



**FUCE SUMMER SCHOOL
GUBBIO, ITALY, 6-10 JULY 2020**

Set-up of the programme

The core focus is on identifying the roots and routes of the European project and investigating how to valorize them in the contemporary globalized context. This involves a questioning of historical contexts, cultural heritage, interaction between science and religion, institution building and citizenship from a wider comparative and international perspective.

The programme consists of following five modules, structured in two parts:

PART I – Historical and Cultural Roots: Implications for Europe Today

- I. Contribution of History to European Consciousness
- II. Literature, the Arts, Translation and European Identity
- III. Religion and Science and the Challenges of Humanism in Europe

PART II – Social and Political Construction: Implications for the Future of Europe

- IV. European Social Humanism
- V. Governance, Democracy and Civic Engagement: Beyond Differences

Courses I, II and III form an essential basis for understanding how facts and fiction shape a mental geography with real impact in the world and how this legacy needs to be reclaimed and critically reinterpreted in light of the future.

Courses IV and V are inseparable from one another in their focus on the social and political dimensions of Europe, inviting a constructive reflection about the European model we want to build. It helps students to acquire a “mentality of social responsibility” within European humanism, a new kind of citizenship that can help to overcome these challenges and contribute in an active way to an advanced European humanism, becoming active agents of change.

The different courses use different methodologies, from interpreting the facts (lectures), over experiencing narratives (reading and discussion), questioning the (rational and scientific) assumptions (debating theses presented by students), evaluating the ethical principles underlying the organization of society (discerning the underlying values), identifying modes of civic and political participation and learning to become an active agent of change (formation).

All courses use shared basic concepts and terminology, which are in need of ‘translation’ e.g. humanism, identity, consciousness, heritage, diversity, difference, community, etc.

Programme schedule

	Monday July 6	Tuesday July 7	Wednesday July 8	Thursday July 9	Friday July 10
	Course I Contribution of History to European Consciousness	Course II Literature, the Arts, Translation & European Identity	Course III Religion & Science and the Challenges of Humanism in Europe	Course IV European Social Humanism (+ course V afternoon)	Course V Governance, Democracy & Civil Engagement
9h00	WORKSHOP I Me & MyCountry Get to know each other	Introduction coordinator Peter Hanenberg, Catholic University of Portugal, Lisbon Presentation Peter Hanenberg, UCP <i>Literary Heritage and European Identity</i>	Introduction coordinator Ali Mostfa, Catholic University of Lyon Presentation Ali Mostfa, Catholic University of Lyon <i>Humanism, Religion & Science in Islam</i>	Introduction coordinator Michael Shortall, Maynooth College, Ireland Presentation Wim Weymans, UCL <i>Pluralism & Cultural Diversity in Europe</i>	Introduction coordinator Patricia Santos University CEU San Pablo, Madrid Presentation Leszek Gesiak, Jesuit University Ignatianum, Krakow <i>Solidarity and Diversity</i>
10h30	Coffee break				
11h00	Introduction coordinator Sarah Durelle-Marc, Catholic University of Lille Presentation Odile Wattel Catholic Institute of Paris <i>The European Mediterranean Roots</i>	Presentation Fernando Ariza, University CEU San Pablo, Madrid <i>Literary Travels That Created Europe: from Homer to James Joyce</i>	Presentation Paolo Monti, University of the Sacred Heart, Rome <i>Contemporary Tensions between Ethics, Religion & Science</i>	Presentation Michael Shortall, Maynooth College <i>European Social Humanism & Catholic Social Thought</i>	WORKSHOP II Leadership & Solidarity In Action Patricia Santos & Fernando Ariza, Universidad CEU San Pablo, Madrid
12h30	End				
13h00	Lunch				
15h00 - 17h00	Presentation Sarah Durelle-Marc, Catholic University of Lille <i>The Institutionalization of the European Idea</i> GUIDED TOUR OF GUBBIO (17h00 – 18h00)	EUROTRIP (Assisi/ Perugia)	FREE TIME	Introduction coordinator Patricia Santos University CEU San Pablo, Madrid Presentation Monica Dias, Catholic University of Portugal, Lisbon <i>Democracy and Civil Society</i>	WORKSHOP III Performing Europe Presentation by students
19h00 - 20h00	PUBLIC LECTURE <i>Waning Europeaness? From the totalitarian shadows of the past to the illiberal threats of the present</i> (José Miguel Sardica, UCP)			PUBLIC PANEL with students MYEUROPE moderated by (Peter Hanenberg, UCP)	EVALUATION FAREWELL DINNER

