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The Idea of Europe

Ballantine Hall 103, M, W 1:00-2:15

What is Europe? What are its borders? What or who can be considered “European” (other than according to Jerry Seinfeld) and why? If you have ever asked yourself this, if you wonder, for instance, what is the relationship between the European Union—its institutions, its functions, and its future goals—and Europe at large, this is a course you should take. Though focusing on the Idea of Europe from antiquity until today, this course is not one strictly for those interested in European studies. It is as important to look at times at how people outside of Europe have defined this continent and its people.

We will look in turn at how map makers, political leaders, philosophers, artists, writers, and yes, average people, have negotiated over the meaning of “Europeanness.” In this course we will examine how these definitions and the significance have changed over time, and what impact they’ve had over the politics, societies, and cultures of Europe. The course will include a number of common readings, as well as some team projects that will focus on maps, popular culture (films, etc.), literature, ideas, and historical narratives. Students will be asked to examine both primary sources—maps, art, movies, fiction, documents—as well as secondary sources that analyze Europeanness from a scholarly perspective.

The exercises we will perform in class and the various written course assignments will enable students to think analytically, identify critical issues and also be creative about finding solutions for such problems.

Readings:

Jackson Spielvogel, *Western Civilization*, 5th edition (make sure this is the one you get, it’s cheaper than the newer edition!)

Norman Davies, *Europe: A History*

E-reserves (password is: **lamp**)

On-course readings on the Internet (hotlinks in the syllabus below)

Requirements:

In its assignments as in its content, this course aims to build both communication and analytical skills that are tied to the discipline of history, but also more broadly useful in your future professional development. The breakdown of the grade reflects the multiple types of skills we will work on throughout the semester:

1. In-class participation grade: 30%
2. Individual Paper: 20%
3. Midterm: 15%
4. Final: 35%

1. In-class participation will consist of several types of exercises and modes of engaging with the material. These assignments will both encourage you to speak up in class and also enable you to prepare for your paper and also the exams. Some of the in-class assignments will be done as part of a group, and some of them will be done individually.

- a. Each student will be part of a pre-assigned group of 5 students. These groups will meet out of class 5 times during the semester, with each person taking a turn to write a report (1 page long, in the form of a journal—full sentences rather than brief notes) of the discussion, while the others need to sign in. There will be an interval of time (see the 5 cycles of discussion at the end of the syllabus) in which each of these meetings is to take place. At the meetings, students will need to discuss together the different kinds of sources I will have assigned to each person in the group to locate and think about (and in some cases present) for that section of the course. The point of these meetings will be to compare these different types of sources, to learn from each other the difficulties and the rewards of working with them. Since each student will eventually be assigned a paper in which she/he has to compare to such sources in how they deal with a specific theme of the course, the team meetings are a useful exercise for building analytical tools that will enable you to do a good job in terms of the comparative aspect of the paper.
- b. As part of these meetings, I would also like to gain a better sense of how well the format and material in the course are working. So one way in which you can help me along will be to also send me questions regarding either factual, or interpretive questions regarding the material you are discussing in your meetings. If you don't send me any questions after a meeting report, I will remind you and ask you to submit some. This works only if you are genuinely putting forth some questions you don't have answer for but are interested in.

Discussion Cycles:

1. Jan 9-Jan 30: 1st group report due Feb. 1st
2. Feb. 1-Feb 22: 2nd group report due Feb. 22nd
3. Feb. 27-Mar 8: 3rd group report due Mar 9th
4. Mar. 20th-Apr. 3rd: 4th group report due Apr. 5th
5. Apr. 5th-Apr. 24th: 5th group report due Apr. 26th

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- c. Whenever we have a group discussion in class, the members of the group will rotate in terms of representing the group. That person will also take notes during the in-class discussion and hand to me the discussion sheet (with the other members signing in) at the end of class.
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2. Individual Paper: The papers will be 5-7 pages long. More on the format and style sheet for the paper at the end of the syllabus. See also under “digital history resources” for help on style. **Papers are due on April 24th, in class**

3. Midterm: the midterm will be on **MARCH 1ST**. I will provide a study sheet for it one week ahead of the exam and will encourage you to use your groups to prepare for it. One of your reports (see point 1.b above) could be in fact this discussion of the midterm questions. The questions will be all in essay format.

