

EURR 5106 / PSCI 5609
Selected Topics in European Integration Studies:
Democracy in the European Union
Thursdays, 8:35 a.m. – 11:25 a.m.
Please confirm location on Carleton Central

Instructor: Professor Achim Hurrelmann
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Course description:

Over the past sixty-five years, European integration has made significant contributions to peace, economic prosperity and cultural exchange in Europe. By contrast, its effects on the democratic quality of government have been more ambiguous. The European Union (EU) possesses more mechanisms of democratic input than any other international organization, most importantly the directly elected European Parliament (EP). At the same time, its political processes are often described as insufficiently democratic, and European integration is said to have undermined the quality of national democracy in the member states. Concerns about a “democratic deficit” of the EU have not only been an important topic of scholarly debate about European integration, but have also constituted a major argument of Eurosceptic political mobilization, for instance in the recent “Brexit” referendum.

This course approaches the debate about the “democratic deficit” of the EU from two angles. In the first half, we will discuss recent empirical studies that analyze democratic institutions and practices in the European multilevel system: How does the EP work, and can it be considered an effective representative of the European citizens? How can citizens and civil society influence EU decision-making? What accounts for the growing popularity of Eurosceptic political parties in many member states? The second half of the course then turns to normative assessments of the EU’s democratic quality. In this more theoretical part of the course, we will discuss “realist”, liberal, and republican perspectives on EU democracy, as well as various proposals for making the EU more democratic.

The course will introduce students to the most important positions in advanced academic debates about democracy in the EU. Beyond that, students will learn about research approaches and results in state-of-the-art scholarly work on topics such as parliamentarism and elections, parties and interest groups, contentious politics, and multilevel governance. Last not least, they will develop a good understanding of the most important arguments and approaches in contemporary democratic theory.

Reading list:

The seminar will be based on the detailed and text-based discussion of core readings. All required texts are accessible as electronic course reserves through the ARES system (available via *cuLearn*). This course is designed for students who already possess a working knowledge of the EU's political system and decision-making processes. Students without this kind of knowledge are advised to obtain a general textbook on EU politics as source of reference. Please consult the instructor for advice if this applies to you.

Evaluation:

Participation in class discussions	20%	
Class presentation	20%	
Paper #1	20%	(due Oct. 13, 2016)
Paper #2	20%	(due Nov. 10, 2016)
Paper #3	20%	(due Dec. 8, 2016)

Participation in class discussion: Each seminar session will be constructed around a discussion of a set of required readings (around 60-90 pages per week). In addition, some sessions will make use of teaching methods that require active student participation, such as group work, debates, or role-playing. It is essential that all students do all of the required readings for each session, bring copies of the texts to class, and take the time to think about questions they would like to discuss about them. In addition, it is expected that students follow ongoing developments in the EU closely in the press (for instance in publications such as *Politico*, *EurActiv*, or *The Economist*). Participation marks will be assigned according to the quality and quantity of contributions. Regular attendance is a prerequisite for obtaining a good participation grade.

Class presentation: Each student is expected to give a presentation on a topic that can serve as background information for the class discussion. Topics for the presentations will be assigned in consultation with the students in one of the first sessions. They might include (a) "classic" contributions to the EU studies literature that still influence debates today, such as the ideas of "permissive consensus" (Lindberg and Scheingold) or "second-order elections" (Reif and Schmitt); (b) examples that illustrate how a democratic institution or practice works in a specific EU institution or member state, such as Denmark's system for issuing parliamentary mandates for government ministers in the Council; or (c) current events that are not yet well reflected in the literature but can be illustrated in its light, such as the 2016 "Brexit" referendum. Students are welcome to suggest a topic for their presentation. Presentations should be no longer than 15 minutes; presenters are encouraged to use visualization methods (PowerPoint presentation, etc.).

Papers: Students will have to complete three short papers using different formats. Each of the following formats must be used once; students are free to determine the order in which they hand in the three papers:

- (a) *Literature review:* The purpose of this paper is to summarize the academic debate on a particular topic (e.g., the participation of interest groups in EU decision-making). Literature reviews must list various approaches and perspectives taken on the issue, name the most important authors, identify and explain crucial dimensions and differences in their treatment of the issue, and highlight potential omissions or biases in the academic debate.
- (b) *Empirical case study:* The purpose of this paper is to discuss a specific aspect of democracy in the EU in a small original study, starting from some of the concepts discussed in this course, which then form the basis for the student's own research. Topics of case studies can include EP decision-making and coalition-formation in a specific legislative process; interest

group mobilization and political protest on a selected issue; or secondary analysis of public opinion data to answer a specific question.

