

EUS 400
The European Legacy
Course Outline

Fall 2024
CRN: 11605
Wed: 4:00-6:50
Clearihue C111

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Office Hrs: Tues. 3:30-4:30pm
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Course Description

We use the term “Western culture,” but do we know what that really means? What are its defining values and where did they come from? In this interdisciplinary seminar course, you will explore the roots of western culture in the narratives of shared values that accompanied the historical emergence of something called “Europe” and identify the continuing legacy of these narratives in some of the most pressing issues for us here and now.

Our inquiry will revolve around four mutually implicit, double-edged themes: 1) faith/tolerance; 2) the value of the individual; 3) knowledge as universal “truth”; and 4) cosmopolitanism. For each of these, we will examine the historical sources and seek out the ongoing operation in current events. Weekly seminars and discussion forums will provide an opportunity for you to share ideas, review readings and integrate course material toward a final term paper on a topic of your choice.

Intended Learning Outcomes

In this course you will gain a more complex, critical and historical understanding of the roots of western culture, the nature and source of its defining values and the continuing legacy of how these values continue to operate in our present. You will be challenged to become more attentive readers, better writers, and more critical thinkers and cultural observers. You will have the opportunity to devote the semester to developing a research paper on a topic of your own choosing, including developing an abstract and bibliography, and presenting your work to colleagues.

Course Materials

All required readings, images and videos will be accessible through the course Brightspace website. Weekly discussions will require research from current media sources (online, television, radio, social media).

Course Evaluation

Weekly Participation and Posts worth 20%
Two Reflections worth 2x10% each = 20%
The Abstract with Bibliography worth 10%
In-Class Presentation of Final Project = 20%
The Final Paper which is worth = 30%

Grading Scale:

Percentages will convert to a letter grade according to the following scheme:

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

Description of Assignments

Participation/Weekly Online Forum Posts (20%)

The quality of this course will depend largely on the quality of your participation. Each week, you will be required to:

Read the required readings.

Attend both lectures and discussions.

Research the continuing legacy of these ideas in contemporary issues.

Reflect/Respond by posting on the course website an item from current news or cultural media, that relates to the week's topics, along with your thoughts.

Each week one person will be assigned as forum facilitator, in charge of initiating the discussion and summarizing it for the weekly seminar meeting. Participation will be evaluated on your understanding and engagement with the topic.

2 Reflections (10% each)

You will write two short (3-5 page) reflections on the assigned readings and class discussion. These can be on any topic from the course readings. The first must be completed by Week Four, the second by Week Nine. Reflections will be evaluated on the depth and complexity of reflection on your chosen text(s). These are intended to serve as preliminary research and inspiration for your term paper.

Abstract & Bibliography (10%)

The main work of this course will be researching and composing a substantial term paper. Toward this end, a 500-word abstract along with a working bibliography will be due by mid-semester. The abstract should include a sense of the structure (outline) of the final paper.

Presentation (20%)

Week Twelve will be reserved for presentations on your final paper topics. You need not complete the paper by this time, but you must have a cohesive, substantive sense of the completed project. Presentations will be evaluated according to quality of research, clarity and organization of the presentation.

Final Term Paper (30%)

The primary work for this course will be researching and writing a term paper on a topic of your choice. Topics should bring together historical material with an issue of contemporary importance. This can be a topic of ongoing interest to you, as long as the final paper is substantially informed by the material and the themes of this course. Topics must be cleared with me before work begins on the abstract. Papers will be evaluated on your understanding of the material, the quality of your research, the depth of your reflection and the clarity and presentation of your discussion.

Course Policies

Policy on Late Assignments

Limited, short-term extensions may be granted on a case-by-case basis, *as long as the request is made before the day the assignment is due*. Appropriate accommodations will be made for those with an accommodation letter from the Center for Accessible Learning, but please note that these letters state specifically that such an accommodation is not “a blanket extension on all work, nor is it a license to submit work after the course has ended.”

Withdrawals and Deferrals

Students are to familiarize themselves with the [withdrawal dates in the academic calendar](#).

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](#) 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 offences. **You must inform yourself about the university regulations** (see [UVic Policy on Academic Integrity](#)).

