

PSCI 5113 / EURR 5113
Democracy in the European Union
Tuesdays, 2:35pm – 5:25pm
Please confirm location on Carleton Central

Instructor: Achim Hurrelmann
Office: D696 Loeb Building
Office Hours: Tuesdays, 12:00-2:00pm, and by appointment
Email: achim.hurrelmann@carleton.ca
Social media: [LinkedIn](#), [BlueSky](#)

Course description and learning outcomes:

Over the past seventy-five years, European integration has made significant contributions to peace, economic prosperity and cultural exchange in Europe. By contrast, the effects of integration on the democratic quality of government have been more ambiguous. The European Union (EU) possesses more mechanisms of democratic input than any other organization of regional or global governance, most importantly the directly elected European Parliament (EP). At the same time, the EU's political processes are often described as being insufficiently democratic, and European integration is said to have undermined the quality of national democracy in the member states. Concerns about this alleged "democratic deficit" have come to the fore, *inter alia*, in debates about recent crises in the integration process (including the Euro crisis, refugee crisis, Brexit, and concerns about democratic backsliding in some member states). They have also constituted major arguments in Eurosceptic political mobilization and have helped fuel the recent "populist turn" in European politics.

This course approaches democracy in the EU from three angles. First, it reviews the EU's existing democratic institutions and the associated practices of citizenship: How does the EP work, and can it be considered an effective representative of European voters? How can citizens and civil society influence EU decision-making? Second, the course examines current challenges in European democracy: Does European integration only benefit some parts of the population? What accounts for the growing popularity of Euroscepticism? What can the EU do about democratic backsliding and rule of law violations in some member states? Has the EU been an effective advocate of democratization abroad? Third, the course turns to normative assessments of the EU's democratic quality: Is there indeed a "democratic deficit" in EU politics? If so, which strategies can be pursued to make the EU more democratic?

At the end of the course, students will be familiar with the most important positions in advanced academic debates about democracy in the EU. They will be able to identify and critically assess research approaches, methods and findings of state-of-the-art scholarly work on topics such as parliamentarism and elections, parties and interest groups, public opinion, contentious politics, and multilevel governance. They will also have developed a good understanding of the most important arguments and approaches in contemporary democratic theory.

Reading list:

The course meetings 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 through Brightspace). Students are not required to purchase textbooks or other learning materials.

The 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 read a general textbook on EU politics in preparation for the course. Please feel free to reach out to the instructor for advice if this applies to you.

Evaluation:

Participation in class discussions	20%	(Ongoing)
Class presentation	20%	(Scheduled by instructor)
Term paper: Proposal and discussion	10%	(Due date: January 27, 2026)
Initial research report	10%	(Due date: February 24, 2026)
First draft	15%	(Due date: March 17, 2026)
Peer feedback	10%	(Due date: March 31, 2026)
Final version	15%	(Due date: April 8, 2026)

Participation in class discussion (20%): Each seminar session will be constructed around a discussion of a set of required readings (usually around 70-90 pages per week). In addition, many sessions will make use of teaching methods that require active student participation, such as in-class research exercises, group work, debates, or role-playing. It is essential that students do all the required readings in advance of each session, bring electronic or printed copies of the texts to class, and take the time to think about questions they would like to discuss. In addition, it is expected that students follow ongoing developments in the EU closely in the media (for instance, in European newspapers such as *The Guardian* or *The Economist*, or in more specialized EU-focused publications like *Politico Europe*, *EUobserver*, or *Euractiv*). 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 (20%): 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 national elections” (Reif and Schmitt); (b) examples that illustrate how the EU’s democratic institutions – such as the Ordinary Legislative Procedure or the European Citizens’ Initiative – work in practice; or (c) current events that are not yet fully reflected in the literature but can be illustrated in its light, such as ongoing legislative developments at the EU level or democratic trends in selected member states. Students are welcome to suggest a topic for their presentation. Presentations should be no longer than 10 minutes; presenters are encouraged to use visualization methods (PowerPoint presentation, handout, etc.).

