

## UGS 303

### Difficult Dialogues: Europe and America

Unique Number: 61600  
TTH 9:30-11 AM, GAR 2.128

The relationship between Europe and America has been complicated since the discovery of America in 1492. Wars and conflicts among the colonial powers, the American Revolution and Declaration of Independence, waves of European immigrants and émigrés, the triumph of capitalism and liberal democracy, two world wars and the rise of the United States as the world's sole superpower—these are the main elements in most histories of this relationship. Another way of thinking about “America” from the European perspective involves the dreams, fantasies, and projections that continue to define the relationship between Old World and New World. In the form of Anti-Americanism, these projections can offer a compelling way of making sense of modernization, massification, and globalization. Associated with Americanism and Americanization, these stories and images also function as an important part of the transatlantic relationship, its past, present, and future.

On the one hand, European Anti-Americanism today is at an all-time high, with harmful consequences for the transatlantic relationship as well as for economic growth and political stability worldwide. On the other, the process of Americanization continues unabated—namely in the name of globalization. But what does Americanization actually mean? What are the social and psychological functions of anti-Americanism? What makes “America” both a wish dream and a nightmare for the world? And how does the love-hate relationship with America influence foreign policies, economic relations, cultural exchanges, and so forth? We will examine these complicated matters by reading “America” as a projection screen for the hopes, fears, and desires produced by modernization, massification, and globalization. Focusing on Germany, Italy, and France, the course retraces the long history of the European engagement with America as a real and imaginary place and then focuses on the Americanization of Europe in the twentieth century and beyond. Materials to be examined range from the images of America in art, literature, and film to historical case studies on the economic, social, and cultural aspects of Americanization.

Class format/ method of instruction: The class has a seminar format with brief introductory lectures and extensive discussions. Of special interest to students in European Studies, American Studies, History, Sociology, 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 rich resources at UT (i.e., so-called Gems), including libraries, archives, and visual collections (e.g., Blanton Museum), and incorporates relevant campus lectures and performances.

The course fulfills the Global Cultures and Writing Flags. Global Cultures Flag means that a significant amount of the material will deal with cultures outside the US—in this case Europe and its relationship to America. Writing Flag means that at least 1/3 of the grade is based on writing assignments, including peer review and first drafts.

#### **Course Objectives**

The main objectives are to

- examine the European-American love-hate relationship in its political, economic, social, and cultural manifestations;
- offer an overview of European anti-Americanism and its counterpart, the preoccupation with all things American; and
- connect these phenomena to the larger forces of Americanization and globalization in the twentieth and twenty-first centuries.

#### **Course Outcomes**

By the end of the course, students will be able to

- develop strategies for reading different types of texts (essay, article, book chapter) from different academic disciplines;
- interpret primary texts, including literature, art, and film, in their historical, social, and political contexts; and
- practice the basics of academic writing: developing an argument, organizing materials, defining critical terms, using relevant resources, annotating sources, and writing clearly, consistently, and correctly.
- acquire information literacy by practicing its basic skills of identifying, finding, evaluating, applying, and acknowledging information.

### **Grading**

30% Attendance and active participation;

20% individual in-class presentation on current events (10%) and group presentation (10%);

50% writing assignments: a 2-page summary of an assigned reading (10%), a 2-page critical analysis of another assigned reading (10%), and an 8-page final essay (plus abstract and bibliography) on one particular aspect of the course topic addressed in at least two class readings (or viewings) plus additional self-chosen materials (30%).

### **Grading Scale:**

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 60-63; F 0-59.

## **SYLLABUS**

### **WEEK 1: Introductions**

1/22 Introduction to the Course  
SIGN UP FOR INDIVIDUAL PRESENTATIONS

1/24 Discussion  
Reading (for that day): PEW Global Opinion

### **WEEK 2: Anti-Americanism: Some Definitions**

1/29 Lecture 1: The Meaning of “America” I  
Reading: Markovits  
SIGN UP FOR GROUP PRESENTATIONS  
START OF ATTENDANCE REQUIREMENT

1/31 Discussion of Readings  
Reading: Berman

### **WEEK 3: On Reading and Thinking Critically**

2/5 Lecture 2: The Meaning of “America” II  
Reading: Joffe

2/7 Discussion of University Lecture (plus Markovits, Berman, Joffe)  
Viewing: University Lecture

### **WEEK 4: The Nineteenth Century**

2/12 Lecture 3: Discoveries: Maps, Landscapes, Dreamscapes  
Reading: Diner

2/14 Discussion of Readings  
**FIRST WRITING ASSIGNMENT (MARKOVITS) DUE**

**WEEK 5: The Twentieth Century**

2/19 Lecture: The Myth of the Wild West  
Reading: Rubin

2/21 Discussion of Nolan  
Reading: Nolan

**DEADLINE FOR REQUIRED OFFICE VISIT TO PROFESSOR**

**WEEK 6: (Hi)Stories of Americanization I**

2/26 BLANTON VISIT  
Reading: Nolan

2/28 How to Session 6: Summarizing an Argument  
Viewing: Ilf/Petrov

**WEEK 7: (Hi)Stories of Americanization II**

3/5 Lecture 7: Americanism and the American Century  
Reading: Koeppen

3/7 Discussion of Readings  
Reading: Baudrillard  
**SECOND WRITING ASSIGNMENT (NOLAN) DUE**

