Political Science 370
Politics of the European Union
Fall, 2017
Tuesdays and Thursdays, 12:30 – 1:50, TB 60

Course Instructor: Dr. Lori Thorlakson
Office: 11-20 HM Tory Building
Office phone: 780-492-2282
e-mail: thorlaks@ualberta.ca
Office hours: Tuesdays and Thursdays, 2:30 – 3:30; or by appointment

Course objective and general content:

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

Learning Outcomes:

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.

Course Materials:
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 an e-class 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 (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.

You can find country profiles on the BBC politics website 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.

Course requirements:

Evaluation components and grade distribution:

1. Short essay
   A 1,500 word essay is due on Thursday October 12. Topics will be distributed on Tuesday, Sept 19 on the e-class site.

2. In-class midterm exam
   25 per cent of final grade
We will hold an in-class midterm exam on Tuesday, October 31.

3. Participation 10 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 e-class discussion boards.

4. Intergovernmental conference 40 per cent of final grade
The intergovernmental conference requires you to create a position paper, worth 30 per cent of the final course grade and an IGC participation grade, worth 10 per cent of the final course grade. Our IGC will be held in class on November 21, 23, 28 and 30. Draft position papers (1000 words) must be circulated on the e-class site by Thursday November 16 with final versions due December 7. The final version will include an additional reflection component of 1,500 words. You will receive detailed further guidance on expectations for your position papers.

- 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.

- Recording of Lectures: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 content author(s).

- Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Access to Representative Course Material

- Sample midterm exam questions and guidance on expectations for exam and essay assignments will be provided on the e-class site for this course.
- Detailed guidance for the Intergovernmental Conference assignment and anonymized examples of excellent work will be provided on the e-class site.
Grading Practices:
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>Pts</th>
<th>Descriptor</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Excellent</td>
<td>Strong evidence of original thinking; clear capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; superb writing and organizational skills.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Good</td>
<td>Evidence of strong grasp of subject matter; indication of critical capacity and analytic ability; understanding of relevant issues; evidence of familiarity with literature; strong writing and organizational skills.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Good to very good</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good to very good</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
<td>Illustrates partial understanding of the subject matter; demonstrates an ability to develop solutions to simple problems in the material; writing and organization skills need improvement.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Minimally satisfactory</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
<td>Limited familiarity with the subject matter; insufficiently developed critical and analytic skills; writing and organizational skills are weak.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Marginal</td>
<td>Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; poor writing and organization skills.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Marginal</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Inadequate</td>
<td></td>
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Absences and late penalties:

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.
Assignments should be submitted to the Department of Political Science office by 4 pm on the day it is due. Late assignments will be assessed a penalty of one letter grade per day unless the late submission is due to illness or other compelling factor. (For example, an A paper submitted one day late will be assigned a mark of A-). Students are advised to communicate in advance if they anticipate a late assignment submission.

**Topic list for Politics of the European Union**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to the course</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>The history of the EU</td>
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<tr>
<td>Week 3</td>
<td>Theories of integration</td>
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<td>Week 4</td>
<td>The Commission and the Court of Justice</td>
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<td>Week 5</td>
<td>The Council and European Council</td>
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<td>Week 6</td>
<td>The Parliament and Party System</td>
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<tr>
<td>Week 7</td>
<td>Overview of policy-making</td>
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<td>Week 8</td>
<td>Does the EU have a democratic deficit?</td>
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<td>Week 9</td>
<td>Midterm exam</td>
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<td>Week 10</td>
<td>Democracy, sovereignty and Brexit</td>
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<tr>
<td>Week 11</td>
<td>Reading week: no classes</td>
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<tr>
<td>Week 12</td>
<td>The intergovernmental conference</td>
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<tr>
<td>Week 13</td>
<td>The intergovernmental conference</td>
</tr>
<tr>
<td>Week 14</td>
<td>Brexit: the state of the debate</td>
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</tbody>
</table>
**Week 1: Sept 5 and 7  **  Introduction to Politics of the European Union

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.

Reading:
EUP, chapters 1-2

**Week 2: Sept 12 and 14  **  The history of the EU

Following on from last week, this week provides a brief overview of the historical development of the EU from its origins in the post-war reconstruction of Europe, to the present in order to provide a picture of how the EU has developed with each treaty revision and each round of enlargement.

Reading:
EUP, chapters 3 and 16

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 19 and 21  **  Theories of integration

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?

Reading:
EUP chapters 4,5,6

Further reading:

**Week 4: Sept 26 and 28  The Commission and Court of Justice**

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?

