Spring 2013
UGS 303 Anti-Americanism
(Unique Numbers: 64190, 64195, 64200)

Lectures: M and W 10-11 BUR 220
Discussion Sessions: F 9-10 AM in MAI 220A, F 10-11 AM in MAI 220A, F 11 AM-12 PM in MAI 220A

Course email: ugs303antiam@gmail.com. PLEASE USE THIS EMAIL FOR ALL COMMUNICATIONS.

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Office Hours: M and W 11 AM-12 PM and by appointment

Anti-Americanism has never been more widespread and extreme than today. At the same time, the process of what many call Americanization continues unabated. But what does Americanization actually mean? What are the characteristics of anti-Americanism? What makes “America” both a wish dream and a nightmare? And what are the consequences of the world’s love-hate relationship with America for foreign policy, economic relations, cultural exchanges, and so forth?

We will address these important and difficult questions by considering the function of “America” as a projection screen for the hopes, fears, desires, and resentments produced by modernity, mass culture, globalization, and the neoliberal world order. Focusing on Europe, the course retraces both the long history of the European obsession with America and the shorter history of Americanization in the twentieth century.

The course begins with a definition of the terms and a survey of anti-Americanism worldwide. This is followed by a more detailed discussion of the origins of anti-Americanism in Europe, the European infatuation with all things American, and the Americanization of European industry, business, culture, and society in the twentieth and twenty-first centuries. We will examine the transatlantic relationship in its past manifestations and present problems, paying special attention to the relationship of self and other that gives rise to the prevailing images, stereotypes, and prejudices. Throughout the function of European anti-Americanism and its opposite, the projection onto America of often competing views of democracy, progress, freedom, and equality will be analyzed through the lens of cultural production and critical thought and with a special emphasis on the ethical implications. This approach will allow us to understand better the role of literature, philosophy, and audiovisual media in both producing national stereotypes and prejudices and establishing patterns of cultural encounter and exchange. Looking at a wide range of materials, including paintings and films, we will examine the current antagonisms as part of a long-standing pattern of infatuation and resentment, imitation and rejection, and connect this dynamic to larger questions about national identity, capitalism, and globalization.

Class format/method of instruction: The class will be a lecture course with discussion sections. Of special interest to students in European Studies, American Studies, History, and Government.

As a signature course, the course engages various skill sets such as interdisciplinarity, information literacy, and written and oral communication, introduces students to the impressive resources at UT (i.e., so-called Gems), including libraries, archives, and visual collections (e.g., Blanton Museum), and incorporates lectures and performances (TBA).

The course fulfills the Ethics and Leadership and Global Cultures Flags. The Global Cultures Flag means that a significant amount of the material will deal with cultures outside the US—in this case: Europe. The Ethics and Leadership Flag means that a substantial part of the course will deal with the ethical aspects of discourse—concretely, to need to approach anti-Americanism as an ethical problem that, in the form of hatreds and prejudices, has real-life consequences. Our response to this problem will be to make concrete
connections between a critical analysis of the phenomenon and its ethical aspects, including the use of proper language and respectful debate.

SYLLABUS AND ASSIGNMENTS
All requirements are given to you in writing; continuation in the class means acceptance of the rules and regulations spelled out in the syllabus.

WEB PRESENCE
• The class Gradebook is accessible on the Blackboard site, which can be accessed through “My Classes” on UT Direct.
• All class readings are available as PDFs on the Blackboard site under “Class Documents.”

Course Objectives
The main objectives of the course are to
• examine anti-Americanism in its various political, economic, social, and cultural manifestations;
• offer an overview of the history of European anti-Americanism and its counterpart, the preoccupation with all things American; and
• connect both phenomena to the Americanization of Europe in the twentieth and twenty-first centuries.

Course Outcomes
By the end of the course, students will be able to
• develop strategies for reading the kind of political, philosophical, historical, and cultural texts typical of their respective academic disciplines;
• analyze texts about America, including films and works of art, in their historical, cultural, and political contexts; and
• gain a better understanding of the political, economic, and cultural effects of anti-Americanism, including its ethical dimensions.

