

University of Victoria – European Studies Program
EUS 100: Introduction to European Studies
Fall 2020 (CRN 11618)

Instructor: Dr. Valerie D’Erman

(<https://www.uvic.ca/socialsciences/politicalscience/people/sessionals/dermanvalerie.php>)

Location: Online (via Brightspace and Zoom)

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Office hour: Wednesdays via Zoom breakout rooms from 10-11am; see instructions posted on Brightspace

Course Description

The continent of Europe has a rich and varied history and is the birthplace of many important ideologies, art forms, and political institutions. The structure and culture of each individual European country varies enormously across the continent; at the same time, many of these countries have joined together in an unprecedented experiment of economic and political integration in the European Union (EU).

This course gives a broad introduction to the areas of study in the European Studies Program by examining different broad themes and topics each week. For each theme, we will examine different European countries on their own, as well as in relation to each other and to the EU. This is an interdisciplinary course grounded in the social sciences and humanities, including the areas of history, law, politics, and economics. Because of this interdisciplinarity, the course material may contain lectures from guests as well as the instructor. Some topics include the history of modern Europe, the debates and ideas behind the creation of the EU, the cultural and political ramifications of ‘East-West’ legacies in Europe, and different aspects of power and identity. The course also examines a number of current events in different European countries, to include the debt crisis, identity politics, and Europe’s role in the world.

By the end of this course, students should be able to:

- Have a solid understanding of the areas of study and opportunities within the European Studies Program¹;
- Understand the historical context that led to the formation of the EU;
- Appreciate the contribution of different European cultures to present-day Europe;
- Understand some of the key issues and events in Europe today;
- Develop skills in analysis, writing, discussion, and argumentation.

¹ The aim of the European Studies Minor (EUS) is to explore the ideas, histories and practices that put Europe at the centre of the world's most vital challenges and their solutions. The core courses (EUS 100, EUS 200, EUS 300, and EUS 400) take an interdisciplinary and cross-cultural look at European Integration and its unique histories, politics, economics, cultures and identities. The European Studies Program also offers experiential learning opportunities – study abroad programs, internships in Brussels, EU Council simulations – in partnership with the European Centre of Excellence.

Online format, expectations, and Brightspace

This course will be taught online in an “asynchronous” format – what this means is that there is no expectation that the entire class will need to ‘meet’ online via Zoom at a regularly scheduled time every week. The choice for an asynchronous format allows students to approach coursework more flexibly according to their respective situations. However, it does mean perhaps less traditional engagement between students, as well as between students and instructors. In recognition of this, there are some discussion forums for online engagement throughout the course, and I will also make myself available for Zoom individual meetings and/or group discussions as needed.

The expectation is that students will follow along with the course material on a weekly basis. Students are welcome to read ahead at a faster pace if they so choose to, but do note that my own instructor videos and slides and the facilitating of discussion forums will take place according to the week in which they are stated below in the schedule. Students are expected to read through the syllabus and assignment instructions carefully and to manage their own workload. As the instructor, students can expect from me that I will do my best to respond to all emails during the work week within 24 hours – sometimes much sooner – and within 48 hours over weekends. ***In any email correspondence to me about this course, please type ‘EUS 100’ in the subject header.*** Before asking basic or logistical questions about the course, students should consult the syllabus. All email communication should be clear and professional: don’t start emails with ‘hey’ or ‘yo’; do use full sentences; do spell your TA’s and professor’s names correctly; and do sign your name at the end of your message. Before you press send, ask yourself “How does this email make me look in the eyes of the person receiving it?”

Brightspace (<https://bright.uvic.ca>) is an open source online e-learning platform and is the primary point of contact and information about the course. Upon logging into the website with your UVic Netlink ID and password, you will see a link for each of the courses in which you are registered. For EUS 100, the different weekly components will contain links to other formats embedded in the Brightspace portal – such as occasional Q&A voluntary forums, online readings and videos (to include videos posted by the instructor), and monitored discussion boards. It will be used as the place for announcements and to post assignments and expectations accompanying weekly segments. You can also use Brightspace to access the course outline and information about how to contact the instructor.

