

POLI 363: Politics of the European Union

(Fall 2018)

Professor: Mert Kartal

Email: mkartal@uwsp.edu

Office: CCC 480

Office Hours: Monday & Wednesday 2:00PM-3:00PM, and by appointment

Class Meeting: Tuesday and Thursday 12:30PM-1:45PM (CCC 234)

Course Website: <https://uwsp.courses.wisconsin.edu/d21/home/4225979>

Overview

In 1951, six countries in Western Europe joined together in the European Coal and Steel Community (ECSC), the predecessor to what is known today as the European Union (EU), which has played a central part in Europe's political and economic development since the end of WWII and has evolved into an "ever closer Union" of 28 European countries. What initially started out as an attempt to avoid the devastation and horrors of WWII in the future now constitutes one of the most complex and intriguing political systems in the world.

In the process of European integration, the "nation-states" of Europe have become the "member-states" of the EU. They have "pooled" their sovereignty to a historically unprecedented degree as they have established one of the largest markets on earth, adopted a powerful international currency, and created new cooperative structures in the areas of both internal and external security. Importantly, the EU today has also become a major actor in other areas such as international diplomacy and environmental protection.

Given its central position in the global arena, the EU's existence and development raises many questions. Why would a number of independent and, in some cases, historically antagonistic countries, decide to join forces if this means giving up much of their national sovereignty? What is gained, and what is lost, in this process? What does the EU look like, and how does it work? What are its achievements and limitations? What is its role in Europe and the world today, and what will it be in years to come?

Understanding the EU is unavoidably central to understanding the continent's recent past, present, and future, and the core purpose of this course is to help you answer the aforementioned questions. Accordingly, the course is divided into three parts: In the first part, we will briefly examine the history of European integration and discuss some of the most prominent theories that interpret these historical developments and seek to explain European integration more generally. Next, we will study the main institutions of the EU, which will help us become familiar with the "nuts and bolts" of EU decision-making and institutional responsibilities. Finally, we will cover some of the main policies in which the EU is involved and simulate the proceedings of the European Council.

Learning Outcomes

Course Learning Outcomes

Upon the successful completion of POLI 363, students will be able to ...

- ... describe how the EU works in theory as well as in practice.
- ... use prominent theories of European integration to explain the achievements and limitations of the EU.
- ... find and analyze information on European countries' official positions regarding several issues facing Europe and the global community.
- ... communicate in both verbal and written format European countries' policy preferences clearly, concisely, and convincingly.

Assignments and Grading

Grades for the course will be assigned according to completion of the following course assignments:

- Attendance: 10%
- Participation: 20%
- Midterm Exam: 20%
- Policy Memo (Topic I): 4%
- Policy Memo (Topic II): 6%
- Policy Memo (Topic III): 10%
- Simulation (Topic I): 6%
- Simulation (Topic II): 9%
- Simulation (Topic III): 15%

Your final point total for the semester will translate into letter grades as shown below: (The scale may be revised if needed.)

- 92.5 and above: A
- 92.4-89.5: A-
- 89.4-86.5: B+
- 86.4-82.5: B
- 82.4-79.5: B-
- 79.4-76.5: C+
- 76.4-72.5: C
- 72.4-69.5: C-
- 69.4-64.5: D+
- 64.4-59.5: D
- 59.4 and below: F

Attendance: The course is divided into two parts as lecture and discussion, and attendance at both is required. That being said, there are NO penalties for the first THREE unexcused absences, but these will be counted when calculating the penalties that start after you have had three unexcused absences. If you have four unexcused absences, you lose one attendance point; if you have six unexcused absences, you lose three attendance points; etc. Excused absences do not count against these limits, but you must provide official documentation (e.g., doctor's note) to have absences count as excused.

Participation: In the old days, students were seen to be an empty vessel into which the professor poured his or her knowledge. However, this old-model of education has come under severe challenge in recent years. Rote memorization is now seen to offer little to students. How often have you "crammed" for a test and then forgotten everything you learned within a few weeks?

