

EURR 5108/ PSCI 5103

Canada – EU Relations

Instructor: Dr. Tamara Kotar Seminar: Daily July 20st – July 31st, 9:30am – 1:00pm,
Location: RB 3302, Office: RB 3302 E-mail: kotar@connect.carleton.ca, Facebook –
Socially Scientific, Twitter -@sociallysci Office hours: Daily, 1:00 – 2:00pm (message
to schedule an appointment)

Course description:

Welcome to EURR 5108. This graduate seminar is dedicated to examining Canada – EU relations. We will explore theories and practices that lie at the heart of transatlantic relations. Special emphasis will be paid to the history and governance of the European Union. This course challenges students to give equal consideration to the role of actors and institutions beyond the nation-state. My hope is that you find this course engaging and stimulating and that you successfully complete this course with a roster of theoretical and analytical tools that you will employ in your future endeavors.

Core Questions & Themes

These are the core questions and overarching themes we will explore throughout the course.

- What trade relations are beneficial for Canada & the EU?
- What is the ideal collective security arrangement for Canada & European states?
- In trans-atlantic relations are there trade offs between freedom and security?

Learning Outcomes

- Students are challenged to understand the foundations of the EU and Canada – EU relations.
- Students are compelled to create their own research plan to explore specific aspects of European politics and Canada - European relations.

Required Texts

All required articles are available electronically through the Library E-Journals service. The required text below is available at the Carleton Bookstore.

Cini Michelle & Nieves Perez-Solorzano Borragnán, European Union Politics, (2013, Toronto: Oxford University Press).

ISBN: 9780199694754

Assignments & Due Dates

Assignment	Date	Share of Term Mark	Notes
My EURUS Blog Posts	July 23 rd July 24 th July 28 th July 29 th July 30 th	44%	4 assignments each worth 11%. **There are 5 assignments due. Your best 4 results will count toward your final mark. Your worst mark will be eliminated.** Use My EURUS Posts Format to easily create your blogs.
Outline – Term Paper	July 30 th	11%	Written Portion 5.5% Oral presentation (informal) 5.5% Use the Outline Format section to easily create your written outline
Term Paper	August 8	45%	Paper 10 pages.

****In-depth description of assignment requirements can be found on cuLearn** in the assignment submission areas, in the Syllabus – Extended Version document or in the Course Basics document. All aforementioned documents can be found in the Course Basics section of cuLearn.**

For the [Seminar Class Schedule and Readings Click Here](#)

CuLearn

All of your written assignments are due via CuLearn drop boxes. The syllabus and other relevant documents are also posted on CuLearn.

Social Media

There is a Facebook page and a Twitter page for the course and you should join either one and make a habit of checking either one frequently. Beyond a requirement for some assignments, I regularly post articles relevant to the course and tips for students. Facebook – Socially Scientific. Twitter - @sociallysci (Socially Scientific).

*If you prefer not to join the class Facebook or Twitter, a 5-page essay can be done in lieu of the Facebook/Twitter components for all assignments.

Seminar Expectations

Students are expected to (1) attend seminars having completed the assigned readings and (2) come prepared for thoughtful discussions. Students are kindly asked to be respectful during seminars by not conversing with their neighbours. Students who are conversing during seminars will be asked to stop and/or leave.

Late Assignments

Late assignments will receive a mark of 0. Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

Appeals

If you would like reconsideration of an assignment grade, you must provide a two page written explanation of why you believe the grade was incorrect. All requests of this type will be considered, but this may mean that your grade could be **lowered. No reconsiderations will be handled without following this procedure.** Final course grades are **not negotiable and** grades do not "round up." Grades will be changed only if there is a calculation or other technical error.

Assignment Evaluation Considerations

Below is a table and list of questions used to evaluate each assignment. Keep this in mind when writing your assignments.

Thesis & Explanation of subject - 70%
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points.
Use of Scholarly Literature - 25%
Scholarly literature is employed to strengthen arguments.
Definitions and terms should be used properly.
Jargon should be kept to a minimum.
Structure of Assignment - 5%
Answer the questions being asked.
The assignment is an appropriate length.
The assignment employs proper grammar.

