**The European Union:**

**A Critical Dialogue on Political, Legal and Economic Integration**

**EUS 300 A01 POLI 379 A01**

**Instructors**

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*Class hours*: *Thursdays 1:00-2:20pm*

*We acknowledge with respect the ongoing title and jurisdiction of the Lekwungen people on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ nations.*

EUS 300/Poli 379 is a participatory, dialogue-based exploration of European integration and the European Union. Students will not be required to write essays or tests. Instead, students will submit Weekly Reflections based on the readings, and these reflections will form the basis of graded class discussions.

The first 4 weeks of the course will begin with a critical, interdisciplinary introduction to the basic political, legal and economic institutions which drive integration. Once this foundation has been laid, students will collectively choose topics to explore for the remainder of the course. In past years, student-chosen topics have included refugees and migration, nationalism, populism, environmental regulation, and austerity politics, but the class may choose whatever topics suit the students’ interests.

This course requires no previous knowledge and is suitable for students from a wide variety of backgrounds. This class will be of particular interest to those seeking a discussion-based, student-driven learning environment, and expectations for class participation will be high.

**Class Format:**

This class is a mix of synchronous and asynchronous learning. Students will:

-watch one short (~30m) pre-recorded lecture video each week.

-submit a weekly reflection discussing the readings and the lecture video.

-participate in one 1.5h hour class discussion each week, Thursdays 1-2:20pm.

**Textbook:**

There is no required textbook for this course. All readings will be posted online free of charge.

**Assignments**:

1. Weekly Reflections (50%)

Due: each Wednesday by midnight.

Students will submit a 300-700word reflection discussing themes from the readings *and* lecture videos. Reflections must contain at least one question for class discussion.

1. Discussion Attendance & Participation (30%)
2. Final Assignment: Advice for the Future of Europe (20%)

Due: March 28th, by midnight.

Students will submit a ~5page paper responding to two questions:

1. What about the EU is working well, and what is not working well?
2. How can European leaders address the parts that are not working well? Should they keep the Union as it is, abandon it, or introduce some sort of reforms to make it more effective? If so, what reforms are needed?

For the final class of the semester, students will read one another’s assignments. This assignment will be in part peer-graded – each student will suggest a grade for each of their peers, and these student-generated grades will help inform the final assignment grade.

**Week-by-Week Course Outline:**

**Mon Jan 11, 1:00-2:20: Introduction**

 Overview of course structure, assignments, and syllabus.

**Thurs Jan 14, 1:00-2:20: History of the EU**

Paul Craig and Gráinne de Búrca*,*”The Development of European Integration”, in *EU Law: Text, Cases, and Materials* (Oxford: Oxford University Press, 2011).

**Thurs Jan 21, 1:00-2:20: Political Institutions**

*How the European Union Works. European Commission. p1-33*

Arjan H. Schakel, Liesbet Hooghe, and Gary Marks, Multilevel Governance and the State. The Oxford Handbook of Transformations of the State.

Lord, Christopher and Paul Magnette (2004), ‘Creative Disagreement about Legitimacy in the EU, *Journal of Common Market Studies*, Vol 42, No 1, March pp. 183-202.

**Thurs Jan 28, 1:00-2:20: Legal Institutions**

Stein, E. (1981) 'Lawyers, Judges, and the Making of a Transnational Constitution.' American Journal of International Law, 75 (1), 1-27.

Miguel Maduro “Contrapunctual Law” ”in Sovereignty in Transition, Neil Walker ed. (Portland: Hart Publishing, 2003).

**Thurs Feb 4, 1:00-2:20: Economic Institutions**

Excerpts from Yanis Varoufakis, *And The Weak Suffer What they Must*? (New York: Nation Books).

Stephen Gill (1998) “European governance and new constitutionalism: Economic and Monetary Union and alternatives to disciplinary Neoliberalism in Europe” 3 New Political Economy 1.

Fritz Scharpf (2010) “The asymmetry of European integration, or why the EU cannot be a ‘social market economy’ 8 Socio-Economic Review

**Thurs Feb 11, 1:00-2:20: BRAINSTORM SESSION TO DECIDE ON STUDENT-CHOSEN TOPICS FOR THE REMAINING WEEKS**

**READING WEEK: Feb 15-19**

**Thurs Feb 25, 1:00-2:20: Student-Chosen Topics**

*readings TBA*

**Thurs March 4, 1:00-2:20: Student-Chosen Topics**

*readings TBA*

**Thurs March 11, 1:00-2:20: Student-Chosen Topics**

*readings TBA*

**Thurs March 18, 1:00-2:20: Student-Chosen Topics**

*readings TBA*

**Thurs March 25, 1:00-2:20: Student-Chosen Topics**

*readings TBA*

**Thurs April 1, 1:00-2:20: Discussion of End-of-Semester Reflections**

*readings:* End-of-Semester Reflections

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***Course Policies***

*The following section highlights particular policies established by the Department of Germanic and Slavic Studies and the University of Victoria. Please refer to the*[*University Calendar*](https://www.uvic.ca/calendar/)*for more details on these and other university policies.*

***University Policy on Human Rights, Equity, and Fairness***

*According to the*[*Policy on Human Rights, Equity, and Fairness*](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf)*, the “University promotes a safe, respectful and supportive learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members.”*

***Classroom Conduct and Course Responsibilities***

*With regard to the learning environment, the*[*University Calendar’s Policy on Creating a*](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/HkQ0pzdAN?bc=true&bcCurrent=%20General%20University%20Policies&bcGroup=General%20University%20Policies&bcItemType=policies)

