

# **PSC32-304-02: European Union Politics**

**T/Th 2:30-3:45pm**

**Cullen Building, Room 321**

**Spring 2023**

Dr. Katharine Aha

Office: Mood-Bridwell 243

Office hours: Wednesdays from 9:15am-12:15pm

Email: [ahak@southwestern.edu](mailto:ahak@southwestern.edu)

## **Course Description**

This course is an introduction to the politics of the European Union. We will discuss the origins of the EU, and how it has developed overtime. We will explore the current institutions of the EU, and how they work to bring together 27 member states to make decisions. We will also discuss several challenges that the EU has been facing in recent years, and hold a simulation of the European Council to debate the key issues the EU should focus on in the future.

## **Aims and Outcomes**

By the end of this course, you will have an understanding of how the European Union, a unique experiment in regional integration, works. First, you will learn more about the EU's structure and how and why it developed over time. Second, you will gain a deeper understanding of how member states operate within the EU by analyzing one country's participation in the EU. Third, you will be able to use your knowledge to analyze current challenges the EU is facing and develop your own insights into how they may be addressed.

## **Course Materials**

There is no required textbook for this course, with the exception of Kate Turabian's *A Manual For Writers of Research Papers* which is available through the SU bookstore. You are also required to [activate your free access to The New York Times provided by Southwestern.](#)

All other course materials (including readings, videos, and podcasts) will be available via Moodle.

## **Course Grade Components**

### **Map quiz: 5%**

The map quiz on 9/1 covers the 27 EU member states, in addition to important neighbors. You are expected to be able to identify these countries on a blank map.

### **Class preparation writing assignments: 15%**

At the beginning of the semester, you will be assigned one of the EU's 27 member states, which you will focus on during the course of the semester. During the first half of

the semester, you will complete 5 class preparation writing assignments, focused on your assigned country. These assignments are due by noon on the assigned dates so that I have time to read them before class. These writing assignments are an opportunity for you to start doing research on your country, and to prepare for class discussion that day. These writing assignments should answer all parts of the prompt (posted on Moodle), and should be approximately 300-500 words. These assignments are due (by NOON) on 1/31, 2/7, 2/14, 2/21, 2/28, and 3/7. Please note that there are 6 writing prompts - you need to complete 5 of them.

### **Simulation preparation posts and responses: 15%**

We will have a simulation of the European Council at the end of the semester. During this simulation, you act as an executive of your chosen EU member state in order to present views on what course of action you believe the EU should take on a selected topic, and with other students, attempt to come to an agreement on specific steps for future EU policy.

You will spend several weeks during the second half of the course preparing for the simulation. In order to do so, you will write a series of short posts, in which you, in the character of your chosen EU executive, discuss the executive's opinions on different issues/current events. You must also, still in character, respond to other students' posts. Posts/responses are due by midnight on 4/4 (post) & 4/6 (response), 4/11 (post) & 4/13 (response), and 4/18 (post) & 4/20 (response).

### **Simulation: 20%**

We will use the last three days of class (4/25, 4/27, 5/2) for a simulation of the European Council. The first day will be used for small group meetings, and the second day will be used for full group discussion. The last day will be used to wrap-up discussion and debrief. More information will be provided later in the semester.

### **Papers: 30%**

You will write two papers (at least 6 pages), each worth 15% of your final grade. Prompts for each paper will be posted on Moodle. Paper 1 is due March 21st, and paper 2 is due on May 5th.

### **Attendance and Participation: 15%**

I expect you to come to our class meetings prepared by having completed the assigned readings, lecture videos, and any assignments. One of the goals of this class is to give you a safe environment in which to speak so that you can practice analyzing political events and applying the theories we've learned to real-world events. In order to improve your verbal communication and analytical skills, I expect you to participate in all of our class activities and discussions. If you are uncomfortable with participating, please reach out to me at the beginning of the semester so that we can discuss the best approach for successful completion of this course component. At the beginning of the semester, we will discuss as a class what we think are important components of a successful classroom environment in an online space.

