Instructor: Dr. Valerie D’Erman
Office: David Turpin Building (DTB) A337
E-Mail: vjderman@uvic.ca
Phone: 250-721-7491

Seminar time: Mondays 17:00 – 19:50
Seminar location: DTB A357
Office Hours: Tuesdays 13:30-14:20; Wednesdays 13:30-14:20; by appointment

Course Outline
European Studies have focused for a long time on analyzing and explaining the process of European integration and the design of EU institutions. Recent events – such as financial austerity measures related to the euro, the migrant crisis, and the ‘Brexit’ vote – and Eurosceptic political parties have brought more attention to national and regional responses to European integration. This course will engage with the utility of EU governance, and the issues and challenges surrounding the politics of nationalism in relation to the EU. How has the EU been affected by crises? Does the EU in fact infringe upon basic state sovereignty? Who are the losers in this process, and what kinds of politics emerge similarly in separate locations? In the framework of this course, we will examine recent and ongoing current events to analyze the dynamics between politics at supranational, national, and sub-national levels, paying attention to theories of nationalism and theories of European integration. Special emphasis will be placed on debates surrounding democracy, regionalism, ideology, and identity.

This course has two prerequisites, POL 211 and POL 311 (or, permission of the department). Thus, students are expected to have basic knowledge of the history of European integration, the institutions and decision-making procedures as well as the policies of the European Union, and the basic institutional arrangement of some of the larger European countries.

By the end of this course, students should have learnt the following:
- Deep understanding of the governance of the EU;
- An overview of theoretical debates in the field of nationalisms in Europe and explanations concerning variations in domestic responses;
- Solid presentation skills in articulating reasoned argumentation;
- The ability to apply the acquired knowledge to specific fields of EU policy;
- The ability to conduct research and lead a discussion in a specific realm of EU politics.

Readings
There are no assigned textbooks for purchase for this course. All assigned reading materials – listed below by date of class – can be found posted on the class CourseSpaces website (https://coursespaces.uvic.ca), or through a link to UVic libraries. All readings listed in the course syllabus are required for lectures, and should be done in advance of class.
Course Evaluation
Seminar attendance and participation: 10%
Research paper proposal and presentation: 20%
Reading response paper and discussion: 25%
Mini-conference (presenter and discussant): 10%
Final Research Paper: 35%
TOTAL: 100%

Seminar Attendance and Participation
This course is a seminar format, which entails a significant amount of class discussion in addition to lectures by the professor. Participation and engagement comprises part of the 10%. As this course only occurs once a week, attendance is critical for successful mastery of course material. Attendance will be taken at each class. Students who miss more than three (3) classes without a valid medical note will automatically receive a ‘N’ (Incomplete) grade for the course.

Research Paper Proposal and Discussion
A short proposal for the final research paper is due in class on November 5. In 2-3 pages, the proposal should explain your research question, topic, and thematic area, and should offer a brief bibliography of sources you have identified as being relevant to your topic. Each student will give a 5-minute presentation on what their proposal and their area of interest. The purpose of this proposal is to encourage early exploration of a research plan, to allow the class to give constructive feedback on the paper topic, and to gain practice with presentations.

Reading Response Paper
Students will sign up for a different week during the semester where they will hand in a short paper (5-pages, double-spaced) that responds to one assigned reading for that week. Each paper will summarize the main arguments in the reading, identify the central debates under discussion, and offer a reasoned opinion on the argument(s) at hand. Each student will present their response paper in class. More information will be provided in class and posted on CourseSpaces.

Mini-conference (presenter and discussant)
During the final two weeks of the semester, each student will take a turn presenting their draft research paper, and each student will be assigned to act as a ‘discussant’ in response to another student’s paper (reading the draft work in advance and offering constructive feedback). More information will be provided in class and posted on CourseSpaces.

Final Research Paper
Students are required to prepare an analytical research paper of approximately 3,000 words for Monday, December 10. Detailed guidelines will be discussed in class and posted on CourseSpaces. Citation style can be either APA format or Chicago Style ‘author-date’ format.
Schedule of Topics and Readings
(All readings are required and can be found through the CourseSpaces website)

Week 1 – Introduction
- Monday, September 10
  - Introductions, overview of syllabus and course expectations
  - Readings:

Week 2 – The role of the EU and interaction between the supranational and national levels
- Monday, September 17
  - Theories of integration; politics of nationalism
  - Readings:

NB: September 21 is the last day for adding courses that begin in the first term.

Week 3 – Crises, and resilience of EU idea
- Monday, September 24
  - Financial and refugee crises; national responses – similarity and variation
  - Readings:

**Week 4 – Democracy, democratic deficit, and EU governance**

- Monday, October 1
  - Ideas of democratic deficit and EU citizenry; role and purpose of the EP
  - Readings:

**Week 5 – Class cancelled for Thanksgiving holiday!**

- Monday, October 8

**Week 6 – Nationalism, populism, and tribalism**

- Monday, October 15
  - Nationalist political and social movements; idea of ‘illiberal’ democracy in Europe
  - Readings:

**Week 7 – Civilizations and Identity**

- Monday, October 22
Week 8 – Nationalism across different nations – case studies

• Monday, October 29
  o Reactions to the EU (Italy & Hungary), Brexit, regional secession movements
  o Readings:

NB: October 31 is the last day for withdrawing from first term courses without penalty of failure.

Week 9 – Research paper proposal presentations!
• Monday, November 5
  o No additional readings
  o 5-minute presentations by each student of their research proposal design
  o 2-page proposal due to instructor in-class

Week 10 – READING BREAK, No class this week!
• Monday, November 12

Week 11 – Integration and Distintegration
• Monday, November 19
  o Future of European integration; intersecting nationalism and liberalism
Readings:


Week 12 – Mini-conference, week 1 (presentations and discussants)

- Monday, November 26
  - Schedule and criteria TBA
  - No readings

Week 13 – Mini-conference, week 2 (presentations and discussants)

- Monday, December 3
  - Schedule and criteria TBA
  - No readings

**FINAL RESEARCH PAPER DUE MONDAY, DECEMBER 10, 4pm.**

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**UVic Undergraduate Percentage Grading System:**

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90–100</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85–89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80–84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77–79</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73–76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70–72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65–69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60–64</td>
<td></td>
</tr>
</tbody>
</table>
D | 1 | 50–59 | Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0–49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0–49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
</tbody>
</table>

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. In this context, be advised that I reserve the right, in my capacity as the instructor of this course, to employ plagiarism-detection software (such as Turnitin) in cases of suspected plagiarism.

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, please 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 44-47 of the undergraduate calendar.

**How to avoid plagiarism:** [http://www.uvic.ca/learningandteaching/students/resources/expectations/index.php](http://www.uvic.ca/learningandteaching/students/resources/expectations/index.php)  

**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](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 wish to improve your writing skills, please consult the Centre for Academic Communication at 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/](http://www.coun.uvic.ca/learning/).

**Professor Study Tips**
1. Attend lectures and tutorials
2. Introduce yourself to your professor or TA
3. Relate what you are learning to your life
4. Prepare for class
5. Take your own notes
6. Do not leave things until the last minute
7. Ask questions
8. Respect your classmates
9. Have an open mind
10. Take responsibility for your own learning
11. Look into the outstanding resources at UVic: Writing Centre, Peer Help, International Commons, Counseling, and Resource Centre for Students with a Disability
12. Get involved
13. Remember to be respectful with all forms of communication
14. Use a calendar to schedule your due dates and schedule study time

**Late sometimes?** In the spirit of collegiality, we ask that you please come to class on time so as not to disrupt the class with late arrival, and that you avoid leaving early. The classroom doors are at the front of the class, so latecomers (or early leavers) distract the class and the professor. If you are late, please be courteous and enter through the door at the back of the lecture hall. Talking during the professor’s lecture distracts those around you. Thank you for being polite—we all appreciate it!

**Courtesy rules:** We all like to use our cell phones and other electronic devices. In this classroom we ask that you only use electronic devices for the purpose of learning for this class. You are asked not to watch other things on your device, as doing so may distract yourself as well as others around you. We also ask that you turn off your cell phone, or put it to silent, again so as not to disturb your fellow students.

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