University of Victoria

**EUS 100 – Introduction to European Studies**

**Fall 2018, W 2:30-5:20pm –** [**COR B135**](https://www.uvic.ca/home/about/campus-info/maps/maps/cor.php)

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Office: CLE D250a

Office Hours: TF 1:30-2:30pm and by appointment



Graffiti in Berlin, Germany, 2016

**Acknowledgement:**

We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

**Course Description:**

This is a foundation course for our program where you will learn about the most pressing issues in European Studies. The continent of Europe has a rich and varied history and is the birthplace of many important ideologies, art forms, and political institutions. The structure and culture of each individual European country varies enormously across the continent; at the same time, many of these countries have joined together in an unprecedented experiment of economic and political integration in the European Union (EU). This is an interdisciplinary course with guests lectures by specialists in various fields of European Studies.

**Course Evaluation:**

Attendance and Participation (10%)

Forum Assignments (10%)

2 Tests (25% each)

Digital Project (20%)

Final Project Presentation (10%)

**Learning Objectives:**

1. **Analytical Skills**

* Demonstrate **critical analysis** and learn about **critical theories and methodologies** to understand culture, media, society, and technology
* Formulate **relevant critical questions** from disciplinary and interdisciplinary perspectives

2. **Research Skills**

* Locate, analyze, and use **primary and secondary sources**
* **Cite sources** appropriately
* Create an individual **research project** in which you access, retrieve, and evaluate information and present your own argument in dialogue with scholarly work

3. **Understanding the Discipline(s)**

* Understand European Studies, European Union, Media Studies
* Understand the **social constructions of culture and society,** as well as media and identity

4. **Communication Skills:**

* Make use of supporting **visual materials** in oral presentations
* **Communicate effectively** to a wide range of audiences and **present ideas clearly and persuasively** both orally and in writing
* Experience working in **peer groups**
* Enhance **public speaking skills** and develop **professional presentation skills**

**Required Readings:**

1. Alice Marwick and Rebecca Lewis, *Media Manipulation and Disinformation Online*. New York: Data & Society Research Institute, 2017 – Available to download online for free: <https://datasociety.net/pubs/oh/DataAndSociety_MediaManipulationAndDisinformationOnline.pdf>
2. Other course materials will be provided on CourseSpaces

**Assignments:**

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| **Attendance and Participation (10%)** – Attendance is a key component of student success. As this is a once a week, 3-hour class, attendance and engagement with course material is critical. Attendance will be taken every class; students who leave class early will not receive full attendance points for the session. Participation means that students are expected to engage in class discussions and in Q&A sessions with guest speakers. If you have to miss a class, please email me ahead of time. If **more than 3 classes** are missed without proper documentation, the instructor will no longer be able to accept work by the student, who will be awarded a final grade of N for the course (see University Calendar for details). Come to class prepared to discuss assigned topics and readings, answer discussion questions, lead group discussions, summarize readings, present your discussion group’s ideas to the class, and ask meaningful questions that help you and others learn and engage with the assigned materials. If you have **concerns about speaking up in class**, please come see me in my office hours to discuss alternative arrangements! **Forum Assignments (10%)** – students are expected to complete the required forum posts to get the full marks (if the forum post does not fulfill the assignment requirements, points will be deducted). Late assignments only accepted with proper documentation! **Test 1 (25%)** – In-class on **Wed. Oct. 10, 2018**, a mix of short answer, multiple choice, and essay questions based on the course materials, lectures, and readings. Missed exams can only be rewritten with proper documentation and prior arrangements! **Test 2 (25%)** – In-class on **Wed. Nov. 7, 2018**, a mix of short answer, multiple choice, and essay questions based on the course materials, lectures, and readings. Missed exams can only be rewritten with proper documentation and prior arrangements! **Digital Project (20%)** – A group (groups of 2) web project of your choice (website, blog, web archive, YouTube video, podcast series, etc.) that analyzes a course-related topic from an interdisciplinary, intersectional, analytical perspective. No late assignments will be accepted, start working on your project early in the term! Project Proposal handout posted on CourseSpaces. **Final Project Presentation** **(10%) –** In the last two weeks of classes you will present your web project in class in a short, professional 5min **mini-conference presentation**, followed by 5min of peer questions and discussion. Practice and time your presentations and make it professional! Each student will be assigned to ask questions and give feedback on another student’s presentation. Students will be evaluated according to their presentation skills and preparedness, writing, and efforts toward discussion. |

  

**Marking Scheme:**

**A+** 90 -100 **A-** 80 – 84 **B** 73 – 76 **C+** 65 – 69 **D** 50 – 59

**A** 85 – 89 **B+** 77 – 79 **B-** 70 – 72 **C** 60 – 64 **F** 0 – 49

**Note** (from the University calendar): An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. It is normally achieved by a minority of students.

