EUS 4930 / ANT 4930
In the Orbit of Europeanization:
Europe’s Cultural Traditions and Politics

Fall 2018
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Office Hours:

Center for European Studies
University of Florida

Class Hours: MWF period 7 (1:55 – 2:45)
Classroom: TUR 2306
COURSE DESCRIPTION:

What is a “national culture” today and what happens to national traditions in the era of globalization? How do countries think through policy work and investment about their national heritage? How does contemporary Europe in particular reconcile a commercial space of mobility without frontiers, with its taste for unique locality, plurality, and diversity: “unity-in-diversity”?

With a view on contemporary Europe, this class will help you understand the transformations that national traditions undergo as part of the global transformations and technological expansion affecting us all. We focus on the so-called forces of Europeanization which have been navigating the expansion of the European Union since its inception. We ask does Europeanization challenge the nation-states in Europe? What does it mean to belong to a national culture but also to a “common European community”? How is Europe’s worldwide-marketed identity of “unity-in-diversity” lived in actuality?

The class begins with an overview of some of the more influential debates about Culture in anthropology and move to discuss key concepts such as European identity; citizenship, belonging and community; the European modernity, Europeanization /globalization. No previous exposure to these debates are necessary. We ask what the significant differences are between the model of “community” fostered by the European modern nation-states, and the one promoted today by the EU. We want to understand how policies, everyday experiences and cultural practices traverse the tension between these two different versions of community in the present. As such, we look at EU’s cultural incentives (i.e. EU cultural capital); trans-national movements (incl. environmental, rights-based, as well as populist); the mobility regime and Europe’s migration crisis (the various classes of people on the move); Interculturalism; language rights; and the impact of technology on Europe’s public sphere.

Readings for this class are selected to move us away from a singular focus on either the politics located in Brussels (i.e. a focus on EU institutions and policies) or on a nation-based European cultural history. Instead we invite observations on the transnational space of conflicting movements of people, as well as of places, things, technologies, images, and ideas that make up the current “Europe”.

**Format**
The course will consist of lectures, discussions and in-class activities, including student presentations and screenings of documentaries.

The instructor will deliver lectures geared toward providing (historically, politically, and theoretically) contextualizing information that supplements readings. The purpose of lectures will be to review the major conceptual points of each new topic and to integrate the material students are reading or viewing.

You are expected to attend each class and to have completed assigned readings ahead of the meeting, so that we can use class meetings to discuss points of particular interest (or difficulty) and to move beyond the information presented in the texts. You are required to read all the texts, which offer a compilation of academic articles and selected chapters from books.
Course Requirements and Grading
Materials for this class will be generally available in electronic format via Canvas.

Note, articles from academic journals are accessible through the UF electronic database on the UF library web page. It is the students’ responsibility to access these articles and learn how to use the library system. Should you need help using the web page, please consult a librarian.

Some of the reading pieces might be also available through a general google search on the internet.

Recommended books:
Dace Dzenovska, 2018. “School of Europeanness” Tolerance and Other Lessons in Political Liberalism in Latvia


Your final grade has three components: a discussion participation grade (10%), which includes a presentation (30%); and two short reaction papers (30 % each).

The course is designed so as to help students formulate and express their own ideas on the themes taken up. Therefore, discussion is an integral component of the course. Students will also be expected to give in-class presentations, which fulfills 30% of their final grade. In-class presentations offer a summary of an assigned article from the weekly class readings (about 10-15 min). The Student presenting is responsible to prepare a few questions on the reading and facilitate a discussion (together with 3 other students, collectively responsible to frame questions on the presented material).

The remaining 60% of the class grade will be based on two reaction papers responding to class’ reading material.

Alternatively, students may also choose to work on a research project of their own (10-12 pages double-spaced). Please consult the topic with the instructor by mid semester, when you will have to submit a preliminary outline and a short reference list.

Grading scale: (A = 95 and above; A- = 90-94; B+= 86-89; B= 84-85; B-80-83; C+ 76-79, etc.)

Getting help with writing
The UF Writing Studio is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers @ http://writing.ufl.edu/programs/first-year-writing/

Academic Integrity
Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity. Documented plagiarism of a
paper will be given a “D” in instances of one or two sentences, and an “F” in more severe cases, and no revision will be allowed in either instance.

Accommodation for Students with Disabilities
Please refer to the Disability Resource Center @ http://www.dso.ufl.edu/drc/: 0020 Reid Hall Phone: (352) 392-8565

UF Counseling Services
Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:
• University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
• Student Mental Health, Student Health Care Center, 392-1171, personal counseling
• Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
• Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. It is students’ responsibility to be aware of changes in the schedule of readings, which will be announced in class as well as on E-Learning

Weekly meetings

Week 1. Introduction: The concept of Culture (conceptual overview)
Williams, Raymond (1988): Keywords: A Vocabulary of Culture and Society. Glasgow: Fontana.

Week 2: The Nationalization of Culture (from democratization of culture, to cultural democracy, to public culture)

Week 3: The Europeanization of Culture

http://catdir.loc.gov/catdir/samples/cam031/2001025960.pdf  Pp. 33-54

Verstaete 2010. ch 1 From: Tracking Europe: Mobility, Diaspora, and the Politics of Location.
Duke University Press.

Week 4: The Many faces of Europeanization

The Three Dynamics of Europeanization: institutional formation and enlargement, exportation of EU’s powers and practices (also beyond Europe); and the formation of a European identity


Week 5 European Cultural Policies


Sassatelli, Monica 2009. European Cultural Policies From: Becoming Europeans (pp 46-73)


Week 6. Europeanization and the limits of European integration


Week 7. Culture as an integrative mechanism and possible solution to the riddle of European unification

Fabiani, 2011 Festivals, Local and Global From: Festivals and the Cultural Public Sphere, Liana Giorgi, Monica Sassatelli and Gerard Delanty (Eds.)


Week 8: film TBA

First Assignment due Oct 8!!

Week 9. Europe’s Cultural Capitals

Rennen, Ward. 2007 City Events: Place Selling in a Media Age. Amsterdam: Amsterdam University Press, (Selected chapter).

Sassatelli, Monica 2009. *Being and Becoming: the European Capitals of Culture*. From: Becoming Europeans (pp 79-138)

Week 10. How the Tourist might become a Citizen of Europe?


Week 11. Mobilities and disturbed identities

Verstraete, Ginette, 2010. Tracking Europe: Mobility, Diaspora, and the Politics of Location Duke University Press. chapter 4


**Week 12: Funding for culture**


**Week 13: School of Europeanness**

Dace Dzenovska, 2018. From “School of Europeanness” Tolerance and Other Lessons in Political Liberalism in Latvia (select chapter TBA)


**Week 14 Unity in Diversity**


**Week 15: After Europe?**

Krastev, Ivan cha 2 from “After Europe”

*Second Assignment due Dec 5.*

**Week 16: Debating Europeanness**
