will enable the students to add to the discussion their own knowledge of their countries of origin. This approach aims to diversify the sessions (as reading the theoretical texts can prove monotonous in the long run), but also to help the students familiarise themselves with the analysis of first-hand documentation. It is also intended to sharpen their critical sense.

Program

The course will be divided in three parts:

- _ Introductory theoretical sessions: we will read the fundamental texts and authors on nationalism, in order to acquire the tools necessary to discuss the case studies (weeks 1 to 5).
- _ Case study sessions, each with a theme: nationalism and globalization, nationalism and the army, gender and nationalism, nationalism and immigration, religion and nationalism (weeks 6 to 10).
- _ Students' presentations (weeks 11 and 12). Students will present the draft of their final paper. Teacher's feedback and other students' comments will help them to write a better final version.

Learning outcomes of the course

- _ To gain knowledge about nationalism, both as a theoretical phe-

Martina Avanza

Degrees in History and in Anthropology (Paris X); Ph.D. in Sociology with an ethnographic thesis on Lega Nord activists (EHESS, Paris). Professor in Political Sociology at the Institut d'Etudes Politiques et Internationales (IEPI), University of Lausanne. Main Fields of Teaching: Political Sociology and Political Science (party politics, mobilizations, nationalism); Methodology (ethnographic and qualitative methods); Gender Studies (gender and political activism). Main Fields of Research: Political activism (party, unions, social movements); Gender and Politics; Race and Politics; Right-wing and conservative movements; Nationalism and identity-building; Ethnographic approaches (methodological and ethical questions). Already taught at VIU in Fall 2015 and Spring 2016 terms.

nomenon, as well as especially current political actuality.

- _ To learn to read and discuss theoretical texts on the course's subject.
- _ To link a theoretical issue (e.g. the constructivist approach to national identities) to some very real cases.
- _ To learn to analyse first-hand material by applying the knowledge acquired during the lessons.

Syllabus and readings

1- Introduction

- a) Program presentation, teaching methods presentation.
- b) Movie: *Braveheart* (1995) Mel Gibson. An example of a nationalist movie.

2- The classics 1

- a) Discussing the movie: how is nationalism portrayed in the movie? And what about the national hero? During the semester we will deconstruct this representation of the nation, but first it is important to understand it.
- b) Deconstructing the concept of Nation
Eric Hobsbawm, *Nations and Nationalism Since 1780: Programme, Myth, Reality*, Cambridge, Cambridge University Press, 1990 (extract).

3- The classics 2

- a) Ernest Gellner, *Nation and Nationalism*, New York, Cornell University Press, 1983 (extract).
- b) Benedict Anderson *Imagined Communities Reflections on the Origin and Spread of Nationalism*, London-New York, Verso, 1983 (extract).

4- The classics 3

- a) Eric Hobsbawm and Terence Ranger, *The Invention of Tradition*, Cambridge, Cambridge University Press, 1992 (extract).
- b) Anne-Marie Thiesse "The Formation of National Identities", In: *The European Puzzle, The Political Structuring Of Cultural Identities At A Time Of Transition*, Marion Demossier (ed.). New York-Oxford, Berghan Books, 2007, p. 15-28.

5- The classics 4

a) Deconstructing the concept of Identity

Rogers Brubaker and Fredrick Cooper, "Beyond 'Identity'", *Theory and Society*, n. 29, 2000, pp. 1-47.

b) Exercise:

How is the word "identity" deployed in the political debate in your country? Which political actors use it and how? Ex: the identitarian far right in Europe. What identity cases have arisen in recent times? Ex: the case of the "fake" black activist in the US. Choose a case study and use the Brubaker paper to analyse these debates.

6- Globalization and nationalism

a) Arjun Appadurai, *Modernity At Large: Cultural Dimensions of Globalization*, Minneapolis, University of Minnesota Press, 1996 (extract).

b) Craig Calhoun, "Cosmopolitanism and nationalism", *Nations and Nationalism*, vol. 14, n.3, 2008, pp. 427-448.

7- Nationalism, immigration, naturalization

a) Do "they" have to learn (and what) to become "one of us"?

Andre Rea and Dirk Jacobs, "The End of National Models? Integration Courses and Citizenship Trajectories in Europe », *International Journal on Multicultural Societies (IJMS)*, vol. 9, n. 2, 2007, pp. 264-283.

b) Exercise: Find data from your country about:

- Official naturalization regulations: who can become a citizen? Under what conditions? Is double citizenship allowed? Under what conditions? How long has these regulations been in force? Who implemented it? (right-left?).
- The political debate: Is there a debate (like in Italy for example) about changing the Regulations? Are there political groups or parties that consider the regulations too soft or too hard? Are there second-generation immigrant mobilizations to claim access to citizenship? (i.e. Segundos in Switzerland).

You can work with other students of the same country. You will have 10-15 minutes to present your findings to the class.

8- Gender and Nationalism

a) Nira Yuval-Davis, "Nationalist Projects and Gender Relations", in

Nar. umjet, vol. 40, n.1, 2003, pp. 9-36.

- b) Eric Fassin, "National identities and transnational intimacies: sexual democracy and the politics of immigration in Europe", *Public culture*, vol. 22, n.3, 2010, pp. 507-529.

Short-film (10 min) *Submission*, Theo Van Gogh (2004) and film discussion.

9- Religion and Nationalism

- a) Rogers Brubaker, "Religion and Nationalism: four approaches", *Nation and Nationalism*, vol. 18, n.1, 2012, pp. 2-20.
b) Methodology: how to do your final essay.

10- The nation, the soldier, the army

- a) Movie: *Rambo*. Ted Kotcheff (1982)
b) Film discussion. Use the reading to discuss the movie.
Susan Mary Grant, "Raising the dead: war, memory and American national identity", *Nations and Nationalism*, vol.11, n.4, 2005, pp. 509-529.

11- Students presentations

- a) Students' presentations 1
b) Students' presentations 2

12- Students presentations

- a) Students' presentations 3
b) Students' presentations 4

Evaluation

Evaluation will be based on:

Class participation (20%), which means not only being present (I will record attendance, class absences will affect your grade), but also being an active participant (you must read the essays and be able to discuss them in class).

Two reports on our sessions (20%), to summarize the content of the texts we have studied, as well as the discussions and exchanges during our work in the classroom. These reports will be done in small groups (2-3 students) and will be available to other students on the e-learning Moodle platform.

Class exercises (20%)

Final essay regarding the analysis of a "nationalism case" in the stu-

dents' countries. For example, the discussions around the reform of the Nationality code in Italy, the debates about "immigrant integration" in Germany after the sexual attacks on women on New Year's Eve, the idea of the American nation in the USA presidential campaign... (40%).

Readings

I will send out PDFs of the readings as the class progresses (on the Moodle platform). These are book chapters, or scholarly articles.

Reading must be done on time.

To succeed in and enjoy this class, please make a commitment to it!

Contemporary Migration and Refugee Crisis – F1618

Martina Avanza

Université de Lausanne

Course description

We are witnessing today a major refugee crisis and Italy is a country in the frontline. It seems then interesting and important to work with international students on this subject while they are staying in Italy. The course will first treat the question of migrations in general: Why do people migrate across international borders? Can states control migration, including “unwanted” migrants? We begin with these questions and we examine the policies that let some people in, while keeping others out. We then move to the question of forced migrations and to the “refugee crisis”.

We will try to understand this phenomenon from below by listening to migrants that have been forced from their homes by interlinked factors including persecution, armed conflict and socio-economic deprivation. We will hopefully meet a group that organizes face-to-face meetings between migrants and students, and we will write the story of a short number of refugees (English-speaking ones). We will interview the refugees (life-history interview) and listen to their story, draw their family-tree, prepare a map of their trip, take a photo of them (if he/she gives consent), gather data on the political and economical situation in their country of origin. The final goal is to put on a little exhibition with printed posters that tell the stories of these refugees, and eventually to open it to the public. Possibly a copy of the posters will then be given to the aid group, that could use this material for educational purposes.

Teaching methods

The course will be divided in two parts:

Introductory sessions: we will read fundamental texts and authors on the subject of migrations, in order to acquire the tools necessary to understand the refugee's experience (weeks 1 to 8). Each week there will be two different kinds of sessions. The first one will be structured around the discussion of essays (essentially on anthropology, sociology, political science). The second one will be structured around the analysis of sources (such as the UN report on migration or the EU laws on migration) or around methodology issues (i.e. how to do an interview). Both kinds of session will privilege interactivity.

