

**FINAL DRAFT WILL BE DISTRIBUTED THE FIRST DAY OF CLASS**

**EUS 2001  
EUROPEAN EXPERIENCE: A HUMANITIES PERSPECTIVE  
Fall 2018**

**Instructor**

Dr. Chrysostomos Kostopoulos, Classics, Center for EU Studies

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Office Hours: *MTWR 4 and by appointment*

The best way to reach me is through email. You do not need an appointment for walk-in office hours, but without an appointment, you may have to wait your turn.

**Lectures**

Tuesday and Thursday, Period 8-9 and 9, Little Hall 0121

**Course Description**

The concept of “Europe(an)” has been delineated by the cultural achievements of the ancient European people, the domination of the Roman Empire and the spread of Christianity, the scientific and philosophical advances of the Renaissance and the political developments of the French revolution. For many centuries, European civilization dominated the world through empires that competed politically and economically but essentially represented a single cultural heritage and that heritage was regarded by many as the crucible of human civilization. However, today we acknowledge the existence of a variety of concepts of Europe, defined along territorial, cultural, political and ethnic lines and Europe is viewed as a continent of a great cultural diversity.

This is a broad interdisciplinary course that aims to introduce students to the study of contemporary “Europe” and the academic field of “European Studies.” The course is part of a two-course series designed to examine Europe from a broad variety of disciplines, approaches and perspectives. While this course focuses on the answers to the core questions provided by the arts and humanities (including literature, film, music, and linguistics), the other course (EUS 200x: European Experience: A Social Science Perspective) examines the same questions through the lens provided by the social sciences (including anthropology, geography, political science and sociology). The courses can be taken in any order and students may choose to take only one (although it is recommended that students take both).

An important theme of the course is to discuss three core questions: “What is Europe(an)?”, “Where is Europe?” and “Whither Europe?” If you have ever asked yourself one of these questions, this is a course you should take.

While examining the above questions, the students will encounter the following major themes around which the course is organized: linguistic and ethnic identities, religious and intellectual traditions, the scientific and industrial revolution, urbanization and mass entertainment, Europe's discovery of the New World, socio-political developments from the Enlightenment and the French revolution, the major military conflicts of the 20th c., and European Union the first of a new Europe.

**Course Objectives**

Students will explore Europe critically through a variety of multi-disciplinary approaches based on the arts and the humanities (including literature, film, music, and linguistics.) Upon successful completion of the course the students will accomplish the following objectives:

**Content Objectives:**

- Students will be able to outline movements in the history of Europe with reference to historical precedents, events and figures.

- Students will be able to identify and analyze key elements, biases and influences in the history of Europe and European ideas.
- Students will be able to recognize the effects of Europe’s global influence as well as how Europe has changed throughout contact with the rest of the world.

**Communication Objectives:**

- Students will be able to communicate their knowledge, thoughts and reasoning clearly and affectively in written and oral form through the class assignments.

**Critical Thinking Objectives:**

- Students will be able to develop critical thinking by utilizing their ability to differentiate between opposite points of view and interpreting and evaluating sources.
- Students will be able to examine the idea of European identity as a dynamic cultural construct and will be able to critically compare and contrast it with their own national identity.
- Students will be able to critically analyze the “Us” vs. “Them” dichotomy implicit in Europe across the centuries and evaluate the way that this dichotomy has created conflict, discrimination and racism in Europe and outside Europe.

**Texts**

Required:

Peter Rietbergen, Europe: A Cultural History (New York: Routledge, 2015).  
ISBN: 978-0415663618

Additional readings and materials are available on the course site on canvas.

**Class Website**

(Details to be added)

**Assignments and Requirements**

<b>Assignment</b>	<b>Assignment Description</b>	<b>Grade</b>
<b>Map Quiz</b>	For the map quiz, you will be required to learn the countries of Europe and their capitals. This is not difficult, but it will take a little time and effort. The benefit: Once you have done so you will know more about Europe than the majority of Americans!	<b>50</b>
<b>Quizzes</b>	There will be bi-weekly quizzes during the semester based on course readings and class discussion and lectures. The format will be a combination of short answer, multiple-choice, and fill in the blank questions. These will not be difficult, but will be intended to test whether you have done the readings and are prepared for class.	<b>200</b>
<b>Book Review</b>	A book review due on <b>Thursday, September 27</b> Students will submit a 4-page abstract on a book of their choice (800-1000 words). Books may be from any genre-literary classics, contemporary works, non-fiction, etc. but they need to relate to any of the topics discussed during the course.	<b>100</b>