- (c) *Theoretical essay*: This purpose of this paper is to engage critically with theoretical arguments about democracy in the EU. Theoretical essays can discuss a particular theoretical position (e.g., republican approaches); the contribution of a specific author (e.g., Jürgen Habermas); a prominent issue or controversy (e.g., the relationship between democracy and collective identity); or a specific reform proposal (e.g., the introduction of referendums).

All types of papers have to be based on a clearly stated research question. Students are encouraged to consult with the instructor about this question, preferably during his office hours. Each paper should be about 10 pages in length (double-spaced, i.e., ca. 2500-3000 words). The papers are due in class every four weeks: October 13, November 10, and December 8.

Submission of coursework:

All written assignments must be submitted through the electronic drop box in *cuLearn*. Unless a specific exception has been arranged, assignments sent per email or submitted as hardcopies will not be accepted. Comments on assignments, as well as grades, will be made available in the *cuLearn* grade book. Unless a medical (or equivalent) excuse is provided, late assignments will be penalized by two percentage points per day (including weekends); assignments more than a week late will receive a grade of 0%. Unexcused absence on the date of the presentation will result in a grade of 0% on this course component.

Class schedule and reading list (see below for details on required readings):

- 8 Sept. 2016 Introduction: Debating Democracy in the European Union
Course Administration
- Hurrelmann forthcoming

Part I – Democratic Politics in the EU: Empirical Perspectives

- 15 Sept. 2016 The European Parliament: A Normal Legislature?
- Rittberger 2012
 - Hix and Høyland 2013
 - Rose and Borz 2013
- 22 Sept. 2016 The European Parliament: A Voice of the Citizens?
- Franklin and Hobolt 2015
 - Farrell and Scully 2010
 - Hobolt 2015
 - Baglioni and Hurrelmann 2016
- 29 Sept. 2016 No class (instructor away for conference)
- 6 Oct. 2016 National Democracy: Elections, Referendums, Parliamentary Oversight
- Hutter and Grande 2014
 - Marsh 2015
 - Raunio 2009
 - Winzen 2012
 - Cooper 2012

- 13 Oct. 2016 Civil Society and Interest Groups: Participatory Governance in the Making?
- Greenwood 2007
 - Kohler-Koch 2010
 - Héritier and Lehmkuhl 2011
 - Bouza Garcia and Greenwood 2014
- [Paper #1 is due.]**
- 20 Oct. 2016 Winners and Losers of Integration: A Neoliberal Bias?
- Scharpf 2002
 - Balme and Chabanet 2008
 - Fligstein 2008
- 27 Oct. 2016 No class (Reading Week)
- 3 Nov. 2016 The Politicization of Integration and the Rise of Euroscepticism
- Mair 2007
 - Hooghe and Marks 2009
 - Usherwood and Startin 2013
 - Statham and Trenz 2015
- 10 Nov. 2016 The Trend towards Populist Democracy in the Member States
- Hernández and Kriesi 2016
 - Pappas and Kriesi 2015
 - Ágh 2015
 - Greskovits 2015
- [Paper #2 is due.]**

Part II – Improving the Democratic Quality of the EU: Normative Perspectives

- 17 Nov. 2016 Realist Conceptions of Democracy: If It Works, Why Fix It?
- Majone 1998
 - Moravcsik 2002
 - Føllesdal and Hix 2006
- 24 Nov. 2016 Liberal Conceptions of Democracy: More Competition, More Democracy?
- Hix and Bartolini 2006
 - Papadopoulos and Magnette 2010
- 1 Dec. 2016 Republican Conceptions of Democracy: From Democracy to Demoi-crazy?
- Greven 2000
 - Habermas 2001
 - Nicolaïdis 2013
 - Scharpf 2015
- 8 Dec. 2016 European Integration and National Democracy: The Real Democratic Deficit?
Concluding Discussion
- Schmidt 2006
- [Paper #3 is due.]**

Reading list and supplementary literature:

Introduction: Debating Democracy in of the European Union (Sept. 8, 2016)	
Required reading (25 pages)	<ul style="list-style-type: none"> ▪ A. Hurrelmann (forthcoming), 'Democracy in the European Union', in: E. Brunet-Jailly, A. Hurrelmann and A. Verdun, eds., <i>European Union Governance and Policy-Making: A Canadian Perspective</i> (University of Toronto Press, forthcoming 2017).
Background literature	<ul style="list-style-type: none"> ▪ D. Beetham and C. Lord (1998), <i>Legitimacy and the European Union</i> (London: Longman). ▪ E. O. Eriksen and J. E. Fossum, eds. (2012), <i>Rethinking Democracy and the European Union</i> (London: Routledge). ▪ B. Kohler-Koch and B. Rittberger, eds. (2007), <i>Debating the Democratic Legitimacy of the European Union</i> (Lanham: Rowman & Littlefield). ▪ P. C. Schmitter (2000), <i>How to Democratize the European Union ... and Why Bother?</i> (Lanham: Rowman & Littlefield). ▪ A. Warleigh (2003), <i>Democracy and the European Union: Theory, Practice, and Reform</i> (London: Sage).
The European Parliament: A Normal Legislature? (Sept. 15, 2016)	
Required readings (63 pages)	<ul style="list-style-type: none"> ▪ B. Rittberger (2012), 'Institutionalizing Representative Democracy in the European Union: The Case of the European Parliament', <i>Journal of Common Market Studies</i> 50:S1, 18-37. ▪ S. Hix and B. Høyland (2013), 'Empowerment of the European Parliament', <i>Annual Review of Political Science</i> 16, 171-189. ▪ R. Rose and G. Borz (2013), 'Aggregation and Representation in European Parliament Party Groups', <i>West European Politics</i> 36:3, 474-497.
Background literature	<ul style="list-style-type: none"> ▪ R. Corbett, F. Jacobs and M. Shackleton (2011), <i>The European Parliament</i>, 8th edition (London: John Harper). ▪ S. Hix, A. G. Noury and C. Roland (2007), <i>Democratic Politics in the European Parliament</i> (Cambridge: Cambridge University Press). ▪ D. Judge and D. Earnshaw (2008), <i>The European Parliament</i>, 2nd edition (Basingstoke: Palgrave Macmillan). ▪ A. Kreppel (2002), <i>The European Parliament and Supranational Party System: A Study in Institutional Development</i> (Cambridge: Cambridge University Press).
The European Parliament: A Voice of the Citizens? (Sept. 22, 2016)	
Required readings (76 pages)	<ul style="list-style-type: none"> ▪ M. Franklin and S. B. Hobolt (2015), 'European Elections and the European Voter', in J. Richardson and S. Mazey, eds., <i>European Union: Power and Policy-Making</i>, 4th edition (London: Routledge), 399-418. ▪ D. M. Farrell and R. Scully (2010), 'The European Parliament: One Parliament, Several Modes of Political Representation on the Ground?', <i>Journal of European Public Policy</i> 17:1, 36-54. ▪ S. B. Hobolt (2015), 'The 2014 European Parliament Elections: Divided in Unity?', <i>Journal of Common Market Studies</i> 53: Annual Review, 6-21. ▪ S. Baglioni and A. Hurrelmann (2016), 'The Eurozone Crisis and Citizen Engagement in EU Affairs', <i>West European Politics</i> 39:11, 104-124
Background literature	<ul style="list-style-type: none"> ▪ D. M. Farrell and R. Scully (2007), <i>Representing Europe's Citizens? Electoral Institutions and the Failure of Parliamentary Representation</i> (Oxford: Oxford UP). ▪ H. Schmitt, ed. (2010), <i>European Parliament Elections after Eastern Enlargement</i> (London: Routledge).