Workshop:

there will be no more traditional classes, but we will work together on our data to create the posters (weeks 9 to 12).

Martina Avanza

Degrees in History and in Anthropology (Paris X); Ph.D. in Sociology with an ethnographic thesis on Lega Nord activists (EHESS, Paris). Professor in Political Sociology at the Institut d'Etudes Politiques et Internationales (IEPI), University of Lausanne. Main Fields of Teaching: Political Sociology and Political Science (party politics, mobilizations, nationalism); Methodology (ethnographic and qualitative methods); Gender Studies (gender and political activism). Main Fields of Research: Political activism (party, unions, social movements); Gender and Politics; Race and Politics; Right-wing and conservative movements; Nationalism and identity-building; Ethnographic approaches (methodological and ethical questions). Already taught at VIU in Fall 2015 and Spring 2016 terms.

Learning outcomes of the course

- _ To gain knowledge about migration, both as theoretical phenomenon, and especially as a current political actuality.
- _ To learn to read and discuss theoretical texts on the course's subject.
- _ To learn to analyse first-hand material (sources) by applying the knowledge acquired during the lessons.
- _ To learn to produce first-hand material (interview, family tree, map) and to analyse-it.

Syllabus and reading

Week 1. An introduction to immigration

Week 2. Theorizing Immigration: Why do people migrate?

Reading: Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Source: United Nations International Migration Report (download the report on the publications pages of the Population Division: www.un.org/en/development/desa/population/index/shtml).

Based on the UN report, what are the causes of migration?

Week 3. Immigration policy 1

Reading: Zolberg, Aristide R. 1999. Matters of State: Theorizing Immigration Policy. Pp. 71-93 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Source: EU Immigration Rules and Italian immigration rules (see the EU Immigration Portal: <http://ec.europa.eu/immigration/eu-immigration-portal-home>)

Week 4. Immigration Policy 2

Reading: Messina, Anthony A. 2007. *The Logics and Politics of Post-WWII Migration to Western Europe*. Cambridge University Press, Chapter 2: read pp. 19-39.

Getting ready for fieldwork:
Preparing the interview: what should we ask and how.

Week 5. Can States Control Borders? Unauthorized Migration

Reading: Ngai, Mae. 2003. *The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965*. 21 *Law & History Review* 69: 1-32.
Getting ready for fieldwork: Preparing the interview: gathering data about the country of origin of the migrants that we are going to meet.

Week 6. Should Nation-States Control Borders? The Moral Dilemmas of Migration

Reading: Koikkalainen, Saara. 2011. "Free Movement in Europe: Past and Present." Washington, DC: Migration Policy Institute.
<http://www.migrationinformation.org/Feature/display.cfm?id=836>
Source: The 1951 Geneva Convention Relating to the Status of Refugees and Its 1967 Protocol.

Week 7: Who is a refugee? Legal, political and theoretical definitions and frameworks

Reading: Shacknove, Andrew. 1985. "Who is a refugee". *Ethics* 95(2).
Zetter, Roger. 2007. "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization" *Journal of Refugee Studies* 20(2), pp. 172-192.
Source: The UN Refugee Agency (UNHCR) most recent global report

Week 8: Immigration and refugee crisis in Italy

Lecture: We will invite a colleague, i.e. Devi Sacchetto or Stefano Allievi from the University of Padova, both well-known specialists of the immigration phenomena in Italy.
Source: The Dublin Regulation and the EU most recent summits on the refugee crisis.

Week 9: Workshop

Analysing the interviews, drawing the family trees and the journey maps.

Week 10: Workshop

Analysing the interviews, drawing the family trees and the journey maps.

Week 11: Workshop

Preparing the posters

Week 12: Workshop

Preparing the posters

Evaluation

Evaluation will be based on:

Class participation (40%), which means not only being present (I will record attendance, class absences will affect your grade), but also being an active participant (you must read the essays and be able to discuss them in class).

Two reports on our sessions (20%), to summarize the content of the texts we have studied, as well as the discussions and exchanges during our work in the classroom. These reports will be done in small groups (2-3 students) and will be available to other students on the moodle platform.

Final Poster (40%).

Reading

I will send out PDFs of the readings as the class progresses (on the moodle platform). These are book chapters, scholarly articles or source (reports, laws, protocols). Readings must be done on time.

To succeed in and enjoy this class, please make a commitment to it!

The Social Consequences of Globalization. The case of the Italian Northeast – F1619

Guido Borelli

Università Luav di Venezia

Keywords

Everyday life, local identity, happiness, welfare systems, emotional experience, social and relational capital, sprawl.

Course description

The lifestyles brought about by globalization have moved us away from all previous types of social order, both in terms of spread, and in terms of depth. From the point of view of spread, they have helped to establish social connections that affect the entire planet, while they have deeply changed some of the most intimate and personal aspects of our daily existence.

Starting from these considerations, the course aims to enhance student's comprehension and critical ability regarding the most important impacts of economic globalization related to:

- _ the meanings and the implications of global processes on people's everyday lives;
- _ the impact of global transformations on space and time for local identities and communities;
- _ the effect on individual quality of life and on welfare systems;
- _ the revival of local identities (ethno-regionalisms, secessionism, xenophobia).

Considering that the Italian Northeast – because the massive development of industrial districts and the diffused industrialization model – is one of the most interesting areas in the world in dealing with the effects of mature globalization, this course aims to develop a case study (with a local field survey) in a test area of the Metropolitan City of Venice.

For at least three decades (until the advent of the recent global recession), the development model of the Italian Northeast has been considered by the international economic literature as a best practice example of horizontal integration in production: a *emblem* of 'flexible modes of production', typical of radical modernity. After a review of the state of economic policy literature on the subject, the course will deal with the 'dark side' of globalization, following the theoretical perspective by which every historical discontinuity creates new opportunities but also risks and unexpected effects. Among the latter:

- _ the loss of the sense of the continuity of life and traditions: Corrosion of the permanent features of emotional experience (its 'character'); an inverse correlation between income and happiness / well-being (*Gross Domestic Product/GDP vs. Gross National*

Guido Borelli

Laurea (M.Sc.) in Architecture (Politecnico, Turin) and PhD in Planning (IUAV). Professor of Urban and Environmental Sociology at IUAV, where he teaches Urban Sociology. Also teaches at the University of Eastern Piedmont and formerly taught at the State University of Milan, the Polytechnic of Turin, the University of Cagliari and the University of Eastern Piedmont. Main fields of research: Urban Political Economy, modes of Governance, Community Studies. His publications include: *Immagini di Città* (Bruno Mondadori 2012), *La politica economica urbana* (Carocci 2013), *La comunità spaesata* (Contrasto 2015) and several essays on the thought and work of the French Marxist sociologist Henri Lefebvre.

Happiness/GNH), anxiety caused by a growth in uncertainty and the assumption of new kinds of risks;

- _ the restructuring of social relations along new space-time coordinates: dilapidation of the social and relational capital, conspicuous consumption, escape into the private sphere, fear of the 'other', rise of the 'tertiary sector of the underworld';
- _ the dispersal of territorial functions and spatial self-segregation: unplanned development, infrastructural congestion, waste of land, suburbanization and urban sprawl, proliferation of surveillance devices.

The course contents are divided into two parts, consecutive to each other (*).

Learning outcomes

Students should be able to recognize the basic assumptions, central ideas, and main criticisms of the sociological approach to globalization processes and their impact on local identities and on everyday lives and lifestyles. In particular, with reference to the case study developed during the course, at the end of their field research, students should be able to write a research paper in an appropriate scientific style.

Teaching

The course uses the following methods of teaching:

- _ lecture by teacher;
- _ class discussion conducted by teacher;
- _ discussion groups conducted by selected students;
- _ reports on published research studies and experiments by students;
- _ use of pictures, educational films, videotapes;
- _ on-the-spot investigation.

(*) The 40 hours of lessons will be equally divided between the two parts of the course. For this reason, part two will include simulation characteristics. The student will be required to produce a position paper.

Syllabus

Part one: class activities

This part will enhance students' comprehension and ability to critique the most important impacts of economic globalization.

