



GEO

Study Abroad

SYLLABUS

ECONOMIC INTEGRATION OF THE EUROPEAN UNION

Instructor: Andreas Staab

Contact Hrs: 40

Language of Instruction: English

LONDON, ENGLAND

COURSE OUTLINE

- **Part I: Understanding the European Union**
 - Historical Analysis of European Integration part 1
 - Historical Analysis of European Integration part 2
 - Institutional Mechanisms of the EU: The Commission
 - Institutional Mechanisms of the EU: The Councils, Parliament and Courts
- **Part II. Common Policies**
 - The Single Market, Competition and State Aid
 - Please note:** Take Home Exam will be handed out
 - Common Agricultural Policy (CAP)
 - Please note:** Take Home Exam due
 - Cohesion
 - Please note: First LSE report due
 - no class:** mid-term break
 - Economic and Monetary Union (the Euro)
 - Visit to the European Bank for Reconstruction and Development (EBRD)
 - Times to be confirmed
- **Part III. External Policies**
 - Enlargement
 - External Trade, and Common Foreign and Security Policy
 - Movie Night: 'No Man's Land'.
- **Part IV. Conclusion**
 - Brexit
 - Please note:** Second LSE report due
 - Final Exam**

COURSE DESCRIPTION: The course provides a comprehensive examination of the processes of European integration, and offers a critical analysis of EU's economic policies in their broader historical, political and economic contexts. This analysis is undertaken in light of the peculiar and often problematic relationship between Britain and its European neighbours, which culminated in the country's decision in June 2016 to leave the EU altogether; a process commonly referred to as 'Brexit'.

The course is divided into three parts: Part I gives an insight into the main historical currents and key institutional mechanisms. Part II analyses the main policies, which continue to shape the integration processes of the EU including the Single Market (SEM), Economic and Monetary Union (EMU), Cohesion, as well as the Common Agricultural Policy (CAP). In Part III the course focuses on the EU's external policies which have an effect on non-EU countries, as well as future member states, ranging from External Trade to enlargement and the Common Foreign and Security Policy (CFSP). The course finishes with a look at Brexit by analysing the currents that prompted the UK to turn its back on Europe, while also investigating the political, economic, as well as cultural ramifications of this momentous decision.

COURSE OBJECTIVES: The course does not require any previous knowledge of European affairs or British Politics, or indeed a background in economics, politics, history or any other social science. Through taking this course students will gain a thorough understanding not only of the EU and its key actors and activities, but also of the extent to which its policies shape member states, such as the UK.

INSTRUCTIONAL METHODOLOGY: The course places a high emphasis on pro-active teaching methods (such as court-room and summit simulations, SWOT analyses, or group discussions) with the pedagogic aim of processing recently acquired information (such as lectures or the studying of books and articles) in a conducive, pro-active manner. As such, student presentations (see Method of Evaluation below) often form the basis of intense group discussions and analyses. In addition to standard lectures, the course also integrates a number of TV documentaries.

STUDY VISITS AND EXCURSIONS: Outside of the class room the course also aims to integrate a number of study visits. Apart from a meeting with an official at the European Bank for Reconstruction and Development (Thursday, March 28), we will rely to some extent on the nearby London School of Economics; one of the world's top universities, which regularly invites public speakers of extremely high caliber, while also organizing topical debates and panel discussions on matters that are closely related to this course. Students are expected to attend at least two public lectures of their choice. Please visit www.lse.ac.uk/events.

RULES AND PROCEDURES: Attendance at the sessions and excursions is obligatory. The sessions combine introductory lectures, presentations, discussions and group work. Presentations should provide an introduction to the key themes which open the seminar for further discussion. In some sessions, students are asked to participate in debates, during which presenters should aim to make controversial (but reasoned) contributions, questioning the other presenters' points of view. Shared preparation will enhance the quality (and enjoyment) of the debates. In general, you are expected to prepare and contribute to ALL seminars. The objective of the seminar is to develop curiosity in the subject, to exchange information and to explore approaches and debates. **Students are expected to prepare for each session, to the extent that they are able to point to the key problems and challenges of each topic.**

METHOD OF EVALUATION (GRADING)

The standards for this course will not be lower than at home. An A will be awarded only for the best quality work; poor work will be appropriately graded.

1. Presentations, Class Participation, LSE write ups, 30%
2. Take-Home Exam: 30%
3. Final Exam: 40%

1. Presentations, Class Participation: Over the course of the semester, students are required to give one or two presentations (which will be part of a group presentation of around 2 - 4 students). Presentations should be **no longer than 25 minutes** and should provide the seminar group with a discussion base. Hence, presentations ought to cover key factual points, but should also give some 'food for thought'. In addition, the presentations should also highlight internet sources of your choice and should offer fellow students advice on the suitability of these sources (informative, accurate, good/bad points, etc.). It is suggested, that presenters print out their power point slides, which would make it easier for fellow students to follow proceedings.