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! ***Please note: Use of Chat GPT or other forms of AI generated text are not permitted in this course. Work suspected of being artificially generated will be questioned.***

University Policy on Human Rights, Equity, and Fairness

According to the [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."

Classroom Conduct and Course Responsibilities

With regard to the learning environment, the [University Calendar's Policy on Creating a Respectful and Positive Learning Environment](#) 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."

Classroom Conduct and Course Responsibilities (cont)

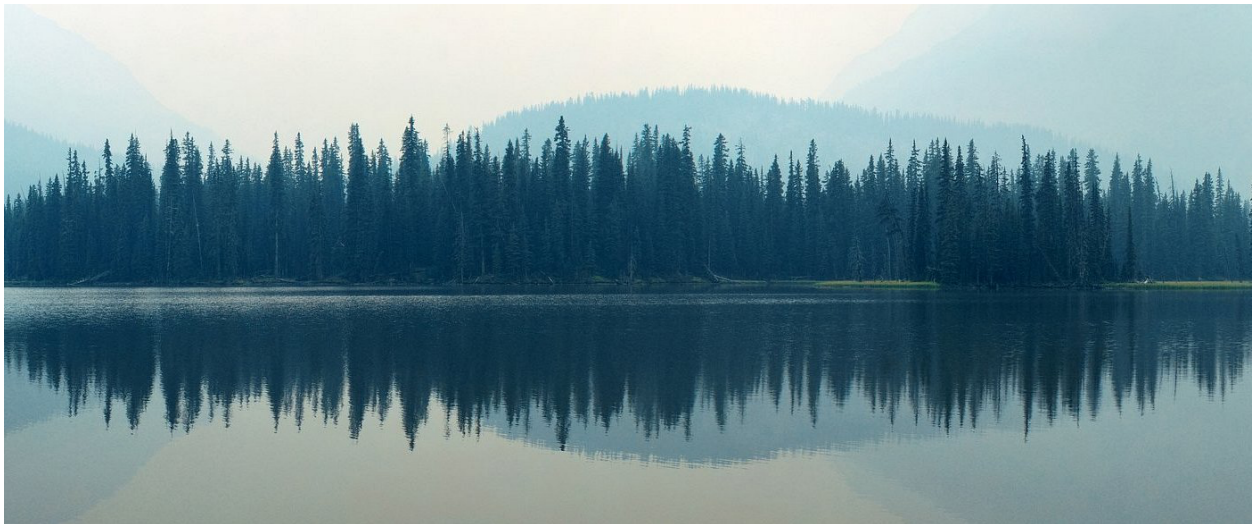
In terms of expectations for students, the University Calendar's [Attendance Policy](#) states that "[a]n instructor may refuse a student admission to a lecture, laboratory, online course discussion or learning activity, tutorial or other learning activity set out in the course outline because of lateness, 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 behavior, explains how such behavior is disrupting the learning environment, and requests that the student refrain from further disruptive behavior. 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](#).

Please keep in mind the overlapping policy on [Online Student Conduct](#) specifies standards of behavior in the online environment.

****Territory Acknowledgement****

We acknowledge and respect the Lək'wəḡən (Songhees and Esquimalt) Peoples on whose territory the university stands and the Lək'wəḡən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.



Schedule of Classes

Note: You will be expected to be familiar with the Required Readings. They will be posted on Brightspace. Supplemental Materials are suggested for your interest and enlightenment. "Continuing Legacy" are suggested topics for weekly postings and may change as new issues arise. Students are encouraged to suggest additional topics or supplemental readings.

WEEK ONE: Shared Values—Shared Culture?

September 4th

Required Reading: Canadian Charter of Rights and Freedoms
European Charter of Fundamental Rights
US Bill of Rights & 14th Amendment
Declaration of the Rights of Man and The Citizen

Continuing Legacy – Shared Values:

Possible Topics: COVID Vaccination Requirements
Environnement Jeunesse
Juliana v. United States
Ava DuVernay, "13th" (2016)(Netflix)

Supplemental Materials: de Gouges, "Declaration of the Rights of Women"
Wollstonecraft, "A Vindication of the Rights of Women"

WEEK TWO: Complexifying the Monolith

September 11th

Required Reading: Davies, *Europe* (excerpts)
Pagden, *The Idea of Europe* (Intro)
Habermas/Derrida, "What Binds Europeans Together?"

