

COURSE OUTLINES

EU Summer Study Abroad

EURR 4302/5302 (4th year undergraduate and 5th year graduate course)

The course outline is provided here in generic form as a curricular resource. The course was offered in Summer 2024 with Prof. Crina Viju-Miljusevic as part of her activities for the Jean Monnet Chair in EU External Relations (Sept. 2022- August 2025), Carleton University, Ottawa.



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EURR 5302/4302
EU Summer Study Abroad- draft course syllabus
RH 3302 – EURUS seminar room

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This course is only open to students participating in the “EU Study Tour 2024”.

Course meetings will be scheduled as follows:

- Friday, April 5, 5:30-7:00 pm -- Introduction
- Tuesday, April 9, 5:30-8:30 pm – Institutions
- Wednesday, April 10, 5:30-8:30 pm – Theme 1
- Friday, April 12, 5:30-8:30 pm – Theme 2 (part 1)
- Friday, April 19, 5:30-8:30 pm – Theme 2(part 2)
- Post-Tour Debriefing Session (June, date TBD, individual consultation online)

This course is designed to accompany the “EU Study Tour 2024” organized by the Network for European Studies (Canada), a consortium of Canadian universities with a current institutional home at the Centre for European Studies, University of Victoria.

The tour gives students first hand exposure to EU institutions, including discussions with officials from a variety of organizations providing different perspectives on a number of issues. An assessment of participation on the tour will be provided by the teaching collective accompanying the tour. At Carleton, Professor Crina Viju-Miljusevic is responsible for the course, including both pre-tour and post-tour consultations, as well as marking of all written assignments, and providing the final course evaluation.

The Carleton course runs in the summer term with pre-tour sessions scheduled in consultation with students. The Tour in Europe runs from May 12-May 30, 2024, starting and ending in Brussels.

Themes covered on the 2024 EU Study Tour itself are broad ranging, but preparatory work will focus on three themes: (1) European Parliamentary Elections, (2) Europe and its neighbours

Course requirements:

- **Attendance and participation on the EU Study Tour in its entirety, based on an evaluation provided by Tour staff.**

The University of Victoria has registration and pre-departure requirements for the tour. Students must fulfill these requirements in order to participate on the tour.

➤ **Participation in the pre-departure sessions on the tour themes below, times to be arranged by mutual agreement.**

Sessions will be scheduled in consultation with students. Students who are unable to attend a session for legitimate reasons (illness or other academic reasons) may with the approval of the instructor write a three-page paper responding to the course readings to make up for participation. In exceptional cases, students can join the pre-departure sessions by zoom (link to be provided by request).

➤ **Pre-Tour Briefing on EU Institutions (10 minutes)**

Students will prepare a short (10 minutes) oral briefing on one or two of the institutions to be visited during the Tour (to be agreed with Professor Viju-Miljusevic). The briefings may be based on work previously done for a different course. The briefings should describe the importance and role of the institution within the EU, or in Europe (if not an EU institution), and should include a list of potential questions to ask at the institution in question. Briefing schedules will be organized in the first class. Students who miss a scheduled briefing without a legitimate excuse will receive a zero for the assignment.

Institutions for briefings:

- (1) European Commission (2 students)
- (2) European Parliament (2 students)
- (3) Council of the EU (2 students)
- (4) European Council (2 student)
- (5) Court of Justice of the EU (1 student)
- (6) European Central Bank (1 student)

➤ **Oral Presentation on one of the Main Tour Themes (max 30 minutes):**

An oral group presentation on one of the topics for the Pre-Tour assignment (30 minutes). Presentations involve analysis of the core readings in light of the discussion questions. The presentation should also include questions for discussion. Presentations schedules will be organized in the first class. Students who miss a scheduled presentation without a legitimate excuse will receive a zero for the assignment.

➤ **1 Blog entry while on the tour, to be submitted on Brightspace.**

A reflection on a single seminar, or a single institutional site visit. Ideally students would post it within a day or two after the session on which they are writing on (so that the details are still fresh). While I encourage students to submit them sooner (i.e. as you go), the blog posts are due by **June 1, 2024** at the very latest. Late posts will not be accepted after that date.

Blog posts should respond to student's experience on the tour. You may wish to reflect upon the following questions: How did the daily sessions/tours/presentations impact your understanding of the issues within the EU? How has the experience of being on the tour

provided new insights or changed your view on issues that we discussed in the pre-departure sessions or in previous course materials?

Blogs should be short, approximately 1 page, ca. 200-250 words, and uploaded as a **PDF file**. Please note that these posts will not be made public.

- **Post-Tour Debrief.** Each student will meet online with the course instructor for a debriefing session upon returning to Ottawa following the Tour.
- **A post-Tour paper** that addresses an issue considered on the Study Tour and relates impressions/material/knowledge gained from the Tour to available academic literature on that topic.

Length:

- Undergraduate students will write a **10 pages**, double spaced paper, excluding notes and bibliography
- Graduate students will write a **12 page**, double spaced paper, excluding notes and bibliography.
- Papers should consult at least **three scholarly** sources on the topic.