In addition, students are also asked to attend two public lectures of their choice at the nearby London School of Economics (directions to the venue will be given in class). Public lectures usually take place in the evening (from around 6.30 to 8.00) and cover a broad range of issues. For a calendar of events, please consult www.lse.ac.uk/events. Students have to produce a 500-word write up of the lecture which should integrate a summary of the main arguments, but also (and more importantly) a personal reflection.

2. Take Home Exam: This first essay will be handed out on TBD and is due in class on TBD. Proper referencing, footnotes and a bibliography (at least five sources per essay should be consulted) are expected. There is a strict space limit of **1000 words** per essay.

3. Final Exam: On our final day, we will be writing our in-class exam and students are allowed to use their course notes. However, books, articles, and laptops/computers are not permitted.

Grading System

Students can achieve a combined maximum of 30 points for presentations, LSE write-ups and class participation', as well as 30 points for the first take home exam. The final exam will have a maximum point total of 40. The number of accumulated points translates into the following grade:

| | |
|----------|-----------------|
| A: | 94 - 100 points |
| A minus: | 88 - 93 points |
| B plus: | 81 - 87 points |
| B: | 76 - 80 points |
| B minus: | 70 - 75 points |
| C plus: | 65 - 69 points |
| C: | 60 - 64 points |
| C minus: | 55 - 59 points |
| D: | 50 - 54 points |
| F: | 0 - 49 points |

COURSE READINGS

- Andreas Staab. *The European Union Explained*. Indiana University Press, 3rd edition 2013 (supplied)
- Updates on this book can be accessed at www.epicseminars.com. Click on 'The European Union Explained'.

This book does not represent an in-depth analysis of the EU, but is instead designed as an accessible introduction for those readers who do not possess any knowledge of European affairs. As such, students are strongly advised to regard the book as elaborate lecture notes, which necessitate the use of additional, academic sources, including the ones listed below. The contents of this book correspond to the outline of this course.

- Desmond Dinan, Neill Nugent and William Paterson. *The European Union in Crisis*. Palgrave 2017 (there is a least one reference copy in the GEO library)

This book offers an in-depth analysis of all the crises that the European project is going through at the moment. Students are strongly advised to consult this source in order to get a better understanding of the challenges that the Union is facing.

Other Reference Texts:

For a more detailed analysis, students are strongly advised to consult additional sources (such as the ones listed below). Practically all academic books are organised along the same structural lines. There may be a section on history, some chapters on institutions, and some on policies. It is therefore very easy to read up and research the individual sessions of our course.

1. N. Nugent. *The Government and Politics of the European Union*. London: Macmillan, 8th edition, 2017.
2. A. El-Agraa. *The European Union Illuminated*. Palgrave, 2015.
3. H. Wallace (ed). *Policy Making in the EU*. Oxford University Press. 7th edition, 2014
4. D. Kenealy, J. Peterson and R. Gorbett (eds.) *The EU: How does it work?* Oxford University Press, 4th ed, 2015.
5. L. Buonanno and N. Nugent. *Policies and Policy Processes of the EU*, Palgrave, 2013
6. S. Hix and B. Hoyland. *The Political System of the EU*, Palgrave, 3rd edition, 2011.
7. D. Dinan. *Ever Closer Union: An Introduction to European Integration*. Palgrave, 4th edition. 2010.
8. S. Hix, *What's wrong with the European Union and how to fix it*'. Polity Press, 2009

Essential Reference Sources:

- Official Web Site of the EU: <http://europa.eu.int>
- The Financial Times: www.ft.com
- The Economist: www.economist.co.uk
- The Guardian: www.guardian.co.uk - one of the biggest dailies with a comprehensive archive
- www.euractiv.com - an internet portal sponsored by the Commission on a large range of topics.

GUIDELINES TO TOPICS

Below please find a list of the key questions and challenges surrounding each individual topic. Where appropriate, the presentation topics are also mentioned

- **Historical Analysis of European Integration**

Reading Guidelines:

1. What is Europe?
2. Is there anything that divides/unites Europeans?
3. How different is the EU from the US and from the UN?
4. What are the key issues facing the EU in the next ten years?