<b>Examination 1</b>	A forty-five-minute Exam in lecture on <b>Thursday, October 11</b> . The format will be a combination of multiple choice questions and short answers.	<b>200</b>
<b>Examination 2</b>	A forty-five-minute Exam in lecture on <b>Tuesday, December 4</b> . The format will be a combination of multiple choice questions and short answers.	<b>200</b>
<b>Portfolio and Reflection</b>	In an e-portfolio, make connections between the concepts discussed in the class and your own personal experiences and histories, such as travel abroad, volunteering or other types of shared community activities, work experience, personal relations, family interactions, etc.	<b>150</b>
<b>Attendance</b>	Attendance in lecture	<b>100</b>
<b>Total Points</b>		<b>1000</b>

### Grading Scale

Grade Scale*	Grade Value
930-1,000 = A	A = 4.0
900-929 = A-	A- = 3.67
870-899 = B+	B+ = 3.33
830-869 = B	B = 3.00
790-829 = B-	B- = 2.67
750-789 = C+	C+ = 2.33
720-749 = C	C = 2.00
690-719 = C-	C- = 1.67
660-689 = D+	D+ = 1.33
620-659 = D	D = 1.00
600-619 = D-	D- = 0.67
0-599 = E	E = 0.00

\*Because Canvas cannot round to whole numbers, the Grade Scale in Canvas has been adjusted to achieve the same effect (e.g., 92.5% = A, 89.5% = A-, 86.5% = B+, etc.).

More information on grades and grading policy is available in the [Undergraduate Catalog](#).

### Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### Students in Distress

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### Additional Course Policies, Rules and Resources

1. **All readings, written assignments and exams must be completed by or on the date indicated on the syllabus and will not be rescheduled or accepted late.** Requests of any special accommodations must be made to the course instructor in writing and in advance of the class or exam time.
2. **Class attendance is required for this course and constitutes 10% of your grade.** We will regularly circulate an attendance sheet, which you should sign. Signing for others is considered academic dishonesty. Repeated absences may affect your performance on final exam and quizzes since they will be based on the class lectures. Also missing class means possibly missing quizzes and late submission of homework assignments.

According to the Office of the University Registrar, “acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.”

For further information about the University of Florida’s attendance policy, please see the current Undergraduate Catalogue (<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>).

3. **Common Courtesy:** Cell phones and other electronic devices must be set to vibrate mode during class. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day. The instructors may ask a student engaging in disruptive behavior, including but not limited to whispering or snoring, to leave the class, and the student will be marked absent for the day.
4. **Counseling Resources:** Resources available on-campus for students include the following:

- a. University Counseling and Wellness Center, 3190 Radio Rd, 392-1575;
  - b. Student Health Care Center, 392-1161; and
  - c. Dean of Students Office, 202 Peabody Hall, 392-1261, [umatter.ufl.edu](mailto:umatter.ufl.edu)
5. **Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

## Weekly Schedule

### PART 1: INTRODUCTION

#### WEEK 1: EVOLUTION OF THE BOUNDARIES OF EUROPE

- The Notion Of Europe As A “Geographical Area.” Basic Geographical Information, Nations, Capitals, Etc.; Fluidity Of Geographical Borders: Greece And Poland As Case Studies.

Readings: No readings for this meeting

- Fluidity Of Borders. The Notion Of Europe As A “Cultural” Area. The European Identity.

Readings: Rietbergen, Europe: A Cultural History, Prologue (xvii-xxxvii)

#### WEEK 2: LANGUAGES AND LINKAGES-CULTURE AND COMMUNICATION

- Historical And Linguistic Overview. The Most Prominent European Language Groups: Indo-European And Finno-Ugric.

Readings: Haarmann, Harald: Europe's Mosaic of Languages, in: European History Online (EGO), published by the Institute of European History (IEG), Mainz 2011-10-05. <http://www.ieg-ego.eu/haarmannh-2011-en>

- Language and Identity. European Minority Languages (European Charter For Regional Or Minority Languages [ECRML]). Extinction And Preservation. English As A Lingua Franca In Europe: Motivation And Problems.

