

## EUROPE: A CONTINENT OF COMMONALITIES AND CONTRADICTIONS

### FIRST YEAR PROGRAM SEMINAR 189E Spring Semester 2009 St. Lawrence University

W: 1:40 – 3:10 pm  
Richardson Hall 204  
TTh: 10:10 – 11:40 am  
Hepburn Hall 21

Instructor: Michael Popovic  
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To understand Europe you have to be a genius – or French.

- Madeleine Albright (Professor at Georgetown University, Secretary of State from 1997-2001)

If there is another war in Europe, it will come out of some damn silly thing in the Balkans.

- Otto von Bismarck (Chancellor of Prussia and later Germany from 1862 – 1890)

Some day, following the example of the United States of America, there will be a United States of Europe.

- George Washington (1<sup>st</sup> President of the US from 1789-1797)

The construction of Europe is an art. It is the art of the possible.

- Jacques Chirac (President of France from 1995-2007)

I grew up in Europe, where the history comes from.

- Eddie Izzard (British comedian)

You're thinking of Europe as Germany and France. I don't. I think that's old Europe.

- Donald Rumsfeld (Secretary of Defense from 1975 – 1977 and from 2001 – 2006)

A specter is haunting Europe – the specter of Communism.

- Karl Marx (German philosopher and revolutionary)

**Course Description:** Europe and the United States are areas of high economic development, stable political structure, and Western cultural traditions and normative orientation; however, it is fascinating to explore the vast differences that exist. As between the US and Europe, the variations within Europe permeating all aspects of life are intriguing to examine in combination with the manifold similarities that are present. Each participant in the course will become an “expert” on one European country whilst being exposed to a number of issues across the

cultures. We will focus on questions of political organization, individual rights and the state, the European welfare state, the European Union, and the re-approachment of Western and Eastern Europe. These aspects will inform and be informed by the discussions of current societal debates surrounding topics such as immigration, nationalism, identity, sexual orientation, and gender. Popular culture and the arts will supplement our interdisciplinary study of Europe.

In a sense, this course should provide you with some basic knowledge about different aspects of European life and culture in general, as well as further expertise regarding one European country and one subject area. It will provide you with a solid foundation for further classes on Europe and eventually either an SYE in the area or one of the abroad programs in Europe (Great Britain, Austria, France, Denmark, etc). The classes on Tuesday and Thursday are mainly concerned with the interdisciplinary content of the class, while Wednesday will be devoted mostly to sharpening your communication and research skills. During the research part of the seminar, we will engage in a variety of different endeavors, such as library projects, group work, and one-on-one time with me and the mentor. Each week you will receive detailed information about next week's research session to allow you to prepare appropriately. This seminar is a core aspect of your education here at St. Lawrence and the First Year Program in particular.

**First-Year Program Philosophy and Goals:** A residentially based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive. Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in addressing it. To do so, you must develop specific writing, speaking, research, and technological

competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be “projects” that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that forward the writing, speaking, research, and literacy goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

**Research Project Learning Goals:** With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, e.g., books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research in written, spoken, visual and/or other forms that demonstrate the ability to communicate effectively using the conventions of the mode of communication adopted.

**Course Requirements:** This course is organized as a seminar-style class with a strong lecture component. You are required to read the assigned material, attend class, participate, and complete all assignments. You cannot pass this class with any missing graded or non-graded assignments. I expect you to come prepared for class, have thought about the readings, and be ready to answer questions. This class is not concerned with regurgitation of information but should train you in understanding fundamental concepts, critical thinking, and intellectual discourse. When you are presented with materials, you should have a critical “conversation” with them. Deadlines are firm and a significant deduction will be applied to late assignments. I expect you to invest at least 10-12 hours per week in addition to class time for this class. The final grade is determined based on the following key:

Quizzes:	10%	during any class period
Notes on Sources #1:	2%	due any time before 02/12
Notes on Sources #2:	3%	due any time before 02/26
Notes on Sources #3:	5%	due any time before 03/12
Research Question:	5%	due 02/04
Research Proposal:	8%	due 02/19
Model and Hypothesis:	10%	due 03/04
Functional Outline:	12%	due 04/01
Paper Draft:	10%	due 04/14
Final Paper:	10%	due 05/05
Oral Presentation	15%	last two weeks of class
Participation:	10%	ongoing

All assignments are graded on a 100-point scale, which translates into the St. Lawrence University grading point scale as follows:

100 – 94 = 4.0		
93 – 91 = 3.75	81 – 79 = 2.75	70 – 68 = 1.75
90 – 88 = 3.5	78 – 76 = 2.5	67 – 66 = 1.5
87 – 85 = 3.25	75 – 73 = 2.25	65 – 63 = 1.25
84 – 82 = 3.0	72 – 71 = 2.0	62 – 61 = 1.0
		60 and below = 0.0

**Attendance:** Attendance in class is required. I will take attendance every class. Your attendance will influence your participation grade. You will do well in this class if you attend class and participate, do all your assignments, and think critically about the presented material. If you are unable to attend a class for a legitimate reason, you need to email me before the class starts and inform me of your absence. To excuse an absence after class is over, you will need to provide me with written proof, i.e. doctor’s note, job interview invitation, etc. Any more than 2 unexcused absences will lead to a reduction of your participation grade.

**Readings:** You are required to do all the assigned readings before each class. I will always assume that you come to class well prepared. Each class period, I will set aside some time to answer questions you might have from the readings. I put a strong emphasis on discussions and it is crucial for you to be well prepared and able to answer questions about the readings. Some

readings will be posted on Angel, some will come from the books you have to purchase. Additional readings may be assigned throughout class.

**Lectures:** Doing well requires “active attendance” in class. I view the readings as a beginning. Class meetings build upon the readings and introduce new material. My lectures will complement the readings, not regurgitate them. Sometimes I will present you with competing approaches that oppose some of the readings. This should trigger critical thinking and intellectual engagement.

**Quizzes:** Throughout the semester I will give you short 5-10 minute closed-book quizzes on the assigned reading for that particular day. The format of most the quizzes will be the same as the Notes on Sources assignment. If you have done the reading and spent some time thinking about the hypothesis and supporting arguments, you should do very well on the quizzes. During the seminar section of this course, I might ask you to perform a research task that will be graded like a quiz. If I catch you cheating on the quizzes, I will immediately forward your case to the Academic Honor Council, to whom I will suggest that you should fail the entire class and that a note will appear on your transcript that you failed this class due to cheating.

**Research Project:** The research project will involve an analysis of a specific topic in the European country of your choice. You can choose any topic that interests you; however, you cannot write the paper on any current event or events that started after 2000. Your performance regarding your research project is at the core of your grade and the most important aspect of this class. All sections of the paper will be described in detail during the seminar section of class. Here is a short overview:

Based on the chosen topics, I will divide class into small research groups, which will meet regularly during class and should consider setting up research sessions outside of class time. The individuals in your group should help you with your research in the sense of brainstorming with them, testing your argument on them, helping you find sources etc. The effectiveness of these groups will depend on how involved you and the other are. If there is a member of your group that is not “pulling his/her weight”, please make me aware of it and I will aid your group in being more productive.

One of the key portions of the research project will be keeping notes on your sources. Rather than providing me with a running bibliography or an annotated bibliography, you will be asked to fill out a worksheet on every source you are considering using for your project. These worksheets are designed to help you begin the process of sifting through the sources you find, evaluating them and determining how useful they will be; they will also help you keep track of the searches that you have conducted. You will be asked to turn in worksheets for at least 10 sources during the semester along with histories of your searches. Finally, you will complete a more detailed summary of at least three sources that you expect to figure prominently in your project (one each, due before **02/12, 02/26, 03/12**). You will also turn in a revised version of your research question each time you turn in your notes on sources.

After reading through some of your sources, you will have to formulate a research question that you seek to answer by the end of the year. When you turn in your research

question, you will be asked to answer a number of questions about it, which I will present to you in class. Your research question assignment should be no less than 2 pages in length. The first version of the research question is due **02/04**. Students have to schedule a meeting with Katya after I return the assignment to discuss potential for improvements.

You will have to write a research proposal (no less than 3 pages) describing the problem and question again, outlining the research focus, considering the underlying causal mechanisms and supporting arguments, citing at least 5 sources and stating a potential thesis before you start writing the paper. The prospectus is due on **02/19**. You will meet with me individually to discuss your progress on 02/24 between 10:10 and 11:40 or 2:15 and 3:30.

Once the bulk of your research, reading and note-taking is completed, you will begin the process of moving from the body of literature you have amassed to your own scholarly paper. The first step in this process will be to develop a working hypothesis and model which identifies in detail the underlying mechanisms and claims that you will need to establish to support that thesis. After you have identified your thesis and model, you will need to evaluate the evidence found within the literature you have uncovered. This process will inevitably lead to revising your thesis. You will turn in a hypothesis, a discussion of mechanisms and claims, and the support for each so that I can provide you with some feedback on the structure of your paper. You will also turn in a current list of references in American Psychological Association (APA) format with your model and hypothesis, we will discuss APA format extensively in class. The model and hypothesis is due **03/04**. You are required to discuss this assignment with Katya after I return it. Individual meetings with me are encouraged but not required.