Content of the course programme

PART I - Historical and Cultural Roots: Implications for Europe Today

Course I focuses on the large unfolding idea of Europe, since the middle ages to the 19th century, and how it grew facing the rival civilization of Islam, outside and inside the European borders and the general evolution of the European 20th century, a highly concentrated period of inner adversities contrasting with generous hopes, rooting on a pendulum tension between humanism and its various enemies, and opposing destruction and creation, regression and progress, darkness and light.

The course outline starts from historical roots, over the development of European consciousness during four periods and ten symbolical events and the articulation between peace and European consciousness, to the role of institution building for European integration. It culminates in the question of how a European identity may be institutionally translated in favour of peace and shared values for a politically concerted project.

The core programme encompasses two contributions by Odile Wattel of the Catholic Institute of Paris and Sarah Durelle-Marc, Catholic University of Lille. In addition guest professor José Miguel Sardica of the Catholic University of Portugal will deliver a public lecture on Europe and totalitarianism.

Whereas political, social, economic and financial issues seem to be 'at the heart' of Europe and the European Union, the cultural dimension appears to be a matter of national, regional or even local belonging, reducing culture and literature to its national dimensions and ignoring its intercultural and global projection.

Course II focuses on how literature and the arts have built their own European narratives. Translation has somehow been the true language of Europe, a cultural technique to deal with the multiplicity of languages and identities in Europe and as a proper method for living together.

This course starts from reading texts from national heritages through a European lens with an eye for the narrative construction of reality and identity and imagined communities. Europe is approached as an imagined construction through narration on which identity is built. It is also about the interpretation of a project of cooperation in dialogue, within a broader context beyond Europe and its critique from an outside perspective. It is about the historical experience of difference and competing narratives negotiated through mutual recognition. As such, comparison and critique, negotiation of difference and neighbourhood are essential features of European literature. Translation is key for listening to voices from elsewhere.

The core programme encompasses two contributions by Fernando Ariza Gonzalez of the University of San Pablo, Madrid and Peter Hanenberg of the Catholic University of Portugal. Peter Hanenberg will also animate the public session MyEurope, inviting some of the participants for a panel discussion on how they perceive Europe.

Course III aims at bringing under scrutiny the history of science and the history of technology in Europe and their relations with religious discourse. Science has brought to our societies both a method for studying and interpreting the real world and a new vision of the relationship of man with the universe and with 'modernity'. This course will raise and reconcile two fundamental visions: science and technology as a positive fruit of modernity and critique of the modern grand narrative of scientific and technological progress.

Europe has an ambivalent bond with science and this is part of its culture. The debate has evolved from pro-versus anti-science stances with science being defended as a source of shared truth against traditional forms of knowledge and science as an answer to new challenges against science as a new form of enslavement to the contemporary debate on science changing the nature of man (from what we can do to what we can become) and technology escaping man's control. This has led to a distrust in science as a source for policy-making and the demand to democratize science.

The core programme encompasses contributions by Ali Mostfa of the Catholic University of Lyon and Paolo Monti of the University of the Sacred Heart in Rome.

PART II - Social and Political Construction: Implications for the Future of Europe

Course IV is designed to arouse students' curiosity and interests about the values that have been building the European people over time. European humanism can be understood as a coherent set of values and ideals which have shaped not only a specific vision of the world, but also a civilization characterized by peculiar social and institutional forms. Catholic social teaching is part of this humanistic social tradition and the result of the encounter between the Gospel and the different cultures which have shaped Europe. It is worthwhile to take a critical ethical look at the practical implementations of this same tradition over time towards 'an integral ecology and the full development of humanity'.

European values are being continually constituted within a particular socio-political context. What values and ideals inform the social structures of European society? What is the place of Catholic Social Teaching in European Social Humanism? This will be applied to cases on migration and cultural diversity. A return to similar cases in history will help us to understand the challenges and might offer possible solutions. We are living in a time of social breakdown as described by Hobbes in 'Of the Natural Condition of Mankind' (1651) and are faced with the challenge to build a new social order. Do we need a new social contract?