We next examine 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?

**Reading:**
EUP chapters 9 and 12

**Further reading on the Commission:**


**Further reading on the Court:**


**Week 5: Oct 3 and Oct 5  The Council and European Council**

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?
**Reading:**
EUP chapter 10

**Further reading:**


**Week 6: Oct 10 and 12    The parliament and the party system**

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?

| SHORT ESSAY IS DUE ON THURSDAY OCTOBER 12 |

Reading:
EUP chapter 11

Further reading:


**Week 7: Oct 17 and 19    EU policy making**

This week, after having examined the institutions separately, we look at how the institutions of the EU work together in the policy process. We use the single market, agriculture and social policy as case studies.
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?

Reading:
EUP chapter 14

Further reading:
EUP chapters 18, 19 and 22.

Week 8: Oct 24 and 26  Democracy, public opinion and Euroscepticism

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?

Readings:
EUP chapters 24 and 25

Further reading:


Week 9: Oct 31 and Nov 2  Midterm exam and the Area of Freedom, Security and Justice
This week we hold an in-class midterm exam on Tuesday, October 31. You may bring your own paper notes to the exam, but no textbooks or electronic devices are allowed.

On Thursday we discuss the Area of Freedom, Security and Justice in order to better understand the Schengen agreement, the role it plays in guaranteeing the four freedoms that underpin the EU treaties, and new policy challenges, such as migration.

Reading: Chapter 20.

**Week 10: Nov 7 and 9**    **Brexit and the future of the EU**

What does the future hold for the EU? What are the implications of the rise of nationalism and backlash against liberal internationalist ideas? What are the policy challenges facing the EU and is the EU ready to meet these challenges? Specifically, we look at the causes and possible consequences of Brexit and try to understand the Brexit process, focusing on the three areas that the EU has identified as being central to the negotiations: citizens' rights, the financial settlement (otherwise known as the 'divorce bill') and the Northern Ireland border.

Reading:
EUP Chapter 27

Please see the e-class site for links to key documents outlining the EU and UK positions on the Brexit negotiations.

**Week 11: Reading week—no classes.**

**Week 12: Nov 21 and 23**    **The intergovernmental conference working groups**

**Week 13: Nov 28 and 30**    **The intergovernmental conference plenary session**

**Week 14: Dec 5 and 7**    **Brexit: the state of the debate**

On Tuesday we view a BBC documentary film on Brexit and debate the state of the debate. How have the arguments in support of and against Brexit been presented? Based on what you know about the operation of the EU, what do you think are the best arguments both in support of and against Brexit?
Student Support and Academic Honesty:

Learning 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 feels 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 Ombuds Office: [http://www.ombudservice.ualberta.ca/](http://www.ombudservice.ualberta.ca/).


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 [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) 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.”

Academic Honesty:

All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor. 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. See the Academic Discipline Process.

Student Accessibility Services:
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email: phone 780-492-3381; WEB www.ssds.ualberta.ca).

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

The Student Distress Centre listens, offers support, supplies information and provides services:

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

LEARNING AND WRITING SUPPORT

Students looking to improve their essay writing or study habits are encouraged to visit the Student Success Centre at 2-300 Students Union Building. The SSC exists to help students maximize their educational experience. The writing resources staff provide workshops and one-on-one sessions with students, for a small fee. Visit the website at: www.uofaweb.ualberta.ca/academicsupport/writingstaff.cfm
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).

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.ualbema.ca/en.aspx
**Excerpts from the Code of Student Behaviour**  
*For Review with Each Class at the Beginning of Every Term*

<table>
<thead>
<tr>
<th>Procedures for Instructors Regarding</th>
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<tbody>
<tr>
<td><strong>Plagiarism, Cheating.</strong></td>
</tr>
</tbody>
</table>

**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.**

<table>
<thead>
<tr>
<th>Possible Sanctions</th>
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<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>30.4.3(2) a.ii Reduction of a grade in a course</td>
</tr>
<tr>
<td>30.4.3(2) a.iii a grade of F for a course</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>30.4.3(3) b Expulsion</td>
</tr>
<tr>
<td>30.4.3(3) c Suspension</td>
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<tr>
<td>The following sanctions may be used in rare cases:</td>
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<tr>
<td>30.4.3(3) e Suspension of a Degree already awarded</td>
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<tr>
<td>30.4.3(3) f Rescission of a Degree already awarded</td>
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</tbody>
</table>

### 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.i, 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