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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 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 Agar Brugiavini, articulates and applies them in two yearly terms. The courses are taught in English by Professors from the different Member Universities.

Venice, with its lagoon, its islands and its mainland, is a living 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*.

Three important Italian public institutions are also part of VIU: the Province of Venice, the Italian Ministry for the Environment, Land and Sea 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 14 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:
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: **Hava Shani**, acadaff@tauex.tau.ac.il
- _ Università Ca' Foscari Venezia: **Alvise Perosa**, alvise@unive.it /
Elisa Gamba, international@unive.it
(Università Ca' Foscari Venezia - Erasmus students only)
- _ Università degli Studi di Padova:
Franca Bimbi, franca.bimbi@unipd.it
- _ Università Luav di Venezia:
Francesco Bandarin, francesco.bandarin@iuav.it
- _ Tongji University Sino-Italian campus:
Ou Ning, ouning@tongji.edu.cn
- _ Tsinghua University: **Jiane Zuo**, jiane.zuo@mail.tsinghua.edu.cn
- _ Université de Lausanne: **Sylvie Kohli**, erasmus@unil.ch
- _ Waseda University: **Maho Yoshikawa**, myoshikawa2@kurenai.waseda.jp

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

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

If you are currently registered at one of VIU's member universities and

already know which courses you would like to take, you should pre-register and register for courses through on-line forms that are available at:

www.univiu.org/globalization

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, Luav and Padova, who are attending the semester at VIU and who are interested in gaining practical experience and familiarity with working life and organizational dynamics of some of the most important research centers, companies and institutions active in the fields of Management of Cultural Heritage and Sustainable Development in Venice and throughout Italy.

Internships in Italy (Cultural Heritage):

- _ UNESCO Venice Office
- _ Peggy Guggenheim Collection, Venice
- _ La Biennale di Venezia, Venice
- _ Fondazione Musei Civici, Venice
- _ Polymnia - 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

Open Lectures

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.

Open Lectures

Seminars and Summer Schools

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

Seminars and Summer Schools

Web Community

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

Facebook: www.facebook.com/VeniceInternationalUniversity

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

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

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

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Venice International University
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Art and Architecture in Renaissance Venice

Alessandra Pattanaro/Barbara
Savy, Università degli Studi di
Padova
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Italian Contemporary History in Films

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Italian Fashion Design

TBD

Italian for Foreigners – beginner, intermediate, upper intermediate levels

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Cultures of The World

Comparing East and West

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Gender Studies

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The infinite unveiled to the gaze: forms of representation between Orient and Occident

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The Family - A Safe Haven or a Battle Field

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Print Culture and Readers in Modern Japan

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Global Challenges

Identity, Heritage and Globalization

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Globalization, Ethics, Welfare and Human Rights

TBD

Global Governance for Peace and Security, Cooperation and Development

TBD

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**Environmental
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Introduction to Energy Politics

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Additional courses

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Reading and Writing under
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Cities After 9/11

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**Management of the Industrial
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Courses

History of Venice – S1601

Luca Pes

Venice International University

Course description

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

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

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

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

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

Syllabus

Venetian stereotypes

Origin Narratives

The Invention of the Lagoon

The Construction of the City

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 Luav 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.

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 as Living City?
Perspectives

Evaluation

60% individual oral discussion of a text, oral presentations in class,
participation in class discussions
40% written research paper

Readings

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

Main text

which all students are expected to read:

Gherardo Ortalli and Giovanni Scarabello, *A Short History of Venice*,
Pacini Editore 1999 – by far the best very brief and reliable
chronological synthesis, widely available (and reasonably cheap), by
two scholars from Ca’ Foscari University.

Other suggested texts

Elisabeth Crouzet Pavan, *Venice Triumphant: the Horizons of a Myth*,
The Johns Hopkins University Press 2005 – top French scholar on
Medieval Venice deconstructs the myth and recounts the history
up to 1797: excellent and up-to-date, best recent book.

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

Margaret Plant, *Venice. Fragile City 1797-1997*, Yale University Press
2003 – by far best book in English on Venice post-1797. It is very up-
to-date and encompasses politics, culture and architecture. The
author is Professor Emeritus in Art History in Melbourne, Australia.

Art and Architecture in Renaissance Venice – 51602

Alessandra Pattanaro, 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. From the beginning, Venice played host to people of different nations and cultures, who provided new approaches, stimuli and improvements to its art and architecture.

This was never clearer than 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, Flanders, the Low Countries), Central Italy (Florence, Rome) and other Italian cities (Padua, Ferrara, Milan) offered, throughout the centuries, extraordinary opportunities 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 the 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; welfare services (“Scuole”, “ospedali”, and other charitable and social institutions). Playing an important role in the civic and religious ritual of Venice, these were sources of an important and specific kind of patronage, by commissioning works of art from the major artists of the period, such as Giovanni Bellini, Carpaccio, Titian, 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 “get inside” the buildings and focus on the way Venetian people communicated with their foreign guests (both political or religious leaders and intellectuals or merchants) through the visual arts and architecture. In this perspective a disciplined 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 with other European centers of power and business, such as Florence and Rome, but also Paris, Madrid or London. This will involve the analysis of some key episodes and selected Renaissance works, as well as the most famous painters and architects and their relations with their patrons: Giovanni Bellini, Carpaccio, Titian (the painter who earned the widest international patronage and renown), Giorgione, Tintoretto and Veronese in relation to the buildings which hosted their works (from Jacopo Sansovino to Andrea Palladio). While Carpaccio devised a wonderful series of site-specific narrative paintings and Titian has to be recognized as a starting point for European

Alessandra Pattanaro

Associate Professor in History of Modern Art (i.e. Art from the 1400s to the 1800s) at the Department of Cultural Heritage of the University of Padua, where she is also teaching Iconography and Iconology. Teaches at VIU since Spring 2013. Her fields of research: Venetian Paintings in the Cinquecento in connection to the Tridentine Iconography (Francesco and Leandro Bassano, Veronese and his followers); Ferrarese Paintings at the time of Ercole I, Alfonso I, Ercole II and Alfonso II (Boccaccio Boccaccino, Mazzolino, Garofalo, Dosso Dossi and his brother Battista, Pirro Ligorio, the Master of the twelve Apostoles, the graphic and pictorial work by Girolamo da Carpi).

Barbara Maria Savy

Dottorato in History and criticism of Arts and Music at the University of Padua. Taught History of Art at the Universities of Naples and Padua. 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 investigated cases of patronage, especially by Alfonso I d’Este and by religious confraternities. Teaches at VIU since Spring 2013.

“state portraiture”, Palladio created a new “systematic and communicable” way of designing buildings which influenced the development of architecture in Northern Europe, and later in North America.

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

Learning outcomes

In a midterm test, in the seminars and in a final exam, the students will have to demonstrate the ability to analyze works of art and architecture by placing them in the appropriate historical and urban context. They should 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 terminology of art and architectural history to communicate and interact in class. They must be able to give a presentation according to the guidelines laid down by the instructor and to write short texts/essays about specific artworks or artists considering them from an interdisciplinary point of view.

Evaluation

The safeguarding of our cultural heritage is important in a globalized world, and we hope to show the students a modern and useful way to appreciate the art and architecture of Venice. As researchers we dedicate our working lives to studying the Renaissance era and we are keen to help students understand the most strategic sites and monuments as architectural structures and visual arts whose functions and meanings were always intended to be comprehensible to 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 as well) and a final paper.

Attending all scheduled activities is compulsory.

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)
- Summerson, 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 individual lectures, further specialized reading will be suggested, including exhibition catalogues or recently published monographs on Venetian artists.

Italian Contemporary History in Films – S1603

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

Luca Pes

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 Luav 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.

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

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

Syllabus

The course will be divided into six units:

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

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

Evaluation

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

40% final research paper

Readings

Best general book:

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

Suggested readings on specific periods:

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

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

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

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

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

Italian for Foreigners – beginner, intermediate, upper intermediate levels – S1605

Massimo Brunzin (coordinator), Venice International University

Beginner Level (A1 level of the Common European Framework of Reference for Languages)

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

Hours: 56

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

Course Syllabus

Grammar

- _ Definitive and indefinite articles
- _ Simple present tense (regular verbs, three conjugations –are –ere –ire)
- _ Irregular verbs: *essere, avere, andare, fare, bere, rimanere, venire, uscire*
- Verbs *Dovere* (to have to, must) *Potere* (can, to be able to) *Volere* (to want)
- _ Use of “ci” (there)
- _ Simple past (perfect tense)
- _ Possessive adjectives and pronouns
- _ Use of the verb *Piacere* (to like)
- _ Reflexive pronouns
- _ Introduction to direct object pronouns
- _ Use of the simple prepositions and prepositions with article
- _ Imperative
- _ Conjunctions *e* (and) *ma* (but) *mentre* (while) *quando* (when) *perché* (why, because)

Communicative areas

- _ Identifying: name, nationality..., introducing oneself, personal habits
- _ Asking and answering information

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 Venice Institute. Teaching Assistant in Francophone Literature at Ca' Foscari, with special interest in Black Africa. Author of several articles on African Francophone Literature. Coordinator of the Italian as a Foreign language courses at VIU since Fall 2001.

- _ Offering something, inviting someone, accepting, refusing
- _ Situations: in class, at the bar, at the station, at the restaurant, in a store, a language school, in a hotel.
- _ Talking about family, describing people and items, telling a brief story in the past tense
- _ Asking for explanations about words or linguistic questions
- _ Expressing preferences; Expressing pleasure and displeasure

Oral comprehension

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

Written comprehension

Timetables; Menu; Memorandum; Post cards and letters to friends; Diary; Recipes; Short biographies; Short announcements; Advertisements; Comics; Short instructions; Catalogues; Fieldtrip schedules or cultural programs

Oral expression and vocabulary

- _ Readings concerning:
- _ Studying and learning a foreign language
- _ Everyday-life situations
- _ Cities and means of transportation
- _ Space, forms, dimensions, quantity
- _ Time

Written expression

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

Evaluation

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

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

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

asm will count as much as accuracy in preparation.

20% Mid-term exam (written);

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

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

Tutoring

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

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 messages; Announcements; Narrative passages; Newspaper and magazine articles

Oral expression and vocabulary

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

Written expression

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

Evaluation

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

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

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

20% Mid-term exam (written);

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

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

Tutoring

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

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 read-

ings 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 – S1606

Atsuhiko Wada

Waseda University

“Building Asian Collections in Western World”

Course Description

The aim of this course is to understand how Asian culture was received and reconstructed in the Western World through the study on the history of Asian collections in that World. To fulfill this aim, we will study the histories of Asian collections in Western countries, particularly Japanese book collections in the US, Canada, and Southeast Asian countries.

Learning outcomes of the course

Participants will be made aware of various issues arising when the West receives the culture of the East, in particular Asian books. And we will also identify some political and economic factors behind the history of cultural exchanges.

Syllabus

1) Asian Immigrants and Print Culture

The origins of Asian collections in Western countries are connected with the history of Asian immigration. Chinese and Japanese immigrants in the US, Canada, and in countries of South America published their own newspapers and often helped to build Asian libraries. These activities were also related to the conflicts between the immigrants and original residents.

2) War Time Intelligence and Asian Collection

During World War II Asian books in Western countries became useful resources for the war, and Asian languages as well became strategic weapons for Western countries. Through the history of the US Navy school of Japanese language, we will see the effects of the World War II on Asian studies and Asian collections.

3) Requisitions of Asian Collections during and after the World War II

During World War II and after the war, many collections in Asia were requisitioned, appropriated or purchased by military organizations and private universities of western countries. We will focus on the book acquisition activities in Japan by various countries during the US occupation period, 1945-1952.

Atsuhiko Wada

MA and PhD in Japanese Literature (Waseda). Professor at the Faculty of Education and Integrated Arts and Sciences, Waseda. Previously taught at Shinshu University, Nagano, Japan. His research focuses on Japanese early-modern literatures, in particular the Avant-garde. Among other things, he wrote on Dadaist poet Takahashi Shinkichi. His approach consists in studying Literary History as a History of Reading, analyzing how the recognition or the sensitivity of readers was formed in relation to literary expressions and texts, being interested in Reading Act Theory. His publications include a book (in Japanese) on Japan-US relations viewed from the perspective of Book Circulation.

4) During the Cold War Era

The cold war and its confrontation between ideologies changed the roles and status of Asian collections in the western world. For the US, Japan became the frontline of capitalism and China became the opposite side to be wary of. We will examine the influences of political conflicts on Asian collections in the US and Canada after World War II.

5) Digital Libraries and Asian Collections

The digitalization of many Asian collections in western countries is making progress. We will consider problematic issues and the wider effects of these projects.

Evaluation

Teaching and evaluation methods, including the percentage of the overall grade assigned to each evaluation:

Essays about the lectures 25%,

Attendance record 25%,

Cross-cultural Presentation 25%,

Asking questions and answering in class 25%

Readings

Roger Chartier, *Forms and Meanings: Texts, Performances and Audiences from Codex to Computer*, Philadelphia: University of Pennsylvania Press, 1995.

Christine Pawley and Louise S. Robbins, eds., *Libraries and the Reading Public in Twentieth-Century America*, Madison, Wisconsin, University of Wisconsin Press, 2013.

Wayne A. Wiegand, *Main Street Public Library: Community Places and Reading Spaces in the Rural Heartland, 1876-1956*, Iowa City: University of Iowa Press, 2011.

Gender Studies – S1607

Martina Avanza
Université de Lausanne

Course description

This course aims to approach some of the central issues of gender studies (gender socialisation, the social construction of femininity and masculinity, women-rights and sexual minorities questions, equality and discrimination, power, sexual and reproductive issues, etc.) by focusing on politics. Given my specific expertise, particular attention will be focused on gender and activism and on the abortion issue. Other central subjects will be examined, such as citizenship, vote, political representation and identity politics.

Teaching methods:

Sessions will be structured around the discussion of essays, and they will privilege interactivity. During most sessions a theoretic essay will be read, and a case study will be drawn, whenever possible, from the students' countries of origin. A theoretic issue will therefor be approached first (e.g. a critical review of political representation, from a gender point of view), then the second part of the session will consist in translating this theoretic question into practice (e.g. what is the sexual composition of Governments in the students' countries of origin?).

In some cases, the sessions will be in part dedicated to associating scientific literature (essentially revolving around gender studies, sociology and political science) 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. During the session dedicated to the abortion conflict, for example, the students will have to research the situation in their own countries, in order to enrich the discussion from the perspective of their national circumstances. We will then compare the different situations. This approach aims to diversify the sessions (as reading theoretical texts can prove monotonous in the long run), but also to make the most of the international composition of the class. This process will help the students in familiarising with the analysis of first-hand documentation. We will also watch and discuss some documentary films related to the course subject.

Learning outcomes of the course

To gain knowledge and critical sense about gender inequality today.
To learn to read and discuss theoretical texts on the course's subject matter.

Martina Avanza

Degrees in History and in Anthropology (Paris X); PhD 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.

To link a theoretical issue (e.g. the theory of representation) to some very real cases.

To learn to analyse first-hand material (the photograph of a politician, the speech of a presidential candidate), by applying the knowledge acquired during the lessons.

Syllabus

1- Introduction 1

- a) Program presentation, teacher and students presentation
- b) Theoretical Introduction 1: What is Gender? (Lecture)

2- Introduction 2

- a) Theoretical Introduction 2
GOFFMAN (Erving), "The Arrangement between the Sexes", *Theory and Society*, Vol. 4, No. 3, Autumn, 1977, pp. 301-331.
- b) Theoretical Introduction 3
DELPHY (Christine), "The Main Enemy", *Feminist Issues*, summer 1980, pp. 23-40.

3- Gender Citizenship and the Right to vote

- a) Does citizenship have a sex?
WALBY (Sylvia), "Is citizenship gendered?", *Sociology*, 28, 2, pp. 379-395, 1994.
Exercise: When did women gain the right to vote in your country? Under which circumstances? Following which mobilizations?
- b) Voting: a gendered act?
HILL (Lisa) "Women's interests and political orientations. The gender voting gap in three industrialized settings" in *The Politics of Women's Interests*, edited by Louise Chappell and Lisa Hill, New York; Routledge, 2006, p.66-92.

4- Gender and Political Representation -1

- a) Political representation theories and gender-1: does the sex of the representative matter?
PHILLIPS (Anne) "Democracy and Representation: Or, Why Should it Matter Who our Representatives Are?", in *Feminism and Politics*, edited by Anne Phillips, Oxford: Oxford University Press, 1998, p.224-240.
Exercise: find data about the sexual composition of the Parliament and/or the Government of your country. Are these numbers con-

controversial? Why? What the electoral system in your Country? Does quota exists?

b) Political representation theories and gender-2: do sex AND race matter?

MANSBRIDGE (Jane) "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'", *The Journal of Politics*, 61(3), 1999, p.628-657

Exercise: bring a photo (i.e. the official photo) of the Parliament and/or the Government of your country. What does it look like in terms of gender, age and race diversity?

5- Gender and Political Representation -2

a) Do gender quotas bring equality?

KROOK (Mona Lena), LOVENDUSKI (Joni), SQUIRES (Judith), "Western Europe, North America, Australia and New Zealand. Gender Quotas in the context of citizenship models", in *Women, Quotas and Politics*, edited by Drude Dahlerup, New York; Routledge, 2006, p.194-221.

b) The BIG debate:

I will divide, at random, the class in two groups. One group will defend identity politics, quotas, mirror representation. The other group will defend substantive representation, underline the negative effects of quotas and identity politics. No matter what your opinion is, you have to defend the position that you have been assigned to. There will be a jury (myself and the 2 students making the summary of the session) that will choose the winner of the debate.

You will have 15 minutes with your group to prepare the arguments before the debate starts.

If you want to win, follow the rules:

- 1: you can't interrupt when the other group is speaking (but the jury can if they are too long!)
- 2: when group 1 have spoken group 2 will (there can't be 2 persons of the same group speaking one after the other).
- 3: every person in the group HAS to speak at least once in the debate. The better the whole group participates, the more you score.
- 4: you can of course use empirical cases from you country or from other countries, but you HAVE to use the arguments of the three readings (Phillips, Masbridge, Krook et al.) in the debate.

6- Gender and activism-1

- a) Not only gender matters: introducing intersectionality
CRENSHAW (Kimberle), « Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color », *Stanford Law Review*, Vol. 43, No. 6, 1991, pp. 1241-1299.
- b) How gender shapes political mobilizations (every political mobilization)
MC ADAM (Doug), "Gender As a Mediator of the Activist Experience: The Case of Freedom Summer," *American Journal of Sociology*, n.97, 1992, pp. 1211-40.

7- Gender and activism-2:

- a) The personal is political
Clifford, R., Gildea, R. & Warring, A., « Gender and Sexuality », In Robert Gildea, James Mark, and Anette Warring (Ed.), *Europe's 1968: Voices of Revolt*, Oxford: Oxford University Press.
- b) The birth of the LGBT movement
Harvey Milk (documentary about the life of the LGTB activist Harvey Milk, USA).

8- Gender and activism-3 :

- a) LGBTQI Movements, the Italian case. Lecture of Massimo Prearo, Marie-Curie Fellow, Verona University.
Massimo Prearo, « Italian LGTB Activism Confronts Some Political Inopportunity Structures », *CriticCom*, 8 May 2014. <http://councilforeuropeanstudies.org/critcom/italian-lgbt-activism-confronts-some-political-inopportunity-structures/>
- b) Prolife-prochoice activism
Faye Ginsburg, "Gender Politics and the Contradictions of Nurturance: Moral Authority and Contraints to Action for Female Abortion Activists", *Social Research*, vol. 58, n. , 1991, pp. 653-676.
Kristin Luker, "The war between the Women", *Family Planning Perspectives*, vol. 16, n. 3, 1984, pp. 105-110.

9- Beyond identity: queer politics

- a) Queer theory
Judith Butler, *Gender Trouble. Feminism and the subversion of Identity*, Routledge, 1990 (pp.1-34).
- b) The queer dilemma
Joshua Gamson, "Must Identity Movements Self-Destruct? A Queer

Dilemma”, *Social Problems*, n. 3, 1995, pp. 390-407.

10- Abortion politics

a) Abortion: a feminist perspective

MacKinnon Catharine A., *Toward a Feminist Theory of the State*, Cambridge-London, Harvard University Press, 1991 (chapter 10 « Abortion: On Public and Private », pp. 184-194).

b) Methodology : how to do your essay.

11- Abortion, different meanings in different settings

a) Students presentations 1

b) Students presentations 2

12- Abortion, different meanings in different settings

a) Students presentations 3

b) Students presentations 4

Evaluation

Evaluation will be based on:

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

_ Class exercises prepared by the students (20%).

_ Two reports on our sessions (20%), to summarize the content of the texts that we have studied, as well as the discussions and exchanges during our work in the classroom. These reports will be available to other students on the Moodle platform.

