

Spring 2015
UGS 303 Anti-Americanism
(Unique Numbers: 62480, 62485, 62490)

Lectures: M and W 9-10 BUR 220

Discussion Sessions: F 12-1 PM in MAI 220C, F 1-2 PM in MAI 220C, F 11 2-3PM in MAI 220C

Course email: ugs303antiam@gmail.com. PLEASE USE THIS EMAIL FOR ALL COMMUNICATIONS WITH THE PROFESSOR AND TEACHING ASSISTANT.

Professor: Sabine Hake (BUR 332)

Office Hours: M and W 10-11 AM 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 critical reading, information literacy, and written and oral communication. It 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 relevant 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, the need to treat anti-Americanism as a political *and* ethical problem that, in the

form of hatreds and prejudices, has real-life consequences and, for that reason, requires critical self-awareness 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

- All readings are available as PDFs in the folders “Syllabus” and “Files” on the Canvas site for “My Courses.” Grades for individual assignments are recorded in “Gradebook.”

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, including university lecture

40% four tests (10 points max. each) on the material covered in class readings, discussions, and lectures

40% 5-page final paper

This class will use +/- grading. Adding up to 100 points, the final grade will be calculated as follows:

Conversions of Letter Grades and Numerical Percentages:

A+: 100 and above

A = 95-100; A- = 90-94

B+ = 87-89; B = 83-86; B- = 80-82;

C+ = 77-79; C = 73-76; C- = 70-72;

D+ = 67-69; D = 63-66; D- = 60-62;

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

1/21 Introduction to the Course

1/23 Discussion Sections

PART I: Anti-Americanism: A Preliminary Definition

1/26 Lecture 1: America and the World
Reading: PEW Global Attitudes
Writing (not graded): half-page statement of interest

1/28 Lecture 2: Stereotypes and Prejudices
Reading: Markovits

1/30 Discussion Sections

2/2 How to Session 1 and Student Presentations: How to Read Critically
Reading: Berman
START OF ATTENDANCE REQUIREMENT (1, henceforth listed in parentheses)

2/4 Lecture 3: The Transatlantic Relationship
Reading: Hollander

2/6 Discussion Sections (2)

2/9 How to Session 2 and Student Presentations: How to Use Scholarly Texts (3)
Reading: Revel

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

2/11 Lecture 4: The Discovery of America (4)
Reading: Tocqueville 1, 100-121
TEST 1

2/13 Discussion Sections (5)

2/16 How To Session 3 and Student Presentations: How to Interpret Historical Sources (6)
Reading: Tocqueville 2, 189-97

2/18 Lecture 5: American Landscapes and the Wild West (7)
Reading: Kroes

2/20 Discussion Sections (8)

2/23 How to Session 4 and Student Presentations: How to Work with Art (9)
Reading: Rubin and Colp Rubin

2/25 Lecture 6: Images of America in European Art (10)
Reading: Thompson

2/27 BLANTON MUSEUM: please meet at museum entrance for your respective tour (11)

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

3/2 TEST 2: ESSAY QUESTION
ABSTRACT DUE

- 3/4 Lecture 7: Americanism and Global Hollywood (12)
Reading: Nolan
- 3/6 Discussion Sections (13)
- 3/9 How to Session 5 and Student Presentations: How to Define Critical Terms (14)
Reading: de Grazia
- 3/11 Lecture 8: Americanization and the Cold War (15)
Reading: Wagnleitner
- 3/13 Discussion Sections (16)

SPRING BREAK

Part IV: Cultural Perspectives

- 3/23 How to Session 6: How to Read Critically (17)
Reading: Kafka
- 3/25 Lecture 9: Images of America in Modern European Literature (18)
Reading: Ilf and Petrov
- 3/27 Discussion Sections (19)
- 3/30 How to Session 7 and Student Presentations: How to Work with Literature (20)
Reading: Koeppen
- 4/1 Lecture 10: Americanism and Postmodernism
Screening: *One Two Three* (DVD 1992)
TEST 3: MULTIPLE CHOICE
- 4/3 LIBRARY INSTRUCTION SESSION: meet in your individual sections in PCL 1.124 (21)
- 4/6 How to Session 7 and Student Presentations: How to Work with Films (22)

