

Democratic Practice

1. **Power of the Public Intellectual**, Walter Russell Mead and Allison Silver, Bard Annandale, 200 level, 3 US credits, 7/26-8/6, Mon/Wed 9am-12pm (New York), 15:00-18:00 (Vienna), Tues/Thurs/Fri 9am-1pm or 2:00pm-6:00pm (New York), 3:00pm-7:00pm OR 20:00-24:00 (Vienna) **SA***

This intensive two-week seminar will introduce students to the role of public intellectuals through the ages and offer hands-on experience working with a professional editor in writing opinion pieces. Taught by Bard College professor and Wall Street Journal "Global View" Columnist Walter Russell Mead and Allison Silver, consultant to NBC News Think, whose long and distinguished career in opinion journalism includes leadership editing roles at Politico, Reuters, The Los Angeles Times and The New York Times Sunday "Review." The program combines intensive writing workshops to help participants learn to devise and shape opinion pieces with readings and discussions about the role of the public intellectual, the relationship of academic work and public advocacy, career management and the nuances of writing for both domestic and international audiences.

2. **Introduction to Public Opinion Research**, Levi Littvay, CEU Democracy Institute, 300 level, 3 US credits, 7/6-7/29, Tue/Thur 8:30-10:30am (New York), 14:30-16:30 (Vienna) (**dist req tbd**)

In today's world it is increasingly important but also difficult to get an unbiased view of what people are thinking. Certain communities express their opinion loudly, while others claim the appropriateness of action citing a silent majority. In this course we explore the difficulties of getting an unbiased view of society starting from who are the people surveys ask and reach, through how the questions are asked to the hands of analysis of public opinion data. In this course scholars will learn to be critical consumers of survey research. They will learn how to design questionnaires, how survey interviewees should talk to respondents and how data collection procedures are appropriately implemented. For analysis we reach for state of the art tools in the statistical programming language R. Course will cover the basics of programming, data management and analysis.

3. **Civic Engagement**, Jonathan Becker and Erin Cannan, Bard Annandale, 3 US credits, 100 level, 6/21-7/16, Mon/Wed/Thurs 8:30am-11am (New York), 14:30-17:00 (Vienna) **CE certificate course, SA***

This course examines historical, philosophical and practical elements of civic engagement while exploring the underlying question of what it means to be an engaged citizen in the early XXIst century. It will examine notions of personal responsibility, civic duty, political participation (including voting), and social justice. It will examine important elements contributing to civic participation, including race, gender, education, and socio-economic status. It explores modes of community engagement on a number of levels, including governmental (especially local government), not-for-profit, various forms of associational life, and social movements. The course has a local focus, but national and international issues and comparisons will be explored. This is both a Bard Network AND Engaged Liberal Arts and Sciences class that involves guest lectures, out of class fieldwork, case studies and projects within the framework of analogous classes being offered simultaneously at several of Bard's international partners, including Al-Quds Bard, American University of Central Asia, European Humanities University, Smolny College, Bard College Berlin, and refugee learners from Jordan and Kenya. The Bard class will be paired with some of these students at different points throughout the semester. The course incorporates diverse perspectives and promotes intercultural dialogue using blended learning formats featuring common texts, virtual lectures, virtual class meetings, and shared assignments that link students and faculty across multiple institutions. A selection of final projects will be featured in an end of term presentation to the network and Bard students may be eligible for micro-grants through the Open Society University Network. Due to the nature of the course, the schedule will change from time to time. It is each student's responsibility to read the updates in Moodle to confirm changes in the schedule, readings and due dates. Course meets a requirement of the Certificate in Civic Engagement.

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4. **Women and the Pandemic: Activism, Leadership, & Global Engagement**, Cammie Jones, Bard Annandale, 3 US credits, 200 level, 6/21-7/23, Tues/Thurs 8:30am-10:30am and Friday 8:30am-9:30am (New York), Tues/Thurs 14:30-16:30 and Fri 14:30-15:30 (Vienna) **CE certificate course, SA***

It's 2021, how do we understand women, gender and leadership today in the context of the global COVID-19 crisis and a world economy in free fall? Women are playing a large role in responding to the COVID-19 crisis, serving as frontline healthcare workers, public health experts, leaders on the political stage, mobilizers in their communities, and caregivers at home. As the crisis intensifies around the world, it is clear that if we truly want to deliver health, wellbeing, and dignity for all, women must be front and center in the emergency responses now and post-pandemic.