The philosophy behind this course is that students learn better when that learning is active. Hence, you are expected to not only attend class but also participate in class discussions, considering, manipulating, testing, and questioning the topics presented in class in order to develop your knowledge of the EU. Active class participation by all students has the advantage of helping to foster tolerance for divergent viewpoints and developing students' abilities to formulate arguments in a well-reasoned manner.

Active participation in our discussions is an important and required element of the course and will be critical to successfully learning the material. Hence, you should be prepared to answer questions that are posed, ask questions about concepts that are not clear, challenge viewpoints expressed in the reading or class discussion, and be involved in the conversations. These discussions must always be conducted with an air of respect for differing viewpoints and the people who present them, and with an open mind (e.g., arguing for positions even if you are not yet certain of them, and being willing to consider new arguments or information). *Since attendance and participation are two related but separate components of grading, participation grades will be based on active involvement rather than attendance.* See the final page of the syllabus for more information about the criteria I will use to assess your participation.

Midterm Exam: There will be one midterm exam, which will be composed of a number of short-answer questions and at least one essay question. The midterm will take place on Thursday, November 1 in class. A few days before the exam, I will distribute a study guide that will contain valuable information about the structure and content of the exam.

Policy Memos: During the last few weeks of the semester, we will have a simulation of a European Council Summit, in which you will play the roles of representatives of EU member state delegations and negotiate three issues of concern for the EU. At any Model EU conference, it is standard procedure for delegates to produce policy memos on the assigned issues written from the perspective of their assigned countries. Your policy memo will contain a clear statement of your country's position on the issue, background to your country's involvement on the issue domestically and internationally as well as your country's proposed solutions to the issue. You will submit a policy memo for each one of the three issues to be discussed during the course of the semester. That is, you will write a total of three policy memos. Details instructions on these assignments as well as sample policy memos are available on D2L.

Policy memos will be evaluated based on the clarity of the country's position and the reasons for that position, the thoroughness of the research (including use of primary source quotations), and the quality of the writing. Be aware of the need to use diplomatic language, to put your country's best foot forward, and to write in the "voice" of your country. An electronic copy of the paper is due in the appropriate D2L Dropbox by 12:00PM on the day of the simulation. A hard copy should also be submitted to me before the simulation begins. Late assignments will be penalized one letter grade (e.g., from an A- to a B+) for each day or fraction of a day late (e.g., 5 minutes past the deadline).

Simulations: We will simulate the proceedings of a European Council Summit on three different issues during the semester. Attendance and avid participation in these simulations are vital. Because of differing personalities, some students will participate more visibly than others. Some are more shy, some more gregarious. Regardless of such differences in personality, all can in their own way engage themselves actively in the simulation, trying to grapple with the issues and attempting to get their country's point of view across to other delegates. Whether one is quiet or outgoing by constitution, all can participate in shaping the outcome of their committees through speechmaking, behind-the-scenes consensus building, resolution drafting, or creative development of salable compromises. Detailed information about the simulations will be provided during the semester.

There will be **NO MAKE-UP** for the simulation exercise **EVEN IF** you provide official documentation for your absence. Therefore, if you will not be able to attend class meetings on simulation days, you should **DROP** the course before it is too late.

Missed Assignments: Please take note of all exam and assignment dates, and make plans around them. Except in extraordinary and unavoidable circumstances, make-up assignments will **NOT** be offered. In a genuine emergency, I am very willing to work with you. I will, however, require documentation of emergencies (e.g., notes from doctors, emergency room personnel, etc.) in all instances.

Re-grading Policy: If you feel that any assignment has been graded incorrectly, you may request that it be regraded. However, you must wait for 48 hours after the assignment has been returned before issuing any complaints. Following such “cooling-off” period, you must provide a 1-2 page double-spaced memo indicating the reason for your concern and why you deserve a better grade. Please note that this memo has to be based entirely on the merit of your own work (i.e., it cannot be based on comparisons with the grades of other students). Upon receiving your memo, I will regrade the ENTIRE assignment in question. This means that the revised grade may be higher or lower than what you originally received.

