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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 Ministry of Environment and the National Research Council (CNR).

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



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 and Design
5. Italian for Foreigners

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

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

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

9. Identity, Heritage and Globalization
10. Globalization, Ethics, Welfare and Human Rights
11. Global governance for peace and security, cooperation and development

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

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

Environmental Management and Sustainable Development (Spring semester)

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

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

Academics

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

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:
Alberto Wang Ruiguang, eccocom@126.com
- _ 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

Online registration for courses

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

Tuition fees

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

Logistics

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

Co-curricular Activities

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

Internships and Mobility

1. Internships worldwide

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

Internships Worldwide (Cultural Heritage)

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

Internships Worldwide (Sustainable Development):

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

2. Internships in Italy

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

Internships in Italy (Cultural Heritage):

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

Internships in Italy (Sustainable Development):

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

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

For further information: globalization@univiu.org

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

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

Seminars and Summer Schools

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

Please contact: shss@univiu.org or summerschools@univiu.org

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

History of Venice

Luca Pes,
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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The Architectural and Urban Heritage of Venice in Modern and Contemporary Times

Guido Zucconi,
Isabella Di Lenardo,
Università Iuav di Venezia
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Italian Contemporary History in Films

Luca Pes,
Venice International University
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Italian Fashion and Design

cancelled

Italian for Foreigners – beginner, intermediate, upper intermedia- te levels

Massimo Brunzin (coordinator),
Andrea Centaro
and Claudia Meneghetti,
Venice International University
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Cultures of The World

Gender Studies

Martina Avanza,
Université de Lausanne
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Intercultural Communication

Elisabetta Pavan,
Università Ca' Foscari Venezia
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Comparing East and West

Kenji Hashimoto,
Waseda University
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China and Europe – Trade, Conflict, and Communication

Hans Kühner,
Ludwig-Maximilians-Universität
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Comparing Cultures. Russia between East and West: Geo-Political Models and their Cultural Context

Natalia Mazur,
Ilya Doronchenkov,
European University
at Saint Petersburg
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One Hundred Years of Chinese Cinema: Subjectivity and Collective Identities

Hans Kühner,
Ludwig-Maximilians-Universität
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Historical Geography of Jerusalem, Multicultural Heritage City

Gideon Biger,
Tel Aviv University
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Sports, Culture and Society

Orin Starn,
Katya Wesolowski,
Duke University
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Global Challenges

**Identity, Heritage
and Globalization**

Martina Avanza
Université de Lausanne
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**Globalization, Ethics, Welfare
and Human Rights**

Orin Starn, Katya Wesolowski
Duke University
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City and Immigration

Elena Ostanel
Università Iuav di Venezia
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**Global Governance
for Peace and Security,
Cooperation and Development**

Richard Nielsen
Boston College
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**National Borders in the Age of
Transnationalism**

Gideon Biger
Tel Aviv University
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**Economics, Management
and Digital Technologies
applied to Cultural Heritage**

**Training in UNESCO World
Heritage Studies**

Giorgio Gianighian
Università Iuav di Venezia
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**Digital Networking
and the Regions**

Kenji Hashimoto
Waseda University
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**Economics and Management
of the Arts**

Bruno Bernardi
Università Ca' Foscari Venezia
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Digital Tools for Humanities

Caterina Balletti,
Federico Boschetti
Università Iuav di Venezia
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**Cooperative, Self-Subsidization,
and Creative Leadership
Strategies For Arts and Cultural
Organizations**

Nielsen Richard
Boston College
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Additional courses

Great Works of Art Re-visited

Natalia Mazur, Ilya
Doronchenkov
European University
at Saint Petersburg
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Courses

History of Venice – F1501

Luca Pes

Venice International University

Various things make Venice a place of interest: the fact that it was built on waters and marshy lands; the way its inhabitants shaped the Lagoon and managed the environment; the relationship with Byzantium and the Eastern Mediterranean; 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 in 1797; the 19th Century cultural myth of its death; its rebirth with the Risorgimento of Italy; the creation of a new urban order, with the industrial port of Marghera and the beach resort at the Lido; the great social transformation of the 1950's-1970's; the alleged development into a "theme-park"; the way the city still presents an alternative notion of urban space and living.

The course covers all of these themes through interactive lectures and wide use of multimedia sources (images, videos, music), attempting to provide a broad introduction to ways to look at the history of Venice. The main focus will be on the relationship between the environmental setting, the morphology of the city, its social life, its political institutions, as a more general approach to local history, applicable elsewhere. References to spots and places in the city will be made during lessons, so as to encourage students to see traces of what told in class while walking in the city.

The course will involve site visits (Ghetto, Ducal Palace, Mobile Dams and Industrial Port).

Students are expected to contribute to 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 (from the reading list below; but an alternative text could be decided in agreement with Professor) and discuss it individually with the professor.

Course Outline

Freeing ourselves from stereotypes about Venice (today)

Narratives of the Origins (Ancient and Modern)

Luca Pes

B.Sc. (Econ.) in History and Government (LSE), Laurea in History (Ca' Foscari), Ph.D. in Italian Studies (Reading). Assistant Dean and Director of the SHSS at VIU, where he has taught every semester since the beginning of academic activities in 1997. Also Professor of Modern and Contemporary History at the Faculty of Philosophy of San Raffaele University in Milan. Taught Urban and Contemporary History at the Faculty of Regional Planning of Luav and Contemporary History at Ca' Foscari. Published mostly on Venetian 19th-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.

Life Strategies and Environmental Management (ante-1797)
The Construction of the City (800s-1500s)
Rise of Venice 726-1204
Expansion of Venetian Trade and Power 1204-1453
Decline and Fall 1453-1797
The Venetian Experience (ante-1797)
“Death” and Risorgimento of the City (in the 1800s)
Venice, industrial city (1866-1914)
Rise of Greater Venice (esp. 1920s-1950s)
Unfinished Greater Venice (1950s-today)
Debates about “Saving Venice” and about “Venice as Living City”
(1950s-today)
Perspectives (future)

Evaluation method

10% attendance and participation
20% individual oral discussion of a text
30% oral presentations in class
40% written research paper

Useful texts (all available in the library)

Giorgio Gianighian and Paola Pavanini, *Venice: the basics*, Gambier Keller 2010 (80 pages) – introduction to urban Venice as a built environment by two Venetian architectural historians (Gianighian teaches at VIU in the Fall semesters).

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

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

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

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

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

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

Art and Architecture in Renaissance Venice – F1502

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 also teaches Iconography and Iconology. Previously taught at VIU in Spring 2013 and in Spring and Fall 2014. Her fields of research: Venetian Cinquecento Painting and its relation 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 Apostles, the graphic and pictorial work of 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 Padua and Naples (Suor Orsola Benincasa). Worked for the Regional Board of the Ministry of Cultural Heritage and Environmental Conservation in Naples. Specialist in Renaissance painting in Venice and Northern Italy (esp. Ferrara, Brescia and Bergamo); Dosso Dossi, Moretto, Romanino and Moroni in particular. She has researched cases of patronage, notably by Alfonso I d’Este and by religious confraternities. Previously taught at VIU in Spring and Fall 2014.

“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)
- Sommerson, 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.

The Architectural and Urban Heritage of Venice in Modern and Contemporary Times – F1503

Guido Zucconi, Isabella Di Lenardo
Università Luav di Venezia

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

Learning outcomes of the course

Starting from a series of highlighted moments and from a number of case studies, we want students to get acquainted with the guidelines concerning cultural, historic and artistic heritage as relating to modern and contemporary Venice from the XVIII to XX century. During the course, students will become familiar with the principal architectural monuments and artistic reference points, in particular with those which are a constituent part of the urban context.

Evaluation

The course is organized around modules, based on both lessons and field trips which are intended to enhance a direct knowledge of the city and its architectural masterpieces. Students are expected to attend both class and visits regularly, attendance being compulsory for everybody (30% of the final evaluation). Reading will be designated on a regular basis according to the themes listed in the course outline. Writing a final paper of about 3 pages will be required at the end of the course on a specific subject (70% of the final evaluation).

Readings

Concina E., *A History of Venetian architecture*, Cambridge, 1998
Howard D., *The Architectural History of Venice*, London, Batsford, 1987
Zucconi G., *Venice. An Architectural Guide*, Venezia, Arsenale, 2007
Martineau J., ROBINSON A. (editors), *The glory of Venice: art in the eighteenth century*, Royal Academy of arts, London 1994
Lewis D., *Notes on XVIII century Venetian architecture*, “Bollettino dei Musei Civici veneziani”, n. XII, 1971
Plant M., *Venice: fragile city, 1797-1997*, New Haven/London, Yale University Press, 2002.
Hewison R., *Ruskin and Venice*, London, 1978
Schulz, J., *The Restoration of the Fondaco dei Turchi*, “Annali di Architettura”, VII (1995), pp.19-38.

Guido Zucconi

Laurea in Architecture (Politecnico, Milan) and MA at the Department of Architecture and Urban Planning (Princeton). Professor in History of Architecture and Urban Planning at IUAV. Member of the Steering Committee of the TPTI-Erasmus Mundus program, coordinated by the University of Paris IV-Sorbonne Panthéon. Was President of the Italian Association of Urban History, Visiting Professor at Edinburgh University and at the École Pratique des Hautes Études (Sorbonne, Paris). Main fields of interest: architecture and the city, conservation and planning in 19th-20th Century Italy. Taught at VIU in Fall 1999, 2002, 2011-2014. Publications in English include: “Venice. An architectural guide”, Arsenale, Venice 1993.

Isabella Di Lenardo

Laurea specialistica in History of Modern Art (Ca' Foscari), Dottorato in Theories and History of Arts (SSAV). Teaching Assistant in Urban History and History of Architecture at luav. Was Research Fellow at the Dutch University Institute for Art History in Florence. Author of essays and articles about Venetian Art and Architecture during the 'Long Renaissance'. She was involved in teaching at the VIU Summer School “Visualizing Venice: the Ghetto of Venice”. Previously taught in the VIU Globalization Program in Fall 2013 and 2014. Her research interests are focused on the production and circulation of artistic and architectural knowledge in Europe between the Sixteenth and Eighteenth Centuries, with a particular emphasis on North-South relationships and influences.

Italian Contemporary History in Films (Italy core) – F1403

Luca Pes

Venice International University

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 object of collective discussion: *Il Gattopardo* (1963) by Luchino Visconti, *Amarcord* (1973) by Federico Fellini, *La Notte di San Lorenzo* (1981) by Giuseppe and Paolo Taviani, *Don Camillo* (1952) by Julien Divivier, *Mimi metallurgico ferito nell'onore* (1972) by Lina Wertmueller and *Il Caimano* (2006) by Nanni Moretti.

The idea is that fiction films can be useful as a starting point for historical discourses, 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 can be constantly reinterpreted and can influence culture in different successive moments. They can also be useful because they talk about individuals, daily life, family and personal relations; they involve a “mise-en-scene” which make history much closer to life, and oblige to discuss events and phenomena also at a micro level, bringing in themes related to gender, family, collective psychology.

The period covered by the course spans from 1796 to 2015, 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 set 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. The 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 judges’ investigation and arrests of corrupt politicians contributed to a revolution in the party system, which founded the present political landscape. The course shall also deal with issues like: Church-State relations and the influence of Catholicism, origins and development of the Mafia, North-South divide, social transformations, emigration and immigration, 1968 movements, economic miracle and development of the Made in Italy, controversies over 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). Assistant Dean and Director of the SHSS at VIU, where he has taught every semester since the beginning of academic activities in 1997. Also Professor of Modern and Contemporary History at the Faculty of Philosophy of San Raffaele University in Milan. Taught Urban and Contemporary History at the Faculty of Regional Planning of Luav and Contemporary History at Ca' Foscari. Published mostly on Venetian 19th-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 courseblog provide further insight, including articles by the best 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, doing one oral presentations 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 Question, Neorealist Cinema and Post-War Culture, Japanese and Italian Feminism Compared.

Oral presentations should be possibly done in groups of two participants, each one speaking for approx. 15 minutes, mixing nationality. Research papers must include bibliographical references and foot-notes.

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 1980-2015 (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.

Evaluations

10% attendance; 20% participation to class discussion; 30% oral presentation; 40% final research paper.

Useful Bibliography

(selection of books available in the library)

Cinema and History

- Pierre Sorlin, *The film in history: restaging the past*, Noble Books, Totowa 1980
- Giacomo Lichtner, *Fascism in Italian cinema since 1945: the politics and aesthetics of memory*, Victoria University of Wellington, Palgrave Macmillan, Basingstoke 2013
- Vincent F. Rocchio, *Cinema of anxiety: a psychoanalysis of Italian neorealism*, University of Texas Press, Austin 1999
- Angelo Restivo, *The cinema of economic miracles: visuality and modernization in the Italian art film*, Duke University Press, Durham 2002
- Jacqueline Reich, *Beyond the Latin lover: Marcello Mastroianni, masculinity, and Italian cinema*, Indiana University Press, Bloomington 2004
- Marga Cottino Jones, *Women, desire, and power in Italian cinema*, Palgrave MacMillan, New York 2010

Cinema

- Peter E. Bondanella, *A History of Italian Cinema*, Continuum, New York 2009
- Henry Bacon, *Visconti : explorations of beauty and decay*, Cambridge University Press, Cambridge-New York 1998
- Edward Murray, *Fellini the artist*, 2nd, enl. ed., F. Ungar, New York 1985
- Alan R. Perry, *Don Camillo Stories of Giovannino Guareschi: A Humorist Potrays the Sacred*, University of Toronto Press, Toronto-Buffalo 2007
- Lorenzo Cuccu, *The Cinema of Paolo and Vittorio Taviani: Nature, Culture and History Revealed by Two Tuscan Masters*, Gremese, Rome 2001
- Grace Russo Bullaro, *Man in Disorder: The Cinema of Lina Wertmüller in the 1970s*, Troubador, Leicester 2007
- Ewa Mazierska, Laura Rascaroli, *The Cinema of Nanni Moretti : Dreams and Diaries*, Wallflower Press, London 2004

History

- David Forgacs and Robert Lumley (ed.), *Italian cultural studies: an introduction*,
Oxford University Press, Oxford-New York 1996
- George Holmes (ed.), *The Illustrated Oxford History of Italy*, Oxford
University Press, Oxford-New York 1997
- John Davis (ed.), *Italy in the Nineteenth Century*, Oxford University
Press, Oxford-New York 2000
- Adrian Lyttelton (ed.), *Liberal and Fascist Italy, 1900-1945*, Oxford
University Press, Oxford-New York 2002
- Claudio Pavone, *A civil war : a history of the Italian resistance*, Verso,
London-New York 2013
- Paul Ginsborg, *A History of Contemporary Italy. Society and Politics
1943-1988*, Penguin, London etc. 1990
- Patrick McCarthy (ed.), *Italy since 1945*, Oxford University Press,
Oxford-New York 2000
- Paul Ginsborg, *Silvio Berlusconi: television, power and patrimony*,
Verso, London-New York 2005

Italian for Foreigners - beginner and intermediate level - F1506

Massimo Brunzin (coordinator), Andrea Centaro, Claudia Meneghetti
Venice International University

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

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

Hours: 56

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

Course Syllabus

Grammar

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

Communicative areas

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

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.

Andrea Centaro

Laurea in Lettere (ie Humanities) and Master in Italian as a Foreign Language ITALS (Ca' Foscari). Teacher of Italian as a Foreign Language at the Venice Institute since 2012.

Claudia Meneghetti

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

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

Oral comprehension

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

Written comprehension

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

Oral expression and vocabulary

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

Written expression

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

Evaluation

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

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

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

20% Mid-term exam (written);

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

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

Tutoring

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

Textbook

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

Intermediate Level (B1 level of the Common European Framework of Reference for Languages)

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

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

Hours: 56

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

Course Syllabus

Grammar

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

Communicative areas

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

Oral comprehension

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

Written comprehension

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

Oral expression and vocabulary

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

Written expression

Post cards; Informal letters; Diary pages; Stories.

Evaluation

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

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

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

20% Mid-term exam (written);

20% Final exam (oral, final paper presentation)

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

Tutoring

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

Textbook:

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

Upper Intermediate Level (B2 level of the Common European Framework of Reference for Languages)

This course is composed of:

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

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

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

Hours: 74

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

Course Syllabus

Grammar

Review of:

- _ simple present tense (regular and irregular);
- _ past tenses;
- _ simple future tense
- _ Reflexive verbs;
- _ Use of the partitive “*ne*”;
- _ Imperfect past tense;
- _ Simple past (perfect tense) and imperfect used together;
- _ Agreement of the direct pronouns with the perfect tense;
- _ Formal/informal use of the imperative;
- _ *Stare+gerundio*: present continuous;
- _ Subjunctive (present);
- _ *Si* impersonale;
- _ Pronouns;
- _ Use of *ci*;
- _ Relative pronouns (*che, chi*);
- _ Conditional (present);

Introduction to:

Relative pronouns (*cui*);

Subjunctive (present, past);

Conditional (present, past);

Impersonal (*si impersonale con verbi riflessivi*);

Conditional clause (*primo e secondo tipo*);

In-depth examination of prepositions.

Communicative areas

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

on selected issues presented in the reading material.

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

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

Oral comprehension

Dialogues; Songs; Videos and movies sequences; Advertisements

Written comprehension

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

Oral expression and vocabulary

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

Written expression

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

Evaluation

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

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

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

20% Mid-term exam (written);

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

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

Tutoring

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

Textbook

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

Gender Studies – F1507

Martina Avanza

Université de Lausanne

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

Teaching methods

Sessions will be structured around the discussion of essays, and they will privilege interactivity. During most sessions a theoretical essay will be read, and a case study will be outlined, whenever possible from the students' countries of origin. An issue will therefore be approached first theoretically (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 theoretical treatment 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 matching the 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. This process will enable the students to input their own knowledge of their countries of origin to the discussion. During the session dedicated to the abortion debate, for example, the students will be asked to research the situation in their own countries on this issue, in order to enrich the discussion from the viewpoint of their individual national circumstances. We will then compare the different scenarios. This approach aims at diversifying the sessions (as reading only theoretical texts can prove monotonous in the long run), but also at making the most of the international composition of the class, and therefore also of the students' knowledge of their national contexts. This process will also help the students to familiarise themselves with the analysis of first-hand documentation.

Learning outcomes of the course

- _ To gain knowledge and a critical sense of gender inequality today.
- _ To learn to read and discuss theoretical texts on the course topics.

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).

- _ To link a theoretical area (e.g. political philosophy) to real-life cases.
- _ To learn to analyse first-hand material photographs of politicians, personal experience of a mobilization campaign), by applying the knowledge acquired during the lessons.
- _ To be introduced to direct observation as method of enquiry.

Co-curricular activities

Two guest lectures, one by a specialist on the Italian situation and one on the abortion debate.

_ One field-trip: One participating observation of a gendered mobilization. Depending on the political agenda, that could be a mobilization in favour, or against, gay marriage (or civic unions), gender quotas, anti-discrimination policies at school, or abortion (which are live issues in Italy). We will then discuss in class what we have witnessed during the mobilization, and try to analyse our observations with the help of our field notes and the essays we have read together.

_ If the students are interested, we could also watch some movies related to the subject of gender and politics.

For example, on the subject of abortion:

4 months, 3 weeks, 2 days a film by Cristian Mungiu (2007) about illegal abortion in Romania during the Ceausescu dictatorship.

Vera Drake, a film by Mike Leigh (2004) about a working-class woman in 1950's London who performs illegal abortions.

For example about LGTB activism:

Milk (Gus Van Sant 2008) about the life of the LGTB activist Harvey Milk (USA).