This summer course will examine the Covid-19 crisis effect on women and the historical, cultural, and social reasons why women, despite their majority in many other sectors of life, are greatly affected by such disparities. Students will explore how the impacts of the pandemic are felt differently depending on one's identity.

Who has access--depending on class, race, and gender as well as age and ability--to care and who does not? Who is taking up the burdens of care and how is that form of leadership valued and supported?

The course will also identify solutions that exist for individuals and groups post-pandemic, and what has been done historically and presently to improve the path to leadership for women during a global crisis. Widening the lens, this course will also look at female leaders handling the coronavirus pandemic. How is their leadership different from male leaders? What lessons can we take from both, including solutions for a number of areas and groups? This seminar will provide students with the unique opportunity to bring theory and practice together in a very immediate sense by connecting with women and partner institutions throughout the global network to share their experiences on the frontlines and allowing students to submit a women empowerment project proposal with the goal of supporting women networks within their communities and/or networks front and center in the emergency responses now and post-pandemic. Course meets a requirement of the Certificate in Civic Engagement.

5. **Nations, Nationalism, and Rights**, Stanimir Panayotov, Center for Advanced Study Sofia/Al-Quds Bard, 4 US credits, 200 level, 6/21-8/9, Mon/Tues/Wed 8:30am-11am (New York), 14:30-17:00 (Vienna) **SA***

This course is a general introduction to the history of the notions of nation and nationalism, and aims to familiarize students with the phenomena behind them, and what drives them historically and today. Throughout the class, we will discuss the recent history of the nation since the dawn of Modernity and Enlightenment and how it is entangled with the emergence of human rights. One highlight of the course will be to situate historically the rise and development of nation and nationalism in Modernity, but to also question and dissect the eurocentric character of both phenomena as they continue to condition today's globalized world. We will read and discuss various perspectives across political geographies and modernities: from Imanuel Kant and Edmund Burke via Ernest Gellner, Benedict Anderson and Sheldon Wallin to Fatima el-Tayeb, Paul Gilroy and Saba Mahmood. Some of the questions to be explored are: What is a nation? What is the difference between a nation and a people? How is nationalism produced today? Can we say nationalism evolves in today's globalized world? What is the relation or tension between globalization and nationalism? How can we distinguish between patriotism and nationalism, and does this difference matter for human rights?

[Inequalities, Global Public Health, and Sustainability](#)

6. **Economics: Democratizing Work after the Pandemic**, Pavlina R. Tcherneva, Bard Annandale, 200 level, 3 US credits, 6/21-7/16 (study week with no class meetings from 7/5-7/9), Mon/Tues/Thurs 9:00am-12:00pm (New York), 15:00-18:00 (Vienna) **Economic Democracy Institute course. SA***

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This course rethinks and reimagines work as a democratic project in the post-pandemic world. Working people are not simple 'resources.' That was a central lesson of the economic fallout from the COVID-19 pandemic. Workers who are now lauded as 'essential,' kept life going for many, while disproportionately suffering the ill effect of the crisis. Many of them continue to work in poorly paid jobs, have little say in their workplaces, while millions have lost their jobs and livelihoods altogether. The course examines why economic well-being and economic security cannot be governed by market forces alone. It evaluates how and why existing economic structures exacerbate rampant inequalities, erode the very foundations of economic stability, and threaten the lives of the most vulnerable. There are solutions. The course will examine specific proposals that address 1) how to meaningfully involve employees in workplace decision-making; 2) how to collectively guarantee decent and useful employment to all who seek work; and 3) how to marshal our collective resources to address some of society's most pressing needs, such as the environmental crisis. In this multidisciplinary course, students will hear from and read works by experts in the fields of economics, law, sociology, philosophy, and history, among others. Course meets a requirement for the Certificate in Inequality Studies.