In order to participate, you need to be in class. If you anticipate that you will be missing class for a prolonged period due to extenuating circumstances or illness, please communicate this with me as soon as possible and contact the Center for Academic Success.

### **Important Dates:**

Map quiz: 1/26

Class preparation writing assignments: By noon on 1/31, 2/7, 2/14, 2/21, 2/28, & 3/7. (Need to write 5 out of 6 - can skip 1 week.)

Paper 1: By the start of class 3/21

Simulation preparation posts and responses: By midnight 4/4 & 4/6, 4/11 & 4/13, and 4/18 & 4/20

Simulation: In class 4/25 and 4/27, with debrief on 5/2

Paper 2: By midnight 5/5

### **How to Succeed in the Class**

1. **Plan ahead!** Make sure that you know when assignments are due, and plan your work accordingly. All important due dates for this course are on this syllabus, as well as on Moodle, so that you can plan ahead. Prompts for the papers will be distributed well ahead of time so that you can complete these assignments early, if needed. Oftentimes, due dates for multiple classes will overlap – it is your responsibility to budget your own time and determine when you will need to complete assignments in order to ensure that everything is completed. Success in college (and beyond) is dependent on successful time management. Extensions will not be granted because of conflicts with assignments in your other classes.
2. **Come prepared to discuss!** On Moodle, a plan for each unit will be posted, listing all course materials to be completed for each class session, as well as providing questions below each to think about while engaging with the material to ensure that you are focusing on key pieces of information. Make sure that you have completed all required materials (whether it be reading an article, watching a video, or listening to a podcast), and be ready to share your thoughts in class!
3. **Ask questions!** I am here to help you. If something is confusing or unclear, please speak up in class or come to office hours. I will not know if you are having a difficult time with a particular topic unless you let me know, and it is in your interest to bring it up with me so I can clarify as soon as possible. I want to make sure that you are able to better understand course material moving forward (as we move through the course, there is an expectation that you understood/retained prior material) and that you can be successful on your exams/papers.

### **Course Policies**

#### **Citations**

The Department of Political Science has decided that students in every course will use the Chicago Style of citation. We will be using the author-date style, which is covered in

Chapters 18 and 19 in Turabian's Chicago Manual (9<sup>th</sup> ed.) *Papers that do not include citations will receive a failing grade, and incorrect citations will be penalized.* It is crucial that you understand how to cite your sources – you can unintentionally plagiarize by failing to cite your sources. If you have questions about citations, please reach out as soon as possible.

### **Honor Code**

It is expected that all work you do in this course will be original work. Please make sure you are familiar with the Honor Code and understand what constitutes a violation, particularly in regards to cheating and plagiarism. You can find more information about the Honor Code [here](#). All written work for this course must include the following pledge: "I have acted with honesty and integrity in producing this work and am unaware of anyone who has not." Questions about the honor code may be directed to Shelley Story, Dean of Students ([storys@southwestern.edu](mailto:storys@southwestern.edu)).

### **Late work**

Late submissions for class preparation writing assignments and simulation preparation posts/responses *will not be accepted*.

Late papers will receive a half letter grade deduction for each day it is submitted after a deadline.

Please contact me as soon as possible *before the assignment is due* if circumstances beyond your control arise that affect your ability to submit work in a timely manner. *I will not remind you to turn in late assignments.*

### **Incompletes**

Per the Faculty Handbook: The grade of "Incomplete" shall be given only in the case of a medical emergency or some other emergency situation beyond the student's control. The grade of "Incomplete" may not be given for the sole reason of permitting additional time to complete assigned course work. An Incomplete form, including the student's signature, must be submitted to the Center for Academic Success and Records. If a student is unable to provide a signature (due to a medical emergency, for example), then acknowledgement from the CASAR will suffice. The deadline for posting a final grade following an Incomplete will be 4 weeks from the last day of class. If the Incomplete has not been replaced with a final grade by 5 pm on the last day to resolve the Incomplete, the grade becomes an F. Students may seek an extension to the deadline for posting a final grade, if approved by the instructor and the Director of Records.

