COURSE DESCRIPTION:
This course examines some of the key political and policy challenges that the EU faces today, including energy security and climate policy, migration, economic reform and eurozone governance, the threat of Brexit and eurosceptic politics. The aim of this course is to understand the causes and consequences of the political and financial elements of these crises, and evaluating alternative proposals for policy reform.

COURSE PREREQUISITES: POL S 230, POLS 370 or consent of the department

Students without the course prerequisite should speak with the instructor before registering. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.

COURSE GOALS:
After completing this course, students will have developed:
• An understanding of the functioning of EU institutions and decision-making processes
• An ability to critically assess competing EU political and economic reform proposals
• A detailed critical understanding of at least one member state’s position in the treaty reform process.

CLASS FORMAT:
Classes will be organized as weekly three hour seminars.

OFFICE HOURS:
I hold office hours each week in Tory 11-20. These will normally be on Tuesdays from 2:30 to 3:30 and Wednesdays from 11:00 to 12:00. I am also available by appointment at lori.thorlakson@ualberta.ca or 780 492 2282.
COURSE TEXTS:

This course uses readings available online.

Students will find it useful to download the publication, European Economic Governance in an International Context. It is the proceedings of a 2011 international conference on eurozone governance, published by the European Union. A free download is available at:


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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>25%</td>
<td>3 one page papers. The first is due September 23. The second must be submitted by October 28 and the third by November 25.</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
<td></td>
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<tr>
<td>Midterm paper</td>
<td>25%</td>
<td>due October 21</td>
</tr>
<tr>
<td>Final essay</td>
<td>35%</td>
<td>due December 9</td>
</tr>
</tbody>
</table>

• **Mid-Course Assignment:** 25% of course grade.
  The mid-course assignment consists of three 500 word papers. Each paper should answer, as concisely as possible, one of the set questions posed in the class sessions from week 3 onward. Each paper should answer a question drawn from a different week’s topic. The first is due on September 23 and should reflect on the Kraemer lecture (Sept 17) or on the readings from September 16. The second paper is due by October 28 and can reflect on the readings from any one of weeks 5, 6, 7, 8 or 9. The third is due by November 25 and can reflect on readings from any one of weeks of 10, 11 or 12.

• **Midterm paper:** 25% of course grade.
  You will be required to write a midterm paper (maximum 1,500 words) choosing from a list of topics provided. The papers are due October 21.

• **Final essay:** 35% of course grade.
  The final essay is 2,500 words. Due December 9.

• **Class Participation:** 15% of course grade
  The pattern of your attendance and the quality of your participation in and contribution to class discussions will determine your participation grade. Discussions will be largely student-led. All students are required to complete the required readings for each course and arrive prepared to discuss them. The course outline provides discussion questions to
help guide your reading. **You will be asked to make two seminar presentations in this course.** The presentation should address the set question in the syllabus and be approximately 10 to 15 minutes in length. A powerpoint of the presentation should be posted on the Moodle classroom site.

Class participation marks are awarded for consistent attendance and for contributions to the seminar discussion. Participation marks are awarded for consistent, thoughtful and interactive participation. This includes contributing your comments and analysis, as well as carefully and thoughtfully listening to and constructively engaging with the comments and arguments of your classmates.

**GRADING SCHEME:**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A</td>
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<td>1.0</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

**ACCESS TO PAST or REPRESENTATIVE EVALUATIVE COURSE MATERIAL**

There are no unseen evaluative assignments used in this course. Students will have access to samples of successful intergovernmental conference position papers used in the past in similar courses.

**LATE PENALTIES, PLAGIARISM & ACADEMIC HONESTY:**

**Late assignments:** It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not also explain this lack of communication, then you should be prepared to be penalized 5% per day.

**Plagiarism & Academic Dishonesty:** 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/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx](http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx))
and avoid any behaviour which 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. An important excerpt from the Code of Student Behaviour is appended at the end of this syllabus. Additional information and resources are available through the UofA’s Truth in Education project: http://www.uofaweb.ualberta.ca/TIE/.

**DEFERRED EXAMINATION (if required)**

Section 23.3(2)c of the Calendar states: A deferred examination will not be approved if a student (a) has not been in regular attendance where attendance and/or participation are required, and/or, (b) excluding the final exam, has completed less than half of the assigned work.

The instructor will inform the Faculty’s Undergraduate Student Services Office when students have breached this requirement.