The primary purpose of this assignment is to consider how material and insights from practitioners relate to ‘scientific’ findings reported in academic writings. Also you should, where possible, address: (a) how interaction with practitioners may be used in social science research, and (b) how and when scholarly work might be useful to or, if taken into account, might impact on the work of practitioners.

A one-page **proposal** outlining the question to be addressed should be provided to Prof. Viju-Miljusevic by **May 10, 2024 11:59 pm**, indicating the general topic, relevant consultations, and academic sources that will be consulted. If the proposal for the paper is not approved this may affect the mark on the term paper, since failure to get the topic approved may result in a paper not meeting the expectations for the course. The paper is due at the end of the day on **June 21, 2024**. You are requested to submit the paper **electronically as a PDF file on Brightspace**.

Marking scheme:

Participation in EU Study Tour (based on evaluation by on-site instructors)	30%
1 Blog Post (10% each) while on the Tour <ul style="list-style-type: none">• Due on or before June 1, 2024	10%
Seminar Participation (pre- departure sessions and post-tour debriefing)	10%
Pre-tour Oral Briefings on Institutions	15%
Pre-Tour Oral Presentation on Study Tour Theme	15%
Post-tour assignment <ul style="list-style-type: none">• Proposal due: May 10, 2024, 11:59 pm• Paper due June 21, 2024, 11:59 pm	20%

Please note the following important rules associated with this course:

- You must satisfactorily complete and participate in the EU Study Tour (as certified by faculty evaluators associated with the Tour) to gain credit for the course.
- Any student who does not satisfactorily complete and participate on the EU Study Tour or who fails to hand in the post tour paper/participate in Model EU will receive a failing mark in the course.
- Penalties for late submission of the post-tour paper will be as follows (waived with a valid written medical or equivalent excuse): Two points (of a 100% scale) for each day late (including weekends). No late papers will be accepted after June 28, 2024.

Themes and Readings:

Recommended Background reading (as needed):

- Amy Verdun, Achim Hurrelmann and Emmanuel Brunet-Jailly (2023). *European Union Governance and Policy Making: A Canadian Perspective*. Toronto: University of Toronto Press (Second edition).
- Kurt Hübner and James Anderson (2020). “Canada and the European Union,” *Oxford Research Encyclopedia of Politics*, DOI: 10.1093/acrefore/9780190228637.013.1161.

Session 1: Introduction and Organization

Session 2: EU Institutions

6 presentations on EU Institutions

Questions for discussion:

What are the core legislative and executive institutions of the EU, and how do they interact in EU policy making?

Required readings:

Finn Laursen, Achim Hurrelmann and Amy Verdun (2023). “The Political Institutions of the European Union,” in Verdun et al., eds. *European Union Governance and Policy-Making*, Chpt. 3 (University of Toronto Press, 2023).

European Parliament (n.d.). ‘European Union institutions and bodies’.

<https://www.europarl.europa.eu/factsheets/en/section/187/european-union-institutions-and-bodies>

‘Political Institutions of the EU’. Interview with Amy Verdun.

https://www.youtube.com/watch?v=IwJChIefEGo&ab_channel=EUGovernanceVideos

Martin, Grant (2019). 'How does the 'unidentified political object' that is the European Union really work?' in *The Conversation*. <https://theconversation.com/how-does-the-unidentified-political-object-that-is-the-european-union-really-work-123425>

Liesbet Hooghe and Gary Marks (2019). "Grand theories of European integration in the twenty-first century," *Journal of European Public Policy* Vol. 26(8), pp. 1113-1133.

Session 3: European Parliamentary Elections (Theme 1) 1 presentation (1 group of 4 students)

Questions for Discussion:

1. What are the main issues debated that will impact the EP elections? Are these elections different than previous EP elections? Why?
2. Why did anti-EU parties have gained popularity? Assess their possible success in the EP elections.
3. What are the dangers for the EU if populist parties gain more power in the EP?
4. What the EU or national governments can do to respond to populism?

Required Readings:

Navarro, Julien (2020). 'Electoral Accountability in the European Union: An Analysis of the European Parliament Elections with Respect to the EU's Political Deficit' in *European Papers*. <https://www.europeanpapers.eu/en/e-journal/electoral-accountability-in-the-european-union>

Mudde, Cas (2016). "Europe's Populist Surge: A Long Time in the Making." *Foreign Affairs*, Vol. 95(6), pp. 25-30. <https://www.jstor.org/stable/43948378>.

Left-wing Populism VS Right-wing Populism | What is Populism?
https://www.youtube.com/watch?v=7NRr_pbpEQY

Berman, Sheri (2021). 'The Causes of Populism in the West.' *Annual Review of Political Science* 24: 71-88.

