

St. Stephen's University

Europe – 2008: Study Abroad Program

March 12/08 edition

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PLEASE NOTE: While every effort has been made to have accurate and up to date information in this Program Syllabus, some components may continue to be revised between now and the May 21 departure for Europe. Specific guidance on academic matters is available to individual students from the Europe 2008 faculty and staff members listed below. There will be a detailed review of this Program Syllabus during the May 16-20 Orientation Sessions at SSU, listed below on pp. 22 and 23.

Faculty

Dr. Peter Fitch, Dean of Ministry Studies
Dr. Margaret Anne Smith, Professor of Literature
Dr. Walter Thiessen, Professor of Religious Studies
Matt Frise and Brianna Lebel, Teaching Assistants

Staff

Mary Ellen Fitch, Coordinator
Carol Thiessen and David Levangie, Assistant Coordinators
Shelley and Kendall Kadatz , Program Assistants.

Program Overview

The Europe—2008 Program is integrated closely with the four-year Liberal Arts Bachelor of Arts curriculum at St. Stephen's University (SSU). That curriculum explores essential themes in the development of Western Civilization. The Europe term has been developed to assist students reinforce and refine their understanding of the history, philosophy, literature, religion, social sciences, languages and the arts of the West.

Following the criteria and guidelines set out in this Program Syllabus, students undertake preparatory work prior to their departure for Europe, they continue their studies while abroad for two months under the supervision of SSU faculty and staff members who travel with them, and finally students complete their academic requirements in the weeks following their return from Europe. This study-abroad experience constitutes a full term of interdisciplinary, cross-cultural study, comprising 15 credit hours of course-work. Intense and rigorous, this immersion program sees students and faculty travelling together as a community of scholars--24 hours a day, seven days a week, for eight weeks. Each week abroad contains a minimum of 30 contact hours of formal instruction in addition to additional hours of experiential learning and mentoring. Pedagogically, the program is structured around lectures, on-site presentations by local experts, group discussions, field-trips, study sessions in various locations, student-led seminars, and work carried out by students individually and in small teams. Students are required to attend all sessions and are graded on assigned projects, class participation, independent research and final papers. Notwithstanding the specialized content of each course, components of the Europe 2008 curriculum complement each other and students are required to make these interconnections while they compare and contrast the societies of Western European with those of other parts of the world. All lectures, formal tours, seminars and discussion topics are linked directly to the Europe—2008 Itinerary included later in this Program Syllabus.

In the summer of 2008, students will travel to selected locations in Spain, France, Italy, Germany, Switzerland, Austria, the Czech Republic and England. They will visit the great cities and cultural landscapes of Western Europe, scores of celebrated historical sites, world-class museums and art galleries, as they encounter, first-hand, ideas and material culture related directly to their four year SSU Bachelor of Arts curriculum. In addition to faculty instruction and the mentoring of students, each day will consist of group activities where students participate in the practical realities of living and learning on the move through eight countries. These activities include regular community worship, cleaning common spaces, helping to prepare meals, washing dishes, shopping for food and supplies, setting up or taking down tents, packing or unpacking the bus, and a host of other important responsibilities of a community on the move.

Program Learning Objectives

Europe —2008 students will,

1. Gain a clearer understanding of the interdisciplinary nature of the cultural, historical, literary, philosophical and religious studies that come together to comprise the SSU Bachelor of Arts curriculum.

- 2 Compare and contrast major historical sites, museums, art galleries and cultural landscapes, as well as the contemporary social, economic, political and religious expressions of major Western European societies.
- 3 Experience practical opportunities to further one's mastery of formal research and independent learning through problem analysis and resolution, effective written communication, the critical evaluation of primary and secondary sources, synthesis leading to informed conclusions, along with the refinement of interpersonal and intercultural communication skills.
4. Encounter European languages in situ—especially French, German, Spanish and Italian—and discover how both verbal and non-verbal behaviour is affected by history, geography and culture.
5. Learn to critique and share constructive advice on the written and oral work of one's fellow students by exploring the aims, potential and methodologies of interdisciplinary studies.
- 6 Develop and refine one's internet research skills through careful analysis of various web-based research strategies and search tools.
7. Re-evaluate the components of one's personal worldview by improving skills in teamwork and tolerance in a cross-cultural setting. Explore the relationship between religion and culture, personal and societal values; and reflect on all of this in relation to the Mission of St. Stephen's University.