_ Final essay regarding the analysis of a “gender and politics case” in the student’s countries. For example the debates around the law on same sex couples in Italy, the Planet Parenthood case in the US, the “tampon tax” protest in France, the sexual attacks on women on New Years Eve in Germany... (40%).

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

Readings

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

Readings must be done on time.

Intercultural Communication – S1608

Ludovica Scarpa
Università Iuav di Venezia
Cristina Pasini (Assistant)

“...Ideas govern the world, or throw it into chaos:
(...) all social mechanisms rest upon opinions.”
(Auguste Comte, Positive Philosophy)
“Power is others’ fear”
(Russian proverb)

In this course, “we want to do it, not only talk about it” (Stuart Hall). Much more than a “course”, it is going to be an “Intercultural Training Program” with activities designed to develop self-awareness and a positive orientation toward “otherness”. Cultures are no longer (if ever) homogenous national cultures that do not change in time: multiculturalism is our everyday experience. We can imagine that every single person is a “Kingdom”, with her/his expectations and assumptions about “how the world is” and about how it ought to be. Seen in this light, we cannot escape intercultural communication. Why is it that contact with others is sometimes frustrating and fraught with misunderstanding? Good intentions, the use of what one considers to be a friendly approach, do not seem to be sufficient, to many people’s surprise. N.B. This is not a traditional course: students are expected to openly reflect and share together our “intercultural incidents”, and find cognitive tools to handle them. Maybe this course will be a “cultural incident” itself, as the teacher may not meet the expectations of the students: this would be a chance to gain experience in dealing with frustration and unfamiliar encounters.

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

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

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

Ludovica Scarpa

(Laurea) Bachelor in History of Architecture (IUAV); Dr.Phil. in Social History and MA in Mediation and Mediative Communication (Free University, Berlin). Lecturer at IUAV in soft skills, negotiation, self-management, problem-solving, crucial communication and cultural anthropology. Member of the Board of trustees of the Federal German Education Foundation (Stiftung Bildung), and Conflict mediator and Communication facilitator at the Berliner Gesellschaft für Mediation. She is author, among other things, of the book “*L'arte di essere felici e discontenti*” (The Art of Being Happy and Discontented), Bruno Mondadori, Milan 2006. Already taught at VIU in Spring 2015.

This course is an introduction to basic tools for interpreting and deconstructing meaning, communication and culture. The goal of this class is to provide students with an opportunity to effectively act in the social construction of reality and challenge the narratives that produce subjectivity and social interaction. We are going to develop tools that will enable us to overcome the human drive to answer almost automatically, with the 'fight or flight response', if relations are 'strange', as in 'different-from-what-we-expect'.

Niklas Luhmann spoke of the "double contingency": in each interaction a person makes assumptions, assumes that the other person does the same, and assumes that what he assumes of the other person the other person assumes similarly of him. Humans are similar in their needs (Maslow) but not in the cultural strategies developed historically to meet them. Working within a rich transcultural class-environment, our goal is to render visible the taken-for-granted assumptions that inform cultural narratives and social communication and to re-think subjectivity and culture as expressions of individual agency. We are going to learn together a new language: 'meta-communication', the ability to speak about how we speak together, what meanings we take for granted, what we assume, what we want, what we think we are not getting if frustration appears.

Course Description

This course is divided into ten different tool-oriented sections:

- _ Active listening
- _ Non-Violent-Communication (Marshall Rosenberg) and constructive critical feedback
- _ the 'Square of Communication' (Schulz von Thun)
- _ how to develop an 'ethnological glance', a non-judgmental stance and master 'crucial conversations'
- _ systemic logic behind human situations (expectations, needs & goals)
- _ the 'Square of Values'
- _ the 'Inner Team'
- _ the 'Vicious Circle'
- _ People & Diversity
- _ Embracing Emergence: Empathy for the Situation

Syllabus

- Week 1: Introduction and introductions. Class discussion: 'Culture'? 'Communication'? Active listening. Games to find out 'our rules'.
- Week 2: Non-Violent-Communication (Marshall Rosenberg) and constructive critical feedback, in-class activity (exercises, role-playing).
- Week 3: the 'Square of Communication' (Schulz von Thun), in-class activity (exercises, role-playing).
- Week 4: how to develop an 'ethnological glance', a nonjudgmental stance and 'crucial conversations'; in-class activity (exercises, role-playing).
- Week 5: systemic logic behind human situations (expectations, needs & goals), in-class activity (exercises, role-playing). Class discussion.
MID-TERM BREAK
- Week 6: the 'Square of Values', in-class activity (exercises, role-playing).
- Week 7: the 'Inner Team', in-class activity (exercises, role-playing).
- Week 8: the 'Vicious Circle', in-class activity (exercises, role-playing).
- Week 9: People & Diversity (Distance/Closeness/Duration/Change); Empathy/Sympathy; in-class activity (exercises, role-playing).
- Week 10: Embracing Emergence: Empathy for the Situation, in-class activity (exercises, role-playing).
- Week 11: Role-playing and class discussion, in-class activity.
- Week 12: Exam week. Your final paper is due on May 27th at 18:00 pm.
Disclaimer: this syllabus is subject to change to accommodate student learning and variations in the course schedule.

Evaluation

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

Peer-group work: In the peer-groups you will have the chance to work with students from all over the world and *practice every week* the tools we discuss together. Peer-groups begin from the first day and

are made up of 4 to 7 students, if possible each from a different country. Groups work on sharing *personal experiences* and on sharing what they *read*. We are going to collect the names of the peer-groups in the first week.

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

In-class activities and discussions: The groups will present and discuss their readings in class, as well as the exercises they have done together during the week. Since students will have come from different cultures, through *everyday incidents* we should have the opportunity to develop our tools directly and to engage in ‘meta-communication’. Our goal is to encourage you to think from a new point of view about cultural perceptions and expectations. I want you to look at the ways in which your personal history, culture and background inform your understanding of reality and social interaction. Your group activities will take place in and outside the class. In-class activities involve enacting just as much as understanding, experiencing just as much as sharing. As a general rule, there will be no opportunities to make up for missed in-class activities. Please let me know by the first week of the semester if you plan on missing classes so that appropriate arrangements can be made.

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

As a general rule, your paper should describe a strong personal experience. You can also use your conclusion to raise interesting questions

for further study and to give feedback to the course.

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

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

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

Readings

*Required Readings, the other texts are suggestions.

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

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

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

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

Texts available online:

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

Dan Sperber, *Explaining Culture. A naturalistic Approach*, Wiley-Blackwell, 1996.

Janet and Milton J. Bennett*, *DEVELOPING INTERCULTURAL SENSITIVITY: AN INTEGRATIVE APPROACH TO GLOBAL AND DOMESTIC DIVERSITY*, The Diversity Collegium, 2002.

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

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

CORE MINDFULNESS HANDOUT*: *Non-Judgmental Stance.*

Rachelle Lamb*, *Compassionate Nonviolent Communication, Nonviolent Communication* (Book Publisher's Site) www.nonviolentcommunication.com

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

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

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

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

If Students would like to read books in Italian or German:

Luigi Anolli, *La mente multiculturale*, Laterza, Bari, 2006,

Dagmar Kumbier, Friedemann Schulz von Thun, *Interkulturelle Kommunikation: Methoden, Modellen, Beispiele*, Rowohlt, Reinbek bei Hamburg 2006.

See also: www.ludovicascarpa.eu

The infinite unveiled to the gaze: forms of representation between Orient and Occident – S1609

Agostino De Rosa
Università Iuav di Venezia

Course description

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

Learning outcomes of the course

The expected learning outcomes are that the students will master a comparative approach between the Western and Eastern forms of representation, by means of the analytic observation and the documentary study of some milestones of figurative art. The course aims at developing the students' own critical capacities in the exegesis of images characterized by a strong geometric and symbolic content, even if distant from an ethnographic point of view, by trying to foreground the common features which link them.

Syllabus

Week 1 Perspective versus axonometry

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

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

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

Lesson 2-*Projective Foundations of Linear Perspective*

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

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

Agostino De Rosa

Architect and Full Professor of Architecture at Iuav. Teaching interests: Foundations and Applications of Descriptive Geometry; Theory and History of Representation Methods; Architectural Drawing in Landscape Architecture. Author of books and essays on the theme of representation, the history of images and land art. Edited the critical edition of the works and treatises on perspective by friar Jean François Nicéron (1613–1646), reconstructing – digitally and physically – Nicéron's design of optical devices and tricheries. Scientific co-ordinator of the surveying program (with laser scanner technology) of the anamorphic paintings hosted in the Monastery of Trinità dei Monti (Rome). Curator of numerous exhibitions in Italy, Germany and Sweden. Already taught at VIU in Spring 2014 and 2015.

Week 2 Between Shadows and Light

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

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

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

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

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

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

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

A-perspectival representation in Far East Figurative Art
Lesson 2–*Delete the senses*

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

Week 4 Lesson 1– *Images without limits*

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

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

Lesson 2– *At the edge of the shadow*

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

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

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

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

Week 5 The art of light and space

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

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

- Sinnreich U., edited by (2009). *James Turrell: Geometry of*

Light, Ostfildern, Hatje Cantz.

Assignment of 1st individual exercise: comparative study of two pictorial images (one from the Renaissance pictorial tradition, and the other from the Far Eastern tradition) freely chosen by the student.

Lesson 2– *A Dawn in the Void: The Roden Crater Project (I)*

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

- Govan, M., edited by (2013). *James Turrell: A Retrospective*, New York and London, Prestel USA.

Midterm Break Week

Week 6 Lesson 1– *A Dawn in the Void: The Roden Crater Project (I)*

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

- Govan, M., edited by (2013). *James Turrell: A Retrospective*, New York and London, Prestel USA,

Delivery of 1st individual exercise.

Lesson 2– discussion and readings of exercises

Week 7 **The Vertigo of Sight**

Lesson 1–*The Secrets of Anamorphosis. First part*

- De Rosa, A., D'Acunto, G. (2002). *La vertigine dello sguardo*.

Tre saggi sulla rappresentazione anamorfica, Venezia, Libreria Editrice Cafoscarina: 1st chapter.

- Massey, L. (2007). *Picturing Space, Displacing Bodies: Anamorphosis in Early Modern Theories of Perspective*, University Park, PA, Penn State University Press.

Lesson 2–*The Secrets of Anamorphosis. Second part*

- De Rosa, A., D'Acunto, G. (2002). *La vertigine dello sguardo*.

Tre saggi sulla rappresentazione anamorfica, Venezia, Libreria Editrice Cafoscarina: 1st chapter.

- Massey, L. (2007). *Picturing Space, Displacing Bodies: Anamorphosis in Early Modern Theories of Perspective*, University Park, PA, Penn State University Press.

Week 8 Lesson 1– Small visual mazes

- De Rosa, A., D'Acunto, G. (2002). *La vertigine dello sguardo*.

Tre saggi sulla rappresentazione anamorfica, Venezia, Libreria Editrice Cafoscarina: 2nd chapter.

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

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

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

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

Maximum length: 10 pages (excluding the illustrations).
Research papers must include bibliographical references and notes.

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

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

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

Lesson 1 – Guest lecture: Alessio Bortot (University Iuav of Venezia), Angkor Bayon shrine and its Cosmogonic Architecture.

Delivery of 2nd individual exercise.

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

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

Week 11 Lesson 1 – Guest lecture: Andrea Giordano (Università degli Studi di Padova), *History of Perspective through Ideal Cities*.

Lesson 2 – Guest lecture: Cosimo Monteleone (University Iuav of Venezia), *Frank Lloyd Wright and the Far East*.

Week 12 Lesson 1 – paper discussion and readings

Lesson 2 – paper discussion and readings.

Exam week May 23- May 27, 2016

Evaluation

Teaching methods:

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

Evaluation methods:

30% 1st individual exercise

30% 2nd individual exercise

40% Final discussion

Readings

Required reading

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

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

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

Suggested readings

AA.VV., *VIA/Architecture and Shadow*, #11, Philadelphia 1990

Aromberg Levin, M., *Piero della Francesca: The Flagellation*, New York 1972

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

Baxandall, M., *Shadows and Enlightenment*, New Haven e London 1995

Clunas, C., *Pictures and Visuality in Early Modern China*, London 1997

Fong, M., *The technique of 'chiaroscuro' in Chinese Painting from Han through T'ang*, in "Artibus Asiae", XXXVIII, 2/3, Ascona 1976

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

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

Gombrich, E. H., *Shadows/The depiction of cast shadows in western art*, London 1995.

Hung, W., *The Double Screen/Medium and Representation in Chinese painting*, London 1996

Inoue, M., *Space in Japanese Architecture*, New York/Tokyo, 1985

Isozaki, A., *'Ma': Japanese TimeSpace*, in "JA", Tokyo February 1979

Itoh, T., *Space and Illusion in the Japanese Garden*, New York/Tokyo & Kyoto, 1977

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

Maeda, R. J., *Spatial Enclosures: the Idea of Interior Space in Chinese Painting*, in "Oriental Art" #4, Fall 1985/86

Maki, F., *Japanese City Spaces and the Concept of Oku*, in "JA", Tokyo May 1979

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

The Family - A Safe Haven or a Battle Field – S1610

Zahava Solomon
Tel Aviv University

In many cultures, the family is seen as the cornerstone of society. It is expected to satisfy the emotional and physical needs of its members as well as to provide a secure base. However, familial relationships are more complex than the “expected ideal.” This course will review the family myth and its actualities; the contribution of psychosocial and cultural factors implicated in various family structures and functions will be discussed.

The issues to be explored include: Family structures and functions, normative changes across the life span of the family (e.g., aging, launching of offspring), stressful (e.g. immigration) and traumatic events (i.e. wars) and their effects, and dysfunctional families (alcoholism, domestic violence, mental illness). Students will be required to read academic literature and draw on their personal experience and cultural background.

For this seminar no preliminary knowledge is required.

Syllabus

- _ Family: (a) Definitions
- (b) Major functions
- _ Types of families
- _ Family across the life cycle
- _ Family, culture and gender roles
- _ Child rearing: A cross-cultural perspective
- _ Family in transition – Immigration
- _ The breakup of a family – Divorce
- _ Family and work – The spillover effect: The case of the military family
- _ The family in the shadow of trauma
- _ Dysfunctional families - The implications of alcoholism
- _ Domestic violence
- _ Family and mental illness

Evaluation

The evaluation method will be 50% class participation (discussion, exercises) and 50% papers.

Zahava Solomon

B.A and M.A from the University of Haifa, Israel; Ph.D. in Psychiatric Epidemiology from the University of Pittsburgh, U.S.A. Professor of Psychiatric Epidemiology and Social Work at Tel-Aviv University, where she was Head of the Adler Research Center for Child Welfare and Protection. Research focuses on traumatic stress and especially on the psychological sequel of combat stress reactions, war captivity and the Holocaust. She published six books on psychic trauma related issues and over 300 articles and more than 60 chapters. Was a member of the Editorial board of the “Journal of Traumatic Stress” and she is currently with the editorial board of “The Journal of Personal and Interpersonal Loss”. Former member of the DSM-4 Advisory subcommittee for Post Traumatic Stress Disorder (PTSD). She was selected by the Israeli Science Academy to lead a multidisciplinary Center of Excellence of Trauma Research. She earned numerous Israeli and international awards and research grants, including the Prize of Israel, the highest distinction for academic achievements in Israel. Already taught at VIU in Spring 2009.

Print Culture and Readers in Modern Japan – S1611

Atsuhiko Wada
Waseda University

“Learning from a Different Print Culture: The History of Reading in Modern Japan”

Course description

A history of readers provides a unique and effective approach to understanding the formation of knowledge and understanding in different countries. And this approach can deepen through the comparison of print cultures in diverse areas, such as East and West. The aim of this course is to stimulate students' interest in the study of readers and print culture in different countries, through comparison with the history of readers and print culture in modern Japan.

Learning outcomes of the course

Participants will research and think about a different print culture and history of readers from their own. These experiences will not only help them understand other cultures but enable them to think critically about today's media including their own print culture.

Syllabus

1) Readers Who Are Different from You

We will learn about how to research and understand the history of readers through the case study of Japanese readers. It is useful to an understanding of a history of reading to compare readers and readers' circumstances between different countries or in different time periods. It will also be necessary for us to think about the process of reading in more detail, dividing the act of reading into a series of processes and the factors influencing them.

2) Reading and the Education System

The history of reading is deeply connected with the foundation of the education system. The contents and distribution systems of school textbooks vary from country to country. We will learn how the modern education system programmed the readings in Japan. We can discuss and deepen our understanding of the relationship between education systems and the history of reading in different countries.

3) Readers in Literary Studies

Literary study is one of the significant resources for an enquiry into reading, and in fact the study of readers has played a key role in

Atsuhiko Wada

MA and PhD in Japanese Literature (Waseda). Professor at the Faculty of Education and Integrated Arts and Sciences, Waseda. Previously taught at Shinshu University, Nagano, Japan. His research focuses on Japanese early-modern literatures, in particular the Avant-garde. Among other things, he wrote on Dadaist poet Takahashi Shinkichi. His approach consists in studying Literary History as a History of Reading, analyzing how the recognition or the sensitivity of readers was formed in relation to literary expressions and texts, being interested in Reading Act Theory. His publications include a book (in Japanese) on Japan-US relations viewed from the perspective of Book Circulation.

changing the methods of literary research. We will learn why the study of readers is so important.

4) The History of “Reading Spaces”

It is necessary for reading studies to investigate the histories of various locations where people go to read. Today the scope of such enquiries is gradually increasing, with studies dedicated to the histories of readings while on trains, in libraries, and in classrooms.

5) Distribution of Books and its Restrictions

There are various systems and regulations for distributing books to readers. Apparent or unconscious systems of censorship still exist in many countries. We will study the history of censorship in Japan and consider freedom of expression both in the past and in the present.

Evaluation

Teaching and evaluation methods, including the percentage of the overall grade assigned to each evaluation

Essays about the lectures 25%,

Attendance record 25%,

Cross-cultural Presentation 25%,

Asking questions and answering in class 25%

Readings

Edward Mack, *Manufacturing modern Japanese literature*, Durham, N.C., Duke University Press, 2010.

Ai Maeda, *Text and the City*, Durham, N.C., Duke University Press, 2004.

Jay Rubin, *Injurious to public morals*, Seattle, University of Washington Press, 1984.

Monica Braw, *The Atomic Bomb Suppressed*, Armonk, N.Y., M.E. Sharpe Inc., 1991.

Identity, Heritage and Globalization – S1612

Klaus Benesch

Ludwig-Maximilians-Universität

Art in/and the City: The Urban Imagination in a Global Perspective

Course

Description

This class traces the history and representation of cities both in America and in Europe, from the 18th to the twenty-first century. In addition to an introduction to urbanism and urban theory, we will investigate the transformation of cities through the influence of globalization and global communication networks. In particular, we will look at the role of cities in the construction of cultural mythologies and of manifestations of the urban imagination in literature and the arts.

Aims

The aims of this class are:

- a) to develop an understanding of the key issues in the history of cities and their representation in literature and the arts;
- b) to develop an understanding of the importance of cities for various fields, such as area studies, cultural studies, the history of arts and aesthetics, and, in particular, the study of modernity;
- c) to develop a further understanding of the changes of the urban experience under conditions of globalization and transnational cultures.

Learning Outcomes

By the end of the class, successful students should have

- i) significantly increased their understanding of the urban experience in the US and other parts of the world;
- ii) displayed the ability to develop an articulate line of argument in oral presentations;
- iii) further developed their research and writing skills, and shown their ability to use interdisciplinary approaches if applicable and appropriate.

Teaching and Learning Strategies

The class will provide an introduction to or consolidation of key analytical themes and interpretations, rather than supply basic factual information, which students are expected to gain through their own reading. Selected themes will then be explored in individual session, preferably by way of discussion groups. These groups are central to the development of the course, and participation and performance therein will

Klaus Benesch

MA and Dr. Phil. (LMU); Dr. Habil. (Freiburg). Full Professor (Chair) of the Department of English and American Studies at LMU. Previously taught at the Universities of Duessendorf, Freiburg and Bayereuth (Germany). Was Exchange Professor at the University of Massachusetts and the Weber State University, Utah and Visiting Professor at Stanford University, in the US. Was Dean and Dean of Research of the LMU School of Languages and Literatures. He is Director and Board member of the Bavarian American Academy (BAA). He was faculty member of the International Program at Ca' Foscari. Research areas include: 19th and 20th century American literature and culture; architecture, urbanism, and history of technology; media theory and visual cultures; ethnic literatures and Diaspora studies.

be reflected in the final grade. It is essential that students attend seminars, and that they come prepared to discuss the relevant topic[s].

Plagiarism

Students' attention is drawn to the VIU Guidelines, Faculty regulations, and the MLA Handbook for Writers of Research Papers, regarding plagiarism (i.e. passing someone else's words off as your own). All direct quotations must be indicated with quotation marks and accurately footnoted. Plagiarism is a serious offence and will result in 0 credits for the class.

