



ECON/EUS/SLLC 270, A01 – Culture, Economics and Politics of Europe

Fall 2025 | CRNs: 11100/11611/13094 | Mondays and Wednesdays 2:30 – 3:50 in COR B112

UVic Land Acknowledgement: *We acknowledge and respect the Lək̓ʷəŋən (Songhees and X̱wsepsem/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.*

Modality: Classes are face to face and all exams are held in person.

Teachers:

- Dr. Elena Pnevmonidou, epnev@uvic.ca, office: CLE D265
- Dr. Émile Fromet de Rosnay, derosnay@uvic.ca, office: CLE C252
- Dr. Paul Schure, schure@uvic.ca, office: BEC 336 (→ course coordinator)

Office Hours: By appointment → Email the applicable teacher and **propose three 15-minute slots** for either an in-person or online meeting (indicate which you prefer).

Course Content

Examines the cultural, social, economic and political history of post-WWII Europe from an interdisciplinary perspective. Introduces key issues associated with the study of decolonization, European integration, migration and other important aspects that shaped the societies and cultures of modern Europe. Discusses the role of the European Union in Europe and the world.

This is an excellent course to explore European Studies. There are no prerequisites, but the course itself is a prerequisite for *EUS/POLI 311 - Governments and Politics in Europe* and it is one of the paths towards your possible participation in the [EU Study Tour](#) (application deadline: Dec 15). It also counts towards the [Minor in European Studies](#).

Textbook

There is no designated textbook for this course. However, every class comes with some readings as becomes clear in the class schedule

Classes

Your attendance in class is expected (and active participation is much appreciated!) We will likely monitor class attendance, at least from time to time. Yet, this is for us to learn to what extent attendance matters and to gauge whether students are on track: attendance will not gain you any marks and missing classes will not cost you any marks (at least, not directly!) We believe that missing classes is a poor strategy for essentially all students. Just show up, as it is “half the battle”.

Lectures will normally *not* be recorded, but we will post the lecture slides, either before or after the lectures.¹ We will not re-teach any classes that you may have missed or give anybody any class highlights, even if you missed class for a valid reason.

¹ These lecture slides will certainly help you, but they are, as you are aware, still a poor substitute for attending classes.

Course schedule and “keeping up”

Please, see the *course schedule* at the end of this outline. It is a tentative schedule, which may well be updated as we proceed (if so, we will post an updated course outline on Brightspace).

As said try to always attend classes. It helps even if you don't necessarily realize it. Also, as often as your schedule allows it, try to read (else skim through) the materials prior to the start of each class. We realize it is not a realistic assumptions to assume students always pre-read, but it would benefit you, so prepare the readings as often as you can!

Communication

Brightspace is used for the course for (updates to) readings, lecture notes, and some announcements. All students are expected to be fully functional with the system and to log in daily, even if briefly. There will also be a discussion board which we encourage you use for asking your teachers questions about the material, things that are unclear in the outline, etc. In fact, try to use the discussion board for all non-personal questions. Your classmates will benefit from your questions as well! Thank you!

MS Teams. Teams is excellent for meeting your teacher online (e.g. during office hours if you cannot be there in person)

Emails. Use emails for personal questions/notices or to book an office hour, but ideally not for anything that Teams is better suited for. Your emails (i) must have subject headers that start with “EUS270” for clarity. Also (ii) include your name and student number at the end of your message/question. The expectation is that correctly sent emails are answered within 24 hours (both by the student and the teacher). However, we may miss incorrectly sent emails. Also, **address emails about the organisation of the course or any accommodation to requests to the course coordinator.**

Grading

Grading scheme. Your final grade will be determined as follows:

Two Midterms worth 45% in total:

- Midterm 1 (22.5%) [Monday October 6. Covers all topics of Part 1]
- Midterm 2 (22.5%) [Wednesday November 5. Covers all topics of Part 2]

A short documentary group assignment (20%) [due Friday Nov 21]

The Final exam, which is worth 35% [Covers Part 3, as well as selected topics of Parts 1 and 2]

Mandatory/Essential course components. The two midterm exams, the short documentary group assignment, and the final exam are all mandatory course components. Failure to complete any of these four course components will result in a “N” grade regardless of your cumulative percentage grade. N grades are failing grades which translates into a 0 in your GPA calculation.

Make-up midterms and quizzes are not a right, but students with a valid reason for missing a midterm, and who have communicated this to the course coordinator correctly and in time (see “Possible accommodation for tests”), may be given an opportunity to write a retake midterm. Retake midterms take place on the day of the Final Exam (and start around 20-30 minutes after the exam ends).