NOTE – It is the student's responsibility to maintain a copy of all submitted work in case it is lost in transmission or in the instructor's possession.

Europe -- 2008 Program Itinerary

[Travel logistics in Europe could result in adjustments to this Itinerary, as determined by the Program Leaders. More details on the Itinerary will be provided at the May 16-20 Orientation Sessions at SSU.]

May 21	depart for Madrid via Montreal and Frankfurt
May 22	arrive Madrid, transit to campsite
May 23	Valle de los Caidos (Madrid)
May 24	Segovia and Avila (Madrid)
May 25 Sun.	Madrid city day
May 26	transit Barcelona
May 27	Barcelona city day
May 28	driver day off (Barcelona)
May 29	transit Carcassonne
May 30	transit Nice
May 31	transit Florence
June 1 Sun.	Florence city day
June 2	Sienna (Florence)
June 3	transit Rome, visit Orvieto on way

June 4 driver day off (Rome)
 June 5 driver day off (Rome)
 June 6 transit Sorrento, visit Monte Cassino on way
 June 7 Pompeii (Sorrento)
 June 8 Sun. Naples or Almalfi (Sorrento)
 June 9 transit Assisi
 June 10 Assisi
 June 11 transit Venice, visit Ravenna on way
 June 12 driver day off (Venice)
 June 13 transit Salzburg
 June 14 Salzburg
 June 15 Sun. transit Vienna
 June 16 Vienna
 June 17 Vienna
 June 18 transit Prague
 June 19 driver day off (Prague)
 June 20 driver day off (Prague)
 June 21 transit Munich
 June 22 Sun. Munich city day
 June 23 Dachua (Munich)
 June 24 Munich city day
 June 25 transit Zurich
 June 26 Zurich city day
 June 27 driver day off (Zurich)
 June 28 Zurich, hike in mountains
 June 29 Sun. transit Obernai, visit Colmar on way
 June 30 Strasbourg (Obernai camp))
 July 1 Strasbourg (Obernai camp))
 July 2 Strasbourg (Obernai camp))
 July 3 transit Paris
 July 4 driver day off (Paris)
 July 5 driver day off (Paris)
 July 6 Sun. transit near Caen, visit Chartres Cathedral on way (Chateau camp)
 July 7 Juno Beach Centre/ cemeteries / D-day beaches (Chateau camp)
 July 8 cross channel (Caen – Portsmouth) and transit near Bath
 July 9 Bath, Glastonbury, Wells (Bath camp)
 July 10 Oxford (Bath camp)
 July 11 transit to Winchester / Avebury & Stonehenge on way
 July 12 driver day off (Winchester)
 July 13 Sun. Winchester
 July 14 London (Winchester)
 July 15 London (Winchester)
 July 16 transit to Heathrow in London and fly away

Literature 390

European Myth and Legend:

Contemporary Responses to Ancient Stories **[three credit hours]**

Dr. Margaret Anne Smith
levsmi@nb.sympatico.ca
506-672-2866

Objectives:

- 1) To examine the foundations of mythology and legends of western Europe, beginning with stories of ancient Greece and Rome through to the Arthurian legends of the middle ages.
- 2) To question the role of mythology in culture and our understanding of meaning and human behaviour.
- 3) To explore contemporary explorations of these issues through a revival and reinterpretation of classic narratives.

Texts:

Armstrong, Karen, *A Short History of Myth*.
Baricco, Alessandro, *An Iliad*.
Atwood, Margaret, *The Penelopiad*.
Lewis, C.S., *Till We Have Faces*.
White, T.H., *The Once and Future King*.

