

PSCI 3207 B
The Government and Politics of European Integration
Mondays 08:35 a.m. to 11:25 a.m.
Classes will be held at Loeb A720
Simulation will be held at DT 2017 (March 11th)

Professor: Mukhtar Hajizada
Office: Dunton Tower, 1102
Office Hours: Mondays 11.30 a.m. to 12:30 p.m., or by appointment.
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Email is for admin questions only. For substantive issues, please see me during office hours.

Course description

European integration represents the most advanced regional integration model. Thus, the European Union (EU)—a political and economic union of 28 member states—is the only supranational institutions of its kind in the world. This course is an introduction to the unique political system, decision-making processes, and governing institutions of the EU, as well as the ability of the Union to act externally. The course begins with the creation and development of European integration in the aftermath of the Second World War, explaining the causes and consequences of the EU as a peace model. The following sessions will focus on topics including the dominant theories of European integration, as well as the competencies and powers delegated to the EU institutions. Current challenges and the future of EU integration will be discussed and analyzed in class. Furthermore, students will learn about EU governance and the external affairs of the Union through a simulation exploring the body of rules, procedures and practices that relate to the way powers are exercised in the EU. Equipped with this knowledge and other theoretical toolboxes, students will replicate the bilateral relationship between the EU and Canada, in order to test the effectiveness of the EU as an actor in international relations.

Aristotle is quoted as having said: “For the things we have to learn before we can do them, we learn by doing them.” In order to support the wider experiential learning agenda of Carleton University, this course will provide an opportunity for learning through experience to help students to gain a better understanding of the material and to increase students’ interactions with the subject. Students will immerse themselves in an intergovernmental diplomacy simulation and replicate real-world scenarios by filling the roles of various actors. Students will participate in a simulation of the third meeting of the EU-Canada Joint Ministerial Committee (JMC) to discuss the progress of the Strategic Partnership Agreement (SPA) signed in October 2016. This exercise will enable students to connect to complex materials by experimenting with trial and error, applying theory in practice, as well as to more deeply comprehend the positions of the various actors.

Textbook

Bache, Ian; Bulmer, Simon; George, Stephen, Parker, Owen (2015) *Politics in the European Union*. Fourth edition, The New European Union series, Oxford University Press (On reserve in MacOdrum Library)

Learning outcomes

By the end of the course, the student should be able to:

- Demonstrate knowledge about the evolution of political and economic integration in Europe
- Discuss the approaches and theories of European integration
- Distinguish and differentiate between the EU institutions and bodies
- Assess the influence of various actors and key stakeholders in European decision-making processes
- Simulate the conduct of foreign policy of the EU as an international actor
- Negotiate and adopt a bilateral declaration of strategic partnership between Canada and the European Union.

Grading summary:

Midterm	40%
Final	40%
Position paper	15%
Community outreach	5%

Grading details

Students must complete all evaluative elements to receive a passing grade. Students are required to attend each class, to read the literature assigned for each class, and to actively participate in class discussions and the simulation.

Midterm and final exams

There will be a midterm exam (40%) during the term and a final exam (40%) at the end of the course to assess your theoretical knowledge based on the core readings. Midterm and final exams will take advantage of multiple-choice test as a form of an objective assessment with dozens of questions and items. The questions and items will be closely related to the topics covered in the core reading for the classes. The students will determine and select the “true” answer among a set of options with one most correct and several incorrect answers (“distractors”) deriving from the required core readings. Students will be graded on their “correct” choices and no credit will be awarded for unanswered questions or if they select the wrong answer.

Position paper and simulation

The simulation will allow the students to have the opportunity to apply the skills learned throughout the semester and practice them in a quasi-diplomatic environment with real actors and stakeholders under the tutelage of the professor. For this assignment, the students will

simulate the Joint Ministerial Committee meeting (e.g. GAC and other government departments of Canada, the European Commission, Ambassadors of the EU countries to Canada, Representatives of Provincial Governments etc.) and represent the interests of consumers, industry, and other key stakeholders. There will be a written assignment (15%) for this component during the term. The aim of the position paper is to prepare students to take a research-based position during the simulation as a supportive learning experience. Subject to the approval of the professor, students will identify their issue and role (as mentioned above), and draft the first position paper, before submitting the final version of the documents. Feedback will be provided by the instructor and the TA.

Word Limits. Position papers are required to be between 1000-1100 words (excluding footnotes and endnotes). No deviation is allowed. Rubrics for a position paper is available on CUlearn.

