Introduction to European Cultures and Identities (EUS 200)  
Spring 2016  
CRN 21611

Instructor: Thomas Heyd, Ph.D.  
Office: Clearihue B309  
Class meetings: Mon, Thu 11:30-12:50  
Classroom: COR A229  
Tel.: (250) 853 3767  
e-mail: heydt@uvic.ca  
Office Hours: Tue and Fri 11.30-12.20, or by appointment

Course description
In this course we explore European cultures and identities, as represented in Europe’s cities, such as Athens, Rome, Reykjavik, Florence, Paris and Berlin. Guest speakers from a diversity of disciplines, including History, History in Art, English, Hispanic Studies, Greek and Roman Studies, Sociology and Philosophy, will address central features of European approaches to the world. Readings, class discussion, and student presentations will support the development of a critical understanding of these approaches. Please find further details in the accompanying schedule of lectures.

Course objectives
Students will gain a grasp of some of the ideas, practices and perspectives that constitute the specific approaches to life, the world and selves, of today’s Europe. A further aim is to facilitate the capacity of students to articulate the complementary as well as divergent nature of these approaches, while conscious of the fact that one’s perception partially is shaped by one’s point of entry into these discourses.

Texts and Coursespaces readings
Selected texts will be made available on Coursespaces. Some material may be placed on Reserve at the McPherson Library. Be attentive to announcements about readings during class periods and on Coursespaces.

Course organisation and student engagement
Assigned weekly readings need to be done ahead of class lectures. Attendance during class periods, weekly assignments, constructive participation, and tolerance with regard to the views of others, will be expected and contribute to the participation credit. Students are responsible for materials covered, and for informing themselves about announcements missed if absent.
**Tips for best performances**
1. Do readings ahead of class periods and read material attentively.
2. Come to class, and participate in class discussion with constructive points.
3. Speak to the instructor if failing to understand the material.

**Grading**
- Class presentation (group work) 10%
- Mid-term test 30%
- A final, comprehensive, take-home exam 40%
- Participation 20%

1. The mid-term test will cover both readings and lectures. Both understanding and recall of material covered, and reflective analysis, will be expected. Test and exam questions may be a combination of short-answer and long-answer questions.

2. The final exam will be a comprehensive take-home exam with short-answer and long-answer questions. Exam questions will be handed out on the last day of classes, and the completed exam must be delivered to the instructor no later than 7 days after exam questions hand-out, before 2:00 p.m. Late exams will NOT be accepted and will receive 0%.

3. Participation is assessed on the basis of a) *regular attendance*, b) *constructive participation in class discussion*, and c) *weekly assignments*. *Class attendance will be taken*. Justified absences should be discussed with the instructor ahead of time.

4. Class presentation by groups will be assessed on the basis of a) quality of presentation skills, b) depth of research demonstrated in the presentation, c) evidence of cooperation within groups.

**Other matters**

*Numerical and letter grades*
Grades will be given as percentile marks. From 80-84 means excellent, from 85-90 means outstanding, and from 91- means exceptionally outstanding performance. From 70-72 means solid, from 73-76 means good, and from 77-79 means very good performance. From 60-64 means minimally satisfactory and from 65-69 means satisfactory performance. From 50-59 means merely passable or marginal performance. Below 50 indicates unsatisfactory performance.

*Transition and inclusivity/diversity*
New students may contact the Transition Office, [www.uvic.ca/transition](http://www.uvic.ca/transition). This course is committed to inclusivity and diversity, in agreement with University Senate policy (1999).

*Course Experience Survey (CES)*
At the end of the semester students are requested to provide feedback to the university regarding their learning experience.