4. Final Exam: the final exam will be a take-home format. You will receive the questions 2 full days ahead of the deadline and will need to employ the critical skills acquired during the course to grapple with one of the main themes of Europeanness.

FOR THE DAVIES MATERIAL, YOU ARE TO READ ONLY THE “REGULAR” TEXT, NOT THE BOXES, UNLESS I EXPRESSLY ASK YOU TO DO SO.

January 9th: Introduction: What is Europe? Popular concepts today in The US and in Europe.

Sources for discussion

http://www.hdg.de/eurovisionen/html_eng/konzept.html

Maps of Europe:

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1011862

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1012506

January 11th: The Myth of Europe; Ancient Greece

Read: Davies, “The Legend of Europa,” and pp. 7-10; Spielvogel, pp.; 51-63; e-reserves: Anthony Pagden, “Conceptualizing a Continent,” in *The Idea of Europe*

Read also the reading under “Syllabus” in Oncourse, regarding the Myth of Europa (by Moschus)

Additional Source for discussion:

<http://www.educnet.education.fr/musagora/europe/europe-en/mythe.htm>

and also selection (first 6 paragraphs) from:

<http://classics.mit.edu/Herodotus/history.1.i.html>

Jan. 16th: Martin Luther King Day—no class

Jan. 18th Greek Civilization as cradle of Europeanness—visit to Art Museum. Meet in the atrium of museum 10 minutes before class time. The tour starts promptly at 1 p.m.

Jan. 23rd: Athenian Democracy to Hellenism

Read: Davies, pp.98-111, 117-147, Spielvogel 56-105; and

<http://www.fordham.edu/halsall//ancient/424pol-athens.html>

Sources (you can also use materials from the museum itself, from our visit)

Hellenistic Rape of Europe:

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1038116

Delphic/Athenian Rape of Europe

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1026506

Classical Greek Rape of Europe

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1002785

Movies: The Trojan Women, Helen of Troy, Troy, Alexander, Alexander the Great, The Giant of Marathon, Hercules, the Odyssey

Jan. 25th: Roman Empire and the first division of Europe

Read: Davies 149-160, 165-74, 188-92 or Spielvogel, 106-164, and

<http://www.fordham.edu/halsall/ancient/tacitus-ann11a.html>

Sources:

http://www.constitution.org/sps/sps01_1.htm

(pick one of the 12 tables and comment on just that for the presentation).

Roman architecture:

http://dido.dlib.indiana.edu/cgi-bin/dido/slide_lib_image_list.pl?slide43=1037068&slide44=1037067&slide45=1037066&slide46=1037065&slide170=1036866&slide171=1036865&slide172=1036864&slide173=1036863&slide176=1036860&slide177=1036859&slide178=1036858&slide179=1036822&slide181=1036737&slide182=1036736&slide185=1036733&slide186=1036732&slide187=1036731&slide189=1036729&slide209=1036709&slide210=1036707&slide232=1036684&slide233=1036683&slide235=1036681&slide237=1036679&slide238=1036678&slide242=1036674&slide246=1036670&slide247=1036669&slide250=1036666&slide252=1036664&slide254=1036662&slide259=1036657&slide261=1036655&slide262=1036654&slide263=1036653&slide270=1036638&slide271=1036637&slide272=1036636&slide275=1036633&slide278=1036630&slide279=1036629

Jan. 30th Christianity and Medieval Europe. Religion and political power; European values and Christianity;

Read: Davies, 192-199, 214, 238-242, 246-251 or Spielvogel, 165-192, e-reserves: William Chester Jordan, “Europe” in the Middle Ages,” in *The Idea of Europe* and

<http://www.fordham.edu/halsall/source/liudprand-embassy-excerpts.html>

Other sources

Icons:

<http://www.fordham.edu/halsall/ikon/vladmir.gif>

http://www.fordham.edu/halsall/ikon/philip_icon.gif

http://www.mit.edu:8001/afs/athena.mit.edu/activity/o/ocf/www/images/inside_romania_2.gif

<http://www.fordham.edu/halsall/ikon/top-pant.gif>

<http://www.fordham.edu/halsall/ikon/top-bvm.gif>

Maps:

Europe in the Age of Charlemagne:

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1020265

Byzantine Empire:

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1024325

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1025922

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1043697

Feb. 1st First Encounters with Islam and the Crisis of the Church

Read: Davies, 251-58, 358-66, 444-68, Spielvogel, 192-196, 211-224, 265-280; and On-course “Reading Crusades” and “Urban’s Speech” documents under the “Syllabus” tab.