Grading
20% Attendance and active participation, with 1 point for every counted week of full attendance (10 max.), active participation (5 max), and one 3-minute presentation (3 points max.). The required attendance of a university or departmental lecture will count as 2 points.
40% four tests (10 points max. each) on the material covered in class readings, discussions, and lectures
40% 5-page final paper (30 points max for paper, 3 for abstract, 2 for bibliography, and 5 for first draft, 40 points max.)

This class will use +/- grading. All assignment grades will be posted on the Blackboard Gradebook. Adding up to 100 points, the final grade will be calculated as follows:

Conversions of Letter Grades and Numerical Percentages:
A = 95-100; A- = 90-94
B+ = 87-89; B = 85-86; B- = 80-84;
C+ = 77-79; C = 75-76; C- = 70-74;
D+ = 67-69; D = 65-66; D- = 60-64;
F = below 60.

If you feel that a specific component of the grading system has been graded inappropriately, please make an appointment with the professor (not TA) within one week after having received the grade for that component. If the disagreement cannot be resolved, please meet with the Department Chair to discuss your grievances but do so before final grades are due. If you must take an incomplete grade for the entire course (e.g., because of a family or medical emergency), please inform the instructor prior to the last day of class.

SYLLABUS
1/14 Introduction to the Course
PART I: Anti-Americanism: A Preliminary Definition

1/16 Lecture 2: Myths and Stereotypes  
Reading: Pew Global Attitudes  
Writing (not graded): half-page statement of interest

1/18 Discussion Sections

1/21 Lecture 3: Nations, Cultures, and Identities  
Reading: Markovits, Chapter 1

1/23 Lecture 4: America and the Muslim World  
Reading: Berman, Chapter 2

1/25 Discussion Sections

1/28 Lecture 5: America in the Americas  
Reading: Hollander, Intro

1/30 Lecture 6: America and Europe—The Role of Culture  
Reading: Revel, Chapter 7  
TEST I: DEFINITIONS

2/1 Discussion Sections

Part II: America in the European Imagination (19th Century)

2/4 Lecture 7: European Immigration to America  
Reading: Tocqueville, Book II (sections)

2/6 Lecture 8: Discovering America  
Reading: Tocqueville, Book III (sections)

2/8 Discussion Sections

2/11 Lecture 9: American Landscapes  
Reading: Kroes, Chapter 1

2/13 Lecture 10: The Wild West . . . in Europe  
Reading: Rubin and Kolb, Chapter 3

2/15 Discussion Sections

2/18 TEST II: MULTIPLE CHOICE

2/20 CLASS SCREENING (TBA)

2/22 Discussion Sections: Blanton Museum Visit (University Gem)

Part III: The Americanization of Europe (20th Century)

2/25 Lecture 11: Americanization and Modernization after WW I  
Reading: Nolan, Chapter 6 (154-76)  
ABSTRACT DUE
2/27  Lecture 12: Images of America in European Art  
Reading: Nolan, Chapter 6 (176-90)

3/1  Discussion Sections

3/4  Lecture 13: The Phenomenon of Americanism  
American Culture as Mass Culture  
Reading: de Grazia, Chapter 6 (284-305)

3/6  Lecture 14: The War and Postwar Period  
Reading: Grazia, Chapter 6 (305-35)

3/8  Discussion Sections

SPRING BREAK

3/18  Lecture 15: America and Europe during the Cold War  
Reading: Nolan, Chapter 8

3/20  Lecture 16: The Contradictions of “1968”  
Reading: Wagnleitner, Chapter 5

3/22  Discussion Sections

3/25  Lecture 17: Youth Culture and Popular Music  
Reading: de Grazia, Chapter 8 (376-95)

3/27  Lecture 18: The Culture of Consumption  
Reading: de Grazia, Chapter 8 (395-415)  
TEST III: ID QUESTIONS

3/29  Discussion Sections

Part IV: Cultural Perspectives

4/1  Lecture 19: Global Hollywood  
Film: One Two Three (DVD 1992, also at Vulcan Video and Netflix DVD)

4/3  Lecture 20: Films about Americans in Europe  
FIRST DRAFT DUE

4/5  Discussion Sections

4/8  Lecture 21: Films about Europeans in America  
Film: Stroszek (DVD 640, also at Vulcan Video and Netflix DVD)  
PEER REVIEW DUE

