



POL 324H1 S – European Union: Politics, Institutions, & Society

Winter 2024: Tuesday, 5-7PM

Instructor: Prof. Tommaso Pavone

Office: Department of Political Science, Sidney Smith Hall 6026A

Office Hours: Wednesdays, 4-5PM (or by appointment via Zoom)

Email: t.pavone@utoronto.ca

Course Description

This course provides an in-depth understanding of the history, institutions, laws, and policies of the European Union (EU). We will debate alternative explanations for the political development of the EU, unearth the events and actors that have shaped European integration, and place the EU in a broader comparative perspective. We will also grapple with key social and political debates facing the EU today, such as debates concerning the democratic legitimacy of the EU, immigration and the EU's handling of the refugee crisis, the rise of Euroskepticism and Brexit, the rule of law crisis and autocratization of some EU member states, and how the war in Ukraine has impacted the trajectory of European integration.

Course Objectives

By the end of this course, you will be able to:

- Identify the member states and core institutions of the EU and how they interact
- Compare and contrast alternative theories of the EU's origins and development
- Explain how EU policies are made through executive, legislative, and judicial politics
- Debate how crises such as Brexit, the migration and rule of law crises, and the war in Ukraine have shaped EU politics
- Master Brussels speak and EU terminology to disarm anyone who questions your EU expertise

Grading

This course uses the standard U of T grading scale:

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|--------------|-------------|
| ○ 90-100: A+ | ○ 63-66: C |
| ○ 85-89: A | ○ 60-62: C- |
| ○ 80-84: A- | ○ 57-59: D+ |
| ○ 77-79: B+ | ○ 53-56: D |
| ○ 73-76: B | ○ 50-52: D- |
| ○ 70-72: B- | ○ 0-49: F |
| ○ 67-69: C+ | |

Grade breakdown:

- 10 points: In-class map quiz (Jan 30)
- 20 points: Quercus quizzes (5pts each; due Jan 24, Feb 14, Mar 13, and Mar 27)
- 15 points: Team trivia tournament (Mar 5)
- 35 points: Final essay (~4 pgs; due April 2)
- 20 points: Participation

On Classes & Reading Load

This is a reading-intensive course with a mixture of lectures and in-class discussions. The European Union is a complicated polity – an “unidentified political object (UPO),” to borrow a phrase from Jacques Delors, the former President of the European Commission. To demystify this UPO and contribute productively to class discussions, it is essential that you prepare the readings before each class.

I expect you to prepare and actively discuss 45 to 75 pages’ worth of readings a week, supplemented by occasional primary source materials such as video clips, speeches, news reports, and documentaries. I strive to select thought-provoking and engaging materials; nevertheless, there is no getting around the complexity of the EU and the amount of information you will have to digest in this course, so plan accordingly.

In-Class Participation (20% of your grade)

Regular attendance and active discussion are essential to everyone’s learning and the success of this course. During lectures, I will sometimes pose questions or probe your thoughts, and I will also regularly break everyone into paired groups to engage discussion questions. I expect you to have prepared the readings ahead of time so that you can actively contribute to these discussions and occasionally volunteer your thoughts during lectures.

Your participation grade is a combination of *attendance* and *discussion*, assessed as follows:

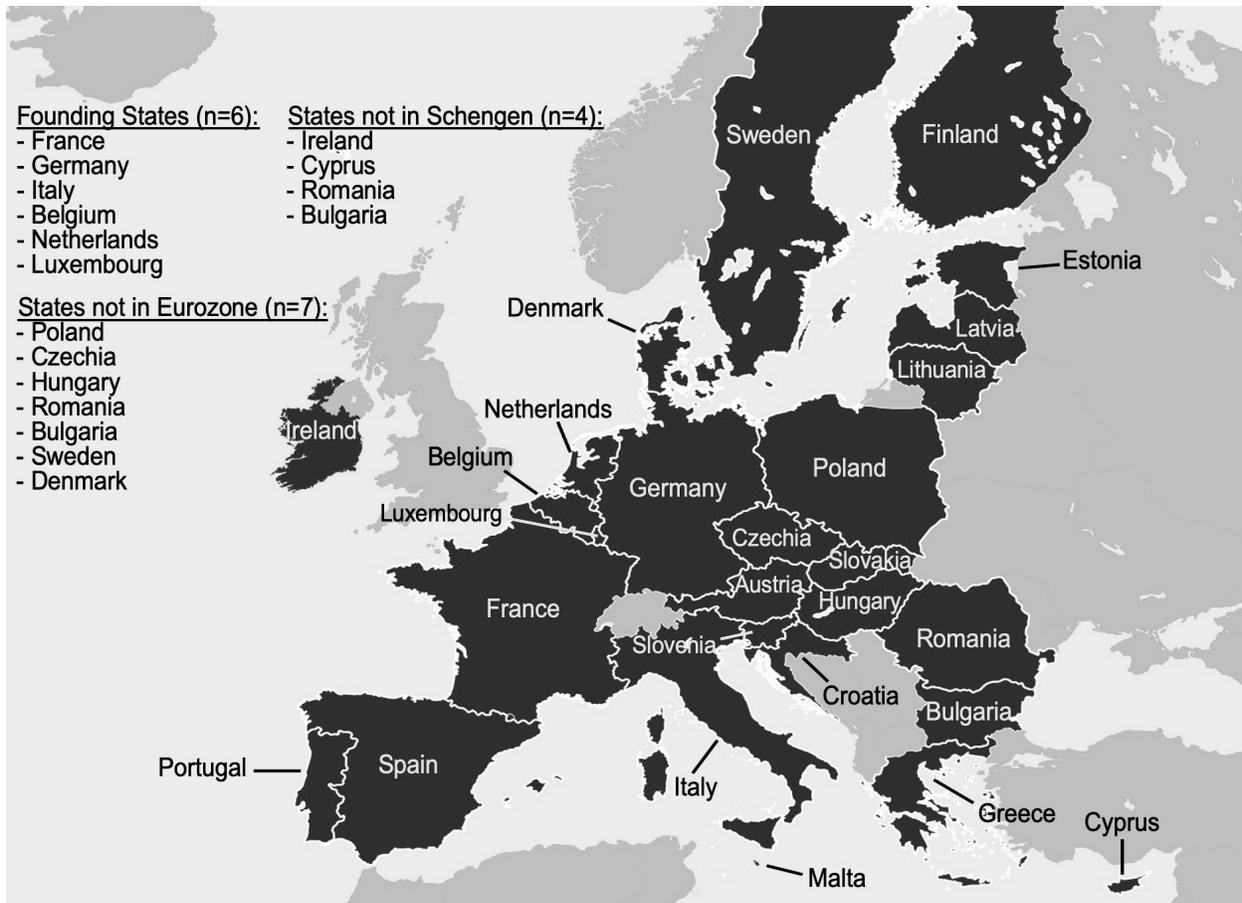
- Everyone will start off with a default participation grade of 12/20. Actively participating throughout the course will *increase* your participation grade, whereas missing classes will *decrease* your participation grade.
- Active discussion throughout the course (contributing to in-group discussions and occasionally responding to prompts during lectures) will raise your participation grade (by up to 5-8 points for active and consistent discussion, and 1-4 points for intermittent discussion).
- Beginning on week 2, I will take attendance. You get one free absence (no questions asked/no need for justification!); additional unexcused absences will lower your participation grade by 2 points per absence (be sure to consult the absence and accommodations policies at the end of this syllabus).

In-Class Map Quiz (10% of your grade)

The first stage of becoming a savant of all things EU-related is to be able to locate it on a map. So on week 4, we will hold an in-class map quiz. You will be given a blank map with the borders of all 27 EU member states, and you will write the names of all member states. Correctly naming all member states is enough to get you a B- in the quiz; to get a higher score, you’ll need to identify a few more things. Specifically, your map quiz score (out of 10 points) will consist of the following:

- +7 points: naming EU member states (-0.5pt per misidentified/nonidentified member state)
- +1 point: identifying all six founding member states (France, Germany, Italy, Belgium, Netherlands, Luxembourg)
- +1 point: identifying all four member states that are *not* part of the Schengen area (Ireland, Cyprus, Romania, and Bulgaria)
- +1 point: identifying all seven member states that are *not* part of the Eurozone (Poland, Czechia, Hungary, Romania, Bulgaria, Sweden, Denmark)

You can use the below map to help you study for the map quiz:



If you are absent from class on Week 4 when we take the map quiz, you will get a 0 grade; if you miss class for an excused absence (see the absence policy), we will arrange for you to make-up the quiz.