Grading Scale:

A+	90-100%
A	85-89%
A-	80-84%
B+	77-79%

B	73-76%
B-	70-72%
C+	65-69%
C	60-64%
D	50-59%
F or N	0-49%

Students should review the University's more detailed [summary of grading](#).

Missing assessments / Possible accommodation

Should students encounter a situation where they miss an exam or cannot submit an assignment at its due date, they may qualify for an academic concession. Students are required to indicate the specific grounds on which they are requesting an academic concession and to provide a justification outlining the impact of the circumstances on their ability to complete course requirements. Consideration for missed examinations may be given on the basis of a **correctly reported**, as well as **timely reported, valid reason** (valid reasons may include illness, an accident, a serious family affliction). If you miss any of the tests for a valid reason then let the course coordinator know **by the starting time of the test** at the very latest and by [filling in and emailing them this form](#). (See "Communication" above on how to format emails) In case you miss the final exam, then email this [request for a deferral](#) to the Office of the Registrar (please, cc the course coordinator again & complete the deferral form by the start of the final exam at the latest).

Grading concerns. Analysing how your answers got graded is very useful! However, all grading concerns should be initiated by email by the student no later than a week after the tests were returned. After one week your grade is final. Your email should be sent to all three instructors.

Appeals. Depending on the nature of your concern, the order in which you should normally try to resolve the matter is:

1. the course coordinator
2. the Associate Chair of the Economics Department: econassoc@uvic.ca
3. the Associate Dean of Academic Advising
4. the Senate.

If you are seeking a formal review of an assigned grade, you should also consult the regulations in the academic calendar regarding [review of an assigned grade](#)."

Waitlist Policies

- Instructors have no discretion to admit waitlisted students or raise the cap on the course.
- Students on the waitlist should discuss with the instructor how to ensure they are not behind with coursework in the event they are admitted.
- Registered students who do not participate as specified in this outline during the first 7 calendar days from the start of the course may be dropped from the course.
- Registered students who decide not to take the course are responsible for dropping the course and are urged to do so promptly out of courtesy toward waitlisted students.
- Waitlist offers cease after the last date for adding courses irrespective of published waitlists.

Academic Integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. A student who is found to have engaged in unethical academic behaviour,

including the practices described in the [Policy on Academic Integrity](#) in the University Calendar, is subject to penalty by the University. The University reserves the right to use a plagiarism software to detect violations of academic integrity. For more information, see this [UVic resource from the UVic libraries](#).

Student Code of Conduct

The Humanities, Science, and Social Sciences Faculties have adopted this [Student code of conduct](#). Please, review.

University Policies and Statements

Please note that this course is executed in a manner consistent with these University statements and policies:

- a. University Calendar - Section "[Information for all students](#)"
- b. [Creating a respectful, inclusive and productive learning environment](#)
- c. [Academic Integrity](#)
- d. [Academic Concession Regulations](#), [Academic Concession and Accommodation](#), Academic Accommodation – [Policy AC1205](#)
- e. [Accommodation of Religious Observance](#)
- f. [Student Conduct](#)
- g. [Non-academic Student Misconduct](#)
- h. [Accessibility](#)
- i. [Diversity / EDI](#)
- j. [Equity statement](#)
- k. [Sexualized Violence Prevention and Response](#)
- l. Discrimination and Harassment [Policy](#)

Resources for students

- a. [Student wellness](#)
- b. [Centre for Accessible Learning](#) (CAL)
- c. [UVic Learn Anywhere](#). UVic Learn Anywhere is the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.
- d. [Library](#) resources
- e. Centre for Academic Communication ([CAC](#))
- f. Learning Strategies Program ([LSP](#))
- g. [Academic Advising](#)
- h. Economics Undergraduate Advising: ecadvice@uvic.ca
- i. [Student Awards and Financial Aid](#)
- j. [International Student Advising](#)
- k. Indigenous student services ([ISS](#))
- l. [Student groups and resources](#) including UVic [Ombudsperson](#)

Student Experience of Learning (SEL) Survey

We value your feedback on this course. Towards the end of term, you will have the opportunity to complete a confidential SEL survey regarding your learning experience. The survey is vital to providing feedback to us regarding the course and our teaching, as well as to help our units improve their programs for future students.

Tentative Course Schedule

(class notes and readings on Brightspace)

Class 1: Wednesday September 3: Course overview and introduction of the teaching team

Part 1 – Dr. Elena Pnevmonidou

Class 2: Monday September 8: What is Europe? Historical and geographic overview; defining moments that shaped histories of war and nation building; re-starting Europe in the post WWII landscape

Readings: Panagiotis Largovas & Christos Papageorgiou, *The European Integration, Vol. 1* – pages 11-49 <https://link.springer.com/book/10.1007/978-3-031-47776-8#toc>

Class 3: Wednesday September 10: Europe / EU today: Euro-enthusiasm vs. Euro-scepticism; Europe in the age of Trump; can Europe be a force for peace and democracy in the world?

