

Carleton University
Institute of European and Russian Studies
Department of Political Science

Summer 2012

EURR 5108/ PSCI 5103
Canada – EU Relations

Seminar: Daily July 16th – July 27th
9:30am – 1:00pm, SA 506

Class Facebook: Socially Scientific - Class Twitter: @sociallysci - Class hashtag
#EURR5108

Instructor: Dr. Tamara Kotar

Office: SA 506

E-mail: tkotar@uottawa.ca or 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 arguments that lie at the heart of transatlantic relations. Special emphasis will be paid to the history and governance of the European Union. Particular attention will be paid to aspects of the EU, such as institutional organization, as they affect Canada. 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.

Required Texts

All articles listed as required readings are required for this course. All required articles are available electronically through the Library E-Journals service. Below is the required text

Bomberg, Elizabeth, John Peterson & Richard Corbett, The European Union: How Does it Work? (2012, Toronto: Oxford University Press).
ISBN: 978-0199570805

(Due) Date	Assignment	Length	Share of Term Mark	Note
On going	Participation	Consult page 5 of the syllabus for details	20%	
Term Paper Presentation and Facebook /Twitter Component TBD at the first class	-Paper -Presentation -Facebook/ Twitter Posting	10 pages	65%	Paper: 40% Presentation 15% Facebook/Twitter Component 10%
Term Paper Outline and Discussion: Due: July 20th	-Outline -non-formal in-class presentation of your term paper topic (no slideshow required)	Approx. 4-5 pages double-spaced	15%	Term Paper Outline 10% Term Paper Discussion 5%

Evaluation

Term Paper Outline: Due: July 20 th	15%
Final Term Paper/Presentation & Facebook/Twitter	65%
Class Attendance/Participation	20%

Facebook/ Twitter/ Blackboard

There is a Facebook, Twitter and blackboard page for the course and you should make a habit of checking either one frequently.

Facebook – Socially Scientific (you can also access it through searching for kotartamara@hotmail.com).

Twitter - @socially sci (Socially Scientific)

You should monitor your preferred site for any last-minute changes or updates, such as class cancellations, room changes, etc.

Blackboard

All of your written assignments are due via blackboard drop boxes. The syllabus and other relevant documents are also posted on blackboard, and there is also a discussion forum for the assignments and general course issues. All students in the course can post messages and you are encouraged to reply to other students' postings. You should also monitor the

Announcements tab for any last-minute changes or updates, such as class or office hour cancellations, room changes, etc. Please ensure that you have activated and properly configured your email account.

Description of Course Evaluation

Seminar Attendance and Participation 20% of Final Grade

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.

Students wishing to obtain full marks for participation must attend and consistently voice their informed views on the week's topic. Generally, an "informed view" is defined as the following:

1. Familiarity with the arguments or issues raised by the week's readings.
2. Thoughtful engagement with the arguments or issues raised in the readings.

Students are especially encouraged to have a dialogue with each other and the course instructor. All viewpoints are welcome so long as they are in accordance with promoting a tolerant academic environment.

Written Assignment Grades

All course requirements must be completed to receive a passing grade. All written assignments are due in the appropriate blackboard drop box. Assignments handed into the office or under the instructor's office door will be considered late. **Late assignments will not be accepted and they will receive a mark of 0.** Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

If you would like reconsideration of an assignment or essay grade, you must provide a two page written explanation of why you believe the grade was incorrect. All requests of this type will be reconsidered, but this may mean that your grade could be **lowered. No reconsiderations will be handled without following this procedure.** Where applicable, you should first approach the TA who graded your assignment before coming to me.

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. Any unclaimed work will be kept on file in the School of Political Studies (DMS 9101) for one full semester following the end of the course,

and you may pick up uncollected work there (except the final exam, which must remain on file).