Online Quizzes (20% of your grade)

There will be *four online quizzes* (that you can access on our Quercus course site) that will gauge your understanding of key concepts from the readings and class discussion. The quizzes will usually comprise a few multiple-choice questions; they are open-book (but not collaborative – you are expected to complete them on your own) and are designed to take no more than 30 minutes to complete. The quizzes are worth 5 points each (20 points total). They will be available after Tuesday class and due by Wednesday at 11:59PM on Weeks 3, 6, 10, and 12. After each quiz, I will reserve some time in class to go over any questions that tripped people up.

Team Trivia Tournament (15% of your grade)

On Week 5, you will be randomly assigned to one of six teams for the first ever UofT EU Trivia Tournament. The Tournament will be held in-class on Week 9. Here is how this works:

- Team names assigned: On Week 5, you will be assigned one of six team names: (1) Team European Commission, (2) Team European Parliament, (3) Team European Council, (4) Team Council of Ministers, (5) Team European Court of Justice, (6) Team European Central Bank
- Create a team meme: In preparation for the Tournament on Week 9, you will work as a group to create a team meme: the meme should be related to your team name, but have fun and be creative! You must upload your team's meme on Quercus under "Assignments" by the day before the Tournament (i.e. by Monday, March 4 at 11:59PM). The meme is worth 3 points.
- Prepare for the Tournament: I strongly encourage you to treat your team as a study group and to meet at least once or twice before the Tournament for prepping. The Tournament will cover trivia related to the EU; in particular, all material from weeks 1-8 is fair game.
- Tournament day: In-class on week 9, the EU Trivia Tournament will take place in three rounds:
 - Round 1 will include all teams. I will pose a question to a team, and that team will have a short time period to consult and answer. If the answer is correct, the team gets a point; if it's incorrect, the next team over will have an opportunity to 'steal' the point by providing the correct answer. I will then move to the next team, and so on until the end of the round.
 - Round 2 will include the top four performing teams from round 1, who will go head-to-head in a semi-final round. I will again ask a team a timed question, and if the team does not answer correctly the opposing team will get a chance to 'steal' the point, and so on.
 - Round 3 will include the two winning teams from the semi-final round, using the same procedure as the first two rounds. The winning team will then select one of their teammates as MVP ("most valuable player"), which will provide that individual an extra point.
- Grades assigned: Based on your team's performance, the following points will be added to the 3 points for creating a team meme, providing all team members with a final grade (out of 15):
 - 1st place (winning team): +11 points (+1 extra point for the team-selected MVP)
 - 2nd place (runner-up): +10 points
 - 3rd place (both semifinalists): +9 points
 - 5th place: +7.5 points
 - 6th place: +6.5 points

If you are absent from class on Tournament day, you will get a 0 grade; if you miss class for an excused absence (see the absence policy), your grade will be equivalent to that of the 6th place team.

Final Essay (35 % of your grade)

Your final essay will span material from the entire course and consist of two parts. Specifically:

- For the first part of the essay, I will provide you with a short response generated via ChatGPT to a question relevant to this course. You will then take on the role of professor and write a 2-page evaluation of the response (double-spaced in Times New Roman font with 1-inch margins). Your evaluation should focus on: (i) what (if anything) did ChatGPT's answer get right, (ii) what (if anything) did it get wrong, (iii) what (if anything) did it miss or could it have added, and (iv)

what grade should it receive? The more convincingly you draw on course materials/class discussions to evaluate the response and justify a grade, the higher your own grade for this part.

- For the second part of the essay, you will choose between two questions/prompts related to EU politics and craft a 2-page answer using your own words (also double-spaced in Times New Roman font with 1-inch margins). Just as in the first part of the essay, the better you demonstrate your command of the class material and your capacity to mobilize it critically, the higher your grade. That is, cite course materials where appropriate, and use this as an opportunity not just to summarize them, but to apply them for critical analysis.