	<ul style="list-style-type: none"> ▪ J. Thomassen, ed. (2009), <i>The Legitimacy of the European Union after Enlargement</i> (Oxford: Oxford University Press).
National Democracy: Elections, Referendums, Parliamentary Oversight (Oct. 6, 2016)	
Required reading (73 pages)	<ul style="list-style-type: none"> ▪ S. Hutter and E. Grande (2014), ‘Politicizing Europe in the National Electoral Arena: A Comparative Analysis of Five West European Countries, 1970–2010’, <i>Journal of Common Market Studies</i> 52:5, 1002-1018. ▪ M. Marsh (2015), ‘Voting on Europe, Again and Again: Stability and Change in the Irish Experience with EU Referendums’, <i>Electoral Studies</i> 38, 170-182. ▪ T. Raunio (2009), ‘National Parliaments and European Integration: What We Know and Agenda for Future Research’, <i>Journal of Legislative Studies</i> 15:4, 317-334. ▪ I. Cooper (2012), ‘A “Virtual Third Chamber” for the European Union? National Parliaments after the Treaty of Lisbon’, <i>West European Politics</i> 35:3, 441–465
Background literature	<ul style="list-style-type: none"> ▪ K. Auel and T. Raunio, eds. (2015), <i>Parliamentary Communication in EU Affairs: Connecting with the Electorate?</i> (London: Routledge). ▪ B. Crum and J. E. Fossum, eds. (2013), <i>Practices of Interparliamentary Coordination in International Politics: The European Union and beyond</i> (Colchester: ECPR Press). ▪ S. Hobolt (2009), <i>Europe in Question: Referendums on European Integration</i> (Oxford: Oxford University Press). ▪ B. Kohler-Koch, ed. (2003), <i>Linking EU and National Governance</i> (Oxford: Oxford UP). ▪ J. O’Brennan and T. Raunio, eds. (2007), <i>National Parliaments within the Enlarged European Union</i> (London: Routledge).
Civil Society and Interest Groups: Participatory Governance in the Making? (Oct. 13, 2016)	
Required readings (83 pages)	<ul style="list-style-type: none"> ▪ J. Greenwood (2007), ‘Review Article: Organized Civil Society and Democratic Legitimacy in the European Union’, <i>British Journal of Political Science</i> 37:2, 333-357. ▪ B. Kohler-Koch (2010), ‘Civil Society and EU Democracy: “Astroturf” Representation?’, <i>Journal of European Public Policy</i> 17:1, 100-116. ▪ A. Héritier and D. Lehmkuhl (2010), ‘New Modes of Governance and Democratic Accountability’, <i>Government and Opposition</i> 46:1, 126-144. ▪ L. Bouza Garcia and J. Greenwood (2014), ‘The European Citizens’ Initiative: A New Sphere of EU Politics?’, <i>Interest Groups & Advocacy</i> 3:3, 246-267.
Background literature	<ul style="list-style-type: none"> ▪ J. Greenwood (2011), <i>Interest Representation in the European Union</i>, 2nd edition (Basingstoke: Palgrave Macmillan). ▪ A. Héritier and M. Thodes, eds. (2010), <i>New Modes of Governance in Europe: Governing in the Shadow of Hierarchy</i> (Basingstoke: Palgrave Macmillan) ▪ H. Klüver (2013), <i>Lobbying in the European Union: Interest Groups, Lobbying Coalitions, and Policy Change</i> (Oxford: Oxford UP). ▪ B. Kohler-Koch and C. Quittkat (2013), <i>De-Mystification of Participatory Democracy: EU Governance and Civil Society</i> (Oxford: Oxford University Press). ▪ D. Naurin (2007), <i>Deliberation behind Closed Doors: Transparency and Lobbying in the European Union</i> (Colchester: ECPR Press).