**WEEK 8: Filmic Representations of America(ns)**

3/12 Lecture:  
Viewing: *The Oyster Princess*

3/14 Lecture and Discussion of Art  
Viewing: *One Two Three*

**WEEK 9: Americanization and Globalization**

3/26 LIBRARY SESSSION (meet in PCL, Lab 4, main floor)  
Viewing: *Stroszek*

3/28 Discussion of Films  
**ABSTRACT FOR FINAL PAPER DUE**

**WEEK 10: Americanization and Modern Consumer Culture**

4/2 Lecture 11: The American Century and the Cold War  
Reading: Thompson

4/4 Discussion of Readings  
Reading: de Grazia

**WEEK 11: Case Studies of Americanization I**

4/9 Lecture 12: Anti-Americanism in the post-9/11 World

Reading: Wagnleitner

- 4/11 Discussion of Readings  
**FIRST DRAFT OF FINAL PAPER DUE**

**WEEK 12: Case Studies of Americanization II**

- 4/16 Lecture 12: The Transatlantic Relationship and the New Europe  
Reading: Kuisel

- 4/18 Discussion of Readings  
**PEER REVIEWS DUE**

**WEEK 13: The Transatlantic Relationship: Current Issues**

- 4/23 Lecture 13: Americanization and Globalization  
Reading: Ash

- 4/25 Discussion of Readings  
Reading: TBD

**WEEK 14: Summaries and Conclusions**

- 4/30 Lecture: The End of the American Century

- 5/2 Lecture: A New World Order?

**WEEK 15: Group Presentations**

- 5/7 Group Presentations I, II, III (20 minutes each)

- 5/9 Group Presentations IV, V, VI (20 minutes each)  
**FINAL PAPER DUE**

**General Information:**

- All readings are made available on Canvas as PDF files; students are required to print out all readings. Not bringing the required texts to class and failing to practice active reading will result in a reduction of the participation grade.
- All written work is due at the end of class on the date given in the syllabus and will be returned within a week. No late work will be accepted without proof of medical or equivalent emergency and/or prior arrangements regarding an extension.
- All writing assignments have to be submitted on Canvas as Word documents (named, paginated) and in the required format (12 Times Roman, double-spaced, 1-inch margins). Writing rubrics will be used as part of the feedback. More detailed instructions on all three assignments will be provided.
- All students are required to come to the professor's office hours and introduce themselves prior to the deadline in the syllabus. Failure to do so will count as the equivalent of two missed classes.
- Regular attendance and active participation are mandatory. Frequent absences will be penalized as follows: more than four unexcused absences will result in a reduction of the final grade by half a grade and more than six unexcused absences by one full grade; more than eight unexcused absences mean an automatic failing grade.
- The professor reserves the right to make changes in the syllabus, if necessary; such changes will be reflected in a revised syllabus.
- Under specific circumstances, students will be given the opportunity to do additional work for extra credit.

**Required Readings:**

- Ash, Timothy Garton. "The New Anti-Europeanism in America." In *Beyond Paradise and Power: Europe, America and the Future of a Troubled Partnership*. Ed. Tod Lindberg. London: Routledge, 2005. 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).
- Diner, Dan. *America in the Eyes of the Germans: An Essay on Anti-Americanism*. Trans. from German by Allison Brown Preface Sander L. Gilman Princeton: Marcus Wiener, 1997. Chapter 1 (1-27).
- Grazia, Victoria de. *Irresistible Empire: America's Advance through 20<sup>th</sup>-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 (3-14).
- 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).
- Kuisel, Richard F. *Seducing the French: The Dilemma of Americanization*. Berkeley: University of California Press, 1993. Chapter 8 (185-211).
- 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 7: The Spread of Anti-Americanism* (2005).
- Rubin, Barry and Judith Colp. *Hating America: A History*. Oxford: Oxford University Press, 2005. Chapter 3 (45-73).
- Thompson, Kristin. *Exporting Entertainment: America in the World Film Market, 1907-34*. London: BFI Publishing, 1986. Preface and Chapter 2 (ix-xi and 28-60).
- 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).

**Required Films (chronologically):**

- The Oyster Princess* (1919, Ernst Lubitsch, 100'), Alexander Street:  
<http://catalog.lib.utexas.edu/record=b9335965~S29>
- One Two Three* (1961, Billy Wilder, 104'), Swank Digital Campus:  
<http://catalog.lib.utexas.edu/record=b9480455~S29>
- Stroszek* (1977, Werner Herzog, 107'), Shout Factory:  
<http://www.shoutfactorytv.com/stroszek/58ff84fe3195971473007ab9>

**University Lecture:**

- Keffrelyn Brown, Robert Crosnoe, and Robert Duke, "Keep Calm and Grow Your Mind" (Fall 2018):  
<https://www.youtube.com/watch?v=zTCEgIan7GY&feature=youtu.be>

**General Information:****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 the assigned readings and 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; please use Canvas for all class-related questions and concerns. For all personal questions, please use Hake@austin.utexas.edu. All inquiries, including e-mails, will be answered within two business days. Questions about aspects of the course to which the answers can be found in the syllabus will be ignored.

#### 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](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](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](http://deanofstudents.utexas.edu/sjs/acint_student.php) >

• Consequences of scholastic dishonesty:

< [http://deanofstudents.utexas.edu/sjs/scholdis\\_conseq.php](http://deanofstudents.utexas.edu/sjs/scholdis_conseq.php) >

• Types of scholastic dishonesty: unauthorized collaboration, plagiarism, and multiple submissions: < [http://deanofstudents.utexas.edu/sjs/scholdis\\_what\\_is.php](http://deanofstudents.utexas.edu/sjs/scholdis_what_is.php) >.

#### ACADEMIC ASSISTANCE

The University of Texas has numerous resources to provide students with assistance and support for their 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 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.

#### 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.

#### 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!