

EUR498H1  
SPECIAL TOPICS IN EUROPEAN STUDIES (EUROPEAN UNION)  
Fall 2018

Friday, 10-12pm  
Room: SK222

Instructor: Francisco Beltran

Room 303N  
Munk School of Global Affairs  
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***1. Office hours:***

Wednesday, 4-6pm, Thursday, 1:30-2:30pm, or by appointment.

***2. Course description:***

What is the European Union? Which are its core institutions and how do they work? What is the scope of its directives and programs, and how do they fit in with the member-states' policies? What is the role of the EU as an international actor? This course on *Special Topics in European Studies* aims at responding to all these questions. The course will start with an introduction to integration in Europe, the development of the EU, and some theories and approaches to its study. It will then review the main political, economic, and judiciary institutions in the EU. Last, it will examine some important policy areas and challenges at the European level, including migration and asylum, social cohesion, counterterrorist initiatives, scenarios after Brexit, relations between Turkey and the EU, and foreign policy. Special care will be given to explaining the political interaction between the EU institutions and the member-states, on the one hand, and the EU's Directives and policy frameworks and the members' policies, on the other hand.

### ***3. Intended learning outcomes:***

- To understand the nature of the European Union as a supranational body and a global political actor.
- To get acquainted with the EU's key institutions and policy areas.
- To understand the interplay between policymaking at the EU and national levels.
- To become familiar with the recent literature on European integration and the European Union.

### ***4. Lectures, assessment, attendance, and assignment submission policy:***

**Students are required to attend every class meeting.** Accommodation of absences for religious or medical reasons is possible but should be discussed with the instructor.

**Students are expected to read the materials before each class,** according to the schedule outlined in section 5 below. The instructor will devote part of the class to summarize the most relevant concepts and ideas included in the materials, to explain the connections between them, and to respond to any doubts. This lecture part, however, will not cover the materials in their entirety. Therefore, students should have read them beforehand. The rest of the class will be devoted to a seminar-type discussion.

**Students are also expected to participate in the discussions and debates held in each class. In addition, every student has to direct a seminar-type discussion in class.** Each week, two students will prepare and lead a class discussion based on the topics addressed in the lectures.

This course has a **Quercus site**. The instructor will use it to communicate important information regarding the course, as well as to upload essential readings and materials.

**Quercus is the preferred way of communication** between the instructor and the students. Students can expect a reply to their messages in the following 24 hours, weekends excepted.

The Faculty of Arts and Science **deadline to cancel the course** without academic penalty is November 5, 2018.

**The course assessment is based on participation, class discussions, a media analysis, and a research paper.** There will be no exams. **Requirements** consist of:

**(1) Participation in the class discussions (15% of the final grade).**

Expectations: Students are expected to participate in the class discussions on a regular basis. An intervention during the seminar discussion may consist in giving a reasoned opinion, posing questions to the rest of the class, or both. You have to show you have read and understood the material. What I value is engaging, provocative interventions, questions, answers or thoughts that establish links among the readings, the questions and/or current events. At the bare minimum, you have to show you have read the material. Rambling or talking at length off-topic, or showing you have not worked on the material, will accrue you no points.

**(2) Preparing and leading a class discussion based on the topics addressed in the lectures (15% of the final grade).**

Requirements and assessment: Class discussions work as follows. Each discussion will last roughly 45 minutes, and will be led by one or two people. Everyone (both the leaders of the discussion and the rest of the class) should do the readings for the day in question. The leaders should prepare questions covering the readings or current topics directly related to the readings or the issues we are discussing that week, and pose these questions to the class.

Students will choose which week they want to lead the discussion **emailing the instructor individually their three preferred dates by September 14**. The instructor will form the groups assigning dates on a first come, first serve basis.

The group should email the questions to the instructor **at least three days in advance**, so he can complement them with his own questions in case there are important aspects not addressed by them.

In terms of assessment, what I value of leading the discussion is presenting engaging, provocative questions, answers and thoughts that establish links among the readings, the questions and/or current events.