Winners and Losers of Integration: A Neoliberal Bias? (Oct. 20, 2016)	
Required readings (84 pages)	<ul style="list-style-type: none"> ▪ F. W. Scharpf (2002), 'The European Social Model: Coping with the Challenges of Diversity', <i>Journal of Common Market Studies</i> 40:4, 645-670. ▪ R. Balme and D. Chabanet (2008), <i>European Governance and Democracy: Power and Protest in the EU</i> (Lanham: Rowman & Littlefield), pp. 93-116. ▪ N. Fligstein (2008), <i>Euro-Clash: The EU, European Identity, and the Future of Europe</i> (Oxford: Oxford UP), pp. 208-241.
Background literature	<ul style="list-style-type: none"> ▪ S. Bartolini (2005), <i>Restructuring Europe: Centre Formation, System Building, and Political Structuring between the Nation State and the European Union</i> (Cambridge: Cambridge UP). ▪ D. Imig and S. Tarrow, eds. (2001), <i>Contentious Europeans: Protest and Politics in an Emerging Polity</i> (Lanham: Rowman & Littlefield). ▪ F. W. Scharpf (1999), <i>Governing in Europe: Effective and Democratic?</i> (Oxford: Oxford UP). ▪ B. Van Apeldoorn (2002), <i>Transnational Capitalism and the Struggle over European Integration</i> (London: Routledge).
The Politicization of Integration and the Rise of Euroscepticism (Nov. 3, 2016)	
Required readings (79 pages)	<ul style="list-style-type: none"> ▪ P. Mair (2007), 'Political Opposition and the European Union', <i>Government and Opposition</i> 42:1, 1-17. ▪ L. Hooghe and G. Marks (2009), 'A Postfunctionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus', <i>British Journal of Political Science</i> 39:1, 1-23. ▪ S. Usherwood and N. Startin (2013), 'Euroscepticism as a Persistent Phenomenon', <i>Journal of Common Market Studies</i> 51:1, 1-16. ▪ P. Statham and H.-J. Trenz (2015), 'Understanding the Mechanisms of EU Politicization: Lessons from the Eurozone Crisis', <i>Comparative European Politics</i> 13:3, 287-306.
Background literature	<ul style="list-style-type: none"> ▪ S. Duchesne, E. Frazer, F. Haegel and V. Van Ingelgom (2013), <i>Citizens' Reactions to European Integration Compared: Overlooking Europe</i> (Basingstoke: Palgrave Macmillan). ▪ H. Kriesi, E. Grande, M. Dolezal, M. Helbig, D. Höglinger, S. Hutter and B. Wüest (2012), <i>Political Conflict in Western Europe</i> (Cambridge: Cambridge University Press). ▪ P. Mair (2013), <i>Ruling the Void: The Hollowing of Western Democracy</i> (London: Verso). ▪ G. Marks and M. R. Steenbergen, eds. (2004), <i>European Integration and Political Conflict</i> (Cambridge: Cambridge University Press). ▪ L. McLaren (2006), <i>Identity, Interests and Attitudes to European Integration</i> (Basingstoke: Palgrave Macmillan).
The Trend towards Populist Democracy in the Member States (Nov. 10, 2016)	
Required readings (81 pages)	<ul style="list-style-type: none"> ▪ E. Hernández and H. Kriesi (2016), 'The Electoral Consequences of the Financial and Economic Crisis in Europe', <i>European Journal of Political Research</i> 55:2, 203-224. ▪ T. S. Pappas and H. Kriesi (2015); 'Populism and Crisis: A Fuzzy Relationship', in T. S. Pappas and H. Kriesi, eds., <i>European Populism in the Shadow of the Great Recession</i> (Colchester: ECPR Press), pp. 303-325. ▪ A. Ágh (2015), 'Radical Party System Changes in Five East-Central European States: Eurosceptic and Populist Parties on the Move in the 2010s', <i>Baltic Journal of Political Science</i> 4, 23-48. ▪ B. Greskovits (2015), 'The Hollowing and Backsliding of Democracy in East Central Europe', <i>Global Policy</i> 6: Supplement 1, 28-37.

