

DRAFT –SUBJECT TO CHANGE

Carleton University

Summer 2014

Institute of European, Russian and Eurasian Studies

Preliminary Course outline

EURR 5302/4302 EU Summer Study Abroad

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This course is open only to students participating in the “EU Study Tour 2014”.

Course meetings will be schedule in April

Students enrolled in this course will participate in a study tour of EU institutions organized by a consortium of universities, of which Carleton is a part. The project is described at <http://www.capilanou.ca/europa/>.

The tour gives students first hand exposure to EU institutions, including discussions with officials from a variety of organizations providing different perspectives on a number of issues. An assessment of participation will be provided by the teaching collective accompanying the tour. At Carleton, Professor Joan DeBardeleben is responsible for the course, which involves seminar sessions before and after the tour, overseeing and evaluating completion of written requirements associated with the course, and providing the final course evaluation. In 2014 the pre-Tour assignment focuses on these themes:

Theme 1: Upcoming European Parliament (EP) elections

Theme 2: Social aftermaths of the economic and Eurozone crisis

Theme 3: The Canada-EU Comprehensive Economic and Trade Agreement, and the associated political agreement

Theme 4: The EU’s Eastern Partnership policy and the Ukrainian crisis

The Carleton course runs the full summer term, and the Tour in Europe runs from May 4-23.

All students are expected to have background on the EU equivalent to that presented in PSCI3207 Government and Politics of the EU or to do appropriate background reading.

Course requirements:

-*Attendance at the EU Study Tour in its entirety*, based on an evaluation provided by Tour staff.

-*Participation in class meetings and completion of required readings*. The course will meet five times, four times before the study tour and one time after (de-briefing).

Students are expected to complete course readings and to attend all meetings unless a valid excuse is presented in advance.

-*An oral briefing on two European/EU institutions* (as agreed). The class will discuss the main institutions visited on the tour. The discussion will be based on the students' oral presentations. Each student will select two institutions to be visited on the Tour and present an 8 minute presentation on each. Following the presentation, the group will formulate two to three questions that might be addressed at that session of the Tour. Each briefing should be approximately 8 minutes in length. The briefing may be based on work previously done for a different course. The briefing should describe the importance and role of the institution within the EU, or in Europe (if not an EU institution), and should include a list of potential questions to ask at the institution in question.

-*An oral presentation* on one of the topics for the Pre-Tour assignment (25 minutes) in Sessions 2 and 3. These presentations may be done individually or in groups of two. The presentation should also include discussion questions.

-*EU Study Tour Blog contributions*: We will set up a blog for posts during the EU Study Tour. Each student will be responsible for blogging three days during the Tour. The blog will be on CU Learn, but we can explore the possibility of a public blog as well. Each blog post will contain reactions to consultations in Europe, and will provide the opportunity for reflection on the materials engaged. Each blogpost should be about 200-300 words in length.

-*A post-Tour paper* (approximately 15 pages, double spaced, excluding notes and bibliography) that addresses an issue considered on the Study Tour and relates impressions/material/knowledge gained from the Tour to available academic literature on that topic. (You should consult at least four scholarly sources on the topic). The primary purpose of the assignment is to consider how material and insights from practitioners relate to 'scientific' findings reported in academic writings. Also you should, where possible, address

-how interaction with practitioners may be used in social science research, and
-how and when scholarly work might be useful to or, if taken into account, might impact on the work of practitioners.

A one-page proposal outlining the question to be addressed should be provided to the instructor within three weeks of the conclusion of the Study Tour (June 16), indicating the academic sources that will be consulted. If the proposal for the paper is not approved this may affect the mark on the term paper, since failure to get the topic approved may result in a paper not meeting the expectations for the course. The paper is due by 3 p.m.

on August 15, 2014. Hard copies should be handed in unless prior arrangement is made to deliver the paper electronically.

Marking scheme:

Participation in EU Study Tour (based on evaluation by on-site instructors) and blogposts	40%
Seminar participation (pre- and post- Tour)	10%
Pre-tour oral briefings (on Institutions)	15%
Oral presentation in class on Study tour theme	10%
Post-tour assignment	25%

Please note the following important rules associated with this course: Any student who does not satisfactorily complete and participate in the EU Study Tour (as certified by faculty evaluators associated with the Tour) or who fails to hand in the post-tour paper will receive a failing mark in the course. Penalties for late submission of the post-tour paper will be as follows (waived with a valid written medical or equivalent excuse): Two points (of a 100% scale) for each day late (excluding weekends); no papers will be accepted after August 20.

Class Meetings and Readings

All students are expected to have background on the EU equivalent to that presented in PSCI3207 Government and Politics of the EU. If you do not have this background you should review: Michelle Cini and Nieves Pérez-Solórzano Borragán 2013 | Fourth Edition | Oxford University Press.

Organizational meeting. April 3, 1-2 p.m. Overview of the Tour and organization of our work.

Session I: Workshop session to prepare for the tour (Wednesday, April 16, 2:30-5:30 provisionally)

Part I: Overview of EU (lecture)

Part II: Study Theme I (see below)

Student briefings on two institutions (see below under Sessions II)

Session II: Workshop session to prepare for the tour (Tuesday, April 22, time to be determined)

Part I: Study Theme II (see below)

Part II: Student briefings on eight institutions

Session III: Workshop session to prepare for the tour (Tuesday, April 22, time to be determined)

Part I: Study Themes III and IV

Part II: Student briefings on four institutions (continued)

Session IV: Meeting with Prof. Crina Viju in Brussels (time tbd)

Session V: De-Briefing after the Tour (date to be determined - August or September)

We will discuss the course papers and general feedback on the Tour and internships.
To be scheduled, either individually or in a group.

1) Upcoming European Parliament (EP) elections:

Readings:

Jacobs, Francis, Yves Bertoncini, Valentin Kreilinger, Stijn van Kessel, Andrea LP Pirro, Simon Otjes, Sonia Piedrafita, and Vilde Renman. "European Parliament elections in times of crisis." *Intereconomics* 49, no. 1 (2014): 4-
http://download.springer.com/static/pdf/307/art%253A10.1007%252Fs10272-014-0483-1.pdf?auth66=1395178038_ee658b112ceed4218209ab729ebc130a&ext=.pdf“

“ The 2014 European Elections: This time it’s different,”
<http://www.europarl.europa.eu/news/en/news-room/content/20140210BKG35568/html/THE-2014-EUROPEAN-ELECTIONS-THIS-TIME-IT%20%99S-DIFFERENT> (browse the various parts of this website)

Sonia Piedrafita, “Elections to the European Parliament and the trouble with vox populi,” Politics and Institutions, EPIN Commentaries, Aug 22, 2013.
<http://www.ceps.be/book/elections-european-parliament-and-trouble-vox-populietd>

Simon Hix and Michael Marsh, “Punishment or Protest? Understanding European Parliament Elections,” *Electoral Studies* 30, no. 1 (March 2011), pp. 4-15, http://personal.lse.ac.uk/hix/Working_Papers/Marsh-Hix-JOP2007.pdf

OR

Simon Hix and Michael Marsh, “Second-order effects plus pan-European political swings: An Analysis of European Parliament elections across time,” *Electoral Studies* 30 (2011) 4–15, http://personal.lse.ac.uk/hix/Working_Papers/Hix-Marsh-ElectoralStudies2011.pdf

- why are the elections important, particularly in light of the increasing role of the EP under the Lisbon Treaty

Questions:

- What issues might engage the public in these elections? What factors may affect outcomes of the EP elections?
- Why do you think voter turnout has declined in European Parliament elections in the past? Is voter turnout likely to increase in 2014?
- What is the likelihood that extremist parties will gain a foothold in the European Parliament and what would this mean for the EU and its capacity to generate effective policies?
- What is the EU doing to encourage citizen engagement and to counter Euroscepticism?
- What role do European party groups, national parties, and individual deputies play in these elections?
- Political scientists often view EP elections as second order elections? What does that mean and how does this phenomenon affect the outcome?

2) **Social aftermaths of the economic and Eurozone crisis:**

Readings:

Heather Lahusen C., N Schulz and PR Graziano 2013. "Promoting Social Europe? The development of European youth unemployment policies" *International Journal of Social Welfare* Vol 22 (3) pp. 300-309

Tse, Terence. 2013. "Youth Unemployment: A Crisis on top of Another Crisis" *EuroCrisis in the Press blog. LSE*. Available at <http://blogs.lse.ac.uk/eurocrisispress/2014/01/07/youth-unemployment-a-crisis-on-top-of-another-crisis/>. Accessed March 3, 2014.

Bettio, Francesca and Alina Verashchagina. 2014. "Women and Men in the Great European Recession" in *Women and Austerity: The Economic Crisis and the Future for Gender Equality*. Maria Karamessine and Jill Rubery (eds). Routledge. pp. 57-81

Busch, Klaus, Christoph Hermann, Karl Hinrichs and Thorsten Schulten. 2013. *Euro Crisis, Austerity Policy and the European Social Model: How Crisis Policies in Southern Europe Threaten the EU's Social Dimension*. Friedrich Ebert Stiftung. Available at <http://library.fes.de/pdf-files/id/ipa/09656.pdf> Accessed March 3, 2014.

Questions:

- What policies is the EU developing to address youth unemployment? What are challenges in developing such policies and what are the obstacles to addressing youth unemployment?
- Can austerity policies be reconciled with the need to spur economic growth? How is this dilemma being addressed in the EU?
- How does gender relate to the current socio-economic crisis in Europe?
- What are the most important social effects of the Eurozone crisis in those countries most affected, and how are those issues being addressed?

3) The Canada-EU Comprehensive Economic and Trade Agreement, and the associated political agreement:

Readings:

Fafard, P. and Leblond, P. (2012). "A Comprehensive Economic and Trade Agreement (CETA) between Canada and the European Union: Challenges for Canadian Federalism." *Federal News* Vol. 3(1). http://ideefederale.ca/documents/IF_AF_2012-01_ANG.pdf.

Scott, C. (2013). "What's There to Lose?" Procurement Policies and Investment Restrictions Under a Proposed Canada-EU Comprehensive Economic and Trade Agreement." *Mapping Politics* Vol. 5.<http://journals.library.mun.ca/ojs/index.php/MP/article/view/913/790>.

Schwanen, D. (2013). "Uneasy Birth: What Canadians Should Expect from a Canada-EU Trade Deal." *E-Brief* C.D. Howe Institute.
http://www.cdbo.org/pdf/e-brief_163.pdf

Government of Canada (2013). "Canada reaches historic trade agreement with the European Union." <http://www.actionplan.gc.ca/en/news/ceta-aecg/canada-reaches-historic-trade-agreement-european> (Please read selectively from this site)

Questions:

- What were the primary motivations for the launch of negotiations on the Canada-EU Comprehensive Economic and Trade Agreement? What are the primary objectives of the negotiations? What would be the relative benefits and costs for the EU and Canada, respectively?
- What were the main contentious issues in these negotiations? Consider, among other things, the role of the provinces and member states, as well as impacts of particular sectors as well as employment. What kinds of concerns have been expressed by civil society organizations? How were these contentious issues dealt with?

- Contrast the objectives and benefits associated with the CETA for Canada and Europe.
- How can a free trade agreement balance the economic concerns and the rights of multi-national corporations with basic principles of democracy and the protection of the environment?"

4) The EU's Eastern Partnership (EaP) policy and the Ukrainian crisis:

Readings:

Ketie Peters, Jan Rood, and Grzegorz Gromadzki (2009). 'The Eastern Partnership: Towards a New Era of Cooperation between the EU and its Eastern Neighbours?' Revised Overview Paper, EU Policies Seminar Series, Clingendael European Studies Program, The Hague, December 2009,
<http://www.policypointers.org/Page/View/10479>

Irina Solonenko, "The EU's 'transformative power' towards the Eastern neighbourhood: the case of Ukraine," http://www.iep-berlin.de/fileadmin/website/09_Publikationen/SPES_Policy_Papers/The_EU_s_t_ransformative_power_towards_the_Eastern_neighbourhood-the_case_of_Ukraine_Iryna_Solonenko.pdf

Rilka Dragneva and Kateryna Wolczuk, Russia, the Eurasian Customs Union and the EU:

Cooperation, Stagnation or Rivalry?, Chatham House Papers (2012),
http://www.chathamhouse.org/sites/default/files/public/Research/Russia%20and%20Eurasia/0812bp_dragnevawolczuk.pdf

Andras Racz, "Russian Approaches to the 'Common Neighbourhood': Change or Preservation of the Status Quo?" (Oct. 2010), Institute for Europaeische Politik (Berline) SPES Policy Papers
 (use Google search to locate)

Susan Stewart, "The EU, Russia, and a Less Common Neighbourhood," *SWP Comments*, Jan. 2014 (Berlin: Stiftung Wissenschaft und Politik),
http://www.swp-berlin.org/fileadmin/contents/products/comments/2014C03_stw.pdf

Questions:

- What was the Eastern Partnership policy and why was it developed?
- To what extent do inadequacies of the EaP explain the genesis of the Ukrainian crisis?

- Should the EU reassess its eastern policy in light of the Ukrainian policy, and what are some of the issues involved? What are options for EU responses to the crisis?
- Should the EaP countries be compelled to choose between the EU and Russia? Explain. If not, how can such a ‘zero-sum’ situation be avoided? Can Russia be constructively engaged by the EU in its policies toward the other post-Soviet countries?
- How should the EU-Russian relationship be revised in light of the crisis?

Statement on Academic Offenses

Ensuring that you understand and follow the principles of academic integrity laid out in the Calendar is vital to your success. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavor. If you have any questions at all about academic integrity in general or about specific issues, contact us and we can discuss your questions.

In all written work, students must avoid plagiarism, i.e. presenting the work or ideas of another as one’s own. Forms of plagiarism include copying from the work of another author without proper use of footnotes and quotation marks, using the ideas of others without acknowledging the source, extensive paraphrasing, or submitting the work of another as one’s own. The same piece of work may not be submitted for more than one course or may not have been submitted previously to fulfill any other course requirement. For undergraduate students, academic offenses will be reported to the Office of the Dean of the Faculty of Public Affairs and Management.

Requests for Academic Accommodation

For Students with Disabilities:

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the PMC to ensure that we receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term. For more details visit the PMC website: http://www.carleton.ca/PMC/students/acad_accom.html.

For Religious Observance:

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to us during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website:
http://www.carleton.ca/equity/accommodation/student_guide.htm.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with us during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website:
http://www.carleton.ca/equity/accommodation/student_guide.htm.