Special Accommodations

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies: <https://www.uwsp.edu/hr/Pages/ADA-Resources.aspx>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, and then contact me as early as possible (within the first two weeks of the semester, or as soon as those needs arise) to discuss how they can be met within the structure of the course. I will make every effort not only to maintain the confidentiality of personal information but also to enable full participation in this course by all students.

For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>.

Communications and Technology

Contacting me: I strongly encourage you drop in to my office hours (no need to set up an appointment) or set up a meeting if there is anything you would like to discuss about the course. My office hours are the time for you to get individual help. You can come see me during office hours to talk about any course-related issue.

I generally answer emails very quickly from Monday 8:30AM to Friday 4:30PM. (Feel free to email me again if you do not hear within 24 hours during these times.) However, please do consult the syllabus or other course materials first to see if the answer to your question is there, and recognize that broader substantive questions will probably be best addressed at in-person meetings.

D2L: There is a D2L page set up for this class: <https://uwsp.courses.wisconsin.edu/d2l/home/4225979>. I strongly encourage you to access this webpage regularly and get accustomed to using it. There you will find the syllabus and other materials that you will need as they become available. The D2L page contains also a news box that I will use to post announcements and reminders.

Electronic Devices: You are permitted to use laptop computers during class to access PowerPoints, online notes, or to type your own course notes. That being said, laptops are not to be used for surfing the internet or checking e-mail. During periods of class discussion, computers should be closed to ensure adequate attention and participation. Cell phones should be turned off or put on silent mode.

Academic Integrity and the Honor Code

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information: <https://tinyurl.com/yaw5a954>.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (e.g., cheating and plagiarism) is a very serious offense that will get you in great trouble. There are thoroughly reliable software programs to check if plagiarism has occurred. In all your classes, please use proper citation form for all materials obtained from primary and secondary sources.

The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. Generally the matter will then be referred to the Dean of Students for a formal hearing at the Student-Faculty Committee on Student Conduct. Depending on the circumstances, the committee may suspend or expel a student that behaves dishonestly. This will make it extremely difficult for you to gain entrance to graduate schools and will jeopardize your opportunities with a large number of employers in the future.

For further information, please come talk to me and/or see the university's rules and procedures for student academic misconduct available here: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx> as well as the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, Chapter 14, which can be accessed here: <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

You MAY receive help on your written assignments (not tests) from your roommate, significant other, parents, the University Learning Center, or a passerby on the street. The process of reading and revising your work based on the comments of others is an important part of how we learn and improve.

Classroom Etiquette

Please remember to turn off your cell phones before coming to class and refrain from eating. Drinks, on the other hand, are permissible.

Arriving late or leaving during class is usually disruptive both for me and for your classmates. Please make every effort to be on time. If you come to class, plan to stay for the whole session. If you know in advance that you have to leave early, let me know before class begins.

Course Resources and Readings

Readings for each week are indicated on the syllabus and should be completed prior to the class meeting of the week in which they are assigned. Additional readings covering case studies in current or recent international events will be distributed via D2L.

The main textbook for this course is *European Union Politics*, (Oxford University Press, 2016, 5th edition, ISBN: 978-0198708933) by Michelle Cini and Nieves Pérez-Solórzano Borragán, which is available through Text Rental. (Hereafter referred to as "Cini and Pérez-Solórzano Borragán.") Additional readings will be posted under E-Readings, which can be accessed by going to the D2L homepage for this class. (Hereafter referred to as "E-Reading.")

In addition, you are expected to read a major daily newspaper (online or print) with coverage of international events, such as the *New York Times*, *Washington Post*, *Wall Street Journal*, or *Financial Times*. These and others are available at the library or online. Lectures and discussions will frequently reference relevant current international events, and being conversant with what is going on in Europe and in the world will be important to contribute to discussions and do well in this course. Be prepared to talk about how these events fit into the substantive concepts we are learning, and how we can apply the analytic tools we are using to understand them more fully.

