

**IDS 2935**  
**EUROPEAN EXPERIENCE: A HUMANITIES PERSPECTIVE**  
**UF Quest 1 - Identities**  
**General Education-Humanities-International-Writing Requirement 2**  
**Fall 2022**  
**Leigh Hall 104**  
**Tuesday Period 2-3, Thursday Period 2**

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**INSTRUCTOR:** DR. CHRYSOSTOMOS KOSTOPOULOS,  
TURLINGTON 2326B, 352-294-7146, [CKOSTOPO@UFL.EDU](mailto:CKOSTOPO@UFL.EDU)

For an updated version of this document please visit the class web site at Canvas.

**OFFICE HOURS:** MONDAY-WEDNESDAY-FRIDAY PERIODS 3-4 OR BY  
APPOINTMENT

**COURSE CONTENT:** 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.

The main goal of this course is to examine the complex nature of collective European identities in general and the common “European Identity” in particular. Collective identity has become an issue in Europe where public debate is increasingly concerned with the problem of a European identity that is seen as lacking or as needed. This course is designed to examine Europe from a broad variety of disciplines, approaches and perspectives. An important theme of the course is to discuss three core questions “What is Europe(an)?” “Where is Europe?” and “Whither Europe?” and to demonstrate the identity of Europe as a dynamic cultural construct.

Europe is a microcosm of the world community and a macrocosm of the local communities, a template of the conflicts between shared identities and the individual, regional self and national self, multiculturalism and assimilation, immigration and national identity. Since historical and social elements, cultural traditions and values are also important components of personal identity, by extension, these themes lead to the essential questions of “how you identify yourself as an individual in a complex

diversified environment?" "how you preserve your personal identity in the face of a national or transnational context?" "how religion and ethnicity forge identity especially in regard to youth's search for meaning?" and "how you as an individual cope with the consciousness of a shared political fate and the prospect of a common future?"

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/LEARNING OUTCOMES:**

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.

#### **TEXTBOOK: 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.

### MATERIALS/SUPPLY FEES

There is no supply fee for this course.

### Assignments and Requirements

While General Education and Quest 1 Objectives are not exclusive to each assignment because they will overlap throughout the course, each assignment will meet the specific goals of these programs.

Assignment	Assignment Description	General Education SLOs Met	Quest 1 Humanities SLO Met	Grade
<b>Discussion Activities</b>	a. Answer the question(s) posted in the weekly discussions. (100 points) b. Respond to at least two of your fellow students' original posts. (50 points)	Communication, Content, Critical Thinking (Analyze and Connect)	Identify, explain, and, describe theories and methodologies	<b>150</b>
<b>Virtual Museum Visit – Adobe Spark Story</b>	Take one of the virtual tours to the following museums: <ul style="list-style-type: none"><li>• <a href="#">Metropolitan Museum of Art, New York City, USA</a></li><li>• <a href="#">Galleria degli Uffizi, Florence, Italy</a></li><li>• <a href="#">Museum Vaticani, Vatican City, Italy</a></li><li>• <a href="#">Rijksmuseum, Amsterdam, Netherlands</a></li></ul> Then create a story in Adobe Spark of your experience using images and written narrative to describe what you enjoyed about your visit and to reflect on the meaning that you find in the exhibited artifacts. The deadline for submitting your Spark Story is <b>Monday, October 3</b> .	Communication, Critical Thinking (Analyze and Connect)	Connect course content to own lives	<b>150</b>
<b>Analytical Essay Proposal</b>	Students will draft a 500-600 words proposal on a given essay prompt due on <b>Friday, November 10</b> . The essay prompt will ask you to examine a question or theme of a class text or a class topic. The proposal should include an	Communication and Critical Thinking	Analyze and evaluate essential questions	<b>50</b>