Deadlines

The two papers should be submitted according to a deadline, agreed upon by all participants during the first session of the respective class. One piece should be handed in by each of the deadlines. The first deadline is **Friday, May 20**; the second deadline is within 7 days after presentation in class, i.e. the following week.

General Remarks

Students are strongly reminded that their performance on this class depends heavily on their own reading and other preparation work. It is expected that the required papers will be well-researched. To this end an extensive bibliography will be available in class as well as on the VIU web-site. Most importantly, students are expected to make interdisciplinary connections wherever possible in all parts of their assessment of a specific topic. The moderator/professor is always willing to supply guidance and suggestions regarding both topics and methodology, and is available at mutually arranged times for tutorial assistance.

Syllabus

February 23/25 Introduction

What is a City? How did it come into existence? What processes does it engender? What functions does it perform? What purposes does it fulfill?

March 1/3 The City: a Space or a Place?

Philosophy and the city; being as a *being there* (Heidegger, "Dwelling, Building, Thinking"); the 'urban' mind (Simmel, "The Metropolis and Mental Life") and the social production of public space; the city as text (Benjamin, *One Way Street*)

March 8/10 continue: **The City: a Space or a Place?**

The 'spatial turn' in cultural studies; space/place theories; the space/mobility nexus; cultural immobility; the city as heterotopia; city and country (Williams)

March 15/17: **The City in Historic and Contemporary Perspective**

The frontier and the history of American cities; model cities (Lowell, MA etc.), reform, and the Garden City movement; suburbanization and the 'gated' city; urban spaces – private places; nature's metropolis: the greening of the inner city (New York, Detroit, Chicago); where to go next: the post-metropolis (Soja)

March 22/24 **The City as Performative Space**

From Franklin's Philadelphia to Gatesby's New York to DeLillo's *Cosmopolis*: the city as text; theater and urban policy; architecture, trauma, and memory; civic spaces created by performances (i.e. Sit-Ins; Occupy Wallstreet; sports, parades, and rallies; raves; parks and recreational spaces etc.)

April 5/7 **The Immaterial City: Urban Imagination and Representation**

E. A. Poe, "The Man of the Crowd;" Fritz Lang, *Metropolis* and *M: A City Searches for a Murderer*; Ridley Scott, *Bladerunner*

April 12/14 **The City in Ruins**

We think of cities in spatial terms, but they are also places where change is constantly occurring—sometimes deliberate, sometimes cataclysmic, and sometimes invisible. Yet the cultural meaning of change has itself changed radically over the last hundred or more years. Framed within the paradigm of ruins, the main focus will be on photography as the medium which has come to define the cultural and existential meaning of urban destruction.

Sample cities/regions: Detroit, New York, Venice, Rome, Berlin, Jerusalem etc.

April 19/21 **The City as Aesthetic Space**

William Wordsworth, "Composed upon Westminster Bridge;"

urban photography; art in/and the city: Christo's and Jeanne Claude's *The Gates* in New York's Central Park vs. Richard Serra's *The Tilted Arc* in Federal Plaza; signature architecture, iconic buildings, and the production of urban aesthetics

April 26/28 The City of Tomorrow: Looking Backwards

The city upon a hill: model future cities of yesterday and today; urban reform movements; world's fairs and the city (Futurama); architectural visions of the future (Courbusier, Buckminster Fuller, Arakawa and Gins)

May 3/5 Aerotropolis: Mobilizing the City

Airport cities and globalization (Kasarda's Aerotropolis); the city as hub and transitory nodal point; conurbations and the future of urban mobility; 'landing places' (Arakawa/Gins); how to be alone in the city (Franzen); a walker in the city: pedestrian cities and the benefits of slowing down

May 10/12 The Green City: A New Sense of Place?

Emergence of environmental criticism and an environmental sensibility; the nature/culture divide; ecocriticism and poststructuralism; from *spatial* to *palatial* aesthetics; ground zero literature: writing 'place' in contemporary posthuman/virtual cultures; the aesthetics of waste: dumping grounds as sites of platial connectivity

May 17/19 Wrap up; general discussion; feedback on papers in progress and course work

Evaluation

Assessment in this class is 60% from coursework, 40% from oral performance. Coursework will consist of one essay of approx. 2,000 words (40%), and 1,000 words of seminar-related work (20%). Students are expected to present their seminar paper on the agreed date (except if an adequate documented reason applies). Students should familiarize themselves with the VIU Coursework Guidelines, available on the VIU website, and in particular should note that all coursework, including seminar papers, must include foot/end-noted acknowledgement of sources and a full bibliography in the form specified in the Guidelines, unless specific instructions are given otherwise.

Essay questions will be available online, on the course e-learning platform, during the semester.

Reading

- The Blackwell City Reader*. Ed. Gary Bridge and Sophie Watson. London: Blackwell Publishers, 2002.
- A Companion to the City*. Ed. Gary Bridge and Sophie Watson. London: Blackwell Publishers, 2000.
- The Cambridge Companion to American Modernism*. Ed. Walter Kalaidjian. Cambridge: Cambridge UP, 2005.
- Baumann, Zygmunt. *Liquid Modernity*. Cambridge, UK: Blackwell, 2000.
- Benesch, Klaus. *Rethinking the American City: An International Dialogue*. With Miles Orvell. Philadelphia, PA: University of Pennsylvania Press, 2014.
- . *Culture and Mobility* (ed.). Heidelberg: Heidelberg University Press, 2013.
- Benjamin, Walter. *One Way Street and Other Writings* [1928]. London: Verso, 1985.
- Canizaro, Vincent B. (ed.) *Architectural Regionalism: Collected Writings on Place, Identity, Modernity, and Tradition*. Princeton, NJ: Princeton Architectural Press, 2007.
- Frampton, Kenneth. "Towards a Critical Regionalism: Six Points for an Architecture of Resistance." Hal Foster, ed. *The Anti-Aesthetic. Essays on Postmodern Culture*. Seattle, OE: Bay Press, 1983. 16-30.
- Heidegger, Martin. "Building Dwelling Thinking." In: *Poetry, Language, Thought*. Trans. Albert Hofstadter. New Yorker: Harper Colophon Books, 1971.
- Hopkins, D.J., Shelley Orr, and Kim Solga (eds.) *Performance and the City*. London/New York: Palgrave MacMillan, 2009.
- Levinas, Emmanuel. "Heidegger, Gagarin, and Us." *Difficult Freedom: Essays in Judaism*. Trans. Sean Hand. Baltimore, MD: Johns Hopkins UP, 1990. 231-34.
- Mumford, Lewis. *The City in History*. San Diego/New York/London: Harcourt Brace & Company, 1961.
- Orvell, Miles and Klaus Benesch (eds.). *Rethinking the American City: An International Dialogue*. Philadelphia, PA: University of Pennsylvania Press, 2014.
- Powell, Douglas. *Critical Regionalism: Connecting Politics and Culture in the American Landscape*. Chapel Hill, NC: University of North Carolina Press, 2007.
- Ricoeur, Paul. "Universal Civilization and National Cultures." Paul Ricoeur, *History and Truth*. Trans. Chast A. Kelbley. Evanston, IL:

- Northwestern University Press, 1965. 271–284.
- Ruskin, John. “The Poetry of Architecture; Or The Architecture of the Nations of Europe Considered in Its Association With Natural Scenery and National Character.” [1903] *The Complete Works of John Ruskin*. Vol. 1 (Poetry of Architecture, Seven Lamps, Modern Painters). New York, NY/Chicago, IL: National Library Association. Web. Project Gutenberg (release 2006) <<https://www.gutenberg.org/files/17774/17774-h/17774-h.htm>> (October 20, 2015).
- Schäfer, Wolf. “Global Civilization and Local Cultures: A Crude Look at the Whole.” *International Sociology* 16.3 (2001): 301-319.
- Seiler, Cotton. *Republic of Drivers: A Cultural History of Automobility in America*. Chicago, IL: University of Chicago Press, 2008.
- Simmel, Georg. “Metropolis and Mental Life” [1903]. In: *The Blackwell City Reader*. 11-19.
- Williams, Raymond. *The City and the Country*. New York: Oxford University Press, 1973.
- Solnit, Rebecca. *Wanderlust. A History of Walking*. New York: Penguin, 2001.
- Williams, Raymond. *The City and the Country*. New York: Oxford University Press, 1973.
- Wolfe, Tom. *From Bauhaus to Our House*. New York, NY: Farrar, Straus and Giroux, 1981.

Nationalism in a Globalized World – S1615

Martina Avanza

Université de Lausanne

Course description

The course will be about nationalism in a globalized world. In fact, far from erasing local peculiarities as one would have thought, globalisation seems to be revitalizing 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 (Ukrainian crisis, 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. The selection of the essays to be discussed will be based, as much as possible, on the students' countries of origin. Essays (essentially on anthropology, sociology, political science) will be associated with other tools, such as films. The students will try to analyse these sources with the help of the theoretic 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 familiarising themselves with the analysis of first-hand documentation. It also intends to sharpen their critical sense.

Learning outcomes of the course

- _ To gain knowledge about nationalism, both as theoretical concept, and more especially as a current political phenomenon.
- _ 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

The course will be divided in two parts:

- 1) Introductory theoretical sessions: we will read the fundamental texts about the subject, in order to acquire the tools necessary to discuss the case studies.

Martina Avanza

Degrees in History and in Anthropology (Paris X); PhD 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.

The authors and classical texts to be examined will be the following:

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

Benedict Anderson *Imagined Communities Reflections on the Origin and Spread of Nationalism*, London-New York, Verso 1983 (extract).

Brubaker, Rogers, « Myths and Misconceptions in the Study of Nationalism », in John Hall (ed.), *The State of the Nation: Ernest Gellner and the Theory of Nationalism*, Cambridge: Cambridge University Press, 1998. 272-305.

Brubaker, Rogers - Cooper, Fredrich, « Beyond "Identity" », *Theory and Society*, n. 29, 2000, pp. 1-47.

Craig Calhoun, « Nationalism and Ethnicity », *Annual Review of Sociology*, vol. 19, pp. 211-239, 1993.

Ernst Gellner, *Nation and Nationalism*, New York, Cornell University Press, 1983 (extract).

Eric Hobsbawm and Terence Ranger, *The Invention of Tradition*, Cambridge, Cambridge University Press, 1992 (extract).

Eric Hobsbawm, *Nations and Nationalism Since 1780: Programme, Myth, Reality*, Cambridge University Press, 1992 (extract).

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 : Berghahn Books, 2007, p. 15-28.

- 2) Case studies sessions: we will read articles selected in view of the student's countries of origin. The sessions will each follow one theme: Ethno-nationalism and separatism, nationalism and the army, gender and nationalism, language and nationalism, nationalism and re-writing history, nationalism and xenophobia. The students have to find data about their own country (class exercises) in order to enrich the discussion.

Evaluation

Evaluation will be based on:

- _ Class participation (20%), that means not only to be there (I will record attendance, class absences will affect your grade), but also to be an active participant (you have to 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 available to other students on the Moodle platform.

_ Class exercises (20%)

_ Final essay (40%)

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

Readings

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

Readings must be done on time.

In the shadow of terror:

Can good things come out of bad experiences? – S1616

Zahava Solomon

Tel Aviv University

Course description

The aim of this course is to critically examine the goals and means used by modern terrorism and its long term effects. The psychological sequelae of terror will be reviewed in light of current theoretical formulations and updated empirical research. Both pathogenic and salutogenic perspectives will be discussed and evaluated. The implication of individual (e.g., fear and courage), social (e.g., networks), institutionalized (e.g., media), and cultural (e.g., gender roles) factors in attenuating the effects of terror will be assessed. Finally, ideas for conflict resolution will be explored. The course will be based on a combination of formal lectures and seminars. No preliminary knowledge is required.

Syllabus

- _ Sense of safety – a basic need and powerful illusion.
- _ What is terror? (aims)
- _ What is terror? (means)
- _ The psychological effect of terror: The pathogenic perspective.
- _ The psychological effects of terror: The salutogenic perspective.
- _ Repeated\continuous exposure to stress and terror.
- _ Fear and courage.
- _ Posttraumatic stress disorder and co-morbidities.
- _ Posttraumatic growth.
- _ Adversity and creativity.
- _ Cycles of trauma vs. conflict resolution.
- _ Cycles of trauma – individuals.
- _ Cycles of trauma – families.
- _ Cycles of trauma – nations.

Evaluation

The evaluation method will be 50% class participation and 50% papers.

Zahava Solomon

B.A and M.A from the University of Haifa, Israel; Ph.D. in Psychiatric Epidemiology from the University of Pittsburgh, U.S.A. Professor of Psychiatric Epidemiology and Social Work at Tel-Aviv University, where she was Head of the Adler Research Center for Child Welfare and Protection. Research focuses on traumatic stress and especially on the psychological sequel of combat stress reactions, war captivity and the Holocaust. She published six books on psychic trauma related issues and over 300 articles and more than 60 chapters. Was a member of the Editorial board of the "Journal of Traumatic Stress" and she is currently with the editorial board of "The Journal of Personal and Interpersonal Loss". Former member of the DSM-4 Advisory subcommittee for Post Traumatic Stress Disorder (PTSD). She was selected by the Israeli Science Academy to lead a multidisciplinary Center of Excellence of Trauma Research. She earned numerous Israeli and international awards and research grants, including the Prize of Israel, the highest distinction for academic achievements in Israel. Already taught at VIU in Spring 2009.

The Artful Things of Climate Change – S1617

Min Hyoung Song
Boston College

Course Description

As we reach a rough consensus of sorts that global warming is happening, the really difficult questions emerge with greater force. These are not scientific questions; they are political, social, and cultural. How do we stall the underlying socioeconomic forces that are causing it to occur? How do we adapt our infrastructure, and our way of life, to perpetually changing, and increasingly more violent, climates? What stresses on government will these changes create, and what forms of governance can we imagine that will be resilient enough not to break under such stresses? Who bears the greatest brunt of these changes, and what ethical demands do they make on the rest of us? And, just as interestingly, how do these changes affect the very way we think of ourselves, and our place in the world? We will address these questions from a literary perspective. This means we will think critically about the ways in which we talk about these questions, paying close attention to how our use of rhetoric can repeat ingrained habits of thought that are not helpful and how writers and creative producers of various types are seeking to find more original ways to speak about this most elusive subject. We will also make use of Venice as a kind of outdoor laboratory in which we can test out some of the ideas we will be developing in the classroom.

The course is divided into four sections: the problem, everyday observations, the anthropocene and Venice, and imagining the future. Each part is anchored by a single book (except for one), which will provide us with a text to focus our discussion and with which we can talk about larger issues. What we will try to do is think *with* the readings, and not simply about them. In the process, we will explore the main argument of this course: paying attention to climate change invites us to see our world, especially those parts that are familiar to us, in new ways.

There will also be a required field trip in May. The exact date will be announced shortly. It is a trip to learn about MOSE, a major infrastructure project to protect Venice from flooding.

Syllabus

1. THE PROBLEM

In this section, we will discuss why it is so difficult to see and feel climate change as a problem, and the work it takes to make it feel real to those outside the scientific community. We start with a highly specialized paper, look at a recent public encyclical pub-

Min Hyoung Song

AB in English Literature (Michigan at Ann Arbor); MA and PhD in English and American Literature (Tufts). He is Professor of English at BC, where he directs the Asian American Studies Program. was former Editor of the *Journal of Asian American Studies* and former director of the English MA program at BC. Author of two books and several academic articles, he is coeditor of *The Cambridge History of Asian American Literature* (Cambridge, forthcoming) and currently working on a new book manuscript tentatively entitled "Climate Change and the Imagination of the Everyday."

lished by Pope Francis in anticipation of the important climate change conference that just took place in Paris, and think deeply about Elizabeth Kolbert's book on the distressingly large number of extinctions we are witnessing.

23/2 Welcome

25/2 Hansen, Sato, Reudy (.pdf)

1/3 Pope Francis (.pdf)

3/3 Kolbert 1-22

8/3 Kolbert 23-110; Crutzen (.pdf)

10/3 Kolbert 111-147; Reflection Paper 1 Due

15/3 Kolbert 148-235

17/3 Kolbert 236-269

2. EVERYDAY OBSERVATIONS

If climate change is a truly planetary phenomena, its marks should be everyway, perhaps to the point where it recedes into our background. What can we do to be more attentive to these marks? What marks do we nevertheless miss? In addressing these questions, we start with Thoreau's important nineteenth-century essay about the way walking attunes us to the nature around us. We then turn to Teju Cole's novel *Open City*, which focuses on the very routine experiences of a highly educated and cultured character who spends his days walking the streets of New York City and Brussels. We conclude with a rigorous *and* fanciful essay by the political theorist Jane Bennett, who argues that physical things may have a power all their own that we ordinarily overlook. How might our sense of the everyday change if the things we take for granted suddenly appear to us to be animate?

22/3 Thoreau (.pdf)

24/3 Cole 3-32; midterm check-in

BREAK – NO CLASSES

5/4 Cole 34-107

7/4 Cole 108-146

12/4 Cole 147-259

14/4 Bennett (.pdf); Reflection Paper 2 Due

3. THE ANTHROPOCENE AND VENICE

One of the most prominent ideas that have emerged in scientific and humanities discussions about climate change is the "anthropocene," a name for an entirely new geological epoch in which the

dominant force on the planet is human. We start with a few pieces that try to understand the significance of thinking of ourselves as being in the anthropocene, and then we turn to Venice as a laboratory for thinking concretely about what living in the anthropocene looks like, and could look like. We might say that the primary text for this section of the course is the city of Venice itself

19/4 Purdy, "Should We Be Suspicious" (.pdf); "An Ecomodernist Manifesto" (.pdf); "A Call to Look Past the Ecomodernist Manifesto: A Degrowth Critique" (.pdf)

21/4 Fletcher and Da Mosto (.pdf)

26/4 Keahey (.pdf)

28/4 Newman (.pdf); Reflection Paper 3 Due

4. IMAGINING THE FUTURE

The final section of the course turns to a recent novel by Paolo Bacigalupi, a popular writer of science fiction who has consistently turned his creative energies toward building worlds where climate change is an inescapable reality. *The Water Knife* is his most recent novel, set in the North American Southwest where severe water shortages have become the norm. We will also screen either an excerpt from the movie *Beasts of the Southern Wild* or an episode from the first season of the HBO television show *True Detective*. I will leave it up to the class which we see; both are set in the watery bayous of Louisiana, and will make at once an interesting contrast to Bacigalupi's novel and a reminder of the lagoon that surrounds Venice.

3/5 Bacigalupi 3-133

5/5 Bacigalupi 134-185

10/5 Bacigalupi 185-318

12/5 Bacigalupi 319-371

17/5 Film Screening

19/5 Discussion

Final Paper (due date to be determined)

Evaluation

Class participation and co-lead class discussion (30%); three 2-3 page reflection papers (10% each); 7-8 page creative nonfiction paper (40%). *Co-lead class discussion*. Depending on class size, I will ask you as individuals or as a group to come up with discussion questions and lead the first part of class discussion.

Regular attendance, appearance on time, attentiveness to what's happening in class, contributing to discussions, and doing all of the required reading are essential to this course, especially as it will be discussion based. Please be sure to maintain all absences to a minimum and appear on time. Class participation and attendance is REQUIRED as per VIU attendance policy. If you are ill, you must contact me by email.

Since you are all adults, I do not feel comfortable prohibiting the use of computers or other electronic devices in class. However, I want to discourage their use in the strongest manner possible. The latest research in student learning suggest people learn better when they write down their notes rather than type them into a computer (for instance, see <http://pss.sagepub.com/content/25/6/1159>). Use of such electronic devices can also be distracting for other students, whose attention will inevitable be drawn to whatever is on your screen as opposed to what's happening in class.

Reflection papers are designed to guide reflection on readings and class discussion.

Reflection Paper 1 (9/17)

Explain the science of climate change in your own words, building on what you already know about this subject. What is causing it? What effects is it having on the physical world?

Reflection Paper 2 (10/1)

Choose a passage from *Open City* that you find especially memorable, and that seems relevant to your experiences in Venice. What makes this passage memorable, paying special attention to the way it is written (for example, to language, tone, imagery)? How does it help you to think about the city of Venice?

Reflection Paper 3 (10/15)

Choose a place in Venice. Describe it in detail, and explain why you have chosen to write about it. How does thinking about climate change or the anthropocene affect your understanding of this place?

Nonfiction Paper is meant to encourage you to draw together every-

thing we've discussed in class, and apply it to a reading of your surroundings. If climate change is everywhere, how does it affect a place you encountered while in Venice? The reflection papers are designed to get you thinking about this question as the course progresses and connect your thinking to the reading. The final assignment is meant to provide you with an occasion for synthesizing your thinking in a formal and extended way. See separate handout for more instructions.