7. **Race, Health, and Inequality**, Dumaine Williams, Bard Annandale, 100 level, 4 US credits, 7/5-8/6, Mon/Tues/Thurs/Fri 10am-12pm (New York), 16:00-18:00 (Vienna) **HA***

The COVID-19 pandemic has put a spotlight on the fact that long-standing systemic health and social inequities have put many people from racial minority groups at increased risk of getting sick and dying from disease. This course will explore the causes and consequences of racial and ethnic health inequities and examine the history of how different countries have responded to these inequities. We will examine how racism, colonialism, segregation and globalization impact the health of incarcerated populations and the health of various immigrant groups. This course will also explore how various populations around the world respond and adapt to new outbreaks of disease and illness, along with the factors that limit the effectiveness of these responses. We will also look to the future and examine how community-based activism and large-scale social movements could move countries closer to achieving health equity. This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.

8. **Extractive Industries Law, Environmental Protection, and Sustainability**, Begaiym Esenkulova, American University of Central Asia, 300 level, 3 US credits, 7/12-8/1, Mon/Wed/Fri 4am-6am (New York), 10:00-12:00 (Vienna) **SA***

This course will be focused on the study of the legal framework of extractive industries, environmental protection, and sustainability. The extractive industries sector may have a significant sustainable development impact in natural resource-rich states. The development of this sector may bring about much-needed economic growth and reduce poverty. However, it does not automatically lead to states' sustainable economic, social, and environmental development. Extractive industries projects may fail to contribute to economic prosperity, may give rise to conflicts in local communities, and may affect the natural environment negatively for years to come. Therefore, it is important to adopt prudent legal measures in order to ensure that this sector advances states' sustainable development and most importantly does not affect its ability to protect the environment. This course will be focused on the comparative study of the legal framework of extractive industries and will concentrate on legal tools available for the advancement of sustainable development via the extractive industries sector. In particular, students will engage in the analysis of the national legislation of select natural resource-rich jurisdictions and will study a number of prominent extractive industries contracts. Course activities will allow students not only to apply the substantive knowledge gained in practice but will also help improve their proficiency in verbal and written communication as well as their analytical and problem-solving skills.

*meets the noted Bard Annandale distribution requirement

Human Rights and Global Justice

9. **Narratives Of Forced Displacement: Analysis, Curation And Production**, Felix Diaz, American University in Bulgaria, 3 US credits, 300 Level, 6/21-8/6, Tues/Thurs 8am-10am (New York), 14:00-16:00 (Vienna) **LA***

This course focuses on narrative as the texture of the experience of the forcibly displaced, and as a field of human competence involved in their institutional processing, their survival, and advocacy of their rights. The course starts from the analysis of existing first- and third-person stories of forced displacement, in the context of their production and use; it then moves to the activities of curating, collecting and editing stories of exile, displacement and quest for asylum, put to the service of human rights advocacy. The course will be assessed on the basis of practical activities of analysis, curation, collection, edition and publication of stories of forced displacement.

10. **Border Dynamics Research Seminar**, Charles Heller & Lorenzo Pezzani (Geneva) and Danielle Riou & Peter Rosenblum (Bard Annandale), 300 level, 4 US credits, 6/21-7/16, Mon-Fri 9am-12pm (New York), 15:00-18:00 (Vienna) **SA***

Jointly organized by the Border Forensics group (GI Geneva & Goldsmiths) and the Border Pedagogy Working Group at Bard, this seminar will bring border infrastructures and practices in Europe, North Africa, and North America into conversation with one another. The aim of this interdisciplinary course is to introduce students to the conceptual and methodological innovations spurred by critical forensic practice, so that students can experiment with them in turn. The first part of the course will foreground the causes and shifting modalities of border violence in the European and African contexts; we will explore tactics and techniques for investigating, analyzing, exposing, and addressing the violence that occurs on and around and because of it, with an emphasis on open source forensics. In the North American context, we will lead students in a process of identifying and connecting key moments, documents, and actors that have led to the border's transformation from a mostly geographically specific infrastructure into a mostly human infrastructure: a network of people working in government, law enforcement, for-profit industries, and independent agencies, often collaborating across the local, state, and federal level. We will examine rights and laws relating to mobility and detention within this framework, with the aim of developing a more sophisticated if unsettling understanding of how the jurisdiction and authority of these borders are shaped, enacted, and enforced. Alongside readings and case studies, students will then engage with leading practitioners and advocates who work on critical investigations of bordering practices. Students will prepare their own final research project based on the forensic methodologies and techniques they have learned, and drawing from the theoretical readings and case studies presented throughout the course.

