

Spring 2-1-2007

PSC 381.02: The European Union

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Political Science 381.02
 Spring 2007
 MWF 3:10-4:00
 LA 337
 Course Website: <http://courseware.umd.edu>

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The European Union: What is it? How does it work? Why should you care?

“It is a mystery why any Americans would support the concept of the EU.”
 – Phyllis Schlafly (Conservative Pundit)

“Europe lacks leadership and a sense of mission and too many people don't feel a part of it.”
 – Peter Mendelson (British Politician)

COURSE DESCRIPTION

The European Union (EU) is the most successful experiment in international cooperation in modern times, but to its 480 million citizens (and non-Europeans) it often appears to be a remote and unnecessarily complex institution. Much of this seeming complexity is a result of the difficulty in classifying what the EU is. By combining features of a state with those of an intergovernmental organization, European integration has stretched our conceptual understanding of international relations and comparative politics. This course introduces the main conceptual approaches to understanding what the EU is, how it works, and why it works when similar attempts at high-level international cooperation have failed. It then explores the major challenges facing this union of 27 countries with an eye towards Europe's future.

COURSE OBJECTIVES

After completing this course, students should:

- Have a knowledge of the the history, institutions, and processes of the European Union.
- Understand the different theoretical and conceptual approaches to explaining European integration.
- Understand the issues and challenges confronting an enlarged EU.
- Be able to evaluate the prospects for future European political development from multiple approaches.

TEXTBOOK

There is one *required* textbook for this course available for purchase at the UC Bookstore:

Bomberg, E., & Stubb, A. (2003). *The European Union: How Does It Work?*. Oxford: Oxford University Press. ISBN: 0199247668

Students will also read portions of the “Treaty Establishing a Constitution for Europe” from the following:

Bonde, J.P. (2005). *The Proposed European Constitution: The Reader-Friendly Edition*. Brussels: [www.EUabc.com](http://en.euabc.com). ISBN:8787692880. Available online at: http://en.euabc.com/?page_id=207

Any additional readings will be made available on electronic reserve at the library and on Blackboard.

STUDENT RESPONSIBILITIES

1. Students have the responsibility to attend class regularly and complete all assigned readings before coming to class.
2. Students have the responsibility to inform the instructor beforehand of any reasons why they are unable to attend class or complete an assignment on time.
3. Students have the responsibility to complete all assignments by the deadline given by the instructor.

4. Students have the responsibility to complete the requirements of this course within the time framework of the semester. University policy on incompletes will be adhered to strictly.

Instructor Responsibilities

1. The instructor will provide an environment where all students' opinions are encouraged and respected.
2. The instructor will provide information in a way that is accessible and relevant to students.
3. The instructor will design assessments that accurately reflect the objectives of this course.
4. The instructor will make all necessary and reasonable efforts to facilitate student learning.
5. The instructor will provide opportunities for students to anonymously provide feedback regarding his success at meeting these responsibilities.

ACADEMIC MISCONDUCT POLICY

The University requires that this statement be placed on all syllabi at the University of Montana:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at: <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

STATEMENT ON DISABILITIES:

I strongly encourage students with documented disabilities to discuss with me appropriate accommodations that might be helpful to them. However, I am not qualified to make an assessment of your need for an accommodation or what accommodations are needed. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services for Students (DSS), Lommasson Center 154 (243-2243), indicating the existence of a disability and the suggested accommodations.

COURSE ORGANIZATION

This is both a lecture and discussion course. Lecture slides and outlines, and other course material will be available from the University's Blackboard shell for this course (<http://coursware.umt.edu>). Students should also be aware that there is also a sizable research component in this class

COURSE REQUIREMENTS

Films

Students are responsible for viewing two films during the course of the semester, *Kameradschaft* (1931) and *The Spanish Apartment* (2003). The first film will be shown in class. Students will have an opportunity to view the second film at during an evening screening at a time to be determined later or on their own in the library. A question comparing the two films in the context of the class will appear on the final exam.

Question Time

We will frequently hold a Q&A session in which students submit questions for a class discussion. Questions must be submitted by 5:00 p.m. the class day prior to each "question time." The class will rate the questions and then discuss the answers to the top-rated questions. In addition, students will be sent an article via email on a current event related to the course. The class will discuss how the material covered in the course helps to explain the events in the article. Complete guidelines for questions are posted on Blackboard.

European Union Simulation

Students will gain first-hand experience with EU policy-making during a simulated meeting of the Council of Ministers over the infamous "Chocolate Directive." Students will be divided up into teams representing member states of the EU and will be responsible for researching the position of their countries. Detailed instructions on the simulation will be distributed in class and on the course website. Students will be required to write a reaction paper after the simulation evaluating the simulation and the negotiations.

Class Debates

At the end of the semester, each team will also participate in one of six debates on the future of European integration. For each debate, two teams will be selected to represent either the affirmative or the negative position. Teams will be responsible for researching the political science literature on their topic, presenting the major arguments to the class including in a handout, and evaluating those arguments in a short 2-3 page debate reaction paper. Complete guidelines for the debates and paper are posted on Blackboard.

