

**EURR 5302/4302
EU Summer Study Abroad
RH 3302 – EURUS seminar room**

Dr. Crina Viju-Miljusevic
E-mail: crina.viju@carleton.ca
Phone: 613-520-2600 x8440
Office: 3305 Richcraft Hall
Office hours: by appointment.

This course is only open to students participating in the “EU Study Tour 2023”.

Course meetings will be scheduled as follows:

- Friday, April 14, 6:00-7:30 pm -- Introduction
- Monday, April 24, 5:30-8:30 pm – Institutions
- Friday, April 28, 5:30-8:30 pm – Central theme
- Monday, May 1, 5:30-8:30 pm – Secondary theme 1
- Wednesday, May 2, 5:30-8:30 pm – Secondary theme 2
- Post-Tour Debriefing Session (June, date TBD, individual consultation online)

This course is designed to accompany the “EU Study Tour 2023” 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 8-May 26, 2023, starting and ending in Brussels.

COURSE DESCRIPTION

Climate change poses the most serious challenge for mankind. Rather than representing an isolated policy field, climate policy truly is of cross-sectional character. In this respect, climate policy analysis allows to look deeper into the working of policy-making processes and institutional structures. This course will look into the making of climate policy of the European Union and the roles of the European Council, the European Commission, the European Parliament as well as of the European Central Bank and the European Investment Bank.

The EU early on recognized the challenge of climate change and came forward with an array of policy initiatives and programs that made the EU a global leader in climate policies. The current Commission of Ursula von der Leyen upped the ante by declaring the fight against climate change its core responsibility: "This is Europe's man on the moon moment." The European Green Deal was announced in December 2019, followed by the Next Generation EU (NGEU) in 2021. Prior was very much driven by the Paris Agreement, whereas the latter was the response to Covid-19. Both initiatives are encompassing, bold and highly ambitious.

Our course will, first, look into the rationale and the making of these programs by asking about the main drivers and main policy tools. In a second step, the project will provide the first assessment of both programs in regard to the core instruments of climate policies. Third, since the launch of the program, critical economic and political parameters changed. This holds in regard to the inflation processes in member states, not least driven by spikes in energy prices, as well as in regards to the invasion of Ukraine by Russia which puts energy security into the centre of politics. Inflation, sanctions and energy security comes with the potential to trump climate policies, and we will take those issues into account when it comes to the assessment of EU policies.

Students will learn how various EU institutions are contributing to the overall climate targets to achieve the net-zero emissions target by 2050. You will have the chance to get direct input from a vast array of speakers that represent the European Commission, the European Parliament, the European Central Bank and the European Investment Bank as well as from academic experts.

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 (2 student)
- (6) European Central Bank (2 students)
- (7) European Court of Human Rights (2 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, 2023** 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 6, 2023 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 19, 2023**. You are requested to submit the paper **electronically as a PDF file on Brightspace**.

NOTE: Students participating in the Model EU on May 7/8 are not required to submit a post-Tour paper.

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, 2023 	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 or participation Model EU activity <ul style="list-style-type: none"> • Proposal due: May 6, 2023, 11:59 pm • Paper due June 19, 2023, 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 26, 2023.

Themes and Readings:

Recommended Background reading (as needed):

- Brunet-Jailly, Emmanuel, Achim Hurrelmann, and Amy Verdun (2018). *European Union Governance and Policy Making: A Canadian Perspective*. Toronto: University of Toronto Press.
- Bache, Ian, Stephen George and Simon Bulmer (2020). *Politics in the European Union, 5th edition*. New York: Oxford University Press.
- Cini, Michelle and Nieves Perez-Solorzano Borraran, Eds. (2022). *European Union Politics (7th edition)*. New York: Oxford University Press.

Session 1: Introduction and Organization

Session 2: EU Institutions

9 presentations on EU/European Institutions

Questions for discussion:

- (1) What are the core legislative and executive institutions of the EU, and how do they interact in EU policy making?
- (2) What is the role/position of these institutions in climate policy if any?