Requirements:

1. Draft and submit a working definition of myth by May 15. Consider this definition and the role of myth and legend as we read, talk, and travel, and work a revised definition of myth into your final paper, due August 20. (5%)
2. Write a short reflection paper on each text (approximately 500-750 words). Papers written and submitted while traveling may be hand-written.
 - Armstrong: due May 15 (10%)
 - Baricco: due May 15 (10%)
 - Atwood: due May 30 (10%)
 - Lewis: due June 12 (10%)
 - White: due July 31 by email. (10%)
3. Participate in a series of lectures and group discussions, beginning at SSU prior to departure and continuing throughout our European travels. (10%)

4. Write a formal literary 2500-3000 paper on one or more of the texts we've read, incorporating a final definition of and exploration of the role of myth. Due August 20. (35%)

Late assignments will be penalized 10% the first day and 5% each subsequent day. Final essays must follow MLA guidelines and use parenthetical references for all citations.

Rough Guide to Surviving European Myth and Legend:

Do some background research! I am assuming you have a basic familiarity with Homer and some Greek and Roman mythology (from Lit 101/150.) If you don't have this basic knowledge (or once did and now it's gone...), please acquire some. For an initial introduction, some basic on-line research will put the ancient world at your fingertips.

Keep in mind that myth and legend are typically fluid and that the stories we are reading exist in many forms throughout the ages.

Questions to consider and keep in mind:

1. Why do these stories endure? Do they speak to something timeless about human nature and in human experience? Or do they simply establish a mythical human history in powerful ways, that we rethink and re-imagine through the ages?
2. How and why has human understanding of and experience of the gods and God changed throughout history?
3. Consider Baricco as a contemporary and even postmodern response to an ancient story. What is he saying about perspective and point of view? What is he saying about war, aggression, anger and violence?
4. What drives Atwood's reinterpretation of the story of Penelope? How have feminism and a new focus on point of view and truth changed what was once considered a timeless story?
5. Lewis is esteemed for both his knowledge and shaping of ancient stories and his framing of Christian faith in narrative form. How does *Till We Have Faces* work as both an exploration of ancient myth and contemporary faith? Pay particular attention to chapter XXI of part one as well as part two.
6. White is interested in the psychology of legendary characters. What motivates and determines the success or failure of these long-esteemed and often re-presented characters? What is added or detracted through a realistic look at the heroes and ladies of the age of chivalry? What questions does White raise about the ideals of chivalry? How does this translate to the 20th century? What comments is White making about the ideal versus the reality of justice? About politics and the rule by "Might" or "Right"?

A word on the logistics of reading and writing while traveling: feel free to do all your reading ahead of time, or prepare to pack at least a couple of paperbacks to take with you on the trip. Share texts if you like. However, my recommendation is that you read two ahead of time and travel with the others. These are all quite accessible in terms of reading style and ease. White's *Once and Future King* is by far the longest, but a simple story. The first part was originally written for

children—you may be familiar with the Disney animated adaptation of *The Sword and the Stone*. Themes and content mature as the story continues (through 2-4), but remain a fairly easy read.

Contact: please feel free to engage in conversations with me as much as possible. Get in touch ahead of time by phone or email; I'll be traveling with you from May 21 to June 12 and we should have plenty of time for casual conversations, as well as some lecture and group discussion. I'll firm up dates once the itinerary is finalized.

International Studies 390 Contemporary Europe [three credit hours]

Contact Information:

Dr. Peter Fitch
Home: 506 466-5725
pfitch@nbnet.nb.ca

Matt Frise (TA)
matt@ssu.ca

Objectives:

- 1) to build awareness of various aspects of life and culture in each of the countries that we will visit and reflect upon these in relation to issues in contemporary European society
- 2) to help students make connections between European history, politics, religion and philosophy from past eras and today
- 3) to provide a structure for personalized reflection on all that is being seen and experienced

Course Requirements:

1) Research **any 40** of the persons, places, or works of art from the list that follows by finding them on-line or in books. Identify them in writing (**your own words**) and give at least 3 details about each one that are relevant to contemporary European issues. This is to be completed before the trip.