**SPECIALIZED SUPPORT & DISABILITY SERVICES:**

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.uofaweb.ualberta.ca/SSDS/index.cfm. This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.

**AUDIO OR VIDEO RECORDING:**

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with prior written consent of the instructor or as 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.

**FEELING OVERWHELMED? (In need of student, social, financial or security services?):**

The Student Distress Centre is there to listen, offer support, supply information and provide services:

- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
- Chat: http://www.campuscrisischat.com/
COURSE SCHEDULE AND TOPICS:

Week 1    September 2
Introduction to the course
This week provides an overview of the topics we cover in the course and introduces the resources, assignments and grading structure of the course. We will spend some time assigning countries that students will follow throughout the course.

I: HOW EUROPE DECIDES

Week 2    September 9
Overview of European integration, EU governance and decision-making
This week lays the foundation for the work we will do in future weeks. We review the decision-making bodies of the European Union and try to understand them by comparing them to parliamentary and presidential forms of government. What is the European Union? Is it an international organization, a state-like body, a federation, a confederation? How are member states represented and what are the supranational elements?

Readings:
Use information from the European Union’s website to learn how the EU works, the composition and role of its institutions, its member states, its history, major treaties and basic decision-making procedures:
http://europa.eu/eu-law/decision-making/procedures/index_en.htm

II. ENERGY SECURITY, ENERGY UNION AND CLIMATE CHANGE

Week 3    September 16    (Dr. Matus Misik)
Energy security and energy union

No presentations this week

Readings:

Euractiv special report: an efficient energy union

Euractiv special report: climate change: the road to Paris
http://www.euractiv.com/sections/climate-change-road-paris

Thursday, September 17: lecture by Dr. Andreas Kraemer, ‘Global Energy and Climate Policy: Insights from Germany and Europe’
5:00 pm, Telus lecture theatre, room 150

WEEK 4  Sept 23
Lecture by Polish Ambassador and theoretical accounts of energy policy

Short paper 1 is due today (reflections on the Kraemer lecture and discussion in the context of Week 3 readings).

Lecture by the Ambassador of Poland to Canada, His Excellency Mr. Marcin Bosacki
2 – 3 pm
Please check the Moodle classroom site for a possible change of venue for this class.

The class will convene before the Ambassador’s lecture, from 1 to 1:50. Please check Moodle for instructions on the class meeting times after the Ambassador’s lecture.

Presentation 1: how do we explain the pressure for and pace of integration in energy policy in the EU?

Reading:


Further reading:

III. GREECE, THE EUROZONE AND ECONOMIC GOVERNANCE

WEEK 5  Sept 30
Economic governance in the EU
This week we learn about the economic governance framework in the European Union. We focus on a central source of imbalance in Economic and Monetary Union policy: it provides strong integration for monetary union, and much weaker integration for economic union. What are the consequences of this? How is monetary union related to other EU policy goals, such as the single market and the Lisbon Agenda for growth? How does the EU propose to reform the single currency?

Presentation 2: How does economic governance work in the EU? What are the problems with the design of the EU’s economic governance—have recent reforms solved these?
Readings:
IPE textbook chapter on European Union economic governance by Lori Thorlakson (pdf available on moodle classroom site).


Further reading:

Treaty on Stability, Coordination and Governance.

WEEK 6 Oct 7
The Eurozone bailouts and the politics of austerity
The debt crisis and bailouts have given rise to intense debate over the austerity policies mandated by the troika of the EU, IMF and European Central Bank. Some argue that the deflationary austerity policies are poor choices for economic and social reasons, stifling much-needed economic growth and deepening the pain of the crisis. What are the arguments for austerity or growth policies? In the politics of austerity policies, who is most influential? In what ways do we see a mobilized backlash against austerity politics? What are the consequences of austerity policies in the various member states?

We also take a close look at the economic and political circumstances in the key countries affected by the crisis and outline the reforms introduced by the Union in response to the crisis. Students `will take an in-depth look at the economic, political and social dimensions of the crisis in their own chosen country while learning about developments across Europe more generally. How has the performance of your country compared to other member states of the EU?

What have been the social and political responses to the crisis and austerity politics? To what extent is the euro crisis a political crisis? Can democratic leadership take Europe out of this crisis? What are the consequences of rule by caretakers and technocrats? What forms of populist backlash have we seen as a result of the economic crisis? In what ways has economic crisis led to a hollowing out of the center and a rise of the political extremes in Europe?

• All students will present a brief (5 minute) summary of one country's experience during the economic crisis.

