

EUS 3930 - CLA 3930
THE GREEK ROOTS OF EUROPE
SPRING 2021
M, W, F MAEA 0303

Instructor

Dr. Chrysostomos Kostopoulos, Classics, Center for EU Studies

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Office Hours: *Monday to Wednesday periods 2-3 or by appointment*

The best way to reach me is through email. You do not need an appointment for walk-in office hours, but without an appointment, you may have to wait your turn.

Lectures

Monday – Wednesday – Friday Period 4

Course Description

The concept of “Europe(an)” has been delineated by the cultural achievements of the ancient European people, the domination of the Roman Empire and the spread of Christianity, the scientific and philosophical advances of the Renaissance and the political developments of the French revolution. In this context, Greek culture and civilization has seen as a cornerstone in the establishment of European identity which has usually been considered as built on three pillars: Greek reason and rational thinking, Roman law and order, and Christian faith and religion.

The main goal of this course is to examine Europe by focusing on its Greek roots. It goes without saying that European civilization is very dynamic, ever changing and difficult to define. However, even if there is no agreement among historians on the exact point of reference concerning European culture and civilization, the Greeks offer a significant starting point.

In this course, we will trace the evolution of Europe through myth and history, from the first European civilization of the Minoans to the establishment of the European Union. As we travel through history, we will encounter fascinating discoveries such as the creation of the alphabet, the birth of theater and philosophy, new political systems such as democracy, wars, intellectual revolutions such as the Renaissance and the Enlightenment, and intellectual movements.

Course Objectives

Students will explore the influence of Greek culture and civilization critically through a variety of multi-disciplinary approaches based on the arts and humanities.

Upon successful completion of the course the students will accomplish the following objectives:

Content Objectives:

- Students will be able to summarize the major contributions of the Greek culture to European civilization
- Students will be able to identify and analyze key elements in the history of Europe and European ideas and their relation to Greek cultural achievements.
- Students will be able to evaluate the influence of Greek political, religious, artistic, and philosophic, norms, perceptions and practices on the evolution of European culture.
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Communication Objectives:

- Students will be able to communicate their knowledge, thoughts and reasoning clearly and affectively in written and oral form through the class assignments.

Critical Thinking Objectives:

- Students will be able to develop critical thinking by utilizing their ability to differentiate between opposite points of view and interpreting and evaluating sources.
- Students will be able to examine the idea of European identity as a dynamic cultural construct and will be able to critically compare and contrast it with their own national identity.
- Students will be able to critically analyze the “Us” vs. “Them” dichotomy implicit in Europe across the centuries and evaluate the way that this dichotomy has created conflict, discrimination and racism in Europe and outside Europe.

Texts**Required:**

Simon Price and Peter Thonemann, *The Birth of Classical Europe* (New York: Penguin, 2010).
ISBN: 978-0415663618

Additional readings and materials are available on the course site on canvas.

Class Website

<https://ufl.instructure.com/courses/403763>

Assignments and Requirements

Assignment	Assignment Description	Points
Discussion Activities	a. Answer the question(s) posted in the discussions. (100 points) b. Respond to one of your fellow students' original post. (50 points)	150
Examination	Two forty-five-minute Exams in lecture on Friday, February 26 and Wednesday April 21 . The exams will be based on the course material and the format will be as follows: a) 80 Multiple Choice Questions b) Five Key term short analysis	500
Quizzes	There will be regular quizzes during the semester based on course readings and class discussion and lectures. The format will be a combination of short answer, multiple-choice, and fill in the blank questions. These will not be difficult but will be intended to test whether you have done the readings and are prepared for class.	150
Reflection Activities	These activities will give you the opportunity to reflect and make connections between the concepts discussed in the class and your own personal experiences and histories, work experience, personal relations, family interactions, etc.	150
Attendance	Attendance in lecture	50
Total Points		1000

