

EUROPEAN STUDIES 311/POLITICAL SCIENCE 311:

Government and Politics in Europe

POLI 311 A01 (22671)/EUS 311 A01 (21500)

Course value (1.5 units)

**Offered by the Faculty of Humanities and the Department of Political Science
University of Victoria**

Last updated 12 February 2025 (11:00am)

Instructor:

Dr. Amy Verdun (she/her) Full Professor of Political Science

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Lectures: Mondays and Thursdays 1:00 pm - 2:20 pm

Location of the lectures: Elliott (ELL) Room: 162

Office Hours: By appointment (averdun@uvic.ca) (via Zoom or in person Dr Verdun's office DTB A337). Subject mention: 'EUS/POLI 311 office hour request'

Teaching Assistant:

Fazila Mat (she/her), PhD student department of Political Science.

Email: fmat@uvic.ca

Office Hours: By appointment (fmat@uvic.ca)

If you need to consult Fazila Mat you may reach out to her by email with your question.

Territory Recognition:

We acknowledge and respect the Lək'wəḡən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day

Course Description

We study the development of European states, their institutions, and policies in comparative perspective, examining the differences and similarities across European states, and whether or not they persist in the face of European integration. The material is laid out thematically, rather than country-by-country, and focuses on comparative governance structures.

We look at central issues and political processes, to include political parties, ideologies, electoral systems, interest groups, and institutions. We examine selected current events and debates in a comparative manner, to include (but not limited to) regional integration, economic policies, human migration, and security. Students learn how to select cases that allow for meaningful comparisons in order to evaluate the political structures of different countries in an informed and informative way.

Prerequisite:

Complete one of EUS 100, POLI 211, or permission of the department

Course outcomes/objectives:

- understand the historical context of Europe as a continent
- explore the concepts of European political institutions and governmental organization
- develop understanding of European countries and institutions
- develop written and verbal communication through essay writing and discussion

Required Readings:

This course has selected required readings that may be found in the UVic library. The instructor aims to put readings and other class materials on Brightspace if possible. There is one joint (crosslisted) site: <https://bright.uvic.ca/d2l/home/401717>.

Course Requirements:

This course emphasizes critical analysis and open discussion of the weekly readings. It works on development of student research and writing skills. Assignments and the first two quizzes are done through Brightspace. Final grades are determined by the following course requirements:

- 1) Complete the module [*Integrity in Practice*](#) course the [*Discover tab*](#) on your Brightspace homepage during the first class (**Monday 6 January**). When completed, students are required to upload their certificates to the Brightspace site (not graded separately but part of 'participation').
- 2) Online synchronous "during-class" quiz covering the material of the first two lectures and readings (5%) (on **Monday 13 January**) to take place **in a different** classroom namely s 102.
- 3) *Group Selection* (not graded separately but part of 'participation') – instructor confirms with the students the group members on **Thursday 16 January**.
- 4) *Group Paper Proposal* – 10% of course grade – mention group members, the research question, the outline of the paper, the work division (**due Thursday 23 January 12:00pm noon**)
- 5) Online synchronous "during-class" quiz covering the material of the lectures and readings done for lectures from 16 January until 27 January (10%) (on **Thursday 30 January**, to take place **in different classrooms in the Clearihue building** namely rooms: CLE A102 and CLE A108 (see Brightspace which room you are in). These two quizzes are closed book – students enrolled in this course writing these quizzes are not permitted to consult their notes, the readings, the internet, or other persons (students or third parties) during the writing of the quiz. A make-up quiz opportunity for quiz one and/or quiz two has been scheduled Thursday 20 March in case students missed one of these quizzes (for instance, due to illness).
- 6) A team research paper (2500-3000 words) (25%) (Submission deadline **Thursday 27 February** at 12:00pm noon).
- 7) Team paper presentation (online video, about 10 minutes) 10% (Submission deadline **Thursday 13 March** at 12:00pm noon)
- 8) An assignment (current events blog) (10%) (**Due: Thursday 20 March** at 12:00pm noon)
- 9) An individual review of a paper presentation (5%) (**submission deadline 27 March** at 12:00pm noon)
- 10) Final quiz (15%) is written on **Thursday 3 April** during class time. Students are permitted to bring one sheet with hand-written notes to this final quiz.
- 11) Class attendance and participation (10%).

