Instructor: Dr. Lori Thorlakson  
Office: Tory 11-20  
Telephone: 780 492 2282  
Email: lori.thorlakson@ualberta.ca

Course Pre-requisite: POLS 230/240 or POLS 260 or consent of the department

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc?  
No, not needed. No such projects approved.

Community Service Learning component: N/A

Past or Representative Evaluative Course Material Available:  
Document distributed in class

Additional mandatory Instructional fees (approved by Board of Governors): no

COURSE DESCRIPTION AND OBJECTIVES:

Course description  
This course examines the development and operation of the European Union and the impact of integration on its member states. It draws on theoretical approaches from both the comparative politics and international relations to understand why and how integration occurs and what type of regime the EU has become. The course will discuss the role and power of the main intergovernmental and supranational institutions—the European Council and Council of Ministers, the Commission, the European Court of Justice and the Parliament—the impact of integration on democracy, the adaptation of member states and institutional reform and the prospect of future enlargement

COURSE OBJECTIVES:  
- To provide students with an introduction to the European Union, its institutions, policy-making and processes of integration.  
- To critically examine the integration process and decision making in the EU through competing theoretical lenses.
• To introduce students to negotiation and decision-making styles used in EU governance through participation in a simulated intergovernmental conference.

**COURSE GOALS:**
After completing this course, students will have developed:
• Subject knowledge: an overview and understanding of the history of the European Union and how it functions.
• Intellectual skills: the ability to critically assess and apply theories of European integration and democratic performance.
• Research skills: the ability to research current EU and member state policy positions using primary sources available online.
• Generic transferable skills: presentation, debating, negotiating and IT skills.

**CLASS FORMAT:**
Classes will be organized as two weekly 80 minute sessions. The Tuesday sessions will be predominantly lecture-based and the Thursday sessions will be activity-based, to explore the material concepts presented in the lectures.

**COURSE TEXTS:**
The course uses one textbook, available from the SU Bookstore. Other readings will be available electronically through the library’s collections.


**Online resources:**
Many of the additional readings for this course are available free of charge online through the library website as e-journal articles. You will need a valid CCID and password to access these.

There is a Moodle classroom site for this course. The site is used for posting notices, documents (such as the syllabus and guides to assessments), and providing links to electronic resources. In addition, you may find the following resources helpful:

Europa, the website of the European Union, can be accessed here: [http://europa.eu](http://europa.eu)

You can find country profiles on the BBC politics website [www.bbc.co.uk/politics](http://www.bbc.co.uk/politics)

These overviews also include links to English-language national media.

The Economist Intelligence Unit produces country profile reports with up to date information on the politics and economic performance of all countries in the region. These can be accessed electronically through the library’s website.
Requirements and Evaluation
The course requirements are outlined below. Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. Tests and assignments will be assigned a letter grade. The instructor will not ‘curve’ or adjust final grades according to any preset formula. Evaluation of the following course requirements will determine students’ grades:

Evaluation components and grade distribution:

1. **Short essay**  
   25 per cent of final grade  
   A 1,500 word essay is due on Tuesday October 20. Topics will be distributed on Tuesday, October 6 on the Moodle classroom site.

2. **In-class midterm exam**  
   25 per cent of final grade  
   We will hold an in-class midterm exam on Thursday, October 29.

3. **Participation**  
   20 per cent of final grade  
   Participation is an important component of this course. This course includes both lectures and activity-based learning and attendance is compulsory. If you are unable to attend, please email me to explain your absence. Participation is assessed on the basis of both in-class activities and posting on the Moodle discussion boards. You are required to make at least one posting per week. Aim for quality over quantity.

   Students can earn additional participation marks by attending EU-related events hosted at the University and posting on the event’s discussion board. Details of eligible events are in the syllabus.

4. **Intergovernmental conference**  
   30 per cent of final grade  
   The intergovernmental conference consists of a position paper, worth 20 per cent of the final course grade and a participation grade, worth 10 per cent of the final course grade. Our IGC will be held in class on November 24, 26 and December 1 and December 3. Draft position papers (1000 words) must be circulated on Thursday November 19 with final versions due December 3. You will receive detailed further guidance on expectations for your position papers.
Required Notes:
“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”

Academic Integrity
“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodesofStudentBehaviour.aspx) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and working environment
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feel that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice (http://www.ombudservice.ualberta.ca). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at http://gfcpolicymanual.ualberta.ca/.

Plagiarism and Cheating
All students should consult the “Truth-In-Education” handbook or Website (http://www.uofaweb.ualberta.ca/TIE/) regarding the definitions of plagiarism and its consequences when detected. Students involved in lanague courses and translation courses should be aware that on-line “translation engines” provide very dubious and unreliable “translations”. Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult http://www.uofaweb.ualberta.ca/TIE/; also discuss the matter with any tutor(s) and with your instructor.
Recording of Lectures:
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Attendance, Absences and Missed Grade Components:
Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed in or completed as a result.