Term paper (10%+10%+15%+10%+15%=60%): Over the course of the semester, students will work on a major paper of 18-20 pages (double spaced, 5000-6000 words) that presents the results of original research about an aspect of democracy in the EU. Papers must explicitly build upon, and reference, topics and concepts discussed in this course. They can take one of two forms: (1) A small empirical study, for instance on EP decision-making and coalition-formation in a specific legislative process, interest group mobilization or political protest on a selected issue,

democratic processes in a selected member state that are relevant to European integration, or secondary analysis of public opinion data to answer a specific question; or (2) a theoretical essay that engages with arguments about democracy in the EU, for instance by discussing a particular theoretical position (e.g., demoi-cracy); the contribution of a specific author (e.g., Vivien Schmidt); a prominent issue or controversy (e.g., the relationship between democracy and collective identity); or a reform proposal (e.g., the introduction of referendums).

The paper will be put together using a “scaffolded” process with deadlines and assessments for the following intermediary products in the research and writing process:

1. ***Research proposal and discussion (10%)***: In the research proposal (3-4 pages, using a template provided by the instructor), students present a first version of their research question and explain how the project relates to the topics discussed in this course. The research proposal must be submitted by January 27. A 10-15-minute meeting with the instructor will be scheduled in the week of February 2-6 to discuss the proposed research.
2. ***Initial research report (10%)***: In the initial research report (3-4 pages, using a template provided by the instructor), students report on the primary and secondary sources that they have reviewed in the first phase of the research process. The research report must outline how they intend to make use of these sources in their final paper, which further research is planned, and which challenges remain to be resolved. This research report must be submitted by February 24. The instructor will provide feedback within one week.
3. ***First draft of paper (15%)***: This version of the paper (12-15 pages; 4000-5000 words) should be a complete draft that includes all key elements of the analysis (including a preliminary bibliography), but may still include passages or arguments that are not fully polished. It is provided for peer feedback and comments by the instructor. This draft of the paper must be submitted by March 10.
4. ***Peer feedback (10%)***: All students must provide peer feedback on the draft papers submitted by two other students (minimum 1 page each). Students will be paired by the instructor based on similar research interests. Feedback should entail comments on the other students’ drafts and specific suggestions for improvement. Peer feedback must be submitted by March 31.
5. ***Final version of paper (15%)***: The final version of the paper is due on the last teaching day of the term, April 8. This version of the paper must have the full expected length of 18-20 pages (double spaced, 5000-6000 words). In addition to the overall quality, grading will also be based on how students have improved the paper in response to peer feedback and comments from the instructor. As part of their submission, students will be asked to explain which changes they have made in response to the feedback, including (if applicable) why they decided not to act on some of the suggestions.

Submission and assessment of coursework:

All assignments must be submitted using the assignment tool in Brightspace. Assignments sent by email will not be accepted. Students should note that the scaffolded structure of the term paper requires timely submission of all paper components. For this reason, extensions will only be granted for well-documented reasons, such as illness or major family crises. If no extension has been granted, late assignments will be penalized by two (2) percentage points per day (including weekends); assignments more than a week late will receive a mark of 0%.

Comments and grades for assignments will be provided on Brightspace. Students should note that standing in Carleton University courses is determined by the course instructor subject to the

approval of the Faculty Dean. This means that final grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Use of artificial intelligence (AI):

Written work and presentations produced for this course must not be produced by generative AI tools such as Chat GPT. The instructor may decide to make the grade for a written assignment dependent on an oral discussion with the student to confirm their knowledge of the material and sources. If the instructor has evidence for the use of AI tools, an academic integrity investigation will be initiated as per Carleton's Academic Integrity Policy.