About the instructor

I have been an instructor at UVic since 2010. My research background is in European integration (mostly on the functioning of EU institutions) and on comparative political economies. I have taught EUS 100 many times before, and am a regular faculty advisor for the Model EU simulation that takes place in Seattle every spring. My approach to teaching is to both try to interest students in the subject at hand and to help students develop their own tools for learning and analysis. This fall is my first time teaching online; I welcome student feedback on how they are finding the experience as we go through the semester together.

Readings

There are no assigned textbooks to purchase for this course. All readings will be linked through the class Brightspace website (bright.uvic.ca). The specific readings assigned for each class are listed by

date, below (under *Schedule of Topics*), and on Brightspace. It is the students' responsibility to read the assigned material in a timely manner.

Course Evaluation

Participation in discussion forums:	25%
Assignment #1 (research paper):	25%
Assignment #2 (report with presentation):	25%
Final take-home exam:	25%
TOTAL:	100%

Participation

Most weeks will have a discussion forum of some kind (see schedule below). This may be in the form of a written post and follow-up response to another student, a required online exercise, or another form of participation. The purpose of this is to foster a sense of engagement amongst ourselves and to keep continuity between the weeks. It is also to provide a component of evaluation that is straightforward to do on a weekly basis. As a general reminder, please remember to keep all online discussions and comments respectful and professional. Disagreement and debate are welcome – and indeed necessary sometimes for productive learning – as long as the tone of the content remains civil.

Assignment #1 (due on Friday, Oct.16, by 4pm)

Students are to write a research paper of approximately 1000-1500 words (approximately 4-6 pages, double-spaced) on one of the debate topics listed on Brightspace in the document on assignment guidelines. Students are to provide a balanced analysis of competing perspectives, and are required to use a minimum of 6 sources (minimum 3 of these sources from academic materials). More details posted on Brightspace.

Assignment #2 (due on Friday, Nov.6, by 4pm)

Students are to build a slideshow presentation accompanied by voice-over narration on a European country of their choice, following the criteria posted on Brightspace. More details TBA.

Final take-home exam

The instructor will provide written exam questions for students to answer in a Word document. This will take place during the exam period in December (i.e., after classes end). This final exam will consist of essay questions and will pertain to material from the entire semester. Guidelines and expectations for this take-home exam, along with the specific timing and duration of the exam, will be discussed and posted in detail on Brightspace midway through the semester.

Schedule of Topics and Readings

(All readings can be found on Brightspace, and will be marked as either *required* or *additional*)
Remember to review the instructor video and/or written materials each week!

Week 1 – September 9-11: Introduction

- Introduction to class, discussion of course expectations. Overview of EUS programs and opportunities available for students interested in EUS as a minor.
 - No required readings.
 - Participation exercise: introductory statement post (see Brightspace instructions).

Week 2 – September 14-18: What is 'Europe'? Who's in, who's out, and why?

- Consideration of the continent and different interpretations of European identity.
 - *Required readings:*
 - **Tilly, Charles.** (2009). "Europe Transformed, 1945-2000." In Chris Rumford (Ed.), *The SAGE Handbook of European Studies* (pp. 17-35). London: SAGE Publications Ltd. (pdf)
 - **Pocock, J.G.A.** (1997). "What do we mean by Europe?" *The Wilson Quarterly* (1976-), 21(1), pp. 12-29. (pdf)
 - Instructor slides and video.
 - *Additional readings:*
 - **Leonard, M.** (4 August 2020). "The other Putin on Europe's doorstep." *European Council on Foreign Relations*.
https://www.ecfr.eu/article/commentary_the_other_putin_on_europes_doorstep (website)
 - Participation exercise:
 - Post a topic for discussion in the forum on Brightspace; respond to one other student's post.

Week 3 – September 21-25: France, Germany, and European integration

- WWII and aftermath; what the EU is and what it does; France & Germany today and considerations of power.
 - *Required readings:*
 - **Bulmer, S. & W.E. Paterson.** (1996). "Germany in the EU: Gentle Giant or Emergent Leader?" *International Affairs* 72(1), pp.9-32. (pdf)
 - **European Commission.** (Last updated 2020). "The history of European integration." https://europa.eu/european-union/about-eu/history_en (website)
 - **Schuman, Robert.** (1953). "France and Europe." *Foreign Affairs* 31, pp. 349-359. (pdf)
 - *Additional readings:*
 - **CBC News** (21 July 2020). "EU nations clinch €1.8T budget, coronavirus aid deal after 4 days." <https://www.cbc.ca/news/world/eu-budget-aid-package-1.5657000> (website)
 - Participation exercise:
 - Submit a post to the discussion forum in response to the question posed on Brightspace.