Syllabus (which I am ready to review as per your observations)

1- Introduction

a) Program presentation

b) Theoretical Introduction: what is Gender?

Goffman (Erving), "The Arrangement between the Sexes", *Theory and Society*, Vol. 4, No. 3, Autumn, 1977, pp. 301-331.

Delphy (Christine), "The Main Enemy", *Feminist Issues*, summer 1980, pp. 23-40.

2- Gender and Citizenship

a) The sexual contract: the primordial political exclusion of women..

Pateman (Carol) *The Sexual Contract*, Stanford: Stanford University Press, 1988 (extract).

b) Does citizenship have a sex?

Young (Iris Marion) *Inclusion and Democracy*, Oxford: Oxford University Press, 2000 (extract).

3- Gender and the vote

a) Gaining women's right to vote, a long battle.

Historical perspective with a focus on the countries represented in the class.

Exercise: When did women gain the right to vote in your country? Under what circumstances? Following what sort of campaigns?

b) Voting: a gendered act?

Do men and women vote in the same way? How can we explain the differences (when they exist) when it comes to participation or preferences (e.g. right or left)?

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: 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.

Or

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

b) World tour of the underrepresentation of women in political elected assemblies (with a focus on the countries represented in the class).

Exercise: assemble data about the sexual composition of the Parliament and/or the Government of your country. Are these numbers controversial? Why?

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) Gender and political professionalization

Can a woman be a politician like any other (man)? What stereotypes do men and women have to face in their political careers? Which forms of “masculinity” and “femininity” are allowed and which are not?

Exercise: choose a photo of an important politician from your country (man or woman) that highlights the type of “masculinity” or “femininity” that he-she wants to present. E.g. Vladimir Putin in his hunting gear, Silvio Berlusconi and his very young fiancée, Angela Merkel in a grey suit...). Try to analyse the photo.

6- Gender and activism-1

a) 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.

b) 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.

7- Gender and activism-2: feminine and feminist mobilizations

a) Feminine mobilization: as conservative as it seems? The case of the Temperance Movement (USA).

Giele (Janet), *Two paths to women's equality: temperance, suffrage, and the origins of modern feminism* New York: Twayne Publisher, 1995 (extract).

b) Feminists Movements

Whittier (Nancy), *Feminist Generations: the Persistence of the Radical Women's Movement*, Philadelphia: Temple University Press, 1995 (extract).

8- Gender and activism-3: mobilization campaigns) The Private is political

Landes (Joan B.) (ed.), *Feminism, the Public and the Private*, Oxford, Oxford University Press, 1998 (extract).

b) Lgtbqi Movements

Tremblay (Manon), Paternotte (David), Johnson (Carol) (eds.), *The Lesbian and Gay Movement and The State. Comparative Insights into a Transformed Relationship*, Burlington, Ashgate, 2011 (extract).

Exercise: what's about the Lgtbqi movements in your country? Which agenda do they have? Exercise: what about the Lgtbqi movements in your country? What is their agenda? (decriminalization against homosexuality, same-sex marriage, access to adoption or procreation techniques). Is there a public debate on these subjects? What kind of political actors mobilize themselves in favour or against Lgtbqi rights?

9- Abortion, a contentious issue

We will read some theoretical texts to introduce the abortion debate.

Boltanski Luc, *The Foetal Condition: A Sociology of Engendering and Abortion*, Wily, 2013.

Boltanski shows that societies have always practised abortion, and that the silences, prohibitions or tacit acceptance of abortion touch on the troubling question of how societies define a "human being".

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).

A feminist perspective on the abortion issue. Chapter 10 scrutinizes existing abortion concepts and laws in the light of an analysis of sexuality and the private as a realm of sex inequality. The argument that legal abortion is a sex equality right awaits affirmative development.

10- Abortion, different meanings in different settings

We will spend some time in investigating the social, moral and political meaning of abortion in different contexts. It is clearly not the same to talk about abortion in Western Europe or USA, where it is a right that women have gained, or in China where forced abortions existed until recently. Examples of articles and books we might use:

Jacqueline Heinen, « Onslaughts on the Right to Choose. A Transcontinental Panorama » *AG About Gender. Rivista Internazionale di studi di genere*. Vol 3, N° 5 (2014), Special Issue « Il

corpo delle donne, l'aborto, i diritti riproduttivi. Bilanci e prospettive ».

Dorothy Stetson Mc Bride (dir.), *Abortion politics, women's movements and the democratic state. A comparative study of state feminism*, Oxford, Oxford University Press, 2001 (with cases studies on Canada, Great-Britain, Germany, Italy, the US...).

Parliamentary Affairs, n. 2, 1994 (with case studies from the UK, EU Institutions, Germany, Italy, Canada, the US).

Hansel Mary, « China's one-child policy's Effects on Women and the Paradox of Persecution and Trafficking Note », *Women's Studies*, n.369, 2001-2002.

Exercise: find out data about abortion in your country. Is it legal? Since when? As a consequence of what kind of campaign? Is there a pro-life movement?

11- Abortion as an issue of mobilization

Finally, we will undertake the understanding of abortion as a subject of mobilization.

a) The fight for the right to choose

Staggenborg Suzanne, *The Pro-Choice movement. Organization and activism in the abortion conflict*, Oxford, Oxford University Press, 1991 (extract).

b) Pro-life movements

Munson W. Ziad, *The Making of Pro-Life Activists*, Chicago, University of Chicago Press, 2008. Chapter 3 « The mobilization Process », p.46-76.

Or

Ginsburg D. Faye, *Contested Lives. The Abortion Debate in an American Community*, Berkeley, University of California Press, 1989. Chapter 3 « The Pro-Life Narratives » p.172 -176 et p.186-193.

12- Focus on the Italian case

a) Gendered and sexual mobilization campaigns in contemporary Italy.

Passerini, Luisa, « The Interpretations of Democracy in the Italian Women's Movement of the 1970s and 1980s », *Women's Studies International Forum*, n.2, 1994, pp.235-39.

Or

Mattalucci Claudia, « Pro-Life Activism, Abortion and Subjectivity Before Birth: Discursive Practices and Anthropological

Perspectives », in *Mediterranean Journal of Social Sciences*, 3(10), 2012, pp. 109-118 (about Italy).

Or

Massimo Prearo, « Italian LGBT Activism Confronts Some Political Inopportunity Structures », *CriticCom*, 8 May 2014. <http://councilforeuropeanstudies.org/critcom/italian-lgbt-activism-confronts-some-political-inopportunity-structures/>

b) Work in Progress (in which I help the students prepare their final essay):

Bring the notes you took during our field trip (participation in a gendered mobilization). What did you observe? How would you describe it? How can you link your observations with the scientific literature on the subject?

Evaluation

Evaluation will be based on:

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

Class exercises (20%) that you have to prepare for lessons, 3, 4, 5, 8 and 10.

Two reports on our sessions (20%), to summarize the content of the texts we have studied, as well as the discussions and exchanges resulting from them during our work in the classroom. These reports will be available to other students via a common platform or drop-box.

Final essay regarding the participatory observation exercise conducted during the fieldtrip (40%).

Readings

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

See: Syllabus

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

Intercultural Communication – F1508

Elisabetta Pavan

Università Ca' Foscari Venezia

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

Syllabus

Theoretical section:

- _ Culture as a context for communication.
- _ Communication as a cultural element. Perception and communication.
- _ The socio-relational context. Culture shock.
- _ Verbal communication. Language, thought, culture; translation problems; discourse pattern; gender and communication.
- _ Nonverbal communication. Proxemics; kinesics; paralanguage; haptics; clothing and physical appearance; olfactics.
- _ Cultural patterns and communication foundations. Cultural values. Cultural models.
- _ Intercultural competence in interpersonal relationships.
- _ Intercultural communication in organizations.

Practical section:

Class and field activities, final research paper and oral presentation. Students will create a personal intercultural communication manual, built as a work in progress for lifelong learning.

Evaluation

- 30% class, midterm and field activities
- 30% oral presentation and participation to class,
- 40% final research paper.

Elisabetta Pavan

Graduated in Modern Foreign Languages and Literatures (English, Spanish) and earned her Ph.D in linguistics, with a thesis on intercultural communication, at Venice University. She also earned a Master in teaching Italian language and culture to foreigners. She is lecturer at Ca' Foscari University of Venice in Intercultural Communication, Theory of Mass Communication, English language; at SSIS Veneto she taught Intercultural Education. At University of Primorskem, Koper, Slovenia, she teaches Intercultural Communication and Mass Media; at the University of Padova English Language. Visiting professor at the University of Sao Paulo, USP, Brazil, she taught a full post-graduate course in Intercultural Communication. She is in the scientific committee of two European projects, JEZIK LINGUA and EDUKA - educating for diversity. She regularly gives lectures in Italy and abroad on intercultural communication both in educational and managerial context, on the methodology of cultural aspects, the use of media and authentic materials in teaching foreign languages, FL methodologies, mass communication.

Readings

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

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

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

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

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

Additional readings available during the course.

Comparing East and West – F1509

Kenji Hashimoto
Waseda University

Course description:

“Urban policy for the reactivation of the city center, comparison of Japan and south Italy”

In this course, we will examine the difference between the urban policies, especially policies pertaining to the reactivation of city centers, of Japan and some European countries, particularly southern Italy.

Until the 1970s, the city centers in regional cities were bustling areas where commerce and service industries accumulated. However, after the 1980s, motorization and suburban development promoted urban sprawl, and city centers surrendered the role of ‘commercial areas’ to the suburbs. Large stores such as hypermarkets and general retail stores were located in one suburb after another, and offered customers one-stop shopping.

In response to these developments, the Japanese government implemented the “Large-scale Retail Stores Law” in 1973, which regulated the locations of large-scale stores. In addition, the government increased subsidies to traditional shopping streets in city centers. But faced with continued motorization, many traditional shopping streets were unable to compete with large suburban stores and ended up declining. This became one of the main reasons for decay in regional cities in Japan.

Similarly, many European cities also have faced both motorization and suburban development. But most of them have a historical center, and these have tried to develop urban tourism via the exploitation of historical architecture and culture. Southern Italy, in particular, has suffered from economic disparity with the north, and the centers of many regional cities were in decline until the 1980s. However, after the success of an urban tourism policy that utilized buildings and heritage locations in historic districts, vacant stores in central city areas were gradually filled up with new stores or restaurants for tourists. The basis of the policies for reactivation of city centers in European countries is ‘gentrification’ making use of the historical architecture; in contrast, the trend in Japan (also in China and South Korea) has been ‘re-construction’.

Taking account of such differing approaches, this course first draws a comparison between urban policy in Japan and Some European countries, especially southern Italy. Then, we look at the specific examples of some cities in Japan and some in Europe, such as Paris, Munich, Naples, Palermo, and Catania. Finally, we will discuss cultural differences behind urban policy in Japan and European countries.

Kenji Hashimoto

Degree in Human Geography (Tokyo University), Ph.D. in Informational and Economical Geography (with focus on the spatial impacts of the Informatization of the distribution system in Japan). Professor of Human Geography, Faculty of Education and Integrated Arts and Sciences, Waseda University, where he has taught since the beginning of academic activities in 2004. Taught Urban Geography (especially the revitalization of city centers), Commercial Geography (in particular, the location of large scale shopping centers in suburban and their impacts on city centers), and Information Geography (especially regional development of the peripheral area using the broadband). Published on the change of Japan's distribution system using ICT and on the impacts of broadband networks on the regions. Research and teaching interests include Urban Systems and Town Management, and the Spatial Impacts of Informatization.

Learning outcomes

Students will be enabled to understand the difference between the urban commercial policies of Japan and Italy. They can also get to know a wide variety of city centre activation cases in Japan and Italy.

Evaluation

Midterm paper 25%,

Final paper 50%.

Class participation 25%

Readings

Guy, C. M. *The retail development process: Location, property, and planning*, Routledge, 1995.

Guy, C. M. *Planning for retail development: A critical view of the British experience*, Routledge, 2007.

Wrigley, N. and Rowe, M. *Reading Retail: A geographical perspective on retailing and consumption spaces*, Arnold, 2002.

Davis, R. L. *Marketing Geography: with special reference to retailing*, Routledge, 2013, 300p.

Miles, S. & Miles, M. *Consuming Cities*, Palgrave, 2004, 209p.

Pacione, M. *Urban Geography: A Global Perspective*, Routledge, 2009, 736p.

China and Europe – Trade, Conflict, and Communication – F1510

Hans Kühner

Ludwig-Maximilians-Universität

For many centuries both China and Europe saw themselves as centers of the world and as the most highly developed civilizations. These world views (Eurocentric and Sinocentric) of course never conformed to reality. In this course on the history of the relations between China and Europe and their changing mutual images we will discover how these traditional views of the world evolved, in which ways they were contested and how they eventually collapsed. It probably is not necessary to repeat here the well-known truisms about the “Pacific Century”, the “Rise of East Asia” and so on, in order to justify the need to deepen our knowledge of China and to intensify contacts and communication. However, communication with Chinese counterparts is not taking place in neutral space and on a historical *tabula rasa*. Rather, communication is shaped (and burdened) by a long history of diplomatic and trade contacts, and of mutual cultural influences, but also by violent incursions of Western/European powers in China and Chinese resistance against foreign aggression and economic penetration. This history has to be taken into account when we deal with and think about China. The course is intended to portray important stages in the history of Sino-Western contacts from the times of the Han dynasty/the Roman age to the end of the twentieth century.

Learning objectives

followed a policy of political, economic and cultural isolation, a prejudice that still profoundly influences our understanding of China today. In fact, it can and should be shown that, time and again, China “has been energetically and enthusiastically engaged with the outside world, permitting, encouraging, and seeking the circulation of foreign goods and ideas.” (Waley-Cohen, 5) The motives and actions of the European states and other actors dealing with China will be analyzed. Furthermore, students will learn in what ways the historical experiences of Sino-European contacts and conflicts shaped their mutual imaging and how representations of these historical events were put into the service of political and economic interests and ideologies. At the end of the course, students should be able to demonstrate research skills that enable them to identify and explore historical questions, to find and evaluate relevant evidence, and to present their results in a convincing way.

Teaching methods

The course will be held in the form of a seminar, with student presentations on specific subjects and discussions. All participants are expected to read the relevant chapters of the introductory text (Waley-Cohen, *Sextants*

Hans Kühner

Dr.phil. in Sinology (LMU). Professor of Chinese Studies, LMU. Was Professor at Humboldt-Universität, Berlin, and Lecturer at the Beijing International Studies University and the East China Normal University, Shanghai. Was Research Fellow at the Institute of Asian and African Studies (University of London), and at the Institute of Chinese Literature and Philosophy, Academia Sinica, Taiwan, Fujian Normal University. Was Vice-director, Department of International Relations, Max-Planck-Gesellschaft, Headquarters. Main fields of interest: Literary and intellectual history of late imperial and early republican China, nationalism in late imperial and contemporary China, views of the West in contemporary Chinese literature. Taught at VIU in Spring 2006.

of *Beijing*) as preparation for the sessions. For their individual or group presentations, students will also consult other relevant sources. Most of the material will be provided in digitalized form. There will also be five short in-class writing assignments on the topics discussed in the sessions.

Syllabus

- Week 1 Introduction: Cultural and trade contacts between ancient empires: the Han Dynasty (206 B.C. – A.D. 220), the Roman Empire, and early Chinese cosmopolitanism in the Tang Dynasty
- Week 2 Did Marco Polo ever go to China? Cultural, commercial and religious communication between Europe and China under the Song and Yuan (Mongol) dynasties (10th to 14th century)
- Week 3 Traditional Chinese views of the world outside China and traditional ways of handling “the barbarians”
- Week 4 The Christian missions in the 17th and 18th century and changing Chinese perceptions of the West
- Week 5 European Colonialism in the Far East
Chinese influences on European thought and art
- Week 6 Conflicts on questions of trade, diplomacy, and missionaries
Paradigmatic Change of European Perceptions of China in the 19th Century
- Week 7 The “Opium Wars” and their consequences
- Week 8 Chinese reactions to Western influence: reform and modernization/ rebellions and the rise of nationalism
- Week 9 The First World War: Watershed in Sino-European communication and mutual perceptions
- Week 10 Marxism and other Western Ideas and Ideologies in China
Mao Zedong, the “Cultural Revolution” and the Protest Movement in the West
- Week 11 The End of Eurocentrism
Europe and China in a globalised environment
- Week 12 “Orientalism” in the West, “Occidentalism” in China

Evaluation

Participation in class 25 %, writing assignments 25 %, presentations 25 %, end of term paper 25%.

Basic Reading

Waley-Cohen, Joanna (1999): *The Sextants of Beijing. Global Currents in Chinese History*. New York, London: W. W. Norton & Company.

Comparing Cultures. Russia between East and West: Geo-Political Models and their Cultural Context – F1511

Natalia Mazur, Ilya Doronchenkov

European University at Saint Petersburg

Russian political discourse accompanying the annexation of Crimea and conflict with Ukraine has clearly demonstrated how intimately Russian politics are connected to geo-political models of the past. The reaction of the western countries was equally rich in stereotypes. Geo-political models generated in 'high' cultures descend into mass culture and largely outlive the elites and parties that created them. Familiarity with these models helps not only to understand the logic of contemporary political discourse, but sometimes even to predict political moves. During the course we will trace the main geo-political models within their cultural contexts defining the troubled relationship between Europe and Russia.

Syllabus and Readings

1. Orientation week.

2. Introduction. The Ever-Changing European Other: Barbarians, Saracens, Mongols, Turks, Russians

For many centuries the concept of civilization and Christian doctrine were the two cornerstones of European identity. Antiquity opposed the civilized South and the barbaric North. The Middle Ages believed in the *res publica christiana* albeit split by the East–West Schism. Saracens, Mongols and Turks representing religions and civilizations distant from the European one were naturally perceived as the (non-) European Other. Orthodox Russia stood somewhat forlornly on the margins of the European world. The remains of these perceptions still influence international politics. How?

Reading:

Neumann, Iver B. *Uses of the Other. The 'East' in European Identity Formation*. Minneapolis, MN: University of Minnesota Press, Borderline Series, 1999. Introduction, chap. 1 (Turkey), chap. 2 (Russia).

Recommended further reading (throughout the whole semester):

Groh, Dieter. *Russland und das Selbstverständnis Europas*. Luchterhand, Neuwied, 1961. Italian translation: *La Russia e l'autocoscienza d'Europa*. Torino, Einaudi 1980. Introduction, chap. 1.

3. Russia enters Europe: history and political mythology.

Russia embraced eastern Christianity when Prince Vladimir was baptized in Corsun' (Crimea) and upon his return to Kiev banished the old pagan religion (988). This half-legendary episode of Russian history

Natalia Mazur

Degree in Philological Studies (Moscow Lomonosov State University) and Doctorate at the Russian State University for the Humanities, Moscow. Coca-Cola Chair in Visual Studies, Department of History of Art, at EUSP. Professor at the Russian State University for the Humanities. Senior Research Associate at the Institute of World Culture of Moscow Lomonosov State University. Member of the Academic Council of VIU. Teaching career includes lectureships at the University of Naples (Orientale) and at the Centro per gli studi storici italo-germanici in Trent, Italy. Research interests: visual studies; *topoi* of Russian culture of the 18th–20th centuries; literary connections between Russia and Europe in the context of the history of ideas.