These questions are utilized to assess written assignments

- Is there a clear idea/thesis forwarded in response to each question asked in an assignment?
- Are main points identified and explained?

- Are supporting statements focused, relevant and illuminating?
- Strong arguments are focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Is my assignment too descriptive? (avoid this)
- Are ideas being stated as self-evident? (avoid this)
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?

Assignments

My EURUS Blog Posts

My EURUS Blog Posts assignments will serve as tools to ensure students achieve the highest possible benefit from the readings and discussions as well as enable students to contribute to the class. You must attend the class for your blog post to be graded. If you miss the class, even for unforeseen reasons, you may hand in a 4-page paper in lieu of the participation portion of the assignment (the paper is intended to compensate for the hours of class time and participation missed). The written portion of the assignment is still required.

This is a graduate seminar, there will be as little lecturing as possible. Students will advance the discussion. Participation reviews will aid students and will serve as tools to ensure students are able to engage in informed discussion.

Assignments are **due via CuLearn at 11:59 on the due date**. No late assignments will be accepted. **Please submit the assignment in the box/ submission space provided, do not attach the assignment**. Compile all of the sections of this assignment and post in the appropriate CuLearn drop box at 11:59pm the night before the class. Do not post the whole assignment on social media platforms.

There are 5 assignments due but only **the 4 highest marks out of the 5 assignments will count** toward your final mark. **Your worst mark will be eliminated.** This is an opportunity to get your best work recognized.

To organize your Blog Post you can cut and paste the **My EURUS Blog Format** provided below for each post into your own word document and fill in the material required.

My EURUS Blog Post Format

Every blog post will include the following 3 components.

Part I- Seminar Discussion

For the discussion component you will discuss what we talked about in our seminar the day before the due date.

Identify and describe two ideas/concepts/issues dealt with in class (lecture or discussion group) that attracted interest and explain why.

20 sentences

Part II- Discuss Readings

For the discuss the readings component you will write about the readings for the day the assignment is due.

Provide a brief reaction to one of the readings of the day. As part of this, using your own words, tell me the main point (thesis) of the reading. Describe an idea or issue developed in the article that intrigues you and that you would like to discuss further in class. Create 2 questions that relate to the article and larger issues discussed in the class.

20 sentences

Part III- Social Media

1. Post 2 media items (articles, radio or video clips) that relate to issues discussed during this class, discussion group or in the readings. You should post to the class Facebook – Socially Scientific Twitter - @sociallysci. The idea is that you share resources that you have found to be useful in your explorations of the topics discussed in class. Explain why each link you post enhances your understanding of the topic discussed in class. **Ensure that your posts are not offensive or explicit, but rather that they contribute to respectful and engaging collegial dialogue.** Ensure that your posts are well organized, visually pleasing (i.e. nicely formatted) and do not include your student number on the social media post.

2-3 sentences for each posting

* Do not post your whole assignment on onto Facebook or Twitter. However, include the link and text of your post in the assignment you hand into cuLearn.

2. For your cuLearn submission cite and comment on a link posted by anyone else (from any class or even the prof.) on Socially Scientific that you found interesting. If you choose you can post this commentary online.

3 sentences

* Do not post your whole assignment on onto Facebook or Twitter.

Outline for Term Paper

Students will create an original thesis upon which to build his/her essay.

The Written Outline

The outline should follow the format below:

1. State the thesis in one sentence
2. List and describe three supporting arguments (1-2 sentences each).
3. State anticipated conclusions (1 sentence).
4. Create a bibliography of 10 scholarly sources (other than the texts used in the

course).

5. Following the instructions above, you will find that your assignment is approx. 2-3 pages. Grades for this assignment are assigned based on following the instructions rather than on page count.

6. Facebook or Twitter 2 messages, each with a link to an article or online information that relates to your term paper topic and that you think would help promote a discussion in class. For each Facebook/Twitter post describe why you liked the article/piece and why it is relevant to your paper. Post 1-2 sentences each on the main ideas from the posts on Facebook or twitter.