4/10  Lecture 22: Literary America: The Travelogue  
Reading: Baudrillard

4/12  Discussion Sections

Part V: Contemporary Problems and Solutions

4/15  Lecture 23: 9/11 and the Iraq War  
Reading: Kagan
The Three Components of the Grade

1. ATTENDANCE AND PARTICIPATION (20 points max.): Attendance of lectures and discussion sections is mandatory and will be recorded. You will sign up for one 3-minute class presentation at the beginning of the semester. All discussion groups—established during the first week of class—regularly report their findings during the lecture sessions. Missing more than six classes unexcused will lower the final grade by one full grade.

2. TEST I on 1/30 (10 points max.): essay questions (definitions of anti-Americanism) 
TEST II on 2/18 (10 points max.): multiple choice (concepts, names, events) 
TEST III on 3/27 (10 points max.): ID questions (on the history of Americanization) 
TEST IV on 4/24: (10 points max.): essay questions (on contemporary problems)

3. RESEARCH PAPER (40 points max.): 5 pages, with one-paragraph abstract, in three stages: 
a. 1-half page abstract page summary on 2/25 (3 points max.)
b. first draft on 4/3, returned on 4/8 (5 points max.)
c. 5- page essay on 5/3 (30 points max.) and endnotes (2 points max.)

UNIVERSITY LECTURE SERIES: You are required to attend a departmental lecture or a lecture in the university lecture (TBA) broadly related to the topic of the course and write a half-page summary of the talk prefaced by basic information such as lecture title, name of speaker, department or discipline, etc. (1 extra point)

Format for all writing assignments: Times New Roman 12-point, double-spaced throughout, 1” margins, with notes (endnotes) at end of document; stapled, with page numbers and your name and paper title on every page (header).
Citation Style: Chicago Manual of Style (CMS), notes without bibliography
(see http://www.chicagomanualofstyle.org/tools_citationguide.html)

Deductions and Special Requests:
• All written work is due before class on the date given in the syllabus. No late work will be accepted
without proof of medical or equivalent emergency.
• Any rescheduling of due dates must be done a minimum of fourteen days before the work is due.
• No work may be submitted by email unless prior arrangements are made.

Required Readings (available as PDFs on Blackboard site under “course document”)

Chapter 2 (31-54).
Grazia, Victoria de. Irresistible Empire: America’s Advance through 20th-Century Europe. Harvard:
Harvard University Press, 2005. Chapters 6 (284-335) and 8 (376-415).
Hollander, Paul, ed. Understanding Anti-Americanism: Its Origins and Impact at Home and Abroad
(Chicago: Ivan Dee, 2004). Intro by Hollander (30-37).
Joffe, Josef. Überpower: The Imperial Temptation of America. New York: Norton, 2006. Chapter 4 (95-
156).
Kroes, Rob. If You've Seen One, You've Seen the Mall: Europeans and American Mass Culture. Urbana:
Lindberg, Tod, ed. Beyond Paradise and Power: Europe, America and the Future of a Troubled
Nolan Mary. The Transatlantic Century: Europe and America, 1890-2010. Cambridge: Cambridge
University Press, 2012. Chapters 3 (76-103) 6 (154-93), and 8 (230-66).
Revel, Jean-Francois. Anti-Americanism. San Francisco: Encounter Books, 2000. Chapter Chapter 7 (143-
74, read only 143-70).
3 (45-99).
Stam Robert and Ella Shoat, eds. Flagging Patriotism: Crisis of Narcissism and Anti-Americanism.
Part Two, Book II: 26 and 27 (189-97) and Book III: 38, 39, 40, 41, 42 (228-46).
Wagnleitner, Reinhold. Coca-Colonization and the Cold War: The Cultural Mission of the United States in
Austria after the Second World War (Chapel Hill: University of North Carolina Press, 1994).
Chapter 5 (128-49).