In this course, attendance and participation is worth 20% of the course grade. See section on grade components above for further details.

Policy for Late Assignments:
Late assignments will be penalized 5% per day unless the late submission is due to illness or other compelling factor. Students are advised to communicate in advance if they anticipate a late assignment submission.
Grading:
Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the tables below (Political Science Undergraduate Grading Scale and Political Science Graduate Grading Scale). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

Table 1: Political Science Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>%</th>
<th>Pts</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>86-89</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>82-85</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>78-81</td>
<td>3.3</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>74-77</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>70-73</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>66-69</td>
<td>2.3</td>
<td>Satisfactory</td>
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<tr>
<td>C</td>
<td>62-65</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>1.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>54-57</td>
<td>1.3</td>
<td>Poor</td>
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<tr>
<td>D</td>
<td>50-53</td>
<td>1.0</td>
<td>Minimal Pass</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Table 1: Political Science Graduate Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>%</th>
<th>Pts</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
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<td>Failure</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>
Topic list for Politics of the European Union

1. Week 1: Introduction to the course
2. Week 2: The history of the EU
3. Week 3: Theories of integration
4. Week 4: The Commission
5. Week 5: The Council and European Council
7. Week 7: The European Court of Justice and overview of policy-making
8. Week 8: Does the EU have a democratic deficit?
9. Week 9: Midterm exam and CETA, external policies
10. Week 10: Comparing policy modes: the regulatory state v budgetary policies
11. Week 11: Reading week: no classes
12. Week 12: Enlarging the European Union
13. Week 13: The intergovernmental conference
14. Week 14: The intergovernmental conference
Week 1: Sept 1 and 3  Introduction to Politics of the European Union

Use this week to familiarize yourself with the European Union and its history. You can begin by browsing these sites:

Europa (http://www.europa.eu) is the official website of the European Union. This site contains overviews of the various institutions of the EU, its activities by policy areas, archives of legislation, links to treaties and much more.

European Navigator (http://www.ena.lu) is a multimedia reference library that covers Europe’s postwar history through a rich collection of photos, film clips, speeches, editorial cartoons and concise summaries.

Week 2: Sept 8 and 10  The history of the EU
Readings (chapters 1-4)
What is the EU? Is it an international organization or a quasi-state? How and why did it develop and what are the major milestones of EU integration? This week will introduce some of the recurring themes that we will revisit in the coming weeks: the power of states v supranational institutions, majoritarian v consensus models of democracy, technocracy and the possibility of supranational democracy.

Further reading:
‘Building Europe through the treaties’: online guides to the treaties of Lisbon, Nice, Amsterdam, SEA, Maastricht, EEC, ECSC. Available on the europa website: http://europa.eu/legislation_summaries/institutional_affairs/treaties/index_en.htm

Week 3: Sept 15 and 17  Theories of integration

September 15: Library session on EU resources

This library session corresponds to an assignment on the EU treaties that you will need to complete for week 4. The assignment forms part of your participation mark.

September 17: theories of integration
Readings (chapters 5-8)
Why do we use theories? How can we use different theories to provide radically different accounts of the same series of events? This week introduces you to two key theoretical approaches to explaining European integration: intergovernmentalism and neofunctionalism, as well as some newer approaches. How well do these theories explain European integration over time, as well as across the various policy fields of the European integration? What insights do these theories best deliver, and what are their blind spots?
**Earn extra participation credit:**
On September 17 at 5 pm, Dr. R. Andreas Kraemer, senior fellow, Institute for Advanced Sustainability Studies, Potsdam, Germany will speak on 'Global Energy and Climate Policy: Insights from Europe and Germany'.

The lecture is at 5 pm in Telus 150, followed by a panel discussion and reception. The event is hosted by the EU Centre of Excellence, the office of the Vice-President Research at the University of Alberta and the German Embassy in Canada.

**Further reading:**


**Week 4: Sept 22 and 24   The Commission**
Readings: chapter 10 and 14
'The European Commission' and 'Interest Groups and the European Union'

This week looks at one of the key executive bodies of the European Union—the European Commission. After we cover the basics of what it is and what it does, and compare its role with that of executives in countries like Canada and the United States, we turn to some of the more interesting and contentious questions: is it democratic? Does it have too much power? Is it better for the Commission to be legitimized through the direct election of its president, or should the Commission be a neutral body?

