

COURSE OUTLINES

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 2025 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 2025”.

Course meetings will be scheduled as follows:

- Wednesday, April 2, 6-7:30 pm -- Introduction
- Friday, April 11, 5-8 pm – Themes 1 and 2
- Thursday, April 17, 5:30-8:30 pm – Theme 3
- Monday, April 21, 5:30-8:30pm – Theme 3
- Post-Tour Debriefing Session (June, date TBD, individual consultation online)

This course is designed to accompany the “EU Study Tour 2025” 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 11-May 29, 2025, starting and ending in Brussels.

Themes covered on the 2025 EU Study Tour itself are broad ranging, but preparatory work will focus on three themes: (1) EU Institutional Architecture, (2) Canada-EU relations, (3) European security

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 Theme 1 (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) European Parliament
- (3) Council of the EU
- (4) European Council
- (5) Court of Justice of the EU

➤ **Pre-Tour Oral Presentation on Theme 3 (max 30 minutes):**

An oral presentation on one of the topics (Theme 3) 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.

➤ **Presentation during the Tour:**

Working in teams of **2-4**, students will deliver a **20 min** presentation discussing security in Europe, broadly conceived. Students can choose from the following questions to guide their presentation:

- What do you think the most urgent security threats are for the European Union – Climate catastrophe? War? Migration? Authoritarian, fascist or far right political movements? Civil unrest? Terrorism? Economic collapse? Why?
- How do various security threat intersect with each other?
- How are various actors (governments, the EU, municipalities, civil society, individuals, corporations etc.) responding threats? Are their responses helping or hurting? Would you change anything about these responses?

- Can you suggest a novel, creative policy measure that would help address a security issue in an innovative way?

Presentations will be graded both on the quality of the analyses presented and on presentation skills – practicing engaging public speaking will be a primary goal of the assignment. **Presentations will take place on May 21th**. A rubric is available on brightspace.

➤ **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, 2025** 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 5, 2025 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 20, 2025**. 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)	25%
1 Blog Post (10% each) while on the Tour <ul style="list-style-type: none"> Due on or before June 1, 2025 	10%
Seminar Participation (pre- departure sessions and post-tour debriefing)	10%
Pre-tour Oral Briefings on Institutions	10%
Pre-Tour Oral Presentation on Study Tour Theme	15%
Tour Oral Presentation on European security	15%
Post-tour assignment <ul style="list-style-type: none"> Proposal due: May 5, 2025, 11:59 pm Paper due June 20, 2025, 11:59 pm 	15%

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 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 27, 2025.

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).

Session 1: Introduction and Organization

Session 2: Themes 1 and 2: EU Institutions and Canada-EU relations

4 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?

How did Canada-EU relations develop? What factors impact their bilateral relations?

Required readings:

EU Institutions:

Finn Laursen, Achim Hurrelmann & 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.

EU-Canada Relations

Kurt Hübner & James Anderson (2020). "Canada and the European Union," *Oxford Research Encyclopedia of Politics*, DOI: 10.1093/acrefore/9780190228637.013.1161.

Amy Verdun (2019). "EU-Canada Strategic Partnership: Ups and Downs". *Australian and New Zealand Journal of European Studies* 11 (3), DOI:

<https://doi.org/10.30722/anzjes.vol11.iss3.15105>.

European Commission. CETA. https://policy.trade.ec.europa.eu/eu-trade-relationships-country-and-region/countries-and-regions/canada/eu-canada-agreement_en

Optional readings:

EU Institutions

Christopher Lord Paul Magnette, "E Pluribus Unum? Creative Disagreement about Legitimacy in the EU", *Journal of Common Market Studies*, vol. 42(1) (2004).

Henrik Bang, Mads Dagnis Jensen & Peter Nedergaard (2015) “‘We the People’ versus ‘We the Heads of States’: the debate on the democratic deficit of the European Union”, 36 Policy Studies 2.

Alberto Martinelli and Alessandro Cavalli, "The Political-Institutional Architecture of the European Union" in European Civil Society (New York: Brill, 2020).

Giacomo Delledonne, "The institutional architecture of the European Union: emerging and unresolved questions" Journal of European integration 43, no.8 (2021).

Christine Neuhold, "Democratic Deficit in the European Union" Oxford Research Encyclopedias (2020).

Papadopoulos, Y. (2020). Eurozone crisis management and the changing nature of the democratic deficit in the European Union. In: Careja, R., Emmenegger, P., Giger, N. (eds) The European Social Model under Pressure. Springer

EU-Canada Relations

DeBardeleben, J., & Leblond, P. (2011). The Other Transatlantic Relationship: Canada, the EU, and 21st-Century Challenges. *International Journal*, 66(1), 1-7.

Donna E. Wood and Amy Verdun, "Canada and the European Union: A Review of the Literature from 1982 to 2010" International Journal 66, no.1

Session 3: Theme 3: European Security (part 1)

2 presentations

Required readings:

Helwig, Niklas. 2023. “EU Strategic Autonomy After the Russian Invasion of Ukraine: Europe's Capacity to Act in Times of War.” J of Common Market Studies 61 (S1): 57–67. <https://doi.org/10.1111/jcms.13527>.

