

**University of Victoria**  
**European Studies Program**  
**EUS 390A: European Union Study Tour**  
**(CRN 30453)**

**Instructor:**

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*We acknowledge and respect the ongoing title and jurisdiction of the Lekwungen and WSÁNEĆ peoples, on whose territory the University of Victoria stands. We acknowledge that this Field Course will visit lands which are also deeply shaped by the colonial encounter, and which are beneficiaries of the power structures and resources flows colonialism created. We strive to reflect upon the complex ties that connect these lands to the lands on which we work, learn, and live.*

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**COURSE DESCRIPTION**

This course constitutes the academic element of the EU Study Tour offered by the Network for European Studies (Canada) and administered through the University of Victoria (UVic).

**European Union Study Tour 2024**

Our 19<sup>th</sup> EU Study Tour (EUST) will commence in Brussels with a Meet and Greet from 17:00-19:00 on Sunday May 12 and conclude after three exciting and stimulating weeks, on Thursday May 30 (Students check out of their hotel in Brussels in the morning on Fri May 31). Students will participate in meetings and events with public servants of the European Union (EU), and employees of non-governmental organizations (NGOs) representing European civil society.

The program includes visits to some of the [institutions of the EU](#), such as the European Commission, the European Parliament, the Court of Justice of the EU, and the European Central Bank. There will also be visits to some of the other bodies and agencies of the EU, and possibly the North Atlantic Treaty Organization (NATO) and the Canadian Mission to the EU. Finally, there will be a number of seminars on [the recurrent topics and the 2024 themes of the EU Study Tour](#).

**COURSE OBJECTIVES:**

The student learns the history, structure and 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 Canada-EU relations).

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 (with a particular focus on Canada).
- Recognize and explain the relationships and interactions between the European Union and other political and economic organizations related to European integration.
- Recognize and articulate the relationship of the study of regional intergovernmental organizations to the discipline of political studies and other social sciences.
- Demonstrate written and oral communication skills in assignments which focus on problems and issues of the European Union.
- Apply these learning outcomes to a variety of issues and problems, in order to demonstrate understanding of the subject matter.

## TOPICS FOR 2024

The central purpose of the EU Study Tour is to understand the institutions involved in European integration (especially but not exclusively: the European Union) and Canada-EU relations. However, each edition of the EU Study Tour also introduces topical themes, to frame some of the seminars and discussions. These themes are not *exclusive*, and many more topics and themes will come up during the program. The themes for this year are:

1. Europe and its neighbours
2. EP elections: is Europe moving to the right?

**DRAFT Itinerary:** [Please see here](#)

**RECOMMENDED READINGS:** Participants have varying levels of knowledge about European integration. A certain amount of knowledge is assumed in order to participate in the EU Study Tour, such as a basic history of the EU and a conceptual understanding of the relationships between major EU institutions. If necessary, students can familiarize themselves with these topics by reading the introductory chapters in the following textbook:

Amy Verdun, Achim Hurrelmann and Emmanuel Brunet-Jailly (eds.), *European Union Governance and Policy-Making: A Canadian Perspective*, 2<sup>nd</sup> edition, 2023, University of Toronto Press.

**REQUIRED READINGS:** Participants in this course are expected to complete all required readings prior to the beginning of the field school. See Brightspace for more information.

## COURSE REQUIREMENTS

This course will include

- Pre-Departure tasks (orientation, travel documents, readings, first Reflection),
- Study Abroad tasks (participation and Reflections 2-4)

- Post-Tour activities (debrief and final report)

### **EVALUATION:**

Students will be evaluated via the following:

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| • Participation                        | 25% |
| • Reflection 1 (due May 15)            | 10% |
| • Reflection 2 (due May 21)            | 10% |
| • Reflection 3 (due May 31)            | 10% |
| • Presentation (May 25 <sup>th</sup> ) | 20% |
| • Final Report (due June 15)           | 25% |

### **DETAILS ON EVALUATION:**

**Mandatory requirements:** All evaluation components are mandatory in order to complete the course. In addition, students are expected to submit their pre-departure documentation in a timely fashion.

