

Cover Sheet: Request 12934

IDS2935 UFQuest1, Identities: European Experience A Humanities Perspective

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Chrysostomos Kostopoulos ckostopo@ufl.edu
Created	8/14/2018 11:42:20 AM
Updated	10/1/2018 10:30:47 AM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled UFQuest 1, Identities: European Experience A Humanities Perspective as an offering that fills the Humanities, [International, and Writing—2000 words] Gen Ed requirements. This temporary approval will last from Spring term, 2019, through fall term 2019.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - European Studies 011637000	Amie Kreppel		8/14/2018
Kostopoulos European Experience Quest Cover Letter.docx					8/14/2018
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/10/2018
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			9/10/2018
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 12934

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Submitter: Chrysostomos Kostopoulos ckostopo@ufl.edu

Created: 8/18/2018 9:00:46 AM

Form version: 7

Responses

Course Prefix and Number

Response:
IDS2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
UFQ1 Identities: European Experience A Humanities Perspective

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Spring

Effective Year

Response:
2019

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
n/a

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
N, H

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

E2

IDS 2935
EUROPEAN EXPERIENCE: A HUMANITIES PERSPECTIVE
UF Quest 1 – Identities
General Education-Humanities-International-Writing Requirement 2 (2000 words)
Spring 2019

Instructor

Dr. Chrysostomos Kostopoulos, Classics, Center for EU Studies

Contact Info: ckostopo@ufl.edu, 352-294-7146, Turlington Hall 3328

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

Day, Period, Room (specific dates to be added)

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.

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 regards 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.

QUEST 1 AND GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES

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 1 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)

Humanities description (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 description (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 Description (WR 2,000)

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

Writing Evaluation

- This course carries 2000 words that count towards the UF Writing Requirement. You **must** turn in all papers totaling 2,000 words to receive credit for writing 2,000 words.

- 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:

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 topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any 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.

- More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

Student Learning Outcomes

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking European Experience students will be able to:

- outline movements in the history of Europe with reference to historical precedents, events and figures. **(Content SLOs for Gen Ed Hum & International and Q1)**

- identify and analyze key elements, biases and influences in the history of Europe and European ideas. **(Content SLOs for Gen Ed Hum & International and Q1)**
- recognize the effects of Europe’s global influence as well as how Europe has changed throughout contact with the rest of the world. **(Content SLOs for Gen Ed Hum & International and Q1)**
- communicate their knowledge, thoughts and reasoning clearly and affectively in written and oral form through the class assignments. **(Communication SLO for Gen Ed Hum and Q1)**
- develop critical thinking by utilizing their ability to differentiate between opposite points of view and interpreting and evaluating sources. **(Critical Thinking SLO for Gen Ed Hum and Q1)**
- 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. **(Critical Thinking SLO for Gen Ed Hum and Q1)**
- 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. **(Critical Thinking SLO for Gen Ed Hum and Q1)**

TO SEE HOW ASSIGNED WORK ADVANCES EACH SLO, GO TO PAGES 4-6.

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.

Experiential Learning Component

This class includes an experiential learning component in which students will actively engage with a UF recourse. As such, the course requirements include a visit to the Harn Museum and its exhibition *The Great Catastrophe: Remembering WWI*. The exhibition focuses on the portrayal of WWI by artists and illustrators through posters, prints, postcards, and items of popular culture. After their visit to the museum, the students will create a story in Adobe Spark where through images and written narrative they will describe and reflect upon their visit.

Class Website

(Details to be added)

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
Spark Story	Visit the Harn Museum Exhibition The Great Catastrophe by Friday February 1 and create a Spark Story where through images and written narrative you describe and reflect upon your visit. Specifically, you should focus on how your exposure to the exhibited historical European artifacts and materials resonates with your own personal experiences as a modern individual.	Communication, Critical Thinking (Analyze and Connect)	Connect course content to own lives	150