Continuing Legacy – "Europe?"

Possible Topics: Look up "European Identities"
Brexit!
East/West – NATO, Ukraine

Supplemental Materials: Antique Maps of Europe
Pensky, et al, *Old Europe, New Europe, Core Europe*, Intro

WEEK THREE: Faith/Tolerance

September 18th Europe – A Christian Community?

Required Reading: Augustine, *City of God* (Excerpts)
Paul's Letter to the *Ephesians*
Peter Brown, *Rise of the Christian West*, Ch. 1, 2, 19

Continuing Legacy – Christianity(?):

Possible Topics: Christian Community Movement for Religious Renewal
Residential Schools and the Catholic Church

Supplemental Materials: Aslan, *Zealot: The Life and Times of Jesus of Nazareth*
Alcuin of York: *His Life & Letters* (Charlemagne)

WEEK FOUR: Faith/Tolerance

****First Reflection Due****

September 25th Freedom and Tolerance

Required Reading: Pico della Mirandola, *Oration on the Dignity of Man*
More, *Utopia*, "The Religions of the Utopians"
Voltaire, *Treatise on Tolerance*
T.S. Eliot, "Notes Toward the Definition of Culture" (excerpt)

Continuing Legacy – Tolerance(?):

Possible Topics: Attack on Salman Rushdie (and/or Charlie Hebdo)
Religious Dress in Public Space
Truth and Reconciliation

Supplemental Materials: Lionel Laborie, "Radical Tolerance in early Enlightenment"
Film: "Even the Rain" (Bollaín, 2010)

WEEK FIVE: The "Individual"

October 2nd Inwardness and Immortality

Required Reading: Paul, Letter to the *Galatians*
de Beauvoir, *Ethics of Ambiguity* (excerpt)
Siedentop, *Inventing the Individual*, Chp. 4, 25 and Epilogue

Continuing Legacy - Inwardness and Inviolability:

Possible Topics: Medically Assisted Death
Unmarked Graves of Indigenous Children
Photographic Portraits of Sebastião Salgado

Supplemental Materials: Aristotle, *Nicomachean Ethics*, IX, 9, 1170a
Montaigne, *Essays*, Bk X
Shakespeare, "Macbeth" and/or "Hamlet"
LeGuin, "Those Who Walk Away from Omelas"

WEEK NINE: Cosmopolitanism

October 30 City as World/World as City

Required Reading: Kant, "Universal History," "Perpetual Peace"
 Benhabib, *Another Cosmopolitanism*, "Philosophical Foundations"
 Derrida, "On Cosmopolitanism"

Continuing Legacy – Citizens and Cities:

Possible Topics: Refugees, Refugee Camps
 New Nationalist Movements
 Berlin – Europe's Conscience?

Supplemental Materials: Edwards & Woolf, "Cosmopolis:
 Rome as World City"
 Nava, *Visceral Cosmopolitanism*

WEEK TEN: "Vernacular" Cosmopolitanism

****Second Reflection Due****

November 6st Other Cosmopolitanisms

Required Reading: Homi Bhabha, "Looking Back, Moving Forward"

Continuing Legacy – "Visceral" Cosmopolitanism

Possible Topics: Minority Cultures
 Intersectionality (as new forms of culture)

Supplemental Materials: Michael Ondaatje, "The English Patient"
 (Film: Minghella, 1996
 "Sabbah (Nadda, 2005)
 "The Big Sick" (Showalter, 2017)

WEEK ELEVEN – Reading Break!

November 13

WEEK TWELVE: Shared Values—Shared Culture?

November 20 - The European Legacy and International Law (Guest Speaker)

Required Reading: TBA

Continuing Legacy – Fundamental Values?

Possible Topics: International Criminal Court
 Global Responsibilities
 Legacy of Colonialism

WEEK THIRTEEN: Final Project Presentations
November 27

WEEK FOURTEEN – Final Project Presentations
December 4

****Last Class****

****Final Paper Due: December 15****