Due: May 16, 2008

2) Keep a journal record of important thoughts and experiences as we travel through each country with particular reference contemporary European issues (500-1000 words x 8 weeks—further instructions will be given).

Due: August 15, 2008

3) Write a 3-4 page (double-spaced) evaluation of the entire trip. Please do your best to identify aspects of the trip that could be improved for future years.

Due: August 15, 2008

Evaluation:

1) Pre-trip research	30 %
2) Journal	45 %
3) Evaluative essay	25 %

Late Marks and Penalties

Assignments are to be handed in on the day specified in this syllabus. If an assignment is submitted late (without reasonable excuse) there will be an immediate reduction of one letter grade in the following manner: A will become A-; B+ will become B, etc.

After the initial reduction there will be an additional penalty of one numeric point per day.

Format for JOURNAL entries

--Date:

--Location:

--Weather, geographical features:

--Observations:

Describe activities, sites, historical or cultural information, and any noteworthy or memorable events, observations, food, etc. Include observations on places visited, personal contacts, interviews, geographical points of interest, museums, libraries, leisure-time activities, historic sites visited, specific cultural traits and learning experiences. Comparisons with home or with regions already visited are valuable—as are distinctive customs, architecture, etc. Record your personal impressions also. Your Journal should serve as a daily record of your trip as well as an opportunity to reflect upon your readings, lectures, seminar discussions and briefings. The journal, then, should be not only a travelogue but should contain serious discussions of issues covered in the Learning Objectives of this Program.

You may choose the kind of journal to use, but a full-sized loose-leaf notebook which will allow you to include other material (i.e. photographs, memorabilia, sketches, small brochures, postcards, etc.) is recommended.

At the end of the trip you should add (a) page numbers, (b) title for each entry, (c) table of contents, and (d) an evaluative conclusion.

(Guidelines for what to include)

--Observations - Attempt to capture in your own words what you see of interest (i.e. visit to museum, archaeological site, art or sculpture, travel experience).

--Questions - Express your curiosity in writing. Good thinkers ask lots of questions, even some that at first they are unable to answer. Formulate and record questions such as personal doubts, academic queries, or questions of fact. --

Speculation - Use your Journal to wonder ““What if?”” Ponder the meaning of events, issues, facts, readings, patterns, interpretations, problems, and solutions.

--Synthesis - Your Journal is a place to put ideas together, find relationships, or connect experiences that cut across time and/or space among the cultures studied in Europe.

--Awareness - Be conscious of yourself as a learner, thinker, writer. Self-awareness is a precondition to high-order learning.

--Connections - Use your Journal to make the study of any academic subject relevant to other aspects of your life.

--Dialogue - Talk to your teachers through your Journal.

--Information - Collect and comment on factual data you can find that relates to the Program’s learning objectives.

--Revision - Consider your Journal a place to in which to re-think and perhaps change your thinking about previous ideas in an earlier entry.

Identification List (choose any 40 out of the following 80 items):

Valle de Los Caidos

Francisco Franco

Spanish Civil War

Toledo

Spanish Inquisition

Theresa of Avila

John of the Cross

The Prado

Francisco Goya

Goya’s The 3rd of May, 1808

Goya’s Black Paintings

Diego Velazquez

Velazquez' Las Meninas

El Greco

Hieronymous Bosch

Bosch's The Garden of Earthly Delights

Bosch's The Haywain Tryptych

Antoni Gaudi

Sagrada Familia

Park Guell

Pablo Picasso

Cubism

Picasso's Guernica

Picasso's Studies of Las Meninas

Salvador Dali

Carcassonne

Cathari

Peter Waldo

Pont du Gard

Cathedrals

Nave

Crossing

Chancel

Altar

Choir

East & West Transept

Romanesque

Gothic

Chartres

Notre Dame

Flying Buttresses

Gargoyles

Fra Angelico

Leonardo da Vinci

Raphael

Lorenzo di Medici

Michelangelo

David

The Prisoners

Sistine Chapel Ceiling

Sistine Chapel Altar—The Last Judgement

Pieta (St. Peter's)