	Examples of similar Spark stories will be provided ahead of time to guide the students.			
Book Review	A book review due on Friday, February 15 . Students will submit a 4-page review of 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 Europe and to any of the topics discussed during the course, such as but not limited to shared identity and the individual, regional self-versus national self, multiculturalism and assimilation in Europe etc. Examples will be provided ahead of time to guide the students.	<i>Communication, Content, Critical Thinking (Analyze and Connect)</i>	Identify, explain, and, describe theories and methodologies	150
Analytical Essay Proposal	Students will draft a 500-600 words proposal on a given essay prompt due on Friday, March 22 . The essay prompt will ask you to either examine a question or theme of a class text or to compare or contrast a theme from two class texts. The proposal should include an 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.	<i>Communication and Critical Thinking</i>	Analyze and evaluate essential questions	50
Analytical Essay	A 1,500-1,600 words thesis driven essay on the already provided essay prompt due on Friday, April 19 . 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	250
Examination	A forty-five-minute Midterm Exam in lecture on Thursday, February 28 . The exam will be based on the course material and the format will be as follows: a) Five Key term short analysis b) Three short answer questions.	Content (Analyze and Connect), Communication	Identify, explain, and, describe theories and methodologies	200

Portfolio and Reflection	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.	<i>Communication, Critical Thinking (Analyze and Connect)</i>	Connect course content to own lives	100
Attendance	Attendance in lecture			100
Total Points				1000

Grading Scale and Assignment Summary

Assignment Weights

Attendance: 100 points (10%)
E-Portfolio Assignment 100 points (10%)
Spark Story: 150 points (15%)
Analytical Essay 250 points (25%)
Analytical Essay Proposal 50 points (5%)
Book review 150 points (15%)
Mid-term Exam 200 points (20%)
Total: 1,000 points (100%)

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 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
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. 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 BOUNTARIES OF EUROPE (JANUARY 7-11)

- 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 (JANUARY 14-18)

- 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

WEEK 3: THE MYTH OF EUROPA: TRACING EUROPE FROM MYTH TO REALITY (JANUARY 21-25)

- 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 (JANUARY 28-FEBRUARY 1)

- 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 (FEBRUARY 4-FEBRUARY 8)

- 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 (FEBRUARY 11-FEBRUARY 15)

- 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 (FEBRUARY 18-FEBRUARY 22)

- 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 (FEBRUARY 26-MARCH 1)

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

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

Mid-Term Exam on Thursday, FEBRUARY 28 in Lecture

WEEK 9: SPRING BREAK: NO CLASSES (MARCH 4-MARCH 8)

WEEK 10: THE INDUSTRIALIZATION OF EUROPE (MARCH 11-MARCH 15)

- 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 11: EUROPE DIVIDED: BETWEEN GREAT POWERS AND SMALL NATIONS (MARCH 11-MARCH 15)

- 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 12: THE COLD WAR: EUROPEAN DIVISION (MARCH 18-MARCH 22)

- 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

- 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

Play your Own Thing: The History of Jazz in Europe 2006 (Music/Documentary)

WEEK 13: THE UNITING OF EUROPE: EUROPEAN UNION (MARCH 25-MARCH 29)

- Pan-Europeanism As An Idea And Reality. Jean Monnet 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 14: EUROPEAN INTEGRATION IDENTITY AND BORDERS (APRIL 1 -APRIL 5)

- 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

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 15: RELIGION AND SECULARISM IN CONTEMPORARY EUROPE (APRIL 8 -APRIL 12)

- 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 17: CONCLUSION (APRIL 22-APRIL 24)

- Conclusion
Readings: No readings for this meeting

8 August, 2018

To the General Education Committee:

I have attached for your review my syllabus for “European Experience: A Humanities Perspective” that I am proposing to teach in the Spring 2019 Trial of Quest 1.

Quest 1 is the new UF arts and humanities program that will replace IUF 1000 “What is the Good Life?” Courses in Quest 1 will fill the Gen Ed Humanities requirement. Unlike many existing Gen Ed courses, Quest courses are topical and do not constitute introductions to a specific field or area of study. Rather, they encourage students to answer important questions about the human experience by looking at thematically structured, multidisciplinary courses that fit into one of five themes: The Examined Life, Identities, Justice and Power, Nature and Culture, and War and Peace. They also include an experiential component, enhanced student-faculty interaction, and attention to metacognitive thinking about what the Humanities are and why they are important. In addition, an important aspect of Quest 1 courses is to spark student reflection on how essential questions raised in the course provide meaning to their own intellectual, professional, and personal lives.

“European Experience” fits under the Quest theme of “Identities.” Through a thematic examination of the development of European historical and social identities, the impact of artistic and cultural traditions on European communities, and the development of European values, “European Experience” aims to answer the global questions of “What is Europe(an)?” “Where is Europe?” and “Wither Europe?” By extension, these global questions lead to an exploration of the essential questions of how you identify yourself as an individual in a diversified environment, how you preserve your regional identity in the face of national or supranational identity, how religion and ethnicity forge identity especially in regards 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. By engaging in these questions, the students will be able to critically compare and contrast European elements with their own distinct cultural backgrounds and will be able to develop a greater awareness of who they are as persons and how they stand in relation to important issues in an increasingly multicultural and globalized world.