Grading Scale and Assignment Summary

Assignment Weights

Attendance: 50 points (5%)
Reflection Activities: 150 points (15%)
Discussion Activities: 150 points (15%)
Exam 1: 250 points (25%)
Exam 2: 250 points (25%)
Quizzes 150 points (15%)
Total: 1,000 points (100%)

Grading Scale

Percent	Grade	Grade Points
90.0 – 100.0	A	4.00
87.0 – 89.9	A-	3.67
84.0 – 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 – 80.9	B-	2.67
75.0 – 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 – 71.9	C-	1.67
66.0 – 68.9	D+	1.33
63.0 – 65.9	D	1.00
60.0 – 62.9	D-	0.67
0 – 59.9	E	0.00

*Because Canvas cannot round to whole numbers, the Grade Scale in Canvas has been adjusted to achieve the same effect (e.g., 92.5% = A, 89.5% = A-, 86.5% = B+, etc.).

More information on grades and grading policy is available in the [Undergraduate Catalog](#).

Minimum technology requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam

- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

Minimum technical skills

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.

Materials/Supply Fees

There is no supply fee for this course.

Honorlock

Honorlock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Honorlock requires that you use the [Google Chrome \(Links to an external site.\)](#) browser; furthermore, the Honorlock extension ([Links to an external site.](#)) must be added to Chrome. For further information, FAQs, and technical support, please visit [Honorlock. \(Links to an external site.\)](#)

Zoom

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at <https://ufl.zoom.us> ([Links to an external site.](#)).

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Students in Distress

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> (Links to an external site.)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> (Links to an external site.)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Netiquette and Communication Courtesy:

All members of the class are expected to follow [rules of common courtesy](#) (Links to an external site.) in all email messages, threaded discussions, and chats.

- Only the instructor and the students registered for “in-person” sections are allowed in the classroom.
- Only individuals who are cleared by UF Health to be on campus are allowed in the classroom.
- The face masks, the types approved by the UF and placed on the face according to CDC guidelines, have to be worn at all the time.
- Eating and/or drinking in the classroom at any time (meeting time or between the classes) are not allowed.
- Each person needs to sanitize the work area when they arrive and right before they leave.
- A student not cleared by UF Health and/or one who does not follow the etiquette will not be allowed to stay in the classroom.
- If a student’s behavior creates an environment that is deemed hazardous to the health of others present in the classroom that student will be asked to leave and/or the class will be dismissed.

Additional Course Policies, Rules and Resources

1. **All readings, written assignments and exams must be completed by or on the date indicated on the syllabus and will not be rescheduled or accepted late.** Requests of any special accommodations must be made to the course instructor in writing and in advance of the class or exam time.
2. **Class attendance is required for this course and constitutes 10% of your grade.** We will regularly circulate an attendance sheet, which you should sign. Signing for others is considered academic dishonesty. Repeated absences may affect your performance on final exam and quizzes since they will be based on the class lectures. Also missing class means possibly missing quizzes and late submission of homework assignments.

According to the Office of the University Registrar, “acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.”

For further information about the University of Florida's attendance policy, please see the current Undergraduate Catalogue (<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>).

3. **Common Courtesy:** Cell phones and other electronic devices must be set to vibrate mode during class. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day. The instructors may ask a student engaging in disruptive behavior, including but not limited to whispering or snoring, to leave the class, and the student will be marked absent for the day.
4. **Counseling Resources:** Resources available on-campus for students include the following:
 - a. University Counseling and Wellness Center, 3190 Radio Rd, 392-1575;
 - b. Student Health Care Center, 392-1161; and
 - c. Dean of Students Office, 202 Peabody Hall, 392-1261, umatter.ufl.edu
5. **Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Privacy Statement for Online Classes

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Weekly Schedule

PART 1: INTRODUCTION

January 11 Orientation – Syllabus - Course Introduction

Module 1: WHAT IS EUROPE? WHAT IS EUROPEAN CULTURE? (January 13-15)

The Notion Of Europe as a “Cultural Area”. Europe’s Cultural Circles.