About the quizzes

The first two quizzes are set up to be held on a university computer using the Brightspace platform. The during-class quizzes are done in class (but in a special classroom which has university computers) so that all students have access to a computer and can complete the quiz all at the same time on a UVic computer. Students are required to write to the instructor by email as soon as possible if they expect not to be able to take the quiz at the scheduled time. There is only one opportunity to make-up the first two quizzes, namely Thursday 20 March during class times. Students wishing to be registered with CAL are encouraged to register as soon as possible. Their CAL registration will be important in case students are to take advantage of any necessary accommodations for their first two quizzes and for the final quiz on Thursday 3 April during class times.

Class Participation Requirements:

Readings must be done prior to the lectures. Students are expected to attend class and participate in class discussions (for details on attendance see below).

Important dates:

Although many students decide early on to be in this course, and stay in it, there might be reasons for students to be joining the course late or leaving it before the end. Please be informed that the last date to request 100% reduction of tuition fees for standard first term courses is Sunday 19 January. After this date, 50% of tuition fees will be assessed for courses dropped after this date. The last day for adding spring term courses is Wednesday 22 January. Last day for paying second term fees without penalty is Friday 31 January. Last day for 50% reduction of tuition fees for standard courses is Sunday 9 February. The last day for withdrawing from second-term courses is Friday 28 February. Late add requests are not automatically approved. UVic professors are not required to accept and mark work from a student who is not registered in the course. The academic regulations and policies regarding undergraduate studies at UVic can be found here: <https://www.uvic.ca/calendar/future/undergrad/index.php#/policies> and UVic Calendar here: <https://www.uvic.ca/calendar/future/undergrad/index.php#/home>.

University of Victoria Undergraduate Grading System

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: If a student 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%.

As per UVic policy, you must complete all assignments for this course. Failure to do so will result in a grade of 'N' (incomplete) for the course. Please note that the calendar definition of UVic of the 'N' grade is: 'Did not write examination or complete course requirements by the end of term or session; no supplemental.' As is the case with an 'F' grade, an 'N' grade is a failing grade and factors into the student's GPA as a '0'.

Accessibility

Students with diverse learning styles and needs are welcome in this course. If you have health considerations that may require accommodations, please feel free to approach me. To obtain a formal accommodation please register with UVic's Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/students/how-to-register/index.php>. The sooner you let them know your needs the quicker they can assist you in achieving your learning goals in this course.

Plagiarism and Academic Integrity

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.

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, quizzes 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 in the undergraduate calendar. Please see the academic integrity policy: <https://www.uvic.ca/students/academics/academic-integrity/index.php>. The UVIC website has a list of situations that are considered in violation of the policy, such as the unauthorised use of an editor, or intellectual dishonesty, such as cheating on a test or sharing your answers. In case it turns out to be necessary, the instructor reserves the right to use plagiarism detection software or other platforms to assess the integrity of student work. Artificial Intelligence (such as ChatGPT) is not automatically permitted for use in this course (details see the handouts). Use of a spell-check software or grammar check software (e.g. 'Grammarly' or 'Scibbr') is permitted.

Intellectual property

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. This means that all lecture notes and course materials, made available in this course (which also includes all exams and quizzes), remain the intellectual property of the instructor. They are made available to the students registered in this course for instructional purposes only. Therefore, students in this course are not permitted to distribute the lecture notes or any exams or quizzes from the course without the explicit written permission of the instructor of this course. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Should any student do so anyway, either through note-sharing sites or other means, this student would find him- or herself in violation of the above-mentioned UVic Policy on Academic Integrity. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).

Integrity in Practice Course

In all student course work, including quizzes and papers, students in this course must abide by [UVic's Academic Integrity Policy](#). Students are responsible to ensure that they are familiar with what is expected of them and contact their instructor if they have any questions. Students in this course are requested to complete the *Integrity in Practice course* that is available on Brightspace. It must be completed before handing in *any* coursework for evaluation. Time will be set aside for this task on Monday 6 January. Students need to self-enroll in this module by searching for the [Integrity in Practice](#) course from the [Discover tab](#) on your Brightspace homepage.

Learning-centred instruction

At UVic, we take a learning-centred approach to teaching that focuses on students and their learning rather than on instructor control and coverage of academic content. A learning-centred approach does the following: it engages students in the hard messy work of learning; it includes explicit skill instruction; encourages students to reflect on what they are learning and how they are learning it; motivates students by giving them some control over learning processes; and encourages collaboration (reproduced from <https://teachanywhere.uvic.ca/teach-a-course/learning-centred-instructional-strategies/>). To facilitate some feedback the instructor will have two points in the course in which she will request feedback from the students about the course.