General Rules and Regulations

CLASS AND CLASSROOMS
You will turn off all cell phones before entering the classroom. You will behave with dignity and respect
for your instructor and all of your fellow students. This means you will not talk during class unless you are
recognized. It means you will not arrive late or leave early. It means that you will not read anything except
your notes during class meetings. It means you will not use electronic devices of any kind without
permission; one exception: using laptops and tablets for taking notes. If a student uses electronic devices
for non-class related activities, s/he will be asked to leave for the remainder of that class.

COMMUNICATION
The instructors (professor, TA) are it not available to answer e-mail requests between Friday 5 PM and
Monday 9 AM. All inquiries, including e-mails, will be answered within two business days.

RELIGIOUS HOLIDAYS AND OTHER ABSENCES
• By UT Austin policy, you must notify the instructor and TA of your pending absence at least
fourteen days prior to the date of observance of a religious holyday. If you must miss a class, an
examination, a work assignment, or a project in order to observe a religious holy
day, you will be
given an opportunity to complete the missed work within a reasonable time after the absence.
• The same applies to official university obligations like Club or Varsity sports, which usually
provide documentation of planned away games at the start of each semester.
• Documentation from a physician is required for medical absence; arrangements for work to be
made up must be made promptly.
• In no case should the work be completed more than 2 weeks after the absence.
• Other absences (e.g. family events) must be arranged for at least TWO WEEKS IN ADVANCE
and missed work must be turned in at the NEXT CLASS SESSION after the one you missed.

CHEATING AND PLAGIARISM
• Cheating and other forms of scholastic dishonesty, including plagiarism, will be reported to the Dean of
Students. Cheating on tests or plagiarism on papers is an F for the assignment, with no makeup possible. If
you engage in any form of scholastic dishonesty more than once, you will receive an automatic F for the
course. If you are unsure about the exact definition of scholastic dishonesty, you should consult the
information about academic integrity produced by the Dean of Students Office:
• Plagiarism means using words or ideas that are not your own without citing your sources and without
indicating explicitly what you have taken from those sources.
• If you are unsure about what constitutes plagiarism, consult:
<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

What does "citing your sources" mean? It means providing appropriate footnotes and bibliographic entries.
See <http://www.lib.utexas.edu/services/instruction/learningmodules/citations/>.

ADDITIONAL INFORMATION ON CHEATING
The Student Judicial Services Website provides official definitions of plagiarism and cheating:
• Definitions of plagiarism and other forms of scholastic dishonesty, based on Section 11-802dcx
of UT’s Institutional Rules on Student Services and Activities:
< http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php >
• The University’s Standard of Academic Integrity and Student Honor Code (from Chapter 11 of
the University’s Institutional Rules on Student Services and Activities):
< http://deanofstudents.utexas.edu/sjs/acint_student.php >
• Consequences of scholastic dishonesty:
< http://deanofstudents.utexas.edu/sjs/scholdis_conseq.php >
• Types of scholastic dishonesty: unauthorized collaboration, plagiarism, and multiple
submissions: < http://deanofstudents.utexas.edu/sjs/scholdis_whatis.php >

ACADEMIC ASSISTANCE
The University of Texas has numerous resources for students to provide assistance and support
for your learning.
• Sanger Learning and Career Center: http://lifelearning.utexas.edu/
• Undergraduate Writing Center: http://uwc.utexas.edu/
• Counseling & Mental Health Center: http://cmhc.utexas.edu/
• Career Exploration Center: http://www.utexas.edu/student/careercenter/
• Student Emergency Services: http://deanofstudents.utexas.edu/emergency/
• For help using UT libraries see: <http://www.lib.utexas.edu/services/instruction>

STUDENTS WITH DISABILITIES
The University of Texas provides appropriate academic accommodations for students with disabilities upon
request. Students should contact the Service for Students with Disabilities as soon as possible to request an
To receive accommodations you must give this letter to your instructors. The library also has services for

BEHAVIOR CONCERNS ADVICE LINE (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns
Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Q DROP POLICY AND OTHER SIGNIFICANT DATES
• Note that the dates for dropping courses and changing grades are indicated in the University Academic Calendar: <http://registrar.utexas.edu/calendars/>. You are responsible for these dates; instructors have no control over them.

QUESTIONS?
Please come and talk to me and/or the TA if you have questions about these items or concerns about the course. We are here to help!