Juncos, Ana E., and Sophie Vanhoonacker. 2024. “The Ideational Power of Strategic Autonomy in EU Security and External Economic Policies.” J of Common Market Studies 62 (4): 955–72. <https://doi.org/10.1111/jcms.13597>.

Ukraine

Questions for Discussion:

1. How did the Russian war in Ukraine impact the EU foreign and security policy? What about its 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)

Anghel, Veronica, 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.

Optional readings:

Riddervold, M., & Rieker, P. (2024). Finally coming of age? EU foreign and security policy after Ukraine. *European Security*, 33(3), 497–516. <https://doi.org/10.1080/09662839.2024.2376616>

Liz Fekete, "Civilisational racism, ethnonationalism and the clash of imperialisms in Ukraine " *Institute of Race Relations* (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).

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

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

Climate and energy security

Questions for Discussion:

1. What is the Green Deal and how can you explain the EU's leadership in climate policy?
2. How are the climate and energy policies intersecting? What is the role of the EU institutions in the two policies?
3. What are the factors that endanger energy security?
4. Is the current energy crisis impacting the implementation of the EU climate policy? Why?
5. How is the war in Ukraine impacting the EU's climate policy?

Required readings:

Knodt, M., Jänisch, J. and Van Kooten, G.C. (2023). 'European Green Deal and Energy Security', in Verdun, A., Hurrelmann, A, and Brunet-Jailly, E. (eds) *European Union Governance and Policy-Making: A Canadian Perspective* (2nd edition) University of Toronto Press, pp. 371-392.

von Homeyer, I., Oberthür, S. and Jordan, A.J. (2021). “EU climate and energy governance in times of crisis: towards a new agenda,” *Journal of European Public Policy* 28(7): 959-979.

Delbeke, J., Cornilie, J. and Vis, P. (2022), “The impact of the war in Ukraine on Europe’s climate and energy policy,” *Opinion European University Institute*. <https://www.eui.eu/news-hub?id=the-impact-of-the-war-in-ukraine-on-europes-climate-and-energy-policy>.

Optional readings:

Kalliojärvi, S. (2020). Age of Changes: Threat of Climate Change and Its Meaning for Security. In: Heininen, L., Exner-Pirot, H. (eds) *Climate Change and Arctic Security*. Palgrave Pivot,

Jan C. Semenza and Shlomit Paz, "Climate change and infectious disease in Europe: Impact, projection and adaptation" *Lancet* 9, no.1 (2021).

Matúš Mišík,(2022). “The EU needs to improve its external energy security,” *Energy Policy* 165.

The Economist (2023). “War and subsidies have turbocharged the green transition,” February 13, 2023.

Krickovic, A. (2015), “When Interdependence Produces Conflict: EU-Russia Energy Relations as a Security Dilemma,” *Contemporary Security Policy* 37 (1): 3-26.

Siddi, M. and Kustova, I. (2021). “From a liberal to a strategic actor: the evolution of the EU’s approach to international energy governance,” *Journal of European Public Policy* 28(7): 1076-1094.

Session 3: Theme 3: European Security (part 2)

2 presentations

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?

Required readings:

Oliver Schmidtke (2023). 'Migration, Citizenship, and Security.' in Verdun et al., eds. (2023). *European Union Governance and Policy-Making, Second Edition: A Canadian Perspective*. University of Toronto Press.

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

Optional readings:

Atahan Demirkol (2022). "An Empirical Analysis of Securitization Discourse in the European Union" *Migration Letters* 19, no.2.

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

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-of-life/statistics-migration-europe_en

Populism

Questions:

1. Why did anti-EU parties have gained popularity? Assess their possible success in the EP elections.
2. What are the dangers for the EU if populist parties gain more power in the EP?
3. What the EU or national governments can do to respond to populism?

Required readings:

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

McMahon, Richard (2022). "Is Alt-Europe possible? Populist radical right counternarratives of European integration." *Journal of Contemporary European Studies*, Vol. 30, No. 1, pp. 10-18.

Optional readings:

Lise Bjånesøy, Elisabeth Ivarsflaten & Lars Erik Berntzen, "Public political tolerance of the far right in contemporary Western Europe", *West European Politics* 46, no.7 (2023)

Marc Lazar, "European Populism, From Left to Right" Institute Montaigne (2021).
<https://www.institutmontaigne.org/en/expressions/european-populism-left-right>
Robert Schuman Foundation (2024). <https://www.electionseuropeennes.eu/les-regles-communes/>

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>

Optional topic:

Terror

Conway, Maura, Mattheis, Ashley A., McCafferty, Sean and Mohamed, Miraji H. (2024) Violent Extremism and Terrorism Online in 2023: The Year in Review. Policy Report. Publications Office of the European Union, 2023.

Christian Kaunert, Sarah Léonard, "The collective securitisation of terrorism in the European Union" in Collective Securitisation and Security Governance in the European (Routledge, 2020).

Christian Kaunert, Joana de Deus Pereira, Mike Edwards, "Thick Europe, ontological security and parochial Europe: the re-emergence of far-right extremism and terrorism after the refugee crisis of 2015" in Transforming Europe Through Crises (Routledge 2022).

Zeller, M. C., & Vaughan, M. (2023). Proscribing Right-Wing Extremist Organizations in Europe: Variations, Trends, and Prospects. *Terrorism and Political Violence*, 36(8).

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 its 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.