

PSCI 5113 / EURR 5113
Democracy in the European Union

Mondays, 6pm – 9pm

ONLINE SYNCHRONOUS (Zoom)

I General information

Instructor: Agnieszka Weinar
Office Hours: on Zoom, prior arrangement
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All email communication is to be via official Carleton university e-mail accounts and/or Brightspace, not personal emails.

II Course description

Is the European Union a democratic entity? The great economic and political experiment of our times, 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, the EU's 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 populist and Eurosceptic political mobilization across the EU.

This course approaches democracy in the EU in four steps.

First, it discusses the very idea of democracy in general and in the European Union. Second, it presents and analyzes democratic institutions and associated practices of citizen participation. Third, examines recent developments and challenges in European democracy in various regions of the EU and various strata of population. We finish with a reassessment of the state of democracy in the EU and, including by looking at it from a global perspective.

III Course Format

This course is delivered in a synchronous format on Zoom.

Each meeting has two parts:

- Introductory reading discussion part, led by the instructor
- Special interest part led by the team of students

Requirements for Zoom meetings:

- Students should expect to be actively involved in the class.
- The seminar is a **no-phone** zone.
- The seminar is **open-camera zone**. Accommodations will be granted on case-by-case basis.
- Recording is not authorized. PMC students in need of accommodation should discuss with the instructors.

It is the student's responsibility to make sure they fully understand the format of the class and the requirements of the blended course. In particular, students' performance will depend on the following factors:

- reading and understanding this course outline;
- planning and executing course work in the required timeframe: completing the compulsory readings and contributing to teamwork.
- documenting their research, showing digital research skills and limiting digital recycling;
- being aware of the resources at Carleton University that support this course

This course is labour intensive. To complete successfully, the course will require between **9 and 10 hours per week**.

Please read this course outline carefully for more details.

IV Learning outcomes

At the end of the course students:

- will be able to discuss the most important positions in advanced academic debates about democracy in the European Union.
- will develop a good understanding of the most important arguments and approaches in contemporary democratic theory
- will be able to apply a critical and multilevel perspective to understand the intricacies of the current issues facing European Union and its societies;
- will be able to perform several advanced research tasks in the field of political science;
- will be able to analyse and discuss their research findings;
- will gain practical skills of writing a research proposal to one of the EU fellowship programs.

V Evaluation at glance

- Reading annotation and discussion online (20%)
- Section discussion design and leading (group assignment 20%)
- Research grant proposal for an EU grant, such as MSCF (45%)
- Participation (15%)

VI Evaluation in detail

Assignment I Reading annotation and discussion online (20%)

Starting in week 3, we will engage in a collective reading of assigned texts prior to class. The annotations and discussions of a text will be supported by an e-learning tool.

Assignment II Section discussion design and leading (group assignment 20%). Students (in pairs) will be responsible for reading an additional text, present it and lead the discussion in relation to the texts read in class.

Assignment III Research grant proposal (50%). Student will write a MSCF proposal (abridged version) during the three months of the semester. You are welcome to propose any research topic related to the subjects of the course. You will submit first ungraded pitch proposal on January 17, 2023. The pitch should explain what you want to study and why in 200 words.

Pre-assignment topic check-in: Monday, January 17, 2023

- **AIII.A** Research objectives and problem statement (20%)
1 page (ca 500 characters), due on **January 30, 2023**
- **AIII.B** Literature review and Methodology (30%)
2 pages (ca 600 characters), due on **February 27, 2023**
- **AIII.C** Individual goals statement (20%)
1 page (ca 500 characters), due on **March,13, 2023**
- **AIII.D** Work plan (20%)
1 page (ca 500 characters), **due on March 27, 2023**
- **AIII.D** Budget (10%), **due on March 27, 2023**
0.5 page (table)

The proposal will be a living document. Students’ grades will be reflective of the quality of the first submission, but you are expected to improve the paper after the comments. The constant evaluation will be reflected in your Final Adjusted grades at the end of the term.

Participation (15%). The seminar is **open-camera zone**: please, make sure you can meet this requirement. Accommodations will be granted on case-by-case basis and might include one-on-one discussion with the instructor as deferrals. Students are expected to actively show that they have read the material and are able to discuss it with confidence.

A delay without proper justification will result in 5% penalty per day (each full 24 hours since the deadline), including weekends. After four-day delay (full 96 hours) the paper will be marked as failed.

VII Course schedule

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Notes</i>
9 January 1	Introduction to the course	Course outline	In-class activity: news search
16 January 2	What is democracy in 21 st century?	A. Diamond, Larry, and Leonardo Morlino (2004). "The Quality of Democracy. An Overview." Journal of Democracy 15 (4):20-31 B. Bochsler, Daniel, and Hanspeter Kriesi (2013). "Varieties of Democracy." in H. Kriesi, S.Lavenex, F. Esser, J.	Division in groups for team work Written paragraph