Readings:

- “Euroscepticism” <https://www.populismstudies.org/Vocabulary/euroscepticism/>
- Havlík, Vratislav and Vít Hloušek, “Where Have All the ‘Exiters’ Gone? Contextualising the Concept of Hard Euroscepticism” <https://onlinelibrary.wiley.com/doi/full/10.1111/jcms.13602>
- “A Moment of Reckoning: The EU and the Second Age of Trump” <https://www.crisisgroup.org/global/moment-reckoning-eu-and-second-age-trump>

Class 4: Monday September 15: European integration through the lens of its cornerstone treaties; limits of EU enlargement?

Readings:

- “What is the European Union?” https://op.europa.eu/webpub/com/eu-and-me/en/HOW_IS_THE_EU_RELEVANT_TO_YOUR_DAILY_LIFE.html
- European Union, “Founding Agreements” https://european-union.europa.eu/principles-countries-history/principles-and-values/founding-agreements_en

Class 5: Wednesday September 17: Europe today through the lens of its colonial history; migration crisis; EU (dis-)integration?

Readings:

- Gustavo Gozzi, “Europe and the Colonial Legacy: Continuity in a History to Be Told” *Questions of International Law* Jan. 31, 2024, p. 21-28. <https://www.qil-qdi.org/europe-and-the-colonial-legacy-continuity-in-a-history-to-be-told/>

- Britta Timm Knudsen et al, *Decolonizing Colonial Heritage: New Agendas, Actors and Practices in and beyond Europe*, read chapter “Europe and Its Entangled Colonial Pasts”
file:///C:/Users/epnev/Downloads/10.4324_9781003100102-3_chapterpdf.pdf
- Documentary film on the migration crisis: *European migration? How a continent is sealing itself off* | DW Documentary <https://www.youtube.com/watch?v=COd5baqXVFA>

Class 6: Monday September 22: Popular movements; populism; radicalization; liberal democracy in crisis?

Readings:

Class 7: Wednesday September 24: EU Green deal; ecological thinking in Europe; European landscapes and ecologies; rewilding Europe

Readings:

- Diana Vela Almeida et al, “The “Greening” of Empire: The European Green Deal as the *EU first agenda*”
https://www.sciencedirect.com/science/article/pii/S0962629823001038?ref=pdf_download&fr=RR-2&rr=979779cb89bb841a
- European Commission, “Rewilding Europe-Interview”
https://environment.ec.europa.eu/news/interview-rewilding-europe-2024-07-24_en

Class 8: Monday September 29: Where to? – Memory, history, and the (re-)construction of post-reunification Berlin as Europe’s cultural center

Readings:

- Boris Grésillon, “Berlin, cultural metropolis: Changes in the cultural geography of Berlin since reunification” *Ecumene*, Vol. 6, No. 3 (July 1999), pp. 284-294
<https://www.jstor.org/stable/44252060?seq=1>
- Oliver Wainwright, “Berlin’s Bizarre New Museum” *The Guardian* Sept. 9, 2021
<https://www.theguardian.com/culture/2021/sep/09/berlin-museum-humboldt-forum>
- Sebastian Schmaling, “Masked Nostalgia, Chic Regression: The “Critical” Reconstruction of Berlin,” <https://www.harvarddesignmagazine.org/articles/masked-nostalgia-chic-regression-the-critical-reconstruction-of-berlin/>
- <https://www.smb.museum/en/whats-new/detail/european-architectural-heritage-intervention-award-presented-for-the-restoration-and-refurbishment-of-the-neue-nationalgalerie-in-keeping-with-historical-preservation-guidelines/>

Part 2 – Dr. Émile Fromet de Rosnay

Class 9: Wednesday October 1: Postwar cinema and industry 1: an overview of neorealist cinema and “rubble cinema”: the development of institutions, the interplay of art and industry in context of postwar and European integration, with a focus on Italy and Germany. + Midterm 1 prep session (30 mins)

Viewings: *Rome, Open City* (1945) and *Germany Year Zero* (1948), by Roberto Rossellini.

Readings: TBA

Class 10: Monday October 6: Midterm 1 [Covers all topics of Part 1]

Class 11: Wednesday October 8: Postwar cinema and industry 2: the history of technology and direct cinema, the New Wave, and the subsequent developments in trans-continental cinema.

Viewing: *Chronique d'un été/Chronicle of a Summer* (1961), by Jean Rouch and Edgar Morin

Readings: TBA

Monday October 13: UVic closed (Thanksgiving)

Class 12: Wednesday October 15: Consumerism and culture

Readings: Wallace, Claire, and Sijka Kovacheva. “Youth Cultures and Consumption in Eastern and Western Europe: An Overview.” *Youth & Society*, vol. 28, no. 2, 1996, pp.189–214.