After creating a structure for your argument, you will then organize that argument through a functional outline. A functional outline is an organizational strategy in which the writer discusses the purpose of each section and each paragraph of his or her paper and the content to be covered. You will write a first draft of your functional outline and hand it in to Katya, who will give you feedback in individual meetings. The version for Katya has to include a cover letter outlining the strengths and weakness of your outline from your point of view. After your revisions, you will turn in your functional outline. You will provide an updated list of your references in APA format. The revised version is due **04/01**. You will meet with me individually to discuss your progress on 04/07 between 10:10 and 11:40 or 2:15 and 3:30.

In the last phase of your research project you will provide me with a paper draft. I will provide you with more information on what I mean by a “draft” when we are approaching that point in the process, but please note that the draft you are turning in is emphatically not a “first draft.” If you have taken good notes on your sources and taken the thesis, claims and evidence and functional outline assignments seriously, writing the draft should be relatively easy. I also expect that the changes you make between this draft and the final paper will focus on polishing your writing, as I’ll already have seen your sources and gone over the organization of the paper. I will be available for individual conferences the following week to help you polish the final version of the paper. The

draft of the paper has to have a written body of at least 7 pages and is due **04/14**. The final paper version has to be at least 15 pages and is due **05/05**, during finals week.

**Oral Presentation:** A significant component of this class is for you to learn from each other; the oral presentation assignment is the cornerstone of that learning. Specifically, on several days of class during the last two weeks of the semester, each of you will be responsible for conducting class. You will be lecturing on your topic and also creating an environment wherein your classmates can learn some key lesson about the topic of your research project through their engagement with the topic. Prior to your presentation, you will choose a short (i.e., 5 pages or fewer) reading from your research for everyone to read. You must submit your reading in electronic format in the drop box on Angel at least one week before your class time. I would encourage you to begin thinking about what part or parts of articles you will use for that purpose early in the research process, so that we can prepare for it in advance.

**Research Binder:** You will be required to keep all of your research project materials over the course of the semester in a three-ring research binder. In that binder, you will keep all assignment sheets, your completed NOS worksheets, the quizzes, search histories, research questions, other notes you take on the sources you are using, copies of all the articles and book chapters on which you take notes (i.e., the sources you will be using for your research paper), all versions of the assignments that you are required to complete as part of the research project (e.g., the functional outline drafts), including those with my feedback on them, and any other notes and record-keeping you do that is relevant to the research project. You will turn in the binder as you hand in various portions of the research project as indicated by me in class. Failure to turn in your binder when it is required will affect your final grade on the research project. This binder is an organizational and pedagogical tool—a place to keep all of the materials relevant to the research project to both improve your own organizational skills that you can then apply to future research projects and to provide me with a convenient way of keeping track of what you are doing. On 05/05 you will be required to turn in your research binder with your final paper. The quality of your binder will influence your final paper grade.

**Participation:** I strongly encourage you to ask questions and participate. Active engagement with a subject proves to be the most effective approach to learning. Some of your most influential and important teachers will be your colleagues if you engage them. Lively participation makes class more educational and fun for students and teachers. Furthermore, in order to keep up with current events, I will ask 2-3 students to report on interesting current developments concerning Europe at the beginning of every class. Therefore, you have to keep abreast of current events in Europe by reading a major daily newspaper (i.e. *Financial Times*, *New York Times*, *Washington Post*, etc) and/or a weekly newsmagazine (i.e. *The Economist*). Ideally, you will go beyond US news and read one of the European news sources (in English) that I have posted on Angel. Also, check the web pages of the IGOs and INGOs that are available there as well.

**First Year Seminar Mentor:** Ms. Katya Samoteskul is our mentor for the seminar. As a mentor, she is trained to assist you in writing, oral communication, and research. Katya can help you brainstorm ideas for an assignment, rehearse a presentation, narrow your thesis for a paper, strengthen your argument and organization in an essay, or work on stylistic and grammatical

problems. Her job is to help you learn how to do these things yourself. She is a tutor, not your personal editor! You are free to consult with Katya during her office hours and at her convenience. You must schedule tutorials with Katya in advance: she cannot accommodate last-minute requests before an assignment is due. Every week on Tuesday, we will circulate the appointment sign-up sheet for tutorials of the following week. If I decide you need assistance from Katya, I will ask you to schedule a conference with her. It is your responsibility to make the appointment with her and to appear at the time you have reserved. If you miss a scheduled appointment with Katya (or me), this absence carries the same weight as an absence from class.