Ilya Doronchenkov

MA and PhD in History of Art at the Russian Academy of Fine Arts in St. Petersburg. Chair of the Department of History of Art at EUSP. He is also Professor at the Repin State Academic Institute of Painting, Sculpture and Architecture of the Russian Academy of Fine Arts. Was Visiting Professor at Brown University (US) and at the University of Freiburg (Germany), research Fellow at Columbia University (US). Major areas of research: Russian–Western Art relations and influences; Problems of identity in Russian art in the 19th and 20th centuries; History of art criticism (Russian and Western); History of the 19th and 20th century art; Cultural history of Russian emigration after 1917; Relations of Russian literature and art

proves to be of crucial importance for the present political conflict between Russia and Ukraine. Not only Crimea where the namesake of the Russian president was baptized, but the whole legacy of Kievan Rus (10th – 13th centuries) is now disputed by armed factions. Why?

Russia embraced autocracy through the summoning of the Varangian rulers by the northern tribes (862). This episode (also semi-legendary) not only helped the representation of Russian monarchs as foreigners (as in many other countries), it also caused a long political discussion about a (non)existent political tradition in Russia. Now this discussion is being replayed with Ukraine. To what end?

Russia embraced western civilization through the northern city-republics (Novgorod, Pskov). This socio-political tradition destroyed by centralized power (Ivan IV in 1569) was several times harked back to by later ideological models. How?

Reading:

Riasanovsky, Nicholas V. *Russian Identities: A Historical Survey*. Oxford, Oxford University Press, 2005, pp. 3 – 73.

Wortman, Richard S. *The Invention of Tradition and the Representation of Russian Monarchy*, in: Harvard Ukrainian Studies, Vol. 28, No. 1/4, *RUS' WRIT LARGE: LANGUAGES, HISTORIES, CULTURES: Essays Presented in Honor of Michael S. Flier on His Sixty-Fifth Birthday* (2006), pp. 651-662.

Neumann, Iver B. *Russia and the Idea of Europe: A Study in Identity and International Relations*, London: Routledge, 1996, pp. 5 – 10.

Recommended further reading (throughout the whole semester):

Pipes, Richard. *Russia under the Old Regime*. New York, Charles Scribner's Sons, 1974 (2nd ed.: 1995).

in the early 20th century. Edited: *Russian and Soviet Views of Modern Western Art, 1898-1936*. A Critical Anthology. Berkeley, Los Angeles: University of California Press, 2009.

4. Russian Renaissance or the “terrible” rule of Ivan IV?

After the Ottoman conquest of Constantinople (1453) the Moscovite Rus claimed the Byzantine legacy. To strengthen these claims Ivan III married a Byzantine princess Zoe Palaiologina (1472). This dynastic marriage had important consequences for Russian culture and ideology. At the end of the 15th – beginning of the 16th centuries Italian architects built Renaissance churches and fortresses later considered as typical Russian cathedrals and kremlins. The doctrine of Moscow as a ‘Third Rome’ (capital of the third and last empire after the fall of Rome and Constantinople) with its strong messianic and eschatological connotations was elaborated.

Russian expansion east and west in the 16th century received differ-

ent interpretations. Wars against Crimean and Kazan Tartars could be perceived as enlarging and securing the borders of the Christian world against the Muslim Other; expansion West – as an urge towards direct commercial and technological exchange with the European world blocked by Sweden, Livonian Order and the Hansa cities. However, the latter saw Russians as barbarians menacing the Western world. Poland started representing itself as an antemurale christianitatis protecting Europe both from Turks and Russians. The last years of Ivan IV (the Terrible)'s rule sparked a wave of anti-Russian propaganda: Russia was described as the land of tyranny, slavery, ignorance and cruelty. These stereotypes were revived in the 20th century when the figure of Ivan IV became symbolic for Stalin's rule. Are they still haunting international politics?

Reading:

Riasanovsky, Nicholas & Steinberg, Mark. *A History of Russia*. Oxford University Press, USA, 2010. Part IV. Chap. 15 – 16.

Cherniavsky, Michael. *Ivan the Terrible as Renaissance Prince*, in: *Slavic Review*. Vol. 27, No. 2 (Jun., 1968), pp. 195-211.

Watching: "Ivan the Terrible" by Sergey Eisenstein.

Recommended further reading:

Kappeler, Andreas. *Ivan Groznyj im Spiegel der ausländischen Druckschriften seiner Zeit. Ein Beitrag zur Geschichte des westlichen Rußlandbildes*. Lang, Bern / Frankfurt am Main, 1972,

Perrie, Maureen. *The Cult of Ivan the Terrible in Stalin's Russia*, Houndmills: Palgrave, 2001

5. The Time of Troubles and the Troubled Relationship between modern Russia and its Closest Neighbors

The geo-political claims of modern Russia can be traced back to the 17th century: the so-called Time of Troubles (1598 – 1613) when the occupation of the country by the Polish-Lithuanian Commonwealth led to national mobilization, liberation and the establishment of the Romanov dynasty (1613). The following expansion westwards brought Ukraine under Russian rule (1654). Throughout the 20th century these events served as an inexhaustible source of historical analogies (celebrations of the 300 years of the Romanov dynasty in 1913; the 300th anniversary of the Russian-Ukrainian Union in 1954; establishment of a new state holiday – the so-called Unity Day (November 4th) to commemorate the 400th anniversary of the Time of Troubles in 2005. These events are still drawn upon as political arguments. How?

Reading:

Himka, John-Paul. *The Basic Historical Identity Formations in Ukraine: A Typology*, in: Harvard Ukrainian Studies, Vol. 28, No. 1/4, RUS' WRIT LARGE: LANGUAGES, HISTORIES, CULTURES: Essays Presented in Honor of Michael S. Flier on His Sixty-Fifth Birthday (2006), pp. 483-500

Stable URL: <http://www.jstor.org/stable/4103697>

LeDonne, John. *Poltava and the Geopolitics of Western Eurasia*, in: Harvard Ukrainian Studies. Vol. 31, No. 1/4, 2009-2010. POLTAVA 1709: THE BATTLE AND THE MYTH (2009-2010), pp. 177-191. Stable URL: <http://www.jstor.org/stable/4175650>

Watching: Opera "A Life for the Tsar" by Mikhail Glinka

Recommended further reading:

Kappeler, Andreas. "Great Russians" and "Little Russians": *Russian-Ukrainian Relations and Perceptions in Historical Perspective*. University of Washington, Washington, 2003.

6. Enlightened Despots: Peter I and Catherine II

In the 18th century Russia continued expanding east and west in pursuit of sea-coasts and a prominent role on the European political scene. Peter I perceived fighting for an exit to the Black Sea as an advance of Christianity against the Turks and tried to initiate a new European crusade. Catherine II conquered Crimea and created Novorossia (a 'new Russia' on the Black Sea so much desired by modern Russian politicians) pursuing her 'Greek project' which meant liberating the orthodox Greeks from the Turkish yoke and gaining a piece of the cultural and symbolic heritage of classical antiquity for Russia. However, wars with Sweden and Poland over an exit to the Baltic Sea and control of vast territories belonging to modern Ukraine and Poland did not improve Russia's reputation in the eyes of Europe. European reactions to Peter I were ambiguous – from Prometheus creating new Russians (Gottsched's ode on his death) to a cruel reformer with no human feelings (Voltaire's "Histoire de Charles XII"). Catherine II spared no effort in constructing an image of an enlightened monarchy, recruiting the French 'philosophes' as her advocates. Nevertheless, Montesquieu and Rousseau severely criticized the Northern barbaric despotism and British graphic satire represented her as a blood-thirsty Messalina.

Reading:

LeDonne, John P. *Geopolitics, Logistics, and Grain: Russia's Ambitions in the Black Sea Basin, 1737-1834*, in: The International History Review, Vol.

28, No. 1 (Mar., 2006), pp. 1-41. Stable URL: <http://www.jstor.org/stable/40110722>

Schönle, Andreas. *Garden of the Empire: Catherine's Appropriation of the Crimea*, in: *Slavic Review*, Vol. 60, No. 1 (Spring, 2001), pp. 1-23. Stable URL: <http://www.jstor.org/stable/26976>

Recommended further reading:

LeDonne, John. *The Grand Strategy of the Russian Empire, 1660–1831*. Oxford University Press, 2004.

Wolff, Larry. *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*. Stanford University Press, 1994 (2 ed.: 1996).

7. Europe between the Two Revolutions (1789 – 1848): New Oppositions

New oppositions gained momentum in European thought after 1789: freedom vs. despotism and legitimism vs. revolution; their association with France and Russia was described by E.L. Posselt as a choice between the red cap and the knout. Napoleonic expansion stimulated a surge of national movements both conservative and liberal in nature. The new Romantic philosophy replaced the old model of universal progress with a new concept of a unique national spirit. In response to these challenges Russian thought was divided into two strands – the Russophiles (later – the Slavophiles) and the Westerners. Their doctrines are still present in Russian political discourse. In what way?

Reading:

Stein, Howard F. *Russian Nationalism and the Divided Soul of the Westernizers and Slavophiles*, in: *Ethos*, Vol. 4, No. 4 (Winter, 1976), pp. 403-438. Stable URL:

<http://www.jstor.org/stable/64015>

Tsygankov, Andrei P. *Self and Other in International Relations Theory: Learning from Russian Civilizational Debates*, in: *International Studies Review*. Vol. 10, No. 4 (Dec., 2008), pp. 762-775

Stable URL: <http://www.jstor.org/stable/2548202>

Recommended further reading:

Walicki, Andrzej. *A History of Russian Thought: From the Enlightenment to Marxism*. Stanford University Press, 1979.

8. Round-Table: Historical Roots of Modern Politics

Each student (or group of students from the same country) will make a presentation illustrating similar processes in their own countries.

9. The Eastern Question and the Decline of Europe

In 1830s – 1840s a wave of russophobia was sweeping across Europe due to an unsuccessful Polish resurrection (1830) and to the growth of Russian influence over the territories of the weakening Ottoman Empire. However, at the same time European thought was preoccupied with the “decline of Europe” (Zchokke, Tocqueville, Heine, etc.) and looking for a renewal of the old world from the (semi-)European Others – America or Russia. The conservatives saw the Russian Tsar as the last safeguard of the legitimate order and the Russian peasant as an antidote to the perils of anarchy and capitalism. The Crimean war (1853 – 56) demonstrated the width of the gap between Russia and Europe stimulating both the westernization of Russian administrative and law system (the Great Reforms of 1860s) and the idea of a Russian “special way” (Dostoevsky).

Reading:

Neumann, Iver B. *Russia and the Idea of Europe: a Study in Identity and International Relations*. Routledge, London, 1995, pp. 40 – 94.

Cross, Anthony. *The Crimean War and the Caricature War*, in: *The Slavonic and East European Review*, Vol. 84, No. 3 (Jul., 2006), pp. 460-480. Stable URL: <http://www.jstor.org/stable/421432>

Recommended further reading:

Kozelsky, Mara. *Christianizing Crimea: Shaping Sacred Space in the Russian Empire and Beyond*. DeKalb: Northern Illinois University Press, 2010.

10. Hopes and Fears of Fin-de-siècle Europe

By the end of the 19th century the idea of the imminent collapse of Europe was gaining momentum: new barbarian invasions were expected from Russia and Asia (the so-called ‘yellow peril’). These fears were fed by conspiracy theories: the Protocols of the Elders of Zion, the testament of Peter the Great, etc. Pan-Slavism, pan-Germanism, pan-Turkism were threatening to tear apart the tissue of the old Europe.

The Pan-Slavic movement and the birth of new Slavic states was becoming a serious influence on European geo-political balance. Some representatives of Russian political and intellectual elite cherished the idea of Russia becoming a natural center of the Slavic and Orthodox world and a counterbalance to the growing power of Germany. Others were developing the old model of colonization as civilization and Christianization, and promoting expansion eastwards.

Reading:

Engelstein, Laura. *Holy Russia in Modern Times: An Essay on Orthodoxy and Cultural Change*, in:

Past & Present, No. 173 (Nov., 2001), pp. 129-156. Stable URL:

<http://www.jstor.org/stable/360084>

Laruelle, Marlene. *'The White Tsar': Romantic Imperialism in Russia's Legitimizing of Conquering the Far East*, in: Acta Slavica Iaponica. Vol. 25 (2008), pp. 113-134.

<http://src-h.slav.hokudai.ac.jp/publicn/acta/25/laruelle.pdf>

Resis, Albert. *Russophobia and the "Testament" of Peter the Great, 1812-1980*, in: Slavic Review, Vol. 44, No. 4 (Winter, 1985), pp. 681-693. Stable URL:

<http://www.jstor.org/stable/249854>

Recommended further reading:

Pipes, Richard. *The Three "Whys" of the Russian Revolution*. Vintage, 1997.

11. The New World Order

The revolutions in Russia (1917) and Germany (1918) forced a new class discourse upon the old national one. Under the motto "Proletarians know no Fatherland" hopes for a universal brotherhood were cherished. None the less, the old geo-political models survived and flourished under these new circumstances: the civilized Christian world was threatened by the Bolshevik barbarian or the Red Hordes from the East, while for the communists the capitalist world was "rotting" on the brink of the grave. In 1920s a new doctrine of Eurasianism claiming that Russia was neither Europe nor Asia but a world unto itself was developed mostly under the impulse of Russian emigration; this doctrine returned to life after the collapse of the Soviet Union with Russia seeking to redefine its place in world affairs. In the mid-1930s Soviet state rhetoric changed from an internationalist to a disguised imperialist one with strong nationalist connotations: the historical past of "Great Russia" was used to build a new national idea.

Reading:

Schimmelpenninck Van Der Oye, David. *Russia's Asian Temptation*, in: International Journal,

Vol. 55, No. 4 (Autumn, 2000), pp. 603-623. Stable URL:

<http://www.jstor.org/stable/40203503>

Shaw, Tony. *Early Warnings of the Red Peril: A Pre-History of Cold War British Cinema, 1917-1939*, in: Film History, Vol. 14, No. 3/4, War and

Militarism (2002), pp. 354-368. Stable URL:

<http://www.jstor.org/stable/381543>

Watching: "October" and "Alexander Nevsky" by Sergey Eisenstein

Recommended further reading:

Laruelle, Marlène. *Russian Eurasianism, An Ideology of Empire*. Johns Hopkins University Press, 2012.

12. The Cold War and the Evil Empire

After a brief period during World War II when bitter enemies turned into allies, the 'Cold War' began and Europe was divided by an 'iron curtain'. New formulas were created to describe old models: while on one side of the curtain world imperialism was expected to collapse, on the other side the threat of the 'Evil Empire' was conjured up.

Reading:

Wright, Patrick. *Iron Curtain: From Stage to Cold War*. Oxford: Oxford University Press, 2007

Recommended further reading:

Foglesong, David S. *The American Mission and the "Evil Empire": The Crusade for a "Free Russia" since 1881*. Cambridge, Eng.: Cambridge University Press, 2007.

13. Round-Table: Popular Culture and World Politics

Students choose examples of mass-culture texts (movies, series, video-games, etc.) and demonstrate their political connotations.

Reading:

Battlestar Galactica and international relations: Popular culture and world politics / Eds.: Kiersey, Nicholas J. & Neumann, Iver B. Routledge, London, UK., 2013.

Watching: *From Russia with Love* (1963); *Star Wars* (1977, 1997); *Battlestar Galactica* (1978, 2003); *Gorky Park* (1983); *Red Dawn* (1984; 2012).

14. Exam-week. Papers due.

Evaluation:

30% contribution to the first round-table

30% contribution to the second round-table

40% final paper

One Hundred Years of Chinese Cinema: Subjectivity and Collective Identities – F1512

Hans Kühner

Ludwig-Maximilians-Universität

Largely ignored in the West until recently, cinema in China has a history going back more than a hundred years. Films produced and shot in Republican China up until 1949, in the Chinese People's Republic, in Taiwan and in Hong Kong in the second half of the twentieth century, were (besides the print media - modern newspapers, magazines, books, textbooks - , radio and television) the major form of public entertainment. Even today, despite the increased popularity of Hollywood productions and the attractions of the Internet, the film industries of the Chinese mainland and Taiwan still play important roles. Being a form of artistic and creative endeavour and also commercial enterprises, Chinese films are an important space for collective and public reflection on the history and the fate of the nation and the individual. But films are, as well, one of the most effective means of political and ideological indoctrination. Due to the specific course of Chinese history in the twentieth century, the places of subjectivity and the individual in society, the role of politics and the sacrifice of the individual for the sake of national resistance against foreign invaders or for the sake of socialist revolution, the role of female subjectivity in the course of nationalist and socialist revolution, but also the role and place of the individual in the present post-ideological stage in China are frequent topics of films from China and Taiwan.

The films (all shown with English subtitles or, in one or two cases, in English translation) to be discussed in this course include classics of social criticism, of patriotic propaganda, but also of creative enquiry into the subjective worlds of women between tradition and modernity (all of the republican era). Examples of films from the initial period of the People's Republic will be analysed, when cinema was strongly ideological and meant to serve the end of building a new socialist and collective society. Beginning in the eighties, both on the Chinese mainland and in Taiwan, a new generation of directors and screen writers entered into dialogues with tradition and history and gave visual form to topics that were until then politically or socially taboo, such as the "February 28 Incident" in Taiwan (the bloody suppression of a rebellion of native Taiwanese against the ruling Nationalist Party), the suppression of the individual and the persecution of innocent people in the "Cultural Revolution" on the Chinese mainland etc. Also, the darker side of life in China that was until then supposed to be hidden, came into the focus of film makers. On the other hand, the revival of martial arts films in Hong Kong and, later, on the Chinese mainland signalled the return of nationalist themes in film and public discourse in general.

Hans Kühner

Dr.phil. in Sinology (LMU). Professor of Chinese Studies, LMU. Was Professor at Humboldt-Universität, Berlin, and Lecturer at the Beijing International Studies University and the East China Normal University, Shanghai. Was Research Fellow at the Institute of Asian and African Studies (University of London), and at the Institute of Chinese Literature and Philosophy, Academia Sinica, Taiwan, Fujian Normal University. Was Vice-director, Department of International Relations, Max-Planck-Gesellschaft, Headquarters. Main fields of interest: Literary and intellectual history of late imperial and early republican China, nationalism in late imperial and contemporary China, views of the West in contemporary Chinese literature. Taught at VIU in Spring 2006.

Educational objectives

By viewing, analysing and interpreting the films, students will discover the peculiar dramaturgy and filmic language of Chinese cinematic tradition and its specific narrative conventions. Furthermore, since the films have to be situated in the socio-political background of twentieth century China, and of the contemporary situation, the course will familiarise the students not only with the history of Chinese cinema, but also with the basic currents and fundamental issues of recent Chinese history.

Teaching methods

The sessions will be devoted to analyses and discussions of the films. The students will be required to spend extra time on seeing the films to be discussed in class. They are expected to deliver short papers in class, presenting information about the production and reception of the films as well as on their directors and important actors. The stories and the relevant cinematographic traits of the films will be analysed, and, finally, students are expected to relate the films to the intellectual and political discourses of the times. The necessary knowledge of the historical background will be presented in separate introductory lectures, and, in addition, with extracts from historical sources or works on China's modern history. The relevant texts will be available to all participants in digitalised versions.

