

PSCI 4302 EUROPEAN UNION POLITICS

SPRING 2012

Section 001: MWF 11:00-11:50am, KTCH 235

Section 002: MWF 2:00-2:50pm, HALE 240

INSTRUCTOR: Amber Curtis

EMAIL: amber.curtis@colorado.edu

D2L COURSE WEBSITE: <http://learn.colorado.edu>

OFFICE: KTCH 103

OFFICE HOURS: WF 1:00-1:50pm

& By Appointment

***** Students must have successfully taken the prerequisite class: PSCI 2012 *****

COURSE DESCRIPTION: Though most people today know of the European Union's (EU) existence, an important underlying question remains: what is it, exactly? Is it another intergovernmental organization—like the United Nations (UN) or North Atlantic Treaty Organization (NATO)—where individual nation-states group together to achieve a common overarching objective? Is it an up-and-coming nation-state—a soon-to-be “United States of Europe”—currently undergoing a process similar to the United States’ historical experience of unifying thirteen colonies into one sociopolitical entity? Is it a futuristic model of regional or even global governance, hinting at what a world beyond nation-states will look like? Is it a stand-alone polity in its own right, or simply a political tool used by national governments to achieve their own objectives? Could it be parts of all the above?

There is no clear answer. The EU has been different things at different times, and continues to represent different ideals to different people today. For some, recent events (namely, the euro debt crisis) call into question the EU's future existence. But present challenges should not preclude a deep appreciation for all that the EU has already accomplished. Therefore, the primary objective of this course is to provide students with the instruction and resources necessary to determine for themselves “the nature of the beast”. What is the EU? Who is the EU? Where has it come from? Where is it going? What does it do? Why is it important? By evaluating the characteristics and contributions of the EU in comparative context, students will better understand the EU's cutting-edge role in world politics, economics, and culture.

This course takes a multidisciplinary approach weaving together perspectives from history, cultural anthropology, economics, social psychology, and political science—as well as an interactive and investigatory one in which students actively engage in the learning process. While a thorough knowledge of the EU requires a foundational description of EU treaties, structures, and procedures, a good portion of this course will then delve into the symbiotic relationship between the EU and the nearly 500 million citizens living within its borders. What do citizens think of the EU? What opportunities do they have to get involved? When, why, and how does public opinion matter? How have identities and opinions changed over time? And how do these patterns vary across individuals and member states? This additional angle will provide students with more comprehensive insight into contemporary EU affairs.

OBJECTIVES: Through active engagement in class, students will:

- Familiarize themselves with the history, institutions, accomplishments, and challenges surrounding the EU
- Compare the EU to other worldwide phenomena in order to determine whether it is *suoi generis*, a model for other regional integration endeavors to emulate, or something else
- Develop practical, transferrable skills such as reading comprehension, critical thinking, analytical research, and persuasive writing
- Cooperate and communicate with one another to share knowledge and expertise
- Recognize where the course material fits into scholarly dialogue and analyze strengths/weaknesses within an argument
- Identify applicability of course material to personal interests and real-world events

STUDENT RESPONSIBILITIES: All assigned readings should be done before class to facilitate lecture and discussion. Please check D2L and your CU email regularly for important updates and announcements, as you will be accountable for all information transmitted via these electronic resources. In addition, a significant portion of this course entails group work requiring you to communicate clearly and often with fellow students.

REQUIREMENTS: The course is structured as follows:

Attendance, Participation, & iClickers (20%)

Class format will vary between discussion, group activities, multimedia presentations, case studies, lecture, and simulation exercises. Preparation and participation are critical as the course builds cumulatively upon all earlier material. Note that this is an iClicker course; attendance will be tracked through iClicker engagement and a substantial portion of participation points will employ iClicker activities. Attendance is crucial for success: Students who miss more than 15 classes will automatically fail the course—regardless of whether absences are excused or unexcused. In sum, your grade is based on showing up, speaking up, clicking in, and turning in miscellaneous daily assignments.

News Presentation (5%)

Because so much is constantly happening in, around, and regarding the EU, keeping up with current events is imperative. To assist in this task, students will sign up for a date to present a news article to the rest of the class. The chosen article must come from a reputable news source (e.g., *The Economist*, *The Financial Times*, etc.), pertain to the EU or one of its member states, be dated within a week of the presentation, and be relevant to that week's reading/lecture topic. Students will give a short oral presentation to the class, as well as submit hard copies of both the article and a 2-page typed, double-spaced paper that 1) summarizes the article, 2) analyzes the article's application to course themes, and 3) details their personal reflection of the issue.

Discussion Leadership (5%)

Students will choose a date to lead class discussion with a couple other people. Groups will be expected to collaborate outside of class to devise a ten minute presentation summarizing and reflecting upon that week's readings. Groups should also email me the following no later than midnight two days before they present: 1) a list of key terms and concepts, and 2) a minimum of three discussion questions per person. I will then compile everything into a handout for the rest of the class. Discussion leaders should aim to provoke conversation and debate and will be graded on

the quality of the presentation, the quality of the discussion questions, and the quality of participation by the class at large.

Group Policy Brief Project (30%)

Students will work in small groups to identify a major challenge currently facing the EU, research scholarly opinions on the issue, and develop a practical solution to ameliorate the problem. Groups will then present their findings and argument to the class, as well as submit an official written exposé due on the day of their presentation. (More detailed instructions to follow.) To help students coordinate their efforts, there are three “Group Work Days” where groups are expected to meet (at a location of their choice) to work on the project together in place of normal lecture.

Exams (40%)

There will be a midterm on Friday, March 9th and a final exam at the university-scheduled date and time in our normal classroom.¹ There are NO make-ups!

GRADE BREAKDOWN:

Attendance – 10%
Participation – 10%
News Presentation & Paper – 5%
Discussion Leadership – 5%
Midterm – 20%
Group Policy Brief Project – 30%
Final Exam – 20%

REQUIRED TEXTS:

- McCormick, John. 2011. *European Union Politics*. China: Palgrave Macmillan.
- ~~Menon, Anand. 2008. *Europe: The State of the Union*. London: Atlantic Books. (NO LONGER AVAILABLE; I'LL POST THE ASSIGNED CHAPTERS ON D2L)~~
- Other assigned readings accessible through D2L.

OPTIONAL TEXTS: For those who need more clarification or want to pursue the information in greater depth...

- Cini, Michelle, and Nieves Perez-Solorzano Borragán. 2010. *European Union Politics*. Third Edition. New York: Oxford University Press.
- Dancygier, Rafaella M. 2010. *Immigration and Conflict in Europe*. New York: Cambridge University Press.
- Van Overtveldt, Johan. 2011. *The End of the Euro: The Uneasy Future of the European Union*. Chicago: Agate.
- Guisan, Catherine. 2011. *A Political Theory of Identity in European Integration: Memory and Policies*. New York: Routledge.
- Hix, Simon. 2008. *What's Wrong With the European Union and How to Fix It*. Polity.

¹ Please note the appropriate time for your section:
Section 001: Thursday, May 10th 7:30-10:00am
Section 002: Wednesday, May 9th 7:30-10:00pm

IMPORTANT UNIVERSITY POLICIES:

Academic Honesty

Any violations of University of Colorado's academic integrity policy, including cheating, plagiarism, academic dishonesty, fabrication, lying, bribery, and threatening behavior is grounds for an automatic F, expulsion from the class, and referral to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). **All students are required to sign and submit a consent form by the end of the second week of class agreeing not to commit any kind of academic dishonesty (including but not limited to cheating on exams, improper citation, self-plagiarism, submitting someone else's work, 'clicking in' for an absent friend, etc.) and acknowledging that they WILL be reported to the Honor Code Council if found to be in violation of any Honor Code Policy.**² If you have questions about what is or is not permissible, ask first. Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>. It is also highly recommended that all students thoroughly read the complete Honor Code Constitution: <http://honorcode.colorado.edu/sites/default/files/honor%20code%20constitution.pdf>.

Students with Disabilities

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services **at least two weeks before an exam** so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If applicable, please let me know in a timely manner. http://www.colorado.edu/policies/fac_relig.html.

Appropriate Learning Environment

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

² Students who do not return the contract by Friday, January 27th will be administratively dropped from the course.

CLASS SCHEDULE & ASSIGNMENTS

(Subject to change. Please check D2L regularly for important course resources and updates!)

PART I: BACKGROUND

WEEK 1: INTRODUCTION

Day 1: Wednesday, January 18th

- Review syllabus

Day 2: Friday, January 20th

- Review Desire2Learn webpage, Plagiarism Packet

WEEK 2: ORIGINS & TIMELINE OF EUROPEAN INTEGRATION

Day 3: Monday, January 23rd

- Start bringing iClicker to class everyday
- Sign up to present a news article
- Sign up for discussion leadership
- McCormick p. 27-41: "What Is the European Union?"
- McCormick p. 60-76: "Organizing Postwar Europe"

Day 4: Wednesday, January 25th

- Menon p. 1-30: Introduction + "The Paradox of Integration"
- CIA World Factbook: "The European Union" (on D2L)

Day 5: Friday, January 27th

- ACADEMIC HONESTY CONTRACTS DUE
- Menon p. 31-69: "From Peace to Prosperity"

WEEK 3: THEORIES OF EUROPEAN INTEGRATION

Day 6: Monday, January 30th

- Hoyland & Schieritz (2004): "Theories of European Integration" (on D2L)

Day 7: Wednesday, February 1st

- Iche (2004): "Economic Theories of Regional Integration" (on D2L)

Day 8: Friday, February 3rd

- Hooghe & Marks (2001): "Multi-Level Governance in the European Union" (on D2L)

PART II: ECONOMIC INTEGRATION

WEEK 4: FROM THE COMMON MARKET TO THE SINGLE MARKET

Day 9: Monday, February 6th

- McCormick p. 77-93: "Building a Single Market"

Day 10: Wednesday, February 8th

- McCormick p. 94-111: "Paving the Way to European Union"

Day 11: Friday, February 10th

- Menon p. 153-177: "The Broader Economy"

