**EUS 200**

#### Introduction to European Cultures and Identities

SPRING 2021 Instructor: Dr. Nina Belmonte

Time: Mon/Thur: 11:30-12:50 Office Hours: Tues. 2:00-3:00

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**Course Description:** What is Europe? What does it mean to be ‘European’? How does this heritage live on for us today in what we call “Western Culture”? This course explores the many facets of European cultures and identities by means of a multidisciplinary inquiry into crucial moments in the self-conception of European history. Our inquiry will take its structure from a virtual tour of several key European cities (Athens, Rome, Granada, Florence, Amsterdam, Paris, Berlin), with their various histories and elusive ideals of civilization, civility, citizenship and cosmopolitanism. Each unit will begin with a brief sense of the city as it is today, then turn to its significance as a representative of a unique contribution to an emerging European self-definition. In each case we will read some ‘voices’ - original texts from the time period in question - and some secondary literature. Guest lectures from the European Studies faculty will aide us in developing a more in-depth and critical understanding of this vast and varied tradition.

**Learning Objectives:** Our purpose in this course is to provide a multi-perspectival introduction to a cultural heritage that we all share as heirs to the European tradition. As part of this exploration, we will be developing critical listening, reading, writing and speaking skills that students will be able to transfer to any number of endeavors. My sincere hope is that the course will change the way you understand “Europe” and your own relation to its legacy.

**Texts:** All Readings will be made available on the Brightspace website**.**

**Course Evaluation**

|  |  |  |
| --- | --- | --- |
| 90-100 A+  | 77-79 B+  | 65-69 C+  |
| 85-89 A  | 73-76 B  | 60-64 C  |
| 80-84 A-  | 70-72 B-  | 50-59 D  |
|  |  | 0-49 F |

Class Participation and

Weekly Assignments 20%

Midterm Exam (In class) 30%

In-Class Presentation 20%

Take Home Final Exam 30%

**Description of Assignments:**

**Class Participation and Weekly Assignments**: You are expected to attend class, read or watch the assigned material, think and participate. There will be short homework assignments *due each week* relating to the cities we’ll be ‘visiting’, as well as brief weekly research about the city in the “Now and Then” segments. These assignments, together with your class participation will compromise 20% of your grade, so you must take them seriously.

**Midterm Exam**: A Midterm Exam of short answer and essay questions will be given during class time. Exams will be evaluated on your understanding of the course and lecture material, and the clarity and presentation of your answer.

**In-Class Group Presentations:** In the final days of the semester, we will take ourselves on a grand tour of some of the people, places or events not covered in the course material. Groups of 4 or 5 (depending on enrollment) may self-select and choose a topic early in the semester, after which they will be given opportunities during scheduled class time to work on their projects. Presentations might focus on a city, historical figure, event or movement that holds significance for European cultural identity. These are intended to be a fun, communal way to fill in some of the many gaps in this introductory course. Presentations should be 15 minutes long with 5 minutes for questions, and will be evaluated on knowledge and engagement with the material, organization and distribution of tasks, and the clarity of presentation to the class.

**Take Home Final Exam**: There will be a cumulative Take Home Final Exam handed out the last day of class, compromised of several short answer and longer, more in-depth essay questions. Like the midterm, exams will be evaluated on your understanding of the course and lecture material, and the clarity and presentation of your answer. Standards for evaluation will be somewhat higher than the midterm, as you will have had more time to research and compose your answers. All exams are due on the due date/time – no exceptions without prior documentation from the Center for Accessible Learning.

***Course Policies***

**Late Assignments: *All assignments are due on the due date***. Brief extensions will be granted on a case by case basis ***if requested before the due date*.** For reasons of fairness, **no extensions will be granted for the Final Take Home Exam**. More time cannot be granted without proper, prior documentation from the Center for Accessible Learning.

**Withdrawals and Deferrals**

Students are to familiarize themselves with the [withdrawal dates in the academic calendar.](https://www.uvic.ca/calendar/dates/)

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. Students who miss more than six classes for documented medical or personal reasons may still be asked to apply for a backdated withdrawal. ***However, even when the reasons for failing to meet course requirements are valid, it is neither academically sound nor fair to others in the course to allow students missing significant amounts of work to continue in the course and receive credit***.

Students may only apply for a course deferral if a) they have serious and documented medical or personal reasons for not completing some of the end-of-term requirements and b) they have already completed practically all the course requirements at the time of their application.

**Accessibility Statement**

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 [Centre for Accessible Learning](https://www.uvic.ca/services/cal/) as soon as possible. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

**A Note on Academic Integrity and Plagiarism**

Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating, aiding others to cheat, or unauthorized use of an editor violate University policies on academic integrity and are considered serious offence. You must inform yourself about the university regulations. [UVic Policy on Academic Integrity](https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies)

**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. If you have questions, please ask!

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

According to the [Policy on Human Rights, Equity, and Fairness](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf), 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.”