**(3) A formal proposal for a research paper (assignment 1) (15% of the final grade).**

Students should start thinking soon about ideas for the research proposal, and make an appointment with the instructor to discuss them well before the submission deadline.

Requirements: The proposal must include a preliminary **title**; an **abstract** (which is a summary of what you intend to do in the research paper. It should be between 100 and 200 words and include why is it relevant to study the topic, what is the specific problem or issue that you want to study, explain or describe, and what you intend to do); a **research question or topic**, and a preliminary **list of 10-15 references** (books, papers, articles, websites, statistics) you have examined and/or intend to use in the research paper. The number of references is not really important at this point, so 10-15 is just an idea. What is important is that the material is relevant for the research (at least you think it will be!). Also, changes in the list in the research paper are completely acceptable, since you will discard some of the material and include new references as you engage in the research process.

The key idea of the research paper is to explain how a EU institution or policy works in a specific case context. These institutions or policies must be chosen among the ones covered by the syllabus. For instance, the Commission, the Council or the ECJ are acceptable topics, but the US-EU relations or European regulations on sport are not. On the other hand, when explaining how an institution works you cannot just repeat what the readings say: you have to choose a specific context. For instance, the role of the Commission in the migration crisis, or the reaction of the Council in the aftermath of the 2016 British referendum to leave the EU.

The research paper, its requirements and what the instructor expects will be explained in detail in the first class (along with the other assignments), and on meetings during office hours.

Once submitted, the research proposal topic cannot be changed, since the final research paper develops the submitted proposal.

Marks for the paper proposal will be available approximately one week after the submission deadline, and students will get feedback and advice on how to proceed with the research paper.

The proposal is due by October 12.

#### **(4) A domestic media analysis (assignment 2) (20% of the final grade).**

The media analysis is a critical, 5-10 pages long, double spaced survey of how local media portrays some EU institution, aspect, program, or procedure, ie. accession negotiations, the Growth and Stability Pact, the role played by the European Parliament regarding an international agreement, the elections to the

European Parliament, how the European Council conducts the EU's foreign policy, and so on.

"Critical" means that I want to hear your own voice on the subject, and not just an exercise on copying and pasting newspaper headlines.

You have to select one member state, or candidate country, or potential member state (eg. Sweden or Turkey are ok, Jordan is not), and study how media from that country ("local media") portrays the EU topic you have chosen. Media can be TV, radio or newspapers. I suggest to use online newspapers. How many? That is up to you: three, four... More than the number, what matters here is a certain degree of ideological pluralism (ie. don't base your study exclusively on nationalistic or eurosceptic newspapers).

Once you have chosen the topic, it's also up to you to focus on just one story or event or several of them. This is also valid for the time period, ie. the last six months or five years ago. That said, I suggest to narrow down the number of events as much as possible, and to choose some current topic.

It's fine to choose media in languages other than English but, obviously, you must have a proper command of the language.

The topic must be centred on the EU. For instance, it's fine to write on how the French media presents the consequences of the EU's austerity programs on the Spanish economic and political situation, but it's not ok to write on how the French media presents the increased Spanish migration to France. In other words, the topic must be supranational and closely related to the EU, and not bilateral and marginally related to the EU.

The media analysis is due by November 2.

**(5) A research paper (assignment 3) (35% of the final grade).**

Requirements: Length: 15-20 pages, excluding bibliography, double spaced, building on the previous research proposal. It is compulsory to use in the paper the relevant literature from the list of readings in this syllabus.

The structure of the research paper might vary depending on the chosen topic, institution, context, etc, but at the bare minimum it has to explain clearly how an EU institution, policy or framework work, and what is its role in a specific context (political, economic or social development, issue or problem).

The final paper is due by November 30.

All these exercises must be completed to receive credit for the course.

**Students are required to submit a digital copy of the assignments.** No hard copy is needed.

**Students are strongly advised to use Turnitin to submit the assignments,** a tool integrated in Quercus.

“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection for possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site”.