11. **Global Freedom of Expression**, Jonathan Friedman, PEN, Bard Annandale, 3 US credits, 200 level, 7/7-8/14, Wed/Fri 9:30am-12pm (New York), 15:30-18:00 (Vienna) **SA***

This course will provide students a foundational understanding of free speech and the freedom of expression in the global, digital era. It will introduce students to a broad range of topics, including, human rights conventions and laws, the modern history of free expression, and contemporary issues related to the Internet, protest, political dissent, hate, and freedom of the press. The course will examine intersectional case studies, where contemporary national contexts are used to highlight global thematic trends. One thread of the course will draw on the work of PEN America and the human stories of writers, artists and journalists who dare to use free expression to confront autocratic regimes. Another thread will aim to contextualize current tensions surrounding free expression and social justice activism in the United States and other Western countries. The course will be broadly interdisciplinary and international, and feature numerous guest speakers, including international human rights experts and practitioners as well as free expression advocates. The course will combine lectures, panels, and seminars, with a final project on a free expression issue of students' choosing.

12. **Scholars at Risk**, Adam Braver/Tom Keenan, Bard Annandale, 3 US credits, 300 level, 6/28-7/30 Mon/Wed/Thur 10am-12pm (New York), 16:00-18:00 (Vienna) **SA***

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The seminar is designed for students interested in academic freedom, freedom of expression, human rights, foreign affairs, social justice, and advocacy strategies. In collaboration with Scholars at Risk (SAR), an international NGO based in New York City, the purpose of this “living class” is to work as the case-responsible entity for a scholar who is being persecuted for his/her ideas. This summer seminar will focus on Uyghur scholars currently imprisoned in China. The analysis of the Uyghur case will be developed in dialogue with the broader violations of academic freedom and freedom of expression against higher education communities in China, with particular reference to the students and scholars involved in the Hong Kong protests. Finally, the course aims at reflecting on the implication of Covid – 19 for further restrictions on academic freedom in Chinese universities.

Initially, students work broadly, looking at issues, concepts, and debates on academic freedom, working to understand the practices, divisions, and lines that create the context for scholars to be targeted. Specific to the Uyghur, students conduct background research on the regions, the politics of the case, and the specific issues, thus building a portfolio or dossier about it. With a completed dossier, they begin to interact with the larger world and local community by developing and implementing an advocacy strategy that may include preparing reports, developing and maintaining outreach initiatives, working with other organizations, lobbying government officials, generating public awareness and interest, working on local press outreach, etc. For this course, we will develop one or two advocacy plans, with the goal of implementing them, and assessing their efficacy. The class will work on advocacy strategies within the context of the approaching Olympic games, which will be held in Beijing in February 2022.

Course materials will include the Scholars at Risk MOOC, readings on academic freedom and human rights advocacy, reading and films on the human rights situation in the Uyghur homeland, and a number of guest lecturers. As part of this learning project, students begin the conversation between expression, repression, and critical thinking. They look at questions, such as: What are the consequences of the individual expression of freedom? The effects of expression? How do styles of delivery alter the intent and reception of an individual’s statement? What does freedom of expression mean? And, what does Academic Freedom mean? During class time, students can expect to engage in discussions with faculty and guest lectures (e.g. SAR scholars, experts from the field, etc.). In terms of the case research and advocacy, working groups will be established to focus on the specific parts that form the whole. Once the advocacy plan is in place, students can expect to spend some class time implementing and evaluating it.