Readings

Books:

Elizabeth Kolbert, *The Sixth Extinction: An Unnatural History*

Teju Cole, *Open City*

Paolo Bacigalupi, *The Water Knife*

Shorter Pieces (distributed electronically):

James Hansen, Makiko Sato, and Reto Ruedy, "Perceptions of Climate Change," *PNAS: Proceedings of the National Academy of Sciences* (August 6, 2012): E2415-2423.

Pope Francis, *Laudato Si'* (excerpts)

Paul Crutzen, "Geology of Mankind," *Nature* 415 (3 January 2002): 23.

Jane Bennett, "The Force of Things: Steps Toward an Ecology of Matter"

H.D. Thoreau, "Walking"

Jedediah Purdy, "Should We Be Suspicious for the Anthropocene?" *Aeon Magazine* (March 31, 2015)
<<http://aeon.co/magazine/science/should-we-be-suspicious-of-the-anthropocene/>>

"An Ecomodernist Manifesto" < <http://www.ecomodernism.org/>>

"A Call to Look Past the Ecomodernist Manifesto: A Degrowth Critique" <
http://www.resilience.org/articles/General/2015/05_May/A-Degrowth-Response-to-An-Ecomodernist-Manifesto.pdf>

Caroline Fletcher and Jane Da Most, excerpt from *The Science of Saving Venice*

John Keahey, excerpt from *Venice Against the Sea: A City Beseiged*.

Kathy Newman, "Vanishing Venice," *National Geographic* (August 2009).
<<http://ngm.nationalgeographic.com/print/2009/08/venice/new-man-text>>

Globalization, Environment and Sustainable Development – S1618

Ignazio Musu, Ilda Mannino
Venice International University

Course description

Globalization has important impacts on the environment that have to be considered in order to achieve sustainable development.

The course aims at introducing the students to the environmental implications of globalization. Environmental issues have gained center-stage in economic analysis and policy-making and their urgency has opened new opportunities in terms of technological innovation and entrepreneurship.

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

Introduction and objectives

The course focuses on environmental issues in a globalized contest within the framework of sustainable development. For this purpose the course will cover different themes, starting from the introduction of the concepts of economic globalization and of sustainable development, exploring then the new concept of Green growth and using the case study of China as representative of the relationship between economic development and environmental issues. The course will also explore the role of firms in sustainable development, considering Corporate Social Responsibility and Industrial Ecology. Moreover international environmental agreements will be considered as tools for promoting sustainable development at global level.

Course organisation and supervision

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

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

Course Requirements

Students will be expected to do the required readings and to attend class regularly. Attendance is compulsory for all students. Required

Ignazio Musu

Full Professor of Economics and Environmental Economics at Ca' Foscari University. Visiting Scholar at Cambridge and Yale. Visiting Professor at Deakin University, Melbourne and Johns Hopkins University, Bologna Center. Former Dean of VIU. President of the VIU TEN Center in charge of the Sino-Italian Advanced Training Program on environmental management and sustainable development and of the Course for Sustainability targeting South-Eastern European countries. Member of different commissions, among which the supervision board of the Bank of Italy and Giorgio Cini Foundation, Venice. His main research fields are Environmental and Resource Economics, Growth Theory, International Trade.

Ilda Mannino

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

readings will be designated on a weekly basis according to the themes listed in the course outline. Students will be also encouraged to find additional material for their papers by searching the Internet and accessing suggested websites.

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

N.B. - Ca' Foscari students enrolled in *Bachelor degrees - Management or Economics Department* can attend this course and final exam (auditors are not admitted) however they cannot include it in their "piano di studi" as this course is equivalent to a Master degree course.

- As this course is considered equivalent to the course "Pianificazione Strategica e Management della Sostenibilità" and awarded 12 CFU, Ca' Foscari *Master degree* students – *Management Department* must integrate the 40 hours of in-class tuition with a minimum of 40 hours in seminars, field trips and VIULECTURES*.

Ecology. Teaches at VIU since Spring 2009.

Syllabus and Readings

ORIENTATION

Week 0 – February 15-19

Wednesday, February 19 Freshman fair

THEME I – INTRODUCTION TO SUSTAINABLE DEVELOPMENT AND GLOBALIZATION

Week 1 - February 22-24

- Monday, February 22

Interaction Between Society and Environment – part I

Dr Ilda Mannino (TEN Center, Venice International University)

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

- Wednesday, February 24

Interaction Between Society and Environment – part II

Dr Ilda Mannino (TEN Center, Venice International University)

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

Week 2 – February 29-March 2

- Monday, February 29

Introduction to Sustainable Development

Dr Ilda Mannino (TEN Center, Venice International University)

Required Reading: Book *Ecological Economics*, by Michael Common and Sigrid Stagl, Chapter 10.1; 10.4; Jordi Roca (2002); Rio Declaration

- Wednesday, March 2

Development of the SD concept - Rio '92 Conference

Dr Ilda Mannino (TEN Center, Venice International University)

Required Reading: UN 1992, Rio Declaration;
<http://www.undp.org/mdg/>; <http://www.un.org/millenniumgoals/reports.shtml>

Week 3 - March 7-9

- Monday, March 7

Development of the SD concept: After Rio'92

Dr Ilda Mannino (TEN Center, Venice International University)

Required Reading: UN 2012, *The future we want*; UN 2000, The Millennium Declaration; <https://sustainabledevelopment.un.org/focussdgs.html>; <http://unsdsn.org/>

- Wednesday, March 9

The Sustainable Development Goals

Dr Ilda Mannino (TEN Center, Venice International University)

Required Reading: UN 2012, *The future we want*; UN 2000, The Millennium Declaration; <https://sustainabledevelopment.un.org/focussdgs.html>; <http://unsdsn.org/>

Week 4 - March 14 – 16

- Monday, March 14

Science of Climate Change

Dr. Ilda Mannino

- Wednesday, March 16

Corporate Governance and Sustainability

Dr. M. Fasan

THEME II – GLOBAL ENVIRONMENTAL ISSUES AND INTERNATIONAL AGREEMENTS

Week 5 - March 21-23

- Monday, March 21

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

Dr. L. Massai (Catholic University of Lille)

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

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

'A Guide to the Climate Change Convention Process',

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

- Wednesday, March 23

Negotiating the 2015 Agreement: COP21/Paris final call?

Dr. L. Massai (Catholic University of Lille)

Required Reading:

'Negotiators Handbook' UNEP,

http://unfccc.int/resource/docs/publications/negotiators_h_andbook.pdf;

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

Copenhagen Accord, http://unfccc.int/meetings/copenhagen_dec_2009/items/5262.php;

Cancun Agreements, http://unfccc.int/essential_background/cancun_agreements/items/6132.php;

Durban outcomes,

http://unfccc.int/essential_background/items/6825.php;

Doha Climate Gateway,

http://unfccc.int/meetings/doha_nov_2012/meeting/6815.php#decisions

Warsaw decisions,

http://unfccc.int/meetings/warsaw_nov_2013/meeting/7649.php#decisions

Lima Call for Climate Action

http://unfccc.int/files/meetings/lima_dec_2014/application/pdf/auv_cop20_lima_call_for_climate_action.pdf

MID-TERM EXAM – Module I and II individual essays and

Title and short outline of the group paper are due by Friday

March 25

Midterm break March 28 - April 1

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

Week 6 - April 4-6

- Monday, April 4

Market, Prices and Sustainable Development

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

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

Suggested Reading: M. Grub, *Planetary Economics*,
Routledge, 2013, chapters 6-8.

- Wednesday, April 6

Globalization and Green Growth: Strategies and Policies

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

Required Reading: World Bank, *Inclusive Green Growth*, 2011;
I. Musu, *On Greening Economic Growth: a critical survey*, VIU,
2014; D. Mazzucato, *The Entrepreneurial State*, Anthem Press,
London, 2013, chapters 6 and 7; D. Rodrik, *Green Industrial
Policies*, Grantham Research Institute project on "Green
Growth and the New Industrial Revolution", September
2013.

Suggested Reading: M. Scott Taylor, J. Moreno Cruz, *Back to
the Future of Green Powered Economies*, NBER WP 18236,
2012; R. Gordon, *Is U.S. economic growth over? Faltering inno-
vation confronts the six headwinds*, NBER, WP 18315, august
2012.

Week 7 - April 11-13

- Monday, April 11

Economics of Climate Change: Analysis and Policy

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

Required Reading: D. Helm, *The Carbon Crunch*, Yale
University Press, New Haven 2012.

W. Nordhaus, *The Climate Casino*, Yale University Press, 2013;

Suggested Reading: International Energy Agency, World Economic Outlook, 2014; International Energy Agency, Energy and Climate Change, World Energy Outlook Special Report, 2015.

- Wednesday, April 13

A Case Study on Sustainable Development: China

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

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

Week 8 - April 18-20

- Monday, April 18

Sustainable Development in Practice: Discussion and Exercises in Class

Dr Ilda Mannino (TEN Center, Venice International University)

THEME IV – INDUSTRIAL ECOLOGY AND SUSTAINABLE DEVELOPMENT

- Wednesday, April 20

Introduction to Industrial Ecology and its Main Concepts

Dr Ilda Mannino (TEN Center, Venice International University)

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

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

Week 9 - April 27-29

N.B. Monday, April 25: National Holiday

- Wednesday, April 27

Introduction to Industrial Ecology and its Main Concepts

Dr Ilda Mannino (TEN Center, Venice International University)

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

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

- Friday, April 29: reschedule class

Exercise in class: discussion on controversial environmental and sustainable development topics

- _ Nuclear energy: pros and cons
- _ Degrowth vs. economic growth
- _ GMO

Week 10, May 2-4

- Monday, May 2

Life Cycle Approach in Globalized Patterns of Industrial Production

Dr Ilda Mannino (TEN Center, Venice International University)

Required Reading: Rebitzer G., Ekvall T., Frischknecht R., Hunkeler D., Norris G., Rydberg T., Schmidt W.-P., Suh S., Weidema B.P., Pennington D.W. (2004). Life cycle assessment Part 1: Framework, goal and scope definition, inventory analysis, and applications, in *Environment International*, 30, pp. 701– 720.

- Wednesday, May 4

Drivers for Greening Production

Dr Ilda Mannino (TEN Center, Venice International University)

Required Reading: “Take it back: Extended Producer Responsibility as a Form of Incentive-Based Environmental Policy”, *Journal of Resource Management and Technology*, Vol. 21, n. 4. Jackson T. (2005). “Extended Producer Responsibility in China Where Is “Best Practice”?”, *Journal of Industrial Ecology*, Vol. 8, n. 4. Tong X., Lifset R., Lindhqvist T. (2005).

Week 11, May 9-11

- Monday, May 9

Drivers for Greening Production

Dr Ilda Mannino (TEN Center, Venice International University)

Required Reading: “Take it back: Extended Producer Responsibility as a Form of Incentive-Based Environmental Policy”, *Journal of Resource Management and Technology*, Vol. 21, n. 4. Jackson T. (2005). “Extended Producer Responsibility in China Where Is “Best Practice”?”, *Journal of*

Industrial Ecology, Vol. 8, n. 4. Tong X., Lifset R., Lindhqvist T. (2005).

- Wednesday, May 11

Sustainable Consumption

Dr Ilda Mannino (TEN Center, Venice International University)

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

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

Week 12, May 16-18

- Monday, May 16

Green industry in Practice: Case Studies from firms

Dr Valentina De Marchi, University of Padua

- Wednesday, May 18

Material Flow Analysis and Industrial Symbiosis

Dr Ilda Mannino (TEN Center, Venice International University)

Required Readings: Chertow M.R. (2000). "Industrial Symbiosis: Literature and Taxonomy", *Annual Review of Energy and the Environment*, 25, pp. 313-337; Ehrenfield J.R., Chertow M.R. (2002). "Industrial Symbiosis: The Legacy of Kalundborg", in *A Handbook of Industrial Ecology*, R.U. and Ayres L.W., Eds. Edward Elgar, Cheltenham, UK; Tong X., Lifset R., Lindhqvist T. (2005). "Extended Producer Responsibility in China Where Is "Best Practice"?", *Journal of Industrial Ecology*, Vol. 8, n. 4.

Due group Research paper by May 19

Week 13 – May 23 – 25

- Presentation of research papers

Due Module III and IV Individual essay by May 26

*VIULECTURES is an initiative promoted by VIU to provide a platform for international and local professors to discuss key and current issues. Participation in the VIULECTURES is compulsory and counts towards

the integration of 40 hours in seminars/field trips for students enrolled in Master degrees of the Department of Management. Participation in the VIULECTURES is compulsory for Ca' Foscari Master degree students – Management Department and optional for other students and counted towards 40 hours of seminars/field trips. Site visits (compulsory for Ca' Foscari Master degree students – Management Department and optional for other students)
Site visit to *Port of Venice and MOSE – Mobile Barriers Project* (date tbd)
Site visit to a *green industry* (date tbd)

Evaluation

Module Essays – There will be a short essay requested from each student for each module – 45% of the final grade.
Paper – There will be a group research paper required for the course – 45% of the final grade.
Class participation – Overall class participation, in terms of both attendance and interaction, will count for 10% of the final grade.

Cities, Global Change and Sustainable Development – S1619

Margherita Turvani, Matteo Basso

Università Iuav di Venezia

With the collaboration of Ludovica Galeazzo
(Digital Lab teaching assistant)

Course description

The course focuses on contemporary cities considered as complex systems where natural, socio-economic and built environments co-evolve. Through interdisciplinary perspectives and approaches (economics, environmental sciences, urban planning, political science, etc.), it aims at exploring how cities work and change in terms of configurations of people, places and activities, as well as infrastructures and building projects, assuming a general framework of sustainable development.

The purpose of this course is threefold: 1) to provide students with the basic concepts and theories relevant to understanding the major forces that drive the changes and challenges affecting cities in the current era of global change; 2) to familiarize students with the range of planning instruments, approaches and governance arrangements involved in the contemporary urban policy-making process (comprehensive plans, strategic plans, mega-events, mega-projects, culture-led urban development, bottom-up social initiatives, etc.); 3) to introduce students to the most relevant tools, methods and frameworks for the analysis of contemporary urban challenges (public policy analysis and Geographic Information Systems).

Starting from a theoretical introduction on cities, urbanization processes and planning activities, the course will focus on Venice as a case-study of a peculiar global city. Students will be invited to acquire practical skills by analysing the area of the Arsenale, chosen as a relevant example of the key interrelated challenges illustrating the city's complexity: architecture, culture, social structure, political institutions, economy and natural environment. Students will be organized in thematic groups and from the very start of the course they will work together with the aim of critically investigating the underlying complexity of the Arsenale area, as well as proposing policy initiatives and planning goals. Field trips to the Arsenale will be organized in order to let the students become familiar with the case-study and profit from specific meetings with the relevant stakeholders involved in the planning and management of the area.

Beyond qualitative research methods such as in-depth interviews with relevant stakeholders, the analysis of planning and design documents, analysis of newspapers, and their own observations, students will have the opportunity to explore Geographic Information Systems (GIS), a fundamental tool for analysing, mapping and communicating researches on complex places. Thanks to a Digital Lab, participants

Margherita Turvani

Laurea (B.A.) in Political Sciences (University of Turin). Professor of Political Economy and Economic Policy at Iuav, Faculty of Regional Planning. She is Iuav representative in the VIU Board of Directors. Previously taught at the University of Turin and was Researcher at the University of Urbino. Formerly Visiting Fellow at the University of Stanford and at Tsinghua University. She contributed to several research areas such as Labor Market Studies, New Institutional Economics, Economics of Innovation and Industrial Organization. Present research interests include: Sustainability and Economics, focusing on Land and Urban Sustainability. Since 2003, she has been collaborating with the VIU TEN Center, for the Sino-Italian Program for the Cooperation and the Promotion of Sustainable Development in China. Teaches in the Globalization Program since several years.

Matteo Basso

Laurea triennale and Laurea specialistica in Urban and Regional Planning (IUAV). He is completing his doctorate at IUAV on mega-events, urban policies and the city, focusing on London, Milan and Shanghai. Was Visiting Scholar at the University of Westminster, London, and at Tongji University, Shanghai. Already taught at VIU in Spring 2015.

will learn how to manipulate raster and vector images, as well as contextualize historical and current statistical data and cartography.

Requirements

Students are expected to do the required reading and to attend class regularly, as attendance is compulsory (maximum 15% absence is allowed, see VIU Program Regulations). Required reading will be designated on a weekly basis according to the themes listed in the course outline.

Given their different countries of origins and backgrounds, students are encouraged to participate and discuss actively during the lessons in order to enhance a regular exchange of points of view, ideas and perspectives.

With reference to the development of the case-study on the Arsenale area, continuous tutoring will be offered by the professors. Seminar revisions are scheduled for week 12.

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

Penalty grades will be assigned to students who fail to observe these rules. This means that unexcused absences, lateness, low participation in class discussion, disrupting classes and the use of technological devices if not required will reduce the final grade.

Course timing

There are 2 lessons per week (90 minutes each). The Digital Lab (6 lessons) will take place in the VIU Digital Lab with the assistance of Ludovica Galeazzo.

Schedule for lessons: Monday and Wednesday 9.15 – 10.45

Two field trips to the area of the Arsenale will be organized (possibly Friday March 4; Friday April 15).

Syllabus and Readings

Course outline

Theme **Approaching cities and their challenges**

Dates 22 Feb

Week 1

Title Urbanization: an introduction, Margherita Turvani

Readings S. Kim, "Urbanization", The New Palgrave

Dictionary of Economics, Second Edition - ARTICLE

Dates 24 Feb

Week 2

Title Urbanization and globalization: the Venice case, Margherita Turvani

Readings Begg I. (1999). Cities and Competitiveness, in "Urban Studies", May, 36, pp. 795-809.

OECD (2015), Governing the Metropolitan City of Venice, OECD Publishing, Paris.

DOI: <http://www.oecd.org/gov/governing-the-metropolitan-city-of-venice-9789264223592-en.htm>

Theme **Approaching cities and their challenges**

Week 2

Dates 29 Feb

Lecture 3

Title Cities and global change, Matteo Basso

Readings Sassen S. (1991). The global city: New York, London, Tokyo, Princeton, NJ: Princeton University Press, pp. 3-15.

Moulaert F., Rodriguez A. and Swyngedouw E. (eds) (2005). The globalized city: economic restructuring and social polarization in European cities, Oxford: Oxford University Press, pp. 1-7.

Dates 2 Mar

Lecture 4

Title A framework for the analysis of urban issues: the public policy analysis, Matteo Basso

Readings Material provided by the professor

Dates 4 Mar

Lecture Site visit

Title Visit to the Arsenale and meeting with relevant stakeholders, Matteo Basso

Theme **Analysing cities**

Week 3

Dates 7 Mar

Lecture 5

Title Digital Lab – lesson 1, Ludovica Galeazzo and Matteo Basso

Readings Debats D. A., Gregory I. N. (2011). Introduction to Historical GIS and the Study of Urban History, in «Social Science History», 35 (pp. 455-63)

Theme Approaching cities and their challenges

Dates 9 Mar

Lecture 6

Title Cities and sustainable development: the case of the Lagoon of Venice, Giovanni Cecconi (invited expert) and Margherita Turvani

Readings Adly et al. (2011). The Venice Conference. Improving the capacity to assess and to adapt to climate change in urban coastal regions. Technical report.

Munaretto, S., and D. Huitema. 2012. Adaptive comanagement in the Venice lagoon? An analysis of current water and environmental management practices and prospects for change. *Ecology and Society* 17(2): 19.

<http://dx.doi.org/10.5751/ES-04772-170219>

Theme Approaching cities and their challenges

Week 4

Dates 14 Mar

Lecture 7

Title Cities and sustainable development, Laura Elser (invited expert) and Margherita Turvani

Readings Berkes F. and Folke C. (1998) (eds). *Linking Social and Ecological Systems*. Cambridge: Cambridge University Press. Chapter 2: 30-47.

Ernstson H. et al. (2010). Urban Transitions: On Urban Resilience and Human-Dominated Ecosystems. *Ambio*, 39: 531-545.