**Departmental Policies:**

**Registration:** Waitlisted students must attend the class in which they wish to register in order to be admitted into the course. Students who do not attend class within the first seven calendar days of the course’s beginning may be deregistered.

**Add/Drop Deadlines:** It is the student’s responsibility to attend to ADD/DROP dates as published on page 6 in the Calendar and the Undergraduate Registration Guide and Timetable.

**Absences and Incomplete Work**: Regular attendance, completion of in-class assignments and the punctual submission of work are important and mandatory components of completing the course successfully. Attendance shall be taken on a regular basis by your instructor. If **more than 3 classes** are missed, the instructor will no longer be able to accept work by the student, who will be awarded a final grade of N for the course (See University Calendar for details).

**Concessions and Documentation:** Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor’s note or a memo from [Counseling Services](http://coun.uvic.ca/), or a memo from a coach, employer or faculty member. It must be dated before or close to the time of the missed work or classes.

**Withdrawals and Deferrals**: Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw, as they will receive an N at the end of the semester. In situations in which a student cannot complete the course requirements and a deferral is not a viable option, he or she must have completed 80% of the course requirements for an ***AEG (aegrotat)*** grade to be assigned.

**Academic Integrity and Plagiarism:** Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating or aiding others to cheat violate University policies on academic integrity and are considered serious offences. You must inform yourself about the university regulations (see the [UVic Policy on Academic Integrity](http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html) in the University Calendar).

**Unauthorized Use of an Editor**: An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student’s written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization.

**Classroom Conduct:** Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform his or her teaching duties in a cooperative, distraction-free and effective manner. Activities that could disrupt the learning environment for you and your instructor would include the **non-academic use of electronic devices**. Students are expected to turn off their cell phones, PDAs and mp3 players during class. Laptops may only be used for class work.

**University Policy on Human Rights, Equity and Fairness:**

The University promotes a safe, respectful and supportive learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members.

<https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf>

**Information on Campus Supports for Student Wellbeing:**

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. Please note that your instructor cannot provide CAL-type accommodations without CAL documentation. Resources include:

* Counselling Services – *Counselling Services can help you make the most of your university experience.* *They offer free professional, confidential, inclusive support to currently registered UVic students.*  [https://www.uvic.ca/services/counselling/](https://www.uvic.ca/services/counselling/%20)
* Health Services – *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.*<http://www.uvic.ca/services/health/>
* Center for Accessible Learning (CAL) - *Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the CAL as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.*  <https://www.uvic.ca/services/cal/>

**Technology and Privacy**

* [TIL Privacy Resources](http://www.uvic.ca/til/onlinelearning/home/privacyresources/index.php) – general information on privacy guidelines for using technology in class
* Use technology and any potential [privacy implications](http://www.uvic.ca/til/assets/docs/Tip%20Sheet%20-%20Aug%2017.pdf) for students
* [Online Academic Community](https://onlineacademiccommunity.uvic.ca/) – this is UVic’s locally hosted instance of WordPress. This would be a good choice for any student that has privacy concerns as all data is stored on UVic servers.

**CourseSpaces:** It will be the main source for all course-related information, including the course calendar with assignment dates and readings, some of which may be subject to change. Please check CourseSpaces regularly for updated information, as the information posted there will take precedence over this calendar below.

**Course Experience Survey (CES)**

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to your [CES dashboard](http://www.uvic.ca/learningandteaching/students/resources/ces/login.php). You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

**Course Outline:**

(Subject to changes / in progress)

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| **WEEK 1** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Sept.5 | **Course Info****GUEST SPEAKER:** Dr. Elena Pnevmonidou,European Studies Program Director**Introduction: European Studies and EU****Methodologies:** Academic research, reading and writing, media literacy and analysis | European Studies ProgramEuropeEuropean UnionEuropean IdentityFake News: [How Fake News Works (and how to stop it)](https://www.youtube.com/watch?v=frjITitjisY) video[Student Web Projects](http://feministgerman.wixsite.com/home/for-students) | Alice Marwick and Rebecca Lewis, [*Media Manipulation and Disinformation Online*](https://datasociety.net/pubs/oh/DataAndSociety_MediaManipulationAndDisinformationOnline.pdf) (2017)  | **GROUP DISCUSSION:** What are the most pressing issues in Europe today? Is there such a thing as a unified European identity?**GROUP DISCUSSION:** What is critical media literacy? What is media manipulation? What are fake news?What is independent media? |