Final Paper

The final assignment for this course is a 10-15 page paper analyzing the various "crises" the enlarged EU faces. In their papers, students will identify which of the "crises" Europe faces is the most serious, evaluate the ability of the "Treaty establishing a Constitution for Europe" (TCE) to resolve these crises, and makes recommendations about the how the TCE should be amended to "fix" the Union. Detailed guidelines for the paper will be distributed in class and on the course website. The papers will be due in class April 27.

Student Assessment and Exams

Students will be assessed on how well they are achieving the four course objectives. Since those objectives deal with a synthesis of knowledge rather than its regurgitation, assessment will occur in a both exam and non-exam formats including a midterm, a reaction paper written after the EU simulation, your final paper, and a final exam. The midterm is a multiple choice exam testing basic knowledge of the history and theory of European integration. The final exam is a multiple choice and essay exam over the majority of the course.

FINAL GRADE

The final grade will be based on a 1000 points distributed across seven different areas/assignments:

Class Participation:	100 points	[Question Time and in-class participation]
Midterm:	100 points	
Simulation Participation:	100 points	[50 for group participation, 50 for individual participation]
Simulation Reaction Paper:	150 points	
Debate Presentations:	100 points	
Final Paper:	300 points	
Final Exam	150 points	

The plus/minus grading system will be used based on the following percent scale:

93-100	A	90-93	A-	87-90	B+	83-87	B	80-83	B-	77-80	C+
73-77	C	70-73	C-	67-70	D+	63-67	D	60-63	D-	0-60	F

COURSE SCHEDULE

I reserve the right to make changes to this schedule as the semester develops.

I. Introduction

January 22	Introduction	Bomberg and Stubb, Chapter 1, pgs. 3-18
January 24	What is Europe?	McCormick, "The Idea of Europe," pgs. 27-51

II. The European Union: What is it?

January 26	Ever Closer Union: How Did We Get Here?	Bomberg and Stubb, Chapter 2, pgs. 19-38
January 29	Library Research Strategies — Meet in Student Learning Center, Mansfield Library 283	
January 31	Film: Kameradschaft (1931)	
February 2	Film: Kameradschaft (1931)	
February 5	Ever Closer Union: Was This the Only Path? <i>Discussion: Leaders of Europe</i>	Parsons, "A Certain Idea," pgs. 1-36, 231-242 <i>Readings available on Blackboard and E-Res</i>
February 7	Question Time	

III. The European Union: How does it work?

February 9	The EU's Institutions	Bomberg and Stubb, Chapter 3, pgs. 43-68
February 12	Midterm	<i>Don't forget your Scantron Form!</i>
February 14	<i>Discussion: Why and When EU Institutions Matter?</i>	Beach, Chapter 2, pgs. 16-34
February 16	<i>Question Time</i>	
February 19	President's Day (No Class)	
February 21	The EU and Its Member States	Bomberg and Stubb, Chapter 4, pgs. 69-87
February 23	<i>Question Time</i>	
February 26	Organized Interests and Lobbying	Bomberg and Stubb, Chapter 5, pgs. 88-110
February 28	Key Policies	Bomberg and Stubb, Chapter 6, pgs. 112-135
March 2	<i>Question Time</i>	
March 5	The Policy-Making Process	Bomberg and Stubb, Chapter 7, pgs. 136-155
March 7	Euromyths and the Regulation of the Common Market	Hix, Chapter 8, pgs. 235-270
March 9	<i>Simulation preparation (Students meet on their own)</i>	
March 12-16	European Union Simulation	Simulation Response Paper Due Mon., April 2

IV. Europe's Three Crises: Democracy, Size, and Purpose

March 19	Governance and Legitimacy in the European Union	Bomberg and Stubb, Chapter 8, 157-173 David, et. al., "Troubled Waters"
March 21	The European Constitution	Bonde, Part I, pgs. 4-54 & Responses
March 23	<i>Question Time</i>	
March 25-30	Spring Break	
April 2	Enlargement	Bomberg and Stubb, Chapter 9, 177-194
April 4	Discussion: Should Turkey be an EU Member State?	Repucci, "Turkey, the EU, & Freedom"
April 6	<i>Question Time</i>	
April 9	The EU as a Global Actor	Bomberg and Stubb, Chapter 10, 195-215
April 11	Discussion: Is Europe a Soft World Power?	Kagen, "Power and Weakness," pgs. 3-28 Meunier, "Trading Voice," pgs. 1-21
April 13	<i>Question Time</i>	

V. Where Should Europe Go From Here?

April 16	<i>Debate 1: Is There a Democratic Deficit in the European Union? Yes or No?</i>	
April 18	<i>Debate 2: Should Christianity be in the Constitution: Yes or No?</i>	
April 20	<i>Question Time</i>	
April 23	<i>Debate 3: Enlargement after 27: Yes or No?</i>	
April 25	<i>Debate 4: Is Monetary Union Good or Bad?</i>	
April 27	<i>Question Time</i>	Final Papers Due
April 30	<i>Debate 5: Is the Common Foreign and Security Policy a Failure: Yes or No?</i>	
May 2	<i>Debate 6: Is the European Constitution Really Dead: Yes or No?</i>	
May 4	<i>Question Time</i>	

Final Exam May 7, 2006 3:20-5:20 PM