Screening: *Stroszek* (DVD 640)
- 4/8 Lecture 11: German-American Encounters in Film (23)
FIRST DRAFT DUE
- 4/10 Discussion Sections (24)
- 4/13 How to Session 8 and Student Presentations: How to Write a Scholarly Essay (25)
PEER REVIEW DUE
- 4/15 Lecture 12: America and Postmodernism (26)
Reading: Baudrillard
- 4/17 Discussion Sections (27)

Part V: Current Issues

- 4/20 How to Session 9 and Student Presentations: How to Distinguish Types of Writing (28)
Reading: Ash, Joffe

- 4/22 Lecture 13: America Post-9/11 (29)
Reading: Kagan
- 4/24 Discussion Sections (30)
- 4/27 How to Session 10 and Student Presentations: How to Distinguish Critical Methodologies (31)
Reading: Fukuyama
- 4/29 Lecture 14: Anti-Americanism and Globalization (32)
Reading: Gelernter
TEST 4: ID QUESTIONS
- 5/1 Discussion Sections (33)
- 5/4 How to Session 11 and Student Presentations: How to Define Research Questions (34)
Reading: Stam and Shohat
- 5/6 Lecture 15: Conclusions (35)
Reading: Ross
- 5/8 Discussion Sections (36)
RESEARCH PAPER DUE

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 (16 points max., 1/2 per session, starting on 2/2); this will give you a couple of “free days” for illnesses, family events, other professional commitments. You will sign up for one 3-minute class presentation (4 points max.) at the beginning of the semester. The smaller discussion groups (5-7 students each, grouped alphabetically) will be formed during the first week of class and expected on their ongoing debates during the lecture classes. Missing more than six classes unexcused will lower the final grade by one full grade.

Students can acquire up to 10 additional points as follows: 5 points for university lecture attendance and summary and up to 5 points for superior participation in lecture and discussion sessions.

2. TESTS (40 points max.): the dates for the four tests are as follows:

TEST 1 on 2/11 (10 points max.): essay questions (definitions of anti-Americanism)

TEST 2 on 3/2 (10 points max.): text interpretation (Tocqueville)

TEST 3 on 4/1 (10 points max.): multiple choice (on 19th and 20th century history)

TEST 4 on 4/29: (10 points max.): ID questions (based on terms generated by students)

Please note: There will be no makeup tests; sole exception: documented evidence of medical or personal emergency on that day!

3. FINAL PAPER (40 points max., due on 5/8): 5 pages, plus one-paragraph abstract and endnotes using Chicago Style. The final paper will be developed in three stages:

a. one-paragraph abstract due on 3/2 (5 points max.)

b. first draft due on 4/8, with peer review due on 4/13 (5 points max.)

c. five- page essay due on 5/3 (28 points max.) with title, abstract, and endnotes (2 points max.)

Format for all writing assignments: Times New Roman 12-point, double-spaced throughout, 1” margins, with 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)

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. (5 extra points).

General Rules 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.
- Tests can only be retaken with documented proof of medical or other emergency on that day; arrangements cannot be made after the test took place.
- No work may be submitted by email unless prior arrangements are made.

