ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE Oct. 20, 2011

1. ACADEMIC UNIT: School of International Letters and Cultures

2. COURSE PROPOSED:
   SLC 494/598 Societies and Cultures in Modern Europe (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Ileana Orlich Phone: 480-965-4858
   Mail Code: 0202 E-Mail: orlich@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L ☐
   Mathematical Studies—MA ☐ CS ☐
   Humanities, Fine Arts and Design—HU ☐
   Social and Behavioral Sciences—SB ☐
   Natural Sciences—SQ ☐ SG ☐

   Awareness Areas
   Global Awareness—G ☑
   Historical Awareness—H ☐
   Cultural Diversity in the United States—C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☑ Yes; Please identify courses: GCU 494/598; REL 494; POS 494;

   ENG 494/598

   Is this a multisection course?: ☑ Yes; Is it governed by a common syllabus? YES

Chair/Director (Print or Type) Chair/Director (Signature)

Date: __________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>ASU--[G] CRITERIA</th>
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<tbody>
<tr>
<td>GLOBAL AWARENESS [G]</td>
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<tr>
<td>YES</td>
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<tr>
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<tr>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
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<tr>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
</tr>
<tr>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<tr>
<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.</td>
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Global Awareness [G]
Page 3

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omn</td>
<td>494</td>
<td>Societies and Cultures in Modern Europe</td>
<td>Global Awareness (G)</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE:</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>This course discusses pre- and post-communist cultures, that is the countries of the former communist block and the more recent countries formed after the fall of the Berlin wall. The emphasis is on the region's politics, ethnic communities, religious diversity and cultural geography.</td>
<td>Weeks 1, 2 and 3 show ambivalent/non-descript perspective the Western capitalist cast on the Soviet/ Stalinist world, assisting unwittingly in the perpetuation of its horrors. Weeks 4 and 5 show the Central European/Russian perspective on the Gulag experience as the epitome of totalitarian regimes. Weeks 6 and 7 show how Leninist ideology and Stalinist politics are reinforced by socialist realist literature serving the official historiography. Week 8 evinces a Czech point of view on the two versions of totalitarianism that wreaked havoc in twentieth-century Europe, while weeks 9 and 10 do the same from Hungarian and Romanian/French writers' perspectives. Weeks 11, 12, 13 and 14 provide a Czech (Kundera), Romanian (Alexandru Vlad), and Romanian/German (Herta Muller) insider viewpoint on the trauma of communism in Central and Eastern Europe.</td>
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</tbody>
</table>

1. Subject matter that leads to an understanding of the contemporary world outside the US.
**2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group.**

| In-depth studies of Central and Eastern Europe and Russia, more specifically of the countries born after the dismemberment of the Austro-Hungarian empire and the demise of Tsarist Russia, which became the Soviet Union after the execution of the Tsar and his family. | Weeks 1, 2 and 3 show a Polish/Lithuanian/British examination of red revolutionism, counterpointed with a Russian take on the red scourge in Europe. Weeks 4 and 5 focus on the cultural and religious dissolution of traditional European spiritual and religious values in the countries afflicted by inclusion in the Soviet gulag (Poland, Russia, etc.). Weeks 6 and 7 reveal the same process of de-spiritualization as portrayed by state-sanctioned Soviet writers. Weeks 11 and 12 examine the 1968 Spring invasion of Prague, and the misappropriation of women's bodies in communist Romania, whereas weeks 13 and 14 portray the forced migration/exile phenomena that accompany the sealed borders of the communist countries from this area. |