Presentation and class discussion of selected literature on globalization and its consequences;

- _ Presentation and class discussion of the relevant literature on the Northeast model (available only in Italian);
- _ construction of a model of empirical investigation to be applied to the case study.

Part two: class and field activities

This part foregrounds the development of a case study (with a field survey) in a test area of the Metropolitan City of Venice. It will make use of literary texts and films as relevant ethnographic material in the conduct of the case study

- _ Presentation and class discussion of a novel and a film;
- _ Survey in a test area of the Metropolitan City of Venice;
- _ Empirical investigation testing methodology;
- _ Drafting of a position paper.

Evaluation

The course uses the following evaluation criteria:

- _ regular meeting attendance;
- _ equity of contribution;
- _ evidence of cooperative behavior in teamwork;
- _ appropriate time and task management;
- _ use of a range of working methods;
- _ appropriate level of engagement with task;
- _ development of professional competencies;
- _ evidence of capacity to listen;
- _ responsiveness to feedback/criticism.

Considering that working in teams allows students to generate a broad array of possible alternative points of view, the course envisages a degree of student self-assessment, in order to involve students in evaluating their own work and learning progress.

Self-assessment is a valuable learning tool as well as part of the overall assessment process. This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning.

Through self-assessment, students will:

- _ identify their own skill gaps, where their knowledge is weak;

- _ see where to focus their attention in learning;
- _ set realistic goals;
- _ revise their work;
- _ track their own progress.

The final exam consists of:

- a) the production of a scientific paper;
- c) an oral test on the discussion paper.

The final vote is made by the weighted average of the paper evaluation (60%), and the discussion of the paper with the teacher (40%).

Reading

Bialasiewicz, L. (2006), "Geographies of production and the contexts of politics: dis-location and new ecologies of fear in the Veneto *città diffusa*", *Environment and Planning D: Society and Space*, vol. 21, pp. 41-67. (**)

Carlotto, M. (2013), *At the End of a Dull Day*, Europa Editions, New York.

Giddens, A. (1991), *The Consequences of Modernity*, Stanford University Press, Redwood.

Harvey, D. (1991), *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*, Wiley-Blackwell, Oxford.

Piore, M.J., Sabel, C.F. (1984), *The Second Industrial Divide: Possibilities for Prosperity*, Basic Books, New York. (**)

Sassen, S. (2007), *A Sociology of Globalization*, Norton & Company, New York.

Sennett, R. (2000), *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*, Norton & Company, New York.

Weimann, J., Knabe, A., Schöb, R. (2015), *Measuring Happiness: The Economics of Well-Being*, MIT Press, Cambridge.

(**)Reading required at the beginning of course

Films

Rossetto, A. (2013), *Piccola Patria*, Cinecittà Luce, Roma, 110 min. (English subtitles).

The Ethics of Technological Society – F162o

Hans-Martin Schönherr-Mann

Ludwig-Maximilians-Universität

In the nineteen seventies discussion began to get underway about a changing ethical horizon which the increasing development of the technological world was producing. It was one aspect of a new general interest in ethics after more than 150 years of preferring to investigate violence rather than morals: Hegel, Marx, Carl Schmitt. On the one hand ideologies could no longer hide their inadequacies; on the other an increasing number of problem from the technological world seemed also to need ethical and moral answers. For example, for a lot of thinkers the ecological crisis cannot solved only by technological methods. It also requires self-discipline. So Hans Jonas wrote in 1979 the first works of ecological ethics, notably 'The Imperative of Responsibility' – a new concept owing much to Max Weber – which has since dominated ethical discussions about the technological society. Genetics, for example, offers a lot of opportunities to solve fundamental human problems in medicine and agriculture. But conversely this development is accompanied by a lot of risks requiring ethical answers, or a prior ethical stance on the part of the scientists developing these technologies. The technological world of computing and the internet has completely changed daily life not stopping short of sexual relations. For a lot of people it opens up hopes for a more democratic world, in which many more people than before can participate in political action. But on the other hand, the American secret service NSA shows that the warnings of Orwell are not obsolete, that people can be controlled much better by the WWW. All these developments need an ethical answer on the individual side and from the political sphere.

The course shall give information about the technological challenge and shall give an introduction into the ethics of the technological world. Naturally it is necessary to have also a look on the history of ethics and technologies.

Teaching Methods: Discourse, Statement, Lecture of the students, Reading an Analysing Texts in the Seminar together, Discussion

Syllabus

Week 1: 9/12+9/14 Progress or return: the ideal of Francis Bacon in Marxism: Walter Benjamin, Horkheimer/Adorno

Week 2: 9/19+9/21 The ethical turn in the 19th century: Kierkegaard, Nietzsche

Week 3: 9/26+9/28 The ethic of ascetic Protestantism as drive of capitalism: Max Weber

Hans-Martin Schönherr-Mann

Doctorate in Philosophy, Political Science and History (Erlangen). Privatdozent of Political Philosophy and Theory at LMU and Lecturer of Political Theory at the Bavarian School of Public Policy (HFP). Was Guest Professor at the Universities of Innsbruck, Passau and Turin. He is author of several publications, including monographs on Simone de Beauvoir, Friedrich Nietzsche, Jean-Paul Sartre, Hannah Arendt. Produced discussion programs for a number of German radio stations. His interests include 19th and 20th Century Philosophy and the Philosophy of German idealism; Practical Philosophy, Philosophy of Education, Political Philosophy and the Philosophy of Technology. Already taught at VIU in Fall 2002 and Spring 2007.

- Week 4: 10/3+10/5 The responsibility for the future of mankind: Hans Jonas
- Week 5: 10/10+10/12 The technological supremacy about thinking: Heidegger
- Week 6: 10/17+10/19 The ethical perspectives of labor, work and communication: Hannah Arendt
- Week 7: 10/24+10/26 Big data as the nature for postmodern man: Jean-Francois Lyotard, Joseph Weizenbaum
- Week 8: 11/7+11/9 The turn of emotion and sexuality in time of internet: Eva Illouz
- Week 9: 11/14+11/16+11/23 + class to be rescheduled: The development of feminism as a new ethic of pluralistic society: Judith Butler, Gianni Vattimo
- Week 10: 11/28+11/30 The ethical limits of medical development: Ivan Illich, Evelyn Fox Keller, Francis Fukuyama
- Week 11: 12/5+12/7 repeat as preparation of the written exam
- Week 12: 12/12+12/14 12/12 written exam

Evaluation

Presentation, written exam, each 50%

Reading

- Hannah Arendt, *The Human Condition*, Chicago University Press 1958
- Tom L. Beauchamp/James F. Childress: *Principles of Biomedical Ethics*. 6. Aufl., Oxford University Press, 2008
- Walter Benjamin (1968). *Hannah Arendt*, ed. "The Work of Art in the Age of Mechanical Reproduction", *Illuminations*. London: Fontana.
- Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, New York (u. A.) 1990
- Evelyn Fox Keller, *The century of the Gene*, Harvard University Press 2000
- Francis Fukuyama, *Our Posthuman Future: Consequences of the Biotechnology Revolution*, Picador New York 2002
- G.W.F. Hegel, *The Philosophy of Right*, Batoche Books Kitchener 2001
- Martin Heidegger, "The Question Concerning Technology," *Basic Writings*, Ed. David Farrell Krell, Harper & Row, 1977
- Max Horkheimer, Theodor W. Adorno, *Dialectic of Enlightenment*, Stanford Univ. Press
- Ivan Illich, *The Limits of Medicine*, Boyns, London 1976
- Eva Illouz, *Cold Intimacies: The Making of Emotional Capitalism*. Polity

Press, Oxford/Malden (MA.) 2007

Eva Illouz, *Saving the Modern Soul: Therapy, Emotions, and the Culture of Self-Help*. California University Press, Berkeley 2008

Hans Jonas, *The Imperative of Responsibility: In Search of Ethics for the Technological Age*, University of Chicago Press

Jean-Francois Lyotard, *The Postmodern Condition*, University of Minnesota Press, 1984

Karl Marx, Friedrich Engels, *Manifesto of the Communist Party*, Marx/Engels Selected Works, Vol. One, Progress Publishers, Moscow, 1969