Readings: European Day of Languages: Report. Brussels, 25 September 2015. Linguistic Challenges and Opportunities in Multicultural Europe. [http://ec.europa.eu/dgs/education\\_culture/repository/languages/library/documents/report-european-day-languages\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/languages/library/documents/report-european-day-languages_en.pdf)

#### WEEK 3: THE MYTH OF EUROPA: TRACING EUROPE FROM MYTH TO REALITY

- The Idea Of Europe In Ancient Greek Myth And Ideology. The Three Pillars of European Identity.

Readings: Rietbergen, Europe: A Cultural History, chapter 1 (3-40)

- The Concept Of Polis As A Political Environment (The Birth Of Democracy In Athens.)

Readings: Sheldon S. Wolin, Democracy: Electoral and Athenian, PS: Political Science and Politics, Vol. 26, No. 3. (Sep., 1993), pp. 475-477

Rietbergen, Europe: A Cultural History, chapter 2 (41-60)

## PART 2: WHERE IS EUROPE

### WEEK 4: SHIFTING CENTERS OF EUROPE. EUROPEAN COLONIALISM

- What Is Colonialism And What Does It Mean To Be “Post” Colonial?

Readings: Rietbergen, Europe: A Cultural History, chapter 9 (245-256)

Rudyard Kipling, The White Man’s Burden (1899)

Hans Kohn, Some Reflections on Colonialism, The Review of Politics, Vol. 18, No. 3. (Jul., 1956), pp. 259-268

- The Role Of Christianity In Colonization. Eurasia' And Neo-Colonialism.

Readings: Peter Pels, The Anthropology of Colonialism: Culture, History, and the Emergence of Western Governmentality, Annual Review of Anthropology, Vol. 26. (1997), pp. 163-183

### WEEK 5: IMMIGRATION AND THE SPREAD IF EUROPE

- Economic (19th C.) Exiles: Italian, Irish, Greek And Polish Mass Emigrations.

Readings: Rietbergen, Europe: A Cultural History, chapter 9 (256-271)

Daniels, Roger. Coming to America: A History of Immigration and Ethnicity in American Life. (New York: HarperCollins, 1990) pg. 185-212.

- Religious Exiles: European Jewry, Etc And Religious Intolerance (Inquisition, Pogroms Etc)

Readings: Rietbergen, Europe: A Cultural History, chapter 10 (272-296)

Christopher R. Browning, The Nazi Decision to Commit Mass Murder: Three Interpretations: The Euphoria of Victory and the Final Solution: Summer-Fall 1941, German Studies Review, Vol. 17, No. 3. (Oct., 1994), pp. 473-481.

## PART 3: WHAT IS EUROPE(AN)

### WEEK 6: EUROPE VIEWED FROM “WITHIN”: “EUROPEANISM” AND HOW EUROPEANS SEE THEMSELVES

- Variations In National Interpretations Of ‘European-Ness’ In The Past ‘Old’ And ‘New’ Europe – What Counts As ‘European’ Today?

Readings: Rietbergen, Europe: A Cultural History, chapter 11 (297-313), chapter 12 (314-335)

- Catholicism, Protestant Reformation Movements, Etc. And Their Reflection In The Arts (Paintings, Architecture, Etc.) Religious Intolerance And The Definition Of “Other.”

Readings: Dante, Inferno Canto 5

Luther, Ninety-five Theses or Disputation on the Power of Indulgences (1571)

### WEEK 7: EUROPE VIEWED FROM “WITHOUT”: “EUROPEANISM” AND HOW NON-EUROPEANS SEE EUROPE

- The View From The USA: Europe In The Novels Of Henry James, Ernest Hemingway; American Ex-Pats In Europe And Their View Of Europe.

Readings: Henry James, *The Europeans: A Sketch* (1878)  
<http://www2.newpaltz.edu/~hathawar/european.html>

- Reflections On Past And Present Masters: Visions Of Europe From The (Other) Colonies (Africa, Latin America And Asia.)

Readings: Jorge Luis Borges, *The House of Asterion* (1947)

#### WEEK 8: EUROPE AND SCIENCE: THE ENLIGHTENMENT

- The Age of Enlightenment. “Enlightened” Thinking: From Rousseau to Social Darwinism.

Readings: Rietbergen, *Europe: A Cultural History*, chapter 13 (336-365)

#### WEEK 9: THE INDUSTRIALIZATION OF EUROPE

- Industrialization And Urbanization In 19th-Century.

Readings: Rietbergen, *Europe: A Cultural History*, chapter 15 (392-413)

- Consumerism And Mass Marketing.