	introductory paragraph, an outline of the points that are being addressed and a draft bibliography of at least two sources. The essay proposal will be graded and marked for content, punctuation, spelling, syntax, and diction.			
<b>Analytical Essay</b>	A 1,500-1,600 words thesis driven essay on the already provided essay prompt due on <b>Wednesday, December 7</b> . The analytical essay will use the proposal as the main frame. The essay will be graded and marked for content, organization and coherence, argument and support, punctuation, spelling, syntax, and diction.	<i>Communication, Content, Critical Thinking (Analyze and Connect)</i>	Analyze and evaluate essential questions	<b>250</b>
<b>Examination</b>	A forty-five-minute Midterm Exam in lecture on <b>Thursday, October 20</b> . The exam will be based on the course material and the format will be as follows: a) 80 Multiple Choice Questions b) Five Key term short analysis	Content (Analyze and Connect), Communication	Identify, explain, and, describe theories and methodologies	<b>150</b>
<b>Quizzes</b>	There will be regular 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.	<i>Content (Analyze and Connect), Communication</i>	Identify, explain, and, describe theories and methodologies	<b>100</b>
<b>Reflection Activities</b>	These activities will give you the opportunity to reflect and make connections between the concepts discussed in the class and your own personal experiences and histories, work experience, personal relations, family interactions, etc.	<i>Communication, Critical Thinking (Analyze and Connect)</i>	Connect course content to own lives	<b>100</b>
<b>Attendance</b>	Attendance in lecture			<b>50</b>
<b>Total Points</b>				<b>1000</b>

## GRADING SCALE AND ASSIGNMENT SUMMARY

### Assignment Weights

Attendance: 50 points (5%)
Reflection Activities: 100 points (10%)
Discussion Activities 150 points (15%)
Spark Story: 150 points (15%)
Analytical Essay 250 points (25%)
Analytical Essay Proposal 50 points (5%)
Quizzes 100 points (10%)
Mid-term Exam 150 points (15%)
Total: 1,000 points (100%)

## Grading Scale

Percent	Grade	Grade Points
90.0 – 100.0	A	4.00
87.0 – 89.9	A-	3.67
84.0 – 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 – 80.9	B-	2.67
75.0 – 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 – 71.9	C-	1.67
66.0 – 68.9	D+	1.33
63.0 – 65.9	D	1.00
60.0 – 62.9	D-	0.67
0 – 59.9	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](#). See the current UF grading policies (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>) for more information.

## COURSE CREDIT POLICIES GENERAL EDUCATION LEARNING OUTCOMES

### Humanities (H)

This course is a Humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. These courses focus on the history, theory and methodologies used within that discipline, enabling students to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

### Humanities SLOs

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).

- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

### International (N)

This course also meets the International (N) of the UF General Education Program. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

### Writing Requirement (WR 2,000)

For courses that confer WR credit, the course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher. You **must** turn in all papers totaling 2,000 words to receive credit for writing 2,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of "C-" **will not** confer credit for the University Writing Requirement.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

### General Education Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for	Documents and paragraphs lack clearly identifiable organization, may lack any

	topics, including a clear thesis statement and topic sentences.	coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

### Quest 1: Description

Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world,



Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas. At the end of every Quest 1 course, students will be expected to have achieved the following learning outcomes.

### Quest SLOs

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking)

**ATTENDANCE POLICY:** Class attendance and participation are required for this course. Note that 5% of your final grade is based on participation and submission of homework assignments. Repeated absences may also affect your performance on exams and quizzes. Please note that all readings, homework 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.

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>).

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

**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 WITH DISABILITIES:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Follow this link to get started with the Disability Resource Center (<https://disability.ufl.edu/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester

**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. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.**
- 3. Class attendance is required for this course and constitutes 5% 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>).

4. **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.
5. **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)
6. **Course Evaluation:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.
7. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a

University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## **Weekly Schedule**

### **PART 1: INTRODUCTION**

#### **August 25 Orientation – Course Introduction**

#### **Module 1: EVOLUTION OF THE BOUNTARIES OF EUROPE (August 30-September 1)**

**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:

- Peter Rietbergen, Europe A Cultural History: Prologue (pp. xvii-xxiii) Fluidity of Borders.
- Europe's Cultural Circles: An Interpretation (After M. Shennan) excerpt from Norman Davies, Europe: A History, pp. 1238
- Special Eurobarometer 278 - European Cultural Values

#### **Module 2: LANGUAGES AND LINKAGES-CULTURE AND COMMUNICATION (September 6- 8)**

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

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:

- Peter Rietbergen, Europe A Cultural History: Invasion, Conquest and Change: the First Wave pp. 13-15
- 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>
- 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)