This matrix is used in grading your written assignments

<p><u>1. Explanation of subject: 60% of each writing assignment.</u></p> <ul style="list-style-type: none"> ✓ Understanding of subject. ✓ Thesis statement. ✓ Explanation of subject 	<p><u>3. Structure of Paper: 10% of each writing assignment.</u></p> <ul style="list-style-type: none"> ✓ MLA, APA or any commonly used format. ✓ Proper page length. ✓ Proper grammar.
<p><u>2. Supporting Arguments: 30% of each writing assignment.</u></p> <ul style="list-style-type: none"> ✓ Supporting arguments and supporting argument explanation. ✓ Using proper terms and vocabulary to defend your academic analysis and opinion. 	<p>You are graded on these three components for each writing assignment.</p>

The following questions are also used to assess written assignments:

1. Has the paper addressed the question posed by the assignment?
2. Is there a clear thesis statement, followed up by approximately three supporting arguments?
3. Is there a description of how the arguments will unfold?
4. Are arguments elaborated rather than rushed and stated as self-evident? Strong arguments are focused and develop a particular point.
5. Is evidence provided to assert an essay's arguments?
6. Does the essay critically engage with other arguments? Strong essays take opposing arguments seriously, and demonstrate why your arguments are more appropriate.
7. Is the essay well organized, enabling its arguments to flow?
8. Is the research adequate and relevant?

Final Term Paper Outline 15% of Final Grade

For his/her essay, students will create an original thesis upon which to build his/her essay. In creating this thesis feel free to consult the professor.

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 an annotated bibliography. Using at least 10 scholarly sources (other than the texts used in the course) students should

- describe why the chosen source is relevant to their arguments (3-4 sentences). A minimum of 10 sources should be cited, half of the sources should be scholarly journal articles. With the exception of reports available from reputable organizations, government websites, and on-line academic journals, Internet sources must be kept to an absolute minimum.
5. Following the instructions above, you will find that your assignment is approx. 4-5 pages. Grades for this assignment are assigned based on following the instructions rather than on page count.
 6. 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.

Final Term Paper, Presentation and Facebook/Twitter Component 65% of Final Mark

In the first class students will sign up to create and present your final paper. The paper will be 10 - pages long, double-spaced. The paper is an original research paper with a unique focused thesis based. Students will develop an original thesis on any topic they choose, as long as it relates to themes in the class. Even though there will be more than one student presenting per day, each student will create and hand in individual, original research, papers. All written components of the assignment are due in the respective drop boxes on blackboard on the date determined in the first class by 11:59pm.

The Paper 40%

The papers should have a clear thesis statement with well-researched arguments that support the thesis. Students can choose any citation style they prefer, APA, MLA, etc. What matters is that citations are consistent and sources are cited properly. This includes when a student has quoted directly from a source and when students have referred to someone else's ideas or research. A full bibliography is also necessary. At least 10 sources other than those on the syllabus should be cited and used. With the exception of reports available from reputable organizations, government websites, and on-line academic journals, Internet sources must be kept to an absolute minimum. No late research essays will be accepted.

The Presentation 15%

Students will prepare a 15minute presentation, including a slideshow,

for the class based on the research paper. To obtain full marks for the presentation each slideshow presentation should:

1. Have an introductory slide that encapsulates/discusses the thesis
2. Be no longer than 12 slides in total.
3. Not have more than 250 characters (letters) per slide
4. Include a map
5. Include a statistical table
6. Include a video clip of less than 2 minutes long
7. Be a maximum of 15 minutes (or marks will start being deducted)

Facebook/Twitter Component 10%

To gain full marks for the Facebook/Twitter component, compile and copy and paste all of the required messages and comments that you messaged into one document and put it into the Facebook/Twitter assignment submission box on blackboard. As part of the assignment, you are only required to post the links you found interesting.

1. Facebook or Twitter 3 messages, each with a link to an article or online information that relates to your paper and that you think would help promote a discussion in class. For each Facebook/Twitter post, in 4 sentences describe why you liked the article/piece and why it is relevant to the hospitality industry. These four lines should be handed in as an assignment on Blackboard and should not be posted on Facebook or Twitter. Only post your links. Use the class hashtag for your links.

* If you prefer not to join the class Facebook or Twitter, you may submit the whole assignment on blackboard, without joining any network. This will not incur any marks penalty.

Writing Style

You should consult a referencing guide in order to properly format bibliographies, notes, citations, etc. I recommend either MLA or APA. Regardless of the style you choose, it is important that you remain consistent in your reference style. You can find the style manuals for these and other styles in the MacOdrum library (MLA: call # PN 147 .A28 1998; APA: call # BF 76.7 .P83 2001).

Schedule

Introduction

Canada & the EU: Where Are We Now?