Readings:

- Simon Price and Peter Thonemann, The Birth of Classical Europe, Introduction
- Europe's Cultural Circles: An Interpretation (After M. Shennan) excerpt from Norman Davies, Europe: A History, pp. 1238
- Special Eurobarometer 278 - European Cultural Values

Module 2: THE MYTH OF EUROPA. MINOAN AND MYCENAEAN CIVILIZATIONS (January 20-22)

The Idea of Europe In Ancient Greek Myth And Ideology. Greek Bronze Age. The First European Civilization. Writing Systems, Linear A and B.

Readings:

- Simon Price and Peter Thonemann, The Birth of Classical Europe, Chapter One

- Norman Davis, Europe: A History: The Minoan Civilization

Module 3: THE GREEKS AND THE OTHER MEDITERRANEAN PEOPLE (January 25 -29)

Colonization in Ancient Mediterranean. Greeks and the Phoenicians. The Discovery of the Alphabet. Impact of the Alphabetic Writing.

Readings:

- Simon Price and Peter Thonemann, The Birth of Classical Europe, Chapter Three

Module 4: EUROPEAN IDENTITY. THE GREEKS AND THE OTHERS. THE PERSIAN WARS (February 1-5)

Facing the Other. The First Emergence of Greek and European Identity. The two Persian Invasions.

Readings:

- Simon Price and Peter Thonemann, The Birth of Classical Europe, Chapter Four

Module 5: THE BIRTH OF DEMOCRACY (February 8-12)

Athenian Empire and the Birth of Democracy. Ancient vs. Modern Democracy. Democracy in Europe Today

Readings:

- Simon Price and Peter Thonemann, The Birth of Classical Europe, Chapter Four

Module 6: MULTICULTURALISM AND ETHNICITY IN THE ANCIENT GREEK WORLD (February 15-19)

The Hellenistic Age. Alexander the Great and the Spread of Hellenism. Syncretism in Art and Religion. The Roots of the Modern World

Readings:

- Simon Price and Peter Thonemann, The Birth of Classical Europe, Chapter Five

Review Lecture for the Upcoming Exam February 23

Examination 1 February 26

Module 7: TRANSITION THE ROMAN WORLD (March 1-5)

The Roman Empire. Europe and the Roman World. The Rise of Christianity. The Fall of Rome and the Birth of Europe

Readings:

- Simon Price and Peter Thonemann, The Birth of Classical Europe, Chapter Six

Module 8: RENAISSANCE THE REVIVAL OF GREEK CULTURE AND CIVILIZATION (March 8-12)

Defining Renaissance. Humanism and the Greek Revival. Influence of Renaissance on Modern Europe.

Readings:

- Simon Price and Peter Thonemann, The Birth of Classical Europe, 282-283

Module 9: AGE OF ENLIGHTENMENT AND THE ERA OF PHILHELLENISM (March 15-19)

Philhellenism, Hellenism and the Birth of Classical Studies and Archaeology. Neo-Classicism. The Elgin Marbles. The age of Enlightenment. French Revolution and the Birth of Nationalism.

Readings:

- Virginia Penn. "Philhellenism in Europe, 1821-1828." The Slavonic and East European Review, vol. 16, no. 48, 1938, pp. 638-653

Module 10: EUROPE IN THE EARLY 20TH C. THE TWO GREAT WARS. (March 22-26)

March 24 No class -Recharge Day

Fascism, communism and the great wars. The Birth of the European Union

Pan-Europeanism As An Idea And Reality. Jean Monet And The European Ideal. The History Of The EU

Readings:

- Benito Mussolini, "The Doctrine of Fascism", 1932

Module 11: THE EUROPEAN UNION PART I (March 29-April 2)

The British Referendum: Brexit As A Case Study Of Identity And Borders.

Module 12: THE EUROPEAN UNION PART II (April 5 -9)

Module 13: CONCLUSION (April 12-16)

Review Lecture for the Upcoming Exam April 19

Exam 2 April 21