Course title: Politics of the European Union  
Course number: POLI 3001 BRGE  
Programs offering course: Summer Online  
Language of instruction: English  
U.S. Semester Credits: 3  
Contact Hours: 45  
Term: Summer 2020

**Course Description**

This course provides an overview of the process of European integration from the post-World War II era to the present. Students study the functions and power distributions of the EU legislative, executive, and judicial branches of government. Students also analyze the politics of economic policymaking in different areas, such as the single market, the Euro, and external trade policy and non-economic policy areas, such as foreign and security policies. Discussions on major current crises, including migration, Brexit and COVID-19, play a key role in understanding the EU today and the culmination of several aspects of policymaking. Online classroom content is supplemented and enhanced by virtual study tours to EU institutions and online meetings with EU experts and practitioners from different organizations and institutions across Europe.

**Learning Objectives**

This course will allow students the opportunity to:

- Acquire a basic knowledge of the EU governmental system and its policymaking and be able to distinguish its central characteristics from those of a completely sovereign democracy.
- Be able to assess the significance, potential, and shortcomings of the EU from a historical perspective.
- Develop a deepened understanding of democratic theory and collective action theory.
- Learn about and be able to assess the political issues involved in plans for expanding the EU vertically and horizontally.
- Acquire practice in addressing pointed and critical questions to politicians and members of government bureaucracies.
- Improve and develop listening and public communication skills

**Course Prerequisites**

None.

**Methods of Instruction**

The delivery of the course rests on three interconnected pillars. First, the online classroom organized by the instructor using presentations, readings, case study discussions, discussion boards and blogs. Students will be assigned specific countries and EU policies which they will investigate and monitor during the duration of the course. Second, students will leave the online classroom to embark on virtual travel across the European Union to engage in practical
discussions with EU experts and policy makers, be they in Brussels - the capital of the EU, Athens, Rome, Paris, Prague or Riga. These discussions will deepen and widen their understanding and help students develop practical skills. Third, the capstone of the course will be in the form of a debate on the future of the European Union. Students must expertly draw on and combine classroom learning with the insight gained “outside” on the tours across the EU.

Course Material

Students are required to purchase the textbook below from which readings are assigned on a regular basis. Students are required to prepare and read the selected chapters for each class:


All other readings and resources are available through CIEE’s learning management system, Canvas

Assessment and Final Grade

The final grade will be made up of the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Blog</td>
<td>20%</td>
</tr>
<tr>
<td>Presentations (2)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Essay</td>
<td>15%</td>
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<tr>
<td>Capstone Project</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
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</tbody>
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Course Requirements

Blog
Students are to post regularly on aspects of EU politics and policies on a blog they create. The blog posts focus on up to three EU member states and one EU policy or crisis area, which are assigned at the beginning of the course. Students are expected to follow the media and other information sources on their assigned countries/topic and write at least two posts of 300 to 400 words each per week and comment on the blogs of other classmates (150 to 200 words each) at least three times per week. The blog allows students to link, process and reflect on the material and to engage and debate with other classmates about the issues addressed. Students will be graded on the frequency of their posts, the quality of their analysis, and their commentary on the blogs of their fellow classmates.

Time on task: 18 hours

Presentations
Students will prepare and record two presentations of 10-15 minutes each: one introducing up to three Member States, the other on one of the EU policies or crises and the effects on
“their” member states. The presentations should demonstrate a good understanding of the given topic and an ability to put it into perspective. The content of the presentation, including the way the student responds to questions from the instructor and other students (discussion board and/or live), will influence the grade. To supplement the presentation, students are expected to provide their fellow classmates with a cohesive written summary including references and works cited.

Time on task: 15 hours

Midterm Exam
The midterm exam will consist of a range of multiple-choice questions and two short essay responses. The exam will focus on material covered during the first two weeks of the class, including the readings assigned and the course discussions.

Time on Task: 10 hours

Essay
In preparation for the capstone project, students submit an individual essay of 1200 words addressing the motion of the debate. Students will synthesize their blog entries, research into their member states’ positions, readings, and in-class discussions with the insights they have gained from experts and policy makers into a coherent statement. The essay must include a list of works cited.

Time on Task: 15 hours

Capstone Project
The final project is in the form of a debate on the question of the future of the European Union. Students will debate the motion “This CIEE Class Believes the EU has Outlived its Purpose and its Decline and Fall is Finally Upon Us”. Students will be assigned to provide “point” and “counterpoint” on the motion and work in small teams. The debate has the customary three rounds: (1) initial argument for or against, (2) rebuttal, and (3) summary of arguments, rebuttal or defense of key points. The online debate itself may take one of two forms depending on the choice and availability of the participants: synchronous through web-conferencing within the final course session, or asynchronous over several days.

