

**University of Victoria
European Studies Program**

EUS 390 A: European Union Field School

Instructor:

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COURSE DESCRIPTION

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

European Union Field School 2018

Our 16th Study Tour will commence in Brussels on May 12 and conclude after three exciting and stimulating weeks, on June 1. Students participate in meetings and events with public servants and politicians of the European Union. Included are valuable opportunities to meet with representatives of the EU's neighbors – the Russian Federation and Turkey – as well as NGO's representing European civil society.

The program includes meetings within other European institutions, notably the European Central Bank, the Council of Europe and the European Court of Justice, at their locations and headquarters. Additionally, with some of our European partners we will present special seminars on special topics and policy areas.

The field school will also include 'internal seminars' conducted and facilitated by faculty or visiting faculty. The internal seminars will address the themes of the 2019 Field School.

COURSE OBJECTIVES:

General: 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).

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 (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 2019

The central purpose of the Field School is to understand the institutions involved in European integration (especially but not exclusively: the European Union). However, each Field School 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.

1. European Parliament elections (including issues of democratic deficit, and populist responses).
2. Brexit (including implications of Brexit for EU foreign policy)
3. Non-compliance with EU norms (with a special case study of Italy, especially regarding issues of fiscal policy and Asylum & Migration policy).

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

- Bache, Ian, Stephen George and Simon Bulmer (2015). *Politics in the European Union, 4th edition*. New York: Oxford University Press.
- Cini, Michelle and Nieves Perez-Solorzano Borragan (editors). (2013) *European Union Politics (4th edition)*. New York: Oxford University Press.

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

COURSE REQUIREMENTS

This course will include Pre-Departure, Study Abroad, and Post-Tour activities. The Orientation and Debrief activities will be delivered by the Centre for International Education and student participation is required; activities/assignments in situ are also required, as well as activities that follow the study tour.

	ACTIVITY	LOCATION
1	<p>Pre-Departure:</p> <ul style="list-style-type: none"> • Pre-departure modules (safety & intercultural training) • All required readings 	<p>On-Line, through UVic Course Spaces Access readings on-line, via public domain, or through U Vic (or home) library</p>
2	<p>Study Abroad:</p> <ol style="list-style-type: none"> 1. Assessment of active participation 2. Blogs 	<p>During field school. Submitted via EUS 390 Course Spaces.</p>
3	<p>Post-field school:</p> <ol style="list-style-type: none"> 3. Debrief & Final Report 	<p>Submitted via EUS 390 Course Spaces.</p>

EVALUATION:

Students will be evaluated via the following:

1. Evaluation of participation by Tour Director	50%
2. Blogs (three total)	30%
3. Final Report (due June 17)	<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	

DETAILS ON EVALUATION:

Participation in seminars: based on evaluation of student involvement in mandatory tour seminars, as provided by the Director of the Tour. The Director provides a letter grade that reflects participation of each student:

A-range (80-100%)

The student was not absent for any mandatory tour activities/seminars.¹

The student was always punctual and prepared.

The student made an excellent contribution to the learning outcomes of tour participants, and the quality and quantity of comments or questions demonstrated a superior understanding of EU-related themes and topics.

B-range (70-79%)

The student was absent for no more than three mandatory tour activities/seminars.

The student was consistently punctual and prepared.

The student made a reasonable contribution to the learning outcomes of tour participants, and the quality and quantity of comments or questions demonstrated a competent understanding of EU-related themes and topics.

C-range (60-69%)

The student was absent for less than 10% of mandatory tour activities/seminars.

¹ A mandatory activity or seminar refers to a single cohesive program component, such as one speaker. Therefore, missing an entire morning of the program might result in an absence for two (or more) activities, depending on how many speakers are planned that day. Generally-speaking, the expectation of students on the tour is that they will have 100% attendance, barring absences caused by a documented illness or injury.

The student was usually punctual and prepared.

The student made some contribution to the learning outcomes of tour participants, and the quality or quantity of comments or questions demonstrated an adequate understanding of EU-related themes and topics.

D-range: (50-59%)

The student was absent for more than 10% but less than 25% of mandatory tour activities and seminars.

The student was seldom punctual or prepared.

The student made minimal contribution to the learning outcomes of tour participants, and the quality or quantity of comments or questions demonstrated a basic understanding of EU-related themes and topics.

Failing grade (less than 50%)

The student was absent for 25% or more of mandatory tour activities and seminars

The student was seldom punctual or prepared.

The student made little or no contribution to the learning outcomes of tour participants, and the quality or quantity of comments or questions demonstrated a poor understanding of EU-related themes and topics.

Blogs: over the course of the three-week field school, each student must submit three personal blog posts. Each blog post should be approximately 350 words. These are to be submitted through CourseSpaces, and not to be made public without the express prior consent of the instructor.

The first post is an 'anticipation' blog, which reflects on (some of) the required readings and establishes individual learning goals prior to the beginning of the tour. Blogs two and three are to be written during the tour. Each one can be reflections on a single seminar, or a single institutional site visit. Try to post one per week. Blogs will not be accepted after June 1. Each Blog is worth 10% of the final grade (30% total). A grading rubric is in CourseSpaces.

Debrief Report: During the final days of the Field School, there will be a seminar(s) that considers the overall issues and debriefs some general topics and themes from the Field School. Emerging from these seminars/activities, the instructor will develop a question or topic on which you must write a debrief report. The substantive and logistical details of this report will be decided during the tour. You can anticipate that this will look like a very short 'paper', of approximately 800-1000 words, which will require no additional external research. It may require you to demonstrate knowledge of readings, or content from field school seminars. This debrief report will be due on June 17 (no late submissions permitted) and is worth 20% of your final grade.

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 Resource Center for Students with a Disability (RCSD) as soon as possible. RCSD 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.

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 its members both on and off campus.

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.

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 on pages 55-58 of the University Calendar).