

Course Title	Frontiers of/in Europe				
Course Code	ENG 249				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year / 4th semester				
Teacher's Name	Evi Haggipavlu				
ECTS	5	Lectures / week	2	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course examines the notion of frontiers and their significance for the meaning of Europe using texts from Philosophy, Literature, History, Cultural Criticism and Cinema. Thematically the course is divided in three sections. The first, focuses on the notion of spatial frontiers through an examination of European Expansionism. The second, examines thought-frontiers through a close reading of Hannah Arendt's <i>Eichmann in Jerusalem: A Report on the Banality of Evil</i>. And finally, the third section focuses on Frontier Shifting and "Otherness" through an examination of Europe's relationship with its "Others" within and without.</p>				
Learning Outcomes	<ul style="list-style-type: none"> • Evaluate the significance of Spatial Frontiers as well as that of frontiers of thought for the meaning of Europe. • Assess the Nature and Character of Frontiers. • Critically engage with a number of texts focusing on "otherness" and frontier shifting in the European context. 				
Prerequisites	N/A	Required	N/A		
Course Content	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Drawing and Re-drawing of Borders <p><u>Colonialism and European Expansionism</u></p> <ul style="list-style-type: none"> • Spatial Frontiers. • Aimé Césaire, <i>Discourse on Colonialism</i> <p><u>Thought-Frontiers</u></p> <ul style="list-style-type: none"> • Hannah Arendt, <i>Eichmann in Jerusalem, a report on the banality of evil</i> <p><u>"Otherness" and Frontier Shifting</u></p> <ul style="list-style-type: none"> • Blurriness and the shifting character of frontiers • The "Other" • Otherness" within • The Refugee Crisis • Cyprus and the Question of Frontiers 				
Teaching Methodology	Each of the class meetings will be comprised of a lecture and discussion of the week's topic, readings and films. Group and individual assignments will allow students to combine their creative and critical skills.				
Bibliography	<p>Indicative Bibliography:</p> <p>Arendt, Hannah. <i>Eichmann in Jerusalem, a Report on the Banality of Evil</i>, Penguin, 1963.</p>				

	<p>Césaire, Aimé. <i>Discourse on Colonialism</i>. Translated by Joan Pinkham, Monthly Review Press, 2000.</p> <p>Euripides. <i>Ten Plays</i>. Translated by Moses Hadas and John McLean, Bantam, 1981.</p> <p>Kafka, Franz. <i>Metamorphosis</i>. Translated by Stanley Corngold, Modern Library Paperback Edition, 2013.</p> <p>De Las Casas Bartolome. <i>The Devastation of the Indies, a Brief Account</i>. Translated by Herma Briffault. The John Hopkins University Press, 1992.</p> <p>Heidegger Martin. <i>The Question Concerning Technology and Other Essays</i>. Translated by William Lovitt. Harper and Row, 1977.</p> <p>Sharpley-Whiting. T. Denean. <i>Negritude Women</i>. University of Minnesota Press, 2002.</p>
Assessment	Participation/In-class Assignments, Midterm Examination, Final Examination.
Language	English