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| **WEEK 2** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Sept. 12  | **Rise of Right-Wing Populism****GUEST SPEAKER:** Dr.Valerie D'Erman, Political Science**Brexit**Come prepared to discuss the podcast and readings in class! | [UK Referendum](https://www.youtube.com/watch?v=mQENp0gWA6Q), [Scotland](https://www.youtube.com/watch?v=MrHWriLV3N4), [Ireland](https://www.youtube.com/watch?v=e0xGHf8o-9k), and [Gibraltar](https://www.youtube.com/watch?v=4tdqFOZfQZc)[Impact of Brexit on the EU](https://www.youtube.com/watch?v=3vps2r_xebU) (video)[No Deal Brexit](https://www.youtube.com/watch?v=U36OSI71gMM) (video) | Kinsman, J. “Life after Brexit: When Nothing is Clear, is anything Possible?” *Policy Magazine,* 2016, pp.60-62Available on CourseSpacesJan Rood, “A Crisis of Confidence in the EU?” 2017, pp.1-16Available on CourseSpaces | **PODCAST:** [The Story so Far (The Guardian)](http://podplayer.net/?id=26320414)**PODCAST:** [Brexit: A Love Story? (BBC 4)](http://podplayer.net/?id=53638070)**GROUP DISCUSSION:** What is the significance of Brexit? **FORUM 1:** Find examples of the most pressing issues about Brexit, post a link with 1-2 sentence explanation, and comment on 1 other post! |

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| **WEEK 3** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Sept. 19  | **Migrants****Refugee Crisis****GUEST SPEAKER:** Dr. Oliver Schmidtke, Director of Centre of Global Studies | **FILM:** *The Human Flow* (dir. Ai Weiwei, 2017, 2h20min) Available on Netflix | Buonanno, L. “The European Migration Crisis.” *The European Union in Crisis*, 2017, pp. 100-125Available on CourseSpacesNATO “Fact sheet on NATO-EU Relations” (July 2016)Available on CourseSpaces | **GROUP DISCUSSION:** What is the migration crisis? **FORUM 2:** Find examples of the most pressing issues in the refugee crisis today, post a link with 1-2 sentence explanation, and comment on 1 other post! |

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| **WEEK 4** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Sept. 26Web project proposals due! | **Wars, Genocides, and Memory Cultures** **GUEST SPEAKER:** Dr. Helga Thorson, Chair of Germanic and Slavic Studies | Memorialization in GermanyI-Witness Field School, Holocaust Memory, Social Justice Pedagogy[Jewish Memorial in Berlin](https://www.dw.com/en/jewish-memorials-in-berlin/g-43711647)[Yugoslav Wars](https://storiesofyugoslavia.wordpress.com/) (student web project) | Bulmer, S. & W.E. Paterson (2017). “Germany and the crisis: Asset or liability?” *The European Union in Crisis,* 2017, pp. 212-230Available on CourseSpacesAlex Cocotas, “[Blow Up the Memorial to the Murdered Jews of Europe](https://www.tabletmag.com/jewish-arts-and-culture/230085/memorials-yom-hashoah)” *Tablet*, April 21, 2017Ruth Kluger, “The Camps.” Still Alive: A Holocaust Girlhood Remembered. New York: The Feminist P at the City U of New York, 2001. 61-69. | **GROUP DISCUSSION:**How do various European countries deal with collective trauma? How is collective trauma memorialized? **FORUM 3**: Find examples of how European countries memorialize genocides and human rights abuses. Post an image or a link with a sentence describing what it is and why you chose it, and comment on one other post. |