Because of the use of Europe as a template for these essential questions, I seek an International designation along with the Humanities designation. The course itself goes beyond the boundaries of one discipline, and as such “European Experience” is a multidisciplinary course that integrates knowledge and concepts from a wide range of academic fields. The multidisciplinary nature of “European Experience” is clearly reflected in the variety of readings (literary, academic, visual, and artistic) and the topics examined during the semester. Specifically, the course modules include discussions on the idea of Europe in Greek myth and literature (classics), the concept of polis and the birth of democracy (political science), colonialism, post colonialism, and its influence (anthropology), Catholicism, Protestantism and other religious movements (religion), the Enlightenment and the Age of Reason (philosophy), European art and literature before and after WWII (art and literature) etc. Please refer to the syllabus for a more extensive overview of the course modules.

The course incorporates a variety of active learning activities and an experiential learning component that aim to encourage students to reflect on the material, re-examine their own personal values and develop a big-picture perspective. The course requirements include a visit to the Harn Museum and the exhibition *The Great Catastrophe: Remembering WWI*. The exhibition focuses on the portrayal of WWI by artists and illustrators through posters, prints, postcards, and items of popular culture. The visit to the museum and its exhibition will contextualize and reinforce some of the themes discussed in the class and will give the students the opportunity to have a “real-life” learning experience which can be profoundly different from what can be learned via reading the textbook or watching the projector’s screen in classroom. After their visit to the museum, the students will create a story in Adobe Spark where through images and written narrative they will reflect upon their visit.

During the semester, the students will develop an e-portfolio where they will incorporate discussions and reading responses to the course topics. An important aspect of the e-portfolio will be a reflection section where students will make connections between the concepts discussed in the class and their own personal experiences and histories, such as travel abroad, volunteering or other types of shared community activities, work experience, personal relations, family interactions, etc. The e-portfolio will enable students to clarify further the material but more importantly to express themselves unreservedly and to connect with the theme of the course in a more personal level. As part of the e-portfolio, students will also work on a skill's page to highlight professional skills learned from the course (e.g. written and oral communication, teamwork, leadership, analytical skills.)

In addition, the class assignments include substantial writing and the class fulfills the UF writing requirements. One of the course assignments is for the students to write a four-pages book review of a book of their choice. This assignment aims at helping students develop the skills to analyze content thoughtfully and critically and establish their own views and ideas about the themes discussed in the course. More importantly, together with content analysis, the book review assignment also fosters the student's ability to relate content to self, to raise one's voice in a meaningful way and to master professional and academic writing. These goals are similarly accomplished by two other course assignments, the analytical essay and the essay proposal which offer additional opportunities for demonstrating a command of language, developing sophisticated forms of rhetorical and contextual analysis, and the ability to evaluate the source material.

In European Experience, as I do in all my classes, I will strive to show to my students that there is more in the humanities than to just memorize a text or a list of terms and then choose the right answer in a multiple-choice exam. Instead, I want my students to see humanities as a creative endeavor and to learn to push through challenge, to be exposed to exciting ideas, and to realize that these ideas are within their grasp and understanding. My intention is to help my students become critical thinkers and independent learners.

In my lectures, I try to deviate from the traditional passive lecture format and to incorporate cooperative learning by including student-centered in-class activities, simulations and discussions. For quite some time, I have incorporated in my classes group work and hands-on activities by using online learning platforms such as Kahoot! Here is an in-class activity that I have used in the past with great success. During the semester, students are divided into groups of seven. After seeing and hearing a question concerning a class topic, students are asked to think about the question and possible answers for 30-60 seconds and then to discuss the question in their cooperative groups for 3-5 minutes (the time varied depending on the question). A reporter (person A, B, C, or D, depending on the rotation) chosen randomly from three to five groups, depending on the nature of responses and time available, presents the group's ideas to the class. The results of these efforts to involve the students have been extremely gratifying. These teaching strategies have increased immensely the understanding of the material and student feedback has substantiated the positive nature of a cooperative learning environment in a large lecture.

Please do not hesitate to contact me if you have further questions.

Sincerely,



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