**2c. The course is a comparative cultural study in which most of the material is devoted to non-US areas.**

| The comparative component of this course looks at the communist block of Central and Eastern Europe vis-a-vis the emerging democracies of Europe's newest countries. Specifically: Czechoslovakia versus the Czech Republic and Slovakia; Yugoslavia vis-a-vis the independent Bosnia-Herzegovina, Kosovo, Croatia, Macedonia, Serbia, Slovenia, Vojevodina. The focus is on the recent inclusions in the European Union of the former communist block countries, and the extent to which cultures maintain their specific national quality vis-a-vis the process of European unification. | Weeks 1, 2 and 3 compare Western and Eastern European perspectives on the Bolshevik Revolution and its devastating effects. Weeks 4 and 5 show the similarity of approach to the totalitarian trauma by dissident writers from diverse countries of the communist block (Poland, USSR), while weeks 6 and 7 reverse the perspective, highlighting the distorted history written from the official, communist and Moscow-dictated standpoint (USSR). Weeks 8, 9 and 10 point out a Czech, Hungarian and Romanian reflection on phenomena of global/European conflict and individual destiny (WWII), while weeks 11 and 12 single out Czech, Romanian and Yugoslavian/Bosnian points and counterpoints on the more recent history of conflict in Central and Eastern Europe and the Balkans. Weeks 13 and 14 chart the grim prospects of liberation from the grip of totalitarianism and of successfully countering financial
|          |          | problems after the fall of the Berlin wall. |
Societies and Cultures in Modern Europe – Fall 2011

ENG 494/598; SLC 494/498/598; REL 494/598; POS 494; GU 494/598
Will attempt to regularize this course.

Professor Ileana Alexandra Orlich (orlich@asu.edu)
Office: Durham Building, School of International Letters and Cultures
Room 402 A; 965-4658
Office Hours: Tu, Wed, Th 3:00-6:00; and by appointment
Class time: T, Th 1:30-2:45

Course Description:
We will discuss issues relating to the three empires spread across Central and Eastern Europe, the Soviet and Communist Gulag, Stalinist tactics, the Fall of the Berlin Wall, the Prague Spring and the Velvet Revolution, the dramatic execution of the Ceausescus in Romania two centuries to the year after the French guillotined Louis XVI and Marie-Antoinette and stormed into the Bastille, and the new, emerging democracies of a fragmented Central Eastern Europe.

Objectives:
1. This course will provide you with an interdisciplinary introduction to the culture of the countries of Central Eastern Europe from the time of the three empires of the region, Austro-Hungarian, Ottoman and Czarist Russia through WWII to the present. Drawing on the disciplines of contemporary history and politics, literature, the plastic and visual arts, anthropology, sociology, and economics, and using a variety of critical approaches — literary criticism and film studies, psychoanalysis, Marxism, phenomenology, feminism, and reader-response — we will explore various manifestations of culture in each of the countries of the Other Europe.
2. We will examine such issues as the politics and ideology that led to the fall of the regions’ empires; the rise of nationalism; the triumph of the Bolshevik Revolution and the ensuing proletarian dictatorship; and the questions one feels compelled to ask in dealing with post-war totalitarianism and the emerging democracies of the newest members of the European Union.
3. We will turn to literature, philosophy, religion, sociology, cultural theory, linguistics, gender studies and other fields in the humanities to explore the issues of nations beyond borders; thinking beyond borders and addressing
global values; and European democracy and the notion of non-Europe, among many others.
Sample discussion issue: The writings of the existential phenomenologist Paul Ricoeur, who summarizes the reciprocity between freedom and necessity in what he calls "the paradox of the servile will," seems to offer a better appreciation and understanding of the Soviet bloc, where servitude and the will seem to go hand in hand; this paradox has arguably had the greatest impact on the cultural milieu of the former Soviet region and/or modern totalitarianism and autocracy.

**Grading:**
30% each for Midterm and Final Examinations
10% for class participation
30% for research paper; no late paper will be accepted.

30% each for Midterm and Final Examinations; Midterm will cover the materials from the first day of classes to exam’s date; Final will cover materials from Midterm to end of the semester; both Midterm and Final will require in-class writing on Blue Books; both exams have similar format, which includes two parts:
- a first part that includes questions requiring as response short-paragraph answers
- a second part containing one or two essay questions

30% for research paper; no late paper will be accepted; due date is the first day of classes after Thanksgiving recess so that graded papers can be returned to you before the final examination; rewrite is recommended for a grade of C or below;
Undergraduate research paper guidelines:
- this paper of approximately 8 pages in length, should use a bibliography; use 12 point font and 1.5 spacing (see MLA or Chicago Manual for style); a draft/two page outline of the proposed topic and likely sources **due two weeks after Midterm** (sent to me electronically or handed in at the end of class).

Graduate research paper guidelines:
- 12 pages in length and all of the above; in addition, graduate students need to turn in a 1 page in length essay (a total of 2 essays) for each of the in-class movies (i.e., *East/West, The Unbearable Lightness of*
Being; these are due at the time of the next class meeting immediately following the film-showing class.