Course Experience Survey (CES)

University instructors value your feedback on this course. Towards the end of term, as in all other courses at UVic, students will have the opportunity to complete an anonymous survey regarding their learning experience (CES). The survey is an important component in providing feedback to the instructor, the department and the university at large regarding the teaching of this course, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. The instructor will remind you of this important component and provide you with more detailed information closer to the time.

COVID-19 Protocols

Although COVID-19 has not been a point of concern any longer in the previous years, students are asked to abstain from attending a lecture if they have a confirmed or suspected case of COVID-19 or another similar communicable disease. In such a case they are requested to contact the lead instructor in advance of missing such a lecture or class. If missing a lecture, please inform the instructor by email (averdun@uvic.ca).

Attendance and Academic Concession

Attendance is important. For full marks on attendance a minimum of 70% of all scheduled lectures needs to have been attended. Students who have failed to attend 50% of the course will receive a final grade of 'N'. Students who cannot attend, due to illness, or any other valid reason, are asked to notify their instructors and teaching assistants immediately. Furthermore, if illness, accident, or family affliction leads to a student potentially missing a quiz or threatens that a student is unable to complete a given assignment, they are required to notify the instructor (and the teaching assistant as applicable) as soon as possible. Students who have indicated in advance that they are unable to take quiz one or quiz two for a legitimate reason, may make arrangements with the instructor to take that quiz on Thursday 20 March. If by the end of the term, students are unable to complete all the required components of the course, they are required to submit a request for academic concession, or the course will be considered incomplete and a grade of 'N' will be given. In these cases, students must submit a Request for Academic Concession to request to complete the course at a later date. For policies regarding undergraduate student academic concessions and deferrals see: <https://www.uvic.ca/registrar/students/appeals/acad-concession/index.php>.

It may become necessary to record lectures delivered in this course, or move a lecture online, if circumstances so dictate. Should such an occasion occur, the instructor will notify students in advance of a change in practice, as well as the duration of this practice, and reach out to students to ask if anyone has privacy concerns, and if applicable accommodate student concerns on this issue.

Final disclaimer: This syllabus is intended to give students guidance on what may be covered during the semester and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement and make changes as needs arise.

Schematic breakdown of the course:

Week 1	6 January 2025 Amy Verdun	9 January 2025 Amy Verdun	Intro + review
Week 2	13 January (quiz) (F. Mat to be in charge of the quiz) in Clearihue Building, rooms CLE A 102 and CLE A 108	16 January (guest lecture A. Johnston) (<i>Group Selection</i> ; not graded separately but part of 'participation' – instructor confirms with the students the group members due today)	Quiz + A. Johnston CPE

Week 3	20 January Amy Verdun	23 January <i>Group Paper Proposal</i> – 10% of course grade – mention group members, the research question, the outline of the paper, the work division (due today)	Legislative process + institutions
Week 4	27 January Amy Verdun	30 January (quiz) (F. Mat and A. Verdun in charge of the quiz) CLE A 102 and CLE A 108	Law and governance of the EU
Week 5	3 February Amy Verdun	6 February Paul Schure	Economic and Monetary Union. Money and the European Central Bank
Week 6	10 February Generative AI – guest speaker Rich McCue (host: Amy Verdun) in CLE A102	13 February Amy Verdun	Generative AI European Semester and RRF
Week 7	17 February Family Day – no class today	20 February no class (reading break)	NO CLASS this week
Week 8	24 February (guest instructor Pauliina Patana)	27 February Amy Verdun (paper due today)	Why radical right parties perform well in some local settings; Rise of the radical right parties in selected countries
Week 9	3 March Emmanuel Brunet- Jailly	6 March Amy Verdun	Borders, and migration issues
Week 10	10 March (guest instructor Hon. Roy Cullen, P.C., C.P.A.) host: Amy Verdun	13 March Amy Verdun (paper presentation video due today)	Canada-EU relations (Trade Agreements, CETA + Strategic Partnership Agreement)
Week 11	17 March (Fazila Mat)	20 March (no regular lecture. This date reserved for retake quiz) in CLE A 102	Populism, Political Parties, (Fazila Mat)
Week 12	24 March (Fazila Mat)	27 March (Fazila Mat)	Challenges with EU- Turkish relations (enlargement, culture, and illiberalism) (Fazila Mat)
Week 13	31 March Course conclusion, Course evaluation survey, final quiz preparation and guest lecture Simona Piattoni (host: Amy Verdun)	3 April (final quiz)	The current economic governance in the EU in light of the recent changes

Week-by-Week Course Outline

Week 1: Introduction and Political History of Europe

Monday 6 January: Introduction of the course.