Some other sources:

Map of Islam in the West:

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1046925

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1032321

Movies: The Crusades; Holy Grail; Kingdom of Heaven; Quo Vadis; Arthur; Jean d’arc, Lion in the Winter; Braveheart; Beckett

Feb. 6th: Renaissance and Reformation. Humanism and Europeanism.

Read: Davies, 469-607; 520-23, Spielvogel, 313-369; and selections from Machiavelli, the Prince

Sources:

Machiavelli, The Prince;

<http://www.fordham.edu/halsall/source/prince-excerpt.html>

Machiavelli, on republic and monarchy:

<http://www.fordham.edu/halsall/source/machiavelli-disc1-55.html>

Map

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1020273

Rape of Europe:

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1011327 (Titian)

Feb 8th: visit to museum, look at rediscovery of ancient arts and aesthetics; meet in foyer of museum at 12:50.

Feb. 13th: Europe from the outside—Colonization of North America and Europeanness; the greatness and smallness of Europe

Read: Spielvogel, 379-408, Davies, pp. 510-16 and “Aztec account” from On-Course, the “Syllabus tab”

Other Sources:

Library of Congress on-line exhibit, “Europe’s expanding horizons”

<http://www.ibiblio.org/expo/1492.exhibit/b-Mediterranean/exp.horiz.html>

Map of world

<http://www.ibiblio.org/expo/1492.exhibit/full-images/world.gif>

<http://usm.maine.edu/maps/exhibit7/08.jpg>

<http://usm.maine.edu/maps/exhibit7/70.jpg>

The Globe during this age:

<http://www.ibiblio.org/expo/1492.exhibit/full-images/globe.gif>

Map of “America”

<http://www.ibiblio.org/expo/1492.exhibit/full-images/geograph.gif>

Map of trade during 15th century:

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1012541

Map of African colonization by Europeans:

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1052070

Images of Columbus

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1053354

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1053353

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1053334

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1025661

Feb. 15th: Court culture and European civilization: Between Elizabethan England and Russia’s Ivan the Terrible.

Read Spielvogel, 373-78, and 427 (about Ivan the Terrible).

discussion of film Ivan the Terrible and Elizabeth

Other movies to consider for the Renaissance the Reformation topics: Devils, Martin Luther, Agony and Ecstasy, Anne of a Thousand Days, Shakespeare in Love, Orlando

Feb. 20th: Enlightenment Europe: The Kantian Idea of Europe:

Read: James Tully, “The Kantian Idea of Europe,” on e-reserves; Davies, 577-611, and Spielvogel, 473-98 and <http://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>

Other sources

Baroque Rape of Europe (use other art, from Museum or other sites)

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1043362 (Rubens)

Map:

Europe in 18th century

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1020427

Feb 22nd: LARRY WOLFF GUEST LECTURE on Inventing Eastern Europe.

Feb. 27th : Europe in the age of Economic Imperialism : Discovering the pleasures of consumption: Coffee and the Café—European or not?

Read: Spielvogel 513-517, 522-529, and

<http://www.fordham.edu/halsall/mod/1670coffee.html>

Also access the following websources

coffee:

<http://sovrana.com/libstory.htm#cofstory>

<http://www.telusplanet.net/public/coffee/history.htm>

<http://inventors.about.com/gi/dynamic/offsite.htm?site=http://www.realcoffee.co.uk/Article.asp%3FCat=History>

http://www.pancakeparlour.com/Menu/Food_Policy/Coffee/CoffeeHistory/coffeehistory.html

café:

http://www.economist.com/World/europe/displayStory.cfm?story_id=2281736

http://en.wikipedia.org/wiki/Coffee_shop

http://www.famoushotels.org/famoushotels/ARCHIVES/COFFEE_HISTORY/coffeehtm/cenviehist.htm

<http://www.stashtea.com/teapots.htm>

Mar 1st: midterm

Mar. 6th: Europe at the Cusp of the Modernity Era

Read: Biancamaria Fontana, “The Napoleonic Empire and the Europe of Nations,” on e-reserves; Davies, 675-757; and Spielvogel, 532-560