Required Readings

- Ash, Timohty Garton Ash. "The New Anti-Europeanism in America." In *Beyond Paradise and Power: Europe, America and the Future of a Troubled Partnership*. Ed. Tod Lindberg. Chapter 7 (121-33).
- Baudrillard, Jean. *America*. London: Verso, 1988. "Astral America" (51, from "There is nothing to match flying" to 73).
- Berman, Russell. *Anti-Americanism in Europe: A Cultural Problem*. Stanford: Hoover Institution, 2004. Chapter 2 (31-54).
- Fukuyama, Francis. "Doe 'the West' Still Exist?," in *Beyond Paradise and Power: Europe, America and the Future of a Troubled Partnership*. Ed. Tod Lindberg. Chapter 8 (137-61).
- Gelernter, David. *Americanism: The Fourth Great Western Religion*. New York: Doubleday, 2007. Chapter 1 (1-20).
- Grazia, Victoria de. *Irresistible Empire: America's Advance through 20th-Century Europe*. Harvard: Harvard University Press, 2005. Chapter 8 (376-415).
- Hollander, Paul, ed. *Understanding Anti-Americanism: Its Origins and Impact at Home and Abroad* (Chicago: Ivan Dee, 2004). Introduction (30-37).
- Ilf, Ilja and Petrov, Evgeny. *Ilf's and Petrov's American Roadtrip*. Princeton: Princeton Architectural Press, 2007. (15-26).
- Joffe, Josef. *Überpower: The Imperial Temptation of America*. New York: Norton, 2006. Chapter 4 (95-126).
- Kafka, Franz. *Amerika*. New foreword by E.L. Doctorow. New York: Schocken, 1974. Chapter 8 (272-98).
- Koeppen, Wolfgang. *Journey through America*. Trans. Michael Kimmage. New York: Berghahn Books, 2012. (from "the sky was improbably" on 91 to "had been tested" on 106)
- Kroes, Rob. *If You've Seen One, You've Seen the Mall: Europeans and American Mass Culture*. Urbana: University of Illinois Press, 1996. Chapter 1(1-42).
- Markovits, Andrei. *Uncouth Nation: Why Europe Dislikes America*. Princeton: Princeton University Press, 2007. Chapter 1 (11-37).
- Nolan Mary. *The Transatlantic Century: Europe and America, 1890-2010*. Cambridge: Cambridge University Press, 2012. Chapter 6 (154-90).
- PEW Research Center. *Global Opinion: The Spread of Anti-Americanism* (2005).
- Revel, Jean-Francois. *Anti-Americanism*. San Francisco: Encounter Books, 2000. Chapter 7 (143-70).
- Ross, Andrew. "The Domestic Front." In *Anti-Americanism*. Ed. Andrew Ross and Kristin Ross. New York: New York University Press, 2004. 281-300.
- Rubin, Barry and Judith Colp. *Hating America: A History*. Oxford: Oxford University Press, 2005. Chapter 3 (45-99).
- Stam Robert and Ella Shoat, eds. *Flagging Patriotism: Crisis of Narcissism and Anti-Americanism*. London: Routledge, 2007. Chapter 1 (1-11 and 23-39).

Thompson, Kristin, *Exporting Entertainment: America in the World Film Market 1907-1934*. London: BFI Publishing, 1986. Introduction and Chapter 2 (28-60).
Tocqueville, Alexis de. *Democracy in America*. New York: Penguin, 2001. Part One: 11 and 12 (100-21) and Part Two: 26 and 27 (189-97).
Wagnleitner, Reinhold. *Coca-Colanization 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).

Required Film Viewings

One Two Three (1961, Billy Wilder, 108 min.) available at Amazon Prime, Vulcan Video, and Art Library.
Stroszek (1977, Werner Herzog, 116 min.), available at Art Library, Vulcan Video, and on YouTube at <https://www.youtube.com/watch?v=yyRwKoNQgwc>.

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 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 holiday. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holiday, 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:

<http://deanofstudents.utexas.edu/sjs/acint_student.php>.

• 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/signaturecourses/resources/all-about-plagiarism-tutorial>>

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_whatish.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 official letter outlining authorized accommodations: <<http://www.utexas.edu/diversity/ddce/ssd/index.php>>.

To receive accommodations you must give this letter to your instructors. The library also has services for users with disabilities: <<http://www.lib.utexas.edu/services/assistive/policy.html>>.

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 complying with 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!