Syllabus

- week 1: Introduction: Chinese Cinema and Chinese Society of the last hundred years
Urban melodrama: *The Goddess (Shennü)*, 1934
- week 2: Shanghai: Life and entertainment in a Chinese metropolis.
Social criticism of the Thirties: *Street Angel (Malu tianshi)*, 1936
- week 3: War and Civil War in the 1940s
The patriotic cinema of the Forties: *The Spring River Flows Eastward (Yi jiang chunshui xiang dong liu)*, 1947/48.
- week 4: Literature and the arts after Mao's "Yan'an Speeches"
Propaganda and Film: *Serfs (Nongnu)*, 1963
- week 5: Reflections on history and the individual: The Cultural revolution 1966 – 1976, 1:
A Small Town called Hibiscus (Furong zhen), 1986
- week 6: Reflections on history and the individual: The Cultural revolution 1966 – 1976, 2:

- The Platform (*Zhantai*), 2000.
- week 7: The Reform Period and the Exploration of (Cultural) Roots 1:
Yellow Earth (*Huang tudi*), 1984
- week 8: The Reform Period and the Exploration of (Cultural) Roots 2:
The Red Lantern (*Da hong denglong gaogao gua*), 1991.
- week 9: Hongkong's Transition to Chinese rule
The New Hongkong Film: *Duoluo tianshi* (Fallen Angels),
1995.
- week 10: Taiwanese identity, New Cinema from Taiwan
City of Sadness (*Beiqing chengshi*), 1989
- week 11: Globalized Forms and Chinese Traditions - New Martial Arts
Films
1: Crouching Tiger Hidden Dragon (*Wo hu zang long*), 2000
2: Crouching Tiger Hidden Dragon (*Wo hu zang long*), 2002
- week 12: New Social realism: Modernization and its victims
Still Life (*Sanxia haoren*), 2006

Evaluation

Participation and presentations in class 60%, end of term paper 40%.

Basic Readings

Berry, Chris and Mary Farquhar (2006): *China on Screen: Cinema and Nation*. New York: Columbia University Press.

Spence, Jonathan (1991): *The Search for Modern China*. W.W. Norton & Co.

Historical Geography of Jerusalem, Multicultural Heritage City – F1513

Gideon Biger

Tel Aviv University

Course description:

“Historical geography of Modern Eretz Yisrael – Palestine”

Up until the late 18th century Palestine – Eretz Israel, was a neglected area of the Ottoman Empire, in which about 200,000 people lived, most of them Arabs, with small number of Jews. No one was much interested in it beyond a small number of travelers and pilgrims.

In 1799 Napoleon Bonaparte occupied Palestine for a short time. With this incursion, Palestine was “opened” to the world. From the early 19th century Palestine attracted pilgrims, settlers and newcomers which changed the whole area, bringing modernity, new settlements, new technology and new attitudes to this old new country.

Christian institutions, European and American consuls, American and German settlers, and above all a new Jewish population came to this “Holy Land”, transformed it and, in the last days of the Ottoman empire, in 1914, Palestine had a population of about 800,000, 80,000 of them Jews, more than 50 new Jewish Settlements, a few German colonies, railways, a telegraph system, banks and other modern amenities.

The British occupation of Palestine, The Balfour Declaration and the British Mandate Regime of 1918-1948 brought a further 350,000 new Jewish immigrants to Eretz Israel. They built more than 250 new villages and the new modern city of Tel Aviv, thus creating the infrastructure of the Jewish National home, which led to the Establishment of the State of Israel in 1948.

The modern State of Israel, which was established in 1948, was initially attacked by the Arab states surrounding it but survived and, from 1948 onward, opened up Israel to a great wave of new Jewish immigrants which changed the area into a modern country. More than 1.5 million Jews entered Israel between 1948 and 1970, building hundreds of new settlements all over the country. The Six Days War of 1967 extended Israeli rule to all of Eretz Israel.

Syllabus

This historical-geographical phenomenon will be presented and discussed in the course in the following stages:

1. Where is Palestine – Eretz Israel?
2. Palestine at the beginning of the 19th century.
3. Changes in the Ottoman Empire toward Palestine.
4. Christian activities in Palestine in the 19th century.

Gideon Biger

BA, MA and PhD in Historical Geography (University of Jerusalem). Professor in the Department of Geography and Human Environment, at TAU. Published extensively on 19th-20th Century Historical Geography of Palestine and Israel, with particular interest in: the Historical Geography of Tel Aviv and Jerusalem; Boundary formation in Modern Palestine and Israel; Geographical analysis of Palestine under British rule; Ideology and Landscape in a Historical Perspective; Wood, Trees and Forestation policies in Palestine and Israel. Taught at VIU in Spring 2012.

5. New Jewish attitudes toward Eretz Israel.
6. New Jewish settlements in 19th century Palestine.
7. The Zionist Organization.
8. The First World War in Palestine.
9. The British Regime and its influence on Palestine.
10. Jews, British and Arabs in the Palestine Mandate.
11. Zionist participation in building a Jewish National Home.
12. The Establishment of the State of Israel and its impact on the landscape.
13. New Immigrants and the changing face of the country 1948-1967.
14. The Six Days War and its geographical impacts.

Readings

- Kramer, Gudrun, *A history of Palestine*, Princeton University Press, 2008.
- Biger, Gideon, *An Empire in the holy Land*, St. Martin Press, N. Y., 1994.
- Ben Arieh, Y., *The rediscovery of the Holy Land in the 19th century*, Detroit, 1979.
- Kark, Ruth, *The Land that became Israel*, New Haven, 1990.
- Stein, Kennet, *The Land Question in Palestine, 1917-1939*, Chapel Hill, 1984.
- Shiloni, Zvi, *Ideology and Settlement: The Jewish national Fund 1897-12914*, Jerusalem, 1998.
- Segev, Tom, *One Palestine, complete: Jews and Arabs under the British mandate*, New York, 2000.

Sports, Culture and Society – F1514

Orin Starn, Katya Wesolowski
Duke University

This course will examine the huge role that sport plays in modern cultures today. We will begin with the extended history of play and games and the debate among social theorists about why human beings like to play. The class will then move on for the bulk of the term to explore how sports link up to the themes of tradition, identity, and collectivity in a global age where sport is more popular and more commercialized than ever before in human history. Among the particular cases to be examined will be Italian calcio (including a field trip to see a Serie A game in Milan); the role of the NBA and professional basketball; the Brazilian dance/martial art capoeira (with a workshop and demonstration); and the Olympic Games.

Evaluation

There will be a one-page response paper expected for each week's readings; two exams, each covering half the material of the course; and a final 8-10 page paper on a topic chosen by the student related to the course.

Readings

The readings will all be available on the course's e-learning platform.

Orin Starn

BA in Anthropology (Chicago), MA and PhD in Anthropology (Stanford). Professor and Chair, Department of Cultural Anthropology, Duke University. Was Co-convenor, Franklin Humanities Institute Working Group on Sports, 2010-2011 and Faculty Director, Duke Human Rights Center, 2004-2010. Main areas of research and teaching: Latin America; Native North America; United States. Main fields: Cultural theory; nationalism and globalization; social movements; history of anthropology, memory and human rights; indigenous culture and politics; sports and society. Most recent book: *The Passion of Tiger Woods: An Anthropologist Reports on Golf, Race, and Celebrity Scandal*, Duke University Press, Durham 2012. Taught at VIU in Fall 2012.

Katya Wesolowski

BA in English (Reed College), MA in Anthropology and Education, PhD in Anthropology (Columbia). Lecturing Fellow at the Department of Cultural Anthropology and Lecturer on the Culture and Practice of Capoeira for the Duke Dance Program. She was director of the Duke in Ghana Summer Study Abroad Program in 2010 and 2011, where she taught "Expressive Culture of the African Diaspora" and "Ethnographic Fieldwork Methods". Her major field of research is Capoeira, Race and Politics in Brazil.

Identity, Heritage and Globalization – F1515

Martina Avanza

Université de Lausanne

The wide-ranging theme of identity and globalisation will be tackled through the issues of the resurgence of nationalisms and ethno-nationalism in a globalized world. In fact, far from erasing local peculiarities as one might have expected, globalisation seems to have revitalized differences and in particular their political assertion, to the point of virulence. This is an ideal theme to make the most of the international composition of the class. It is current (Ukrainian crisis, Israel/Palestine conflict...) and should therefore stimulate the students' interest. It also allows us to familiarise the students with an important aspect of local politics, such as claims for autonomy, or separatism, which are quite present in the Veneto region today. We will do this by using the Northern League as a case study, as, having completed my PhD on this topic, I have a thorough knowledge of the subject matter.

Teaching methods

The sessions will be structured around the discussion of essays and will privilege interactivity. The selection of the articles to be discussed will be based, as much as possible, on the students' countries of origin. Scientific articles (essentially on anthropology, sociology, political philosophy and sciences), will be supplemented with other tools, usually fictional works (films) or museographic objects (paintings). The students will try to analyse these sources with the help of the theoretical texts read during class. 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 in familiarising themselves with the analysis of first-hand documentation. It also aims to sharpen their critical sense and their ability to interpret.

Learning outcomes of the course

- _ To gain knowledge about nationalism, both as a theoretical issue, and more particularly as a current political phenomenon.
- _ To learn to read and discuss theoretical texts on the subject-matter of the course.
- _ To link a theoretical issue (e.g. the constructivist approach to national identities) to some real-life cases.
- _ To learn to analyse first-hand material (a movie, a painting, a mobilisation campaign that has been witnessed), by applying the knowledge acquired during the lessons.
- _ To be introduced to direct observation as an investigative methodology, as well as to the analysis of documentation.

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).

Co-curricular activities

_ One guest lecture about the Northern League, with a special focus on the Venetian area and its autonomist-secessionist tensions.

_ Field Trip-1: *Museo Nazionale del Risorgimento Italiano* in Torino. This museum retraces the Italian process of unification. It will allow us to view objects from that era (19th century) and to think about the process of rewriting history, typical of European nationalisms at that time.

_ Field-trip-2 : we will be taking part in a Northern League demonstration, in order to observe how local identity is mobilized here. The two main demonstrations organized by the party, which attract thousands of participants, take place around mid-September in Venice and mid-June in Bergamo. Should these dates turn out to be irreconcilable with the program, other minor demonstrations would be an option, especially those organised by the Venetian section. Clearly, we will not participate as activists, but engage in participant observation in order to discuss later on in class what has been witnessed. Once the level of knowledge of the Italian language has been assessed, the students might be able to engage in more advanced types of fieldwork (e.g. interviews with some local party representatives).

Syllabus and Readings

The course will be divided into three parts:

1) Four sessions of theoretical introduction, using the fundamental texts about the subject, in order to acquire the tools necessary to discuss the case studies.

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.

- _ Ernest 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: Berghan Books, 2007, p. 15-28.

2) Six sessions with articles selected taking account of the students' 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. E.g.: The Quebec issue in Canada, for the session about separatist tensions. In order not to become too tedious, reading will be coupled with the use of other media, such as:

- _ nationalistic films (propaganda films) or films that discuss nationalism in the different national contexts of the students. E.g.: The movie *Kippur*, by Amos Gitai (2000), about the relationship between citizens and the army in Israel, for the sessions about nationalism and the army.
- _ paintings or other nationalistic art-work (in reproduction), which we will analyse together in order to understand how the nations are portrayed. E.g.: paintings depicting national history.

3) Two sessions dedicated to the Northern League, an Italian autonomist-separatist party, well established in Venice, which was the subject of my PhD. We will be reading articles (my own amongst others) about its objectives; we will use first-hand material for exercises during class (analysis of material such as election posters in which it will be shown how the League recycles the past of the Venetian Republic for biased purposes). This issue is extremely current, in view of the independence "referendum" which is likely to be organised in 2015.

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 resulting from them during our work in the classroom. These reports will be available to other students via a common platform or drop-box.

A short essay (20%) based on the field trip-1: *Museo Nazionale del Risorgimento Italiano* in Torino. An analysis of the display of the history of the unification of Italy seen in the Museum.

Final essay (40%) based on one of the field-trips-2: an analysis related to the participant observation of the Northern League's demonstrations.

Readings

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

See: Syllabus

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

Globalization, Ethics, Welfare and Human Rights – F1516

Orin Starn, Katya Wesolowski
Duke University

This course will explore the relationship between ethics, social welfare, human rights, and politics around the world. We live on a planet very much marked by the dynamics of global poverty and social violence.

Our class will examine work by anthropologists, journalists, historians, and others that seek to better understand social inequalities, including the themes of labor rights, gender and sexuality, nationalism and ultranationalism, immigration, and race and racism. We'll read work by anthropologists, historians, journalists and others about topics like factory work in China, Brazilian shantytown life, African cultural politics, Native American experience in the United States, and debates about the rights of religious and ethnic minorities. The class will also examine efforts at social change, including forms of cyberactivism, the possibilities and paradoxes of NGOs and humanitarianism, new thinking about global health challenges, and the status of the modern human rights movement in an ever more interconnected planet.

Evaluation

There will be a one-page response paper due for the readings each week; two exams, each covering half the material of the course; and final 8-10 page paper on a topic chosen by the student related to the course.

Readings

The readings will all be available on the e-learning platform of the course.

Orin Starn

BA in Anthropology (Chicago), MA and PhD in Anthropology (Stanford). Professor and Chair, Department of Cultural Anthropology, Duke University. Was Co-convenor, Franklin Humanities Institute Working Group on Sports, 2010-2011 and Faculty Director, Duke Human Rights Center, 2004-2010. Main areas of research and teaching: Latin America; Native North America; United States. Main fields: Cultural theory, nationalism and globalization; social movements; history of anthropology, memory and human rights; indigenous culture and politics; sports and society. Most recent book: *The Passion of Tiger Woods: An Anthropologist Reports on Golf, Race, and Celebrity Scandal*, Duke University Press, Durham 2012. Taught at VIU in Fall 2012.

Katya Wesolowski

BA in English (Reed College), MA in Anthropology and Education, PhD in Anthropology (Columbia). Lecturing Fellow at the Department of Cultural Anthropology and Lecturer on the Culture and Practice of Capoeira for the Duke Dance Program. She was director of the Duke in Ghana Summer Study Abroad Program in 2010 and 2011, where she taught "Expressive Culture of the African Diaspora" and "Ethnographic Fieldwork Methods". Her major field of research is Capoeira, Race and Politics in Brazil.

City and Immigration – F1517

Elena Ostanel

Università Iuav di Venezia

In and beyond Europe today we are witnessing a strengthening of structural spatial divisions within city neighbourhoods, with increased inequality and sharper lines of division (Marcuse; van Kempen, 2000; Balbo, 2014). Neighbourhoods are increasingly hyperdiverse (Tasan-Koc *et al*, 2014): they are more diverse in socio-economic, social and ethnic terms, but many differences also exist in lifestyles, attitudes and activities. Continuing *immigration* and increasing socio-economic and ethnic concentration in neighbourhoods challenge social cohesion in local societies worldwide (Hulchanski, 2009). *In Europe, high rates of unemployment, austerity and poverty* make hyperdiverse neighbourhoods and local societies increasingly complex and contested. All low-income segments of society are affected, immigrants especially, who can only rarely rely on solid community networks. This situation reinforces the *polarisation* of urban space, and ethnic concentration in neighbourhoods overlaps with situations of social exclusion and deprivation.

Against this backdrop, we witness a stalled urban regeneration investment across many European cities and disadvantaged neighbourhoods (Arapoglou, 2012). Regeneration budgets and the 'property-led' model are beleaguered, with finance enormously constrained outside core economic areas following the 2007 financial crisis; more importantly, dissimilar top-down revitalisation strategies have resulted in new urban dynamics and urban tensions (Flint and Raco, 2012), gentrification processes (Lees, 2008) and social exclusion.

In Europe and outside, urban neighbourhoods have become a privileged units of observation and policy intervention. In some cases area-based initiatives have been key to producing social cohesion, and transforming power relations and socio-spatial inequalities in hyperdiverse neighbourhoods (Oosterlynck *et al*, 2013). Scholars have recognised that this occurs particularly when neighbourhoods are set within wider city and regional contexts, and that macro-economic forces may exaggerate neighbourhood problems (Atkinson and Kintrea, 2001). So conceived *area-based initiatives* can push towards the development of innovative assets of multilevel governance for *urban revitalization* and *territorial development* (Vicari and Moulaert, 2009) overcoming the ineffectiveness of 'solo' local policies. To this extent, territorial development is conceived as a grounded process in 'spatialised' communities, taking inequality into account in the spatial and social distribution of disadvantage.

The course will provide the students with the possibility of exploring

Elena Ostanel

Laurea triennale in International Relations and Human Rights (Padova); Laurea specialistica in International Cooperation and Development (Bologna); Dottorato in Regional Planning and Public Policy (Iuav). Researcher at Iuav for the UNESCO Chair in Social and Spatial Inclusion of International Migrants (SSIIM). Was Visiting Researcher at the Open University (UK), the University of the Witwatersrand (South Africa) and the Center for the Sociology of Innovation, Mines ParisTech (France). Was policy consultant for the Department of International Cooperation and Development of the City of Padua. Areas of research covered include: cities and social cohesion; the urban inclusion of Mozambican migrants in Johannesburg; conflicts over public space in Padua and Venice; access to housing for migrants in Padua.

different case studies in Europe where deprived neighborhoods have been rehabilitated by bottom-up innovative social initiatives of urban regeneration and territorial development. Beside theoretical lessons on exploring the more relevant literature on the impact of migration at city level, the students will acquire practical competences on how hyperdiverse neighborhoods can become more social cohesive spaces in the city of difference. To do this the most relevant literature on policy analysis will be explored.

Learning outcomes of the course

_ Students will be made familiar with the most relevant international literature on the proposed topic. The literature will be based on an interdisciplinary perspective in order to provide students with a comprehensive overview of the topic.

_ Students will profit from data and evidence from case-study researches from Italy (Venice, Padua, Turin) and other member countries of the VIU consortium: Germany (Berlin), Rotterdam (The Netherlands), Canada (Toronto). In this way students will be put in touch with practices implemented in different cities worldwide and will be trained in comparative perspectives of research.

Students will profit from specific lessons given by invited national and international expert speakers profiting from the SSIIM Unesco Chair's and IUAV's networks and from some of the tutor's own networks (see CV). In this way students will benefit from the specific expertise and experiences of other disciplinary domains.

_ Students will acquire specific practical skills thanks to field trips to visit some interesting projects on the topic. From these field trips students will develop new knowledge on how local welfare practices are formulated and implemented at local level.

Students demonstrating a particular interest in the course's themes may be offered the opportunity to be tutored in their future research work (i.e. for a master or PhD thesis) by the research team of the SSIIM Unesco Chair on the Social and Spatial Inclusion of International Migrants – Urban Policies and practices” running since 2008 at Università Luav di Venezia (<http://www.unescochair-iuav.it>).

Syllabus

The course will be structured along these four major themes:

- i) Theory on migration and its impact at city level
- ii) urban regeneration and territorial development

iii) methods of action research and policy management iv) practical work on case studies.

The course is structured in three main phases:

Phase 1-Introduction. Each lesson will be organized to provide students with the necessary grounding in the topics addressed. As above mentioned, theoretical lessons will cover these major themes: theory on migration and impact at city level ii) urban regeneration and territorial development iii) methods of action research and policy management. During the lessons group discussions will be set up in order to profit from students' different experiences and backgrounds. Specific readings will be provided to students and class and group discussions will be facilitated. As above mentioned, invited guests will introduce the students to specific skills and competencies against an interdisciplinary background.

Phase 2- Laboratory: practical work on case studies. Specific case studies (Venice, Padua, Turin, Berlin, Rotterdam, Toronto) will be presented by the tutor. In the meantime, a program of field visits tailored to the students will be organized and implemented in Padua (railway station neighborhood) and Venice (Arsenale). Then a list of possible working case studies will be given to students; students will work in groups of three with the aim of developing a policy proposal starting from a given situation, with the continuous support of the tutor. Students will become familiar with qualitative research methods such as: in depth- interviews with officials, policy officers and practitioners, policy document analysis, focus group formation, policy investigation, participant observation at key stakeholder meetings and decision-making processes, Action-research working with a community-based group to effect change. Students will be provided with continuous back-up during their case-study development: ad hoc readings, materials, web links, contacts will be provided to facilitate their 'in-the-field' work. In this way students will acquire the ability to work in teams as well as deepening their understating of the policy formulation process.

