



THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

POL 307

3 credits (39 contact hours)

THE EUROPEAN UNION: INTEGRATION, ENLARGEMENT, UNITY

COURSE DESCRIPTION

The course is designed as a comprehensive study of the treaties, events and negotiations that led to the formation of the European Union. It will equally look at the current institutions and policies that make the European Union a global actor today. The course will also examine underlying themes pertinent to the European Union such as nationalism, state-sovereignty, supranational governance, democratic accountability and the future of enlargement.

RATIONALE

The study of international relations is greatly enriched by examining the European experience over the last 50 years. Mired in perpetual conflict prior to World War II, European nations finally came together to create an unprecedented form of governance that has brought with it an unprecedented level of peace and prosperity. Understanding this new and unique form of governance will open the student's eyes to a successful experience in conflict resolution that may be applied elsewhere in the world. It will also raise many post-modern questions such as the future of the nation-state and thus national identity.

PRIMARY TEXTBOOKS

Ian Bache and Stephen George, "Politics in the European Union", Oxford, Oxford University Press, 2 ed., 2006.

Jeremy Rifkin, "The European Dream", Cambridge, Polity Press, 2004.

Mark Mazower, "Governing the World: The History of an Idea", Penguin, London, 2012.

Students will also be required to read newspaper and journal articles on a daily basis both in and outside of class in order to keep up with the current proceedings in the European Union.

COURSE OBJECTIVES AND OUTCOMES

- Students will develop a deeper understanding of the history, institutions and policies of the European Union.
- Students will improve analytical skills by examining the causes and effects of certain treaties, policies or institutional structures.

- Students will improve skills in oral presentations, analytical writing as well as political research.
- Students will improve skills while working in groups.

INSTRUCTIONAL METHODS AND ACTIVITIES

The classroom format will be both lecture and discussion oriented, based on assigned readings. There will also be a certain amount of discussion and work at smaller group levels during class time as well. Lectures may be supplemented with guest speakers either speaking during or out of regularly scheduled class times.

An end of the semester group project will culminate in an oral presentation by the whole group. Students will also work individually on a brief policy analysis, to be presented as a written document at the end of the semester.

EVALUATION AND GRADING

Participation (10%): Each student will be evaluated on extent of classroom participation.

Policy Assessments (25%): Two 3-5 page writing assignments. Average will be taken from both grades. More details will be given in class.

Group Project (20%): Oral presentations at the group level, details given in class.

Mid-term exam (25%): In-class essay.

Final exam (20%): Another in-class essay, based on material covered after the mid-term.

ATTENDANCE AND PARTICIPATION

One of the primary requirements this semester is that you attend class. This is not a lecture class and its success depends very much on your coming to class on time, prepared for the lesson, and ready to participate in discussion and activities. Attendance and participation will be part of your final grade. Every unexcused absence over two will effectively lower your final grade by a half letter grade.

CALENDAR

Readings in italics

Pre WWII Era: The EU in Context

Class 1	Introduction
Class 2	The Concert of Europe (1815-1914) <i>Mazower, Prologue, Chs. 1, 2</i>
Class 3	19th Century Franco-Prussian Relations <i>Mazower, Chs. 3, 4</i>

Post WW II Era: The Contemporary Foundation of the European Union

Class 4	Immediate Post War Foundations of EU
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Bache, Chs. 1,2; Mazower, Ch. 5

Class 5 Cont'd

Bache, Chs. 5, 6; Mazower, Ch. 6

Class 6 The 1950s

Bache, Chs. 7, 8; Mazower, Ch. 7

Class 7 The 1960s and 1970s

Bache, Chs. 9, 10; Mazower, Ch. 8

Class 8 The 1980s

Bache, Chs. 11, 12; Mazower, Ch. 9

****First Policy Assessment Due****

Class 9 The 1990s

Bache, Chs. 13-15; Mazower, Ch. 10

Class 10 The New Millennium

Bache, Chs. 16, 17; Mazower, Ch. 11

The Institutions of the European Union

Class 11 Council/Commission

Bache, Chs. 19-20; Mazower, Ch. 12

Class 12 Parliament/ECJ, etc.

Bache, Chs. 21-22; Mazower, Ch. 13

Class 12 Mid-term Exam

The European Union as a Policy Maker

Class 13 Overview of policies/Budget

Bache, Chs. 24; Mazower, Ch. 14

Class 14 CAP

Bache, Chs. 25; Rifkin, Ch. 1

Rifkin, Ch. 2, 3

Class 15 Single Market: Pharmaceutical Industry

Bache, Chs.26; Rifkin, Ch. 4

- Class 16 Single Market: Wine Industry
Rifkin, Chs. 5
- Class 17 Single Market: Single Currency
Bache, Chs. 27; Rifkin, Ch. 6
- Class 18 Single Market: Energy and Transportation Automobile industry)
Rifkin, Chs. 7, 8
- Class 19 External Economic Relations: US/CHINA/EU Trade Relations
Bache, Ch. 29; Rifkin, Ch. 9
- Class 20 Justice and Internal Security
- Class 21 Common Foreign and Security Policy
Bache, Ch. 30.; Rifkin, Ch. 12
- Class 22 CFSP: The EU and the War on Terrorism
Rifkin, Ch. 13, 14
- Class 23 Last Day: Conclusion
Rifkin, Ch. 15

GROUP PROJECT

Guidelines

The oral presentation will be given in groups comprising 2-3 students. It is based on a contemporary case study relative to a particular industry concerned by the single market. The idea is to present a practical format of one state's experiences with a specific aspect of a particular policy. This includes economic impacts, cultural and political consequences or any other domain that you might feel is relative. This will require extensive research, of which a good starting point is your book but not limited to it. The end state is to produce a 60-minute presentation followed by a question and answer period. Please cite all sources. You will be evaluated on the following criteria. I.

Form/Style:

Use of Visual / Audio Aids (effectiveness of Images...):

Manner of Communicating (speech...slow, fast, energy, eye contact...):

Organization/Flow of Presentation (logical flow, clarity of starting/ending point...):

II. Content

Use of Relative Statistics/Facts:

Profoundness of Analysis (detail of subject...):

Expression of Knowledge (preparation level, facility to respond to questions...):

III. Overall Effectiveness of Presentation (our overall understanding and subsequent learning of subject...):

POLICY ASSESSMENT

A 3 – 5 page take-home writing assignment answering the following questions in essay format. Outside sources are welcome, provide references where applicable.

How did key events, policies, treaties and philosophies in the post WWII era lead to European integration? How does this contrast with Europe's past?

Compare and contrast Europe's and America's approaches towards security and development since the 1990s. Which approach is better suited for the 21st century?