That said, the use of Turnitin is voluntary. If you prefer not to use this tool, come talk to me regarding alternative means of submitting the assignments.

**Students should upload to Quercus a signed copy of the *Academic Integrity Checklist*** (the form is at the end of the syllabus and on the course’s blackboard site) by October 12. Otherwise the assignments will not be graded.

**Late delivery of assignments carries a penalty of 3% of the assignment’s grade per day,** with a limit of seven days. Assignments delivered eight or more days after the deadline will not be accepted.

### ***5. Course overview:***

The following is a list of the classes held during the term, with their respective dates and readings.

Some materials will be placed on reserve (R) at the Robarts Library at the beginning of the course, or available from Quercus (Q) as a link to the source. The list could be complemented with specific materials (journal and newspaper articles, statistics) for each session. These additional materials will be available from Quercus as well.

## PART I. INTRODUCTION

### **Sep. 7: Introduction. Contemporary European Integration**

Readings:

Varsori, Antonio , “A historical interpretation of the process of European integration”, in Magone, José M., ed., *Routledge Handbook of European Politics*, Routledge, 2015, pp. 97-115 (Q).

### **Sep. 14: Doing research in European studies (workshop at the Robarts Library)**

Readings:

No readings for this session.

Deadline to choose a discussion date

## PART II. LEGISLATION AND INSTITUTIONS

### **Sep. 21: The EU Treaties and the legislative process**

Readings:

Nugent, Neill, *The Government and Politics of the European Union*, Hampshire, Palgrave Macmillan, 2017, pp. 79-109; 329-344 (Q).

Discussion 1

### **Sep. 28: The European Commission, the Council of Ministers and the European Council**

Readings:

McCormick, John, *European Union Politics*, Basingstoke, Hampshire, Palgrave Macmillan, 2015, pp. 157-191 (R).

Discussion 2

### **Oct. 5: The European Parliament**

#### Readings:

McCormick, John, *European Union Politics*, pp. 192-207 (R).

Lelieveldt, Herman, and Sebastiaan Princen, *The Politics of the European Union*, Cambridge, Cambridge University Press, 2011, pp. 151-175 (Q).

#### Discussion 3

### **Oct. 12: The European Central Bank and the Monetary Union**

#### Readings:

Hix, Simon, and Bjørn Høyland, *The Political System of the European Union*, London, Palgrave Macmillan, 2011, pp. 245-272 (Q).

#### Discussion 4

Academic Integrity Checklist and Research Proposal (assignment 1) due

### **Oct. 19: The European Court of Justice**

#### Readings:

McCormick, John, *European Union Politics*, pp. 208-224 (R).

Alter, Karen J., and Jeremy Rabkin, "Too Much Power for the Judges?", in Hubert Zimmermann and Andreas Dür, eds., *Key Controversies in European Integration*, London, Palgrave, 2016, pp. 79-94 (R).

#### Discussion 5



### PART III. POLICY AREAS

#### **Oct. 26: The European single market and the competition policy**

##### Readings:

Leonard, Dick, and Robert Taylor, *The Routledge Guide to the European Union*, Oxon, Routledge, 2016, pp. 132-145 (Q).

Bache, Ian, Stephen George, and Simon Bulmer, *Politics in the European Union*, Oxford, Oxford University Press, 2011, pp. 384-400 (Q).

##### Discussion 6

#### **Nov. 2: Criminal justice, cooperation and the fight against terrorism**

##### Readings:

Pieter van der Mei, Anne, "The European Arrest Warrant system: Recent developments in the case law of the Court of Justice", *Maastricht Journal of European and Comparative Law*, Vol. 24(6), 2017, pp. 882-904 (Q).

Rabasa, Ángel, and Cheryl Benard, *Eurojihad: Patterns of Islamic radicalization and terrorism in Europe*, Cambridge University Press, 2015, pp. 188-191 only, though the whole chapter is interesting (Q).