Lecture slides: I will post lecture slides on the course's D2L page prior to each lecture. These will be sparse outlines intended to facilitate your note-taking. These outlines will allow you to anticipate the topics discussed and to "fill in" the information provided in lectures. Please note, however, that the lecture outlines should not be seen as a substitute for attending class, doing the readings, or taking notes.

World Wide Web: The web has a bounty of information for research in international affairs (not all of it is credible—be a careful consumer!!!). Below is a list of links to a selection of scholarly resources, organizations, and news from the world of the EU:

Archive of European Integration (AEI): aei.pitt.edu
BBC World Service <https://www.bbc.co.uk/worldserviceradio>
BBC Country Profiles http://news.bbc.co.uk/2/hi/country_profiles/default.stm
Council of the European Union: consilium.europa.eu
Delegation of the European Union to the United States: www.euintheus.org/resources-learning
Economist (country briefings) <https://www.economist.com/briefings>
EU Observer <http://www.euobserver.com>
Eurobarometer: ec.europa.eu/COMMFrontOffice/PublicOpinion/
European Union Online: europa.eu
European Commission Press Room RAPID: europa.eu/rapid (you can sign up here to receive daily emails with EU press releases)
European Court of Justice: curia.europa.eu
European Parliament: europarl.europa.eu
Eurostat: ec.europa.eu/eurostat
Eurozine: www.eurozine.com
Foreign Policy <http://www.foreignpolicy.com/>
Freedom House <http://www.freedomhouse.org/>
Global Issues <http://www.globalissues.org/>

To find more information on your country, organization, or issue, please consult the following library databases (accessible via the library homepage at <http://library.uwsp.edu/>). The databases will connect you with citations to books and articles as well as online full-text electronic resources: ABI Inform, Britannica Online, CIAO, EbscoHost, JSTOR, LexisNexis Academic, Project MUSE, and WorldCat.

In addition, you are strongly encouraged to find newspapers from inside your country. One way is www.onlinenewspapers.com.

Course Schedule

Week 1: Introduction

- *Cini and Pérez-Solórzano Borragán*, pp. 1-7

September 4: Course Overview

September 6: What is the EU?

Week 2: History and Theories of European Integration

- *Cini and Pérez-Solórzano Borragán*, pp. 12-22 and 30-48
- *Cini and Pérez-Solórzano Borragán*, pp. 53-63

September 11: The historical context

September 13: Neo-functionalism

Week 3: Theories of European Integration (continued)

- *Cini and Pérez-Solórzano Borragán*, pp. 65-77
- *Cini and Pérez-Solórzano Borragán*, pp. 111-120

September 18: Intergovernmentalism

September 20: Europeanization

Week 4: Theories of European Integration (continued)

- *E-Reserve*: Keck, Margaret and Kathryn Sikkink. 1999. “Transnational advocacy networks in international and regional politics.” *International Social Science Journal* 51(159): 89-100
- *Cini and Pérez-Solórzano Borragán*, pp. 365-378 (also recommended: pp. 295-306)

September 25: Case study: Europeanization of human rights

September 27: Case study: The Euro crisis

Week 5: Institutions of the EU: The Commission

- *Cini and Pérez-Solórzano Borragán*, pp. 125-136

October 2: The European Commission

October 4: Case study: DG for Employment

Week 6: Institutions of the EU: The Council System

- *Cini and Pérez-Solórzano Borragán*, pp. 138-153
- *E-Reserve*: Politico. 2017. “Estonia’s presidency: How it went”
- *E-Reserve*: Rone, Julia. 2018. “Bulgaria’s turn to lead the Council of the European Union just ended. How did things go?”
- *E-Reserve*: Barzachka, Nina. 2018. “Austria now holds the E.U. presidency. Expect a tougher stance on immigration”