The core programme encompasses contributions by Michael Shortall of Maynooth College in Dublin and Wim Weymans, Chair of European Values, Catholic University of Louvain.

Course V follows upon the former, as an evidence of application of the values presented. The reflection offered focuses on the social and political dimensions of Europe (on the crisis of democracy; the rise of nationalisms and populism and the social crisis; immigration and multiculturalism) inviting a constructive reflection about the European model we want to build and helps students to acquire a 'mentality of social responsibility' within European humanism, a new kind of citizenship which can help to overcome these challenges and contribute in an active way to an advanced European humanism, becoming agents of change.

The course familiarizes students with current issues related to democratic participation and offers formation in civic engagement. A first part is devoted to the topic of democracy and civil society. There was a surge in civil society organisations after WWII, growing exponentially after 1989, but today the sector seems to be under threat. What does this imply for civic participation? Can we speak of a global civil society? Are the so-called 'European' roots able to provide a particular answer or will they merge with other values for new cosmopolitan societies?

The second part focuses on citizenship and leadership. What citizenship and what organization culture (what kind of science) are needed to tackle emerging issues and take into account the voice of the marginalized?

It provides a pedagogical approach and tools for reflection on European social responsibility through self-learning and evaluation. The last part of the module links the values learnt in former courses to practical applications in the field of solidarity and social citizenship.

The core programme consists of contributions by Monica Dias of the of the Catholic University of Portugal, Leszek Gesiak of the Jesuit University Ignatianum of Krakow and Patricia Santos Rodriguez of the University CEU San Pablo Madrid.

Guiding questions

- How to create a shared European narrative?
- How European is Europe?
- What values? Whose values?
- What place for religion in the concept of humanism?
- How to institutionalize the European narrative and identity?
- What kind of social contract and citizenship do we need?

Contributors

Fernando Ariza completed his PhD. in Spanish Philology at the Complutense University of Madrid. He also holds a Master's degree in Publishing Management from the University of Salamanca. He teaches Literature in the Faculty of Humanities at Universidad CEU San Pablo, Madrid. He has published two books related to the publishing market, as well as a number of articles in international reviews. His latest research interest focuses on the literary relationships between Spain and the United States. He has been a Visiting Scholar at Columbia University, the University of Texas, New York University and the Max Plank Institute in Frankfurt.

Monica Dias is Head of the PhD Programme at the Instituto de Estudos Políticos of the Universidade Católica Portuguesa (UCP) where she teaches since 1992. She holds a PhD in Political Science and International Relations from the IEP-UCP and works currently in the field of International Politics focusing on democracy studies, peace studies and international conflict as Professor and Senior Researcher. One of her present projects is the annual organization of the International Summit of Democracies, a simulation of a meeting of Democratic States, where schools from all over the country gather at the university to discuss democracy and its challenges in order to enhance awareness regarding democracy – and the importance of its defense today.

Sarah Durelle-Marc holds a PhD. in European Law with honours (2011) and an LL.M in European Law (1999) from the University of Rennes. She is Associate professor at the Law Faculty (FLD) of the Catholic University of Lille (UCL). She teaches about Constitutional Law, European Institutions and European Policies at the FLD and parliamentary institutions in the European Union at IEP of Lille. She is the head of the Law and Political Science Bachelor's program at the Law Faculty. She is Assessor to the Dean in charge of Academic Affairs. She is also a member of the DISE Chair – Law and best interests of the child (UCL), a member of C3RD – Centre de recherche sur les relations entre le risque et le droit (FLD, UCL) and an associate Member of IODE – Institut de l'Ouest: Droit et Europe, Faculté de Droit et de Science politique (University of Rennes).

Leszek Gesiak is lecturer at the Jesuit University Ignatianum in Cracow, Poland and at the College of the Holy Cross in Worcester MA, USA. He is the Rector's Delegate for International Affairs at the Jesuit University Ignatianum in Cracow. He is holder of a canonical licence of theology from the Institute Centre Sèvres in Paris, France and of a doctorate in philosophy from the Jagiellonian University, Cracow (with a dissertation on Multiculturalism – the role of religion within it), where he also pursued postgraduate doctoral studies in the Institute for the Study of Religions.