Class schedule and reading list:

January 6, 2026 – Introduction: Debating Democracy in of the European Union	
Required reading (20 pages)	<ul style="list-style-type: none">Hurrelmann, Achim. 2023. Democracy in the European Union. In: Amy Verdun, Achim Hurrelmann and Emmanuel Brunet-Jailly, eds. <i>European Union Governance and Policy-Making: A Canadian Perspective</i>, 2nd edition (pp. 327-348). University of Toronto Press.
Supplementary literature	<ul style="list-style-type: none">Beetham, David, and Christopher Lord. 1998. <i>Legitimacy and the European Union</i>. Longman.Chryssochoou, Dimitris N. 1998. <i>Democracy in the European Union</i>. Tauris.Kohler-Koch, Beate, and Berthold Rittberger, eds. 2007. <i>Debating the Democratic Legitimacy of the European Union</i>. Rowman & Littlefield.Warleigh, Alex. 2003. <i>Democracy and the European Union: Theory, Practice, and Reform</i>. Sage.
PART I: DEMOCRATIC INSTITUTIONS AND PRACTICES	
January 13, 2026 – The European Parliament (I): A Normal Legislature?	
Required readings (80 pages)	<ul style="list-style-type: none">Hix, Simon, and Bjørn Høyland. 2013. Empowerment of the European Parliament. <i>Annual Review of Political Science</i> 16, 171-189.Roederer-Rynning, Christilla. 2019. Passage to Bicameralism: Lisbon's Ordinary Legislative Procedure at Ten. <i>Comparative European Politics</i> 17(6), 957-973.Bressanelli, Edoardo. 2022. The Political Groups as Organisations: The Institutionalisation of Transnational Party Politics. In: Petra Ahrens, Anna Elomäki, and Johanna Kantola, eds., <i>European Parliament's Political Groups in Turbulent Times</i> (pp. 49-72). Palgrave Macmillan.Brack, Nathalie, and Awenig Marié. 2025. From Fringe to Front? Assessing the Voting Influence of the Radical Right in the European Parliament. <i>European Union Politics</i>, 25(4), 748-771.
Supplementary literature	<ul style="list-style-type: none">Ahrens, Petra, Anna Elomäki, and Johanna Kantola, eds. 2022. <i>European Parliament's Political Groups in Turbulent Times</i>. Palgrave Macmillan.Brack, Nathalie. 2018. <i>Opposing Europe in the European Parliament: Rebels and Radicals in the Chamber</i>. Palgrave Macmillan.Hix, Simon, Abdul G. Noury, and Gérard Roland. 2007. <i>Democratic Politics in the European Parliament</i>. Cambridge University Press.Ripoll Servent, Ariadna. 2017. <i>The European Parliament</i>. Red Globe Press.Rittberger, Berthold. 2005. <i>Building Europe's Parliament: Democratic Representation Beyond the Nation State</i>. Oxford University Press.