Throughout, cite materials in-text as “author year: page#” (ex: Patel 2020: 55), and include a works cited page at the end of your essay using a standard citation format (such as Chicago or APA).

The prompt and questions for the final essay will be posted as a Microsoft Word document on Quercus no later than Week 11 (Tuesday, March 19). You should download it and complete the answers in the same Word file. Working on the essay is open note (you can rely on class materials and your own notes). However, this is not a collaborative assignment; you must work on it on your own.

Your final essay is formally due on the last day of class, Tuesday April 2, to be submitted on Quercus (as a Word file). While the final essay is due on April 2, I will accommodate you if you wish to continue working on your essay for up to a week after the last day of class. Specifically, there is *no late penalty if your essay is submitted before Tuesday, April 9 at 11:59PM*. Essays submitted after April 9 will be penalized by 5 points (i.e. 5% of your overall grade) per day late, and I will no longer accept essays submitted after April 11. I will in exceptional circumstances grant extensions to the due date – be sure to consult the assignment extensions policy at the end of this syllabus.

Class Schedule

Note: I may make and communicate revisions to selected readings over the course of the semester. All course readings will be posted on the Quercus course site under the “Modules” tab.

Week 1: Introduction & Overview of Class

January 9 ~ 22 pgs of reading + syllabus

- Read: This syllabus!
- Read: Excerpts (pgs. 32-42, 46-58) of “Introduction,” in Norman Davies, *Europe: A History* (Pimlico, 1997).

Week 2: Where We Are: A Crash Course on Today’s European Union

January 16 ~ 62 pgs of reading

Secondary sources:

- Read: Excerpts (pgs. 1-19) of “Introduction: Explaining the EU Political System,” in Simon Hix & Bjorn Hoyland, *The Political System of the European Union, 4th ed* (Bloomsbury 2022).
- Read: Richard Corbett, Daniel Kenealy, and Amelia Hadfield, “The EU’s Institutions,” in *The European Union: How does it Work? 6th ed* (Oxford University Press, 2022): 53-79.
- Read: Excerpts (pgs. 108-125) of Daniel Kenealy, “Policy-Making in the EU,” in *The European Union: How Does it Work? 6th ed* (Oxford University Press 2022).

Week 3: How We Got Here I: War, Peace, Empires, and the Origins of the EU

January 23 ~ 65 pgs of reading

Secondary sources:

- Read: Excerpts (pgs. 28-37) of Desmond Dinan, “How Did We Get Here?” in *The European Union: How Does it Work?* 6th ed (Oxford University Press 2022).
- Read: “Hell,” “Zero, recurring,” and “The memory engine” in Timothy Garton Ash, *Homelands: A Personal History of Europe* (Yale University Press, 2023): 8-10, 15-17, 21-26.
- Read: “Peace and Security,” in Kiran Klaus Patel, *Project Europe: A History* (Cambridge University Press, 2020): 50-83.
- Read: Megan Brown. 2017. “Drawing Algeria into Europe: Shifting French Policy and the Treaty of Rome,” *Modern and Contemporary France* 25 (2): 191-202.

Primary source: the plan to make war “unthinkable” and “impossible”

- Read: The Schuman Declaration, Paris, May 9, 1950, CVCE: https://www.cvce.eu/en/obj/the_schuman_declaration_paris_9_may_1950-en-9cc6ac38-32f5-4c0a-a337-9a8ae4d5740f.html

First online quiz (via Quercus) due by Wednesday, January 24 at 11:59PM

Week 4: How We Got Here II: European Integration and its Theories

January 30 ~ 75 pgs of reading + in-class map quiz

Secondary sources:

- Read: Excerpts (pgs. 37-48) of Desmond Dinan, “How Did We Get Here?” in *The European Union: How Does it Work?* 6th ed (Oxford University Press 2022).
- Read: Mark Pollack, “Theorizing EU Policy-Making,” in *Policy-Making in the European Union* (Oxford University Press, 2020): 14-40.
- Read: Kelemen, R. Daniel, and Kathleen McNamara. 2022. “State-Building and the European Union: Markets, War, and Europe’s Uneven Political Development,” *Comparative Political Studies* 55(6): 963-984.