Peter Hanenberg studied at the Universities of Tübingen and Bamberg, Germany, where he obtained his doctoral degree in German literature. He was assistant at the Institute of Modern German Literature at the University of Bamberg between 1988 and 1995 and coordinator of German Studies at the Faculty of Letters, Universidade Católica Portuguesa (UCP), between 1995 and 2006. He is Associate Professor at the Faculty of Human Sciences at UCP, Director of the Research Center for Communication and Culture, CECC, and vice-dean of the faculty since 2016. He has published widely on the relations between history and German literature and on the literary representation of Europe from the 16th to the 21st century. Currently he is working on the intersection of Culture Studies and Cognitive Sciences.

Ali Mostfa holds a PhD in linguistics and English Studies; he is a Lecturer at Lyon Catholic University (School of Translation and International Studies) and a researcher at the Center for Studies on Cultures and Religions. He is coordinator member of PLURIEL (University Research Platform on Islam in Europe and Lebanon). He is Vice-Dean in charge of International Relations and responsible for ERUDITT (University Research Centre on Intercultural Discourse, Translation Studies and Terminology). His research and publications focus on cultural representations and religious discourse analysis. His last publication is *Islam in Plural. Faith, Thought and society* (L'Harmattan, 2018, coauthor Michel YOUNES).

Paolo Monti is Lecturer in Ethics at Università Cattolica del Sacro Cuore, Milan, Italy. His research focuses on the epistemology of social practices, the ethics of democratic citizenship and the role of religion in the public sphere. He has been visiting researcher at Notre Dame University (2004 and 2006) and at the Department of Bioethics of the NIH (2009). He recently published the book *Contemporary Political Philosophy and Religion* (New York: Routledge 2018, co-authored with Camil Ungureanu).

Patricia Santos Rodrigues is professor of Philosophy of Law at the University CEU San Pablo, Madrid. Her research pertains to corporate social responsibility, collective responsibility, natural law (past and present problems), anthropology of justice, human rights, human action; law and literature. Her research can be understood as an effort to deepen three aspects she considers fundamental in her discipline:

- to connect theory and practice as it applies to different social issues: human rights (in religious freedom and the right to education), corporate social responsibility and active aging.
- research in legal theory in dialogue with different approaches or schools;
- study of reference sources (including works on the history of the Natural Law tradition in Europe);

José Miguel Sardica is an historian and Associate Professor with Aggregation at the School of Human Sciences and at the Institute for Political Studies of the Catholic University of Portugal. He is also a senior member of the Research Center for Communication and Culture of the School of Human Sciences and a consultant of the Research Center for Religious History at his University.

His research and teaching areas are dedicated to 19th and 20th century Portuguese and international history in the political, institutional, cultural and intellectual/media fields, lecturing *Contemporary History*, *Global History: War, Politics and Society in the 20th Century* and *Comparative European History*

Michael Shortall is Registrar of the Pontifical University and Lecturer in Moral Theology at St.-Patricks College, Maynooth, Ireland. His research focuses on human rights at the intersection of political philosophy and theology, foundational concerns for ethics in the Catholic Tradition (Natural Law, Moral Theories, Theological Anthropology) and ministerial and pastoral ethics, including a Catholic Social Ethic of Leadership.

Odile Wattel has a History aggregation. She has defended a doctoral thesis on *Mosaics representing the Myth of Europe (I-VIth centuries): evolution and interpretation of Greek models in the Roman environment*, published in the "Collection of Archeology in History ", by Broccard, Paris, 1995 and reissued in 1997. She is Director of the Institute of Shared Knowledge (IDSP) of the Catholic Institute of Paris and has been in charge of teaching history in the ICP in particular. Her research interests include the myth of Europe, the European idea and identity of Greek Antiquity in the 21st century.

Wim Weymans is holder of the Chair of European Values at the Catholic University of Leuven. His research focuses on the tension between European values as fundamental ideas and the different ways in which they are appropriated through time and space. As a political philosopher he investigates the meaning of democracy and its crisis in Europe. As a historian of political ideas he asks in how far the decline of a value such as solidarity is linked to ideological changes in western societies.

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