**Participation:** based on evaluation of student involvement in mandatory Tour seminars, as provided by the Director of the Tour. Participation is worth 25% of the final mark. A grading rubric is in Brightspace.

**Reflections:** Over the course of the three-week EU Study Tour, each student must submit three personal Reflection posts. Each Reflection posts should be approximately 500-700 words. These are to be submitted through Brightspace, and may not be made public without the express prior consent of the instructor.

- Reflection 1 – students will choose 4-5 of the required readings and discuss them in relation to a) their own academic interests, b) what they hope to learn on the study tour. What about European integration interests you? Why? This assignment has two goals: to demonstrate an understanding of the chosen readings, and to help the prof understand what the student is interested in and passionate about. Due May 15<sup>th</sup>.
- Reflection 2 - students will reflect on one a seminar or institutional site visit of their choosing, relating their experience to at least 2-3 course readings. Due May 21<sup>st</sup>. Students may not choose the same readings covered in Reflection 1.
- Reflection 3 – students will reflect on one a seminar or institutional site visit of their choosing, relating their experience to at least 2-3 course readings. Due May 31<sup>st</sup>. Students may not choose the same readings covered in Reflection 1 or 2.

Reflections will not be accepted after June 1. Each Reflection is worth 10% of the final grade (30% total). A grading rubric is in Brightspace.

### **Presentation:**

Working in teams of 2-4, students will deliver a 20m presentation discussing the populist turn in European and world politics. Students may want to choose a few of the following questions to consider:

- What do you think is causing populism? Is the answer different for leftwing and rightwing populism?
- Why do people support populism, both left and right?
- Does the rise of populism point to any legitimate problems with the status quo?
- What do you, personally, think of populism, left and right? Are there points you agree with or reject? Find appealing or dangerous?
- Do you see comparisons between populism in Europe and Canada, or in other parts of the world?
- How do you think the rise of populism will affect Europe? The European integration project? The world? How might it affect your own future?
- How are authorities responding the rise of populism? Are their responses helping or hurting? Would you change anything about these responses?
- Do you think populism will continue to grow? Why or why not? What factors might change this?
- What changes would you like to see in the political environment? How could they be achieved?

Presentations will be graded both on the quality of the analyses presented and on presentation skills – practicing engaging public speaking will be a primary goal of the assignment. Presentations will take place May 25<sup>th</sup> and are worth 20% of the total mark. A rubric will be available on brightspace.

### **Final Report:**

The final report is a short paper, approximately 800-1000 words. Students will discuss which parts of the Tour were most useful and important for them and why, with specific references to their own career goals, political aspirations, and learning journeys. Have these changed since your first Reflection? How has your understanding of Europe changed? Your political positions? Papers should make specific references to ideas from the seminars, group discussions and readings. The idea is for students to demonstrate and reflect on what they have learned in a detailed, rigorous way, which includes explicit citations.

The Final Report is worth 25% of the final grade. A grading rubric is in Brightspace.

## **COURSE POLICIES**

### **Accessibility Statement**

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 Centre for Accessible Learning (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. More details: <https://www.uvic.ca/accessible-learning/index.php>

## **Commitment to Equity, Inclusivity, Diversity and Anti-Racism**

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members both on and off campus. For more details see: <https://www.uvic.ca/vpacademic/about-contacts/equity-diversity-inclusion/index.php>

## **Concessions and Documentation**

Students may ask for an academic concession, such as 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. For details: <https://www.uvic.ca/students/academics/academic-concessions-accommodations/request-for-academic-concession/index.php>

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

Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating or aiding others to cheat violate University policies on academic integrity and are considered serious offences. You must inform yourself about the university regulations (see the UVic Policy on Academic Integrity: <https://www.uvic.ca/students/academics/academic-integrity/index.php>).

## **COVID-19 Protocols**

The scientific research on COVID-19 provides abundant evidence that vaccination protects the vaccinated and those around them but also that it slows the transmission of COVID-19 and reduces the risk of new variants popping up. If a student misses a seminar due to a confirmed or suspected case of COVID-19, that student is asked to contact the Tour Director as soon as possible via the instructor's main email address (kcherry@uvic.ca). For details on COVID-19 protocols see: <https://www.uvic.ca/covid19/health-safety/index.php>.