Primary sources: rival theories personified

- Read: Commission President Jacques Delors’ Bruges speech, October 17, 1989, CVCE: https://www.cvce.eu/obj/address_given_by_jacques_delors_bruges_17_october_1989-en-5bbb1452-92c7-474b-a7cf-a2d281898295.html
- Read: British Prime Minister Margaret Thatcher’s Bruges speech, September 20, 1989, CVCE: https://www.cvce.eu/obj/address_given_by_margaret_thatcher_bruges_20_september_1989-en-5ef06e79-081e-4eab-8e80-d449f314cae5.html

In-class map quiz today – Tuesday, January 30

Week 5: The European Commission and Executive Politics

February 6 ~ 71 pgs of reading + 30 min speech

Secondary sources:

- Read: “An Overview of the Commission,” in Neill Nugent and Mark Rhinard, *The European Commission* (Bloomsbury, 2016): 9-21.
- Read: “Executive Politics,” in Simon Hix & Bjorn Hoyland, *The Political System of the European Union*, 4th ed (Bloomsbury 2022): 25-56.

- Read: George Ross and Jane Jenson. 2018. “Reconsidering Jacques Delors’ leadership of the European Union,” *Journal of European Integration* 39 (2): 113-125.
- Read: Hussein Kassim. 2023. “The European Commission and the COVID-19 pandemic: A pluri-institutional approach,” *Journal of European Public Policy* 30 (4): 612-628.

Primary source: von der Leyen goes to Ottawa

- Watch: Commission President von der Leyen speech at the Canadian Parliament, March 8, 2023: <https://www.youtube.com/watch?v=8-jLGd4QxdI>

Group trivia teams assigned today – Tuesday, February 6

Week 6: The European Parliament, the Councils, and Legislative Politics

February 13 ~ 57 pgs of reading + 3 min video clip

Secondary sources:

- Read: “Legislative Politics,” in Simon Hix & Bjorn Hoyland, *The Political System of the European Union*, 4th ed (Bloomsbury, 2022): 57-88.
- Read: Christilla Roederer-Rynning and Justin Greenwood. 2017. “The European Parliament as a developing legislature: coming of age in trilogues?” *Journal of European Public Policy* 24(5): 735-750.
- Read: Edoardo Bressanelli and Nicola Chelotti. 2016. “The Shadow of the European Council: Understanding legislation on economic governance,” *Journal of European Integration* 38 (5): 511-522.

Primary source: “sofagate” and the gendered rise of the European Council

- Watch: “Ursula von der Leyen on ‘sofagate’: ‘I felt hurt and I felt alone’, *Guardian*, April 27, 2021: <https://www.youtube.com/watch?v=8buPlfKxNfU>

Second online quiz (via Quercus) due by Wednesday, February 14 at 11:59PM

Week 7: Reading Week – No Class

Week 8: The European Court of Justice and Judicial Politics

February 27 ~ 69 pgs of reading + 1h13 min speech

Secondary sources:

- Read: Sabine Saurugger and Fabien Terpan, “The Court of Justice of the European Union: A quiet leader,” in *The Institutions of the European Union* (Oxford University Press, 2022): 149-176.
- Read: Alter, Karen. 1996. “The European Court’s Political Power.” *West European Politics* 19 (3): 458-481.
- Read: “Chapter 21” in Emmanuel Carrere, *Lives Other than My Own* (Picador, 2011): 174-189.
- Read: Tommaso Pavone. 2023. “Law and Political Development: Insights from the European Union,” *Broadstreet Blog*, March 20: <https://broadstreet.blog/2023/03/20/law-and-political-development-insights-from-the-european-union/>

Primary source: Lenaerts goes to Oxford

- Watch: Court of Justice President Koen Lenaerts address to the Oxford Union, December 14, 2018: https://www.youtube.com/watch?v=-GDG_45_u-A

Week 9: EU Trivia Tournament Day

March 5 ~ No readings

Week 10: Euroscepticism and the Politics of Brexit

March 12 ~ 64 pgs of reading + 28 min video report

Secondary sources:

- Read: “Brexit,” in Timothy Garton Ash, *Homelands: A personal History of Europe* (Yale University Press, 2023): 279-293.
- Read: “Brexit,” in Dermot Hodson, *Circle of Stars: A History of the EU – and the People Who Made It* (Yale University Press 2023): 269-304.
- Read: Hobolt, Sara. 2016. “The Brexit Vote: A Divided Nation, a Divided Continent.” *Journal of European Public Policy* 23 (9): 1259-1274.