### **Grading**

A+	99-100	B+	87-89	C+	77-79	D+	67-69
A	94-98	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63

If you have questions about my comments on your assignments, I am happy to talk with you. If you want me to regrade something, you will need to write a few (at least 3) paragraphs responding specifically to my written comments and explaining why you feel you deserve a higher grade.

### **Course Credits and Expected Student Workload**

Courses in the curriculum of the University are expressed in terms of credits. For courses that have a minimum class time of 150 minutes per week, students should expect to work outside of class a minimum of 2 and 1/2 hours per credit per week. For courses that have a minimum class time of 200 minutes per week, students should expect to work outside of class a minimum of 2 hours per credit per week. Class time and out-of-class work for courses yielding fewer than four credits will be expressed as some proportion of a four-credit course.

### **Recording Policy**

Advance, written permission is required in order to record class lectures, discussions or presentations. Violations of this policy may constitute copyright infringement in violation of federal or state law and violators may be subject to University disciplinary action. Permission to allow lecture recording is not a transfer of any copyrights rights in the recording or related course materials. Such recordings and materials may be used only for individual or group study with other students enrolled in the same class, and may not be reproduced, transferred, distributed, or displayed in any public or commercial manner. Students must destroy recordings at the end of the semester in which they are enrolled in the class.

### **Paideia**

Southwestern takes an interdisciplinary approach to education and encourages students to make connections across courses throughout your time at the university. I encourage you to bring up connections to other classes in our discussions as we move forward through the semester.

### **Accessibility and Accommodations**

Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should contact [Services for Students with Disabilities](#) to determine their eligibility to receive accommodations. It is the student's responsibility to discuss any necessary accommodations with the appropriate faculty member.

### **Religious Holidays**

Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances.

- As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed.

- The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.  
Religious Holidays at Southwestern University.

## Questions

If you have questions about the course, please schedule a time to meet during office hours. Please do communicate with me early if you have any challenges that impact your performance in this course; I will not be able to help you if you do not ask for help.

## Course Materials Schedule

*Please note: This schedule provides a general overview of the material for each unit. It does not include due dates, which are listed above. Detailed schedules for each unit will be posted on Moodle.*

### Unit 1 (Jan. 17, 19, & 24): What is Europe? What is the EU?

Jan. 24

- McCormick. "Chapter 1." In *Understanding the European Union*.  
o Pp. 1-5, pp.13-22

### Unit 2 (Jan. 26, 31, & Feb 2): The Development of the EU

Jan. 26

- McCormick. "Chapter 2." In *Understanding the European Union*  
o "The Changing Identity of Europe" (pp. 24-32)
- Ranciman, David. "Guide to....European Union Before the EU." *Talking Politics*

Jan. 31

- Phinnemore, David. "The European Union: Establishment and Development." In *European Union Politics*.

Feb. 2

- Church, Clive and David Phinnemore. "From the Constitutional Treaty to the Treaty of Lisbon and Beyond." *European Union Politics*.
- Atikcan, Ece Özlem. "Asking the Public Twice: Why Do Voters Change Their Minds in Second Referendums on EU Treaties?" LSE Blog

### Unit 3 (Feb. 7): European Identity

Feb. 7

- Fligstein, Neil, Alina Polyakova, and Wayne Sandholtz. 2012. "European Integration, Nationalism and European Identity." *Journal of Common Market Studies* 50(1): 106-122.
- Siegal, Nina. 2018. "The European Union Is Under Threat. Artists Say It's Time to Rebrand." *The New York Times* May 29, 2018.
- Bieber, Florian. 2019. "How Europe's Nationalists Became Internationalists." *Foreign Policy* November 30, 2019.

#### **Unit 4 (Feb. 9, 14, 16, & 21): EU Institutions**

Feb. 9

- The European Council Fact Sheet from the EU
- Egberg, Morton. "The European Commission." In *European Union Politics*.