January 20, 2026 – The European Parliament (II): A Voice of the Citizens?	
Required readings (75 pages)	<ul style="list-style-type: none"> ▪ Hix, Simon, and Kevin Cunningham. 2026. Still Second-Order National Elections? Evaluating the Classic Model after the 2024 European Elections. <i>West European Politics</i>, 49(1), 243-264. ▪ Braun, Daniela, and Edgar Grande. 2021. Politicizing Europe in Elections to the European Parliament (1994–2019): The Crucial Role of Mainstream Parties. <i>Journal of Common Market Studies</i> 59(5), 1124-1141. ▪ Whitaker, Richard, Sofia Vasilopoulou, and Katjana Gattermann. 2025. A Representative European Parliament? Members of European Parliamentary Party Groups and the Representation of Citizens' Preferences. <i>Journal of Common Market Studies</i>, Early View, https://doi.org/10.1111/jcms.13747. ▪ <u>One assigned country chapter per student from:</u> Lodge, Juliet, Julie Smith, and Stergios Fotopoulos, eds. 2025. <i>Palgrave Handbook on the 2024 European Parliament Elections</i>. Palgrave Macmillan.
Supplementary literature	<ul style="list-style-type: none"> ▪ Farrell, David M., and Roger Scully. 2007. <i>Representing Europe's Citizens? Electoral Institutions and the Failure of Parliamentary Representation</i>. Oxford University Press. ▪ Kaeding, Michael, Manuel Müller, and Alexander Hoppe, eds. 2025. <i>The 2024 European Parliament Elections: A Turn to the Right in the Shadow of War</i>. Springer. ▪ Viola, Donatella M., ed. 2016. <i>Routledge Handbook on European Elections</i>. Routledge.
January 27, 2026 – National Democracy: Elections, Referendums, Parliamentary Oversight	
Required readings (70 pages)	<ul style="list-style-type: none"> ▪ Jurado, Ignacio, and Rosa M. Navarrete. 2021. The Europeanization of National Elections. The Role of Country Characteristics in Shaping EU Issue Voting. <i>Electoral Studies</i> 71, 102286, https://doi.org/10.1016/j.electstud.2021.102286. ▪ Hutter, Swen, and Edgar 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. ▪ Atikcan, Ece Özlem. 2018. Agenda Control in EU Referendum Campaigns: The Power of the Anti-EU Side. <i>European Journal of Political Research</i> 57(1), 93-115. ▪ Auel, Katrin, Olivier Rozenberg, and Angela Tacea. 2015. To Scrutinise or Not to Scrutinise? Explaining Variation in EU-Related Activities in National Parliaments. <i>West European Politics</i> 38(2), 282-304.
Supplementary literature	<ul style="list-style-type: none"> ▪ Atikcan, Ece Özlem. 2015. <i>Framing the European Union: The Power of Political Arguments in Shaping European Integration</i>. Cambridge University Press. ▪ Auel, Katrin, and Tatio Raunio, eds. 2015. <i>Parliamentary Communication in EU Affairs: Connecting with the Electorate?</i> Routledge. ▪ Crum, Ben, and John Erik Fossum, eds. 2013. <i>Practices of Interparliamentary Coordination in International Politics: The European Union and beyond</i>. ECPR Press. ▪ Hobolt, Sara B. 2009. <i>Europe in Question: Referendums on European Integration</i>. Oxford University Press. ▪ Hutter, Swen, and Hanspeter Kriesi, eds. 2019. <i>European Party Politics in Times of Crisis</i>. Cambridge University Press. ▪ Jančić, Davor, ed. 2017. <i>National Parliaments after the Lisbon Treaty and the Euro Crisis</i>. Oxford University Press.

	<ul style="list-style-type: none"> ▪ Kinski, Lucy. 2021. <i>European Representation in EU National Parliaments</i>. Palgrave Macmillan. ▪ Schneider, Christina J. 2019. <i>The Responsive Union: National Elections and European Governance</i>. Cambridge University Press.
February 3, 2026 – Civil Society and Interest Groups: An Avenue of Democratic Participation?	
Required readings (75 pages)	<ul style="list-style-type: none"> ▪ Greenwood, Justin. 2019. Interest Organizations and European Union Politics. In: <i>Oxford Research Encyclopedia of Politics</i>, https://doi.org/10.1093/acrefore/9780190228637.013.1162. ▪ Persson, Thomas, and Kajsa Edholm. 2017. Assessing the Effects of European Union Funding of Civil Society Organizations: Money for Nothing? <i>Journal of Common Market Studies</i> 56(3), 559-575. ▪ De Bruycker, Iskander, and Marcel Hanegraaff. 2023. The People versus the Money: What Drives Interest Group Influence in the European Union? <i>European Journal of Political Research</i> 63(1), 26-44. ▪ Pejovic, Milica, and Paolo Cossarini. 2020. CSOs Seen through the Optic of the European Commission: Has the Commission's Perspective Changed Following the Refugee Crisis and the Populist Turn? <i>European Politics and Society</i> 22(4), 503-519.
Supplementary literature	<ul style="list-style-type: none"> ▪ Coen, David, Alexander Katsaitis, and Matia Vannoni. 2021. <i>Business Lobbying in the European Union</i>. Oxford University Press. ▪ Greenwood, Justin. 2017. <i>Interest Representation in the European Union</i>, 4th edition. Palgrave Macmillan. ▪ Klüver, Heike. 2013. <i>Lobbying in the European Union: Interest Groups, Lobbying Coalitions, and Policy Change</i>. Oxford University Press. ▪ Kohler-Koch, Beate, and Christine Quittkat. 2013. <i>De-Mystification of Participatory Democracy: EU Governance and Civil Society</i>. Oxford University Press.
PART II: RECENT DEBATES AND CHALLENGES	
February 10, 2026 – Winners and Losers, Supporters and Opponents of European Integration	
Required readings (90 pages)	<ul style="list-style-type: none"> ▪ Scharpf, Fritz W. 2010. The Asymmetry of European Integration, or Why the EU Cannot Be a “Social Market Economy”. <i>Socio-Economic Review</i> 8(2), 211-250. ▪ van den Brink, Martijn, Mark Dawson, and Jan Zglinski. 2023. Revisiting the Asymmetry Thesis: Negative and Positive Integration in the EU. <i>Journal of European Public Policy</i> 32(1), 209-234. ▪ Palacios, Irene, and Christine Arnold. 2024. The Divided Public: Dynamics of Heterogeneity of European Public Opinion towards European Integration. <i>European Union Politics</i> 25(4), 698-722.
Supplementary literature	<ul style="list-style-type: none"> ▪ De Vries, Catherine. 2018. <i>Euroscepticism and the Future of European Integration</i>. Oxford University Press. ▪ Fligstein, Neil. 2008. <i>Euro-Clash: The EU, European Identity, and the Future of Europe</i>. Oxford University Press. ▪ Streeck, Wolfgang. 2017. <i>Buying Time: The Delayed Crisis of Democratic Capitalism</i>, 2nd edition. Verso. ▪ Van Apeldoorn, Bastiaan. 2002. <i>Transnational Capitalism and the Struggle over European Integration</i>. Routledge.