Time on Task: 15 hours

Participation
Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.
Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements
Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:
• in instructional activities, course content, course tools
• with the course instructor, other students, and
• by timely completion of all assessments.
“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.
Academically related activities include, but are not limited to:
• submitting an academic assignment;
• taking an exam or quiz;
• attending a study group that is assigned by the instructor;
• participating in an online discussion about academic matters, designed by the instructor; or
• initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:
• logging into an online class without active participation
• contributing to or engaging in the CIEE Orientation or Community Course(s)

First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.
CIEE instructors / staff will monitor student engagement on a weekly basis.
The weekly schedule below outlines due dates for asynchronous learning activities for this course.

_N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum._
Weekly Schedule

Please note this schedule is subject to change if opportunities arise to enhance the curriculum.

Week 1

Class 1

PART I
Setting the Scene

Introduction and Course Overview
What is the European Union?

Reading:
Cine and Borragán, “Introduction”, chap. 1 in European Union Politics, 1-8;

Time on Task: 2 hours

Class 2

The Idea of Europe and European Integration – A Historical Introduction

- Historical perspectives on European identity
- Post WW II Origins
- Founding nations and their political goals

Reading:
Phinnemore, “The European Union: Establishment and Development”, chap. 2 in European Politics, 9-30;
Church and Phinnemore, “From the Constitutional Treaty to the Treaty of Lisabon and Beyond”, chap. 3 in European Politics, 31-52.

Time on Task: 6 hours

Class 3

PART II
Institutions and Key Actors: How does it work?

The Institutional Architecture of the EU

- The functions and powers of the EU institutions – an overview
- Functions and power distribution of the EU legislative, executive, and judicial branches of government

Reading:
Egeberg, “The European Commission”, chap. 10 in European Politics, 143-156;
Lewis, “The European Council and the Council of the European Union”, chap. 11 in European Politics, 157-175;
Burns, “The European Parliament”, chap. 12 in *European Politics*, 176-188;

**Time on Task:** 5 hours

**Experiencing Europe: Virtual visit to EU Institutions - Meet EU policy makers, lobbyists and/or experts in Brussels**

**Class 4**

**Legislation and Decision-Making**
- Types of decisions in the EU
- Decision-making procedures in the EU
- The ordinary legislative procedure and special procedures

**Citizens, interest groups and interest representation**
- Public opinion and political participation
- Types of interest groups in the EU
- Interest representation and lobbying strategies in the EU

**Reading:**
Lelieveldt and, *The Politics of the European Union*, 76-106; 107-150;
Eising, “Interest Groups and the European Union”, chap. 14 in *European Politics*, 201-218;

**Time on Task:** 6 hours

**Due:** blog posts (ongoing); presentation on EU Member States

**Week 2**

**Class 5**

**PART III**

**The EU in Practice: Prospects, Challenges, Controversies**

**Policy Making and Policy Making: What does the EU do?**
- Overview of EU policymaking
- The EU Policy Agenda
- The EU Policy Process

**The EU's Signature Policy: The Single Market**

**Reading:**
Bache et al., *Politics in the European Union*, 327-350;
Best, “Policy-making in the European Union”, chap. 16 in *European Politics*, 233-252;

Time on Task: 6 hours

Due: blog posts (ongoing); presentation on EU policies/politics

**Class 6**

**The Euro, Austerity, the Politics of Debt and COVID-19**
- Economic and Monetary Union (EMU)
- Banking and Greek Sovereign Debt Crisis
- Design failures of the Eurozone
- Political effects of austerity
- COVID-19

**Experiencing Europe:** Meet virtually with Greek, Italian and German policy makers and experts to discuss their perspectives on the political impact of the banking, Greek, and now COVID-19 debt crisis on their countries and the EU as a whole

Reading:
Verdun, “Economic and Monetary Union”, chap. 23 in *European Politics*, 344-357;
Hodson and Puetter, “The Euro Crisis and European Integration”, chap. 26 in *European Politics*, 387-406;
Webber, *European Disintegration*, 56-105;
Dyson, “Playing for High Stakes: The Eurozone in Crisis”, chap. 4 in Dinan et al., *European Union in Crisis*, 54-77.
Reading on COVID-19 tbd

Time on Task: 6 hours

Due: blog posts (ongoing); presentations on EU policies/politics

**Class 7**

**The Migration and Refugee Crisis**
- The Area of Freedom, Justice and Security (AFJS)
- The EU and the Refugee Crisis
- Migration and the externalization of EU border control

**Experiencing Europe:** Travel virtually to a migration camp on a Greek island to meet NGO representatives and discuss their daily work. Meet policy makers and experts in Berlin and Istanbul/Ankara to discuss the implications of the refugee crisis for their countries and the EU.
Reading:
Webber, *European Disintegration*, 56-105;

Time on Task: 6 hours

Due: blog posts (ongoing); presentation on EU policies/politics; midterm (class 7 +2 days)

**Week 3**

**Class 8**

**Brexit**
- Unwinding the long road to Europe
- Explaining Brexit
- Populism in the European Union

**Experiencing Europe:** Travel virtually to London to discuss the intricacies of Brexit and its effects on Britain and the European Union