Presentation of the course outline and introduction of the course. Reminder for those students who need to register with Centre for Accessible Learning (CAL) to do so in case they need extra time on the quizzes. We will also spend some time discussing Academic Integrity. Students will be asked to self-enroll in a module [*Integrity in Practice*](#) course the [*Discover tab*](#) on your Brightspace homepage. Time will be made available to complete the course during this first class. When completed, students are required to upload their certificates to the Brightspace site.


READINGS:

Course Outline (syllabus); Brightspace Module Integrity in Practice

Thursday 9 January: Introduction to the history, political structure, and institutions of the EU This lecture reviews the history and institutions of the EU.

READINGS:

Constantin Chira-Pascanut (2023) ‘A short history of the European Union’ in Amy Verdun, Achim Hurrelmann and Emmanuel Brunet-Jailly (Eds) *Governance and Policy-Making*, 2nd edition, Toronto University Press , chapter 2, pp. 25-44.

Finn Laursen, Achim Hurrelmann and Amy Verdun (2023) ‘The Political Institutions of the European Union’ in Amy Verdun, Achim Hurrelmann and Emmanuel Brunet-Jailly (Eds) *Governance and Policy-Making*, 2nd edition, Toronto University Press  chapter 3, pp. 45-72.

Week 2: Quiz 1 about history, political structure, and institutions of the EU; **Lecture about integration and the single market**

Monday 13 January: In-class quiz 1

Note different classrooms: CLE A 102 and CLE A 108 (see Brightspace for details).

Online synchronous “during-class” quiz covering the material of the first two lectures and readings (5%).

This class is devoted to a quiz during the ‘normal class time’ (it is done ‘online’ but in real time in class). Students requesting with extra time need to have been registered in advance with the Centre for Accessible Learning (CAL). They will have extra time that will be added to the official time. These students are also permitted to write the quiz in the classroom with other students as there is extra time possible (but book with the instructor in advance). Once the students have completed their quiz they are ‘free’ the rest of the time.

Thursday 16 January: Coping with institutional diversity among Member States: Negative versus Positive Integration and Completing the Single Market. Guest lecture by Prof Alison Johnston, University of Oregon.

READINGS:

Alasdair Young (2021) “The Single Market” Wallace, Pollack, Roederer-Rynning and Young’s *Policy Making in the European Union* (8th edition), chapter 5, Oxford University Press, pp.109-123.

Aidan Regan and Alison Johnston (2024) “Growth Models and European Political Economy” Manuela Moschella, Lucia Quaglia and Aneta Spenzharova (eds) (2024) *European Political Economy: Theoretical Approaches and Policy Issues*, chapter 3, Oxford University Press, pp. 47-70.

Week 3: Inter-institutional relations and the role of the various EU Institutions

Monday 20 January: How does the legislative process work in the EU: Commission and Council

This lecture provides deeper understanding of two important EU institutions: Commission and the Council.

READINGS:

Neill Nugent (2017) *The Government and Politics of the European Union*, Palgrave Macmillan, 8th edition, chapter 9 (European Commission), pp. 129-161, and Chapter 10 (Council of the EU), pp. 163-181.

Thursday 23 January: How does the legislative process work in the EU: Parliament and European Council

This lecture provides deeper understanding of two other important EU institutions: European Council and European Parliament

READINGS:

Neill Nugent (2017) *The Government and Politics of the European Union*, Palgrave Macmillan, 8th edition, chapter 11 (European Council), pp. 183-200.

Olivier Costa (2024) ‘The European Parliament and the Qatargate’, *JCMS: Journal of Common Market Studies*, Vol 62, Annual Review, pp. 76-87, DOI: 10.1111/jcms.13666.


Paper outline (10%) (due Thursday 23 January at 12:00pm noon)

Week 4: Law and legal integration

Monday 27 January: Law in the EU – the Rule of Law Crisis

This lecture provides an overview of the process of law-making, the role of legal integration, and the Rule of Law Crisis.

READINGS:

Martha O'Brien and Eszter Bodnár. (2023) "Legal Integration and the Court of Justice of the European Union" In: A. Verdun, A. Hurrelmann and Brunet-Jailly, (Eds) *European Union. Governance and Policy Making. A Canadian Perspective*, 2nd edition, University of Toronto Press  Chapter 4, pp. 73-91.

Ramona Coman and Aron Buzogány (2024) 'The European Union's Response to the Rule of Law Crisis and the Making of the New Conditionality Regime' *JCMS: Journal of Common Market Studies*, vol 62(Annual Review), pp. 102-112, DOI: 10.1111/jcms/13661

Thursday 30 January: Quiz 2

Note different classroom: CLE A 102 and CLE A 108 (see Brightspace for details).

Second quiz based on readings and lectures from 16 January until and including 27 January. This online synchronous "during-class" quiz covers the material of the past lectures and readings since the last quiz. This quiz is worth 10%. Held in class but conducted on a UVic computer. Reminder for students to have registered with CAL if they need extra time on this quiz. These students are permitted to write the quiz in the classroom with other students if they wish as there is the option to have extra time of needed (but book with the instructor in advance). Once the students have completed their quiz they are 'free' the rest of the time.

Week 5: Economic and monetary union

Monday 3 February: European Economic and Monetary Union

This lecture introduces European economic and monetary integration

READINGS:

Dariusz Adamski, Fabian Amtenbrink, and Jakob de Haan, (eds)(2023)[*The Cambridge handbook on European monetary, economic and financial market integration*](#)

Please read the introduction (editors), chapter 1 (Eichengreen) and chapter 2 (Verdun).
[on Brightspace, but also available online from the UVic library]

Thursday 6 February: Money and the European Central Bank

Guest lecture: Paul Schure (UVic, Prof Economics, Acting Director European Studies)

This lecture introduces what money is and how the European Central Bank manages Europe's money.

READINGS:

Tobin, James, "Commercial Banks as Creators of 'Money'" (1963). *Full reference in the link below*

*** SOURCE:** Reprinted from *Banking and Monetary Studies*, edited by Deane Carson, for the Comptroller of the Currency, U.S. Treasury (Homewood, Ill.: Richard D. Irwin, Inc., 1963), pp. 408-419.

<https://view.publitas.com/p222-14223/commercial-banks-as-creators-of-money-tobin-1963/page/1>

and read various websites:

‘ECB, ESCB and the Eurosystem’

<https://www.ecb.europa.eu/ecb/orga/escb/html/index.en.html>

‘The Eurosystem’s instruments’

<https://www.ecb.europa.eu/mopo/implement/html/index.en.html>

Richard Lehman (2023) ‘What Is Fractional Reserve Banking?’ *Seeking Alpha*, 21 August, <https://seekingalpha.com/article/4488084-fractional-reserve-banking>

Week 6: European Semester and the Recovery and Resilience Facility

Monday 10 February: using Generative AI at university

Lecture takes place in a different room: **CLE A102**

Students will participate in a workshop (with hands on practice) on the use of Generative AI in university. In lieu of readings do some pre-workshop activities listed here under ‘readings’.

READINGS:

<https://uviclibraries.github.io/gen-ai-research/pre-workshop.html>

Thursday 13 February: European Semester as a method of governance, Recovery and Resilience Facility

he lecture provides students with an introductory lecture on how the EU uses modes of governance to coordinate socio-economic policies, including the European Semester and the Stability and Growth Pact. The EU has managed to provide funds to member states in need following COVID-19.

READINGS:

Valerie D’Erman and Amy Verdun (2022) An Introduction: “Macroeconomic Policy Coordination and Domestic Politics: Policy Coordination in the EU from the European Semester to the Covid-19 Crisis”, *JCMS: Journal of Common Market Studies*, 60(1): 3-20
<https://doi.org/10.1111/jcms.13276>

Dermot Hodson and David Howarth (2024) ‘The EU’s Recovery and Resilience Facility: An Exceptional Borrowing Instrument?’, *Journal of European Integration*, 46(1): 69-87, DOI: 10.1080/07036337.2023.2243378

Week 7: Reading Break

17-21 February: no class – reading break

Week 8: The rise of the radical right in European countries

Monday 24 February Radical Right – guest lecture Pauliina Patana

Why radical right parties perform well in some local settings but not others. An introduction into broader debates on how local contexts matter for the radical right support. An introduction into different streams of literature on this topic.

READINGS:

Pauliina Patana (2025) 'Chapter 1: Place, Mobility, and the Radical Right in the Knowledge Economy', typescript ~ an overview chapter of her book project, which outlines the broader debates on how local contexts matter for radical right support.

Thursday 27 February: Rise of the radical right parties in selected countries

In this lecture we explore the rise of the radical right in Sweden, Italy and the Netherlands.

A team research paper (2500-3000 words) (25%) (due **Thursday 27 February** at 12:00pm noon).

READINGS:

Jens Rydgren and Sara van der Meiden (2019) 'The radical right and the end of Swedish exceptionalism'. *European Political Science* 18, 439-455, <https://doi.org/10.1057/s41304-018-0159-6>

Alessia Donà (2022) 'The rise of the Radical Right in Italy: the case of Fratelli d'Italia'. *Journal of Modern Italian Studies*, 27(5), 775–794.
<https://doi.org/10.1080/1354571X.2022.2113216>

Léonie de Jonge and Stijn van Kessel (2023) 'Lessons from the Netherlands on the rise of the populist radical right', UK in a Changing Europe, 18 December
<https://ukandeu.ac.uk/lessons-from-the-netherlands-on-the-rise-of-the-populist-radical-right/>

Week 9: Borders and Migration issues

Monday 3 March: Border and migration issues in the EU. How the policies have been transformed since 2014. (Emmanuel Brunet-Jailly, guest lecture)

READINGS:

Emmanuel Brunet-Jailly (2023) 'Mobility, Borders, and Comparative Research' In: Michael J. Carpenter, Melissa Kelly and Oliver Schmidtke (eds) (2023) *Borders and Migration. The Canadian Experience in Comparative Perspective* University of Ottawa Press, pp. 341-359.

Thursday 6 March - Border and migration issues in the EU. How the policies have been transformed since 2014 (continued)

READINGS:

Jennifer Elrick and Oliver Schmidtke (2020). 'Governing migration: political contestation and policy formation'. In Erik Jones (Ed.), *European Studies: Past, Present and Future*. Chapter, Newcastle upon Tyne: Agenda Publishing, pp. 103-106.

Group activity. Any additional readings to be announced (through Brightspace).

Week 10: Canada-EU relations (Trade Agreements, CETA + Strategic Partnership Agreement)

Monday 10 March: Canada-EU relations – An introduction

In this lecture, we discuss the different types of relations that Canada and the EU have with one another. Guest speaker: Hon. Roy Cullen, P.C., C.P.A. Host: Amy Verdun

READINGS:

Antoine Rayroux (2019). 'The EU's Reputation in Canada: Still a Shallow Strategic Partnership?' In: N. Chaban and M. Holland (eds) *Shaping the EU Global Strategy. The European Union in International Affairs*. Palgrave Macmillan, Cham, pp. 55-75, https://doi.org/10.1007/978-3-319-92840-1_3

Emmanuel Brunet-Jailly (2022) 'Canada–EU–US Relations' in Donald Abelson, Stephen Books (eds) *Transatlantic Relations: Challenge and Resilience*, London: Routledge, chapter 7, pp. 163-183, <https://doi.org/10.4324/9781003147565>.

Thursday 13 March: Canada-EU trade and strategic relations

In this lecture, we continue our discussion about Canada-EU relations by examining the Comprehensive Economic and Trade Agreement and the Strategic Partnership Agreement.

READINGS:

Colin Brown and Sylvie Tabet (2022) 'Trans-Atlantic Trade: The Comprehensive Economic and Trade Agreement between Canada and the European Union and its Member States', in Daniel Bethlehem Donald McRae, Rodney Neufeld and Isabelle Van Damme (eds), *The Oxford Handbook of International Trade Law (2nd edition)*, pp. 262-292, <https://doi.org/10.1093/oxfordhb/9780192868381.001.0001>

Laura C. Ferreira-Pereira and Michael Smith (2022) 'Strategic Partnerships in European Union External Action: Evolution and Analysis of a Developing Policy Instrument' in L. Ferreira-Pereira and Smith (eds) *The European Union's Strategic Partnerships Global Diplomacy in a Contested World*, Palgrave, pp. 21-47, https://doi.org/10.1007/978-3-030-66061-1_2.

