Carleton University
Institute of European, Russian and Eurasian Studies
Preliminary Course outline

**EURR 5302/4302**
EU Summer Study Abroad

Dr. Joan DeBardeleben
Office: 3307 River Building
Office Hours: by appointment
Telephone: 520 –2886
E-mail: joan_debardeleben@carleton.ca

Kim Howson
Office: 3314 River Building
Office Hours: Tues/Thurs, 10:00-12:00
Telephone: 520-6683
E-mail: kim_howson@carleton.ca

This course is open only to students participating in the “EU Study Tour 2011”.
Course meetings are as follows

Monday, April 2 – 4:30-7:30PM, DT 509B
Monday, April 16 – 4:30-7:30PM, River Building 3302
Thursday, April 19 – 4:30-7:30PM, River Building 3302

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/programs/europe.html](http://www.capilanou.ca/programs/europe.html).

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 and Kim Howson are 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 2012 the pre-Tour assignment focuses on these themes:

**Theme 1: The Eurozone Crisis and the Democratic Deficit in Europe**

**Theme 2: The EU’s evolving role as a foreign policy actor: the importance of the External Action Service, and the High Representative of the Union for Foreign Affairs and Security Policy**

**Theme 3: The Canada-EU Comprehensive Economic and Trade Agreement (CETA): Costs, benefits, and prospects**

The Carleton course runs the full summer term, and the Tour in Europe runs from May 6-27.
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 read one of the readings indicated at the top of the section under Class Meetings and Readings, below.

**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). There may also be two meetings of students with Professor DeBardeleben in Brussels near the end of the Tour. Students who have not completed PSCI 3207 (Government and Politics of the EU) (or who have an equivalent course or knowledge) should acquire needed background, indicated below. Students are expected to complete course readings and to attend all meetings unless a valid excuse is presented in advance. Students participating in the internship after the tour or who otherwise cannot be present for the post-tour meetings should provide written feedback on the Tour to the instructors before August 14 in the form specified by the instructors.

- **An oral briefing on two European/EU institutions** (as agreed) in Class Session 1. 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. Possible topics for the briefings are listed under Session 2 below. They will be assigned in the first class.

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

- **A post-Tour paper** (approximately 15 pages for students registered in EURR 5302 and 10 pages for students registered in EURR 4302), 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. (It is expected that students in EURR 4302 will consult at least 3 scholarly sources and those registered in EURR 5302 will consult at least 4 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 14, 2012. 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) | 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 read one of the following:


**Session I : Overview of the Tour and organization of our work. (Howson, DeBardeleben)**
Session II: Workshop session to prepare for the tour (DeBardeleben, Howson)

The class will discuss the main institutions visited on the tour, focusing in particular on the issues addressed during the Tour visits. 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.

The list of institutions may be adjusted at the first class session, as this is a preliminary list. Specific assignments will be made at the first class session.

1. European Commission, DG Regional Policy (functions, specific priorities, organization)
2. Committee of Regions (EU)
3. European Commission DG Economic and Financial Affairs
4. European Central Bank (role and powers, capacity to respond to the Greek crisis); how does it relate to the European Commission; how does it relate to the Deutsche Bundesbank (German Central Bank) and other national banks.
5. Legal Service of the European Council
6. European Court of Justice (role and powers, particularly in economic policy and external relations)
7. Council of Europe (how does it differ from the EU and what are its main mandates? How do these relate to the EU? How has the EU’s relationship to the Council of Europe changed under the Lisbon Treaty)
8. European Court of Human Rights (role and powers, relationship to EU)
9. European Statistical Office (EUROSTAT) (role of Eurostat in providing data for EU policies, esp. regional and social policy)
10. European Ombudsman
11. Canadian Mission to the EU (priorities in dealing with the EU, current issues in EU-Canadian relations) and Quebec Mission to the EU
12. NATO (relationship of NATO and the EU; Canada’s involvement with NATO and/or key issues facing NATO)
13. European Union Agency for Fundamental Rights

14. European Economic and Social Committee (role of social partners in the EU, key issues)

Presentations based on the pre-tour assignment.

Presentations will address one or more of the questions listed below. Each oral presentation should be 20-30 minutes in length (10 minutes per student). Include discussion questions to follow your presentation. Please complete all of required for each topic and additional readings if you are making a presentation.