Reading: Staab, chapter 1

- **EU Institutional Mechanisms**

Reading Guidelines:

1. To what extent does the EU undermine national sovereignty?
2. How similar/different is the EU to/from other political systems?
3. What are the powers of the Commission, the Council (of Ministers), the European Council and the European Parliament?
4. To what extent can the ECJ influence the direction of European integration?
5. Is the Commission a 'government', a 'bureaucracy' or a 'regulatory agency'?
6. How has growing Euroscepticism affected the EU's institutional and policy landscape?

Reading: Staab, chapters 3-8

Dinan, Nugent and Paterson, chapters 9 and 10

- **The Single Market and Competition**

Reading Guidelines:

1. How is market regulation different to redistribution?
2. Has the Single Market resulted in the erosion of national differences and idiosyncrasies? Has Europe lost its cultural variety?
3. Which economic actors benefit from the Single Market (and which ones don't)?
4. How does the EU control big business and excesses of capitalism?

Reading: Staab, chapter 9 plus update on this chapter on www.epicseminars.com

Dinan, Nugent and Paterson, chapter 6 (on migration)

Presentation 1: The EU should concentrate foremost on completing the Single Market and refrain from political integration.

Presentation 2: The free movement of people undermines national sovereignty and should be curbed.

- **The Common Agricultural Policy**

Reading Guidelines:

1. What explains the establishment of the CAP and why it is so difficult to reform?
2. Who benefits from CAP (and who loses out)?
3. What implications did the 2004 enlargement have for the CAP?
4. What is the effect of CAP on global trade?

Reading: Staab, chapter 10

Presentation: The CAP should be abolished

- **Cohesion**

Reading Guidelines:

1. Is EU cohesion policy simply a 'side-payment' to buy support for European integration?
2. Has EU cohesion reduced economic disparities in the EU?
3. How important are regions and sub-national interests in shaping EU cohesion policies?
4. To what extent does the cohesion policy undermine national sovereignty?

Reading: Staab, chapter 10

Presentation: The EU's financial support through the cohesion policy is merely a drop in the ocean and cannot make a substantial contribution to a region's economic development.

- **Economic and Monetary Union**

Reading Guidelines:

1. What are the economic and political costs and benefits of EMU?
2. What explains the adoption of the EMU project?
3. How can 'asymmetric shocks' be dealt with in EMU?
4. Which countries struggle with unsustainable public debt, and why?
5. What has the EU done to help these countries and was the help enough?
6. What were the structural flaws in the Maastricht Treaty's Stability Pact that allowed this crisis to happen?

Reading: Staab, chapter 12

Staab, chapter 17 plus update on www.epicseminars.com

Dinan, Nugent and Paterson, chapters 4, 7, 8 and 12

Presentation 1: Has EMU been a step too far for European Integration?

Presentation 2: Will the Euro break up?

- **Enlargement**

Reading Guidelines:

1. What impact has the 2004/07 enlargement had on the working agenda of the EU?
2. What explains the agenda and speed of EU enlargement?
3. What are the costs and benefits of eastern enlargement for the EU?

Reading: Staab, chapter 2 plus update on www.epicseminars.com

Presentation 1: Upon completing the 35 chapters, should Turkey be invited to join the European Union?

Presentation 2: Further enlargement will result in institutional deadlock and policy breakdown

- **External Trade**

Reading Guidelines:

1. What explains the making of EU trade policy?
2. What impact does the EU have in the international trading system?
3. Which EU countries benefit from a common commercial policy (and which ones don't)?
4. Is the EU better off competing or collaborating with the US in economic matters?

Reading: Staab, chapter 15

Presentation 1: The TTIP is a marriage made in heaven

Presentation 2: As the banana and steel wars have shown, the US and the EU are not partners but eternal rivals that ultimately undermine global trade

- **Common Foreign Policy**

Reading Guidelines:

1. Who represents the EU abroad?
2. In global politics, does the EU pursue more than an economic agenda?
3. What are the instruments, which the EU employs to pursue its common foreign policy?
4. Is the CFSP effective?

Reading: Staab, chapter 14

Presentation 1: The EU is an economic giant without any political teeth

Presentation 2: Is the EU equipped to avoid a human disaster in Europe along the lines of the violent breakup of Yugoslavia?

- **Brexit**

Reading Guidelines:

1. Will the EU be better off without the UK?
2. Is the EU doomed?
3. Which of the UK's economic and financial sectors will be most impacted by Brexit?
4. What economic opportunities lie in wait for the UK?

Reading: Staab, update on chapter 1 at www.epicseminars.com

Dinan, Nugent and Paterson, chapter 5

<http://www.theguardian.com/politics/2016/jun/30/brexit-disaster-decades-in-the-making>