Duomo (St. Peter's)

Etruscans

Tiberias at Capri

Pantheon

Roman Forum

Coliseum

Arch of Constantine

Arch of Titus

Pantheon

Monte Cassino

Benedict's Rule

Vesuvius

Pompeii

Francis of Assisi

Church of San Damiano, Assisi

Charlemagne

Louis XIV

Napoleon

Hitler

Hans & Sophie Scholl

Dachau

Chateau de Versailles

The Louvre

Musee d'Orsay

Centre Georges Pompidou

Vincent Van Gogh

Claude Monet

History/Cultural Studies 391
Studies in Genius: Artists and Saints
[three credit hours]

Contact Information:

Dr. Peter Fitch
Home: 506 466-5725
pfitch@nbnet.nb.ca

Brianna Lebel (TA)
brienana@gmail.com

Objectives:

1) To help students begin to understand some of the important cultural shifts in European cultural history through examining the stories and work of people who acted as change-agents in society and the arts

2) To give an overview of some of the work and tendencies of the various periods of European cultural history as they are commonly described: a) Early and b) Late Renaissance, c) Baroque, d) Rococo, e) Romantic, f) Modern (including g) impressionism, h) post-impressionism, and i) expressionism), and j) Postmodern

Text:

Lawrence S. Cunningham & John J. Reich, Culture and Values: A Survey of the Humanities, Volume Two, Sixth Edition (Thompson Wadsworth, 2006). Note: this is an expensive text but it is possible to acquire it on-line for less than half of the bookstore price—be careful to get the 6th edition because this will also likely be one of the texts for Dr. Margaret-Anne Smith's Postmodernism course next fall

Required Reading:

Work from the following list. Pay attention to the exact pages for each chapter so that you don't attempt too much reading. Most of the literary extracts have not been assigned since many of them have been studied in previous courses.

- 1) The Arts: an Introduction p. xix-xxvi
- 2) Chapter 12
- 3) Chapter 13, up to p. 66
- 4) Chapter 14, up to p. 106
- 5) Chapter 15, up to p. 197
- 6) Chapter 16, up to p. 247; also, p. 251-254 (Swift)
- 7) Chapter 17, up to p. 310 (including Marx & Engels);
also, p. 317- 318 (Tolstoy)
- 8) Chapter 18, up to p. 356
- 9) Chapter 21, up to p. 435

Total: approximately 270 pages

Course Requirements:

- 1) Participation in the SSU Europe travel term
- 2) Attendance at pre-trip lectures and for all presentations and seminars held during the trip
- 3) A signed and dated statement affirming that the above reading has been completed . . .
If this is submitted **as or before the trip begins** it is possible to work toward a course mark in the A range
If this is submitted **after the trip begins but by the end of the trip** it is possible to work toward a course mark in the B range
If this is submitted **by the due date for written assignments** (August 15, 2008) it is possible to work toward a course mark in the C range
- 4) Choose an artist or an individual piece of work that illustrates some of the main features or characteristics for each of the 10 periods listed in the 2nd Objective of this syllabus (a-j). Describe these in a 6-8 page essay (double-spaced).
Due: August 15, 2008
- 5) Choose one person that you consider a genius, either an artist or a saint from Europe in the last millennium, and write a brief biography in 4-6 pages (double-spaced). Be sure to describe some of the on-going influence of his or her work or life.
Due: August 15, 2008
- 6) Choose one work of genius, a particular piece of art, architecture, writing or music, from Europe in the last millennium, and be prepared to describe it in detail (approximately 10 minutes) either on-site or as part of a seminar during the trip. **Submit choice for approval by Friday, April 25 (the earlier you submit a choice, the better your chances of having it approved)**

Evaluation:

- 1) Attendance and willing participation
(including listening to and interacting with others) 25 %
- 2) Signed and dated reading statement (as described)
- 3) Essay on a person or work from each of the periods 30 %
- 4) Biography of a genius 25 %

5) Oral presentation on a work of genius

20 %

Late Marks and Penalties

Assignments are to be handed in on the day specified in this syllabus. If an assignment is submitted late (without reasonable excuse) there will be an immediate reduction of one letter grade in the following manner: A will become A-; B+ will become B, etc.