Theme Planning cities

Dates 16 Mar

Lecture 8

Title Urban Planning: an introduction, Matteo Basso

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

Theme Analysing and planning cities

Week 5

Dates 21 Mar

Lecture 9

Title Digital Lab – lesson 2, Ludovica Galeazzo and Matteo Basso

Readings White R. (2010). What is Spatial History?
<http://www.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29>

Dates 23 Mar

Lecture 10

Title Urban Planning: continuation, Matteo Basso

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

Theme Analysing and planning cities

Week 6

Dates 4 Apr

Lecture 11

Title Digital Lab – lesson 3, Ludovica Galeazzo and Matteo Basso

Readings Knowles A. K. (2000). Historical GIS: The Spatial Turn in Social Science History, in «Social Science History», 24, 3 (pp. 451-70)

Dates 6 Apr

Lecture 12

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

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

Theme Analysing and planning cities

Week 7

Dates 11 Apr

Lecture 13

Title Digital Lab – lesson 4, Ludovica Galeazzo and Matteo Basso

Readings Jessop M. (2005). The Application of a Geographical Information System to the Creation of a Cultural Heritage Digital Resource, in «Literary and Linguistic Computing», 20, 1 (pp. 71-90)

Dates 13 Apr

Lecture 14

Title Culture and urban regeneration, Matteo Basso

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

Dates 15 Apr

Lecture Site visit

Title Visit to the Arsenale and meeting with relevant stakeholders, Matteo Basso

Theme Analysing and planning cities

Week 8

Dates 18 Apr

Lecture 15

Title Digital Lab – lesson 5, Ludovica Galeazzo and Matteo Basso

Readings Jessop M. (2004). The visualization of Spatial Data in the Humanities, in «Literary and Linguistic Computing», 19, 3 (pp. 335-50)

Dates 20 Apr

Lecture 16

Title Mega-events and urban development, Matteo Basso

Readings Chalkley B. and Essex S. (1999). Urban development through hosting international events: a history of the Olympic Games, in Planning perspective, 14(4), pp. 369-394.

Theme Planning cities

Week 9

Dates 27 Apr

Lecture 17

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

Dates **29 Apr**

Lecture **18**

Title **Groupwork seminar revisions**, Ludovica Galeazzo and Matteo Basso

Theme **Planning cities**

Week **10**

Dates **2 May**

Lecture **19**

Title **Cities and the creative class**, Camilla Costa (invited expert), Margherita Turvani and Matteo Basso

Readings Florida R. (2003). **Cities and the creative class - ARTICLE**

Dates **4 May**

Lecture **20**

Title **New models of local development**, Matteo Basso

Readings **Material provided by the professor**

Theme **Analysing and planning cities**

Week **11**

Dates **9 May**

Lecture **21**

Title **Digital Lab - Revisions**, Ludovica Galeazzo, Margherita Turvani and Matteo Basso

Dates **11 May**

Lecture **22**

Title **Comparing cities: The European and the Chinese City**, Matteo Basso

Readings Campanella T.J. (2008). **The concrete dragon: China's urban revolution and what it means for the world**,

New York: Princeton Architectural Press, pp. 281-302.
Healey P. (2007). The struggle for strategic flexibility in urban planning in Milan, in Healey P., Urban Complexity and Spatial Strategies, London: Routledge, pp.77-118.

Theme Revisions and final presentations

Week 12

Dates 16 May

Lecture 23

Title Group works seminar revision, Margherita Turvani and Matteo Basso

Dates 18 May

Lecture 24

Title Students presentation, Margherita Turvani, Matteo Basso and Ludovica Galeazzo

Theme Final exam

Week 13

Dates 23 May

Title Written Exam, Margherita Turvani and Matteo Basso

Evaluation

Two evaluations will take place during the course:

Mid-term evaluation: a written test based on open questions.

Final evaluation: the presentation of the group works and a final written test based on the writing of a short essay.

The first evaluation is scheduled on week 7.

The second one on week 13.

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

Evaluation method:

Group work: 40/100.

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

Attendance/class participation/interaction: 20/100.

Globalization and Competitiveness: Global Value Chains – S1620

Stefano Micelli

Università Ca' Foscari Venezia

Course description

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

Introduction and objectives

The goal of this course is to familiarize students with the strategic options and challenges firms and industrial systems face in the global economy. Working towards this goal, the course will expose students to current concepts, frameworks and theories relevant to the study of firms' international development. The global value chains (GVCs) approach will be used as an analytic and interpretive means to understanding paths of economic growth for both organizations and local production systems.

Students will be encouraged to undertake interdisciplinary team research projects focusing on global industries and related issues.

Course organization and supervision

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

*to be confirmed

Course Requirements

Required reading will be designated on a weekly basis according to the themes listed in the course outline. Students will be expected to do the required reading and to attend class on a regular basis, as attendance is compulsory for all the participants. Field trips for members of the class will be arranged.

N.B. - Ca' Foscari students enrolled in Bachelor degrees - Management

Stefano Micelli

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

or Economics Department can attend this course and final exam (auditors are not admitted) however they cannot include it in their “piano di studi” as this course is equivalent to a Master degree course.

- As this course is considered equivalent to the course “International Management” and awarded 12 CFU, Ca’ Foscari students enrolled in Master degrees of the Management Department can only include it in their “piano di studi” as equivalent to “International Management” and must integrate the 40 hours of in-class tuition with a minimum of 40 hours in seminars, field trips and VIULECTURES*.

*VIULECTURES is an initiative promoted by VIU to provide a platform for international and local professors to discuss key and current issues. Participation in the VIULECTURES is compulsory and counted towards the integration of 40 hours in seminars/field trips for students enrolled in Master degrees of the Department of Management.

Course Outline

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

Syllabus

- Week 1 Rethinking competition in a globalizing economy
 - References
 - Lesson 1–Is globalization an irreversible path?
 - Friedman, T. (2005). *The World Is Flat*. Picador, New York.
 - Selected pages: 3-21.
 - Ghemawat, P. (2007). Why the World isn’t flat. *Foreign Policy*, March 1, 2007.
 - Lesson 2–Competing in the global economy: opportunities, threats, and trade offs

Spence, M. (2011). The Impact of Globalization on Income and Employment. *Foreign Affairs*, Jul/Aug2011.

Week 2 Fragmentation of production and offshore outsourcing
Reference

Lesson 3—What should we think about offshore outsourcing?

Blinder, A. (2006). Offshoring: The Next Industrial Revolution? *Foreign Affairs*, March/Apr2006.

Friedman, T. (2012). Average Is Over. *The New York Times*, January 24, 2012.

Lesson 4—What can we gain from a value chain analysis?

Contractor, F.J., Kumar, V., Kundu, S.K. and Pedersen, T. (2010).

Reconceptualizing the Firm in a World of Offshoring and Outsourcing: The Organizational and Geographical Relocation of High-Value Company Functions. *Journal of Management Studies*, 47 (8): 1417-1433.

Kaplinsky, R. and Morris, M, (2001). A Handbook for Value Chain Research. Institute of Development Studies, Brighton. Selected pages: 4-10; 22-23

Week 3 The theory of global value chains (GVCs)

References

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

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

Lesson 6—Managing global value chains: Zara case study

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

Week 4 Innovation in manufacturing GVCs

References

Lesson 7—Rethinking the role of manufacturing in GVCs

- Buciuni, G., G. Coro', and S. Micelli (2013) Rethinking Manufacturing in Global Value Chains. An International Comparative Study in the Furniture Industry. *Industrial and Corporate Change* (Forthcoming).

Lesson 8—Uno Contract

Guest lecturer: Mauro Tabaro, CEO of Uno Contract

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

References

Lesson 9 – Industrial clusters and GVCs

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

Lesson 10– Alfred Marshall alive and well?

Readings will be provided by the lecturer

Week 6 Doing research in GVC

References

Lesson 11– Team project setup

Lesson 12– Value chain globalization in project manufacturing industries

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

Week 7 Doing research in GVC

References

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

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

Lesson 14– Mid-term examination

Week 8 'Made in Italy' in the global economy

Lesson 15– Design Apart

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

Lesson 16– Lamami

Guest lecturer: Andrea Girolami, Founder of Lamami

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

References

Lesson 17–Ferriveloci

Guest lecturer: Gianmaria Citron, Founder of Ferriveloci

Lesson 18–Entrepreneurship and Upgrading
Guest lecture: Prof. Vladi Finotto (Ca’ Foscari University)

Week 10 Design thinking

References

Lesson 19–Magis Design

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

Lesson 20– Team project and individual essay follow up

Week 11 Green economy: between marketing and social responsibility

Lesson 19–The role of lead firms in fostering environmental
innovation

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

Lesson 21–Progetto Quid

Guest lecture: Anna Fiscale, Founder of Progetto Quid

Week 12 Team project presentation

Lesson 22–In-class presentation

Lesson 23–In-class presentation

Evaluation

Class Participation 10%

Mid-term exam 30%

Individual essay 30%

Team Project 30%

TOTAL 100%

Readings

Suggested books:

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

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

Dicken, P. (2003). *Global Shift: Reshaping the Global Economic Map in
the 21st Century*, 4th

edition. Thousand Oaks, CA: Sage Publications.

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

Introduction to World Oil and Gas Markets – S1621

Irina Mironova, Jack Sharples

European University at St. Petersburg

Course description

Energy is something that makes all human activities possible. Without our current energy system, a student could not charge the phone or take a plane to travel to the semester-abroad destination. The electricity in the first case could be generated by burning natural gas, and the plane is fuelled by processed oil. HOW does natural gas and oil / oil products reach their destination – a power station or a gas fuelling station? This is essentially what we will be looking at within this course.

The way the trade in energy resources is organised is referred to as the energy market. There are a number of reasons (political, economic, societal, technical, financial), which constantly affect the organisation of energy markets, causing them to change. Within the course, the lecturers will explain the main forces driving energy markets – both from a historical and a contemporary perspective. Together with the students, we will seek an answer to the question whether energy markets are moving towards more open, competitive and globalized structures. We will mainly be discussing oil and natural gas within this course, and refer to markets for other primary energy sources when necessary.

During the course, students will learn about the several stages of energy market development, illustrated by the development of sales contracts and pricing principles. How did the current system of oil trading come about? What role does the financialisation of the oil market play in oil price volatility? Is it possible to forecast the price of oil? Will the gas markets follow the same track as oil markets did in the second half of the XX century, with a decreasing proportion of long-term contracts and increasing role of financial instruments such as futures and options? Another very important issue in understanding the market is financial and capital investment related to energy markets.

By the end of this course, students will have developed an understanding of how international oil and gas markets function, and their current trajectories of development.

The course aims:

- _ To familiarise the students with the evolution of oil and gas markets in terms of space, market structure, pricing mechanism.
- _ To familiarise the students with the relevant forms of financial market instruments for energy markets..
- _ To enable the students to analyse current trends in oil and gas markets and forecast on this basis the likely future developments in both markets.

Irina Mironova

BA in Oriental Studies (Ural State University, Ekaterinburg, Russia); MA in International Relations (University of Groningen, Netherlands). Senior Lecturer for the MA in Energy Politics in Eurasia at EUSP, where she teaches courses on Energy Security in Asia, Russian Strategies for Gas Supply, Evolution of World Oil and Gas Markets, and the seminar on World Oil and Gas Affairs. She is also Analyst at Energy Research Institute of the Russian Academy of Sciences (Moscow, Russia) focusing on the Development of gas pricing mechanisms. She was Lecturer at the Gubkin Russian State University of Oil and Gas, based in Moscow. Was Visiting Lecturer at OSCE Academy in Bishkek (Kyrgyzstan) and Visiting Fellow at the Energy Charter Secretariat (Brussels, Belgium). She is author of several articles on the Energy Sector and Deputy Editor-in-Chief of the “Security Index Journal: a Russian Journal on International Security”, published by the The Russian Center for Policy Studies (Moscow, Russia).

Jack Sharples

BA in Politics (York); MSc in Central and East European Studies and PhD on EU-Russia Energy Relations (Glasgow). Associate Professor at EUSP, where he is also researcher in the newly-established ‘International Energy Centre’ and was Academic Director of the International MA in Russia and Eurasian Studies. Research focuses on the political economy and geopolitics of energy relations between Russia, the EU, and Ukraine, particularly in the sphere of natural gas.

_ To familiarise the students with the main forms of investment protection in energy markets.

Teaching Format

Lectures

Seminars will aim at strengthening the theoretical knowledge that students have acquired during the lectures. Each seminar will be organized in the following manner:

- _ Presentation based on their reading. Students will be assigned their readings in advance and will have time before the seminar to prepare their presentations (the use of PowerPoint is encouraged).
- _ Peer-review of the presentation – any student from the class may be asked to review the presentation based on the following criteria:
 - _ Has the presenter succeeded in communicating the main message of his/her paper?
 - _ Has the presenter succeeded in situating the paper in the wider scientific discourse?
 - _ Free discussion on the topic

Student Requirements & Assessment of the Course

After completion of the course, the students will be expected to:

- _ have learnt and understood the development logic of the major trends in oil and gas markets;
- _ have learnt and understood the major financial tools used on the energy markets, their relevance for investment decisions and market development;
- _ have learnt and understood the problems related to investments in energy markets, and the mechanisms of investment protection.

Seminar instructors: contact details and office hours

Week 1-7: Irina Mironova (imironova@eu.spb.ru)

Meetings and consultations by prior appointment

Week 8-14: Jack Sharples (jsharples@eu.spb.ru)

Meetings and consultations by prior appointment

Syllabus and Readings

Week 1: Lectures. Evolution of oil market: history.

Dickel R. et al. (2007) *Putting A Price on Energy: International Pricing Mechanisms for Oil and Gas*. Brussels, Energy Charter

Secretariat.

Chapter 2 (2.2, 2.3)

Chapter 3 (3.1, 3.2, 3.3)

Fattouh B. (2011). *An anatomy of the crude oil pricing system*.

Oxford: Oxford Institute for Energy Studies.

Section 2. Historical Background to the International Oil Pricing System. Pp. 14-19.

Further reading:

Dahl C. (2004) *International Energy Markets: Understanding Pricing, Policies and Profits* - Tulsa, OK USA: PennWell Corporation.

Chapters 1, 2, 6.

Fouquet R. (2011) *A Brief History of Energy (Chapter 1)*. In:

Evans J., Hunt L.C. (eds). *International Handbook on the Economics of Energy*. Cheltenham, UK; Northampton, MA, US : Edward Elgar. Pp. 1-19.

Fattouh B. (2011). *An anatomy of the crude oil pricing system*.

Oxford: Oxford Institute for Energy Studies.

Week 2: Lectures. Evolution of oil market: organization of the market, contract structures, pricing mechanisms.

Dickel R. et al. (2007) *Putting A Price on Energy: International Pricing Mechanisms for Oil and Gas*.

Chapter 3 (3.4, 3.5).

Fattouh B. (2011). *An anatomy of the crude oil pricing system*.

Oxford: Oxford Institute for Energy Studies.

Section 3. The Market-Related Oil Pricing System and Formulae Pricing. Pp. 20-29.

Section 4. Oil Price Reporting Agencies and the Price Discovery Process. Pp. 30-35.

Further reading:

Garis D. (2011). *The behaviour of petroleum markets: fundamentals and psychologicals in price discovery and formation (Chapter 18)*. In: Evans J., Hunt L.C. (eds). *International Handbook on the Economics of Energy*. Cheltenham, UK; Northampton, MA, US : Edward Elgar. Pp. 420-440.

James T. *Energy Markets: Price Risk Management and Trading* - Singapore : John Wiley & Sons (Asia) Pte Ltd, 2008.

Chapters 3, 6, 13

Errera S., Brown S. L. *Fundamentals of Trading Energy Futures*

and Options - 2nd ed. - Tulsa, OK USA: PennWell Corporation, 2002

Week 3: Seminars.

- 1) Principles of oil pricing
 - 2) The basics of derivatives in the oil markets
- Fattouh B. (2011). An anatomy of the crude oil pricing system. Oxford: Oxford Institute for Energy Studies. Section 8. Assessment and Evaluation. Pp. 70-77.
- Banks F. (2000). *Energy Economics: A Modern Introduction*. Boston / Dordrecht / London: Kluwer Academic Publishers. Chapter 6. Energy Derivatives: Futures, Options, Swaps. Read all parts skipping algebra:
Pp. 137-139 (intro + futures)
Pp. 142-145 (futures + further mechanics of hedging and speculation)
Pp. 148-153 (options)
Pp. 161-170 (swaps + conclusions)
- Further reading:*
- Banks F. (2000). *Energy Economics: A Modern Introduction*. Boston / Dordrecht / London: Kluwer Academic Publishers. Chapter 6. Energy Derivatives: Futures, Options, Swaps. (full chapter).
- Fattouh B., Mahadeva L. (2012). *Financialization in Oil Markets: lessons for policy*. Oxford Institute for Energy Studies.
- Ripple R.D. *International Energy Derivatives Markets (Chapter 30)*. In: Evans J., Hunt L.C. (eds). *International Handbook on the Economics of Energy*. Cheltenham, UK; Northampton, MA, US : Edward Elgar. Pp. 705-740.
- Adelman M.A. World oil production and prices 1947-2000. (2002). *The Quarterly Review of Economics and Finance*. No. 42. Pp. 169 –191.
- Hamilton J.D. *Understanding crude oil prices*. WP 14492. NBER, 2008.

Week 4: Lecture and seminar. Oil price shocks, their causes and impact (I)

- 1) Lecture. Oil price shocks, their causes and impact
- Yergin D. (1991) *The Prize: The Epic Quest for Oil, Money and*

Power. New York: Simon & Schuster.

Chapter 29. The Oil Weapon. Pp. 588-612.

Fattouh B., Kilian L., Mahadeva L. (2012) *The role of speculation in the oil markets: what have we learned so far?* Oxford Institute for Energy Studies, Working paper WPM45.

2) Seminar. Oil supply shock of 1973: History, causes, implications

Yergin D. (1991) *The Prize: The Epic Quest for Oil, Money and Power*. New York: Simon & Schuster.

Chapter 30. "Bidding for Our Life". Pp. 613-632.

Further reading:

Medlock K.B. III, Jaffe A.M. (2009). *Who is in the oil futures market and how has it changed?* James A. Baker III Institute for public policy Rice University. Working paper, August.

Week 5: Lecture and Seminar. Russia in the international oil and gas markets

1) Lecture. Russia's energy sector.

ERIRAS and ACRF. (2014) *Global and Russian Energy Outlook to 2040*. Eds. Makarov A.A., Grigoriev L.M. Moscow: ERIRAS. External conditions in the development of Russian energy. Pp. 111-120.

Production of energy resources. Pp. 128-146.

2) Seminar. The impact of 2014 sanctions on Russia's oil and gas exports.

ERIRAS and ACRF. (2014) *Global and Russian Energy Outlook to 2040*. Eds. Makarov A.A., Grigoriev L.M. Moscow: ERIRAS. Box: The effect of possible sanctions on Russian exports of oil, gas, and oil products: 'The damage will be mutual'. Pp. 114-115.

Mironova I. (2014) Russia: Still-Life Under Sanctions.

European Energy Review. November 20, 2014.

Further reading:

ERIRAS and ACRF. (2014) *Global and Russian Energy Outlook to 2040*. Eds. Makarov A.A., Grigoriev L.M. Moscow: ERIRAS. (full report)

Stern J., Pirani S. (eds.) (2014). *The Russian Gas Matrix: How Markets are Driving Change*. Oxford: Oxford Institute for Energy Studies.

International Energy Agency (2014). *Energy Policies beyond*

IEA Countries: Russia 2014. Paris: OECD / IEA.

Week 6: Lecture and Seminar. The role of OPEC in contemporary oil market

Fattouh B., Mahadeva L. (2013). OPEC: what difference has it made? Oxford Institute for Energy Studies.

Further reading:

Dahl C. (2004) *International Energy Markets: Understanding Pricing, Policies and Profits* - Tulsa, OK USA: PennWell Corporation.

Chapter 6: Monopoly, Dominant Firm, and OPEC.

Week 7: Lecture and Seminar. Oil price shocks, their causes and impact (II)

Konoplyanik A. (2010). *Who Sets International Oil Price? A View From Russia - Analysis of 2003-2008 Oil Price Increase and Its Collapse Examined Within Historical Evolution of International Oil Market Contractual Structures and Oil Pricing Mechanisms*, Oil, Gas & Energy Law Intelligence.

Arezki, R., Loungani P. , van der Ploeg, R. and Venables T. (2014). Understanding International Commodity Price Fluctuations, *Journal of International Money and Finance*, Vol 42, April, pp. 1-8.

Arezki R., Blanchard O. (2014). Seven Questions about the Recent Oil Price Slump. IMF Direct. December 22. <http://blog-imfdirect.imf.org/2014/12/22/seven-questions-about-the-recent-oil-price-slump/>.

Further reading:

Smith J.L. World oil: market or mayhem? (2009). *The Journal of Economic Perspectives*. Vol. 23, No. 3. Pp. 145-164.

Fattouh B., Kilian L., Mahadeva L. (2012) *The role of speculation in the oil markets: what have we learned so far?* Oxford Institute for Energy Studies, Working paper WPM45.

Week 8: North America and natural gas

Lecture. The evolution of gas markets: North America

Dickel R. et al. (2007) *Putting A Price on Energy: International Pricing Mechanisms for Oil and Gas*. Brussels, Energy Charter Secretariat.

Section 4.1.

Sections 4.2.1-4.2.3

Seminar: The Shale Revolution and Implications for the International Energy Markets

International Energy Agency (2015). *World Energy Outlook*. Paris: OECD/IEA. – Chapter 6. Outlook for Unconventional Gas. Global revolution or North American phenomenon? Highlights – p. 229.