NB: Last day to drop classes with 100% refund is Tuesday, September 22.

Week 4 – September 28 to October 2: East and West

- History of delineation between ‘Eastern’ and ‘Western’ Europe; legacy of Cold War and USSR.
 - *Required readings:*
 - **Lehne, Stefan.** (2019). “Europe’s East-West Divide: Myth or Reality?” Carnegie Europe. Retrieved from: <https://carnegieeurope.eu/2019/04/11/europe-s-east-west-divide-myth-or-reality-pub-78847> (website)
 - **Lane, David.** (2007). “Post-Communist States and the European Union.” *Journal of Communist Studies and Transition Politics*, 23 (4): 461-477. (pdf)
 - **Walker, S. & Smith, H.** (5 May 2020). “Why has eastern Europe suffered less from coronavirus than the west?” *The Guardian*. Retrieved from: <https://www.theguardian.com/world/2020/may/05/why-has-eastern-europe-suffered-less-from-coronavirus-than-the-west> (website)
 - Participation requirement:
 - Discussion post on Brightspace; find a news item that contributes to the question posed for the week.

Week 5 – October 5-9: The euro currency and economic zones in Europe

- The politics and economics of the euro; debt crises; economic power and integration.
 - *Required readings:*
 - **Macdonald, N.** (10 December 2016). “The big price Canadians pay for their little dollar.” CBC News, opinion. (website)
 - **Krugman, P.** (12 January 2011). “Can Europe be Saved?” *The New York Times Magazine*. Retrieved from: www.nytimes.com/2011/01/16/magazine/16Europe-t.html. (pdf)
 - **Panetta, F.** (11 June 2020). “Covid-19 crisis highlights the euro’s untapped potential.” *The Financial Times*. Retrieved from: <https://www.ft.com/content/5bbeed18-37c5-4030-b56e-4570fe573ad5> (pdf)
 - Participation exercise:
 - Discussion post on Brightspace.

Week 6 – October 13-16: ASSIGNMENT #1 due on Friday, Oct.16, 4pm (16:00 PST)

- No new material; students can focus on completing assignment #1.
 - Participation exercise:
 - No required exercise; instructor will be available for additional office hours as needed.

Week 7 – October 19-23: Immigration to, and emigration from, Europe

- Differential experiences of the movement of peoples amongst European countries.
 - *Required readings:*
 - **BBC.** (4 March 2016). “Migrant crisis: Migration to Europe explained in seven charts.” Retrieved from: <https://www.bbc.com/news/world-europe-34131911> (website)

- **Rice-Oxley, M., & Rankin, J.** (1 April 2019). "Europe's south and east worry more about emigration than immigration – poll." *The Guardian*. Retrieved from: <https://www.theguardian.com/world/2019/apr/01/europe-south-and-east-worry-more-about-emigration-than-immigration-poll> (website)
- **Favell, A.** (2008). "The New Face of East-West Migration in Europe." *Journal of Ethnic & Migration Studies*, 34 (5): 701-716. (pdf)
- Participation exercise:
 - Discussion forum on Brightspace.

Week 8 – October 26-30: Nationalism, post-nationalism, and identity politics

- Histories of nationalism as an organizing force, and the politicization of present-day nationalism in different parts of Europe.
 - *Required readings:*
 - **Dasgupta, R.** (5 April 2018). "The demise of the nation state." *The Guardian*. Retrieved from: <https://www.theguardian.com/news/2018/apr/05/demise-of-the-nation-state-rana-dasgupta>
 - **Føllesdal, A.** (2000). "The Future Soul of Europe: Nationalism or Just Patriotism? A Critique of David Miller's Defence of Nationality." *Journal of Peace Research*, 37(4): 503-518.
 - Participation exercise: Interview assignment (see instructions on Brightspace).

NB: Last day to drop class without penalty of failure is Saturday, October 31.

Week 9 – November 2-6: What is the EU working on now?

- Students will be asked to find their own materials on current EU proceedings (suggestions provided on Brightspace for ways to access current European Commission, Council, and Parliament websites).
 - *Required readings:* students will find their own! See Brightspace for more instructions.
 - Participation exercise:
 - Discussion forum: What materials did you find? What topics/areas stood out to you? What insight does this give you into the EU and the processes of European integration?