Required readings:

- Laursen, F. (2018). ‘The Major Legislative and Executive Bodies of the EU – How Does EU Governance Work?’, in Emmanuel Brunet-Jailly, Achim Hurrelmann and Amy Verdun (eds.) *European Union Governance and Policy Making: A Canadian Perspective* (Toronto: University of Toronto Press).

Session 3: Climate Policy: Can Energy Security and a Net Zero Emission Target Be Compatible? (Central theme) 1 presentation (1 group of 4 students)

Questions for Discussion:

What is the Green Deal and how can you explain the EU’s leadership in climate policy?
How are the climate and energy policies intersecting? What is the role of the EU institutions in the two policies?
What are the factors that endanger energy security?
Is the current energy crisis impacting the implementation of the EU climate policy? Why?

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.

Schure, P. and Verdun, A. (2023). 'Economic and Monetary Integration: Single Market and EMU' 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. 137-164.

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.

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.

Session 4: Trade/industrial policy and green transition (Secondary theme 1) 2 presentations (2 groups of 4 students)

Questions for Discussion:

EU Industrial policy:

What are the main factors that triggered the revamping of the EU industrial policy?

What are some of the important features of the new industrial policy?

Is the EU industrial policy in line with the goal of strategic autonomy? Be sure to define the concept of strategic autonomy.

EU CBAM:

What is CBAM and why is it an important climate policy instrument?

Are the EU institutions supporting the implementation of CBAM?

Is the EU CBAM complementing or substituting the EU ETS? How?

What are the main advantages and challenges of CBAM at the EU and international levels?

Why is CBAM considered to violate the WTO rules? Do you agree?

Required Readings:

EU Industrial Policy (1 presentation, 1 group of 3 students)

Bernoeth, K. and Meyer, J. (2023). "US Inflation Reduction Act demands quick strategic action from the EU," *DIW Weekly Report* 6/2023.

Dullien, S. and Hackenbroich, J. (2022). "European Industrial Policy: A Crucial Element of Strategic Autonomy," *IMK Policy Brief* No. 130, September 2022.

Kritikos, A. and Pagoulatos, G. (2023). "Made in Europe: An EU Green Industrial Plan to respond to the challenges of US and Chinese protectionism," *Policy Paper Hellenic Foundation for European & Foreign Policy* No. 123/2023.

EU Carbon Border Adjustment Mechanism (1 presentation, 1 group of 3 students)

European Commission (2022). “European Green Deal: Agreement reached on the Carbon Border Adjustment Mechanism (CBAM),” *Press Release*, Brussels 13 December 2022.

Hufbauer, G.C., Schott, J.J., Hogan, M. and Kim, J. (2022). “EU Carbon Border Adjustment Mechanism Faces Many Challenges,” *Policy Brief 22-14*, Peterson Institute for International Economics.

Jacob, M. (2023). “The political economy of carbon border adjustment in the EU,” *Oxford Review of Economic Policy* 39: 134-146.

Römer, D., Schwarz, M. and Liem, E. (2021). “The EU’s carbon border adjustment: A trade barrier or an opportunity for global climate action?” *KfW Research* No. 345, September 2021.

Session 5: EU foreign policy in the Eastern neighborhood (sanctions, energy) (Secondary theme 2) 1 presentation (1 group of 4 students)

Questions for discussion:

How is the war in Ukraine impacting the EU’s climate policy?

How did the EU energy policy evolve since the 1990s? How important is energy in defining the EU-Russia relations and how did this change over time?

Given the dependency of certain EU member states of Russian energy sources, how can you explain the decision of implementing sanctions on Russia in this sector?

How is Russia affected by the sanctions? What about the EU?

Required readings:

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>.

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.

Sjursen, H. and Rosen, G. (2017). “Arguing Sanctions: On the EU’s Response to the Crisis in Ukraine,” *Journal of Common Market Studies* 55(1): 20-36.

STATEMENT ON PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This

includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

Statement on 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. Here is a list that may be helpful:

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>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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: write to me 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me 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 [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism

Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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 where 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: <https://carleton.ca/equity/sexual-assault-support-services>

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 will be provided to students who compete or perform at the national or international level. Write to me 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>

Submission, Return, and Grading of Term Work

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

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 EURUS website is the official course outline.