Reading:
Cini and Borragán, “Brexit”, chap. 27 in *European Politics*, 406-424;
McGowan and Phinnemore, “The UK: Membership in Crisis”, chap. 6 in Dinan et al., *European Union in Crisis*, 77-99;

Time on Task: 6 hours

Due: blog posts (ongoing); presentations on EU policies/politics

**Class 9**

**Part IV**

**European Security and Economic Order- The Reemergence of Geopolitics**

**EU Expansion, NATO, and Russia**
- The EU as a foreign and security policy actor
- EU NATO expansion and Russia
- The Ukraine crisis and its effects on Europe’s security order

**The EU and the United States: a troubled transatlantic relationship**
**Experiencing Europe:** Travel virtually to the EU’s most northeastern corner where Latvia borders Russia. Discuss in Riga with policy makers, academics, or advisors the significance of both EU and NATO membership to the three Baltic states and Latvia in particular.

Reading:
Webber, *European Disintegration*, 106-134;
Howorth, “Stability on the Borders”: The Ukraine Crisis and the EU’s Constrained Policy Towards the Eastern Neighbourhood, pp. 121-136;
Orenstein and Kelemen, Trojan Horses in EU Foreign Policy, pp. 87-102;

Time on Task: 6 hours

Due: blog posts (ongoing); presentations on EU policies/politics

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**Class 10**

**PART V**

More Europe or Less? Reflecting on the Future of the EU

**The EU and the Future of Democracy**

- How does the EU achieve legitimacy in the absence of political community?
- How far should European integration go?

Reading:
Offe and Preuss, “The problem of legitimacy in the European polity: is democratization the answer?, in Crouch and Streeck (eds.), *The Diversity of Democracy*, 175–204;

Time on Task: 6 hours

Due: blog posts (ongoing); midterm (class 6 +2 days)

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**Week 4**

**Class 11**

‘Deepening and Widening’ and the Question of Values

- The enlargement process in historical and current perspectives
- How far should European political and economic integration go?
- Can there be a ‘European society?’

Reading:
Juncos and Borragán, “Enlargement”, chap. 18 in *European Politics*, 267-280;

Dinan, *Europe Recast*, chap. 10 and 11;

Offe, “Is There, or Can There Be, a ‘European Civil Society’?”, in *Civil Society: Berlin Perspectives*, 169–188;


Neil et al., ‘European Integration, Nationalism and European Identity’, 106-122.

Time on Task: 6 hours

Due: blog posts (ongoing); essay

**Class 12  Concluding Discussion: The Future of the EU**

**Capstone Project: Student Debate**

Time on Task: 18 hours (see specifics above under Course Requirements)

**Readings** (selections from)


Staying up to date

Students should regularly read the Economist, a British weekly. Articles in the more leftish leaning Guardian or the liberal-right wing Financial Times are also recommended. For English speaking news, also go to non-UK and non-Irish sites in France, Germany (https://www.spiegel.de/international), Greece (www.ekathimerini.com) Or Russia (www.RT.com).

Depending on their linguistic skills, students can follow the media in other languages than their own, such as Le Monde, El Pais or F.A.Z.

The most important discussions and debates that shape research on European institutions and politics take place in peer reviewed academic journals. You should make it a routine to regularly consult and screen the journals mentioned below:

Comparative European Politics
European Journal of Political Research
European Political Science Review
European Union Politics
Governance
Journal of Common Market Studies
Journal of European Integration
Journal of European Public Policy
Regulation & Governance
West European Politics
One of the best academic blogs on current affairs in the EU is the EUROPP blog, administered by colleagues at the LSE (http://blogs.lse.ac.uk/europpblog/)

Politico Europe (http://www.politico.eu) keeps you up to date on current affairs.

Other Useful Links for Further Research

Official EU website:
www.europa.eu

Euractiv:
http://euractiv.com

European Policy Center:
www.epc.be

EU Observer:
http://www.euobserver.com

Europaeum:
http://www.europaeum.org/

European Affairs:
http://www.europeanaffairs.org/

BBC: Brexit All You Need to Know:
http://www.bbc.co.uk/news/uk-politics-32810887

The Guardian: EU Referendum and Brexit:
https://www.theguardian.com/politics/eu-referendum

The UK in a Changing Europe:
http://ukandeu.ac.uk

The Constitution Unit UCL European Institute:
https://www.ucl.ac.uk/constitution-unit/research/europe

The New Economics Foundation:
http://neweconomics.org

European Council on Foreign Relations:
http://www.ecfr.eu/debate/responses_to_the_british_referendum

Bruegel:
http://bruegel.org/tag/brexit/

Chatham House: Royal Institute of International Affairs:
https://www.chathamhouse.org
LSE European Institute:
http://www.lse.ac.uk/europeanInstitute/home.aspx

Robert Schuman Centre for Advanced Studies, European University Institute:
http://www.eui.eu/DepartmentsAndCentres/RobertSchumanCentre/Index.aspx

Carnegie Europe:
http://carnegieeurope.eu

Institute of Public Policy Research:
http://www.ippr.org

European Policy Centre:
http://www.epc.eu