Your Position Paper must adhere to the following structure:

- Thesis statement – showing your position on the issue of your delegation’s concern
- Background information – the reasons why this issue is important
- Your delegation's involvement with the topic (the actions taken at the provincial, national and international levels)
- Actions taken by your delegation to solve the problem in the past (new policies, action plans to implement international resolutions and agreements)
- Closing paragraph: Possible solutions that your delegation plans to propose to advance their interests (the exact paragraph your delegation would like to be included in the 3rd Joint Declaration of the Canada-EU Strategic Partnership Agreement, to be negotiated by the Joint Ministerial Committee on the 11th of March)

Helpful tips: Using your own computer, open a Word file. Compose your Position Paper Draft. Save your file on your own computer. Then come back to cuLearn to cut and paste from your file. Having a copy saved on your computer will help you keep your work safe. If you compose directly in the text box on cuLearn, and you experience a network issue, you could lose all your work. You may want to follow these guidelines closely. Keeping your work safe is your responsibility.

No exceptions will be made for missing the deadlines and/or for work lost for any reason, including but not limited to technical issues, in fairness to all students.

Important deadlines:

- Position Paper: Identify Your Issue in the Simulation (Due date: Monday, 11 February 2019, 11:55 PM)
- Position Paper: First Draft (Due date: Saturday, 2 March 2019, 11:55 PM)
- Position Paper: The Final Document (Due date: Saturday, 9 March 2019, 11:55 PM)
- Presenting Your Position Paper (Simulation date: Monday, 11 March 2019, 08:30 AM)

Community outreach

The students of this class will be involved in communicating their knowledge to their community as they learn from the course throughout the semester. Students are welcome to propose their own community outreach activities.

Alternatively, you may want to use the following prompt:

Develop a brief social media message, share with your community, and attach the screenshot of your outreach activity e.g. social media post on cuLearn by Friday of each week. You will need to post one each week for one mark. Please note that you will not receive 5% for each weekly post. There will be a minimum requirement of 10 posts, worth 5% for the entire semester towards your total grade. Feel free to post more than once per week. You are encouraged to share as you learn with your community through social media. Sharing is caring!

Important notes:

- **Students must actively participate in the final simulation (March 11th) and complete all evaluative elements to receive a passing grade.**
- **Please arrive at least 15 minutes prior to the beginning of the simulation as well as the midterm and final exams to allow enough time to orderly sign-in and sign-out after you hand in the exam papers to the professor before leaving the exam room very quietly.**

Schedule

Week 1

Origins and Evolution of the European Union

January 7, 2019

Core reading

Europe after the Second World War

Chapter 5, From the End of the War to the Schuman Plan

Further reading

Henig, Stanley (2002) *Uniting of Europe: from consolidation to enlargement, Making of the contemporary world*, 2nd ed. Routledge: London and New York

Gilbert, Mark (2012) *European integration: a concise history*, Rowman and Littlefield Publishers: Toronto

Joe Sommerlad (3 April 2018) 'Marshall Plan at 70: How did the US revive Europe after the Second World War and did it achieve its aims?',

<https://www.independent.co.uk/news/world/europe/marshall-plan-70th-anniversary-europe-us-foreign-policy-aid-second-world-war-harry-truman-a8285996.html>

Week 2

EU as a political system

January 14, 2019

Core reading

Ch 2, Theories of EU Governance

Ch 3, Theorizing consequences

Further reading

Hayward, Jack and Menon, Anand (2004) *Governing Europe*, Oxford: Oxford University Press

Hix, Simon (1999) *The Political System of the European Union*. New York: St. Martin's Press

“Introduction: The EU – A Political System, but not a State”, available online at

<https://carleton.ca/ces/elearning/politics/introduction-the-eu-a-political-system-but-not-a-state/>

Week 3

Approaches to ensuring peace and theories of European integration

January 21, 2019

Core reading

Ch 1, Theories of European Integration

Further reading

Wiener, Antje; Diez, Thomas (2009) *ed.* European integration theory. Second Edition. Oxford University Press.

Balassa, Bela (2014) The Theory of Economic Integration: An Introduction in Nelsen, Brent and Stubb, Alexander *ed.* The European Union: Readings on the Theory and Practice of European Integration, 4th edition, pp. 165-176

Week 4

EU competencies

January 28, 2019

Core reading

Ch 18, Policies and Policy Making in the EU

Further reading

“EU powers and competences”, available online at https://eur-lex.europa.eu/summary/glossary/community_powers.html

Pollack, Mark (2009) ‘The New Institutionalisms and European Integration’ in Wiener, Antje; Diez, Thomas *ed.* European integration theory. Second Edition. Oxford University Press. Pp. 125-143

Andrea Biondi, Piet Eeckhout, and Stefanie Ripley (2012), EU Law after Lisbon, Oxford: Oxford University Press

