Instructor

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    Office Hours: *Monday-Wednesday-Friday periods 3-4 or 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 Period 2-3 and Thursday Period 2

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 disciples, 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

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:

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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.

Experiential Learning Component
This class includes an experiential learning component in which students will actively engage with a UF recourse. However due to the Covid 19 pandemic, the experiential component of this course will be conducted online. The students will take a museum virtual tour. After their virtual 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. For more information, please refer to the assignments in this syllabus.

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
https://ufl.instructure.com/courses/403763

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
Discussion Activities	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	**150**

Virtual Museum Visit – Adobe Spark Story	Take one of the virtual tours to the following museums: • Metropolitan Museum of Art, New York City, USA • Galleria degli Uffizi, Florence, Italy • Museum Vaticani, Vatical City, Italy • Rijksmuseum, Amsterdam, Netherlands 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 **Friday, October 1.**	*Communication, Critical Thinking (Analyze and Connect)*	Connect course content to own lives	**150**
Analytical Essay Proposal	Students will draft a 500-600 words proposal on a given essay prompt due on **Thursday, November 12**. 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 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.	*Communication and Critical Thinking*	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 **Tuesday, December 8**. 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.	*Communication, Content, Critical Thinking (Analyze and Connect)*	Analyze and evaluate essential questions	**250**
Examination	A forty-five-minute Midterm Exam in lecture on **Thursday, October 22**. The exam will be based on the course material and the format will be as follows: a) 80 Multiple Choice	Content (Analyze and Connect), Communication	Identify, explain, and, describe theories and methodologies	**200**

	Questions b) Five Key term short analysis			
Quizzes	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.	*Content (Analyze and Connect), Communication*	Identify, explain, and, describe theories and methodologies	**100**
Attendance	Attendance in lecture			**100**
Total Points				**1000**

Grading Scale and Assignment Summary

Assignment Weights

Attendance: 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 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.

Minimum technology requirements
The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

Minimum technical skills
To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.

Materials/Supply Fees
There is no supply fee for this course.

Honorlock

Honorlock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Honorlock requires that you use the Google Chrome (Links to an external site.) browser; furthermore, the Honorlock extension (Links to an external site.) must be added to Chrome.
For further information, FAQs, and technical support, please visit Honorlock. (Links to an external site.)

Zoom

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.
You can find resources and help using Zoom at https://ufl.zoom.us (Links to an external site.).

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 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.

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.

- 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)

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.

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/ (Links to an external site.)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct:

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 honesty 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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ (Links to an external site.)) 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 or TAs in this class.

Netiquette and Communication Courtesy:

All members of the class are expected to follow rules of common courtesy (Links to an external site.) in all email messages, threaded discussions, and chats.

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/

Privacy Statement for Online Classes
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Weekly Schedule

PART 1: INTRODUCTION

September 1 Orientation – Course Introduction

Module 1: EVOLUTION OF THE BOUNTARIES OF EUROPE (September 3-8)

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 10-15)

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

Module 3: THE MYTH OF EUROPA: TRACING EUROPE FROM MYTH TO REALITY (September 17 -22)

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 24-29)

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 IF EUROPE (October 1 - 6)

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 8 - 13)

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 15)

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 20: Review Lecture for the Upcoming Exam

October 22: Mid-Term Examination

Module 8: THE INDUSTRIALIZATION OF EUROPE (October 27 - 29)

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 3-9)

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 10 Analytical Essay Workshop (Part I)

November 12 Analytical Essay (Part II) Analytical Essay Proposal due

Module 10: EUROPE UNITED: THE EUROPEAN UNION (November 17-24)

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
- How the European Union Works, Your Guide to the EU Institutions

November 26 No Class Happy Thanksgiving

December 1 Analytical Essay Final Review Before Submission

CONCLUSION (December 3-8)

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

Analytical Essay Due

<u>Readings:</u>
No readings for this meeting