13. Global and Interdisciplinary Perspectives on Disability: Advancing Human Rights of People with Disabilities, Nandini Ramanujam, McGill University, 3 US credits, 300 level, 6/21-7/6/, Mon-Thurs, 8:30am-11:30am (New York), 14:30-17:30 (Vienna) **SA***

This course aims to provide an understanding disability using the framework of the Convention on the Rights of Persons with Disabilities (CRPD 2008), which has introduced a human rights “model” of disability. The course will begin by providing an overview of UNCRDP which has been celebrated for ushering in a new human rights paradigm in understanding disability and inclusion. The course is aimed to offer both theoretical as well as perspectives on the human rights of persons with disabilities, with an emphasis on role of law, policy, and education in advancing the rights of people with disabilities.

14. Surveillance and Privacy: Legal, Moral, and Political Issues, Christof Royer, Central European University, 3 US credits, 300 level, 6/21-8/13 T/Wed 6-7:30am (New York), 12-13:30 (Vienna) **SA***

The aims of this course are:

- To introduce the issue of surveillance as an increasingly significant feature of contemporary societies and examine its evolution in both public and private domains.
- To critically analyse the ambiguous and multi-faceted character of surveillance.
- To carve out an intellectual path that leads us from more ‘traditional’ forms of state surveillance to a ‘surveillance culture’.
- To investigate the international significance of 9/11 in relation to the use and legitimisation of surveillance methods and technologies thereafter as part of the so- called war on terror.

*meets the noted Bard Annandale distribution requirement

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- To analyse the relationship between technological aspects of surveillance and the legal and political context in which they operate, raising questions concerned with civil liberties, legitimacy and accountability.
- To examine the current and likely future public policy implications and challenges raised by surveillance.

15. **Global Policy Making**, Simon Bertrand, Ashesi University, 300 level, 4 US credits, 6/21-8/6, Mon/Wed/Fri* 9am-10:30am (New York), 15:00-16:30 (Vienna) *Friday classes are 1 hour, **SA***

This course builds closely on the course "Global citizenship," but approaches the issue of global citizenship from a public policy perspective, exploring the main challenges of implementing public policies at the global level. First, the course develops a framework to assess the democratic legitimacy and effectiveness of global public policies. Second, it examines the growing role of civil society (NGOs, social movements, epistemic communities) in global policy making. Third, it explores global policy making through a range of case studies: 1) climate change and sustainability policies; 2) the regulation of the use of force in the international system; 3) funding mechanisms and budget decisions in international organizations; 4) achieving global justice by preventing mass atrocities; 5) the protection of refugees. Fourth, the class ends with a simulation of the Conference of Parties (COP). Overall, the course will cut across several OSUN themes, such as democratic practice, human rights, sustainability and climate, and global justice. Its objective is for students to gain a critical understanding of the main challenges faced by the design, adoption, and implementation of cross-border policies.

Arts and Society

16. **Cinema and Human Rights**, Sabine El Chamaa, Bard Annandale, 3 US credits, 200 level, 7/12-8/9, Mon/Thurs, 9am-12pm (New York), 15:00-18:00 (Vienna) **AA***

This course proposes to look at the intersection between human rights and cinema by exploring seminal international fiction and non-fiction films (both in terms of plot and film form) directed by pioneering female and male directors from the 1900's to the present. The course critically engages with the historical (and current) role of film in provoking social change, problematising the changing historical and cultural notions of human rights, while questioning the inherent ideologies in the politics of representation. Topics include: women's rights and state Propaganda; war crimes; images, investigations, and reversed judgements; Othering, Otherness, who can represent whom? In reexploring this contested questions, students will acquire the analytical tools to read films as text through an interdisciplinary lens, drawing from readings in film theory, film studies, anthropology, queer studies, and post-colonial studies. They will equally acquire the tools to understand the inseparable nature of film form (editing, cinematography, sound) from the filmmaker's intent. Students may wish to explore this partly practice, partly theoretical course as a hands-on tool and respond with projects of their own, or as a means to expand on their theoretical writings. The course will require film viewings (on Kanopy and other platforms), and will be taught through a combination of lectures and debates. The seminar will also include some sessions with visiting filmmakers whose work we are watching.