Other Sources

Herder on Nationalism

<http://www.fordham.edu/halsall/mod/1784herder-mankind.html>

Movies: Woody Allen’s *War and Death* versus *War and Peace*, Tostoy and the movie—the Russian production; also Napoleon (1927), Danton (1983), Jefferson in Paris, La Nuit de Varennes

Mar. 8th: Between Great Powers and Small Nations

Read Davies 759-82 (read the box on Jeans); 802-24; 835-84; 865-79, Spielvogel, 589-649; and <http://www.fordham.edu/halsall/mod/1988stead-europa.html>

Other Sources

Lord Byron and philhellenism

<http://www.fordham.edu/halsall/mod/byron-greece.html>

1809: on Phanariots

<http://www.fordham.edu/halsall/mod/1809phanariot.html>

1819 traveler through Bucharest

<http://www.fordham.edu/halsall/mod/1819buchrest.html>

Congress of Vienna:

<http://www.amitm.com/thecon/lesson2.html> (see Maps and read the Treaty of Paris text)

Treaty of Berlin

<http://www.amitm.com/thecon/lesson8.html> (see Maps and read text of Treaty of Berlin)

Mar. 20th: European Imperialism at its Highest; the civilizing mission of the white race

Read: Spielvogel, 701-710; Davies, 848-54, and Kipling, White Man's Burden, at

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/kipling.html

Other sources

Library of Congress on Paris World Fair, 1889

http://www.loc.gov/rr/print/coll/250_paris.html

images from various "villages" and exotic destinations

<http://www.nga.gov/resources/dpa/1889/16african.htm>

<http://www.nga.gov/resources/dpa/1889/17persian.htm>

<http://www.nga.gov/resources/dpa/1889/15morocain.htm>

<http://www.nga.gov/resources/dpa/1889/12bolive.htm>

and the European center:

<http://www.nga.gov/resources/dpa/1889/02champmar.htm>

http://www.nga.gov/resources/dpa/1889/07te_seine.htm

view of the fair from America [I have not put this online yet]

<http://cdl.library.cornell.edu/cgi-bin/moa/moa-cgi?notisid=ABP2287-0039-69>

Paris 1900 fair

The Russian pavilion

<http://www.nga.gov/resources/dpa/1900/asierusse.htm>

<http://www.lib.umd.edu/ARCH/exhibition/galleries/1889par/russian.html>

Italian pavilion

<http://www.nga.gov/resources/dpa/1900/italie.htm>

W.E.B. DuBois and African Americans at the fair:

<http://www.jimcrowhistory.org/scripts/jimcrow/gallery.cgi?collection=paris>

pan-American fair, Buffalo, 1901

Venice in America:

<http://www.boondocksnet.com/gallery/wfe1901/pam30.html>

"Darkest Africa"

<http://www.boondocksnet.com/gallery/wfe1901/pai113.html>

Joseph Conrad, heart of darkness

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/conrad.html

Mar. 22nd: Modernism visit to museum

Read Davies 854-65; Spielvogel, 687-692

Mar. 27th: War and Europe: defending European values

Read: Davies 895-926, Spielvogel, or 717-743; and

<http://www.fordham.edu/halsall/mod/valery.html>

Other Sources

Art during and after the war

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1034463

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1033556

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1033555

http://dido.dlib.indiana.edu/cgi-bin/dido/slide_lib_image_list.pl?slide0=1034463&slide4=1034065&slide15=1033556&slide16=1033555&slide18=1033553

Slide show otto dix:

http://dido.dlib.indiana.edu/cgi-bin/dido/slide_lib_image_list.pl?slide0=1032154&slide1=1032153&slide2=1031059&slide3=1018586&slide4=1016529&slide5=1015911&slide6=1006188&slide7=1006146&slide8=1002886

slide show Kollwitz

http://dido.dlib.indiana.edu/cgi-bin/dido/slide_lib_image_list.pl?slide5=1018900&slide10=1009537&slide12=1002877

slide show world war

http://dido.dlib.indiana.edu/cgi-bin/dido/slide_lib_image_list.pl?slide34=1038898&slide47=1006114&slide48=1005881

map wwi 1914, wikipedia

http://en.wikipedia.org/wiki/Image:Map_1914_WWI_Alliances.jpg

Mar. 29th: Europe in Crisis—from Utopia to Dystopia

Read: Davies, 926-341; 930-98, or Spielvogel, 744-780

Other Sources

Woodrow Wilson's 14 points

<http://www.fordham.edu/halsall/mod/1918wilson.html>

Josephine Baker sites:

<http://www.cmgtw.com/stars/baker/about/index.php> (lots of pics and list of films)

<http://waynesweb.ualr.edu/African%20American%20Theatre/Baker.htm>

Vs. Isadora Duncan

http://www.isadoraduncan.org/about_isadora.html

http://search.eb.com/women/articles/Duncan_Isadora.html

Guernica:

http://dido.dlib.indiana.edu/cgi-bin/dido/slide_lib_image_list.pl?slide1=1033437

on lit of war in English/good examples and also photos and introductions:

<http://www.greatwar.nl/>

Surrealist Map of the World:

http://dido.dlib.indiana.edu/cgi-bin/dido/image_access.cgi?screen/1017238

League of Nations Covenant:

<http://www.yale.edu/lawweb/avalon/leagcov.htm>

Movies: Triumph of the Will; Unforgettable Summer; Modigliani; Cabaret, Out of Africa, Zouzou, The Josephine Baker Story

Apr. 3rd: Europe during WWII

Read: Davies 998-1056 or Spielvogel, 782-807

Other Sources:

Atlantic charter:

<http://www.yale.edu/lawweb/avalon/wwii/atlantic.htm>

Yalta Agreement:

<http://www.yale.edu/lawweb/avalon/wwii/yalta.htm>

Movies: Europa, Europa; Saving Private Ryan, Stalingrad, Casablanca, Open City, Schindler's List, The Pianist, Hope and Glory, The Cranes are Flying, A Story of Women

Apr. 5th: Europe Divided

Read: Davies 1057-1109, or Spielvogel, 808-811, 828-835; also read Jakub Berman, on e-reserves

Other Sources:

Churchill: Iron Curtain Speech:

<http://www.fordham.edu/halsall/mod/churchill-iron.html>

Stalin response:

<http://www.fordham.edu/halsall/mod/1946stalin.html>

--add selections from the collection of essays

Robert Schuman declaration:

<http://www.robert-schuman.org/robert-schuman/declaration2.htm#anglais>

marshall plan

<http://www.fordham.edu/halsall/mod/1947marshallplan1.html>

The berlin wall:

<http://www.fordham.edu/halsall/mod/1961berlin-usa-ussr.html>

Brezhnev doctrine

<http://www.fordham.edu/halsall/mod/1968brezhnev.html>

Apr. 10th: Europe Diminished in the Superpower global struggle

Read: Davies 1109-1117, or Spielvogel, 814-827; read also

<http://historyisaweapon.com/defcon1/fanon.html>

Movies: Indochine, Apocalypse Redux, Week-End, more to come

Apr. 12th: Rise of EU

Read Davies 1117-36, Spielvogel, 850-866 and access

http://europa.eu.int/index_en.htm

--choose one of 12 lessons and analyze critically defs. Of Europeanness

Rise and Symbolism of Euro:

http://europa.eu.int/comm/economy_finance/euro/our_currency_en.htm

Apr. 17th: visions of Europe today

Read, Pagden, 287-317, Milan Kundera: Tragedy of Central Europe (on e-reserve), Mikhail Gorbachev: Re. Europe/ end of communism (on e-reserve), and Adam Michnick in support of US in Iraq

<http://www.dissentmagazine.org/mentest/articles/sp04/cushman.htm>

Films: Goodbye Lenin; Birthday Girl, more to come

Apr. 19th: Islam and Europe Today

Read: Talal Asad, "Muslims and European identity: Can Europe Represent Islam?" on e-reserve, and

http://film.guardian.co.uk/News_Story/Guardian/0,4029,1351673,00.html

as well as

<http://www.islamicamagazine.com/ViewCompleteArticle.aspx?ArticleCd=108>

Sources

Economist on Turkey in EU

http://www.economist.com/surveys/displaystory.cfm?story_id=3737609

dec 2004 article:

<http://www.worldpress.org/Europe/2005.cfm#down>

update on October 2005

<http://news.bbc.co.uk/1/hi/world/europe/4307700.stm>

Guardian on the French Riots

<http://www.guardian.co.uk/france/0,11882,681877,00.html>

Movies: Submission, Yes, Bend it like Beckham, East is East, My Son the Fanatic, My Beautiful Launderette

Apr. 24th: What is Europe?