After the initial reduction there will be an additional penalty of one numeric point per day.

Cultural Studies/Religious Studies/History 351
The Reform Movements of 16th Century Europe:
Effects on Society and Culture
[three credit hours]

Dr. Walter Thiessen: Contact Info:

Most Reliable – waltert@nb.sympatico.ca
Next Best – 465-6249 (counselling office)
Evenings – 466-0994 (home)
SSU office – 466-6172

Objectives:

1. To understand the reform movements of the early 16th century, particularly as located in central Europe (those associated with Luther, Zwingli, Calvin, the Anabaptists, and the counter-reformation).
2. To understand the causes and intentions associated with these reform movements.
3. To explore the effects that these reform movements had on the life, culture and spirituality of this and coming generations.

Texts:

The Reformation for Armchair Theologians by Glenn S. Sunshine (Westminster, 2005)

The Anabaptist Vision by Harold Bender (Herald, 1944)

- full text can be found at:

<http://www.mcusa-archives.org/library/anabaptistvision/anabaptistvision.html>

The Radicals - film by R. Nowotny (prod.) & R. Carrera (dir.) (Vision Video, 1990)

Course Requirements:

1. Worksheet completed before May 16 arrival in St. Stephen (35%)
2. Reflection on Art and Architecture (15%)
3. Reflection on the Radical (Anabaptist) Reformation (15%)
4. Essay (1800 words) on selected topics (35%)

Outline:

January – May: Students will research the reform movements of 16th century Europe by reading the Sunshine and Bender texts (additional research through internet sources is also required for some topics), keeping the topics of the worksheet in mind as they read and completing the worksheet *before* they arrive in St. Stephen.

May 16-21: Lecture/discussion introduction to some of the most commonly noted effects of the Reformation on art. Brief highlights from the film, *Luther* followed by the feature film, *The Radicals* on the life of radical reformer Michael Sattler.

May – July: Students will stay alert throughout Europe for examples of 16th and 17th century art and architecture that demonstrate (or prove to be exceptions to) the effects of the reform movements on art. They will make notes on these in their Journal.

June 25-30: Lectures and sites in Prague, Zurich and Strasbourg will highlight aspects of the European reform movements.

July 1-15: Students will write a four page reflection paper discussing 4-6 examples of art and architecture and email it to waltert@nb.sympatico.ca by July 31.

July 18 – July 31: Students will write a four page reflection paper on the Radical Reformation and email it by July 31.

July 18-Aug. 15: Students will research and write a brief essay (1800 words) on one of the themes given below and email the paper by Aug. 15.

Assignment Details:

1. Worksheet:

Write a paragraph (4-5 sentences) for each topic below demonstrating your understanding as relevant to the objectives of the course. All answers need to be written in your own words (cutting and pasting from Wikipedia is not appropriate) Some of the latter topics will require internet research.

Factors leading to the Reform Movements:

1. Humanism (in the context of 16th century Europe)
2. Corruption among clergy
3. Sociological changes (growth of cities and middle class, shifting power arrangements, increased education/literacy, etc.)
4. Early Catholic reform movements (pre-1521)
5. Printing press
6. Vernacular translations of the Bible

Reform Leaders:

1. John Huss (Jan Hus)
2. Erasmus
3. Martin Luther
4. Andreas Karlstadt
5. Ulrich Zwingli
6. Conrad Grebel & Felix Manz
7. Thomas Muntzer
8. Martin Bucer
9. John Calvin
10. Menno Simons
11. Ignatius Loyola
12. Vincent de Paul

Events:

1. Diet of Worms (1521)
2. Peasants' War (1524-25)
3. Schleithem Confession (1527)
4. Council of Trent (1545-63)
5. Peace of Augsburg (1555)