Wade, Marianne L., "The European Union as a Counter-terrorism Actor: Right Path, Wrong Direction?", *Crime, Law and Social Change*, Vol. 62, 2014, pp. 355-383 (Q).

##### Discussion 7

Media Analysis (assignment 2) due

#### **Nov. 16: Regional Policy, the EU's budget and the Common Agricultural Policy**

##### Readings:

Becker, Sascha O. et al., "Regional Policy", in Bandinger, Harald, and Volker Nitsch, eds., *The Routledge Handbook of the Economics of European Integration*, Oxon, Routledge, 2015, pp. 255-268 (Q).

Swinnen, Johan, "The Common Agricultural Policy", in Bandinger, Harald, and Volker Nitsch, eds., *The Routledge Handbook of the Economics of European Integration*, Oxon, Routledge, 2015, pp. 269-283 (Q).

Yesilada, Birol A., and David M. Wood, *The Emerging European Union*, London, Pearson, 2010, pp. 140-169 (Q).

## Discussion 8

### **Nov. 23: The European migration and migrant integration policies**

#### Readings:

Bale, Tim, *European Politics. A Comparative Introduction*, London, Palgrave Macmillan, 2017, pp. 327-361 (R).

European Commission, *A European Agenda on Migration*, COM(2015) 240 final, 2015 (Q).

## Discussion 9

### **Nov. 30: UK-EU Relations and the Common Foreign and Security Policy**

#### Readings:

Bale, Tim, *European Politics*, pp. 364-394 (R).

Hobolt, Sara B., "The Brexit vote: a divided nation, a divided continent", *Journal of European Public Policy*, Vol. 23, No. 9, 2016, pp. 1259–1277 (Q).

Glenn Cross, Andrew, *Why the UK voted for Brexit. David Cameron's Great Miscalculation*, London, Palgrave Macmillan, 2016, pp. 47-60 (Q).

## Discussion 10

Research Paper (assignment 3) due

## ***6. Academic integrity:***

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
  - working in groups on assignments that are supposed to be individual work,
  - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.

- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment (see checklist at the end of this document). If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website (<http://www.writing.utoronto.ca>). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Also, it is worth checking the Academic Integrity Section on the Faculty of Arts and Science site: [www.artsci.utoronto.ca/osai/students/academic-integrity-basics](http://www.artsci.utoronto.ca/osai/students/academic-integrity-basics)

### ***7. Accommodations for Disability:***

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at 416-978-8060, [accessibility.utoronto.ca](http://accessibility.utoronto.ca).

### ***8. Religious Accommodations:***

The University has a general policy of accommodating absences for reasons of religious obligation, strongly articulated on the Provost's webpage ([www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm](http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm)). Students are expected to give reasonable advance notice of their absence.

*Academic Integrity Checklist*

EUR498H1  
SPECIAL TOPICS IN EUROPEAN STUDIES (EUROPEAN UNION)  
Fall 2018

Instructor: Francisco Beltran

I, \_\_\_\_\_, affirm that all the assignments in this course represent entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete the assignments.
- This is the first time I have submitted these assignments (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignments and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignments and will consult the course instructor immediately.

Student name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

EUR498H1S  
SPECIAL TOPICS IN EUROPEAN STUDIES  
(THE EUROPEAN UNION AND THE POLITICS OF MIGRATION)  
Spring 2019

Friday, 10-12pm  
Room: SK222

Instructor: Francisco Beltran

Room 303N  
Munk School of Global Affairs  
1 Devonshire Place  
Toronto, Ontario, M5S 3K7 Canada  
Phone: 416-946-8945  
E-mail: francisco.beltran@utoronto.ca  
<http://munkschool.utoronto.ca/ceres/profile/francisco-beltran>

*1. Office hours:*

By appointment.

*2. Course description:*

Europe is facing an important migratory challenge. On the one hand, it should manage a significant flow of irregular migrants and asylum seekers. On the other hand, it strives to integrate a sizeable part of its newcomers. These challenges have had a major impact on both the domestic and external policies of the European states, and on the relations among them and with the European Union. The EU is a key player in the so called *migration crisis in Europe*, but its role in the migration processes in Europe had been already significant in the past decades. This course on *The EU and the Politics of Migration* will address the role of the European institutions in the management of the migration phenomenon in Europe: the regular and irregular migration flows, the asylum seekers crisis, the dilemmas of social integration, the main European policy tools and decisions, the impact of migration on the freedom of movement and on the EU's foreign policy, and the repercussions of these issues for the relations among the EU's member states and for domestic politics.

### *3. Intended learning outcomes:*

- To understand the nature of the European Union as a supranational body and a global political actor, in particular in the field of migration.
- To get acquainted with the EU's key institutions and policy initiatives regarding the current migration phenomenon in Europe.
- To understand the interplay between policymaking and cooperation in the realm of migration at the EU and national levels.
- To become familiar with both the recent history and the current developments of migration in the European Union.
- To prepare the students for further work at the graduate level on European Union studies and global migration.

### *4. Lectures, assessment, attendance, and assignment submission policy:*

**Students are required to attend every class meeting.** Accommodation of absences for religious or medical reasons is possible but should be discussed with the instructor.

**Students are expected to read the materials before each class,** according to the schedule outlined in section 5 below. The instructor will devote part of the class to summarize the most relevant concepts and ideas included in the materials, to explain the connections between them, and to respond to any doubts. This lecture part, however, will not cover the materials in their entirety. Therefore, students should have read them beforehand. The rest of the class will be devoted to a seminar-type discussion.

**Students are also expected to participate in the discussions and debates held in each class.**

**This course has a Quercus site.** The instructor will use it to communicate important information regarding the course, as well as to upload essential readings and materials.

**The course assessment is based on participation in class, a media analysis, and a research paper.** There will be no exams. **Requirements** consist of:

**(1) Participation in the class discussions (15% of the final grade).**

Expectations: Students are expected to participate in the class discussions on a regular basis. An intervention during the seminar discussion may consist in giving a reasoned opinion, posing questions to the rest of the class, or both. You must show you have read and understood the material for each session. Most valued are engaging, provocative interventions, questions, answers or thoughts that establish links among the readings, the questions posed in class and/or current events. At the bare minimum, you have to show you have read the material. Rambling or talking at length or off-topic will accrue you no points.

**(2) A formal proposal for a research paper (assignment 1) (20% of the final grade).**

Students should start thinking soon about ideas for the research proposal, and discuss them well before the submission deadline.

Requirements: The proposal must include a preliminary **title**; an **abstract** (which is a summary of what you intend to do in the research paper. It should be between 100 and 200 words and include why is it relevant to study the topic, what is the specific problem or issue that you want to study, explain or describe, and what you intend to do); a **research question or topic**, and a preliminary **list of 10-15 references** (books, papers, articles, websites, statistics) you have examined and/or intend to use in the research paper. The number of references is not really important at this point, so 10-15 is just an idea. What is important is that the material is relevant for the research (at least you think it will be!). Also, it is fine to change this list in the research paper, since you will discard some of the material and include new references as you engage in the research process.

**Once submitted, the research proposal topic cannot be changed**, since the final research paper develops the submitted proposal. Therefore, it is essential that you think carefully your topic, consider beforehand the availability of the needed materials, and the language requirements. It is equally important to discuss the topic with the instructor well in advance.

Marks for the paper proposal will be available approximately one week after the submission deadline, and students will get feedback and advice on how to proceed with the research paper.

The proposal is due by February 15.

**(3) A domestic media analysis (assignment 2) (25% of the final grade).**

The media analysis is a critical, 10 pages long, double-spaced survey of how local media portrays some EU institution, aspect, program, or policy in the area of migration, ie. the



performance of the Blue card scheme, issues with the refugees' resettlement policy, or how effective are the EC's efforts to uphold the Schengen Agreement.

“Critical” means that the text should include your own voice on the subject, and not just an exercise on copying and pasting newspaper news.

You have to select one member state, or candidate country, or potential member state (eg. Sweden or Turkey are ok, Jordan is not), and study how media from that country (“local media”) portrays the EU and migration topic you have chosen. Media can be TV, radio or newspapers, online media being the most convenient one. How many media outlets should you use? That is up to you: three, four... More than the number, what matters here is a certain degree of ideological pluralism (ie. don't rely exclusively on anti-immigration newspapers).

I suggest to be very specific and narrow down the topic as much as possible.

It is fine to choose media in languages other than English but you must have a proper command of the language.

The topic must be centred on some aspect of the role played by the EU in the realm of migration and/or migrants' integration. For instance, it is fine to write on how the French media presents the consequences of the EU's policies dealing with the asylum seekers' crisis, but it is not to write on how the French media presents the increased migration to France from outside the EU. In other words, the topic must be supranational and closely related to the EU's policies, decisions or measures, and not only addressing migration in Europe in general.

The media analysis is due by March 8.

#### **(4) A research paper (assignment 3) (40% of the final grade).**

Requirements: Length: 15-20 pages, excluding bibliography, double spaced, building on the previous research proposal. It is compulsory to use in the paper the relevant literature from the list of readings in this syllabus.

The structure of the research paper might vary depending on the chosen topic, cases, research question, etc, but at the bare minimum it has to include (1) a general introduction to the research and an explanation of why it is relevant; (2) a clearly stated research question, which can be comparative or descriptive; (3) a brief literature review, that is, a section where you explain what other authors or sources have said about the issue, topic or problem you are researching; (4) an argumentation or description of the issue, based on relevant literature (this is the main part of the paper); (5) a conclusion, where you offer a

critical view of the issue, measure, decision... ie. suggesting alternatives to the approach taken by the actors or institutions you studied, or highlighting the shortcomings, flaws or unintended consequences of a given policy.

The research paper, its requirements and what the instructor expects will be explained in detail in the first class (along with the other assignments), and on meetings during office hours.

The final paper is due by April 5.

All these exercises must be completed to receive credit for the course.

**Students are required to submit a digital copy of the assignments.** No hard copy is needed.

**Students are strongly advised to use Quercus to submit the assignments, which implies the use of Turnitin, a tool integrated in the Quercus site.**

“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection for possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site”.

That said, the use of Turnitin.com is voluntary. If you prefer not to use this tool, come to discuss alternative means of submitting the assignments.

**Students should email the instructor a signed copy of the *Academic Integrity Checklist*** (the form is at the end of the syllabus and on the course’s Quercus site) by February 15. Otherwise the assignments will not be graded.

**Late delivery of assignments carries a penalty of 3% of the assignment’s grade per day,** with a limit of seven days. Assignments delivered eight or more days after the deadline will not be accepted.

## 5. Course overview:

The following is a list of the classes held during the term, with their respective dates and readings. All the materials are available from Quercus.

### **January 11: Introduction and overview**

Readings:

No readings for this session.

### **January 18: The ethics of immigration**

Readings:

Miller, David, "Is there a human right to immigrate?", in Sarah Fine and Lea Ypi, *Migration in Political Theory: The Ethics of Movement and Membership*, Oxford, Oxford University Press, 2016, pp. 11-30.

Oberman, Kieran, "Immigration as a human right", in Fine and Ypi, *Migration in Political Theory*, pp. 32-52.

Brennan, Jason, 2014, "In praise of open borders", *Bleeding Heart Libertarians*, March 17.

### **January 25: Postwar migration in Europe and current developments**

Readings:

Parsons, Craig A., and Smeeding, Timothy, "What's unique about immigration in Europe?", in Craig A. Parsons and Timothy Smeeding, eds., *Immigration and the Transformation of Europe*, Clarendon, UK, Cambridge University Press, 2006, pp. 1-20.

Schierup, Carl-Ulrik, "The 'migration crisis' and the genesis of Europe's new diversity" in Carl-Ulrik Schierup, Peo Hansend, and Stephen Castles, *Migration, Citizenship, and the European Welfare State: A European Dilemma*, Oxford, Oxford University Press, 2006, pp. 21-47.

**February 1: The social integration of migrants**

## Readings:

Huddlestone, Thomas, "Integration indicators. The difference between monitoring integration and evaluating policies", in Anna Triandafyllidou, ed., *The Routledge Handbook of Immigration and Refugee Studies*, London, Routledge, 2015, pp. 190-197.

Aleksynska, Mariya, and Algan, Yann, "Conclusion: cultural integration of immigrants in Europe" in Yann Algan et al, eds., *Cultural Integration of Immigrants in Europe*, Oxford, Oxford University Press, 2012, pp. 301-331.

Antonsich, Marco, "Exploring the demands of assimilation among white ethnic majorities in Western Europe", *Journal of Ethnic and Migration Studies*, Vol. 38, No. 1, January 2012, pp. 59-76.

**February 8: International conventions on migration and European Union law**

## Readings:

Guild, Elspeth, "EU Immigration and the New EU Treaty Framework", in Satvinder S. Juss, ed., *The Ashgate Research Companion to Migration Law, Theory and Policy*, London, Routledge, 2013, pp. 43-59.

Roos, Christof, and Zaun, Natascha, "Norms matter! The role of international norms in EU policies on asylum and immigration", *European Journal of Immigration and Law*, Vol. 16, 2014, pp. 45-68.

United Nations, *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families*, A/RES/45/158, December 18, 1990.

United Nations, *Convention Relating to the Status of Refugees*, 1951, 1967 (Protocol).

**February 15: A European Agenda on Migration**

## Readings:

European Commission, *A European Agenda on Migration*, COM(2015) 240 final, 2015.

Geddes, Andrew, “The Politics of European Union Migration Governance”, *Journal of Common Market Studies*, Vol. 56, Annual Review, 2018, pp. 120-130.

Caviedes, “European integration and the governance of migration”, *Journal of Contemporary European Research*, Vol. 12, No. 1, 2016, pp. 552-565.

Academic integrity checklist and research proposal (assignment 1) due

**March 1: Regular migration**

## Readings:

Gümüs, Yasin Kerem, “EU Blue Card scheme: the right step in the right direction?”, *European Journal of Migration and Law*, Vol. 12, 2010, pp. 435-453.

Council Directive 2009/50/EC of 25 May 2009 on the Conditions of Entry and Residence of Third-Country Nationals for the Purposes of Highly Qualified Employment (Blue Card Directive).

Council Directive 2011/98/EU of the European Parliament and of the Council of 13 December 2011 on a Single Application Procedure for Third-Country Nationals (Single Permit Directive).

The Economist, “Needed but not wanted”, Sep 29, 2016.

**March 8: Asylum system and border management**

## Readings:

Chetail, Vincent, “The common European asylum system: bric-à-brac or system?”, in Vincent Chetail et al, eds., *Reforming the Common European Asylum System. The New European Refugee Law*, Leiden and Boston, Brill Nijhoff, 2016, pp. 3-38.

Niemann, Arne, and Johanna Speyer “A Neofunctionalist Perspective on the ‘European Refugee Crisis’: The Case of the European Border and Coast Guard”, *Journal of Common Market Studies*, Vol. 56, Number 1, 2018, pp. 23-43.

The Economist, “Opposition from Eastern Europe threatens to scupper refugee reforms”, Nov. 9, 2017.

Media analysis (assignment 2) due

### **March 15: The European refugee policy**

Readings:

Bauböck, Rainer, “Refugee Protection and Burden-Sharing in the European Union”, *Journal of Common Market Studies*, Vol. 56, Number 1, 2018, pp. 141-156.