Phase 3- Continuous discussion of the students' works will be encouraged during the semester and mid-term students' presentations are envisaged. The students are expected to produce a writing paper/project work and a final presentation of their work at the end of the course.

Evaluation

Students are expected to: demonstrate sufficient knowledge of the readings; develop a critical approach; contribute to the discussion and exchange ideas; develop a good written paper; develop a coherent case study; demonstrate proper communication skills; demonstrate a capacity for research development. Evaluation of the students will be based on:

- quality of final paper and its presentation (30%)
- participation in class discussion and exchanges with other students (20%)
- knowledge of the readings (15%)
- quality of the case study development (15%)
- quality of mid-term presentation (10%)
- punctual delivery of assignments (10%)

Readings

- Atkinson R., Kintrea K. (2001) *Disentangling Area Effects: Evidence from Deprived and Non-deprived Neighbourhoods*, *Urban Studies* November 2001 38: 2277-2298
- Cancellieri A., Ostanel E. (2015) *The Struggle for Public Space: the Hypervisibility of Migrants in the Italian Urban Landscape, City: analysis of urban trends, culture, theory, policy, action*, 19 (4), Routledge, Taylor and Francis, UK
- Flint, J. and Raco, M. (eds.) (2012) *The Future of Sustainable Cities: Critical Reflections*. Policy Press, Bristol.
- Gonzàles S., Haley P. (2005) *A Sociological Institutional Approach to the Study of Innovation in Governance Capacity*, *Urban Studies*, October 2005 vol. 42 no. 11 2055-2069
- Gerometta J., Hartmut H., Longo G., *Social Innovation and Civil Society in Urban Governance: Strategies for an Inclusive City*, *Urban Studies*, Vol. 42, No. 11, 2007–2021, October 2005
- Hulcanski J. D. (2009) *The three cities within Toronto. Income Polarization Among Toronto's Neighbourhoods, 1970-2005*, 2009, accessed on line at <http://www.urbancentre.utoronto.ca/pdfs/curp/tnrn/Three-Cities-Within-Toronto-2010-Final.pdf> 27/08/2014
- Le Galès P., Scott A. (2010) *A British bureaucratic revolution? Autonomy without control or 'Freer actors more rules' in English Annual selection*, *Revue Française de Sociologie*, 51:119-146
- Marcuse P., Van Kempen R. (2000) *Globalizing Cities: A New Spatial Order?*, Springer;

- Marconi G., Ostanel E. (eds, 2015), *The Intercultural City: Migration, Minorities and the Management of Diversity*, IB Tauris, London
- Moulaert F., MacCallum D. Mehmood A. Hamdouch A. (2013) *The international handbook on social innovation*, Collective Action, Social Learning and Transdisciplinary Research, Edward
- Oosterlynck S, Kazepov Y., Novy A., Cools P., Barberis E., Wukovitsch F., Sarius T. & Leubolt B. (2013) *The butterfly and the elephant: local social innovation, the welfare state and new poverty dynamics*, Improve Working Papers, No. 13/03
- Ostanel, E. *Traces of cultural regeneration in hyperdiverse neighbourhood: place and planning in mechanisms of social innovation*, in Planum. The Journal of Urbanism, n.29 vol II/2014, in Pratiche di Riappropriazione, eds C. Cellamare e F. Cognetti
- P. Wood, C. Landry (2012) *The Intercultural City: Planning for Diversity Advantage*, Earthscan
- Tasan-Koc T., Van Kempen R., M. Raco, G. Bolt (2014) *Towards Hyper-Diversified European Cities. A Critical Literature Review*, DIVERCITIES Project Report.

Global Governance for Peace and Security, Cooperation and Development – F1518

Richard Nielsen
Boston College

The course focuses on the interplay among states, international organizations (such as the UN, WTO, IMF, ECB, World Bank), multinational private and state-owned corporations, sustainability investment funds, civil society organizations, and activist networks in global governance. The course considers leadership and conflict resolution strategies and methods for peace making, cooperation, security, and sustainable development across physical environment, social, and economic sustainability dimensions. Among the topics considered are: a brief evolutionary history of premodern, modern, and postmodern approaches to international and global cooperation; micro, meso, and macro level institutional causes of non-cooperation and obstacles to developmental cooperation; vision and values based strategies; incentive and networking based strategies; power based strategies; empowering strategies; charismatic, story-telling, and alternative institutional logic strategies; and, alternative institution building and social entrepreneurship strategies. Historical and contemporary cases and issues such as water scarcity are considered throughout the course.

Summary Topic Outline

1. Introduction and overview: Macro and micro process and outcome methods for global governance leadership and conflict resolution.
2. Historical perspectives-visions of global governance for peace, security, cooperation, and development.
3. Obstacles to global governance, peace, security, cooperation, and development: micro individual, meso organizational, and macro institutional and political-economic.
4. Vision and values based global governance leadership.
5. Incentive and networking based global governance leadership.
6. Power based top-down compliance and bottom-up whistle-blowing governance leadership.
7. Empowering, dialog, and critical intellectual based global governance leadership.
8. Alternative institution building, social and institutional entrepreneurship leadership for global governance.
9. Reflection and course summary.

Richard Nielsen

BS in Economics and Finance, MA in Business and Applied Economics (Pennsylvania), PhD in Management (Syracuse). Professor at the Organization Studies Department of the Carroll School of Management at BC. Works in the field of Organizational Ethics, Politics and Comparative Political Economy. Served as President of the Society of Business Ethics. He has consulted and done executive training in major organizations in Asia, Europe, Latin and North America. His extensive bibliography includes works on Finance Capitalism and Ethics, and on Corruption in Financial Services and Corporations. Taught at VIU in Spring 2012.

Syllabus

Week 1 Orientation week

Week 2

1. Introduction and overview: Macro and micro process and outcome methods for global governance and conflict resolution.

_ Dingwerth, K. & Pattberg, P. 2006. Global governance as a perspective on world politics. *Global Governance*, 12: 185-203.

_ Slocum-Bradley, N. & Bradley, A. 2010. Is the EU's governance good? An assessment of EU governance in its partnership with ACP states. *Institute for European Studies: Working Paper 1-2010*: 1-31.

Weeks 3

2. Historical perspectives-visions of global governance for peace, security, cooperation, and development.

_ Case: UN and/or Bretton Woods Institutions (WB, IMF)

_ Jolly, R. 2005. The UN and development thinking and practice. *Forum for Development Studies*. June: 49 – 73.

_ Weiss, T. 2000. Governance, good governance and global governance: Conceptual and actual challenges. *Third World Quarterly*, 21: 795-814.

Weeks 4, 5

3. Obstacles to global governance, peace, security, cooperation, and development: micro individual, meso organizational, and macro institutional.

_ Case: Nike, Pakistan, and Footballs

_ Nadvi, K. 2008. Global standards, global governance and the organization of global value chains. *Journal of Economic Geography*, 8: 323-343.

_ Case: The World Trade Organization and Global Environmental Governance

_ Conca, K. 2000. The WTO and the undermining of global environmental governance. *Review of International Political Economy*, 7: 484-494.

_ Zurn, M. 2004. Global governance and legitimacy problems. *Government and Opposition*, 260-287.

- _ Rajagopal, B. 2014. Global governance: Old and new challenges. *Realizing the Right To Development*. 169-182.
- _ Woods, N. 2000. The challenge of good governance for the IMF and the World Bank themselves. *World Development*, 28: 823-841.
- _ Nielsen, Ch. 2. "Obstacles."

Weeks 6, 7

- 4. Vision and values based global governance leadership.
 - _ Case: The Norwegian Sustainability and Ethical Investing Model
 - _ Case: Novo Nordisk and The Triple-Bottom Line (Economic, Social, Environmental)
 - _ Buchanan, A. & Keohane, R. 2006. The legitimacy of global governance institutions. *Ethics and International Affairs*, 20: 405-437.
 - _ Abbott, K.W. & Snidal, D. 1998. Why states act through formal international organizations. *The Journal of Conflict Resolution*, 42: 3-32.
 - _ Teegen, H., Doh, J. & Vachani, S. 2004. The importance of nongovernmental organizations in global governance and value creation. *Journal of International Business Studies*, 35: 463-483.

Weeks 8

Midterm break

Week 9

- 5. Incentive and networking based global governance leadership.
 - _ Case: The World Bank and Conditionality
 - _ Case: The Cities for Climate Protection Program
 - _ Natsios, A. S. 1995. NGOs and the UN System in complex humanitarian emergencies: Conflict or cooperation? *Third World Quarterly*, 16: 405-419.
 - _ Santiso, C. 2001. Good governance and aid effectiveness: The World Bank and conditionality. *The Georgetown Public Policy Review*, 1: 1-22.
 - _ Betsill, M.M. & Bulkeley, H. 2004. Transnational Networks and Global Environmental Governance: The Cities for

Climate Protection Program. *International Studies Quarterly*, 48: 471-493.

_ Nielsen, R.P. "Varieties of Win-Win Solutions to Problems With Ethical Dimensions," *Journal of Business Ethics*, 2009, 88: 333-349.

_ Nielsen, Ch. 5, "Win-Win Methods."

Weeks 10, 11

6. Power based top-down compliance and bottom-up whistle-blowing global governance leadership.

_ Case: World Bank and environmentally destructive lending practices.

_ Case: Palm Oil, ISO, and Indonesia

_ McCarthy, J. & Zen, Z. 2010. Regulating the oil palm boom: Assessing the effectiveness of environmental governance approaches to Agro-industrial pollution in Indonesia. *Law and Policy*, 32: 153 – 165.

_ Krisch, N. & Kingsbury, B. 2006. Introduction: Global governance and global administrative law in the international legal order. *The European Journal of International Law*, 17: 1-13.

_ Nielsen, R.P. 2013. "Whistle-Blowing Methods For Navigating Within And Sometimes Reforming Regulatory Institutions," *Journal of Business Ethics*, 2013, 112: 385-395.

_ Nielsen, Ch. 4, "Win-lose forcing methods"

Week 12

7. Empowering, dialog, and critical intellectual based global governance leadership.

_ Case: The IMF and Accountability

_ Case: UN Conferences

_ Hass, P. 2002. UN conferences and constructivist governance of the environment. *Global Governance*, 8: 73-91.

_ Woods, N. 2001. Making the IMF and the World Bank more accountable. *International Affairs*, 77: 83-100.

_ Willetts, P. 2000. From consultative arrangements to partnership: The changing status of NGOs in Diplomacy at the UN. *Global governance*, 6: 191-212.

_ Nanz, P. & Steffek, J. 2004. Global governance, participation and the public sphere. *Government and Opposition*, 314 – 336.

- _ Nielsen, Ch. 6, "Dialog methods."
- _ Nielsen, Ch. 7, "Woolman's Friendly disentangling."
- _ Nielsen, Ch. 8, "Kierkegaard's Friendly up-building."
- _ Nielsen, Ch. 9, "Postmodern methods."

Week 13

8. Alternative institution building, social entrepreneurship leadership for global governance.

- _ Nielsen, D. and Tierney, M. 2003. Delegation to international organizations: Agency theory and World Bank environmental reform. *International Organization*, 57: 241-276.
- _ Van Huijstee, M. & Glasbergen, P. 2010. NGOs moving business: An analysis of contrasting strategies. *Business and Society*, 49: 591-618.
- _ Teegeen, H., Doh, J. & Vachani, S. 2004. The importance of nongovernmental organizations in global governance and value creation. *Journal of International Business Studies*, 35: 463-483.

Week 14

9. Reflection and course summary

- _ Slocum-Bradley, N. & Bradley, A. 2010. Is the EU's governance good? An assessment of EU governance in its partnership with ACP states. *Institute for European Studies: Working Paper 1-2010*: 1-31.
- _ Weiss, T. 2000. Governance, good governance and global governance: Conceptual and actual challenges. *Third World Quarterly*, 21: 795-814.
- _ Woods, N. 2000. The challenge of good governance for the IMF and the World Bank themselves. *World Development*, 28: 823-841.
- _ Jolly, R. 2005. The UN and development thinking and practice. *Forum for Development Studies*. June: 49 – 73.
- _ Nielsen, Ch. 12, "Conclusion: Proteus as Institutional Citizen."

Week 15

Exam week

Evaluation

15% Quality of class participation,

40% Essay exam

45% Global Governance Leadership Action Plan paper.

Readings

All readings will be included within the VIU e-learning system.

Krisch, N. & Kingsbury, B. 2006. Introduction: Global governance and global administrative law in the international legal order. *The European Journal of International Law*, 17: 1-13.

Dingwerth, K. & Pattberg, P. 2006. Global governance as a perspective on world politics. *Global Governance*, 12: 185-203.

Weiss, T. 2000. Governance, good governance and global governance: Conceptual and actual challenges. *Third World Quarterly*, 21: 795-814.

Abbott, K.W. & Snidal, D. 1998. Why states act through formal international organizations. *The Journal of Conflict Resolution*, 42: 3-32.

Natsios, A. S. 1995. NGOs and the UN System in complex humanitarian emergencies: Conflict or cooperation? *Third World Quarterly*, 16: 405-419.

Hass, P. 2002. UN conferences and constructivist governance of the environment. *Global Governance*, 8: 73-91.

Nadvi, K. 2008. Global standards, global governance and the organization of global value chains. *Journal of Economic Geography*, 8: 323-343.

Woods, N. 2000. The challenge of good governance for the IMF and the World Bank themselves. *World Development*, 28: 823-841.

Willetts, P. 2000. From consultative arrangements to partnership: The changing status of NGOs in Diplomacy at the UN. *Global governance*, 6: 191-212.

Nielsen, D. and Tierney, M. 2003. Delegation to international organizations: Agency theory and World Bank environmental reform. *International Organization*, 57: 241-276.

Slocum-Bradley, N. & Bradley, A. 2010. Is the EU's governance good? An assessment of EU governance in its partnership with ACP states. *Institute for European Studies: Working Paper 1-2010*: 1-31.

Zurn, M. 2004. Global governance and legitimacy problems. *Government and Opposition*, 260-287.

Rajagopal, B. 2014. Global governance: Old and new challenges. *Realizing the Right To Development*. 169-182.

- Nanz, P. & Steffek, J. 2004. Global governance, participation and the public sphere. *Government and Opposition*, 314 – 336.
- Santiso, C. 2001. Good governance and aid effectiveness: The World Bank and conditionality. *The Georgetown Public Policy Review*, 1: 1-22.
- Woods, N. 2001. Making the IMF and the World Bank more accountable. *International Affairs*, 77: 83-100.
- Teegen, H., Doh, J. & Vachani, S. 2004. The importance of nongovernmental organizations in global governance and value creation. *Journal of International Business Studies*, 35: 463-483.
- Buchanan, A. & Keohane, R. 2006. The legitimacy of global governance institutions. *Ethics and International Affairs*, 20: 405-437.
- Van Huijstee, M. & Glasbergen, P. 2010. NGOs moving business: An analysis of contrasting strategies. *Business and Society*, 49: 591-618.
- McCarthy, J. & Zen, Z. 2010. Regulating the oil palm boom: Assessing the effectiveness of environmental governance approaches to Agro-industrial pollution in Indonesia. *Law and Policy*, 32: 153 – 165.
- Conca, K. 2000. The WTO and the undermining of global environmental governance. *Review of International Political Economy*, 7: 484-494.
- Nielsen, R.P. *The Politics of Ethics*. New York: Oxford University Press.
- Nielsen, R.P. 2013. "Whistle-Blowing Methods For Navigating Within And Sometimes Reforming Regulatory Institutions," *Journal of Business Ethics*, 2013, 112: 385-395.
- Nielsen, R.P. "Varieties of Win-Win Solutions to Problems With Ethical Dimensions," *Journal of Business Ethics*, 2009, 88: 333-349.

National Borders in the Age of Transnationalism – F1519

Gideon Biger

Tel Aviv University

The aim of the course is to present and discuss the role of international boundaries, their relation to nations and their role in defining the national state, to understand the changes concerning those boundaries in the modern era of globalization which is bringing a mix of different peoples into nation states, and the establishment of more open boundaries, as in the European Union, North America and other parts of the world, which partly abolish the traditional role of international boundaries.

The students will be supplied with a vast bibliography relevant to the course matter. They will write a paper concerning the boundaries of one country, most likely their own, but can choose other countries if they wish.

Syllabus

- 1- 2. What is an international boundary?
- 3-4. How the international boundaries were established.
5. Typology of international boundaries.
- 6-7. The role of boundaries in changing the landscape.
8. International boundaries as barriers – walls and fences
9. Nations and boundaries.
- 10-14. Different boundaries presented by the lecturer and the students.

Gideon Biger

BA, MA and PhD in Historical Geography (University of Jerusalem). Professor in the Department of Geography and Human Environment, at TAU. Published extensively on 19th-20th Century Historical Geography of Palestine and Israel, with particular interest in: the Historical Geography of Tel Aviv and Jerusalem; Boundary formation in Modern Palestine and Israel; Geographical analysis of Palestine under British rule; Ideology and Landscape in a Historical Perspective; Wood, Trees and Forestation policies in Palestine and Israel. Taught at VIU in Spring 2012.

Training in UNESCO World Heritage Studies – F1520

Giorgio Gianighian
Università Iuav di Venezia

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

Learning outcomes: As a first result of the course the students will become acquainted with the field of restoration, from its historical beginning up to our own times, as well as in several different contexts in the world. The second result to be achieved will be an understanding of the criteria inspiring the selection of the most important sites of outstanding universal value and finding the best way to protect them.

Syllabus

Module 1: History and Theory of Restoration

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

Module 2: A significant number of Nominations will be analyzed, in order to get acquainted with the procedures, the different problems to be dealt with and, in more than one case, the contradictions, involved in the process. These are the sites:

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

Giorgio Gianighian

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

China: Mountain Resort and its Outlying Temples, Chengde, Longmen Grottoes;
Germany: Dresden Elbe Valley (listed in 2004, delisted in 2009), Classical Weimar (with Goethe's House);
India: Mountain Railways of India (limited to the first, The Darjeeling Himalayan Railway);
Iran: Shushtar Historical Hydraulic System, Armenian Monastic Ensembles of Iran;
Italy: as above indicated;
Japan: Historic Villages of Shirakawa-go and Gokayama;
Libya: Old Town of Ghadames;
Mexico: Historic Centre of Mexico City and Xochimilco;
Nepal: Kathmandu Valley;
Thailand: Historic City of Ayutthaya;
UK: Frontiers of the Roman Empire (limited to Hadrian's Wall), Blenheim Palace.

Module 3: Nomination fieldwork in four Italian WHS

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

Evaluation

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

The exam will consist in the presentation of a written report (3600 words plus illustrations) for the chosen WHS by each student or group of students.

20% Participation

30% General preparation concerning Modules 1 – 2

50% Student final written evaluation report on one of the four Veneto W.H.S.

Readings

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

- N. Stanley Price, M. Kirby Talley Jr., A. Melucco Vaccaro (eds.), *Historical and Philosophical Issues in the Conservation of Cultural Heritage*, The Getty Conservation Institute, Los Angeles, 1996.
- J. Jokilehto, *A history of architectural conservation*, Oxford, Butterworth-Heinemann, 1999.
- G. Gianighian, Italy, in R. Pickard (ed.), *Conservation of the European Built Heritage Series (Volume 1°): Policy and Law in Heritage Conservation*, E&FN SPON, London & New York, 2001, pp. 184-206.
- Idem, Venice, Italy in R. Pickard (ed.), *Conservation of the European Built Heritage Series (Volume 2°): Management of Historic Centres*, E&FN SPON, London & New York, 2001, pp. 162-186.
- N. Mitchell, M. Roessler, P.M. Tricaud, *A Handbook for Conservation and Management. World Heritage Cultural Landscapes*, 26, UNESCO World Heritage Centre, Paris 2009.

Digital Networking and the Regions – F1521

Kenji Hashimoto

Waseda University

The aim of this course is to understand the influence of digital networking, such as broadband, on regional economies and communities from the viewpoint of human geography.

Narrowing the digital divide between urban areas and peripheral areas, or major companies and small to medium-sized enterprises (SMEs) through the Internet and other information and communications technology (ICT), is one of the most important concerns of the geography of information. In particular, in advanced countries, where the development of domestic broadband networks has been underway since the 2000s, regional differences in accessibility and the ability to use such networks are recognized as a new digital divide.

Therefore, developing broadband networks in peripheral areas as a part of advanced countries' national minimum infrastructure is becoming an important political task. Since the mid 2000s, with the aim of improving accessibility to broadband networks, there has been an increasing number of studies that focus on multifaceted analyses of examples in which ICT was effectively used in peripheral areas, and such work includes Quantitative Understanding of ICT Utilization, SMEs in Rural Communities and the Launch of Telework, and the Expansion of Emergency Medical Service Support Systems.

The expectation that the spread of ICT would be a trigger to stimulate peripheral areas became common in Japan in the late 1980s. Since the latter half of the 1990s, while new ICT services such as the Internet and mobile phones were rapidly spreading in Japan and other advanced countries, regional imbalances of access points to the Internet, as well as mobile phone connectivity has gained attention as the "digital divide." However, since the 2000s, such regional imbalances are gradually being corrected, as broadband Internet is expanded to peripheral areas and more people argue that the Internet can be used to stimulate areas with declining populations.

Additionally, the rapid diffusion of social networking services (SNSs) such as Twitter and Facebook not only offers SMEs a new business opportunity, but also creates an opportunity for an individual network to have large influence on regional policy. Such tendencies are most prominent in densely-populated urban areas, and typical examples include the growth of electronic commerce, information dispatch in shopping centers, and mothers' petitioning of the local government for improved child-rearing policies.

Embracing differing viewpoints, this course first considers the spatial and geographical influence of digital networks, and explains the

Kenji Hashimoto

Degree in Human Geography (Tokyo University), Ph.D. in Informational and Economical Geography (with focus on the spatial impacts of the Informatization of the distribution system in Japan). Professor of Human Geography, Faculty of Education and Integrated Arts and Sciences, Waseda University, where he has taught since the beginning of academic activities in 2004. Taught Urban Geography (especially the revitalization of city centers), Commercial Geography (in particular, the location of large scale shopping centers in suburban and their impacts on city centers), and Information Geography (especially regional development of the peripheral area using the broadband). Published on the change of Japan's distribution system using ICT and on the impacts of broadband networks on the regions. Research and teaching interests include Urban Systems and Town Management, and the Spatial Impacts of Informatization.

information policy of the Japanese government from the 1980s to the 2000s as compared with other advanced nations. We will then discuss the influences of digital networks on regions from examples in peripheral areas and urban areas.

Learning outcomes of the course

Students will be enabled to understand the geographical and spatial impact of a digital network. They will also get to know examples of regional improvement using a digital network in Japan and other advanced nations.

Evaluation

Midterm paper 25%,

Final paper 50%.

Class participation 25%

Readings

Castells, M. *The Informational City*, Blackwell, 1989, 402p.

Graham, S. and Marvin, S. *splintering urbanism*, Routledge, 2001, 479p.

Graham, S. and Marvin, S. *Telecommunications and the City: Electronic Spaces, Urban Places*, Routledge, 1995, 456p.

Hashimoto, K. Business for Elderly People through the Internet: The Example of the IRODORI Leaf Business, NETCOM, 26-3, 2012, 235-250.

Leinbach, T. R. and Brunn, S. D. Eds. *Worlds of E-Commerce: Economic, Geographical, and Social Dimensions*, Willy, 2001, 353p.

Wheeler, J. O., Aoyama, Y. and Warf, B. Eds, *Cities in the Telecommunications Age: The Fracturing of Geographies*, Routledge, 2000, 350p.

Zook, M. A. *The Geography of the Internet Industry*, Blackwell, 2005, 200p.

Economics and Management of the Arts – F1522

Bernardi Bruno

Università Ca' Foscari Venezia

Learning objectives

Management of artistic and cultural productions focusing on:

_ financial resources measurement and control in staging events, governing institutions, and arts production;

_ values and expectations, communication, social and anthropological determinants of overall performance.

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

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

Syllabus

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

Evaluation

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

Class composition is important in fostering active attendance: individual and team assignments will be given, which will also be discussed in the classroom.

A midterm anonymous customer satisfaction and climate questionnaire will be given in order to facilitate the fine tuning of the second part of the course.

Bruno Bernardi

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

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

Digital Tools for Humanities – F1523

Caterina Balletti, Federico Boschetti

Università Iuav di Venezia, Consiglio Nazionale delle Ricerche Pisa

First module – Prof. Balletti

Digital imaging in Humanities and Cultural Heritage has become commonplace generally to provide accurate and detailed records, and to facilitate detailed analysis of objects, documents, buildings, and artifacts, with a view to increasing public access. Digital imaging technologies have developed rapidly in the last ten years, becoming more popular nowadays than their analogue counterparts, and increasing expectations from the general public about the range and quality of digital image material which should be made available by heritage institutions. Today there are many tools, techniques, and methodologies for creating and disseminating digital image representations of cultural heritage, architecture and territory. Cultural Heritage Imaging (CHI) fosters the development and adoption of technologies for digital capture and documentation of the world's cultural, scientific, and artistic treasures.

Second module – Prof. Boschetti

In the last years, the amount of multilingual documents on the web has dramatically increased, but the web is still surfed in most cases by monolingual or bilingual users, not by polyglots. Consequently, a mine of relevant information is unreachable behind the linguistic barrier: good answers need good questions. This second module of the course aims at addressing the new challenges of the multilingual web by describing some solutions. In particular, cross-language information retrieval systems provide the user with methods and tools to translate both the query and the retrieved documents. In this way, it is possible to increase the accuracy of the search engines and maximize the exploitation of multilingual documents for domain-specific research purposes (e.g. in the architectural or archaeological domain). For instance, we can realize that a document about the Renaissance, available on the web, written in Italian and never translated before, is relevant to our research even if we do not master the language at the highest level. The terminology and named entity extraction will help us for a coarse translation in order to understand the general meaning and will help us to decide if further investigation (maybe by a mother-tongue translator) is necessary.

Teaching Method: Lectures are aimed at providing a theoretical explanation and a thorough knowledge of digital documentation; a practical lab will be set up to ensure active participation by the students

Caterina Balletti

Laurea in Architecture (Iuav), Doctorate in Geodetic and Topographical Sciences (Politecnico, Milan). Works at the CIRCE Photogrammetry Laboratory, at Iuav, where she teaches “Survey” and “Processing Systems of Information”. Taught at VIU in Fall 2012, 2013 and 2014. Author of more than 70 publications on Topographic and Cartographic topics. She was involved in research on “Digital Survey Methodologies, GIS and Multimedia Network for Architectural and Environmental Heritage” (Politecnico, Milan), “Survey and representation of Carlo Scarpa’s works at Fondazione Querini Stampalia” (Querini Foundation and Iuav), “Archaeological and architectural survey and three-dimensional modeling systems” and “Digital memory of geometric forms. 3D scanners and digital photogrammetry: examination of systems for conducting surveys, for creating virtual models, for reproduction, for conservation and for the re-updating of objects” (Iuav).

Federico Boschetti

Laurea in Ancient Greek Literature (Ca' Foscari), Dottorato internazionale in Classical Philology (Trent and Lille III), Dottorato in Cognitive and Brain Sciences - Language, Interaction and Computation (Trent). Researcher at Institute of Computational Linguistics of CNR. Visiting lecturer at the University of Leipzig and Visiting Lecturer at Tufts University. He was Programmer and Assistant for digitization of Latin texts at the University of Padua. Main fields of research: Formal and Computational Philology, Corpus Analysis, and Greek Philology. Taught at VIU in Fall 2014.

through class-exercise and case analysis. Slideshows, videos and software application will be an essential part of the program.

Second Module: Lectures provide the theoretical background for the second module of the course. Students attend the hands-on lab, in order to master methods and tools for cross-language information retrieval applied to case studies discussed with the teacher and the classmates. The second module of the course requires slideshows, the development of simple scripts in Python and the use of web applications.

Learning objectives: The course covers the principles and techniques of creating digital images by integrating traditional Computer Graphics with the most innovative Computational Photography.

At the end of the course, students will have the knowledge to:

- 1- develop an understanding of the digital processes of documentation;
 - 2- choose the digital tool most appropriate to their field of interest.
- Moreover they will have a collection of software (freeware and shareware) and the expertise to use it, whatever their field of interest.

The second module of the course affords methods and techniques to retrieve relevant information from the multilingual web, by increasing precision and recall of the search.

At the end of the module, students will be able:

1. to understand the principles of the multilingual web;
2. to retrieve relevant documents for their domain-specific information needs expressed in languages that they only partially master or that they do not master at all;
3. to exploit multilingual documents retrieved from the web for their research purposes.

Syllabus

First Module:

The aim of the course is to provide the basis of acquisition, processing, storage and spread of digital images to support urban, architectural and archeological documentation, mainly encompassing:

- _ digital image acquisition;
- _ digital photographs;
- _ aerial images;
- _ geometric and radiometric processing;
- _ high dynamic range;

- _ panoramas;
- _ photogrammetric rectification;
- _ geotagging;
- _ 3D stereoscopic images;
- _ multi-image based modeling.

Second module:

1. Overview
 2. Multicultural and multilingual information needs
 3. Untranslatable words, inaccessible concepts
 4. Theory and best practices of the Multilingual Web
 5. Parallel texts on the web: source and translation side-by-side
 6. Cross-language information retrieval systems and the evaluation of the optimal trade-off between precision and recall
 7. Multilingual lexico-semantic digital resources
 8. Diving into the meaning: visual exploration of conceptual relations
 9. Multilingual Named Entity Recognition
 10. Multilingual Terminology Extraction
 11. Putting all together: cross-language information retrieval in action
 12. Exploiting multilingual documents for domain-specific research needs (e.g. for urban, architectural or archaeological studies)
- During the exam week, students will discuss their final presentation.

Evaluation

For both modules:

- 60% oral presentations and class participation
- 40% final presentation of a practical application.

Readings

- Daniele Marini, Maresa Bertolo, Alessandro Rizzi, *Comunicazione visiva digitale: fondamenti di eidomatica*, Addison Wesley, Milano, 2001.
- Rafael C. Gonzalez, Richard E. Woods, *Digital image processing*, Prentice Hall, 2008.
- Dell'Orletta, F., G. Venturi, A. Cimino, and S. Montemagni, *T2K2: System for Automatically Extracting and Organizing Knowledge from Texts*, in Proceedings of the 9th International Conference on Language Resources and Evaluation (LREC'14), 2014.
- Oard, D. W., *Transcending the Tower of Babel: Supporting Access to Multilingual Information with Cross-Language Information*

Retrieval, in Emergent Information Technologies and Enabling Policies for Counter-Terrorism (eds R. L. Popp and J. Yen), John Wiley & Sons, Inc., Hoboken, NJ, USA, 2006.

Fellbaum, C., *WordNet: An Electronical Lexical Database*. Cambridge (MA), Introduction, 1998.

Scientific papers and specific websites will be indicated during the course, in particular further scientific papers will be provided during the second part of the course.

Cooperative, Self-Subsidization, and Creative Leadership Strategies For Arts and Cultural Organizations – F1524

Richard Nielsen
Boston College

Cooperative, self-subsidization, and creative leadership strategies can help arts and cultural organizations as well as cultural heritage site organizations support, sustain, and transform their missions, visions, and values. These cooperative, self-subsidization, and creative leadership strategies can combine with traditional public sector and charitable sources of support. A brief history of arts, cultural, and cultural heritage site organizational evolution and development is considered in the context of different types of political-economic environments and systems. The key types of cooperative, self-subsidization, and creative leadership strategies are identified as well as traditional public sector and charitable support strategies. Processes for developing the strategies are explained. Alignment with the functional strategies in creative human resources management, organizational development, marketing, finance, and production are also considered. Ethical and social issues are also examined. Teaching methods used are case discussions, role playing, discussion of readings, original student projects, and discussion of current events.

Summary Topic Outline

(See more detailed outline within syllabus).

1. Why should arts, cultural, and cultural heritage site organizations consider cooperative, self-subsidization, and creative leadership strategies?
2. Types of cooperative, self-subsidization, creative, public sector support, and charitable strategies.
3. A brief history of the evolution and development of arts, cultural, and cultural heritage site organizations.
4. Causes of and obstacles to support for arts, cultural, and cultural site organizations.
5. Innovation and entrepreneurship in arts and cultural organizations: A strategic perspective.
6. Coordinating vision and values with cooperative, cross-subsidization, and creative leadership strategies.
7. Creative human resources management and organizational development.
8. Strategic analysis for selecting cooperative, self-subsidization, and creative strategies.
9. Implementing cooperative, self-subsidization, and creative strategies.
10. Reflection on cooperative and self-subsidization leadership and management: Toward praxis, happiness?

Richard Nielsen

BS in Economics and Finance, MA in Business and Applied Economics (Pennsylvania), PhD in Management (Syracuse). Professor at the Organization Studies Department of the Carroll School of Management at BC. Works in the field of Organizational Ethics, Politics and Comparative Political Economy. Served as President of the Society of Business Ethics. He has consulted and done executive training in major organizations in Asia, Europe, Latin and North America. His extensive bibliography includes works on Finance Capitalism and Ethics, and on Corruption in Financial Services and Corporations. Taught at VIU in Spring 2012.

Teaching methods used are discussion of cases, readings, role playing, original student projects, and current events.

Syllabus

Week 1 Orientation Week

Week 2 _ Course Introduction and Discussion of syllabus.

1. Why should arts, cultural, and cultural heritage site organizations consider cooperative, self subsidization, and creative leadership strategies?

_ See discussion notes.

_ V, Ch. 1

_ IDT, Ch. 1

2. Types of cooperative, self-subsidization, creative, public sector support, and charitable strategies.

_ Case: Performing Arts Organization

_ See discussion notes.

_ Richard P. Nielsen, "Self-Subsidization Strategies For Nonprofit Organizations," *Strategic Management Journal*.

_ V, Ch. 6

_ IDT, Ch. 4

Week 3 3. A brief history of the evolution and development of arts, cultural, and cultural heritage site organizations.

_ Case: Museum

_ See discussion notes.

_ Richard P. Nielsen, "Cooperative Strategy," *Strategic Management Journal*.

_ V, Ch. 2, 5

_ IDT, Ch. 2

Week 4 4. Causes of and obstacles to support for arts, cultural, and cultural site organizations.

_ Case: Library

_ See discussion notes.

_ Richard P. Nielsen, "Intrapreneurship As A Peaceful Transition Strategy For Public Sector Organizations," *Strategic Management Journal*.

- _ V, Ch. 3
- _ IDT, Ch. 7
- _ IDT, Ch. 8

Week 5 5. Innovation and entrepreneurship in arts and cultural organizations: A strategic perspective.

- _ Case: University
- _ See discussion notes.
- _ V, Ch. 1
- _ IDT, Ch. 6

Week 6 _ Continued Discussion of innovation and entrepreneurship in arts and cultural organizations.

- _ Case: Business/Government Cultural/Environmental Hotel Resort
- _ See discussion notes.
- _ V, Ch. 7

Week 7 6. Coordinating vision and values with cooperative, cross-subsidization, and creative leadership strategies.

- _ Case: UNESCO Village
- _ See discussion notes.
- _ V, Ch. 4

Week 8 Midterm break

Week 9 _ Discussion continued on Coordinating vision and values with strategies.

- _ Case: Agricultural Tourism cooperation between government and business
- _ See discussion notes.
- _ V, Ch. 4

Week 10 7. Creative human resources management and organizational development.

- _ Case: Student Case 1
- _ See discussion notes.
- _ V, Ch. 8

Week 11 _ Creative human resources management and organizational development continued.

_ Case: Student Case 2.

_ See discussion notes.

_ IDT, Ch. 7

Week 12 **8. Strategic analysis for selecting cooperative, self-subsidization, and creative strategies**

_ Case: Student Case 3

_ See discussion notes.

_ V, Ch. 5

_ IDT, Ch. 6

Week 13 **9. Implementing cooperative, self-subsidization, and creative strategies.**

_ Case: Student Case 4

_ See discussion notes.

_ V, Ch. 11

_ IDT, Ch. 10, 12

Week 14 **10. Reflection on cooperative and self-subsidization leadership and management: Toward praxis, happiness?**

_ See discussion notes.

Week 15 **Exam Week**

_ Exam

_ Papers Due

Evaluation

15% Quality of class participation,

40% Essay exam

45% Cross-Cultural Negotiating Action-Learning Plan paper.

Readings

Richard P. Nielsen, "Self-Subsidization Strategies For Nonprofit Organizations," *Strategic Management Journal*.

Richard P. Nielsen, "Cooperative Strategy," *Strategic Management Journal*.

Richard P. Nielsen, "Intrapreneurship As A Peaceful Transition Strategy For Public Sector Organizations," *Strategic Management Journal*.

Lidia Varbanova, *Strategic Management in the Arts*. New York, London: Routledge.

Scott Isaksen, K. Brian Dorval, and Donald Treffinger. *Creative Approaches To Problem Solving*. Los Angeles: Sage. E-book available.

Additional current events and other materials will be distributed in class. E-book is available.

Great Works of Art Re-visited – F1526

Natalia Mazur, Ilya Doronchenkov

European University at Saint Petersburg

The course's goal is to foster students' skills in seeing and understanding masterpieces of European art from the 15th to the early 20th century and in doing so to discuss central issues of the evolution of art in Early Modern and Modern Europe. The course is focused on comparing different approaches to the interpretation of a specific work of art based on mainstream and revisionist methodologies of art history and visual studies. It's structured as a range of case-studies and requires reading of scholarly literature and deep involvement in class discussion.

No previous art historical background is needed.

Syllabus and Readings

Class 1. Orientation.

Course introduction. Approaches to the interpretation of art

Class 2. Botticelli, Annunciation (Cestello Annunciation), c. 1490 / Robert Campin. The Mérode Altar, c. 1427-32

The class examines how Renaissance Italian and Flemish painters organized their visual narratives and how two art historical methodologies interpret the meaning of a work of art. Panofsky establishes an extremely influential concept of "disguised symbolism" in Northern Renaissance painting and in doing so turns a work of art into a visual cipher while Baxandall explains Botticelli's painting through the social and religious practices of the period.

Reading:

Baxandall, Michael, *Painting and Experience in Fifteenth-century Italy*, Oxford, 1972, 45-56.

Schapiro, Meyer, "Muscipula diaboli", the symbolism of the Mérode Altarpiece," in: *Art Bulletin*, vol. 27, No. 3. September 1945, 182-187.

Panofsky, Erwin, *Early Netherlandish Painting. Its Origin and Character*, Cambridge (Mass.), 1953. Chapter 5 and 6, V.

Recommended further reading:

Heckscher, William, "The Annunciation of the Mérode Altarpiece: An Iconographic Study," in: *Miscellanea Jozef Duverger*. Ghent, 1968, 37-65.

Holly, Michael Ann, "Witnessing an Annunciation," in: Holly, Michael Ann, *Past Looking: Historical Imagination and the Rhetoric of the Image*. Ithaca and London, 1985, 149-169.

Carrier, David, "Naturalism and Allegory in Flemish Painting," in: *Journal of Aesthetics and Art Criticism*, Vol. 45, Spring 1987, 237-49.