July 16th

Introduction and theoretical groundwork

Discussion of course structure, assignments and expectations

Required

- Bomberg ed., Chapter 2, Desmond Dinan, “How did we get here?”
- Background information on the most recent Canada-EU Summit at http://www.canadainternational.gc.ca/eu-ue/bilateral_relations_bilaterales/2010_05_05_summit-sommet.aspx?lang=eng

Recommended

Official Web site of the Mission of Canada to the European Union:

<http://www.canadainternational.gc.ca/eu-ue/index.aspx?lang=eng&view=d>

Canadian grand strategy and lessons learned *Journal of Transatlantic Studies* (April 2008), 6 (1), pg. 61-78, David Pratt.

What is Europe?

July 17th

Required

- Bomberg et. al., Chapter 3. “John Peterson, Elizabeth Bomberg, and Richard Corbett: The EU's Institutions.”
- Bomberg et. al., Chapter 4. Brigid Laffan: Member states Policy positioning in the European Parliament, *European Union Politics* (March 2012), 13 (1), pg. 150-167, Gail McElroy; Kenneth Benoit.

Canada – EU: Politics & Policy

July 18th

Required

- Bomberg et. al., Chapter 5. Alberta Sbragia & Francesco Stolfi: Key policies
- Bomberg et. al., Chapter 6. Rory Watson & Richard Corbett: How policies are made
- 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

Flag planting and finger pointing: The Law of the Sea, the Arctic and the political geographies of the outer continental shelf

Political Geography (February 2010), 29 (2), pg. 63-73

Klaus Dodds

Between Detachment and Responsiveness: Civil Servants in Europe and North America
West European Politics (November 2011), 34 (6), pg. 1250-1271

Kelley (2006) "New Wine in Old Wineskins: Promoting Political Reforms through the 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-](http://geo.international.gc.ca/cip-pic/library/democratie-en.aspx)

[pic/library/democratie-en.aspx](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 ***

Canada – EU: The Economy July 19th

Required

- The Eurozone as a Flawed Currency Area *The Political Quarterly* (January 2012), 83 (1), pg. 96-107, Mark Baimbridge.
- 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>

Recommended

Sub-National Movements and the Framing of Regional Trade Agreements: Evidence from the EU and NAFTA, *Social Movement Studies* (August 2011), 10 (3), pg. 225-242.

The European debt crisis and European Union law, *Common Market Law Review* (January 2011), 48 (6), pg. 1777-1805, Matthias Ruffert.

The JCMS Annual Lecture: The Greek Sovereign Debt Crisis and EMU: A Failing State in a Skewed Regime* *JCMS: Journal of Common Market Studies* (March 2011), 49 (2), pg. 193-217, Kevin Featherstone.

Two crises, two responses: adjustment of economic governance in ASEAN and the European Union, *Asia Europe Journal* (March 2012), 9 (2-4), pg.91-106, Petr Blizkovsky. Uneven geographical development and socio-spatial justice and solidarity: European regions after the 2009 financial crisis *European Urban and Regional Studies* (July 2011), 18 (3), pg. 254-274, Costis Hadjimichalis.

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. ***

Donald Barry (2000) "Pursuing free trade: Canada, the western hemisphere, and the European Union," *International Journal*, Vol. 55, No. 2, Spring, 292-300 ***

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 20th

Required

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

Recommended

The *JCMS* Annual Lecture: *The Greek Sovereign Debt Crisis and EMU: A Failing State in a Skewed Regime** *JCMS: Journal of Common Market Studies* (March 2011), 49 (2), pg. 193-217, Kevin Featherstone.

Uneven geographical development and socio-spatial justice and solidarity: European regions after the 2009 financial crisis *European Urban and Regional Studies* (July 2011), 18 (3), pg. 254-274, Costis Hadjimichalis.

The EU as a Civilian/Normative Power July 23rd

Required

- Sjursen, H. (2006) "The EU as a normative power: how can this be?", *Journal of European Public Policy*, Vol. 13, No. 2, March, 235-251
- Citizens' support for the European Union and participation in European Parliament elections *European Union Politics* (March 2012), 13 (1), pg. 26-46, Daniel Stockemer.
- Towards a mighty union: how to create a democratic European superpower *International Affairs* (January 2012), 88 (1), pg. 49-62, Brendan Simms.

Recommended

Following the Money: European Union Funding of Civil Society Organizations *JCMS: Journal of Common Market Studies* (November 2011), 49 (6), pg. 1339-1361, Christine Mahoney & Michael J. Beckstrand.

