PART I – Applicant + course information

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Course title(s) and number(s) (only students from the courses listed may participate):  
POL359Y1Y  
Total number of students enrolled: 90  
Maximum number of students proposed to participate in ICM: 10  
Location of proposed ICM: Kosovo  
Proposed travel dates: Reading Week - February 16, 2013 – February 23, 2013  
Amount requested: $15,000.00 (Remaining funds come from student fundraising and CERES contribution)

(continue for Parts II + III)
PART II – International course module details

1) Please provide a brief description of the module.

POL 359Y1 examines the consequences of enlargement and deeper integration for the internal dynamics of the European Union. The course emphasizes the impact that integration, and the prospect of integration, has on the potential member states and the countries bordering the Union. Part of its focus is on Southeastern Europe (Albania, Bosnia, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro, Romania, Turkey and Serbia). A place that has garnered international attention since the NATO and subsequent UN intervention in 1999, Kosovo’s future and its transition into statehood are at the forefront of the research of the Centre for European, Russian, and Eurasian Studies (CERES). The course offers students a chance to familiarize themselves with the broad Twentieth Century history of the region and the EU’s role in democratizing political life in preparation for eventual membership in the Union. Of particular importance is the EU’s role in strengthening institutions, which is particularly vital for those countries undergoing the post-communist transition.

2) What are the learning objectives of this module?

The 2013 trip would give students a chance to examine the changes that have taken place since Kosovo’s declaration of independence in 2008, the role the EU has played in integrating Kosovo into European structures and institutions, and the chance to examine the EU’s enlargement fatigue first-hand. The affect on the Balkan countries is a particularly poignant issue because of the current financial crisis in the EU. As this is my primary area of research, I have a large network of politicians, reporters, civil society activists, and international officials who are happy to speak to the students. 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) Please describe the activities planned for the module and how they help achieve the learning objectives described above.

Students will be interviewing important politicians, civil society activists, and specialists who provide insight into the themes that they have been studying in the classroom since September. In addition to two seminars per day (one in the morning and one dinner speaker) students must interview a minimum of ten stakeholders. The program is extremely intensive – 8 am – to 10 pm. I work with the students in a very intensive pre-departure program that includes weekly sessions. Our key focus is securing appropriate interviews but also in helping students make sure they ask the right questions. Our team arrives extremely informed. I will be able to provide the students with a significant level of access to stakeholders and leaders in Kosovo as a former journalist of the region.

4) How does the module enhance the learning objectives for the course in which the module is embedded?

This trip will contribute enormously to the students’ understanding of regional dynamics, and
will extend their comprehension of the EU and international affairs. The program will require that students develop a variety of new skills that will be useful in their university studies as well as in their professional lives. These are skills that students would not be able to acquire in a regular class setting. They include leadership, organizational, communication, and intercultural skills. Students will conduct field research to obtain current primary sources, which most undergraduate students have never had the opportunity to do before.

5) If participation by less than the total number of students in the course is proposed, 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 November that outlines a project requiring on-the-ground research into some aspect of the EU’s role in Kosovo. 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.

6) What coursework alternatives will be available for students who do not participate in the ICM?

All students must submit a major research paper worth 40% of their final grade. Those students not travelling to Kosovo will write their paper based on primary and secondary sources available at the University of Toronto. All will be assessed on their ability: to incorporate the information that they have gathered from primary or secondary sources into their work, and to analyze it in a meaningful way. The course module will take place during Reading Week and as such will not interfere with the regular class schedule.

7) How will the ICM be incorporated into the course evaluation and marking scheme?

Those who travel to Kosovo will be expected to integrate their field research into the framework of the major research paper. 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.

8) How will participants share their experience with the wider Arts and 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. 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.
9) What are the preliminary plans for meeting UofT Safety Abroad guidelines?

All participants will take part in a University of Toronto Safety Abroad workshop, as well as a seminar on contemporary issues in Kosovo. The Department of Foreign Affairs and International Trade has given no official warnings for Kosovo and it is considered a safe area to travel. Students will be under my constant supervision, 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 in Prishtina and Vienna is readily available.

PART III – Itinerary + budget

Please provide an approximate itinerary (briefly indicating daily locations and activities) and a budget in Canadian dollars. The budget should include expenses for students and one faculty member and should clearly indicate any contributions from other sources received or applied for.

SAMPLE BRIEF ITINERARY (list dates and daily activity)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Location</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 17</td>
<td>Flight</td>
<td>Depart Toronto</td>
</tr>
<tr>
<td>February 18 - 22</td>
<td>Field Research</td>
<td>Interviews and Seminars</td>
</tr>
<tr>
<td>February 23</td>
<td>Prizren (Historic City)</td>
<td>Field Trip</td>
</tr>
<tr>
<td>February 24</td>
<td>Return to Toronto</td>
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</tr>
</tbody>
</table>

SAMPLE ESTIMATED BUDGET IN CANADIAN DOLLARS (list expenses for students and one faculty member)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>X # students</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flight: Toronto – Pristina - Toronto</td>
<td>$1,400.00</td>
<td>11</td>
<td>$15,400.00</td>
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<tr>
<td>Accommodation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 17 - 23 (hotel)</td>
<td>$55/day x 6 nights = $330.00</td>
<td>11</td>
<td>$3,630.00</td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 17-23</td>
<td>$40/day x 7 days = $280.00</td>
<td>11</td>
<td>$3,080.00</td>
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<tr>
<td>Other</td>
<td>Ground Transport – Site visits</td>
<td></td>
<td>$1,500.00</td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td></td>
<td>$23,610.00</td>
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*We are only seeking support from Arts and Science for airfare costs. The shortfall of $8,610.00 will be covered by a student contribution of $5,000.00 (500 dollars per student) raised by on-campus activities and $3,610.00 from CERES.