October 9: The European Council and the Council of the EU

October 11: Discussion: Trio presidency of the Council of the EU

Week 7: Institutions of the EU: The Parliament

- *Cini and Pérez-Solórzano Borragán*, pp. 155-165
- *E-Reserve*: Rubin, Alissa. 2015. “Far-Right Parties Form Coalition in European Parliament”
- *E-Reserve*: Kanter, James. 2017. “Far-Right Leaders Loathe the European Parliament, but Love Its Paychecks”
- *E-Reserve*: Nielsen, Nikolaj. 2018. “EU passes new rules to prevent far-right funding abuses”
- *E-Reserve*: Stone, Jon. 2018. “Conservatives enter alliance with Swedish far-right in European Parliament”

October 16: The European Parliament

October 18: Discussion: Far-right parties in the European Parliament

Week 8: Institutions of the EU: The Court

- *Cini and Pérez-Solórzano Borragán*, pp. 167-177
- *E-Reserve*: European Court of Justice. 1995. “Judgement of the Court of 15 December 1995 – Case C-415/93.” (Also watch: <https://www.youtube.com/watch?v=Fa8pdSdzDm4>)
- *E-Reserve*: European Court of Justice. 1995. “Judgement of the Court of 20 February 1979 – Case C-120/78.”

October 23: The European Court of Justice

October 25: Discussion: The Bosman Ruling and the Case of Cassis de Dijon

Week 9: Review and Exam

- *No reading*

October 30: Review Session

November 1: FIRST MIDTERM (in-class)

Week 10: Policies and Policy-Making in the EU: Freedom, Security, and Justice

- *Cini and Pérez-Solórzano Borragán*, pp. 281-293
- *Mandatory reading*: <https://www.bbc.com/news/world-middle-east-26116868>
- *Mandatory reading*: <https://www.bbc.com/news/world-europe-34131911>
- *Mandatory reading*: <https://www.bbc.com/news/world-europe-34278886>
- *Mandatory reading*: <https://www.dw.com/en/the-eu-turkey-refugee-agreement-a-review/a-43028295>

November 6: Freedom, Security, and Justice

November 8: Discussion of country positions

******* POLICY MEMO 1 DUE ON TUESDAY, NOVEMBER 13 @ 12:00PM *******

Week 11: Freedom, Security, and Justice: Refugee and Asylum Crisis in Europe

- *No reading*

November 13: Simulation I (Day 1)

November 15: Simulation I (Day 2)

Week 12: Policies and Policy-Making in the EU: Foreign, Security, and Defense Policy

- *Cini and Pérez-Solórzano Borragán*, pp. 241-253
- *E-Reserve*: Pinto, Mario Do Céu. 2010. "Turkey's Accession to the European Union in terms of impact on the EU's security and defense policies—potential and drawbacks." *Rev. Bras. Polit. int.* 53(1): 89-106.

November 20: Foreign, Security, and Defense Policy

November 22: *** No class *** (Happy Turkey Day!)

******* POLICY MEMO 2 DUE ON TUESDAY, NOVEMBER 27 @ 12:00PM *******

Week 13: Foreign, Security, and Defense Policy: Turkey's Membership in the CFSP

- *No reading*

November 27: Simulation II (Day 1)

November 29: Simulation II (Day 2)

Week 14: Policies and Policy-Making in the EU: The Single Market

- *Cini and Pérez-Solórzano Borragán*, pp. 255-267
- *Mandatory reading*: <https://www.bbc.com/news/uk-politics-32810887>
- *Also see*: <https://www.whitehouseconsulting.co.uk/project-brexit/>

December 4: The Single Market

December 6: Discussion of country positions

Week 15: The Single Market: Brexit

- *No reading*

December 11: Simulation III (Day 1)

December 13: Simulation III (Day 2)

Rubric for Assessing Participation

	Strong	Needs Development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of Contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on Seminar	Comments frequently help move conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of Participation	Actively participates at appropriate times	Sometimes participates but at other times is "tuned out"	Seldom participates and is generally not engaged

Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.