Among the most important goals of this course are the following:

a) To familiarize students with the history, importance, and processes of EU enlargement
b) To access the social, economic, and political impacts of accession in the new member states, with a particular focus on the 2004 and 2007 enlargements
c) To consider prospects for future enlargement and their potential significance for the EU and for Europe.

This is a seminar-type course, so active participation is a key element of the course concept and of student success. Attendance at all class sessions is expected.

Requirements:
Seminar participation 15%
Term paper proposal (due Feb. 5 at 5 p.m through CULearn) 5%
Term paper (due April 9, in class hard copy, and through CULearn) 45%
Short class presentations (2, at assigned class session) 10%
Country presentation (at assigned class session) 15%

Marks on oral assignments will be provided to in the CULearn gradebook. Marks on written assignments will be provided through the CULearn Dropbox.

**Seminar Participation:** Participation will be evaluated each week on the basis of attendance and the quality of regular contributions to the class discussion; familiarity with required course readings will be considered an important criterion of evaluation. In addition, students are expected on some occasions to bring in additional or supplementary readings to reinforce their participation. Please consult with instructor if you are concerned about this element, as I will try to assist in facilitating your participation.

**Term paper proposal** (3 pages, double-spaced): The term paper topic must be approved. The proposal is a brief description of the topic, countries, and thesis you will explore in the paper, along with a preliminary bibliography. You should meet with me to discuss your
topic at some point early in the semester. The Term paper proposal should be submitted to the CULearn Assignment Dropbox.

**Term paper:** The term paper topic must be approved; failure to gain approval of the proposal may also adversely affect your term paper mark. The paper should address a specific problem related to EU enlargement in more detail and normally involve a comparative analysis of two countries. You should have a question and a particular thesis (hypothesis) or theses that form the framework of analysis for the paper. You may make use of materials from your country presentation for your term paper. The paper should be about 20 pages (doubled spaced, 12 pt font) in length. Additional research materials are required for this paper, including academic writings (articles, books, chapters) and, where appropriate, primary source documents (e.g., government documents). The paper will be evaluated on the basis of the quality of the research, the analysis, and the presentation. The paper should be handed in in hard copy and through the CULearn Assignment drop-box. Students may be asked to provide a short summary of the term paper for discussion in class on April 9 (5 minutes each following by a short discussion), time permitting.

**Short class presentations (2):** Each of these two presentations will be about 5-7 minutes in length and will involve reflection on a question related to the week’s readings, to start class discussion. No extra reading, beyond the required reading, is expected for these presentations. They are intended to encourage seminar participation and kick-start the week’s discussion.

**Country presentation:** This will be an in-depth presentation on one of the countries that has acceded to the EU, desires accession, or is a candidate state, focused around the particular theme of the week or some aspect of it. The presentation will be about 20 minutes in length and involve a power point presentation. Students will sign up for presentation dates at the first class session. The power point presentation should be submitted no later than 9 a.m. on the day of the presentation to the CULearn Assignment Dropbox.

**Rules and penalties:** You must complete the term paper to pass the course. Late papers will suffer a 2 pt penalty (of 100) (weekends excluded) for each day late and will not be accepted after April 16. A missed presentation will be given a grade of 0 unless there is a valid medical or equivalent excuse. You must notify me as soon as possible if you will miss your presentation, as this requires adjustment of planning for the course session.

**COURSE STRUCTURE (READINGS MAY BE ADDED OR CHANGED)**

Required readings can be accessed through ARES on CULearn. You must consult CULearn regularly for course notices, including changes to reading assignments and discussion questions.

**Week 1 Jan. 8 INTRODUCTION TO THE COURSE**

**Week 2. Jan 15 THE HISTORY AND IMPORTANCE OF ENLARGEMENT FOR THE EU AND FOR EUROPEAN INTEGRATION**
Historical perspectives
Comparison of past enlargements (prior to 2004)
Widening vs. deepening
Theoretical perspectives on explaining enlargement


*One of the following:
- George Stephen, Britain and the European community: the politics of semi-detachment (Oxford University Press, 1991), electronic resource, Chpt. 1 (accessible through the library catalogue)
- Christopher Preston, Enlargement and Integration the European Union (Routledge, 1997), chapter on Greece, pp. 45-60 OR on Spain and Portugal, pp. 61-80 (through p. 80)


See the europa website for important documents on EU enlargement:

**Week 3 Jan. 22 THE 2004 and 2007 ENLARGEMENTS**
Motivations for accession and for enlargements
The geopolitical context
Processes and requirements
Conditionality: controversies
Political factors affecting enlargement.


OR


**Week 4: Jan 29 POLITICAL IMPACTS OF ACCESSION IN CENTRAL AND EASTERN EUROPE**

   East Central Europe transition in comparative perspective
   Criteria and dynamics of democratization
   Rule of law, human rights, and minority rights issue
   Regional variations


OR


*One of the following (be prepared to provide a short summary for other students):


OR

Week 5  Feb 5 Part II: WEST BALKANS: AN ONGOING ENLARGEMENT PROCESS

Regional variations

Guest speaker: Prof. Florian Bieber, University of Graz, Austria


See the EU’ s progress reports: https://ec.europa.eu/neighbourhood-enlargement/countries/package_en

Week 6 Feb. 12  March 5  WEST BALKANS: AN ONGOING ENLARGEMENT PROCESS (cont’d)

Regional variations (other case studies)


Week 7 Feb 26  ECONOMIC IMPACTS OF ACCESSION IN CENTRAL AND EASTERN EUROPE

   East Central Europe economic transition in comparative perspective
   Criteria and dynamics of market reform
   Economic performance and development
   Regional variations


**Week 8 March 5 SOCIAL IMPACTS OF ACCESSION IN CENTRAL AND EASTERN EUROPE**

- European, national, and subnational identities
- Immigration and emigration
- Population mobility (Schengen accession)
- Regional variations

*Martin Kahanec and Klaus F. Zimmermann (2016), *Labor Migration, EU Enlargement and the Great Recession* (Spring Verlag), Chpt 1


*Read one of the following or a similar article and be prepared to report on it:*


**Week 9  March 12  EUROPEANIZATION AND POLICY CHANGE IN CENTRAL AND EASTERN EUROPE**

Theoretical perspectives on Europeanization
Case studies of policy change
   Environmental policy
   Energy policy
   Social policy
   Agricultural policy


*Please read at least one of the following and be prepared to report on it: Antoaneta Dimitrova and Aaron Buzogany, “Post-Accession Policy-Making in Bulgaria and Romania,” Journal of Common Market Studies 52 (1): 139-256

OR

OR
Mats Braun (2014), Europeanization of environmental policy in the new Europe: beyond conditionality (Ashgate), Chpt 4, pp.45-67 (optional pp. 9-25)

OR

**West 10  PROSPECTS FOR ACCESSION FOR EASTERN PARTNERSHIP COUNTRIES:**

Ukraine, Moldova, Georgia
   The Wider Europe concept and the Eastern Partnership
   ‘Everything but Institutions’? Possible models
   Geopolitical, political, and economic considerations

Week 11 March 26 ALTERNATIVES TO ENLARGEMENT. EFTA, Variable Geometry, Multispeed Europe
The Swiss and Norwegian examples
Schengen and Eurozone examples
Public attitudes, Member states differences, and political controversy toward further enlargement


Week 12 April 2 TURKEY. Stalled or failed accession?
Progress and prospects
Obstacles to accession
Political aspects of the accession process
The international context of the Turkish accession process

*Kemal Kirisci, Turkey and the West: Faultlines in a Trouble Alliance (Washington DC: Brookings, 2017), pages tbd (or another reading by Kemal Kirisci, to be announced)


* Ali Tekin and Aylin Güney (2015), ed. The Europeanization of Turkey: Polity and politics (Routledge), pages TBA
Week 13 April 9
Part I: Impact of EU enlargement on the EU
Part II: EU contraction as an alternative future?
Selected presentation of term paper summaries (students), time permitting


**Proposed country presentation schedule (subject to discussion):**
Week 4: Selection form 2004/2007 NMSs
Week 5: Bosnia-Hercegovina
Week 6: Other countries of the West Balkans (Serbia, Albania, Macedonia, Croatia)
Week 7: Selection form 2004/2007 NMSs
Week 8: Selection form 2004/2007 NMSs
Week 10: Ukraine, Moldova
Week 11: Norway, Switzerland
Week 12: Turkey
Week 13: UK, Greece

**Academic Accommodations:**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [www.carleton.ca/csas](http://www.carleton.ca/csas).

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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).
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).

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.

All suspicions of plagiarism will be dealt with according the Carleton’s Academic Integrity Policy (https://carleton.ca/registrar/academic-integrity/). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:
Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 Richcraft Hall. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
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<tr>
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<td>A-</td>
<td>10</td>
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<td>70-72</td>
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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 EURUS website is the official course outline.