Europe has what we do not have yet, a sense of the mysterious and inexorable limits of life, a sense, in a word, of tragedy. And we have what they sorely need: a sense of life's possibilities.

- James Baldwin

**Course Description and Learning Outcomes:**

The purpose of the class is for students to develop an informed critique of quality of life issues in Europe through the lens of development studies. We often speak of the region broadly as industrialized, economically advanced and “developed” vis-à-vis “developing” regions of the world. This characterization, however, masks the tremendous political, economic, and cultural diversity within the region. By utilizing the same comparative development lens that we apply to Africa, Latin America and Asia, we can gain further insights into the values and strategies involved in peoples’ attempt to improve their quality of life. Since we generally think of the development decades as the time period following WWII when Europe recovered and most former colonies gained political independence, this period will serve as the focus of the class. Europe is especially compelling as it is the theater wherein the two dominant 20th century development paradigms—democratic capitalism and state-controlled communism/socialism—played out in direct fashion. Europe’s recent history is marked by paradigmatic events, particularly the fall of the Berlin Wall, the break-up of the Soviet Union and subsequent
reunification of Germany, and war in the Balkans. More recently in the post-cold war era, Europe has often led the world in initiating globalization processes while experimenting with supra state structures such as NATO and the European Union. Even more recently, we witness a reactionary period marked by Brexit, nationalist extremism and secessionist movements. Many European nations have also taken bold initiatives to combat climate change and other pressing environmental problems as they wrestle with issues of sustainability. Our consideration of sustainability includes not only environmental, but also economic and cultural aspects. Finally, Europe today faces both a refugee crisis born out of proximity to conflict areas and the demographic challenges of fertility rates well below replacement level. These two issues combined foretell of a rapidly changing Europe, a threat to some and an opportunity for others.

The question for our purposes in this class will be—how have these post war events and policies played out at the human level? How has life changed for peoples throughout the region? As we would with any comparative development undertaking, we will garner and interpret common demographic variables such as literacy rates, life expectancy, infant mortality, gender equality, personal and national security, human rights and environmental standards. Of particular interest will be the outliers—those countries or areas that notable either for their notable successes or as regrettable failures in meeting the basic needs and expectations of the populace.

By course end students will have a foundational understanding of how development processes since World War II have shaped life as experienced by the peoples of Europe today. This knowledge will then serve as a basis for the inevitable comparison of development issues in North America and in former and European spheres of influence throughout the world.

The goal of the course is three-fold: (1) to develop a fundamental knowledge and literacy regarding current European quality of life issues (2) to critically examine how these issues are experienced and presented by various stakeholders, and (3) to consider creative and successful attempts to enhance human, national and regional development processes. I will do my best to create an enjoyable atmosphere of respect and intellectual integrity. In turn it is essential that you be committed to taking an active role in your learning process.

Schedule
Unit 1: European Demographics and Development Indicators
Unit 2: Post-WWII Recovery and The Marshall Plan
Unit 3: The Cold War and Its Legacy
Unit 4: Searching for Sustainability: Climate Change, Food and Agriculture, De-Industrialization and Ideas of Nature
Unit 5: The Politics of Culture and Identity Language, Immigration and Tourism
Unit 6: Conference Presentations

Meeting Format
Our class meetings will include lectures, videos, discussion and guest speakers with a mix of lecture and seminar activities.

Communication
The syllabus, course announcements, assignments, project instructions, some notes and images, additional readings, website links, and contact information will be posted on Canvas. Check the site on a regular basis. If you do not have reliable access to Canvas, please notify the instructor. You may contact the instructor by email or during office hours. I will do my best to respond within 24 hours with the exception of weekends.

**Ethics of our learning environment**

This class examines deeply held convictions of many individuals including those of your peers. Everyone should respect this as a safe place for learning for everyone in class. Respect includes arriving on time and refraining from the disruptions of early departures. Do your best to contribute to a respectful, supportive learning process while we work through challenging ideas and different viewpoints.

**Course Requirements:**

**Active Learning Assignments:** (25%) All students are expected to be present and active participants in this class. This will only be possible if you stay current with the readings and attend classes. I encourage thoughtful and respectful contributions to class discussion. Participation includes completing in class active learning assignments. Most often, these exercises can only be completed in class. Some will be evaluated on a pass/no pass basis and others will be a graded assessment of your understanding of the course material, especially assigned readings.

**Reading, Video, and Event Critiques:** (40%) Students are required to submit four unit responses of 600-700 words throughout the term. We will provide a response prompt and designate the material to be included in the critique. The responses will be due on the Monday following completion of the designated unit. At least two critiques must be submitted by the end of week five. Instructions will be posted in Canvas. *Late responses will be docked one letter grade for each class meeting.*

**Development Policy and Practice Research Project and Presentation:** (35%) Students will engage in a research project focusing on a particular country’s policy and practice in one of the development subject areas covered in class. Students will be organized into research working groups according to subject matter and will present your work in academic conference style. Detailed instructions and deadlines will be included on the Canvas course site under ASSIGNMENTS.

**GRADUATE STUDENTS:** Required to complete all readings, submit 5 two-page reading critiques/video reviews, a book review, and a 12-15 page research paper to be formally presented to the class. I am willing to consider alternative proposals for the research paper.

<table>
<thead>
<tr>
<th>Reading responses</th>
<th>30</th>
<th>5x 6% of grade</th>
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<tbody>
<tr>
<td>Book review</td>
<td>20</td>
<td>4-5 pages</td>
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<tr>
<td>Oral Presentation</td>
<td>10</td>
<td>20 minute presentation</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40</td>
<td>12-15 page work</td>
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**CENTRAL TEXTS**

**Electronic Reading Packet:** *All readings* will be posted on the course Canvas site.

Frequent references:
The Economist magazine
https://www.economist.com/

2019 Europe Sustainable Development Report


**READING SCHEDULE**
*Note: Readings are subject to change throughout the course. You are responsible for the readings as posted on Canvas for the designated dates and units.*

**COURSE SCHEDULE**

I. Setting the Stage

*Jan. 6, 8*
European Demographics: Quality of Life Indicators

*Jan. 13, 14*
Post WWII Recovery, De-Colonization and the Marshall Plan

*Jan. 20, 22*
The Cold War and Its Legacy

II. The Search for Sustainable Development

*Jan. 27, 29*
The Carbon Economy and De-Industrialization

*Feb. 3, 5*
Agriculture and Ideas of Nature

III. Politics of Culture and Identity

*Feb. 10, 12*
Language and Identity

*Feb. 17, 19*
Immigration

*Feb. 24, 26*
Tourism and Cultural Representation

IV. European Research Conference

*March 2, 4, 9*
Panel Presentation

March 11
Course Overview