Primary source: The Brexit effect

- Watch: “The Brexit Effect: how leaving the EU hit the UK,” *Financial Times*, October 18, 2022: <https://www.ft.com/video/91b8a350-5817-4b40-a5ea-c62ec832aa9c>

Third online quiz (via Quercus) due by Wednesday, March 13 at 11:59PM

Week 11: The EU and the Migration Crisis

March 19 ~ 45 pgs of reading + 30 mins video reports

Secondary sources:

- Read: Andrew Geddes, “The Migration and Refugee Crisis,” in *European Union Politics*, 7th ed (Oxford University Press, 2022): 389-401.
- Read: Randall Hansen and Shalini Randeria, 2016. “Tensions of Refugee Politics in Europe,” *Science* 353 (6303): 994-995.
- Read: Michela Ceccorulli, 2019. “Back to Schengen: the collective securitization of the EU free-border area,” *West European Politics* 42 (2): 302-318.
- Read: Sarah Leonard and Christian Kaunert. 2022. “The Securitisation of Migration in the European Union: Frontex and its evolving security practices.” *Journal of Ethnic and Migration Studies* 48 (6): 1417-1427.
- Read: Giorgios Christides and Steffen Ludke, 2022. “Classified Report Reveals Full Extent of Frontex Scandal,” *Spiegel International* July 29: https://www.spiegel.de/international/europe/frontex-scandal-classified-report-reveals-full-extent-of-cover-up-a-cd749d04-689d-4407-8939-9e1bf55175fd?sara_ref=re-xx-cp-sh
- Read: Dermot Hodson, 2023. “Good Will to Migrants? A European Christmas Story,” *European Studies Network Blog*, December 14: <https://europeanstudiesnetwork.ideason europe.eu/2023/12/14/good-will-to-migrants-a-european-christmas-story/>

Primary sources: Dispatches from Lampedusa and the French riviera

- Watch: “How big a ‘crisis’ is the flow of migrants to Europe really?” *DW News*, September 24, 2023: <https://www.youtube.com/watch?v=NXWZUmPUJH4>
- Watch: “Borders at the French Riviera - Europe between freedom and flight,” *DW News*, September 22, 2023: <https://www.youtube.com/watch?v=RJM44b6DQ>

Final essay prompt posted (via Quercus) no later than today – Tuesday, March 19

Week 12: The EU and the Rule of Law Crisis

March 26 ~ 75 pgs of reading + 1h30min documentary

- Read: “Fundamental Values,” in Dermot Hodson, *Circle of Stars: A History of the EU – and the People Who Made It* (Yale University Press 2023): 67-85.

- Read: Kim Lane Scheppelle, 2013. “Not Your Father’s Authoritarianism: The Creation of the ‘Frankenstate,’” *Newsletter of the European Politics and Society Section of the American Political Science Association* 23: 5-9.
- Read: Kelemen, R. Daniel. 2020. “The European Union’s Authoritarian Equilibrium.” *Journal of European Public Policy* 27 (3): 481-495.
- Read: R. Daniel Kelemen and Tommaso Pavone, 2023. “Where Have the Guardians Gone? Law Enforcement and the Politics of Supranational Forbearance in the European Union.” *World Politics* 75 (4): 779-818.

Primary source: “Hello, Dictator!”