Friedrich Nietzsche, *Thus spoke Zarathustra*, Cambridge University Press 2006

Friedrich Nietzsche, *On the Genealogy of Morality*, Penguin Classics 2013

Gianni Vattimo, *The Transparent Society*, Johns Hopkins University Press, 1994

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, Penguin 2011

Max Weber, *Politics as a Vocation*, New York: Palgrave Macmillan 2015

Joseph Weizenbaum, *Computer Power and Human Reason: From Judgment To Calculation*, San Francisco: W. H. Freeman, 1976

Digital Tools for the Humanities: Critical Perspectives – F1621

Dennis Shirley
Boston College

Maximum Class Size: 19. All sessions in the Mac Lab

Course Description

New digital tools are revolutionizing instruction in the humanities around the world. This course will explore some of the most powerful of these new tools and their ramifications for the ways that students in the future will engage with literature, history, art, linguistics, and music. Throughout the course students will have opportunities to investigate underlying philosophical, aesthetic, and moral issues related to the digitalization of the humanities. In particular, we will draw upon the rich cultural heritage of Italy to inquire after what the difference is, for example, between seeing the Piazza San Marco in person and seeing digitally enhanced versions on-line. Is there no substitute for the viewing of the Piazza in person, or are there some ways in which a digital representation actually is superior? Is there a way in which the original and the digital can interact with one another to shape an optimal experience for the viewer? Likewise, how does the experience of listening to a Youtube clip of an aria from an opera compare to the experience of listening to it in the Fenice Opera House in Venice? Can one experience amplify and enrich the other—or are there some trade-offs that all students of art and culture should be aware of?

To explore these issues, the course will provide paired sets of activities for each class session that will compare and contrast original works of the humanities with digital representations. Students will have opportunities to engage with new digital tools and will develop their own protocols for assessing the tools that will be reviewed in class collaboratively. At the same time, students will read a variety of far-reaching analyses of new technologies to illuminate the myriad ways in which habits and taste are being constantly reformed.

In the final third of the course the emphasis of the readings will be on the future of the humanities in an age of increased technological consumption and production. These will lead towards a culminating final paper in which students will advance their own independent interpretations of the digitalization of the humanities in the future.

Anticipated learning outcomes:

Students will learn to develop their skills as independent thinkers, incisive and critical writers, and collaborative interpreters of the humanities in their original and in new digitized formats. They will

Dennis Shirley

B.A. in Political and Social Thought (Virginia), M.A. in Sociology (New School of Research, New York), Ed.D. in Teaching, Curricula, and Learning Environments (Harvard). Professor of Teacher Education at BC. He is editor in chief of the “Journal of Educational Change”. Conducted research and led professional development workshops for school leaders throughout the world. His publications have been translated into several languages. He is author of *The Mindful Teacher* with Elizabeth MacDonald (New York: Teachers College Press, 2009). His forthcoming book *The New Imperatives of Educational Change: Achievement with Integrity* will be available from Routledge in Fall 2016.

explore works of art, literature, and music and will inquire after their impacts with and without digitalized representations. They will learn to advance arguments in favor of their interpretations and to anticipate and respond to the critiques of others. Students will complete course having achieved a more sophisticated and nuanced appreciation of the humanities and their digital representations.

Required preliminary knowledge:

Students need to have a freshman-level knowledge of the humanities along with some skill and curiosity in exploring and interpreting new technologies.

Evaluation

Students will be assessed in the following manner:

20% Essay #1 the development of a protocol for assessing and appreciating original and digital representations of the humanities

20% Essay #2 an independent interpretation of a contemporary debates on the meaning and potential of digital representations of the humanities

35% Essay #3 a final paper assessing strategies for strengthening and supporting the humanities in terms of their original and digital manifestations

10% Student postings in weekly class blogs

15% Student participation in class discussions

Reading

Samples of course readings include:

Benjamin, W. (1955/2008) *The work of art in the age of its mechanical reproducibility*. Cambridge: Belknap.

Boellstorff, T. (2008) *Coming of age in second life: An anthropologist explores the virtually human*. Princeton, NJ: Princeton University Press.

Gold, M. (2012) *Debates in the digital humanities*. St. Paul: University of Minnesota Press.

Jones, S.E. (2013) *The emergence of the digital humanities*. New York: Routledge.

Terras, M., Nyhan, J., & Vanhoutte, E. (2013) *Digital humanities: A reader*. Burlington, VT: Ashgate.

Fundamentals of Web Based Multimedia Communication – F1622

Victoria Szabo
Duke University

Maximum Class Size: 19. All sessions in the Mac Lab

As the Internet, World Wide Web, and digital media become increasingly pervasive as a means of communicating information, it is important to understand the impact and implications of this transforming technology. It is also essential that students learn the concepts and capabilities that will equip them with the skills to communicate effectively using digital media. This course explores the theory and practice of multimedia information systems — including presentation media, hypermedia, graphics, animation, sound, video, and integrated authoring techniques, with discussion and application of the underlying technologies that make them possible. Students will gain theoretical background and extensive hands-on practical experience to help them design, innovate, program, and assess web-based digital multimedia information systems. Each student will develop a course web site as the principal venue for publication of individual and group projects. This course is required for the ISIS Certificate at Duke University, but is designed primarily for students in non-technical disciplines.

Course Format

This course explores issues related to planning and deploying Web-based multimedia communications solutions. It is a required course for the Information Science + Information Studies (ISIS) Certificate at Duke University, satisfying both the information technology skills and programming requirements of the Certificate. Learning is accomplished via lecture, written critical case analysis of real web multimedia communications systems, practical hands-on laboratory exercises, and the development of a multimedia semester project. Using experience in web multimedia development and surprisingly basic principles of web programming, students will learn the skills, capabilities, and competencies all successful Web multimedia developers need to know.

In this course, we adopt a student-centric learning environment. To fully appreciate issues related to multimedia communications, students perform a broader role, working in teams, interacting with each other, and seeking more involvement than is typical in the professor-centric class setting. Everyone should come to teach and learn from each other. Classes are organized as guided discussions, research explorations, breakouts, exercises, projects, writing reviews, and critical analysis sessions. The Apple Macintosh is the platform of choice for

Victoria Szabo

B.A. in English (Williams College); M.A. in English (Indiana); M.A. and Ph.D. in English (Rochester). Associate Research Professor, Visual Studies and New Media, Department of Art, Art History and Visual Studies, at Duke, where she is Program Director for Information Science + Information Studies. Also teaches in the *Visualizing Venice* VIU Summer School and she is in the Steering Committee of the Duke-IUAV-Padova *Visualizing Venice: Exploring the city's past* research project. Previously taught at Stanford University, where she was Academic Technology Manager in the Office of the Vice Provost for Undergraduate Education. Fields of teaching at Duke include: "Computational Media"; "Digital Durham"; "Digital Places and Spaces"; "Perspectives on Information Science and Information Studies"; "Gender and Digital Culture".

most multimedia designers, and in this course, we will utilize the Mac Lab for our course meetings.

Topics Covered

- _ Hand-coding HTML and CSS from a text editor
- _ Information architecture and data management
- _ Graphic Design for the Web
- _ Modifying templates and frameworks
- _ Creating interactive websites with JavaScript
- _ Multimedia Integration

Deliverables

During practical experience lab sessions, students develop a personal webpage to display a portfolio of their multimedia programs and communications projects. These websites are instrumental to our real goals: to uncover multimedia communications principles that scale, work across space, and adapt as features and functionality inevitably change in this rapidly advancing technology. Throughout the semester, each lab exercise will build upon skills and capabilities as students progress toward completion of the semester project (interactive multimedia website). In addition, a semester project proposal, project storyboard, project final report, and weekly laboratory exercises that stress critical inquiry and analysis are required.

Major Assignments

- _ Team Presentation of the Different Topics related to Internet Concepts
- _ My Course Website: HTML Only
- _ CSS on course home page
- _ Project Proposal + Wireframes
- _ Web Graphics for the Website
- _ Video Pitch
- _ Final Project Website

Course Learning Goals

Describe the role of networks, the impact of the Internet/World Wide Web, and the future potential of emerging new media technologies. Demonstrate an understanding of how information is represented in computer data structures, how it can be manipulated by a sequence of commands, and how large media files can be effectively managed

on the bandwidth-limited network by completing a variety of laboratory assignments.

Demonstrate the ability to create and publish web pages, using valid HTML and basic principles of Web design, information architecture, and fundamentals of usability for enhancing the user's Web experience through the creation of a course portfolio website.