Journal of European Public Policy, (2006) Special Issue: Normative Power, Vol.13, No. 2, March

Manners, I. (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.

The EU as a Global Actor

July 24th

Required

- Bomberg, et. al., Chapter 10. John Peterson: The EU as a global actor
- Bomberg, et. al. Chapter 8 Graham Avery: EU expansion and wider Europe
- Euro-Atlantic and Eurasian Security in a Multipolar World *American Foreign Policy Interests* (February 2011), 33 (1), pg. 26-40
Adrian Pabst.

Recommended

Cultural Bordering and Re-Bordering in the EU's Neighbourhood: Members, Strangers or Neighbours? *Journal of Contemporary European Studies* (December 2010), 18 (4), pg. 463-481, Bohdana Dimitrovova.

Edward Moxon Browne (2008) "The European Union as a 'Global Actor' in Post-Conflict Societies: the Case of Macedonia", Paper presented at the 2nd Annual Research Conference of the EU Centre of Excellence, "The EU as a Global Actor Conference", at Dalhousie University, May 5-.

Canada as a Global Actor: Canada's Transatlantic Relations -

Historically

July 25th

Required

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

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.

Canada as a Global Actor: Canada's Transatlantic Relations - Today July 26th

Required

- 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. Available: <http://lilt.ilstu.edu/critique/fall2002docs/fall2006docs/Caught%20Between%20Venus%20and%20Mars.pdf>
- Charles C. Pentland (2004) "Odd man in: Canada and the transatlantic crisis," *International Journal*, Volume LIX, No. 1, Winter, 145-166.

Recommended

David Long (2003) "Transatlantic Relations and Canadian Foreign Policy," *International Journal*, Vol. LVIII, No. 4, Autumn, 591-614.

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 – EU: Prospects for Partnership July 27th

****Final Term Papers Due****

Required

- 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>

Recommended

Bomberg et. al., Chapter 9. Sandra Lavenex and John Peterson: The EU as a security actor

Years of Free-Riding? Canada, the New NATO, and Collective Crisis Management in Europe, 1989–2001 *American Review of Canadian Studies* (March 2010), 40 (1), pg. 22-39 Benjamin Zyla

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.

EU–Russian Energy Relations after the 2004/2007 EU Enlargement: An EU Perspective *Journal of Contemporary European Studies* (September 2010), 18 (3), pg. 341-360, Marek Neuman.

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.

Osvaldo Croci and Livianna Tossutti (2007) “The External Image of The European Union – Report on Canada” in Sonia Lucrelli (Director of Research), *The External Image of the European Union*, Garnet Working Paper #17/07, 120-147. ***

United West, divided Canada? Transatlantic (dis)unity and Canada's Atlanticist strategic culture *Journal of Transatlantic Studies* (June 2010), 8 (2), pg. 118-138, Justin Massie.

John Halstead (1988) “Trudeau and Europe: Reflections of a Foreign Policy Advisor,” *Journal of European Integration*, Vol. 12, No. 1, Fall, 37-50.

James Bartleman (2005) “Chapter 4: The Europeans” in *Rollercoaster: My Hectic Years as Jean Chrétien’s Diplomatic Advisor 1994-1998*, Toronto: McClelland & Stewart.

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.

France’s ‘return’ to NATO: implications for transatlantic relations

European Security (March 2010), 19 (1), pg. 1-10 Michel Fortmann; David Haglund; Stéphanie von Hlatky

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.

Ernie Regehr (2007) "Nuclear Disarmament: An Action Agenda for Canada," Ploughshares, Working Paper, No. 07-1, May.

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.

Recommended Links

Government of Canada

Department of Foreign Affairs and International Trade (Foreign Affairs Canada)

<http://www.dfait-maeci.gc.ca/canadaeuropa/menu-en.asp>

European Union <http://europa.eu.int/>

http://europa.eu.int/comm/external_relations/canada/intro

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 EU as a Global Actor

http://euce.dal.ca/CONFERENCES/Conference_-_The_EU_.php

The Canada-Europe Round Table for Business – CERT

<http://www.canada-europe.org>

News and Information about Europe and the European Union

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

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **(November 11, 2011 for fall term examinations and March 7, 2012 for winter term examinations)**.

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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.