10% for class participation, which means active participation in all class discussions.

ACADEMIC DISHONESTY, including plagiarism and inappropriate collaboration or cheating, is not tolerated!
In the Student Academic Integrity Policy manual, ASU defines Plagiarism [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. You can find this definition at: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions
There are severe sanctions for cheating, plagiarizing and any other form of dishonesty. Please see the Student Code of Conduct and Student Disciplinary Procedures. All work must be yours and it must be original to this class. If you have questions about this, please ask me.

Course Required Texts and Primary Readings

"...identity and culture can be accounted for only if the broader political context is taken into account. This does not simply mean that literature reflects the political climate, but that literature is an intersection of discourses latent in a given culture and made manifest by an individual author."

Tomislav Z. Longinovic, Borderline Culture

"From a certain point in time that cannot subsequently be designated, one begins to regard oneself as historical: that is to say, embedded in, and tied to, time."

Christa Wolf, 2003 Tag 7
Books are to be purchased at the ASU Bookstore; text manual is available at The Alternative Print & Copy, 1004 S. Mill Ave, Tempe, AZ, 85281 (480).829.7992 store.

Week 1, 2 & 3
Joseph Conrad. *Under Western Eyes* (Poland, tsarist Russia) (Bookstore)
Mikhail Bulgakov. *The Master and Margarita* (The Soviet Union/USSR)
Vlad Zografi. *Peter* (France, tsarist Russia) (Bookstore)
Cannibalism in Stalin’s Russia and Mao’s China (text manual)

Week 4 & 5
Czeslaw Milosz. *The Captive Mind* (Poland, The Baltic States) (Bookstore)
Aleksandr Solzhenitsyn. *The First Circle* (The Soviet Union/ USSR) (Bookstore)
The Way Back (movie)

Week 6 & 7
Mikhail Sholokov. “The Fate of A Man” (USSR) (text manual)
Vera Inber. “Maya” (USSR) (text manual)
*East and West* (movie)

**MIDTERM** In-class examination. Bring blue books. No open books/notes.

Week 8
Bogumil Hrabal. *I Served the King of England* (Czechoslovakia) (Bookstore and movie)

Week 9 & 10
Istvan Orkeny. *The Toth Family* (Hungary) (text manual)
Eugène Ionesco. *The Lesson; The Rhinoceros* (post-WWII Europe) (text manual)

Week 11 & 12
Milan Kundera. *The Unbearable Lightness of Being* (Czechoslovakia) (Bookstore and Movie)
Four Months, Three Weeks and Two Days (Movie shown in class)
*Balkan Plots* (Yugoslavia, Bosnia) (Bookstore)

Week 13 & 14
Caryl Churchill. *The Mad Forest* (UK/Romania) (text manual)
Raccourci (Romania) (text manual)

**FINAL EXAM**: Scheduled in the Fall Listing of Classes In-class examination. Bring blue books. No open books/notes.

**Term Papers due Thursday after Thanksgiving Recess**

Secondary Readings for Research Paper

Robert Cullen, *Twilight of Empire. Inside the Crumbling Soviet Bloc*
David Remnick, *Lenin’s Tomb*
Giles Whittell, *Lambada Country. A Ride Across Eastern Europe*
Eva Hoffman, *Exit into History*
Georgina Harding, *In Another Europe*
Course Reading List for Societies and Cultures in Modern Europe

Joseph Conrad. *Under Western Eyes*

Mikhail Bulgakov. *The Master and Margarita*

Czeslaw Milosz. *The Captive Mind*

Aleksandr Solzhenitsyn. *The First Circle*

Mikhail Sholokov. *The Fate of a Man*

Bogumil Hrabal. *I Served the King of England*

Istvan Orkeny. *The Toth Family*

Vera Imber. *Maya*

Eugen Ionesco. *The Lesson; The Rhinoceros*

Milan Kundera. *The Unbearable Lightness of Being*

Vaclav Havel. *The Power of the Powerless: Citizens against the State in Eastern Europe*

Matei Visniec: *Body of Woman as Battlefield in the Bosnian War in Balkan Plots*

Caryl Churchill. *The Mad Forest*

Alexandru Vlad. *Raccourci*

Herta Mueller. *The Land of Green Plums*

**Secondary Readings for Research Paper**