

**Carleton University and University of Victoria  
European Studies Program**

**EURR 4302A/EURR 5302S: European Union Virtual Field School**

**INSTRUCTORS:**

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**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 regards 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 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. They 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. Those inputs in combination with readings form the base for the production of a joint research report that provides a policy assessment of the two large EU programs. Besides the plenum sessions, students will work in groups and focus on particular elements.

Active participation is key to the success of the course. Students need to prepare for the joint sessions as well as for their particular field of research, based on the readings.

This is a research-intensive course. The class will have ample opportunities to enjoy exclusive presentations of EU experts and European academics. Information gathering is a central part of the course. This only works, though, if students are well prepared and able to ask relevant questions.

#### **COURSE FORMAT:**

The course tries to simulate the EU Study Tour. Due to Covid-19 we can't physically visit Europe and the European institutions. As a consequence, we bring Europe to us. The course will host a roster of European experts (the speaker schedule will be posted to Brightspace).

The course is organized as a research project. Besides common work in the virtual classroom, students also will work in groups using breakout rooms. Students will engage in this virtual study tour in the following ways:

1. Lectures will be conducted synchronously, and students are expected to attend throughout.

2. The course is not based on textbooks. Students will read and study the official EU documents as well as the literature posted in Brightspace.
3. Regular class time is Monday to Friday from 9am to 2pm (PST). In some cases, we have to start at 8.30am to accommodate the time difference between British Columbia and Europe.
4. Digital learning requires even more communication than traditional classroom-learning. Throughout the class, we will use the videoconferencing software Zoom. Asynchronous communication will be conducted via email, and primarily through Brightspace (where course information will be stored, assignments submitted, and so on).
5. Besides common activities in our virtual classroom (Zoom), we will divide up the overall class into five working groups. Those groups will meet in breakout rooms (also on Zoom, but students are encouraged to communicate independently in order to complete tasks).
6. The tangible outcome for the course will be a research report built by all students of the class. Groups of students are responsible for particular chapters.

### **COURSE OBJECTIVES:**

General: Students learn about the activity of the European Union, a significant regional inter-governmental organization as well as an unprecedented form of governance in an increasingly globalized political environment. Students explore the *practical* aspects of European integration, European Union institutions and operations, as well as EU foreign relations (with special emphasis on the European Green Deal and Next Generation EU).

Instructional: Upon successful completion of this course, a student will be able to:

- Recognize and understand the concepts and terms associated with the practical or applied work of European Union institutions and intergovernmental organizations in Europe.
- Recognize, identify and explain the character, purpose and activities of major institutions of the European Union.
- Recognize and explain the relationships and interactions between EU member states, the European Union, and non-member states.
- Recognize and explain the relationships and interactions between the European Union and other political and economic organizations related to European integration.
- Demonstrate written and oral communication skills in assignments which focus on problems and issues of the European Union.
- Apply these learning outcomes to specific issues and problems, in order to demonstrate understanding of the subject matter.

**REQUIRED READINGS:** The readings posted in the Brightspace are resources for the research report. Students are not required to read all of them intensively. Instead, they should use them selectively, to prepare their section (as per their working group) for contribution to the overall research report. See the Brightspace for more information.

**RECOMMENDED READINGS:** Participants are assumed to have a reasonable level of knowledge about the European Union and European integration *before* participating in this course, such as a basic history of the EU and conceptual understanding of the relationships between major EU institutions. If necessary, students can re-familiarize themselves with these topics by reading the introductory chapters in one of the following textbooks:

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

**EVALUATION:**

Students will be evaluated via the following:

1. Participation	25%
2. Interim Reports (3 X 10%)	30%
3. Presentation draft	25%
4. Final Report	<u>20%</u>
	100%

**(Overall Grading Structure):**

90-100: A+	75-79: B+	60-64: C+
85-89: A	70-74: B	55-59: C
84-80: A-	65-69: B-	50-54: D
	< 50: F	

## **COURSE POLICIES**

### **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.

### **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](mailto: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:**

Written assignments must be submitted to the electronic drop box on Brightspace.

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	Percentage	Letter grade	12-point
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		scale			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.

**Carleton E-mail Accounts:** All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

**Official Course Outline:** The course outline posted to EURUS website is the official course outline.