

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

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This course is only open to students participating in the “EU Study Tour 2019”.

Course meetings will be scheduled as follows:

- Monday, April 8, 6:00-7:30 pm -- Introduction
- Friday, April 12, 6:00-9:00 pm -- Institutions
- Thursday, April 25, 6:00-9:00 pm -- Theme 1 European Parliamentary Elections
- Monday, April 29, 6:00-9:00 pm -- Theme 2 Non-Compliance with EU Norms and Laws
- Wednesday, May 1, 6:00-9:00 pm – Theme 3 Brexit
- Post-Tour Debriefing Session (June, date TBD, individual consultation by skype with those not in town)

This course is designed to accompany the “EU Study Tour 2019” 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.

Themes covered on the 2019 EU Study Tour itself are broad ranging, but preparatory work will focus on three themes: (1) European Parliamentary Elections, (2) Non-Compliance with EU Norms and Laws, and (3) Brexit.

The Carleton course runs in the early summer term with pre-tour sessions scheduled in consultation with students. The Tour in Europe runs from May 12-June 1, 2019, starting and ending in Brussels.

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.

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

Each student will prepare a short (10 minutes) oral briefing on one 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 (and by email for those unable to attend). Students who miss a scheduled briefing without a legitimate excuse will receive a zero for the assignment.

Institutions for briefings (1 per student):

- (1) European Commission
- (2) European Parliament
- (3) Council of the EU
- (4) European Council
- (5) European Economic and Social Committee
- (6) Committee of the Regions
- (7) Court of Justice of the EU
- (8) European Central Bank
- (9) European Court of Human Rights
- (10) Payoke (NGO)

➤ **Oral Presentation on one of the Main Tour Themes (10 minutes):**

An oral presentation on one of the topics for the Pre-Tour assignment (10 minutes). Presentations involve analysis of the core readings in light of the discussion questions. The presentation should also include questions for discussion. Students should coordinate with other students presenting in their session to ensure that there is not significant overlap between presentation topics. Presentations schedules will be organized in the first class (and by email for those unable to attend). Students who miss

a scheduled presentation without a legitimate excuse will receive a zero for the assignment.

➤ **3 Blog entries while on the tour, to be submitted on CU Learn.**

Each one can be reflections on a single seminar, or a single institutional site visit. Ideally students would post one per week and 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), all three blog posts are due by **June 3, 2019** 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 by Skype 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 4, 2019 11:59 pm**, to allow feedback before the Tour commences, 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, 2019**. You are requested to submit the paper **electronically as a PDF file on CU Learn**.

Marking scheme:

Participation in EU Study Tour (based on evaluation by on-site instructors)	30%
3 Blog Posts (5% each) while on the Tour <ul style="list-style-type: none">• Due on or before June 3, 2019	15%
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%
Post-tour assignment <ul style="list-style-type: none">• Proposal due: May 4, 2019, 11:59 pm• Paper due June 21, 2019, 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 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, 2019.

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.

Session 1: Introduction and Organization

Session 2: EU Institutions

8 presentations on EU 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?

Required readings:

- Finn Laursen, 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: European Parliamentary elections

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 power in the EP?
4. What the EU or national government can do to respond to populism?

Required Readings:

European Elections 2019, Press Kit. See: <http://www.europarl.europa.eu/news/en/press-room/elections-press-kit>

Press Release: First seat projections for the next European Parliament. See:

<http://www.europarl.europa.eu/news/en/press-room/20190218IPR26703/first-seat-projections-for-the-next-european-parliament>

Schuman Foundation (2019). '2019 European elections'. See: <https://elections-europeennes.robert-schuman.eu/en>

Dennison, Susi & Paweł Zerka (2019). 'The 2019 European Election: How Anti-Europeans plan to wreck Europe and what can be done to stop it'. *European Council of Foreign Relations*.

Recommended Readings:

Soros, George (2019). 'The EU looks like the Soviet Union in 1991 – on the verge of collapse'. *The Guardian* 12 Feb 2019. See:

<https://www.theguardian.com/commentisfree/2019/feb/12/eu-soviet-union-european-elections-george-soros>

Bonvicini, Gianni (2019). 'Italian Populists Scramble in Search of Allies for the European Election'. *IAI Commentaires*, 19/20 March 2019. Rome: Istituto Affari Internazionali

Timbro Authoritarian Populism Index (2019).