		<p>Matthes, M. Bühlmann and D. Bochler (eds.), <i>Democracy in the Age of Globalization and Mediatization</i>, Hondmills: Palgrave, 69-102.</p> <p>C. Bernauer, Julian, and Adrian Vatter (2012). "Can't get no satisfaction with the Westminster model? Winners, losers and the effects of consensual and direct democratic institutions on satisfaction with democracy " <i>European Journal of Political Research</i> 51 (4):435-68.</p>	<p>explaining the idea for a research project due on 16 January: brainstorm of your idea in class.</p>
22 January 3	European federation & <i>Institutions of European Democracy</i>	<p>A. Hurrelmann (2018), "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), 339-358.</p> <p>B. Börzel, Tanja A. Hösli, Madeleine O., 2003. "Brussels between Berlin and Bern: Comparative Federalism meets the European Union", <i>Governance</i> 16:2, pp. 179-202.</p> <p>C. C. Roederer-Rynning (2019), "Passage to Bicameralism: Lisbon's Ordinary Legislative Procedure at Ten", <i>Comparative European Politics</i> 17(1), 957-973</p>	1 discussion group
29 January 4	<i>Democratic deficit of the EU and democratization</i>	<p>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.</p> <p>B. 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.</p> <p>C. V. Schmidt (2005), "Democracy in Europe: The Impact of European Integration", <i>Perspectives on Politics</i> 3:4, 761-779.</p>	1 discussion group
6 February 5	<i>EU citizen</i>	<p>A. Mendez, Fernando, Mario Mendez, and Vasiliki Triga (2014). <i>Referendums and the European Union: A Comparative Inquiry</i>. Cambridge: Cambridge University Press, pp.149-184</p> <p>B. 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.</p> <p>C. Delanty, Gerard (2005) 'The quest for European identity', in Erik O. Eriksen (ed.) <i>Making the European Polity: Reflexive Integration in the EU</i>. London: Routledge.</p>	1 discussion group
13 February 6	<i>Citizen Political participation</i>	<p>A. Wheatley, Jonathan, and Fernando Mendez. 2019. "Reconceptualizing Dimensions of Political Competition In Europe: A Demand-side Approach." <i>British Journal of Political Science</i>.</p> <p>B. L. Hooghe and G. 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.</p> <p>C. Kriesi, Hanspeter, and Edgar Grande (2015). "The Europeanization of the National Political Debate." in O. Cramme and S. B. Hobolt (eds.), <i>Democratic Politics in a European Union Under Stress</i>, Oxford: Oxford University Press, 67-86.</p>	1 discussion group
20 February Reading week			
27	<i>Citizen</i>	A. Erik Oddvar Eriksen (2005). <i>An Emerging European</i>	2

February 7	<i>Participation: public sphere</i>	<p>Public Sphere, European Journal of Social Theory 8(3): 341–363</p> <p>B. Risse, T. (2014). No demos? Identities and public spheres in the Euro crisis. <i>JCMS: Journal of Common Market Studies</i>, 52(6), 1207-1215.</p> <p>C. Hänska, M., & Bauchowitz, S. (2019). Can social media facilitate a European public sphere? <i>Transnational communication and the Europeanization of Twitter during the Eurozone crisis. Social media+ society</i>, 5(3), 2056305119854686.</p>	discussion groups
6 March 8	Disenfranchised populations in the EU?	<p>A. Sardelic, J. (2021). The fringes of citizenship: Romani minorities in Europe and civic marginalisation. Manchester University Press. pp. 23-70</p> <p>B. Toivanen, Reetta.(2001) "Saami in the European Union." <i>Int'l J. on Minority & Group Rts.</i> 8: 303.</p> <p>C. Føllesdal, Andreas. (2000) "Third country nationals as European citizens: the case defended." <i>The Sociological Review</i> 48, no. 1_suppl: 104-122</p>	2 discussion groups
13 March 9	Populism in the EU	<p>A. Marc Lazar (2021), <i>European Populism, From Left to Right</i>, https://www.institutmontaigne.org/en/analysis/european-populism-left-right</p> <p>B. De Vries (2018), <i>Euroscepticism and the Future of European Integration</i> (Oxford: Oxford University Press), pp. 77-126.</p> <p>C. Juon, Andreas, and Daniel Bochsler. 2020. "Hurricane or fresh breeze? Disentangling the populist effect on the quality of democracy." <i>European Political Science Review</i>.</p> <p>D. Huber, Robert A. and Christian H. Schimpf (2016) 'A drunken guest in Europe? The influence of populist radical right parties on democratic quality', <i>Zeitschrift für Vergleichende Politikwissenschaft</i> 10: 103-129.</p>	2 discussion groups
20 March 10	Democratic decline?	<p>A. Radoslaw Markowski (2015), <i>The State of Democracy in Central and Eastern Europe</i>, https://www.sciencespo.fr/cei/fr/content/dossiersduceri/state-democracy-central-and-eastern-europe</p> <p>B. Andrei Shleifer and Daniel Treisman, "Normal Countries," <i>Foreign Affairs</i> 93, no .6 (Nov/Dec 2014), pp. 1-6.</p> <p>C. János Kornai, "Hungary's U-Turn: Retreating from Democracy," <i>Journal of Democracy</i> 3 (2015), pp. 34-48.</p> <p>D. Radoslaw Markowski, "The Polish parliamentary election of 2015: a free and fair election that results in unfair political consequences," <i>West European Politics</i> 39, no. 6 (2016), pp. 1311-1322.</p>	1 discussion group
27 March 11	EU democracy crisis in a context	<p>A. Fabbrini, Sergio, 2010. "Revisiting Altiero Spinelli: Why to Look at the European Union through the American Experience" in Andrew Glencross and Alexander H.</p>	2 discussion groups

		<p>Trechsel (eds.) EU Federalism and Constitutionalism: The Legacy of Altiero Spinelli. Lanham: Lexington Books.</p> <p>B. Zweifel, Thomas D., 2002. "...Who is without sin cast the first stone: the EU's democratic deficit in comparison", Journal of European Public Policy, 9(5); pp. 812-840.</p>	
3 April 12	Class debriefing	No reading assigned. Additional audiovisual material on Brightspace.	

Appendix

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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Academic Accommodation

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

Pregnancy obligation: 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. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: 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. 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, 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).

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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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 where 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>

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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.

More information on the University's Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>.

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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. 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.