Presentation 3: What are the key arguments in the pro and anti-austerity debate? Which is most persuasive and why?

Reading on the austerity debate:
http://www.foreignaffairs.com/articles/139105/mark-blyth/the-austerity-delusion

German federal finance minister Wolfgang Schäuble disagrees with these anti-austerity arguments. Find out why in these speeches and articles, available through the German finance ministry's pressroom:
http://www.bundesfinanzministerium.de/Web/EN/Press_room/Speeches_Interviews_Articles/speeches_interviews_articles.html

Reading on the sovereign debt crisis in Europe, 2010-13

WEEK 7          Oct 14
National sovereignty after the Eurozone crisis
What does national sovereignty mean when member states have to submit their budgets to the Commission before they are approved by their own parliaments? Does national sovereignty mean the same thing in Berlin, Warsaw and Athens? Do the greatest threats to sovereignty come from within or outside the European Union? How do we reconcile sovereignty and democratic control with the need or desire for closer economic integration? What are the trade-offs and what are the benefits? More fundamentally, which decisions should be made at the national level and which decisions should be made at the European level? How do we decide?

Presentation 4: How has the Eurozone crisis affected democracy in the EU?

Readings:

IV. BREXIT AND EUROSCEPITICISM

WEEK 8          Oct 21
National responses to European integration: a British exit?
This week examines national positions on further EU integration, with a special focus on the UK, which has announced plans to hold a referendum on continued EU membership.

Presentation 5: who are the pro and anti membership forces in the British EU referendum? What are their key arguments?
Readings:
BBC: A Guide to the UK’s planned in-out EU referendum

Euractiv page on the UK in Europe
http://www.euractiv.com/topics/uk-referendum-europe

WEEK 9        Oct 28
The politics of backlash: citizen support for European integration
What factors drive euroscepticism in the EU? Does it come from the left or the right? What are the consequences of Eurosceptic attitudes? This week’s class is also about research design and testing causal arguments with data.

Presentation 6: Provide a critical discussion of the Eichenberg and Dalton article.
Presentation 7: Provide a critical discussion of the van Elsas and van der Brug article.
Presentation 8: Provide a critical discussion of the Wessels article.

Readings:


V. MIGRATION
WEEK 10        Nov 4

What forces have shaped the development of migration and asylum policy in the EU? How can we—in theoretical terms—best explain policy outcomes? Do the theoretical arguments in these articles help us to explain recent developments? How can and should EU policy on migration develop?

Presentation 9: How and why has integration proceeded in migration and asylum policy?

Readings:

WEEK 11    Nov 18

Assessing migration policy proposals

This week we shift from theoretical accounts of the factors that shape policy responses to migration to examine recent policy initiatives from the EU, and to take stock of policy ideas from NGOs.

*Presentation 10: Provide a critical account of the migration policy framework in the EU and recent policy reform proposals.*

Readings:
Commission funding announcement, August 2015:  

European Commission. Migration: towards a European agenda on migration  
http://ec.europa.eu/priorities/migration/index_en.htm

European External Action Service. Migration and Asylum in External Relations  
http://eeas.europa.eu/migration/

Open Society Foundation. Understanding Migration and Asylum in the European Union  
https://www.opensocietyfoundations.org/explainers/understanding-migration-and-asylum-european-union

The European NGO Platform on Asylum and Migration (EPAM) brings together civil society organizations in Europe that work on migration issues:  http://www.epim.info

The International Organization for Migration is an NGO that works to promote international cooperation on migration issues.  www.iom.int

VI: COURSE CONCLUSIONS

WEEK 12    Nov 25

Democracy and EU integration: what kind of union?
How effective and how democratic is the EU? Does its capacity to effectively solve policy problems come at the cost of democracy? Have recent reforms to the EU made it a more effective and more responsive policy maker?

*Presentation 11: Why does Moravcsik argue that the EU’s democratic deficit is overstated?
Presentation 12: Why do Follesdal and Hix argue that it suffers from a democratic deficit?*


**WEEK 13 Dec 2**

Course conclusions: the future of the European Union

Readings to be posted on the Moodle site.
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/](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).

- **Cheating (Continued)**

  - **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, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research 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.

  - **30.3.2(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.

### 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.

More information can be found at: [http://www.osja.ualberta.ca/en.aspx](http://www.osja.ualberta.ca/en.aspx)
**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR**
**FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

**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, participation 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.

**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

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