February 24, 2026 – Crises of European Integration and Their Effects on Democracy	
Required readings (75 pages)	<ul style="list-style-type: none"> ▪ Kreuder-Sonnen, Christian, and Jonathan White. 2021. Europe and the Transnational Politics of Emergency. <i>Journal of European Public Policy</i> 29(6), 953-965. ▪ Schmidt, Vivien. 2021. European Emergency Politics and the Question of Legitimacy. <i>Journal of European Public Policy</i> 29(6), 979-993. ▪ Hooghe, Liesbet, and Gary Marks. 2018. Cleavage Theory Meets Europe's Crises: Lipset, Rokkan, and the Transnational Cleavage. <i>Journal of European Public Policy</i> 25(1), 109-135. ▪ Baglioni, Sebastian, and Achim Hurrelmann. 2016. The Eurozone Crisis and Citizen Engagement in EU Affairs. <i>West European Politics</i> 39(11), 104-124.
Supplementary literature	<ul style="list-style-type: none"> ▪ Cramme, Olaf, and Sara B. Hobolt. eds. 2015. <i>Democratic Politics in a European Union under Stress</i>. Oxford University Press. ▪ Fromage, Diane, Adrienne Héritier, and Paul Weismann, eds. 2025. <i>EU Regulatory Responses to Crises</i>. Oxford University Press. ▪ Rhinard, Mark, Neill Nugent, and William E. Paterson, eds. 2023. <i>Crises and Challenges for the European Union</i>. Bloomsbury Academic. ▪ Schmidt, Vivien. 2020. <i>Europe's Crisis of Legitimacy: Governing by Rules and Ruling by Numbers in the Eurozone</i>. Oxford University Press. ▪ van Middelaar, Luuk. 2019. <i>Alarums and Excursions: Improvising Politics on the European Stage</i>. Agenda Publishing. ▪ White, Jonathan. 2020. <i>Politics of Last Resort: Governing by Emergency in the European Union</i>. Oxford University Press.
March 3, 2026 – Democratic Backsliding in the Member States: What Can the EU Do?	
Required readings (75 pages)	<ul style="list-style-type: none"> ▪ Kovács, Kriszta, and Kim Lane Schepppele. 2018. The Fragility of an Independent Judiciary: Lessons from Hungary and Poland – and the European Union. <i>Communist and Post-Communist Studies</i> 51(3), 189-200. ▪ Vachudova, Milada Anna. 2020. Ethnopolitism and Democratic Backsliding in Central Europe. <i>East European Politics</i> 36(3), 318-340. ▪ Priebus, Sonja. 2022. The Commission's Approach to Rule of Law Backsliding: Managing Instead of Enforcing Democratic Values? <i>Journal of Common Market Studies</i> 60(6), 1684-1700. ▪ Schepppele, Kim Lane, and John Morijn. 2025. Money for Nothing? EU Institutions' Uneven Record of Freezing EU Funds to Enforce EU Values. <i>Journal of European Public Policy</i> 32(2), 474-497.
Supplementary literature	<ul style="list-style-type: none"> ▪ Cianetti, Lucia, James Dawson, and Séan Hanley, eds. 2019. <i>Rethinking "Democratic Backsliding" in Central and Eastern Europe</i>. Routledge. ▪ Dieckhoff, Alain, Christophe Jaffrelot, and Elise Massicard, eds. 2022. <i>Contemporary Populists in Power</i>. Palgrave Macmillan. ▪ Drinóczki, Tímea, and Agnieszka Bień-Kacala, eds. 2021. <i>Rule of Law, Common Values, and Illiberal Constitutionalism: Poland and Hungary within the European Union</i>. Routledge. ▪ Mudde, Cas. 2016. <i>On Extremism and Democracy in Europe</i>. Routledge. ▪ Sadurski, Wojciech. 2019. <i>Poland's Constitutional Breakdown</i>. Oxford University Press.
March 10, 2026 – “Normative Power Europe”: Can the EU Serve as a Model for Others?	
Required readings (85 pages)	<ul style="list-style-type: none"> ▪ Manners, Ian. 2002. Normative Power Europe: A Contradiction in Terms? <i>Journal of Common Market Studies</i> 40(2), 235-258. ▪ Burluk, Olga, Assem Dandashly, and Gergana Noutcheva. 2023. External Democracy Promotion in Times of Internal Rule-of-Law Crisis: The EU and its Neighbourhood. <i>Journal of European Public Policy</i> 31(3), 900-924.