**Module 3: THE MYTH OF EUROPA: TRACING EUROPE FROM MYTH TO REALITY (September 13 -15)**

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

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

Readings:

- Peter Rietbergen, Europe A Cultural History: A “Marginal” Culture: Democracy and its Limitations in Greece pp. 24-33
- Sheldon S. Wolin, Democracy: Electoral and Athenian, PS: Political Science and Politics, Vol. 26, No. 3. (Sep., 1993), pp. 475-477
- Norman Davis, Europe: A History: The Minoan Civilization

**PART 2: WHERE IS EUROPE**

**Module 4: SHIFTING CENTERS OF EUROPE. EUROPEAN COLONIALISM (September 20-22)**

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

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

Readings:

- Peter Rietbergen, Europe A Cultural History: Europe and the Other Worlds pp. 446-452
- 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

## Module 5: IMMIGRATION AND THE SPREAD OF EUROPE (September 27 -29)

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

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

Readings:

- Peter Rietbergen, Europe A Cultural History: Church and State: The Break-Up of Religious Unity pp. 242-247
- Daniels, Roger. Coming to America: A History of Immigration and Ethnicity in American Life. (New York: HarperCollins, 1990) pg. 185-212.
- Bertold Brecht 'To Those Who Follow in Our Wake'

### **PART 3: WHAT IS EUROPE(AN)**

## Module 6: EUROPE VIEWED FROM "WITHIN": "EUROPEANISM" AND HOW EUROPEANS SEE THEMSELVES (October 4- 6)

**Variations In National Interpretations Of 'European-Ness' In The Past 'Old' And 'New' Europe - What Counts As 'European' Today?**

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

Readings:

- Peter Rietbergen, Europe A Cultural History: A New Society From Humanism to Enlightenment pp. 355-382
- Immanuel Kant, An Answer to the Question: What is Enlightenment
- Luther, Ninety-five Theses or Disputation on the Power of Indulgences (1571)

## Module 7: EUROPE VIEWED FROM "WITHOUT": "EUROPEANISM" AND HOW NON-EUROPEANS SEE EUROPE (October 11- 13)

**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:

- Peter Rietbergen, Europe A Cultural History: Europe and “America”: a Cultural Symbiosis or, the growth of the “Western World” pp. 455-457
- America certainly is very different from England - A short essay on the International Episode by Henry James

**October 18: Review Lecture for the Upcoming Exam**

**October 20: Mid-Term Examination**

**Module 8: THE INDUSTRIALIZATION OF EUROPE (October 25 - 27)**

**Industrialization And Urbanization In 19th-Century.**

Readings:

- Peter Rietbergen, Europe A Cultural History: Urban, Industrial Culture: the Regulation and Consumption of Time pp. 407-411
- Samuel Coleridge, The Rime of the Ancient Mariner

**PART 4: WHITHER EUROPE?**

**Module 9: EUROPE DIVIDED: BETWEEN GREAT POWERS AND SMALL NATIONS (November 1- 3)**

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

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

Readings:

- Peter Rietbergen, Europe A Cultural History: Towards a New Europe? pp. 503-510
- Mussolini: "The Political and Social Doctrine of Fascism"
- K. Marx F. Engels The Communist Manifesto pp. 14-21
- Picasso Guernica (Oil Painting) 1939

**November 8 Analytical Essay Workshop (Part I)**

**November 10 Analytical Essay Workshop (Part II) Analytical Essay Proposal due**



## Module 10: EUROPE UNITED: THE EUROPEAN UNION (November 15-17)

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

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

### Readings:

- Peter Rietbergen, Europe A Cultural History, After the Second World War: Deconstruction and Reconstruction pp. 510-516
- Peter Rietbergen, Europe A Cultural History, Europe and Europeanness in the twenty-first Century pp. 540-456
- 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)
- How the European Union Works, Your Guide to the EU Institutions

**November 22 (Module 10 continued)**

**November 24: No Class Happy Thanksgiving**

**December 1 Analytical Essay Final Review Before Submission**

## Module 11: EUROPE UNITED: THE FUTURE OF THE EUROPEAN UNION Part II (November 29 - December 1)

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

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

## CONCLUSION (December 6)

**Conclusion**

**Analytical Essay Due December 7**

### Readings:

No readings for this meeting