Week 10 – November 9-13: READING BREAK

- No new material or exercises – enjoy the break!

Week 11 – November 16-20: ASSIGNMENT #2 due on Friday, Nov.20 at 4pm (16:00 PST)

- No new material; students can focus on completing assignment #2.
 - Participation exercise:
 - No required participation exercise. Potential for voluntary group Zoom discussions, dependent on interest and availability (more details in mid-October).

Week 12 – November 23-27: Security and defense

- NATO, various relationships to Russia and the U.S., differential security concerns.
 - *Required readings:*
 - **North Atlantic Treaty Organization.** (nd; last updated 2020). “What is NATO?” Retrieved from: <https://www.nato.int/nato-welcome/index.html>
 - **Caiser, T.** (2016). “From logic of competition to conflict: understanding the dynamics of EU–Russia relations.” *Contemporary Politics*, 22(3): 276-294.
 - **European Union External Action.** (nd; last updated 2020). “A stronger EU on security and defense.” Retrieved from: https://eeas.europa.eu/headquarters/headquarters-homepage/35285/eu-strengthens-cooperation-security-and-defence_en
 - Participation exercise:
 - Discussion forum on Brightspace.

Week 13 – November 30 to December 4: Course conclusions

- Course evaluations, final thoughts and prompts, preparation for take-home final exam.
 - *No new reading material.*
 - Participation exercise:
 - Discussion forum on Brightspace.

Final take-home exam to take place after classes during the exam period. More details TBA.

Grading System

Students will be assigned grades based on the UVic Percentage Grading Scale:

Passing Grades	Grade Point Value	Percentage	Description
A+	9	90–100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85–89	
A-	7	80–84	
B+	6	77–79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73–76	
B-	4	70–72	
C+	3	65–69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60–64	
D	1	50–59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
Failing Grades	Grade Point Value	Percentage	Description
F	0	0–49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0–49	Did not write examination or complete course requirements by the end of term or session; no supplemental.

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:

N grade percentage range 0-49: In cases where a student who has not completed the exam or has not completed the course requirements but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

Plagiarism and Academic Integrity (adapted from Teaching and Learning Centre material):

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences. It is your responsibility to understand the University's policy on academic integrity, which can be found in the undergraduate calendar on pages 45-47, and at the following website: <https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/academic-integrity.html>. Any problems regarding the academic integrity of a submitted essay or quiz will be referred directly to the Director of European Studies and University policy will be followed.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension. *It is your responsibility to understand the University's policy on academic integrity, which can be found on pages 45-47 of the undergraduate calendar.*

Accommodation: If arrangements need to be made regarding any type of accommodation please speak with the instructors at the beginning of term. The instructor (*not* the TA) will account for any forms. Please see the Centre for Accessible Learning for more information: <https://www.uvic.ca/services/cal/>

Extensions and make-ups: Extensions will only be granted for valid and documented medical or personal reasons. If possible, students should discuss extensions with the professor in advance of assignment deadlines.

NB: Valid reasons for extensions or make-ups do not include scheduling conflicts with assignments from other courses, work commitments, oversleeping, technical/printing difficulties, hungry pets, commuting/transit problems, hangovers, or bad weather, so plan accordingly.

Late penalties: Assignments are due on the date for which they are assigned. In fairness to students who hand in their work on time, a late penalty is 5% per late day, weekends included, up to a maximum of seven days late. Assignments submitted after 4 pm will be considered submitted on

the next workday. Assignments submitted more than one week after they were due will not be accepted without an extension from the instructor.

Teaching Assistant: We are fortunate to have the support of a Teaching Assistant for this course. ___ is a graduate student from the Department of ___ with ___ experience in ___. The TA will assist with general course and grading support.

Registration Matters: It is each student's responsibility to add, drop, or withdraw from the course as appropriate, and to adhere to university deadlines.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Student Success Tips

UVic has different resources on campus to assist you. If you would like to improve your writing skills, please consult the Centre for Academic Communication at <http://www.uvic.mywconline.com>. To improve other learning skills, time management, and note taking, please consult the Learning Skills courses offered by UVic: <http://www.coun.uvic.ca/learning/>.

Syllabus Copyright Statement

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