[*Respectful and Positive Learning Environment*](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/HkQ0pzdAN?bc=true&bcCurrent=%20General%20University%20Policies&bcGroup=General%20University%20Policies&bcItemType=policies)*states that UVic “is committed to promoting critical academic discourse while providing a respectful and productive learning environment. All members of the university community have the right to experience, and the responsibility to help create, such an environment. In any course, the instructor has the primary responsibility for creating a respectful and productive learning environment in a manner consistent with other university policies and regulations.” All members of the course are to recognize that the*

*instructor has the responsibility to teach the material on the syllabus, to keep the class meetings on track, and to facilitate a positive space for discussion and learning.*

*In terms of expectations for students, the University Calendar’s*[*Attendance Policy*](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/ryNResf_E?bc=true&bcCurrent=03%20-%20Attendance&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies)*states that “[a]n instructor may refuse a student admission to a lecture, laboratory, online course discussion or learning activity, tutorial or other learning activity set out in the course outline because of lateness, misconduct, inattention or failure to meet the responsibilities of the course set out in the course outline.” Aside from the course’s academic requirements, the responsibilities of this course may include but are not restricted to: using electronic devices appropriately, listening to students and the instructor without interrupting them or diminishing their personal background or experiences, remaining on topic when engaged in class discussion, and communicating respectfully with each other and your instructor (in person or in e-mail) on topics related to the course.*

*Students engaging in misconduct or failing to meet their course responsibilities can expect a communication from the instructor that outlines the concerning behaviour, explains how such behaviour is disrupting the learning environment, and requests that the student refrain from further disruptive behaviour. Should such instances of misconduct continue, the student will receive a formal request to meet with the Department Chair in order to seek remediation between the parties. If necessary, further procedures to resolve the situation can be found in the*[*Policy on Resolution of Non-Academic Misconduct Allegations*](https://www.uvic.ca/services/studentlife/assets/docs/AC1300.pdf)*.*

*Please keep in mind the overlapping policy on*[*Online Student Conduct*](https://www.uvic.ca/services/studentlife/student-conduct/online-student-conduct/index.php)*specifies standards of*

*behaviour in the online environment.*

***A Note on Academic Integrity and Plagiarism***

*You must inform yourself about the university regulations (see the [UVic Policy on Academic](https://www.uvic.ca/calendar/future/undergrad/index.php%22%20%5Cl%20%22/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies" \t "_blank)*

[*Integrity in the University Calendar*](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies)*). Students are required to abide by all academic regulations set as set out in the University calendar, including standards of academic integrity. Violations of academic integrity (e.g. cheating and plagiarism) are considered serious and may result in significant penalties.*

***Unauthorized Use of an Editor***

*An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student’s written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have questions, please ask! The main principle: do your own work according the guidelines, and all will be well.*

***Commitment to Inclusivity and Diversity***

*The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all of its members.*

***A Note on Pronouns***

*As a Department, we acknowledge and support each student’s right to and preference for their own personalized pronouns in our courses.*

***Add/Drop Deadlines***

*It is the student’s responsibility to attend to ADD/DROP dates as published in the Calendar and the Undergraduate Registration Guide and Timetable. You will not necessarily be dropped automatically from a class that you do not attend.*

***Absences and Incomplete Work***

*Regular attendance, completion of participation check-in activities, and the punctual submission of work are important and mandatory components of completing the course successfully. The standard late penalty for submitting work late is 5% per day in this course. Please communicate with me regarding an extension in a timely manner.*

***Concessions and Documentation***

***These policies normally apply during a pandemic-free environment. In the interest of public safety and the proper use of medical services, students are not required to produce documentation for short-term absences. Please inform your instructors of your absences and your possible date of return (if known) so that we can work together to keep your learning on track.***

*For significant periods of absence or lengthy extensions, these policies may apply:*

*Students may ask for an academic concession, such as the rescheduling of an exam or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor’s note or a memo from Counseling Services, or a memo from a coach, employer or faculty member. It must be dated before or close to the time of the missed work or classes.*

***Withdrawals and Deferrals***

*Students who miss more than six classes for documented medical or personal reasons may still be asked to apply for a backdated withdrawal. Even when the reasons for failing to meet course requirements are valid, it is neither academically sound nor fair to others in the course to allow students missing significant amounts of work to continue in the course and receive credit.*

*Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw, as they will receive an N at the end of the semester.*

*Students are to familiarize themselves with the*[*withdrawal dates in the academic calendar.*](https://www.uvic.ca/calendar/dates/)

*Students may only apply for a course deferral if a) they have serious and documented medical or personal reasons for not completing some of the end-of-term requirements and b) they have already completed practically all the course requirements at the time of their application.*

*In situations in which a student cannot complete the course requirements and a deferral is not a viable option, he or she must have completed 80% of the course requirements for an AEG (aegrotat) grade to be assigned.*

***Information on Campus Supports for Student Wellbeing***

*A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Resources include:*

[*Counselling Services*](https://www.uvic.ca/services/counselling/)*- Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.*

[*Health Services*](https://www.uvic.ca/services/health/)*- University Health Services (UHS) provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives.*

[*Centre for Accessible Learning (CAL)*](https://www.uvic.ca/services/cal/)*- Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the CAL as soon as possible.*

*CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.*

*The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. Please note that your instructor cannot provide CAL-type accommodations without CAL documentation.*