Cantoni, Davide, Felix Hagemeister & Mark Westcott (2019). 'Persistence and Activation of Right-Wing Political Ideology'. *Working Paper*

Segbers, Klaus (2018). 'Populism in Europe: An Overview'. *Working Papers of the Center for Global Politics*, Series 09/2018. Berlin: Center for Global Politics, Free University of Berlin

Session 4: Non-compliance with EU norms/laws

Questions for Discussion:

1. What is populism? How do we account for the rise of populist movements across Europe? What do populist movements mean when they claim that they represent "the people"? What explanations are there for their appeal? Is the Italian case different than other cases in Europe?
2. How has the illiberal turn manifested itself in Hungary? How in Poland? Are there different dynamics at play here? Does illiberalism represent a European trend? How might it impact other countries in the E.U.?
3. Are there strategies that the European Union or national actors might undertake to respond to illiberalism? Which do you think would be most effective?

Required Readings:

Halmai, Gábor (2018). 'How the EU Can and Should Cope with Illiberal Member States'. *Quaderni costituzionali*. Vol 38 (2), pp. 313-39.

Pech, Laurent & Kim Lane Scheppele (2017). 'Illiberalism Within: Rule of Law Backsliding in the EU'. *Cambridge Yearbook of European Legal Studies*, Vol. 19, pp. 3-47.

Gattinara, Pietro Castelli (2017). 'The 'refugee crisis' in Italy as a crisis of legitimacy'. *Contemporary Italian Politics*, Vol. 9 (3), pp. 318-331

Recommended Readings

Pakulski, Jan (2016). 'Crumbling Elite Consensus and the Illiberal Turn in Poland' in *The Visegrad Countries in Crisis*. Ed. J. Pakulski. Warsaw: Collegium Civitas. Pgs. 50-65. See https://www.civitas.edu.pl/collegium/wp-content/uploads/2016/03/The-Visegrad-Countries-in-Crisis--ed.-J.-Pakulski-2016_final_final.pdf.

Pakulski, Jan (2016). 'The Illiberal Turn in Hungary: Institutions and Leadership' in *The Visegrad Countries in Crisis*. Ed. J. Pakulski. Warsaw: Collegium Civitas. Pgs. 30-49. See https://www.civitas.edu.pl/collegium/wp-content/uploads/2016/03/The-Visegrad-Countries-in-Crisis--ed.-J.-Pakulski-2016_final_final.pdf.

Austerity and Social Inequality: The rise of the populist right and the European budget crisis (webinar, Dec 2018). See:

<https://www.youtube.com/watch?v=k0tf3eA9pcY&list=PL8ADW6xXt9VW-kuYhC-GggsAlZdzc2&index=2>

Session 5: Brexit

Questions for discussion:

1. What issues led the British population to vote for Brexit?
2. What are the implications of Brexit for the U.K.?
3. What are the implications of Brexit for Europe?
4. To what extent are the lessons of Brexit transferrable to other EU member states? Was Brexit a peculiarly British phenomenon, or does it point to a more general trend?
5. How should the European Union respond to Brexit? While often described as a crisis, does Brexit also present opportunities to address key issues in the governance of the European Union?

Required readings:

O'Rourke, Kevin (2019). *A Short History of Brexit*. pp. 153-293. London: Penguin.

Recommended Readings

[Lewis, Paul, Séan Clarke and Caelainn Barr](#) (2019). 'Theresa May's rhetoric can be as populist as Trump's' in *The Guardian*, 6 March 2019.

Skoutaris, Nikos (2017). 'Territorial Differentiation in EU Law: Can Scotland and Northern Ireland Remain in the EU and/or the Single Market?'. *Cambridge Yearbook of European Legal Studies*. Vol 19, pp. 287-310.

Duff, Andrew (2018). 'Brexit: What if Britain changes its mind?' *European Policy Centre Discussion Paper*

[Swami, Viren, et. al.](#) (2017). 'To Brexit or not to Brexit: The roles of Islamophobia, conspiracist beliefs, and integrated threat in voting intentions for the United Kingdom European Union membership referendum.' *British Journal of Psychology*. Vol 109 (1): pp. 156-79.

Academic Accommodations:

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 the instructor 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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;
- 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.

All suspicions of plagiarism will be dealt with according the Carleton's Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. 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).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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.

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 cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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