WEEK 5: ECONOMIC & MONETARY UNION (aka "THE EURO")

Day 12: Monday, February 13th

- McCormick p. 343-358: "Inside the Eurozone"

Day 13: Wednesday, February 15th

- Prokopijević (2010): "Euro Crisis" (on D2L)
- De Grauwe (2011): "Only A More Active ECB Can Solve the Euro Crisis" (on D2L)

Day 14: Friday, February 17th

- Economist* readings: TBD (check D2L)

PART III: POLITICAL INTEGRATION

WEEK 6: CONSTITUTIONAL DEBATES & THE LISBON TREATY

Day 15: Monday, February 20th

- GROUP WORK DAY (NO CLASS OR OFFICE HOURS)

Day 16: Wednesday, February 22nd

- Habermas (2004): "Why Europe Needs a Constitution" (on D2L)
- Burgess (2002): "What's So European About the European Union?" (on D2L)

Day 17: Friday, February 24th

- McCormick p. 112-129: "To Lisbon and Beyond"

WEEK 7: EU INSTITUTIONS

Day 18: Monday, February 27th

- McCormick p. 167-185: "The European Commission"
- McCormick p. 186-202: "The Councils"

Day 19: Wednesday, February 29th

- McCormick p. 203-219: "The European Parliament"

Day 20: Friday, March 2nd

- McCormick p. 255-270: "Parties and Interest Groups"

WEEK 8: REGIONALISM; MIDTERM

Day 21: Monday, March 5th

- Brunazzo (2010): "Regional Europe" (on D2L)

Day 22: Wednesday, March 7th

- REVIEW FOR MIDTERM
- McCormick p. 309-326: "Public Policy in the EU"

Day 23: Friday, March 9th

- MIDTERM EXAM

PART IV: CULTURAL INTEGRATION

WEEK 9: EU ENLARGEMENT

Day 24: Monday, March 12th

- Barnes & Barnes (2010): “Enlargement” (on D2L)

Day 25: Wednesday, March 14th

- McCormick p. 146-163: “The Member States”

Day 26: Friday, March 16th

- Gerhards & Hans (2011): “Why Not Turkey? Attitudes towards Turkish Membership in the EU among Citizens in 27 European Countries” (on D2L)

WEEK 10: PUBLIC SUPPORT FOR INTEGRATION

Day 27: Monday, March 19th

- GROUP WORK DAY (NO CLASS)

Day 28: Wednesday, March 21st

- McCormick p. 271-287: “Elections and Referendums”
- McCormick p. 288-305: “Public Opinion”

Day 29: Friday, March 23rd

- Chrysochoou (2010): “Europe’s Contested Democracy” (on D2L)

WEEK 11: SPRING BREAK

Monday, March 26th – Friday, March 30th

- NO CLASS

WEEK 12: EUROPEAN IDENTITY

Day 30: Monday, April 2nd

- McCormick p. 42-59 “Who are the Europeans?”

Day 31: Wednesday, April 4th

- Green (2007): “European Identity and Its Context” (on D2L)

Day 32: Friday, April 6th

- Strath (2002): “A European Identity: To the Historical Limits of a Concept” (on D2L)

WEEK 13: IMMIGRATION ATTITUDES & POLICY

Day 33: Monday, April 9th

- McLaren (2002): “Public Support for the European Union: Cost/Benefit Analysis or Perceived Cultural Threat?” (on D2L)

Day 34: Wednesday, April 11th

- Dustmann & Frattini (2011): “Immigration: The European Experience” (on D2L)

Day 35: Friday, April 13th

- GROUP WORK DAY (NO CLASS OR OFFICE HOURS)

WEEK 14: IMMIGRATION, CONT'D; FUTURE OF THE EU

Day 36: Monday, April 16th

- Card, Dustmann, & Preston: "Understanding Attitudes to Immigration" (on D2L)

Day 37: Wednesday, April 18th

- Dancygier (2010): "Immigration & Conflict Across Countries" (on D2L)
- Dancygier (2010): "Conclusion" (on D2L)

Day 38: Friday, April 20th

- Hooghe & Marks (2008): "European Union?" (on D2L)
- Menon p. 212-245: "The State of the Union"
- Menon p. 247-252: "Europe's Unlovable Union"

PART V: GROUP PRESENTATIONS

WEEK 15: POLICY BRIEFS

Day 39: Monday, April 23rd

- GROUP PRESENTATIONS

Day 40: Wednesday, April 25th

- GROUP PRESENTATIONS

Day 41: Friday, April 27th

- GROUP PRESENTATIONS

WEEK 16: POLICY BRIEFS, CONT'D; REVIEW FOR FINAL

Day 42: Monday, April 30th

- GROUP PRESENTATIONS

Day 43: Wednesday, May 2nd

- GROUP PRESENTATIONS

Day 44: Friday, April 4th

- LAST DAY OF CLASS
- REVIEW FOR FINAL

FINAL EXAM:

- Section 001: Thursday, May 10th 7:30-10:00am
- Section 002: Wednesday, May 9th 7:30-10:00pm