**The WORD Studio:** In case Katya is not available or you have further questions, I suggest you visit the Munn Center for Rhetoric and Communication. The WORD Studio in the ODY Library is a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you do not need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. These peer tutors, just like Katya, are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out your course mentor during his or her office hours.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

**Formatting Guidelines:** All written work is to be typed in Times New Roman, 12pt. font, double-spaced, with 1-inch margins on top, bottom, and sides. Remember to include page numbers, a bibliography, and title page. I will deduct points if you do not include all of these parts for all assignments (except the prospectus) or if you try to “gain” by playing with the margins. If you are unsure about correct citation techniques or have any further technical or substantive questions, please come see me for assistance.

**Academic Integrity and Needs:** I expect all your presented work to be your own (both quizzes and research). If you were inspired by something that you read or you want to use it to support claims in your work (both direct quotes as well as paraphrased sections), you **MUST** cite your source and include it in the bibliography. If you are unsure if you should cite an article, book, etc. please talk to me in advance. I will not tolerate plagiarism under any circumstances. If I suspect plagiarism in your work, I will hand the case over to the Academic Honor Council immediately and support failure of the entire course as a course of action. I have a zero tolerance policy for plagiarism. Please refer to the St. Lawrence University Academic Honor Code at: [http://www.stlawu.edu/acadaffairs/academic\\_honor\\_policy.pdf](http://www.stlawu.edu/acadaffairs/academic_honor_policy.pdf).

Any student with special needs regarding academic adjustments or accommodations should speak with me during the first week of class. I will ensure that you receive any and all the help that you can. All disclosures will remain confidential.

**European Film:** Throughout the semester, we will watch European films that will introduce you to different traditions of European film making in 5 geographical regions. In addition to discussing content, we will address the medium of film and the form of the films in class. To help you intensify the interpersonal relationships in your learning community, I would like to watch at least two of these films in a social setting in the evening with some pizza. During the first week of classes we will determine when we will watch these movies together. Attendance during the movie screenings is mandatory.

Here is a list of the movies I will be showing:

„Bleu” (Blue) by Krzysztof Kieslowski – France 1993

„Ničija Zemlja” (No Man’s Land) by Danis Tanovic – Bosnia and Hercegovina 2001

„Babettes Gæstebud” (Babette’s Feast) by Gabriel Axel – Denmark 1987

„Das Leben der Anderen” (The Lives of Others) by Florian Henckel von Donnersmarck – Germany 2006

“La Lengua de las Mariposas” (Butterfly’s Tongue) by Jose Luis Cuerda – Spain 1999

Below is an outline of the class schedule. Depending on interest and progress, I may make some minor changes.



Throughout the semester, we will watch 5 European films that relate to a specific topic we discuss in class and are considered canonic or important

### **Detailed Class Schedule:**

#### Week 1 – Introduction and Background

Tuesday 01/20/09 – Intro to Class

*Assignment:* -

Wednesday 01/21/09 – Intro to Research in the Social Sciences

*Assignment:* - *Read the syllabus at home and clarify questions during tomorrow’s class*

***-Turn in a list of 5 countries that you would be interested in focusing on and rank them by preference.***

Thursday 01/22/09 – Basic Facts about Europe

*Assignment:* - *Frankland, Gene. Europe: Centuries of Commonalities and Conflict (reserved in library)*

#### Week 2 – Important Concepts

Tuesday 01/27/09 – Basic Facts about Europe

*Assignment:* - *Goldman, Minton. Central/Eastern Europe: From Dictatorship to Democracy (reserved in library)*

Wednesday 01/28/09 – Starting my Research

*Assignment:* - *Baglioni Ch. 1 (Angel)*

Thursday 01/29/09 - Cooperation

- Assignment: - **do the map quizzes on Angel**  
- *Continued discussion of Frankland and Goldman*

### Week 3 – Political Issues

Tuesday 02/03/09 – Electoral Systems

- Assignment: - *Birch, Sarah et al. Explaining the Design and Redesign of Electoral Systems*

Wednesday 02/04/09 – A Good Research Question

- Assignment: - *Baglioni Ch. 2 (Angel)*  
- **Research Question**

Thursday 02/05/09 – European Films



*Trois Couleur: Blue*

### Week 4 – Political Issues

Tuesday 02/10/09 – Governments and Parties

- Assignment: - *Brown, Thad and John Petrocik. Party System Structure and Electoral Realignment*