A multi-speed revolution? Pp. 229-231.

Defining unconventional gas – p. 230.

Inside the US shale storm. Pp. 237-245.

Levi M. (2012). Think Again: The American Energy Boom.

Foreign Policy. No. 194 (July / August 2012), pp. 55-59.

Further reading:

Dahl C. (2004) *International Energy Markets: Understanding Pricing, Policies and Profits* - Tulsa, OK USA: PennWell Corporation.

Chapter 7.

Week 9. Lecture and Seminar. The evolution of gas markets:

European market

Lecture: European suppliers and what they brought to the regional market

Correljé A., Van der Linde C., Westerwoudt T. (2003) *Natural Gas in the Netherlands: From Cooperation to Competition?*

Amsterdam: Oranje-Nassau Groep.

Chapter 3. The market for gas (pp. 52-71).

Heather P. (2010). The Evolution and Functioning of the Traded Gas Market in Britain. Oxford Institute for Energy Studies, NG 44.

Sections 1-4 (pp. 1-12).

Seminar: From long-term contracts toward hub-based trade
Konoplyanik A. (2010) *Evolution of Gas Pricing in Continental Europe: A View from Russia – Modernization of indexation formulas versus gas-to-gas competition*, Oil, Gas & Energy Law Intelligence.

Abstract. Pp. 1-3.

Resource rent and gas pricing in Europe: Groningen model of LTGEC & its particularities. Pp. 6-15.

Konoplyanik A. (2011) *Third EU Energy Package: Regulatory Changes for Internal EU Energy Markets in Gas and Possible*

Consequences for Suppliers (Incl. Non-EU Suppliers) and Consumers, Oil, Gas & Energy Law Intelligence.

Gas pricing: which way to go in Continental Europe? Pp. 28-37.

Heather P. (2015) *The Evolution of European Traded Gas Hubs*. Oxford Institute for Energy Studies NG 104.

Section 5: The development and functioning of the European gas hubs (5.1-5.4), pp. 15-34.

Further reading:

Konoplyanik A. (2010) *Evolution of Gas Pricing in Continental Europe: A View from Russia – Modernization of indexation formulas versus gas-to-gas competition*, Oil, Gas & Energy Law Intelligence. (full paper)

Heather P. (2015) *The Evolution of European Traded Gas Hubs*. Oxford Institute for Energy Studies NG 104. (full paper)

Week 10. Gas market in Europe: European regulation

1) Lecture. The Third Energy Package

Yafimava K. (2013) *The EU Third Package for Gas and the Gas Target Model: major contentious issues inside and outside the EU*. Oxford: OIES NG 75.

Section 1. The Third Package and the Gas Target Model: constructing a new architecture for the EU Gas Market. Pp. 2-8.

2) Seminar. Changes in European regulation of the gas markets and implications for suppliers from outside the EU

Stern J. (2014) *The Impact of European Regulation and Policy on Russian Gas Exports and Pipelines*. In: Stern J. (ed.) *The Russian Gas Matrix: How Markets are Driving Change*.

Oxford: Oxford University Press, 2014. Pp. 82-107.

Further readings:

Yafimava K. (2013) *The EU Third Package for Gas and the Gas Target Model: major contentious issues inside and outside the EU*. Oxford: OIES NG 75. (full study)

Franza L. (2014). *Long-term Gas Contracts in Europe. The Evolution in Pricing Mechanisms*. CIEP Paper 2014/08.

Stern J., Rogers H. (2013). *The Transition to Hub-Based Gas Pricing in Continental Europe: a response to Sergei Komlev of Gazprom Export*, the Oxford Institute for Energy Studies, Oxford energy comment.

Petrovich B. (2013). *European gas hubs: how strong is price*

correlation? the Oxford Institute for Energy Studies,
Working paper NG79.

Week 11. Lecture and Seminar. Investment and the Energy Charter Treaty; The issues of energy transit (example of gas markets)

1) Lecture. Investment and the Energy Charter Treaty
Konoplyanik A. (2008) Regulating energy relations: Acquis or Energy Charter? In: *Pipelines, Politics and Power*. Center for European reform. Pp. 107-115.

Konoplyanik A. (2010) Why Is Russia Opting Out of the Energy Charter? – *International Affairs*, 2010, vol. 56, 2, pp. 84-96

2) Seminar. Energy transit

Pirani S. and Yafimava K. (2014). CIS Gas Markets and Transit. In: Stern J. (ed.) *The Russian Gas Matrix: How Markets are Driving Change*. Oxford: Oxford University Press, 2014. Pp. 181-197 (section 'Ukraine').

Further reading:

Pirani S. et al. (2014). What the Ukraine crisis means for the gas markets. Oxford Energy Comment March 2014.

Konoplyanik A. (2014) The Role of 'European formulas' in the Russia-Ukraine Gas Debate. *European Energy Review*.

Parts 1. June 19, 2014.

Part 2. August 4, 2014.

Part 3. September 25, 2014.

Konoplyanik A. (2003) A struggle for mineral rent. -

"Petroleum Economist", August 2003, p. 23 - 24

Maniruzzaman A.F.M. (2008) The pursuit of stability in international energy investment contracts: A critical appraisal of the emerging trends. - *Journal of World Energy Law & Business*, 2008, Vol. 1, No. 2, pp. 121-157

Energy Security: Managing Risk in a Dynamic Legal and Regulatory Environment / ed.: B. Barton, C. Redgwell, A. Ronne, D.N. Zillman – Oxford University Press – 2004

Global Energy Governance: the New Rules of the Game / ed.: A. Goldthau, J. M. Witte; foreword author W. Reinicke. -

Berlin: Global Public Policy Institute; Washington, D.C.:

Brookings Institution Press, 2010

Week 12: Lecture and seminar. The evolution of gas market in the Asia Pacific region

1) Lecture. Development of pricing mechanisms in the gas markets, perspectives of derivatives use in the gas markets
Ten Kate W., Varró L., Corbeau A.-S. (2013) *Developing a Natural Gas Trading Hub in Asia: Obstacles and Opportunities*. Paris, OECD / IEA.

Section 2. The Asian-Pacific Natural Gas Market. Pp. 20-31.

Mironova I. (2015) Natural Gas Pricing in the Asia Pacific Regional Market: Problems and Prospects. *Vestnik of Saint Petersburg State University*. Series 5: Economics. 2015, No. 4. Pp. 66-85.

Section 2. Review of the regional market. Pp. 70-72.

Dickel R. et al. (2007) *Putting A Price on Energy: International Pricing Mechanisms for Oil and Gas*. Brussels, Energy Charter Secretariat.

Section 4.5. LNG (4.5.1-4.5.3). Pp. 175-191.

2) Seminar. Perspectives of natural gas trading hub in Asia.
Ten Kate W., Varró L., Corbeau A.-S. (2013) *Developing a Natural Gas Trading Hub in Asia: Obstacles and Opportunities*. Paris, OECD / IEA.

Section 3. Creating a liquid natural gas trading hub. Pp. 32-50.

Mironova I. (2015) Natural Gas Pricing in the Asia Pacific Regional Market: Problems and Prospects. *Vestnik of Saint Petersburg State University*. Series 5: Economics. 2015, No. 4. Pp. 66-85.

Sections 5 and 6. Pp. 78-83.

Further reading:

Zhuravleva P. (2009) *The Nature of LNG Arbitrage: an Analysis of the Main Barriers to the Growth of the Global LNG Arbitrage Market*, the Oxford Institute for Energy Studies, NG 31

Hartley P. (2013) *The future of long-term LNG contracts*, James A. Baker III Institute for public policy Rice University, Working paper, October 2013.

Henderson J., Stern J. (2014). The potential impact on Asia gas markets of the Russia's East gas strategy. Oxford Energy Comment February 2014.

Evaluation

The weighting of the overall assessment is as follows:

News monitoring and discussion 10%

In-class tests 40%

Presentation 30%

Activity during free discussions / written test 20%

The evaluation process will be handled jointly by the instructors of the course. Presentations will be graded by the instructors in charge of conducting the respective seminars.

Introduction to Energy Politics – S1622

Irina Mironova, Jack Sharples

European University at St. Petersburg

Course description

The course will consist of weekly lectures and seminars, and will be supplemented by the students' own study. The course begins by introducing students to the basic elements of energy studies, to ensure that students from various disciplines attain the level of basic knowledge required to engage with the topics discussed throughout the remainder of the course.

During the course, students will become familiar with key concepts and approaches to the study of energy politics, the practical realities of the production, trade, and consumption of different forms of energy at the national, regional, and global levels. The students will also study the relationship between energy and politics at the domestic and international levels. These areas of study will be situated in a 'real world' context through the use of case studies relevant to the Eurasian region in general, and to Russia in particular.

Teaching format

Each week will consist of one lecture, followed by one seminar. The lectures will take place on Tuesdays (11.00 – 12.30) and the seminars will take place on Thursdays (11.00 – 12.30). In addition to these lectures and seminars, students are expected to engage in at least two hours per week of private study, in preparation for the seminars. The seminars are designed to be interactive discussion forums, in which the students will exchange opinions and ideas based on their private study.

Students will each deliver one presentation to their peers during one of the semester seminars.

Contact details and office hours

Week 1-7: Irina Mironova (imironova@eu.spb.ru)

Meetings and consultations by prior appointment

Week 8-14: Jack Sharples (jsharples@eu.spb.ru)

Meetings and consultations by prior appointment

Syllabus and Readings

Week 1. Introduction

This session introduces the course, its structure, and its aims. It will define the methods of examination, and the expectations of students' self-study. It will also provide reading lists and sources of information relevant to each of

Irina Mironova

BA in Oriental Studies (Ural State University, Ekaterinburg, Russia); MA in International Relations (University of Groningen, Netherlands). Senior Lecturer for the MA in Energy Politics in Eurasia at EUSP, where she teaches courses on Energy Security in Asia, Russian Strategies for Gas Supply, Evolution of World Oil and Gas Markets, and the seminar on World Oil and Gas Affairs. She is also Analyst at Energy Research Institute of the Russian Academy of Sciences (Moscow, Russia) focusing on the Development of gas pricing mechanisms. She was Lecturer at the Gubkin Russian State University of Oil and Gas, based in Moscow. Was Visiting Lecturer at OSCE Academy in Bishkek (Kyrgyzstan) and Visiting Fellow at the Energy Charter Secretariat (Brussels, Belgium). She is author of several articles on the Energy Sector and Deputy Editor-in-Chief of the "Security Index Journal: a Russian Journal on International Security", published by the The Russian Center for Policy Studies (Moscow, Russia).

Jack Sharples

BA in Politics (York); MSc in Central and East European Studies and PhD on EU-Russia Energy Relations (Glasgow). Associate Professor at EUSP, where he is also researcher in the newly-established 'International Energy Centre' and was Academic Director of the International MA in Russia and Eurasian Studies. Research focuses on the political economy and geopolitics of energy relations between Russia, the EU, and Ukraine, particularly in the sphere of natural gas.

the subsequent topics, and give students advice on using internet resources as a tool of study. Finally, this session will give a basic introduction to the different energy types, their characteristics, and the importance of each state's 'energy mix', giving each student a basic platform on which to build their knowledge of energy politics, regardless of their previous experience.

Questions to guide the reading:

- _ What are the major types of energy resources?
- _ What are the main differences between these resources?
- _ How are each of these resources used?

Core Reading

Shepherd & Shepherd, 2003. *Energy Studies*. London: Imperial College Press. p. 97-103 (coal), 125-126 (Oil), 161-162 (Natural Gas), 226-229 (Nuclear).

Week 2. The history and geography of energy 1845-1973

This session considers the 'age of oil' from the beginnings of commercial oil production in the mid-nineteenth century until the oil price shocks of 1973, with particular focus on Russia, the United States, and the Middle East as major oil production centres. This session also considers the development of electricity generation from the late nineteenth century, and its influence on primary energy consumption.

Questions to guide the reading:

What was the 'golden age of oil' and what caused it to end?

Which energy resources were the most widely used in the mid-19th century? Why?

What developments influenced the increased use of oil in the early 20th century?

Core Reading

Maugeri, L., 2006. *The Age of Oil: The Mythology, History, and Future of the World's Most Controversial Resource*. Westport, CT: Praeger. p. 77-102.

Further Reading

Parra, 2004. *Oil Politics: A Modern History of Petroleum*. New York: I.B. Tauris & Co. p. 1-174.

Yergin, D., 1990. *The Prize*. New York: Simon & Schuster. p. 19-560.

Week 3. The history and geography of energy 1973 to the present

This session examines the development of natural gas and nuclear energy production and consumption, and the impact of fluctuating international oil prices on broader energy consumption. Concludes with a consideration of the current global distribution of coal, oil, natural gas, and nuclear power production and consumption.

Questions to guide the reading:

What was the oil crisis of 1973? What was the long-term legacy of this crisis?

How has the global energy mix changed since the 1970s?

Which fuels are used more often, and why? Which fuels are cheaper, and which are more expensive?

How has the global trade in energy changed over the last 40 years?

What are the trends that have been established over the past four decades, and which of these might continue into the future?

Core Reading

Maugeri, L., 2006. *The Age of Oil: The Mythology, History, and Future of the World's Most Controversial Resource*. Westport, CT: Praeger. p. 103-132.

Further Reading

Parra, F., 2004. *Oil Politics: A Modern History of Petroleum*. New York: I.B. Tauris & Co. p. 175-347.

Yergin, D., 1990. *The Prize*. New York: Simon & Schuster. p. 563-781.

Week 4. National energy policies

This session assesses how national governments formulate their energy policies, balancing a number of competing political, economic, and social interests. Includes case studies of different states, which face different challenges and have responded with different energy policies.

Questions to guide the reading:

What is the central purpose of a state's energy policy?

How influential are states' energy policies over their energy sectors?

Which interests are evident in state energy policy, and which actors lobby in favour of these interests?

Core Reading

Aalto, P., Dusseault, D., Kennedy, D., and Kivinen, M., 2012. Russia's energy relations in Europe and the Far East. *Journal of International Relations and Development*, 1-25

Energy Information Agency, 2015. *Country Profile: Russian Federation*. [pdf] Energy Information Administration, 1-21

Further Reading

Government of the Russian Federation, 2009. *Energy strategy of the Russian Federation to 2030*. [pdf] Available at: <[http://www.energystategy.ru/projects/docs/ES-2030_\(Eng\).pdf](http://www.energystategy.ru/projects/docs/ES-2030_(Eng).pdf)> [Accessed 20 January 2016]. Pages 10-59.

Gould, T., 2011. *A Russian Energy Outlook*. [Presentation] OECD/IEA.

International Energy Agency, 2016. *Country Statistics: Russian Federation*. [online] Available at:

<<http://www.iea.org/statistics/statisticssearch/report/?country=RUSSIA&product=Indicators&year=2013>> [Accessed 20 January 2016].

Week 5. Actors and governance in international energy politics

This session examines the roles of states, supranational organisations, Non-Governmental Organisations, and energy companies in the system of international energy politics, and the systems of governance that constrain and enable those actors.

Questions to guide the reading:

What is the role of energy companies in international energy politics?

What is the role of states in international energy politics?

What is the role of supranational organizations (such as the EU, G8, and World Trade Organisation) in international energy politics?

What is 'governance' in international energy trade and politics?

Core Reading

Goldthau, A., and Witte, J.A., eds, 2010. *Global Energy Governance: The New Rules of the Game*. Berlin: Global Public Policy Institute/Washington: Brookings Institute. Read Chapter One (1-25) and Chapter Sixteen (341-357).

Further Reading

Florini, A., and Sovacool, B.K., 2009. Who governs energy? The challenges facing global energy governance. *Energy Policy*, 37 (12), 5239-5248.

Maltby, T., 2013. European Union policy integration: A case of European Commission policy entrepreneurship and increasing supranationalism. *Energy Policy*, 55, 435-444.

Pirog, R., 2007. *The role of national oil companies in the international oil market*. [pdf] United States Congressional Research Service, 2-16

Selivanova. Y., 2007. *The WTO and Energy: WTO rules and agreements of relevance to the energy sector*. [pdf], 1-34

Week 6. Approaches to the study of energy politics

This session examines a variety of approaches to the study of energy politics from the fields of International Political Economy and International Relations.

Questions to guide the reading:

What is theory and how does it help us to analyse empirical data and case studies, such as energy relations between countries?

Summarise, in 2-3 sentences, each of the theoretical approaches to energy studies: Political Economy, Geopolitics, Security Studies, [Neo]Realism, [Neo]Liberalism, and Social Constructivism

What are quantitative and qualitative data? How are they used in energy studies?

What is 'critical analysis'?

Core Reading

Aron, L., 2013. *The political economy of Russian oil and gas*. [pdf] American Enterprise Institute for Public Policy Research, 1-7

Dannreuther, R., 2010. *International Relations Theories: Energy, Minerals and Conflict*. [pdf] EU Policy on Natural Resources (POLINARES) Working Paper 8, 1-17

Klare, 2008. *Rising powers, shrinking planet: How scarce energy is creating a new world order*. Oxford: Oneworld (Chapter 1, pages 9-32)

Further Reading

Griffiths eds, 2007. *International Relations Theory for the 21st Century*. Abingdon: Routledge. (In particular, see the chap-

ters on Realism, Liberalism, Constructivism, and International Political Economy)
Victor, Jaffe, and Hayes, *Natural gas and geopolitics*.
Cambridge: University Press

Week 7. Energy security

This session focuses on the theory and practice of energy security, including multiple definitions of energy security.

Questions to guide the reading:

What does the concept of 'energy security' mean?
How do energy producers/exporters and energy consumers/importers differ in their views on energy security?
How do concerns over energy security relate to the issues of environmental protection, climate change, and economic growth?

Core Reading

Kaveshnikov, N., 2012. Many Sides of Energy Security. *International Affairs*, 143-156

Luft, G., and Korin, A, 'Energy Security: In the Eyes of the Beholder' In: Luft & Korin, 2009. *Energy Security Challenges for the 21st Century: A reference handbook*. Santa Barbara: ABC-CLIO.

Further Reading

Belyi, A., 2003. New Dimensions of Energy Security. *European Integration*, 25:4, 351-369.

Correlje, A., & Van Der Linde, C., 2006. Energy Supply Security and Geopolitics: A European Perspective. *Energy Policy*, 34, 532-543.

Jewell, J., 2011. *Model of Short-Term Energy Security (MOSES)*. International Energy Agency.

Kaveshnikov, N., 2010. The Issue of Energy Security between Russia and the EU. *European Security*, 19:4, 585-605.

Pascual & Elkind eds, 2010. *Energy security: Economics, politics, strategies, and implications*. Washington: Brookings

Sharples, J.D., 2012. Russian-Polish energy security relations: A case of threatening dependency, supply guarantee, or regional energy security dynamics? *Political Perspectives*, 6 (1), 27-50.

Week 8. Energy and development

This session considers the relationship between energy and the political and economic development of states. In doing so, this session will introduce students to the concepts of 'Dutch Disease' and the 'Resource Curse', and examples of their manifestation.

Questions to guide the reading:

What are the 'resource curse' and 'Dutch disease'? In which countries can we see these phenomena?

What is 'sustainable development'?

What is 'state capitalism'?

Core Reading

Ahrend, R., 2006. *How to sustain growth in a resource-based economy the case of Russia*. OECD Working Paper 478, 1-28

Bremmer, I., 2009. State Capitalism Comes of Age. *Foreign Affairs*, May/June, 1-10.

Further Reading

Kretzshmar et al, 2013. Russia's resource capitalism. *Energy Policy*, 61, 771-782.

Oomes, N., & Kalcheva, K., 2007. *Diagnosing Dutch Disease*. IMF Working Paper 07/102.

Tompson, W., 2005. Political implications of a resource-based economy. *Post-Soviet Affairs*, 21 (4), 335-359.

Week 9. Energy and the environment

This session considers the impact of emissions reduction strategies on the use of traditional fossil fuels, the politics of international climate change action, and debates over the safety of nuclear energy and the viability of large-scale renewable energy consumption.

Questions to guide the reading:

Which states are the largest emitters of greenhouse gases (GHGs) today?

Which states are the strongest advocates of reducing GHG emissions?

Which large states are the most reluctant to take on commitments to reduce their GHG emissions and energy consumption?

What is the Kyoto Protocol, and how successful has it been in reducing global GHG emissions??

Core Reading

IEA, 2013. *CO₂ Emissions from Fuel Combustion*. [pdf] Paris: IEA, 7-27.

IEA, 2015. *World Energy Outlook 2015: Special Report on Energy and Climate Change*. [pdf] Paris: IEA, 17-33.

Carbon Brief, 2015. Analysis: The final Paris climate change deal. *Carbon Brief*, 12 December. [online] Available at: <<http://www.carbonbrief.org/analysis-the-final-paris-climate-deal>> [Accessed 20 January 2016].