7. Compile all of the components (sentences) of this assignment (from component 1-6) and post in the appropriate CuLearn drop box at 11:59pm on the due date. Do not post your entire assignment on Facebook/Twitter. Only post the 1-2 sentences for each Facebook/twitter post on facebook/twitter.

The Outline Presentation

Students will prepare a 2-3 minute presentation (no slides required) for the class based on your thesis. Part of students Term Paper Outline mark will be determined by a brief presentation of her/his paper topic in class on the due date of the assignment. This will be an informal presentation where students discuss their thesis with the rest of class. No need for a slide show or handouts.

Term Paper

This will be an original research paper of 10 double spaced pages due on cuLearn. Students will develop the ideas expressed in the essay outline in essay form. The essay should have a clear thesis statement with well-researched arguments that support the thesis. At least 10 scholarly sources should be used. A full bibliography is necessary as are appropriate footnotes. The term paper must be handed in on CuLearn by 11:59pm on the due date.

Seminar Schedule

Introduction

Canada & the EU: Where Are We Now?

July 20th

Introduction and theoretical groundwork

Discussion of course structure, assignments and expectations

Required

- Cini & Borragán, Chapters 2,3 & 4
- DFATD, CETA information page - <http://goo.gl/sq8HRD>

Recommended

- Official Web site of the Mission of Canada to the European Union, <http://goo.gl/CKXhAr>
- David Pratt (2008), Canadian grand strategy and lessons learned, *Journal of Transatlantic Studies* 6 (1), pg. 61-78.
- J. E. Fossum (2004) "Why compare Canada and the European Union - and how?", in P. M. Crowley (ed.), *Crossing the Atlantic, comparing the European Union and Canada*, Ashgate, Aldershot.
- Donald Barry (2004) Chapter 3 "Toward a Canada-EU Partnership?" in Patrick M. Crowley, *Crossing the Atlantic. Comparing the European Union and Canada*, Aldershot, Hants; Burlington, VT: Ashgate, 35-58
- Amy Verdun (2003) "Canada and the European Union: Strengthening Transatlantic Relations", *Jean Monnet/Robert Schuman Paper Series*, Vol. 3, No. 10, November. Available: <http://www.as.miami.edu/eucenter/papers/verdun.pdf>
- Andrew Cohen (2003) *While Canada Slept – How We Lost Our Place in the World*, Toronto: McClelland & Stewart.
- Jennifer Welsh (2004) *At home in the World – Canada's Global Vision for the 21st Century*, Toronto: Harper Collins.

What is Europe?

July 21st

Required

- Cini & Borragan, Chapters 5, 6,7 & 8

Recommended

- Sandra Lavenex (2004), "EU governance in 'wider Europe,'" *Journal of European Public Policy*, Vol. 11, No. 4, pp. 680-700
- Karen Smith (2011), "Enlargement, the neighborhood, and European order," in Christopher Hill and Michael Smith, eds., *International Relations and the European Union* (Oxford University Press), pp. 299-323
- Bindi, F, Angelescu (eds.) (2011), *The frontiers of Europe: a Transatlantic problem?* ; Washington, DC: Brookings Institution Press.
- Missiroli, A. (2003) "The European Union: Just a Regional Peacekeeper?", *European Foreign Affairs Review*, Vol. 8, No. 4, 493-503.
- Giegerich, B. and Wallace, W. (2004) "Not such a soft Power: the External Deployment of European Forces", *Survival*, Vol. 46, No. 2, Summer, 163-182.

Canada – EU: Politics & Policy

July 22nd

Required

- Cini & Borragan, Chapters 16, 15 & 17
- Spain, the European Union, and Canada: A New Phase in the Unstable Balance in the Northwest Atlantic Fisheries
Ocean Development & International Law (February 2011), 42 (1-2), pg. 155-172 Adela Rey Aneiros

Recommended

- Dodds, Klaus (2010), Flag planting and finger pointing: The Law of the Sea, the Arctic and the political geographies of the outer continental shelf, *Political Geography*, 29 (2), pp. 63-73.