Demonstrate proficiency in the use of web and new media technologies; capture, edit and control digital media types – text, images, audio, video and graphic animation – for inclusion in web-based multimedia semester project.

Syllabus

Draft – for the final schedule please see the e-learning Moodle site in Fall 2016

Week 0: September 5-9 (Orientation Week)

Week 1: September 12-16

Tuesday Introduction, sites, file management etc.

Thursday

Internet History and Protocols

Readings due before class: Chapters 1-3 of Head First HTML and CSS

Intro to online resources: W3C Schools, Code Academy etc.

Week 2: September 19-23

Tuesday

HTML Introduction and Lab

Readings due before class: Chapter 5-6

Lab: Creating your First Website

Thursday

HTML Introduction and Lab

Assignment 1 due in class; Team Presentations

Lab: Setting Up Your Portfolio site

Week 3: September 26-30

Tuesday

CSS - Basics - inline CSS

Assignment 2 due before Monday (midnight) class: My First Website (HTML Only)

Readings due before class: Chapter 7

Lab: Styling Your Site

Thursday

CSS - Basics - inline CSS continued
Readings due before class: Chapter 8
Lab: Styling Your Site continued

Week 4: October 3-7

Tuesday
CSS - Styling, Class, and IDs; separate files
Readings due before class: Chapter 9
Lab: Separating Form and Content
Thursday
CSS - Styling, Class, and IDs; separate files continued
Readings due before class; Designing for the Web, Part 3:
Typography and Part 4: Colour
Lab: Revising Your Site

Week 5: October 10-14

Tuesday
CSS - Box model
Readings due before class: Chapter 10-11
Lab: Creating Layouts
Thursday
CSS - Box model continued
Readings: Designing for the Web Chapter 5: Layouts
Lab: Creating Layouts continued

Week 6: October 17-21

Tuesday
CSS Frameworks, Templates etc.
Assignment 3: Styled Website due Monday at midnight
before class
Readings due before class; Chapter 12-13
Lab: HTML 5
Thursday
CSS Frameworks, Templates etc. continued
Lab: Tables

Week 7: October 24-28

Tuesday
Usability and Interface Design
Readings due before class: Designing for the Web Part 2
Lab: Usability crits
Thursday
Assignment 4: Final Project Proposal and Wireframes Due
Lab: Project critiques

Week 8: October 31-November 4 (Fall Break)

Week 9: November 7-11

Tuesday

Editing CMS Templates: WordPress

Readings due before class: Appendix

Lecture and Lab: edit the CSS of an interactive site

Thursday

Lab: harmonizing hand-coded and pre-built sites

Lab: Forms

Week 10: November 14-18

Tuesday

Web Graphics and Images for the Web

Readings due before class: TBA

Thursday

Web Graphics and Images for the Web continued

Lab: Customization

Week 11: November 21-25

Tuesday

Assignment 5: Web Graphics due Monday at midnight before class

Audio and Video for the Web - 3 minutes, 3 days, 3 ideas....

Lab: Audio and Video Editing

Thursday

Group: Pitch for the final project

Lab; presentations and crits

Week 12: November 28-Dec 2

Tuesday

Assignment 6: Video Pitch due Monday at midnight before class

Audio and Video for the Web

Lab: Embedding and iFrames

Thursday

External Tools

Lab: Javascript menus and embedded tools

Week 13: December 5-9

Tuesday and Thursday

Projects and Final Video work

Week 14: December 12-16 (Exam Week)

Final presentations

Evaluation

30% In-Class Labs

10% Class Participation

30% Major Assignments

30% Final project

Reading

HeadFirst HTML and CSS, 2nd Edition (e-Book in Moodle)

Designing for the Web (e-Books in Moodle)

Additional readings as assigned (PDFs and links)

Other resources: W3C Schools, Code Academy etc.

Digital Storytelling – F1623

Victoria Szabo
Duke University

Maximum Class Size: 19. All sessions in the Mac Lab

Writing today more than ever is a multimodal form of expression. The language of new media complements, supports, and sometimes supplants the written word. Yet the most effective forms of storytelling might also depend upon the subject matter, context, audience, and objectives of that form of writing. This course explores digital storytelling methodologies, theory, and practice, beginning with early hypertext fiction and web documentaries and extending into contemporary mobile applications, and virtual worlds creation. Background readings will include media theorists such as Janet Murray, Lev Manovich, Richard Bartle, and Scott McCloud as well as pragmatic guides to digital storytelling techniques. Throughout the course, we will examine the cultural impact of new media narratives, their implications for print culture, and explore core digital storytelling affordances - text, video, audio, design, space, animation, interactivity - with the goal of creating our own critically informed, creative work. All students will have hands-on experience developing digital narratives and creating digital critiques by using a set of online tools and software packages designed for these purposes, which will take place alongside written exploration of the subject matter. We will adapt existing stories and create new ones over the course of the semester. Final projects will be related to historical and cultural themes in the history and culture of Venice. No specific digital media authoring experience required. Order of topics may vary based on student interests, prior experience, and availability of resources. Course takes place in the Mac Lab.

Technical Topics Covered:

- _ Web 2.0 and Digital Publishing
- _ Multimodal Presentation Strategies
- _ Time-Based Media: Audio and Video Documentary Design
- _ Spatial Media: Digital Maps and Timelines
- _ Data Visualization and Infographics
- _ Mobile Media
- _ Social Media
- _ Virtual Worlds and Games
- _ Convergence Culture

Victoria Szabo

B.A. in English (Williams College); M.A. in English (Indiana); M.A. and Ph.D. in English (Rochester). Associate Research Professor, Visual Studies and New Media, Department of Art, Art History and Visual Studies, at Duke, where she is Program Director for Information Science + Information Studies. Also teaches in the *Visualizing Venice* VIU Summer School and she is in the Steering Committee of the Duke-IUAV-Padova *Visualizing Venice: Exploring the city's past* research project. Previously taught at Stanford University, where she was Academic Technology Manager in the Office of the Vice Provost for Undergraduate Education. Fields of teaching at Duke include: "Computational Media"; "Digital Durham"; "Digital Places and Spaces"; "Perspectives on Information Science and Information Studies"; "Gender and Digital Culture".

Possible Lab and Final Project Remediation Subjects:

- _ *Don't Look Now*, Daphne Du Maurier (story and film)
- _ *The Merchant of Venice*, William Shakespeare
- _ Paintings of Canaletto and other great artists (image recapture exercise)
- _ Donna Leon novels
- _ *Death in Venice*, Thomas Mann
- _ *Story of My Life*, Giacomo Casanova; Heath Ledger adaptation
- _ *Invisible Cities*, Italo Calvino
- _ *The Wings of the Dove*, Henry James
- _ Venetian history events as learned from other courses
- _ Films such as *The Italian Job*, *Casino Royale*, *Stabat Mater* etc.
- _ Videogames, TV shows, etc. focused on Venice
- _ Others???

Learning Outcomes:

- _ Familiarity with theories of digital storytelling as applied to contemporary media forms
- _ Knowledge of the history of digital storytelling and contextualization within the history of information and communications technology and traditional media
- _ Awareness of the range of digital media production techniques available to writers/authors today
- _ Hands-on ability to author using a variety of multimodal authoring tools
- _ Critical engagement with contemporary mediascapes and awareness of their affordances for fiction and non-fiction storytelling
- _ Ability to conceptualize and design a digital story project from brainstorming to final product development.

Syllabus

DRAFT SCHEDULE - Please see the final syllabus in the e-learning platform Moodle in Fall 2016.

Weekly Blog Posts are due on Friday at 5pm each week.