17. **Women Playwrights Speak Outloud**, Aimée K. Michel, Bard College at Simon's Rock, 3 US credits, 200 level, 7/5-7/23, Mon-Fri 10am-12:00pm (New York), 16:00-18:00 (Vienna) **AA***

Over the course of our three weeks together, we will explore the work of six American women playwrights whose commitment to writing for the theater has spanned decades, yet who, because of institutionalized racism and sexism in the American theater, are only just being recognized and produced in the commercial theater, where a playwright has her largest audiences. Playwrights Susan Yankowitz, Ntozake Shange, Beth Henley, and Paula Vogel have continuously written plays since the 1970's yet for many of the past fifty years their work was produced only sporadically and marginalized by being presented in small not-for-profit or off-Broadway theaters. Meanwhile, their (mostly white) male counterparts were produced consistently in commercial theaters where their development as playwrights was supported financially. It is only in recent years, when playwrights like Suzan-Lori Parks and Lynn

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Nottage have broken both the gender and race barriers in American theater, that these earlier playwrights are being re-considered and their work appearing on the commercial stage. As we read and explore these plays together we will consider the historical moment when they were written as well as the unconventional and often confrontational theatrical style and use of language these playwrights employ. Students will be asked to research and present the work of a female playwright from their own culture as well as to partner and lead discussions of the six plays we are studying.

18. **On the Threshold of Modernity: Dante's Politics Today**, Francesco Giusti, Bard College Berlin, 3 US credits, 300 level, 6/21-7/30, T/Th 6-7:30am (NY), 12-13:30 (Vienna) **FL*** (**NOTE:** This course is titled, "700th Anniversary of Dante's Death" in the online OSUN course selection portal)

Celebrations for the 700th anniversary of Dante's death (1321–2021) are taking place all over the world. The commitment to these celebrations suggests the cultural significance his "Divine Comedy" still holds not only in the European canon, but in a globalizing world. However, the circumstances in which they are happening call for reflection, including the globalized technology that allows them to take place despite a global pandemic. The enormous influence and dissemination of the "Divine Comedy" is evident in its variegated reception in contemporary literature, cinema, music, and in the visual and performing arts. Yet, Dante wrote from a peculiar historical position: his poetic and philosophical reflections are situated on the threshold between the medieval and modern worlds. This in-between position allows him to advance a radical critique of the economic, ethical and political changes that were affecting his society and that would be at the heart of modernity. While several scholars have labeled this criticism as merely "conservative," it may also offer crucial insights for a reconsideration of modernity, traces of which can be found in the work of many contemporary thinkers and artists dealing with environmental issues, climate crisis, migration, capitalism, and the politics of language. Reading excerpts from Dante's treatises "Convivio", "De vulgari eloquentia", and "De Monarchia", as well as selected cantos from the "Divine Comedy" (in English translation), students will explore and discuss the conceptual tools that, from his standpoint, Dante has to offer to our understanding of modernity and its increasingly evident shortcomings. Among the issues that will be examined are Dante's self-positioning in a time of historical crisis, his messianic hopes for a renewal of society, his desire for a use of language based on ethics, and his critique of mercantilism and incipient capitalism. Dante's journey through Hell, Purgatory and Paradise, as narrated in the "Divine Comedy", can indeed offer a model of engagement with the world, immersive experience of the human condition, and critical reflection on the present which resonates with contemporary attempts to rethink and possibly reorient our collective future.

19. **Thinking About Video Games**, Yazid Mohammad AlBadarin, Al-Quds Bard College for Arts and Sciences, 4 US credits, 100 level, 6/19-8/4, Sat/Mon/Wed 8:30am-11am (New York), 14:30-17:00 (Vienna) **MC***

The course will introduce students to the fundamentals of game design, and an analysis of computer gaming through history, cultural and art as well as the course will focus strongly on the technical skills in designing, implementing, developing and testing the games using different game development tools, including the Unity2D and 3D game engine, blender, and C#. No prerequisite is required but basic familiarity with computers is preferred and a curious spirit and a willingness to experiment and learn.