Readings: Stearns, P. N. (2006). *Consumerism in world history: The global transformation of desire*. London: Routledge, Taylor & Francis Group. Chapter 5

### PART 4: WHITHER EUROPE?

#### WEEK 10: EUROPE DIVIDED: BETWEEN GREAT POWERS AND SMALL NATIONS

- The Rise of Fascism, Communism, and Totalitarianism. The Struggling For The Ideal Of Democracy In Europe.

Readings: Rietbergen, *Europe: A Cultural History*, chapter 16 (432-440)  
 Brecht, Bertolt. *Mother Courage and her Children* (1939)

- The Two World Wars And Europe; The Holocaust. European Art And Literature During And After The WWII; Degenerate Art (Entartete Kunst)

Readings: Gordon F. Streib, *Idealism and War Bonds: Comparative Study of the Two World Wars*, *The Public Opinion Quarterly*, Vol. 12, No. 2. (Summer, 1948), pp. 272-279

Jean Metzinger, *En Canot* (Oil Painting) 1913

Picasso *Guernica* (Oil Painting) 1939

#### WEEK 11: THE COLD WAR: EUROPEAN DIVISION

- The Origins Of The Cold War. USA, Soviet Union And Europe

Readings: Rietbergen, Europe: A Cultural History, chapter 17 (441-477)

Churchill, “The sinews of peace” (‘Iron Curtain speech’) March 5, 1946

[https://1d4vws37vmp124vlehygoxxd-wpengine.netdna-ssl.com/wp-content/uploads/1946/03/1946-03-05\\_BBC\\_Winston\\_Churchill\\_The\\_Sinews\\_Of\\_Peace.mp3](https://1d4vws37vmp124vlehygoxxd-wpengine.netdna-ssl.com/wp-content/uploads/1946/03/1946-03-05_BBC_Winston_Churchill_The_Sinews_Of_Peace.mp3)

- Europe’s Eastern “Other” The View From Eastern Europe.

Readings: Uta Poiger, Jazz, Rock, and Rebels: Cold War Politics and American Culture in a Divided Germany (2000), 31-70

#### WEEK 12: THE UNITING OF EUROPE: EUROPEAN UNION

- Pan-Europeanism As An Idea And Reality. Jean Monet And The European Ideal. The History Of The EU Part 1

Readings: Walter Yondorf, Monnet and the Action Committee: The Formative Period of the European Communities, International Organization, Vol. 19, No. 4. (Autumn, 1965), pp. 885-912.

- The History Of The EU Part 2. Re-Interpreting The Borders Of Europe.

Readings: Annabel Black, The European Communities: And the Construction of Europe, Anthropology Today, Vol. 8, No. 3. (Jun., 1992), pp. 10-11.

#### WEEK 13: EUROPEAN INTEGRATION IDENTITY AND BORDERS

- The British Referendum: Brexit As A Case Study Of Identity And Borders.

Readings: Jean-Claude Piris, “If the UK votes to leave: The seven alternatives to EU membership” Centre for European Reform, 12 January 2016  
[https://www.cer.org.uk/sites/default/files/pb\\_piris\\_brexit\\_12jan16.pdf](https://www.cer.org.uk/sites/default/files/pb_piris_brexit_12jan16.pdf)

Simon Hix, “Is the UK Marginalized in the EU?” Social Europe Journal Oct 2016 <http://www.socialeurope.eu/2015/10/is-the-uk-marginalised-in-the-eu/>

- Immigration And Migration In Europe. Waves Of Immigration. Immigration And The Extreme Right.

Readings: Martin Schain, “The Immigration Debate and the National Front,” in John Keeler and Martin Schain, eds, Chirac’s Challenge: Liberalization, Europeanization and Malaise in France (New York: St Martin’s Press, 1996 169-197.

#### WEEK 14: RELIGION AND SECULARISM IN CONTEMPORARY EUROPE

- Multiculturalism, Secularism and Religion. Islam and Europe.

Readings: Esra Özyürek “The Politics of Cultural Unification, Secularism and the Place of Islam in the New Europe.” American Ethnologist (2015) 32: 509–512

- Religious Diversity in Europe: Secularism and the Headscarf Ban



Readings: Alev Çınar, “Subversion and Subjugation in the Public Sphere: Secularism and the Islamic Headscarf” *Signs*, (2008) 33, (4): 891-913

#### WEEK 15: CONCLUSION

- Conclusion  
Readings: No readings for this meeting