Robert Schuman Foundation (2024). <https://www.electionseuropeennes.eu/les-regles-communes/>

Cunningham, Kevin, Simon Hix and Susi Dennison (2024), 'A sharp right turn: A forecast for the 2024 European Parliament elections', in European Council On Foreign Relations blog. <https://ecfr.eu/publication/a-sharp-right-turn-a-forecast-for-the-2024-european-parliament-elections/>

European Parliament (n.d.). The Political groups of the European Parliament
<https://www.europarl.europa.eu/about-parliament/en/organisation-and-rules/organisation/political-groups>

European Parliament (2019). Turnout to EP elections.
<https://www.europarl.europa.eu/election-results-2019/en/turnout/>

Optional readings:

von Briethen Thurn, Leo (2023). ‘European Elections: A Game-changer in 2024?’.
<https://www.geopoliticalmonitor.com/european-elections-a-game-changer-in-2024/>

Henley, Jon (2024). ‘Make or break for the EU? Europeans vote in June with far right on the rise’ in *The Guardian*. <https://www.theguardian.com/world/2024/jan/03/make-or-break-for-the-eu-europeans-vote-in-june-with-far-right-on-the-rise>

Session 4: Europe and its neighbours I (Theme 2) 1 presentation (1 group of 3 students)

EU Enlargement and Eastern Partnership

Questions for Discussion:

1. How did the Russian war in Ukraine impact the EU Eastern policies?
2. Is the EU reaction to the war in Ukraine different than in previous crises? How?
3. What are the main areas of concern for Ukraine, Moldova and Georgia’s accession negotiations?
4. What are the potential impacts on the EU of further eastern enlargement?

Required Readings:

Jean F. Crombois (2023), “The Ukraine war and the future of the Eastern Partnership,” *European View* 22(1), 103-110. <https://doi.org/10.1177/17816858231158238> (open access).

Veronica Anghel and Jelena Džankić (2023), “Wartime EU: Consequences of the Russia – Ukraine War on the Enlargement Process,” *Journal of European Integration* 45(3): 487–501. doi:10.1080/07036337.2023.2190106.

www.eeas.europa.eu/eeas/eastern-partnership_en#8011

https://www.eeas.europa.eu/eeas/european-neighbourhood-policy_en

Optional readings

Michael Emerson et al (Feb 2023)., “EU Accession Prospects of Ukraine, Moldova and Georgia: First Responses to the Conditions Set by the European Commission,” Centre for European Policy Studies, <https://3dcftas.eu/publications/eu-accession-prospects-of-ukraine-moldova-and-georgia-%E2%80%94first-responses-to-the-conditions-set-by-the-european-commission>

European Commission (2023), “2023 Communication on EU Enlargement, Policy, Brussels, Nov. 8, 20, COM(2023) 690final, pp. 1-27. https://neighbourhood-enlargement.ec.europa.eu/document/download/cc71d42b-6c07-4deb-9069-5ca2082d166d_en?filename=COM_2023_690%20Communication%20on%20EU%20Enlargement%20Policy_and_Annex.pdf

Frédéric Mérand and Antoine Roayroux (2023). “Foreign, Security, and Defense Policies,” in Verdun et al., eds. *European Union Governance and Policy-Making*, Chpt. 9 (University of Toronto Press, 2023).

Joan DeBardeleben (2023). “Geopolitics of the European Union,” in Verdun et al., eds. *European Union Governance and Policy-Making*. Chpt. 18 (University of Toronto Press, 2023).

Session 5: EU and its neighbours II (Theme 2) 1 presentation (1 group of 3 students)

Migration

Questions:

1. Why are many policies of the Area of Freedom, Security and Justice (AFSJ) domain so contested among the EU member states? Why has there been consistent resistance when it comes to bringing AFJS policies under supranational rule?
2. In what way and why does the issue of irregular migration pose such a challenge to the EU’s emergent migration and asylum policies?
3. How did the refugee crisis of 2015 and war in Ukraine affect the EU’s migration governance?
4. How is the EU treating the refugees from Ukraine as compared to the ones from other regions? Why?

Oliver Schmidtke (2023). “Migration, Citizenship, and Security.” in Verdun et al., eds. *European Union Governance and Policy-Making*. Chpt. 8 (University of Toronto Press).

Geddes, A. (2018). “The politics of European Union migration governance.” *Journal of Common Market. Studies* 56, 120.

Harvard International Review. (2022). The Limitations of Humanity: Differential Refugee Treatment in the EU <https://hir.harvard.edu/the-limitations-of-humanity-differential-refugee-treatment-in-the-eu/>

European Commission (2024). Statistics on Migration to Europe. Available at https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/promoting-our-european-way-life/statistics-migration-europe_en

The Economist (2024). Europe hopes barbed wire will keep migrants out. It won’t, February 29, 2024.

Optional readings:

Favell, A. (2008). “The New Face of East–West Migration in Europe.” *Journal of Ethnic & Migration Studies*, 34 (5), pp. 701-716.

Martins, B.O. and Strange, M. (2019). “Rethinking EU external migration policy: contestation and critique,” *Global Affairs*, Vol. 5(3), pp. 195-202.

Academic Accommodations

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Official Course Outline

The course outline posted to the European, Russian, and Eurasian Studies website is the official course outline.