Week 5

The post-Lisbon decision-making of the EU

February 4, 2019

Core reading

Ch 12, The institutional architecture

Further reading

“The EU in slides”, https://europa.eu/european-union/documents-publications/slide-presentations_en

Brown, Stuart (2016) The European Commission and Europe's Democratic Process: Why the EU's Executive Faces an Uncertain Future. Palgrave: London

Öberg, Jacob (2017), Subsidiarity as a Limit to the Exercise of EU Competences, Yearbook of European Law, Volume 36, 1 pp.391-420

Week 6

EU institutions and bodies

February 11, 2019

Core reading

Ch 13, 14, 15, 16

Further reading

European Commission (2018) *The European Union What it is and what it does*, Luxembourg: Publications Office of the European Union, available online at

<https://publications.europa.eu/en/publication-detail/-/publication/715cfcc8-fa70-11e7-b8f5-01aa75ed71a1/language-en>

“EU institutions and bodies in brief”, available online at https://europa.eu/european-union/about-eu/institutions-bodies_en

Arena, Amedeo (2016) *Exercise of EU Competences and Pre-emption of Member States’ Powers in the Internal and the External Sphere: Towards ‘Grand Unification’?*, *Yearbook of European Law*, Volume 35, Issue 1, pp.28-105

Week 7

Winter Break

February 18, 2019

Week 8

Common Foreign and Security Policy

February 25, 2019

Core reading

Ch 26, Common Foreign and Security Policy

Further reading

Jørgensen, Knud Erik (2014) *Constructing European Diplomacy in a Changing World* in Carta, Caterina and Morin, Jean-Frederic ed. *EU Foreign Policy through the Lens of Discourse Analysis: Making Sense of Diversity*. Ashgate: Surrey. pp. 79-94

“CFSP Annual reports”, available online at https://eeas.europa.eu/topics/common-foreign-security-policy-cfsp/8427/cfsp-annual-reports_en

Gamble, Andrew (2013) *The EU and the Evolving Shift of Power in Global Governance* in Teldø, Mario and Ponjaert, Frederik ed. *The EU’s Foreign Policy: What Kind of Power and Diplomatic Action?* Ashgate: Farnham. pp. 15-26

Bickerton, Christopher J. (2011) *European Union Foreign Policy: From Effectiveness to Functionality*. Palgrave: Basingstoke

Spence, David and Batora, Jozef (2015) ed. *The European External Action Service: European Diplomacy Post-Westphalia*, Palgrave: Basingstoke

Week 9

Midterm exam

March 4, 2019

Week 10

Simulation - The 3rd EU-Canada ministerial conference: Negotiating the Joint Declaration of the Canada-EU Strategic Partnership Agreement

Venue: Dunton Tower, Room 2017

March 11, 2019

Week 11

The European Neighbourhood Policy

March 18, 2019

Core reading

Ch 27, Enlargement

Further reading

Bossuyt, Fabienne (2017) Preferences, approaches and influence: the Central and Eastern EU member states and the EU's policies towards the post-Soviet space, *Studia Diplomatica*. 69(5). p.2-14

Stadtmüller, Elżbieta and Bachmann, Klaus (2012) *The EU's shifting borders: Theoretical approaches and policy implications in the new neighbourhood*, Routledge: London and New York

Aalto, Pami (2006) *European Union and the Making of a Wider Northern Europe*. Routledge: London and New York

Hajizada, Mukhtar (2018) Challenges and opportunities for establishing a security community in the wider Black Sea area, available online at

<https://www.tandfonline.com/doi/full/10.1080/14683857.2018.1516333>

Week 12

The challenges and future prospects of the EU

March 25, 2019

Core reading

“White paper on the future of Europe”, available online at https://ec.europa.eu/commission/sites/beta-political/files/white_paper_on_the_future_of_europe_en.pdf

Further reading

Techau, Jan (2016) Four Predictions on the Future of Europe, available online at <http://carnegieeurope.eu/strategieurope/62445>

European Commission (2017) Reflection paper on the future of European defence, available online at https://ec.europa.eu/commission/publications/reflection-paper-future-european-defence_en

Ker-Lindsay, James (2017) The United Kingdom and EU enlargement in the Western Balkans: from ardent champion of expansion to Post-Brexit irrelevance, available online at <https://www.tandfonline.com/doi/full/10.1080/14683857.2017.1397958>

Final Exam (to be scheduled by the competent university unit)

The professor reserves the right to make necessary changes to this syllabus at any time.

Academic Accommodations

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:

Pregnancy obligation

Please 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.

carleton.ca/pmc

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: carleton.ca/sexual-violence-support

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 must be provided to students who compete or perform at the national or international level. Please 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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 and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays 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.

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

Approval of final grades

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 Department of Political Science 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.

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.