INTERNATIONAL COURSE MODULE PROGRAM

All student participants must be current Arts & Science (St. George) Undergraduate students in good standing and be enrolled in an academic program and course listed at the time the proposed activity takes place. NOTE: In an effort to ensure that as many students as possible can participate in Faculty-funded international opportunities, priority for participation in these opportunities will be given to students who have not previously received funding from Arts and Science for an international experience.

PART I – Applicant + course information

Name of applicant: Robert Austin

Department/Unit: CERES – Munk School of Global Affairs

E-mail: robert.austin@utoronto.ca Phone: 416 946 8942

Course title(s) and number(s) (only students from courses listed may participate):

Enlarging Europe: The European Union and its Applicants: POL359Y1Y

Total number of students enrolled: 60

Maximum number of students proposed to participate in ICM: 10

Location of proposed ICM: Georgia

Proposed travel dates: February 17-24, 2019 (Reading Week)

PART II – International course module details

1) Brief description of the module.

Georgia: Democratization and Integration Amidst Conflict

POL 359Y1 examines the consequences and potential of enlargement and deeper integration for the European Union (EU). The course emphasizes the impact that integration, and the prospect of integration, has on the potential member states and the countries bordering the EU. One of the most significant aspects of the EU’s foreign relations is the European Neighborhood Policy (ENP) and the Eastern Partnership (EaP). Through these initiatives the EU seeks to promote stability and prosperity within neighboring states in accordance with its fundamental values of human rights, democracy and the rule of law. The 2014 crisis in Ukraine and the EU’s newly articulated commitment to offering Ukraine, Moldova and Georgia eventual membership, Georgia’s role in the transit of natural gas and oil, as well as its ongoing territorial conflicts with Russia ensure Georgia’s enhanced importance for the
EU and NATO. Where does Georgia go now? Can it join the Baltic States and become one of the very few post-Soviet success stories?

2) **What are the learning objectives of this module?**

The 2019 trip would give students a chance to examine the changes that have taken place since Georgia’s since the elections in 2012 and 2016. Students will have the opportunity to assess the implication of this democratic transition (a requirement for normalizing relations with the EU, in post-Soviet space) for Georgia’s continued integration into the ENP/EaP and eventually even the EU. In essence, given Georgia’s tough neighborhood, what are its prospects for Euro-Atlantic integration? In a post-Cold War world it has been faced with choices of regional integration between NATO and the Russian sphere of influence. The region is also significant in the context of POL359Y because of the tensions with the breakaway regions of Abkhazia and South Ossetia which claim independence from the Georgian state and Georgia’s relations with Russia following the war in August 2008, the resulting IDP crisis, and the shifting security context following the Russian annexation of the Crimea in February 2014. This trip would allow students to engage with such issues of self-determination, transitional justice, integration and democratization which are consistent themes throughout the course. Students tend to perceive these concepts through the lens of their own experiences of political regimes such as the parliamentary democracies and presidencies, however, by allowing students to study the applicable concepts in countries which have different political traditions and legacies they gain a new lens by which to understand and synthesize information. Individual and group interviews offer many of the students their first chance at real field work and being able to integrate those interviews into their secondary research is a major outcome.

3) **If participation by less than the total number of students in the course is proposed:**

   a. **What procedures and criteria will be used to select ICM participants?**

      Interested students will be asked to submit a CV and proposal due at the end of October that outlines a project requiring on-the-ground research into some aspect of the EU’s role in Georgia. Those students who are deemed to be qualified will be invited for face-to-face interviews with a committee set up by the faculty at CERES. Special consideration will be given to students who have not gained significant international experience and the selection will be gender-balanced.

   b. **Describe how non-ICM participants will contribute to the ICM.**

      Non-ICM participants will contribute to the ICM through the discussions held during the regularly scheduled class lecture and readings on Georgia. Following the lecture students will have the opportunity to engage with the major themes of the course as they apply to the Georgian case. In doing so, students will help to actively identify tensions and compelling questions in the transition process. This discussion will help to inform the types of projects the ICM will pursue on the ground.

4) **How does the ICM enhance students’ (both ICM participants and non-participants) classroom learning for the course in which it is embedded?**

   The ICM enhances students' classroom learning by allowing them to grapple first hand with the processes of democratization, self-determination, and post-Soviet state building. By interacting with the main drivers and opponents of these processes students are given the chance to more fully understand these transitions as lived experiences and therefore gain deeper insight into their successes and failures. Students who do not participate in the ICM will have the opportunity to engage [Type here]
in these questions through the follow up activities led by the participants upon their return. Please see question 6 for further detail.

5) **How will the ICM be incorporated into the course evaluation and marking scheme? Please describe the assignments and marking scheme for the ICM.**

All students must submit a major research paper worth 40% of their final grade. Those who travel to Georgia will be expected to integrate their field research into the framework of the major research paper by combing interviews with secondary sources. Students will conduct field research and interviews to obtain current primary sources. They must prepare for the interviews by researching their interviewees and composing insightful questions. Students will then have to select which pieces of information to include in their work, and interpret the knowledge that they have gained from all their sources. While students engage in this process, they will have meetings with me to update me on their progress.

6) **How will participants share their experience with the wider Arts & Science community?**

As part of their follow-up activities, students participating in the ICM will be asked to hold a public roundtable to share and discuss the unique experience made possible by ICM funds, as well as to write articles for university newspapers, and to participate in campus radio programs. In the past, the Kosovo and Georgia ICM alumni have been the most visible parts of the A and S awareness agenda. The 2016 ICM team is turning their research papers into a book. While in the region, students will be providing the University of Toronto with international exposure as they speak to various stakeholders such as officials from international organizations, non-governmental organizations, and the government, as well as when they interact with local students.

7) **What are the preliminary plans for meeting UofT Safety Abroad guidelines? (All students are required to attend a Safety Abroad Workshop and be registered on the UofT Safety Abroad Database.)**

All participants will take part in a University of Toronto Safety Abroad workshop, as well as a seminar on contemporary issues in Georgia. DFATD has given no official warnings for Georgia and it is considered a safe area to travel. CERES has already placed a number of interns in Tbilisi. Students will be under my constant supervision and that of the local coordinator, and when they are doing their own interviews they will easily be able to reach me by mobile phone. In case of an emergency, medical assistance is easily available.

8) **If you are applying for additional funding for planning and logistics, describe how these funds would be used. (e.g. planning prior to the module, administrative support, on-site coordination, etc.)**

In the past, CERES graduate and Munk School employee Daria Dumbadze has joined us in Georgia. She has done this in the past as a volunteer. She is indispensable both before and during. As a native of Georgia, she attends our weekly meetings with students (7 x 2 hours) and provides assistance in identifying appropriate stakeholders for student interviews. In Georgia, where we have 100 individual interviews and 10 group meetings, I could not survive without her. Lastly, she is the on the ground translator.
### PART III – Itinerary

Please provide an approximate itinerary (briefly indicating daily locations and activities).

#### ITINERARY

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<thead>
<tr>
<th>Dates</th>
<th>Location</th>
<th>Activity</th>
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<tr>
<td>February 16</td>
<td>Flight</td>
<td>Depart Toronto</td>
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<td>February 17</td>
<td>Tbilisi</td>
<td>Arrive Tbilisi</td>
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<td>February 17-24</td>
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<td>Interviews</td>
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<td>February 20</td>
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<td>February 24</td>
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