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| **WEEK 5** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Oct. 3 | **Gender** **Social Justice Movements****GUEST SPEAKER:** Andrea Sigrún Hjálmsdóttir, Researcher from Iceland | Digital activism[What is #aufschrei](https://www.youtube.com/watch?time_continue=7&v=hmjigPcHcUE)(video) | K. Sark, "[Anne Wizoreck's Campaign Against Sexism](https://suitesculturelles.wordpress.com/2016/01/18/anne-wizoreks-campaigns-against-sexism-aufschrei-and-racism-ausnahmslos/)" (2016) | **PODCAST:**[BBC, Brexit, A Love Story (last episode)](http://podplayer.net/?id=55693708)**FORUM 4:** Find other multimedia examples of social justice issues in contemporary Europe post a link with 1-2 sentence explanation, and comment on 1 other post!  |

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| **WEEK 6** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Oct. 10 | **Test 1** – in class**LGBTQ+ Rights** | **Germany (same-sex marriage)**[Gay Rights in Germany](https://lgbtdeutschland.weebly.com/) (student web project)**FILM**: [*This is Gay Propaganda: LGBT Rights and the War in Ukraine*](http://www.thisisgaypropaganda.com/) (dir. Marusya Bociurkiw, 2015, 54min) Available at the UVic Library: HQ76.8 U38T45 2016  | [Masha Gessen, “Gay Men Who Fled Chechnya” The New Yorker](http://www.newyorker.com/magazine/2017/07/03/the-gay-men-who-fled-chechnyas-purge)[Homophobia at the Bolshoi, Deutsche Welle](http://m.dw.com/en/homophobia-at-the-bolshoi-russian-theater-cancels-ballet-about-gay-romance/a-39636571) | **FORUM 5:**Provide a short critical analysis (4-5 sentences max) for the documentary film and post it on the forum. |

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| **WEEK 7**  | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Oct. 17 | **Russia, Ukraine****GUEST SPEAKER:** Dr. Serhy Yekelchyk, History and Germanic and Slavic Studies | CrimeaWar in UkraineWar in Syria  | Kuzio, T. “Ukraine between a Constrained EU and Assertive Russia.” *Journal of Common Market Studies* 54, 2016Available on CourseSpacesArkady Ostrovsky, *The Invention of Russia*, Preface and PrologueAvailable on CourseSpaces | **PODCAST:** NPR podcast: [Ukraine vs. Fake News](https://www.npr.org/podcasts/510324/rough-translation)**PODCAST:** [Arkady Ostrovsky, *The Invention of Russia*](http://podplayer.net/?id=33377160)**FORUM 6:**Find an independent media source that reports on Russian or Ukrainian media, post a link with 1-2 sentence explanation, and comment on 1 other post! |

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| **WEEK 8** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Oct. 24 | **Welfare States****Scandinavia** |  | Keskinen, S. “From welfare nationalism to welfare chauvinism in Finland.” *Critical Social Policy, 36*(3), 2016, pp. 352-370Available on CourseSpacesSverdrup, U. “[Lessons from the Norway-EU Relationship](https://www.ecfr.eu/article/commentary_lessons_from_the_norway_eu_relationship_7046),” *European Council on Foreign Relations* (21 June 2016) | **GROUP DISCUSSION:** What is a welfare state?What can we learn from the Scandinavian welfare states? **FORUM 7:**Find the most pressing or important issues in Scandinavian welfare states today, post a link with 1-2 sentence explanation, and comment on 1 other post! |

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| **WEEK 9** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Oct. 31 | **Human Rights** **GUEST SPEAKER:**Keith Cherry, Law Faculty  | EU Court of Justice (1959)International Court of Justice in The Hague (1945)UN Human Rights Council in Geneva (2006) | Blauberger, M. & Schmidt, S. “The European Court of Justice and its Political Impact” *West European Politics*, 40(4), 2017Available on CourseSpacesMcHangama, J. “[Europe’s Freedom of Speech Fail](https://foreignpolicy.com/2016/07/07/europes-freedom-of-speech-fail/?wp_login_redirect=0).” *Foreign Policy* (7 July 2016) | **GROUP DISCUSSION:** What is the difference between the European Court of Justice, the International Court of Justice, and the UN Human Rights Council?  |

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| **WEEK 10** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Nov. 7 | **Test 2** – in class**European Film Culture** |  |  |   |

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| **WEEK 11** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Nov. 14 | **READING WEEK** |  |  |   |

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| **WEEK 12** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Nov. 21 | **Presentations** |  |  |  |

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| **WEEK 13** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Nov.28 | **Presentations** |  |  |  |

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| **WEEK 14** | **TOPIC** | **CASE STUDIES** | **READINGS** | **ASSIGNMENTS** |
| Wed, Dec. 5 | **Presentations** |  |  |  |