	<ul style="list-style-type: none"> ▪ Bhambra, Gurminder K. 2022. A Decolonial Project for Europe. <i>Journal of Common Market Studies</i> 60(2), 229-244. ▪ Nicolaïdis, Kalypso, and Richard Youngs. 2023. Reversing the Gaze: Can the EU Import Democracy from Others? <i>Journal of Common Market Studies</i> 61(6), 1605-1621.
Supplementary literature	<ul style="list-style-type: none"> ▪ Freyburg, Tina, Sandra Lavenex, Frank Schimmelfennig, Tatiana Skripka, and Anne Wetzell. 2015. <i>Democracy Promotion by Functional Cooperation: The European Union and its Neighbourhood</i>. Palgrave Macmillan. ▪ Kundnani, Hans. 2023. <i>Eurowhiteness: Culture, Empire and Race in the European Project</i>. Hurst & Company. ▪ Neumann, Marek, ed. 2019. <i>Democracy Promotion and the Normative Power Europe Framework: The European Union in South Eastern Europe, Eastern Europe, and Central Asia</i>. Springer. ▪ Vachudova, Milada Anna. 2005. <i>Europe Undivided: Democracy, Leverage, and Integration After Communism</i>. Oxford University Press.

PART III: ASSESSING AND IMPROVING DEMOCRACY IN THE EU

March 17, 2026 – Is There a Democratic Deficit in EU Politics?