<https://doi.org/10.1177/0044118X96028002003>.

Viewing: TBA (possibly *Tout va bien* (1972), by Jean-Luc Godard)

Class 13: Monday October 20: The Tour de France overview with a focus on European integration

Reading: Christophe Campos, “Beating the bounds: The Tour de France and national identity”

<http://dx.doi.org/10.1080/09523360412331305673>

Viewing: *Vive le Tour* (1962), by Louis Malle. <https://www.dailymotion.com/video/x6bk7zj>

Class 14: Wednesday October 22: The idea of Europe 1: how has Europe as a concept developed historically, and how has this concept been defined against its “colonized,” non-European “Other”?

Readings: Weller S. *The Idea of Europe: A Critical History*. Cambridge University Press; 2021, Introduction + Chapter 8, “Unity in Diversity: 1945–1989.” [https://www.cambridge.org/core/books/idea-of-](https://www.cambridge.org/core/books/idea-of-europe/338B00F80436830FC1C051DE7FAF4A42)

[europe/338B00F80436830FC1C051DE7FAF4A42](https://www.cambridge.org/core/books/idea-of-europe/338B00F80436830FC1C051DE7FAF4A42)

Class 15: Monday October 27: The idea of Europe 2

Readings: Weller S. *The Idea of Europe: A Critical History* : Chapter 9, “Other Europes.”

Class 16: Wednesday October 29:

Migration(s): a look at the history of migration since WWII, notably in recent history and through cinematic representations

Readings: “Locating Migrant and Diasporic Cinema in Contemporary Europe,” in *European Cinema in Motion : Migrant and Diasporic Film in Contemporary Europe*, edited by D. Berghahn, and C. Sternberg, Palgrave

Macmillan UK, 2010. *ProQuest Ebook Central*.

<https://ebookcentral.proquest.com/lib/uvic/detail.action?docID=652539>

Viewing: TBA

Part 3 – Dr. Paul Schure

Class 17: Monday Nov 3: Some core statistics on European countries + MT2 prep session (30 mins)

Readings: TBA

Class 18: Wednesday November 5: Midterm 2 [Covers all topics of Part 2]

November 10-12: No classes (reading break)

Class 19: Monday Nov 17: The institutions of the EU (Guest Lecture by Dr. Amy Verdun)

Readings: Usherwood, Simon and John Pinder (2018), *How the EU is Governed*, Chapter 3 in *The European Union: A Very Short Introduction* (4th edn), Oxford University Press. <https://doi.org/10.1093/actrade/9780198808855.003.0003>

Class 20: Wednesday November 19: The EU's legislative process and instruments

Reading: Legislation and Decision-Making. Chapter 6 in Paul Craig and Gráinne de Búrca, *EU law: text, cases, and materials*, 7th edition, Oxford University Press, 2020.

Friday November 21: due date Short documentary group assignment

Class 21: Monday November 24: Creating the European single market

Readings: Schure, Paul and Amy Verdun, 2023. *The Single Market and Economic and Monetary Integration*. Chapter 7 in Amy Verdun, Achim Hurrelmann and Emmanuel Brunet-Jailly (eds), *European Union Governance and Policy Making: A Canadian Perspective*, 2nd edition. Toronto: University of Toronto Press), pp. 137-164.

Class 22: Wednesday November 26: Economic and Monetary Union (and the Euro)

Readings: Schure, Paul and Amy Verdun, 2023. *The Single Market and Economic and Monetary Integration*. Chapter 7 in Amy Verdun, Achim Hurrelmann and Emmanuel Brunet-Jailly (eds), *European Union Governance and Policy Making: A Canadian Perspective*, 2nd edition. Toronto: University of Toronto Press), pp. 137-164.

Class 23: Monday December 1: Trade and integration: an economic perspective

Readings: Ch4 or Ch5 of Richard Baldwin and Charles Wyplosz, *The economics of European integration* (TBC)

Class 24: Wednesday December 3: Brexit, Trade agreements and CETA

Chi, Eric and Paul Schure, 2025. What do the trade flows of Northern Ireland teach us about Brexit and the European single market?, Chapter 3 in *The Canada model and post-Brexit EU trade relations: insights from the “other” transatlantic partner*, by Neuwahl, N. and A.C. Verdun (eds.), Routledge, Abingdon, UK.

Final exam: Covers all topics of Part 3 + Select topics of Parts 1 and 2.

Students that were granted accommodations for Midterm 1, or Midterm 2 will write their **retake midterm** following the Final Exam. These retakes start about 20-30 minutes after the final exam ends.