Read: Luisa Passerini "From the Ironies of Identity to the Identities of Irony"

And following articles on the Secret CIA prisons in New Europe:

<http://www.washingtonpost.com/wp-dyn/content/article/2005/11/01/AR2005110101644.html>

http://www.guardian.co.uk/eu/story/0,7369,1652992,00.html#article_continue

<http://www.rferl.org/featuresarticle/2005/11/518b1e6b-56ca-4014-975d-7798551478f9.html>

Papers are due on April 24th, in class

Apr. 26th: Review

Final Exam: Take-home format. You will receive the questions on April 29th at 9 a.m., posted through both e-mail and in on-course. You will need to turn the exam in to me in both hard copy format and also post it on-line in the final exam dropbox in on-course by May 1st at 9 a.m. I will not accept late exams.

Paper Guidelines

Your 5-7 paper will be based primarily on 2 different types of sources (from the array of 5 we're examining in the course—textbook, maps, primary sources, popular culture/film, art/architecture), as well as some additional reading and information related directly to the sources themselves. The purpose of the paper is to facilitate your ability to understand and comment on the ways in which these various types of sources represent ideas about Europe/Europeanness. The two sources should refer to the same time period under discussion, e.g., ancient Greece broadly speaking, the medieval period, the Renaissance, etc. If you are unsure about your picks of the two sources, please check with me.

The paper itself should be organized as follows:

- (1) Introduction/Thesis (2/3-1 page): Describe briefly which particular idea/images of Europe/Europeanness you will be discussing in your paper, what sources you're picking, and what the comparison between the two sources reveals in particular about that idea. For instance, if you compare *Troy*, the movie, with our reading of the primary source from Xenophon regarding Athenian citizenship/democracy, how do they speak differently (or maybe similarly) about citizenship and political power in antiquity?
- (2) (1.5-2 pages) Discussion of your first source (X), following some of the questions I indicated in the guidelines for presentation for source X—document available under syllabus tab in oncourse).
- (3) (1.5-2 pages) Discussion of your second source, with the same general directions.
- (4) (1.5-2 pages) Comparison of the two sources, with your analysis regarding **how** the two are different, and how are they similar (If that's applicable), and **what** do they reveal that is different from each other about a specific concept lined to Europeanness.
- (5) (1/2 page) Concluding remarks.
- (6) Bibliography: include all sources that you have consulted; I strongly suggest that, in addition to the two main sources you're analyzing, you should also read all the

textbook reading assignments for the dates that coincide in terms of time period covered with your paper topic. These readings will give you extremely useful context and background for your two main sources. When looking at a primary source by a particular author, or a painting by a specific artist, or a movie, etc., you will need to provide information about when the source was created, by whom, etc. So you'll need to locate the necessary info, either on the web or in a book. I will help you along with this part of the research, if needed. Provide sources for all this kind of research in your bibliography, and make sure you use proper citation style: http://www.indiana.edu/~wts/pamphlets/mla_style.shtml

- (7) Please proof your papers and use clear language. Avoid grammatical errors, as you will lose points based on awkward or improper use of the English language, and not only content.

Additional important information:

Classroom policy regarding the use of electronic devices:

The use of ANY electronic devices during the classroom for note-taking or any other purposes is not permitted. My policy is very simple: if your phone rings, you turn on your computer, you use a palm pilot to take notes, email, surf the net, etc., I will ask you to leave the room and you will have 1 unexcused absence for that day. No exceptions.

Attendance Policy: Each student will be entitled to 3 unmotivated absences during the semester. Any additional absences will bring about a deduction from your final grade. Motivated absences are those that are DOCUMENTED and justifiable (and here I will be the judge of what that means). In the past I've heard about dozens of grandmothers pass away in one semester in courses that enrolled 60 students or so. I am not unpersuaded that personal tragedies and family emergencies can and do come up. But because of the history of abuse by students of such reasons for missing class, I do in fact require documentation for them, as crass as it might seem. And that's why there are three absences allowed without any documentation. So don't abuse this privilege.

Plagiarism: Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. **DO NOT DO IT.** Please visit the On-course link with the Writing Tutorial Services page on plagiarism if you have any questions.