Feb. 14

- Information Guide Council of the European Union (Cardiff University)

Feb. 16

- Burns, Charlotte. "The European Parliament." In *European Union Politics*.

Feb. 21

- Kapsis, Ilias. "The Court of Justice of the European Union." In *European Union Politics*.

#### **Unit 5 (Feb. 23 & 28): Schengen & The Single Market**

Feb. 23

- Egan, Michelle. "The Single Market." In *European Union Politics*
- "What is the Schengen Agreement?" (DW)
- Nolan, Dan and Priyanka Boghani. 2016. "Anatomy of an Exodus: How Europe's Refugee Crisis Unfolded." *PBS Frontline*. December 22, 2016.

Feb. 28

- Stevis-Gridneff, Matina. 2020. "Coronavirus Nightmare Could Be the End for Europe's Borderless Dream." *The New York Times*. Feb. 26, 2020.
- Twohey, Megan and Matina Stevis-Gridneff. 2020. "The Forgotten Refugee Crisis in Europe." *The Daily*. Sept. 17 2020.

#### **Unit 6 (March 2): The Common Agricultural Policy**

March 2

- Foilleux, Ève and Matthieu Ansaloni. "The Common Agricultural Policy." In *European Union Politics*.
- Gebrekidan, Selam, Matt Apuzzo and Benjamin Novak. 2019. "The Money Farmers: How Oligarchs and Populists Milk the EU for Millions" *The New York Times*. Nov. 3, 2019.

#### **Unit 7 (March 7 & 9): The Euro**

March 7

- Verdun, Amy. "Economic and Monetary Union." In *European Union Politics*.

March 9

- [Europe on the Brink](#)
- Matthijs, Matthias and Silvia Merler. 2020. "Mind the Gap: Southern Exit, Northern Voice and Changing Loyalties since the Euro Crisis." *Journal of Common Market Studies* 58(1): 96-115.

## **Unit 8 (March 21 & 23): Brexit and the Irish Border**

March 21

- Erlanger, Steven. 2016. "Brexit': Explaining Britain's Vote on European Union Membership." *The New York Times*. October 27, 2016.
- Paper 1 Due

March 23

- "Brexit Going Forward: Who are the Winners and Losers"
- Cowell, Alan. 2018. "50 Years Later, Troubles Still Cast 'Huge Shadow' Over Northern Ireland." *The New York Times*. Oct. 4 2018,
- Gladstone, Rick and Peter Robins. 2021. "The Ghosts of Northern Ireland are Back. What's Going On?" *The New York Times*. April 21, 2021,

## **Unit 7 (March 28, 30, April 4, & 6): Foreign Policy & Future Enlargement**

- Lehne, "Is There Hope for EU Foreign Policy," Carnegie Europe
- Vachudova, Milada Anna. 2001. "The Leverage of International Institutions on Democratizing States: Eastern Europe and the European Union." *EUI Working Papers*.
- Vachudova, Milada Anna. 2014. "EU Leverage and National Interests in the Balkans: The Puzzles of Enlargement Ten Years On." *Journal of Common Market Studies* 52(1): 122-138.
- ADDITIONAL READINGS TBA

## **Unit 9 (April 13, 18 & 20): Illiberal Democracy in Member States**

- Kingsley, Patrick. 2018. "How a Liberal Dissident Became a Far-Right Hero, in Hungary and Beyond." *The New York Times*. April 6, 2018.
- Schmitz, Rob. 2020. "Poland's Overhaul Of Its Courts Leads to Confrontation With European Union." *NPR*. February 13, 2020
- Serhan, Yasmeen. 2020 "The EU Watches as Hungary Kills Democracy." *The Atlantic*. April 2, 2020.
- Erlanger, Steve and Monika Pronczuk. 2021. "The EU Slams Poland and Hungary on Rule of Law, but to Little Effect." *The New York Times*. July 20, 2021
- Keleman, R. Daniel. 2020. "The European Union's Authoritarian Equilibrium." *Journal of European Public Policy* 27(3): 481-499.

## **Unit 10 (April 25, 27 & May 2): European Council Simulation**