Cultural Aftermath: (these will be harder to give simple paragraphs- just take your best shot)

1. Iconoclasm
2. Religious Schisms
3. Rise of capitalism
4. Changes in family/domestic life

5. State church vs. free church

Reform and Art Movements:

1. Humanism in Renaissance art
2. Mannerism
3. Albrecht Durer
4. Lucas Cranach, the elder
5. Italian Baroque (Bernini, Caravaggio)
6. Dutch Baroque (Rembrandt)

2. Reflection on Art and Architecture:

You will describe and reflect on 4-6 examples of art or architecture that you have seen (on the trip) noting how they do or don't serve as examples of the expected effects of the Reformation. Locate the artist/architecture in time, place and (if possible) spiritual and/or art training affiliations. You are also invited to reflect on how this relates to your personal reactions to these works. **(approx. 800 words – due July 31 – minus 10%/week late)**

3. Reflection on the Radical Reformation:

Based particularly on Bender's *Anabaptist Vision*, lectures pre-trip and onsite and the film, *The Radicals*, reflect on these three questions: 1) Why did the Anabaptists believe their beliefs were worth dying for? 2) Why did other reformers feel these same beliefs were worth killing to suppress? 3) Why do Christians with these same opposing beliefs get along relatively easily now? **(approx. 700 words – due by email, July 31 – minus 10%/week late)**

4. Essay:

You will write a 1800 word essay (with title page and bibliography) on a topic related to the themes and objectives of this course. Several *sample topics* are listed below: **(topic needs to coincide with the form of the course you are registering for – i.e. RS, HIS, CS) – Due Aug. 15 – penalty of 3%/day late.**

- an exploration of one artist and how he (or she) was affected by the religious reforms and the other sources of change in the 16th century
- an exploration of one reformer and the influences most apparent in his (or her) life, the personal agenda that seemed most important, and the impact most associated with him
- the role of woodcuts and engravings in the spread of the Reformation
- were the positive spiritual changes that resulted from the reform movements worth the negative effects (schisms, iconoclasm)?
- trace the roots of the spiritual milieu in which you are most involved now (or in which you grew up) to the various reforms of the 16th century
- expand on any of the topics on the worksheet above under "Cultural Aftermath"

NOTE – It is your responsibility to maintain a copy of all submitted work in case it is lost in transmission or in the instructor’s possession (electronic submission is encouraged for all assignments)

**International Studies 391/History 392
Introduction to the European Union
[three credit hours]**

Dr. Walter Thiessen: Contact Info:

Most Reliable – waltert@nb.sympatico.ca
Next Best – 465-6249 (counselling office)
Evenings – 466-0994 (home)
SSU office – 466-6172

Objectives:

- 1 To introduce the European Union – its history, present state and significance, and future direction
- 2 To understand the similarities and differences between the culture and political structure of individual nations that make up the EU
- 3 To explore the perceptions of Europeans regarding their culture and political institutions.

Texts:

Leonard, M. (2006). *Why Europe Will Run the 21st Century*. PublicAffairs.

McCormick, J. (2005). *Understanding the European Union, Third Edition: A Concise Introduction*. Palgrave Macmillan.

Fontaine, Pascal. (2006) *Europe in 12 Steps*. European Commission.

- Full text & other resources available at <http://europa.eu>

Course Requirements:

- 1 Worksheet on the EU (30%)

- 2 Book review on Leonard (20%)
- 3 Interviews and reflections (50%)

Recommended Timeline:

January – April: Students will read Fontaine and selected chapters from McCormick (1-4, 8-9) and skim the remaining chapters. This will form the basis of their worksheet as well as their critical understanding of Leonard. This will be emailed in by May 15 (**before you arrive in St. Stephen or you will be penalized 10%**).

May 1-15: *After* completing the above, students will read the Leonard text and write an 800 word critical review to be emailed in **by May 15 (before you arrive in St. Stephen or you will be penalized 10%)**.