Week 11: Populism, Political Parties and retake quiz

Monday 17 March Populism and Political Parties (lecture by Fazila Mat)

In this lecture we explore various understandings of populism and the impact of populism in shaping democracy and party systems in Europe.

READINGS:

Milada A. Vachudova (2021) 'Populism, Democracy, and Party System Change in Europe'. *Annual Review of Political Science*, 24(1), 471-498.
<https://doi.org/10.1146/annurev-polisci-041719-102711>

Please also see <https://popu-list.org/> for an overview of populist, far-left and far-right parties in Europe (1989-2022) and country reports of interest.

Thursday 20 March – no lecture. Reserved for students to do the make-up quiz (if they missed the first or the second quiz). Note the different classroom: CLE A102

Week 12: Challenges with EU-Turkish relations (enlargement, culture and illiberalism)

Monday 24 March students are introduced to the long and complicated relationship between the EU and Turkey/Türkiye.

READINGS:

Jorge Liboreiro (2023) 'A brief history of Turkey's long, tortuous road to join the European Union', *Euronews*, 16 May.
<https://www.euronews.com/my-europe/2023/05/16/a-brief-history-of-turkeys-long-tortuous-road-to-join-the-european-union>

Barbara Lippert (2021) 'Turkey as a Special and (Almost) Dead Case of EU Enlargement Policy', In Wulf Reiners and Ebru Turhan (eds) *EU-Turkey Relations*. Palgrave Macmillan, Cham, pp. 267–293. https://doi.org/10.1007/978-3-030-70890-0_11.

Meltem Müftüler-Baç (2023) 'An Impasse in Turkey's Relations with the European Union: The Interplay of Democratic Lapse and External Differentiated Integration'. In: Binner Özkeçeci-Taner and Sinem Akgül Açıkmeşe (eds) *One Hundred Years of Turkish Foreign Policy (1923-2023)*. Global Foreign Policy Studies. Palgrave Macmillan, Cham, pp. 55-73, https://doi-org.ezproxy.library.uvic.ca/10.1007/978-3-031-35859-3_3

Optional Recommended Readings:

Yılmaz, H., & Tezcür, G. M. (2022). Turkey and Europe: Historical Asynchronicities and Perceptual Asymmetries. In: *The Oxford Handbook of Turkish Politics*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190064891.013.9>

Nas, C., & Ozer, Y. (2017). The Cyprus issue: A permanent obstacle to Turkey's accession? In *Turkey and EU integration: achievements and obstacles*, pp. 110-123. Routledge.
<https://www.taylorfrancis.com/chapters/mono/10.4324/9781315549576-6/cyprus-issue-%C3%A7igdem-nas-yonca-%C3%B6zer>

Saatçioğlu, B. (2020). The European Union's refugee crisis and rising functionalism in EU-Turkey relations. *Turkish Studies*, 21(2), 169-187. . <https://doi.org/10.1080/14683849.2019.1586542>

Turhan, E., & Yıldız, A. (2022). Turkey's external differentiated integration with the EU in the field of migration governance: The case of border management. In *The Routledge Handbook of Differentiation in the European Union*. Taylor & Francis. <https://doi.org/10.4324/9780429054136-34>

Müftüler-Baç, M. (2024), External Differentiated Integration: The Modalities of Turkey's Opting into the European Union, in Diane Fromage (ed.), *Redefining EU Membership: Differentiation in and outside the European Union* pp. 253–272. Oxford Academic. <https://doi.org/10.1093/9780191948145.003.0012>

Çarkoğlu, A. (2024). The Unlikely Survival of Erdoğan in Turkey's May 2023 Elections. *Journal of Common Market Studies*, 62(S1), 162–173. <https://doi.org/10.1111/jcms.13655>

Thursday 27 March Group activity

Assignment due: Review of a paper presentation (5%) (submission deadline 27 March at 12:00pm)

Week 13: Guest lecture by Simona Piattoni, conclusions, evaluation and final quiz

Monday 31 March: Conclusions, evaluation and final quiz preparation

This lecture wraps up the course. We take time for course conclusions, final quiz preparation, and course experience survey. We also have a guest lecture by Simona Piattoni (University of Trento) 'The current economic governance in the EU in light of the recent changes'

Thursday 3 April: In-class quiz.

Final quiz (15%) is written on **Thursday 3 April** during class time. Students are permitted to bring one sheet with hand-written notes to this final quiz.



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