Required readings (85 pages)	<ul style="list-style-type: none"> ▪ Majone, Giandomenico. 1998. Europe's "Democratic Deficit": The Question of Standards. <i>European Law Journal</i> 4(1), 5-28. ▪ Moravcsik, Andrew. 2002. In Defence of the "Democratic Deficit": Reassessing Legitimacy in the European Union. <i>Journal of Common Market Studies</i> 40(4), 603-624. ▪ Mair, Peter. 2007. Political Opposition and the European Union. <i>Government and Opposition</i> 42(1), 1-17. ▪ Schmidt, Vivien. 2005. Democracy in Europe: The Impact of European Integration. <i>Perspectives on Politics</i> 3(4), 761-779.
Supplementary literature	<ul style="list-style-type: none"> ▪ Majone, Giandomenico. 2014. <i>Rethinking the Union of Europe Post-Crisis: Has Integration Gone Too Far?</i> Cambridge University Press. ▪ Scharpf, Fritz W. 1999. <i>Governance in the European Union: Effective and Democratic?</i> Oxford University Press. ▪ Schmidt, Vivien. 2006. <i>Democracy in Europe: The EU and National Polities</i>. Oxford University Press.

March 24, 2026 – Supranational Democracy: How to Strengthen EU-Level Procedures?

Required readings (90 pages)	<ul style="list-style-type: none"> ▪ Greven, Michael T. 2000. Can the European Union Finally Become a Democracy? In: Michael T. Greven and Louis W. Pauly, eds. <i>Democracy beyond the State: The European Dilemma and the Emerging Global Order</i> (pp. 35-61). University of Toronto Press. ▪ Hix, Simon, and Stefano Bartolini. 2006. <i>Politics: The Right or the Wrong Sort of Medicine for the EU?</i> Notre Europe/Jacques Delors Institute, https://institutdelors.eu/content/uploads/2025/04/policypaper19-en-1.pdf. ▪ Crum, Ben. 2022. Why the European Parliament Lost the <i>Spitzenkandidaten</i>-process. <i>Journal of Common Market Studies</i> 30(2), 193-213.
Supplementary literature	<ul style="list-style-type: none"> ▪ Bartolini, Stefano. 2005. <i>Restructuring Europe: Centre Formation, System Building, and Political Structuring between the Nation State and the European Union</i>. Cambridge University Press. ▪ Habermas, Jürgen. 2001. <i>The Postnational Constellation: Political Essays</i>. Polity Press. ▪ Hix, Simon. 2008. <i>What's Wrong with the European Union and How to Fix It</i>. Polity Press.

	<ul style="list-style-type: none"> ▪ Schmitter, Philippe C. 2000. <i>How to Democratize the European Union ... and Why Bother?</i> Rowman & Littlefield.
March 31, 2026 – Multilevel Governance and Demoi-cracy: “Together, But Not As One”?	
Required readings (80 pages)	<ul style="list-style-type: none"> ▪ Benz, Arthur. 2015. Multilevel Governance in the European Union: Loosely Coupled Arenas of Representation, Participation, and Accountability. In: Simona Piattoni, ed., <i>The European Union: Democratic Principles and Institutional Architectures in Times of Crisis</i> (pp. 201-218). Oxford University Press. ▪ Nicolaïdis, Kalypso. 2013. European Democracy and its Crises. <i>Journal of Common Market Studies</i> 51(2), 351-369. ▪ Scharpf, Fritz W. 2015. After the Crash: A Perspective on Multilevel European Democracy. <i>European Law Journal</i> 21(3), 384-405. ▪ Hurrelmann, Achim, and Joan DeBardeleben. 2019. Demoi-cracy: A Useful Framework for Theorizing the Democratization of Multilevel Governance? In: Nathalie Behnke, Jörg Broschek, and Jared Sonnicksen, eds., <i>Configurations, Dynamics and Mechanisms of Multilevel Governance</i> (pp. 293-310). Palgrave Macmillan.
April 6, 2026 – Concluding Discussion: Prospects for Democratic Legitimacy in the EU	
Required reading (20 pages)	<ul style="list-style-type: none"> ▪ Hurrelmann, Achim. 2019. Legitimacy and European Union Politics. In: <i>Oxford Research Encyclopedia of Politics</i>, https://doi.org/10.1093/acrefore/9780190228637.013.1112.

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic consideration for medical or other extenuating circumstances:

Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: Contact your Instructor 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. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC)

at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: Contact your Instructor 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. For more details [click here](#).

Academic Accommodations for Students with Disabilities: 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, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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*).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

INTELLECTUAL PROPERTY

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays) For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory