

Political Science 340: The European Union
DePaul University
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M/W 2:40-4:10 PM

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Overview & Course Objectives

The development of the European Union (EU) has been among the most significant accomplishments in the post-World War II era. Anchored by former military rivals France and Germany, the EU has been central to the establishment of peace and prosperity in postwar Europe. The EU has evolved into a one-of-a-kind political entity that has markings of an international organization and of a supranational state that is increasingly important in the lives of its own citizens and as an international actor. In spite of the successes of European integration, there is a sense of growing frustration with the EU and a perception that it is under pressure and may even disintegrate. In this course, we will examine the development, functions, and effects of the EU. We will seek to understand why the EU has developed into its current form and how it operates. We will also seek to understand the effects of the EU on the politics of its member states. Finally, we will evaluate the sources of growing concern about the EU and potential solutions to the problems facing the EU today.

This upper-level Political Science course is designed to help students

- Develop a mastery of content related to the European Union. By the end of the course, students will have a deep familiarity with the history, institutions, and processes of the EU.
- Develop the ability to understand and assess the primary theories used to explain the development of the EU and its contemporary political and economic challenges.
- Develop the ability to think critically about political science by introducing, reinforcing, and applying concepts drawn from the study of comparative politics and international relations to the study of the EU.
- Develop the ability to collect and analyze evidence in order to assess theories.
- Develop the ability to express complex ideas effectively in writing.

As this is a 300-level course, readings and discussions will be at an advanced level, and students may struggle without relevant prior coursework. If you have not taken PSC 140, PSC 150, or PSC 250 (or the equivalent), you may find it hard to understand everything being discussed. The reading load will be demanding at times, and a number of the readings will be drawn from professional academic journals and present the results of statistical analyses or game-theoretic concepts. Students will be required to conduct individual research and analysis to be incorporated into a final research paper and the simulation activity.

Readings

There are two *required* books for this course. In addition, there are a number of *required* articles available through the library's Electronic Reserve system. The required books are:

- Simon Hix. 2008. *What's Wrong with the European Union and How to Fix It*. Cambridge, UK: Polity.
- Brent F. Nelsen & Alexander Stubb, eds. 2014. *The European Union: Readings on the Theory and Practice of European Integration*, 4th edition. Boulder, CO: Lynne Rienner.

I have assigned one or more required readings for each class meeting. Students should carefully and completely complete these readings prior to the class for which they are assigned. These readings will help to guide class discussions and will be "fair game" for quizzes.

Grading

Your grade will be determined by your performance on the following assignments:

- Quizzes & In-Class Activities 15%
- Simulation Performance 15%
- Take-Home Final Exam 25%
- Research Paper 45%
 - Proposal 5%
 - Small-Group Presentation 5%
 - First Version 5%
 - Peer Reviews 5%
 - Final Version 25%

Quizzes & In-Class Activities: I will give occasional quizzes, which may or may not be announced in advance, and in-class individual or small-group activities. The purpose of these quizzes and activities is to track your progress in learning the material and to facilitate your understanding and development of critical thinking skills. They may also include questions on older material. Note that there will be no make-up quizzes or activities. Quizzes may be administered promptly at the start of class.

Simulation Performance: Each student will participate in a simulated policy negotiation within the Council of Ministers and European Parliament, in which students will debate, amend, and vote upon a proposal advanced by the European Commission. Each of you will be assigned to a specific role, which will require you to research what you would be likely to do on this proposal. This simulation will require you to think about the combination of state interests, ideology, and the possibility for negotiation and compromise within the EU. The simulation will be carried out over several class meetings, in which students will be encouraged to propose amendments, negotiate in small groups, and engage in open debate. Your grade will be determined by your active performance in the simulation, evidence of your preparation and understanding of the issues involved in the topic, and by memos that you will submit in preparation for each simulation meeting detailing your government's position, strategy, and ideas for that policy.

Each student will be required to submit two memos. The first details your position on the initial proposal, arguments for that position, and possible amendments or revisions that you would like to implement. The second details your position on subsequent amendments, possible negotiations and agreements it can form with other governments or MEPs, and the possible votes that it will take and why. Each memo should be 1-2 pages of double-spaced text. These memos can be organized in bullet-point or outline format, as long as points are clearly described and explained. You must conduct outside research on the position of your state's government and its interests in order to justify the claims in your memos.

Research Paper: You will be required to write and submit a final paper of approximately 10-12 pages. The assignment for this paper along with further guidelines is available in a separate handout.

Proposal: To aid you in developing a suitable paper topic early, you must submit a proposed statement of the question and data you will examine. The topic statement should be a description of 1-2 paragraphs of your topic, why you are choosing it (i.e., why is it relevant and appropriate for this assignment?), and what evidence you have found on that topic.

First Versions: All students will submit a completed version of their research to the D2L Group Locker paper and present their projects in small-group presentations of 3-4 students. The paper must be uploaded to the D2L Group Locker before the start of class.

Small-Group Presentations: All students will give a presentation of their research paper to the other members of their peer group (3-4 students). The presentation should last 8-10 minutes, followed by a question-and-answer session and discussion of constructive feedback. Each presentation **must** include accompanying handouts in the form of presentation slides. The presentations are scheduled to occur one week after the first versions are submitted and on the day that the peer reviews are due, so that other group members will have had the chance to read and reflect upon their classmates' papers.

Peer Reviews: All students will write peer reviews of the fellow group members' research paper first versions and upload them to the D2L Group Locker. These will be due one week after the first versions are submitted.

Note that there are only three possible grades for each of these preliminary assignments: 0 (the assignment was not submitted on time); 50 (the assignment was submitted on time but was unsatisfactory); and 100 (the assignment was submitted on time and was satisfactory).

Final Version: The final version of the paper is due from each student on the final day of class. It should incorporate feedback from the peer review and presentation process. It must be uploaded to the D2L Dropbox in Microsoft Word or .pdf format.

Take-Home Final Exam: Each student must complete an essay-based take-home final exam. This exam will be distributed on the final day of class, and it will be due at the end of the scheduled exam period for this course.

Final Grades: The **minimum** grade needed to earn each letter grade is as follows: A (94.0), A- (90.0), B+ (87.0), B (84.0), B- (80.0), C+ (77.0), C (74.0), C- (70.0), D+ (67.0), D (60.0), F (59.9 and below). To receive a grade of Pass, students must earn a C (74.0).

A Note about Grading and Expectations: This is a 300-level university course. It is expected that students will already have some background knowledge of European politics and political systems or a willingness to work independently to obtain that knowledge. In addition, I expect a high standard for classroom discussion, decorum, preparation, and graded work as a matter of course.

Policies and Procedures

Instructor Contact: I hold regular weekly office hours at the times listed at the top of the first page of the syllabus. You are strongly encouraged to drop by at any time during these hours; you do not need to make an appointment or let me know in advance. If you cannot drop by during office hours, I am happy to schedule another time that works for both of us. I hope that you will consider coming by at least once during the quarter; I enjoy talking to students and want to help each of you do well in this course. You are especially urged to contact me *as soon as possible* if you have questions or concerns about course material, your performance, my expectations, etc, or if other problems are arising that are affecting your ability to do the coursework. However, I also encourage students to drop by just to discuss interests or topics related to the course.

Desire2Learn: I use D2L as a means to post announcements readings, notes, and other course materials (including a back-up copy of this syllabus). You will also use D2L for submitting memos, papers, and reviews. You should plan on accessing D2L regularly (at least once between each class meeting). Because I will occasionally use D2L to send mass emails to the class, you should make sure that the system has your correct email address and that you check it regularly.

Disabilities: Students who need accommodations for a disability should contact me privately as early as possible during the quarter. I take these concerns seriously and will do what I can within reason and university policy to help. All discussions will remain confidential. In order to receive the most appropriate accommodations, you must contact the Center for Students with Disabilities (Student Center 370, Phone: 5-1677).

Academic Integrity: In academia, ideas are everything, and so presenting the words or ideas of others as your own is theft. Cheating, plagiarism, or other forms of academic dishonesty will result *at a minimum* in a grade of 0 on the assignment and a report to the Academic Affairs Office. Any work that you submit must be your own, and you must cite the sources of ideas or words that are not your own. If you have doubt about what constitutes a violation, you should consult the *Code of Student Responsibility* in the Student Handbook and/or me. Ignorance is never an excuse. Be aware of the following: making slight changes to the wording of another person's work without citing it is plagiarism; rules about plagiarism apply both to published and unpublished works; and submitting work that you have prepared for another course at DePaul or elsewhere in whole or part is cheating.

Classroom Decorum: As one of many students enrolled in this course, you have a shared responsibility to foster a constructive learning environment and to refrain from behavior that would hinder the ability of those around you to learn or for me to teach. At a minimum, you should:

- Arrive on time, stay until the end, and wait until class is over to put away materials
- Turn off the ringer on your mobile phone and put it away for the duration of class
- Refrain from eating food, talking, reading the paper, etc.
- Act respectfully towards your classmates
- Refrain from putting your head down on your desk, sleeping, etc.
- Avoid doing anything else that would distract your classmates or me.

*****Laptops, tablets, and mobile phones are NOT allowed during class*****

This policy is in place for two reasons. First, study after study shows that “multi-tasking” substantially reduces cognitive performance. In other words, you are not capable of thinking or learning properly if you are distracted. Second, and more importantly, the classroom is a shared learning environment in which you play a crucial role. Anything that detracts from that environment harms it for everyone else in the class—and makes it less likely that we will have a productive class meeting.

I will lower your final course grade by up to two “fractions” (i.e., from a B+ to B-) if you do not observe these guidelines.

Late Assignments: Due dates for assignments are firm, and they are there to provide a fair environment for all students. If you submit work after the due date, it will be penalized by a minimum of 10 points (i.e., one letter grade) for each 24 hours that it is late. I will not accept any work submitted more than 72 hours after the deadline without prior approval.