Week 0: September 5-9
(Orientation Week)

Week 1: September 12-16
Tuesday
Lecture: Concepts in Digital Storytelling

Lab Exercise: Transmedia Journeys

Thursday

Readings due before class: Digital Storytelling: a creator's guide, Chapter 1: Storytelling Old and New; Chapter 7:

Structure in Digital Storytelling

Lab Exercise: Reverse engineering

Weekly Blog Post due Friday at 5pm

Week 2: September 19-23

Tuesday

Readings due before class from *Slideology*, Chapters 5 and 6(PDF) and Edward Tufte on "The Cognitive Style of PowerPoint" (PDF)

PowerPoint" (PDF)

Lab Exercise: Principles of Slide Design – hacking the system

Multimodal Presentation Strategies

Lab: Elevators Speech: Multimodal Presentations and Crits

Thursday

Multimodal Presentation Strategies continued

Readings due before class: Selections from *Writer/Designer*:

Chapter 1: What Are Multimodal Projects? Chapter 2:

Analyzing Multimodal Projects

Lab Exercise; Prezi and Its Discontents

Weekly Blog Post due Friday at 5pm

Week 3: September 26-30

Tuesday

Time-Based Media: Audio and Video Documentary Design

Readings due before class: Selections from *Digital*

Storytelling: Capturing Lives and Creating Community,

Chapter 4: The World of Digital Storytelling and Chapter 5: 7

Steps of Digital Storytelling

Lab: Time-Based Media Introduction

Thursday

Time-Based Media: Audio and Video Documentary Design

Lab: Time-Based Media: Audio and Video Documentary

techniques

Weekly Blog Post due Friday at 5pm

Week 4: October 3-7

Tuesday

Time-Based Media: Audio and Video Documentary Design
Readings due before class: *Understanding Comics.*, Chapters 1 and 2 and *Multimedia Storytelling*, Chapter 2: Story Structure
Discussion of Midterm project
Thursday
Time-Based Media: Audio and Video Documentary Design continued
Chapter 6 of *Writer/Designer* (storyboards).
Discussion of Midterm Projects
Weekly Blog Post due Friday at 5pm

Week 5: October 10-14

Tuesday
Spatial Media: Archives, Maps and Timelines
Readings due before class: selections from *Inventing the Medium*, Chapters 2; Affordances of the Digital Medium and Chapter 3: Maximizing the Four Affordances
Thursday
Spatial Media: Archives, Maps and Timelines continued
Lab: Timelines and Storymaps (TimeMapper.js)
Weekly Blog Post due Friday at 5pm

Week 6: October 17-21

Tuesday
Spatial Media: Digital Maps and Timelines
Readings due before class; *Inventing the Medium, Part III: Spatial Design Strategies*
Lab: Timelines and Storymaps (StoryMap)
Thursday
Spatial Media: Digital Maps and Timelines continued
Lab: Multimedia Mapping: Venice
Weekly Blog Post due Friday at 5pm

Week 7: October 24-28

Tuesday
Multimodal Documentary
Midterm Projects due: Multimodal Documentary
Lab: Review and Crits
Thursday

Multimodal Documentary continued
Lab review and Crits continued
Final projects Discussion and Planning – selecting source stories
Weekly Blog Post due Friday at 5pm

Week 8: October 31-November 4 (Fall Break)

Week 9: November 7-11

Tuesday
Data Visualization and Infographics
Readings due before class from Edward Tufte, *The Visual Display of Quantitative Information*
Lab Exercise: critique of data graphics online (newspaper sites)
Thursday
Data Visualization and Infographics continued
Lab Exercise: Creating Infographics with Google Fusion Tables and RAW
Weekly Blog Post due Friday at 5pm

Week 10: November 14-18

Tuesday
Social Media
Readings from *Digital Storytelling: a creator's guide*, Chapter 9: Social Media and Storytelling and *Multimedia Storytelling*: Chapter 5: The Internet and Social Media
Lab: Social Media Presence, Twitter, and Feeds
Thursday
Social Media
Readings from *The New Digital Storytelling*, Chapter 5: Social Media Storytelling
Lab Exercise: Social Media Storytelling: Case Study VIU
Weekly Blog Post due Friday at 5pm

Week 11: November 21-25

Tuesday
Mobile Media
Readings from *Digital Cityscapes*, Chapter 7: Play in Hybrid Reality and *Digital Storytelling: a creators' guide*: Chapter

10: ARGs

Thursday

Mobile Media continued

Readings from *The New Digital Storytelling*, Chapter 10:

Augmented Reality: Telling Stories on the Worldboard

Lab Exercise: ARG Design

Final Project Proposals Due

Weekly Blog Post due Friday at 5pm

Week 12: November 28-Dec 2

Tuesday

Virtual Worlds and Games

Readings from Richard Bartle, *Designing Virtual Worlds*

Lab Exercise: Designing a Virtual World

Thursday

Virtual Worlds and Games continued

Readings from *Digital Storytelling: a creator's guide*, Chapter 10: Transmedia Storytelling

Lab Exercise: Designing a Transmedia Application

Weekly Blog Post due Friday at 5pm

Week 13: December 5-9

Tuesday and Thursday

Final Projects work

Week 14: December 12-16 (Exam Week)

Tuesday and Thursday

Readings from *The New Digital Storytelling*: Coda: The next Wave of Digital Storytelling

Final Projects Presentations and Crits

Final Remarks

Weekly Blog Post due Friday at 5pm

Evaluation

Teaching and Evaluation Methods:

The course will operate as a combination discussion/critique seminar and hands-on development experience. Peer critique and editing will be a core part of the course experience as well, with written and digital assignments undergoing a drafting and peer review process as a core part of the course experience. Students will be using subject mat-

ter studied in other classes, selected existing resources, and original research/creations as the content of their digital projects.

Participation, Weekly Blogs, and Weekly In-Class Labs: 35%

Weekly Blog Posts reflect on the the readings and exercises of the past week, and include links to Lab project work (uploaded to class website) – late posts will affect final grades

Midterm project (Multimodal Documentary): 30%

Final project (Convergent Media Project + essay): 35%

Reading

(all readings will be offered as PDFs or Links in e-learning platform Moodle):

Selections from *Inventing the Medium*, by Janet Murray (MIT) and supplements from the website: <https://inventingthemedium.com>

Selections from *Designing Virtual Worlds*, by Richard Bartle.

Selections from *Writer/Designer: A guide to making multimodal projects*. By Arola, K. L., Sheppard, J., & Ball, C. E.

Selections from *Digital Storytelling: A creator's guide to interactive entertainment*, 3rd. ed, by Carolyn Handler Miller.

Selections from *Digital Cityscapes: Merging Digital and Urban Playspaces*, de Adriana Souza et al.

Selections from *Digital Storytelling: Capturing Lives and Creating Community*, Chapter 4: The World of Digital Storytelling and Chapter 5: 7 Steps of Digital Storytelling.

Selections from Edward Tufte, *The Visual Display of Quantitative Information*.

Selections from *Slideology*, by Nancy Duarte.

Selections from *Multimedia Storytelling for Digital Communications in a Multiplatform World*, by Seth Gitner.

Selections from *The New Digital Storytelling: Creating Narratives with New Media*, by Bryan Alexander.

Economics and Management of the Arts – F1624

Bruno Bernardi

Università Ca' Foscari Venezia

Learning objectives

Management of artistic and cultural productions focusing on:

- _ financial resources measurement and control in staging events, governing institutions, and arts production;
- _ values and expectations, communication, social and anthropological determinants of overall performance.

Art and cultural production processes are a very interesting test area for research on intangibles, where a relevant part of competitive advantage may be achieved - also outside art & culture ventures.

The role of production and consumption of culture and the arts is relevant enough to justify a deep analysis of their system effect and general economic impact.

Syllabus

- _ Culture and art organizations role within “reflexive modernization” processes: tradition re-inventing, identity building, behavioural models diffusion, storytelling, social responsibility;
- _ Interactions between cultural and artistic production, different kinds of tourism and DMO (destination management organizations);
- _ Economic and financial dimensions of arts and culture productions: an introduction;
- _ Melting strategic analysis and communication competencies for fund raising campaigns;
- _ Pitfalls and biases of budgeting in culture production organizations;
- _ Integration of performance predictors in financial planning and control: strategic maps and BSC (Balanced ScoreCard) control model in arts and culture production;
- _ Cultural production and territorial development;
- _ Art production, creativity and innovation processes.

Evaluation

Two complementary modules will be co-taught on:

- _ Marketing arts and culture
 - _ Alternative marketing approaches applied to arts and culture (Prof. Umberto Rosin)
- and
- _ cultural consumption
 - _ innovation and new business models (Prof. Massimiliano Nuccio).