Wednesday 02/11/09 – Sources and Citations

- Assignment: - *fill out at least two of the Reading Evaluations and the first Notes on Sources*

Thursday 02/12/09 – Cleavages in Europe: Class

- Assignment: - *find information on class issues in your country*  
- **Notes on Sources I**

### Week 5 – Economic Issues

Tuesday 02/17/09 – Markets and Governments

- Assignment: - *Wolfe. Magic of the Market (Angel)*

Wednesday 02/18/09 – Computer Lab Session

- Assignment: - *Hacker, Diane. APA*

Thursday 02/19/09 – European Welfare State

- Assignment: - *Einhorn, Eric and John Logue. The Social Welfare State.*  
- **Research Proposal**

### Week 6 – Economic Issues

Tuesday 02/24/09 – European Labor Markets and Unions

- Assignment: - *Gallagher, Michael, Michael Laver and Peter Mair. Corporatism vs. Pluralism*

Wednesday 02/25/09 – Library Session

*Assignment:* - *Bring all sources you have found so far to the library session*

Thursday 02/26/09 – Transitional Economies in CEE

*Assignment:* - *Orenstein, Mitchell A. Out of the Red: Building Capitalism and Democracy in Postcommunist Europe Ch.*  
- *Notes on Sources II*



La Lengua de las Mariposas on Sunday 03/01/09

### Week 7 – European Union

Tuesday 03/03/09 - History

*Assignment:* - *Dinan, Desmond. European Union: How Did We Get Here?*

Wednesday 03/04/09 – Writing with Sources

*Assignment:* - *Model and Hypothesis*

Thursday 03/05/09 - Institutions

*Assignment:* - *Bomberg, Elizabeth and Alexander Stubb. The EU's Institutions.*

### Week 8 – European Union

Tuesday 03/10/09 – Member States

*Assignment:* - *Laffan, Brigid and Alexander Stubb. Member States.*

Wednesday 03/11/09

*Assignment:* - *Davis, James. Guide to Writing with Sources.*

Thursday 03/12/09 – EU Policies

*Assignment:* - *Sbragia, Alberta and Francesco Stolfi. Key Policies.*  
- *Notes on Sources III*

### Week 9 – SPRING BREAK

Tuesday 03/17/09

*Assignment:*

Wednesday 03/18/09

*Assignment:*

Thursday 03/19/09

*Assignment:*

### Week 10 – Social Issues

Tuesday 03/24/09 – Social Movements – The Environment

*Assignment:* - *Rootes, Christopher. Environmental Movements : From the Local to the Global*  
- *Rucht, Dieter and Jocken Roose. German environmental movement at a crossroads?*

Wednesday 03/25/09 – European Film



Das Leben der Anderen

Thursday 03/26/09 – Social Movements – LGBT Rights

*Assignment:* - *Beger, Nico. Tensions in the Struggle for Sexual Minority Rights in Europe – Intro and ch 1*

Week 11 – Social Issues

Tuesday 03/31/09 – Immigration

*Assignment:* - *Moch, Leslie Page. Moving Europeans. Migration in the 20<sup>th</sup> Century.*

Wednesday 04/01/09

*Assignment:* - ***Functional Outline***

Thursday 04/02/09 – Immigration

*Assignment:* - *Hoerder, Dirk. From Migrants to Ethnics. Acculturation in a Societal Framework*

Week 12 – Cultural Issues

Tuesday 04/07/09 – Gender

*Assignment:* *TBA*

Wednesday 04/08/09 – European Film



Ničija Zemlja

Thursday 04/09/09 – Islam in Europe

*Assignment:* - *Emerson, Michael. Role of Islam in Europe: Multiple Crises?*

Week 13 – Cultural Issues

Tuesday 04/14/09 – Gender

*Assignment:* - *TBA*  
- ***Paper Draft***

Wednesday 04/15/09 - Contemporary European Art – Guest Lecture by Prof. Doug Schatz

*Assignment:*

Thursday 04/16/09 – European Film

*Assignment:* - *Aitken, Ian. European Film Theory and Cinema. A Critical Introduction. Ch.*



Babettes Gæstebud

Week 14 – Student Presentations

Tuesday 04/21/09

*Assignment:* - TBA

Wednesday 04/22/09

*Assignment:* - TBA

Thursday 04/23/09

*Assignment:* - TBA

Week 15 – Student Presentations

Tuesday 04/28/09

*Assignment:* - TBA

Wednesday 04/29/09

*Assignment:* - TBA

Thursday 04/30/09

*Assignment:* - TBA

Week 16 – Finals Week

**Final Paper due 05/05/09**