Natalia Mazur

Degree in Philological Studies (Moscow Lomonosov State University) and Doctorate at the Russian State University for the Humanities, Moscow. Coca-Cola Chair in Visual Studies, Department of History of Art, at EUSP. Professor at the Russian State University for the Humanities. Senior Research Associate at the Institute of World Culture of Moscow Lomonosov State University. Member of the Academic Council of VIU. Teaching career includes lectureships at the University of Naples (Orientale) and at the Centro per gli studi storici italo-germanici in Trent, Italy. Research interests: visual studies; *topoi* of Russian culture of the 18th-20th centuries; literary connections between Russia and Europe in the context of the history of ideas.

Ilya Doronchenkov

MA and PhD in History of Art at the Russian Academy of Fine Arts in St. Petersburg. Chair of the Department of History of Art at EUSP. He is also Professor at the Repin State Academic Institute of Painting, Sculpture and Architecture of the Russian Academy of Fine Arts. Was Visiting Professor at Brown University (US) and at the University of Freiburg (Germany), research Fellow at Columbia University (US). Major areas of research: Russian-Western Art relations and influences; Problems of identity in Russian art in the 19th and 20th centuries; History of art criticism (Russian and Western); History of the 19th and 20th century art; Cultural history of Russian emigration after 1917; Relations of Russian literature and art

Class 3. Leonardo, Last Supper, Santa Maria delle Grazie, Milano, 1495-97

The Milan fresco marks the climax of Renaissance narrative painting where a story is told through the movement of bodies and facial expressions in a stage-like space. For a long time Leonardo's *Last Supper* was seen as a clear and straightforward orchestration of the different psychological reactions of the apostles to the words of Jesus "One of you will betray me". Following Goethe's 1817 essay this reading became almost exclusive, despite the obvious religious significance of the sacred event presented by Leonardo – the institution of the Eucharist. The class will discuss Leo Steinberg's acute and multifaceted analysis of different aspects of the fresco (iconography, physiognomy, spatial structure, perspective, etc.) which argues that both meanings of the Last Supper – psychological and mystical – are intentionally inseparable.

Reading:

Clark, Kenneth, *Leonardo da Vinci, an Account of his Development as an Artist*, Baltimore, 1959, 89-97.

Steinberg, Leo, *Leonardo's Incessant Last Supper*, Cambridge, MA, London, 2001, 12-53.

Zöllner, Frank, *Leonardo da Vinci 1452-1519, The Complete Paintings and Drawings*, Köln, 2012, 122-29.

Class 4. Leonardo, Mona Lisa, c. 1503-06

By now the Mona Lisa is the most celebrated painting in the world. This status was built up gradually, beginning with mid-19th century French and English writers who invested the portrait of an upper middle-class Florentine woman with Romantic ideas of Eternal Femininity. Since then the painting has been the subject of endless interpretations concerning its different aspects, the identity of the sitter in particular. The class and seminar will examine both the portrait in its art historical context and the most indicative examples of the painting's interpretation in scholarship, fiction, and mass-culture.

Reading:

Boas, George, "The Mona Lisa in the History of Taste," in: *Journal of the History of Ideas*. Vol. I. No. 2. April. 1940, 207-223.

Clark, Kenneth, "Mona Lisa," in: *The Burlington Magazine*. March 1973, 144-150.

Zöllner, Frank, "Leonardo's Portrait of Mona Lisa del Giocondo" in: *Gazette des Beaux-Arts*, T. CXXI. Mars 1993, 115-138.

in the early 20th century. Edited: *Russian and Soviet Views of Modern Western Art, 1898-1936*. A Critical Anthology. Berkeley, Los Angeles: University of California Press, 2009.

Recommended further reading:

Sassoon, Donald, *Becoming Mona Lisa: The Making of a Global Icon*, New York, San Diego, London [2001].

Garrard, Mary D. "Leonardo da Vinci. Female Portraits, Female Nature," in: *The Expanding Discourse. Feminism and Art History*. Ed. by Norma Broude and Mary D. Garrard. New York, 1992, 59-85.

Class 5. Seminar on Mona Lisa.

Class 6. Giorgione/Titian, Pastoral Concert, c. 1509

Pastoral Concert is an early example of a specifically Venetian type of painting – *poesia*, where narrative is hidden or at least not clearly presented and the emphasis is often put on such non-discursive elements as landscape. The *Concert* successfully avoids clear interpretation and challenges art historians who try to reveal in it a specific coherent meaning related to a specific story or a piece of poetry. A comparison of different readings of the painting allows us to discuss some basic limitations of art historical analysis.

Reading:

Holberton, Paul, "The Pastorale or *Fête champêtre* in the Early Sixteenth Century," in *Titian 500* (Studies in the History of Art, vol. 45), Washington, D.C., 1993, 245-262.

Maiorino, Giancarlo, "Titian's Concert Champêtre and Sannazaro's Arcadia: Typology and the Invention of the Renaissance Pastoral," in: *The Eye of the Poet. Studies in the Reciprocity of the Visual and Literary Arts from the Renaissance to the Present*, edited by Amy Golahny, London, 1996, 53-69.

Unglaub, Johnathan, "The Concert Champêtre: The Crises of History and the Limits of Pastoral," in: *Arion: A Journal of Humanities and the Classics*, V, 1997, 1, Third Series, Spring – Summer, 46-96.

Class 7. Titian, Venus of Urbino. 1538

The strong sensual appeal of this image of a voluptuous nude was hardly acceptable to Christian/bourgeois society and for this reason was successfully obfuscated for centuries by the painting's status of museum masterpiece and by art historical rhetoric: it was interpreted as a Neo-Platonic emblem or celebrated as an incarnation of perfect form almost stripped of its sexuality. On the other hand, exactly this unwelcome nature of Titian's painting has subsequently been emphasised by a variety of interpretations – both artistic (Édouard Manet,

Olympia, 1865) and scholarly (John Berger, *Ways of Seeing*, 1972, and subsequent writers). The lecture will analyze Titian's visual strategy, compare different interpretations of the *Venus* and focus on the original function of the painting suggested by contemporary scholars employing the tools of social history of art, gender studies, and resources from the history of Renaissance medicine.

Reading:

Clark, Kenneth, *The Nude*, New York, 1956, 172-174.

Reff, Theodore, "The Meaning of Titian's *Venus of Urbino*," in: *Pantheon*, Bd. 21, 1963, 359-66.

Panofsky, Erwin, *Problems in Titian, Mostly Iconographic*. New York, 1969, 109-138.

Goffen, Rona (ed.) *Titian's "Venus of Urbino"*, Cambridge University Press, 1997, 63-90.

Further reading:

Hope, Charles, "Problems of Interpretation in Titian's Erotic Paintings," in: Gemin, Massimo and Paladini, Giannantonio (eds.) *Tiziano e Venezia, Convegno Internazionale di Studi, Venezia, 1976* Vicenza, 1980, 11-24.

Jósef Grabski, "Victoria Amoris": Titian's *Venus of Urbino*, A Commemorative Allegory of Marital Love," in: *Artibus et Historia*. 1999. No. 40, 9-33.

Class 8. Dürer. Melancholia I. 1514

Erwin Panofsky's and Fritz Saxl's deciphering of Dürer's mysterious print remains a classical example of iconological analysis based on the ties between visual topoi and a wide range of intellectual traditions, such as Florentine Neo-Platonism, pseudo-Aristotelian theory of the four temperaments and Renaissance occult philosophy. The lecture and the seminar demonstrate how Renaissance art responded to such intellectual vogues of the epoch as the cult of melancholy in relation to the newly formulated idea of creative genius, and how this concept was transmitted through the centuries in visual culture and the arts.

Reading:

Panofsky, Erwin, *The Life and Work of Albrecht Dürer*. 2nd ed., revised [1945]. P. 156-171.

Recommended further reading:

Klibansky, Raymond; Panofsky, Erwin; Saxl, Fritz, *Saturn and Melancholy: Studies in the History of Natural Philosophy, Religion, and Art*, New York, 1964.

Nordström, Folke, *Goya, Saturn and Melancholy*, Stockholm, 1962. Pages to be added.
Cummings, Frederick, "Boothby, Rousseau and Romantic Malady," in: *The Burlington Magazine*, Vol. 110, No. 789, Dec., 1968, 659-667.

Class 9. Seminar on Melancholia I and the melancholic tradition in visual arts

Class 10. Hans Baldung Grien. Holy family with St. Anna, 1511, engraving
This class deals with one of most groundbreaking art historical hypothesis of the last decades – Leo Steinberg’s approach to one of the strongest taboos of Christian culture in general and the discipline of the history of art in particular – the sexuality of Christ as represented in Renaissance art. Steinberg demonstrates that artists from about 1320 start to “undress” the infant Jesus and in the end of 15th century the genitalia were often proudly displayed and viewers’ attention to them was stimulated by the behavior of other characters in the painting or engraving. According to Steinberg, the genital display by the infant Christ defies a simplistic explanation based on idea of Renaissance ‘realism’ and should be interpreted as a proof of the Incarnation.

Reading:

Steinberg, Leo, *The Sexuality of Christ in Renaissance Art and in Modern Oblivion*, Chicago, 1996. Pages to be added.
Hope, Charles, "Ostentatio genitalium," in: *London Review of Books*, Vol. 6. No. 21. 15 November 1984.

Class 11. Bronzino, Allegory, c. 1545

Striking and provocative, Bronzino’s Allegory is an exemplary case of Mannerist art produced for a limited audience of initiates who recognised the clues to the message of a sophisticated and usually complex emblematic painting. Art historians still haven’t reached agreement about the *Allegory’s* meaning, and the lecture will present alternative readings of the painting related to the moralizing emblematic tradition, issues of Renaissance sexuality and public health.

Reading:

Panofsky, Erwin, *Studies in Iconology*, New York, 1962, VII, 69-91.
Hope, Charles, "Bronzino’s “Allegory” in the London National Gallery," in: *Journal of the Warburg and Courtauld Institutes*, Vol. 45, 1982, 239-243.

Conway, J.F., "Syphilis and Bronzino's London Allegory," in: *Journal of the Warburg and Courtauld Institutes*, ol. 49, 1986, 250-255.
Bosch Lynette, M.F., "Bronzino's London "Allegory": Love versus Time," in: *Source*, Vol. 9. No. 2, Winter 1990, 30-35.

Recommended further reading:

Cheney, Iris, "Bronzino's London "Allegory": Venus, Cupid, Virtue and Time," in: *Source*, Vol. 6, No. 2, Winter 1987, 12-18.

Barnard, Imelda, 'Venus, Cupid and Time (Allegory of Lust)' (c. 1540-45), Agnolo Bronzino. The National Gallery, London <https://www.apollo-magazine.com/with-love/bronzino-allegory-of-love-lust-2/>

Class 12. Rembrandt, Anatomy Lesson of Dr. Nicolaes Tulp, 1632

This first group portrait by Rembrandt is an example of a radically new 17th century art. It builds on Caravaggio's revolution: using a heightened contrast between the bright light in the center of the painting and the dark background to intensify the effect of immediacy and presence and helps to bring the viewer into the imaginary space of the picture. Thematically it's strikingly modern too – *Anatomy* documents a public autopsy as practiced in the 17th century Holland, open to professionals and the general public. The painting raises several broader cultural issues, for example, the new significance of visuality in expanding scientific knowledge.

Reading:

Heckscher, William S., *Rembrandt's "Anatomy of Dr. Nicolaas Tulp": An Iconological Study*. New York, 1958. Pages to be added.

Riegl, Alois, "Excerpts from *The Dutch Group Portrait*," in: *October*, 74, Fall 1985, 3-14.

Middelkoop, N., Noble P., Wadum J., Broos B. *Rembrandt under the Scalpel: "The Anatomy Lesson of Dr. Nicolaas Tulp" Dissected*. Exh. Cat., The Hague, 1998-9. Pages to be added.

Recommended further reading:

Mitchell, Dolores, "Rembrandt's "Anatomy Lesson of Dr. Tulp": a Sinner among the Righteous," in: *Artibus et Historiae*, No. 32, 1993, 145-156.

Class 13. Jan van Eyck, The Arnolfini Portrait, 1434

Van Eyck's portrait of this couple of wealthy Italians resident in Bruges is outstanding for its realism of detail, complex visual structure and the presence of the artist as witness to the legal procedure relating to matrimony. Panofsky's 1934 article established the tradition of the

interpreting the picture in terms of hidden symbolism and alternative rituals of marriage which turns this brilliant painting into a unique social document. Contemporary scholars have challenged his reading from different methodological perspectives such as social history of art, gender studies, etc.

Reading:

Panofsky, Erwin. "Jan van Eyck's *Arnolfini Portrait*," in: *The Burlington Magazine*. Vol. LXIV. No. CCCLXXII. March. 1934, 117-127.

Bedaux, Jan Baptist, "The reality of symbols: the question of disguised symbolism in Jan van Eyck's *Arnolfini Portrait*," in: *Simiolus*, Vol. 16. 1986, 5-28.

Hall, Edwin. *The Arnolfini Betrothal. Medieval Marriage and the Enigma of Van Eyck's Double Portrait*, Berkeley. Los Angeles, London, 1994, XVII-XXI, 49-129.

Recommended further reading:

Seidel, Linda. "Jan van Eyck's *Arnolfini Portrait*: Business as Usual?" in: *Critical Inquiry* 16 (1989), 55-86.

Harbison, Craig, "Sexuality and Social Standing in Jan van Eyck's *Arnolfini Double Portrait*," in: *Renaissance Quarterly*, Vol. XLIII. No. 2. Summer. 1990. P. 249-291.

Class 14. Hans Holbein the Younger, The Ambassadors, 1533

This unique portrait of two French aristocrats painted in Renaissance London presents a complex symbolic message with a very personal atmosphere. Its message is formulated through an elaborate combination of objects combining the commonplaces of the moralistic tradition of representations of Vanitas with up-to date scientific knowledge and popular visual tricks such as anamorphosis. The lecture demonstrates how contemporary scholars have approximated to the intended meaning of the portrait employing different approaches which complement each other – from traditional iconology to Lacanian psychoanalysis and queer studies.

Reading:

Bätschmann, Oskar and Griener, Paskal. *Hans Holbein*. Princeton, 1997, 149-192.

Foister, Susan; Roy, Ashok; Wyld, Martin. *Holbein's "Ambassadors": Making and Meaning*. National Gallery Publications, London, 1997.

North, John, *The Ambassadors' Secret: Holbein and the World of the Renaissance*, New York, 2003, 247-334.

Recommended further reading:

Lacan, Jaques, *The Four Fundamental Concepts of Psychoanalysis*, London, 1977, 85-89.

Kenaar, Hagi. "The 'Unusual Character' of Holbein's *Ambassadors*", in: *Artibus et Historiae*. 2002. No. 46, vol. XXIII, 61-75.

Calderwood, Mark. The Holbein Codes. An Analysis of Hans Holbein's *The Ambassadors* [2005]

<http://web.archive.org/web/20060423155438/>

<http://www.newcastle.edu.au/school/fine-art/arttheoryessaywritingguide/analysisofhansholbeinstheambassadors.html> (25.09.2014)

Class 15. Velázquez, *Las Meninas*, 1665

When the painting first became widely known in the 19th century it was considered a big impressionistic snapshot of a casual moment in the life of Spanish court. The immediacy of Velázquez's manner encouraged a predominant view of *Las Meninas* as a genuine manifestation of 17th century Realism. This simplistic reading was challenged by Michel Foucault in the opening passages of *The Order of Things* where the complex arrangement of sightlines, hiddenness, and appearance was presented as a model of a new *épistème* in European culture. His *ekphrasis* launched a new discussion of the painting.

Reading:

Brown, Jonathan, "On the Meaning of *Las Meninas*," in: Brown, Jonathan, *Images and Ideas in Seventeenth-Century Spanish Painting*, Princeton, 1978, 87-110.

Steinberg, Leo, "Velázquez's *Las Meninas*" in: *October*, Vol. 19, Winter 1981, 45-54.

Alpers, Svetlana, "Interpretation without Representation, or, The Viewing of *Las Meninas*," in: *Representations*. Vol. 1. No. 1. February, 1983, 31-42.

Recommended further reading:

Foucault, Michel, *The Order of Things: An Archeology of Human Sciences*, London, 1970, 3-16.

Moffitt, John F. "Velázquez in the Alcázar Palace in 1656: the Meaning of the *mise-en-scene* of *Las Meninas*," in: *Art History*, Vol. 6, No. 3, September 1983, 271-300.

Stratton-Pruitt, Susanne L., "Velázquez's, "Las Meninas": An Interpretive Primer," in: Stratton-Pruitt, Susanne L. (ed.), *Velázquez's, "Las Meninas"*, Cambridge, 2003, 124-49.

De Diego, Estrella, "Representing Representation: Reading *Las Meninas*, again," in: *Ibid.*, 150-69.

Class 16. Seminar on Las Meninas

Class 17. Watteau, L'Enseigne de Gersaint, 1720-21

Watteau's last masterpiece is unique in the œuvre of this master of exquisite Rococo pastorals: it was made as a shop-sign for the artist's dealer's store and represented its interior, shop staff, and customers. Because it was painted shortly before the painter's untimely death, the painting was considered his testament, an eloquent speculation on the philosophy of art comparable to *Las Meninas*. Recent art historical analysis has suggested alternative interpretations based on early 18th century urban visual culture and the Baroque emblematic tradition: the celebration of the first surge of consumerism in Europe.

Reading:

Neuman, Robert, "Watteau's 'L'enseigne de Gersaint' and Baroque Emblematic Tradition," in: *Gazette des Beaux-Arts*. T. CIV. 1984, Novembre, 153-164.

Posner, Donald, "In Detail: Watteau's Shopsign for Gersaint," in: *Portfolio*, vol. 1. No. 3. 1979, 29-33.

McClellan, Andrew, "Gersaint's shopsign and the world of art dealing in eighteenth-century Paris," in: Mary D. Sheriff (ed.) *Antoine Watteau: Perspectives on the Artist and the Culture of His Time*. Cranbury, NJ, 2006.

Recommended further reading:

Posner, Donald, *Antoine Watteau*, Ithaca, Cornell University Press [1984]. Pages to be added.

Plax, Julie-Anne, "Interpreting Watteau across the Centuries," in: Mary D. Sheriff (ed.) *Antoine Watteau: Perspectives on the Artist and the Culture of His Time*. Cranbury, NJ, 2006, 27-50.

Class 18. Tiepolo, Allegory of the Planets and Continents, fresco, Prince-Bishop's Residence, Würzburg, 1750-53

The largest fresco in the world is commonly considered to be the last masterpiece of Baroque allegoric visual panegyrics where illusionistic painting effects endow the abstract emblems with an air of reality. By the mid-18th century this tradition was in decline and nowadays Tiepolo's decorative paintings are often seen as superficial and shallow. However, a versatile analysis by two of the most stimulating art historians of our times – Baxandall and Alpers – has revealed not only the fresco's perplexing visual structure ingeniously organized by the painter, but also presented it as an indicative example of a radical

change in the arts evolving from story-telling in the direction of pure
visuality.

Reading:

Alpers, Svetlana and Baxandall, Michael, *Tiepolo and the Pictorial
Intelligence*, New Haven and London, 1996, 101-142.

Helmberger, Werner and Staschull, Matthias, *Tiepolo's world: the ceiling
fresco in the staircase hall of the Würzburg Residence*. Munich, 2008.

Class 19. David, The Death of Marat, 1793

Despite its ostensible realism and Spartan simplicity, the *Death of
Marat* is a complex and well-calculated political statement which
effectively manufactures a heroic image of the martyr of the
Revolution and excludes everything that doesn't fit the political agenda
of the artist who was himself deeply involved in the Jacobin terror.
As T.J. Clark has demonstrated in his meticulous analysis of the ideological
contexts of the painting, the powerful realist rhetoric of
David's painterly style and its multivalent political message make the
painting a milestone of Modern art.

