

THE POLITICS OF THE EUROPEAN UNION

L32 3093
Lab Sciences 250
T-R 10-11:30 AM

Spring 2015

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Office Hours: Wednesday 1:00-2:00 PM
Thursday 9:15-10:00 AM

Purpose of the Course

This course is designed to provide students with a general understanding of the European economic and political integration that is represented by the European Union (EU). European integration is an important component of contemporary international relations and international political economy. For example, the EU foreign policy institutions have led diplomatic and military responses (sometimes in connection with NATO) to ethnic conflict in the Balkan region, civil unrest in the Ukraine, and humanitarian crises around the world. The EU is also the largest market in the world economy and as such plays a major role in international economic and political relations.

In addition, domestic politics in Europe is significantly shaped by policy making and legal rulings by the EU institutions. EU law sometimes challenges fundamental components of the member-states' cultural, economic, and political fabric. The ongoing "Euro crisis" is a strong reminder of how the single currency and the EU, more generally, are central to economic performance on the continent.

Beyond its relevance for current international and domestic politics, European integration is interesting because it is a unique response to international conflict, representing an unprecedented degree of pooled sovereignty among European nations. Consequently, the process of European integration is possibly the most important post-war political development in Europe. Indeed, the EU was awarded the Nobel Prize for this reason.

This course is designed to provide the student with an understanding of why European states created the European Union, what the European Union does (its scope of governance), how its political system functions, and where it is headed. In addressing these issues, the course draws on general explanations from the study of politics. This will hopefully help students apply their understanding of European integration to questions of political and economic integration across the globe (including right here in St. Louis County!).

Assignments

The course grade is based on the following assignments:

1. *Participation (10%)*: While I will occasionally lecture, a significant portion of the course meetings is devoted to class discussion. To participate in discussions, students must read the assigned texts and prepare to discuss them.
2. *Map Quiz (5%)*: On January 20, I will give a quiz in class in which students will be asked to provide four pieces of information about the twenty-eight EU members: name, location, population, and Gross Domestic Product (GDP). This information is available at epp.eurostat.ec.europa.eu (e.g., in the eurostat yearbook, which is found under “publications”).
3. *Country report (10%)*: On February 17, each student will turn in a memo of about 600 words reflecting the position of a European nation in 1950 toward European integration. The report should include information about the country’s political and economic situation relevant to its relations with other European countries. This country report will form the basis for the student’s bargaining with other European states in the in-class simulation on February 17. Generally, the student should learn about the political ideology of the government, the economic conditions of the country, and the country’s international economic and political relations with its neighbors. For some nations, security issues will be paramount. For others, their main concern will be economic recovery and trade. Specific instructions for the report will be provided in class.
4. *Position Paper on the Euro (or other) crisis (15%)*: On April 16, each student will submit a policy position paper of not more than 2000 words. The paper will provide policy recommendations regarding management of the Euro crisis (or other crisis to be named later) to one of the following governments (Estonia, France, Germany, Greece, Ireland, Italy, Portugal, or Spain). Instructions for the report will be provided at the beginning of the related material (tentatively scheduled for April 16).
5. *Current Event Background Memo (10%)*: The European Union is currently involved or implicated in a broad range of front-page news stories. For example, the EU figures prominently in the upcoming elections in Greece, the UK, and Spain. For most weeks, I will assign a major newspaper article related to current EU politics for the class to read and discuss. These articles are brief, and will normally require substantial background material to understand the full story. So, each student will be assigned to provide such material as a “background memo” for one of these newspaper articles. The instructor will provide guidance as to the content of the background material. It will normally be about 300-400 words. That memo will be distributed to the class electronically at the start of each week (by 5 PM on Monday). Using blackboard, each student will post one follow-up question based on his/her reading of the newspaper article and the background memo. This

question will be posted by Wednesday at 5PM of that week. We will typically discuss the article on the Thursday meeting of that week.

6. *Two Exams (25% each)*. The final exam is not comprehensive. These exams will cover the class lecture/discussion and the assigned readings. This means that all of the reading material is fair game, even the parts that are not discussed in class. Note that make-up exams will only be given under extraordinary circumstances

Readings

The book, *The Political System of the European Union, 3rd edition*, by Simon Hix and Bjorn Hoyland, is available in the bookstore. The other readings for the course are available on Ares (<http://ares.wustl.edu/ares/>).

Students are encouraged to follow contemporary events in the European Union. The best two sources of current news on the EU are *The Economist* magazine and the *Financial Times*. The *Financial Times* is available on the web (for free) at www.ft.com.

Notes on Grading

Writing proficiency: On all written assignments (e.g., the country report), I will grade until either I have found five writing errors (including spelling and grammar) or I have completed the paper. Please proofread your work.

Cheating and Plagiarism: Cheating and plagiarism will not be tolerated. For further information on definitions of cheating and plagiarism, see the university document at <http://www.wustl.edu/policies/undergraduate-academic-integrity.html>.

Accommodations Based upon Sexual Assault

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student, so long as it does not impair the ability to provide such measures.

Bias Reporting

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Tentative Schedule

Date	Topic	Reading Assignment
1/13	Introduction	
1/15	Europe to 1945	<i>Dark Continent</i> , pp. 3-13, 22-29, 104-115, 212-221
1/20-1/27	Post-War Europe <u>*map quiz on 1/20</u>	<i>The Struggle for Europe</i> , introduction, Chapters 1, 3, 5
1/29-2/3	Some Basics on Political Integration and Disintegration	<i>Unraveling the Central State</i> (ARes) <i>The Size of Nations</i> , chapters 2,3, 11, 12 (ARes)
2/5-2/12	Some Basics on Economic Integration	Krugman, Nobel Prize Lecture (Ares)
2/17	In-class bargaining simulation <u>*country report due 2/17</u>	
2/17-2/19	Economic Integration and Spillover	Hix and Hoyland, chs. 8,9, 10 (245-254), 11(273-288), 12 (302-323); <i>The Struggle for Europe</i> , chapters 8, 15
2/24	Review	
2/26	First Exam	
3/3	Overview of EU Political system	Hix and Hoyland, chapter 1; <i>The Struggle for Europe</i> , chapter 16
3/5	Social and Political Cleavages	Hix and Hoyland, chapter 5
3/17-3/19	Political Parties and Representation	Hix and Hoyland, chapters 6,7
3/24	Executive Politics	Hix and Hoyland, chapter 2
3/26	Legislative Politics	Hix and Hoyland, chapter 3
3/31-4/2	Judicial Politics and Legal Integration	Hix and Hoyland, chapter 4
4/7	Background on the Euro and EMU	Hix and Hoyland, chapter 10
4/9-4/14	The recent and continuing Euro area crisis	2 Michael Lewis readings from <i>Vanity Fair</i> on Ares
4/16	Prospects and potential solutions <u>*Position paper due 4/16</u>	Economist readings on Ares
4/21	Review	
4/23	Second Exam	