**Further reading:**


**Week 5: Sept 29 and Oct 1   The Council and European Council**
Readings: chapter 11
This week examines the Council and European Council, bodies that represent member state interests in the European Union in both legislative and executive capacities. How powerful are member states compared to the supranational institutions (and why has this changed over time)? When are member states powerful? How does voting work in the Council?

Sept 29: guest lecture on the Council by Matus Misik

Further reading:


**Week 6: Oct 6 and 8** The parliament and the party system
Readings: chapter 12 and 14

The European Parliament is another legislative body in the European Union and one that has evolved dramatically over time. While once a nearly powerless ‘talking shop’, the EP has become a co-legislator almost on equal footing with the member states. Why has it become powerful? In what ways is the EP most influential? How do political parties work at the EU level and how does the role of parties in the EU compare to the national level? Has the rising power of the EP and the development of a European party system rescued EU democracy?

Further reading:


**Week 7: Oct 13 and 15** The European Court of Justice and overview of policy-making

We complete our overview of the ‘big four’ EU institutions with an examination of the European Court of Justice. What is ‘integration through law’ and how does it work? Why was the court a powerful force behind the development of the single
market? How powerful is the ECJ—is it a servant of the member states, or a powerful actor in its own right? This week, after having examined the institutions separately, we look at how the institutions of the EU work together in the policy process.

Readings: chapters 13, 15

Further reading:


**Week 8: Oct 20 and 22** Does the EU have a democratic deficit?
Readings: chapter 25, 26

Does the European Union suffer from a democratic deficit? What are its sources of democratic legitimacy and do these need to be strengthened? When does technocratic governance hinder democracy? Does the EU as a ‘regulatory state’ require some insulation from majoritarian decision making? How has European integration affected democracy in the member states?

Essay is due on Tuesday October 20.

Further reading:


**Week 9: Oct 27 and 29** Midterm exam and External relations
This week we hold an in-class midterm exam on Thursday, October 29. You may bring your own paper notes to the exam, but no textbooks or electronic devices are allowed.

On Tuesday we discuss EU external relations, including trade policy.

Reading: Chapter 16.

Week 10: Nov 3 and 5  Comparing policy modes: the regulatory state v budgetary politics

The European Union is sometimes referred to as a ‘regulatory state’, with the aim of rule-making rather than redistribution. This week we compare the policy styles and outcomes in highly regulatory policy areas (the single market and environmental policies) and in redistributive areas (agriculture and structural funds).

Why does the EU have so much difficulty trimming its expensive and inefficient Common Agricultural Policy? Why has integration proceeded so quickly and easily in areas like the single market? Is policy making in one area more ‘democratic’ than in another? What are the standards for ‘good’ policy-making in regulatory and redistributive policy areas?

Readings: Chapters 12 and 24 (regulatory policies) for Tuesday and chapter 23 (budgetary politics) for Thursday.

Week 11: Reading week—no classes.

Week 12: Nov 17 and 19  Enlarging the European Union and Foreign, Security and Defense Policies

Readings: chapter 17 and 18

With the accession of Croatia in the summer of 2013, the EU now has 28 member states. How can we explain support for successive waves of enlargement and what were the goals of enlargement? How did enlargement result in side payments for member states and how did decision rules affect this outcome? Has conditionality been successful? What are the prospects for future enlargement in the Western Balkans?

Week 13: Nov 24 and 26  The intergovernmental conference
Week 14: Dec 1 and 3  The intergovernmental conference plenary session

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Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit
http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS
AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism
No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.6(4) Misrepresentation of Facts
No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence
No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

Cheating (Continued)

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

More information can be found at: http://www.osja.ualberta.ca/en.aspx
**Procedures for Instructors Regarding**

**Plagiarism, Cheating,**

**Misrepresentation of Facts and Participation in an Offence**

The following procedures are drawn from the *Code of Student Behaviour* as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

### 30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

**30.5.4(1)** When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

**30.5.4(2)** If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

### Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participating in an offence, and misrepresentation of facts:

- **30.4.3(2) a.i** a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
- **30.4.3(2) a.ii** Reduction of a grade in a course
- **30.4.3(2) a.iii** a grade of F for a course
- **30.4.3(2) a.iv** a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
- **30.4.3(3) b** Expulsion
- **30.4.3(3) c** Suspension

The following sanctions may be used in rare cases:

- **30.4.3(3) e** Suspension of a Degree already awarded
- **30.4.3(3) f** Rescission of a Degree already awarded

### 30.6.1 Initiation of an Appeal

**30.6.1(1)** When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

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**Professor Steven Penney**  
Chair, Campus Law Review Committee

**Dr Steven Dew**  
Provost and Vice-President (Academic)

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* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the *Code of Student Behaviour* and of student disciplinary procedures.

Updated: 27/08/2015