**Theme 2: The EU’s evolving role as a foreign policy actor: the Lisbon Treaty, the external actions service, and the High Representative of the Union for Foreign Affairs and Security Policy**

Required reading:

- Brendan Donnelly, ‘Europe in the World: All Change or No Change in Foreign Policy After Lisbon?’ The International Spectator, 45 (2010): 2, 17 — 22

Background: (optional)


Questions to consider:
1) Do you agree that it is important for the EU to upgrade its role as a global actor? What would it mean for the EU to be a global actor?
2) What is the logic behind creation of the External Action Service and what are some of the obstacles to its future effectiveness?
3) What are some of the conflicts that have arisen over the construction and functioning of the External Action Service?
4) In your view will the creation of this service and of the High Representations significantly enhance the EU’s capacity as a foreign policy or global actor?

**Session III: Discussion of Pre-tour Assignment Themes 2 and 3 (DeBardeleben)**

Please complete all of the starred required readings for each topic and additional readings (including beyond those listed here) for the topic of your presentation.

**Theme 1: The Eurozone Crisis and the Democratic Deficit**

**Required reading:**


Christopher Bickerton, “Crisis in the Eurozone: Transnational governance and national power in European integration” (Editorial), Political Geography (November 2011), 30 (8), pg. 415-416


**Background (optional):**


Questions to consider:
1) What does the term ‘democratic deficit’ mean when applied to the EU? What evidence is cited to indicate there is a democratic deficit?

2) What special features of the EU might contribute to a democratic deficit, and is it a bigger problem that it is for individual countries? Why or why not? Consider specifically issues like:
   - accountability of EU institutions to the public (as compared to the accountability of national institutions)
participation of citizens in decision-making
-the quality of decisions made by political authorities as a basis of democratic legitimacy
-whether a European identity is important to democratic legitimacy

3) Has the Eurozone crisis aggravated the democratic deficit for national states? for the EU? If so, how and why? Do you agree with Bickerton’s analysis and is it consistent with Scharpf’s viewpoint? On the other hand, might the Eurozone crisis actually help to created a stronger sense of a shared European identity or of a shared European discourse space in the longer run? If so, could this potentially, over time, help to provide a basis for stronger democratic legitimacy of the EU? Assess Cramme’s argument.

Theme 3: The Canada-EU Comprehensive Economic and Trade Agreement (CETA): Costs, benefits, and prospects


One of the following:
OR
Background (optional)


Questions to consider

1) 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?

2) What are 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?

3) Contrast the objectives and benefits associated with the CETA for Canada and Europe.

4) How can a free trade agreement balance the economic concerns and the rights of the multi-national corporation with basic principles of democracy and the protection of the environment?

Session IV: 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.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.
It takes time to review and consider each request individually, and to arrange for accommodations where appropriate. Please make sure you respect these timelines particularly for in-class tests, mid-terms and final exams, as well as any change in due dates for papers.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://carleton.ca/equity/accommodation

**Plagiarism**

The University Senate defines plagiarism as “to use and pass off as one’s own idea or product the work of another without expressly giving credit to another”. (Calendar p. 48).

- Copying from another person’s work without indicating this through appropriate use of quotations marks and citations of footnotes.
- Lengthy and close paraphrasing of another person’s work (i.e. extensive copying interspersed with a few “different” phrases or sentences).
- Submitting written work produced by someone else as if it were one’s own work (e.g. another student’s term paper, a paper purchased from a commercial term paper “factory”, material downloaded via the Internet, etc.)

In an academic environment plagiarism is a serious offence, and it is not a matter that can be dealt with by an informal arrangement between the student and the instructor. In all cases where plagiarism is suspected, instructors are now required to notify their departmental Chair, and the Chair in turn is required to report the matter to the Associate Dean of the Faculty. The Associate Dean makes a formal investigation and then decides on an appropriate sanction. Penalties can range from a mark of zero for the plagiarized work, to a final grade of F for the course, to suspension from all studies, to expulsion form the University. (Students should al be aware that the Senate classifies as an instructional offence the submission of “substantially the same piece of work to two or more courses without the prior written permission of the instructors involved.”)

**Requests for 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 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 I 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.

*For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor for alternate dates and/or means of satisfying academic requirements. Such request 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 not later than two weeks before the compulsory 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 students.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and
Carleton’s Academic Accommodations policies, or may contact an Equity Services Advisor in the Equity Services Department of assistance.

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 the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.