Student Responsibility: It is your responsibility as a student to be aware of and understand all requirements, due dates, policies, and announcements that I provide in this syllabus, announce in class or via email, or post on D2L—whether you were in attendance on a given day or not. It is also your responsibility to catch up on missed days; I will not provide one-on-one reviews for students missing class. **Understand that all course requirements, policies, and due dates listed in this syllabus apply to you universally whether I specifically mention it to you or not!** A copy of the syllabus is posted on D2L, and copies of any materials or links that we used in class are either on D2L (after class) or available from me. The full citation for each reading is provided in this syllabus so that you can find the reading directly if the Electronic Reserve system is not working. Finally, please do not wait until the last minute to deal with any concerns or problems with the course. Talk to me early!

SCHEDULE OF CLASSES

January 5 (Mon): Overview and Introduction to Course

History & Theoretical Debates

January 7 (Wed): Why integrate Europe?

- Reader: Churchill, “The Tragedy of Europe” (11-14); Schuman, “Schuman Declaration” (15-16); Monnet, “A Ferment of Change” (21-28); Thatcher, “A Family of Nations” (47-53)

January 12 (Mon): The Early Debates on Integration

- Reader: Haas, “The Uniting of Europe” (145-50); Balassa, “The Theory of European Integration: An Introduction” (165-76); Hoffman, “Obstinate or Obsolete?” (163-78)

January 14 (Wed): The Later Debates on Integration

- Reader: Moravcsik, “The Choice for Europe” (239-54)

The European Union as a Polity

January 19 (Mon): Institutions of the EU

- Reader: Hix, “The Study of the European Community: The Challenge to European Politics” (251-62); Pollack, “Delegation and Agency in the European Community” (255-79)

January 21 (Wed): Decision-making in the EU

- Hix, Chapters 2-3

Democracy & Public Opinion

January 26 (Mon): Multi-Level Governance

- Reader: Hooghe & Marks, “Multi-Level Governance in the European Union” (281-311)

January 28 (Wed): Public Opinion

- Hix, Chapters 4-5
- **Research Paper topic statements due today!**

February 2 (Mon): Public Opinion

- Lauren McClaren. 2002. “Public Support for the European Union: Cost/Benefit Analysis or Perceived Cultural Threat?” *Journal of Politics* 64(2): 551-566.
- Kees Aarts & Henk van der Kolk. 2006. “Understanding the Dutch ‘No’: The Euro, the East, and the Elite.” *PS: Politics and Society* 39(2): 243-246.
- **Simulation assignments distributed today**

February 4 (Wed): Party Positions & Voting

- Gary Marks, Liesbet Hooghe, Moira Nelson, & Erica Edwards. 2006. “Party Competition and European Integration in the East and West: Different Structure, Same Causality.” *Comparative Political Studies* 39 (2): 155-75.

February 9 (Mon): Simulation

- **Simulation: Opening Debate & Negotiations on Proposal**
- **First memo due today!**

February 11 (Wed): The Democratic Deficit?

- Robert Rohrschneider. 2002. "The Democracy Deficit and Support for an EU-Wide Government." *American Journal of Political Science* 46(2): 463-75.
- Sara Binzer Hobolt & James Tilley. 2014. "Responsibility without Accountability." *EUDO Café*, 27 February. Available at: <http://blogs.eui.eu/eudo-cafe/responsibility-without-accountability.html>

February 16 (Mon): Simulation

- **Simulation: Negotiations, Debate, & Final Vote**
- **Second memo due today!**

The European Financial Crisis & Future of the EU

February 18 (Wed): Reforming the European Union?

- Hix, Chapters 6-10

February 23 (Mon): The Eurozone Financial Crisis

- Jesus Fernandez-Villaverde, Luis Garicano, & Tano Santos. 2013. "Political Credit Cycles: The Case of the Euro." *Journal of Economic Perspectives* 27(3): 145-66.

February 25 (Wed): The Eurozone Financial Crisis, continued

- Kevin H. O'Rourke & Alan M. Taylor. 2013. "Cross of Euros." *Journal of Economic Perspectives* 27(3): 167-92.
- **Research Papers due in D2L Group Lockers at the start of class today!**

March 2 (Mon): The Eurozone Financial Crisis, continued

- Readings TBA

March 4 (Wed): Research Paper presentations & discussions

- **Peer Reviews of Research Papers due in D2L Group Lockers at the start of class today!**

March 9 (Mon): The Future of the EU?

- Sebastian Rosato. 2011. "Europe's Troubles: Power Politics and the State of the European Project." *International Security* 35(4): 45-86.
- Reader: Habermas & Derrida, "February 15, or What Binds Europeans Together" (65-72)

March 11 (Wed): The Future of the EU?

- Reader: Marks, "Europe and Its Empires: From Rome to the European Union" (345-64); Spolaore, "What is European Integration Really About?" (365-84).
- **Final versions of research papers are due at the start of class on D2L today!**

March 16 (Mon): Take-Home Final Exam due at 5:00 PM