Harvey, 2015a. Everything you need to know about the Paris climate summit and UN talks. *The Guardian*, 2 June. [online] Available at: <<http://www.theguardian.com/environment/2015/jun/02/everything-you-need-to-know-about-the-paris-climate-summit-and-un-talks>> [Accessed 20 January 2016].

Harvey, 2015b. Paris climate change agreement: the world's greatest diplomatic success. *The Guardian*, 14 December. [Online] Available at: <<http://www.theguardian.com/environment/2015/dec/13/paris-climate-deal-cop-diplomacy-developing-united-nations>> [Accessed 20 January 2016].

Further Reading

IEA, 2013. *Re-drawing the energy – climate map*. [pdf] Paris: IEA. Chapters 1 (p.13-33) and 3 (p.83-115).

Special issue of the journal 'Environmental Politics', which focuses on the issues of energy security and climate change. Among its articles, this special issue includes:

Sharples, J.D., 2013. Russian approaches to energy security and climate change. *Environmental Politics*, 22 (4), 683-700.

Week 10. Energy and the Arctic region

This session analyses the role of the Arctic region in international energy politics, as an arena of competition and cooperation.

Questions to guide the reading:

Who are the 'Arctic states', and which institutions are active in Arctic governance?

What are the main issues in Arctic energy politics?

What are the main aims of Russia's Arctic strategy?

How do the issues of energy and environmental protection interact in the Arctic?

Core Reading

Keil, K., 2013. The Arctic: A new region of conflict? The case of oil and gas. *Cooperation and Conflict*, 6 June, 1-20

Further Reading

Arctic Strategy of the Russian government to 2020 and beyond. Available at:

<<http://www.iecca.ru/en/legislation/strategies/item/99-the-development-strategy-of-the-arctic-zone-of-the-russian-federation>> (English) [Accessed 20 January 2016].

Loe, J., 2011. *Driving forces in Russian Arctic policy*. Geopolitics in the High North Working Paper. [pdf] Available at:

<[http://www.geopoliticsnorth.org/images/stories/ attachments/econ_2011.pdf](http://www.geopoliticsnorth.org/images/stories/attachments/econ_2011.pdf)> [Accessed 20 January 2016].

Week 11. Special case study: the global natural gas market

This special case-study session considers several regional natural gas markets, and the gradual evolution towards a global natural gas market. This is an issue with particular relevance to Russia, which is the world's largest exporter of natural gas.

Core Reading

Aalto, P., 2014. European Energy Security: Natural Gas and the Integration Process. *Journal of Common Market Studies*, 52 (4), 758-774

Aguilera, R., Inchauspe, J., and Ripple, R., 2014. The Asia Pacific natural gas market: Large enough for all? *Energy Policy*, 65 (February), 1-6

Further Reading

Stern, J., and Rogers, H., 2014. *The Dynamics of a Liberalised European Gas Market: Key determinants of hub prices, and roles and risks of major players*. [pdf] Oxford Institute for Energy Studies (December 2014).

Vivoda, V., 2014. Natural gas in Asia: Trade, markets and regional institutions. *Energy Policy*, 74 (November), 80-90.

Week 12. International energy politics: current trends and future challenges.

This final session analyses current trends in energy production, trade, and consumption, identifying future challenges in the commercial and political spheres.

Questions to guide the reading:

What are the current trends in energy production, transportation, and consumption?

Which countries/regions are major energy producers, and which are major energy consumers? Will this change in the future?

What are the main current political challenges/flashpoints in world energy?

What are the main future challenges in world energy? How can these challenges be overcome?

Reading

There is no specific 'core reading' this week. Instead, students should read a selection of the reports listed below. This may include reading the short, 'executive summaries' from many reports, or reading a smaller number of reports in greater depth. Students are also encouraged to re-read the lecture notes from previous weeks.

BP, 2015. *World Energy Outlook to 2035*. [pdf] Available at: <<http://www.bp.com/content/dam/bp/pdf/energy-economics/energy-outlook-2015/bp-energy-outlook-2035-booklet.pdf>> [Accessed 20 January 2016].

BP, 2015. *Statistical Review of World Energy*. [pdf] Available at: <<http://www.bp.com/en/global/corporate/energy-economics/statistical-review-of-world-energy.html>> [Accessed 20 January 2016].

Energy Information Administration (EIA), 2015. *Annual Energy Outlook: Forecast to 2040*. [pdf] Available at: <[http://www.eia.gov/forecasts/aeo/pdf/0383\(2015\).pdf](http://www.eia.gov/forecasts/aeo/pdf/0383(2015).pdf)> [Accessed 20 January 2016].

Energy Research Institute of the Russian Academy of Sciences, 2014. *Global and Russian Energy Outlook to 2040*. [pdf] Available at: <http://www.eriras.ru/files/2014/forecast_2040_en.pdf> [Accessed 20 January 2016].

ExxonMobil, 2015. *Outlook for energy: a view to 2040*. [pdf] Available at: <http://cdn.exxonmobil.com/~media/global/files/outlook-for-energy/2015-outlook-for-energy_print-resolution.pdf> [Accessed 20 January 2016].

Eurogas, 2013. *Long-term Outlook for Gas to 2035*. [pdf] Available at: <<http://www.eurogas.org/media-centre/publi->

cations/?tx_ttnews%5Bpointer%5D=1&cHash=9027b4265e
 dogoe5a12fc75ceffb1e4d> [Accessed 20 January 2016].

Eurogas, 2015. *Statistical Review*. [pdf] Available at:
 <<http://www.eurogas.org/uploads/2016/flipbook/statistical-report-2015/index.html>> [Accessed 20 January 2016].

IEA, 2014. *World Energy Outlook*. [pdf] Available at:
 <<http://www.iea.org/textbase/npsum/weo2014sum.pdf>>
 [Accessed 20 January 2016].

IEA, 2014. *Medium-Term Gas Market Report*. [pdf] Available
 at:
 <https://www.iea.org/publications/freepublications/publication/MTGMR2014_free.pdf> [Accessed 20 January 2016].

IEA, 2014. *Medium-Term Oil Market Report*. [pdf] Available
 at: <http://www.iea.org/publications/freepublications/publication/MTOMR2014_free.pdf> [Accessed 20 January 2016].

IEA, 2015. *World Energy Outlook – Executive Summary*. [pdf]
 Available at: <http://www.iea.org/publications/freepublications/publication/WEB_WorldEnergyOutlook2015ExecutiveSummaryEnglishFinal.pdf> [Accessed 20 January 2016].

IEA, 2015. *Medium-Term Gas Market Report – Executive
 Summary*. [pdf] Available at:
 <<https://www.iea.org/Textbase/npsum/MTGMR2015SUM.pdf>> [Accessed 20 January 2016].

IEA, 2015. *Medium-Term Oil Market Report – Executive
 Summary*. [pdf] Available at:
 <<https://www.iea.org/Textbase/npsum/MTOMR2015sum.pdf>> [Accessed 20 January 2016].

IEA, 2015. *Key World Energy Statistics*. [pdf] Available at:
 <https://www.iea.org/publications/freepublications/publication/KeyWorld_Statistics_2015.pdf> [Accessed 20 January 2016].

OPEC, 2015. *World Oil Outlook*. Vienna: OPEC. [pdf] Available
 at:
 <http://www.opec.org/opec_web/static_files_project/media/downloads/publications/WOO%202015.pdf> [Accessed 20 January 2016].

Platts, 2015. *Global Energy Outlook 2016*. [pdf] Available at:
 <https://www.platts.com/IM.Platts.Content/insightanalysis/insightmagazine/2015/2015_gea_insight_zmags.pdf>
 [Accessed 20 January 2016].

Shell. *New Lens Scenarios*. [pdf] Available at: <<http://www.shell.com/energy-and-innovation/the-energy-future/shell-scenarios.html>> [Accessed 20 January 2016].

Statoil, 2015. *Energy Perspectives to 2040*. [pdf] Available at: <<http://www.statoil.com/en/NewsAndMedia/News/EnergyPerspectives/Downloads/Energy%20Perspectives%202015.pdf>> [Accessed 20 January 2016].

World Energy Council, 2013. *World Energy Scenarios to 2050*. [pdf] Available at: <<http://www.worldenergy.org/publications/2013/world-energy-scenarios-composing-energy-futures-to-2050/>> [Accessed 20 January 2016].

Evaluation

The weighting of the the overall assessment is as follows:

Class participation 25% Mironova, Sharples

Presentation 25% Mironova, Sharples

End of semester essay 50% Mironova, Sharples

The evaluation process will be handled jointly by the instructors of the course. Presentations and essays on will be graded by Dr. Sharples and Ms. Mironova. Class participation grade will be an average of grades given for participation in classes by Ms. Mironova and Dr. Sharples.

The Aesthetics of Privacy: Reading and Writing under Conditions of Globalization – S1623

Klaus Benesch

Ludwig-Maximilians-Universität

Course description

Both writing and reading have frequently been associated with social and spatial isolation: one writes (and reads) at home, in the privacy of a study, a bedroom, an attic – in any case, a space set apart from public attention and social interaction. Though shot through with ideas and themes that originated in public discourses (i.e. ‘out there’), the production of art – particularly written art, poetry, novels, essays, journals etc.– remained for a long time a quintessentially private enterprise.

There’s little doubt that one never writes (or reads for that matter) from scratch: our compositions and the way we make sense of any text is determined by what we already know and by the socio-cultural surroundings. To read and write means to participate in specific cultural discourses, to reproduce and, at best, to add to these discourses as they unfold from a particular time and (market-) place.

Writing and reading are thus fundamentally social activities, yet they thrive, quite paradoxically, on the belief that they are pursued individually and independently of the social context.

In this class we will discuss the impact of mass media and global electronic networks regarding the alleged ‘privacy’ of writing/reading. We will ask about the changing role of literature today, in an age of crowd-sourcing and free electronic publishing outlets; and finally, we will look at culturally specific manifestations of the aesthetics of privacy, by juxtaposing concepts of art and privacy both in American mainstream culture and in the context of minorities, such as African Americans and other ethnic groups.

The aims of this class are:

- a) to develop an understanding of the key issues regarding the history and production of literature and the arts under conditions of globalization;
- b) to develop an understanding of the importance of concepts of ‘privacy’ and globalization for the study of modern literature and the various forms of writing/reading they have spawned;
- c) to develop a further understanding of the significant changes in the way we engage literary productions, both as critics, academics, and as general readers;

Learning Outcomes

By the end of the class, successful students should have

Klaus Benesch

MA and Dr. Phil. (LMU); Dr. Habil. (Freiburg). Full Professor (Chair) of the Department of English and American Studies at LMU. Previously taught at the Universities of Duesseldorf, Freiburg and Bayreuth (Germany). Was Exchange Professor at the University of Massachusetts and the Weber State University, Utah and Visiting Professor at Stanford University, in the US. Was Dean and Dean of Research of the LMU School of Languages and Literatures. He is Director and Board member of the Bavarian American Academy (BAA). He was faculty member of the International Program at Ca’ Foscari. Research areas include: 19th and 20th century American literature and culture; architecture, urbanism, and history of technology; media theory and visual cultures; ethnic literatures and Diaspora studies.

- i) significantly increased their understanding of the history of writing and reading in a globalized world;
- ii) displayed the ability to develop an articulate line of argument in oral presentations;
- iii) further developed their researching and writing skills, and shown their ability to use interdisciplinary approaches if applicable and appropriate;

Teaching and Learning Strategies

The class will provide an introduction to or consolidation of key analytical themes and interpretations, rather than supply basic factual information, which students are expected to gain through their own reading. Selected themes will then be explored in individual session, preferably by way of discussion groups. These groups are central to the development of the course, and participation and performance therein will be reflected in the final grade. It is essential that students attend seminars, and that they come prepared to discuss the relevant topic[s].

Plagiarism

Students' attention is drawn to the VIU Guidelines, Faculty regulations, and the *MLA Handbook for Writers of Research Papers*, regarding plagiarism (i.e. passing someone else's words off as your own). All direct quotations must be indicated with quotation marks and accurately footnoted. Plagiarism is a serious offence and will result in 0 credits for the class.

Deadlines

The two papers should be submitted according to a deadline, agreed upon by all participants during the first session of the respective class. One piece should be handed in by each of the deadlines. The first deadline is **Friday, May 20**; the second deadline is within 7 days after presentation in class, i.e. the following week.

General Remarks

Students are strongly reminded that their performance on this class depends heavily on their own reading and other preparation work. It is expected that the required papers will be well-researched. To this end an extensive bibliography will be available in class as well as on the VIU web-site. Most importantly, students are expected to make

interdisciplinary connections wherever possible in all parts of their assessment of a specific topic. The moderator/professor is always willing to supply guidance and suggestions regarding both topics and methodology, and is available at mutually arranged times for tutorial assistance.

Syllabus

February 23/25 Introduction

Themes and scope of the class: forms, methods, and critical approaches

March 1/3 History

Privacy: The public and the private sphere (Arendt, Sennet); the rise of the middle class and the demand for privacy (Habermas); cultures of privacy and electronic mass media (Franzen)

March 8/10 History

Aesthetics: The production of art and its critical reception; platonic vs. mimetic approaches; art vs. society; art in the age of mechanical reproduction: from the beautiful, to the sublime, to kitsch (Benjamin, Adorno, Barth); world art: art under conditions of globalization (Iyer)

March 15/17 Genre

Autobiography, journal writing, and self-discoursing practices (Shaftesbury's *Soliloquy*; William Byrd, *The Secret Diary*; Franklin's *Autobiography*)

March 22/24 continue: Genre

The transformation of 'private' forms: electronic performances of self (chatting; blogging; texting/sexting; Wikipedia; web design, computer games; talk shows etc.)

April 5/7 Intermission I

Herman Melville, "Bartleby, the Scrivener;" Franz Kafka, "The Hunger Artist"

April 12/14 Intermission II

John Barth, "Autobiography: A Self-Recorded Fiction;"

William Gaddis, *Agapé, Agape*

April 19/21 Contemporary Forms I
tba

April 26/28 Contemporary Forms II
tba

May 3/5 Contemporary Forms III
tba

May 10/12 Contemporary Forms IV
tba

May 17/19 Wrap up
General discussion; feedback on papers in progress and
course work

Evaluation

Assessment in this class is 60% from coursework, 40% from oral performance. Coursework will consist of one essay of approx. 2,000 words (40%), and 1,000 words of seminar-related work (20%). Students expected to present their seminar paper on the agreed date (except if an adequate documented reason applies). Students should familiarize themselves with the VIU Coursework Guidelines, available on the VIU website, and in particular should note that all coursework, including seminar papers, must include foot/end-noted acknowledgement of sources and a full bibliography in the form specified in the Guidelines, unless specific instructions are given otherwise. Essay questions will be available online, on the course e-learning platform, during the semester.

General Study Material, Websites, Links, etc.

Abbot, H. Porter. "Autobiography, Autography, Fiction: Groundwork for a Taxonomy of Textual Categories." *New Literary History* 19.3 (1988): 597-615.

Arendt, Hannah. *The Human Condition*. Chicago, IL: The University of Chicago Press, 1958.

Baumann, Zygmunt. "Privacy, Secrecy, Intimacy, Human Bonds, Utopia – and Other Collateral Casualties of Liquid Modernity." In: *Modern*

- Privacy: Shifting Boundaries, New Forms*. Ed. Harry Blatterer, Pauline Johnson, and Maria R. Markus. New York: Palgrave Macmillan, 2010. 7-22. Print.
- Bennett, Colin, and Charles Raab. "The Privacy Paradigm." *The Surveillance Studies Reader*. Ed. Sean P. Hier and Joshua Greenberg. New York: The Open University, 2007. 337-53. Print.
- Burkart, Günter. "When Privacy Goes Public: New Media and the Transformation of the Culture of Confession." *Modern Privacy: Shifting Boundaries, New Forms*. Ed. Harry Blatterer, Pauline Johnson, and Maria R. Markus. Palgrave Macmillan 2010. 23-38. Print.
- Franzen, Jonathan. "Imperial Bedroom: The Real Problem with Privacy? We Have Too Much of It." *The New Yorker* 12 (October 1998): 48-53. Print.
- Habermas, Jürgen. *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society, Polity* (1962). Trans. Thomas Burger and Frederick Lawrence. Cambridge: MIT Press, 1989. Print.
- Igo, Sarah E. "The Beginnings of the End of Privacy." *The Hedgehog Review*. 17.1 (Spring 2015): 18-29.
- Lepore, Jill. "Privacy in an Age of Publicity." *The New Yorker*. June 24 (2013). <http://www.newyorker.com/magazine/2013/06/24/the-prism>
- Miller, J. Hillis. *The Ethics of Reading*. New York: Columbia UP, 1987.
- Ramirez, Jesse R. "Contemporary Cultures of Privacy, or, Rethinking the 'Privacy Panic': Shopping, Sexting, Surveillance." *Cultures of Privacy*. Eds. Karsten Fitz and Bäbel Harju. Heidelberg: Winter, 2015. 275-87.
- Schulte-Sasse, Jochen. "The Prestige of the Artist under Conditions of Modernity." *Cultural Critique* 12 (Spring, 1989): 83-100.
- Sennett, Richard. *The Fall of Public Man*. New York: Knopf, 1977. Print.
- Smith, Sidonie and Julia Watson. "Getting or Losing a Life? Privacy, 'Transparency,' and Self-Presentation Online." *Cultures of Privacy*. Eds. Karsten Fitz and Bäbel Harju. Heidelberg: Winter, 2015. 259-71.

Cities After 9/11— S1624

Min Hyoung Song
Boston College

Course Description

This course starts by looking at the ways in which fiction in particular has sought to make sense of the significance of the attack on the World Trade Center on September 11, 2001, and then moves on to consider how other major public events that followed, such as the war in Iraq, Hurricane Katrina, and the Great Recession, have become part of a larger narrative that begins with this earlier sensational event. As the range of our attention expands, so will the kind of material we will look at: long-form journalism, creative nonfiction, memoir, film, and photography. Cities remain at the center of our attention, as the very experience of living in a city, and maybe even the very idea of the city itself, in the US has been affected by this larger narrative. In particular, we will consider how concern for security, heightened surveillance, racial animosities, and fear of the government impede the ability to imagine sustainable futures for cities in the US and abroad. We will also consider how paying attention to significant public events can help us to understand our present differently, and perhaps offer alternative—and even desirable—ways of living together. The course is divided into five sections: trauma, Iraq, Katrina, financial crisis, and social alternatives.

Syllabus

1. TRAUMA

Trauma is an old idea that became prominent in the late twentieth century. Its focus is on a sudden, violent, disruptive act that leaves the persons who suffered the act unable to make sense of what has happened to them. There's a kind of blank where the memory should be, which in turn often elicits a reenactment to bring what eludes memory into narrative control. This is the concept we will be thinking about as we look at Don DeLillo's novel about several characters living in the immediate aftermath of the World Trade Center attacks. Laura Tanner's essay also invites us to think about how many people's desire to find some way to "touch" actual remnants of the attack creatively responds to the need for reenactment, while Richard Grey and Rachel Greenwald Smith's essays consider possible problems with the way 9/11 is imagined in contemporary fiction.

23/2 Welcome

25/2 DeLillo 3-49

1/3 DeLillo 50-153

Min Hyoung Song

AB in English Literature (Michigan at Ann Arbor); MA and PhD in English and American Literature (Tufts). He is Professor of English at BC, where he directs the Asian American Studies Program. was former Editor of the *Journal of Asian American Studies* and former director of the English MA program at BC. Author of two books and several academic articles, he is coeditor of *The Cambridge History of Asian American Literature* (Cambridge, forthcoming) and currently working on a new book manuscript tentatively entitled "Climate Change and the Imagination of the Everyday."

3/3 DeLillo 154-207; reflection paper 1 due
8/3 DeLillo 208-246; Gray (.pdf); Smith (.pdf)
10/3 Tanner (.pdf)

2. IRAQ

Trauma again plays a large part in the artist Wafaa Bilal's memoir and journal of a performance installation he produced. For many days, Bilal locked himself into a room with an automated paint gun that could be controlled by strangers on the internet. Would they shoot at him? How often? What would it be like to exist with the constant threat of being shot at? These are the kinds of questions Bilal asks as he tries to use this installation to make more concrete what it might be like to live in a warzone like Iraq during the US invasion and occupation. Essays by Evelyn Alsutany and Cynthia Young considers the ways in which popular narratives shape US perceptions of Muslims. These essays help us to consider what might be unique, or distinctive, about Bilal's artwork.

15/3 Bilal 1-94
17/3 Bilal 95-138; reflection paper 2 due
22/3 Bilal 139-177; Alsutany(.pdf)
24/3 Young (.pdf); midterm check-in
BREAK

3. KATRINA

How do we define the present? What happens when we foreground the devastation of Hurricane Katrina rather than the terror of 9/11 in our periodization of the present? We will think first about who we mourn for, and who our grief might leave out. This relates in particular to how all human life is not measured equally, but rather some lives seem simply more valuable than others. The philosopher Judith Butler and the journalist Sheri Fink will provide a framework for thinking about this incongruity, and then we will see a documentary together that will give us more of a sense of what happened in New Orleans after Katrina. Rebecca Solnit and David Harvey provide us with alternative ways of thinking about community and life in a city.