Reading:

Clark, T.J. "Painting in the Year Two," in: *Representations*, Vol. 47, 1994,
Summer, p. 13-63.

Howard, Seymour, "A Model for Early Romantic Necrophilia," in: *Stil
und Überlieferung in der Kunst des Abendlandes. Akten des 21.
Internationalen Kongresses für Kunstgeschichte in Bonn. 1964*. Bd. I.
Epochen Europäischer Kunst. Berlin, 1967, 217-225.

Crow, Thomas. *Emulations: Making Artists for Revolutionary France*,
New Haven and London: Yale University Press [1995], p. 155-169.

Recommended further reading:

Vaughan, William and Weston, Helen (eds.), *David's 'The Death of
Marat'*, Cambridge University Press, 2000.

Class 20. Gericault, The Raft of Medusa, 1819

Gericault's sensational painting was inspired by the tragic fate of the victims
of a shipwreck adrift on a raft in the Atlantic. While following the
Neo-Classical tradition of grand narrative paintings it challenges it radically
in terms of formal structure, relation to the beholder and meaning.
The Raft demonstrates how the visual revolution of Romanticism had
resulted in the displacement of the traditional iconography in favour of a
new one based not on emblematic schemata but rather on visual
motives interwoven with different contexts of the work of art.

Reading:

Crow, Thomas, "Classicism in Crisis: Gros to Delacroix," in: Stephen F. Eisenman (ed.), *Nineteenth-Century Art: A Critical History*, London: Thames and Hudson [1994], 51-77.

Belting, Hans, *The Invisible Masterpiece*, Chicago: The University of Chicago Press [2001], 87-95.

Recommended further reading:

Rosen, Cahrls and Zerner, Henri, "Romanticism: the Permanent Revolution," in: Charles Rosen and Henri Zerner, *Romanticism and Realism: The Mythology of Nineteenth-Century Art*, New York & London: W.W.Norton & C° [1984], 23-48.

Eitner, Lorenz, "The Open Window and the Storm-Tossed Boat: an Essay in the Iconography of Romanticism", in: *The Art Bulletin*. Vol. 37. 1955, 281-290.

Boas, T. S. R., "Shipwrecks in English Romantic Painting," in: *Journal of Warburg and Courtauld Institutes*. Vol. XXII. No. 3-4. 1959, 332-346.

Class 21. Manet, Bar at the Folies-Bergères, 1881-2

Manet's painting presents an image of an attractive young woman, a bartender in a famous Parisian *café-concert*. This mesmerizing combination of hues and textures seems to be a snap-shot of a fleeting moment of everyday life, but a deeper examination reveals a series of disturbing discrepancies in spatial structure, in the behavior of the characters, etc. demanding explanation and resisting it. The class will scrutinize a wide range of scholarly approaches (social history of art, gender studies, post-structuralism) to the problems of the late 19th century art and society encapsulated in Manet's last masterpiece.

Reading:

Clark, Timothy J., "The Bar at the Folies-Bergères," in: Beauroy, Jaques, Bertrand, Marc and Gargau, Edward T. (eds.), *Popular Culture in France: the Wolf and the Lamb. From the Old Regime to the Twentieth Century*, Saratoga, CA, 1977, 233-252 .

Flam, Jack, "Looking into Abyss: the Poetics of Manet's *A Bar at the Folies-Bergères*," in: Collins, Bradford R. (ed.), *12 Views of Manet's "Bar"*, Princeton, 1996, 164-188.

Recommended further reading:

Herbert, Robert L., *Impressionism: Art, Leisure, and Parisian Society*, New Haven and London, 1988, 76-91.

Gedo, Mary Matheus, "Final Reflections: "A Bar at the Folies- Bergères" as Manet's Adieu to Art and Life," in: Gedo, Mary Matheus, *Looking at*

art From Inside Out: the Psychoiconographic Approach to Modern Art, Cambridge, 1994, 1-55.

Iskin, Ruth E. "Selling, Seduction, and Soliciting the Eye: Manet's bar at the Folies- Bergères," in: Broude, Norma and Garrard Mary D. (eds.), *Reclaiming Female Agency: Feminist Art History after Postmodernism*, Berkeley, Los Angeles, London, 2005, 235-57.

Class 22. Seminar on Bar at the Folies-Bergères

Class 23. Picasso. *Les Demoiselles d'Avignon*, 1907

Since Alfred Barr Jr. acquired *Les Demoiselles* for the Museum of Modern Art in New York, this canvas has been seen as the major break with a five-hundred-year tradition of Western representational painting and the beginning of contemporary art. Indeed, Picasso produced a painting where the commonplaces of narrative and salon art were challenged, disclaimed and recycled for new artistic purposes. Our analysis of modern interpretations of *Les Demoiselles* will highlight the nature of the major early 20th century cultural turning point represented by Picasso's painting.

Reading:

Golding, John, "The *Demoiselles d'Avignon*", in: *The Burlington Magazine*, Vol. 100, No. 662, May 1958, 155-63.

Steinberg, Leo, "The Philosophical Brothel," in: *October*, No. 44, Spring 1988, 7-74.

Les Demoiselles d'Avignon. Special issue by William Rubin, Hélène Seckel, Judith Cousins. The Museum of Modern Art, New York, 1994 / *Studies in Modern Art*, 13-34, 91-116.

Recommended further reading:

Green, Christopher (ed.), *Picasso's 'Les Demoiselles d'Avignon'*, Cambridge, 2001.

24. Exam-week. Papers due.

Evaluation

20% participation in class discussion and seminars

40% seminar presentation

40% final paper

The final paper is a 10-12 page essay on a work of art based on scholarly literature. The subject must be selected and approved by the tenth week of the semester.

Fall 2015 Seminars

September 14–18

Coaching in Complex Systems

Prof. Mechthild Schäfer,
Dept. of Psychology, LMU
Dr. Klaus Starch,
Dept. of Psychology, LMU

September 28 – October 02

The Prose of Modernity

Prof. Dr. Inka Mülder-Bach,
Dept. of German Philology, LMU
Prof. Susanne Lüdemann,
Dept. of German Philology, LMU

November 02 – 06

Migrants, Refuges and Exiles in Late Medieval and Early Modern Europe

Prof. Dr. Claudia Märtil,
Dept. of History of Art, LMU
Prof. Dr. Oliver Jens Schmitt,
Dept. of History of Art, LMU

November 05 – 09

Death and Dying in Different Cultures. An Interdisciplinary Perspective

Prof. em. Dr. Michael von Brück,
Dept. of Religious Studies, LMU
Prof. Dr. Loren Stuckenbruck,
Dept. of Protestant Theology,
LMU

Prof. Dr. Dennis Schilling,
Dept. of Sinology, LMU

Prof. em. Dr. Ulrich Berner,
Dept. of Religious Studies,
Bayreuth

Prof. Dr. Stephan Peter
Bumbacher,

Dept. of Sinology, Tübingen,
Zürich and Basel

Prof. Dr. med. Dr. phil. Lorenz
Welker,

Dept. of Musicology, LMU

Prof. Dr. Robert A. Yelle,
Dept. of Religious Studies, LMU

November 23 – 27

Deontic Logic and Ethics – New Developments

Prof. Martin Rechenauer,
Dept. of Philosophy, LMU
Dr. Norbert Gratzl, LMU

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

Spring 2016 Courses

History of Venice

Luca Pes,
Venice International University

Art and Architecture in Renaissance Venice

TBD

Italian Contemporary History in Films

Luca Pes,
Venice International University

Italian Fashion and Design

TBD

Italian for Foreigners - beginner, intermediate, upper-intermediate levels

Massimo Brunzin,
Venice International University

Gender Studies

Martina Avanza,
Université de Lausanne

Intercultural Communication

TBD

Comparing East and West

Atsuhiko Wada,
Waseda University

Identity, Heritage and Globalization

Klaus Benesch,
Ludwig-Maximilians-Universität

Globalization, Ethics, Welfare and Human Rights

Fabrizio Turoldo,
Università Ca' Foscari Venezia

Global Governance for Peace and Security, Cooperation and Development

TBD

The Artful Things of Climate Change

Min Hyoung Song, Boston College

Globalization, Environment and Sustainable Development

Ignazio Musu/Ilda Mannino,
Venice International University

Cities, Global Change and Sustainable Development

Margherita Turvani,
Università Iuav di Venezia

Globalization and Competitiveness: Global Value Chains

Stefano Micelli,
Università Ca' Foscari Venezia

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

Klaus Benesch,
Ludwig-Maximilians-Universität

Print Culture and Readers in Modern Japan

Atsuhiko Wada,
Waseda University

Nationalism and Ethno- nationalism in a Globalized World

Martina Avanza,
Université de Lausanne

Cities After 9/11

Min Hyoung Song,
Boston College

The Family - A Safe Heaven or a Battle Field

Zahava Solomon,
Tel Aviv University

In the shadow of terror: Can good things come out of bad experiences?

Zahava Solomon,
Tel Aviv University

Academic Calendar

Spring 2016

Orientation week
February 15-19
Opening Ceremony
February 18
Courses begin
February 22
Midterm break
March 28 - April 1
Courses end
May 20
Exam week
May 23- May 27

National holidays:

28 March, 25 April, 1 May 2016

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, bibli-

ographical 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 dif-

ferent services, such as: book loans, book reference, reference assistance, databases, photocopying and scanning facilities.

Malcanton Marcorà complex,

Dorsoduro 3484/D, Venice

tel. +39 041 234 5613

baum@unive.it,

www.unive.it/baum

Opening Hours:

from Monday to Friday

8.30 am - 24.00;

Saturday

9.00 am - 13.00

Reference:

from Monday to Friday

8.30 am - 18.30;

Saturday

9.00 am - 13.00

(with the exception of the underground floors)

Book loans:

from Monday to Friday

8.30 am - 18.15

Self-access photocopying:

from Monday to Friday

8.30 am - 24.00;

Saturday

9.00 am - 13.00

Self-access scanning

and printing:

from Monday to Friday

8.30 am - 24.00;

Saturday

9.00 am - 13.00

Library of Mathematical, Physical and Natural Sciences (BAS)

The collection of the Library of Mathematical, Physical and Natural Sciences (BAS) includes resources in the following scientific areas: Chemistry, Physics, Nanotechnologies, Environmental Sciences, Materials Sciences and so on. It has two different buildings - one in Venice and another in Mestre - and offers various services, such as book loans, book reference, reference assistance, databases and photocopying facilities.

Santa Marta 2137, Venice,
via Torino 155, Mestre
tel. +39 041 234 8516
(Santa Marta) / 8454 (via Torino);
bibliobas@unive.it

Opening Hours:
Santa Marta: from Monday to Friday

8.30 am - 19.00;

via Torino: from Monday to Friday

8.30 am - 18.30

European Documentation Center (CDE)

c/o Library of East Asian Studies (ASIA-OR)

Palazzo Vendramin dei Carmini,
Dorsoduro 3462, Venice
tel. +39 041 234 9503,
cde@unive.it

Opening Hours:

Monday to Friday

9.00 am - 19.00

Document research by appointment only

Library of the Inter-University Center for Studies on the Culture Veneto (CISVe)

Palazzo Minich,
San Marco 2940, Venice
tel. 041 234 7596 / 7597,
cisv@unive.it

Opening Hours:

from Monday to Friday

10.00 am - 13.00

Historical Library

Ca' Foscari Historical Library was established in 1868 with the foundation of the University. The Historical Library includes about 80,000 books and periodicals from the sixteenth to the mid-twentieth century. It also includes 21 collections given by university professors and Rectors.

Ca' Bernardo, Dorsoduro 3199,
Venice

Opening hours:

from Monday to Friday

9.00 am - 17.00

(admittance by appointment only)

tel. +39 041 234 5832,
fondostorico@unive.it

Library of Foreign Languages and Literatures (BALI)

The Library of Foreign Languages and Literatures (BALI) includes the following libraries:

Library of Anglo-American, Iberian and Slavic Studies (AMERIBE)

Ca' Bernardo,
Dorsoduro 3199, Venice

Contacts:

tel. +39 041 234 9428 / 9482
bibliodais@unive.it

Opening hours:

from Monday to Friday

9.00 am - 18.00

Additional library services till 17.30 only

Library of European and Postcolonial Studies (SLLEP)

Palazzo Cosulich,
Zattere - Dorsoduro 1405, Venice
tel. +39 041 234 7819 / 7827
slleppre@unive.it

Opening hours:

from Monday to Friday

9.00 am - 18.00

Library of Language Sciences (SC-LING)

Ca' Bembo,
Dorsoduro 1075, Venice
tel. +39 041 234 5746
bibliosl@unive.it

Opening hours:

from Monday to Friday

9.00 am - 18.00

Libraries of Università Iuav di Venezia

Library of Eurasian Studies (EURASIA)

Ca' Cappello, San Polo 2035,
Venice

tel. +39 041 234 8852
bibeuras@unive.it

Opening hours:

from Monday to Friday

8.00 am - 20.00;

Saturday

8:00 am - 14.00

Additional library services only
from Monday to Thursday

9.00 am - 17.00

and Friday

9.00 am - 14.00

Library of East Asian Studies (ASIA-OR)

Palazzo Vendramin dei Carmini,
Dorsoduro 3462, Venice

tel. +39 041 234 9551 / 9503
asiabib@unive.it

Opening hours:

from Monday to Friday

9.00 am - 19.00

Additional library services till
17.30 only

Central Library

Tolentini, S. Croce 191;
tel. 041 2571104,
sbd@sally.iuav.it

Reading Room:

Monday to Friday

09.00-24.00

Consultation and loans:

Monday to Friday

09.00-20.00

Reserve Room:

Monday to Friday

09.00-18.30

Urban Planning Library, “G. Astengo”

Temporarily at Tolentini,
S. Croce 191;
bc@sally.iuav.it

Architectural Planning Library closed shelves

Ex 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>F1506 Italian for Foreigners: beginner, intermediate, upper intermediate levels, Brunzin x3</p> <p>F1519 National Borders in the Age of Transnationalism, Biger</p>	<p>F1506 Italian for Foreigners: beginner, intermediate, upper intermediate levels, Brunzin x3</p> <p>F1523 Digital Tools for Humanities, Balletti/Boschetti</p> <p>F1509 Comparing East and West, Hashimoto</p>
11.00-12.30	<p>F1506 Italian for Foreigners: beginner, intermediate, upper intermediate levels, Brunzin x2</p> <p>F1501 History of Venice, Pes</p> <p>F1516 Globalization, Ethics, Welfare and Human Rights, Starn/Wesolowski</p>	<p>F1506 Italian for Foreigners: beginner, intermediate, upper intermediate levels, Brunzin x2</p> <p>F1520 Training in UNESCO World Heritage Studies, Gianighian</p> <p>F1502 Art and Architecture in Renaissance Venice, Savy/Pattanaro</p>
13.30-15.00	<p>F1515 Identity, Heritage and Globalization, Avanza</p> <p>F1513 Historical Geography of Jerusalem, Multicultural Heritage City, Biger</p> <p>F1514 Sports, Culture and Society, Starn/Wesolowski</p>	<p>F1521 Digital Networking and the Regions, Hashimoto</p> <p>F1518 Global Governance for Peace and Security, Cooperation and Development, Nielsen</p> <p>F1517 City and Immigration, Ostanel</p>
15.15-16.45	<p>F1507 Gender Studies, Avanza</p> <p>F1503 The Architectural and Urban Heritage of Venice in Modern and Contemporary Times, Zucconi/di Lenardo</p> <p>F1504 Italian Contemporary History in Films, Pes</p>	<p>F1510 China and Europe – Trade, Conflict, and Communication, Kühner</p> <p>F1524 Cooperative, Self-Subsidization, and Creative Leadership Strategies For Arts and Cultural Organizations, Nielsen</p> <p>F1526 Great Works of Art Re- visited, Mazur/Doronchenkov</p>
17.00-18.30	<p>VIU Movie Series</p> <p>Movies on Italy and Venice and movies proposed by VIU international students body in original language with English subtitles</p>	<p>F1512 One Hundred Years of Chinese Cinema: Subjectivity and Collective Identities, Kühner</p> <p>F1522 Economics and Management of the Arts, Bernardi</p> <p>F1511 Comparing Cultures. Russia between East and West: Geo-Political Models and their Cultural Contexts, Mazur/Doronchenkov</p>

Weekly Schedule

Wednesday

F1506 Italian for Foreigners: beginner, intermediate, upper intermediate levels, Brunzin x3

F1519 National Borders in the Age of Transnationalism, Biger

F1506 Italian for Foreigners: beginner, intermediate, upper intermediate levels, Brunzin x2

F1501 History of Venice, Pes

F1516 Globalization, Ethics, Welfare and Human Rights, Starn/Wesolowski

F1515 Identity, Heritage and Globalization, Avanza

F1513 Historical Geography of Jerusalem, Multicultural Heritage City, Biger

F1514 Sports, Culture and Society, Starn/Wesolowski

F1508 Intercultural Communication, Pavan

F1508 Intercultural Communication, Pavan

F1507 Gender Studies, Avanza

F1503 The Architectural and Urban Heritage of Venice in Modern and Contemporary Times, Zucconi/di Lenardo

F1504 Italian Contemporary History in Films, Pes

VIULIFE

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

Thursday

F1506 Italian for Foreigners: beginner, intermediate, upper intermediate levels, Brunzin x3

F1523 Digital Tools for Humanities, Balletti/Boschetti

F1509 Comparing East and West, Hashimoto

F1506 Italian for Foreigners: beginner, intermediate, upper intermediate levels, Brunzin x2

F1520 Training in UNESCO World Heritage Studies, Gianighian

F1502 Art and Architecture in Renaissance Venice, Savy/Pattanaro

F1521 Digital Networking and the Regions, Hashimoto

F1518 Global Governance for Peace and Security, Cooperation and Development, Nielsen

F1517 City and Immigration, Ostanel

F1510 China and Europe – Trade, Conflict, and Communication, Kühner

F1524 Cooperative, Self-Subsidization, and Creative Leadership Strategies For Arts and Cultural Organizations, Nielsen

F1526 Great Works of Art Re- visited, Mazur/Doronchenkov

F1512 One Hundred Years of Chinese Cinema: Subjectivity and Collective Identities, Kühner

F1522 Economics and Management of the Arts, Bernardi

F1511 Comparing Cultures. Russia between East and West: Geo-Political Models and their Cultural Contexts, Mazur/Doronchenkov

Friday

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

Rescheduled classes:
There will be 2 Fridays during the semester dedicated to rescheduled lectures: 6 November, 27 November (reschedule of all classes of December 8 - National Holiday)

VIULIFE
Co-Curricular Program

VIU will also organize a series of co-curricular activities on Fridays during the semester.

Visits to:
Palazzo Ducale
Ghetto
St. Mark Basilica
Biennale of Architecture of Venice
Lagoon Tour
Port of Venice and MOSE Tour
Palladian Villas,
Vicenza trip to Padua

NATIONAL and LOCAL PUBLIC HOLIDAYS:
November 1,
November 21,
December 8

MIDTERM BREAK:
October 26-30

September

October

1		
2		
3		
4		
5		
6		
7	Orientation Week	
8	Orientation Week	
9	Opening Ceremony	
10	Orientation Week	
11	Orientation Week	
12		
13		
14	Courses begin	
15		
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23		
24		
25		
26		Midterm break
27		Midterm break
28		Midterm break
29		Midterm break
30		Midterm break
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an INTERNSHIP?
IS THERE a PC
LABORATORY?
are THERE
SITE VISITS?**

**THIS
semester
I WANT
TO...**