Bruno Bernardi

Laurea in Business Economics (Ca' Foscari), Diploma in Professional Development (Bocconi, Milan). Professor of Economics and Management at Ca' Foscari, where he is Director of the Master's degree program in Creative Development and Management of Cultural Activities. Coordinator of the Planning and Control Area within the Master's degree course in Cultural and Environmental Heritage Management, held in partnership with the École Supérieure de Commerce, Paris. Was a member of the Venetian regional board for improvement of standards in museums. Previously taught at VIU in Fall term 2012, 2013, 2014 and 2015. Research interests focus on planning and control systems (especially in cultural organizations), accountancy, Information Technology, management and behavior, and distance learning processes through the Internet.

The basic format will be classroom lectures with guest speakers from cultural production linked sectors.

Class composition is important in fostering active attendance: individual and team assignments will be given, which will also be discussed in the classroom. A midterm anonymous customer satisfaction and climate questionnaire will be given in order to facilitate the fine tuning of the second part of the course.

The exam consists of a report on the planning of a cultural event. Each team of 4/5 students proposes a topic and reaches an agreement with the teacher on its outline. Two weeks are given for reports to be drawn up. Report structure should allow evaluation of each student's work. The reports are submitted to the teacher who will write an individual feedback assessment for each student. The presentation and discussion of reports in the classroom will complete the exam period.

Training in UNESCO World Heritage Studies – F1625

Giorgio Gianighian

Venice International University

Course description

The course is divided into three modules, in such an order as to allow the students to follow the historical intellectual development that brought the monuments – and, much later, historic landscape and urban fabric - to be considered and treated as heritage in the world, starting with the fathers of the discipline in the 19th century and including its twentieth century development, up to the 1972 UNESCO World Heritage Convention. The implementation of this charter will be analysed for several countries, along with the Nomination processes. At the end of Module 2 each student will present a Nomination selected in their home country. The final task will concern Italian sites in the Veneto that will be visited: 1. Venice and its Lagoon; 2. Botanical Garden (Orto Botanico), Padua; 3. City of Vicenza and the Palladian Villas of the Veneto; 4. The Dolomites. The students, in their final written report, will be invited to analyze the Nominations, identifying their strong and weak points.

Learning outcomes

As a first result of the course the students will get acquainted with the domain of restoration, from its historical beginning up to our own times, and in several different world contexts. The second result to be obtained will be an understanding of the criteria inspiring the selection of the most important sites of outstanding universal value and the procedure for protecting them.

Syllabus

Module 1: History and Theory of Restoration

It was during the 19th c. that restoration became a real issue in Europe: our efforts will focus on the debate between the theories of Viollet-le-Duc and those of Ruskin, as representatives of opposite concepts of the monument and its preservation. Twentieth century theoretical development brought into being the various Charters on conservation, along with the W. H. Convention and its implementation instrument, the Practical Guidelines. These are constantly in the process of adjusting to an ever richer and more complex reality, which will be analysed in this part of the course.

Giorgio Gianighian

Laurea in Architecture (IUAV). VIU Fellow, Vice-Director of the Shanghai Jiao Tong University International Research Center for Architectural Heritage Conservation and former Professor and Chair of Architectural Restoration at IUAV. Visiting Professor at the Schools of Architecture of the Universities of Tokyo, Jerusalem, and East London where he was responsible for the M.Sc. in Architectural Conservation. Taught at VIU in Spring term 2003, Fall terms 2011, 2012, 2013, 2014 and 2015. He is former Member of the VIU Academic Council. Has conducted research in Armenia, Japan and Nepal. World Heritage City nomination consultant in Nepal, Republic of Armenia, Bosnia-Herzegovina and Moldova, for Unesco; expert consultant for the restoration of Ekmekçizade Caravanserai (Edirne, Turkey) for the European Commission. Professional work in Venice includes: the restoration of St. Mark's clock-tower; the restoration and reconditioning of the water cistern of the Fondaco dei Turchi.

Module 2: Analysing a relevant number of Nominations around the world.

Through the analyses, the students will get acquainted with the procedures, the different problems to be dealt with and, in more than one case, the contradictions, involved in the process. These are the sites:

Austria : Hallstatt-Dachstein/ Salzkammergut Cultural Landscape, Wachau Cultural Landscape;

China: Mountain Resort and its Outlying Temples, Chengde, Longmen Grottoes;

Germany: Dresden Elbe Valley (listed in 2004, delisted in 2009), Classical Weimar (with Goethe's House);

India: Mountain Railways of India (limited to the first, The Darjeeling Himalayan Railway);

Iran: Shushtar Historical Hydraulic System, Armenian Monastic Ensembles of Iran;

Italy: as above indicated;

Japan: Historic Villages of Shirakawa-go and Gokayama;

Libya: Old Town of Ghadames;

Mexico: Historic Centre of Mexico City and Xochimilco;

Nepal: Kathmandu Valley;

Thailand: Historic City of Ayutthaya;

UK: Frontiers of the Roman Empire (limited to Hadrian's Wall), Blenheim Palace.

Module 3: Nomination fieldwork in four Italian WHS

The sustainability of the Nomination of a WHS, along with its Management Plan (MP) are both essential requirements. How do they work in the four Veneto WH sites? We will try to verify if the legal framework for their protection, and the tools foreseen by the MP, are working efficiently or not. Summing up the results of our analyses, we will be able to validate the Nomination Dossier criteria, the division of the core and buffer zone, and finally to evaluate the efficiency of the Management Plan, each student writing a report for his/her chosen WHS.

Teaching and Evaluation methods

Lectures for the first two modules, with some discussion seminars starting with the second module; then, site visits and more discussion seminars with the presentations in progress of the students.

The exam will consist in the presentation of a written report (3600

words plus illustrations) for the chosen WHS by each student or group of students.

20% Participation

30% General preparation concerning Modules 1 - 2

50% Student final written evaluation report to the four Veneto W.H.S.

Reading

(to be discussed in a seminar, assessing the reading load)

N. Stanley Price, M. Kirby Talley Jr., A. Melucco Vaccaro (eds), *Historical and Philosophical Issues in the Conservation of Cultural Heritage*, The Getty Conservation Institute, Los Angeles, 1996.

J. Jokilehto, *A history of architectural conservation*, Oxford, Butterworth-Heinemann, 1999.

G. Gianighian, *Italy*, in R. Pickard (ed), *Conservation of the European Built Heritage Series (Volume 1°): Policy and Law in Heritage Conservation*, E&FN SPON, London & New York, 2001, pp. 184-206.

Idem, *Venice, Italy* in R. Pickard (ed), *Conservation of the European Built Heritage Series (Volume 2°): Management of Historic Centres*, E&FN SPON, London & New York, 2001, pp. 162-186.

N. Mitchell, M. Roessler, P.M. Tricaud, *A Handbook for Conservation and Management. World Heritage Cultural Landscapes*, 26, UNESCO World Heritage Centre, Paris 2009.

B. S. Frey – P. Pamini, *Making world heritage truly global: The Culture certificate Scheme*, *Oxonomics* 4 (2009), 1-9.

B. S. Frey – L. Steiner, *World Heritage List: does it make sense?*, *International Journal of Cultural Policy*, 2011, 1-19, iFirst Article.

1 If possible, "Noi migranti della Venezia Orientale"
(www.noimigranti.org)

Fall 2016 Seminars

September 19–24

What is Metaphysics?