**Classroom Conduct and Course Responsibilities**

With regard to the learning environment, the [University Calendar’s Policy on Creating a](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/HkQ0pzdAN?bc=true&bcCurrent=%20General%20University%20Policies&bcGroup=General%20University%20Policies&bcItemType=policies) [Respectful and Positive Learning Environment](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/HkQ0pzdAN?bc=true&bcCurrent=%20General%20University%20Policies&bcGroup=General%20University%20Policies&bcItemType=policies) states that UVic “is committed to promoting critical academic discourse while providing a respectful and productive learning environment. All members of the university community have the right to experience, and the responsibility to help create, such an environment. In any course, the instructor has the primary responsibility for creating a respectful and productive learning environment in a manner consistent with other university policies and regulations.”

In terms of expectations for students, the University Calendar’s [Attendance Policy](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/ryNResf_E?bc=true&bcCurrent=03%20-%20Attendance&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies) states that “[a]n instructor may refuse a student admission to a lecture, laboratory, online course discussion or learning activity, tutorial or other learning activity set out in the course outline because of lateness, misconduct, inattention or failure to meet the responsibilities of the course set out in the course outline.”

Students engaging in misconduct or failing to meet their course responsibilities can expect a communication from the instructor that outlines the concerning behaviour, explains how such behaviour is disrupting the learning environment, and requests that the student refrain from further disruptive behaviour. Should such instances of misconduct continue, the student will receive a formal request to meet with the Department Chair in order to seek remediation between the parties. If necessary, further procedures to resolve the situation can be found in the [Policy on Resolution of Non-Academic Misconduct Allegations](https://www.uvic.ca/services/studentlife/assets/docs/AC1300.pdf).

Please keep in mind the overlapping policy on [Online Student Conduct](https://www.uvic.ca/services/studentlife/student-conduct/online-student-conduct/index.php) specifies standards of behaviour in the online environment.

**\*\*Territory 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.***

**EUS 200**

**Introduction to European Cultures and Identities**

**Schedule of Classes**

**Week One - *Beginnings***

**January** 11 What/Where/Why is “Europe”?

 Course Overview; Course Themes

 14 Perspective

 Read: Diamond, “Guns Germs and Steel” (excerpt)

**Week Two - *Athens: The Polis and its Logos***

 18 Athens Now and Then: The Polis and its Logos

Read: Thucydides, “Pericles’ Funeral Oration”

 21 Greeks and Barbarians - **Guest Lecture: Laurel Bowman, GRS**

 Read: Herodotus, *Histories* (excerpts)

 Herbert, “Why the Classics?”

**Week Three – *Rome: Empire***

25 Rome Now and Then: Citizens, Soldiers, Builders

Read: Horace, “Cleopatra Ode”

 Josephus, “An Imperial Triumph”

28 Rome: Building Empire

Read: Woolf, “Rome as World City”

**Week Four - *Granada: “Convivencia”***

**February** 1 Granada Now and Then: Living Together

Read: Ibn Gabirol (Solomon ben Judah);

 Alfonso X; Ibn Arabi

 4 Islamic Spain – Keepers and Growers of “Culture”

 Read: Menocal, *The Ornament of the World* (Excerpts)

 Lowny, *A Vanished World* (“A Common Life Shared”)

**Week Five -  *Rome: The Other Empire***

 8 A Christian Community (?)

 Voices: Augustine, “City of God” (excerpts)

11 Midterm

**Week Six - *Reading Break🡪* February 15-18**

**Week Seven -  *Florence: Human Scale***

22 Florence Now and Then*:* Mortal Beauty, Acts, and Words

Read: Pico della Mirandola, “Oration on the

Dignity of Man”

25 Human Scale **Guest Lecture: David Gifford, FA**

 Read: Canniffe, “Early Renaissance: Perspective,

Representation and the Ideal.”

**Week Eight - *Amsterdam:* *Tolerance & Trade***

**March** 8 Amsterdam Now & Then

 Read: More, *Utopia*

Erasmus, *In Praise of Folly*

11 Education and Tolerance

 Read: Shorto, *Amsterdam*, (excerpt)

**Week Nine - *Paris: Enlightenment in the City of Lights***

 15 Paris Now & Then

 “Natural Rights”

 Read: Rousseau, *Social Contract*

18 Reason and Revolution **Guest Lecture: Jill Walshaw, HIST**

 Read: Voices from the Enlightenment

**Week Ten - *Modern Europe and its Discontents***

 22 Science and Socialism

 Read: Darwin, Origin of the Species;

Morris, “News from Nowhere” (excerpts);

25 Berlin Now and Then: Two Faces of Modernity

**Week Eleven – *Modern Europe and its Discontents (cont): Berlin***

 29 Division and Transformation **Guest Lecture: Matt Pollard, GMST**

Readings TBA

April 1 Class Presentations

**Week Twelve -**

 5 Easter Monday

 8 Class Presentations - Max: 4 Groups

**Week Thirteen - Presentations**

 12 Class Presentations - Max: 4 Groups

**Final Take Home Exam: Posted on the Last day of Class, April 12th**

**\*\* Due: April 15th \*\***