Trip: Students will participate in interview assignments, taking notes on the interviews and cultural observations of the different countries we visit (either in journal or separately).

July - Aug: Students will write up the final form of their interview and reflections assignment and email by Aug. 15 (late penalty – 4%/day late).

Assignment Details:

1. Worksheet:

Write 150 word introductions to each of the following topics: (these need to be written in your own words and should be written in a manner to clearly communicate an understanding of the topic to your peers) (**Email by May 15 - before you arrive in St. Stephen or you will be penalized 10%**).

- a. What is the history of the EU? (300 words)
- b. What are the European Commission and the Council of Ministers?
- c. What is the European Parliament?
- d. What is the Council of Europe?
- e. What is the European Court of Justice?
- f. What are the roles of Brussels and Strasbourg?
- g. How does the EU affect the unique culture and sovereignty of the EU states?
- h. How does the EU affect foreign relations?

2. Book Review:

Write a critical review of Mark Leonard's *Why Europe Will Run the 21st Century*. Less than half should be a summary of Leonard's ideas and the rest should be critical engagement with his ideas. Use your knowledge from Fontaine and McCormick as well as your

understanding of current world events to back up your view (approx. 700 words – email by May 15 - **before you arrive in St. Stephen or you will be penalized 10%**).

3. Interviews and Reflections:

For 5 of these 8 countries (Spain, France, Italy, Austria, Czech Republic, Germany, Switzerland, UK) spend at least 2 hours finding local residents with whom you manage to communicate and asking them the following types of questions:

- What is most important to your country's identity & culture?
- How has that been changing in recent years?
- How have you (or your country) been affected by the EU?
- How do you view North America?
- Anything else interesting you come up with

Try to find a variety of types of people (different ages, not all involved in tourist industries or food service). Remember that your personal experiences will provide case study examples, not truly representative samples – i.e. your results are anecdotal not the basis for scientific or statistical conclusions. However, as we share results in group meetings we will *approach* a more representative sample.

Take notes during or immediately after your interviews. If possible, try to take pictures representing some of their answers. Compare these conversations with your own observations about the culture and life in the country. Listen for suggestions from leaders about some of the specific things you might ask about in various places.

When you get back **write a three page reflection (700-1000 words) on each of the five countries you chose**, summarizing the most interesting parts of your interviews and mixing in your own observations with what you learned in the interviews. Begin each reflection with a paragraph introducing the people you interviewed (first names if you like). Feel free to include photos that represent themes, but if you do, don't go less than 700 words per reflection just because the pictures fill up the three pages. Email by Aug. 15(late penalty – 4%/day late).

NOTE – It is your responsibility to maintain a copy of all submitted work in case it is lost in transmission or in the instructor's possession (electronic submission is encouraged for all assignments)

May 16-20 Europe 2008 Orientation Sessions at SSU -- a working outline

** All Europe--2008 students are asked to be at SSU by 9:00 a.m., May 16.

Friday, May 16

9:00 Camping in Europe (Mary Ellen and Carol)

10:30 Literature 390 – “The Nature of Myth” (Margaret Anne)

noon

2:00 Personal and Group Security in Europe (Shelley and Kendall, Peter and Gregg)
Detailed review of Program Syllabus and Itinerary (Gregg and Peter)

supper

evening CS/RS/Hist 351 film *The Radicals* (Walter)

Saturday, May 17

9:00 CS/RS/Hist 351 The Reform Movements of 16th Century Europe: Effects on Society and Culture (Walter)

10:30 International Studies 391/History 392 Introduction to the European Union (Walter)

noon

1:30 to be announced

supper

evening to be announced

Sunday, May 18 [free day]

Monday, May 19

9:00 International Studies 390 Contemporary Europe (Peter, Matt)

10:30 Cultural History 391 Studies in Genius: Artists and Saints (Peter, Brie)

noon

1:30 “Greek Foundations of Western Mythology: Homer” (Margaret Anne)

supper

evening to be announced

Tuesday, May 20

To be announced

Wednesday, May 21

Early morning departure from Park Hall for the bus ride to Halifax