Prof. Dr. Axel Hutter, LMU, Faculty of Philosophy

October 10–14

Social Choice Theory and its Philosophical Applications

PD Dr. Martin Rechenauer, LMU, Faculty of Philosophy
Prof. Dr. Stephan Hartmann, LMU, Faculty of Philosophy, Philosophy of Science and the Study of Religion

October 31 – November 4

Mapping and experience. Travelers, geographers and cartographers in the Late Middle Ages

Prof. Dr. Oliver Jens Schmitt, Wien
Prof. Dr. Claudia Märtil, LMU

November 7–11

Equality and Justice

Dr. Christine Bratu, LMU, Faculty of Philosophy
Dr. phil. Jan-Christoph Heilinger, LMU, Munich Center for Ethics
Dr. med. Verina Wild, LMU, Faculty of Philosophy

November 28 – December 2

The Stones of Venice and The Seven Lamps of Architecture:

Ruskin, Marcel Proust, Thomas Mann and Visconti
Prof. Dr. Barbara Vinken, Ph.D., LMU, Institut für Romanische Philologie

December 6–10

Sacrifice across Cultures

Prof. em. Dr. Ulrich Berner, University of Bayreuth, Religious Studies
Prof. em. Dr. Michael von Brück, LMU, Religious Studies
Prof. Dr. Loren Stuckenbruck, LMU, Protestant Theology
Prof. Dr. med. Dr. phil. Lorenz Welker, LMU, Musicology
Prof. Dr. Robert A. Yelle, LMU, Religious Studies

Students must register at least one month before the seminar commences. Apply to shss@univiu.org

Spring 2017 Courses

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

Massimo Brunzin (coordinator),
Venice International University

Art and Architecture in Renaissance Venice

TBD

Italian Fashion Design

TBD

Intercultural Communication

TBD

Gender Studies

TBD

Comparing East and West

TBD

Globalization, Ethics, Welfare and Human Rights (City, Difference and Immigration)

Giovanna Marconi/Elena
Ostanel,
Università luav di Venezia

Identity, Heritage and Globalization

TBD

Global Governance for Peace and Security, Cooperation and Development

TBD

Specialization Track: Environmental Management and Sustainable Development

Innovation and Social Changes

Yannick Lung,
Université de Bordeaux

Societal Issues of the Automobile

Yannick Lung,
Université de Bordeaux

Cities, Global Change and Sustainable Development

Margherita Turvani,
Università luav di Venezia

Globalization, Environment and Sustainable Development

Ignazio Musu/Ilda Mannino,
Venice International University

Additional Courses

Globalization, Social Pathology, and the Question of Healing

Jeffrey Bloechl,
Boston College

Otherness, Race and Culture

Jeffrey Bloechl,
Boston College

Shakespeare's Venice

Martin Eisner,
Duke University

The Mysteries of Italian Port Cities

Saskia Ziolkowski,
Duke University

Listening to the Lagoon City. Lost Islands

Laura Cipriani,
Università luav di Venezia

Academic Calendar

Spring 2017

Orientation week

February 20-24

Opening Ceremony

February 23

Courses begin

February 27

Midterm break

April 17 - April 21

Courses end

May 26

Exam week

May 29 - June 2

National holidays

April 17, April 25, May 1, June 2

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.sbn.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
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 (SLEPP)**

Palazzo Cosulich,
Zattere - Dorsoduro 1405, Venice
tel. +39 041 234 7819 / 7827
sleppre@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 Cotonificio 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

	Monday	Tuesday
9.15-10.45	<ul style="list-style-type: none"> _ F1605 Italian for Foreigners: beginner and intermediate levels _ F1608 Intercultural Communication _ F1615 Globalization, Ethics, Welfare and Human Rights 	<ul style="list-style-type: none"> _ F1605 Italian for Foreigners: beginner and intermediate levels _ F1621 Digital Tools for the Humanities: Critical Perspectives
11.00-12.30	<ul style="list-style-type: none"> _ F1605 Italian for Foreigners: beginner and intermediate levels _ F1601 History of Venice _ F1620 The Ethics of Technological Society 	<ul style="list-style-type: none"> _ F1605 Italian for Foreigners: beginner and intermediate levels _ F1625, Training in UNESCO World Heritage Studies _ F1610 History of US-Japan Relations
13.30-15.00	<ul style="list-style-type: none"> _ F1603 Art and Architecture in Renaissance Venice _ F1617 Identity, Heritage and Globalization _ F1611 Intercultural Communication in the Eastern Mediterranean and the Land of Israel in Greco-Roman Times 	<ul style="list-style-type: none"> _ F1607 Comparing East and West _ F1619 The Social Consequences of Globalization. The case of the Italian Northeast _ F1613 Jewish History and Culture in Imperial Russia and in the USSR, 1772-1990
15.15-16.45	<ul style="list-style-type: none"> _ F1618 Contemporary Migration and Refugee Crisis _ F1612 Everyday Life in Ancient Greece _ F1604 The Architectural and Urban Heritage of Venice in Modern and Contemporary Times _ F1602 Italian Contemporary History in Films 	<ul style="list-style-type: none"> _ F1616 Global Governance for Peace and Security, Cooperation and Development _ F1622 Fundamentals of Web Based Multimedia Communication _ F1609 Gender Studies
17.00-18.30	VIU Movie Series Movies on Italy and Venice and movies proposed by VIU international students body in original language with English subtitles	<ul style="list-style-type: none"> _ F1624 Economics and Management of the Arts _ F1614 Cultural History of the Jewish Diaspora _ F1623 Digital Storytelling

Weekly Schedule

Wednesday

- _ F1605 Italian for Foreigners: beginner and intermediate levels
- _ F1608 Intercultural Communication
- _ F1615 Globalization, Ethics, Welfare and Human Rights

-
- _ F1605 Italian for Foreigners: beginner and intermediate levels
 - _ F1601 History of Venice
 - _ F1620 The Ethics of Technological Society

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- _ F1603 Art and Architecture in Renaissance Venice
 - _ F1617 Identity, Heritage and Globalization
 - _ F1611 Intercultural Communication in the Eastern Mediterranean and the Land of Israel in Greco-Roman Times

-
- _ F1618 Contemporary Migration and Refugee Crisis
 - _ F1612 Everyday Life in Ancient Greece
 - _ F1604 The Architectural and Urban Heritage of Venice in Modern and Contemporary Times
 - _ F1602 Italian Contemporary History in Films

VIULIFE

- Co-curricular Program:
- _ Open Lectures
- _ Guest Lectures
- _ Cultural Events
- _ Transcultural game

Thursday

- _ F1605 Italian for Foreigners: beginner and intermediate levels
- _ F1605 Italian for Foreigners: intermediate level
- _ F1621 Digital Tools for the Humanities: Critical Perspectives

-
- _ F1605 Italian for Foreigners: beginner and intermediate levels
 - _ F1625, Training in UNESCO World Heritage Studies
 - _ F1610 History of US-Japan Relations

-
- _ F1607 Comparing East and West
 - _ F1619 The Social Consequences of Globalization. The case of the Italian Northeast
 - _ F1613 Jewish History and Culture in Imperial Russia and in the USSR, 1772-1990

-
- _ F1616 Global Governance for Peace and Security, Cooperation and Development
 - _ F1622 Fundamentals of Web Based Multimedia Communication
 - _ F1609 Gender Studies

-
- _ F1624 Economics and Management of the Arts
 - _ F1614 Cultural History of the Jewish Diaspora
 - _ F1623 Digital Storytelling

Friday

- Rescheduled classes
- N.B. already fixed:
- 25 November
- 9 December
- (reschedules of all classes of Monday 21 November and Thursday 8 December - National Holidays)

- Site visits, field trips:
- Site visits and field trips related to courses are arranged on Fridays.

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
- Lagoon Tour
- Port of Venice and MOSE Tour
- Palladian Villas, Vicenza
- trip to Padua

NATIONAL and LOCAL

- PUBLIC HOLIDAYS:
- November 1, November 21,
- December 8

- MIDTERM BREAK:
- October 31 – November 4

September

October

1		
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3		
4		
5	Orientation Week	
6	Orientation Week	
7	Opening Ceremony	
8	Orientation Week	
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- Art and Architecture in Renaissance Venice
Comparing East and West
Contemporary Migration and Refugee Crisis
Digital Storytelling
Digital Tools for the Humanities: Critical Perspectives
Cities, Global Change and Sustainable Development
Cultural History of the Jewish Diaspora
Economics and Management of the Arts
Everyday Life in Ancient Greece
Fundamentals of Web Based Multimedia Communication
Gender Studies
Global Governance for Peace and Security, Cooperation
and Development
Globalization, Environment and Sustainable Development
Globalization, Ethics, Welfare and Human Rights
Globalization, Ethics, Welfare and Human Rights
(City, Difference and Immigration)
Globalization, Social Pathology, and the Question of Healing
History of Venice
History of US-Japan Relations
Identity, Heritage and Globalization
Innovation and Social Changes
Intercultural Communication
Intercultural Communication in the Eastern Mediterranean
and the Land of Israel in Greco-Roman Times
Italian Contemporary History in Films
Italian Fashion Design
Italian for Foreigners - beginner, intermediate,
upper-intermediate levels
Jewish History and Culture in Imperial Russia and in the USSR,
1772-1990

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an INTERNSHIP?
IS THERE a PC
LABORATORY?
are THERE
SITE VISITS?**

**THIS
semester
I want
TO...**