- Evan H. Potter (1999) *Transatlantic partners : Canadian approaches to the European Union*, Montreal: McGill-Queen's University Press, 170-221.
- Axel Hülsemeyer and André Lecours (2006) "The European Union and sovereigntist politics in Quebec: who forgot their glasses?", *American Review of Canadian studies*, Vol. 36, Summer, 263-282.
- Éric Montpetit (2011), *Between Detachment and Responsiveness: Civil Servants in Europe and North America*, *West European Politics*, 34 (6), pg. 1250-1271
- Judith Kelley (2006) "New Wine in Old Wineskins: Promoting Political Reforms through the New European Neighbourhood Policy", *Journal of Common Market Studies* 44 (1) pp. 29-55.
- Lynch, D. (2005) "The Security Dimension of the European Neighbourhood Policy", *The International Spectator*, 23 (2) pp.11-28.
- Dannreuther, R. (2006) "Developing the Alternative to Enlargement: the European Neighbourhood Policy", *European Foreign Affairs Review*, Vol. 11, No. 2, 183-201.
- Tocci, N. (2007) *The EU and Conflict Resolution: Promoting Peace in the Backyard*, London: Routledge
- DFAIT, "A Uniquely Canadian Approach to Democracy Promotion"
http://geo.international.gc.ca/cip_pic/library/democratie-en.aspx
- Christopher Stevens (2006) "The EU, Africa, and Economic Partnership Agreements: Unintended Consequences of Policy Leverage", *Journal of Modern African Studies*, Vol. 44, No. 3, 441-458
- Jutta Joachim & Matthias Dembinski (2011), "A contradiction in terms? NGOs, democracy, and European Foreign and Security Policy," *Journal of European Public Policy*, Vol. 18, No. 8, pp. 1151-1168
- John Halstead (1988) "Trudeau and Europe: Reflections of a Foreign Policy Advisor," *Journal of European Integration*, Vol. 12, No. 1, Fall, 37-50.
- Osvaldo Croci and Livianna Tossutti (2007) "The External Image of The European Union – Report on Canada" in Sonia Lucarelli (Director of Research), *The External Image of the European Union*, Garnet Working Paper #17/07, 120-147.

Canada – EU: The Economy

July 23rd

Required

- Cini & Borragan, Chapter 19
- Mark Baimbridge (2012) The Eurozone as a Flawed Currency Area, The Political Quarterly Vol. 83, No. 1, 96-107,.

Recommended

- European Commission Trade, Canada. Available: <http://ec.europa.eu/trade/creating-opportunities/bilateral-relations/countries/canada/>
- Dan Lemaire and Wengua Cai (2006) "Lost Over the Atlantic? The Canada–EU Trade and Investment Relationship," Conference Board of Canada Paper, May, <http://www.conferenceboard.ca/documents.asp?rnext=1673>
- Francesco Duina (2011), Sub-National Movements and the Framing of Regional Trade Agreements: Evidence from the EU and NAFTA, *Social Movement Studies*, 10 (3), pg. 225-242.
- Matthias Ruffert (2011) The European debt crisis and European Union law, *Common Market Law Review* Vol. 48, No. 6, 1777-1805,.
- Kevin Featherstone (2011)The JCMS Annual Lecture: The Greek Sovereign Debt Crisis and EMU: A Failing State in a Skewed Regime* *JCMS: Journal of Common Market Studies* Vol. 49, No. 2, 193-217.
- Petr Blizkovsky (2012), Two crises, two responses: adjustment of economic governance in ASEAN and the European Union, *Asia Europe Journal* Vol. 9, No. 2-4, 91-106.
- Costis Hadjimichalis (2011) Uneven geographical development and socio-spatial justice and solidarity: European regions after the 2009 financial crisis *European Urban and Regional Studies* Vol. 18, No. 3, 254-274.
- Grace Skogstad (1999) "Canadian Agriculture Trade Policy: Continuity Amidst Change," in Osler Hampson, Martin Rudner and Michael Hart, *Canada Among Nations 1999: A Big Player?*, Don Mills, Ontario: Oxford University Press, 73-90.
- Eugenia de Conceição-Heldt (2009) "Delegation of Power and Agency Losses in EU Trade Politics", *EUI Working Paper*, RSCAS 2009/18, 1-27.

- Jesse Helmer and Robert Wolfe (2006) "Where is Canada in Global Farm Talks?," *Trade Policy Brief 2006-1*, April.
- Stefan Tangermann (2004) "Farming support: the truth behind the numbers," *The OECD Observer*, March 31.
- Michael Hart and Bill Dymond (2002) "A Canada-EU FTA is an awful idea," *Policy Options*, July- August, 27-32.
- Donald Barry (1998) "The Canada-European Union Turbot War: Internal Politics and Transatlantic Bargaining," *International Journal*, LIII, 2 (Spring): 253-284.

The European Economic Meltdown & Canada

July 24th

Required

- Cini & Borragan, Chapter 27
- Philip Arestis; Malcolm Sawyer (2011), The Design Faults of the Economic and Monetary Union *Journal of Contemporary European Studies*, 19 (1), pg. 21-32
- Heiner Flassbeck; Friederike Spiecker (2011), The euro — a story of misunderstanding, *Intereconomics*, 46 (4), pg. 180-187.

Recommended

- Donald Barry (2000) "Pursuing free trade: Canada, the western hemisphere, and the European Union," *International Journal*, Vol. 55, No. 2, Spring, 292-300
- Kevin Featherstone (2011), The *JCMS* Annual Lecture: The Greek Sovereign Debt Crisis and EMU: A Failing State in a Skewed Regime* *JCMS: Journal of Common Market Studies*, 49 (2), pg. 193-217,.
- Costis Hadjimichalis (2011), Uneven geographical development and socio-spatial justice and solidarity: European regions after the 2009 financial crisis *European Urban and Regional Studies*, 18 (3), pg. 254-274,.
- Larry Neal (2007). *The Economics of Europe and the European Union*, ch. 4 "The Common Agricultural Policy and Reforms: feeding Europe and then some"

- James Bartleman (2005) "Chapter 4: The Europeans" in Rollercoaster: My Hectic Years as Jean Chrétien's Diplomatic Advisor 1994-1998, Toronto: McClelland & Stewart.
- Marek Neuman (2010), EU–Russian Energy Relations after the 2004/2007 EU Enlargement: An EU Perspective, *Journal of Contemporary European Studies*, 18 (3), pg. 341-360,.

The EU as a Civilian/Normative Power

July 27th

Required

- Cini & Borragan, Chapters 20, 25 & 26
- Sjørusen, H. (2006) "The EU as a normative power: how can this be?", *Journal of European Public Policy*, Vol. 13, No. 2, March, 235-251
- Daniel Stockemer (2012), Citizens' support for the European Union and participation in European Parliament Elections, *European Union Politics*, 13 (1), pg. 26-46.

Recommended

- Christine Mahoney & Michael J. Beckstrand (2011) Following the Money: European Union Funding of Civil Society Organizations, *Journal of Common Market Studies*, 49 (6), pg. 1339-1361.
- *Journal of European Public Policy*, (2006) Special Issue: Normative Power, Vol.13, No. 2, March
- Ian Manners (2002) "Normative Power Europe: A contradiction in terms?", *The Journal of Common Market Studies*, Vol. 40, No.2, 235-258.
- E. Johansson-Nogués (2007) "The (Non-)Normative Power EU and the European Neighbourhood Policy: An exceptional policy for an exceptional actor?", *European Political Economy Review*, Vol. 7, Summer.
- Helene Sjørusen, "Not so intergovernmental after all? On democracy and integration in European Foreign and Security Policy," *Journal of European Public Policy*, Vol. 18, No. 8 (December 2011), pp. 1078-1095

The EU as a Global Actor

July 28th

Required

- Cini & Borragan, Chapters 17, 18 & 21
- Brendan Simms (2012), Towards a mighty union: how to create a democratic European superpower, *International Affairs* 88 (1), pg. 49-62,.

Recommended

- Adrian Pabst (2011), Euro-Atlantic and Eurasian Security in a Multipolar World *American Foreign Policy Interests*, 33 (1), pg. 26-40.
- Sarah Wolff (2009), "The Mediterranean dimension of EU counter-terrorism," *Journal of European Integration*, Vol. 31, No. 1, pp. 137 – 156
- Heli Askola (2007), "Violence against women, trafficking, and migration in the European Union," *European Law Journal*, Vol. 13, No. 2, pp. 204-217
- Gregory Mounier (2009), "Civilian crisis management and the external dimension of JHA: inceptive, functional and institutional similarities," *Journal of European Integration*, Vol. 31, No. 1, pp. 45–64
- Alan Matthews (2008), "The European Union's Common Agricultural Policy and developing countries: the struggle for coherence," *Journal of European Integration*, Vol. 30, No. 3, pp. 381–399
- Bohdana Dimitrovova (2010), Cultural Bordering and Re-Bordering in the EU's Neighbourhood: Members, Strangers or Neighbours? *Journal of Contemporary European Studies*, 18 (4), pg. 463-481.
- Federiga Bicchi (2011), "The EU as a community of practice: foreign policy communications in the COREU network," *Journal of European Public Policy*, Vol. 18, No. 8, pp. 115-1132
- Jeffrey Lewis (2009), "EU Policy on Iraq: The collapse and reconstruction of consensus-based foreign policy," *International Politics*, Vol. 46, No. 4, pp. 432-450
- Ulrich Krotz (2009), "Momentum and impediments: why Europe won't emerge as a full political actor on the world stage soon," *Journal of Common Market Studies*, Vol. 47, No. 3, pp. 555-578
- Asle Toje (2011), "The European Union as a small power," *Journal of Common Market Studies*, Vol. 49, No.1, pp. 43-60

- François Burgat (2009), "Europe and the Arab world: The Dilemma of Recognizing Counterparts," *International Politics*, Vol. 46, No. 5, pp. 616-635
- Emiliano Alessandri (2010), "The New Turkish Foreign Policy and the Future of Turkey-EU Relations," *The International Spectator*, Vol. 45, No. 3, pp. 85-100, Available from: <http://www.iai.it/pdf/DocIAI/iai1003.pdf>
- Jürgen Gerhards and Silke Hans (2011), "Why not Turkey? Attitudes towards Turkish membership in the EU among citizens in 27 European Countries," *Journal of Common Market Studies*, Vol. 49, No. 4, pp. 741-766
- Sten Rynning (2011), "Realism and the Common Security and Defence Policy," *Journal of Common Market Studies*, Vol. 49, No. 1, pp. 23-42

Canada as a Global Actor: Canada's Transatlantic Relations - Historically July 29th

Required

- Cini & Borragan, Chapters 23 & 24
- Denis Stairs (2003) "Trends in Canadian Foreign Policy: Past, Present, and Future," *Behind the Headlines*, No. 59, Spring, 1-7.
- Hector Mackenzie (2011), *France, the North Atlantic Triangle and negotiation of the North Atlantic Treaty, 1948-1949: a Canadian perspective* *Journal of Transatlantic Studies*, 9 (3), pg. 195-206.

Recommended

- Kim Richard Nossal (2003) "'The World We Want'? The Purposeful Confusion of Values, Goals, and Interests in Canadian Foreign Policy," *Canadian Defense & Foreign Affairs Institute Paper*, CDFAI.
- Tom Keating (2003) "Multilateralism and Canadian Foreign Policy: A Reassessment," *Canadian Defense & Foreign Affairs Institute Paper*, CDFAI.
- Derek H. Burney (2005) "Foreign Policy: More Coherence, Less Pretence," *The Simon Reisman Lecture in International Trade Policy*, 14 March, Ottawa.
- Denis Stairs (2006) "The Menace of General Ideas in the Making and Conduct of Canadian Foreign Policy," *O.D. Skelton Memorial Lecture*, October 25.

- Joel J. Sokolsky (2004) "Between 'Venus' and 'Mars': Canada and the TransAtlantic 'Gap'," *Quarterly Journal of the Partnership for Peace (PfP) Consortium of Defence Academies and Security Studies Institutes*, Vol. 2, No. 3.
- Kim Richard Nossal (2001) "Conclusion: the decline of the Atlanticist tradition in Canadian foreign policy," in George A. MacLean, ed., *Between Actor and Presence: The European Union and the Future for the Transatlantic Relationship*, Ottawa: University of Ottawa Press, 223-34.

Canada as a Global Actor: Canada's Transatlantic Relations – Today

Canada – EU: Prospects for Partnership

July 30th

Required

- Charles C. Pentland (2004) "Odd man in: Canada and the transatlantic crisis," *International Journal*, Volume LIX, No. 1, Winter, 145-166.
- Sophie Meunier and Kalypso Nicolaidis, "The European Union as a trade power," in Christopher Hill and Michael Smith, eds., *International Relations and the European Union* (Oxford University Press, 2011), pp.275-298
- Steven McGuire and Johan Lindeque (2010), "The diminishing returns to trade policy in the European Union," *Journal of Common Market Studies*, Vol. 48, No. 5, pp. 1329-1349 .

Recommended

- David Long (2003) "Transatlantic Relations and Canadian Foreign Policy," *International Journal*, Vol. LVIII, No. 4, Autumn, 591-614.
- Sven Biscop (2004) "Able and Willing? Assessing the EU's capacity for military action", *European Foreign Affairs Review*, Vol. 9, No. 4, 509-527.
- Simon Duke (2004) "The European Security Strategy in a comparative framework: Does it make for secure alliances in a better world?", *European Foreign Affairs Review*, Vol. 9, No. 4, 459-481.

- C. Gegout. (2005) "Causes and Consequences of the EU's Military Intervention in the Democratic Republic of Congo: A Realist Explanation", *European Foreign Affairs Review*, Vol. 10, No. 3, 427-443.
- David G. Haglund (2005) "Canada and the Sempiternal NATO Question," *McGill International Review*, Vol. 5, No. 2, Spring, 15-23.
- Rees Wyn (2011), *The US-EU security relationship*; New York: Palgrave
- Benjamin Zyla (2010), *Years of Free-Riding? Canada, the New NATO, and Collective Crisis Management in Europe, 1989–2001* *American Review of Canadian Studies*, 40 (1), pg. 22-39.
- Justin Massie (2010), *United West, divided Canada? Transatlantic (dis)unity and Canada's Atlanticist strategic culture* *Journal of Transatlantic Studies*, 8 (2), pg. 118-138.
- Michel Fortmann; David Haglund; Stéfanie von Hlatky (2010), *France's 'return' to NATO: implications for transatlantic relations*, *European Security*, 19 (1), pg. 1-10
- Ernie Regehr (2007) "Nuclear Disarmament: An Action Agenda for Canada," *Ploughshares, Working Paper*, No. 07-1, May.

Recommended Links

- Government of Canada, Department of Foreign Affairs and International Trade (Foreign Affairs Canada)
- European Union <http://europa.eu.int/>
http://europa.eu.int/comm/external_relations/canada/intro
- The European Parliament: europa.eu.int/parl/
- The European Court of Justice: curia.europa.eu
- Eurostat: ec.europa.eu/eurostat
- Eurobarometer: ec.europa.eu/public_opinion
- http://europa.eu.int/comm/trade/issues/bilateral/countries/canada/index_en.htm
- Delegation of the European Commission to Canada
- <http://www.delcan.cec.eu.int/en>
- European Parliament: Delegation for Relations with Canada
- http://www.europarl.eu.int/delegations/noneurope/id/d_ca/default_en.htm
- The European Community Studies Association – Canada (ECSA-C)

- <http://web.uvic.ca/ecsac>
- Dalhousie University's EU Centre of Excellence - Online Conference Papers The EU in Comparative Perspective (2008)
http://euce.dal.ca/CONFERENCES/3rd_Annual_Conferenc.php
- The Canada-Europe Round Table for Business – CERT
- <http://www.canada-europe.org>
- EU Observer
- <http://www.euobserver.com>
- EU Policy Portal
- <http://www.euractiv.com>
- News and Information about Europe and the European Union
- European Voice
- <http://www.europeanvoice.com/>
- PressEurop
- <http://www.presseurop.eu/en>

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class,

or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the EURUS website is the official course outline.