- Watch: *Hello Dictator: Orban, the EU, and the Rule of Law* (Broadview Pictures, 2021): <https://www.youtube.com/watch?v=0qmdfkGM88U>

Fourth online quiz (via Quercus) due by Wednesday, March 27 at 11:59PM

Week 13: The War in Ukraine and the Future of European Integration

April 2 ~ 45 pgs of reading

- Read: “Ukraine,” in Dermot Hodson, *Circle of Stars: A History of the EU – and the People Who Made It* (Yale University Press 2023): 323-338.
- Read: Kathleen McNamara and R. Daniel Kelemen. 2022. “Russia’s Invasion of Ukraine is Remaking Europe.” *Washington Post*, February 28, 2022.
- Read: Genschel, Philipp. 2023. “Bellicist Integration? The War in Ukraine, the European Union and Core State Powers,” *Journal of European Public Policy* 29 (12): 1885-1898.
- Read: Tommaso Pavone, 2023. “The EU’s Faustian Bargain: The EU Betrays Ukraine and the Rule of Law – and We Will Live to Regret It,” *Verfassungsblog*, December 17: <https://verfassungsblog.de/the-eus-faustian-bargain/>
- Read: Timothy Garton Ash, 2023. “Europe Whole and Free,” *The New York Review of Books*, November 2: <https://www.nybooks.com/articles/2023/11/02/europe-whole-and-free-timothy-garton-ash/>

Final essay due today – Tuesday, April 2 by 11:59PM (submitted via Quercus)

Course Policies

Please familiarize yourself with the following policies for this course.

On diversity, equity, and inclusion: The University of Toronto is committed to equity, human rights and respect for diversity. I will strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences – and I expect the same of everyone enrolled in this course. U of T does not condone discrimination or harassment against any persons or communities.

On excused absences: I will grant excused absences if you e-mail me before class and register your absence using the Absence Declaration tool on ACORN (<https://www.acorn.utoronto.ca/>); we can then discuss ways of making-up the material missed. In lieu of an Absence declaration, other documentation can also be the basis of an excused absence, such as a College Registrar’s letter, a letter of accommodation from Accessibility Services, a Verification of Student Illness or Injury (VOI) form, or a doctor’s note. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness: <http://www.illnessverification.utoronto.ca> Also,

please e-mail me or come to office hours to discuss any anticipated absences related to religious observances or family care and the implications for course work.

On accessibility and accommodations: Students with diverse learning styles and needs are welcome in this course. If you may require accommodations, please register with Accessibility Services on the phone (416-978-8060), via email (accessibility.services@utoronto.ca), or at their office (455 Spadina Avenue, 4th Floor, Suite 400, Toronto, ON, M5S 2G8). E-mail me your letter of accommodation, or have a representative from Accessibility Services e-mail me the letter, as soon as you have it so that we can plan ahead and I can support you in a timely manner.

On assignment extensions: If an exceptional or unforeseen circumstance arises (ex. an illness or family emergency) and obstructs you from completing an assignment, e-mail me right away and we will discuss a possible extension. I may ask you to provide documentation, such as a Verification of Student Illness or Injury (VOI) form, or a doctor's note. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness: <http://www.illnessverification.utoronto.ca> If you have a letter from Accessibility Services that provides for assignment extensions under some circumstances, share it with me well before an assignment is due so that we can discuss and arrange an extension. Extensions are not automatic.

On academic integrity and plagiarism: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, I treat cases of cheating and plagiarism very seriously. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. You are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the University of Toronto website on Academic Integrity: <https://www.academicintegrity.utoronto.ca/>). Potential offences include, but are not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

For more information, see Writing at U of T: <http://www.writing.utoronto.ca/advice/using-sources>

Additional Resources

- Need to contact me? Here is a helpful resource on talking to your U of T professors: <https://studentlife.utoronto.ca/task/talk-to-your-professors/>
- Need help with writing your final essay? Seek the assistance of one of the writing centers on the St. George campus: <https://writing.utoronto.ca/writing-centres/arts-and-science/>
- Experiencing computer issues? Get IT support here: <https://its.utoronto.ca/contact/>
- Need academic advice and support? Contact your College Registrar's Office (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>) or book a one-on-one appointment with a peer mentor (<https://studentlife.utoronto.ca/departments/academic-success/>)
- Need support for your mental health? Get counselling and therapy services via the Health and Wellness Office: <https://studentlife.utoronto.ca/service/mental-health-clinical-services/>

- Are you a student parent or have family care responsibilities? Get support from the Family Care Office: <https://familycare.utoronto.ca/>