

Carleton University

Summer

2014

Institute of European, Russian and Eurasian Studies

Department of Political Science

EURR 5108/ PSCI 5103

Canada – EU Relations

Seminar: Daily July 21st – August 1st, 9am – 1pm, Location: RB 3302

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

Instructor: Dr. Tamara Kotar

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.

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. The required text below is available at the Carleton Bookstore.

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

ISBN: 9780199694754

Assignments and Due Dates Table

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 POL 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.

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 each assignment.

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

All written assignments are due in the appropriate CuLearn drop boxes. **Late assignments will be docked 2.5 marks a day for 4 days after 4 days the mark will be 0.** That is on top of what mark you would have received. For example, say your work was graded at 7.5 out of 10 but was two days late, given the late policy your work would then be 2.5 out of 10 because 2.5 marks were docked for every late day. 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

<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</u></p>	<p>You are graded on these three</p>

<u>writing assignment.</u> <ul style="list-style-type: none"> ✓ Supporting arguments and supporting argument explanation. ✓ Using proper terms and vocabulary to defend your academic analysis and opinion. 	components for each writing assignment.
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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 proper grammar utilized?
8. Is the essay well organized, enabling its arguments to flow?
9. Is the research adequate and relevant?

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.

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

Part I- Seminar Discussion

For the discussion component you will discuss what we talked about in our seminar the week 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 week the assignment is due.

Provide a brief reaction to one of the readings of the week. 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 (use the class hashtag). 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. If the term paper is not handed in on CuLearn by 11:59pm on the last day of class, the due date the student will receive an automatic mark of 0. No late research essays will be accepted.

Seminar Schedule

Introduction

Canada & the EU: Where Are We Now?

July 21st

Introduction and theoretical groundwork

Discussion of course structure, assignments and expectations

Required

- Cini & Borragan, Chapters 2,3 & 4
- 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 22nd

Required

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

Recommended

- Sandra Lavenex, "EU governance in 'wider Europe,'" *Journal of European Public Policy*, Vol. 11, No. 4 (2004), pp. 680-700
- Karen Smith, "Enlargement, the neighborhood, and European order," Chapter 13 in *International Relations and the European Union*, pp. 299-323

Canada – EU: Politics & Policy July 23rd

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
- Dodds, Klaus, 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), pp. 63-73.

Recommended

- 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/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, "A contradiction in terms? NGOs, democracy, and European Foreign and Security Policy," *Journal of European Public Policy*, Vol. 18, No. 8 (December 2011), pp. 1151-1168

Canada – EU: The Economy

July 24th

Required

- Cini & Borrigan, Chapter 19
- 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.
- 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 25th

Required

- Cini & Borragan, Chapter 27
- 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

- Donald Barry (2000) "Pursuing free trade: Canada, the western hemisphere, and the European Union," *International Journal*, Vol. 55, No. 2, Spring, 292-300
- 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.
- Larry Neal, 2007. *The Economics of Europe and the European Union*, ch. 4 "The Common Agricultural Policy and Reforms: feeding Europe and then some"

The EU as a Civilian/Normative Power

July 28th

Required

- Cini & Borragan, Chapters 20, 25 & 26
- 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.
- Helene Sjursen, "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 29th

Required

- Cini & Borragan, Chapters 17, 18 & 21
- Euro-Atlantic and Eurasian Security in a Multipolar World
American Foreign Policy Interests (February 2011), 33 (1), pg. 26-40
Adrian Pabst.
- Sarah Wolff, "The Mediterranean dimension of EU counter-terrorism," *Journal of European Integration*, Vol. 31, No. 1 (January 2009), pp. 137 – 156
- Heli Askola, "Violence against women, trafficking, and migration in the European Union," *European Law Journal*, Vol. 13, No. 2 (March 2007), pp. 204-217
- Gregory Mounier, "Civilian crisis management and the external dimension of JHA: inceptive, functional and institutional similarities," *Journal of European Integration*, Vol. 31, No. 1 (January 2009), pp. 45–64
- Alan Matthews, "The European Union's Common Agricultural Policy and developing countries: the struggle for coherence," *Journal of European Integration*, Vol. 30, No. 3 (July 2008), pp. 381–399

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.
- Federiga Bicchi, "The EU as a community of practice: foreign policy communications in the COREU network," *Journal of European Public Policy*, Vol. 18, No. 8 (December 2011), pp. 115-1132
 - Jeffrey Lewis, "EU Policy on Iraq: The collapse and reconstruction of consensus-based foreign policy," *International Politics*, Vol. 46, No. 4 (July 2009), pp. 432-450
 - Ulrich Krotz, "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 (June 2009), pp. 555-578
 - Asle Toje, "The European Union as a small power," *Journal of Common Market Studies*, Vol. 49, No.1 (January 2011), pp. 43-60
 - François Burgat, "Europe and the Arab world: The Dilemma of Recognizing Counterparts," *International Politics*, Vol. 46, No. 5 (2009), pp. 616-635
 - Emiliano Alessandri, "The New Turkish Foreign Policy and the Future of Turkey-EU Relations," *The International Spectator*, Vol. 45, No. 3 (September 2010), pp. 85-100, Available from: <http://www.iai.it/pdf/DocIAI/iai1003.pdf>
 - Jürgen Gerhards and Silke Hans, "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 (July 2011), pp. 741-766
 - Sten Rynning, "Realism and the Common Security and Defence Policy," *Journal of Common Market Studies*, Vol. 49, No. 1 (January 2011), pp. 23-42

**Canada as a Global Actor: Canada's Transatlantic Relations -
Historically
July 30th**

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.
- Cini & Borrigan, Chapters 23 & 24

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
Canada – EU: Prospects for Partnership**

July 31st

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," Chapter 12 in *International Relations and the European Union*, pp.275-298
- Steven McGuire and Johan Lindeque, "The diminishing returns to trade policy in the European Union," *Journal of Common Market Studies*, Vol. 48, No. 5 (November 2010), pp. 1329-1349

Recommended

- David Long (2003) "Transatlantic Relations and Canadian Foreign Policy," *International Journal*, Vol. LVIII, No. 4, Autumn, 591-614.
- 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.
- 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, *The US-EU security relationship*; New York: Palgrave, 2011
- 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>
- 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 Lucarelli (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.
- Bindi, F, Angelescu (eds.), *The frontiers of Europe: a Transatlantic problem?* ; Washington, DC: Brookings Institution Press, 2011

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: europarl.europa.eu
- 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

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.