5/4 Butler; Fink (.pdf/also online)
7/4 Film Screening: "Trouble the Water"
12/4 Solnit (.pdf)
14/4 Harvey (.pdf); reflection paper 3 due

4. FINANCIAL CRISIS

Another way scholars try to periodize the present is by turning the financial crisis of 2008 caused by the sudden insolvency of several major banking institutions. Gary Shteyngart's satirical and funny novel *Super Sad True Love Story* imagines a future marked by this moment of financial crisis. Surveillance, indebtedness, omnipresent personal telecommunication, and shifting urban boundaries are an important part of this future, and are obviously also a part of our own present. How well does this novel help us to think differently about our experiences of living in cities? What kind of uncertainties, especially related to the economy, do we find ourselves having to cope with?

19/4 Shteyngart 3-98

21/4 Shteyngart 99-1142

26/4 Shteyngart 143-232

28/4 Shteyngart 233-261

5. HOPE

It's not a stretch to say that much of the story-telling that has emerged after 9/11 has been depressing and pessimistic. We seem often to be perpetually on the edge of a major catastrophe, or recovering from one, or coping with governments that only exacerbate pre-existing problems. Can we imagine ways of being together that aren't so pessimistic while still remaining attuned to the grave challenges we face in a post-9/11 world? The end of Shteyngart's novel partly addresses this question, and Jennifer Egan's formally complex (and thoroughly enjoyable) novel *A Visit from the Goon Squad* addresses this question even more directly.

3/5 Shteyngart 262-331

5/5 Egan 3-38; reflection paper 4 due

10/5 Egan 39-165

12/5 Egan 166-233

17/5 Egan 234-340

19/5 Discussion

TAKE-HOME FINAL EXAM (due date to be determined)

Evaluation

Class participation and co-lead class discussion (30%); four 2-3 page guided reflection papers (40% each); reverse final exam (30%).

Co-lead class discussion. Depending on class size, I will ask you as indi-

viduals or as a group to come up with discussion questions and lead the first part of class discussion.

Regular attendance, appearance on time, attentiveness to what's happening in class, contributing to discussions, and doing all of the required reading are essential to this course, especially as it will be discussion based. Please be sure to maintain all absences to a minimum and appear on time. Class participation is REQUIRED as per VIU attendance policy. If you are ill, you must contact me by email.

Since you are all adults, I do not feel comfortable prohibiting the use of computers or other electronic devices in class. However, I want to discourage their use in the strongest manner possible. The latest research in student learning suggest people learn better when they write down their notes rather than type them into a computer (for instance, see <http://pss.sagepub.com/content/25/6/1159>). Use of such electronic devices can also be distracting for other students, whose attention will inevitable be drawn to whatever is on your screen as opposed to what's happening in class.

Reflection papers are designed to guide reflection on readings and class discussion.

_ Reflection Paper 1 (3/3)

What is trauma? In what ways does *Falling Man* represent what seems so difficult to represent?

_ Reflection Paper 2 (17/3)

In your opinion, is Bilal's art installation a good way to communicate the trauma of being in a warzone? How is Bilal's representation of trauma different than DeLillo's?

_ Reflection Paper 3 (14/4)

Can a major disaster, like Hurricane Katrina, force us to think differently about how we live together? How might such a disaster affect who we value and care about, and who we might view as somehow dispensable?

_ Reflection Paper 4 (5/5)

What has changed about everyday experiences of city living since 9/11? Are these changes restricted to the US, or are they international?

Reverse Final Exam. This is a take-home exam that requires you to design a final exam, and justify the questions you ask in terms of the intellectual content and aims of the course. Why are these questions good ones? What do they demonstrate? This exam should keep in mind the goals of the course, and consider how a test can assess how

well these goals are being met. A strict limit of ten double-space pages will be imposed on this exam. A hand-out will be given explaining this final assignment in more detail.

Readings

Books:

Don DeLillo, *Falling Man*

Wafaa Bilal, *Shoot an Iraqi: Art, Life and Resistance Under the Gun*

Gary Shteyngart, *Super Sad True Love Story*

Jennifer Egan, *A Visit from the Good Squad*

Shorter Pieces (distributed electronically):

Richard Gray, "Open Doors, Closed Minds: American Prose Writing at a Time of Crisis," *American Literary History* 21:1 (Spring 2009): 128-151.

Rachel Greenwald Smith, "Organic Sharpnel: Affect and Aesthetics in September 11 Fiction," *American Literature* 81:1 (March 2011): 153-174.

Laura Tanner, "Holding On to 9/11: The Shifting Ground of Materiality," *PMLA* 127:1 (2012): 58-76.

Evelyn Alsutany, "Arabs and Muslims in the Media after 9/11: Representational Strategies for a 'Posttrace' Era," *American Quarterly* 65:1 (March 2013): 161-169.

Cynthia Young, "Black Ops: Black Masculinity and the War on Terror," *American Quarterly* 66:1 (March 2014): 35-67.

Judith Butler, "Violence, Mourning, Politics," from *Precarious Life: The Powers of Mourning and Violence* (London: Verso, 2004).

Sheri Fink, "The Deadly Choices at Memorial," *New York Times Magazine* (August 25, 2009).
<http://www.nytimes.com/2009/08/30/magazine/3doctors.html?pagewanted=all>

Rebecca Solnit, "New Orleans: Common Grounds and Killers" and "Epilogue," from *A Paradise Built on Hell: The Extraordinary Communities that Arise in Disaster* (New York: Penguin, 2010).

David Harvey, "The Right to the City," *New Left Review* 53 (September-October 2008): 23-40.

Management of the Industrial and Crafts Heritage – S1625

Giovanni Luigi Fontana, Andrea Caracausi
Università degli Studi di Padova

Course description

This course aims to bring together the perspectives of material and immaterial heritage, allowing students to familiarize themselves with a key asset of our contemporary world. The current processes of de-industrialization in many countries across the globe invite us to reflect on the potential offered by the material heritage built environment, cities and regions. On the other hand, as these industries often relied on the long-term evolution of crafts and technical skills, preserving and managing the knowledge of that immaterial heritage represent a challenge for creative industries, museum curators and policy-makers. We will demonstrate therefore the importance of linking history and planning together as well as the role of historical approaches to industrial and crafts heritage.

Learning outcomes of the course

- _ Understanding how to manage the industrial and crafts heritage;
- _ Reading, analysis and discussion of texts on the industrial and crafts heritage;
- _ Linking theoretical approaches and best practices of the industrial and crafts heritage;
- _ Ability to reconstruct industrial and craft stories for storytelling;
- _ Skills in analyzing primary sources and digital tools (web-planning) to promote industrial and craft heritage;

Teaching methods

The course will be based on lectures, class-discussions, and group activities. We will discuss pre-circulated papers, scientific articles and book-chapters on each topic of the course in order to facilitate debate and stimulate critical thinking.

We will combine scientific academic articles with other tools, such as iconography, films, and web sites. The use of primary sources, databases and digital tools will also be introduced and encouraged. Sessions will be diversified and practice in active learning will be acquired through paper writing, working-groups, web site planning and promotion as well as trips to industrial sites and museums. The final aim is to combine theoretical knowledge with actual practices.

Co-curricular activities include two seminars given by museum curators and specialists in media & communication and trip-visits to museums and industrial sites.

Giovanni Luigi Fontana

Full Professor of Economic History, Head of the Department of Historical and Geographic Sciences and the Ancient World and member of *Senato Accademico* at the University of Padova. Also taught at the University of Udine and at Ca' Foscari and was visiting professor to the *École des Hautes Etudes en Sciences Sociales* in Paris. He is a member of the Steering Committee of the *Società Italiana degli Storici dell'Economia* (SISE) and coordinator of the French-Italian Committee for Economic History. Author and/or editor of over 200 articles, essays and volumes concerning economic and social history, with particular reference to the history of industry, entrepreneurial activity and institutions representing economic interests. Supervises several scientific collections and is creator and co-director of the work "Il Rinascimento italiano e l'Europa" in twelve volumes. He is co-author of *An Economic History of Europe. From expansion to development*, the only Italian economic history manual translated in English and Spanish.

Andrea Caracausi

B.A. in History (Padova) and a Ph.d. in Economic and Social History (Bocconi University, Milan). He is Assistant Professor in Early Modern History and Economic History at the Department of Historical and Geographic Sciences and the Ancient World of the University of Padova. He has been Adjunct Professor in Business History and Economic History at the Universities of Bocconi-Milan (2010), Trieste (2011-12), Venice-Ca' Foscari (2011-12) and

Syllabus and Readings

The course will be organized as follows. Part I and II will be more theoretical and will be devoted to the understanding of the history and methodology of industrial and crafts heritage. Part I (12 hours) will focus on learning of the history of industry and crafts, with a focus on a time and space frame, main topics and historiographical debates. Part II (12 hours) will stimulate students to develop the knowledge acquired in Part I through the use of sources, methodologies and digital tools. Working groups on one or more topics of the course will be organized. Part III (12 hours) will focus on the learning of best practices related to the industrial and crafts heritage through trips and guest lectures. The relevance of the Italian Renaissance heritage in the 'Made in Italy' brand will be placed in a global and long-term perspective.

- 1) Part I: *The history of crafts and industry in a global and long-term perspective*. We will present and discuss the main topics in the history of craft and industry during the last millennium.

Teaching material:

Farr, James R. (edited by). *Artisans in Europe, 1300-1914*. Cambridge University Press, 2000 (selected chapters)

Lucassen, Jan, Tine De Moor, and Jan Luiten van Zanden (edited by). "The Return of the Guilds: Towards a Global History of the Guilds in Pre-Industrial Times." *International Review of Social History* 53, 2008: 5–18 (selected chapters)

Pollard, Sidney. *Peaceful conquest: the industrialization of Europe*. Oxford, Oxford university press, 1982 (selected chapters)

Di Vittorio, Antonio (edited by). *An economic history of Europe: from expansion to development*. London [etc.] Routledge, 2006 (selected chapters)

- 2) Part II: *Sources and Methods for the industrial and crafts heritage*.

This part will introduce students to the main sources and methods for the industrial and crafts heritage. Active learning techniques will be used and working groups will be organized around one or more topics of the course.

Teaching material:

A collection of primary sources, databases and digital tools;
Riello, Giorgio, Gerritsen, Anne (eds.) *The Global Lives of Things: The Material Culture of Connections in the First Global Age* (London: Routledge, forthcoming 2015)

Adamson, Glenn, Riello, Giorgio, Teasley, Sarah (edited by). *Global*

Verona (2013). He was Research Fellow at the Universities of Bocconi, Ca' Foscari and Padua. Was Visiting Scholar at EHSS, Paris, and at the University of Cambridge, England, and Visting Fellow at the University of Glasgow, Scotland. Author of the book *Dentro la bottega. Culture del lavoro in una città d'età moderna* (Venice: Marsilio, 2008) and several articles and essays on the social and economic history of Italy and the Mediterranean, with a focus on work cultures and labour relations, guilds, labour market, merchant institutions and legal proceedings during the early modern period.

Design History London , New York Routledge, 2011
Hudson, Kenneth. *World industrial archaeology*, Cambridge, Cambridge university press, 1979
Cossons, Neil. *Perspectives on industrial archaeology* London science museum, 2000 .
Preite, Massimo. *Towards a European heritage of industry*, C&P Adver Effigi, 2014

3) Part III: *Industrial and crafts heritage: best practices.*

Teaching material:

Alfrey, Judith, and Putnam, Tim. *The industrial heritage : managing resources and uses*. London Routledge, 1992
Negri, Massimo. *Industrial Museums*, in Douet, James. *Industrial heritage re-tooled : the TICCIH guide to industrial heritage conservation*. Lancaster Carnegie, 2012.
Guest lectures and visits to museums and industrial sites of Venice and Northern Italy

Evaluation

Evaluation will be based on:

- _ Class participation (20%)
- _ Working groups (20%)
- _ A report (30%) on trips and visits
- _ Final presentation (40%) in class

Fall 2016 Seminars

February 14-17

Concepts of prose and prose fiction

Prof. Dr. Annegret Heitmann,
Institut für Nordische Philologie,
LMU

March 14-18

Organizational Development: Theory and Practice

Prof. Dr. Felix Brodbeck, Dept. of
Psychology, LMU
Dipl. Psych. Tom Schiebler, Dept.
of Psychology, LMU
Eleni Georganta, M. Sc., Dept. of
Psychology, LMU

May 9-13

Coaching in complex systems

Prof. Mechthild Schäfer, Dept. of
Psychology, LMU
Ass. Klaus Starch, Dept. of
Psychology, LMU

May 16-20

Cyber Law

Prof. Dr. Johannes Hager, Dept. of
Law, LMU

May 30 - June 3

Polysemy: Concept Networks and Constructions *

Prof. Dr. Dietmar Zaefferer,
Institute of Theoretical
Linguistics and MCMP, LMU
Dr Andrea Schalley, School of
Languages and Linguistics,
Griffith University

Students must register at least
one month before the seminar
commences. Apply to [shss@uni-
viu.org](mailto:shss@uni-
viu.org)

* Subject to approval by the
Academic Council

**Fall 2016
Courses****History of Venice**

Luca Pes, VIU

**Italian Contemporary History
in Films**

Luca Pes, VIU

Art and Architecture in**Renaissance Venice**

Alessandra Pattanaro/Barbara

Savy,

Università degli Studi di Padova

Italian Fashion Design

TBD

**Italian for Foreigners - beginner,
intermediate, upper-intermediate
levels**

Massimo Brunzin (coordinator),

Venice International University

Comparing East and West

Dennis Shirley, Boston College

Gender Studies

Luca Trappolin,

Università degli Studi di Padova

Intercultural Communication

Elisabetta Pavan,

Università Ca' Foscari Venezia

**Identity, Heritage and
Globalization**

TBD

**Globalization, Ethics, Welfare
and Human Rights**

Hans-Martin Schönherr-Mann,

Ludwig-Maximilians-Universität

**Global Governance for Peace
and Security, Cooperation
and Development**

Hatsue Shinohara,

Waseda University

**Specialization Track: Economics
and Technology applied to
Cultural Heritage****Digital Tools for the Humanities:
Critical Perspectives**

Dennis Shirley, Boston College

**The Ethics of Technological
Society**

Hans-Martin Schönherr-Mann,

Ludwig-Maximilians-Universität

**Fundamentals of Web Based
Multimedia Communication**

Victoria Szabo, Duke University

Digital Storytelling

Victoria Szabo, Duke University

Digital Tools for Humanities

Caterina Balletti,

Università luav di Venezia

**Economics and Management
of the Arts**

Bruno Bernardi,

Università Ca' Foscari Venezia

**Training in UNESCO World
Heritage Studies**

Giorgio Gianighian,

Università luav di Venezia

Everyday Life in Ancient Greece

Moshe Fischer, Tel Aviv

University

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

Moshe Fischer, Tel Aviv University

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

Guido Zucconi/Isabella di Lenardo,

Università luav di Venezia

History of US-Japan Relations

Hatsue Shinohara, Waseda

University

Academic Calendar**Fall 2016**

Orientation week

September 5-9

Opening Ceremony

September 8

Courses begin

September 12

Midterm break

October 31-November 4

Courses end

December 9

Exam week

December 12-16

National holidays

November 1, November 21,

December 8

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
Contacts:

tel. +39 041 234 9428 / 9482
bibliodais@unive.it

Opening hours:
from Monday to Friday
9.00 am - 18.00
Additional library services till
17.30 only

**Library of European
and Postcolonial Studies (SLEP)**

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	<p>S1605 Italian for Foreigners:beginner, intermediate, upper intermediate levels, Brunzin x3</p> <p>S1619 Cities, Global Change and Sustainable Development, Turvani/Basso</p>	<p>S1605 Italian for Foreigners:beginner, intermediate, upper intermediate levels, Brunzin x3</p> <p>S1616 In the shadow of terror: Can good things come out of bad experiences?, Solomon</p>
11.00-12.30	<p>S1605 Italian for Foreigners:beginner, intermediate, upper intermediate levels, Brunzin x2</p> <p>S1601 History of Venice, Pes</p> <p>S1602 Art and Architecture in Renaissance Venice, Pattanaro/Savy</p>	<p>S1605 Italian for Foreigners:beginner, intermediate, upper intermediate levels, Brunzin x2</p> <p>S1622 Introduction to Energy Politics, Sharples/Mironova</p> <p>S1610 The Family - A Safe Haven or a Battle Field, Solomon</p>
13.30-15.00	<p>S1607 Gender Studies, Avanza</p> <p>S1611 Print Culture and Readers in Modern Japan, Wada</p> <p>S1618 Globalization, Environment and Sustainable Development, Musu/Mannino</p>	<p>S1621 Introduction to World Oil and Gas Markets, Sharples/Mironova</p> <p>S1624 Cities After 9/11, Song</p> <p>S1623 The Aesthetics of Privacy: Reading and Writing under Conditions of Globalization, Benesch</p>
15.15-16.45	<p>S1606 Comparing East and West, Wada</p> <p>S1615 Nationalism in a Globalized World, Avanza</p> <p>S1603 Italian Contemporary History in Films, Pes</p>	<p>S1617 The Artful Things of Climate Change, Song</p> <p>S1609 The infinite unveiled to the gaze: forms of representation between Orient and Occident, De Rosa</p> <p>S1608 Intercultural Communication, Scarpa</p>
17.00-18.30	<p>VIU Movie Series Movies on Italy and Venice and movies proposed by VIU international students body in original language with English subtitles</p>	<p>S1625 Management of the Industrial and Crafts Heritage, Fontana/Caracausi</p> <p>S1612 Identity, Heritage and Globalization, Benesch</p>

Weekly Schedule

Wednesday

S1605 Italian for Foreigners:beginner, intermediate, upper intermediate levels, Brunzin x3

S1619 Cities, Global Change and Sustainable Development, Turvani/Basso

S1605 Italian for Foreigners:beginner, intermediate, upper intermediate levels, Brunzin x2

S1601 History of Venice, Pes

S1602 Art and Architecture in Renaissance Venice, Pattanaro/Savy

S1607 Gender Studies, Avanza

S1611 Print Culture and Readers in Modern Japan, Wada

S1618 Globalization, Environment and Sustainable Development, Musu/Mannino

S1606 Comparing East and West, Wada

S1615 Nationalism in a Globalized World, Avanza

S1603 Italian Contemporary History in Films, Pes

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

Thursday

S1605 Italian for Foreigners:beginner, intermediate, upper intermediate levels, Brunzin x3

S1616 In the shadow of terror: Can good things come out of bad experiences?, Solomon

S1605 Italian for Foreigners:beginner, intermediate, upper intermediate levels, Brunzin x2

S1622 Introduction to Energy Politics, Sharples/Mironova

S1610 The Family - A Safe Haven or a Battle Field, Solomon

S1621 Introduction to World Oil and Gas Markets, Sharples/Mironova

S1624 Cities After 9/11, Song

S1623 The Aesthetics of Privacy: Reading and Writing under Conditions of Globalization, Benesch

S1617 The Artful Things of Climate Change, Song

S1609 The infinite unveiled to the gaze: forms of representation between Orient and Occident, De Rosa

S1608 Intercultural Communication, Scarpa

S1625 Management of the Industrial and Crafts Heritage, Fontana/Caracausi

S1612 Identity, Heritage and Globalization, Benesch

Friday

Rescheduled classes

N.B. already fixed:
8 April,
29 April (reschedule of all classes of Monday 25 April - National Holiday)

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:
March 28, April 25, May 1
MIDTERM BREAK:
March 28-April 1

	February	March
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15	Orientation Week	
16	Orientation Week	
17	Orientation Week	
18	Orientation Week	
19	Opening Ceremony	
20		
21		
22	Courses begin	
23		
24		
25		
26		
27		
28		National holidays
29		Midterm break
30		Midterm break
31		Midterm break

April

Midterm break

National holidays

May

National holidays

National holiday

Courses end

Exam week

Exam week

Exam week

Exam week

Exam week

June

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15, 69, 140, 141 Climate Change
14, 37, 133, 140, 141 Comparing East and West
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133 Digital Tools for Humanities
133 Digital Tools for the Humanities: Critical Perspectives
133 Economics and Management of the Arts
133 Everyday Life in Ancient Greece
133 Fundamentals of Web Based Multimedia Communication
13, 39, 133, 140 Gender Studies
14, 133 Global Governance for Peace and Security, Cooperation and Development
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**can I DO
an INTERNSHIP?
IS THERE a PC
LABORATORY?
are THERE
SITE VISITS?**

**THIS
semester
I WANT
TO...**