Background literature	<ul style="list-style-type: none"> ▪ T. Aalberg, F. Esser, C. Reinemann, J. Stromback, and C. De Vreese, eds. (2016), <i>Populist Political Communication in Europe</i> (London: Routledge). ▪ C. Mudde (2016), <i>On Extremism and Democracy in Europe</i> (London: Routledge) ▪ S. van Kessel (2015), <i>Populist Parties in Europe: Agents of Discontent?</i> (Basingstoke: Palgrave Macmillan). ▪ T. S. Pappas and H. Kriesi, eds. (2015), <i>European Populism in the Shadow of the Great Recession</i> (Colchester: ECPR Press). ▪ A. L. P. Pirro (2015), <i>The Populist Radical Right in Central and Eastern Europe: Ideology, Impact, and Electoral Performance</i> (London: Routledge)
Realist Conceptions of Democracy: If It Works, Why Fix It? (Nov. 17, 2016)	
Required readings (76 pages)	<ul style="list-style-type: none"> ▪ G. Majone (1998), 'Europe's "Democratic Deficit": The Question of Standards', <i>European Law Journal</i> 4:1, 5-28. ▪ A. Moravcsik (2002), 'In Defence of the "Democratic Deficit": Reassessing Legitimacy in the European Union', <i>Journal of Common Market Studies</i> 40:4, 603-624. ▪ A. Føllesdal and S. Hix (2006), 'Why There Is a Democratic Deficit in the EU: A Response to Majone and Moravcsik', <i>Journal of Common Market Studies</i> 44:3, 533-562.
Background literature	<ul style="list-style-type: none"> ▪ G. Majone (2005), <i>Dilemmas of European Integration: The Ambiguities and Pitfalls of Integration by Stealth</i> (Oxford: Oxford UP). ▪ G. Majone (2014), <i>Rethinking the Union of Europe Post-Crisis: Has Integration Gone too far?</i> (Cambridge: Cambridge University Press). ▪ A. Moravcsik (2006), 'What Can We Learn from the Collapse of the European Constitutional Project', <i>Politische Vierteljahresschrift</i> 47:2, 219-241.
Liberal Conceptions of Democracy: More Competition, More Democracy? (Nov. 24, 2016)	
Required readings (69 pages)	<ul style="list-style-type: none"> ▪ S. Hix and S. Bartolini (2006), <i>Politics: The Right or the Wrong Sort of Medicine for the EU?</i> (Paris: Notre Europe). ▪ Y. Papadopoulos and P. Magnette (2010), 'On the Politicization of the European Union: Lessons from Consociational National Polities', <i>West European Politics</i> 33:4, 711-729.
Background literature	<ul style="list-style-type: none"> ▪ S. Bartolini (2005), <i>Restructuring Europe: Centre Formation, System Building, and Political Structuring between the Nation State and the European Union</i> (Cambridge: Cambridge UP). ▪ S. Hix (2008), <i>What's Wrong with the European Union and How to Fix It</i> (Cambridge: Polity Press).
Republican Conceptions of Democracy: From Democracy to Demoi-crazy? (Dec. 1, 2016)	
Required readings (88 pages)	<ul style="list-style-type: none"> ▪ M. T. Greven (2000), 'Can the European Union Finally Become a Democracy?', in M. T. Greven and L. W. Pauly, eds., <i>Democracy beyond the State: The European Dilemma and the Emerging Global Order</i> (Toronto: University of Toronto Press), 35-61. ▪ J. Habermas (2001), 'Why Europe Needs a Constitution', <i>New Left Review</i> 42:11, 5-26. ▪ K. Nicolaïdis (2013), 'European Demoi-crazy and its Crises', <i>Journal of Common Market Studies</i> 51:2, 351-369. ▪ F. W. Scharpf (2015), 'After the Crash: A Perspective on Multilevel European Democracy', <i>European Law Journal</i> 21:3, 384-405.
Background literature	<ul style="list-style-type: none"> ▪ F. Cheneval and F. Schimmelfennig (2013), 'The Case for Demoi-crazy in the European Union', <i>Journal of Common Market Studies</i> 51:2, 334-350.

	<ul style="list-style-type: none"> ▪ A. Etzioni (2007), 'The Community Deficit', <i>Journal of Common Market Studies</i> 45:1, 23-42. ▪ D. Obradovic (1996), 'Policy Legitimacy and the European Union', <i>Journal of Common Market Studies</i> 34:2, 191-221. ▪ J. Habermas (2001), <i>The Postnational Constellation: Political Essays</i> (Cambridge: Polity Press).
European Integration and National Democracies: The Real Democratic Deficit? (Dec. 8, 2016)	
Required readings (55 pages)	<ul style="list-style-type: none"> ▪ V. Schmidt (2006), <i>Democracy in Europe: The EU and National Politics</i> (Oxford: Oxford UP), pp. 219-273.
Background literature	<ul style="list-style-type: none"> ▪ F. W. Scharpf (2012), 'Legitimacy Intermediation in the Multilevel European Polity, and its Collapse in the Euro Crisis', <i>MPIfG Discussion Paper 12/6</i> (Cologne: Max Planck Institute for the Study of Societies). ▪ S. J. Pharr & R. D. Putnam, eds. (2000), <i>Disaffected Democracies: What's Troubling the Trilateral Countries?</i> (Princeton: Princeton UP).

Academic Accommodations:

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 for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me 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*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website 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.

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 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. Late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. 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:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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.