Bauloz, Céline, and Ruiz, Géraldine, “Refugee status and subsidiary protection: towards a uniform content of international protection?”, in Vincent Chetail et al, eds., *Reforming the Common European Asylum System*, pp. 240-268.

Soros, George, “This is Europe’s last chance to fix its refugee policy”, *Foreign Policy*, July 19, 2016.

### **March 22: The impact of the migrant crisis on Schengen and the freedom of movement**

Readings:

European Commission, *Eight biannual report on the functioning of the Schengen area*, COM(2015) 675 final, 2016.

Regulation (EU) No 1051/2013 of the European Parliament and of the Council of 22 October 2013 amending Regulation (EC) No 562/2006 in order to provide for common rules on the temporary reintroduction of border control at internal borders in exceptional circumstances.

The Economist, “Shooting Schengen”, Sep 19, 2015.

The Economist, “Europe starts putting up walls”, Sep 19, 2015.

**March 29: The impact of the migrant crisis on the member states and the role of the EU**

## Readings:

Zaun, Natascha, "States as Gatekeepers in EU Asylum Politics: Explaining the Non-adoption of a Refugee Quota System", *Journal of Common Market Studies*, Vol. 56, Number 1, 2018, pp. 44-62.

Mayer, Matthias M., "Germany's response to the refugee situation: remarkable leadership or fait accompli?", *Newpolitik*, Bertelsmann Foundation, May 2016.

Traub, James, "The death of the most generous nation on earth", *Foreign Policy*, Feb 10, 2016.

Der Spiegel, "Merkel's refugee policy divides Europe", Sep 21, 2015.

Der Spiegel, "Taking stock one year after refugees' arrival", Feb 9, 2016.

The Economist, "Big, bad Visegrad", Jan 28, 2016.

The Economist, "The bystander", May 17 2016.

Drummond, Adam, "It is immigration, above all else, that has united the right and divided the left", *The Guardian*, Sep 11, 2016.

**April 5: The EU foreign policy and migration**

## Readings:

Greenhill, Kelly M., "Open arms behind barred doors: Fear, hypocrisy and policy schizophrenia in the European migration crisis", *European Law Journal*, Vol. 22, No. 3, May, 2016, pp. 317-332.

Papagianni, Georgia, "Forging an external EU migration policy: from externalisation of border management to a comprehensive policy?", *European Journal of Migration and Law*, Vol. 15, 2013, pp. 283-299.

European Commission, *The European Union's cooperation with Africa on migration*, fact sheet, Nov 15, 2015.

European Commission, *Implementing the EU-Turkey Agreement – Questions and Answers*, fact sheet, April 4, 2016.

Research paper (assignment 3) due

## 6. Academic integrity:

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
  - working in groups on assignments that are supposed to be individual work,
  - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:



- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment (see checklist at the end of this document). If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website (<http://www.writing.utoronto.ca>). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Also, it is worth checking the Academic Integrity Section on the Faculty of Arts and Science site: [www.artsci.utoronto.ca/osai/students/academic-integrity-basics](http://www.artsci.utoronto.ca/osai/students/academic-integrity-basics)

### *7. Accommodations for Disability:*

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at 416-978-8060, [accessibility.utoronto.ca](http://accessibility.utoronto.ca).

### *8. Religious Accommodations:*

The University has a general policy of accommodating absences for reasons of religious obligation, strongly articulated on the Provost's webpage ([www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm](http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm)). Students are expected to give reasonable advance notice of their absence.

*Academic Integrity Checklist*

EUR498H1S

SPECIAL TOPICS IN EUROPEAN STUDIES

(THE EUROPEAN UNION AND THE POLITICS OF MIGRATION)

Spring 2019

Instructor: Francisco Beltran

I, \_\_\_\_\_, affirm that all the assignments in this course represent entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete the assignments.
- This is the first time I have submitted these assignments (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignments and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignments and will consult the course instructor immediately.

Student name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_